

Sharing Information on Progress (SIP) Report

20
21

WELCOME



Statement from Professor Eileen McAuliffe

As Dean of the College of Business, Technology and Engineering (BTE) I am delighted to present this report which articulates the progress that Sheffield Business School has made in the important area of Principles of Responsible Management (PRME) education.

The work of colleagues in Sheffield Business School has been significant and the progress is clearly demonstrated in this detailed report. The Business School and wider college has a renewed energy for sustainability, responsibility, and ethics, resulting from developments in research and a continued focus on strengthening the curriculum in line with our mission of *'Forging connections locally and globally, creating real-world opportunities for tomorrow's responsible leaders'*.

At Sheffield Business School, we are committed to shaping futures through the education and development of tomorrow's responsible leaders and producing research focussed on real world challenges. Our students demonstrate a passion and drive to engage in climate action and sustainable impact and play an important role in holding us to account. I am pleased to present their views on the SIP report for the first time, as well as the progress made in relation to staff engagement in PRME and this critical agenda.



This SIP report contains many examples of internal and external collaboration and leadership of the business school, and broader university progress towards the UN Sustainable Development Goals, particularly under the PRME principles of Values and Research, since our last report in 2019. We have set concrete goals to aid us to move forward and I would like to reiterate Sheffield Business School's and Sheffield Hallam University's continued commitment to the Principles of Responsible Management Education.

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What is PRME?

In 2013, Sheffield Business School became members of the Principles of Responsible Business Management (PRME) initiative, the first organised relationship between the United Nations and business schools. PRME is the leading platform to raise the profile of sustainability in business schools around the world, supporting them to equip today's business students with the understanding and ability to deliver change tomorrow. PRME is a voluntary initiative with over 800 signatories worldwide, including Sheffield Business School, and has become the largest organised relationship between the UN and management-related higher education institutions.



Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for

business and society at large and to work for an inclusive and sustainable global economy.



Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about

the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.



Principle 2 | Values

We will incorporate into our academic activities, curricula, and organisational practices

the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their

challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



Principle 3 | Method

We will create educational frameworks, materials, processes and environments that

enable effective learning experiences for responsible leadership.



Principle 6 | Dialogue

We will facilitate and support dialog and debate among educators, students, business,

government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Introduction to Sheffield Business School

Sheffield Business School (SBS) is a large, modern business school with over 6000 students, underpinned by an ethos of practice-based educational excellence and research combining academic rigour with practical application.

**“We Transform Lives
Forging connections locally and
globally, creating real world
opportunities for tomorrow's
responsible leaders”**



Our mission reflects our core purpose as a business school of the real world, committed to making a positive difference in business and society and focussed on offering practical solutions to real business needs.

SBS is part of Sheffield Hallam University (SHU), a large metropolitan university with over 31,000 students based across two campuses in Sheffield, a large city of approximately 600,000 people (metropolitan area: 1.5 million) in northern England. The University's origins lie in the Sheffield School of Design, established in 1843 to



provide skilled designers for the city's booming industries. Teacher Training and Technology Colleges followed later in the nineteenth century and grew in the twentieth. In 1969 these institutions formed Sheffield City Polytechnic, which itself became Sheffield Hallam University a quarter of a century ago.

SBS became a signatory of PRME in 2013 and has used this as a catalyst to drive our activities and to develop a culture in which issues of Ethics and Corporate Social Responsibility (CSR) become integral to the school's operations.

EXECUTIVE SUMMARY

We are delighted to submit our 2021 Sharing of Progress (SIP) Report. Since the last SIP submission, Sheffield Business School has updated its approach to SIP reporting and appointed an Academic PRME lead (Marc Duffy) and a Professional Services Accreditation Manager (Sarah Harper). This revised approach connects the administration of the Business School to the academic perspective making our reporting more holistic and comprehensive.

We are reporting our progress under the Six Principles of PRME and consider the broader contributions of the University, whilst retaining primary focus on Sheffield Business School. We have updated our goals for 2021-2023 linking SBS's objectives to the United Nations Sustainable Development Goals (SDGs) for the first time.

We have made considerable progress against the 4 goals identified in the 2019 SIP Report and have taken steps at local, national, and international levels. We have continued to contribute to and develop the FairShares Institute for Cooperative Social Entrepreneurship (FSI), and further developed the embedding of PRME within both undergraduate and postgraduate curricula. We have increased our research leadership in this area through the establishment of a signature research theme led by nine academics 'Social Enterprise, Co-operative and Voluntary Action'.

We have continued to seek feedback from all staff in Sheffield Business School in relation to PRME and, for the first time, we have asked our students to comment on our SIP report to offer their perspective against our progress. This was carried out in the '*PRME Champion*' Module, Implementing Strategy and Change (Sustainability). The staff and students' feedback is part of Principle 6 'Dialogue.'

In this summary, we present a high-level overview of our progress against the 2019 goals, with the remaining report offering the detail.

*Dr Marc Duffy - PhD, PgDip, PgCert (Research), BA (Hons), FHEA
Senior Lecturer, Academic Adviser, PRME Lead (Academic)*

*Sarah Harper, MBA, MA, BA (Hons)
Accreditations Manager, College of Business, Technology and Engineering
PRME Lead (Professional Services)*

Overview of Progress against 2019 SIP Goals

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

PRME is embedded in modules at all levels of study in Sheffield Business School and we have specific **PRME 'Champion' modules**, including Responsible and Ethical Business, Sustainable and Responsible Business and Implementing Strategy and Change (Sustainability).

We have developed new courses with PRME embedded in curricula and modules. The PgDip Senior Leader (two dedicated PRME modules), the BA (Hons) Business and Management (two dedicated modules), and the International Business, European Partnership Programme, with up to 10 modules focusing on PRME topics, from a British, French, and Spanish perspective.

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

Over 5,000 SHU students (including 1,823 Sheffield Business School students) provided consultancy through 118 projects in 2019/20. [Venture Matrix](#) (now called [Applied Projects](#)) is estimated to have provided £4,858,500 (based on projected consultancy fees 2013-2020) to the local economy. The implementation of the Hallam Model promotes the need for all courses and modules to embed topical themes aligned with the Sustainable Development Goals.

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

Sheffield Business School now has nine active researchers in sustainability, responsibility and ethics, as well as a number of *'first-time' publishers*. Our research in social, cooperatives, the voluntary sector is presented alongside several pleasing case-studies in relation to teaching PRME.

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

We present five PhD completions in PRME, and six ongoing PhD projects. We have included further examples of UG, and PG students work and our ongoing efforts in relation to social impact projects, the new Hallam Model and our PRME Consultancy Projects to demonstrate the depth of activity in this area.

Principle 1 | Purpose

“We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy”

Mission and Vision

SBS’s mission to ‘transform lives’ by *‘forging connections locally and globally, creating real world opportunities for tomorrow’s responsible leaders’* reflects our educational philosophy, research and innovation purpose and civic responsibility. The University recruits 42% of home UK students from the Sheffield City Region, which has one of the lowest rates of young participation in Higher Education in the UK. One of the key philosophical drivers of the business school’s mission and strategic direction, and that of the wider university, is to lead, support and facilitate long term improvements in the educational health of the Sheffield City Region (SCR) by working with partners to improve attainment and aspiration from early years through to further and higher education. In 2021, Sheffield Hallam was named University of the Year at the UK Social Mobility Awards in recognition of its work to advance social mobility through higher education.

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 developing international reputation for responsibility, sustainability and ethics in business and management education.

Since becoming a signatory to PRME, SBS has built pervasive themes of responsibility, sustainability, and ethics into the learning outcomes of our academic programmes. The process of curriculum review has provided a stimulus to programme teams in the design of their curricula and a clear mechanism for both evidencing and deepening engagement with PRME principles. It has also enabled SBS to be confident that students have developed as ethical decision-makers with an awareness of diversity and multiculturalism and the global dimensions of their subject disciplines. It has prompted modifications to exam questions, reconfiguration of assessment criteria for student consultancy projects with employers, and the development of scenario-based assessment tasks which emphasise ethical considerations and dilemmas.



Research is integral to the academic endeavour of our School and we place great emphasis on ensuring that our research is consistent with our mission and aspirations to ensure that not only is our research of excellent quality, but also that our research makes a tangible difference to our students, our stakeholders and the wider society in which we operate. The delivery of our mission ensures that employability and social responsibility are at the strategic core of all that we do. While social responsibility is a moral imperative of all our activities, it is also an area of specific research expertise in the school and a defining aspect of our character. Our 'Social Enterprise, Co-operative and Voluntary Action' research signature area represents a leading example of impact in this area.

Sustainable Development: A Broader University Perspective



Sheffield Hallam University is committed to embedding environmentally sustainable practices in all our operations, decisions, and actions as well as our teaching and research. 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 and achieving a 2:1 in the 2019 People and Planet University League Table.

Sheffield Hallam University was due to release its new Environmental Policy and supporting Plan 2020 to 2030 in August 2020, however, due to the COVID-19 pandemic and resulting move to remote working and exceptional enforced changes to

the University's educational and business delivery in an unprecedented situation, development of the new plan has been inevitably delayed. The replacement policy and plan publication and launch will now take place in January 2022 and will be fully aligned with the University's annual planning cycle and the continued external certification to the internationally recognised ISO 14001 (Environmental Management) and ISO 50001 (Energy Management) standards. We monitor the University's environmental impacts, and for the last 9 years, Sheffield Hallam has maintained externally certified international standards for the environment (ISO14001) and energy (ISO50001) 'Leadership and Governance' due to embedding the ISO 14001 (Environmental) Management System across the University. This informs our planning and policy documents to embed sustainability across the University and minimise our impacts.

The university has developed a long-term campus plan which seeks to maximise the positive impact we have on the environment by creating sustainable, zero carbon-ready buildings, improving the biodiversity of our campus wildlife and increasing the number of green spaces on campus. As part of our commitment, we want all our buildings to be as energy efficient as possible and make best use of resources, including our approach to design and construction. We aim for all new build projects to achieve [BREEAM excellence rating](#) and major refurbishments to be [SKA goldstandard](#).

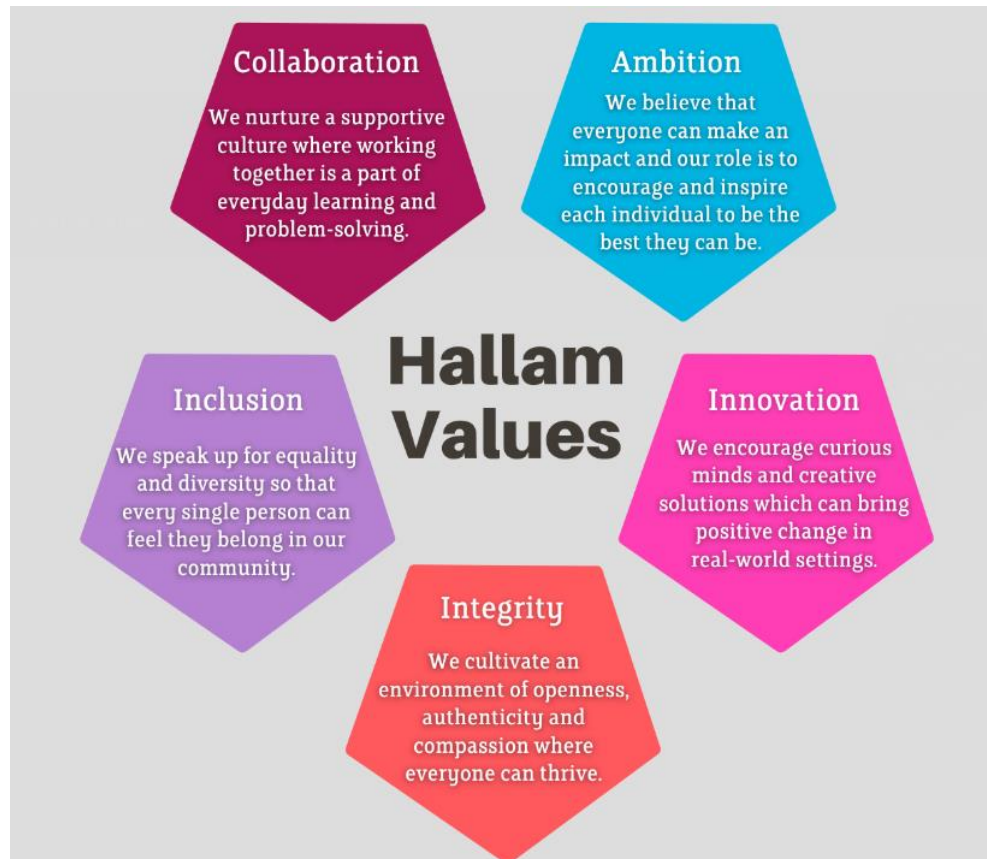


Principle 2 | Values

“We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact”

Hallam Values

Throughout the Autumn of 2020, SHU engaged 400+ staff through a series of facilitated conversations and the completion of a ‘Values In Action’ strengths (VIA-IS) questionnaire to develop a set of values which represent the beliefs, philosophies, and principles that we believe can transform lives. These values are about the real lived experience at Hallam and, therefore, it is important that they are embedded into our ways of working at every level.

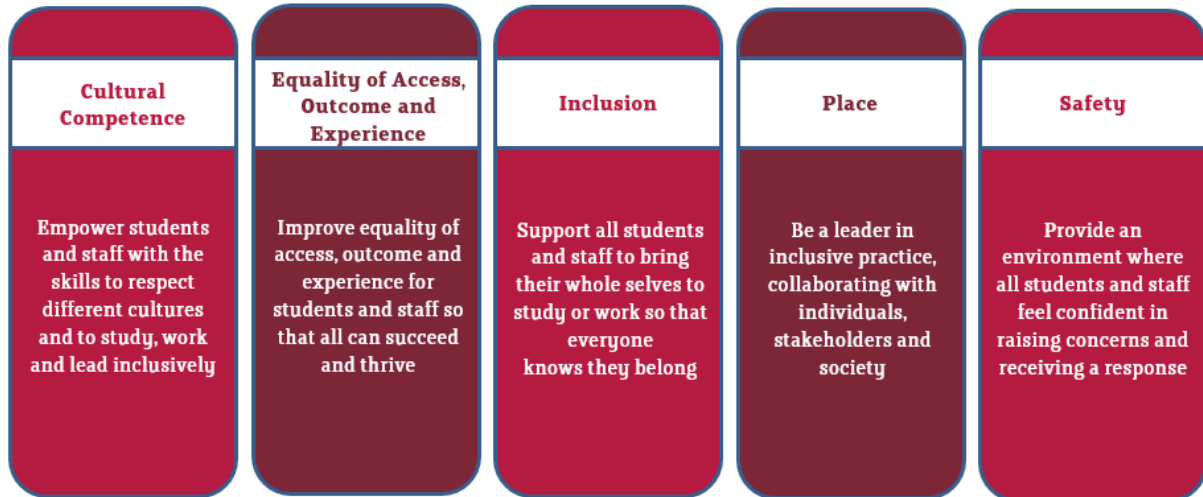


The embedding of the values is being achieved through various lenses, including:

- Transforming Lives Strategy and Planning Process
- A review of our policies and internal processes
- Infrastructure activity (future workspaces and Campus plan)
- Equality, Diversity, and Inclusion (EDI) (reflected in updated Equality Objectives below).

University Equality Objectives

Our Equality Objectives 2021-24 have been developed around five themes and reflect the Hallam Values outlined above. The objectives set out our ambitions for the next three years and will be used to inform our EDI Delivery Plan.



EDI Networks for Staff and Students

Our networks aim to be inclusive of the nine protected characteristics set out in the Equality Act 2010.

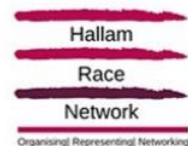
Genders Network

The network's mission is 'To create an environment to facilitate communication, debate and research across and beyond the University, focused on genders and to drive positive change'



The network's mission is 'To drive positive change and to create and promote a safe, supportive environment for LGBT+ communities at Sheffield Hallam University and the city'. Members regularly get involved in LGBT+ activities throughout the year.

The Hallam Race Network (HRN) was launched in July 2018 and offers a platform for innovative discussion and debate on Race in relation to wellbeing, navigating HE environment, service design, service provision and practice. HRN holds interactive 'themed' meetings every six weeks



Spark's mission is 'Supporting Sheffield Hallam to become a sector leading employer for disabled people by informing and advising at all levels of practice and policy development using the principles of the social model of disability'.

The network's mission is 'To support parents and carers to maximise their potential at Sheffield Hallam University. To drive positive change to enable the University to recognise and benefit from the talent of this staff and student group'.



Our vision is to build a community that is both informed and inspired to implement and promote inclusive practices and behaviours to enhance belonging, support teaching excellence and deliver an excellent experience for staff and students. We will achieve our vision by working as a community and in partnership with students and practitioners facilitating space for conversation, sharing, signposting, and developing resources.

A Civic University



As one of the largest education providers and employers in South Yorkshire, Sheffield Hallam University is proudly a university of place, rooted in the heart of our region and with a long history of civic engagement.

In 2020 Sheffield Hallam was chosen to be the host of the [Civic University Network](#), funded by the Universities Partnership Programme (UPP) Foundation with partners including the Department for Education, Carnegie Trust UK and Arts Council England. A year on from launch the Network has 115 university members – more than 70% of the sector. In 2021, Sheffield Hallam hosted the first national Civic University Network conference, bringing together universities and key stakeholders to share best practice and promote action. Sheffield Hallam University is leading the development of the Network alongside the National Co-ordinating Centre for Public Engagement (NCCPE) and The Institute of Community Studies (ICS), supported by network partners: University of Glasgow, University of Newcastle, Queen Mary University of London and the University of Birmingham.

We have set out a series of commitments to our communities in a [Civic University Agreement](#). To ensure our commitments deliver against the real priorities of the region, we identified four focus areas:

1. Our economy and jobs
2. Our education and skills
3. Our health and wellbeing
4. Our community and regeneration

In March 2021, Sheffield Business School (SBS) was successful in gaining reaccreditation from the Small Business Charter for 5 years, successfully achieving/ exceeding all 31 dimensions. The Small Business Charter supports our work towards the Sustainable Development Goals 8 (Decent Work and Economic Growth) and 11 (Sustainable Cities

and Communities) by celebrating the role business schools play in supporting small businesses, local economies, and student entrepreneurship. SBS was highlighted for playing an active role in initiatives such as [Scale Up 360](#), [Sheffield Innovation Programme](#), the [Small Business Leadership Programme](#) and the [Help to Grow](#) programme. The panel were particularly impressed by the school's 'Covid Survival' workshops developed for businesses in their early development stages whilst the level of apprenticeship provision was awarded exemplar status. The school's mentoring opportunities for students, such as the Hallam Collective and Hallam Career Mentoring, were also commended by the panel. The charter confirms the business school's position as a catalyst for business creation and growth in the region.

Hallam Support for Refugees in Higher Education

In December 2019, the Vice-Chancellor Chris Husbands [signed a pledge](#) to continue and expand our provision of support for refugees and people seeking sanctuary across all areas of higher education. In June 2021, SHU was named a University of Sanctuary, an accreditation awarded by the charity City of Sanctuary, recognising and celebrating the good practice of universities welcoming sanctuary seekers into their communities and fostering a culture of welcome and inclusion for all. The accreditation panel were especially impressed by the work of the [Refugee Rights Hub](#), based within the Helena Kennedy Centre for International Justice.



Principle 3 | Method

“We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”

Sheffield Business School has a diverse portfolio of programmes across three departments: (i) Finance, Accounting and Business Systems, (ii) Management, and (iii) Service Sector Management. The SBS, and SHU, missions demand a student-centred approach to teaching and learning. The notion of learning together is of vital importance and manifests as interactive, facilitative, activity-based, experiential, and dialogical learning experience within programmes.

Our commitment is that students will leave us as world-ready citizens with skills and knowledge which reflect cutting-edge understanding in their subject, and able to use them creatively to solve tough problems. This will give them an edge in a rapidly changing world, able to thrive in their work and to make constructive contributions. They will understand the importance of integrity and responsibility and the value of cooperation and respect for others. We will be inclusive, supporting students from a wide range of backgrounds and giving all students the best opportunity to succeed during and after their time at Sheffield Hallam.

Introduction of the Sustainable and Responsible Business, PRME Pedagogy Community Forum

In 2021, the PRME leads for Sheffield Business School introduced the Sustainable and Responsible Business Pedagogy Community Forum. The purpose of this forum is as follows:

- To create high quality and accessible teaching materials for academic staff
- To enable course and module leaders to embed PRME values into modules and courses
- To enable course designers to embed PRME at the outset of course design
- To enable academic staff to share resources and best practice in relation to teaching sustainability, responsibility and PRME
- To enable module leaders to easily introduce PRME content to modules

Examples include Carbon Literacy Training materials, Sustainable and Responsible Management content and materials for the inclusion in lectures and seminars. The forum is intended to grow over time and become a community of practice. The current membership of the forum is 14 academic staff with research responsibility or interest in PRME.

Progress against 2019-21 Goals aligned to Principle 3



Goal 1

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

- 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.*

Progress towards this goal has been achieved through the development and validation of new courses, the development of PRME champion modules and the expansion of our Apprenticeship portfolio.

New Courses

The PgDip – Senior Leader Apprenticeship (PG)

The PgDip is designed for senior employees and forms an important part of the university's civic obligations to the Sheffield City Region.

As part of the validation process (and the new Hallam Model, See Goal 2 below), the course was assessed for its commitment to PRME and commitments to responsible management. Further, the apprenticeship funding model requires certain knowledge, skills, and behaviours to be met as part of the apprenticeship standard, these are as follows.

Duty 6	Lead and Respond to Crisis Management, Assessing the risks and opportunities which could affect business/departmental performance, and finding solutions that meet the needs of both the organisation and its customers/stakeholders in a responsible and ethical way
Duty 7	Promote and ethical inclusive, and supportive culture that generates continuous business improvement

The demographic for recruitment for the PgDip, Senior Leader can be seen below. Of relevance is the senior nature of the employee apprentices, and the potential impact of responsible education to senior employees.

Typical job roles:

- Associate Director
- Business Unit Head
- Chief Executive Officer
- Divisional Head
- Heads of Service
- Practice Manager
- Lead Nurse

Identified as Talented:

- Operations Manager
- Senior Business Improvement Consultant
- Product Owner

To meet the apprenticeship standard, and the universities commitments to PRME, dedicated modules have been designed and integrated into the course.

Strategy and Innovation Module

Innovation through strategy has been redesigned to meet the needs of PRME and relevant KSBs, the approach to strategic planning has been redesigned to consider further stakeholders within the triple bottom line:

1. **Designing and Implementing the Plan**
2. **Buying-in and Changing the People**
3. **Delivery of the Purpose**
4. **Protecting the Planet**

Duty 12 - Ensure that their area of responsibility is compliant with internal governance, such as any assurance framework requirements, and with external governance, such as any regulatory and statutory requirements.

Leading a Sustainable Future Module

The role of leadership through the paradigm of sustainability is a key theme within this module. Considering the role of stakeholders (particularly Generation Z), and their expectations in relation to sustainability and ethics.

- Duty 3 - Lead and influence agreed projects to deliver organisational strategy such as change and agile transformation programmes, diversification, new product implementation, and customer experience improvement.
- Duty 11 - Proactively keep up to date with social, economic, and technological trends and developments relevant to their area of responsibility and wider organisation and promote innovation to address changing requirements and to take advantage of new opportunities.

BA (Hons) Business and Management (UG)

The BA (Hons) Business and Management course has recruited strongly since inception, having been designed specifically with the principles of PRME in mind and has specific modules dedicated to sustainability, responsibility, and ethics. Further, the course descriptor makes specific mention of the importance of responsible leadership.

The purpose of business and management courses are threefold:

- To increase understanding of organisations, their management practice, the economy, and the macro and micro business environment
- To provide enhancement of a wide range of skills and attributes which equip graduates to become effective global citizens and responsible leaders
- To prepare graduates for a career in business and management

While most modules cover PRME at some level, the following PRME Champion modules are dedicated to embedding PRME at course level.

Implementing Strategy and Change (Sustainability)
Responsible Leadership and Ethics
Individual Management Project

Implementing Strategy and Change has been built to reflect strategic planning in the 21 Century, and embeds the importance of Responsibility, Sustainability and Ethics. The written assignment asks students to critically consider the role of responsibility to people, the planet and purpose (the triple bottom line).

Responsible Leadership and Ethics teaches the topic of Business Ethics and its relationship to leadership, particular focus is given to sustainable development goals and organisations.

Finally, students are increasingly encouraged to adapt their management projects (dissertations) to sustainability topics. This is greatly helped when students have already had PRME related teaching and popular topics include fast-fashion and employee wellbeing and has been an unintended positive outcome of increasing PRME teaching.

BA (Hons) International Business, European Business Programme (UG)

The European Business Bachelor degree will see students learn and live in three different European countries over four years, studying at the Sheffield Business School, IESEG School of Management in Paris and IQS School of Management in Barcelona. The programme is key to the Universities mission for responsible leaders, improving social mobility and Association to Advance Collegiate Schools of Business (AACSB) accreditation.

As well as the opportunity to live and learn in three different cultural and business environments, our students will graduate with a degree from each of the three AACSB-accredited institutions.

During the degree programme students undertake an internship and conduct consulting projects with real companies, spending at least one year in each country over the course of the four-year programme.

Professor Eileen McAuliffe, Dean of the College of Business, Technology and Engineering and the Sheffield Business School said:

"At the Sheffield Business School, we pride ourselves on giving our students a truly global perspective on the business world and the chance to apply their learning at leading brands across the globe."

"This European Business Bachelor programme builds on that strong foundation and is truly a very exciting and innovative opportunity for students looking for the best possible way to kickstart their careers."

Jean-Philippe Ammeux, Dean at IESEG School of Management said:

"We are delighted to be launching this ambitious European Bachelor program with our partners IQS School of Management in Spain and Sheffield Business School (Sheffield Hallam University) in the UK."

"It will provide business students with a truly intercultural and international experience as they study in three different countries and institutions. This program is completely in line with the School's Vision to be a unique international hub empowering changemakers for a better society."

Carlos Moslares, Dean at IQS School of Management said:

"In this global environment in which we live, the new European Bachelor with IESEG in France and Sheffield Business School in the UK, we respond to the demand of having professionals with strong skills to add value to companies and organizations in their international dimension."

"This European Business Programme ensures the academic, professional and real living experience to become international leaders."

The European Business Programme deeply embeds the PRME agenda within the curriculum, with students studying Responsibility, Sustainability and Ethics throughout the programme, and from a British, French, and Spanish perspective. Further benefits of

the programme include improved social mobility and international experiences for home students when working with their Spanish and French counterparts in the UK.

Year One	Understanding Cultural Diversity Collective Intelligence Professional Skills for International Business
Year Two	Dealing with Cultural Diversity Corporate Social Responsibility Responsible and Ethical Business (Elective)
Year Three	Business Ethics and Sustainability Cross Cultural Management
Year Four	Global Governance in International Business Consultancy Project Sustainable and Responsible Business in the 21st Century (Elective)

Spotlight on the development of PRME Champion Modules

The Department of Management has dedicated PRME Champion modules as part of the BA (Hons) Business Studies Course that are intended to be rolled out to the wider Business School.

- Responsible and Ethical Business Practice – Level 5
- Sustainable and Responsible Business in the 21 Century – Level 6
- Implementing Strategy and Change (Sustainability) – Level 6

The Level 6 sustainability module is currently available as an elective across all courses in the Department of Management, the medium-term goal is to make both modules an elective across the Business School.

The strategy module is currently being trailed within the BA (Hons) Business and Management Course as a sustainable strategy module and a decision will be taken in the summer of 2022 if this is rolled out further to wider courses within the Department of Management.



Apprenticeships

Sheffield Hallam University, and the business school, has and continues to provide significant support to business and has extended apprenticeships provision that is highly relevant to the sector. For instance, we deliver industry specific and sector contextualised apprenticeships, e.g., Food Industry Technical Professional Degree Apprenticeship, Supply Chain Leader Degree Apprenticeship, and Retail Leadership. SBS is part of development consortia apprenticeships in Facilities Management, Food Technology, Advanced Courier/Supply Chain and Financial Services. SBS was the first UK business school to launch the Chartered Manager Degree Apprenticeship (CMDA), a core HDA product with high demand from business, with a launch at the House of Commons.

The university has worked with the food and drink sector (along with other sectors) to develop the Packaging Professional Degree Apprenticeship, launched in 2019 to address the emerging awareness of sustainability challenges in the sector. Sheffield Hallam University remains the only higher education institute that delivers this degree apprenticeship, partly as it requires cross departmental collaboration to make it relevant to the sector, demonstrating our understanding of the importance of this apprenticeship to current and future environmental challenges.

SHU, and SBS, is actively involved in research and policy relating to Apprenticeships. In 2020, SHU co-authored the Sustainable Degree Apprenticeships Report which advocates policy changes to ensure the sustainability of the degree apprenticeship initiative. It is part of a research project funded by education charity Edge Foundation and led by Middlesex University London with Staffordshire University, Sheffield Hallam University, and the University Vocational Awards Council (UVAC) as partners.



SHU has embarked on an innovative project to identify and support potential apprentices from the most disadvantaged backgrounds in the region and match them with SME businesses. We continue to work closely with business development bodies in the region as well as SMEs to help to raise aspirations, attainment, productivity and ultimately regional economic growth. The business school now has over 400 apprentices and accounts for 35% of the University's total intake of apprentices.

Opportunities to showcase student work

Students from the business school have been submitted to the 6th Annual Responsible Business and Management Writing Competition organised by the local PRME chapter, of which SBS is an active member.

THE PRME CHAPTER UK AND IRELAND

6th Annual Responsible Business and Management Writing Competition, 2021-22

Student work has been submitted in several categories, as detailed below:

Undergraduate students – text-based essays and reports

- Sustainable and Responsible Business, Level 6 (Final Year, BA Hons Business Studies) The Boohoo Group's call to action – A Global Compact Perspective

- Sustainable and Responsible Business, Level 6 (Final Year, BA Hons Business Studies) - Responsible business practice and the adoption of the global compact by BP plc
- Sustainable and Responsible Business, Level 6 (Final Year, BA Hons Business Studies) Issues surrounding female inequalities within the United Kingdom. Human Rights and the Environment, The Global Compact Perspective.
- Responsible and Ethical Business, Level 5 (Second Year, BA Hons Business Studies) – The Case of Marks and Spencer, the need for responsible and ethical business.
- Responsible and Ethical Business, Level 5 (Second Year, BA Hons Business Studies) – The Case of the Wholesale Foods Industry, the need for responsible and ethical business.
- Responsible and Ethical Business, Level 5 (Second Year, BA Hons Business Studies) – The Case of NASA and The Space Industry, the need for responsible and ethical business.
- Dissertation, Level 6 (Second Year, BA Hons Business Studies) – A study investigating the Perceptions and Awareness of Corporate Social Responsibility amongst Level 6 Sheffield Hallam Business Students– and the Influence CSR has on their Purchasing Decisions
- Dissertation, Level 6 (Second Year, BA Hons Business Studies) Ethical business in the UK supermarket industry and the effect on consumer (student buying habits)
- Dissertation, Level 6 (Second Year, BA Hons Business Studies) A critical investigation into final year business student's relationship with CSR when purchasing apparel

Postgraduate, master's level students – text-based essays and reports

- PgDip Level 7 – Proposal to Develop a new PRME Course
- PgDip Level 7 – Project to establish PRME in Sheffield Business School

Alternative media category (blogs, websites, storyboards, presentations, visual essays, videos, podcasts etc.) – this category is open to students at all levels

- VIDEO PRESENTATION Sustainable and Responsible Business, Level 6 (Final Year, BA Hons Business Studies) Corruption within the Police Force – A Global Compact Perspective. Link to Students work: <https://www.youtube.com/watch?v=91Gbog1Eadw>

There are three prizes in every category; winners will be announced in Spring 2022.

The International Business Studies Conference

The International Business Studies Conference (IBSC) was launched in 2020 as a collaboration between the Sheffield Hallam University and SINO British College in China. The purpose of the IDSC is to showcase the work of students to an international audience, and PRME topics are particularly welcomed at the conference.

As part of the 2020/21 Conference, the following PRME topics were presented:

- Annie Roberts - To explore the motivations towards sustainable business practice in SMEs
- Annie Palmer - Do influencer endorsed fast fashion advertisements on Instagram persuade the purchasing decisions of Business Studies Students?

The International Business Studies Conference (IBSC)

Knowledge, Applied

Our students complete over 200 projects in the Department of Management and on the BA (Hons) Business Studies Degree each year. **These projects are unique, applied and contribute knowledge to real world applications.** We regularly supervise projects in Blue Chip FTSE 100 Companies where students are returning from placement, Small to Medium sized business and sector specific studies.

*The mission of Sheffield Hallam University is to become the worlds leading applied university, and the mission of the Business School is to **forge collections locally and globally, and create real world opportunities for tomorrows responsible leaders.*** The International Student Conference does exactly this, and provides a platform for your work. We particularly welcome proposals in the area of responsible business, ethics or PRME.

The IBSC provides a platform for our student researchers to share their work to a wider audience, and in 2020, for the first time, we will link up with SINO British College in Shanghai for an international conference. The benefits of an international conference and the opportunity to exchange knowledge across consents is unlimited.

Principle 4 | Research

“We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.”

The University has established four Research Institutes to build critical mass around distinct areas of strength and provide leadership and support. This has been achieved by drawing expertise together from across a cluster of research centres and departmental groups, permeating the borders of disciplines, as well as the professions. The aim is to enable each Institute to be highly interdisciplinary in their methods and focus, which in turn drives a more innovative and unique approach to building research and knowledge exchange with significant impact. The four Research Institutes are:

- Culture and Creativity
- Health
- Industry and Innovation
- Social and Economic

Our innovation and KE activities are driven through the four Research Institutes by three strategic research themes which galvanise high-impact multi-disciplinary research and act as a beacon for external collaboration:

1. [Enabling healthier lives](#)

Creating innovative solutions for today's health challenges

Health is more than just the absence of disease. It is the ability to live a fulfilled and independent life. From conception to old age, the opportunities to improve and sustain health and independence through cultural and technological changes are immense.

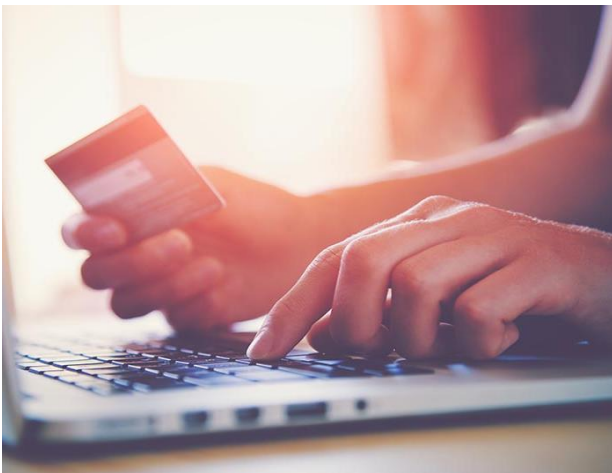


Our practitioners, scientists, engineers, and designers regularly collaborate to create new and innovative ways to help people lead healthier lives. As the largest provider of health and social care education in England, our research is rooted in providing practical solutions.

2. [Driving future economies](#)

Innovating to drive growth in the face of profound changes

Economic models and structures are undergoing profound and potentially seismic changes around the globe. This comes from technological developments, not least the much heralded Fourth Industrial Revolution, but also in the interplay between the economy and a whole host of developments including energy supplies, climate change, new forms of economic organisation and the future of work. Our research explores these challenges, providing solutions to increase productivity and keep business ahead of the curve through innovation.



3. [Building stronger communities](#)

Working towards safety, prosperity, and social inclusion for all

The last decade has seen the concept of a progressive and equitable development of society come under closer scrutiny. At the same time our understanding of society and education has never been stronger, and the opportunities afforded by new technologies and new social dynamics allow us to reimagine and re-establish the basis for thriving communities. We draw together and stimulate research across traditional disciplinary boundaries to support more inclusive communities, in response to major societal challenges at local, national, and global levels.



SHU is a delivery partner of the Global Challenges Research Fund (GCRF) strategy, undertaking challenge-led annual investment of >£200K from Research England to support international development to meet the challenges of the UN Sustainable Development Goals. The first phase of the GCRF is a five-year programme between 2016 and 2021.



Key projects include:

- [How a new way of doing business is building a fairer society | Sheffield Hallam University \(shu.ac.uk\)](https://www.shu.ac.uk/research/in-action/projects/building-a-fairer-society)
- [Research shows care workers' pay cut in Yorkshire | Media | Sheffield Hallam University \(shu.ac.uk\)](https://www.shu.ac.uk/news/research-shows-care-workers-pay-cut-in-yorkshire)
- [Supporting farmers at the front line of climate change | Sheffield Hallam University \(shu.ac.uk\)](https://www.shu.ac.uk/news/supporting-farmers-at-the-front-line-of-climate-change)
- [Harnessing the power of song to spread life-saving health messages | Sheffield Hallam University \(shu.ac.uk\)](https://www.shu.ac.uk/news/harnessing-the-power-of-song-to-spread-life-saving-health-messages)
- [Could buffalo milk lead to safer pregnancy in Indonesia? | Sheffield Hallam University \(shu.ac.uk\)](https://www.shu.ac.uk/news/could-buffalo-milk-lead-to-safer-pregnancy-in-indonesia)

Sheffield Business School REF submission

SBS submitted 3 impact case studies addressing PRME related issues in the Research Excellence Framework (REF) 2021:

- Charity regulation
- Fair Shares
- Reverse Logistics

Related news articles:

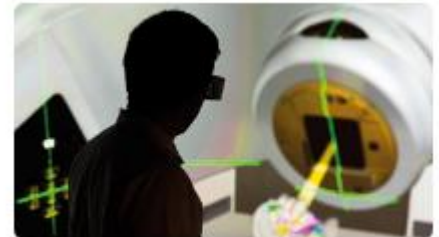
<https://www.shu.ac.uk/research/in-action/projects/building-a-fairer-society>
[Simplifying audit requirements for smaller charities | Sheffield Hallam University \(shu.ac.uk\)](https://www.shu.ac.uk/news/simplifying-audit-requirements-for-smaller-charities)

[The problem with online shopping | Sheffield Hallam University \(shu.ac.uk\)](https://www.shu.ac.uk/news/the-problem-with-online-shopping)

Progress against 2019-21 Goals aligned to Principle 4

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.

SBS is home to the [FairShares Institute](#), [Culture, Health, Environment, Food and Society Research Cluster](#) (CHEFS), the [International Business and Economics Research Group](#) (IBERG) and specialisms in 'Social Enterprise, Co-operative and Voluntary Action', 'The Experience Economy', Entrepreneurship, and People, Work and Organisations.

A growing and significant amount of research is being undertaken around the area of ethics and sustainability as a direct response to the responsibility theme in the SBS mission. Our community of social enterprise researchers has achieved recognition through institutional membership of the EMES International Research Network. Their studies cover cooperatives, social entrepreneurship, charities, corporate social responsibility, ethics, green human resource management and sustainable tourism. EMES give 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. SBS, in collaboration with EMES network hosted the leading international conference on social enterprise on 24-26 June 2019.



Our 'Social Enterprise, Co-operative and Voluntary Action' research signature area, involving 9 faculty, 2 doctoral students and 2 research associates, represents a leading example of our research that contributes to innovation, engagement and impact in

relation to social responsibility, incorporating the University-wide Fair Shares Institute. Our highly regarded work on non-profit, community and voluntary organisations was recognised recently by the University through the promotion of [Dr. Tracey Coule | Sheffield Hallam University \(shu.ac.uk\)](#) SBS researcher in this area, to the post of Professor.

This research area has been developed in close partnership with the [Centre for Regional Economic and Social Research | Sheffield Hallam University \(shu.ac.uk\)](#) and incorporates the FairShares Institute for Cooperative Social Entrepreneurship which is growing its influence worldwide. Researchers attached to this theme focus strongly on pursuing real-world impact, working closely with existing and aspiring social and co-operative



enterprises and policy-makers, while maintaining a high quality of research output publishing in 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 Journal of Co-operative Studies. We are developing our international network and welcome enquiries regarding joint research initiatives, visiting fellowships and research studentships.

Recent engagement activities in this area include:

- Professor Rory Ridley-Duff (SBS Emeritus Professor) co-organised the New Cooperativism Seminar Series on behalf of the FairShares Institute, Sheffield Hallam University, in partnership with the UK Society for Cooperative Studies (UKSCS), EMES International Research Network (EMES) and European Research Institute for Cooperative and Social Enterprise (EURICSE).

Summary of Seminars, Themes, Facilitators and Panellists

An important part of this project was to build a scholarly network that could clarify issues important to two new waves of cooperative development (the first rooted in social/political reactions to neo-liberalism between 1970s and the early 2000s, and a second wave linked to technology changes that build a social and solidarity economy (SSE)). We originally planned 10 themes to be explored in five seminars. Theme 7 (on gender/ethnic sensitivities) had to be cancelled after both facilitators had to withdraw for personal reasons. The following nine themes were debated in seminars that took place between June – November 2021:

- 1 – New cooperativism and sustainable development (June)
- 2 – Updating co-operative values and principles (June)
- 3 – Legal innovations for multi-stakeholder governance (July)

- 4 – Funding and incentives for new cooperativism (July)
- 5 – Learning for new cooperativism (Sept)
- 6 – Policy initiatives and spaces for new cooperativism (Sept)
- 8 – Conceptions of (cooperative) wealth (Oct)
- 9 – Digital and platform co-operatives (Nov)
- 10 – Co-operative communications and publishing (Nov)



The seminar series marks the end of the data collection project approved by SHU in 2020 and will form the basis of a book by Professor Ridley-Duff.

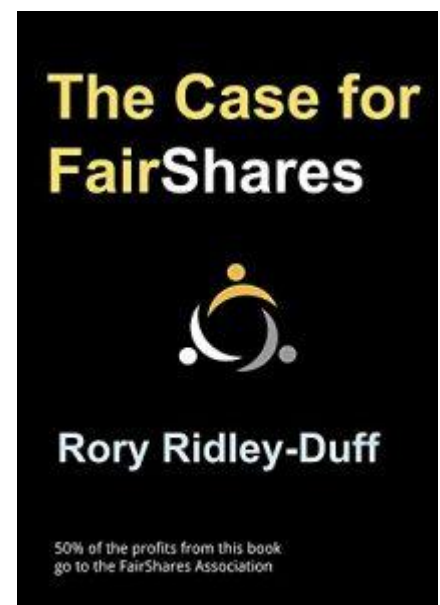
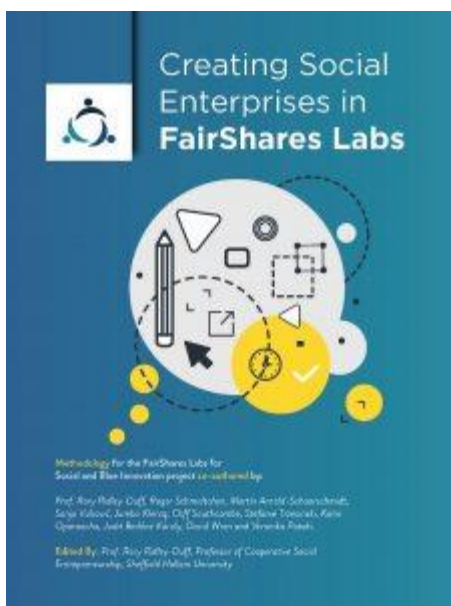
- Professor Ridley-Duff participated as a tutor at the 2020 (virtual) [EMES](#) summer school
- Professor Coule co-chaired the 8th EMES international research conference in 2021 (their first hybrid large scale event).
- Professor Coule continues to serve as an elected member of the EMES Board of Directors.
- Professor Coule is co-leading (with a fellow professor at Nottingham Trent University and in partnership with [NCVO](#)) a major study – funded by ESRC/UKRI into the impact of the pandemic on Voluntary, Community and Social Enterprise (VCSE) organisations. The study looks to provide real-time information to policymakers and practitioners on what is occurring in different areas of the sector as the consequences of and responses to the coronavirus pandemic unfold (<https://www.shu.ac.uk/news/all-articles/latest-news/covid-impact-on-voluntary-sector-and-social-enterprises-explored-in-new-study>).
- Aligned with this, members of the same team, plus Dr Ellen Bennett (SBS) have been commissioned by Communities 1st to undertake a learning evaluation of the impact of COVID_19 on the organisation, its services and beneficiaries to support and inform their strategic planning process and reimagine their future in 'the new normal'.
- One of the leading international scholars on civil society and philanthropy studies, Dr Angela Eikenberry, Professor at University of Nebraska, Omaha, has been appointed as a Visiting Professor at SBS. She recently said of a research monograph published by Routledge (output 1 below) and co-authored with a senior practitioner and former DBA student –
"This provides an excellent primer to help practitioners and scholars understand how leaders can make changes to organizations—both small and large; obvious and obscure—over time to alter their very nature. Drs. Coule and Bain create a formidable team conveying a critical analysis that is truly enlightening, and that contributes to broader scholarship while being eminently practical. They help us

to see that what is at stake in such differences is about organizational values. Organizing Logics, Nonprofit Management and Change: Rethinking Power, Persuasion and Authority is about the battle for the soul of an organization."

Recent publications and projects in this area include:

Coule, T.M. & Bain, C.A. (2021) *Organizing Logics, Nonprofit Management and Change: Rethinking Power, Persuasion and Authority*. Routledge/Taylor & Francis. (Research Monograph).

Mendoza, F., Coule, T.M. and Johnston, A. (2021). Entrepreneurship Education and Entrepreneurial Identity: Beyond Stereotypes. In *University and Entrepreneurship: Meeting the Educational and Social Challenges* by P. Jones, N. Apostolopoulos, A.



Kakouris, C. Moon, V. Ratten & A. Walmsley. Bingley: Emerald Publishing. Ridley-Duff, R., Wren, D., McCulloch, M. (2021) 'Wealth, Social Enterprise and the FairShares Model', *Journal of Regional Policy*, 21(1), (forthcoming)

Ridley-Duff, R. (2021) 'New cooperativism as social innovation: Progress or regress?', *Journal of Co-operative Studies*, 53(3): 5-24, <https://www.ukscs.coop/resources/10-new-co-operativism-as-social-innovation-progress-or-regress>

Duffy, M., & Watts, J. (2021). The world is literally on fire, so why are we so slow to react? Implementing Responsible Business in curricula. Giving students a voice in Sheffield Business School. In *Recovering from Covid: Responsible Management and Reshaping the Economy*, Conference in the Cloud, 2021 - 3 September 2021. The British Academy of Management: <https://virtual.oxfordabstracts.com/#/event/1821/submission/49>

Johnson, A. & Huggins, R., (2021). *Networks, SMEs and the University: The process of collaboration and open innovation*.

Ridley-Duff, R. and Bull, M. (2021) 'Common Pool Resource Institutions: The rise of internet platforms in the social solidarity economy', *Business Strategy and Environment*, 30(3): p. 1436-1453, DOI: 10.1002/bse.2707.

Davey, M., & Duffy, M. (2021). The Impact of PRME education on Corporate Degree Apprenticeship Students – Student Feedback as a Driver of Innovative Practice. In PRME Regional Chapter UK and Ireland 7th Annual Conference, Lincoln, UK, 6 July 2021 - 7 July 2021. PRME

Duffy, M., & Watts, J. (2021). Incremental Formative Feedback for Success in Responsible and Ethical Business Practice. Presented at: Sheffield Business School Green Day Conference, 2021



Duffy, M., Watts, J.L., Ainsworth, B., Amin, R., Cronk, H., & Jones, L. (2021). Co-creating sustainability and responsibility: Exploring students perceptions of the classroom / workplace relationship. Presented at: Sustainability symposium: Facing forward with Sustainability - Principles, Progress and Partnership, Virtual, 2021

Coule, T.M., Dodge, J. and Eikenberry, A.M. (2020). Toward a Typology of Critical Nonprofit Studies: A Literature Review. *Nonprofit and Voluntary Sector Quarterly*. 10.1177/0899764020919807. eISSN: 15527395.

Ridley-Duff, Rory & Schmidtchen, Roger & Arnold-Schaarschmidt, Martin & Klercq, Jumbo & Wren, David & Southcombe, Cliff & Pataki, Veronika & Trzecinski, Stefanie. (2020). *Creating Social Enterprises in FairShares Labs*. Sheffield: FairShares Association, ASIN B085633X9K / ISBN 9798602721195.

DARABI, Fariba, SAUNDERS, Mark N.K. and CLARK, Murray (2020). Trust initiation and development in SME-University Collaborations: implications for enabling engaged scholarship. *European Journal of Training and Development*.

Robertson, B., & Duffy, M. (2020). Implementing the Triple Bottom Line in Supply Chains? 'I think a few of us had to Google it.' The case of a UK high street retailer. In EURAM Conference 2020, Dublin, Ireland, 2020 - 2020 (pp. 87). European Academy of Management:

<https://conferences.euram.academy/2020conference/wp-content/uploads/sites/2/2021/03/EURAM-2020-Book-for-web.pdf>

Duffy, M., & Watts, J. (2020). Earning the commitment of millennials, the secret weapon of Corporate Social Responsibility. In British Academy of Management 2020 In the Cloud Conference, Manchester, UK (Virtual), 2 September 2020 - 4 September 2020.

British Academy of Management:

<https://app.oxfordabstracts.com/events/1520/secure/program-app/submission/206494>

Duffy, M. O. (2019). Investigating the influencers and outcomes of organizational commitment in sheffield city region's small business using a mixed-method approach. In SAGE Research Methods Cases. <https://www.doi.org/10.4135/9781526467522>

Bennett, E., Coule, T., Damm, C., Dayson, C. and Macmillan, R. (2019). Civil Society Strategy: A Policy Review. Voluntary Sector Review. Doi: 10.1332/204080519X15617330887624

Coombes, P., & Nicholson, J. (2019). Open Business Models and Practitioner Capabilities: A Regional Strategic Network Perspective

Song, Y., Dana, L., & Berger, R. (2019). The entrepreneurial process and online social networks: forecasting survival rate

McCulloch, M. and Ridley-Duff, R. (2019) 'To profit or not to profit? That is the wrong question', in 7th EMES International Conference on Social Enterprise (Selected Series), Sheffield, 24-27 June, 25 pages



Financial Times Responsible Management Awards 2022

The Financial Times invited business school teachers, students and alumni to enter for their responsible business education awards 2022 in three categories:

- Best alumni “change makers” who have graduated from business school in the past three years and personally helped redefine “business as usual”, whether as intrapreneurs within organisations or as entrepreneurs running start-ups;
- Best business school teaching cases published in the past three years with sustainability and tackling climate change as key learning objectives;
- Best business school academic research published in the past three years that addresses societal challenges, with evidence of positive impact on policy or practice.

SBS submitted an entry into the research category, focussed on the impact of the FairShares project and research publications. The strongest examples will be highlighted in a special FT report in January 2022.

Industry and Innovation Research Institute

The Industry and Innovation Research Institute (*I²I*) draws on talents, expertise and facilities across the university. The vision is to be the leading provider of applied research excellence delivering materials, computing, science and engineering innovations meeting the development needs of industry.

The institute provides solutions to key global challenges, including

- secure and sustainable energy supply and management
- smart, digital and low carbon technologies driving clean growth
- security of individuals, institutions and international communities and their environments
- technologies supporting an ageing society



On 29th – 30th June 2021, the institute held a two-day conference on ‘Sustainable Industry and Society through Transformative Research’, as part of the University’s Innovation Festival (26 May – 20th June). The festival celebrated research, partnership, and collaboration success at Sheffield Hallam in areas such as materials science, art and design, sports science and engineering, health, bioscience, and economic and social research.

[Innovation Festival \(shu.ac.uk\)](https://www.shu.ac.uk/innovation-festival)

The conference focussed on four key research themes: driving recovery and renewal through innovation, transforming society and the global economy through Industry 4.0 and digital technologies, sustainable low-carbon technology, economy, and society and through the ages – supporting wellbeing across the life span.

Alexander Stafford, Rother Valley MP and member of the Business, Energy and Industrial Strategy Select Committee, gave a keynote speech at the conference addressing the vital role university research plays in driving innovation and regional re-development. SHU is

part of TransFIRE (the Transforming Foundation Industries Research and Innovation hub), a consortium which will examine how the foundation industries can grow and develop whilst achieving net zero 2050 environmental targets.

Alexander Stafford, MP for Rother Valley said: *"I am delighted to serve as the keynote speaker at Sheffield Hallam University's Innovation Conference. The world-class research conducted by British universities such as Sheffield Hallam plays a crucial role in driving cutting-edge UK innovation in our pursuit of net zero and a strong British economy post-COVID and post-Brexit."*

"I am particularly passionate about Sheffield Hallam's ability to help transform South Yorkshire, including my constituency of Rother Valley, by championing exciting, new technologies and catalysing inward investment and high-quality jobs. Sheffield Hallam is a true South Yorkshire success story, and I support their vision to turbocharge regional redevelopment and to achieve national strategic goals."



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.

Our PhD and DBA programmes have seen a number of completions in Sustainability, Responsibility and Ethics. In the first part, we provide an overview of completed Doctorates since the 2019 SIP report. In the second section we demonstrate current 'live' candidates' projects.

We have a renewed focus on research-informed teaching at all levels which has led us to expand the scope of this goal, while recognising the important role of doctoral studies in enhancing our research environment, exploring new issues and developing new theories and methods.

Our revised approach to SIP reporting is designed to be at a more holistic level and inclusive of all students and staff and relevant projects. Notwithstanding this, there are excellent and meaningful examples of Doctoral completions to report.

The following PhD Candidates have completed their Doctorates since the 2019 SIP Reports

The following synopsis demonstrates our success in achieving our stated goal, laying the basis for our new wider focus. 3 of the 5 successful candidates presented below

are members of staff who are taking their doctoral research into teaching and further developing their research.



Dr Dan Woodason - An exploration of millennial perceptions and value priority of CSR and CnSR

Ethical rhetoric regarding the demographic attributed as Millennials, their characteristics and value priorities, is diverse (i.e. Becker Jr, 2012; Bucic et al., 2012; Cone, 2015; Deloitte, 2017; Greenberg, & Weber, 2008; McGlone et al., 2011; Neilsen, 2015; Paulin et al., 2014; Schweitzer & Lyons, 2010; Weber & Urick, 2017). This research explores their views and attitudes regarding social responsibility and ethical considerations relating to both corporate (CSR) and personal behaviour (CnSR).

The aim being to offer beneficial insight, furthering research relating to a better understanding of the demographic that enables more effective, meaningful, or relevant corporate CSR strategies and pertinent marketing communications targeted at them. A heterogeneous ideology required an interpretivist approach and interviews were used to gain insights of eighteen Millennials: undergraduate students at a UK university Business School. Transcripts were thematically analysed to disclose their ethical / pro-environmental value priority that produced three themes: convenience & indifference, self-reasoning & justification, and distrust.

The findings concluded that empathy was evident, but action was more 'locally' focused such as on UK animal welfare rather than international (human) labour or socio-economic conditions. For marketing communications, the data revealed cynicism and scepticism was evident, relating to global brands, but more ominously, all forms of information. A topic that has been raised on occasion by previous authors (notably Quinby, 1999) and in reference to socially responsible behaviour has been acknowledged to negate responsibility to act, or assign blame elsewhere (Detert et al., 2008).

The concept of pro-environmental corporate strategy to appeal to the demographic was found to be uncertain. Findings suggested some admiration may arise for a majority but added patronage was uncommitted.



Dr Mark Ellis: A Process Theory of Responsible Leadership

Dr Mark Ellis has been awarded a SHU Early Career Fellowship.

Modern capitalism is a success for some, but not for all. The examples of the Exxon Valdez spill in Alaska, Nike's sweatshops and the demise of Enron and Arthur Anderson show how irresponsible leaders prioritise corporate needs and profit ahead of society's wider interests.

As a result, there is an increasing interest in higher purpose forms of leadership such as Responsible Leadership (RL) with its concern for the wider stakeholder community and ethically informed governance and management decision making. This thesis presents new empirical findings from an inductive thematic analysis of Responsible Leadership as practiced within seven organisations. The findings and subsequent conclusions were developed from a cross case analysis of twenty one interviews with the responsible leaders and their organisations' stakeholders. A process theory of responsible leadership was developed from the findings.

Other findings that emerged from the study include an emergent theory of responsible leadership that differentiates it from responsible management and further insights into the boundary of RL stakeholder inclusion. This study also expands our understanding of responsible leadership, provides insights for practice and suggests productive avenues for further investigation.



Dr Barbara Tomasella: A critical analysis of small business social responsibility in independent foodservice businesses

This thesis critically analyses how small independent foodservice businesses express and implement their social responsibility, considering the lack of research in the emergent small business social responsibility (SBSR) field, particularly within the foodservice sector. This gap in knowledge should be addressed, because the backbone of the industry are small businesses, which are often unaware of their collective impacts and the importance of implementing socially responsible practices. In order to interpret the peculiarities of SBSR among small foodservice businesses, the research is qualitative and utilises an abductive research methodology, based on semi-structured interviews with owner-managers, as well as archival documents of the business.

A key finding identifies that the business mission influences the perceptions of SBSR; in particular, the hospitableness of value-driven businesses and the social mission of social enterprises, makes the business more likely to get engaged in proactive SBSR actions. Another key result has been to highlight that the SBSR in these foodservice businesses is a holistic phenomenon, based on a complex mix of factors: personal values of the owner-manager influence the business mission and perceptions of SBSR, but also business motivations and external factors play a role in determining a sustained SBSR practice in the long term. A core contribution to knowledge to the SBSR literature is clarifying that the commitment to a business mission informed by prosocial values, distinguishes the more socially oriented businesses.

The core contribution to knowledge to the hospitality literature is to show how the hospitableness influences the owner-managers' ethical perceptions of SBSR. The findings cannot be generalised to the entire population of small foodservice businesses, as the qualitative research relied on a purposive sample, moreover ethical research can be

affected by issues linked to social desirability bias and positionality of the researcher. Future research avenues should focus on narrative studies of small businesses able to prioritise their prosocial values while maintaining competitiveness, therefore highlighting practical avenues for small businesses to engage with SBSR.



Dr Ifedapo Awolowo: Financial Statement Fraud: The Need for a Paradigm Shift to Forensic Accounting

The main aim of this study is to develop a forensic accounting system that will help in reducing financial statement fraud through not only its predictive properties; but also, the recommended forensic accounting procedures and policies which the accounting profession should adopt. This study through a neo-empiricist inductive approach, that is premised on an objective collection of qualitative empirical data, has developed a forensic accounting system by exploring the perception of Accounting Academics, Forensic Accountants, External Auditors and Finance Directors using a purposive sampling method. The findings revealed that the training of professional accountants', particularly external auditors, in forensic accounting skills, ethics, principles and procedures can increase their fraud detection capabilities which can, in turn, increase the chances of fraud detection in the financial statements and equally serve as a fraud deterrence mechanism.

This study has implications for standard setters on the need to make accounting and auditing standards fit for purpose to complement the corporate governance codes. Higher education and professional bodies should work along the changes in accounting standards and integrate some elements of forensic accounting into the education curriculum of professional accountants in order to increase their chances.



Dr Jules O'Dor: What influences social entrepreneurs to adopt particular social enterprise structures and why?

Despite the founders of social enterprises being faced with a proliferation of structural forms to pursue their interests, social enterprise is often portrayed as a homogenous organisational category. This domain is increasingly rendered a governable terrain (Nickel & Eikenberry, 2016) through the development of Kitemarks, funder/investor requirements and government policy initiatives which shape and control what it means to be a 'good' social enterprise. Such mechanisms have been shown to strengthen institutional coherence and drive structural isomorphism (i.e. Similarity) (DiMaggio & Powell, 1983; Boxenbaum, & Jonsson, 2017).

As yet, however, scant attention has been given to the ways in which Kitemarks, standards and funding criteria serve to prioritise and marginalise particular forms of social enterprise by bestowing or denying access to material (e.g., financial) and symbolic (e.g., legitimacy) resources. Further, the implication of such disciplining affects and how

individual entrepreneurs respond to them has likewise received little attention from scholars. This thesis seeks to explicate this issue, positioning Kitemarks, standards and funding criteria as political artefacts that serve to discipline the structure choices of social entrepreneurs through prescribing desirable characteristics, behaviours, and structures for social enterprises.

The analysis presented offers new insights into the dynamics of structure choice by social entrepreneurs, including the potential nodes of conflict between exogenous prescriptions and social entrepreneur's own orientation to certain aspects of organisation and what social entrepreneurs actually do in the face of such conflict.

This thesis places such structures within an extended structural typology, extending the work of Bull (2015, 2018), and culminates in the development of a practice model for social enterprise structure selection.

Spotlight on Current Doctoral Projects in Sheffield Business School

- Identifying the barriers and drivers of sustainable innovation. A case study set within the UK food industry.
- Reconciling sustainability aims and co-operative values and principles: a hermeneutic phenomenological study
- Triple Bottom Line considerations in Venture Capital investment decision making in Germany.
- A phenomenological exploration of the lived experiences of hedonism in everyday ethical consumption.
- Environmentally sustainability and reshoring in the automotive industry: A multiple cases study
- An analysis of the drivers affecting the implementation of CER in China: The case study of Chinese Energy Storage industry

Principle 5 | Partnership

“We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.”

SHU is a Civic University and an anchor institution in the region with aspirations to be a sector leader in the civic agenda, demonstrating genuine impact in our region through partnership working. To achieve this, we are building on our current strengths positioning the University to be at the forefront of relevant educational, skills and research place-based developments. As part of our civic role, we have consulted with over 650 people in the region to hear their thoughts on how we can serve the communities, agreeing 5 strategic Civic Priorities including:

- Drive town, city and community regeneration;
- Encourage jobs and economic localism;
- Stimulate research; development and innovation in and of the area;
- Boost educational attainment for all ages; and
- Support Health and Wellbeing, including the NHS.

Central to the civic agenda is the regeneration and support for local businesses: The business school contributes to the delivery of SHU's strategy for city and community regeneration of regional business, especially SME's. We deliver on our civic commitment by integrating activity with our educational and research/KE strategies so that our students and our researchers work to support the region's economy and communities through their learning and innovation. We work collaboratively across the University to identify opportunities to bid for economic recovery projects.

Key developments in response to the Covid-19 pandemic include:

- Higher Skills, Higher Growth - SHU and two partner colleges have been awarded more than £1.8m funding to support regional businesses during continued Covid-19 restrictions and enable a skills-led economic recovery. The project, led by Sheffield Hallam with support from further education delivery partners, the Sheffield College and the RNN Group, will help companies to innovate and adapt to reach their full potential as the country deals with the impact of the pandemic. The project will add 7 FTE business support experts to the Sheffield SME support ecosystem.
- Small Business Leadership Programme and Help to Grow – funded by the Department for Business, Energy, and Industrial Strategy (BEIS), these leadership development programmes support senior leaders in Small and Medium Enterprises (SMEs) to enhance resilience and develop potential for future growth in response to the Covid-19 pandemic. These programmes are delivered by a consortium of Small Business Charter accredited schools.
- Researchers at Sheffield Hallam's National Centre of Excellence for Food Engineering (NCEFE) have begun work on two Innovate UK funded projects that

will help drive the food and drink sector in a post Covid-19 world.

- Formed the nationally pioneering '[Regional Post-18 Education Partnership](#)' with partners in the Sheffield City Region.

As a university with a civic responsibility, we take a lead to ensure our contribution has the powerful impact required to make a positive difference. We understand the importance of working with organisations and partners across the region and beyond on the sustainability agenda and minimising our impact on the environment. We work closely with Sheffield City Council to explore funding opportunities and ways to improve facilities for both the local environment and the community as well as external contractors who play a key part in reducing and managing the University's impact on the environment, for example, ensuring that our buildings are constructed to environmental standards and impact of our operations are minimised.

Progress against 2019-21 Goals aligned to Principle 5

Goal 2

Facilitate and develop PRME-related Higher Skilled Employment



We will:

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

Introduction of the Hallam Model

The Hallam Model has been introduced across Sheffield Hallam University and Sheffield Business School. It provides a framework that helps us to clearly articulate how our vision, to be the world's leading applied university, translates into practical applied learning that helps us to transform the lives of our students.

The Hallam Model requires the academic curriculum to integrate the 4 key principles as detailed below:



1. *Learning engages with the world beyond the University.*

The University provides engagement opportunities for all students through work-based learning, placements, embedded digital capabilities and structured programmes which provide services to the community beyond the University. Every course engages students with local, national, and global contexts.



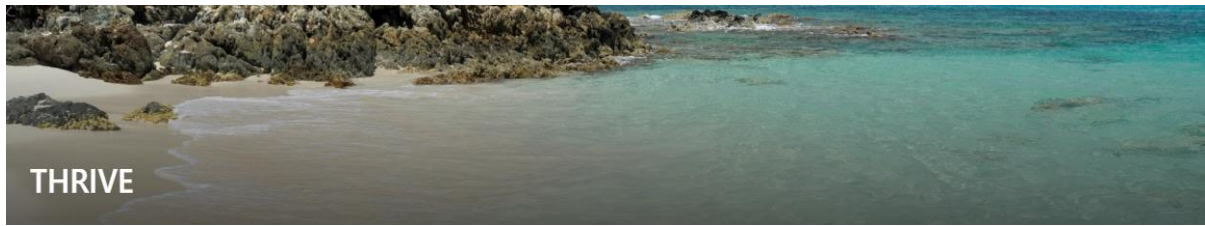
2. *Learning is intellectually stretching.*

The University embeds intellectual challenge by engaging students with real-world problems, at the cutting edge of research and practice both in the UK and globally. Every course provides opportunities to generate, deploy and challenge research-based knowledge in ways which address societal issues.



3. *Learning with, from and alongside others.*

The University embeds collaboration by ensuring that all courses provide opportunities for students to work in teams, to develop entrepreneurial capabilities, and to explore beyond disciplinary boundaries. Opportunities to collaborate with partners locally and globally will be embedded in every course.



4. *Learning enables students to thrive personally, culturally and professionally.*

The University ensures that all students are offered a curriculum which drives personal success through comprehensive induction and transition activities, well-planned courses which build progressively on earlier achievement, with a well-designed and appropriate assessment.

The principles are embedded across the University in all foundation, undergraduate and postgraduate taught courses, whether that's full-time, part-time, distance learning or apprenticeship study, as part of a structured process through: Course Approval; Course Improvement; Staff Development; External Advice through departmental external advisory boards; Course Documentation; and Underpinning Infrastructure.

Highly Skilled Employment

The University introduced the Highly Skilled Employment initiative in 2019/20 to improve opportunities for students to be work ready to improve their graduate outcomes through access to highly skilled employment and or further study. The project ensures that every student has work experience at every level of study including at least one credit bearing work placement and the opportunity to undertake an additional professional diploma during a full year placement. This initiative was awarded Runner Up in the 2020 Guardian Employability and Entrepreneurship Awards. As part of our civic agenda, we have scaled up the opportunities for projects with small business/enterprise focus through the Highly Skilled Employment (HSE) scheme. This seeks to offer 'work experience' for students at every level of study, for example:

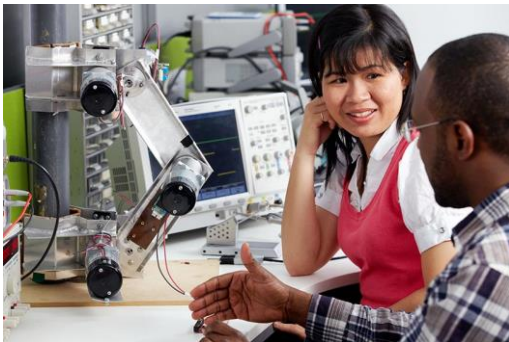
- Level Four - learning activities to support the student's first steps into real world application of their discipline-subject, which is often experienced through a Live Project supported by the University's Applied Projects team.
- Short Placement at Level Five - students experience real-world performance and professional practice. This placement can be with an employer or the opportunity to explore their own business ideas on an Enterprise Residency.
- Sandwich Placement (Applied Professional Diploma) – paid placement with an employer or Enterprise model.
- Level 6 – Consultancy projects

Community Advancement Through Work Experience

Applied projects is a unique work-related learning scheme at Sheffield Hallam University, which allows students to put their theory into practice through real life community advancement projects, which are accredited as part of their degree. This forms part of the Highly Skilled Employment initiative and contributes to Principle 3 of the Hallam Model – Collaborate.

Applied Projects are supported through a dedicated team, providing the largest university student consultancy scheme in the UK. More than 5,000 SHU students including 1,823 Sheffield Business School students provided consultancy through 118

projects in 2019/20. Venture Matrix is estimated to have provided £4,858,500 (based on projected consultancy fees 2013-2020) to the local economy. Between the 2018/19 and 2019/20 academic years student numbers rose by 32%, taking us to where the scheme operates today at peak engagement levels. Over 30% of the organisations who worked on Applied Projects in the 2019/20 academic year employed less than 11 members of staff and many of the businesses who work with the scheme are local to the South Yorkshire area. The scheme was awarded an exemplar in our 2018 accreditation by the Small Business Charter.



PRME principles inform applied consultancy projects but also, more broadly, inform our choices of partners and guest speakers. Examples of projects are shown in the table below:

Level	Module	ERS theme	Learning and Teaching Activity
5	Academic Research Skills	Ethics	Lecture and seminars on ethics in research
5	People and Organisations in Context	Responsibility	Employment practices
5	Enterprise and Small Business in Tourism	Responsibility	Social enterprise as a business model and its implications for society
5	Revenue Management	Ethics	Price fixing, price gouging and price discrimination; how to practice revenue management ethically and fairly from both the operators' and customers' viewpoint
5	Current Trends in International Culinary	Ethics	Ethical values in the production (farming, husbandry, agronomics), distribution (local -v-

	Arts and the Service Experience		national / global) and consumption of food - trends with time, students as agents of change
6	Tourism Consultancy Experience	Ethics, Responsibility	Consultancy project on raising awareness of modern slavery in the hospitality Industry
6	Tourism Consultancy Experience	Ethics, Responsibility	Consultancy project on the evaluation of an access tracker tool for the Hospitality and Tourism industry
6	Sustainable Tourism Planning	Sustainability	UN sustainable development goals, over tourism, climate change and tourism
6	Hospitality Management Consultancy	Sustainability	Consultancy project on food supply chain and sourcing products locally

Applied Consultancy Project Case Studies

Case Study One



Who did we work with?

Asda – British supermarket chain.

What was the module?

The Food Innovation Consultancy Challenge

The partnership has seen Food Marketing Management and Food and Nutrition students work with Asda's product

development and marketing professionals across a twelve-week project as part of one of their degree modules, The Food Innovation Consultancy Challenge.

What did we achieve for the client?

Each group were tasked with achieving a 20% sugar reduction for each of the respective biscuit products, whilst ensuring the taste and structure of the biscuits were not compromised. With over a quarter of adults in the UK classified as obese, reducing sugar whilst ensuring little change in the appearance and taste of products, is a key challenge within the industry. Alongside this, Food Marketing Management students used research to inform the design of new visual displays, which could be used to promote and drive sales of the healthier biscuit products to consumers.

Case Study Two

Who did we work with?

Bee Blest, a social enterprise based in Sheffield, helps lift people out of poverty through beekeeping. Volunteers from disadvantaged backgrounds work outdoors, learn beekeeping and make new friends. The sale of bee products generates resources that help those in the third world, by enabling them to start sustainable, bee-keeping enterprises.



What was the module?

Bee Blest have worked with SBS on multiple modules, over many years, including HR: The Profession; International Consultancy Project 1 & 2; and Professional Development for Nutritionists to name but a few.

What did the project involve?

These projects covered a variety of subject areas including:

- HR students were tasked with creating Volunteer policies that would form part of their Volunteer Induction Pack. Bee Blest is ran primarily using volunteers and as such they needed volunteer policies in place, in order to help manage volunteers effectively.
- Marketing students had to write a Social Media Strategy, which involved setting up new social media platforms on Facebook and Instagram, to help promote this new social enterprise. Students had to suggest content and suggest appropriate timings for posting new material, in order to help them reach the largest audience.
- International Business students wrote a Competitor Analysis about Bee Blest's Bee Keeping enterprise in Nepal. They researched into other bee keeping enterprises both on a local and national scale in Nepal to find out how they were running their business and identify areas for improvement, to give Bee Blest an edge over their competitors.

What did we achieve for the client?

Through working with Sheffield Hallam and the Applied Projects, Bee Blest has developed a strong partnership that is mutually beneficial to the students and the charity. As a small social enterprise time is of the essence and as a result, some work must be put on the back burner. Being involved in Applied Projects has propelled Bee Blest and help their social enterprise move forwards. Setting up social media platforms

has helped increase awareness of the organisation and the competitor analysis has helped confirm which areas of the business to focus on.

Case Study Three

Who did we work with?

Friends of the Peak District started in 1924 as a movement to safeguard the countryside. They played a pivotal role in making the Peak District Britain's first national park in 1951. In 1924, the Sheffield Association for the Protection of Local Scenery was formed. In 1927, Friends of the Peak District joined the Council for the Preservation of Rural England (CPRE) as the Peak District and Sheffield branch.



In 2002 they re-branded as Friends of the Peak District, and in 2006 were renamed CPRE South Yorkshire as part of strengthening their fight for the landscapes of Barnsley, Doncaster, Rotherham and Sheffield.

What was the module?

Advertising, Promotion and Creativity: Level 4.

What did the project involve?

Friends of the Peak District wanted to explore their dual branding which can cause confusion and has a negative impact on their public 'face'. Friends of the Peak District campaign against threats to ensure the countryside is protected, such as:

- Housing and transport – to campaign against inappropriate developments
- Take Back the Tracks – to stop motorised vehicles damaging green lanes
- Undergrounding – to move unsightly pylons and overhead cables underground
- Fracking and quarrying – to prevent unsustainable damage to the countryside
- Sustainable energy – to support appropriate sustainable energy developments
- Green belts – to protect the green belts from being developed and built on.

The charity is a branch of CPRE (Campaign to Protect Rural England) with an official charity name of: "Council for The Protection of Rural England - Sheffield, Peak District and South Yorkshire Branch" as well as being known as Friends of the Peak District; they have separate branding for each organisation name (sub-brand).

What did we achieve for the client?

Students provided an external, impartial, critical, and analytical analysis of the issues and provided recommendations for solutions to their branding identity to improve recognition and awareness of their objectives and increase support.

Case Study 4 The Business Consultancy Project Module

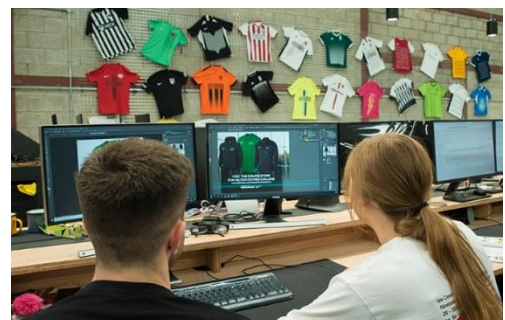


Business Consultancy Project 1 and 2 (40 credits, 2 Semesters) allows students to complete a live consultancy project as part of their final year projects. As the students have been taught PRME topics throughout their courses and have studied dedicated modules in relation to responsible and ethical business, several students select PRME topics as Consultancy projects.

What did the project involve?

These projects covered a variety of subject areas including:

- Wearing Your Ethics: To What Extent are the Beliefs of Sheffield Hallam University Students around Sustainable, Ethical Fashion Reflected in their Purchasing Behaviours?
- To what extent do UK supermarkets use sustainable business practice and how does this influence the buying habits of level 6 business students?
- What are the views and impacts of CSR on final year business students?
- What is the impact of CSR on level six students buying habits in the clothing industry?
- Why Do Level 6 Sheffield Hallam Business Studies Students Purchase Fairtrade Products?
- Rotherham United: Can financial sustainability deliver footballing success for the fans?
- What is the level six business students understanding of the ethical and sustainable commitments of L'Oréal?
- When purchasing from fast-fashion retailers, do level 6 business studies students consider the sustainability of the business?
- To what extent do Level 6 Sheffield Hallam Business Students consider Corporate Social Responsibility when purchasing products from an organisation?



Engaging students in Social Impact projects

Enactus
University



SHU has become an Enactus University, receiving over 70 registrations in the first year (2018/19) and an active committee of over 25 students from across the university in 2019/20. In its first year, the Enactus society won the Rookie category in the Enactus National Competitions 2019.

The Enactus Student Committee manages student led projects focussing on social impact. Enactus Projects can be curricular or extra-curricular and students must raise funds through activities to support the projects. In 2019/20 committee membership grew and the society aims to continue its growth and is also looking at how to align Enactus to the Enterprise Residency Scheme as part of the Highly Skilled Employment initiative.

Enactus UK organises annual competitions at the regional and national level and the SHU team qualified to the national round. The team holds regularly scheduled Advisory Board Meetings to involve our corporate advisers in providing specialised feedback to the project teams. The 4 current projects are:

 <p>WHEELER</p> <p>Wheeler provides food parcels to families in need living within the S1-S4 postal districts of Sheffield. Food is collected from ASDA and other supermarket chains for redistribution through local charities. In 21/22 food boxes will also be distributed to SHU students via the Hallam Pop-up Shop.</p>  <p>Another Chance is a social project that aims to tackle youth homelessness through the provision of workshops designed to improve employability, social and life skills.</p>	 <p>STEM4SCHOOLS</p> <p>Stem4Schools offers bespoke workshops to primary aged children, through digital interactive games which teach core fundamentals of computing such as sequencing, iteration and branching.</p>  <p>A Not-for-Profit project that sells animal designs via the Etsy shop, mounted on re-plantable and recycled seed paper. All profits are donated to animal charities.</p>
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2020/21 successes:

<p>SAP COMPETITION</p> <p>STEM4Schools won 1st place in the partner competition and received over £2200 in funds to support further project development and implementation.</p>	<p>MOST IMPROVED ENACTUS TEAM</p> <p>SHU Enactus received the award for the most improved UK Enactus team at the summer awards event.</p>	<p>SODEXO COMPETITION</p> <p>Wheeler secured £550 of funding from SODEXO to help kick start food deliveries in the Sheffield area, and set up a community fridge to support food distribution.</p>
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Principle 6 | Dialogue

“We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.”

The university has signed the United Nations Race to Zero campaign to achieve net zero carbon emissions by 2050. Universities have a crucial role to play in helping to tackle climate change and reduce carbon emissions and Sheffield Hallam is one of more than 1,000 universities and colleges from 68 countries to make this pledge. Our own ambitious target is to deliver net zero on direct emissions by 2030, and significantly reduce indirect emissions by 2038.

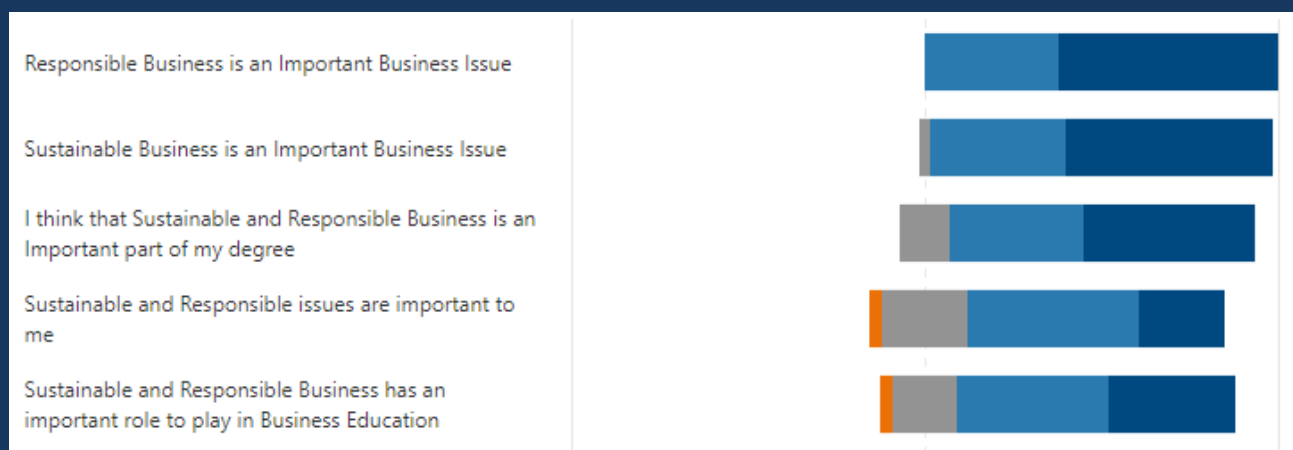
To encourage debate and sharing of ideas during COP26, the university also distributed a staff survey to ask staff to share their ideas and top priorities for climate action. The Big Read 2021 also arrived on campus, and this year's book is called 'How to Save Our Planet: The Facts' by Professor Mark Maslin. The book offers focus, common purpose and hopeful solutions to the climate crisis, and how we together can create a better future. From the history of our planet and species, to the potential of individuals, Maslin inspires optimism in these bleak times. SHU Library first adopted the Big Read concept in 2019 with hopes of bringing staff and students together by providing a point of common ground on which our students could build meaningful connections and friendships. Each year we pick a book that we think our Hallam community will enjoy reading and talking about.

The business school and wider university engage students, staff, and partners in ongoing dialogue on embedding PRME principles in the curriculum and our action for change as a university through advisory boards, partnership forums, surveys, guest lectures, research, and initiatives. Every two years we ask business school staff to share their understanding of PRME through a staff survey (the results of which are summarised below) and this year we shared our SIP report with our students to share our progress and gain their perspectives on what we are doing and what more they would like us to do.

PRME Student Survey 2021

Students Completing the *Implementing Strategy and Change (Sustainability)* module were given an early draft of this SIP Report and asked to share their feelings about the report, sustainability, responsibility, and ethics (n = 29).

Responsible Business is an Important Business Issue	100% Agree
Sustainable Business is an Important Business Issue	97% Agree
Sustainable & Responsible Business is an Important part of my degree	86% Agree
S&R Business has an important role to play in Business Education	80% Agree



Students were asked to answer: In a few words, what is your opinion of the 2021 SIP Report?

Unbelievable seriously

Its good, it's got goals clearly written and It's got more than just words on a page

Very well written and clear to understand with a lot of information

The report is extremely in-depth and beneficial for SHU. Sustainability should be at the forefront of any business or education establishment, especially when teaching students who are moving into the business world

Presented in a good format, interesting, well explained with examples

Through the six principles purpose, research, values, partnership, method, dialogue we can know that Sheffield Business School Social responsibility and sustainable development, and the plan formulated is in line with social surroundings development

Lots of detailed and interesting information. Great new course



Students were asked to answer: Is the University doing more or less than you expected in terms of Corporate Social Responsibility?

I've noticed a much bigger change this year in terms of modules being more focused on CSR.

The University is doing a great job in pushing the message that CSR is integral to the business world, and I think this will set us up very well for our future careers. I believe that we are on the right road now.

I believe they are doing more than I expected I did not expect to see such an in-depth report

I feel as though SHU is doing what every university should be doing in terms of their CSR.

I think it's the right amount although there can never be too much. The University is doing considerably more than I previously thought.

Sheffield Hallam are complying with eco-regulations, and they are going beyond these regulations to make the university are more environmentally safe place to study/work.

The University is doing fair enough in terms of Corporate Social Responsibility.

[doing] more, have not expected CSR from University except teaching and researching.

Students were asked to answer What would you say is the biggest sustainability challenge for business in the future?

Business operations that are sustainable for the environment and for all future generations.

Well, this is a big question. I would like to say that people are facing huge climate changing right now, so maybe more and more issue that we may face in the future. (Like covid). So be prepared for so many different situations and be flexible is crucial.

Meeting sustainability goals

Decarbonization

CO2 and plastic in the ocean

Protecting the environment is still a big challenge, but the development of technology will also affect enterprises.

Climate change and depletion of natural resource.

The understanding of sustainability.

How to develop more profits within the sustainable development strategy





PRME Staff Survey 2021

In June 2021, 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 34 responses, of which 32 were usable (up from 28 in 2019).

The awareness of PRME remains high across the Business School, in 2021 89% of staff were aware of PRME (96% in 2019 and 82% in 2017). 95% of staff were took supportive or leading action in relation to developing students as generators of sustainable value for business and society.

In particular, the embedding of PRME content has significantly improved since last the last reporting period. The inclusion of PRME within modules and courses has become the norm, with module descriptor information requiring a statement explaining 'how PRME is embedded in this module.' 89% of respondents supported or led in relation to embedding the concept of responsible business into course/module curricula. 87% supported or led the creation of educational experiences that develop responsible leadership and 43% were undertaking research on responsible management.

To assess 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 16% reported no changes (down from 18% in 2019).

In updating the format of the questionnaire, we were better able to understand 'how' academic staff were able to integrate PRME into their courses and modules.

60% through 'case studies'; 16% through consultancy;
43% through specifically updating the curricula; 22% through public events
16% through exam questions; 30% through research

Findings from the PRME Staff Survey 2021

The qualitative comments indicate that respondents had a good understanding of PRME and represent a significant increase on the four qualitative comments received in 2019.



Illustrative examples of this include:

Embedding the principles of responsible management into the course principles and module content to develop future responsible leaders

I research in the area of Responsible Leadership so have a good working knowledge of PRME

*PRME is collaborative endeavour by business and management educators to embed ethics and the SDGs into our teaching, research, and engagement with external partners.
Principles of Responsible Management Education - part of the UN sustainability goals.*

Asking academics to design their teaching so that includes an ethical and sustainability focus so that we create future leaders able to make responsible management decisions.

There are six PRME principles that cover teaching, research activity, and engagement with the community to ensure that sustainable development and business ethics are applied in all educational activity. The goal is to ensure that business education is guided by robust theories of responsible business and critical debate about its impact.

Ethics, sustainability, and social responsibility are increasing important areas of both organisational life and individual development, and it is ever-more important that students can demonstrate these qualities throughout their career and your practice.

Throughout my modules they have to be mindful of the ethical considerations of working on behalf of both themselves and someone else and of the corporate governance and corporate social responsibility implications. This is also something they are expected to reflect upon in individual assessments especially in modules where there is external applied elements.



The PRME is linked to the UN sustainability goals and helps us address how we ensure incorporation of the six principles into our programs.

Encapsulates the principles and practice of responsible management education - for me it's about making sure that we produce ethical and responsible professionals and leaders

Ethics, corporate and social responsibility, and sustainability Responsible Management Education

An organisation trying to ensure there are more capable and responsible leaders in the world

The integration of responsible management into our curriculum

An agenda that focuses on how learning of responsible, sustainable, and ethical practice can be embedded in business / management education with a focus on people, planet, and profit

Supporting our students to be ethical in their university and professional practice principles we adopt to ensure our students are financially and ethically knowledgeable It is about Business Schools around the world championing the principles of responsible management and sharing research and leadership ideals and practice.

A UN initiative to ensure six principles are used in HE teaching: purpose, values, method, research, partnership, and dialogue.

To work with business schools to educate future leaders in sustainable and ethical business practices to ensure a better world for all.

UN criteria for responsible business management

It is about how we incorporate responsible business practice within our teaching

Embedding responsible and ethical business practices as the norm within strategy and operations of organisations. As a university we have our own responsibility to facilitate awareness and thinking around responsible leadership in our students /graduates.

There is a dedicated section in all MGs which states how PRME is embedded into the modules.

Implicit in 'Employability' Module Design & Provision

Yes, the description above explains how it is done although this is not emphatic across all modules just yet.

Incorporation of ethical and responsible management into all learning opportunities. Taking an holistic approach to curriculum design and deliver to ensure students consider sustainable and responsible management through their education and also academics through their research

*Yes. Through learning outcomes, exercises to support learning and assessment
Various*

Yes. Within the BB Module Information/Guide folder related to fit the requirements of each of my module. No s one-size fits all

yes - the thread runs throughout courses i am involved in developing

Course has a module, "Strategy, Ethics, Privacy and Social Responsibility" and we assess other aspects in different modules.

Sustainability features in a number of modules I work with and a number of dissertation / projects supervised are focussed upon sustainability and responsible business

Explicit in two modules at level 5 and 6 and in part in other undergraduate modules. I also embed content in postgraduate / MBA teaching

Yes, Students work for business clients and a have to assure that the recommendations they make follow PRME

Embedding relevant content and connections with industry practitioners in modules to showcase PRME principles in industry particularly in relation to CSR in organisations



My modules (on the whole) explore the human/social aspects of marketing that by default encourages ethical considerations within contemporary practice. My modules delivery covers sustainability, social responsibility, and the ethical ramifications of industry practice and approach, bringing discussion back into the seminar classes for students to reflect upon.

Yes, Looks at substantive CSR and consumer ethics. For example, understanding the ethics of brands.

Yes, via Course Improvement Plan

Yes, by integrating the fundamentals of PRME and the SDG's into everyday teaching

In attempting to answer this question I feel there are ways that I can tighten this up for next year but, in essence, the intention is that the module learning outcomes and assessments are designed to help students to think critically about the ideologies inherent in semiotic systems and how these are used in marketing campaigns for persuasive purposes.



Yes, the guidance given to students and in the content of seminars/lectures

Contemporary Organisations - case study of unethical behaviour & discussion in class, applying Carroll's Pyramid in the assessed report. CCIe - topics include Climate Change & CSR.

Ethical challenges to organisation and about to develop module on "Responsible leadership and ethics".

Regular review at module and course levels. Departmental guidance followed also Some reflection e.g., research ethics, British values etc. Options to extend and develop this content going forward are under discussion.

We embed and link the PRME agenda into all our module and course materials. We have completely redesigned our Level 6 strategy module to deeply embed PRME (and make the module more relevant and interesting

Reflections on Progress



The assessment against the 4 goals identified in 2019 shows that SBS has made good progress, however there is some work still to be done on Goal 2 - Facilitate and develop PRME-related Higher Skilled-Employment (HSE).

Implementation of SHU's HSE initiative was interrupted by the Covid-19 pandemic which saw SHU transition to online teaching and learning from 23rd March in response to Government advice on Coronavirus and the UK lockdown. This necessitated a rapid transition to online delivery and assessment virtually overnight. Our priority during this time has been to ensure that learning, teaching, assessments, and results had not been adversely affected and therefore some new measures on Assessment and Exams were put in place. Creating PRME-related and real-world opportunities remains at the heart of who we are even in this challenging environment which has had an impact on yearlong placement opportunities and the embedding of PRME projects. We are however determined to offer meaningful opportunities to engage with external partners through our Highly Skilled Employment agenda and we are working on developing a range of short-term projects which will add value to our local businesses and which students can undertake safely remotely as well as new face to face opportunities. However, [Our Covid-19 response | Sheffield Hallam University \(shu.ac.uk\)](#) demonstrates our commitment to sustainability and responsible leadership in practice.

Progress has continued 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 and new courses, such as the BA (Hons) in Business & Management and the PgDip for Senior Managers developed in alignment with the principles of PRME, shows concrete progress since the last SIP report.

NEXT STEPS

Based on evaluation and reflection of progress, the report identifies 4 ambitious goals for 2020-2023:



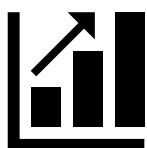
— Goal 1

Deliver business school contribution to the renewed university climate action and sustainability strategy as defined in the business school strategic plan

— Goal 2

Embed SDGs in all strands of business school activity aligned to areas of impact and SBS's business plan priorities, as detailed in the table below:

Sustainable Development Goal	SBS Priorities
3: Good Health and Wellbeing	CHEFS research Cluster Food and Nutrition subject group Advanced Wellbeing Research Centre
4: Quality Education	Hallam Model Highly Skilled Employment Strategy
5: Gender Equality	Athena Swan
8: Decent work and Economic Growth	Aligned to signature areas of research; Research Centres (CRESR and Industry and Innovation); Regional regeneration
10: Reduced Inequalities	Aligned to University Equality Objectives; Hallam Values; EDI priorities and attainment gap
11: Sustainable Cities and Communities	Aligned to Small Business Charter; Civic University; City and University of Sanctuary
13: Climate Action	Aligned to University and College/ Business School priorities; Renewed University policy; Campus masterplan



— Goal 3

Research bids/ KTPs to focus on supporting post-pandemic economic recovery/ future sustainable production and consumption/ business growth (aligned to SDG Goal 8 & 11)

— Goal 4

Develop strong strategic employer partnerships regionally and nationally to support economic recovery, graduate employability, and social value through our role as a Civic University.



CONTACT US

Do you have any feedback or questions for us?

Would you like to collaborate on a PRME-related project?

Would you like to know more about our work on sustainability and responsible management?

Please email us at prme@shu.ac.uk or contact Sheffield Business School's PRME Team



Marc.Duffy@shu.ac.uk



Sarah.Harper@shu.ac.uk



PRME SIP Report 2019-2021

HARPER, Sarah and DUFFY, Marc

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