



Sheffield
University
Management
School.



PRME Sharing Information on Progress

Sheffield University Management School

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Report 2014

INTRODUCTION FROM THE DEAN

Sheffield University has a global reputation as a world-leading research institution but also has a heritage of civic responsibility that ties it to the local communities it serves. In conjunction with this, Sheffield University Management School is driven by a socially-responsible research agenda where the research across all our sub-disciplines develops and enacts what we refer to as decent and sustainable work practices and processes, and which our mission refers to more broadly as socially-responsible work practices.

This notion of social-responsibility spans our work on employee well-being and performance, our development of models to make supply chains more environmentally sustainable, our understanding and promotion of social entrepreneurship, the lead we take on informing policy around the informal economy and our research on improving work, organisations and employee relations. We therefore have a critical mass of research that puts us in a unique position to inform debate and have an impact on socially-responsible work practices and processes around the world.

This clearly sits very comfortably with the remit of PRME and also aligns with the emergent strategy of the European Foundation for Management Development, who view the future of business and management education as we do – as being underpinned by the promotion of ethical, socially-responsible and environmentally sustainable business practices and developing students with higher aims.

Sheffield University Management School is therefore proud to frame its activities within the Principles of Responsible Management Education and the report presented here will explain how we embed those principles throughout our activities.

BACKGROUND TO THE MANAGEMENT SCHOOL

Management education at Bachelor degree level has taken place at the University of Sheffield for over 50 years. The School provides two broad programmes at Undergraduate level: Accounting and Financial Management, and Business Management, plus dual options of each with other disciplines. At Masters level, the school provides a wide range of specialised programmes. In 2006, to complement our AMBA-accredited MBA, we introduced the new general MSc in Management, which was accredited by AMBA in 2007. This was followed by the introduction of specialised Masters degrees in Finance, International Management, Information Systems Management and HRM, and named pathway degrees in Management, Enterprise, Logistics and Marketing. In 2009 the Institute of Work Psychology (IWP), formerly an autonomous University research institute, was incorporated into the Management School and MSc degrees in Occupational and Work Psychology were offered.

In the 2008 Research Assessment Exercise (RAE), the Management School was ranked 16th nationally in Business and Management Studies out of 90 UK universities (up from 24th in 2001). A total of 95% of the School submission was judged to be of international quality in terms of originality, significance and rigour, 60% world-leading or internationally excellent, and 15% world-leading.

Since the previous SIP report, the Management School has witnessed a significant transition within its staffing profile, scope and activities. This includes the arrival of a new Dean, Professor David Oglethorpe, and the relocation to a new Management School facility. Professor Oglethorpe is an Environmental Economist by training and occupies the School's Chair of Environmental Sustainability.

As a consequence the period since the School's last SIP report has seen a re-evaluating of its position in relation to the responsible management agenda. In particular the School strategy has focused upon integrating many of the positive developments introduced around PRME, beyond a few targeted modules and into the broad activities of the school more generally. Core School values seek to encompass socially-responsible practices and collegial working and the School's research is developing with a critical mass of activity exploring new horizons in relation to socially responsible and sustainable work practices, business processes and management principles. These drivers are reflected in the mission and vision statements for the school

THE MISSION OF THE MANAGEMENT SCHOOL IS:

to use our world-class research base to develop knowledgeable and employable students, promote socially-responsible work practices and have a positive impact on organisations and society throughout the world.

We believe that this focus and direction will deliver an international reputation as a Management School that combines an increasingly specialised research-led focus, which is world-class by default, and which provides world-class student facilities for learning and organisational engagement.

OUR VISION IS THUS:

to be recognised as a leading international management school known for delivering an outstanding student experience and impactful socially-responsible research in a collegiate learning environment.

Working from the basis of this core mission and vision statement the School has made significant progress in developing activities across all six PRME principle areas as will be outlined below.

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.*

AND

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.*

As outlined above, the Management School provides a broad range of Undergraduate and Postgraduate programs. Currently the School is home to approximately 1300 undergraduate students, 600 taught postgraduates and 100 Phd students. All programmes are influenced by the concept of the Sheffield Graduate. The Sheffield graduate concept is based around four core attributes as illustrated in the table below.

DISCIPLINE-BASED KNOWLEDGE	APPLYING KNOWLEDGE IN THE WIDER CONTEXT
<p>The Sheffield Graduate is...</p> <ul style="list-style-type: none"> • Knowledgeable in their subject area • Competent in applying their knowledge and skills information literate 	<p>The Sheffield Graduate is...</p> <ul style="list-style-type: none"> • Someone who sees the big picture and understands the importance of context • Experienced in working with clients, communities and partners outside the University • An active citizen who respects diversity and has the cultural agility to work in multinational settings
APPROACHES TO ENQUIRY AND LEARNING	PERSONAL DEVELOPMENT AND EMPLOYABILITY
<p>The Sheffield Graduate is...</p> <ul style="list-style-type: none"> • A skilled and ethical researcher • A critical, analytical and creative thinker • An entrepreneurial problem solver 	<p>The Sheffield Graduate is...</p> <ul style="list-style-type: none"> • A flexible team worker • An independent learner • An efficient planner and time manager • An accomplished communicator • Skilled in the use of IT • Professional and adaptable • A well rounded individual, reflective, self aware and self-motivated

A wide range of extra-curricula activities are provided by the University to all students to help them further develop these attributes. Students can also enrol on the Sheffield Graduate Award programme. This prestigious Award brings an extra dimension to a student's qualifications when they graduate, enriching their personal development and substantially boosting their employment prospects.

Taking part in valuable and sometimes challenging activities in areas including enterprise, work experience, community volunteering and international relations confirms that not only are our students academically able, but are individuals whose competencies, skills and positive outlook will be a real asset to any organisation. Our students are encouraged to seek innovative and entrepreneurial opportunities, but to do so with a respect for the social and environmental challenges that surround them.

A significant amount of our teaching is informed, and underpinned, by research into ethicality, social responsibility and sustainability. As highlighted in our previous SIP report, the School has been keen to ensure that none of our students can complete a program of study and not have engaged with the responsible management agenda during their course. As part of this commitment, the Management School was one of the first in the UK to create a core final year undergraduate module in Corporate Social Responsibility, and our intention has since been to expand engagement with such themes across the programmes, bringing these concepts into more 'traditional' management modules. As a consequence the responsible management dimension of study is now represented as much in a pervasive sense as it is through the content delivered by individual academics. That said, there are also specific modules that explicitly focus on matters relating to this dimension. The table below illustrates where ethics, responsibility and sustainability is a major part of a module. The School is also launching a new MSC in Energy Management in 2015/16, which will cover the inter- and multi-disciplinary knowledge and practices in these areas.

MODULE	CSR/ETHICAL ISSUE COVERED
MGT132 Introduction to Financial Accounting	Corporate reporting of CSR and the UN's Global Reporting Initiative. Creative accounting and accounting ethics.
MGT136 Management Themes and Perspectives	CSR
MGT211 Intermediate Management Accounting	Environmental and sustainable development accounting
MGT226 Human Resources Management	Environmental (Green) HRM
MGT227 Issues in Corporate Governance	Best practice in corporate governance
MGT242 Research Methods	Ethics of research
MGT304 Auditing	Ethical codes of conduct for auditors
MGT309 Industrial Relations	Employment discrimination legislation
MGT329 Case Studies in Accounting	Sustainability case study
MGT357 Corporate Social Responsibility	CSR
MGT358 Integrated Marketing Communications	Ethics of marketing in general and particularly environmental marketing and marketing to children
MGT376 International Business	CSR in international business context
MGT6010 Integrated Marketing Communications	Ethics of marketing in general and particularly environmental marketing and marketing to children with more emphasis on the organisation's responsibilities
MGT6045 Marketing	Social marketing (e.g. alcohol marketing and its effects, coupled with policy issues)
MGT6046 Operations Management	Design for environment, green supply chain
MGT6047 Strategic Management	General strategic significance of CSR
MGT6060 Human Resource Management	Explores throughout the course ethical issues related to HRM
MGT6067 Corporate Governance	Best practice in corporate governance
MGT6081 Green Logistics and Supply Chain Management	Ethics of research
MGT6112 International Business	CSR in international business context
MGT6120 Managing Organisational Behaviour	Ethical issues in relation to aspects of behaviour at different organisational levels
MGT6129 Management Inquiry	Ethics of research
MGT6221 Strategic Management Accounting	Social and Environmental Accounting
MGT6250 Marketing Research	Ethics of research
MGT6245 Entrepreneurship Research Methods	Ethics of research
MGT650 Managing People in Organisations	Environmental (Green) HRM
MGT659 Industrial Relations	Employment discrimination legislation
MGT670 International Human Resource Studies	Human Rights International Labour Standards
MGT6810 Risk and Crisis Management	Ethical considerations underpinning effective crisis management
MGT682 Research methods	Ethics of research
Project Workshops	Ethics for psychological research and code of conduct

Our students have also been involved in a range of responsible management related activities. Through our work with the 'Sheffield on a Plate' initiative, final year management students this year worked with local Sheffield suppliers to create the University's own organic market. First year students also undertook a curriculum project to identify organisations to grow vegetables for an attempt at a world record locally sourced stew (all ingredients sourced within 15 miles of the University), due to take place in November 2014.

Management School students are also heavily involved in the Enactus programme, an international scheme that encourages students to utilise entrepreneurial skills for social and environmental good. Enactus Sheffield, currently has 73 students from the Management school who are actively involved. Enactus Sheffield claimed an emphatic victory at the 2014 Enactus National Competition and will now represent the UK at the world competition in Beijing. They are currently one of the most successful UK Enactus teams, being the only team to reach the final 4 of the national competitions for the last seven consecutive years (winning twice and being runners up three times). The organisation is spearheaded by a small executive group formed mostly by students on business and accountancy programmes at the Management School.

Caroline, a second year accounting student and current managing director of Enactus Sheffield explains how Enactus enables its members to develop skills and awareness:

"We have training in all areas and being pushed beyond your comfort zone all the time means that you learn so quickly. We have incredible sponsor companies who support us, improve the projects and are keen to employ our members - in fact, over 70 per cent of the executive team last year landed jobs with sponsor companies, whilst the other 30 per cent all received a graduate job with another company using their experience). But, most of all, there's no bigger motivator than knowing you can make a life-changing difference to somebody, and we give you all the tools you need to help achieve that."

At a Faculty level, 2015 will also see the first running of the interdisciplinary Faculty Challenge, which is a non-credit bearing but compulsory week-long event being held in February 2015 for all first year undergraduate students. The Faculty Challenge will comprise inspirational guest lectures, 'provocative lectures' by academics and student projects based around four key themes very much engrained in the ethics, social-responsibility and sustainability agenda: migration, inequality, climate change and digital worlds. The Management School will be overseeing a large proportion of the student projects on this challenge, due to a large proportion of faculty students being registered on our modules.

Ethical concerns are also central to the way in which we encourage our students to undertake research. At both MSc and PhD level all students have to complete research ethics approval forms for their projects. This is mandatory and at PhD level we specifically train students on research integrity in their personal development and provide a compulsory research ethics taught module. This is key to demonstrate the challenges of ethics, responsibility and sustainability to researchers involved in research projects due to various types of stakeholders involved, data requirements, treatment and interpretation. Led by the Research and Innovation Services, The University of Sheffield has set up a strong ethics and research integrity committee that oversees these practices across Departments.

The school also continues to be an active member of Business in the Community, and through this link we have been able to engage staff and students in a number of new initiatives including hosting and supporting clients through the Business Action on Homelessness program and working on a number of community engagement initiatives through the Sheffield CARES scheme. Through this scheme our students have been involved with a number of community challenges helping to regenerate community centre buildings and raise money for new initiatives. Staff are also currently working with Business in the Community staff to create a new 'Forces for Change' platform outlining the challenging social and environmental issues that will confront business in the coming years.

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PRINCIPLE 3

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

The Management School provides students with the opportunity to study within an environment based upon objectively-confirmed research excellence of international standing, within the context of a University that is ranked among the top one hundred in the world. The School has excellent ties with local and national business, a good range of quality international partners in both research and teaching, and provides a high quality teaching and learning experience, confirmed by national student surveys. It has rigorous entry requirements, with taught provision incorporating teaching informed by the latest research, theoretical rigour, and applied studies, including opportunities for students to work with local firms. The School is renowned for promoting critical and sustainable approaches to management and this serves to enrich the teaching and learning experience, and, indeed, the marketable skills sets of graduates. While many of the themes outlined under Principle One and Two reflect the overall process of student engagement with the PRME agenda within the School we are also conscious of the need to lead by example; not just in what we teach our students and the topics that we research, but also in the environment we create within the School itself and through engagement with University initiatives more broadly.

Great care and attention is paid to equality and diversity issues in our recruitment policies, reflected in the fact that School faculty has 19 different nationalities and non-UK staff represent 32% of all academic staff. Chairs of all School interview panels are required to undertake equality and diversity training and there are clear guidelines with respect to the composition of panels. The School implements the 'Two Tick' initiative which guarantees an interview for individuals disclosing a disability and who meet the essential criteria for the role. The School will ensure that any adjustments or special arrangements which may need to be undertaken are done so, in order to ensure the candidate feels as comfortable as possible at the interview.

The University also supports flexible working to help all staff achieve a healthy work life balance. The University has specific policies to support staff with caring responsibilities, those engaged with fostering and adoption processes, those undertaking civic and public duties and to support volunteerism. Help is also available for staff suffering sickness or disability. The University also has a detailed travel policy that promotes the use of public and shared transport and tries to reduce the impact on the environment of University vehicles. This also includes a scheme to buy bicycles through a salary sacrifice scheme.

The University's 'Juice' Scheme is designed to encourage each individual member of staff to take responsibility for their own health, wellbeing and happiness. Juice provides advice, support and activities that support

each member of staff to make healthy changes to their lifestyle. It encourages people to try something new and achieve things that they thought they could not. Juice is a health and wellbeing offer that focuses on the individual for their own sake and not for the sake of business productivity. The School also actively supports staff who wish to engage in community activity.

The University of Sheffield, has a commitment to improving its impact on the environment and the Management School contributes to this strategy. The University is involved in the Green Impact sustainability accreditation scheme for UK Universities. The University's Energy Team oversee the action being taken by the University to meet the HEFCE carbon reduction targets of a 43% reduction by 2020 (on a 2005 baseline). Improvements in reducing emissions have resulted in the University achieving the Carbon Trust Standard. Examples of improvement strategies sparked by Green Impact include:

- Recycling schemes for paper and card, electrical equipment, print cartridges, batteries and mobile phones. General waste is also sent to a facility for recycling and recovery to ensure nothing is missed, including glass, metals and plastics.
- An Integrated Travel Plan and promotion of sustainable travel through public transport discounts and facilities and support for cyclists.
- Satisfying the majority of the University's electricity needs from sustainable sources, both through a green tariff and through on-site renewables such as the Sheffield Solar Farm and a wind turbine at the AMRC.
- 30-plus department teams taking part in Green Impact.

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.*

Embodying its values, the School has a proud record of explicitly progressive research in the areas of sustainable accounting, human resource management and organizational behaviour. Staff of the School pioneered sustainable accounting in the 1980s based on research conducted in the local mining industries, demonstrating the partial and politicised role that accounting played in their control and eventual closure. This tradition has persisted through the work of key scholars in the Accounting and Finance Division and has permeated throughout the School such that our unique identity is bound up in the commitment of our academics to producing graduates with an enquiring, socially-aware approach to management. Major economic and social drivers on workplace, management strategy and organisational behaviour continue to stem from pressures around sustainability, ethicality and social responsibility. To differentiate and position ourselves, our research strategy is to consolidate and further develop our existing research strengths on rethinking and enacting such socially responsible work practices, reflected in our Mission and Vision outlined earlier.

Socially responsible work practices are at the heart of our mission and vision and therefore we recognise the need to support research in the areas of Ethics, Corporate Social Responsibility and Sustainability as central to the vision of the School. The Management School's Research Centres define the breadth and commitment to providing a strategic focus on ethics, social-responsibility and sustainability. The key Research Centres are summarised below:

- The Institute of Work Psychology (IWP) undertakes research on human behaviour, cognition and emotions in diverse work contexts with the aim of testing theory about the effects of work on employee well-being and performance.
- The Centre for Energy, Environment and Sustainability (CEES) incorporates work of the Logistics and Supply Chain Management group is an interdisciplinary centre with members drawn from across the institution undertaking research advancing the understanding of energy, environment and sustainability for a low-carbon future.

- The Centre for Regional Economic and Enterprise Development (CREED) particularly focuses on the informal economy and examines equalities in regional economic development.
- The Work Organisations and Employment Relations Research Centre (WOERRC) comprises researchers from across the school and the Faculty of Social Science who have interests relating to human and institutional relations within work, employment and the labour market.
- The Centre for Research into Finance and Accounting in Context (CRAFiC) is a newly formed research group which takes a particular focus on the governance and accountability of business and financial markets .
- Critical Research in Marketing and Society (CReiMS) an emerging research cluster which draws upon the strong narrative of sustainability, ethical, international and consumer research that is currently an integral part of the School's Marketing/CCI division.

As well as the broad-based research encompassed within these research centres, a number of academics within the School have a more specialist focus within the areas of Sustainability and Social Responsibility. For example, Birkin's research in to sustainable tourism is at the forefront of research in the area and he is currently developing work in the area with colleagues in China. His co-authored book "Intrinsic Sustainable Development: Epistemes, Science, Business and Sustainability" is regarded as essential reading for experts in this field. Burchell's primary research interests focus upon issues of corporate social responsibility, sustainable development and business ethics. He is particularly interested in the interactions between businesses and third sector organisations and his 'Corporate Social Responsibility Reader' has been an influential text within CSR teaching.

Sustainability, ethical, international and consumer research is also currently an integral part of the Marketing and Cultural Industries Division. Colleagues have long been known within the wider academic marketing environment for their focus on international and critical consumer research and a new research cluster aims to build on these areas of marketing and consumption. A summary of some of the academics with a specialist research interest in sustainability and social responsibility is provided in the table on the following page.

Management School research with a responsible management/sustainability dimension includes:

STAFF MEMBER	RESEARCH AREA
Prof. Bradley Barnes	The case of CSR
Prof. Frank Birkin	Sustainable businesses
Dr. Jon Burchell	Corporate Social Responsibility, Sustainable Development, stakeholder management and relationships between companies and NGOs, responsible management education.
Prof. John Cullen	Reverse Logistics
Elizabeth Carnegie	Ethics – Religious sites/ exhibitions, cultural identities
Dr. Pauline Dibben	CSR in the wider sense (sickness leave, employment security, etc.); Work regarding developing countries
Professor Penny Dick	Ethical components in existing HRM research
Prof. Lenny Koh	Green and low carbon supply chains, sustainability science, energy and environmental science, resource efficiency
Prof. David Oglethorpe	Environmental sustainability
Dr. Stuart Maguire	Green HRM, Efficient systems
Dr. Tina McGuinness	Political risk and corruption, Professionalism of emergency planning
Dr. Geoff Nichols	Crime prevention through youth projects
Dr. Caroline Oates	Sustainable/Green Consumption
Dr. Jo Padmore	Work on green consumption
Dr. Douglas Renwick	Green HRM
Dr. Mike Simpson	Environmental impact on SMEs
Prof. Colin Williams	Informal economies, undeclared work
Dr. Andrea Genovese	Green and low carbon supply chains
Dr. Sonal Choudhary	Environmental science
Dr. Alok Choudhary	Data mining in supply chains
Dr Niraj Kumar	Sustainability in supply chains
Dr Andrew Brint	OR techniques on energy use
Dr Julie Alevizou	Sustainable practices linking marketing and supply chains
Dr. Diana Gregory-Smith	Green consumer behaviour

This level of engagement with responsible management/sustainability/ethics themes has resulted in high quality publications from members of staff, including refereed journal articles, books and research reports and successful applications for a range of research funding initiatives.

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.*

Given the School's research is focused on influencing and enacting decent and sustainable work practices and processes, the School is keen to ensure that its research activities influence both the business community and wider society. The School's aim is to establish significant relations with our targeted research users in supra-national institutions, national and local government agencies, public, private and third sector organisations.

The summary below highlights some of the ways in which recent research activity around social responsibility and sustainability has been embedded within the notion of partnership and external engagement.

- The INSPIRE (Innovation System for Performance Improvement and RE-organisation) participatory methodology, whose principles were developed by a member of staff and doctoral candidate in the School, has been used with over 40 organisations, including the Department for International Development, the National Association for Voluntary and Community Action, Royal Mail, and in the US and UK health sectors to generate significant process innovations and performance improvements.
- The creation of an employee volunteering network (with Hull) which connects over 150 public, private and third sector organisations has brought closer cross-sector interaction and engagement between organisations and has resulted in significant insights into the value of employee volunteers as a resource for the third sector.
- The establishment of the UK Hidden Economy Expert Group, founded and chaired by an academic in the School, has brought central government departments together to join up strategy and operations on the hidden economy.
- The design of a European platform to bring national governments together to jointly develop strategy and operations on undeclared work, which is now the subject of a legislative initiative in the European Parliament.

The sharing and co-production of knowledge through research partnering and collaboration has enabled significant impacts to be achieved in businesses and the wider community. International examples include:

- Collaborating with the Intergovernmental Panel on Climate Change to prepare the 2012 Climate Change report (WG III).
- Partnering with the US-based Global Think Tank Institute, PwC and consulting company IOD PARC to enable the INSPIRE participatory methodology to be employed with a large international client base.
- Partnering with Regioplan (a Dutch private sector consultancy) to produce an on-line 'knowledge bank' of best practice policy measures for tackling undeclared work, which has had 61,449 views from national governments and others since its 2009 creation.
- Collaborating with the International Labour Office to formulate new technical memoranda on labour administration and inspection, resulting in the improvement of labour standards in organisations across the world.

An important and growing feature of our partnering strategy at the national level has been to facilitate secondments of academic staff to central government departments with an interest in responsibility and sustainability, including a 2010 secondment to the Department of Business Innovation and Skills during the Comprehensive Spending Review and a two-year NERC-funded Policy Placement Fellowship in the Environment Agency working two days a week on flood and drought projects. Additional national-level examples of the impacts of our partnering strategy include:

- Our partnering with local authorities to improve their procurement practices in terms of the energy supply chain under the £15m BIG Energy upgrade project, with the outcomes informing the Green Deal;
- Using a software tool called SCEnAT to work in partnership with Rolls-Royce PLC, Sheffield Forgemasters International, Muntions PLC, Northeast Light Alloy Co and Brocklesby Ltd to analyse their supply chain environment, identify carbon hotspots and assess potential interventions;
- Partnering with Capita, Co-op, Hull City Council, Irwin Mitchell and Yorkshire Bank to develop their corporate social responsibility strategies;
- Collaborating with Sport England and Manchester City Council to formulate their volunteer in sport strategies.

The impacts on practice of our research are exemplified by its frequent use as a principal catalyst and reference point for major alterations in policy and professional practice relating to social policy and sustainability matters. Examples include research into:

- Employment relations in South Africa and Brazil, influencing the policies of the trade union federation.
- The role of women in accountancy in Japan being adopted by the Japanese Institute of Certified Public Accountants.
- Supply chain analysis that highlighted the flaws of the food miles argument directly and explicitly informing the Food 2030 strategy of the UK government'
- Workplace conflict and resolution informing the policy consultation and debate around the addition of 'unfair dismissal' in 2013 to the list of jurisdictions where employment judges can sit alone.
- Reverse logistics leading to significant changes in practice across a wide range of organisations.
- Department of Health funded research on the marketing of alcohol significantly influencing the UK policy debate around the potential introduction of a minimum unit price for alcohol.

Beyond this extensive interaction with the wider community, the School's academics are also critically involved at an international level in informing academic debate into social responsibility and sustainability.

PRINCIPLE 6

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

At the heart of many of the ongoing developments and initiatives listed above, has been an enthusiasm to create a framework within which the management school, through its research, teaching and outreach activities, becomes a key facilitator in engaging a broad range of groups in critical and challenging discussion of exactly what the future role of business and management should be. As a school we want to challenge our students to think differently and critically about what their roles in the future may be. We also want our students to challenge us about our perspectives and stances. Similarly, we want external organisations to identify the management school as a location for stimulating and thought-provoking engagement and debate around the challenging issues for future managers.

A key aspect of the broader engagement strategy of the Management School is to be an active participant within the local community and to engage wherever possible with external organisations; whether this be through participating in local debate and discussion activities, actively supporting the local community, or through disseminating practical research findings. The University attends a number of local community forums and meetings along with student representatives. As well as this direct link with the community, our academics engage with a wide range of community groups and organisations through their research. Sheffield Volunteering opens a world of over 200 opportunities to students to experience new things, develop new skills and meet other volunteers whilst getting active within the local community. The University encourages all of its students and staff to be active and valued members of their local community. In 2014, 199 local organisations benefitted from a total of 32,496 hours of volunteering across 78 neighbourhoods in and around Sheffield. Sheffield RAG – “Raising and Giving” exists to support students at The University of Sheffield with fundraising for charitable causes. In 2012/13 Sheffield RAG raised over £174,627 for good causes. RAG’s priority is the local community and in line with, 82% of funds raised were donated to charities in the local South Yorkshire and North Derbyshire area.

The School is further developing its strategy on development and management of community relations and public engagement, aligning closely with the University’s strong public engagement and community development strategy. Whilst the School continues to develop its business engagement, we recognise that we need to widen this to more explicitly consider public engagement and community relations. Partners, alumni and students will play a key role here and the School has already raised funds through philanthropic donations to help support student, community and widening participation agendas.

One recent development in this area has been the initiation of a community volunteering network, utilising the Management School as a facilitator bringing together public, private and third sector organisations under the rubric of ‘volunteering and the big society’. A similar initiative also brought together local businesses and non-governmental organisations to discuss the role and impact that CSR stakeholder dialogue was having in reshaping relationships between groups.

Sheffield City Region Local Enterprise Partnership (LEP) is using support and expertise from the University of Sheffield to develop a city region with low carbon emissions and a sustainable future. Professor Lenny Koh, of the Management School’s Centre for Energy, Environment and Sustainability (CEES), Logistics Supply Chain Management Research Centre (LSCM), is a leading authority in the supply chain field. Her research and work on the Supply Chain Environmental Analysis Tool (SCEnAT) has been used to shape supply chain strategy and policy for the city region. SCEnAT, which aims to help companies cut their carbon emissions, is already being used by regional, national and international firms. The tool creates a database of carbon usage, arming businesses with ways to reduce their carbon emissions and associated costs, providing interventions, as well as offering guidance and support. Professor Koh said:

“SCEnAT has already helped businesses change their operations to reduce CO2 emissions, make cost savings of up to £250,000 and improve their business performance”

Sheffield Forgemasters believe that the tool has helped them to introduce initiatives that have contributed to a reduction in their CO2 emissions to 38% below the government’s 1990 benchmark. Others to benefit are Suffolk based malt producers Muntons PLC who were named top manufacturing company in the 2011 Sunday Times Green Competition, a position they attribute to their work with SCEnAT. Collaboration has been the key to this carbon cutting tool’s success, with Professor Koh working in partnership with the Centre for Low Carbon Futures (CLCF), The University of York, the University of Hull, the Stockholm Environmental Institute, CEES, the LSCM Research Centre, and the CLCF Low Carbon Supply Chain Business Advisory Board, to produce SCEnAT.

Speaking about the impact of the research, Nick Tovey, Chairman of the Sheffield City Region LEP – Low Carbon Sector -, said:

“We estimate that the total impact from this research and contribution to the supply chain growth and improvement, along with Professor Koh’s extensive work on the skills agenda, could be worth many millions of pounds to the overall local and national economy.”

In addition, this research portfolio and capabilities on resource efficiency and supply chain have also been recognised and included in the SCR LEP growth and implementation plan for the Government.

The School is also a patron of Sheffield Chamber of Commerce and several members of School staff are on the governance board of schools, act as trustees, or are advisors community and public services. In addition, external community relations and public engagement also includes participation in debates. Professor Lenny Koh (CEES) joined Caroline Flint and other equivalent authoritative voices on a Question Time style Q&A panel in the region to debate energy affordability (organised by Friends of the Earth). The School has also been an active participant in BIG Energy Upgrade events, such as the launch of BEU with Secretary of State of Energy and Climate Change, Green Deal and Procurement Workshops (with DECC and the big 6 energy companies) and CSR related discussion activities in the South Yorkshire area.

The School's outreach activities also include raising awareness of world challenges to younger generation. For example, Dr Angie Carter works with EAWOP supporting education for those who have limited access in Eastern Europe. In addition, Dr Christine Sprigg is a Trustee/ Director of Sheffield Occupational Health Advisory Service (SOHAS). Dr Robert Wapshott is a trustee and director of the Institute for Small Business and Entrepreneurship (ISBE). Ian Proctor is a Trustee of Museums Sheffield (Weston Park, Millennium and Graves). He has held this position for 1.5 years. Professor Sumon Kumar Bhaumik has provided input into policy discussions within the Department of Business Innovation and Skills. In part, this was part of a funded project, but he has been doing it pro bono since he joined Sheffield in February 2014. Dr Tina McGuinness was appointed to the Joint Independent Audit Committee for South Yorkshire Police and Crime Commissioner and Chief Constable in 2013. Professor Pauline Dibben is a Trustee of the charity 'FOIL AIDS', which is a British charity set up to 'relieve the suffering of people, their families or dependants who are affected by HIV/AIDS in developing countries'. The charity currently primarily supports Hillcrest Aids Centre Trust, based in KwaZulu-Natal, South Africa.

While much of the School's engagement strategy has so far been focused upon the business community, we continue to look towards broader patterns of social engagement and impact. One area in which we are looking to develop further opportunities for engagement is through providing third sector organisations the opportunity to undertake some of our postgraduate management courses, helping them to target this skillset within a third sector setting.

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