



# Sheffield Business School

## Principles for Responsible Management Education

### SIP Report 2019

Co-authored by

Dr Christine O'Leary,

Professor Rory Ridley-Duff

Dr Christine Gilligan

# Welcome



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## Statement from Dr Eileen McAuliffe

Dean of the College of Business, Technology and Engineering and of Sheffield Business School.



As Dean of the College of Business, Technology and Engineering, I am pleased to read of the progress that the Sheffield Business School has made in this important area of Business Education, in line with the School's mission of 'Forging connections locally and globally, creating real-world opportunities for tomorrow's responsible leaders'. I am impressed by the breadth and depth of my Business School colleagues' commitment to the PRME agenda as it is reflected in the curriculum, research activities and engagement with both internal and external partners. Since 2017, the PRME work of colleagues in Sheffield Business School has been taken forward beyond the Institution into local and international communities through international conferences such as EMES which reflect SBS staff involvement in a wide range of networks and projects in this area, summarised on p. 20-28. The conference contributions and themes highlight the breadth of Sheffield Business School's involvement and leadership in the local, national and international PRME agenda, in relation to the achievement of UN Sustainable Development Goals, whilst the research activities undertaken within Sheffield Business School demonstrate the depth of its enquiries and problem-solving in this area. The reports contain many more examples of internal and external collaboration and leadership together with the broader university context relating to the Sustainable Development Goals, particularly in relation to the environment. I hope that the recently formed College of Business, Technology and Engineering will create an opportunity for collaboration and expansion of some of these projects and research activities to departments outside of Sheffield Business School such as Computing and Engineering.

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## Statement from Dr Sam Giove

Associate Dean Teaching and Learning- College of Business, Technology and Engineering and Sheffield Business School.



Since our last SIP report in 2017, Sheffield Business School has built on the considerable progress made between 2015 and 2017, in relation to social enterprise, research activities and conferences, as well as external and internal partners whilst maintaining and developing the imprint of PRME in the key activities of curriculum development and teaching and learning. Recent global campaigns, such as the ones relating to climate change, have highlighted the

important role that universities and business schools need to play in promoting and ensuring the understanding and skills required of 21<sup>st</sup> century global leaders to deliver a fairer, sustainable and economically viable approach to wealth creation for all citizens. Since our last SIP report, we have sustained and continued the initial work on ensuring that all programmes of study contain ethical and sustainable learning outcomes, and developed measures of student achievement (AoLs) in this context. Our new FairShares Institute (FSI) organised external events, such as the EMES International Research Conference on Social Enterprise, to disseminate research in this area, bring together educators and researchers in order to promote research-led curriculum development. We have interacted, networked with and brought together local and third sector business communities. We are proud of the role that our staff and students are playing in these various activities, in order to strengthen the school commitment and achieve its aspiration in relation to PRME. As we move into a new college structure, we hope to not only ensure that the Sheffield Business School is an important partner in the global Business School alliance dedicated to creating a better world through business education but that this work, particularly in relation to the Sustainable Development Goals, extends to the other departments of the new College of Business, Technology and Engineering.

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## Executive Summary

Since 2017, SBS has progressed against the 4 goals identified in its 2017 SIP Report. We have taken our next steps at local, national and international levels, hosting key conferences such as EMES, contributing to the creation and development of a FairShares Institute for Cooperative Social Entrepreneurship (FSI), sustaining and further developing the embedding of PRME within both undergraduate and postgraduate curricula, and increasing our research leadership in this area.

In relation to progress, the highlights of this review are:

### Goal 1 – Seek recognition for our contribution to PRME across all departments

#### Progress

Progress has been significant, particularly with regards to research/intellectual property and collaboration with a range of partners, including the PRME Chapter for UK and Ireland.

Sheffield Business School's (SBS) vision of being known internationally for its ethical approach to management education is being realised through increasing student exposure to responsible professional and sustainable development experiences, its degree apprenticeship and responsible development programmes, its significant increase in research and intellectual contribution in this area, and growing influence on the local, national and international scene through its partnership and hosting of key events such as the EMES conference. SBS has maintained its EPAS accreditation and has been successful in reaching the last stage of AACSB accreditation. Part of our mission and vision in relation to AACSB is the development of responsible leadership which is mapped to our course learning outcomes. Our PRME Staff Survey shows an increasing percentage of staff both understand and act on PRME principles.

### Goal 2 – Establish leadership in social, cooperative and voluntary sector research

#### Progress

**2 (a)** The theme of Social, Cooperative and Voluntary Action has achieved formal recognition as a cross-cutting 'signature research area' and plans are in train to create a research centre. This research is 'bringing our mission to life' by supporting our focus on responsible leadership through studies of governance, entrepreneurship, innovation and employment relations in social, co-operative and not-for-profit enterprises. Each researcher is involved in research and knowledge transfer activities linked to other research groupings. SBS is progressing well against this goal with an opportunity for further developments and influence as part of the University-wide newly



**Sheffield Hallam University** | **Sheffield Business School**

**Bringing our Mission to life**

*For Tomorrow's Responsible Leaders*

Our research and intellectual contributions regularly address ethics and sustainability issues to the extent that we have recognised a Signature Research Area on the theme of 'Social Enterprise, Co-operative and Voluntary Action' that brings together a significant number of academic colleagues with an interest in ethical business practice

formed Research Institute-Industry and Innovation. The range of activities showcased at the EMES International Research Conference on Social Enterprise were organised by staff operating as a FairShares Institute for Cooperative Social Entrepreneurship (fsi.coop) within SBS, detailed later in this review. They exemplify the potential for research, teaching and knowledge transfer projects involving third sector approaches to sustainable development initiatives.

**2 (b)** The impact research undertaken by Professor Tracey Coule and Prof Rory Ridley-Duff, both alone and with their doctoral students, has raised the profile of the FSI and supported the development of the FairShares Model (FSM). In particular, a forthcoming 'impact case' for the UK government's research evaluation (REF) notes the following impacts: 1) adoption of FSM by social entrepreneurs; 2) adoption of the FSM by co-operative development bodies; 3) the beginnings of FairShares education, and; 4) legal innovations for FairShares companies and cooperatives. In addition to FairShares, a growing and significant amount of research is being undertaken around the area of ethics and sustainability as a direct response to the responsible leader theme in the SBS mission. Studies have covered co-operatives, social entrepreneurship, charities, the Living Wage, corporate social responsibility, ethics, green human resource management and sustainable tourism.

### **Goal 3 – Establish leadership in third sector and social economy education**

#### **Progress**

**3 (a)** Good progress has been made on integrating the themes of co-operative and social enterprise into UG teaching through developing new learning materials and teaching cases that build on guest lectures to undergraduate courses. These are used in UG and PG courses, particularly a PG module on Organisation Ethics and CSR on the MSc International Human Resource Management, and Responsible and Ethical Business Practice module on our UG Business Studies courses. One PG assignment involves a role play to explore the application of the FSM to green energy production.

In addition, progress, towards this goal, has also been made through the validation of both a PgC and MBA in Co-operative Leadership and Social Entrepreneurship. Recruitment on these courses is slower than anticipated due to the slow pace of contracting with delivery partners. Work towards an MBA in Third Sector Studies has been ongoing, with the intention of offering a new award to students in the future, subject to market demand.

**3(b)** .Some progress has been made in the area of professional development courses to support learning about the FSM. Whilst we have achieved a solid reputation for social economy education at doctoral level, our offers at postgraduate and undergraduate level are not yet fully realised.

### **Goal 4 – Develop relationships with local, national and international organisations to promote sustainable development**

**Goal:** We will work with PRME networks and selected partners on:

- a) The promotion of sustainable business;
- b) The promotion of business ethics;
- c) The promotion of businesses that are responsible to their stakeholders;

- d) The promotion of inclusive (democratic) governance processes.

## Progress

Progress has been made on Goals 4a, b and c through conferences such as **EMES**, workshops and seminars e.g with **Social Enterprise UK.**, company visits, the courses we offer in collaboration with other institutions such as **Botswana Accountancy College (BAC)** and our contribution to projects such as European FairShares Labs for Social and Blue Innovation. Our contribution to the creation and development of the FSI with its focus on governance and entrepreneurial learning processes represents progress against 4d.

## PRME Staff Survey 2019

In October 2019, we sent out a survey to our staff to assess levels of awareness and provide them with an opportunity to give structured feedback on their contribution to PRME. Both academic and professional staff were invited to participate. We received 28 usable responses.

Despite the changes in the sample size, and the caution that is needed in terms of interpreting the responses, there are some encouraging signs. Awareness of PRME amongst survey respondents rose from 82% in 2017 to 96% in 2019. There is a 95%+ response rate regarding to staff taking proactive action on the first three PRME Principles, up from around 80% in 2017.

To check the level of direct support for the 17 UN Sustainable Development Goals (SDGs) (G1 No poverty; G2 Zero Hunger; G3 Good Health and Well-being; G4 Quality Education; G5 Gender Equality; G6 Clean water and Sanitation; G7 Affordable and Clean Energy; G8 Decent work and Economic Growth; G9 Industry, Innovation and Infrastructure; G10 Reduced Inequality; G11 Sustainable Cities and Communities; G12 Responsible Consumption and Production; G13 Climate Action; G14 Life Below Water G15 Life on Land; G 16 Peace and Justice Strong Institution G17 Partnership to achieve the Goals), we also asked whether staff had made any changes to teaching cases, consulting activities, curricula, public events, exam questions or research projects. 82% of the 28 respondents reported they have made some changes (only 18% reported no changes).

## Sustainable Development: A Broader University Perspective

From a University-wide perspective, the institution's strong engagement with the Sustainable Development Goals (SDGs) was recognised through being awarded Gold in the 2019 Sustainability Leadership Scorecard Report, a self-assessment tool which captures sustainability performance across the HE sector, incorporating the Sustainable Development Goals provided by **EUAC (Environmental Association for Universities and Colleges)** and **AUDE (Associate of University Directors of Estates)**. The score placed SHU in the top 18% of submitting institutions.

Hallam scored strongly in 'Leadership and Governance' due to embedding the ISO 14001 (Environmental) Management System across the University. The highest individual score is in the 'Food and Drink' category which is one of the key areas of environmental management at Hallam, also a winner at this year's Green Gown Awards.

### *The University's Environmental Policy*

The University's environmental policy (e.g. SHU Environmental Policy 2019-20), reviewed annually, reflects the University's strong commitment to achieving the SDGs in this area through eight environmental commitments: *continuous improvement*: achieving 'progress against the sustainable development goals; *energy management*: focusing on energy use and carbon reduction; *water consumption reduction*; *transport management* aiming to minimise environmental foot print; *waste management* through the promotion and adoption of responsible use and effective recycling/disposal; *sustainable buildings*: improving the sustainability and well-being standards of new buildings and refurbishment; *sustainable procurement*: having due regard to 'the social, economic and environmental impact of all its purchases; and *green infrastructure*: reviewing and increasing 'levels of green infrastructure through the estate and promote its benefits to staff, students, visitors and local communities'

### *Hallam Support for Refugees in Higher Education*

In December 2019, the Vice-Chancellor Chris Husbands has signed a pledge to continue and expand our provision of support for refugees and people seeking sanctuary across all areas of higher education.

## Reflections on Progress

The assessment against all 4 goals identified in the SIP 2017 shows that SBS has made good progress against goals 1, 2 and 4 with some work still to be made against Goal 3 in relation to validated courses, particularly those which involve collaboration with partners. There has been more progress on integrating the themes of co-operative and social enterprise within undergraduate courses through materials and teaching cases, and some postgraduate courses through assessment. New modules which focus specifically on the Sustainable Development Goals such as a new undergraduate module on the Business and Management Programme, called 'Responsible Leadership and Ethics' are encouraging.

### *Next Steps*

In view of the above reflections, the report identifies 4 Goals for 2019-21:

**Goal 1 - Establish leadership in third sector, social economy and PRME-related learning, teaching and assessment practices through the enhancement of our existing courses and new curriculum developments.**

Working with colleagues and internal/external partners, we will:

- a)** *Further explore the potential to develop new postgraduate/undergraduate research-led courses and/or modules in the field of social economy education in collaboration with external partners.*
- b)** *Increase awareness and consideration of Sustainable Development Goals, as part of responsible management, through appropriate enhancement to Level 5 and 6 curricula and/or assessment strategies, and their inclusion in the development of new undergraduate and postgraduate courses.*



**Goal 2 - Facilitate and develop PRME-related Higher Skilled-Employment (HSE)**

We will:

- a)** *Increase the opportunities for third sector/social enterprise work experience and other sustainability-related activities including FairShares enterprises, local government and Business, as part of the University's HSE commitment through working with Venture Matrix and other external/internal partners.*
- b)** *Promote the inclusion of consideration of SDGs in formative or summative consultancy-related assessment across all 3 departments which are part of the Sheffield Business School.*

**Goal 3 - Sustain and further develop leadership in social, cooperative, voluntary sector and responsible management research**

*We will sustain and develop a strong external-facing research community in social, cooperative, voluntary sector and responsible management research within the new Research Institute for Industry and Innovation, and the Social and Economic Research Institute (SERI), building on the significant intellectual outputs and Knowledge Transfer work undertaken between 2017 and 2019.*

**Goal 4 - Establish a research environment which facilitates the embedding of PRME in doctoral studies and the increase of PRME-related doctorates**

*Through working with early career and established researchers, we will ensure PRME is embedded as appropriate in all doctoral studies. We will promote our expertise externally in order to increase the number of doctoral students undertaking PRME-related research, including SDGs, third sector, FairShares enterprise, social economy and other relevant and related areas.*

# Statement on Progress against 2017 Goals

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## Goal 1 – Seek recognition for our contribution to PRME across all departments

*Through the integration of PRME with our Venture Matrix, student societies and applied research projects, we will secure local and national recognition for our contribution to sustainable development. By maintaining our EPAS accreditation and achieving AACSB accreditation, we will establish the university's international reputation as a business school contributing to PRME.*

### Statement of Progress Towards Goal 1:

Progress has been significant, particularly with regards to research/intellectual property and collaboration with a range of partners, including the PRME Chapter for UK and Ireland.

#### *PRME and Our Vision*

As a large and comprehensive business school, covering a wide range of discipline areas such as tourism and food, SBS has developed its own distinctiveness relating to the type of business school we aspire to be. The embedding of PRME (Principles of Responsible Management Education) across SBS programmes and the development of research in the field of ethics, responsibility and sustainability demonstrate our aspiration to be increasingly recognised internationally for responsibility, sustainability and ethics in business and management education.

Being known internationally for our ethical approach to management education is a key part of our vision. <https://www.shu.ac.uk/about-us/jobs/what-we-do/academic/sheffield-business-school-sbs>.

#### *Raising Social Issues in Business Education*

The PRME survey 2019 responses highlighted that PRME is embedded in the Teaching, Learning and Assessment strategy of **all courses** within the Sheffield Business School. As the following response illustrates: 'Equality and all aspects of CSR [are] all built into and evaluated in my work'. This is also confirmed by a response relating to quality processes: 'Working with the Assistant Dean Student Experience (ADSE) on the quality processes in the Business Schools and ensuring ethics and responsible management are embedded in our courses'. Other examples mentioned in the survey include leadership modules at levels 6 and 7 for the Masters Level Apprenticeship) which dedicate specific sessions and learning topics on PRME-related areas, in addition to a full module entitled ' Organisational Ethics and CSR'. Students on these masters are also strongly encouraged to consider relevant PRME issues in their assignments. A number of examples of assessment at undergraduate level involve consideration of PRME as part the requirements such as:

- considering sustainable development within the organisation they are studying as part of a consultancy project;
- through direct assessment of level 5 students who undertake a core Responsible and Ethical Business Practice module as part of their Business Studies Course;

- PRME is also embedded into Enterprise Change and Creativity at level 5 where students consider the nature of responsible business practice in a portfolio of assessment related to change, and also in other Levels 5 as well as Level 6 modules relating to strategic planning and change;
- although not formally assessed, some class activities with the Food Technology Higher Degree Apprenticeship students on Food and Nutrition involve pulling apart the nutritional information panels; nutrition and health claims on the products that their company manufactures; this leads to a discussion on the broad impacts some of the nutrients have on health and how the food industry has responded to government pressure and policies to improve the nutritional quality of processed food;
- the Food Marketing and Food and Nutrition undergraduate students do project work with employers / industry that focuses on corporate responsibility around Food Poverty and also reducing the use of plastics in packaging;
- in the area of finance, the level 6 module - Corporate Reporting delivered to 150 students includes a focus on Sustainability Reporting, in particular, based on the Global Reporting Initiative (GRI) and the UN Sustainable Development Goals. These are assessed in Task 2 of the module which is an examination.

The survey also highlighted the inclusion of PRME in the School's employability modules. A good example of this is the potential introduction of FairShares Labs into the 'enterprise residency' part of the School's Highly Skilled Employment (HSE) commitments. This will enable students at Levels 5 and 6 to participate in entrepreneurial incubators that consider wealth creation from a PRME perspective (based on the FairShares Model's definition of six form of wealth).

The inclusion of volunteering opportunities, as part of work placement/experience, in the third sector will further enhance and develop the work and reach of the School in this area. For part-time students or students undertaking work placement activities as part of the University's Highly Skilled Employment initiative, an enhanced understanding of sustainability and awareness of the UN-Sustainable Development Goals provides an opportunity to raise awareness within their organisation and potentially influence practice.

### *Opportunities for Responsible Leadership and Sustainable Development Experiences*

In addition, the creation of the **SBS Innovate Business Advice Centre** has significantly increased student exposure to real business problems and dealing with their own clients. This gives them authentic professional responsibility and sustainable development experiences such as sustainable business practices. This will be further embedded by a new requirement that every student participates in live projects and consultancy for the work experience elements of their degree programme.

In addition, Common Purpose, an external organisation which specialises in the development of cross-boundary leadership, has been offering students the opportunity to participate in its leadership programme, in partnership with Sheffield Hallam University, for the past nine years. 300 students from SBS attended in 2019/20. The development programme promotes responsible leadership within a global environment.

### *Venture Matrix*

The Venture Matrix is a unique work-related learning scheme at Sheffield Hallam University,

which offers students the opportunity to put theory into practice through real life community advancement projects, which are accredited as part of their degree. The scheme brings students together with private, public and third sector organisations, giving them the opportunity to tackle real life challenges as responsible leaders/ managers and gain practical work experience, whilst allowing organisations to tap into the specialist skills, knowledge and insight offered by Sheffield Hallam students.

Student societies, aligned to students' programme of studies, such as the Food and Nutrition Society or the Enterprise Society provide students the opportunity to share in the experiences of alumni and professionals from a range of organisations covering all sectors of the economy.

### *Degree Apprenticeships and the development of responsible leaders*

In addition to our standard taught provision, our Degree Apprenticeship programmes are designed so that students work full time, providing the opportunity to bring their actual business practices, dilemmas and professional duties to the classroom. Our leadership development portfolio for businesses and professionals has been designed with a coaching and mentoring philosophy at its heart. This promotes reflective learning in current and future leaders on the concept of leadership in a way which focuses on the attributes and skills of effective and responsible leaders.

### *Research and Intellectual Contributions*

Our research and intellectual contributions regularly address ethics and sustainability issues to the extent that we have recognised a Signature Research Area on the theme of **Social Enterprise, Cooperative, Voluntary Action**. This is complemented by other themes such as **responsible marketing/consumption, living wage, modern slavery** and **domestic violence** that brings together a significant number of academic colleagues with an interest in ethical business practice, as detailed in our response to **Goal 2**. Their research contributions inform the development of teaching and learning materials in many of our UG and PG education programmes.

### *International Collaborations*

Our international collaborations are often based around PRME relevant themes. Key relationships formed with **Saint Mary's University (Canada)**, the **Cooperative College (UK)**, and **Social Enterprise International Ltd** on education and research projects to deliver PRME-related content and introduce sustainable development to students. Co-operative College (Manchester, UK) and Social Enterprise International Ltd connected SBS to the **Cooperative Management Education (CME)** programme at **Sobey School for Business**, executive education programmes for the **Co-operative Group (UK)** and the university serving the **Mondragon Co-operative Corporation** in Spain.

### *Accreditation Progress to date*

#### **European Foundation for Management Development (EFMD) Programme Accreditation System (EPAS)**

Since February 2014, when the school achieved programme accreditation from EFMD under the EPAS scheme, it has added many programmes:

- BSc (Hons) International Hotel Management
- BSc (Hons) Hospitality Business Management

- BSc (Hons) Tourism Management
- MSc International Business Management

Re-accreditation took place in 2016 and the next visit is expected in November 2020.

Current EPAS accreditation/re-accreditation is dependent on demonstrating how PRME has been embedded in accredited programmes, particularly in relation to ethics and sustainability.

## AACSB

SBS is in the final stage of the initial accreditation process following acceptance of its third self-evaluation report by the Initial Accreditation Committee (IAC) in 2019. The Chair of the Peer Review Team (PRT), Dr Dag Dalen, from BI Norwegian Business School is now guiding the Business School to prepare for the visit in 2020, including the development of a final Self-Evaluation Report, visit schedule and base room preparations. As part of the AACSB whole-school accreditation, Sheffield Business School has demonstrated student learning and intellectual contributions relating to PRME through Assurance of Learning (AoLs) in all of its programmes.



Dr Dag Dalen - PRT Chair

## *Steering Group Membership of the PRME Chapter for UK and Ireland*

**Dr Christine Gilligan** from Sheffield Business School, Department of Management, was elected to sit on the PRME Chapter for UK and Ireland Steering Group in 2018. She is the Coordinator- PRME UK East of England Networking Group and attends quarterly meetings.

She is a member of the Strategic Management, Enterprise and Change (SMEC) Subject Group and her research and teaching focuses on the area of responsible and sustainable business within the third sector, in particular. She peer-reviews journal articles for the Sustainability Journal which is a monthly peer-reviewed open access scientific publication by MDPI, established in 2009. The journal explores the likelihood of cultural, environmental, economic and social sustainability for human beings.

## Findings from the PRME Staff Survey 2019

In October 2019, we sent out a survey to our staff to assess levels of awareness and provide them with an opportunity to give structured feedback on their contribution to PRME. Both academic and professional staff were invited to participate. We received 28 usable responses (a relatively low response rate, which we explain by changes in the communication strategy to solicit survey responses combined with industrial action when the survey was undertaken). The profile of the respondents in 2019 is as follows (2017 figures are in brackets):<sup>1</sup>

- 18 module leaders (43)
- 10 senior lecturers (40)
- 5 course leaders (21)
- 5 principal lecturers (15)

<sup>1</sup> N.B. Staff may hold more than one role

- 1 professors/readers (5)
- 3 subject group leaders (5)
- 1 professional services staff (4)
- 2 faculty executive members (3)
- 1 business development specialist (1)

Responses came from every department:

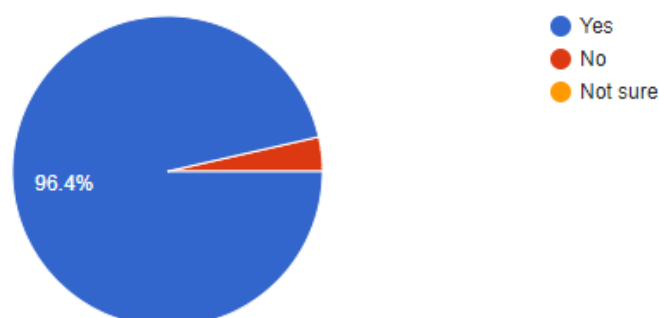
- 63% from Management (39%)
- 18.5% from Service Sector Management (38%)
- 18.5% from Finance, Accountancy and Business Systems (23%)

Despite the changes in the sample size, and the caution that is needed in terms of interpreting the responses, there are some encouraging signs. Awareness of PRME amongst survey respondents rose from 82% in 2017 to 96% in 2019. There is a 95%+ response rate regarding staff proactive action on the first three PRME Principles, up from around 80% in 2017.

### *Understanding of PRME*

#### Heard of PRME?

28 responses



The qualitative comments suggested that respondents had a good understanding of PRME. with some of the more general comments reflecting how the PRME principles should affect their practice. For example, one staff member described PRME as:

'Creating dialogue and action on the structure, processes and cultures that enable responsible management education to take place. Pedagogical approaches and curriculum continuous development with learning goals supporting competencies around leadership with sensitivity to the sustainability of practices and the role of managers in managing change towards sustainable and responsible leadership and organisational practices in a global context'

It was encouraging to read that some of responses linked PRME concretely with their own research and teaching activities. Some illustrative examples of this include:

'PRME is the UN initiative to support responsible management education principles in teaching and associated materials'

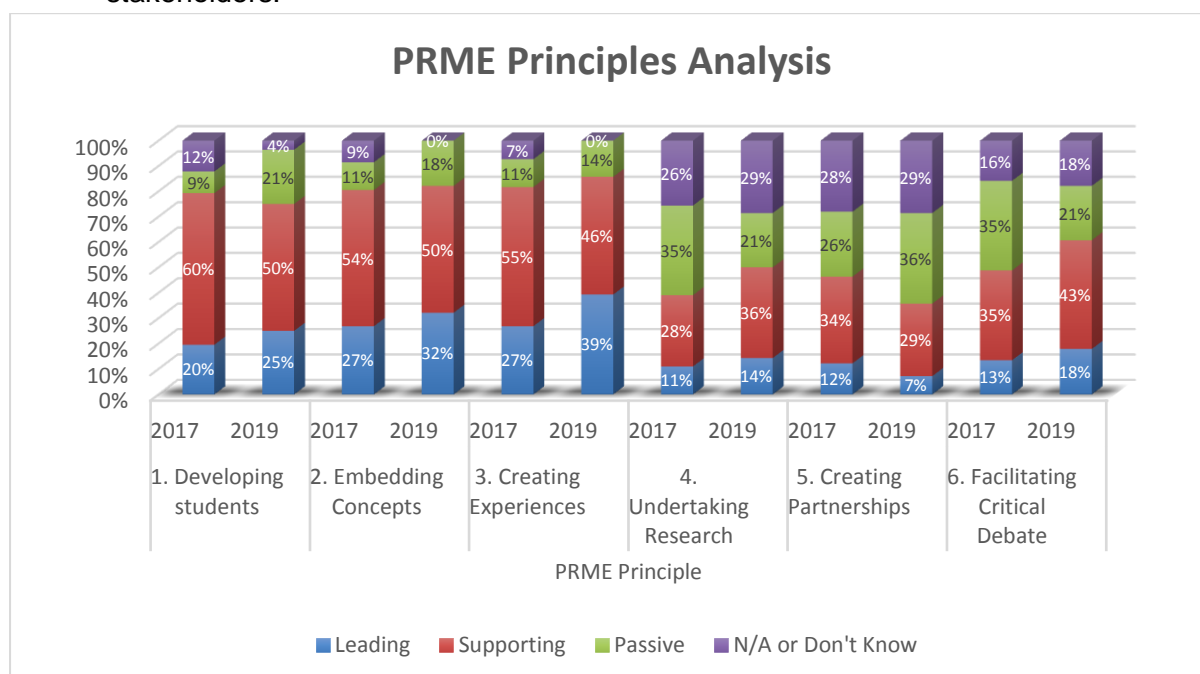
'PRME is the UN initiative to support responsible business management to look at how ethic, responsible leadership etc.. can be embedded in curriculum and other Business School activities'

'to embed sustainability, collegiality, ethical practice and CSR within the School's research, knowledge transfer, teaching and how we work. All students to get some exposure to [it] a broad range of modules. Extra-curricular and co-curricular activities [are] to be offered in the areas too.'

### Staff Engagement with PRME

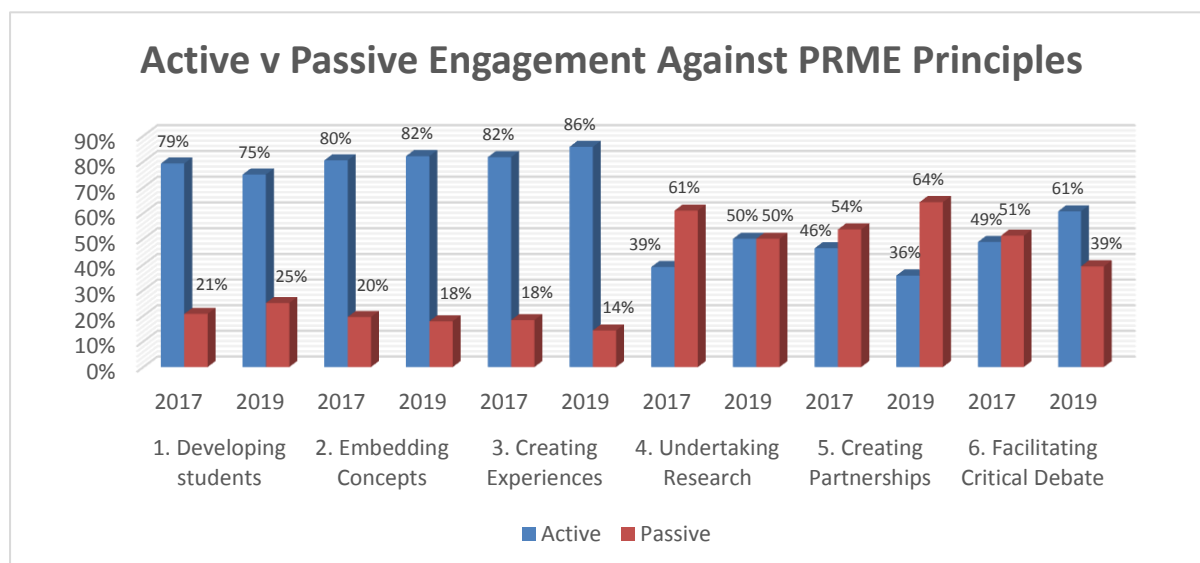
We asked our staff to assess their engagement with the six PRME principles namely.

- Principle 1 We will develop students as generators of sustainable value for business and society; •
- Principle 2 We will embed the concept of responsible business into all educational curricula ;
- Principle 3 We will create educational experiences that develop responsible leadership;
- Principle 4 We will underpin education programmes with research on responsible management;
- Principle 5 We will create corporate/community partnerships to advance responsible business.
- Principle 6: We will facilitate critical debate on social responsibility amongst multiple stakeholders.



Taking 'leading' and 'supporting' as a proxy for 'active engagement' and 'passive and 'don't know' as 'passive engagement', we found **increases** in active engagement for PRME principles 2 (Embedding concepts), 3 (Creating Experiences), 4 (Undertaking Research) and

6 (Facilitating Critical Debate), and **decreases** in just 2 areas: 1 (Developing students) and 5 (Creating Partnerships). Of note is the increase in staff undertaking research, which rose from 39% in 2017 to 50% in 2019, in line with the increasing research activity within Sheffield Business School as a whole.



In addition and of note, in relation to Principles 1-3, are plans for new modules which focus specifically on PRME such as a Level 7 module on Organisational Ethics and CSR for the MBA programme and a new module on the Business and Management Programme called 'Responsible Leadership and Ethics' which will be taken by 4 cohorts of students (almost 100 students). The module will focus on the Sustainable Development Goals with a case study assessment. Students will directly think about how they can advance SDGs.

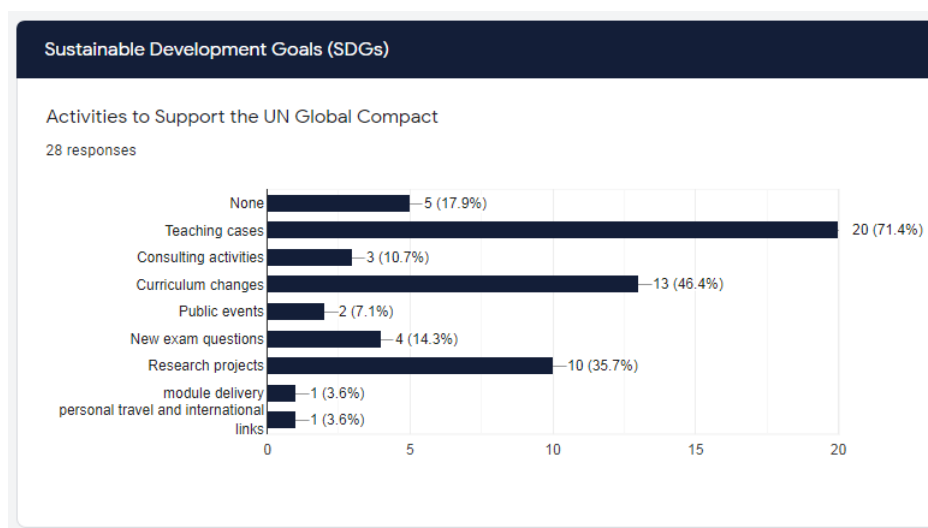
### *Changes in Practice in Response to PRME*

We asked staff the following question:

*How have you actively reviewed your course/module guide content so that it comments on the contribution to PRME Principles?*

To check the level of direct support for the 17 UN Sustainable Development Goals (SDGs) (G1 No poverty; G2 Zero Hunger; G3 Good Health and Well-being; G4 Quality Education; G5 Gender Equality; G6 Clean water and Sanitation; G7 Affordable and Clean Energy; G8 Decent work and Economic Growth; G9 Industry, Innovation and Infrastructure; G10 Reduced Inequality; G11 Sustainable Cities and Communities; G12 Responsible Consumption and Production; G13 Climate Action; G14 Life Below Water G15 Life on Land; G 16 Peace and Justice Strong Institution G17 Partnership to achieve the Goals), we also asked whether staff had made any changes to teaching cases, consulting activities, curricula, public events, exam questions or research projects. 82% reported they have made some changes (only 18% reported no changes). 46% of respondents had made curriculum changes. By far the majority of changes to the Teaching, Learning and Assessment approach related to embedding PRME in teaching cases (71%) and formative or summative assessment as part of research projects (36%).





An example of public events promoting staff engagement in SDGs is the conference below - hosted by the Service Sector Department, particularly the Tourism Subject Group in collaboration with the Association For Tourism in Higher Education - about sustainable tourism.

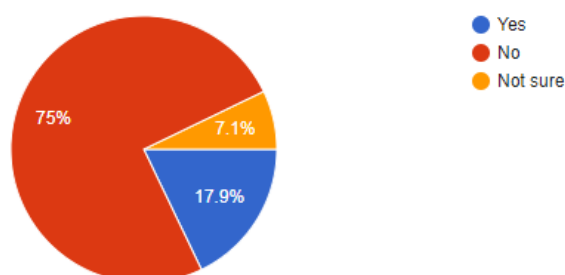


### *External Engagement Supportive of PRME*

Finally, we asked staff whether there had any external roles relating to PRME/SDGs, 75% of the 28 respondents reported they had external roles.

#### External Roles

28 responses



Some illustrative examples of external roles held by staff in SBS on a voluntary basis included:

- directly supporting charity fundraising;
- acting as a social enterprise coach;
- memberships and directorships of social enterprises;
- trusteeships of scholarly societies (UK Society for Cooperative Studies);

school governorships and panel membership for the Association for Nutrition (AfN).

## Goal 2 – Establish leadership in social, cooperative and voluntary sector research



**Goal 2(a):** *Researchers in SBS will create the Centre for Social, Cooperative and Voluntary Action to engage in research, teaching and knowledge transfer activities that support our signature interest in third sector research and sustainable development. We will focus on organisation and management research that contributes to knowledge of the social economy and voluntary action.*

### Statement of Progress on Goal 2(a)

The research theme of Social, Cooperative and Voluntary Action has achieved formal recognition as a cross-cutting 'signature theme' and plans are in train to establish a research centre. This research is 'bringing our mission to life' by supporting our focus on responsible leadership through studies of governance, entrepreneurship,

innovation and employment relations in social, co-operative and not-for-profit enterprises. Each researcher is involved in research and knowledge exchange activities linked to other research groupings. SBS is progressing well against this goal with an opportunity for further developments and influence as part of the University-wide newly formed Research Institute for Industry and Innovation and Social and Economic research. The range of activities showcased as part of the EMES International Research Conference on Social Enterprise were organised by staff operating as a FairShares Institute for Cooperative Social Entrepreneurship within SBS (see <https://fsi.coop>). They exemplify the potential for research, teaching and knowledge transfer projects involving third sector approaches to sustainable development.

### *Social Enterprise, Cooperative and Voluntary Action (Signature Theme)*

**As a large and diverse Business School (SBS), with over 200 academic staff organised into three Departments (Management, Finance Accounting and Business Systems, Service Sector Management), our research reflects the size and diversity of our School and our work focuses strongly on sustainability and responsibility in business organisation and management. The FairShares Institute within SBS is recognised as a research centre by the EMES International Research Network.**

EMES gives research centre status and international recognition to universities with 10 or more active researchers producing high quality social enterprise/third sector research, particularly where the researchers support field development through doctoral research programmes. Our research in this area has been developed through an increasingly close relationship between researchers in the SHU-based Centre for Regional Economic and Social Research (CRESR), FairShares Institute for Cooperative Social Entrepreneurship

(FSI) and Centre for Voluntary Action Research. Collectively they are recognised as world-leading researchers in this field. Our researchers focus strongly on pursuing real-world impact, working closely with existing and aspiring social and co-operative enterprises and policy-makers, while continuing to contribute high quality outputs to journals such as the *Human Relations, Business and Society, Journal of Business Ethics, Non-profit and Voluntary Sector Quarterly, Voluntas, Social Enterprise Journal, Voluntary Sector Review* and the *Journal of Co-operative Studies*. They continue to develop an international network and welcome enquiries regarding joint research initiatives, visiting fellowships and research studentships. The key researchers/contacts in this area are [Professor Rory Ridley-Duff](#) and [Professor Tracey Coule](#).

### Conference Hosting

Sheffield Business School has made substantial progress with this goal, through hosting the 7<sup>th</sup> EMES International Research Conference on Social Enterprise under the conference theme of:

#### **“Sustainable development through social enterprise, cooperative and voluntary action”**

As noted earlier, Sheffield Hallam University (SHU) is an institutional member of EMES, with recognition as an international research centre for third sector research. In this reporting period, our staff have worked effectively on hosting a major academic conference with integrated specialist workshops. The programme of workshops, papers, presentations and networking activities at conference, detailed below, demonstrates collaboration, research dissemination and networking at local, national and international levels. All represent strong evidence of progress towards Goal 2(a).



**The conference in figures:** 380 participants, 302 papers presented, 61 parallel sessions, 10 panel sessions, 31 posters presented, 11 Transdisciplinary sessions.

On Day 1, Prof Rory Ridley-Duff presented a keynote conference address ([live streamed via YouTube](#)) titled 'Wealth, Social Enterprise and the FairShares Model'. It was a response to the Opening Plenary question:

#### **“Can social enterprises be vehicles for sustainable development?”**

On Day 2, Prof Tracey Coule hosted a plenary debate between Professor Marthe Nyssens (President of the EMES Association), Prof Sonja Novkovic (Chair of the International Cooperative Alliance Research Committee) and Prof Angela

Eikenberry (President of ARNOVA). Each are leading academics in the fields of social enterprise, cooperative development and voluntary action respectively.

Each plenary speaker was interviewed by Prof Coule on the question:

**“What and how does social enterprise, cooperative and voluntary action contribute to sustainable development goals?”**

*Prof Marthe Nyssens and Prof Jacques Defourny at the EMES Conference*



On Day 3, Professor Rory Ridley-Duff hosted a ‘Journal Editors Debate’ in which editors from specialist journals on social enterprise, cooperative and voluntary action debated the relationships between their journals, and their journals’ contribution to sustainable development. The journals and editors selected were chosen in line with PRME Goal 2 to “establish leadership in social enterprise, cooperative and voluntary action research”:

- Social Enterprise Journal (Associate Professor Janelle Kerlin)
- Journal of Social Entrepreneurship (Prof Jo Barraket)
- Journal of Co-operative Studies (Dr Jan Myers)
- Review of International Cooperation (Prof Roger Spear)
- Journal of Entrepreneurial and Organizational Diversity (Prof Carlo Borzaga)
- Nonprofit and Voluntary Sector Quarterly (Prof Tracey Coule)
- Voluntas (Prof Taco Bransen)
- Voluntary Sector Review (Dr Rob Macmillan)



*Prof Roger Spear and Prof Victor Pestoff at the EMES Conference*

The conference included semi-plenaries that covered specific research projects and themes (the International Comparative Social Enterprise Models project, Sustainable Development Goals, EU mapping, the Foundations of social enterprise theory, solidarity and pluralism).

During four intense days, scholars explored synergies between different disciplines within SE research and catalysed critical debate between different research communities on the state of the art. Specifically, critical debates revolved around how to reassess the nature of and controversies surrounding definitions and conceptualisations of the field within research groups who focus on social entrepreneurship, cooperative development and voluntary action.

## *Delegates to the 7<sup>th</sup> EMES International Research Conference on Social Enterprise*



### **The Local Scientific Committee**

Comprising EMES members from the FSI in Sheffield Business School (SBS) and CRESR in the Faculty of Social Science and Humanities (SSH). Key SHU contributors to the academic programme are highlighted:

- **Prof Rory Ridley-Duff (FSI, SBS – Co-chair)**
- **Dr David Wren (FSI, SBS)**
- **Prof Tracey Coule (FSI, SBS)**
- Dr Christine Gilligan (FSI, SBS)
- Dr Kiri Langmead (NTU, formerly of CRESR)
- Dr Rob Macmillan (CRESR, SSH)
- Dr Jon Dean (CRESR, SSH)
- Chris Dayson (CRESR, SSH)
- Prof Peter Wells (CRESR, SSH)
- Dr Jules O'Dor (FSI, SBS)
- Dr Richard White (CRESR, SSH)

### **Organising Committee**

In addition, SHU were central to organising the logistics and physical arrangements for the conference. Key contributors to the organising committee are highlighted.

- Rocío Nogales (EMES)
- Sabine Spada (EMES)



- **Dr David Wren (SHU)**
- **Tom Redfearn (SHU)**
- **Malcolm Baggaley (SHU)**
- **Beth Pathmore (SHU)**
- Nick Hague (SHU)
- Dr Ellen Bennett (SHU)

### *Members of the Organising Committee*



### *Thematic Lines in the Main Conference*

To encourage academic debate across fields and disciplines, the conference was structured along 10 main thematic lines to build up an international corpus of theoretical and empirical knowledge, pluralistic in disciplines and methodologies, around “SE” concepts (social enterprise, social entrepreneurship, social economy and solidarity economy). SHU staff were involved in convening and chairing each stream (highlighted).

- *Concepts and models of social enterprise, cooperative and voluntary action (SE)*  
Conveners: Jo Barraket (Australia), Marie Bouchard (Canada), Jacques Defourny (Belgium), **Rob Macmillan (United Kingdom)**
- *Resourcing social, cooperative and voluntary action*  
Conveners: Giulio Ecchia (Italy), Yu-Yuan Kuan (Taiwan), **Peter Wells (United Kingdom), David Wren (United Kingdom)**
- *Social innovation and entrepreneurship*  
Conveners: Danijel Baturina (Croatia), **Chris Dayson (United Kingdom)**, Lars Hulgård (Denmark), Mary O'Shaughnessy (Ireland)



- *SE as a site for radical forms of democracy, participation and action*  
Conveners: Katherine Gibson (Australia), **Kiri Langmead (United Kingdom)**, Sonja Novkovic (Canada)
- *Multi-Level governance and eco-systems for SE and sustainable development*  
Conveners: **Tracey Coule (United Kingdom)**, Giulia Galera (Italy), Benjamin Huybrechts (Morocco-France), Francesca Petrella (France)
- *Public policy and legal frameworks for SE*  
Conveners: Anna Ciepielewska-Kowalik (Poland), Kate Cooney (United Nations), Mihaela Lambru (Romania), **Jules O'Dor (United Kingdom)**
- *The commons and collaborative economy through SE*  
Conveners: Gabriela Avram (Ireland), Taco Brandsen (The Netherlands), Marthe Nyssens (Belgium), **Rory Ridley-Duff (United Kingdom)**
- *Social solidarity and transformative movements*  
Conveners: Swati Banerjee (India), Jean-Louis Laville (France), Joanne McNeill (Australia), **Richard White (United Kingdom)**
- *Substantive economy and Polanyian approaches to SE research and practice*  
Conveners: Bernard Enjolras (Norway), Sílvia Ferreira (Portugal), **Christine Gilligan (United Kingdom)**, Simon Teasdale (United Kingdom)
- *Epistemological, methodological and pedagogic innovations/advancements in SE*  
Conveners: **Jon Dean (United Kingdom)**, Nicole Göler von Ravensburg (Germany), Melinda Mihály (Hungary), Aristidis Protopsaltis (Greece)

## The Transdisciplinary Forum (TDF)

The TDF took place on the first day of the conference and attracted over 140 participants, primarily academics but also many local practitioners keen to exchange ideas with social enterprise researchers. The sessions looked to advance social enterprise practice and policy based on research, leading to highly engaged sessions with much debate. SHU staff (highlighted) were involved in leading the following TDF workshops:

### *Applying the FairShares Model to Social Enterprise Development*

This workshop introduced over 50 delegates to the emerging ecosystem to support the application of the FairShares Model in social enterprise teaching, learning and entrepreneurship. With an introduction by Prof Rory Ridley-Duff, the workshop was led by leading practitioners who discussed and then led a hands-on learning experience using materials created for FairShares Labs. We formulated strategies on the role of the FairShares Model in the future development of co-operative social entrepreneurship. This led to a lively discussion on the potential benefits and pitfalls of making clear the nature of a company as a public good, not



as a property that can be owned by investors; and on how to achieve this by structuring a company as a FairShares Commons.

(For more see <https://fairshares.coop/fairshareslabs/>).

Led by: **Prof Rory Ridley-Duff (SHU)**: Georg Hoehne (FairShares Labs) and Graham Boyd (Evolutesix, [www.evolutesix.com](http://www.evolutesix.com))

### *NEMESIS – Social Innovation in Education – a Practical Briefing*

**NEMESIS** (New Educational Model Enabling Social Innovation Skills) is a Horizon 2020 project which is designing and implementing a novel, interdisciplinary and collaborative way of developing social innovation education in primary and secondary schools. It is based on principles of collective relations and processes and has the practical focus of establishing links between teachers, students and social innovation practitioners so that they can develop real life social innovation projects in Co-creation Labs. The project was launched in October 2017, and Social Enterprise International is currently working on the teacher development aspects of the project. The workshop provided an opportunity for educators and those in education, to hear about how teachers from five European countries (France, Greece, Portugal, Spain and UK) are developing social innovation in primary and secondary schools along with practical insight and strategies for developing social innovation in education.

(For more see <https://nemesis-edu.eu>).

Led by: **Catherine Brentnall** (SHU and Social Enterprise International Ltd, <https://sei.coop>) & Dr Aristidis Protopsaltis (Senior Researcher, Institute for Innovation in Learning, Friedrich-Alexander-University, Furth)



### *An Alternative to Enterprise Education as Usual...*

This session was aimed specifically at local teachers to provide an alternative to competitive forms (e.g. one day competitions or long term competitions) of social enterprise education in schools in England. The workshop introduced social innovation education and the NEMESIS project. A current case study was used to illustrate how to develop skills and confidence and inspire and empower learners, through co-creation, rather than competition.

(Horizon 2020 Project: New Enterprise Models Enabling Social Innovation Skills, <https://nemesis-edu.eu>).

Led by: **Catherine Brentnall** (SHU and Social Enterprise International Ltd, <https://sei.coop/education/>)

### *Is it Just Me? Let's Talk About PhD Student Mental Health - PhD Network*

This session brought together the EMES PhD community to look at student mental health whilst undertaking a PhD. Around 20-25 students attended to speak of their experience. This was supplemented by three supervisors who were able to give their particular perspective. There was a mixture of presentations, talks and open discussion, which provided participants with plenty of time and space to share their experiences. The sharing of stories at the start of the session set the tone for an open and 'safe' space, and this encouraged honest exchanges with participants sharing their challenges and strategies for coping.

People seemed reassured by the commonality of experiences and the sense that they were 'not alone'. Learning from this session has already been utilised in other establishments and will influence EMES policy in the future.

Led by: **Beth Patmore** (SHU), **Ellen Bennett** (Centre for Regional Economic and Social Research) & Eduardo Pereira (Université catholique de Lille)

### *The Landscape of Social Investment: Lessons for Social Enterprise*

CRESR co-organised a session on 'The Landscape of Social Investment' with Big Society Capital – the UK's social investment wholesale provider – and locally based Social Investor Key Fund. More than 40 participants from local social enterprises and the international academic community contributed to a lively interactive session on the possibilities and pitfalls of social investment for local social enterprises thinking about growing the scale and impact of their work

Led by: **Chris Dayson** (Centre for Regional Economic and Social Research) and Rebecca McCartney (Big Society Capital, <https://www.bigsocietycapital.com/>)

### *Creating a Values Driven Social and Entrepreneurial Organisation*

This session looked at values driven organisations and three case studies of successful social enterprises were presented; two local to Sheffield (Gripple and Opus Independents - <http://weareopus.org/?v=79cba1185463>) and the Mondragon Corporation. In the second half of the session attendees debated the key values they would like to embed in the constitution of a potential business and then developed the values and attributes necessary for those businesses to become more sustainable, social and entrepreneurial.

Led by: Gordon McCrae, Special Projects Manager (Gripple Ltd, [www.gripple.com](http://www.gripple.com)) and **Mark Ellis**, Principal lecturer (SHU)



### *Community Economies Research and Practice*

Members of the Community Economies Institute ([www.communityeconomies.org](http://www.communityeconomies.org)) ran a Community Economies Research and Practice half-day workshop. The workshop introduced community economies concepts that situate social enterprise development within a diverse economy, and also involved activist researchers who are applying community economies thinking in projects in Sheffield, Liverpool, Leeds, Glasgow and Paris. Members of local Sheffield organisations shared their experiences of building more liveable economies, and there was discussion of various methods that have been useful in community economies action research interventions. Over 60 people attended, and the workshop culminated with a session where participants worked together using arts-based research methods to build their utopian commoning spaces from gathered objects.



Led by: Prof Katherine Gibson (Western Sydney University) & Joanne McNeill (Western Sydney University) with contributions from Dr Mike Foden, Aviv Kruglanski, **Dr Kiri Langmead**, Dr Heather McLean, Professor Pete North and Professor Doina Petrescu.

### *Innovations in Community Led Housing (Social housing)*

This workshop looked at community-led housing (CLH) facilitating a debate about the spectrum of financial, organisational and governance models available. Test cases were presented illustrating the different approaches, varying priorities, decision making processes, and activities of CLH groups. Drawing on the practical experience of activists, funders and specialist advisors, different approaches and tools for implementing CLH were discussed.

Led by: **Dr Tom Archer** (Centre for Regional Economic and Social Research) and **Dr Cristina Cerulli**, Reader in Community-led Architecture and Urban Design (SHU)

### Publications and Research Leadership

**Staff within Sheffield Business School continue to make contributions to advancing social, co-operative and voluntary action research through peer-reviewed publications, academic leadership and roles in research networks.** We particularly note the contributions of two new professors.

#### *New Professors*

##### **Professor Tracey Coule**

Prof Coule progressed from Reader in Non-Profit Governance and Organisation to Professor of Non-Profit Work and Organization in 2019. Externally, she is Research to Practice Editor for Non-Profit and Voluntary Sector Quarterly, as well as an editorial board member of Voluntary Sector Quarterly. Internally, she is co-lead for the pan-university *Centre for Voluntary Sector Research* (CVSR). Since the last SIP report, she has secured a range of publications including:

Ridley-Duff, R., Coule, T. and Bull, M. (2019). "Management ideologies", In *Understanding Social Enterprise: Theory and Practice (3<sup>rd</sup> edition)* by R. Ridley-Duff and M. Bull (eds). London: Sage. pp. 306-332.

Ridley-Duff, R., Coule, T. and Bull, M. (2019) "Governance and human relations", In *Understanding Social Enterprise: Theory and Practice (3<sup>rd</sup> edition)* by R. Ridley-Duff and M. Bull (eds). London: Sage. pp. 395-422.

Coule, T.M. and Bennett, E. (2018). "State-voluntary relations in the contemporary welfare era: New politics or voluntary action as usual?", *Nonprofit and Voluntary Sector Quarterly*. **47**(4\_suppl.), 139S-158S.

Dick, P. and Coule, T. (2017). "Non-compliance with regulatory codes in the non-profit sector: Accountability and the discursive coupling of means and ends", *Business and Society*, Online First DOI 10.1177/0007650317748638.

Coule, T. (2017). "Group Methods". In C. Cassell, A.L. Cunliffe and G. Grandy (eds), *The SAGE Handbook of Qualitative Business and Management Research Methods: Methods and Challenges*. London: Sage. pp.117-132.

Tracey has also made numerous contributions to contract research (with a collective income in excess of £1m for the lead organisation). Reports informing practice in her field include:

Coule, T., Dobson, J. & Wells, P. (2018). *Apprenticeship Levy and Youth Employment: An Opportunity for Social Investment?* Report for Big Society Capital.

Dayson, C., Baker, L. and Rees, J. with Batty, E., Bennett, E., Damm, C., Coule, T., Patmore, B., Garforth, H., Hennessy, C., Turner, K., Jacklin-Jarvis, C. and Terry, V. (2018) *The Value of Small: In-depth Research into the Distinctive Contribution, Value and Experiences of Small and Medium-sized Charities in England and Wales*. Report for Lloyds Bank Foundation.

Coule, T., Patmore, B. & Bennett, E. (2018). *The Value of Small and Medium Sized Charities: Salford Case Study Report*. Report for Lloyds Bank Foundation.

Twice awarded Inspirational Research Supervisor of the Year, Tracey was a Scientific Committee member for the 2018 EMES Doctoral Training School, a PhD mentor for the International Society for Third-Sector Research, a COST Independent expert for the EMPOWER-SE project, and Core Group Member of the Local Scientific Committee for the 7<sup>th</sup> EMES International Research Conference on Social Enterprise.

In this period, she has supervised two doctoral students to completion in this field:

- Beth Patmore for *Institutional Work and Public Service Innovation: An Institutional Perspective* (Completed October 2019)
- Jules O'Dor for *Social Entrepreneurs and the Selection of Organisational Form* (Completed October 2019).

### **Professor Rory Ridley-Duff**

Prof Ridley-Duff progressed from Reader in Co-operative and Social Enterprise Management to Professor of Cooperative Social Entrepreneurship. Externally, he is Associate Editor of the Journal of Social Entrepreneurship, editorial board member of the Social Enterprise Journal and Trustee of the UK Society for Cooperative Studies. Since the last SIP report, he has secured a new journal and book publications including:

Ridley-Duff, R. and Bull, M. (2019) *Understanding Social Enterprise: Theory and Practice*, 3rd Edition, London: Sage Publications.

Ridley-Duff, R. (2019) 'Cooperative social entrepreneurship: reflections on a decade embedding cooperative studies in social enterprise courses', in Woodin, T. and Shaw, L. (eds) *Learning for a Co-operative World: Education, social change and the Co-operative College*, London: Trentham Books, pp. 134-153.

Ridley-Duff, R. and Bull, M. (2019) "Solidarity cooperatives: the (hidden) origins of communitarian pluralism in the UK social enterprise movement", *Social Enterprise Journal*, 15(2): 243-63, DOI:10.1108/SEJ-12-2018-0078.

Bostock, J., Breese, R., Ridley-Duff, R., Crowther, P. (2019) "Challenges for Third Sector Organisations in cutback management: a sporting case study of the implications of publicness", *Public Management Review*, 22(2): 184-205, DOI:10.1080/14719037.2019.1577911.

Ridley-Duff, R. and Wren, D. (2018) "Social enterprise, sustainable development and the FairShares model", *Japanese Journal of Human Welfare Studies*, 11(1): 23-42.

Levillain, K., Parker, S., Ridley-Duff, R., Segrestin, B., Veldman, J. and Willmott, K. (2018) 'Protecting long-term commitment: legal and organisational means', in Driver, C. and Thompson, G. (eds) *Corporate Governance in Contention*, Oxford: Oxford University Press, pp. 42-65.

Bull, M. and Ridley-Duff, R. (2018). "Towards an appreciation of ethics in social enterprise business models", *Journal of Business Ethics*, 159(3): 619-32, DOI: 10.1007/s10551-018-3794-5.

Bull, M., Ridley-Duff, R., Whittam, G. and Baines, S. (2018), "Challenging tensions and contradictions: Critical, theoretical and empirical perspectives on social enterprise", *International Journal of Entrepreneurial Behavior and Research*, 24(3): 582-86.

Ridley-Duff, R. (2018). "The internationalisation of FairShares: where agency meets structure in US and UK company law", in Boeger, N. and Villiers, C. (eds), *Shaping the Corporate Landscape*, Oxford: Hart Publishing, pp. 309-332.

Bostock, J., Crowther, P., Ridley-Duff, R., Breese, R. (2018). "No Plan B: the Achilles heel of high performance sport management", *European Sport Management Quarterly*, 18(1): 25-46.

Rory has also made a significant contribution to winning EU research funding (with a collective income in excess of £2.5m respective lead organisations).

Rory was scientific committee member for the 2018 EMES Doctoral Training School, and since Jan 2018 has been a Work Group leader in the EMPOWER-SE COST Action, leading on Education and Dissemination of social enterprise research. He was Co-Chair of the 7<sup>th</sup> EMES International Research Conference on Social Enterprise. In this period, he has supervised two students who are nearing the completion of their doctoral theses, and secure two further doctoral completions:

Mark Ellis, *What is Responsible Leadership in Practice?* (due Dec 2019)

Maureen McCulloch, *Accounting for Purpose: A Neglected Narrative* (due Mar 2020)

Claire Taylor, *Evolving Identities, Social Media and the Employment Relationship* (Completed July 2018)

Jules O'Dor, *Social Entrepreneurs and the Selection of Organisational Form*, (Completed October 2019).

## Other Social/Ethical Research

In addition to these two professorships, a growing and significant amount of research is being undertaken around the area of ethics and sustainability as a direct response to the responsible leader theme in the SBS mission. Studies have covered co-operatives, social entrepreneurship, charities, the Living Wage, corporate social responsibility, ethics, green human resource management and sustainable tourism. This work informs our growing contribution to Principles for Responsible Management Education (PRME).

**Links to Strategy** – Responsible Leadership is part of our Strategic Plan 2017–20 and our Annual Strategic Plan. Some of the major strategic projects in the 2017-20 plan are driven directly from this element of the mission including:

- Priority 1.1d: “Student Business Consultancy Service” – a new, professional, city centre shop window for business – this provides opportunities for students to act in the position of professional consultants and offer valuable free help to small business and community groups;
- Priority 3.1a: SBS “Signature Research and Innovation” areas to be identified for enhanced investment – this includes Social Enterprise, Co-operative and Voluntary Action;
- Priority 4.1b: “Leadership for Growth” – a new Business to Business executive education/CPD bundle offer which is built around coaching and mentoring principles.

These are all on track or have been delivered.

In this reporting period, SBS has gained two funding grants to carry out research projects that contribute to responsible leadership.

Title or Theme	Principal Investigator	Innovation	Engagement	Impact
<b>Business impact of social research</b>	Professor Steve Johnson	Investigation of the extent to which research conducted in business schools impacts business and other external stakeholder organisations.	Commissioned by the Economic and Social Research Council (ESRC); engagement with business schools, businesses and wider stakeholders	Informed ESRC impact policy and practice, together with organisations such as the Chartered Association of Business Schools.
<b>FairShares Labs for social and blue innovation</b>	Professor Rory Ridley-Duff and Dr David Wren	HEIF funding to develop and support testing of the FairShares model to ensure that stake-holders are able to share in the wealth created as a result of their contribution.	This supports an EU Erasmus+ project involving collaborators from Hungary, Croatia, Germany, Netherlands and the UK.	Significant impact locally and internationally, including materials for Masters and doctoral level teaching on social enterprise, in addition to courses and technology platforms for co-operative development in five countries.

A number of other researchers have contributed to SBS progress in relation to broader social research through their publications and grant activities.

### *Professor Peter Prowse*

Peter is a Professor of Human Resource Management and Employment Relations. His interests are human resource management, global employment relations, global negotiation and management, the living wage and public sector management. He has published widely and his articles have appeared in *Work, Employment and Society*, *Industrial Relations Journal*, *International Journal of Human Resource Management*, *Journal of Business Research*, *Personnel Review*, *International Journal of Public Sector Management*,

*International Journal of Performance and Productivity and Managing Business Excellence*. Peter is a member of the Associate Board member Editorial of *Work, Employment and Society*. His most recent publications and conference papers include:

### Recent conference papers

Snook, J., Prowse, P., & Prowse, J. (2019). Transfers of Undertakings and the minimum wage - care home workers falling through the safety net? In *ILERA European Conference 2019. Perspectives of employment relations in Europe*, Düsseldorf, 5 September 2019 - 7 September 2019. webadmin@giraweb.de: <https://ilera2019.giraweb.de/people/julie-prowse>

Prowse, P., Prowse, J., & Snook, J. (2018). Charting the rise of in-work poverty: the case of care workers in Yorkshire. In *Work, Employment and Society Conference*, Belfast, 12 September 2018 - 14 September 2018. [https://www.britsoc.co.uk/media/24811/wes2018\\_final\\_prog.pdf](https://www.britsoc.co.uk/media/24811/wes2018_final_prog.pdf)

### Book chapter

Prowse, P., Dobbins, T., & Fells, R. (2020). The campaign for the 'real living wage'. In *Case Studies in Work, Employment and Human Resource Management*. (2<sup>nd</sup> Edition), Edward Elgar.

### Dr Jereme Snook

Jereme Snook is a Senior Lecturer who has published widely on the subject of employee relations and voice. Apart from the above mentioned articles on the living wage, some of his 2017 publications not included in the 2017 SIP report give a flavour of Jereme's ongoing work in this area:

### Journal articles

McTigue, P., Flint, S. and Snook, J. (2018). "HIV/AIDS, obesity and stigma: A new era for non-discrimination law?" In: SARAT, Austin, (ed.) *Studies in Law, Politics, and Society*. *Studies in Law, Politics, and Society*, Emerald Group Publishing Limited, pp. 51-74.

Snook, J. (2017). Book Review - The Living Wage' (published 2017) by Donald Hirsch and Luara Vala dez-Martinez. *Employee Relations: The International Journal*, 39 (6): 915-916.

Snook, J. (2017). Book Review - Finding a Voice at Work? New Perspectives on Employment Relations, *Industrial Relations Journal*, 48(2):192-193.

SBS has identified a further **signature research theme** on the Experience economy that contributes to PRME.

### *Experience Economy and 'experiencescape' (Signature Research Theme)*

This research theme builds on our considerable strengths in events, hospitality, urban and regional development, working in collaboration with colleagues across Sheffield Hallam University. It is based on the notion that there is heightened interest in how people



experience, and thus how experiences can be ably designed. The facilitation of 'experiencescapes' is readily recognisable in wide ranging sectors from events, tourism and hospitality, to retail, but increasingly (and less obviously) contexts such as education, real estate and transport. For organisations succeeding in the purposeful design of customer experience there is a prized opportunity to influence behaviour and thus enable sustainable outcomes. [Dr Phil Crowther](#) and [Professor Peter Schofield](#) are the key researchers/contacts in this area.

There are also other research clusters that enrich and diversify our research activities.

### *CHEFS*

The Culture, Health, Environment and Food in Society (CHEFS) research cluster is a University-wide grouping of colleagues who are interested in the socio-cultural dimensions of food and drinks. CHEFS is led by Jennifer Smith Maguire, SBS Professor of Cultural Production and Consumption. CHEFS research and events utilise food/drink as an empirical window through which to explore how individuals (producers, intermediaries and consumers) and institutions accomplish the cultural production and consumption of everyday life. Their research interests and interdisciplinary expertise fall within five broad themes, with regard to food and: processes of cultural production and representation; cultural practices and identities; inequality and social stratification; institutional settings; place, development and sustainability, with [Professor Jennifer Smith Maguire](#) and [Dr Richard Tressider](#) are the key researchers in this area.

### *Marketing for Good*

A group of SBS marketing colleagues is building a research programme concerned with developing and applying concepts and techniques of marketing to the promotion of social benefits as opposed to conventional consumption. The group is exploring issues such as healthy eating, exercise, peace, sustainable consumption and pro-social behaviour, working together with colleagues from economics and psychology with [Dr Tony Grimes](#) and [Dr Dianne Dean](#) being the key researchers in this area.

### *Low Pay, the Living Wage and Workplace Support*

A long-running theme of SBS work relates to understanding workplace relations and in particular the impact of low pay and employee welfare on affected individuals. They have undertaken ground-breaking work on low pay in professional sports and on the role of trade unions in supporting employees suffering from domestic abuse. Their work has featured regularly in the media and has impacted UK policy thinking and the behaviour of a range of organisations, with [Professor Peter Prowse](#) and [Dr Tony Bennett](#) being the key researchers/contacts in this area.

### *Language, Translation and Management*

SBS has maintained a strong group of language researchers and teachers at a time when this type of activity has been scaled back in many business schools. As a result, they are producing internationally-leading research on the role of translation in multinational organisations and SMEs, and we play a leading role in the GEM&L network of experts in language and business working on a range of topics including inter-cultural employability

and multi-lingual work communities. They recently hosted the first GEM&L conference to be held in the UK, with [Professor Susanne Tietze](#) being the key researcher/contact in this area.

### *Leadership, Coaching and Mentoring*

SBS has a well-established reputation in leadership development, coaching and mentoring. They host a successful practitioner network as well as undertaking applied research, consultancy and evaluation projects, with [Dr Paul Stokes](#) being the key researcher/contact in this area.

### *International Business and Economics Research Group (IBERG)*

IBERG brings together colleagues with interests in international business and economics. Their research covers a wide range of fields including foreign direct investment (FDI), international entrepreneurship, innovation, and emerging markets. They are particularly interested in the relationship between universities and SMEs in relation to the transfer of knowledge and the innovation process, entrepreneurship and entrepreneurial ecosystems, enterprise education, and the impact of inward FDI on environmental sustainability, entrepreneurship, and innovation, with [Professor Lucy Zheng](#) and [Dr Andrew Johnston](#) being the key researchers in this area.

**Goal 2(b):** *We will embed the FairShares Institute for Cooperative Social Entrepreneurship (FSI) to support our work with Social Enterprise International Ltd, FairShares Association Ltd, European FairShares Labs and early adopters of the FairShares Model (FSM). In particular, we will prioritise support for FairShares Labs and LocoSoco Group plc to facilitate their efforts to create many hundreds of FairShares enterprises over the next 10 years and track how these redistribute financial assets and power to people who have been marginalised by the processes of globalisation.*

### **Statement of Progress on Goal 2(b)**

The impact research undertaken by Professor Tracey Coule and Prof Rory Ridley-Duff, both alone and with their doctoral students, has raised the profile of the FSI and supported the development of the FairShares Model (FSM). In particular, a forthcoming 'impact case' for the UK government's research evaluation (REF) notes the following impacts: 1) adoption of FSM by social entrepreneurs; 2) adoption of the FSM by co-operative development bodies; 3) the beginnings of FairShares education, and; 4) legal innovations for FairShares companies and cooperatives.

### *Impact 1 - Adoption of the FairShares Model Amongst Social Entrepreneurs*


Adopters of the FSM change their thinking by switching from single stakeholder ownership of cooperative and/or private businesses to a solidarity cooperative model that enfranchises three or four stakeholder groups. Early adopters of FSM such as AnyShare (US), EvoluteSix (UK) and Resonate (Ireland) created companies and cooperatives using FSM model Articles of Association. These enfranchise founder, labour, user and investor members and proactively advance UN Sustainable Development Goals (SDGs) by allocating surpluses to environmental projects and creating sustainability roles in their governing bodies. LocoSoco Group plc, which focuses on environmental SDGs (6, 13, 14 and 15) listed on the Wiener Borse stock exchange in February 2019 (Figure 1)

*Figure 1 - the Admission of LocoSoco Group plc to Wiener Borse.*

Date	Time	Source	Company	Announcement
12 Feb 2019	7:00 am	PRN	<b>LocoSoco Group Plc</b>	Admission to Trading on Wiener Borse

More recent projects by Evolutesix and VME Coop have focused on tackling SDG1 (poverty), 5 and 10 (reducing inequalities). The growth of the FairShares Association resulted in 148 uses by 99 people across five continents of the FairShares Rules Generator, which creates Word format Articles of Association (see Figure 2). One early adopter (Evolutesix) is working on eight new FairShares projects.

*Figure 2- FairShares Rules Generator for creating Articles of Association*

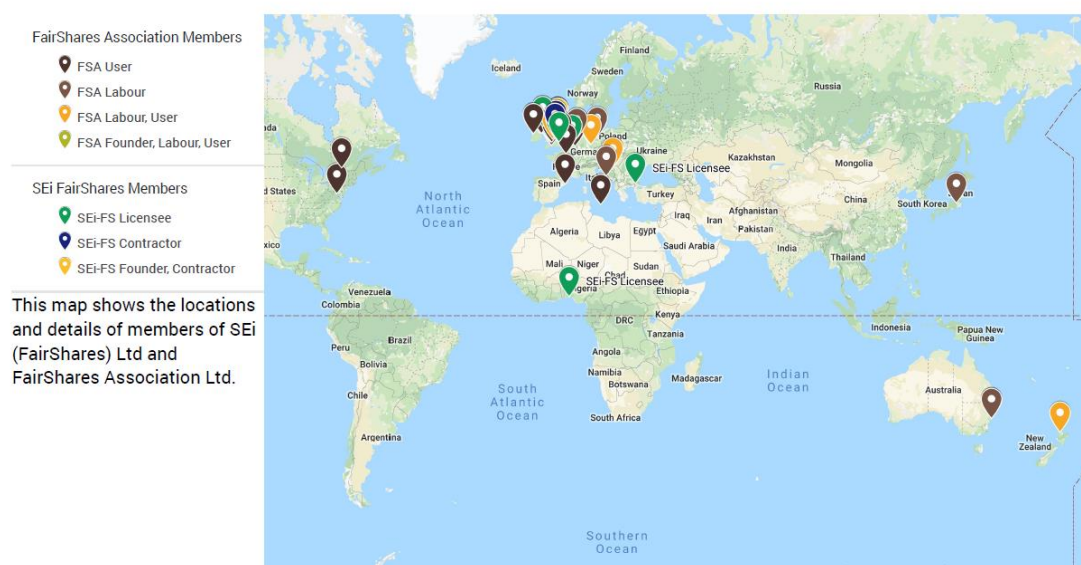
 Use of the FairShares Rules Generator, Country x Continent

Count	Enterprise Type				
Region/Country	Association	Company	Cooperative Society	Partnership	Grand Total
<b>Africa</b>	<b>1</b>	<b>3</b>	<b>1</b>		<b>5</b>
Kenya	1				1
Nigeria		2			2
South Africa		1			1
Zambia			1		1
<b>Asia</b>			<b>2</b>		<b>2</b>
Philippines			2		2
<b>Central America</b>		<b>1</b>	<b>1</b>		<b>2</b>
Mexico		1	1		2
<b>Europe</b>	<b>9</b>	<b>49</b>	<b>40</b>	<b>6</b>	<b>104</b>
Belgium		1			1
Croatia		4			4
England	7	29	34	5	75
Germany		6	1		7
Malta		5			5
Northern Ireland		3			3
Republic of Ireland	2	1	3		6
Spain			2	1	3
<b>North America</b>	<b>5</b>	<b>11</b>	<b>8</b>	<b>2</b>	<b>26</b>
Canada	2		3		5
USA	3	11	5	2	21
<b>Oceania</b>		<b>3</b>	<b>6</b>		<b>9</b>
Australia			1		1
New Zealand		3	5		8
<b>Grand Total</b>	<b>15</b>	<b>67</b>	<b>58</b>	<b>8</b>	<b>148</b>

### *Impact 2 – Adoption of the FairShares Model in Infrastructure Development*

The significance of the FSM is evidenced by the creation of 15 FairShares Labs organising 55 FairShares Projects supported by a FairShares Institute at SHU (see Figure 3). Six project partners changed their approach to enterprise incubation after adopting the FSM in FairShares Labs. With €336k of Erasmus+ funding, they worked with staff in the FairShares Institute to develop a Methodology for Creating FairShares Labs, a FairShares Platform, a FairShares Planner and FairShares Curricula organised around the concept of a FairShares Canvass. Initially, reach was confined to pilot project countries (Hungary, Croatia, Germany, Netherlands and the UK) but the ideas have spread to North America, Africa, Asia and Oceania.

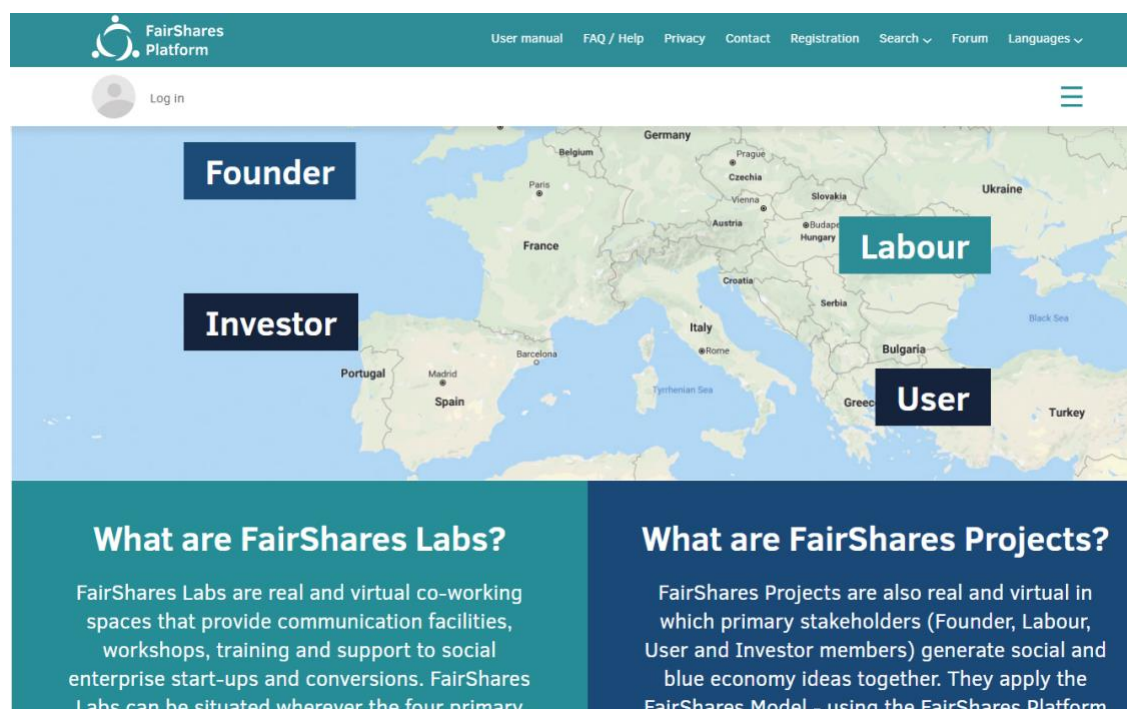
*Figure 3 - Adoption of FSM by members of FairShares Association Ltd*



### *Impact 3 - Catalysing FairShares Enterprise Education*

In 2017, Prof Ridley-Duff and Dr David Wren at the FSI created the FairShares Canvass to support the FairShares Labs project. This builds on (and also fundamentally changes) Osterwalder et al's 'Business Canvas' by switching the metaphor from 'canvas' (for painting a picture) to 'canvass' (democratic consultation). They included new questions to ensure FSM's multi-stakeholder model (comprising founders, labour, users and investors) is operationalised through 'key questions' that can be answered by each stakeholder group.

*Figure 4 - The FairShares Platform supporting FairShares Education*



The FairShares Canvass proved central to the design and development of the FairShares Platform (see Figure 4) as well as the FairShares Planner and two Course Curricula. Training has been provided to 30 FairShares trainers and 100+ participants in 15 FairShares Labs across five countries. The FairShares Institute also offers the courses on a Moodle Platform (<http://fsi.coop/courses>) and 57 people have registered for courses that can lead to FairShares Practitioner and Trainer Certification.

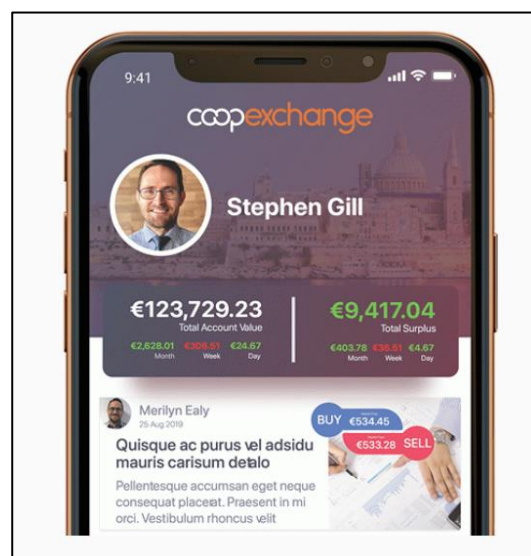
### *Impact 4 – Legal Innovation*

The FSM contains legal innovations for structuring companies, cooperatives, associations and partnerships as multi-stakeholder solidarity co-operatives. New publications show the interest taken by law, corporate governance and co-operative educators (see book chapters by Boeger, 2018; Levillian et al., 2018; Ridley-Duff, 2019). Furthermore, lawyers acting for the UK's Financial Conduct Authority accepted Model Rules for FairShares Cooperatives submitted by Prof Rory Ridley-Duff and Dr Jereme Snook. That watershed accelerated work on Model Rules for FairShares Companies with VME Coop to create a new financial institution called Cooperative Exchange. This is now overseen by Anthony Collins Solicitors (the law firm that acts for Cooperatives UK) in the context of a global project to end poverty backed by the board of the International Cooperative Alliance (ICA), the Former President of the ICA and the Former CEO of Midcounties Cooperative.

### *The Cumulative Effect of Work by the FairShares Institute*

Individual impacts have a cumulative effect. As Steve Gill, the founder of VME Coop and Cooperative Exchange states, they have directly supported his work to create a global institution to tackle SDG 1 (No poverty):

"It was February 2018. I bought five books [and] gave a copy to the Prime Minister of Malta [...] one was The Case for FairShares. [...]. I studied the websites to see how I could build this in. Yeah. Loved it. [...] I think the biggest problem [with capitalism] is distribution. It's so focused on the few, not the many [...] that's where FairShares comes in. [...] [We] presented to the [International Co-operative Alliance's] entrepreneurship Think Tank to see if there would be something interesting to [the ICA]. They deemed it worthy of further investigation. And that's what led to it being presented to the ICA Board [in Geneva]. It will be the first model [...] where we truly have large societies around the table with employees all working for the same direction in the cooperative movement. [...] We're going to present it to the UN."



- Testimonial, Steve Gill, 24<sup>th</sup> September 2019.



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## **Goal 3 – Establish leadership in third sector and social economy education**

**Goal 3(a):** *We will build on existing work to create a course on cooperative leadership and social entrepreneurship by introducing new post-graduate offers on third sector policy and practice (MBA Third Sector Studies) and an under-graduate offer on charitable enterprise, employee-owned business, co-operative and social business development (BA Social Economy).*

### **Statement on Progress towards Goal 3(a)**

Whilst some progress has been made towards this goal - through the validation of both a PgC and MBA in Co-operative Leadership and Social Entrepreneurship - the courses have not (yet) recruited successfully. Marketing the courses has been hampered by the slow pace of contracting with delivery partners (Saint Mary's University, Canada and The Co-operative College, UK). Work towards an MBA in Third Sector Studies has progressed, but has not yet led to a new award that is available to students. No work has yet been undertaken to create a BA Social Economy degree, in light of one of our delivery partners (The Co-operative College) planning to offer a similar course through a new created Co-operative University.

More progress, however, has been made on integrating the themes of co-operative and social enterprise into UG teaching through developing new learning materials and teaching cases that build on guest lectures to undergraduate courses. For example, Rene Meijer gives a talk to Level 4 Business Studies students about his work on food recycling at Sheffield Food Works. Dr Katherine Gardiner, in collaboration with Prof Rory Ridley-Duff, developed a learning activity and short case study that was published with the 3<sup>rd</sup> Edition of *Understanding Social Enterprise: Theory and Practice*.

Similarly, in PG teaching, the Organisation Ethics and CSR module on the MSc International Human Resource Management now has an assignment and role play to explore the application of the FairShares Model to green energy production. Janette Hurst and Dr David Wren support students as they role play the four shareholder groups (founders, labour, users and investor) and make a decision about whether to invest in a new green energy project. Students undertake an assignment to justify the way they voted using theories of ethics before critically assessing whether the FairShares Model stimulates Green HRM.

**Goal 3(b):** *These new courses will establish SHU as a local and global leader in the field of social economy education, with a strong focus on educating students on the contribution of social, cooperative and voluntary action to the achievement of the United Nations' sustainable development goals.*

### **Statement on Progress Towards Goal 3(b)**

This goal remains. Whilst we have achieved a solid reputation for social economy education at doctoral level, our offers at Masters and undergraduate level are not yet fully realised. Some progress has been made in the area of professional development courses to support learning on the FairShares Model. As reported in Impact 3 (for Goal 2(b)), considerable progress has been made in applying the FairShares Model in FairShares Labs. In

conjunction with FairShares Labs partners and members of the FairShares Association. The FairShares Institute now hosts two (currently free) self-study courses:

### *Introduction to the FairShares Model Course*

This course, developed by SHU staff who are members of the FairShares Association, support participants in FairShares Labs. It is hosted on the FairShares Institute website ([fsi.coop](http://fsi.coop)) to provide opportunities for everyone interested in the FairShares Model to explore and apply it to their work. In addition to exploring values and principles, key questions, approaches to learning (and decision-making), students use a range of FairShares auditing and diagnostic tools to gather information needed to develop a plan for a FairShares enterprise. In the final stages of the course, students learn how to use a FairShares Canvass to prepare for the creation of a new social enterprise and generate a draft constitution for a new FairShares company, cooperative, partnership or association. At present, 57 people have registered to use the course materials.

As an output of the FairShares Lab project, this course is being offered as a free self-study course for five years to participants in a FairShares Lab ([www.fairsharesplatform.eu](http://www.fairsharesplatform.eu)). It can also be taken by anyone else interested in setting up FairShares enterprises or FairShares Lab. Upon completion, students can obtain a certificate from FairShares Association Ltd that certifies them as a FairShares Practitioner.

### **Target Groups**

- *Entrepreneurs* seeking to (re)design a social enterprise to be more responsive to multiple stakeholders (particularly social entrepreneurs, labour, users and investors).
- *Enterprise educators* wishing to develop or encourage the study of social enterprise development in their courses (to advance knowledge of the social economy, social enterprise, cooperative development and sustainable development).

### *FairShares Train the Trainer Course*

This course, developed by partners in the FairShares Labs project (including SHU staff) is now available through the FairShares Institute. It is designed for people who have completed the *Introduction to the FairShares Model* course and now want to develop their career as a FairShares Trainer, or work in a FairShares Lab. Upon completion, students can obtain a certificate from FairShares Association Ltd that certifies them as a FairShares Trainer.

### **Target Groups**

- *Social entrepreneurs, co-operative development professionals and social enterprise managers* who want to establish a FairShares Lab in their city, region or country.
- *Enterprise educators and management consultants* seeking to apply the FairShares Model in university and professional development courses.

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## Goal 4 – Develop relationships with local, national and international organisations

**Goal:** We will work with PRME networks and selected partners on:

- a) The promotion of sustainable business;
- b) The promotion of business ethics;
- c) The promotion of businesses that are responsible to their stakeholders;
- d) The promotion of inclusive (democratic) governance processes.

Our partners for local issues have been Sheffield Social Enterprise Network (SSEN), Social Enterprise Yorkshire and Humber, Employee Ownership Association (North) and Business in the Community. Our partners for national issues have been PRME UK & Ireland, Co-operatives UK, Social Enterprise UK and the Institute of Business Ethics. Our partners for international issues have been the United Nations, Co-operative College and EMES International Research Network.

Through membership of these organisations, we have continually built awareness of sustainable development goals in policy and practice.

### Statement of Progress Towards Goal 4

Progress has been made on Goals 4a, b and c through conferences, workshops and seminars, company visits, the courses we offer in collaboration with other institutions as well as our contribution to project on FairShares Labs. Our contribution to the creation of the FairShares Institute with its focus on governance and entrepreneurial processes represents progress against 4d.

Please find below some further examples of the key activities undertaken as part of Goal 4.

#### *Work with Local and National Organisations*

In addition to the **EMES conference**, as the **East of England group co-ordinator** for the PRME Chapter for UK and Ireland which organises local events, **Dr Christine Gilligan** organised an event held at SHU on 3<sup>rd</sup> April 2019 on - "How can businesses and academia address the problem of plastic waste?" It had 4 contributors and 20 attendees.

As part of her membership of Steering group and recognised expertise in this area, **Dr Christine Gilligan** has also been invited to judge PRME essay writing competitions and the Green Gown Awards for sustainability. *'The Green Gown Awards are a national event that recognises the exceptional sustainability initiatives being undertaken by universities and colleges. With sustainability moving up the agenda, the **Awards** have become established as the most prestigious recognition of best practice within the further and higher education sector.'* ( <https://www.greengownawards.org/about>). She was on the judging panel again in 2019.

Colleagues with the Sheffield Business School have collaborated with **Sheffield Social Enterprise Network (SSEN)** to arrange visits to local social enterprises during three iterations of the Mondragon International Experience Programme at **Mondragon University** (which is a university owned by the Mondragon Cooperative **Corporation**). Business Studies



students at Mondragon University had six real world work-experiences as part of a six week study programme at Sheffield Hallam..

During the EMES conference, we involved **local partners and social enterprise networks** (SSEN, Key Fund, Social Enterprise Exchange, Glide), providing an opportunity to co-deliver workshops with university partners/projects. Conference delegates also visited two well-established social enterprises in the city to provide first hand reports to 60 researchers about local social enterprise development.

Sheffield Business School is an associate member of **Co-operatives UK**. Through this relationship, staff in the FairShares Institute (Jereme Snook, Rory Ridley-Duff and Neil Fletcher) developed and submitted model rules for FairShares Co-operatives to the Financial Conduct Authority (FCA). These were accepted by the FCA in November 2018.

**Co-ops UK** also have a keen interest in a PhD study by Maureen McCulloch on “for-purpose accounting” and its application to co-operatives. In 2018/19, Maureen wrote a discussion paper for Co-ops UK which prompted a General Assembly resolution to the **International Co-operative Alliance** to adopt ‘for-purpose accounting’ as a project. The long-term goal is a Statement of Recommended Practice (SORP) agreed with the International Financial Reporting Standards (IFRS) on accounting practices for co-operative and mutual societies.

We are also members of **Social Enterprise UK** currently working with them on holding webinars and seminars that promote sustainable development.

In relation to sustainable development goals, particularly 3 relating to Health and well-being, colleagues have collaborated with the **Sheffield Innovation Programme** (SIP) around reformulating food products to be healthier (vegan product development being the most common request in the last two years). Sustainable diets are a big agenda for the industry and something that colleagues from the Service Sector Management Department are keen to support.

### *Work with International Organisations*

In addition to the work mentioned earlier with **Mondragon Co-operative University** and **EMES**, the EU Erasmus+ project on FairShares Labs embeds new co-operative principles entrepreneurial incubators. Fifteen FairShares Labs are reported to exist in Hungary, Croatia, Germany, Netherlands and the UK supported by work authored and edited by members of the FairShares Institute. The outputs of their work have been used to initiate relationships with entrepreneurial incubators in Nigeria and Tanzania, and 60 members of the **FairShares Association** in 18 countries across 5 continents.

Sheffield Business School's link with the **Botswana Accountancy College (BAC)** enables awareness raising in the area of PRME. Field trips to and from Botswana Accountancy College facilitates and promotes the understanding of PRME for both student bodies.

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## Sustainable Development: A Broader University Perspective

From a University-wide perspective, the institution's strong engagement with the Sustainable Development Goals (SDGs) was recognised through being awarded Gold in the 2019 Sustainability Leadership Scorecard Report. This puts SHU in the top 18% of submitting institutions to achieve the Gold Standard.

The Sustainability Leadership Scorecard is a self-assessment tool which captures sustainability performance across the HE sector, incorporating the Sustainable Development Goals provided by **EUAC (Environmental Association for Universities and Colleges)** and **AUDE (Associate of University Directors of Estates)**. Hallam scored strongly in 'Leadership and Governance' due to embedding the ISO 14001 (Environmental) Management System across the University. The highest individual score is in the 'Food and Drink' category which is one of the key areas of environmental management at Hallam. SHU also won awards at this year's Green Gown Awards.

### The University's environmental policy

The University's environmental policy (e.g. SHU Environmental Policy 2019-20), reviewed annually, reflects the University's strong commitment to achieving the SDGs in this area through eight environmental commitments:

- *Continuous improvement*: achieving 'progress against the sustainable development goals by embedding sustainable values and environmental energy management throughout the organisation'. This will be achieved through 'maintaining externally accredited energy and management systems' as well as ensuring compliance with all relevant legal and other environmental requirements.
- *Energy management*: aiming 'to reduce building energy use and aim to achieve carbon reduction'.
- *Water consumption*: aiming to reduce water consumption.
- *Transport management*: minimising 'the environmental impact of its fleet, business travel and staff commute to work'.
- *Waste management*: successfully applying 'the waste hierarchy (prevent, reduce, reuse, recycle, dispose) to its activities'.
- *Sustainable buildings*: improving the sustainability and well-being standards of new buildings and refurbishment through 'considering the social, economic and environmental impacts during both construction and occupation'.
- *Sustainable procurement*: having due regard to 'the social, economic and environmental impact of all its purchases, particularly the whole life costs and use of resources through the purchase of goods and provision of services'.
- *Green infrastructure*: reviewing and increasing 'levels of green infrastructure through the estate and promote its benefits to staff, students, visitors and local communities'

Some illustrative practical examples of Sheffield Hallam's approach to sustainable development include:

### *Sustainability in Catering - keep cups*

Last year, the University saved over 85,000 cups from going to waste through the Keep-Cup scheme, with over 20% of drinks purchased using a reusable cup. When purchasing a drink without a reusable cup, a 20p levy is applied and used to further our sustainability ambitions. Since the levy was introduced in September, we have seen the use of reusable cups increase from 3,400 to 7,400.



### *Waste Reduction- Targets and Awareness Raising*

Waste Management is one of the key Environmental Policy Commitments for the University with targets to reduce m2 waste by 40% and increase our recycled waste by 25% (2020/21). Although the University has already exceeded its recycling target (currently 28%) and has almost reached the m2 waste reduction (currently 39.23%), it intends to continue the progress and look to improve other areas of waste. In the new academic year, it has launched a Behaviour Change Campaign 'Think, Act, Reduce', focusing on the waste hierarchy.

## Encouraging Sustainable and Environmentally Friendly Transport

### *Free tickets for a 'Park and Ride' trial.*

In partnership with Travel South Yorkshire, colleagues are invited to take part in a 'Park and Ride' trial at Nunnery Square, Middlewood Road and Halfway sites. As well as being more sustainable, using the tram is likely to be more cost-effective, saving money on fuel and parking. The trial is aimed at staff who commute to the University by car and would like to trial a more sustainable and cost-effective method of transport. By taking part, each participant will receive 5 free tickets to use on the Supertram Network, tickets are flexible and can be used Monday to Friday on 5 consecutive days or on an ad-hoc basis.

### *Encouraging greener transport- SHU new cycle hub*



The University's new SHU Cycle Hub opened in August 2019. The hub is a secure bike storage with space for up to 60 bikes and is conveniently located on Arundel Gate (between

Adsetts Learning Centre and the Careers Centre). Access will only be allowed to staff and students upon swiping ID cards. A new ramp will soon be erected to improve access to the hub.

### *Student Project - Waste Art Installation*

Artwork designed, created and showcased by our students depicting the impact of waste produce, based on a student project, is supporting the University's waste campaign 'Think, Act, Reduce' by visually representing the enormity of this issue. The art work provides the University with a centrepiece for our roadshows and engagement activities, facilitating engagement and discussion in regards to the steps which can be taken towards minimising the effect of waste production on the environment.

### *Hallam Support For Refugees in Higher Education*

The Vice-Chancellor Chris Husbands has signed a pledge to continue and expand our provision of support for refugees and people seeking sanctuary across all areas of higher education. Brought forward by **City of Sanctuary** and **STAR (Student Action for Refugees)**, we have pledged a commitment to the **UN Refugee Agency's** goal of 15% of refugees worldwide having access to higher education by 2050.

### *Next Steps*

The University will focus on the areas of improvements suggested following completion of the Sustainability Leadership ScoreCard report, particularly the 'Inclusion of Sustainability within Learning and Teaching' and 'Climate Change Adaption'.

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## Reflections on Progress

As the above assessments indicate, SBS has made good progress against goals 1, 2 and 4 with some work still to be made against Goal 3 in relation to validated courses, particularly those which involve collaboration with partners. There has been more progress on integrating the themes of co-operative and social enterprise within undergraduate courses through materials and teaching cases, and some progress in postgraduate courses through new assessments. Plans for new modules which focus specifically on the Sustainable Development Goals such as a new undergraduate module on the Business and Management Programme, called 'Responsible Leadership and Ethics' are encouraging and will contribute to further progress towards Goal 3. A detailed reflection in relation to each Goal can be found below:

### Goal 1 – Reflections on our contribution to PRME across all departments

Progress in this area has been particularly significant. Of note is the significant increase and intellectual contribution in all three departments whilst PRME also features in new courses such as degree apprenticeships. The University's Higher Skill Employment agenda which guarantees students the opportunity for work experience at all levels of their course provides the possibility of working with the range of companies, including third sector experience as well as explore/disseminate PRME in the local business and other communities.

### Goal 2 – Reflections on social, cooperative and voluntary sector research

#### **2(a)** *Creation of a Centre for Social, Cooperative and Voluntary Action*

Progress in this area is also significant as the research is spread across the Business School with a number of strong research signature themes. External leadership, intellectual outputs and knowledge transfer activities were evident in the EMES conference programme. There will be further opportunities to lead and influence in this area through engagement with the newly formed university-wide Research Institute for Industry and Innovation.

#### **2 (b)** *Collaboration with FairShares Institute (FSI), promotion of FairShares Labs and support for the creation of FairShares enterprises*

SBS has progressed particularly well against this goal with the impact of the research undertaken by Profs Tracey Coule and Ridley-Duff and Drs David Wren and Jereme Snook (as well as doctoral students Maureen McCulloch, Jules O'Dor, Mark Ellis and Ellen Bennett) on legal and policy innovations supportive of FairShares companies and cooperatives, and practical support for use of the FairShares Model (FSM) in FairShares Labs. Social entrepreneurs, co-operative development bodies and social enterprise educators have all benefitted.

## Goal 3 – Reflections third sector and social economy education

### **3 (a)** *Course on cooperative leadership and social entrepreneurship*

Whilst some milestones have been achieved such as the validation of two postgraduate courses in Co-operative Leadership and Social Entrepreneurship, the planned undergraduate course on BA Social economy has not yet materialised. This is mainly due to slow or lack of demand from partners for whom these courses were initially designed. Some progress has been made on integrating the themes of co-operative and social enterprise through Learning Teaching and Assessment (LTA) and/or course material in the form of teaching cases.

### **3(b)** *Establishing SHU as a local and global leader in the field of social economy education*

This goal remains. Whilst we have achieved a solid reputation for social economy education at doctoral level, our offers at Masters and undergraduate level are not yet fully realised. Some progress has been made in the area of professional development courses to support learning on the FairShares Model.

## Goal 4 – Reflections on local, national and international relationships

**Goal: a)** *The promotion of sustainable business; b)* *The promotion of business ethics; c)* *The promotion of businesses that are responsible to their stakeholders; d)* *The promotion of inclusive (democratic) governance processes.*

Progress has been made on Goals 4a, b and c through conferences, workshops and seminars, company visits, the courses we offer in collaboration with other institutions and our contribution to projects such as the Fair Shares' Labs. Our contribution to the creation of the FairShares Institute with its focus on governance and entrepreneurial learning processes represents progress against 4d.

## Reflections on the PRME Staff Survey 2019

The PRME survey results, albeit using a much smaller sample, suggest that awareness of PRME amongst the participants has increased since the last report in 2017, with a matching increase in action relating to the first 3 principles. In relation to the Sustainable Development Goals, the majority of staff (82%) reported having made changes in their practice/curriculum to integrate these. The increase in research activities (bearing in mind the 2019 sample is much smaller than the 2017 one) mirrors earlier observations regarding an increase in research activity and evidence of research leadership.

## Reflections on the University Perspective on Sustainable Development

Sheffield Business School's activities in relation to SDGs are complemented by a strong University-wide lead as part of the University Estate Strategy, including a well-articulated environmental strategy enacted through regular campaigns, and a range of initiatives such as support for the education of refugees. The embedding of the ISO 14001 (Environmental) Management System across the University is further testament of the University's engagement with Sustainable Development Goals as an institution.

All the new founded Colleges (previously Faculties) undertake activities in support of SDGs and there are many opportunities for collaboration such as with CRESR (Centre for Regional Economic and Social Research) as was evident at the EMES conference. The move to a College Structure will facilitate collaboration and therefore influence with subject areas such as Computing and Engineering.

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## 2019 SIP Goals

In view of the above reflections, the Sheffield Business School's 3 Departments, namely Management, Finance and Business Systems, and Service Sector Management (within the new College of Business, Technology and Engineering) will consolidate and build on the progress achieved to date in relation to research leadership, internal/external collaboration with partners and intellectual research outputs. In addition, we will develop a strong community of Early Career Researchers (ECR) and doctoral students on PRME-related research, including SDGs, third sector, the FairShares Model, social economy and any other relevant and related areas.

In relation to the curriculum, further development of courses and/or modules with a focus on PRME and the UN's Sustainable Development Goals, including would help achieve the 2019 Goal 3. We will also capitalise on the University's HSE commitment to work with Venture Matrix and other relevant internal/external partners to explore opportunities for third sector/social enterprise work experience and the inclusion of consideration of SDGs in formative or summative consultancy-related assessment. We will also promote student awareness of Sustainable Development Goals through their inclusion in learning outcomes (linked to the School's AoL) and/or assessment at Levels 5 and 6. The Goals for 2019-21 will therefore be:

### **Goal 1 - Establish leadership in third sector, social economy and PRME-related learning, teaching and assessment practices within existing courses and new developments.**

Working with colleagues and internal/external partners, we will:

- a) *Further explore the potential to develop new postgraduate/undergraduate research-led courses and/or modules in the field of social economy education in collaboration with external partners.*
- b) *Increase awareness and consideration of Sustainable Development Goals, as part of responsible management, through appropriate changes to the Levels 5 and 6 curriculum and/or assessment strategies of existing courses, and inclusion in the development of new undergraduate and postgraduate courses.*

### **Goal 2 - Facilitate and develop PRME-related Higher Skilled-Employment**

We will:

- a) *Increase the opportunities for third sector/social enterprise experience work experience, including FairShares enterprises, as part of the University's HSE commitment through working with Venture Matrix and other external/internal partners.*

- b)** *Promote the inclusion of SDGs in formative or summative consultancy-related assessment across all 3 departments within Sheffield Business School.*

**Goal 3 - Sustain and further develop leadership in social, cooperative, voluntary sector and responsible management research**

*We will sustain and develop a strong external-facing research community in social, cooperative, voluntary sector and responsible management research within the new Research Institute for Industry and Innovation, building on the significant intellectual outputs and Knowledge Transfer work undertaken between 2017 and 2019.*

**Goal 4 - Establish a research environment which facilitates the embedding of PRME in doctoral studies and the increase of PRME-related doctorates**

*Through working with early career and established researchers, we will ensure PRME is embedded as appropriate in all doctoral studies. We will promote our expertise externally in order to increase the number of doctoral students undertaking PRME-related research, including SDGs, third sector, FairShares enterprise, social economy and other relevant and related areas.*





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