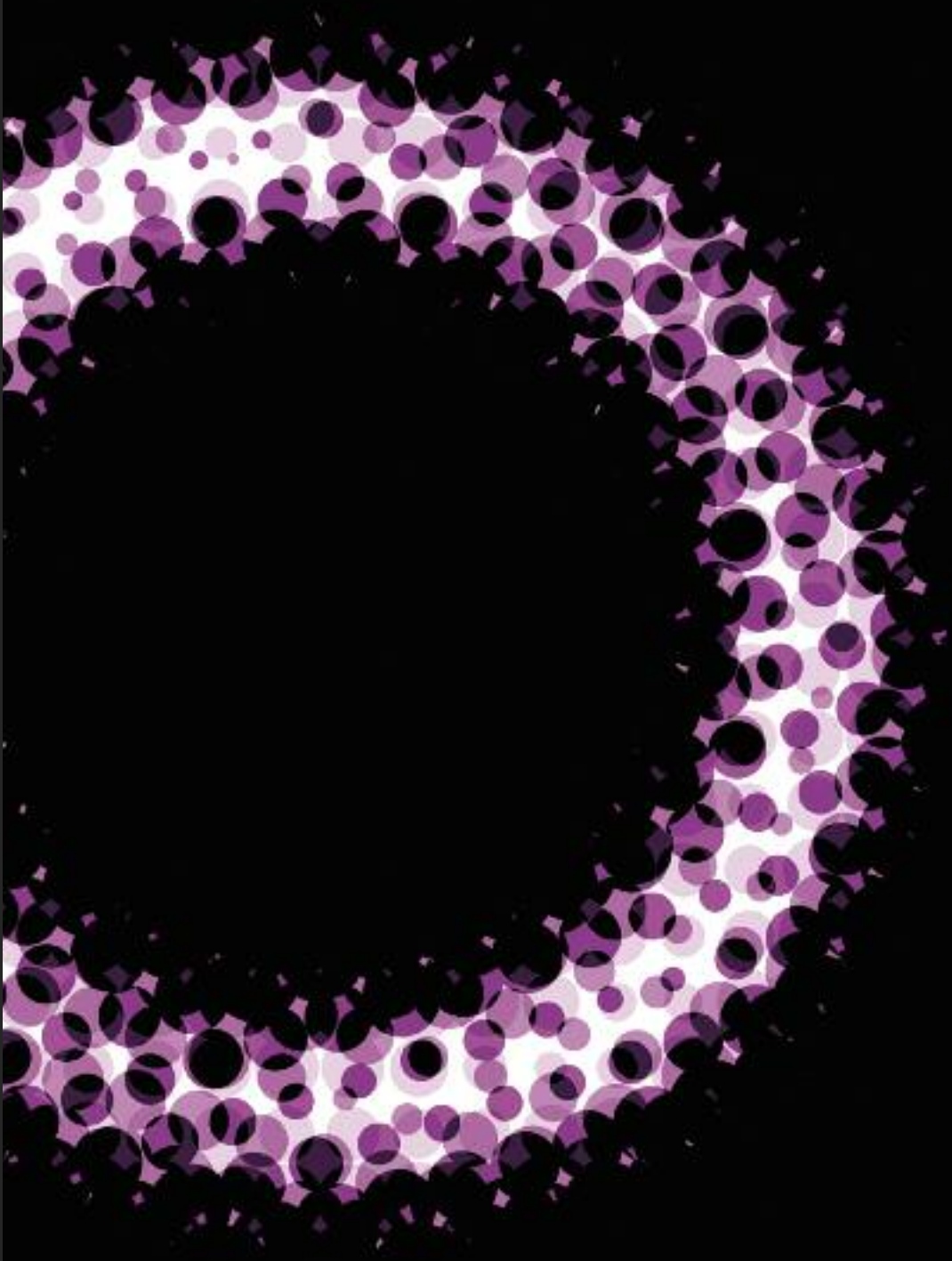


# Principles for Responsible Management Education

Report on progress





Hull University Business School is proud to support Principles for Responsible Management Education (PRME). We are committed to developing responsible leadership for a complex world. As a component part of the University of Hull we value quality, innovation, partnership and inclusivity. We behave with friendliness, openness, responsibility and integrity and are accessible to all who can benefit from what we offer.

At the school we develop people and practices for a fast-changing and interconnected world. Our learning and teaching is informed by the work of our internationally active research community and our interaction with organisations and business professionals – which in turn enhances our programmes of study. This ensures that all of our activities are related and relevant to the current international business environment. We will achieve this by maximising the connections between excellent research, learning and teaching across disciplines; our corporate engagement; and our work with partners who share our aspirations and values. We seek to engage with all our communities, local, regional, national and international, with respect and with integrity.

Our mission reflects the University of Hull's Strategic Plan 2007-2012 and is underpinned by

- internationally excellent research that helps make sense of complexity
- outstanding learning and teaching that produces employable students by providing them with an understanding of interconnectivity
- sustained and mutually beneficial relationships with the corporate world that feed back into all that we do
- international partnerships with like-minded institutions
- a culture of continuous improvement based on international standards of excellence for business schools
- an HR strategy that values people and promotes a connected way of working
- management and organisational structures, and financial and staffing resources that enable the vision and mission to be achieved

Professor Mike C Jackson  
Dean of 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.**

Hull University Business School is an international business school in terms of its faculty, undergraduate and postgraduate student profiles. Overall, our student body has a balance of 50% home students, 15% EU, and 35% international students. Indeed some 75% out of our 80 PhD students are from outside the UK. In addition, over 25% of our academic staff are international. We are, thus, very sensitive to issues of culture, diversity and ethical behaviour. Underpinning our courses are the values of critical thinking, individual responsibility, team working and integrity.

We pride ourselves on offering a friendly and supportive environment for our students, recognised by our excellent performances in National Student Surveys. Students also have the opportunity to engage in extra-curricular activities and our societies in particular are worthy of mention. Hull University Business School Society (HUBSoc) is a society run by and for students and offers activities for students to develop their confidence, learn new skills by organising activities and events. We also support the work of a range of student associations including the International Student Association (the largest student society in the University) and societies associated with specific groups of students e.g. the Chinese Society. We support our student societies in a variety of ways including financial resources, access to information and advice, and we also encourage all staff and students to attend their events and activities. Similarly students can join *AISEC*, the world's largest non-profit making student organisation and one which has a particular focus on cultural understanding and corporate social responsibility.

In 2009/10 we introduced a new scheme to promote friendship and support between students of different cultures and this is known as the Student Buddy Scheme. The aim of this project is to enhance students' experiences within the University of Hull by providing opportunities for promoting cross-cultural communication and friendships across diverse groups of students. The project has the following outcomes: to enhance the cultural and social experiences of students within the University; and to encourage international students and home students to get to know each other through a series of shared activities including buddying. More than 250 students (40% International; 30% European; 30% UK) joined the project and the project coordinator organised a series of cultural and social events to enable the groups to become established. Each Buddy Group was led by a student coordinator who was provided with opportunities to develop their leadership skills particularly with respect to working with culturally diverse groups. Feedback from the students was extremely positive and the University has agreed to fund a project worker in 2010/11 where the project is to be developed to enable students to engage in a community project (or series of projects) in the local area. This expanded project will enable students to develop their leadership skills and their knowledge and awareness of the importance of social responsibility.

## 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.*

The school has a long history in Business Ethics and was the first business school in the UK to introduce an undergraduate Business Ethics module in 1987. The school has now developed CSR modules across all levels of our teaching as well as sustainable business, sustainable logistics and business and organisational ethics.

All Bachelors students engage with professional and ethical issues and corporate social responsibility in their curriculum, initially in the common module *Academic and Professional Skills* (Level 4). Professional and ethical issues are considered in appropriate subject-specific modules such as *Corporate Social Responsibility* and *Human Resource Management* (for BA Management students), *Business Law and Ethics* and *Sustainable Business: Principles and Practice of Green Management* (for BA Business students) at Hull, and *Sustainable Business Development* (Level 5) and *Ethics and Leadership* (Level 6) at Scarborough. The ethics of research are examined within *Research Methods* and students subsequently apply the concepts in their work in *Independent Study* or *Dissertation*. Sustainability and CSR strongly feature within both the content and narrative of *Starting a New Business* (Level 5) and within *Employee Relations* (Level 5) and *Human Resource Development* (Level 6) the moral implications of technology for the workforce and workforce equality and diversity are also considered. The Level 6 Business School elective *Internet and E-Commerce* explicitly addresses ethical issues with respect to online relationships, including consideration of accessibility, disability and other difficulties, and ethical concerns that arise when integrating supply chains. In 2009/10 we introduced a new element in our curriculum development process which ensures that the development of new modules and the revision of existing ones takes into account the need to consider CSR.

Professional and ethical issues are addressed within the BA Business programme to help structure and guide students towards effective, appropriate and ethically sound management practice. Two key modules that serve this role are *Business Law and Ethics* (Level 5) and *Sustainable Business: Principles and Practice of Green Management* (Level 6). These define and evaluate the principles and vocabulary of CSR and their relevance and application to contemporary organisations, enable students to gain practical CSR auditing and sustainable business skills, and seek to ensure students are equipped with an awareness of a professional working environment.

MSc students are exposed to the need for appropriate professional behaviour in their core modules *Professional Skills* and *Research Methods* and may additionally take *Corporate Social Responsibility* and *Sustainable Logistics*.

Our MBA programme addresses cross-cultural management issues in *Managing in Organisations*; interactions between business and government in *Business, Economics and Government*; and the social responsibility of leaders in *Leadership and Change in Organisations*. On the MBA programme, explicit consideration of corporate social responsibility is integrated into the *Managing in a Global Context* theme within the revised curriculum. This was introduced to our full-time MBA during 2009/10 and it is now being rolled out to our part-time suite of MBA programmes from September 2010 onwards.

Research students explicitly address ethical issues during the design and implementation of their research projects and have relevant research training modules available if they wish to take them.

## Principle 3

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

In addition to the understanding of CSR and ethical issues developed through the curriculum, students are made aware of their own responsibilities through the school's *Professional Principles* that are integrated with its approach to Personal Development Planning. In collaboration with student representatives, we have developed a set of Professional Principles for our students on taught programmes (Undergraduate, MSc and MBA) that will support them in the development of their professional practice. Our students are expected to:

- Be independent and self-motivated
- Be organised
- Engage with the subject in a constructive and critical manner
- Be willing to work with others
- Take responsibility for assessed work
- Be able to work with uncertainty and change, absorbing new information and trying new things

At induction, all of our students are introduced to our Professional Principles including the concept of self-management and respect for others. This is reinforced through the display of posters about the Professional Principles throughout the school. Following the development of the Professional Principles for students on taught programmes, our research students have developed their own set of Professional Principles.

Students are also encouraged to engage with CSR issues through other activities, for example they are invited to meetings of the CSR virtual community and encouraged to attend relevant presentations and seminars. Events in the past year which have been attended by students include seminars on business ethics (led by a visiting lecturer from Prague), cross-cultural CSR (led by a presenter from Colombia), and CSR and business schools (led by a colleague from the University of Sheffield who is chair of the British Academy of Management CSR Special Interest Group). The full integration of these strands of activity is yet to be achieved and is a major focus for development in this area, prompted by the school's commitment to the PRME project.

Students are encouraged to become involved in local and regional activities and this is supported by our Widening Participation office. Examples of activities include: voluntary work in primary and secondary schools; attendance at student conferences e.g. one of our second year students attended an International Student Convention in Thailand in January 2010 and we intend to develop this type of activity in the future; we are working with a local school initiative, the STEMNET ambassador's scheme, and we are recruiting and training student volunteers from the Business School to engage with this project. It will give students the opportunity to be part of a new initiative in the local area, help to raise aspirations for our local pupils, help students gain experience of working with a local school, and it will enhance their learning experiences, and be a useful addition to their CV.

Alumni are also encouraged to support the development of others through the student alumni e-mentoring project. This was established in 2008 as an innovative project

which proved to be extremely successful. Business School alumni thoroughly engaged with the project and welcomed the opportunity to 'give something back' and work with undergraduate finalists, MSc and MBA students. The initial pilot project was so successful that this activity has now been established as part of one of our student enhancement activities.

The school operates within the culture, framework, and expectations laid down by the University policies and procedures and has an established Research Ethics Committee. The school Research Ethics Committee is chaired by a research centre director and is responsible for all issues of research ethics. In addition, we have a 'virtual community' of faculty from across the school with a shared interest in corporate social responsibility. Value is added by the reaffirmation in the new vision and mission of the school's commitment to behave with friendliness, openness, responsibility, and integrity. Following guidance emerging from a University review of governance and ethics the school will be reconsidering its own arrangements in the near future. Any new processes and policies will be in accord with the PRME.

In the past four years, a focus for the development of CSR is the Corporate Social Responsibility (CSR) virtual community which plays a staff development role by providing opportunities for colleagues to discuss CSR teaching and by organising internal and external speakers on CSR and ethics. Faculty engaged in this community are highly active in publishing in areas related to CSR, attending relevant EFMD and AACSB events, and promoting CSR in the local business community. They ensure that CSR and ethical issues pervade the curriculum.

In 2009/10 we reviewed aspects of our provision of learning resources from an environmental perspective and consequently made the decision to move from paper-based student handbooks and handouts to electronic copies. In addition, we have decided to shift our purchasing patterns of student textbooks for the library to e-books whenever this is possible. These decisions were made following consultation across the school including with student bodies and is an example of one of the ways in which we practice and demonstrate our ethical values and sustainability principles.

## Principle 4

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

Following our success in the Research Assessment Exercise (2008) we have taken the opportunity to reflect upon our research expertise and have identified new research groupings to take us forward. Thus we have created the **Centre for Organisational Ethics** which brings together scholars with backgrounds in philosophy, political science, marketing, strategy, finance, economics and human resource management in a new multi-disciplinary research centre. Research interests include corporate social responsibility, corporate community relations, public sector ethics, social and ethical audit, government-business relations, and ethical marketing. We are currently recruiting to posts in corporate social responsibility. Recent publications include (Business School faculty in bold):

**Lawton, A.**, Six, F. and M. Macaulay. 'Ethical audit: control, performance and review' in Osborne, S.P. and A. Ball (eds.) *Social audit, social accounting and accountability for the public good* Routledge, London. In press.

**Lawton, A.** and Macaulay, M. (2009) 'Ethics Management and Ethical Management' in Cox, III, R (ed) *Ethics and Integrity in Public Administration: concepts and cases* (ME Sharpe)

**Lindgreen, A.**, Antiocho, M.D.J., **Harness, D.**, and R. van der Sloot (2009), 'Purchasing and marketing of economic, social, and environmental responsibilities in high-tech medical equipment systems', *Journal of Business Ethics*, Vol. 85, Supplement No. 2, pp. 445-462.

**Lindgreen, A.**, Swaen, V., and Johnston, W.J. (2009), 'Corporate social responsibility: an empirical investigation of U.S. organizations', *Journal of Business Ethics*, Vol. 85, Supplement No. 2, pp. 303-323.

Maon, F., **Lindgreen, A.**, and Swaen, V., "Designing and implementing corporate social responsibility: an integrative framework grounded in theory and practice", *Journal of Business Ethics*, in press.

**Kitchen, PJ**, Siano, A. and M. Palazzo (2009) 'Corporate Community Relations: What's the matter with Lombard industrial districts in Italy? HUBS Research Memorandum 84

In addition, we have a growing number of PhD students researching various aspects of corporate social responsibility and related areas and are undertaking research in:

- Corporate Identity and CSR
- CSR in the oil industry
- Ethical decision-making in English local authorities
- An empirical study of CSR and Waqf in Malaysia
- An empirical examination of the measurement of CSR
- Management and ethical practices in Mexico
- An Holistic Framework for Environmental Change
- The role of corporate governance mechanisms in limiting earnings management in Egypt



In addition, new research by Professor David Menachof is seeking to overhaul international multimodal logistics and decrease the carbon footprint by encouraging businesses to use his model of 'nearporting'.

The school encourages its members to play a full role in their appropriate professional bodies and several at any one time will take on positions of responsibility. Senior members of the school are active in the wider management education community, serving bodies such as EQUIS and AMBA as assessors, and contributing to events and discussions on a regular basis. To take some examples, Professor Mike Jackson is on the EPAS Board and is an EQUIS accreditor and Professor Susan Miller is an AMBA accreditor. Professor Armstrong is particularly active in the American Academy of Management, and is also a council member of the British Academy of Management.

Through its development partnerships, the school is supporting the growth of management education in sub-Saharan Africa. The most advanced of these initiatives is with Jimma University, Ethiopia where the school has, since 2005, been assisting the business school in a 'Capacity building' programme. The project was initially funded from a World Bank source to facilitate visits of academic staff from Hull to Jimma. Four staff have visited Jimma and have contributed support in new programme development, guest lectures and development events for Jimma faculty. Three visits have been made by Jimma faculty to Hull involving 12 staff overall. These are 'exposure' visits providing insight into the operation of a well developed school. The relationship has so far assisted Jimma to develop and commence delivery of an MBA, two research outputs have been achieved, and some joint research is continuing.

The school's Centre for Economic Policy has helped establish the Centre for Policy Modelling at Cape Coast University, Ghana, with the active support of Ghana's Ministry of Finance and Economic Planning. The Centre for Policy Modelling is particularly concerned with applying general equilibrium modelling to poverty and sustainability issues.

The Centre for Systems Studies in the Business School is assisting Mzumbe University, Tanzania, hosting staff on sabbaticals, providing a PhD scholarship for an academic from Mzumbe, and donating books.

## 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.*

We include business leaders as part of our Advisory board and take account of their interests and concerns in developing our programmes and we work with them in research and consultancy projects. Examples of relevant research and consultancy partnerships include:

- Helping the port of Grimsby to take its place as a leader of offshore wind farm servicing. We carried out a feasibility study and established that, with substantial government investment planned in the ‘renewables’ sector, the development of offshore wind farm servicing would provide a new lease of life for a declining and decaying port.
- Working with the university’s Hull Environment Research Institute (HERI), concentrating on environmental monitoring and modelling, environmental dynamics and sustainable cities and regions. A new centre has been created, the Environmental Technology Centre for Industrial Collaboration, with support from the government regional development agency to act as the commercial arm of HERI.

Working with other universities in the region, a Centre for Low Carbon Futures was launched early in 2010.

The Business School is also a member of Business in the Community (BIC), a national organisation that helps build corporate social responsibility in the UK and elsewhere. We attend their workshops, invite them to address our students, and they provide access to other organisations for the research of our PhD students.

## Principle 6

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

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

CSR is offered to organisations through executive education. The most recent example was with William Jackson Food Group Ltd. which focused on addressing the CSR activities of the company. CSR presentations are given regularly to a variety of stakeholders and these have included the Chartered Institute of Public Relations, the Hull Junior Chamber and the Chartered Management Institute.

Regular CSR/Sustainability seminars are offered by academics from within the Business School and from abroad (eg Czech Republic, Columbia). In 2007 we organised a sustainability conference attended by some 50 representatives from the business community.

### **Corporate Responsibility**

The school operates within the culture, framework, and expectations laid down by the University policies and procedures and has an established Research Ethics Committee. The University has policies and procedures that ensure faculty behave in a reasonable and fair manner in all aspects of their employment. The broad expectations for all members of the University are laid out in the Charter, Statutes and Ordinances and given specific meaning in various policies, codes, and procedures covering ethical behaviour, research misconduct, anti-fraud and corruption. The University Human Resources Directorate oversees a comprehensive set of policies and procedures. These include policies concerning age, bullying and harassment, data protection, disabled staff, diversity, whistleblowing, race and gender equality, recruitment and selection, disciplinary procedures, and health and safety. Students have specified procedures enabling them to make complaints about their personal treatment by staff and appeal against academic decisions if they feel they have been treated unfairly or inappropriately.

More particularly, the school expresses its sense of corporate responsibility through its widening participation initiatives and the various e-mentoring projects it has engaged in to encourage women back into the workplace and enhance their career prospects once there.

Members of the virtual community of faculty with interests in CSR promote it regionally by giving regular presentations, for example to the Chartered Management Institute, Hull Junior Chamber of Commerce, and the Chartered Institute of Public Relations. The school is an active member of Business in the Community, supports local initiatives, for example by donating a prize for environmental or ethical leadership for the *Outstanding Young Persons Awards 2008*, and shows a very visible commitment to CSR by the Fairtrade cafe located in its main Hull building.

The school makes a significant contribution to local and regional communities and is increasing its contribution to the national and international professional and

management education communities. Widening participation has developed from simply receiving school students on visits to broader and deeper relationships with schools that involve more genuine partnerships, curriculum based competitions, projects and joint development activities. In addition, an increasing number of our students are involved in widening participation activities e.g. voluntary work in secondary and primary schools and also mentoring of school pupils. Moving forward the Business School has now galvanised its corporate partners into thinking about their relationships with schools and the development of tripartite initiatives that ultimately will bring school students through into higher education and into good quality employment. The Business School's community involvement has extended particularly through the emergence and continuing development of the Logistics Institute. The Institute is now contributing its own momentum in the widening participation area.

Since 2001, the Business School has delivered a number of externally funded projects aimed at encouraging individuals with higher level skills (graduate or equivalent) gain appropriate employment. Examples of these projects include: *EMPATHY Net-Works* which was funded by the European Social Fund and supported 60 unemployed or under-employed women into employment in the logistics and supply chain industries; and also the current *Works for You* project which is funded by the Economic Challenge Investment Fund and Yorkshire Forward (the Regional Development Agency) and this project is supporting 90 individuals into employment through a coaching, training and mentoring process. These projects demonstrate our commitment to providing support and development at a local and regional level, and enabling individuals with higher level skills to gain or improve their employment prospects.

The school's staff are committed to behaving with friendliness, openness, responsibility, and integrity and this has been reinforced and supported by the school's commitment to the PRME.