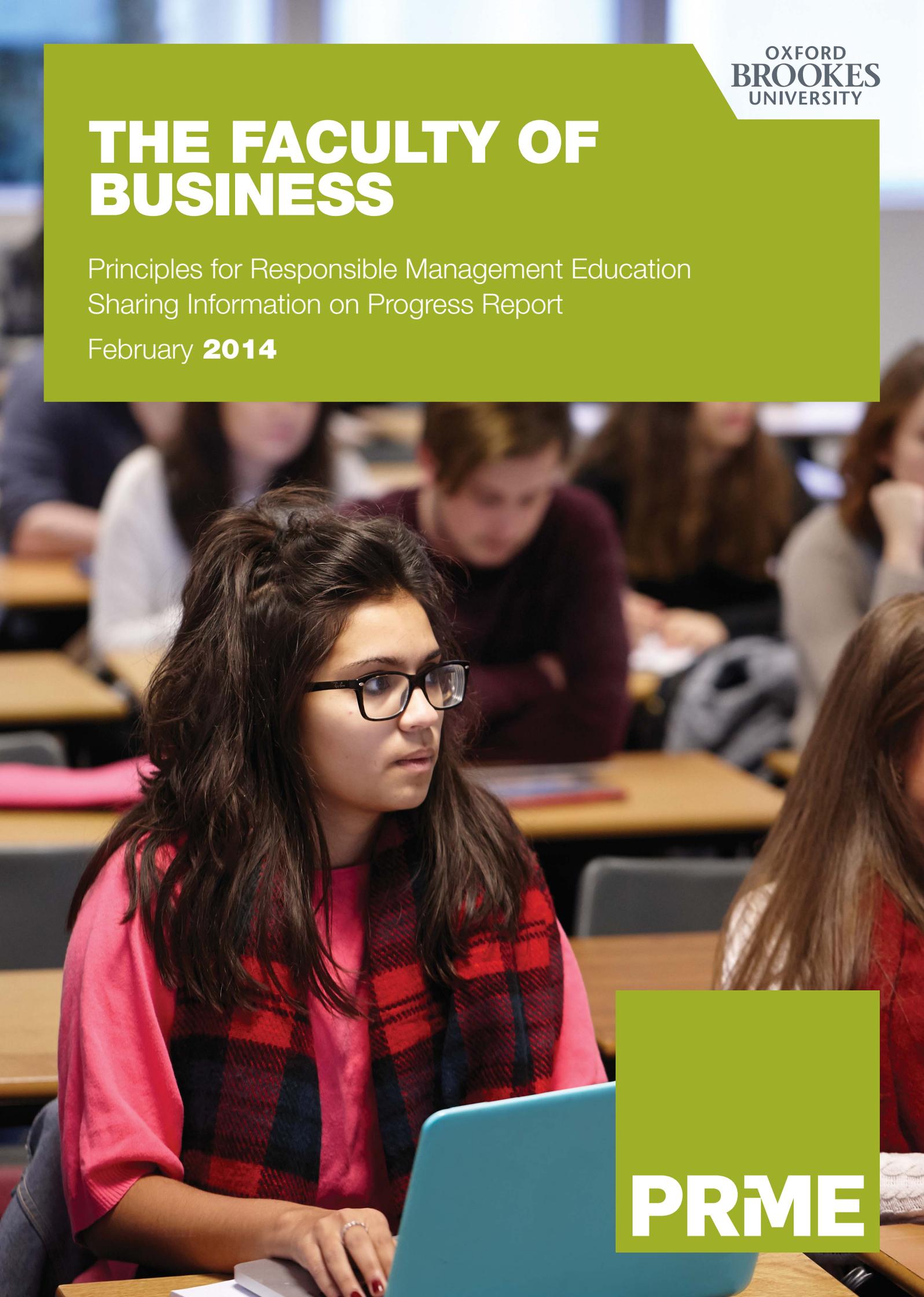


# THE FACULTY OF BUSINESS

Principles for Responsible Management Education  
Sharing Information on Progress Report

February **2014**



**PRiME**



Suncy Allans  
Undergraduate Centre

# 1 RENEWAL OF THE COMMITMENT TO PRME

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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.

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

We educate students of all ages for livelihood, for both personal and societal enrichment. We 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 values state that:

In the development and nurturing of intellectual and enterprising creativity we make our highest contribution to society. Social responsibility demands that all aspects of our activity should be sustainable. Equality, inclusivity and the celebration of diversity must be the foundation for all we do.

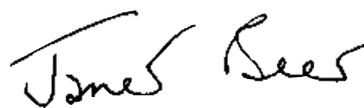
The university's vision is equally unambiguous:

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 confident citizens characterised by their generosity of spirit.

These fundamental principles are embedded within the Faculty of Business in its delivery of, and research into, responsible 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.



**PROFESSOR JANET BEER**, Vice Chancellor, Oxford Brookes University

**PRME**

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

## 2 ACHIEVEMENTS IN RELATION TO THE IMPLEMENTATION OF ONE OR MORE PRINCIPLES DURING THE LAST 24 MONTHS

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**The university continues its commitment to make an explicit and verifiable contribution to staff, students, society and the environment by recognising, managing and being accountable for its impact.** Through this commitment, responding to our sustainability agenda means doing more than reducing negative environmental, social and economic impacts. It also means creating and applying new knowledge and equipping people with the skills to create the important changes that are needed. Oxford Brookes University takes a holistic approach, and aims to have a net positive impact through everything it does. The university's environmental management system supports students and staff to: travel sustainably; recycle waste on campus; eat locally sourced food; buy Fairtrade; save energy; and conserve water.

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

- **Connected**
- **Confident**
- **Generous of spirit**
- **Enterprisingly creative**

**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 (UG) and postgraduate (PG) programmes. This includes programmes delivered by our UK and international partners. The 'global citizenship' attribute is defined as encompassing:**

*'Knowledge and skills, showing cross-cultural awareness, and valuing human diversity. 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.'*

**In June 2012, the university completed a significant course review and development of curricula to ensure that this core graduate attribute is firmly embedded within all programmes delivered on campus.** This resulted in an enhanced focus on aspects of 'global citizenship' within teaching, learning and assessment activities. By June 2013, such activity had been extended to include the majority of the university's collaborative provision partners, with the exercise to be completed to cover all programmes leading to Oxford Brookes University awards by the end of the 2013/14 academic year. Thus, by September 2014, all programmes leading to an Oxford Brookes University award will ensure opportunities for students to develop this important graduate attribute at each level of study, which will be linked directly to assessment activity within all programmes.

**The Faculty of Business makes its greatest contribution to society by investing in the development of individual potential aligned with a focus on community building and an understanding of business ethics and responsible management.**

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, it has been agreed that a major priority of the faculty should be on-going active debate about our critical engagement with the PRME principles. This includes – and allows – local interpretation of their meaning.

## 2.1

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

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### PRINCIPLE 1: PURPOSE

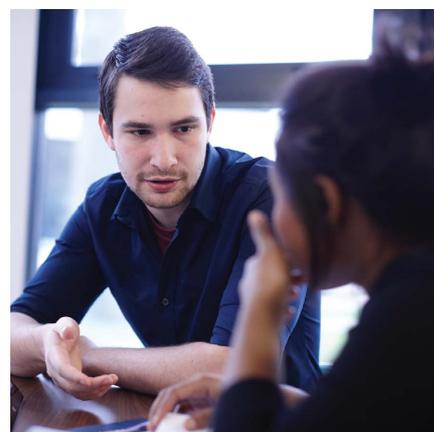
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

### 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 of Business continues to embed the ethos of responsible management education across the curriculum at both undergraduate and postgraduate levels.**

Our postgraduate programmes were reviewed during the 2012/13 academic year and a review of the undergraduate programme content is underway during the 2013/14 academic year. In these reviews, contribution to PRME is considered a key part of the faculty's programme development. Social responsibility and ethics of business are presented as a thread through all courses, and students are helped to understand implementation issues through real-case projects.

**The illustrations that follow on the next pages are selectively taken from different areas of the faculty's operation but provide a representative overview of all PRME related activity.**

## 2.1.1 LEARNING OUTCOMES

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Commitment to PRME is reflected at all levels of attainment and in different disciplines.

For example, 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.

Operate as a reflective practitioner by synthesising reflection on their personal experience and feedback from others in the profession.

These values respect legal, professional and ethical codes of practice within all internal and external relationships, and have regard for the well-being of society and the cultures within which the organisation operates.



## 2.1.2

### CONTENT OF MODULES AND AREAS OF STUDY

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In addition to being academically demanding and focused on developing students' intellectual capacity, emphasis continues to be placed on the development of competencies and attributes to enable our graduates to make significant contributions to business and third sector organisations, and to cultural life more broadly, both whilst studying and in their future careers.

For example, first year undergraduate modules explicitly introduce concepts of ethics as applied to management decision making and in a final year Human Resources module students access UN Global Compact guidance for implementing Labour principles. The undergraduate programme has developed a specialist cluster of modules. This cluster is called Ethics and Sustainability in which staff and students collaborate to allow students to develop a specialism during their studies and staff to develop coherent and linked modules.

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.

Another example is on the undergraduate Business and Marketing programme; this includes a live case study working with a major national charity.

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. A specific example is the dedicated master's level module, **Corporate Social Responsibility**, which covers stakeholder theory and practice, green economics and business ethics.



The MBA is currently being revalidated and the concept of developing sustainable advantage has been expressly designed into the MBA programme learning outcomes. Global social responsibility has been identified as one of four key themes that will be reflected and clearly articulated in every core module within the revalidated MBA. The residential workshops in particular enable the development of responsible leadership and the MBA's virtual campus allows this to happen at a global level. The MBA summer school had a day dedicated to debate our critical engagement with PRME and was attended by alumni, students, staff and external corporate partners.

January 2014 sees the start of a new Corporate Social Responsibility pathway on our MSc Business Management programme. An annual study trip to Boston, USA, during which students visit a number of global corporations and discuss their business models/practices, increasingly highlights ethics and social corporate responsibility issues.

## 2.1.2

### CONTENT OF MODULES AND AREAS OF STUDY continued

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In September 2013, the faculty launched a Foundation Degree in Business and Social Enterprise in conjunction with Ruskin College, an Oxford Brookes Associate Partner College. This programme has been designed with the specific aim of enabling students to further their knowledge of business and social enterprise and of good business management practice.

Work-based learning is a critical part of the course, which has been designed to enable students to continue to work alongside their study. Within this course, students explore both business and social enterprise progressively, while maintaining a holistic view of business within various contexts.

#### Core programme learning outcomes include:

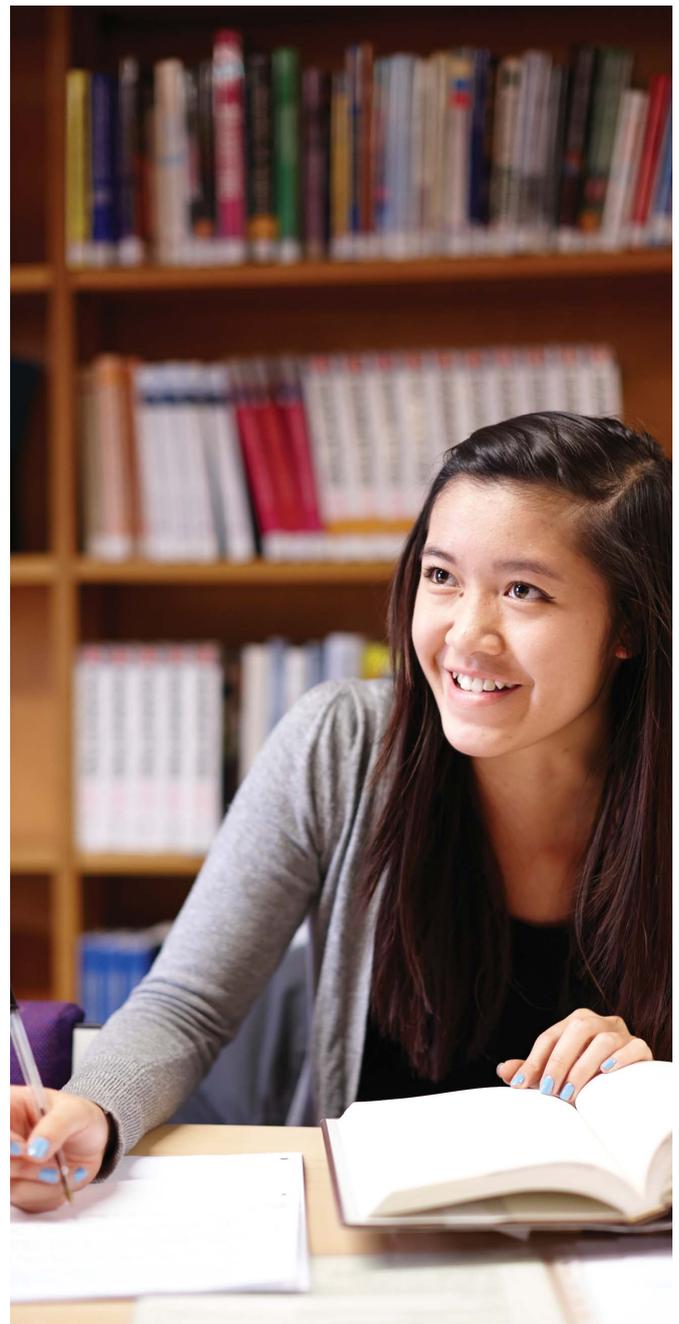
Recognition of the origins, scope and functions of social enterprises in different contexts, and appreciation of the internal and external global business environment in which it operates.

Appreciation of the importance of effective and appropriate communication methods and customer care practices with both the internal and external global customers and enterprise partners.

Demonstration of awareness of the importance of values, ethics and social responsibility in all aspects of business and personal life.

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. These examples reflect our research themes in the PRME-related areas.



## 2.1.3

# STUDENT ENGAGEMENT IN CO-CURRICULAR ACTIVITIES

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**Within the faculty's Oxford School of Hospitality Management, all final year undergraduates and all postgraduates participate in the Bacchus Mentoring Programme.**

Each student is assigned a mentor who is a senior figure from industry or from the voluntary or NGO sectors with whom they are encouraged to develop a close working relationship. The aim of the programme is to bridge the gap between higher education and graduate employment by enabling students to build their own networks of professional contacts, reflect on their own competencies and consider the application of their theoretical knowledge, including principles of responsible management. The mentors – around 60% of whom are alumni of Oxford Brookes University – are demonstrating their credentials as responsible managers by providing valuable support to students on a voluntary basis.

There are approximately 150 students and 130 mentors participating in the programme this year, making it unique in the higher education sector in terms of scale and impact. In addition, all final year undergraduate students now mentor first year undergraduates, helping to create a strong mentoring culture and a vibrant community of practice

**The Accountants in Mentoring (AiM) scheme, which is now in its third successful year, offers all final year accounting and finance students the opportunity to work with a mentor from industry or practice.**

The purpose of AiM is to help students make the transition from academic life into employment by working closely with a mentor on career plans, employability skills and self-awareness. The mentors, many of whom are Brookes alumni, volunteer from a wide range of businesses and organisations and this range allows students the opportunity to match up with a suitably qualified professional.

The programme helps students to explore and develop their career options across a broad spectrum of finance roles. Within these mentoring schemes, 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 (in the 2013/14 academic year) been extended to marketing students and links students with marketing professionals who act as mentors.

A new module, **Community Engagement**, enables future participants to gain academic credit for this work. 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.

The **Oxford School of Hospitality Management** organises an annual field trip to Kenya every January. Its focus is on the power of social enterprise in the field of hospitality and tourism to affect change in the lives of vulnerable people. For two weeks the students work alongside representatives of Adventure Alternative, a social enterprise tour operator which reinvests its profits in sustainable community development projects including schools, support centres for those with HIV/AIDS, youth centres and orphanages. Students report this as being a 'life-changing' trip that results in them reassessing their personal values.

**FACE** is a European Union funded programme in which we organise and teach workshops on entrepreneurship and leadership to students from five European universities.

The students spend two weeks together working on their own entrepreneurship projects. During the workshop one of our students, together with another student from Germany, created a project aimed at helping people with dyslexia, which has subsequently been awarded a Brookes grant for Social Entrepreneurship. The workshop leader who co-ordinated this project taught at the workshop, mentored the student and supported him in developing business plan.

## 2.1.4

# STUDENT VOLUNTEERING AND EXTRACURRICULAR ACTIVITIES

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**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. A local firm of chartered accountants supports the scheme by providing specialist training. With 18 students 'signed up' this year, more than 80 have voluntarily engaged with the programme since its inception in 2009.

For the last five 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 to organise and host Transylvania Fest, an annual festival focused on food production and crafts.

## 2.1.5

# CONTRIBUTIONS FROM PROFESSIONAL SUPPORT STAFF

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**The contribution of professional support staff is under-pinned by a programme of continuous professional development and dialogue with academic colleagues, and aligns well with the core principles of PRME.**

Our professional staff support academics with a number of key initiatives designed to develop the capabilities of students to be future generators of sustainable value for business and society. Additionally, staff directly support students through high-quality work placements worldwide in order to experience the corporate world. Through these initiatives students can gain a thorough understanding of what it means to contribute to an inclusive and sustainable global economy and to global social responsibility.

The academic administration team and the facilities team support academic staff in the creation and maintenance of the educational (curricular) framework; materials associated with teaching and learning; development of processes to support the student journey through the learning experience; and the creation of a high-quality learning environment demanded by the modern generation of students.

These collectively contribute to the creation of environments that fully enable effective learning experiences for responsible leadership.

Professional support staff in the research team and marketing team support academic staff in all areas which contributes to building an environment in which academic colleagues can productively engage in conceptual, applied and empirical research, consultancy and 'Knowledge Transfer Partnership' generation. Through these activities the faculty can: 'advance its understanding about the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value' and enhance the contemporaneity of the curriculum studied by our students.

## 2.1.6 AWARD OF TEACHING FELLOW AND DEVELOPMENT GRANT

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One colleague has been appointed to a Teaching Fellowship whose remit includes a project to enable undergraduate students to engage within the PRME agenda throughout the curriculum.

This colleague has worked on embedding **Global Citizenship and Responsible Leadership** within the curriculum of the single honours programmes, the work involves dialogue with students about interpretations of these important issues and engaging them in opportunities for curriculum design. This has been running for two years and is now an embedded part of the curriculum.

Another colleague has recently been awarded an **individual teaching development grant** by the Higher Education Academy which has the explicit aim of developing moral judgement in students.

The project is directly inspired by the faculty's adoption of PRME. The project will work with a small group of students (extracurricular) involving them in structured debates about ethical dilemmas in business, culminating in a public ethics moot to be held in May 2014. The moot will be judged by senior representatives from the faculty and this work will investigate a pedagogic method which supports the development of moral judgement and raise the profile of PRME and business ethics within the faculty.

Research papers reporting on the outcomes of the work outlined above are planned and, in this way, will generate dialogue between educators and students.

## 2.1.7 ACADEMIC COLLEAGUES ENGAGING WITH RESPONSIBLE BUSINESS PRACTICE

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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.

The Marketing Department has jointly published work on UK organisations' commitment to business ethics, with its Visiting **Professor, Greg Wood of Deakin University**, Australia; he has had a specialist interest in this area for many years.

## 2.1.8 NOTABLE VISITING SPEAKERS

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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 include:

Everest mountaineers **Doug Scott** CBE (first Englishman to successfully climb Mount Everest and founder of **Community Action Nepal**) and Gavin Bate, founder of the **Moving Mountains Trust** and **Adventure Alternative**, discussing the power of social enterprise to tackle major social and environmental problems facing the world.

**Jonathan Fenby** CBE delivered the 2013 Ken Hom Lecture. Fenby is the former editor of both the *South China Morning Post* and the *Observer*, and of the Reuters news agency. His talk focused on the transformation of China and its consequences for the world.

**Tracy Louise Somerset**, Marchioness of Worcester, animal rights and environmental campaigner, discussed her film *Pig Business*, which highlights animal rights abuses in the food chain.

**Adam Michnik**, Polish historian, essayist, former dissident and public intellectual, who was also the editor of *Gazeta Wyborcza*, a leading Polish broadsheet newspaper. In his talk he reflected on his role in the 'round-table talks' that hastened the fall of the communist regime in Poland.

**David Wells** (HR Director and on board of Talaris) regularly runs a session on the **International Consultancy Project** module where students work directly with managers of companies (including corporations, SMEs and charities).



## 2.2

# PRME RELATED RESEARCH

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**Our research is focused on subject-based clusters, all of which have strong examples that align with the principles of PRME.**

Selected examples are given below:

In Marketing, the work in the **Customer Relationship Management (CRM)** research cluster is centred on the theme of ‘fairness and trust’. This research theme examines various aspects of the relationships between organisations and their customers. One project specifically examines how customers form perceptions of unfairness from firms’ marketing strategies. The objective of this research is to develop a framework for firms to consider so that a fair approach in marketing and customer relationship management can be implemented successfully.

A further example is research involving working with cooperative organisations to explore how they implement their marketing strategies in the context of cooperatives’ community-based values and principles. Other research in this theme explores various issues around controversial advertising, its regulation and practitioners’ ethical decision making in the marketing of alcohol in developing countries and the use of social marketing to counter its harmful effects. Research examining the measurement of the quality of customer interactions in contact centres resulted in modifications to the company’s measurement tool to produce a stronger focus on empathy.

The faculty jointly hosts the cross institutional **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. This centre has produced research that has been instrumental in developing the equality policy of HEFCE and the equality framework of the Research Exercise Framework (REF) 2014 and has informed equality policy and practice in Higher Education both in the UK and overseas. The centre’s activities focus on:

1. Interdisciplinary research linking the legal and human resource management perspectives in projects which explore key equality issues in the workplace;
2. Applied research which brings together academics and practitioners in an evidenced-based approach to the development of best practice in managing equalities in the workplace; and
3. Fostering policy and research relationships with policy makers, trade unions, other agencies, and academic institutions.

Recent projects include:

**Tracking the Career Trajectories of the Top Management Programme Alumni**; and **Advancing Equality in Research Careers** – both of which focus on questions of equality and diversity.

A recent book from the centre: ***Managing Equality and Diversity: Theory and Practice Oxford: Oxford University Press*** won the Chartered Management Institute award for Book of the year 2013 in the Management and Leadership Category.

Another project concerns research on career transitions of older workers in knowledge-intensive occupations. This research links with the growing debate on ‘active ageing’ in the European Union, as well as social and political concerns about the welfare state pensions burden. Work from this centre has been submitted as an impact case study for the Research Excellence Framework.

## 2.2

### PRME RELATED RESEARCH continued

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In Accounting and Finance, research clusters focus on the areas of: **Accountability and Governance in the Public and Third Sector**; and **Corporate Social and Applied Environmental and Development Economics**.

Recent work includes a book: *The Cadbury Committee: a History*. This book describes the work of the committee which, in 1992, produced the first UK corporate governance code and established the principle of 'comply or explain' reporting, setting the pattern for future developments in corporate governance around the world. In addition the GLOBE project involving our researchers has developed a suite of models of the global economic system which has been used, for instance, by the Carnegie Endowment for International Peace to evaluate the impacts of Doha Development Agenda on India and, in conjunction with the International Labour Office, on the employment and internal labour migration implications for Brazil and used to examine EU trade policies.

In the Oxford School of Hospitality Management two research clusters have been developed: **Ethics and Corporate Social Responsibility**; and **International Business Development**. Research here focuses upon advancing understanding about the management of hospitality and tourism and work from this cluster has formed an Impact Case submission to the recent Research Excellence Framework.

One of our researchers holds a role as Senior Special Advisor Human Resources for the UN World Tourism Organisation. Our research into ethnic minority businesses has been adopted by the Association of Community Based Advisors and the Turkish Cypriot Chamber of Commerce to develop training programmes and support mechanisms for small ethnic minority businesses. One of our researchers organised and hosted a conference on **Tourism Education for Global Citizenship – Educating for Lives of Consequence** which was attended by key tourism and hospitality scholars from the US, Europe and Asia and he was subsequently appointed to TEFI's (Tourism Education Futures Initiative) Executive Board with a special remit to develop and promote the inclusion of Social Entrepreneurship in the tourism curricula.

TEFI is an international network of leading tourism and hospitality scholars who are working to re-define the tourism and hospitality curriculum for the 21st century. Our researcher was also invited by UnLtd to present best practice in embedding social enterprise in education at the UnLtd Senior Leader Roundtable in May 2013.



Working in collaboration as a multidisciplinary team of Oxford Brookes colleagues, the cluster has continued to develop and grow the **OBSEA** programme (Oxford Brookes Social Entrepreneur Awards). The programme has been highly successful so far attracting the following accolades: in July 2013 Oxford Brookes University received national recognition by winning the 'Outstanding HEI Supporting Social Entrepreneurship' Award; and the OBSEA programme has also been shortlisted for the Guardian Education Awards in the category 'Student Experience'.

In Business and Management, a research cluster concerned with **Organisation Studies: People, Organisations and Management/Society** has worked on employment-based practices working closely with policy makers. A recent contribution was made by the cluster into the recent review of health and safety regulation set up by Chris Grayling MP, Minister for Employment. This cluster has undertaken research on British trade unions' initiatives aimed at Polish migrant workers and has highlighted various ethical issues related to employment practices of cooperatives.

## 2.3 PARTNERSHIP AND DIALOGUE

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### 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.

## 2.3.1 CONTRIBUTIONS FROM PROFESSIONAL SUPPORT STAFF

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Support staff support academic colleagues in the building of relationships with the corporate world. They support academic colleagues in their dialogues with the corporate world to enable both parties to explore jointly effective approaches to meeting the challenges articulated in the PRME principles. These professional staff support academic colleagues in the organisation of events and encounters that facilitate debate on critical issues related to global social responsibility and sustainability between academic colleagues, the corporate world, government and stakeholders associated with the university.



## 2.3.2

# KNOWLEDGE EXCHANGE ACTIVITY AND THE COMMERCIALISATION OF RESEARCH EXPERTISE

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**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.**

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 KTP Scheme** which was transferred to the research office in January 2013 to acknowledge the close links and contribution these projects bring to impactful research. During the academic year 2012-13, two KTP project applications were submitted. Both of these, together with a third which was submitted in 2011-12, have successfully received awards from the Technology Strategy Board.

## **KTP** Knowledge Transfer Partnership

One of our staff members is Advisor for the **International Hotel and Restaurant Association's** (IH&RA) Global Council for Security, Safety and Crisis Management and leads a close collaboration with the world's largest hotel group, the InterContinental Hotels Group (IHG) in the areas of risk management and corporate social responsibility. Two specific projects form part of the KTP supported by the UK Technology Strategy Board and the ESRC and both have been rated as 'outstanding' by the Technology Strategy Board.

In April 2013 the Oxford School of Hospitality Management hosted the **TEFI** (Tourism Education Futures Initiative) conference on **Tourism Education for Global Citizenship: Educating for Lives of Consequence**. Attended by more than 55 academics from around the world, the conference focused on how curriculum development could help to embed 'responsible' management amongst hospitality and tourism graduates.



The school, in association with TEFI, will be hosting the inaugural 'walking workshop' in Nepal in April 2014. This will be a 10-day walking event that will take delegates off the beaten track to the rural villages of Bupsa and Bumburi in the Lower Solukhumbu region of the Himalayas. Here they will visit relevant and meaningful social enterprise projects that are developed and supported by **Moving Mountains Nepal**. They will also witness first-hand the transformational potential of social entrepreneurship and how it has positively affected life in these villages without negative impacts on the local traditions of the Sherpa people.

A colleague, jointly with Civil Service Learning, presented at the Association for Coaching annual conference in September 2013 on the implementation of an internal coaching system within the UK Civil Service. The same colleague acted as volunteer assessor and part of the working group on the Association for Coaching Supervision Accreditation pilot.

### **2.3.3**

## **DEAN'S ADVISORY GROUP**

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The Dean and faculty executive group 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.

### **2.3.4**

## **MEMBERSHIP OF COMMITTEES AND THINK TANKS**

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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 member of staff is a member of Green House, an Advisory Group for a UK think tank on sustainability. Another member of staff 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. A third member of staff is a founder member of the Strategic Management Society special interest group for stakeholder research while a colleague's involvement in the Sustainability Group at Land Securities PLC has led to a number of related student projects and guest speakers.

### **2.3.5**

## **INDUSTRY SEMINARS AND PUBLIC LECTURES**

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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.

A recent example is the Savoy Hospitality Leadership Forum, which is hosted by the Oxford School of Hospitality Management and continues to be an annual event. It draws together leading industry members 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.

### 3

## **KEY OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF THE PRINCIPLES**

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**SECTIONS 2.1** and **2.2** provide examples of current and planned activities from the areas of student experience and research.

These two areas are interlinked and will continue to reflect and support the PRME agenda as the faculty, with the university, begins the review of its 2020 strategy.

As has been demonstrated in this document, the faculty regards its relationship with PRME as one of critical engagement and it will seek to capitalise on the outcome of the various PRME related projects currently underway. The faculty continues to strengthen its relationship with the PRME principles and the university supports this approach.

### 4

## **DESIRED SUPPORT (MEETINGS, TOOLS, BEST EXAMPLES, IMPLEMENTATION GUIDELINES) FROM THE PRME COMMUNITY WHICH COULD HELP MOST IN ACHIEVING YOUR KEY OBJECTIVES FOR THE NEXT 24 MONTHS**

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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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