



# Sheffield Business School

## Principles for Responsible Management Education

### SIP Report 2015

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Edited by Dr Rory Ridley-Duff, PRME Coordinator

**Welcome from  
Prof Isobel Doole  
Acting Dean**



**Sheffield Business School (SBS) is Britain's largest modern business school. We are large in our size, deep in our expertise and far-reaching in the employers we work with, but we remain personal in our commitment to expanding each and every student's horizons.**

We have high-quality collaborations worldwide, but we are also an economic catalyst for the Yorkshire region and an intrinsic part of a vibrant city known for community, respect for diversity, choices and quality of life.

Our teaching is internationally recognised. Our tourism, hospitality and international business management courses secured accreditation by the European Foundation for Management Development in 2014. We are among only three institutions worldwide with EPAS accreditation for undergraduate hospitality and tourism courses and one of only six to gain this recognition for a postgraduate international business course.

We invest heavily in the latest technologies and facilities. A new £3.5m suite of teaching kitchens was launched for our hospitality students in 2013-14, leading to unprecedented demand for places, while construction began on a new building with dedicated state of the art facilities for our MBA students.

After completing their studies, our graduates join a worldwide Sheffield Business School community. They provide advice on the curriculum and can attend guest lectures, careers workshops, networking events, and reunions – in Sheffield, throughout the UK and internationally, with particularly active alumni groups in Hong Kong, China, Malaysia and India.

SBS have been twice nominated (2014 and 2015) for 'business school of the year', Times Higher Education awards. The judges asked for "bold and creative strategies and initiatives that have helped the school to improve and flourish" and we were recognised based on our business and industry links, quality of teaching, graduate employability, placements, partnerships & international links.

Our **vision** is to achieve far greater international recognition for

- our ethical approach to management education
- our personalized approach to delivering business education

- the scale of our employer engagement and partnerships with business
- our emerging expertise in areas that are shaped by academic passion and expertise
- innovative approaches to worldwide education partnerships

Our **mission** is to deliver a broad range of education and research that is informed, influenced and enriched by our relationships with industry, business and the wider stakeholder community. We pride ourselves on the relevance of our work and we place employability and social responsibility at the strategic core of all that we do.

Our **ambition** is to be the leading modern business school renowned for providing an industry-connected, real-world experience and having the highest levels of dedication and support for the individual – as a student, academic, employer or partner.

The development of graduates who are socially responsible global citizens is central to everything we do at SBS. We think it is vitally important that all our students understand the role and responsibilities of business within a fair and sustainable society. It is for these reasons that we are signatories to PRME. It is also why we have embedded the principles for responsible management education in our mission, vision and strategic aims and, why we are working across our academic and professional services communities to ensure these principles are embedded in our practices and processes. I am very proud to be supporting and encouraging a number of initiatives and projects across the faculty that will help us achieve our aspirations around this agenda.

This report provides an overview of the Faculty's progress on some of these initiatives, and evidences our commitment to PRME by identifying key milestones and achievements. It also contains details of our plans to continue to maintain the momentum as we drive forward in our ambitions to combine academic excellence with employer links and real-world relevance.



Professor Isobel Doole  
Acting Dean  
Sheffield Business School

## Initiating the PRME Journey

Members of the PRME group have sought to embed the six key principles of PRME within the practices of the Sheffield Business School. In doing this it has sought out and encouraged activities that embody these principles.

## Embedding PRME

### **Principle 1** *We will develop students as generators of sustainable value for business and society*

- We feature a post-graduate alumna (Jodie Marshall), now Sheffield's Businesswoman of the Year and national coordinator for *Initiatives of Change*.
- We present inspirational student award winners and their acts of social responsibility, social enterprise and international integration.
- We highlight our Hospitality Society / Big Hospitality Conversation which secured 450 pledges on work experience for students in 2015.
- We stress the extensive volunteering opportunities and social enterprise support that is offered by our Students Union.

### **Principle 2** *We will embed the concept of responsible business into all educational curricula*

- We describe the introduction of a Level 5 core module on our BA Business Studies course called *Responsible and Ethical Business Practice*.
- We report on FABS new Level 6 core module on *Strategy, Ethics, Privacy and Social Responsibility*.
- We convey how Service Sector Management integrated text about PRME into undergraduate module guides.
- We draw attention to the review of PRME principles in the definitive document of the MSc Coaching and Mentoring during validation.
- We note that *Understanding Social Enterprise (2<sup>nd</sup> Edition)* which is authored by SBS staff has been endorsed by the UN PRME Directorate.

### **Principle 3** *We will create educational experiences that develop responsible leadership*

- We underline how our Common Purpose Leadership Award engages in cross-cultural / cross-sectoral leadership education.
- We draw attention to way our events management students engage with Alumni at Cutlers Hall each year to plan charity events.

**Principle 4** *We will underpin education programmes with research on responsible management*

- We feature REF Research / Impact Cases by Prof Gareth Morgan, Dr Rory Ridley-Duff, Dr Tracey Coule and Dr Dorothea Meyer to establish our credentials as world-leading researchers on responsible management.
- We list 20 PhD / DBA studies that are advancing knowledge on responsible management, sustainability, ethics and cooperative working.
- We describe non-REF research activities linked to PRME by: Dr Wayne Martindale (food); Dr Stephen Dobson (CSR/Smart cities); Dr Alisha Ali (sustainable development) and Dr Stella Kladou (sustainable tourism).

**Principle 5** *We will create corporate / community partnerships to advance responsible business*

- We describe networking activities in the **private sector** through links to *Business in the Community* (BITC) and *Initiatives of Change* (IoC).
- We describe how networking in the **social economy** (supporting the *Employee Ownership Association* and *Cooperatives UK*) led to leadership of the *International Cooperative Business Education Consortium* (ICBEC).
- We explain how our networking in the **voluntary sector** (through CSV) has led to leadership roles in the *Voluntary Sector Studies Network* (VSSN) and *ISTR Centre Directors Group*.

**Principle 6** *We will facilitate critical debate on social responsibility amongst multiple stakeholders.*

- We illustrate our commitment to local dialogue through hosting events for the Sheffield Festival of Debate.
- We show our engagement at a national level through organising and hosting a TIGE Roadshow.
- We highlight how we engage in international dialogue through participation in UN projects to end child trafficking / sexual exploitation.

Based on this review of progress against each of the PRME principles, we now set out goals and recommendations for the next reporting period as follows.

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## Recommendations for 2016 - 17

- Establish an Assurance of Learning process to benchmark student's progression in the area of responsible business and sustainable development.
- Complete our review of post-graduate curricula and achieve access to all subject groups / research groups for dialogue and discussion on PRME.
- Collect information on (and report more effectively on) our international partnerships and research programmes.
- Establish the *Responsible and Ethical Organisation Studies* group to:
  - organise seminars across the faculty
  - support and mentor staff to attend conferences
  - co-author research outputs
  - *consciously* embed our PRME research in our teaching materials
- Consolidate, build and deepen our engagement with partner organisations to realise a strategic goal of engaging organisations across all sectors (private, social, voluntary and public) to advance responsible management and employability.
- Contribute to the building of a better staff directory that identifies their external contributions to responsible management.

# 1. Snapshot of Sheffield Business School (SBS)

SBS is one of the four faculties that comprise Sheffield Hallam University, one the largest new universities in the country. It has a campus in the busy city centre of Sheffield, City Campus, where the Business School is located, and a campus in the more leafy area of Ecclesall, Collegiate Campus, where the Faculties of Health and Wellbeing and Development and Society are located.

SBS has 340 staff and 6500 students (of which 2000 are from overseas). It has three departments:

- Finance, Accounting and Business Systems
- Management
- Service Sector Management

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## The Department of Management

The Department of Management is one of the largest Department's in the University, with over 100 faculty, and 3,800+ students studying on its courses. We provide high quality learning experiences, promoting excellence in business and management education and research through the fusion of knowledge creation and dynamic capability.

Faculty in the Department are involved in the development and delivery of a diverse range of activities associated with teaching, research and scholarship, business engagement and international development. We work closely with business and communities and are passionate about providing excellence in business management education and research and being transformative in the development of our learners.

The Department has a strong commitment to engaging with PRME. A number of its faculty are PRME experts and are actively contributing to SBS's PRME project and wider networks. We have faculty researching in the field, including internationally recognised faculty. For example, a member of the Department is an eminent researcher and author of a UN backed text, and is frequently invited to present at prestigious conferences.

The importance of SBS's PRME aspirations is fundamental to the range of activities the Department delivers. For instance, all course re-approvals are reviewed to ensure they embed PRME principles and integrate responsible management themes. This is at the level of the programme learning outcomes, curriculum content and bespoke modules.

Teaching specialisms are related to the five subject groups which are based on the academic disciplines of: marketing; international business; human resource management / organisational behaviour; strategic management, change and enterprise and languages. The Department is involved in a wide portfolio of activities offering a range of full time and part time educational pathways. Recruitment to its courses has been buoyant with year on year growth. Courses cover a broad range of business disciplines, both as pure and hybrid pathways, at undergraduate, post-graduate and doctoral level. The Department also offers a suite of specialist Masters courses and MBAs, and both PhD and DBA programmes for future research and industry leaders. International recruitment and development of transnational education is an important strand of the Department's work.

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## **The Department of Service Sector Management**

This Department comprises five subject groups: Events Management, Facilities Management, Food, Hospitality and Tourism, all of which contribute towards the undergraduate and postgraduate programme portfolios.

With over 2000 students enrolled on its courses the Department is successful in recruitment at both undergraduate and postgraduate level. Already having created strong links with international markets in China and India, the Department aims to continue to diversify its provision of courses to new international markets, and discussions are currently underway in Sri Lanka and Malaysia.

Consisting of 70 staff with a further 20 associate lecturers, the teaching specialisms are related to the management of the events, tourism, food and hospitality industries and staff are encouraged to work with their industry and have built up good working relationships with Tesco, Sainsbury's, Rhodes Hoteliers and the Sheffield Food Festival.

Research active and highly rated, the Department works very closely with the Centre for Food Innovation and the Centre for Tourism, Hospitality and Events Research

The Department also has expertise in the area of public health and is developing programmes that tackle obesity using behaviour change techniques, and evaluating the impact of government schemes that provide people with the skills and confidence to cook healthy meals.

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## **The Department of Finance, Accounting and Business Systems**

This Department is involved in a wide portfolio of activities, offering a range of mainly full time educational pathways and recruitment to its courses. There are 47 academic staff and 10 associate lecturers in the Department and it is continuing to grow. It offers a wide range of undergraduate and postgraduate courses to over 700 students in teaching specialisms related to the Department's three subject groups: Banking, Business Operations and Accountancy. International recruitment and the development of transnational education is also an important strand of the Department's work. The staff make an important contribution to SBS's agendas on research, international and corporate engagement and knowledge transfer.

The Department has excellent links with leading professional bodies and employers. Working actively through their governance structures, Department members collaborate with these bodies to seek out employability opportunities for students and research and knowledge exchange activities for staff. These links provide students with extensive exemptions and the opportunity to obtain further exemptions and qualifications from a range of professional bodies. The Department is constantly seeking out new opportunities to enhance its portfolio to ensure its curriculum is highly relevant to both students and employers.

The Department is actively involved in embedding core Principles for Responsible Management Education into its teaching and research activities. In 2014 the department successfully bid to the European Science Foundation (ESF) to host the Urban Integration 2014 International Symposium. This highly successful event marked the completion of the [ESF COST Action research network](#) 'Integrated assessment for the sustainable



development of urban areas'. The Departmental research coordinator sat on the management committee of this European network and co-edited/authored a book called 'Understanding Cities' exploring multi-stakeholder management and governance issues around urban sustainability. The network has seen the Department collaborating with 26 participating countries as well as the Royal Melbourne Institute of Technology (Global Cities Research Institute).

## 2. Initiating the PRME Journey

2013/14 was a key academic year for us in terms of our accreditation strategy; we achieved accreditation for two of our programme sets by EFMD (European Foundation for Management Development) under their programme accreditation system (EPAS) and achieved eligibility to progress with AACSB (Association to Advance Collegiate Schools of Business) accreditation. The first step in this process was an initial mentor visit which took place in October 2014. The visit was a success and enabled us to showcase our strengths as well as to work through the gaps against the AACSB standards and to understand and seek advice from our mentor, Dr Linda Garcaeu, in relation to the development of our initial Self Evaluation Report (iSER).

AACSB provides internationally recognized, specialized accreditation for business and accounting programs at the bachelor's, master's, and doctoral level. The AACSB Accreditation Standards challenge post-secondary educators to pursue excellence and continuous improvement throughout their business programs. Signing up to PRME alongside our AACSB aspirations was seen as an effective way of demonstrating some of the key AACSB core values:

- ethical behaviour,
- a collegiate environment and
- a commitment to corporate and social responsibility

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### Faculty Commitment to PRME

SBS has made a three-year commitment to funding a 0.5 FTE equivalent position to coordinate the embedding of PRME principles into all areas of faculty life. The PRME Coordinator, Dr Rory Ridley-Duff took the unusual step of asking for these hours to be distributed amongst five people who make up the PRME Group. In addition to these funded roles, there are four additional people who regularly interact with the PRME Group in the course of their work.

### The PRME Group (2014/15)

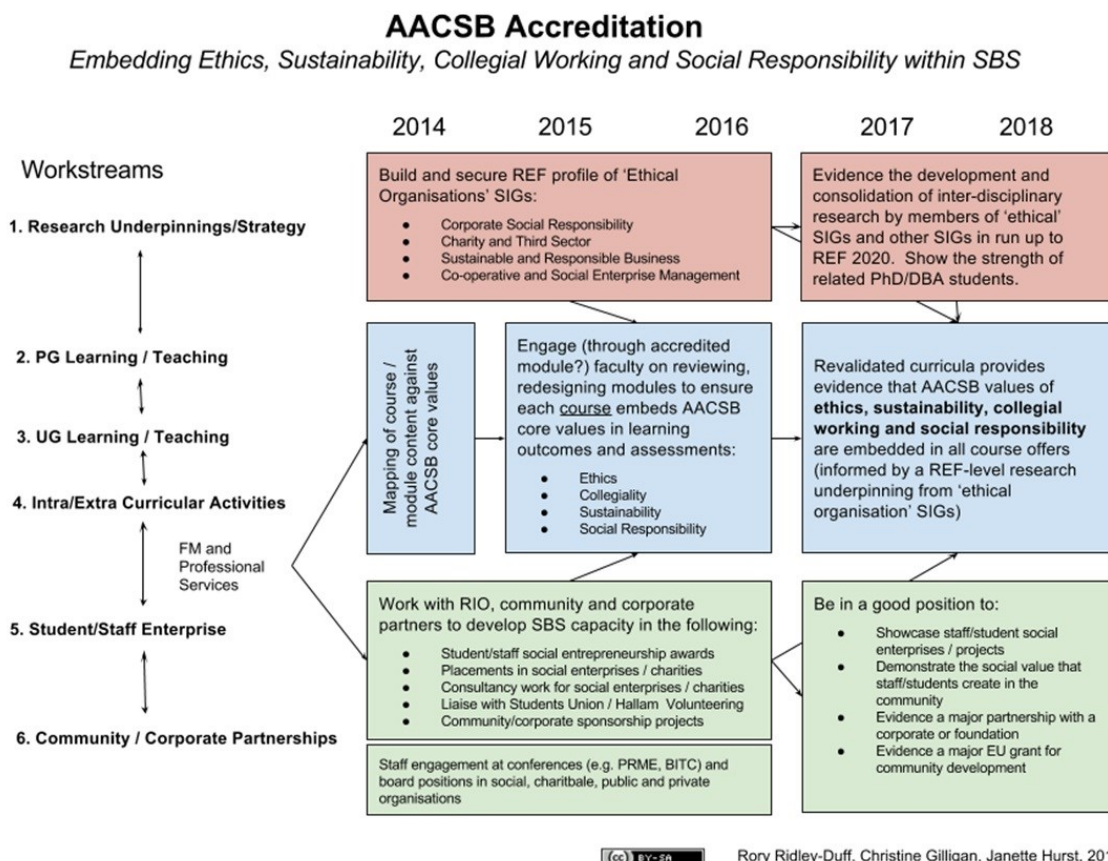
Dr Rory Ridley-Duff	PRME Coordinator, AACSB Liaison, PRME research / partnerships
Dr Christine Gilligan	PRME Liaison, PRME research / business partnerships
Dr Christine O'Leary	LTA, assurance of learning, business education research
Janette Hurst	LTA, professional services liaison, PRME research, placements.
Michelle Davey	Placements, employability, community engagement

### PRME Group Meeting Attendees (additional)

Prof Isobel Doole	Executive Sponsor (occasional)
Dr Kevin Nield	Executive Mentor (occasional)
Dr David Laughton	LTA, assurance of learning (regular)
Sarah Harper	AACSB Project Manager (regular)

A crucial part of Sheffield Business School's (SBS) journey was the way the PRME Group initiated a strategy by conceptualising a series of 'workstreams' that could embed PRME/AACSB values within the Faculty and in our partnership working<sup>1</sup>:

## Developing Workstreams for PRME Implementation



This initial work enabled the interpretation of the PRME principles in a way that would change practice, and link them to SBS's overall strategy:

## SBS interpretation of the 6 PRME principles<sup>2</sup>:

1. Develop students as generators of sustainable value for business and society
2. Embed the concept of responsible business into all educational curricula
3. Create educational experiences that develop responsible leadership
4. Underpin education programmes with research on responsible management
5. Create corporate / community partnerships to advance responsible business
6. Facilitate critical debate on social responsibility amongst multiple stakeholders

## SBS application of PRME to advance AACSB core values:

- Encourage and support a dialogue about ethics in all areas of SBS work
- Actively support collaborative learning, scholarship and engagement activities
- Demonstrate commitment to engaging and responding to current and emerging cross-cultural issues (diversity, sustainable development and globalisation).

<sup>1</sup> Working Paper 'Frameworks for PRME in SBS', 13<sup>th</sup> June 2014

<sup>2</sup> Working Paper, 'PRME Group Role', 27<sup>th</sup> October 2014.

These commitments became part of the Terms of Reference for the PRME Group accepted by the Faculty executive in November 2014.<sup>3</sup>

## Mapping Workstreams to PRME Principles and SBS's 2014 'Pillars'

SBS Pillars	Research		Student Experience: Teaching and Learning	Student Experience: Employability		Corporate Engagement
	Internationalisation					
Workstreams → PRME ↓	WS1 - Research & KT	WS2 – PG LTA	WS3 – UG LTA	WS4 – Intra/Extra Curricula Activities	WS5 – Staff / Student Enterprise & Engagement	WS6 - Community/ Corporate Partners
Principle 1 – Purpose Students and staff as generators of sustainable value for business and society - triple bottom-line	√	√	√	√	√	√
Principle 2 – Values Embedding global social responsibility	(√)	√	√	(√)	(√)	(√)
Principle 3 – Methods Creation of learning experiences to develop responsible leadership		√	√	(√)	(√)	(√)
Principle 4 – Research Research agenda for PRME	√					(√)
Principle 5 – Partnership Collaborative critical partnerships	(√)			(√)		√
Principle 6 – Dialogue Facilitation of multi-stakeholder dialogue	(√)	(√)	(√)	√	√	√

With our Terms of Reference agreed, we set about the task of raising the profile of PRME within the faculty. The PRME working group, comprising academic staff with existing expertise and interest in PRME, began to promote and raise awareness of the PRME initiative and offer support and advice to staff around how to incorporate it into their work. One of the key activities was to attend subject group meetings to inform and advise staff about PRME and how they could engage with the agenda.

After developing a clear perspective on what we needed to do we also organised a launch event - an all day, all staff conference focussing on PRME, entitled:

<sup>3</sup> PRME Group – ToR, 11<sup>th</sup> November 2014.

## 'What is a Responsible Business School and how can each of us contribute to its development?'

Two keynote speakers, active in the field of responsible business, were invited:

**1) Prof Kathryn Haynes** (Deputy Director, Newcastle Business School) gave a speech titled 'A Vision for Embedding PRME in a Business School'. This focussed on the process of incorporating Principles for Responsible Management (PRME) in her university. Prof Haynes is Northern Society Chair in Accounting and Finance, a Chartered Accountant and Fellow of the Institute of Chartered Accountants in England and Wales (ICAEW) and a Fellow of the Advanced Institute of Management Research (AIM) where she was Lead Fellow of the Services research cohort. As co-facilitator of United Nations Principles for Responsible Management Education (PRME) gender equality working group, she discussed her research interest in the education of accounting professionals. She also touched on the development of social innovations in accounting as part of ICAEW's Sustainability Committee (currently working on a project called 'Rethinking Capitals'). More recently, she has been awarded an ESRC grant for a project addressing Business School responses to the 2015 sustainable development goals, including issues of gender equality.

**2) Prof Bob Doherty** (Deputy Dean at York Management School) gave a talk on 'Ethics, Responsibility, Collegiality and Sustainability'. Prof Doherty acquired his business skills as the director of sales/marketing at Divine Chocolate and is now a member of the Co-operative Group panel for responsible retailing. In his professorial capacity, he is editor of the *Social Enterprise Journal* and is on the organising committee of the *International Social Innovation Research Conference (ISIRC)*. In his address, he focussed on key moments in his career at Divine Chocolate to show the significance of the Fair Trade movement in reshaping business norms. He helped to change staff perceptions of social enterprise by showing that their organising principles may vary (as private, cooperative or charitable enterprises) but they all retain a focus on the well-being of communities, the environment and wider society. He gave examples of how this new mode of thinking is creating sustainable local, national and international trading.

The rest of the day consisted of open space workshops around 4 key themes: sustainable development, ethics, responsible business and collegiality. The workshops encouraged staff to explore their understanding of the issues and consider how to apply them at work. Approximately 120 SBS staff attended, plus representatives of the students union. Feedback was positive. Responding to the question 'What one thing are you going to take away from this conference?' we received many responses like those below:

*"The essence of becoming a responsible organisation starts with ethical behaviour - the honesty and integrity of its people. It is how we act as colleagues, tutors, managers and role models to our students. These can then be reflected and demonstrated within organisations and become tangible actions."*

*"PRME is not an add-on but needs to be a philosophy - something that is normal in what we and who we are at SBS - this is not a tick box activity - it is what we have to do."*

*"It was a great opportunity for all staff to come together across disciplines and for professional services staff to get to know the academic community better and vice versa."*

### 3. Embedding PRME - The Journey So Far...

This section outlines our progress since the staff conference and how we are embedding the PRME principles. We start with principles 1, 2 and 3 which all relate to student engagement activities. In our first reporting period, this is where we focused much of our efforts and a significant amount of work has gone into embedding PRME in revalidated courses.

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#### Principle 1 – Purpose

*We will develop students as generators of sustainable value for business and society*

#### Sheffield Business School Alumna wins Acclaim as a Changemaker



**Jodie Marshall** is not your average 29 year old. At 22, she started her first social enterprise - A Mind Apart - which uses interactive theatre techniques devised by Augusto Boal, drawing on Paulo Friere's Pedagogy of the Oppressed. At 24, she found that she had exhausted the support that local business networks could provide her and decided to enrol herself at Sheffield Business School to take its new MSc Cooperative and Social Enterprise Management course. At 28, she was named Business Woman of the Year in The Sheffield Business Awards. In 2015, aged 29, she was appointed a national coordinator for the *Initiatives of Change* (IoC) project.

Jodie is representative of Sheffield Business School's aspiration to create students who develop sustainable value for business. Her social enterprise is not a charity. It trades to transform the lives of children who have dropped out of the school system in both the UK (South Yorkshire) and Brazil (Rio de Janeiro). She works with the most marginalised young people in our society, those with behavioural problems, ADHD, autism or a history of involvement in gangs. Jodie completed a dissertation in 2014/5 that reviewed the role of social enterprise in reconnecting former gang members with wider society. She compared outcomes from her own enterprise in Sheffield with a similar project set up as a cooperative in Manchester. Jodie recognises that her MSc from Sheffield Business School was pivotal to securing an appointment in 2015 as a national coordinator for IoC.



Find out more about Jodie at: [http://www.a-mind-apart.org.uk/about\\_us](http://www.a-mind-apart.org.uk/about_us)


The skills and abilities of three staff involved in teaching Jodie on the MSc Cooperative and Social Enterprise course (Dr Christine Gilligan, Dr Rory Ridley-Duff and Janette Hurst) are now central to the development of PRME at Sheffield Business School.


We now highlight how staff and students in SBS are developing themselves to inspire engagement with the wider world in a way similar to Jodie. We start with four undergraduate students who received inspirational student awards.

## SBS Inspirational Student Awards


These awards recognise high levels of student engagement and contribution. Last year almost 400 nominations were received from staff members, external partners and from student peers. Students can be nominated for Inspirational Student Awards in these areas:


- Internal community/collegiality: demonstrate leadership via an SBS student society, become a course, placement and/or student executive and make a difference, develop a strong sense of community amongst the students on the course of study
- External community building/CSR: make an impact whilst on work experience (placement and/or internship), by being a (social) entrepreneur, or supporting a charity.

	<p><b>Laura Tarry</b></p> <p>'I'm so pleased to be recognised for all the hard work I'm doing in the community and I never dreamt of receiving an award for something that I love doing.'</p> <p>BSc (Hons) Nutrition, Health and Lifestyles</p> <p><b>Act of social responsibility</b></p> <p>'She has demonstrated a passion and desire to help others. She has made an outstanding contribution in the local community.'</p>
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	<p><b>Laura Ball</b></p> <p>BA (Honours) Business and Enterprise Management</p> <p><b>Social Enterprise</b></p> <p>'Laura set up her own not-for-profit business 'Project 2 to 1' to create a platform for young entrepreneurs in Sheffield to collaborate, innovate and mentor.'</p>
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	<b>Hannah Mayes</b>
	BSc (Honours) Public Health Nutrition
	<b>Act of social responsibility</b>
	'Her drive and determination to make a difference in the local community is outstanding. She is a leader and always tries to do what she thinks is right.'

	<b>Yuvini Hettierachchi</b>
	BA (Hons) Marketing Communications and Advertising
	<b>International integration</b>
	'She has used her networks and been innovative in promoting and celebrating the value of cultural diversity.'

## Student Societies

Laura, Laura, Hannah and Yuvini are typical of the students at SBS who set up student societies. Our societies are student-led and managed and, as part of their brief, they are asked to consider PRME-related sessions as part of their annual programme of events. SBS has a range of societies: marketing; languages; business and management; hospitality; food and nutrition; international business and economics; enterprise; HR; finance and investment and The Tourism Club and Events Management.

Societies are part of the extended offer that we make to students so they can engage in extra-curricular and co-curricular experiences. They have a measurable impact on the local community. For example, The Hospitality Society arranged a Food Bank at the end of last semester and level 6 students (final year) hosted a Big Hospitality Conversation in March 2015. This initiative is led by the British Hospitality Association to tackle youth unemployment through hospitality. It gave young people a voice to stimulate dialogue with industry for a better quality of work. The Big Hospitality Conversation held by the Hospitality students was the first student-led event of its kind. It resulted in 450 new pledges by industry for work experience, apprenticeships and direct entry jobs.





The Level 7 (post-graduate) Hospitality Student Group participate in a Research and Consultancy Project module. It develops assignment work that will help international hospitality clients to improve their reach through sustainable and responsible practices. These include the incorporation of social media and digital marketing strategies to support partner businesses and local partner networks to benefit both international and local communities. p

## The Students Union (SU)

The SU run a range of initiatives open to SBS students.

**Hallam Volunteering** aims to develop students' skills by putting their learning into practice and getting involved in the local community. The programme includes over 100 different volunteering opportunities on 30 projects: from providing PR and marketing support to a local charity through to hatching chickens in a primary school. Students build a portfolio of evidence and organise an annual celebration for outstanding contributions.

**Social enterprise support** is now fully embedded in the culture of Sheffield Hallam University following the successful design and implementation of a social entrepreneurship programme [championed by Sheffield Business School](#). Sheffield Hallam Students' Union are now 'passionate about engaging students with social enterprise and through their Innovation Fund which is able to provide a wide array of opportunities'. These include up to £2,500 grant funding (Innovation Awards) to start up or develop a social enterprise, take part in social enterprise paid summer work placements and gain new skills via a specialised training programme. The Students' Union also supports applications for Balloon Kenya which brings exceptional young people from around the world to work in Kenya for 6 weeks with budding local entrepreneurs.

In 2013, the Students Union and Sheffield Business School partnered to win 'first runner up' in the [UnLtd National Awards](#). They won recognition with other academic faculties and the university's enterprise support unit for the quality of their social enterprise support. Building on this experience, a new project called [Connected Communities](#) developed a process for linking social enterprises to primary and secondary schools who then helped to develop project ideas that were implemented by students from Sheffield universities. The results were reported to the 2015 Social Economy Higher Education Conference at York St John University.

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## Principle 2 – Values

*We will embed the concept of responsible business into all educational curricula*

### Overview of Revalidations and Current Practices

All courses in the Business School have been charged with raising awareness and promoting changes to the curriculum in ways that are relevant to PRME. This has been reinforced in subject groups by members of the PRME team who have given presentations to offer guidance and support. Quick wins around materials and activities which promote engagement with ethics/ social responsibility were identified and recommendations were made after the recent undergraduate Periodic Review. This related particularly to

assessment and provided an opportunity to include elements of PRME in assessment strategies as well as in the indicative content of modules.

## The Department of Management

All courses in the Department of Management include one learning outcome relating to responsible and ethical business practice in their definitive document. This is cascaded down into individual modules through text that expresses the Faculty's commitment to responsible business. After revalidating our BA Business Studies portfolio:

- All BA Business Studies students take a **core** module at Level 5 on *Responsible and Ethical Business Practice*.
- All other business courses (Business and Enterprise; Business and Finance; Business and HR; Business and Marketing; Business and Economics; International Business) now have an **optional** Level 6 module titled *Sustainable and Responsible Business in the 21st Century*.

## The Department of Finance, Accounting and Business Systems (FABS)

In line with the accreditation ambitions of SBS, and in particular to comply with AACSB Standard 9, FABS is in the process of reviewing both curriculum and delivery on all their courses to identify how to incorporate PRME into relevant modules. It will run a new course, Business Analytics, which places a strong emphasis on social responsibility and ethics. One of the **core** Level 6 modules is Strategy, Ethics, Privacy and Social Responsibility. The module will include a blog where students explore and debate ethics and responsible business practices, particularly in relation to data and privacy. Student essays will be published on this blog.

## The Department of Service Sector Management

This department has also embedded PRME principles in its revalidated programme and we provide examples of the way this has been expressed below.

### All course outlines include the following learning outcome:

- provide the skills and opportunities for students to critically evaluate and apply concepts to problems and issues in the global events market place;

*In recognition of Sheffield Business School's commitment to the requirements of the AACSB and the Principles for Responsible Management Education (PRME), the learning aims reflect the international and global aspects of the course. Learning outcomes ask students to consider sustainability, corporate social responsibility and ethical business decisions when evaluating their industry sector. Students are asked to consider the ethical aspect at both a macro level and personal level and the work-related learning modules, visiting guest lectures, work experience opportunities and mentor scheme all demonstrate the industry engagement available to students.*

Each undergraduate module guide has a statement indicating how the module incorporates PRME principles. This is an example from an Events Management course.

*Events Management courses specifically acknowledge the need to critically evaluate key issues and trends in the Events management sector. This includes considering sustainability, corporate social responsibility and ethical business decisions in the Events management sector and recognising and forecasting the implications of the changing external economic, environmental, ethical, legal, political, sociological and technological context in the Events industry. Students are also required to apply a range of ethical, personal, professional and specialist skills and abilities to construct and justify decision making approaches relevant to the Events management sector.*

In this department, PRME principles are also being embedded in teaching and learning by integrating the work of Ray Nolan from the Tourism subject group. He is working with students and external organisations on nature-based tourism, and tourism as a conservation-development mechanism. There are other projects on preventing child trafficking and ending child sexual exploitation in international tourism and hospitality.

## Post-Graduate Curricula Development

An excellent example of the application of PRME principles occurred during the revalidation of a post-graduate programme: MSc Coaching and Mentoring<sup>4</sup>. The table below (reproduced from Section 2 iii of the 'definitive document') was accepted by the validation panel as evidence of PRME principles embedded in the course programme.

PRME Principle	Approach on the Programme
<b>Develop students as generators of (social, environmental and economic) sustainable value for business and society</b>	<p>Coaching helps people to get in touch with their values and find their meaning and purpose in what can often be a busy and stressful life. In the Coaching and Mentoring Leadership and Change module, for example, students are invited to reflect on the contribution that C and M makes in terms of personal and organisational transformation and what that means for their future practice.</p> <p>Coaching encourages people to speak their truth to others, which, if done sensitively, can lead to new possibilities and improved relationships. This is particularly important across organisation and social boundaries. In the Coaching and Mentoring Psychology and Coaching and Mentoring Skills modules, strong emphasis is placed on developing effective challenging skills that can be used to effect change in people and in systems.</p> <p>We support students to coach people to have more sustainable careers, and where there is a better balance between their working and non-working lives.</p> <p>The Coaching and Mentoring Supervision module, in particular, examines the dynamics in the coachee's wider group, organisation and cultural settings.</p>
<b>Embed the concept of responsible business into all educational curricula</b>	<p>Coaching encourages people to take responsibility for their immediate enterprise as well as for other stakeholders, for example, their customers, employees, community and other beneficiaries. These issues of stakeholder engagement are particularly focused on in the Coaching and Mentoring Leadership and Change as the Coaching and Mentoring and Leadership modules.</p> <p>Coaching helps people take a wider and more holistic perspective of the value they and others are bringing, and can potentially bring.</p>

<sup>4</sup>

Revalidated on 21<sup>st</sup> September 2015.

<b>Create educational experiences that develop responsible leadership</b>	<p>Coaching encourages people to question and challenge the balance of power within enterprises, and with the wider environment. Concepts of power and responsibility are specifically engaged with on the Coaching and Mentoring Leadership and Change module.</p> <p>It can help people navigate through the complexities of organisation cultures and also to shape their organisation culture to be more responsible to other interests.</p> <p>Coaching also encourages relationships that are supportive, capability-building and which seek to reduce the likelihood of unhealthy dependency. Contracting relationships is particularly attended to within the Coaching and Mentoring Skills module.</p>
<b>Underpin education programmes with research on responsible management</b>	<p>The programme is based on the EMCC's Code of Ethics which is a research-based framework.</p> <p>We also draw on SBS research such as the work on the skilled coachee and research into power and relationships.</p>
<b>Create corporate / community partnerships to advance responsible business</b>	<p>The programme normally has membership from a wide range of backgrounds, for example, business, government, charity and other third sector.</p> <p>We actively encourage students to work with other people from these different backgrounds. This might be other students as well as people in students' organisation and wider networks.</p>
<b>Facilitate critical debate on social responsibility amongst multiple stakeholders</b>	<p>We support coaches to facilitate new debates amongst their coachees' wider group of multiple stakeholders.</p> <p>The Advanced Practitioner Inquiry module also facilitates this, for example, with the student and their organisation client co-producing knowledge to support the organisation's aims and collective learning.</p>

Another area in which SBS is leading in the development of research-informed teaching is in the field of social enterprise, through two MSc programmes (MSc Charity Resource Management and MSc Co-operative and Social Enterprise Management)<sup>5</sup>.

These specialist part-time masters courses for professionals working in the social economy have helped many of the graduates obtain senior charity sector roles or management roles in infrastructure bodies. Dissertations completed have led to a number of papers in refereed journals. The engagement of students on this course has led to the application of SBS professional and research expertise to a wide range of charitable organisations of all sizes. The MSc Charity Resource Management course also provides professionals with recognition from the Institute of Chartered Accountants in England and Wales (ICAEW), the Institute of Fundraising and the Association of Charity Independent Examiners.

The social enterprise stream (which was taught on both MSc programmes) has been supported by the writing of a textbook co-authored by Dr Rory Ridley-Duff (with Dr Mike Bull at Manchester Metropolitan University). SBS staff contributed to the first edition of this book, in particular Dr Tracey Coule (Principal Lecturer) and Dr Pam Seanor (Associate Lecturer). Dr Rory Ridley-Duff led the authoring and editing of the book to ensure that it led to direct contributions to PRME.

<sup>5</sup> We aim to replace these courses with a single new MSc Cooperative Business and Responsible Management qualification in 2016.

Ridley-Duff and Bull summarised key parts of the book to contribute a chapter on 'Entrepreneurship' to Laasch and Conway's (2015) textbook *Principles of Responsible Management*.

In 2015, they updated *Understanding Social Enterprise: Theory and Practice* to fully incorporate PRME themes. Key leaders of the UN's PRME Initiative have endorsed this new text.<sup>6</sup>

Jonas Haertle, Head of the PRME Secretariat stated that the book was:

*"A comprehensive overview of social enterprise [which will enable students to] lead change and question the norms of traditional market approaches"* (see right).

Oliver Laasch, the Founder of the Center for Responsible Management Education, commented that:

*"The first edition of this book has become a standard resource. I am thrilled to see that the second edition makes a strong connection to the theme of responsible management."*

The new edition of the book adds a new section on 'Sustainable Enterprises and Communities', and is supported by slides, learning activities, short teaching cases, outline curricula, web resources and teaching guides.

The two MSc courses highlighted above represent two decades of commitment within SBS to working with charities, voluntary organisations, social enterprises and the wider third sector. However, this work is not confined to SBS but involves Sheffield Hallam University as a whole. In the North East, Sheffield is [recognised as a champion of social entrepreneurship](#), with three UnLtd Champions of Social Entrepreneurship in Education originating from Sheffield Hallam University (they are: Darren Chouings, now the champion at the University of Sheffield, but he was initially employed at Sheffield Hallam, Dr. Rory Ridley-Duff and Sheila Quairney, Head of Enterprise at the Enterprise Centre).

Inter-faculty co-operation is facilitated by a university-wide virtual research centre – the *Centre for Voluntary Sector Research* (CVSR). CVSR began in 1998 as an informal group and was formally recognised by the university as a Centre in 2003. CVSR now has 18 staff spread across all four faculties of the university, including six from SBS. The SBS members of CVSR form part of the Ethical Organisations research theme within the SBS Research Institute.

Much of the work in this area has been led by Prof Gareth Morgan who joined SBS in 1995 with a brief to develop teaching, research and wider engagement with the voluntary sector.



<sup>6</sup> See 'Reviews' at <https://uk.sagepub.com/en-gb/eur/understanding-social-enterprise/book242879>

He was appointed to a personal chair as Prof of Charity Studies in 2007 – the only holder of a chair with this title in a UK university. Prof Morgan acted as leader of CVSR for 17 years before transferring it to two colleagues, one of which is Dr Tracey Coule (Reader in Non-profit Governance and Organization) within SBS. Dr Coule is now academic lead for CVSR.

Having highlighted the ways in which SBS has been revising its curriculum and developing a support system for PRME, we now turn our attention to the opportunities we create for our students to develop their responsible leadership skills.

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## Principle 3 – Method

*We will create educational experiences that develop responsible leadership*

### Working with Students to Develop Leadership Capabilities

We offer all our students an opportunity to engage in the Common Purpose Leadership Award. This is a well-established leadership development award based on bringing together people from different sectors of society to debate how to resolve pressing problems in the community. It is a programme that recognises and rewards highly engaged students.

This Leadership Development Award Programme provides final year students in SBS with the opportunity to explore their leadership potential in a way that will be recognised by prospective employers and placement providers. The courses for students are run by Common Purpose, a not-for-profit social enterprise with locations around the globe and an annual cohort of 4000 students. The objective of Common Purpose is:

*"the advancement of education for public benefit and in particular but without prejudice to the generality of the foregoing to educate men and women and young people of school age, from a broad range of geographical, political, ethnic, institutional, social and economic backgrounds in constitutional, civic, economic and social studies with special emphasis on civil and social awareness and responsibility in the United Kingdom and elsewhere".*

Source: <http://www.commonpurpose.org.uk/about/company-information>

The co-curricular offer at SBS provides students with the following:

- 4 day leadership award for final year students (this runs twice a year, 35 students each one) and postgraduates (once per year, 35 students). Applications for inclusion in the programme are on a competitive basis and are evaluated for their commitment to professional development.
- 1 day leadership development for second year students around personal career and employability skills.

Common Purpose front-runner courses give students the skills, connections and inspiration to become better leaders and develop their ability to work together. It helps leaders to:

- become better / faster at breaking down silos and crossing cultures
- operate effectively outside their comfort zone
- deliver complex change

Students go off campus and into the city in which they are studying to explore leadership in action. They take part in challenging discussions with senior leaders, all of whom are

potential employers, and behind the scenes visits to organisations across the sectors to see how the city works – and doesn't work. Through the programme, the students become more employable, prepared to be leaders, more responsible and are equipped with broader horizons.

## Events Management

There are particularly active groups of events management students coordinated by **Liz Sharples**. Our approach to developing events management (as an activity and as a course) is to engage students in organising fundraising events for charities in the region. As part of their studies, there is a live 'Event Management Module' run by **Jane Tattersall**. Below, we provide some examples of student engagement, and also how staff engage in charity and food events.

### Student Engagement

- On 23 October 2015, the Alumni event at Cutlers Hall attracted 140 final year students and 45 alumni. Whilst this was primarily about networking and fostering a collegial environment through a dinner, students pitched ideas for charity events to the alumni present to obtain feedback for their studies. This supports their studies in February-March when they run events in aid of local charities as part of the 'Events Management Module'. There are approximately 40 events each year in support of 3 local charities: Cavendish Cancer Care, Sheffield Children's Hospital and the Archer Project (a homeless charity run by the Cathedral).
- The charity events raise about £25,000 per year and there is a celebration dinner in April each year where cheques are presented. Managers from the charities engage in the module each year and listen to pitches from student groups and provide feedback.
- There is also a second year module 'Events Industry Experience' during which students seek to complete 120 hours of volunteering as part of the module commitment.
- To support this work, there is an 'Opportunities and Events' site on which volunteering positions are advertised to students. At the time of writing, there were 140 opportunities live on this e-board.
- Around 100 students volunteered at a range of events linked to the Tour de France when it was held in Yorkshire in 2014. Currently, work is underway to find opportunities to volunteer when Hull becomes the City of Culture in 2017.

### Staff Engagement and Research

Liz Sharples' research is focussed on local / sustainable food and wine tourism in the local/regional economy. It is facilitated through her networking activities:

- 1) Pro bono advisor to the Ludlow food festival for 10 years, advising on sustainable and local food tourism;
- 2) Vice Chair of the Yorkshire and North East National Trust Regional Advisory Board (she has completed the maximum permissible nine years of service);
- 3) Trustee of Nostell Trust.



Each of these roles have led to student projects at National Trust locations such as Nostell Priory and Hardwick Hall.

## Underpinning Curriculum Development with High Quality Research

In our efforts to embed PRME, we now turn to the research expertise that we have established. The next section initially highlights the research submitted under REF (Research Excellence Framework), and then looks at the other research activities that support our goal of developing PRME within SBS.

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### Principle 4 – Research

*We will underpin our education programmes with research on responsible management.*

In this period, SBS contributed to the UK's Research Excellence Framework, a six yearly research assessment undertaken by the UK government. Our staff contributed in four disciplinary areas:

3 – Allied Health Professions, Dentistry, Nursing and Pharmacy

19 – Business and Management Studies

26 – Sport and Exercise Sciences, Leisure and Tourism

36 – Communication Cultural and Media Studies, Library and Information Management

SBS is working hard to improve its research contributions in traditional areas of private sector management and has recruited new Readers and Profs to strengthen its REF profile for 2020 under the guidance of Prof Bradley Barnes.

At the time of writing this report there were six research themes within the Faculty.

- Tourism, Hospitality, Events and Food – led by [Prof Peter Schofield](#)
- People, Work and Organisation – led by [Prof Helen Richardson](#)
- International Business, Economics, SME and Entrepreneurship – led by [Dr Andrew Johnston](#) and [Dr Mike Crone](#)
- Accounting and Finance – led by [Prof Nigel Garrow](#)
- Strategy and Marketing – led by [Prof Bradley Barnes](#)
- Ethical Organisations – led [Prof Gareth Morgan](#)

**Research themes** are underpinned by the activities of [special interest groups](#) (SIGs) which work to support research activity.

There are three SIGs that are specifically related to PRME themes:

- CSR/Responsible and Sustainable Business, led by [Dr Christine Gilligan](#)
- Cooperative and Social Enterprise Management, led by [Dr Rory Ridley-Duff](#)
- CVSR (Centre for Voluntary Sector Research), now led by [Dr Tracey Coule](#)



## Evidence of Research Excellence and Impact (REF)

SBS is already producing world leading research and impact. For REF 2014, both the impact cases for Unit of Assessment 19 (Business and Management Studies) were based on applied research in the third sector / social economy. Further research submissions for Unit of Assessment 26 (Sport and exercise sciences, leisure and tourism) focussed on 'pro-poor' tourism by highlighting the (negative) impact of NGOs in international tourism. Below, we summarise the quality and impact of this research and then detail how this feeds into policy work and research engagement activities.

**Prof Gareth Morgan** led research that also involved **Neil Fletcher** on '[Simplifying Audit Requirements for Smaller Charities](#)' (REF Impact Case, UoA 19). Prof Morgan's papers on charity regulation were used in Parliament to propose amendments to the Bill which became the Charities Act 2006, and powers in that Act which were implemented from 2009. After giving evidence to government consultations based on his research, regulations that apply to the auditing of small charities were changed. By extending the regime for Independent Examiners to almost all small and medium-sized charities, approximately £15m in audit fees were saved over the period covered by REF. That money is now available for social investments in charitable projects.

**Dr Rory Ridley-Duff** led a research programme that also involved **Dr Tracey Coule** on '[Democratising Cooperatives, Charities and Social Enterprises](#)' (REF Impact Case, UoA 19) which established a multi-stakeholder approach to social enterprise ownership, governance and management. This became central to an annual Cooperative and Social Enterprise Summer School run with leading consultants from Social Enterprise Europe (Cliff Southcombe) and Cooperatives UK (Bob Cannell). The collaboration stimulated the publication of a *FairShares Model* for social enterprise development in 2012 which mapped out governance and ownership arrangements for more equitable distributions of power and wealth in associations, cooperatives and companies. In 2013, the FairShares Association was formed by staff and students at SBS to support a growing network of educators, researchers, consultants and practitioners who advocate the *FairShares Model* ([www.fairshares.coop](http://www.fairshares.coop)).

**Dr Dorothea Meyer** undertook REF-quality research on poverty reduction in less economically developed countries (Submitted in UoA 26). Since joining Sheffield Hallam University (SHU) in 2004, she has pursued two strands of research within the Tourism, Hospitality and Events SIG on the importance of poverty alleviation in less developed countries. The first strand investigates the impacts of collaborative work with African NGOs, the public and private sector, working with researchers from seven African countries and three European countries. This led to heightened academic critical understanding and global awareness of tourism's potential for poverty reduction and brought about changes in the curricula of three universities. The second strand used research projects to inform policies implemented at country and destination level by leading international and national organisations, NGOs and the private sector.

Based on the first two impact cases, SBS's REF 2014 impact profile was assessed as:

20% - 4\* ('world leading')

30% - 3\* ('internationally excellent')

50% - 2\* ('internationally recognised')

As shown by the table below, SBS contributions to this field makes it one of the 'go to' universities to study CSR, charity resource management, cooperative business, NGOs and social enterprise development. Below is a selection of doctoral studies that have either recently completed or which are now being progressed at SBS. All of this research builds our collective research capacity for PRME-related education:

<i>Staff / PhD/DBA Student</i>	<i>Topic of Study</i>
Christine Gilligan	Sustainable development in the voluntary sector - completed 2015
Amartuvshin Dorjsuren	Political ecology of equality issues in rural tourism development in Mongolia - completed 2015
Abdul Asker	Islamic business ethics
David Wren	Cultures of performance and reward in UK employee-owned businesses
Karina Zheleznyak	Cultural diversity and labour migration in the European hospitality industry
James Bostock	Change and national governing bodies of sport
Janette Hurst	Reconciling sustainability aims and co-operative values and principles: a hermeneutic phenomenological study
Jules O'dor	What influences social entrepreneurs to adopt particular social enterprise structures and why?
Maureen McCulloch	Accounting for purpose rather than for capital - a neglected narrative
Mark Ellis	What is responsible leadership in action?
Tim Wolliscroft	Could smart communities improve the efficiency of cancer services in Sheffield?
Lucy Hind	Corporate social responsibility - rhetoric or reality?
Michael Leigh	Critical success factors for a sustainable supply chain: a framework
Emma Green	Crowdfunding and the relationship between the entrepreneurs and the crowd
Barbara Tomasella	Social responsibility in the food service sector & related events
Stephanie Chamberlain	Is consuming ethically intrinsically pleasurable - an exploratory study of lived experiences
Dawn Elliott	Voluntary sector support services - examining the legitimacy of chargeable support
Tatiana Gorbuntsova	Tourism as a socio-economic development tool for ethnic minorities - the Nenets
Cristina Jonsson	The developmental impacts of tourism - foreign direct investment in Barbados
Beth Patmore	Service innovation in voluntary organisations - exploring inter and intra organisational dynamics

## Prof Morgan's Policy Work on Charities

Prof Morgan's work has been extensively cited in Lord Hodgson's 2011 Review of the Charities Act 2006 and in oral evidence in Parliament, when Prof Morgan was one of only two academics invited to give evidence in person in autumn 2014 to the Joint Committee on the Draft Protection of Charities Bill. In addition to the specific research outcomes above, Prof Morgan is a member of various policy groups responding to consultations on accounting and regulatory changes affecting charities: in particular, the ICAEW Charity Technical Committee, and various working parties of the Charity Law Association.

In 2015, he served as a member of a working party established by the *Charity Commission for England and Wales* reviewing the directions to charity independent examiners. He was also working actively as a member of a working group established by the new *Charities Regulation Authority in the Republic of Ireland*. This has involved travelling regularly to Dublin for meetings of the group and he has personally prepared drafts for some of the regulations which will shortly be published for consultation.

Prof Morgan is also a regular speaker at external conferences and events in the charity sector, and one day a week he undertakes consultancy work with charities and their advisors, for example on charity formations, mergers, charity accounting and charity tax issues.

## Dr Ridley-Duff's Social Enterprise Development Work

Dr Ridley-Duff's work has led to an expansion of interest in the establishment of social enterprise courses worldwide, with his textbook adopted as a core resource for courses on every continent. He has been a British Council consultant on the 'Skills for Social Entrepreneurs' programme in Indonesia, Montenegro and Ukraine, and ran the British Council Canada sponsored Cooperative and Social Enterprise Summer School at York St John University in 2015. He has been appointed to the research team that will evaluate the British Council's Global Skills for Social Entrepreneurs programme in 2016 (in conjunction with Ecorys and Social Enterprise Europe).

He has been a keynote, plenary and invited speaker for events in many countries:

- France, Spring University on Social Economy, MGEN, Paris (panelist)
- Croatia, IPNPM Conference, Osijek Faculty of Economics, Osijek (keynote)
- Croatia, Social Economy Conference, VERN University, Zagreb (panellist)
- Australia, Social Innovation Research Conference, RMIT University (keynote)
- New Zealand, Social Innovation Research Conference, Massey University (keynote)
- Denmark, Social Economy Conference, Houses of Parliament (keynote)
- Japan, Social Policy Group, Kwansei Gakuin University, (invited speaker).
- Indonesia, two invited lecture tours of universities in Jakarta and Yogyakarta.

He has also given keynotes, plenaries and invited addresses across the UK university sector:

- Oxford University, Skoll Research Colloquium on Social Entrepreneurship (plenary)
- Bradford University, Research Conference on Business and Society (keynote)
- Liverpool John Moores University, Mediation Conference, (keynote)
- UnLtd Social Entrepreneurship Awards Conference, Sheffield Hallam (keynote)
- Northampton University, Restructuring Social Enterprise, (invited speaker)
- Cooperative College, Education Conference (invited speaker)

- Glasgow Caledonian, Yunus Centre for Social Business (invited speaker)
- Manchester Met., ESRC Seminar, Restructuring Social Enterprise (invited speaker)
- Cardiff University, ESRC Seminar, Alternative Dispute Resolution, (invited speaker)
- Lincoln Social Science Centre, Cooperative University Research, (invited speaker)
- Greenwich University, Rethinking Economics Conference, (invited speaker)
- Bristol University, CIC 10<sup>th</sup> Anniversary Celebrations, (invited panellist)

## Dr Meyer's International Development Work

Dr Meyer has been lead researcher in five pro-poor tourism projects funded by the Department for International Development (DfID), Department for Business, Industry and Skills (BIS), the EU –ACP (African, Caribbean and Pacific) Group, SHU Knowledge Exchange Programme and SHU Imagine programme). Dr Meyer has also been working for the United Nations Conference on Trade and Development (UNCTAD) to provide advice on the developmental impacts of Tourism Foreign Direct Investment disseminated through UNCTAD internal documents. She has also produced publications funded by the UK-based Travel Foundation on inter-sectorial linkage between tourism and agriculture.

Dr Meyer has developed partnerships, and undertaken research capacity building work at:

- Wageningen University, Netherlands (partnership)
- University of Oulu, Finland (partnership)
- University of Dar es Salaam, Tanzania (capacity building)
- Moi University, Kenya (capacity building)
- Makerere University, Uganda (capacity building)

As a result, pro-poor tourism studies have now been integrated into the curriculum at:

- Makerere University (Uganda)
- University of Namibia
- Moi University (Kenya)

## Non-REF Research Activity Linked to PRME

**Dr Wayne Martindale** is a research fellow in the Centre for Food Innovation and is currently working on many aspects of resource efficiency within the food industry and novel ways of communicating food supply chain issues. He works on multidisciplinary projects within the food and drink sector with a specialist interest in technical communications within agri-food systems and how they impact on our food and industrial supply chain. He has worked with the Environment Agency, Organisation of Economic Cooperation and Development (OECD), Agronomy Department Purdue University, Secretariat for International Landcare Australia, British Grassland Society and many companies and agencies across the food sector.

He was responsible for a food innovation project at [Quorn Foods](#) that improved sustainability whilst saving the company over £1m. Quorn Foods, a global market leader in meat-alternative foods, found a way to reduce its impact on the planet. Through the mechanism of a Knowledge Transfer Partnership (KTP) he carried out initial Life Cycle Analysis (LCA) of the Quorn manufacturing process, and established that the core ingredient of Quorn contains less than half the embedded carbon found in beef. The partnership helped Quorn

Foods to understand how it can reduce the company's carbon footprint and this resulted in the brand achieving certification by the Carbon Trust.

**Dr Stephen Dobson** has pursued research from 2013 - 15 within the department of Finance Accounting and Business Systems (FABS). He has hosted a number of Economic and Social Research Council (ESRC) Festival of Social Science events on topics such as:

- Corporate Social Responsibility
- Smart Cities
- Emergency service operations and safer communities
- Trafficking
- Reverse logistics/sustainable supply chain management.

These have attracted delegations and public reports by representatives from the ethical investment website 'Blue and Green Tomorrow' as well as Business in the Community (BITC).

**Dr Alisha Ali** (Subject Group Leader, Hospitality) pursues research on eLearning, Sustainable Development and Graduates. She was awarded a SBS Pedagogic Innovation Fund to further research into the way learners can employ digital tools in making a contribution to sustainable development.

**Dr Stella Kladou** has worked in cooperation with the Tourism Administration Department at Bogazici University in Turkey to initiate a project that begins in March 2016. It involves policy, cultural, hospitality and tourism stakeholders in Istanbul and London in an examination of pathways into sustainability. It will develop recommendations on responsible management practices. Additionally, since 2010, Stella has acted as an interpreter for communication between UNHCR and asylum-seekers for the Metadrasi NGO in Greece.

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## Principle 5 – Partnership

*We will create corporate / community partnerships to advance responsible business*

### Networking in the Private Sector to promote Responsible Management

SBS has a long-standing relationship with BITC and for the past 5 years has been participating in their annual Give and Gain Day. This year 10 staff went along to help paint and restore a children's playground and nature reserve (see right).



Another collaborative event between SBS and BITC was the [Business Unusual Conference](#) hosted by SBS on 4 April 2014. This conference focused on challenging the business values that lead to the usual business outcomes.

Sponsored by:



In this event - the finale to Responsible Business Week - a number of challenging questions were put to participants:

- Is the customer always right?
- Are your shareholders only interested in ROI?
- Is the sustainable business case too hard to quantify?
- Do your responsibilities start and end with a purchase?
- Is resource efficiency just about reducing resources used and being more efficient?
- Is transparent reporting really opaque?

Speakers included:

- Chris Harrop, chair of the UN Global Compact – Business Case Unusual
- Ed Gillespie, Co-founder, Futerra – Sustainable Business Case builders
- Robert Hunt, Executive Director, Veolia – Future Cities report
- John Drummond, Chairman, Corporate Culture
- Richard Flint, Chief Executive, Yorkshire Water
- Adrian Kennedy, Head of Regulation, Yorkshire Water
- Ominder Dhillon, Head of Distribution, Impax Asset Management
- Quentin Clark, Head of Sustainability and Ethical Sourcing, Waitrose
- Liz Needleman, Area Director, Business in the Community
- Stephen Howard, Chief Executive, Business in the Community

## Networking with Cooperatives and Employee-Owned Businesses

As partners to both Cooperatives Yorkshire and Humber and Social Enterprise Yorkshire and Humber, SBS organised one of the earliest meetings to develop the concept of a [Cooperative Council](#) (local authorities committed to supporting cooperative values and principles in their region). This attracted representatives from across northern regions as well as the General Secretary of the Cooperative Party, Karin Kristiansen.

Our work with the cooperative and mutual sector is extensive. In addition to the above, we hosted and co-delivered five [Cooperative and Social Enterprise Summer Schools](#) up to 2014. This triggered the formation of the FairShares Association and for the last two years, we have also hosted the [FairShares Association conference](#).

Lastly, we have supported and hosted events to promote employee owned businesses. Dr Rory Ridley-Duff is on the steering group for *Employee Ownership North*, is Acting Chair of the newly formed *International Cooperative Business Education Consortium*. He is also a non-executive director of *Social Enterprise Europe* and the *FairShares Association*. He has previously served as a trustee of the *UK Society for Cooperative Studies*, as a director of *Social Enterprise Yorkshire and Humber* and *Vice Chair of Cooperatives Yorkshire and Humber*. He has been an editorial advisory board member of the *Social Enterprise Journal* since 2009.

Dr Christine Gilligan is currently a director of Sheffield Renewals Community Benefit Society.

*Sheffield Business School is an associate member of Cooperatives UK, Social Enterprise Yorkshire and Humber and the Employee Ownership Association.*



## Networking in the Charity Sector to Promote Responsible Management

Another element of Prof Morgan's involvement in the charity sector is involvement in external networks. The staff in SBS specialising in this area are also actively involved with academic networks researching in this field, especially the International Society for Third Sector

For five years Prof Morgan acted as co-ordinator of the ISTR Centre Directors Group, linking academic leaders of non-profit research centres throughout the world. Colleagues have also been active in the Voluntary Sector Studies Network (VSSN) since its formation. Prof Morgan acted as its first treasurer (2003-07) and SHU has three times hosted the *Researching the Voluntary Sector Conference* organised by VSSN in partnership with NCVO (National Council for Voluntary Organisations). Prof Morgan also served for three years on the Editorial Board for the VSSN-sponsored journal *Voluntary Sector Review* and Dr Tracey Coule is now (autumn 2015) standing for this Board.

SBS has also hosted several one-off conferences for charity professionals and regulators.

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## Principle 6 - Dialogue

*We will facilitate critical debate on social responsibility amongst multiple stakeholders*

All the material in the previous sections attests to how staff within SBS engage across all sectors through research and teaching on responsible management. We would like to finish the discussion of PRME principles with three examples that capture our commitment to creating dialogue at a local, national and international level.

### Supporting Local Dialogue (Sheffield Festival of Debate)

On 20<sup>th</sup> March 2015 Janette Hurst and Rory Ridley-Duff ran an event to support the Festival of Debate in Sheffield. The event titled 'Co-operatives and a Just Society' fostered discussion and debate around the potential role of co-operative organisations in social and economic justice. They presented information on the manifesto commitments of *all* political parties in the UK, and stimulated further debate by screening a video report compiled at the International Cooperative Summit, held in Quebec, Canada.

The wider festival, organised by Opus Independents, a not-for-profit social enterprise, comprised 40 sessions around the city aimed at creating a meaningful dialogue around key social, political and economic issues in the run-up to the 2015 general election.

Source: <http://www.festivalofdebate.com/about.html>

### Supporting National Dialogue (TIGE Roadshow)

On 12<sup>th</sup> September 2014, SBS hosted the TIGE Roadshow with Initiative of Change (IofC). The event, titled 'Business as *unusual*...because the values are as important as the value' was organised by Dr John Carlisle, an SBS visiting professor known for his work on supply chains. He is also a graduate of SBS's MSc Cooperative and Social Enterprise Management course.

The one-day TIGE Roadshow (Trust & Integrity in the Global Economy) builds on six years of running the [TIGE conferences in Switzerland](#). It was the second of its kind in the UK. In keeping with SBS's work on multi-stakeholder approaches to enterprise, the Roadshow emphasized that businesses exist to meet the needs of all stakeholders, not just

shareholders. The event brought together high-profile presenters, private company delegates, academics, social and ethical enterprises and local authorities to debate how to restore trust and integrity in business life.

Speakers included:

- **Margaret Heffernan**, renowned business woman, Huffington Post blogger, CEO and author of the best selling business book 'Wilful Blindness'
- **Tony Bradley**, Director of the SEED Centre (Social and Ethical Enterprise Development) at Liverpool Hope University
- **Dr John Carlisle**, Visiting Prof of Sheffield Business School, author, and member of the Government Construction Strategy team

### Supporting International Dialogue (UN Work to End Child Trafficking)

Ray Nolan is working with his students and some external organisations in two areas - one around nature based tourism / tourism as a conservation-development mechanism and another with organisations who deal with the prevention of child trafficking and child sexual exploitation in international tourism and hospitality. He has developed some work on education and training related to child trafficking and child sexual exploitation which is due to be published with the UN in January. Ray also presented his work to the UN in March 2015. and is currently engaged in work on the implications for businesses of the UK of the Modern Slavery Act which has just come into force.

## Tackling exploitation

Ray Nolan, senior lecturer in tourism management, was invited to participate in the United Nations World Tourism Organisation [UNWTO] World Tourism Network on Child Protection annual meeting in Berlin.

Ray spoke about the active role academia can take in raising awareness and understanding of the exploitation of children in international tourism, hospitality and events including outlining the results of his work with SBS students in teaching the topic 'the geography of sex tourism'. He also discussed the opportunities for his students to get involved in relevant campaigns and projects with external partners, such as the 'Operation Makesafe' hotels training scheme with South Yorkshire Police and Sheffield Child Safeguarding as well as previous work with UKBA, UK Home Office, UKHTC and Virgin Atlantic.

The United Nations World Tourism Organisation [UNWTO] World Tourism Network on Child Protection aims to prevent all forms of child and youth exploitation in the international tourism sector, including sexual exploitation, child labour and child trafficking. The Network's 30th meeting included participants from national governments, the international tourism industry, international law enforcement, non-governmental organisations (NGOs) and media associations.



Ray spoke at the UNWTO event in Berlin



## 4. Walking the Talk

*We understand that our own organisational practices serve as examples of the values and attitudes we convey to our students.*

In this final section, we give further examples that demonstrate our commitment to 'walking the talk' through our support for the local community and the health and wellbeing of our staff. We conclude the report with our critical reflections on the journey so far, and set out goals for the next 24 month period.

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### Community Engagement



In May 2014, SBS business support manager Lisa Jones with a representative from Bluebell Wood "Bag It Up" campaign collected 36 bags of donated clothes toys books games DVDs shoes raffle prizes for Bluebell Wood Children's Hospice.

Bluebell Wood provides care and support to families who have a child or young person who has a shortened life expectancy and is

not expected to live into adulthood. Bluebell Wood supports the whole family, both at the hospice site and in families' own homes. Each bag of donations on average raises £15 for the charity, which means that to date SBS staff have raised over £500 for Bluebell Wood. Any clothes that can not be sold in the shops are "weighed in" for cash too, so nothing gets wasted.

**Christmas Jumper Day** - SBS signed up to Christmas Jumper day to raise money for Save the Children. Staff donned their best festive sweaters on Friday 12 December 2014 and donated £2 for the privilege of doing so. Eco-friendly prizes were available from the University's sustainability team for those who were brave enough to post pictures of them and their jumpers on the university's [sustainability Facebook page](#).

**Hallam FM: Mission Christmas** - Thousands of children in poverty wake up to a Christmas without presents. That's why Hallam FM launched Mission Christmas. They ask you to buy just one extra present this year – a gift that they'll give to a disadvantaged child to make their Christmas morning that little bit brighter. They're looking for new and unwrapped gifts suitable for children and young people aged 0 to 18 years. SBS took part in this challenge and gifts were collected at the reception point.

# The icing on the cake

## SBS staff saw red to help raise money for the British Heart Foundation!

The faculty took part in Wear Red day, the British Heart Foundation's annual fund- and awareness-raising event. As well as donning their finest red garb for the day, staff had the chance to make and decorate cupcakes in our state of the art kitchens on the 12th floor of Owen building, which were then sold in a charity bake sale.

Under the expert guidance of our technical services team the cupcakes turned out beautifully, and were sold out within half an hour! Thanks to the bake sale and to staff members' generous donations, we raised £178 for the British Heart Foundation.

*Right: Lisa Jones was one of the staff members who tried their hand at cupcake decorating*



13

## Staff Health and Wellbeing

**In 2014 staff in SBS took part in the GCC challenge - GCC** works with businesses all over the world to improve employee health, performance and engagement and all the staff in this picture wore a pedometer for 3 months to try and improve their fitness levels.



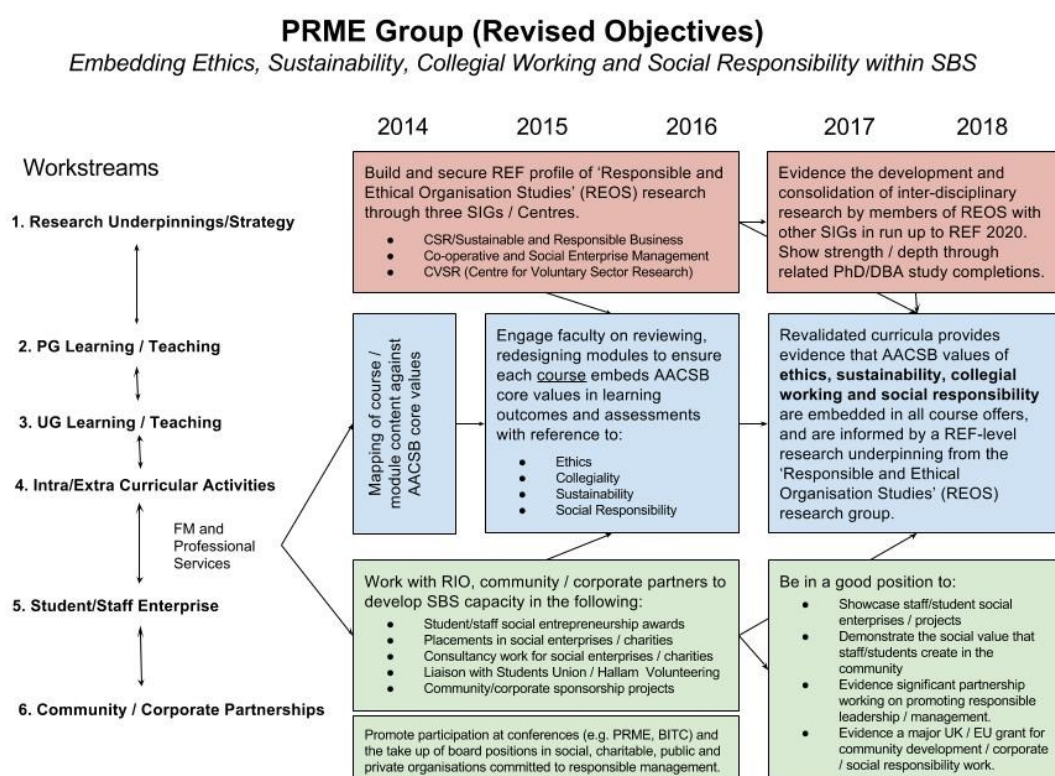


## Critical Reflections and Future Goals

Implementing the PRME strategy is challenging in a large business school with so many staff, students and subject groups. In compiling this report we found that we need to:

- Understand that we have limited traction across all subject groups (there is research activity, but we have not yet fully mapped it) and that in the next reporting period, we need to develop and maintain our engagement with all subject groups.
- Learn from our struggles about how to make progress on employability. In the next reporting period, we will give this activity more consideration and support.
- Recognise that research activity related to PRME is potentially vulnerable because it does not fit comfortably within the Faculty's 'subject group' structure. In the next reporting period, we will consider how to prevent 'PRME' becoming a silo where only members of the PRME Group are seen as responsible for its progress. We see the creation and support of a 'Responsible and Ethical Organisation Studies' (REOS) group as a way to achieve this.

Based on these critical reflections, we set revised objectives for 2016-17.



## Key Goals for the Next Reporting Period

- Establish an Assurance of Learning process to benchmark student's progression in the area of responsible business and sustainable development.
- Complete our review of post-graduate curricula and achieve access to all subject groups / research groups for dialogue and discussion on PRME.
- Collect information on (and report more effectively on) our international partnerships and research programmes.
- Establish the *Responsible and Ethical Organisation Studies* group to:
  - organise seminars across the faculty
  - support and mentor staff to attend conferences
  - co-author research outputs
  - *consciously* embed our PRME research in our teaching materials
- Consolidate, build and deepen our engagement with partner organisations to realise a strategic goal of engaging organisations across all sectors (private, social, voluntary and public) to advance responsible management and employability.
- Contribute to the building of a better staff directory that identifies their external contributions to responsible management.



*Principles for Responsible Management Education, 2015 SIP Report by Sheffield Business School*

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