

Redesigning the curriculum to incorporate PRME: Working together

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REDESIGNING THE CURRICULUM TO INCORPORATE PRME: WORKING TOGETHER

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Outline

- Background and Context
- Approach to Embedding PRME within the Business Curriculum
- Example of a new Level 5 module which is core to the BA Business Studies Degree

Sheffield Business School and PRME (Principles of Responsible Management Education)

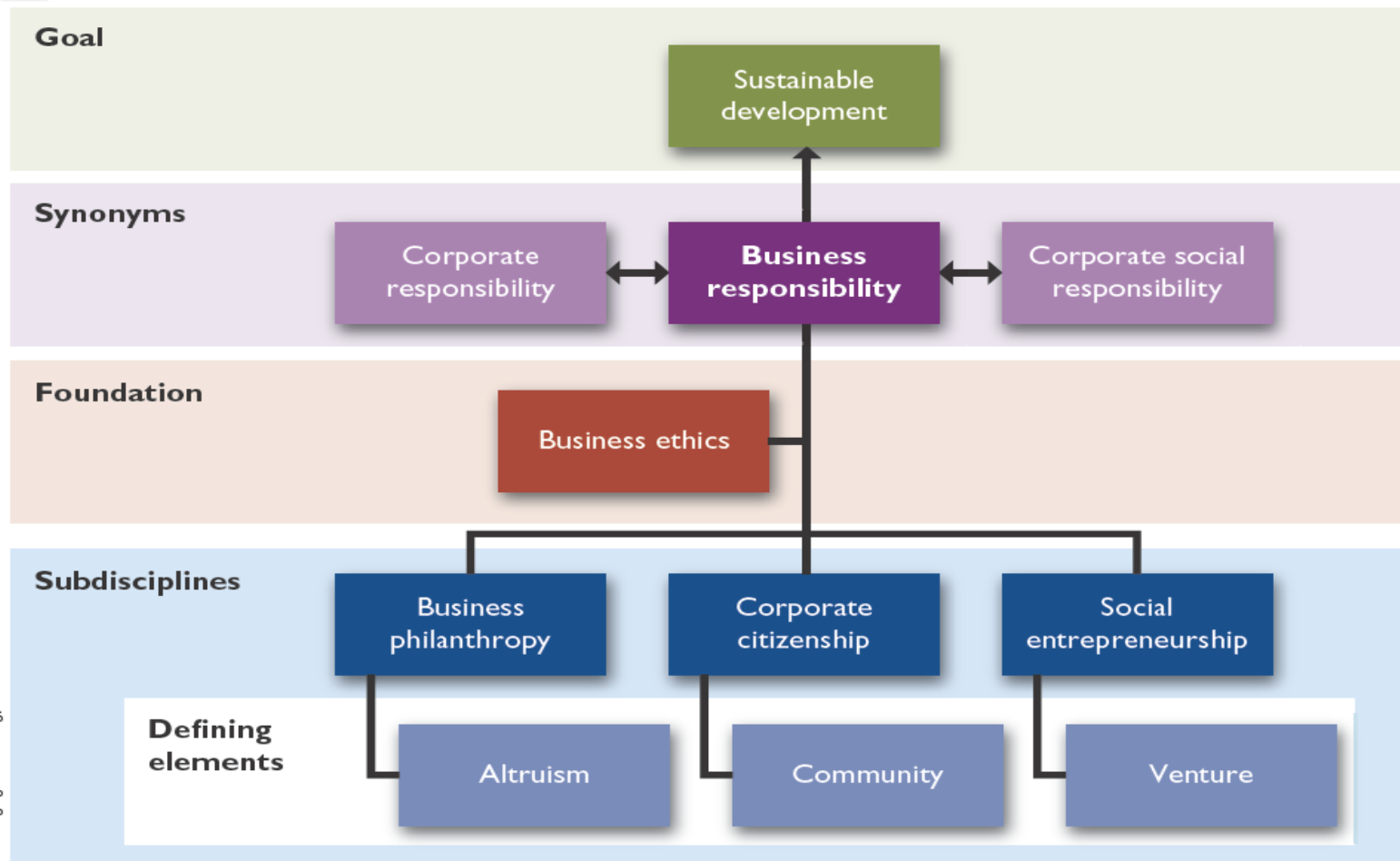
- SBS signed up to **PRME in Dec 2013** as an element of our **AACSB accreditation aims**
- **AACSB** requires the curriculum to include '***Social responsibility, including sustainability, and ethical behaviour and approaches to management***'
(<http://www.aacsb.edu/~media/AACSB/Docs/Accreditation/Standards/2013-bus-standards-update-jan2015.ashx>)
- As a **principle-based global engagement** platform for academic institutions launched by the UN in 2007, **embedding PRME** was considered the **best approach** to enhance the **SBS curriculum**, in line with **AACSB requirements** and broader **ethical considerations**.
- '*The Principles for Responsible Management Education have the capacity to take the case for universal values and business into classrooms on every continent.*' (UN Secretary-General Ban Ki-moon www.prme.org)

PRME and Ethics

- 6 principles and an understanding that
- *‘our organisational practices should serve as an example for the values and attitudes we convey to our students’.*
- **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.

PRME and Sustainable Management in the Business Curriculum

Responsible Business Framework



Approach to embedding PRME in the Business Curriculum

- Raising **staff awareness** and **sharing ideas** for development through-
 - the annual **staff conference** (bottom up)
 - bespoke help** to individual subject areas
 - developing a **school-wide strategy** and implementation plan
- Review of all **undergraduate** and **postgraduate** courses across the School

PRME Group

- **The PRME Group**
- **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

Context: a large Business School

- SBS has approximately **500 staff** and **6500 students** (of which **2000** are from overseas). It has three departments:
- Finance, Accounting and Business Systems (700 students)
- Management (3,800 students)
- Service Sector Management (200 students)

Source: SIP report 2015

Embedding PRME in SBS Strategic Plan 2014-15

Part C: Priority Setting

Goal 1: Transforming the student experience

Ensure that all SBS courses are designed to offer a high quality global student experience that is practical, relevant and business engaged, which supports the concept of diversity and anticipates the challenges of the future. All our learning teaching and assessment will be underpinned by the principles of responsible management education (PRME)

Goal 2: Building on our strengths in research and innovation

In all our R&KT activities our approach will encourage stakeholders to learn about sustainable businesses that create, economic, social and environmental value.

Goal 3: Expanding horizons

Promoting inclusivity in our programmes, teaching and support environments so that all our stakeholders can play their full part in our university. We will encourage all our stakeholders to contribute to a socially responsible world and create social and sustainable value in all activities.

Embedding PRME in SBS: raising staff awareness and understanding

- PRME *Academic working group*: Christine Gilligan, Rory Ridley-Duff, Michelle Davey, Janette Hurst, Christine O'Leary, each leading on different aspect of the School's strategy for PRME.

Aim: to increase staff awareness and knowledge of PRME/AACSB and encourage their engagement in the agenda.

- Activities included a staff conference – January 2015 – all staff were invited
- Key themes: Collegiality, ethics, responsible business, sustainability
- Open space format mirrors the systemic approach that is seen as necessary to embed responsible business ethics (Waddock, 2007; Waddock et al, 2011)
- Inclusive, not top down or hierarchical
- Supports those who can and want to contribute organically i.e. not formally

Staff conference key outcomes

- Feedback: what one thing are you going to take away from this conference?
- An **increased awareness and understanding of the importance of Ethics, Sustainability and Responsibility** in our behaviour and as part of our teaching and learning strategy
- The need for more **networking and relationship building** internally and externally. Many appreciated the conference because of the **networking opportunities it provided - collegiality**
- It **stimulated ideas** for how to **engage students**
- Final comment on the conference
- Thank you - it was really interesting and it has inspired me to learn more

Changes to the Business Curriculum- undergraduate Business & Management Courses

- **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***.

Changes (continued)

- **The Department of Finance, Accounting and Business Systems (FABS)**
- FABS has reviewed both curriculum and delivery in 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.

Changes (continued)

The Department of Service Sector Management

This department has also embedded PRME principles in its revalidated programme e.g:

- Each undergraduate module guide has a **statement** indicating how the module incorporates **PRME principles**.
- PRME principles are also being embedded in **the curriculum** through integrating projects such as 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**.

Level 5 example

Responsible and Ethical Business Practice

Level 5
2015-16

(44-5798-005)



Example: Introduction

- *What's this module about?*
- This module will help you to understand **the social and environmental challenges facing the world today** and **the role that business plays** in both **contributing to** and **mitigating** these problems.
- It will consider the **role of business in society** and **evaluate** the need for **principles of responsible business management**.

Example; Learning outcomes

- *Module Learning Outcomes*

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- **Learning Outcome 1**

- **Investigate the need for responsible business and develop knowledge of the principles of responsible business practice**, including triple bottom line reporting, sustainable development, corporate social responsibility and ethics.

- **Learning Outcome 2**

- Develop the **ability to evaluate** the ethical, social and environmental **impacts of business decision making and organisational performance**. Consider **alternative business structures and practices**. Plan and identify ways to **evaluate the corporate social responsibility strategy of an organisation** at the operational level.

- **Learning Outcome 3**

- Understand the role of **stakeholder engagement and innovation** in securing **ethical and sustainable business practice** and develop the ability to identify and evaluate **innovative practices** to support sustainable and responsible business operations.

Example: Content (11/2 hr seminar per week)

- Topic 1 Introduction to the module
- What is responsible business and why do we need it? Understanding the concept - UN and PRME frameworks.
- Topic 2
- State of the World - UN Sustainable Development Goals and business operations - understanding the need for sustainable development and responsible business practice
- Topic 3
- State of business today. Why do scandals happen, environmental disasters and the relevance of ethical practice
- Topic 4 Ethics and values in business
- Topic 5 Climate change - a problem of our time - not just an environment problem
- Topic 6 Accountability and Reporting (CSR - greenwash or a genuine attempt to improve business performance?)
- Topic 7 Neo liberal free market economics and the problem of infinite growth on a finite planet - resource implications
-
- Topic 8 Stakeholders and business accountability
- Revision for phase test
- Week 9 Phase test during seminar - guest lecture and/or revision for phase test
- Topic 10 Business responses to the challenges/dilemmas - the role of innovation
- Essay briefing
- Topic 11 Structures/decision making/democracy - alternative business structures e.g. coops and social enterprise
- Essay briefing
- Week 12
- Feedback on phase test and opportunity for individual support for essay

Assessment: Phase test and Essay

- Some phase test questions (awareness/ knowledge of broader context)-
- **2. The UN Sustainable Development Goals are best described as:**
 - a. Laws that all countries must adopt that guide development actions for the next 15 years
 - b. Aspirations for a shared vision of humanity and a social contract between the world's leaders and the people
 - c. Rules that encourage businesses to behave more responsibly
 - d. Goals for a future world where everyone is given equal opportunity
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- **3. Which of these is the primary reason why it is important that business leaders understand the UN Sustainable Development Goals?**
 - a. Because the drive for profits means that businesses need to focus on all elements of the environment order to maximise their potential
 - b. Because international businesses need to find new ways to exploit the natural environment to remain competitive in a global world
 - c. Because businesses contribute to environmental and social degradation and are powerful players that can devote their resources to reducing the harm
 - d. Because shareholders expect businesses to comply with international laws

Conclusion

- Good integration within the undergraduate curricula in all departments.
- The Postgraduate curricula has inconsistent integration (although all courses cover research ethics).
- Research needs to be co-ordinated and integrated within the curriculum

Next Steps

- Establishment of an **Assurance of Learning** process to **benchmark student's progression** in the area of responsible business and sustainable development.
- Completion of **review of post-graduate curricula** and achieve access to all subject groups / research groups for **dialogue** and **discussion on PRME**.
- Establishment of the ***Responsible and Ethical Organisation Studies*** group to:
 - organise seminars across the faculty

Questions/ Comments



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