PRME
Sharing Information on Progress Report
The Business School Bournemouth University
June 2017
Bournemouth University (BU) is a youthful and innovative international institution offering a range of high-quality academic programmes geared to the professions. Our student-centred learning environment emphasises both intellectual achievement and employability. We are proud of our strength in research and enterprise and the world-class standing of our centres of academic excellence.

VALUES & VISION

We value creativity, innovation, partnership and enterprise

Our values acknowledge our history, provide the foundation on which our future is built and shape the way in which we will move towards our vision and interact with the world around us.

We are a university geared to the professions with a passionate commitment to academic excellence and student-centred, relevant higher education delivered in a financially robust and sustainable manner.

We value creativity, innovation, partnership and enterprise, have an attitude that is friendly, professional, inclusive and supportive, and while committed to our region, have an outlook that is truly global.

BU is committed to fostering a global outlook which will:

◇ Encourage internationally significant research
◇ Recruit students and staff with wide international experience
◇ Develop opportunities for international engagement for all students and staff
◇ Deliver a curriculum which prepares for global employability
◇ Establish strategically significant international partnerships
◇ Actively engage with appropriate networks and initiatives within Europe and beyond
At Bournemouth University Business School we aim to contribute to business and society by the creation, dissemination and application of knowledge within a regional and increasingly national and international context. We achieve this by being a vibrant knowledge exchange community of students, staff and other business and organisational stakeholders.

The Business School is divided into three departments. Specialist academic staff are based within each department:

- Accounting, Finance and Economics
- Leadership, Strategy and Organisations
- Marketing.

We strive to be an inspirational and challenging academic environment in-step with the University’s plan to produce self-motivated, independent, life-long learners who are readily employable in graduate-level posts.

A powerful academic research culture keeps the School relevant, informs course development and benefits the business community locally, nationally and internationally. Our consultancy to business has aided the profitability and market position of many of the organisations with which we work.

The Business School continues to grow in these challenging times, building on established excellence and continual development in:

- Courses being academically-led and geared to the professions
- Enhancing the student learning experience
- Creating a modern learning environment driven by the latest technologies
- Focusing on a curriculum geared to the global economy
- Increasing support for entrants with different educational backgrounds
- Delivering leading-edge courses to fit in with modern lifestyles
- Developing a case-study approach to education
- Enabling students to be responsible for their learning and career development
- Integrating strong links between the School and the business community
- Being the first point of contact for expert comment.
The Business School, situated in the Faculty of Management at Bournemouth University, signed up to the Principles for Responsible Management Education in 2009 and we hereby renew our commitment to PRME.

As a Business School we pride ourselves on our student-centred approach to education and learning, drawing upon our international expertise in education and research to deliver innovative, cutting edge approaches to all of our activities.

We support the aim of PRME, to develop new generation of business leaders capable of managing the complex challenges faced by business and society – corporate responsibility and sustainability – and respond to the global call for business schools and universities to adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities. The issues of sustainability and corporate responsibility continue to increase their significance in the business world, and management education has a vital role to play in driving progress.

The Business School has taken the Principles for Responsible Management Education to the core of its academic values and instills the value in all areas of its pursuits through its BU ‘Fusion’ approach, including undergraduate and postgraduate teaching, as well as research and professional practice activities.

In our undergraduate and postgraduate curriculum, we continue to embrace PRME principles. Our current curriculum design demands all our undergraduate management students to undertake a compulsory module in Management Ethics in their first year of study, and half of them select the module on Global Sustainability & Cross-Cultural Challenge in the second year. In the final year, all students again study modules covering leadership, strategy and innovation, all of which embed a critical awareness of sustainability and ethical individual and organizational practice.

The Business School presents two good examples of PRME implementation in recently published Inspirational Guide for the Implementation of PRME: UK and Ireland edition, and there is a team of academic staff actively researching and publishing on the topics related to business/management ethics.

We are delighted to share our experiences and progress of embedding PRME.

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As an institution of higher learning involved in the education of current and future managers, BU’s Business School joined PRME in 2009, committing itself to engaging in a continuous process of improvement in the application of the following Principles for Responsible Management Education:

**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.

**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.

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

**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.

**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.

**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.

We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students and hereby report on our progress to all stakeholders to exchange effective practices with other academic institutions.
OUR ACHIEVEMENTS: EDUCATION - PURPOSE, VALUES & METHOD

STRATEGY

The ‘development of a global awareness’ among the students as well as the staff ‘that feeds into research, enterprise and education’ is part of our corporate plan and we at the Business School, together with the wider university, aim to ensure that the students acquire ‘broader world view’ and develop into responsible global citizens who are aware of a range of global issues, such as human rights, labour standards and environment.

CURRICULUM

The curriculum for our undergraduate students is designed in the way that all students acquire the knowledge and skills with which they have the ability to critically analyse the situations surrounding current global business in regards business ethics, sustainability, and corporate social responsibility. Students are also trained to become able to consult companies on how to promote these issues and ethical behaviours.

It is one of the Intended Learning Outcomes of these courses to develop students’ ability to understand and critique the nature and complexity of social responsibility and ability to apply methodologies to critically examine moral, social, environmental and economic dilemmas, as well as the ability to identify a range of managerial practices that encourage socially responsible behaviour.
Sustainability and ethics-related content and case studies are incorporated and well-embedded in the curriculum of both undergraduate and postgraduate education at the Business School. All management undergraduate students, for example, take a module of management ethics in their first year, and nearly half of them further their understanding of global sustainability by taking the module of environmental sustainability in their second year. After gaining work experience in their third year, all management students come back to learn more about business ethics in the final year core compulsory module. Further, the Business School provides all its students with the educational learning environments, which contributes to the development of responsible leadership and future generators of sustainable value and sustainable global economy. The following examples demonstrate how the values of global social responsibilities are embedded in the academic activities and curriculum at the School.

◇ **Introduction to Organisational Behaviour and Ethics** (compulsory to the first year undergraduate business and management students): The module introduces business ethics, CSR and the field of critical management studies. PRME is formally introduced and explored: looking at the influence of the global business community and encouraging the need for future leaders to adopt critically reflective and innovative approaches to solve global problems. Issues of human rights, anti-corruption, labour standards and corporate governance are also covered.

◇ **Developing Management Competencies** (compulsory to the first year undergraduate business and management students): The module requires students to organise fundraising events, support local charity organisations and contribute to community-based projects.

◇ **Research in Business and Management** (first year undergraduate business and management students): The module covers research ethics addressing what to do to ensure research undertaken is ethical and why it is important.

◇ **Global Sustainability and Cross-cultural Challenges** (second year undergraduate business and management students): Environmental sustainability is the core topic. Fairtrade movement is also covered in this module, and students engage in a simulation game related to the topic. For the assessment, the students are instructed to choose a company, analyse the company’s environmental profile, and make recommendations as to how the company could make their business activities more environmentally friendly.

◇ **Project Management Fundamentals** (second year undergraduate students): Sustainability is addressed in this module.

◇ **Contemporary Issues in Project Management** (second year undergraduate business and management students): Sustainability is addressed in the module.

◇ **Environmental Reporting** (final year undergraduate accounting and finance): The students explore topics such as corporate social responsibility, environmental reporting, and greenhouse gas emissions as part of their assignment.

◇ **Strategic Human Resource Management** (final year undergraduate business studies): Corporate social responsibility theories, business cases and industry examples are covered in the module.

◇ **Advanced Accounting Theory and Practice** (final year undergraduate accounting and finance): Fraud and financial irregularities are covered in detail as part of the module. Part of this involves an underpinning of ethical knowledge which is essential for future accounting and finance professionals and required by all professional accounting institutes.
Strategic Marketing Management (final year undergraduate business studies with marketing): The module covers ethical marketing. Discussions of social marketing orientation, ethical consumers and CSR are included.

International Management (final year undergraduate business studies): The module addresses a range of issues relating to ethical behaviour when working, managing and leading across cultures. This includes topics such as cultural relativism, managing diversity, awareness of perceived corruption, labour standards. These areas are taught and discussed through lectures, workshops, group-based discussions and case studies.

Managing People (compulsory to all MSc management students): Corporate social responsibility is covered as one of the core topics.

Business Models, Resources and Intellectual Property (MSc): The module deals in part with business responses to “grand challenges”. While the challenges differ from year to year, they include aging populations, electricity supply, water resources, and bribery.

Business Relationships and Networks (MSc): The module engages with issues of global corporate responsibility and ethics when discussing global supply networks that make use of suppliers employing low-cost labour (including child labour) in developing countries, such as the apparel industry.

Leadership Essentials (MSc): Ethical leadership, trust and toxic leadership are covered, with the examples of corporate scandals and the shadow side of leadership. The module seeks an understanding of how ethical leadership and responsible leadership theories can be applied in practice.

Managing Employment Relations (MSc): The module is about developments in employment relations and addresses topics such as precarious work, zero hour contracts and employment rights in international trade negotiations.

Corporate Governance and Ethics (MSc): The ethics section of the module is for students to realise how close companies are to social and ethical issues. Broadly speaking, the main aim of the section is to provide tools, concepts, ideas, models, approaches, and theories that make one understand what is relevant in social responsibility.

Organisation and Employment Studies (MSc): Ethics and labour law are addressed and the International Labour Organisation is covered in detail.

Contemporary Issues in Marketing (MSc): The module covers corporate social responsibility and the stakeholder theory.


Strategic Applied Marketing (MBA): Discussion of social marketing orientation, ethical consumers and CSR are included in this module.

Leadership and Organisational Behaviour (MBA): The module covers ethical leadership. Students are asked to consider the values and ethical stances of leaders with case studies.

Human Resource Management in Context (MSc): The module covers CSR theories and some of the ethical challenges surrounding global business, referring to industry examples such as Walmart, Foxconn, Bangladesh factory collapse as business cases for discussion.
Indicating the success of integrating business ethics and CSR in their learning, many students choose to conduct further research on related issues in their final year undergraduate/postgraduate dissertations every year. The following are some examples of students’ dissertation titles in 2017.

### Undergraduate
- The impact of environmental tax policies on consumers and their choice of green cars compared to conventional cars
- An explorative study into Bournemouth University students’ disposal behaviours towards smartphone products
- An investigation into the impact of autonomy and distributitional justice on employees self-determined motivational profiles
- Genuinely committed to CSR or underlying motives? A case of BP within the oil industry
- What makes an NGO successful and what restricts success? A case study of elephant protection NGOs and the ivory trade ban in China
- An Investigation into the mistreatment of students by landlords and student letting agencies
- Do job advertisements employ gendered language? A critical exploration into gender biases as business students apply for graduate positions
- What barriers do mid-career professional women face at the workplace?
- An exploratory study into why there is a lack of females in senior positions of leadership within the UK electronics industry
- An investigation into the effects of teleworking on an employees’ work-life balance
- Exploring the challenges women face in the property management sector, attempting to obtain a seat on the corporate panel
- A study of how women can overcome barriers, in traditionally male-dominated professions, specifically looking at the automotive industry
- An exploratory study into the impact managing diversity has on employees and the business
- To what extent is consumer purchasing affected by the corporate social responsibility reputation of Nike compared with other factors: price, quality, social influence?

### MSc
- Factors influencing consumer buying decision in purchasing ecology car in Bangkok, Thailand
- The Efficacy of corporate social responsibility for multinational and domestic firms in China
- How can cultures impact management in international organisations?
- Impact of work overload and work-life balance on job performance
- Diversity in the workplace
- How bullying and harassment impact employee commitment and behaviour
- The general feeling people have about how they were treated in terms of diversity during recruitment
- A qualitative study of employees’ work-life balance and job satisfaction in public sector: Comparative analysis of South Korea and UK
- Consumers’ perception of CSR and the effect of CSR on purchase intention
- The influence of corporate social responsibility on the brand equity: The case of GREE in China
- A study on the impact of corporate social responsibility on consumer’s purchase intentions
OUR ACHIEVEMENTS: RESEARCH

Individuals and groups of academics at the Business School have been conducting research on various topics related to global sustainability, such as ethics, human rights, environmental sustainability, corruption, gender equality and corporate social responsibility. Below are some examples:

Research conducted by individuals and groups of School academics:

◆ Research on corporate governance, which is deeply related to ethics generally. The academic is recently investigating finance and investor engagement while also writing papers concerning topics such as the evaluation of boards of directors and gender diversity issues.

◆ Research on the gender equality in Japan. Supported by British Academy and Leverhulme Grant, the academic conducts a research investigating how, despite the widely-known difficulties and social barriers, some Japanese women develop their careers; how they overcome the organisational barriers and how they address the work-life balance.

◆ Research on individual social responsibility, national differences in social responsibility, and in the theory of corporate social responsibility.

◆ Research on sustainable local food and sustainable seafood.

◆ Research on the relationship between organisations’ environmentally and socially responsible behaviours and how attractive students find the organisations as their future employers. Students’ learning on CSR and ethics related subjects are considered in the investigation.

◆ Research on the home culture effects on local employees’ ethical values at multinational corporations’ foreign subsidiaries.

◆ Research on petty corruption on the transaction level. The research looks at the chances of success of “mini bribes” which can grow into large systemic scandals when they are not perceived as unethical acts.

◆ Research on corporate social responsibility, focusing on changes in perception of ethics after interactions with others.

◆ Research on marketing of sustainable, organic food and drink.

◆ PhD research on environment management by SMEs and financial performance in Ghana.
Selected publications (2014-2017):


Presentations:


Musarskaya, M. and Birch, D. (2014) Using the theory of planned behaviour to understand the ethical purchasing gap of sustainable seafood consumption in the UK, ANZMAC, Brisbane, Australia.


In fulfilling the International Collaborative Provision Strategy, we acknowledge three main categories of partnership, namely, research, education and enterprise, in which various activities – such as joint bidding and consultancy; collaborative educational ventures; research and publications; and marketing and philanthropic and charitable activities – are promoted and carried out. The following are some examples of such activities BU’s Business School has been undertaking:

◇ A School academic has worked in collaboration with the Association of Sustainability Practitioners to submit a proposal for a Professional Development Workshop at the BAM 2017 Conference on “Purpose-led Business”.

◇ In 2015 students from BU collaborated with local community organisations on ethnographic research projects with themes such as community support and solidarity, wellbeing and unemployment.

◇ Every year, Bournemouth University invites local businesses and other stakeholders and hold Festival of Learning, to which the School staff make active contributions. The sessions and workshops held in 2016 included the following topics related to sustainability and ethics:

* Life by the river: past and present (environment)
* The economy vs environment: conflict or opportunity?
* All trees are clocks (environment)
* Eating to save yourself and planet
* Humanising workplace: changing culture and practices
* Research in and with the local community: student research projects
* Widening participation and working together
* Building a sustainable city: how can business leadership create a greener Bournemouth?
* Real stories from North Korea: human rights activism among defectors

◇ A School academic has been carrying out the following responsibilities and activities in collaboration with local businesses: Sustainable Food Cities Partnership Board and Marketing Committee, Sustainable Fish Campaign Committee, Sustainable Cities Food Partnership Ambassador, and Theme Working Group Leader of Sustainable Food Cities Project.

◇ School academics had workshops on: sustainable fish sourcing and consumption and consumer attitudes to sustainability—local and regional food and drink and legal protection of local food.
At BU, we recognise that our activities have an impact on the environment at local, regional, national and global levels and we acknowledge a responsibility for the protection of the environment.

**EcoCampus and an Environmental Management System (EMS):** EcoCampus provides a systematic way to implement EMS at BU. It was designed by, and for, the sector and is split into four steps; Bronze (Planning), Silver (Implementation), Gold (operating) and Platinum (Checking & correcting). The Platinum standard is equivalent to ISO14001. EMS allows BU to minimise the negative impacts, such as tackling our carbon emissions and maximise our positive impacts, such as teaching students about how they can make a difference for the environment in the future.

**Carbon Management:** In 2013/14, BU cut its carbon emissions by 16.5% compared to the 2005/06 baseline. This absolute reduction has been achieved despite an increase in estate size by 14% and increased staff and students (by 19%). This is a significant achievement but more needs to be done to achieve the 2020/21 ambitious target (40% reduction based on 2005/2006). BU has achieved this reduction through investing in energy saving technologies. This achievement has received national recognition as a runner-up in the 2014 Green Gown awards.

**Energy:** BU has invested in its estate to reduce energy use and also in the provision of electricity and heating from renewables, either through purchasing ‘green’ electricity from the grid, new buildings or renewable technologies on campus. As a result, in 2013/14 electricity use has declined by 3.6% and gas use has decreased by 26% since 2005/06. BU is proud of this achievement but further reductions are needed to meet BU’s stretching 40% carbon reduction target by 2020/21.

**Waste Management & Recycling:** In 2015/16, BU recycling rate dropped to 58.5% from 67% in 2014/15. This is mainly due to a change in the way our waste contractor deals with our waste and the need for better quality recyclables in a more challenging global market. We did achieve zero waste to landfill and the introduction of food recycling in academic buildings has helped increase recycling. New recycling bins in café areas should help you recycle more and we also plan to target areas where recycling rates are poor. Our recycling scheme is different to the one you will have at home – we can recycle far more materials here because our waste contractor has invested in state of the art recycling facilities.

**Buying the right stuff:** BU is committed to the responsible purchasing of goods and services and has published its Sustainable Procurement Policy outlining how it will spend its money to minimise the impact on the environment whilst benefiting communities. The Procurement team recognise there are opportunities throughout the purchasing cycle, from deciding what to buy to ensuring we contract with reputable suppliers, to make informed decisions on buying goods and services.

**Biodiversity:** BU’s Biodiversity Policy sets out its commitments to maintain and enhance habitats at the two campuses for wildlife and people to enjoy. It is based on the ‘gardening for wildlife’ and ‘making space for wildlife’ principles.

**Fairtrade University**

BU is proud to be a Fairtrade University for the last 10 years. To achieve this outcome BU has had to demonstrate its commitment to the brand through its policy commitments, ensuring Fairtrade products are available through catering outlets and promoting such products through various events.
Since the last submission of PRME Sharing Information on Progress Report in 2014, the Business School has gone through a wide structural change and now is a part of a larger Faculty of Management. Under this new structure, we aim to integrate the Principles for Responsible Management Education more explicitly in our undergraduate and postgraduate education and further reflect the values of global social responsibility in our academic activities and curricula. Our challenge is to further strengthen the educational learning environments for the development of responsible leadership in all subject areas.

Another key future objective of ours is to further develop amongst our School academics the network of research on the topics related to global sustainability, possibly through the creation of working groups on key sustainability, ethics and corporate social responsibility issues. At the same time, we aim to continue to deliver high quality and widely acknowledged research on these topics. We will also look into the expansion of PhD research engagement in sustainability related topics.

The School also aims to extend the knowledge transfer network and partnership with various stakeholders including local and non-local businesses, NGOs, local communities and other educational institutions, with activities such as consultancy, collaborative educational ventures, research/publications and charitable activities.

For the achievement of these objectives, we will further enhance our participation, commitment and contribution to regional PRME network and platform within the UK and Europe to exchange ideas, information and good practices. This would enable our School representatives to have more active participations to the PRME-related activities.

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