University of Leicester
School of Management

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# Contents

FOREWORD - MANAGEMENT AT LEICESTER ................................................................. II
  Our Vision .................................................................................................................. ii

HEAD OF SCHOOL OF MANAGEMENT - PROFESSOR SIMON LILLEY ................... 1
  Our commitment to PRME ....................................................................................... 1

RENEWAL OF OUR COMMITMENT TO PRME ......................................................... 3
  Professor Sir Bob Burgess, Vice – Chancellor ......................................................... 3
  Professor Elizabeth Murphy, Pro-Vice Chancellor, and Head of College of Social
  Science ..................................................................................................................... 3

THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION ................ 4
  Principle 1: Purpose ................................................................................................. 4
  Principle 2: Values .................................................................................................. 4
  Principle 3: Method ................................................................................................ 4
  Principle 4: Research ............................................................................................. 5
  Principle 5: Partnership ......................................................................................... 5
  Principle 6: Dialogue .............................................................................................. 5

ACHIEVING PRINCIPLE 1: PURPOSE, & PRINCIPLE 2: VALUES ....................... 6

Our unique approach to management studies ......................................................... 6

MESSAGE FROM THE HEAD OF MBA - DR. MARTIN CORBETT ......................... 7
  The Leicester MBA ................................................................................................. 7
  Aims and Objectives ............................................................................................... 7

MESSAGE FROM THE HEAD OF DISTANCE LEARNING - DR. MATTHEW HIGGINS 8
  Overview of distance learning .............................................................................. 8
  The extended campus ............................................................................................ 8
  Delivering what we teach ...................................................................................... 9
  Success through partnership ............................................................................... 9

MESSAGE FROM THE HEAD OF THE UNDERGRADUATE PROGRAMME – DR. DAVID
  HARVIE .................................................. 10
  The undergraduate programme ............................................................................. 10

ACHIEVING PRINCIPLE 3: METHOD ................................................................. 12

ACHIEVING PRINCIPLE 4: RESEARCH ......................................................... 13
  PRME principles and the ULSM research profile .............................................. 13
  Recent research symposiums .............................................................................. 14
  Recent research seminars .................................................................................... 14

ACHIEVING PRINCIPLE 5: PARTNERSHIP .................................................. 16
  PRME principles and ULSM research ................................................................. 16

ACHIEVING PRINCIPLE 6: DIALOGUE ......................................................... 19

KEY PRME OBJECTIVES FOR THE NEXT 24-MONTH PERIOD ....................... 20
Foreword - Management at Leicester

The University of Leicester School of Management is increasingly recognised as one of the top management schools in the United Kingdom, with an excellent international reputation for the development and teaching of intellectually stimulating management courses that are highly relevant to career needs.

The School of Management provides postgraduate and undergraduate programmes in Management. In addition to our AMBA accredited MBA, we offer a range of postgraduate and undergraduate courses. Many of our programmes can be studied flexibly through supported distance learning.

The School of Management is dedicated to the advanced study and teaching of the subject matter of Management.

Our Vision

The University of Leicester prides itself on being “Elite Without Being Elitist”. Here in the School of Management, we embed this ethos in everything that we do. We are known for the ‘Leicester model’ of management studies. We take a multi-disciplinary approach to the study of management and organisations drawing from across the social sciences and, unlike most mainstream western business schools, our concern is as much with challenging the status quo rather than perpetuating it. We create space to debate management and seek in doing so to give voice to those individuals, groups and societies who are traditionally overlooked in global management and organisational processes, to propose alternative forms of organisation, and to help managers and organisations broaden their awareness of contemporary management issues.

We take seriously our commitments to PRME, the United Nations Principles for Responsible Management Education. We realise that the pressing issues of management, finance and organisation in the coming years will increasingly be those of more peripheral concern in the past and present and the depth of our commitment to sustainable,
responsible, ethically inspired management puts us ahead of the curve.

Our courses offer students deep knowledge, clear expertise, and professional rewards for life. But we don’t believe that these benefits are incompatible with our intellectual values and our commitment to creating space for debate. Our rankings certainly attest to our success.

We are a member of the Association of Business Schools (ABS) and our MBA is AMBA-accredited. Our unique approach to management education recently led to us being the subject of a feature in The Independent.

Since our inauguration as an entrepreneurial unit in the Department of Economics in 1989, we have grown to become one of the largest providers of distance learning management courses in the UK, teaching thousands of students from all over the world and proving that our unique approach to management education meets a demand in the marketplace. Our growth and success within the College of Social Sciences within the University, resulted in us taking on full School status in 2007. Our MBA programme is the largest AMBA-accredited MBA offered by any UK business school. The University of Leicester prides itself on its international reputation for management courses that are intellectually stimulating and relevant to career needs, a fact endorsed by over 20,000 School of Management graduates from about 100 countries. Whatever the chosen discipline, our goal is to equip students with a range of relevant theories, techniques and concepts. However, whereas most business schools stop there, we go further: we then guide students to unpick these concepts, challenge them and question their relevance to contemporary society for we believe that management is too important not to debate.
Head of School of Management - Professor Simon Lilley

Our commitment to PRME
The School of Management at the University of Leicester was delighted to sign up to the PRME initiative, in large part because we saw in the initiative the capacity to broaden and deepen the institutional base of Schools such as our own that have long been seeking to emphasize issues of sustainability and constant reflection upon and challenge to extant organisational and managerial practice in ongoing responsible, politically informed, ethical and moral practice. Given our organisations have an enormous impact on all of us as employees, as customers and more generally as citizens, we believe there is a pressing need to debate management and organisations: they are too important in our everyday lives to be left unexamined. And within such debate we seek to understand whose objectives do they serve and why and how. Who benefits from what these organisations do or do not provide? Who does not? This debate is thoroughly embedded in our research, our teaching and in organisational practice.

Management and organisations have undoubtedly created many of the achievements of modern civilization, but are also profoundly implicated in the pressing global problems facing us today: the persistence of war, violence, the degradation of the natural environment, racism, sexism, ageism, ableism/disabilism, homophobia, unhealthy and unsafe work environments, work-life imbalance and the unequal global distribution of wealth, to name but a few. Very little existing management research or teaching deals directly with issues such as these. In contrast, they are central to the research and teaching being done at the School of Management. Our academics draw on a range of social science and humanities disciplines to provide as many different perspectives on them as possible, because for us there are no easy solutions to be had.

As a result, our research informed teaching attempts not only to understand and to explain the world from a variety of different vantage points but also, beyond that, to contribute to informed choices about how the world could be changed for the better. We challenge common assumptions about the techniques and goals of organising, managing, accounting, finance and marketing in a globalizing world. We agree with renowned sociologist Howard Becker that good social science refuses to accept taken-for-granted, established ways of doing things. We agree that it must question the status quo and is therefore often radical in its conclusions.

Relatedly, we do not believe that good social science is always detached, objective and quantitative in its approach. Nor do we think it should routinely borrow from the natural sciences in its investigations. Instead we favour the use of a wide range of methods in attempting to understand, unpick and improve management and organisations, which is why the School of Management at the University of Leicester houses the largest body of heterodox research active teaching staff across the core disciplines of accounting and finance, marketing and organisation studies in Europe and in all probability the world. Further, we actively seek out and work with non-western and non-capitalist ideas on and examples of how humanity can organise and manage itself; from sub-Saharan Africa, from the Gulf,
from East Asia, from the Indian subcontinent and from pre- and post-colonial positions in particular, taking seriously alternative organisations such as co-operatives, communes, credit unions, micro-finance providers, Local Exchange and Trading Schemes, the Fair Trade movement and so on in an attempt to discover what these ideas and these alternatives offer us that more conventional and familiar arrangements do not.

In short, our commitment to the principles enshrined in PRME is deep seated, long standing and thoroughly embedded in everything that we do.

Professor Simon Lilley
Renewal of our commitment to PRME

Professor Sir Bob Burgess, Vice-Chancellor

Professor Elizabeth Murphy, Pro-Vice Chancellor and Head of College of Social Science

The University of Leicester takes the renewal of our commitment to the UN’s Principles of Responsible Management Education very seriously. Responsibility, the central tenet of the UN’s Principles of Responsible Management Education, is also one of the University of Leicester’s core values.

We believe that universities must be responsible and that the best universities are not simply the privilege of elites. We are proof that you can stand alongside the best and open up the competition for everyone. Some universities consider their primary purpose to be high quality research. Others concentrate on excellent teaching. At Leicester we think that the two are not only complementary but they are also inseparable. We believe that teaching is more inspirational when delivered by passionate scholars engaged in world-changing research and that research is stronger when delivered in an academic community that incorporates both staff and students.

The United Nation’s Principles of Responsible Management Education fit with the University of Leicester’s commitment to empowering students to explore things that they do not yet know about, through passionate, dedicated teaching and innovative, world-changing research. The responsible element of PRME is reflected in both the University’s organisation, with its emphasis on creating a sustainable environment, and the ethical and moral responsibilities that we expect our students to meet throughout their working and personal lives.

With these ideas at its heart, Leicester is re-framing the values that govern academia and re-defining what a university needs to be in the 21st century. We are constantly finding new ways of being a leading university.

The Times Higher Education applauded Leicester’s very different approach, describing us as “elite without being elitist.”

We are proud to be described as elite but we are equally proud to be described as a university that is inclusive and accessible in its academic culture. Central to all of this is responsibility: responsible research; responsible teaching; supporting the development of responsible students, who, in turn, become responsible managers. This is why we are proud to continue to be a signatory to PRME.
Major achievements
The major achievements section of our SIP is structured by the Principles for Responsible Management Education. The principles are presented below with an indication of where the School of Management's ongoing achievements continue to meet the principles. In the subsequent section, the ongoing achievements are discussed in relation to the principles in greater depth.

The Principles for Responsible Management Education

Principle 1: Purpose
“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 University of Leicester School of Management’s continuing achievements include:

- The full-time MBA programme
- The distance learning programme
- The undergraduate programme

Principle 2: Values
“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.”

The University of Leicester School of Management’s continuing achievements include:

- The full-time MBA programme
- The distance learning programme
- The undergraduate programme

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

The University of Leicester School of Management’s continuing achievements include:
- Development of the PRME education framework
- Auditing education programmes with the framework.

**Principle 4: Research**

“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 of Leicester School of Management’s continuing achievements include:

- Research profile
- Research projects

**Principle 5: Partnership**

“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.”

The University of Leicester School of Management’s continuing achievements:

- Providing support to local, national private, third-sector and public organisations through consultancy, knowledge-transfer partnerships and research.

**Principle 6: Dialogue**

“Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.”

The University of Leicester School of Management’s continuing achievements include:

- Organisational practices
- Distance learning programme
- Research seminar programme
- Workshops, symposiums and conferences
- Publications
- Newspaper and popular press articles
Achieving Principle 1: Purpose, & Principle 2: Values

“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.”

Our Unique Approach to Management Studies
The School offers challenging and rewarding programmes at PhD, masters and undergraduate levels, via full-time, on campus study, and part-time study at a distance; the School being one of the largest and most experienced providers of distance learning education in the UK. The University of Leicester itself sits comfortably within the top twenty of Britain’s Universities, as attested by the rankings provided in the university guides of The Times, The Independent and The Guardian.

Our vibrant group of scholars in accounting, finance, marketing, management and organisation studies have developed a distinctive intellectual profile for the School which emphasises the centrality of ongoing, ethically informed, critical reflection in the delivery of meaningful managerial research and sustainable management practice. The continued development of our teaching programmes within this remit ensures we encourage students to strive towards a socially responsible and sustainable global economy.

We share with students an intellectual conviction that organising is a highly complex historical phenomenon and that management is best understood in an inter-disciplinary context, drawing from the disciplines of sociology, politics, philosophy and economics as well as from developments in critical psychology, cultural geography, cultural studies and organisational theory.
Message from the Head of MBA - Dr Martin Corbett

The Leicester MBA

Managers need to be multi-taskers. They need to understand how to motivate staff and how to get the best performance from people; how to market their products or services and meet the demands of their consumers; how to implement processes and systems; and how to manage budgets and understand the impact that financial performance has on strategic decision making. Crucially, they need to understand how all of these activities fit within the context of a rapidly changing, global marketplace.

The Leicester MBA is designed, developed and taught with the belief that responsible management and responsible management education require an understanding of inclusivity, of sustainable and ethical practices, of global and local political relations, and a questioning of currently accepted ‘best practice’. The Leicester MBA is not a programme which focuses solely on the present, but it also considers the future and what can be learned from the past. The MBA programme begins with a module which questions the foundations of management knowledge, and encourages critical reflection on the content and bearers of knowledge claims. Our further commitment to PRME principles 1 and 2 can be seen most explicitly in our core module, ‘Business Ethics in a Global Context’ and in elective modules such as ‘Managing Diversity’, ‘Social and Environmental Accounting’, ‘Corporate Governance’, and ‘Alternative Economies’. However, the themes of inclusivity, global responsibility, and sustainability inform the critical perspectives that are offered in all of our modules.

Aims and Objectives

The MBA programme has been organised to cover the spectrum of management subjects, calling on a wide range of expertise. It allows students to concentrate on general management or to tailor the course to suit individual career needs.

The Leicester MBA provides students with the skills necessary to become a socially responsible, competent, and capable manager in today’s global business environment. The course will enhance student’s ability to evaluate and analyse evidence and implement appropriate solutions in any business environment.

Students will develop the skills to think critically, creatively, and strategically about a wide range of business issues, alongside a critical awareness of cultural sensitivity and the ability to work in an inclusive, cross-cultural, multi-national, team-based environment.
Message from the Head of Distance Learning - Dr Matthew Higgins

Overview of Distance Learning
Historically, socially progressive values have underpinned both the philosophy and delivery of distance learning. The School of Management embrace this legacy and is committed to ensuring that distance learning offers hope and opportunity to a broader range of students and also the communities in which they live.

The University of Leicester is one of the largest providers of distance learning management education in the United Kingdom, with over 6,000 students currently studying our programmes. We have over twenty years’ experience of providing flexible, supported distance learning qualifications designed to meet the needs of a diverse student body. Our students come from around the world, ensuring a truly international focus to our programmes.

We offer the following courses by distance learning study:

- Masters in Business Administration (MBA)
- MSc in Finance
- MSc in Management
- MSc in Marketing
- Professional Diploma in Management
- PhD

The extended campus
The School of Management is one of the few providers of management courses in the UK to deliver Masters and PhD programmes via both campus based and distance learning modes of study. This dual mode approach to learning enables the School to engage with a far broader constituent of the global population. Individuals unable to afford the time, costs and disruption of a campus-based education are able to achieve a high quality education while continuing with their career and remaining resident in their own country.

Our students come from a range of backgrounds and we recruit globally from both the developed and developing world. Students occupy positions in a diverse range of organisations, with some studying in the midst of civil war or countries coping with natural disaster. The School is particularly proud of its ability to attract students from the third sector and non-government organisations. This disparate student community provides for cohorts with a diversity and immediacy of experience that through online discussion and debate brings the materials to life.

Operating beyond its immediate campus places responsibilities on the School to support the local community in which the student resides. The School of Management regularly undertake Summer Schools and faculty visits as part of the extended campus idea. Outreach events within the students’ communities are incorporated with the study programme. These involve talks and meetings with local business and community groups.
Delivering what we teach
Wherever students are based, they have access to a comprehensive set of study materials delivered in appropriate formats. Considerable attention is paid to the methods of materials production and delivery. Where paper based materials are necessary to meet learning outcomes, the School use sustainably sourced recycled paper and also work closely with logistics firms to minimise the environmental impact of our operations.

The School’s approach to management is engrained in the materials that it produces for distance learning. Management is indeed too important not to debate and so ethics, sustainability and concerns surrounding the role of business within society, feature through all the programmes. Students are encouraged to reflect upon these ideas and to consider how the principles of responsible management can be applied to their lives and their own organisation.

Success through partnership
The global reach of our provision is facilitated by partnerships with highly skilled and experienced resource centres. This enables students to undertake the independent study that is central to distance learning whilst remaining confident that support from representatives of the University is always close at hand.

The convenience of distance learning and the ability to learn whilst remaining in the workplace has meant that more than 10,000 students from over 80 countries have graduated from the prestigious Association of MBAs (AMBA) accredited Leicester MBA and are now enjoying successful careers.
Message from the Head of the Undergraduate Programme - Dr David Harvie

The Undergraduate Programme
The School offers six single and joint-honours programmes in management studies:

- BA Management Studies
- BA Management Studies (Finance)
- BA Management Studies (Marketing)
- BA Management Studies (Organisation Studies)
- BA Management Studies and Economics
- BA Management Studies with Politics

We have, for many years - prior to signing up to PRME, in fact - been committed to PRME principles. In the past year, our management studies programmes have been restructured and PRME principles have informed this restructuring at every stage.

Our commitment to PRME is best illustrated by three examples from our programmes and the way in which we promote them.

1. *Heterodox and critical approaches to all subject-areas.* School faculty tend to believe that the uncritical acceptance and application of orthodox theories have contributed to several of the major crises global society is now facing (economic, financial, environmental, etc.). Thus, in modules (core as well as optional) in subjects such as economics, accountancy, marketing and management, such orthodox theories are examined critically and alternatives are explored. We strongly believe such an open and critical approach is essential if society is to successfully resolve these crises.

2. *Broad understanding of the scope of management studies.* In keeping with the School’s belief that ‘management is too important not to debate’ and that organisations influence and structure our lives far beyond the workplace, the curriculum includes the study of management and organisations in all their diversity. Thus, for example, we can understand the far-right English Defence League (EDF) as an organisation that attempts to market itself in particular ways in a specific political-economic environment. Frequently mobilised against the EDL are a range of anti-racist, anti-fascist and community groups, which also organise in specific ways, drawing on particular marketing and communication tools. Finally,
the state’s attempt to manage (through policing) EDL demonstrations and possible confrontation with anti-EDL groups can also be explored using tools drawn from organisation studies, theories of marketing and communication, and so on.

3. Knowledge, knowledge production and its context. As a result of our restructuring of our management studies programmes, we have introduced a new module, Foundations of Knowledge (FoK), compulsory on the first year of all single-honours programmes. This module introduces students to a range of theories and debates concerning, amongst other things: the history of the university and the business school; alternative models of knowledge production and transmission (for example, feminist and non-Western models); ethics; plagiarism (with this problem contextualised in the light of the controversy surrounding the British government’s ‘September dossier’ of 2002 - also known as the ‘dodgy dossier’ - whose claims concerning Iraq’s ‘weapons of mass destruction’ were important in establishing a case for war).

Finally, we should note that our commitment to PRME and our longstanding commitment to its underlying principles is made clear, and explicitly so, in our promotion of our undergraduate programmes. We actively seek to recruit students interested in exploring real-world problems of management and organisation (and finance, economics and marketing) in a critical and heterodox way.
Achieving Principle 3: Method

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

The University of Leicester School of Management’s continuing achievements:

- Development of the PRME education framework
- Auditing education programmes with the framework.

Using the PRME principles as a foundation, the School is working towards a review of all taught programmes using a framework developed specifically for this purpose. This is work-in-progress with a view to report on findings and changes in a future SIP.

The initial framework considers internal and external stakeholders to ensure that all aspects of programmes are considered, not only the delivery. An initial draft of this is illustrated below with pertinent points for the Distance Learning programme.

Working from this framework each taught programme will be reviewed to identify areas that require attention to meet the PRME principles. This is a work-in-progress and will be reported in a future SIP.
Achieving Principle 4: Research

“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 of Leicester School of Management’s continuing achievements include:

- Research profile
- Research projects

PRME principles and the School research profile

Our overarching aim is to produce social science that contributes to fundamental management research and a critical evaluation of management practice. Its focus is on management as a phenomenon: its nature and role in fostering economic and social prosperity and creating the economic, social, health and physical problems of our times.

Critical discussion of management is part of everyday conversation, as the tensions in financial arrangements, educational institutions, policing and security arrangements, health and social work systems, transportation and ecological systems dominate our lives. Our aim is to connect to this debate through reflecting it in the design of our work, using it as a resource for data in our investigations and creating research that will contribute to the understanding required to reduce these tensions.

Staff and graduate students come from the full range of social science disciplines and collectively we aim to cover the core areas of management: marketing, finance and organisational studies. We do not confine our work to the management of managers or conventional techniques of accounting, finance, marketing, organisation or personnel management. The coverage of our recent work includes: Alternative Organisations; Business Ethics and Corporate Social Responsibility; Philosophy, Politics and Organisational Theory; Business History and Institutional Analysis; High Involvement Management; Employment and Education; Management of Science and Technology; Sociology of Finance; Public Sector Management; Public Finance; Small Business Finance; Consumption and Identity; Critical Marketing; Branding and Relationships; Behavioural Finance; Performance Measurement; International Business; Globalization; Finance and Physics and the Management of Culture.

The internationalism of our work reflects the range of nationalities of our staff and involvement in cross-national projects and is reflected in the large of range of countries within which we have studied, including a 14-country study of the effects of Ramadan on the psychology of investors in stocks in Muslim countries, research on economic and political volatility in 50 countries, and our involvement in the 20-country global call centre study. It is also illustrated by our publications in high quality world class journals including Journal of Banking And Finance, Journal of Economics and Finance, Journal of Economic Dynamics and Control, Economic History Review, Business History, Accounting, Organization and Society, Journal of Operations Management, European Journal of Operational Research, European Journal of Finance, European Journal of Marketing, Journal of Management

Recent research symposiums
Anglo-Greek symposium on banking and finance
19 November 2011

Badiou, Business, Ethics
26-28 May 2011
Three day symposium on business ethics in the light of the work of Alain Badiou.

Thought Trafficking with Isabelle Stengers
The Belgian philosopher Isabelle Stengers visited the Centre for Philosophy and Political Economy (CPPE)
19 and 20 May 2011

Recent research seminars
How Culture Constitutes Markets: A Case Study of German Wine Markets
Presenter: Elke Weik, University of Leicester

Investigating the effects of commercialization of microfinance in Pakistan
Presenter: Hadia Hina, University of Leicester

The Ethics and Emotions of Fieldwork with Friends
Presenter: Jo Brewis, University of Leicester

The Moral Necessity of Austerity Examined
Presenter: Matthew Clement, University of the West of England

Can Ethics be Organized? Corporeal Generosity and the Ethico-Politics of Resistance
Presenter: Carl Rhodes, Swansea University

“There will be no class today.” An exploration of the links between campus activism and extremist action in the 1960s and 1970s
Presenter: Laura Freeman, University of Leicester

Purposive Accounting? The case of the Argentinian empresas recuperadas cooperatives
Presenter: Alice Bryer, Goldsmiths College, University of London

‘Bottled Magic’: the Business of Self-Knowledge
Presenter: Alan McKinlay, University of St. Andrews

An Afternoon of Practical Criticism
Chair and Organiser: Peter Armstrong, University of Leicester
Presenters: Thomas Basbøll, Copenhagen Business School, Armin Beverungen, Bristol Business School and Susan Kinsey, University of Wolverhampton

New Labour and Trade Unions: Collaborators in Neo-Liberalism Together?
Presenter: Jo Grady, University of Leicester
School of Management ‘Film Club’ - Brassed Off (1996)
Presenters: Jo Grady, University of Leicester and Chris Grocott, University of Birmingham

Transitional Spaces: The Phenomenology of the Away Day
Presenter: Rina Arya, University of Wolverhampton

Signs of the Times: How Language, Law and Social Dynamics Interact in Public Signage
Presenter: Gerlinde Mautner, University of Vienna
Achieving Principle 5: Partnership
PRME principles and ULSM research

“The University of Leicester School of Management’s continuing achievements:

- Providing support to local, national private, third-sector and public organisations through consultancy, knowledge-transfer partnerships and research.

To illustrate some of our research and consultancy activities, consider the series of vignettes detailing recent and current projects. All of these activities feed through into and actively inform our teaching and dissertation/thesis supervision at undergraduate, master’s and doctoral level.

ULSM research vignette 1
Research by Tomasz Wisniewski and colleagues in 14 Muslim countries over the nineteen-year period from 1989-2007 suggests that, during Ramadan, stock returns in these countries are significantly higher and less volatile than in the rest of the year. This suggests that Ramadan has positive effects on the psychology of investors. Some potential reasons for this include the fact that during Ramadan Muslims are encouraged to engage in halal activities, to help others and in particular to take care of underprivileged members of society. People spend more time amongst family and friends. The improved quality of the social infrastructure is bound to have a positive influence on the mood of these individuals, which may well increase their propensity to invest. Second, fasting during Ramadan can have a range of physical effects. When fasting, the reserves of glucose stored in our bodies are progressively used up and our brains start to run on ketone bodies produced by the liver. One of the ketone bodies is an isomer of an antidepressant called GHB (Gammahydroxybutyrate). As a consequence, some people may experience mild euphoric states during the fast.

ULSM research vignette 2
So much resource is invested in launching and supplying new products that it can be politically astute for managers to ignore any stock that doesn’t reach its intended target market. But what happens to all of this perfectly good ‘stuff’ when it has failed to realize the ambitions of its makers, agents, re-sellers or retailers? Landfill has increasingly become a financially unviable and socially unacceptable outlet for these goods and so managers are seeking alternative avenues to dispose of their unwanted stock. In an innovative study funded by the European Regional Development Fund, Ai-Ling Lai, Nick Ellis and Matthew Higgins are working with a local charity to examine its role in offering options for firms that wish to dispose of their goods in a more socially acceptable manner. Using the analogy of a dating agency, Ai-Ling, Nick and Matthew explore the dynamics within the charity as it...
carefully navigates the domains of the profit and not for profit sectors in a match-making role. The research brings into focus the questions of purpose, performance and sustainability that the charity is grappling with in an increasingly challenging funding environment.

**ULSM research vignette 3**

Jo Brewis, writing with Chris Grey of the University of Warwick, argues in a recent publication in Human Relations that the growing regulation of smoking in public places in the west, including work organisations, has a long and complex history in which smoking has been both deplored and encouraged; and this before any evidence emerged as to its negative health effects. Jo and Chris also argue smoking as an activity is now so bound up with broader concerns relating to health and longevity that the medical claim of ‘smoking is bad for you’ has begun to slip into the moral argument that ‘smoking is bad’ - and, by implication, so are smokers.

**ULSM research vignette 4**

Steve Brown is part of an interdisciplinary team based across several departments in the university (including Management, History, Archaeology, Genetics and English), which has been awarded £1.23 million by the Leverhulme Trust to look at how migration has been central to the making of Britain. Over five years the team will explore how different sorts of information - from place names to population genetics to local community memories - can be combined to understand the complex and diverse roots of ‘Britishness’. Steve’s contribution builds on his work on ‘social remembering’ - how our memories and sense of whom we are is shaped by the groups, communities and organisations to which we belong.

**ULSM research vignette 5**

With technology encroaching on every aspect of our life, it is imperative that it is designed appropriately and ethically. User-centred design is often deemed the panacea for poor design and guarantor of intuitive and usable technology. In reality, organisational tensions and the misinterpretation of needs can cause a misrepresentation of the user, leading to technology that frustrates and fails to have the intended impact. Will Green is collaborating with a Leicester based creative-agency to support the adoption of a user-centred design strategy, via a two-year Knowledge Transfer Partnership (KTP) project to develop a system that can capture in situ experiences of product and service consumption by taking advantage of the ubiquity of technology, especially smart phones.

**ULSM research vignette 6**

Robert Cluley researches the production of creativity in the cultural industries. Drawing on sociological theory, his work explores how creative products from pop records to blockbuster films emerge not from individual geniuses but from particular formal and informal organisations. Using this perspective he has, in a recent publication, critically reviewed government policy documents concerning the UK music industries. He has shown that they are based on an image of the music industry that was true in the sixties but is increasingly counterproductive in the twenty first century. It is, he concludes, the very success of British bands from the sixties that works against new bands now.

**ULSM research vignette 7**

Stephen Wood’s analysis of the Workplace Employee Relations Survey, with colleagues from Tilburg and City universities, suggests that, whilst high quality job design has positive effects on organisational performance, the higher employee involvement associated with such practices can also decrease job satisfaction and
increase workers’ anxiety. So although so called ‘high-quality’ jobs allow employees an element of discretion and flexibility over how they execute and manage their primary tasks and can deliver greater proactivity, flexibility, and collaboration on the part of the workforce, they may do so at the expense of increasing anxiety and stress.
Achieving Principle 6: Dialogue

“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.”

The University of Leicester School of Management’s continuing achievements:

- **Organisational practices:** the framework illustrated in relation to Principle 3: Method brings to the forefront the importance we place on practicing what we preach. By reviewing all aspects of our programmes we will identify areas that do not meet the standards that we expect and these will be addressed.

- **Distance learning programme:** as stated in relation to Principles 1 and 2 socially progressive values have underpinned both the philosophy and delivery of distance learning. The School of Management embrace this legacy and is committed to ensuring that distance learning offers hope and opportunity to a broader range of students and also the communities in which they live.

- **Research seminar programme:** our weekly seminar programme features leading management academics and is designed to create dialog and debate that will directly inform our research and practice.

- **Newspaper and popular press articles:** staff within the School are frequently featured in the leading national press. There are two main contributions: recent research findings and the critique and contribution to political discourse. A number of articles can be found on the School newsblog:

  [http://www2.le.ac.uk/departments/management/about/news](http://www2.le.ac.uk/departments/management/about/news).

For example:


Key PRME objectives for the next 24-month period

Within the coming 24-month period the following objectives will be achieved towards the implementation of the PRME Principles:

1. A PRME committee will be created to support the School implement the PRME principles.
2. Greater publicity of PRME will be gained within the School and University.
3. A review of all education programmes will be conducted according to the ULSM PRME framework illustrated in relation to Principle 3: Method above.
4. Programme leaders will attempt to address the suggested changes based on 3.
5. Contact with PRME signatories will be sought to strengthen the implementation of the Principles.
6. Continued engagement will be made between the School and employers and signatory organisations to Global Compact to give students the opportunity to engage with professionals to discuss the realities of sustainable professional practice.