

# **PRME Report: Sharing Information on Progress**

February 2012



# A Snapshot of Leeds University Business School

## Location

Leeds University Business School is part of the University of Leeds, located in the North of England, on the edge of Leeds city centre. The school is housed within the Maurice Keyworth building; a 19th century renovated building previously belonging to the Leeds Grammar School.



## Quality of Student Education and Research

- We design and structure our courses carefully to ensure that their content reflects the latest research, whilst remaining academically stimulating
- Our courses are informed by practical, real world approaches
- Courses are delivered by leading academics
- We are ranked in the UK top ten for research according to the RAE (2008), and we have developed several research centres and groups that cut across traditional boundaries

## Ranking, Accreditation and Reputation

- We are EQUIS, AMBA and CIPD accredited, and we are ESRC recognised.
- Leeds University Business School is ranked 29th for Value for Money (Financial Times Global MBA Ranking 2011)

## Collaboration

- We believe in cross-departmental collaboration and the development of national and international partnerships with other Universities and businesses.
- Inter-disciplinary collaboration is vital in order to understand the changing and challenging international business environment, to push old boundaries and forge fresh ones.
- Students benefit from access to the best research, facilities and personnel.



## Commercial Links

- We focus on developing strong links with local, national and international businesses and government agencies, this helps inform our research
- Our students benefit from attending business networking events involving industry leaders.
- Our links with industry also ensure that our graduates are able to access high calibre employment opportunities.

## International Perspective

- Over 30% of staff are from outside the UK
- More than 60 nations are represented among students
- The University has links with over 600 institutions worldwide
- Students on all undergraduate programmes have the opportunity to experience an international year abroad between their second and third years



## An Introduction by Dr Alan Murray

The last few years has seen Leeds University Business School, alongside the University, take giant strides in its mission to embed sustainability throughout the activities of the institution, in teaching, research and in its estates function. Particularly in the last 18 months the School has embarked on a specific trajectory to develop new modules, new programmes and new approaches to education for sustainable development. We have sought to collaborate with renowned NGOs to broaden our reach and develop our policy of stakeholder engagement, and use this developing network to connect with companies at a national and international level to foster opportunities for research and educational partnerships.



Dr Alan Murray  
*Head of Management Division*  
*Senior Teaching Fellow, CSR*



## Leeds University Business School and our First PRME Report

Our long-term goal is to embed PRME within our everyday practices as a responsible organisation. This report represents one of the ways in which we are working towards this goal. It shares our successes but also references some of the challenges we have encountered.. In reality, some of our measures have worked, whilst others need more time in order to make a noticeable difference within the Business School. This is very much the first stage of a journey for us; the major challenge over the next few years will be to systemise the good practice developed so far.

The next stage of the journey includes the review of our programme learning outcomes that we are undertaking as part of AACSB accreditation. We have revised our mission statement to make explicit our aim to develop students' *"global and cultural insight and their ethical awareness to enhance their potential to benefit business and society"*. Now we have to embed these threads into all our courses in ways that are meaningful to students and employers. We welcome insights from other PRME signatories who are further down this road.

To those who read this report: we welcome advice and practical suggestions on addressing these and other challenges, and in turn are pleased to share our learning experiences described in the subsequent pages.

Before moving to the main report, a word of thanks is needed for those who contributed to its creation. A tremendous thank you is needed for Dr Emilee Luran Simmons and the 2011/12 Net Impact leadership team for compiling the report. I would also like to thank all of those professional and academic staff as well as students who contributed their time and skills to providing much of the content in the report. Finally, all of those involved would like to extend our thanks to Dr Alan Murray for his insightful introduction and for his work on the PRME agenda over the last two years,

Julia Clarke

*Pro-Dean for Student Education, Leeds University Business School*

**PRME**

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



**UNIVERSITY OF LEEDS**

**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.**

Since signing up to PRME the Business School has revised its mission statement for student education, so that it now includes an explicit commitment to enabling students “to develop their global and cultural insight and their ethical awareness to enhance their potential to benefit business and society”.

**Leeds University Business School Mission**

There are three key elements crucial to achieving this mission:

Research: To produce and disseminate research of world-class quality 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.

Collaborative Partnerships: To develop and maintain long term relationships within international, national and regional organisations in order to enhance knowledge transfer, innovation and inspiration.

*The Business School is committed to providing fair and equal access to a University education to all who have the academic potential to benefit from it. We strive to evolve an Admissions Policy which treats each applicant as an individual, taking account of prior achievements, circumstances and potential.*

Following the revision of the Mission Statement to make explicit the threads of ethics and responsibility, employability, global and cultural insight, the Business School is in the process of reviewing all programme aims and learning outcomes to align them to these three themes. This will be completed by the end of March 2012 and the next stage, through new systems put in place as part of the School’s objective to meet AACSB accreditation, will be to measure, and hence provide assurance of, student learning outcomes.

The aim of this review is to ensure that the School’s programmes are designed so that *all* students graduate from programmes which systematically embed core threads of ethics and responsibility, employability, global and cultural insight. Nevertheless, there are already many examples of how programmes and initiatives develop students’ capabilities to be future generators of sustainable value for business and society and some of these are described within this report.



## **Joint Project with the Faculty of Environment: Equipping students for the transition to a sustainable low carbon society**

The Faculty of Business and the Faculty of Environment were awarded £50,000 in 2010 to audit and develop their programmes' contributions to sustainable development. This audit was carried out by 'Organisational Sustainability' using the Sustainability Tool for Assessing Universities Curricula Holistically (STAUNCH®). Since then, an Education for Sustainable Development Network (ESDN) has been established to develop support for enhancing such contributions within these two Faculties, as well as across the University as a whole. A particular focus of the project is on employability, equipping students for the transition to a sustainable low carbon society.



*Members of the 2011 ESDN team*

Activity for ESD within the Business School has comprised an evaluation of current progress (audit and interviews with those responsible for teaching in each of the School's divisions), followed by the establishment of a Faculty-specific working group for ESD chaired by the Pro-Dean for Student Education, and supported by the ESD Project Facilitator. This working group has representatives from each of the School's divisions, as well as students involved in extra-curricula activity related to Sustainable Development in business. There is also a representative from Business in the Community, and the reporting structure ensures links with the LUBS Green Impact team. The remit of the group is to support the development of ESD within teaching programmes across the School, as well as through extra-curricula activity.

The work on auditing and implementing changes for ESD within Faculty programmes is now integrated into the Faculty's work on reviewing and mapping module and programme level outcomes for both the Curriculum Enhancement Project and for AACSB accreditation.





**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.**

Sustainability and Social Responsibility are key values which we are working on incorporating into the heart of the Business School's organisation and curriculum. A particular focus is on staff and students working together to deliver our social responsibility agenda. Hence, this report has been put together by students and staff working together and both students and staff are involved in the Net Impact Chapter and the Green Impact agenda.



**About Net Impact**

- Net Impact is an international non-profit organization with a mission to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world.
- Spanning six continents, our membership makes up one of the most influential networks of professionals and students in existence today.
- Our mission is to mobilize a new generation to use their careers to drive transformational change in their workplaces and the world.

**What We Do**

- Net Impact aims to connect sustainability activities around the university, in order to inform students, staff and other members of our community about the current issues faced by businesses, non-profit, and other organisations.
- We provide opportunities for students and professionals to network during special events focused on corporate responsibility, environmental sustainability and social enterprise. This is intended to foster the exchange of knowledge, which can hopefully translate to good practice.
- We support real-world impact, helping members develop and apply their skills to create social and environmental change on campus and in the workplace.





## The Leeds Chapter

- Is the only UK chapter to have achieved gold status and is only 1 of the 14% of chapters around the world to have achieved this, making it part of an elite global network at the forefront of the movement to build a new generation of business leaders.
- The chapter is run by University of Leeds students hailing from all walks of academia: from business, environment and sustainability, to MBA students.

The Net Impact Chapter at the Business School was started only two years ago and so the progress made is impressive. We are proud to be at the cutting edge of this movement and I would like to congratulate all the team on this result.

*Professor Peter Moizer, Dean of Leeds University Business School*

## What We've Achieved in 2011/12

- Over a dozen successful events, some linked with the Social Enterprise programme
- Completion of funding bids for future projects
- Creating further awareness of Net Impact & the Leeds chapter in the community
- Used Social Media outlets to create better cross-communication across UK chapters.
- Liaised with Green & Sustainable Initiatives on campus

Since Net Impact originates in the USA, chapter requirements are based upon American University term timetables & degree lengths (August to May/UG: 4 years, PG: 2 years) versus UK terms & degrees (September to May/ UG: 3 years. PG: 1 Year). As a result, each leadership team begins with brand new people every year, which can create issues with handing over from one team to the next, event management and membership recruitment.

However to help combat these issues we have:

- Introduced two undergraduate students to the leadership team, who we hope will continue to serve during their time at Leeds.
- Expanded Leadership Team from 3 to 11 representatives

## What We Want to Achieve

- Creation of the first UK Net Impact Conference to be held in Leeds by 2013/14.
- Continuation of our Gold Status
- Create Stronger Links with External Businesses & within the University
- Build a Solid Membership Base



# GREEN IMPACT

## About Green Impact

- Green Impact is a cross-Business School initiative to change the environmental behaviour of staff and students.
- It is a UK-wide environmental accreditation scheme run by the National Union of Students (NUS). The accreditation is based on a unified worksheet of activities that cover energy, electricity, heating, procurement, communication, biodiversity, travel, water, waste, recycling, and wider community engagement.
- The efforts of the Business School's GI team are linked to the University's Carbon Management Programme and the ambition to reduce greenhouse gas emissions University-wide by 35% by 2020 (compared against the 2005/06 baseline).

## Academic Year 2010/11

The Business School followed the call from the Estate Service for volunteers to introduce a protocol that assesses and evaluates the environmental behaviour of staff and students. The initial working group of volunteers was established from academic and professional staff from all disciplines, hierarchical levels, and functions. The comprehensive response to the call by the Business School illustrates the persuasion by staff that business-as-usual is not sustainable for the Business School and communicates the wrong signals to students as well.

## Academic Year 2011/12

The working group was expanded to incorporate the Business School student representatives as well. Additionally, a student representative and NetImpact member have joined the GI initiatives in order to facilitate cross-initiative communication and coordination.

Despite the general support for the GI activities, implementation has been frustratingly slow. This is partly due to the voluntary nature of the activities and partly due to the wider institutional and organisational changes that would be required to address some environmental challenges fully as well as the trade-off effects.

For Example: Heating is a significant issue

- However, it is not possible to obtain detailed information about the heating consumption pattern of the Business School and thus of the impact of any behavioural changes



- Nor can the Business School in some instances affect the heating regime as it is centrally organised
- The University's Real Estate is aware of these issues and is addressing them

Yet, the GI team has identified other area possibilities to make an impact.

- For the academic year 2011-12 plastic cups at the School's water fountains were removed and students were given reusable plastic bottles instead.

## **BSc INTERNATIONAL BUSINESS**

The BSc in International Business, International Business and Economics and International Business and Finance are three of the latest undergraduate degrees on offer at the Business School. The programmes are designed to give students knowledge and understanding of the main management disciplines and how the international dimension impinges upon these disciplines from both a theoretical and practical perspective. They draw on the specialist knowledge and research expertise of the Centre for International Business at the University of Leeds (CIBUL), ranked number 6 in the world for the quality of its teaching by the Financial Times (2006) and one of the world's leading research centres in international business (International Business Review, August 2006).

These courses are also designed to take into account the role of international business and sustainable development and to examine some of the key trends between business, ethics and sustainability. For example, the compulsory module 'Current Topics in International Business' includes topics such as:

- The characteristics, indicators and debates of globalization: is globalization in retreat?
- The impact of the global financial crisis (2007-9) on international business activity
- Rising consumption in emerging markets and its implications for the industrialised countries
- The role of international business and sustainable development
- What are the interactions between climate change and the multinational enterprise (MNE)?
- MNEs and the exploitation of the human resource
- Energy security and the international firm
- Geopolitical stability and the strategies of MNEs.



Complimentary optional modules are also available in Business Ethics and in Managing Across Cultures.

### **Business Ethics**

Aims for students to:

- understand key ethical concepts and their application to business organizations, key functions within business and professions;
- critically analyse competing theories on business ethics;
- critique and evaluate existing CSR practice.

### **Managing Across Cultures**

The aim of the module is to look at cultural and comparative organisational issues in international management, in such a way that students learn from the literature, at the same time as applying their own experience and variety to their understanding both of the research literature, and of one another.

On completion of this module students should be able to:

- Use the work of Hofstede as a means of studying cultural issues in international management, and as a means of encouraging free discussion of cultural variety as contained within the student group.
- Understand corporate, organisational and institutional structures as they apply within different countries and regions, and to show how variety in these affects management both within and between these countries.
- Appreciate country and regional comparisons, which illustrate the issues raised in 1 and 2 above (e.g. U.S.A./Japan, U.S.A./Mexico, U.K./France, and so on).
- Gain understanding and insight as to how domestic and multinational companies respond to the challenges raised by 1 and 2 above.
- Use real-world events (if appropriate events occur during the running of the module) to illustrate the theories and ideas under discussion. (Using events occurring in real time requires retaining some discretion over the unfolding of the syllabus).
- Use the diversity of the student body as a resource, to enrich the understanding of the topics covered by the module.

Students are also encouraged to complete a third year in industry or abroad to further supplement their academic education, with more practical business experience.



## MBA OPTIONAL MODULES ON SUSTAINABILITY & ETHICS

### Sustainability

This unit aims to develop the students' critical faculties by inviting them to examine the challenges to business offered by adopting strategies encompassing Corporate Social Responsibility, and by looking critically at existing structures of Corporate Governance. It also aims to develop:

- Knowledge and understanding about the interconnected systems required to bring about a sustainable planet, and the role of, and challenge to business in this context.
- Knowledge and understanding of the relationships among science, business and society.
- An appreciation of the significant features of Corporate Responsibility and Sustainable Development and an understanding of the wider concepts of Responsible Management



### Business Ethics

The module provides, first, an overview of business ethics and corporate responsibility and then, focuses on the application of ethics to specific areas of business, such as international management, Human Resource Management, advertising and corporate reporting. The module will use concepts from the ethics literature such as responsibility, duty, accountability, respect, justice, fairness, truth and trust as a lens through which to consider the behaviour of business and the relationship between business and society. The module covers:

- The Application of Ethics to Business and to Business Strategy and Corporate Responsibility
- The Extent of Corporate Ethical Responsibilities
- HRM and Ethics
- Corporate responsibility for the supply chain
- The Ethics of Advertising
- Ethical Issues in International business
- Business regulation and the financial crisis

### Academic Year 2011/12

The Sustainability module will run with just under 10 students, which is a lower than expected turn out. The Ethics module will not run, because there were not enough students signed up to the module. When surveyed, there was a range reasons why students did not



sign up to these modules. On one end of the scale, a variety of students had backgrounds/degrees in sustainability and/or ethics and did not feel that the optional module(s) could further enhance their learning. Whilst some of the other students expressed that the modules' 'tastier' sessions were not inspiring enough to sign up. As a result of the feedback, programme leaders are looking into ways of improving and expanding upon the modules in order to increase numbers and a positive student perception.

## **CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABILITY: CORE MODULE IN THE MA CORPORATE COMMUNICATIONS AND PUBLIC RELATIONS**

### **About**

This is a compulsory module for the MA in Corporate Communications and Public Relations, focusing on social responsibility and sustainability issues in marketing and communications. It also exposes students to the various practicalities and problems managers are currently facing in this area.

The module was created by Dr Constantinos Leonidou out of necessity, as there were no other UK business schools offering a CSR module grounded in the marketing discipline. The focus for the module was to provide marketing students with the opportunity to explore these issues from the marketing agency view as well as the corporate point-of-view. In addition to theoretical and practical frameworks, external speakers from both the corporate world (e.g. Julian Walker-Palin, Head of Corporate Sustainability, Asda) and marketing agencies contribute to the module.

### **Academic Year 2011/12**

This marks the 2<sup>nd</sup> year of the module. The feedback from the students continues to be positive, citing the relevancy of the topics as one of the top reasons for its success.

### **For the Future**

Future plans centre on the module's assessment. Currently, the module runs during the first semester with students submitting an assignment at the end of the module. Going forward, the module will be moved to the second semester and two assignments will be submitted, one during the mid-term and one at the end of term, in addition to a mid-term interactive 'quiz'. Dr Lenoidou hopes this will provide students with the opportunity to self-assess and reflect on what they have learnt at various stages and to boost their confidence.



## **OUR ON-GOING WORK EMBEDDING ETHICS INTO OUR CURRICULA: WITH THE INTER-DISCIPLINARY ETHICS APPLIED CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING**

The Business School is a founding member of the Inter-disciplinary Ethics Applied Centre for Excellence in Teaching and Learning (CETL), established at the University in April 2005 following a successful bid for £3 million of HEFCE funding. Since its establishment, the School has worked with the CETL to integrate ethics teaching into the School's undergraduate programmes with School subject specialists working alongside specialists in applied philosophy. The CETL also provides a valuable resource for module leaders who want to develop ethical themes within their modules.

A final-year undergraduate optional module in Business Ethics utilises team teaching to draw upon the subject specialisms within the School and the expertise in applied philosophy offered by the CETL. A second year Corporate Responsibility module was introduced in 2011/12 and going forward this will form part of the core of the BSc Management. The final year Business Ethics module is being significantly revised for 2012/13 onwards so that it builds on the second year Corporate Responsibility module. A postgraduate module in Business Ethics was introduced in 2008/9, firstly as part of the MSc Management and now also an option on MSc International Business.



### **About our approach**

#### **Inter-Disciplinarily**

At the heart of our approach is ensuring that the study of ethics is properly contextualised within the host discipline/profession – that it is truly inter-disciplinary e.g. engineering ethics, business ethics, and medical ethics. Not philosophers preaching theory to professionals, nor professionals merely focusing on code compliance.

#### **Integration**

We strive to ensure that ethics is properly embedded within the curriculum so students can see the relevance of it in their discipline, and in their personal and professional lives.

#### **Partnership**

The main way in which we achieve inter-disciplinarity and integration is through working in partnership with colleagues in the host discipline (through Ethics Theme Teams) in the development and delivery of teaching and by using real-life examples from practice. We apply the same approaches in the development of training in professional contexts.

<http://www.idea.leeds.ac.uk/academic/ethics-teaching-at-leeds/>



## SOCIAL ENTERPRISE IN THE UNDERGRADUATE CURRICULUM

Every undergraduate LUBS student has the opportunity to study the theory and activities of social enterprises through our elective modules *Understanding Social Enterprise* and *Innovating Social Enterprise*. Social enterprises, such as Jamie Oliver's 15, The Big Issue and the Eden Project, tackle a wide range of social, ethical and environmental issues. Through researching both enterprising people and their businesses, students understand how creativity, innovation and persistence can create social value. The modules explore real enterprise using a range of interactive teaching methods that allow students to fully appreciate concepts, ideas and developments in the increasingly popular area of social enterprise.

Undergraduate students may also elect to develop their understanding of enterprise in the third sector through our module; *Volunteering & Enterprise*. This module explores the nature and importance of organisations that rely heavily on volunteer support and provides an opportunity for students to join with a charitable organisation outside the University in the delivery of a tangible outcome from group project work. Students take individual responsibility for planning and management of their work, building greater self-awareness and confidence in their ability to work with others. In doing so, they develop a deeper understanding of the theoretical basis of charity and volunteering economics.

All our elective modules are supported by an additional external speaker series 'Enterprise & Society', which allows students to interact with those who have chosen to incorporate social impact into their careers. These talks provide a 'real-life' perspective that supports the theoretical underpinnings of the modules and, in addition, gives the students an opportunity to understand why individuals have made certain ethical decisions in their life.

## COMMUNITY (SOCIAL ENTERPRISE) INTERNSHIPS

Community internships are offered to all LUBS students as a co-curricular, volunteer activity that helps to bring academic studies to life. Internship projects are offered by local social enterprises and other third sector organisations. They have included developing an online marketing strategy, generating new networks on behalf of the organisation and researching different income opportunities. Students can then opt to work on a project for half a day a week through a semester or over a two-week intensive period during the holidays. The internships are unpaid but a fantastic opportunity for the students to gain



experience and develop skills necessary for a successful career. The internships attract students with a passion for creating social change and who demonstrate plenty of initiative, drive and good communication skills.

Following successful completion of the elective undergraduate module 'Understanding Social Enterprise', Jessica Bateson successfully applied to become an intern at the award-winning Leeds-based social enterprise, CREATE. This unique opportunity has provided Jessica with real-world experience that supports and builds on her academic understanding of social enterprises and their role in society.

Jessica came to Create full of enthusiasm & passion and was able to combine her natural entrepreneurial skill with our desire to do business for more than profit to great effect. Create offered her a place in which to explore the world of social enterprise and in return, Jessica very quickly became a valued member of the team who contributed greatly.

*Sarah Dunwell, Chief Exec CREATE*

Create was amazing, I did so many different things throughout the semester! I spent a lot of time working with Fareshare (the food distribution business) especially in researching, contacting and meeting new community and charitable organisations for the food to be delivered to. I spent time with Create Food catering at an event for small businesses in Leeds. I also got the chance to attend Create's first Team Meeting, where members from all of the businesses and members of the Create Academy heard about the amazing success of Create and their exciting plans for the future.

*Jessica Bateson, Social Enterprise Intern 2011*



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

The values that underlie the School's strategy, mission statement and codes of practice are those of the University:



The values are represented as a group, depicting their equal importance and interdependency. The University's values of professionalism, inclusiveness, integrity and community surround and support the core value of academic excellence. The University's values are reflected in the Partnership Agreement with students. (<http://www.leeds.ac.uk/about/strategy/values.htm>).

The University's Partnership Agreement (which was reviewed and revised for the start of academic year 2011/12) makes explicit learners' responsibilities as students of the University of Leeds <http://partnership.leeds.ac.uk/>

*Under the Partnership Agreement staff and students will:*

- Be responsible, accessible and respectful
- Prepare for, engage with, and contribute to learning at Leeds
- Help each other to reflect, develop and improve

*The Partnership Agreement details what staff can expect from students:*

- Openness to learning in a variety of ways
- Willingness to engage in autonomous and collaborative learning.
- Constructive use of contact time with personal tutors
- Timeliness and preparedness for active participation in their course
- Consideration of participation in co-curricular opportunities
- Reflecting and preparing for life after university

The Business School is an enthusiastic participant in the University of Leeds's Curriculum Enhancement Project which aims to incorporate the agreed core threads – Employability, Ethics and Responsibility, and Global and Cultural Insight – into the Leeds curriculum within the context of the discipline. The process has been integrated into the review of programme aims and learning outcomes for AACSB accreditation described elsewhere in this report.

Thus our educational culture is one of partnership and of collaboration between teachers and learners in the development of knowledge. As a research intensive University our programmes are research led in terms of content but also research based as students on all programmes are required to undertake significant research based work as part of their studies. Increasingly, many of these projects and dissertations are directly relevant to aspects of responsible leadership and sustainable development.

## **EXAMPLE OF THE PARTNERSHIP IN ACTION: FROM BEAN TO CUP TO CURRICULUM**

### **Partnership in practice**

- We can expect each other to think critically and independently
- Staff can expect respect for their expertise from all colleagues
- Students can expect from staff an excellent and varied learning experience, prepared and delivered in an inspiring way

Students from across a range of degree courses benefitted last year from an innovative collaboration between Leeds University Business School's Pro-Dean Julia Clarke, Teaching Fellow in Enterprise Dr Sarah Underwood and Head of Catering and Conferencing Beverley Kenny.

Dr Underwood, explains, "We wanted to give the students an opportunity to develop their enterprise skills in a third sector environment, and involvement with Fairtrade fitted the bill perfectly. "We met with Beverley and the University's Fairtrade Steering Group (FTSG) to discuss how we could use Fairtrade in a learning environment. Beverley is a real champion of the Fairtrade model and she and the FTSG were extremely keen to find a way to bring it directly to students.

"The result was the Volunteering & Enterprise module. Eight students from a variety of degree programmes chose the module, which included a project tasking them to raise awareness of Fairtrade, and what it stands for, within the



student population. Projects had to be self-sustaining so it was quite a challenge.

“The remit we set was intentionally broad, because students had to assess ideas, find and talk to the relevant people – people like Beverley were brilliant at providing contacts! – and work on their enterprise skills. They did some really fabulous things, such as getting involved with the Fairtrade Leeds Fashion Show, liaising with Fairtrade suppliers, selling Fairtrade goods on campus, and writing proposals suggesting how Fairtrade could be incorporated into modules in different subjects. They even formed a Fairtrade Society, which now has more than 60 members.”

The FTSG was so impressed with the project that they sponsored an award to enable two students to visit Tanzania for a week. During the trip, the winners – Sheetal Mistry and Lauren Sawyers – accompanied a Café Direct representative to visit a Fairtrade coffee plantation. They picked, ground and drank their own coffee and met people who benefit from the Fairtrade system



“Being given the opportunity to travel to Tanzania with Cafedirect and Peros was amazing. Meeting the farmers behind the coffee beans was a strong reminder of the often forgotten individuals behind the Fairtrade initiative – seeing the human side of coffee production as opposed to the competitive commercial aspect of it which is what we had studied as part of our course.

“But our trip wasn’t all work, we were lucky enough to hike some of the many hills of Kilimanjaro to see up close the small holder coffee farms where Cafedirect coffee is grown and we visited both Tarangire National Park and Ngorongoro

conservation area for two days of safari, seeing a fantastic range of African wildlife.”

“The trip was so worthwhile and more than appreciated, it’s certainly a trip I’ll not forget and I am really grateful to Beverley Kenny and others from the University for awarding this trip and organising it with Cafedirect and Peros.”

*Lauren Sawyers, Partnership in Practice participant*

## DEVELOPMENT OF A SUSTAINABILITY MBA

A new executive MBA is in development in conjunction with the Ellen Macarthur Foundation, a UK based sustainability NGO and the Centre for Low Carbon Futures, a scientific research centre funded by Leeds and three other Universities. This programme will focus on the ‘Circular Economy’, and integrate all modules around its central themes. In addition, separate executive education programmes are in development to extend our Knowledge Exchange opportunities and help build capacity and understanding in businesses of our obligations in respect of the environmental challenges that face us all. These new programmes will be developed alongside two new books to provide the necessary learning materials, and these projects represent a clear indication of the commitment the School, and the University are making to the sustainability agenda.

## MBA: LEADING CHANGE

The Leading Change module is a cornerstone of the MBA programme. It is designed to extend the student's ability to manage issues arising from organisational change, in particular the management of human resources in the context of change. Students develop their investigative and diagnostic skills to improve their awareness of how people can facilitate or resist change. There are also be extensive opportunities to apply these ideas in practice and to develop their 'soft skills' such as information gathering, listening, negotiating, managing relationships and verbal and written presentation as well as their 'hard' skills of business modeling and quantitative analysis. Embedded within the module are three assessed group activities to enable students to hone their leadership and team working skills: The New Venture Challenge, the Boardroom Challenge and the Consultancy Challenge.





### **Board Room Challenge**

Working in groups, students simulate the behaviour of the Board of a real organisation in response to real life issues. This is a challenging and highly interactive activity where student's can apply and test their leadership skills. In 2011/12, students focus on creating a strategy for Marks & Spencer's, which includes a detailed insight into the company's 'Plan A' on sustainability and social responsibility. Students are also able to present and discuss their strategies and recommendations with M&S staff.

### **New Venture Challenge**

Here, students generate ideas for a new commercial venture and then create and present a business plan for their chosen start-up company to a panel of corporate practitioners. This first project develops both team working and entrepreneurship skills so students gain a real understanding of the new venture planning process. As in previous years, many of the 2011/12 business plans feature sustainable, ethical and/or socially responsible products and services.

### **Consultancy Challenge**

Students work as part of a team to deliver a consultancy project for an external organisation. Clients are typically small to medium-sized companies, charities or social enterprises, looking to address a particular business issue. Students will then be required to make recommendations delivered as a presentation to the client. For 2011/12, three of the organisations are non-profits in Yorkshire.





# PASS LEADERSHIP PROGRAMME

## About PASS

- PASS is akin to the Peer Assisted Study Sessions/Learning
- pioneered in 1973 as SI (Supplemental Instruction) in the USA & adapted for the UK in the early 1990's It was adopted by the University of Manchester in 1995 now recognised as UK National Centre for PASS
- The programme involves higher level students helping 1st years to learn in facilitated study groups
- It is delivered via programmes ensuring transfer of knowledge
- Leaders work in pairs and mentor up to  $\leq 15$  students in weekly 1 hour timetabled sessions

## Role of the PASS Leader

- Lead activities to help learning
- Develop understanding, not rote learning
- Listen; be supportive
- Signpost; pass on information and knowledge
- Share experiences
- Act as a role model
- Build confidence in mentees
- They are not expected to act as a tutors



## Benefits to:

- 1<sup>st</sup> year students  
Eases transition into University. Builds up confidence and self-esteem. This improves their ability to master course concepts and improve study skills
- Student mentors  
Develop a range of employability skills including group leadership and communication skills. Revisiting the course material also consolidates their own understanding;
- Academic staff  
Involved in PAL/PASS (debriefs) so that they can receive regular timely feedback on how course content is being received by the learners and be able to respond in a timely manner;
- The School

From improved student performance and engagement across the ability range.  
Breaks down barriers between year groups to develop an effective and successful learning community.

## Semester 1 2011/12

- PASS attendance in semester 1 = 64% compared to 51% over semester 1 2010/11
- First year students attended on average 6.38 PASS sessions out of 10 possible sessions

## Feedback suggested that the best aspects of the scheme were:

- getting help with academic work/problems
- getting to know other students better
- having an informal/safe environment to ask questions

## Mentor Feedback

Skills developed by mentors:

- organisation
- communication
- presentation
- patience
- leadership

Feedback also suggested that the experience provided a deeper understanding of their own discipline



*Best Leaders Award at the 2010/11 Pass Award Ceremony*

**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.**

The School's stated research mission is *"to produce and disseminate research of world-class quality which increases knowledge, skills, understanding and impact"*.

The School sees an emphasis on the development of new cadres of Business and Management academics as not only in its own interest (as potential academic recruits of the future) but as a benefit to the wider academic community, both nationally and internationally. The latter is underscored by active participation in the Northern Advanced Research Training Initiative (sponsoring research methods training across the region), the British Academy of Management and a new White Rose partnership with the Universities of Sheffield and York.

Internationalisation is also a key goal for the PhD programme (the School is a member of EDAMBA). The School already attracts a highly international student group, but efforts continue to open opportunities for overseas PhD students to study in Leeds and for Leeds students to work at partner universities abroad.

Much of the research and impact work undertaken by the School's research centres advances understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

## **EXAMPLES OF OUR RESEARCH IN GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY**

**Centre for Innovation in Health Management (CIHM)** the Centre for Innovation in Health Management is a network of doctors, public sector managers, organisational change consultants and academics, with well established links to the sector. Funding for CIHM is over £1.36 million including NHS West Yorkshire and Humber Transformational Leadership Programme (£384,580).

**Centre for Technology, Innovation and Entrepreneurship (C-TIE)** brings together researchers and practitioners interested in innovation and entrepreneurship and has coordinated a number of large practitioner facing projects (e.g. The Northern Leadership Academy, Yorkshire Forward £667k). CTEI hosts the Marie Curie Initial Training Network which brings together the expertise of leading European research-led business schools, Europe's biggest contract research organisation and industrial



players to shed light on the complex nature of managing the development of emerging technologies. Its unique inter-institutional mix will facilitate scientific synergy and continuous engagement between knowledge producers to increase scholarly, policy and practice impact.

**Building Sustainable Societies (BSS)** Transformation Fund project, which addresses the inter-related challenges of health, work, care and security and draws together research strengths across the social sciences.

**Centre for International Business University of Leeds (CIBUL)** conducts research particularly focussed on the areas of China, India and South East Asia. Current examples include:

- The global determinants and impact of foreign direct investment which examines the interface between regional economic integration, economic performance, competitiveness and development
- Globalisation and effects on the local economy of Yorkshire
- The strategy of MNEs and countries - impact on home and host country development, productivity and competitiveness national and corporate culture in the formation of international business strategy
- Human factors in new forms of organisation
- Knowledge management, international entrepreneurship, property rights, and performance

**Economics:** members of the group are involved in the FESSUD research project (EU Framework 7, c.€8m) which involves 14 universities from across Europe and South Africa (plus one NGO). The five year project (which commenced Dec 2011) brings together economists and other social scientists to look at how financialisation – the increasing dominance of the financial systems over other parts of the economy – has affected the performance 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.

Economics Division members' current and recent research has been funded by the ESRC, the European Commission, the European Investment Bank, the International Labour Office (ILO), the United Nations Development Programme (UNDP), the British Academy, and the UK Department of Health and Department of Transport.



**Socio Technical Systems** The centre involves a variety of disciplines including Civil Engineering, Geography, Mechanical Engineering, Psychology and the School of Process, Environmental and Materials Engineering.

Examples of current Socio-Tech projects include:

**SILOET** with Rolls Royce (£620k) is expected to deliver a substantial improvement to future aircraft programmes through more fuel-efficient and lower carbon aero engines. Since the government is aiming to limit UK CO<sub>2</sub> emissions from aviation to below 2005 levels by 2050 this research is of great importance. Aviation is currently estimated to account for around 6% of UK CO<sub>2</sub> emissions, and if unchecked, those emissions are set to grow significantly over the next three decades.

TSB funded **Overcoming Barriers to Mainstreaming Assisted Living Technology** (£632k) examines how Assisted Living Technologies (ALTs) offer new opportunities within the health care system to improve patient experiences in addition to reducing costs associated with long term health conditions.

The WUN (World Universities Network) GROW network engages with a topic that is one of the most pressing of our age - climate change. The science of climate change may still be contested, however the need for societies to achieve greater sustainability in the face of diminishing resources and rising populations is much less controversial.

**Inter-Disciplinary Ethics Applied Centre (IDEA CETL)/Professional Ethics Network** has a track record of CPD work in professional ethics, including the development and delivery of CPD courses (face-to-face and online), consultancy work for organisations, and applied research and thought leadership. The joint LUBS/IDEA Real Integrity project (£45,000 ICAEW) addressed ethical behaviour in the professions.



**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.**

The Business School has established a number of collaborative partnerships with business organisations that support and enhance its role as a corporate citizen within the region. The School is an active member of Business in the Community and a sponsor of Leeds Ahead. Through these organisations, staff and students are engaged in a range of initiatives working with businesses and voluntary groups.

For example, through Leeds Ahead, in the Spring of 2011 students worked on a project to green the streets of an inner city area alongside volunteers from Holbeck in Bloom. This year the School is working with Leeds Ahead to extend this to another two projects through the CSR in Action initiative.

## CSR IN ACTION

‘CSR in Action’ is an extracurricular activity that gives students’ the opportunity to put into practice a CSR project based on their own evaluation of corporate and community needs.

In collaboration with corporate partners in the initial stages of developing their CSR agendas, students critically evaluate several potential projects and work together to determine the most appropriate strategy for each organisation involved. In doing so, students examine the needs of the recipient groups in Leeds and provide a balanced outcome for all stakeholders. This allows students to apply their theoretical and practical understanding of CSR to real-life cases and develop a project plan that considers impact, sustainability, business ethics and needs of the local community.

Within the scope of the project students take part in a 1-day collaborative challenge to put these projects into practice.

### Unlocking the city's potential

The recipient of an Audit Commission Green Flag for its unique and innovative work, Leeds Ahead is an award-winning and ground-breaking social business that is helping companies across the city to get involved in the social and economic regeneration of Leeds.

By bringing together the private, public and voluntary sectors, Leeds Ahead is creating effective working relationships that are unlocking the city's potential to the benefit of all who live and work here.

The vital links that it provides between the private, public and voluntary sectors, bring benefits to all who engage in a wide range of activities and initiatives that help to narrow the gap between the city's haves and have nots.

As a single point of access to programmes and initiatives in some of the most deprived areas of Leeds, it provides the professional, structured and organisational support that enables businesses of all sizes to play a hands-on role in:

- Raising educational attainment
- Helping those who are not in work to get jobs
- Helping the voluntary and community sector to be effective
- Improving the environment
- Growing enterprise

<http://www.leedsahead.org.uk/>

## GOLDMAN SACHS PROGRAMME

To help some of Yorkshire and the Humber's young business-owners rise to the challenge, Leeds University Business School (LUBS) has teamed up with investment bank Goldman Sachs and Saïd Business School, University of Oxford, to launch a new programme, called *10,000 Small Businesses*.

Based on a successful model that Goldman Sachs currently runs in the US, *10,000 Small Businesses* offers the opportunity for owners of small businesses and social enterprises with high growth potential to engage with today's leading entrepreneurs and academic business specialists. The goal of the programme is to provide participants with tools and resources to help them lay the foundation for long-term sustainable growth and job creation in their communities.

Deepak Jayaraman, head of corporate engagement for Goldman Sachs in Europe, the Middle East and Africa (EMEA) explains: "We started with a model that had been imported from the US, and our Leeds partners were instrumental in tailoring that model into something that is unique and suitable for the local business environment. The model we have created is proving successful and we are now looking to expand this approach to other cities across the UK."





"We have forged a fantastic partnership with Leeds: the academics and administrators have been incredibly flexible, easy to work with and innovative in their approach. The fantastic content facilitation by Professor Nigel Lockett and Programme Director Jacinta Elliot has been tremendous for our cohorts," he added.

"I really wanted to be involved in the programme because I wanted the chance to speak to successful people from industry who had started businesses from nothing and created something quite impressive, as well as eminent academics who could explain current thinking on business models and practices," he says.

*Now a 10,000 Small Businesses alumnus, Tom continues to derive benefits both from what he learned during the course and from the networks he was able to access.*

## LEEDS UNIVERSITY PROFESSIONAL SERVICES HUB

In 2011, the University successfully won a HEIF bid for the development of the Professional Services Hub. The overall aim of the Leeds University Professional Services Hub is to enhance the engagement between the University of Leeds and the sector in order to demonstrate that the faculties involved can respond to the needs of practitioners. The aim will be to transfer cutting-edge, innovative management and thought leadership in such a way that achieves significant impact for the sector, delivers on the University's transformational objectives and provides a sustainable income stream to the faculties involved

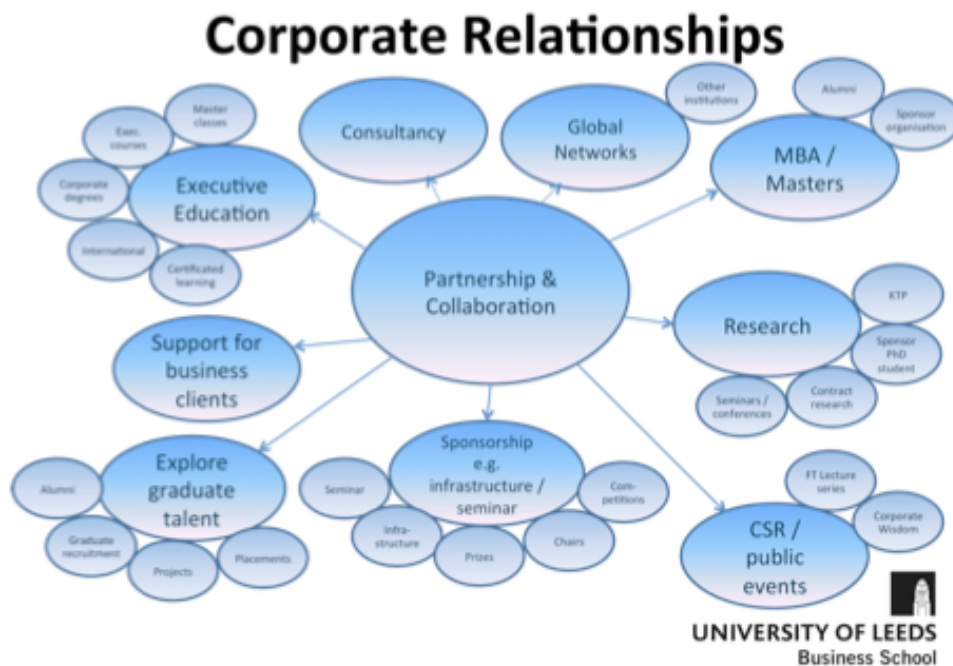
The Leeds Professional Services Hub is committed to developing knowledge transfer relationships with the sector regionally and, building from this, nationally. The Hub will look to pull together and co-ordinate expertise across the University, to develop genuine critical mass. There is interest and expertise in professional services across the University and the Hub will act in a developmental way to pull this expertise together. Initially, the Hub will draw on expertise in LUBS and ESSL, but there are already links with the Faculty of the Environment, the Faculty of Medicine and Health, School of Mathematics and the School of Healthcare. Over the life of the Hub these links will be strengthened, with new streams of collaborative work and Hub activities will be expanded to include other parts of the university.

### Strategic Objectives:

- Co-ordinate expertise and focus engagement with the sector
- To provide a vehicle for delivering the associated faculties' innovation and impact strategy



- The establishment of the Hub as the supplier of first choice on innovative knowledge transfer activities relating to leadership, governance and management.
- To provide a mechanism for implementing the University of Leeds' transformational policies, especially those relating to building sustainable societies and bringing people and technology together.
- To ensure that the faculties involved in the Hub are at the cutting-edge of leadership, governance and management thinking in the professional services sector
- To leverage university resources and funding to develop innovative research in the sector.
- To implement a sustainable model with built-in income generating activities.



**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.**

## COMMUNICATING OUR EXPERTISE AND INFLUENCING DEBATE

We provide a number of opportunities to share our knowledge and expertise with a range of audiences:

### FT Masterclasses

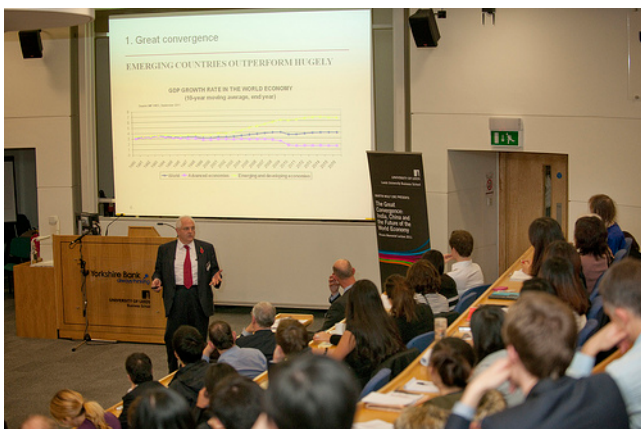
Sponsored by the RBS these events run six times per year and are an opportunity for students, staff, local business and alumni to hear from and discuss and debate with prominent business leaders. In 2012 the series is being developed and guests will be able to attend an afternoon seminar on the theme of the topic. Here they will be able to debate and discuss with Business School academics. FYI the March event is about sustainability.



*FT Masterclass with Chris Ainge*



*FT Masterclass with Prof. Chris Clegg*



*Khusro Memorial Lecture with Martin Wolf OBE*

## Alumni events

We hold breakfast seminars in Leeds and London and an annual Business School Alumni lecture in London for our alumni. Breakfast seminars are led by Leeds University Business School academics and cover a range of issues relevant to today's workplace. They contain both theoretical and practical content with the aim being to give delegates tools and ideas they can take back into the workplace. There is plenty of time for debate and discussion after the lecture. We also hold a number of events overseas for international alumni.

In future we are hoping to trial some webinars so we can get alumni from across the globe together.



*Alumni Breakfast 2011*



*Alumni Seminar Bangkok 2011*

## Online activity

The Leeds University Business School website [www.business.leeds.ac.uk](http://www.business.leeds.ac.uk) has a news and events section featuring all our recent announcements, activities and press coverage. We also communicate key message about our achievements and research via social media, particularly twitter and LinkedIn.

## Press and PR

Our academics actively engage in current debate and discussion and of late many of them have been interviewed by the media, particularly relating to the current economic situation. See <http://business.leeds.ac.uk/news-events/press-coverage/>



## THE NORTHERN LEADERSHIP ACADEMY

LUBS is also a partner in the Northern Leadership Academy alongside other successful UK business schools.

The Northern Leadership Academy is a not for profit strategic leadership body whose central purposes include:

- Facilitate a Think Tank, based around a collaboration of Business Schools in the North, to develop new models and ideas for leadership in business and SME development, and based upon the original principles of good practice for leadership development created by the Northern Leadership Academy.
- Confirm and develop the original Northern Leadership Academy vision and principles – particularly a demand-led approach, focussing on business, particularly SME businesses and having a genuine northern-wide approach
- Concentrate on leadership and innovation for businesses, including SMEs and wealth creating sectors such as manufacturing and advanced engineering to create a virtuous process of high value-added products and services, requiring high levels of skills. We also respond to and support new sectors and opportunities as they emerge, such as the Low Carbon Agenda.
- Use the Think Tank as a conduit to engage with practitioners to enable them to develop appropriate interventions to support leadership and innovation for SMEs based upon the models and ideas developed by the Think Tank.
- Share developments and good practice with wider groupings and to use the models and ideas developed by the Think Tank to inform, support and advise policy/decision makers on world-class leadership.
- Grow the Think Tank organically and work in the spirit of partnership with all core partners to include Business Schools across the North and engaging with partners such as Local Authorities, FE Colleges, business organisations, Sector Skills Councils.

### DirectorNet Project

Building on success in the joint Bradford/Leeds SME Knowledge Network, Leeds University Business School has recently launched DirectorNet. DirectorNet provides practical and solution focused learning tailored to the needs of SME directors and decision makers. The network allows businesses the space to identify and discuss challenges and decide how to respond.



To be delivered approximately every six weeks through peer learning, specialist workshops and one to one coaching, DirectorNet will be a place where advice from peers and experts alike can make that important difference to businesses. Academics will provide insights into business and management topics, all of which are chosen by the businesses themselves. These insights will be complemented by presentations from practitioners about how it actually works in practice. Discussing the successes as well as the failures, the opportunities as well as the threats – all in a very practical manner.

Examples of previous topics covered by specialist speakers and leading academics in similar programmes include:

- Sales Management and Sales Team Development
- Soft Skills for Dynamic Growth
- Networking
- Change Management
- Digital Marketing and Social Media
- Managing your People





PRME Steering Committee  
Head PRME Secretariat at United Nations Global Compact Office  
DC2-612  
2 United Nations Plaza  
New York, NY 10017, USA

10 February 2012

**Reaffirmation of our commitment to the Principles for Responsible Management Education**

As an institution of higher learning involved in the education of current and future managers, **Leeds University Business School** is committed to engaging in a continuous process of improvement in the application of the Principles for Responsible Management Education, reporting on progress to all stakeholders and exchanging effective practices with other academic institutions.

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.

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