PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION (PRME)

Sharing Information on Progress Report

2018-2020

University of Liverpool Management School:
Making a difference from an enterprising and vibrant world city of culture
The University of Liverpool was founded in 1881 as University College Liverpool and received its Royal Charter as a University in 1903, one of the first civic universities in the UK. The University of Liverpool is a member of the prestigious Russell Group of leading UK research intensive institutions. The discipline of business and management has been taught at The University of Liverpool since the early 1900’s. The University of Liverpool Management School (ULMS) was formed in 2002 following £12m investment from the University and prominent alumni. This investment brought together a number of well-established departments to form an integrated Management School. ULMS offers numerous general management and specialist degrees at undergraduate, postgraduate and doctoral level.
LETTER OF RENEWED COMMITMENT TO PRME

ULMS renews its commitment to the Principles of Responsible Management Education (PRME) in the School’s third Sharing Information on Progress (SIP) Report. Since joining PRME in 2014 ULMS has made significant efforts to embed the PRME Principles in the development of all activities from teaching, research and scholarship to outreach and dialogue with the local Liverpool City Region. In reviewing the objectives set out in ULMS’ previous SIP report (June 2018), the objectives set have been met. Some highlights of ULMS’ activities over the past two years include:

- ULMS ongoing review of its values and behaviours;
- Faculty research that is impactful and ‘making a difference’ on a regional, national and international level;
- Student-led events in the area of responsibility and sustainability; and
- The University of Liverpool ongoing SDG mapping project.

ULMS is proud to renew its commitment to the Principles of Responsible Management Education, over the years they have become increasingly central to ULMS School mission of ‘learning to make a difference’.

Professor Julia Balogun
Dean, The University of Liverpool Management School
ULMS joined PRME in 2014. Since then, the School has made significant efforts to embed the six Principles within the development of all its activities from teaching, research and scholarship to outreach and dialogue with the local Liverpool City Region. The figure below provides an overview of related activities (full description of activities in relation to the six Principles is provided later in the report).

In June 2018, ULMS submitted its second SIP report which highlighted the ways in which the School continued to embed the PRME principles in all aspects of its operations over the previous two years. The report included examples of achievements in relation to implementing the six principles. A series of six key objectives for the period 2018-2020 were identified. A summary of how ULMS has met these objectives is detailed below.

1. **Continue to engage in the UK and International PRME Chapters so as to learn from the experiences of others.**

Professor Liz Parsons presented at the UK and Ireland Regional Chapter Conference in June 2018.

ULMS has appointed a new PRME Academic Champion, Dr Laura Menzies, who will continue to engage in the UK and International PRME Chapters so as to learn from the experiences of others.

2. **Continue to encourage and support students to engage with Enactus and Volunteering Liverpool.**

ULMS continues to encourage students to engage with Enactus Liverpool and Volunteering Liverpool. ULMS is proud to be a key part of the Enactus Liverpool Leadership Team with students working under the guidance and support of the University Enactus Advisor, Chris Barlow (member of ULMS academic faculty). ULMS undergraduate student, Bethany Heron, is currently Enactus Liverpool President.
working with other students from across the School in leading key projects. The Enactus Liverpool team continue to undertake projects at a local, national and international level (see later for details).

3. **Continue to support cultural integration and awareness amongst students through the promotion and development of the ULMS Cultural Award.**

ULMS continues to support cultural integration and awareness amongst students through the ‘ULMS Cultural Award’ which was launched in 2017. The ULMS Cultural Award provides a unique opportunity for students to engage in cultural experiences and activities which will help them to develop new skills and networks. In order to receive the award, students must complete three activities over the course of their degree programme:

- Organise a cultural event for a multicultural audience of five to ten Management School students;
- Train as a Peer Mentor and mentor a group of students for an academic year; and
- Attend Cultural Awareness Workshops as organised by the School.

Completion of the award raises cultural awareness and involvement in activities that demonstrate a commitment to developing students understanding of the international environment. The ULMS Cultural Award will be reviewed during 2020 to ensure its ongoing success. Some 30 students attended Cultural Awareness Workshops in 2017/18. Over 70 students registered for Cultural Awareness Workshops in 2018/19.

4. **To raise the profile of employability opportunities in areas such as the third sector amongst our students.**

ULMS has worked to raise the profile of employability opportunities in areas such as the third sector amongst students through consultancy challenges, guest speaker programmes and work-based projects. For example:

- Consultancy Challenges: 2030Hub (Social Economy and BCorpsB organisation) participated in the We Can Work it Out Masters Consultancy Challenge 2020;
- Guest Speakers: The Prince’s Trust presented an ULMS Extra session about volunteering opportunities (October 2019) and Centrepoint gave a guest lecture to the MSc HRM cohort (February 2020); and

5. **The achievement of the Bronze Athena Swan award.**

ULMS is committed to achieving the Bronze Athena Swan Award and staff have been working hard to achieve this goal. ULMS has an Athena Swan Self-Assessment Team that has developed an Action Plan to deliver key initiatives. Significant progress, reported through ULMS application for the Bronze Athena Swan Award, includes:

- An increase in the proportion of female academic staff from 34% in July 2015 to 40% by December 2019, and an increase in female Professors over the same period, from 15% to 31%;
- An increase in the number of visible female role models in senior posts within the School. By December 2019 six women were promoted to Chair, five of these on Teaching and Scholarship contracts, a clear signal of progress within a female-dominated career route which has not
historically been rewarded with promotion through to Chair. The Dean has personally mentored all of the women promoted to Professor since her arrival;

- A review of the existing workload allocation model which re-distributed allowances for different aspects of academic roles, with a view to improving work-life balance; and
- A restructure of subject groups to create six smaller subject groups, creating closer and more personalised leadership as a further effort to improve work-life balance.

The principles and proposals within ULMS Athena Swan Action Plan place it at the heart of the School’s strategic plans. For example, investment will be provided to support staff on Teaching and Scholarship pathways to achieve recognised teaching qualifications and engage with scholarship conferences that will support career progression and development. The School’s Senior Management Team (which includes 60% women) will work to develop recruitment, Personal Development Review (PDR) and mentoring processes with a view to creating greater gender balance and improving the experience of both women and men in the School. An Athena Swan budget has been provided to support initiatives such as the proposed seminar series, networking events and intranet website as well as further data collection and monitoring.

6. **Raise the profile of research that has a particular social, environmental and economic value amongst our student body.**

ULMS has raised the profile of research that has a social, environmental and economic value amongst the student body. ULMS has worked hard to disseminate research that has an impact. Impact case studies are widely disseminated via:

- ULMS website: The School website features all ULMS research impact cases, allowing easy access to research in a clear and readable format [https://www.liverpool.ac.uk/management/research/impact/](https://www.liverpool.ac.uk/management/research/impact/);
- Displays throughout ULMS: Impact cases are featured through snapshots on screens in social spaces and posters in teaching and meeting rooms;
- Staff meetings: Impact cases are also shared and discussed at all staff meetings which raises the profile of this research and allows academic staff to disseminate during lectures; and
- Teaching: Academic staff continue to engage in research-connected teaching which ensures that key research which has an impact is presented to students during lectures.
**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.**

**The ULMS Graduate: Developing the Capabilities of ULMS Students**

ULMS delivers undergraduate degree programmes, postgraduate general and specialised programmes, MBA programmes and doctoral degrees. All programmes aim to equip students with the skills and capabilities of ‘The ULMS Graduate’ (see below). ULMS aims to produce graduates who have not only excelled academically, but who have the skills and competencies sought by employers in the modern business world. These skills are developed through a combination of extra-curricular and co-curricular activities as well as within the curriculum. The skills and attributes that make up The ULMS Graduate were reviewed during 2018/19 academic year, with input from the School’s Advisory Board.

The concept of The ULMS Graduate provides the starting point for all programmes, undergraduate and postgraduate, embedding both ‘employability’ and ‘recruitability’ skills into School programmes alongside academic knowledge and skills. In reviewing these skills and attributes, ULMS developed a task and finish project as follows:

Stage 1: A simple project task and finish brief was developed in February 2019. This included the scope of the project, the key deliverables and the associated delivery deadlines.

Stage 2: A benchmarking review was undertaken of peer Schools and their approach to graduate skills/attributes.

Stage 3: A review of academic and other literature was undertaken including Government and Regional Government literature on current and anticipated graduate skills.

Stage 4: A draft version of The ULMS Graduate skills and attributes was presented to a group of employers and feedback was gathered.

Stage 5: Feedback was gathered from a sample of students to obtain their views on the definitions that had been drafted describing the skills and attributes. This stage also allowed the project team to gather feedback on how best the matrix could be communicated to students.

Stage 6: A formal discussion of the proposed ULMS Graduate skills and attributes was undertaken with ULMS Advisory Board. Feedback was gathered on how the matrix may be promoted more widely.

Stage 7: UG and PG Associate Deans signed up to the new matrix and agreed to implement across all programmes.

The project was completed in July 2019. Following the completion of the review of The ULMS Graduate skills and attributes the project team disseminated it as follows:

- Copies were provided to Careers and Employability Service for inclusion in employability and skills development sessions.
- All UG and PG module handbooks incorporated the new matrix.
The ULMS Graduate skills and attributes matrix was launched to academic staff at Academic Advisor briefing sessions.

The ULMS Graduate skills and attributes matrix was launched to students at Academic Advisor student facing sessions.

An updated version of The ULMS Graduate can be found below:

**ENACTUS Liverpool**

ULMS students are encouraged to participate in Enactus, a society which works in partnership with businesses to nurture the next generation of entrepreneurs and business leaders. The School plays a central role within the society, providing essential funding (£3,500 in 2018/19) to ensure that key projects can be undertaken. There are currently 61 students engaged in Enactus Liverpool. Enactus students around the world develop their own community projects, using what they have learnt at university to solve real-world problems. The projects all follow the Enactus criteria: empowering those in need through applying business and economic concepts to improve their quality of life and standard of living. Enactus Liverpool has been engaged with a number of projects focused locally, nationally and internationally, including:

- **CTRL**: A project teaching IT and coding to women (supported by Unilever and ERAC);
- **PITCH**: A project teaching enterprise skills to children in schools (working with Everton FC);
- **PLASTICS**: A project reducing the amount of single use plastics and recycling into craft products; and
- **GAIA**: A project teaching refugee women English and helping them make and sell fruit tea bags.
Volunteering Liverpool

The Liverpool Guild of Students offers students a number of volunteering opportunities. In addition, Volunteering Liverpool has an online portal run through a partnership of education institutions in Liverpool, working together to offer volunteering opportunities with a range of charities across Merseyside. The School actively works with the Guild to raise awareness and encourage students to participate in Volunteering Liverpool, for example by inviting the Guild to speak to students about the benefits of volunteering opportunities at ULMS Extra sessions. The Guild of Students also runs two main volunteering projects that they encourage ULMS students to take part in:

- **Schools:** ‘Societies in Schools’ provides skills and experience workshops in schools across Merseyside; ‘Science in Schools’ encourages a future generation of scientists; ‘Green Schools’ helps young people understand the importance of sustainability.
- **Leave Liverpool Tidy:** This is a city-wide project that aims to re-use, recycle and reduce items going to landfill. Unwanted items are collected and then re-distributed to those in need within the local community. When Liverpool students move out of their accommodation over the summer and clear out items they no longer want, most of these items can be re-used or recycled. Leave Liverpool Tidy steps in to collect, sort and re-distribute them; last year over 10 tonnes of items were redistributed.

**Principle 2 | Values:** *We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*

**Social Responsibility in ULMS Academic Activities and Curricula**

Implicit in ULMS vision is a commitment to making a positive contribution to business and society, with a commitment to develop socially responsible graduates. The concept of ‘ethical awareness’ runs through all programmes (see above section describing ‘The ULMS Graduate’). In addition, ethical awareness continues to be one of our learning goals, it is mapped to modules and then assessed and monitored as a learning outcome on all programmes.
ULMS vision is clearly delivered through ULMS learning and teaching activities. The focus on making a difference means that the School naturally incorporate the values of global social responsibility into the curriculum.

ULMS continues to promote PRME within modules delivered at undergraduate and postgraduate level. There are many examples of how ULMS faculty engage with the PRME principles through teaching. There are three key strands of ethical and responsible management education at ULMS. These strands include:

- Ethics based modules;
- Responsible governance, management and leadership modules; and
- Impact of business decisions on (often global) society modules.

ULMS has a number of *ethics based modules* whose overt remit is to teach ethics and corporate social responsibility. For example:

- BLIM551: Bank Regulation and Ethics;
- ECON824: Financial Markets, Financial Regulation and Ethics;
- ULMS251: Corporate Social Responsibility;
- ULMS226: Diversity Management;
- ULMS551: Business Ethics;
- ULMS794: Diversity Management; and
- ULMS878: Business Ethics.

ULMS has a number of modules delivering content focused on *responsible governance, management and leadership*. For example:

- ACFI212: Tax Compliance;
- ACFI320: Corporate Governance;
- ECON307: Issues in Development Finance;
- ECON309: Financial Crises and Defaults;
- MKIB261: International Development;
- MKIB301: Social Enterprise;
- ULMS230: Fundraising Management;
- ULMS251: Corporate Social Responsibility;
- ULMS252: Entrepreneurship;
- ULMS543: Globalisation, Global Governance and the Global Economy;
- ULMS821: Developing as a Manager and a Leader; and

ULMS has a number of modules that explore the *impact of business decisions on (often global) society*. For example:
As part of its commitment to ethics, responsibility and sustainability, and to ensure that students at all levels are exposed to current research in this area, ULMS regularly undertakes reviews of its core modules to identify coverage. These reviews have ensured that students are engaged with related issues across their programmes of study. For example:

- MKIB372 Corporate Communications introduces undergraduates to the UN Global Compact;
- MKIB301 Social Enterprise undergraduate students work with social enterprises to seek ways in which businesses can be enhanced;
- ULMS230 Fundraising Management students are introduced to a range of local charities to enhance awareness of the ethical challenges involved in running them as well as the economic reasons they exist and legalities of fundraising; and
- ULMS252 Entrepreneurship makes explicit reference to developing students who are socially responsible and to consider the ethical values of their business.

**Principle 3 | Method:** *We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.*

ULMS is committed to placing ethics and integrity at the heart of its decision-making, and respecting the rights, differences and dignity of others. The School’s approach to ethics, responsibility and sustainability is consistent with the University’s policies and its commitments to communicate practices and aspirations that define how the University operates in all areas, including decision-making, working in partnership with students and collaborators, research, local and global impact, and staff provision. In preparation for ULMS initial EQUIS accreditation review in 2019, a mapping of School and University policies for ethics, responsibility and sustainability was undertaken. The figure below maps the various ethics, responsibility and sustainability policies at ULMS and how they link with those of the wider University.
Widening Participation

The University has a long-standing track record in attracting and retaining students from under-represented groups. Widening Participation (WP) is part of the University’s heritage. The University is a sector leader in WP with the highest proportion of full-time undergraduate students from low participation neighbourhoods (LPN) in the Russell Group. WP and maximising the opportunities for under-represented groups in HE are long-term strategic aims of the University, supported by ULMS. This approach reflects the University’s founding mission, also shared by ULMS: ‘For the advancement of learning and ennoblement of life’. The School is committed to providing fair access for anyone who can benefit from HE. Some 28% of ULMS undergraduate students are in receipt of a Liverpool WP Bursary. ULMS academic staff deliver Summer School Sessions and WP Workshops to school age children in the Liverpool City Region to raise aspirations and attract further WP students to the University.

ULMS Extracurricular and Co-curricular Activities: Supporting Diversity and Cultural Awareness

At undergraduate level, ULMS Extra programme continues to provide co-curricular activities such as business games, guest speakers, presentations by graduate recruiters, mock interview and assessment sessions, and application master-classes. The programme also includes a number of cultural workshops that aim to improve students’ employability by developing their communication skills and awareness of varying cultural behaviours. In 2017/18, ULMS Extra was developed further with the launch of The ULMS Cultural Award (see above for full details).

At postgraduate level, through the ULMS Extracurricular Engagement, Careers, and Skills (ExECS) Award, students develop skills in the areas of careers and employability, personal development, network practice, and take part in social and cultural activities. These are areas that ULMS believes will provide students with the skill-set and knowledge needed to enhance the student experience and become globally responsible citizens. The award has three categories – Skills Development, Innovation/Employability and Engagement. Students are required to undertake a minimum of five activities including at least one activity from each category during the period of their postgraduate programme. There were over 100 students registered to undertake the ExECS Award in 2019/20.
The University of Liverpool Strategy 2026: Values and Ethics

The University of Liverpool Strategy 2026 includes three supporting strategies in research and impact, education and professional services. These supporting strategies are all built on the universities’ values and ethics.

The University of Liverpool Values and Ethics state:

- We will put ethics and integrity at the heart of our decision-making;
- We will work in partnership with our students to ensure their interests and aspirations inform our activities;
- We will deploy our resources creatively and with care, to maximise our positive impact locally, nationally and internationally;
- We will develop a staff framework that sets out clearly the employment offer and expectations for all our employees; and
- We will work in partnership with our collaborators to ensure their interests and aspirations inform our activities.

ULMS Values and Behaviours Review

ULMS academic faculty and professional services staff participated in a values and behaviours consultation exercise in January 2020; over 110 staff attended the away day and contributed to the event. The intention of the day was to bring staff together to discuss the values and behaviours that are important. The day was facilitated by an external academic, Dr Amanda Bennett. There were a number of round table discussions focused on:

- Developing values and behaviours that support the vision statement: “We provide an outstanding, inclusive student experience which enhances employability and inspires our students to become socially responsible citizens”;
- Developing values and behaviours that support the vision statement: “We enable faculty to develop innovative research which has global impact and enriches our programmes”;

ExECS 2018/19 Award ceremony.
• Developing values and behaviours that support the vision statement: “We use our cutting-edge research and expertise in the practice of management to support business and society”; and
• Free discussion developing values and behaviours that we should have as an ULMS community, but do not come out through the vision statements under exploration.

The output of the day will be an update to ULMS values and behaviours.

**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.*

**ULMS Research Ethics Structure and Process**

The University of Liverpool requires that all research projects undertaken under its auspices observe a commitment to good research conduct. The Research Integrity Policy applies to anyone involved in research under the auspices of the Institution. Research is interpreted broadly to include all investigation undertaken in order to acquire knowledge and understanding, whether funded or unfunded. The University expects its researchers to abide by the following guiding principles during all stages of a research project:

• Honesty in all aspects of research;
• Compliance with laws, policies, and regulation;
• Accountability in the conduct of research;
• Transparency and open communication;
• Professional courtesy and fairness in working with others;
• Independence and impartiality;
• Good stewardship of research on behalf of others;
• Respect for the duty of care to humans, animals, the environment, or the objects that they study; and
• Care and rigour in the design and planning of the research project.

The Research Governance Committee and its sub-committees are responsible for ensuring that research is conducted in accordance with these principles of good research conduct. The Committee on Research Ethics (CORE) is responsible for implementing this policy on behalf of Council. The University is a signatory of the Concordat on Research Integrity published by Universities UK35. In ULMS, ethics in research is assured in accordance with these policies through the Research Ethics Committee.

The ULMS Director of Research Ethics works closely with ULMS Associate Dean for Research to ensure that high ethical standards in the conduct of research and adherence to University policy, practices and procedure for obtaining ethical approval to conduct research take place. The Director of Research Ethics also works closely with the Research Team Leader to oversee the efficient operation of procedures for obtaining ethical approval by PhD and DBA students.

The ULMS ethical review process involves the scrutiny of any ethical considerations that may arise during research by ULMS Research Ethics Committee. All research projects need to be cleared to proceed by the Committee before data collection can take place. The University Research Ethics Committee structure provides the framework through which ethical review of research studies is facilitated. The Director of Research Ethics is responsible for communicating University policy and
ensuring that research ethics and integrity are upheld.

The University role-related ethics training is delivered via an online Epigeum training programme. All faculty involved in research activity have to complete this programme to be able to submit an ethics application to the Committee. The School has implemented bespoke research ethics training workshops led by the Director of Research Ethics to complement Epigeum and help staff navigate the system effectively. The workshops are open to all faculty and research students. The aim is to offer coaching in the basic principles and processes for obtaining ethical approval for research plus a role play exercise where participants assess a ‘real’ application (name of applicant redacted) and then compare their comments and questions with the original reviewers. The workshops were first offered as an annual event but were so well attended that focused sessions are now delivered in addition to the general workshop.

ULMS have secured collective ethical approval for students on MSc Occupational and Organisational Psychology and MSc Human Resource Management programmes to extend their portfolio of research activity and ethical understanding.

**ULMS Research: Impact Case Studies**

ULMS has a number of research projects which reflect the PRME aims of responsible management, ethics and sustainability.

In our last SIP report four key research projects were outlined (Professor Caroline Gatrell’s work on parenthood, work-life balance and employment; Professor Ian McHale’s work addressing corruption in sport; Dr Jannine Poletti-Hughes’ work on gender diversity on Latin America Boards of Directors; and Dr Supriya Garikipati’s research on public policy, gender and poverty in India). Each of these projects continue to have significant impact on the communities and stakeholders involved. The following case studies are further examples of some of the research projects that have been initiated or extended since ULMS’ last report.

**Case study: Dr Laura Radcliffe. Tackling gender inequality via family friendly policy and practice.**

Research conducted by Dr Radcliffe has focused on the daily impact of the availability and use of organisational family-friendly policies, such as flexible working. She found that men working more flexibly can be key to work-family conflicts being more easily resolved, reducing stress, promoting gender equality, and aiding work-family balance within couples. Using qualitative diary method, for example, this research provided a fine-grained understanding of how daily practices unfold over time, as well as an understanding of the dynamic nature of work-family experiences.

Dr Radcliffe has worked closely with a business-led membership organisation made up of more than 120 ‘progressive’ businesses of all sizes from 64 countries on a project focusing on leading for gender equality and the key barriers preventing men from caring more and the enablers which may support them. This culminated in a project report written with clear guidance and recommendations for government and organisations, with regards to increasing male engagement in non-work care, and their uptake of family-friendly policies, which will be shared with the business community via the wide-reaching network of members.
Case study: Dr Jo Meehan and Dr Bruce Pinnington. Modern Slavery Research.

Research led by Dr Jo Meehan and Dr Bruce Pinnington centres on tackling modern slavery and promoting social value creation through changing how organisations manage their supply chains. Two full-time ESRC-funded PhD students, Jackie Davies and Oliver Kennedy, and one part time PhD student, Nathan Davies have recently joined the research team.

The research is in collaboration with three UK government departments; the Crown Commercial Service, the Cabinet Office and the Home Office. The Ethical Trade Initiative are also part of the research partnership. The research aims to provide empirical evidence to improve government policy and the work has already been cited in the UK Government’s own Transparency in Supply Chain statement under the Modern Slavery Act.

For both social value and modern slavery, supply chain practices of cost minimisation, procurement aggregation, and outsourcing low value or high-risk activities, are common taken-for-granted practices, yet have been found to increase risks of market exclusion and exploitation of people. The team are planning a programme of research that seeks to take a more fundamental analysis of the conditions that cause unethical practices within supply chains, and working with a range of organisations to develop transformative procurement practices.

Discussion on transparency in supply chains with academic visitors from Ireland and Sweden.

Case study: Dr Supriya Garikipati. Promoting ‘informed choice’ in India’s Menstrual Hygiene Management (MHM) policy.

Dr Garikipati is pursuing a multipronged advocacy strategy in an effort to bring about changes in India’s MHM policy for better focus on informed choice and sustainability. So far, her work with an international MHM advocacy consortium has led the Government of India to initiate a consultation on setting industry standards for reusable pads. A stakeholder group meeting was carried out in September 2018 and a report submitted to the government with recommendations for standards for reusable products and these standards came
into effect by late 2019. Her efforts have also led to changes in MHM practices at two national organisations. Kasturba Gandhi National Memorial Trust (KGNMT) and Safa have committed to including awareness on alternatives to pads in their educational projects for young girls and vulnerable women. This has also led to demonstrable behaviour change among the cohort of women they work with and it is estimated to have impacted over 25,000 women so far.

Dr Garikipati continues to systematically influence MHM issues in specific states and will also continue to lobby the central government. Dr Garikipati is also developing a policy brief with WaterAid on informed choice.

**Case study: Professor Pablo Munoz. Entrepreneurship in Chile.**

While the literature on entrepreneurial ecosystems has grown significantly in the past decade, current theoretical frameworks are insufficient to observe, explain and inform policies at the communal level in rural regions. Professor Munoz and colleagues identify distinct conditions through which entrepreneurship flourishes in rural contexts. They propose an integrated framework called REFLECT: Rural Entrepreneurship Framework for Localised Economic and Communal Thriving. REFLECT allows for observing and analysing the structure and dynamics within such places and sets the basis for further developments.

Corfo’s Networks and Territorial Development Office (Chile’s Development and Production Agency) is running a new programme called Acelera Chile, which seeks to promote entrepreneurship in rural areas. The underpinning research and frameworks developed by Professor Munoz are currently being translated and operationalised, with the aim of setting the basis for development of this particular support mechanism and derived localised programmes. Moreover, the Chilean Ministry of Agriculture’s Development and Planning Office has expressed interest in working with this framework to inform development policy and promote entrepreneurship in rural areas. Aligned with Corfo’s Acelera Programme, the strategy seeks to improve the quality of working life and increase the opportunities for people living in rural areas.

*Professor Munoz receives an Atlas Award for his research on entrepreneurship in the pursuit of prosperity.*
ULMS Doctoral Research

Recent, relevant PhD completions include:

- Design of Sustainable Packaging in Supply Chains, 2018. Supervised by Dr Dong Li.

ULMS has a number of DBA and other PhD students undertaking projects focused on responsible management practice, ethics and sustainability. Examples include:

- An investigation into the emergent federation and alliance service system model in primary health care in the UK.
- Exploring the benefits of a practice theory approach for the field of social sustainability.
- How does the formation of the organisation’s sustainability strategy create the character of sustainability as it is actually implemented?
- Tough men and sensitive women? Exploring the significance of gender dynamics in workplace mistreatment.
- Defining collaborative working accountability in natural disasters.
- Exploring factors that drive or hinder wellbeing in socially marginalised communities.
- Adoption of corporate social responsibility in a large international financial corporation in Switzerland from the triple bottom line sustainability viewpoint.

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.**

ULMS has developed relationships and partnerships which demonstrates interaction with key organisations and practitioners to jointly explore challenges in meeting social and environmental responsibilities. ULMS faculty have been involved in a number of collaborative projects in recent years, for example:

**Case study: Dr Mike Rowe. Police Ethnography Research Collaboration.**

The Police Ethnography Research Collaboration (PERC) is a multidisciplinary research team committed to the use of ethnography as a means to study policing, police organisations and police work. The primary focus of the PERC team at present is long-term study of police officers’ use of discretion. Dr Rowe is conducting a long-term ethnographic study on the use of discretion by frontline policer officers. This research arose out of ongoing concerns about the use of stop and search powers but embraces all aspects of discretion. The research team has been observing officers from three police forces over the past five years and are now beginning to publish work on the craft of policing, police culture, the use of body-worn cameras, discretion in decisions to arrest and other topics. The work has also led to the establishment of a European Research Network, funded by EU COST, on Police Stops.
Case study: Dr Laura Menzies. Integrating Housing into the whole system of care for older people in Conwy.

Housing is intrinsically linked to health. The homes we live in impact on our health and, due to the rise of community care, care happens in the home. Research conducted by Dr Menzies used soft systems methodology to engage with stakeholders to develop solutions to ensure that social housing providers can engage effectively with other actors in the whole system of care. She ran a project with stakeholders from health, social services, the voluntary sector, the council’s housing department and all social housing providers in Conwy to research, develop and implement an Older Persons’ Housing Strategy (OPHS) for Conwy.

Conwy’s OPHS has been implemented and research is ongoing to examine the impact this strategy has had. Success stories include the restructuring of housing support services to provide support to more older people based on need, a Passion for Life project run across multiple housing providers to empower tenants and a focus on seconding staff between health and social housing providers to encourage partnership working. Involvement in the project has provided stakeholders with a better understanding of the whole system of care locally.

Case Study: Jackie Davies (PhD student). Creating and sustaining local socio-economic value through supply chain innovation: The case of Knowsley Council and the Shakespeare North Playhouse.

Jackie Davies’ PhD research explores the emerging role of social value in relatively poor urban localities to encourage durable and sustainable socio-economic impacts. It focuses on the supply chain implications (intended and non-intended) of the creation, management and measurement of social value within the operationalisation of a £20m+ public sector commercial contract to construct The Shakespeare North Playhouse in Prescot, Knowsley. This research is conducted in partnership with Knowsley Council who provide the empirical context for this case study which seeks to gain a better understanding of what social value means to a range of stakeholders, both
within their end to end supply chain (horizontal) and across the different levels of local to national governance (vertical) to unpick some of the global and local challenges relating to how the Social Value Act (2020) is interpreted, understood and implemented – in a quest to balance flexibility and clarity.

Findings from the research will contribute to the emerging scholarly debates around the broader supply chain and economic development implications of social value and provide Knowsley Council and partners with a deeper, evidence-based understanding of how social value can be more effectively included in the commissioning, procurement and delivery of future capital projects.


Firms and policymakers use indices that measure the strength of patent systems to inform their strategic decision making. However, these indices have received public criticism regarding their transparency, clarity, and objectivity. Dr Papageorgiadis developed a new index that measures the strength of 51 national patent systems and studied their effect on international business. The new index challenged conventional approaches in the measurement and empirical use of patent indices in econometric studies and enabled the emergence of new theoretical and empirical approaches in this research area.

Dr Papageorgiadis engaged with a wide range of practitioners who adopted and used this research. International IP managers use this research to make their international patent filing strategies more efficient, and policy makers use it to benchmark and evaluate the quality of their country’s patent system. Numerous firms have taken up this work by selecting and applying key strategic country level factors to screen and decide on the optimum number of countries where they will register and maintain their patents. The index has also been used by industrial associations and specialist IP media to inform members and their audience about the strength of patent systems.

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 of Liverpool: UN SDG Mapping Project

Across The University of Liverpool, both staff and students are committed to sustainability and recognise that all stakeholders have an important role to play in reaching the UN’s Sustainable Development Goals (UN SDGs) by 2030.

In May 2018, the University of Liverpool began a pilot study to consider the UN SDGs and how they relate to all areas of its activity. The pilot study asked five key questions:

1. Are the SDGs compatible with the University’s aims and objectives?
2. Can engagement with the SDGs advance the University’s aims, objectives and strategic priorities?
3. What is the University’s current contribution to and engagement with the SDGs?
4. How can that engagement and contribution be enhanced?
5. What is the route map for the University to become an SDG-Leader university?

The study found a strong correlation between the University’s strategic aims and the aims of the SDGs. In particular, the University’s mission ‘for the advancement of learning and ennoblement of life’ strongly resonates with the overarching objective of the global goals.

In terms of impact, it is clear from initial mapping exercises carried out as part of this study that the University makes a strong, positive contribution to the goals through the impact of its research activities, through the knowledge, skills and attributes of its graduates and through its activities as an employer, land holder, regional partner and civic leader. However, the University's education and research activities also have negative impacts, in Liverpool and in other places across the world, leaving an environmental footprint through energy consumption, the creation of waste and pollution. This raises the important question of how the University can maximise its positive impact and minimise the negative. The UN SDGs provide a useful framework for carrying out this holistic analysis.

There are many opportunities for the University to engage more strongly with the goals, to make that engagement more visible, to utilise the SDGs as a strategic driver and to embrace the goals as the basis for collaborations. Perhaps most importantly of all there is an opportunity for the University of Liverpool to understand its unique contribution to the goals and to the individual targets that sit beneath them, and to understand the areas where it is strong and the areas that could be developed. Further details of the Pilot Study can be found here.

In January 2020, the University of Liverpool and the Liverpool Guild of Students signed the global higher education sector’s commitment to the SDGs, the SDG Accord. By signing the SDG Accord, the University and the Guild have made a public commitment to:

1. Align all major efforts with the Sustainable Development Goals, targets and indicators, including through education, research, leadership, operational and engagement activities;
2. Aim to involve members from all key stakeholder groups in this endeavour, including students, academics, professional staff, local communities and other external stakeholders;
3. Collaborate across cities, regions, countries and continents with other signatory institutions as part of a collective international response;
4. Using unique ways, inform, share learning and account to both local and global communities our progress toward the Sustainable Development Goals;
5. Annually report on ‘how does my institution contribute to the Goals and what more can we do’.
ULMS Events

ULMS regularly hosts seminars and events which support dialogue and debate amongst academics and practitioners. Important topics around ethics, responsibility and sustainability are often the focus of these events.

ULMS Business Breakfast Briefings continue to use ULMS expertise to support local businesses ensuring that research undertaken by academics across the School makes a difference to the Liverpool City Region. Recent topics include:

- **Cybersecurity Masterclass** (in partnership with The Growth Platform);
- **Office of the Future** (in partnership with Bruntwood and The Knowledge Quarter Liverpool); and
- **Productivity and Growth** (in partnership with The North West Business Leadership Team).
The next Business Breakfast will be delivered online due to the COVID-19 pandemic. The focus of the session will be Long Distance Leadership and will focus on wellbeing themes.

**ULMS Student-led Events**

ULMS PhD student, Julia Alonso Marcet, has designed an event focused on sustainability within the fashion industry. Liverpool Fashion Summit 2020 aims to join the forces of academia and practice to raise awareness and promote best practice from and within the University, where future leaders are being trained and high-quality unbiased research is carried out. The event will take place during Fashion Revolution week and will include three days of talks, workshops, a market and the screening of the documentary ‘The True Cost’. The focus of the event will be on sustainability, circular economy and modern slavery with fashion insiders, consultants and academics in attendance.

One of ULMS students, Laura Monikowska, hosted an event as part of The University of Liverpool’s Centre for Innovation in Education Network. The event took place in February 2020 and was entitled ‘Global Citizenship - What would Greta do? A student generated activity’. The event aimed to raise environmental awareness of both students and academics; the main focus was to emphasise the growing significance of sustainable development. The first part of the event consisted of two presentations about global issues (one of the presentations was given by ULMS academic Dan Parnell); there was also a presentation and analysis of 17 SDGs. The second part of the event was interactive and invited participants, both students and academics, to work together in groups to present possible solutions to the issues raised by the event speakers.
ULMS is committed to the Principles of Responsible Management Education. Within the next reporting period (2020-2022) ULMS will work towards achieving the following key objectives:

1. Continue to engage in the UK and International PRME Chapters to learn from the experience of others;

2. The achievement of the Bronze Athena Swan award at ULMS;

3. Conduct an audit to identify examples of research-connected teaching where faculty disseminate key research that relates to sustainability, ethics or responsible management;

4. Engage with the ongoing work at the University-level aligning the institution with the UN Sustainable Development Goals;

5. Engage with local business partners by organising a Business Breakfast Briefing on sustainability to showcase ULMS research and aid development; and

6. Encourage staff involvement in research relating to COVID-19.