York St John Business School

Principles for Responsible Management Education
Sharing of Information Report
February 2016
“The Principles for Responsible Management Education have the capacity to take the case for universal values and business into classrooms on every continent.”

UN Secretary-General Ban Ki-moon
I am delighted to welcome you to York St John Business School’s first SIP report. We first became a signatory to the Principles for Responsible Management Education in November 2014 and have made considerable progress in embedding the PRME principles into all of our activities.

This report contains details and short case studies about our work around PRME, from embedding the principles into our curricula, to our research and engagement with the business community. We are fully committed to promoting responsible leadership, sustainability, ethics and the role of business in contemporary society in all of our teaching.

We are still very much at the beginning of our journey with PRME and we set out in this report how we will build on our current work over the course of the next two years to deepen our commitment.

PRME is central to our philosophy and values and will continue to influence all of our work. I am therefore delighted to reaffirm our commitment to PRME and I very much look forward to implementing the exciting initiatives we have planned to develop over the course of the next two years.

Noel Dennis
Associate Dean
York St John Business School
York St John Business School

PRME
Sharing of Information Report

Introduction
York St John Business School has been a signatory of PRME since November 2014 and is delighted to present the first SIP report. We recognise that we are at the beginning of our journey in advancing the Principles for Responsible Management Education in our teaching and stakeholder engagement, but this report marks considerable progress over the course of the past two years. We are fully committed to PRME and will continue to advance the principles in all aspects of our work.

York St John University
York St John is a diverse community of 6,961 students from over 100 countries and 783 staff which began as two Anglican teacher training colleges, founded in York in 1841 for men and 1846 for women. Our first student, Edward Preston Cordukes, has the current Students’ Union Building named in his honour and the commitments which were made at the University’s founding - a commitment to social justice, respect for the individual, and promoting the public good through work with communities and individuals - remain at its heart today.

As outlined in its new 2015-20 Strategic Plan, York St John is an inclusive, innovative, transformative and ambitious community with a strong sense of belonging. The University remains committed to the provision of excellent, open and progressive Higher Education and aims to inspire its students and staff to reach their full potential and make a positive contribution to the world.

For some time the University has been noted for its excellent student experience and the 2015 National Student Survey (NSS) reported an 88% student satisfaction rate at York St John. This was above the national average and made the University one of the leaders in its region. This in turn has contributed to the excellent student retention and progression figures that have been achieved and ultimately to the University’s excellent record of student employability. The most recent Destinations of Leavers of Higher Education (DLHE) Survey results reports 95.7% of students in employment or further study within six months of leaving the University.

The University contributes more than £60 million to the local economy every year and according to independent analysis it helped to create 1,100 jobs in the city. In the last five years the University has invested over £30m in its estate to: develop and enhance teaching facilities in Temple Hall; develop new specialist biomedical science laboratories; improve, expand and enhance IT and library facilities; develop new buildings on campus and new student accommodation; and to complete the first two phases of Nestlé Rowntree Park, the University’s state-of-the-art sports park.
Activities and Progress, 2013-2015
Introducing Principles #1, #2 and #3

#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.

#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.

#3 Method
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
The following section demonstrates how we are implementing principles #1, #2 and #3 into our pedagogical activities, with specific examples of modular activity at both undergraduate and postgraduate level.

Selected undergraduate modules where PRME is central to the pedagogy.

ICT and Study Skills

We have adopted a pedagogy for the delivery of a module that teaches content through the implementation of soft skills such as communication and team work (Principle 3). The pedagogy known as Team Based Learning (TBL) places the emphasis on the students owning their own learning, being accountable to their team for preparedness and deepening their knowledge through applying it in solving real life problems. The skills that they are developing will enable them to become independent learners as well as good leaders and members of teams in the future.

A recent activity was for students to imagine that they needed to raise funds from business in order to support charitable work. The range of charities and ideas for supporting them was wide and varied as well as realistic ensuring that they are aware of the wider world. (Principles 1 and 6)

Organisations, Competition and Environment

Academics within the Department of Management have developed a series of strong themes which surround the interrelationship between stakeholders, businesses, non-business organisations and responsibility, and link closely with the PRME agenda.

In this module students engage with socio-economic features of organisational activity, such as the impact of governmental decision-making in supporting businesses or otherwise. The teaching team often make links to a range of organisations to get students to consider the role of different types of institutions in different sectors. This is found in the case study for the exam which is a part-fictional, part-factual account of the role of the City of Culture in regenerating depressed regions, and focuses on the Hull area. This approach leads into a more cohesive understanding of criticality in Business Management by emphasising different structures and systems which engage with marginalised/disenfranchised groups and many of these principles underpin the features of ‘global citizenship’ which our students are engaging with in a very positive manner.

Business Ethics

The final year undergraduate Business Ethics module integrates questions of business ethics with broader concerns around corporate citizenship, globalisation and sustainability. Therefore, there is value in bringing together diverse perspectives in order to offer a comprehensive and holistic account of contemporary business ethics.

This module provides students with a critical understanding of business ethics and enables them to apply these concepts to the corporations’ major stakeholders. It encourages students to draw upon concepts and principles so that they can critically explore issues associated with the ethical challenges facing organisations in a fast-changing global business environment.

Digital Business Communication

The Digital Business Communication module provides students with the opportunity to earn Open Badges. These provide recognition for students who have developed skills which are tacit in the module. Most often the types of skills they develop are aligned with those required by employers: communication, team-work, time management, etc. Several of the badges are endorsed by local businesses. This year the module engages with Portakabin and North Yorkshire Police, both of whom have agreed to endorse badges.

All of the badges offered are aligned with the following:

- Module learning objectives
- Industry related skills
- One or two of the PRME principles
Revalidation of the Department of Management Postgraduate Suite

The Postgraduate revalidation utilised PRME principles as one of the key drivers in the development of the curriculum. The postgraduate portfolio revalidation provided an ideal opportunity to build the key defining characteristics of PRME into the curriculum: responsible leadership; global citizenship; sustainability and employability.

A multi-disciplinary approach to the curricula – the composition of the School and wider institution provided the perfect platform for a multi-disciplinary (not multi-disciplinary in the sense of business functions) approach. There was a need to move beyond business theory and models and instead draw upon other disciplines to add rigour and create a more rounded student, who has developed the necessary critical thinking skills to be able to place issues into a wider context. A multi-disciplinary approach also helps to create global citizens, through the exposure of rich knowledge beyond management education e.g. the role of linguistics in the teaching of leadership; the role of theology in the teaching of PRME principles. A multi-disciplinary approach not only prepares students for a career, but also aids with the development of creative graduates, who can think critically and solve problems in a variety of situations. PRME has been incorporated across the full suite of Postgraduate programmes and within a number of modules. There are multiple examples listed below of where PRME has influenced specific activities and modules within the programmes.

Researching Contemporary Business Issues

Researching Contemporary Business Issues has been integrated as a module across all of the Postgraduate on-campus provision. The module was introduced to allow students to develop research skills and engage with research from a range of disciplines and management fields. Current research is engaged with throughout the programme and this does include areas very closely aligned to PRME.

Business and Sustainability

The Business and Sustainability module fits in well with the Principles for Responsible Management Education (PRME) initiative by inspiring students to be more responsible for business and management activities. Accordingly this module seeks to develop an appreciation of the theoretical and practical issues relating to the challenges of business and sustainability and how they strive to meet global and local environmental, social and economic needs.

A range of contemporary business issues, concerns and concepts have been reviewed in terms of the relationship between business and society such as the purpose of business, business ethics, stakeholder, CSR, Triple Bottom Line, globalisation and corporate governance. Alongside this, students appreciate how the concept of sustainability promotes a holistic process of change and how business can act more responsibly towards the community, society and the global environment.
Introducing Principle #4

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

The Business School engages with Social Enterprise initially through its engagement with PRME – the principles of Responsible Management Education.

As well as MBA projects, various academics research into aspects of the social economy whether it is through MBA project engagement research projects, or PhD students. Research projects include Operation Nightingale – headed up by Professor Steve Watson and project managed by Dr Brendan Paddison- looking at how archaeology can help veteran and serving soldiers overcome injury and post-traumatic stress through the development of a ‘community of archaeology’. Ashraf Hamad is our first social economy PhD student who is investigating Fair Trade Activists, working under the Guidance of Dr Greig Mill.

This is the start of our engagement in this area, with many of the MBA projects providing a foundation for additional academic research over the next year.

The following are examples of academics work:

- Chapter on “Ethical Consumption” in the book: “Marketing Ethics & Society”. The chapter discusses ethics from the perspective of the consumer, examining how consumption, ethics and marketing ethics are linked from that perspective. To examine this topic, the chapter focuses on: motives consumers have that influence choices based on particular ethical guidelines; consumption practices used to guide these ethical guidelines; theoretical models used to explain ethical consumption behaviour.
- Attendance at the 22nd Annual International Vincentian Business Ethics conference in New York to present a co-written paper entitled: “The implementation of PRME in a Business School: Do we really need to change anything?”. The paper reports on implementation processes of the PRME agenda in business schools and some of the barriers to this. It focuses in particular on need for senior management engagement in the process to move it from being rhetoric to reality. The study reports the outcomes of focus groups examining PRME implementation from the perspective of a range of internal stakeholders.
- Conference paper focussed on ‘Personality variables as an antecedent of ethical leadership and unethical negotiation behaviours’. This paper was accepted at the 34th European Group of Organisational Studies (EGOS) Annual Conference held in July 2015 in Athens.
- Volunteer governor at a Leeds state primary school for 12 years and the Chair of Governors for 11 years. This role links with the academic’s current research project addressing the problematic aspects of head teacher recruitment in primary Schools in England. This project is in partnership with The University of Bath and the National Governors Association. The role of governance is an important issue within business and society and this research and practitioner experiences inform her teaching. An example of this is Contemporary Issues of Corporate Governance, where students are challenged to explore the need for integrity of business and markets and the role that corporate governance (and therefore Directors) has to play in that.
Introducing 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.

Our new postgraduate suite of programmes has a mix of traditional and experiential methods of teaching, underpinned by the PRME values and working in partnership with a number of organisations. Below are some examples of the projects our students have recently completed.

MBA project – Developing a Social Impact Measurement tool

Globe Arts Education – this is an arts education social enterprise working in schools, in the community, with businesses, young people and vulnerable adults. It also provides teachers with continued professional development in the area of arts. The new studio enables artists to have ideal work space but also allows the general public to watch artists in action.

The MBA students have been engaged in researching the issues and challenges around developing a social impact measuring tool, enabling the company to measure its success in this important area. This Project is ongoing.
MBA Project – Social Enterprise Fair at the Erasmus Mundus Social and Solidarity Economy conference (September 2nd 2015)

This group of MBA students have been working with the University in the setting up of the Social Enterprise Fair as part of the International Conference Erasmus Mundus Social and Solidarity Economy conference. This fair enabled local social enterprises to network with each other and also with Higher Education and Researchers from around the world developing a cross sector collaboration event for the conference. The students working on this project include: Li Li and Yangnan Yi.

MBA project – Raising the profile of a social enterprise video company

Macchiato production is a single owner video production company that started life in one of York St John University’s business incubators. The company focus on creative promotional videos for a range of people including charities, social documentaries, and educational videos and provide participatory experiences in film and video for local communities.

The MBA project team have been working on two main issues. How Macchiato can raise its profile locally, regionally and nationally. The second team considered whether should stay as a small operation with just one owner, whether it should expand by recruiting more staff, or should it merge with another social enterprise to provide depth in both resources and services.
Pop-Up Business Cafes

The ‘Pop-Up Business Café’ concept was developed by the North Yorkshire Local Enterprise Partner (LEP) and York St John contributed through hosting an event on campus that focussed on Business Academics and Business School partners, working to support and offer guidance to businesses requiring advice. The “Pop up Business cafe” was held at the University on the 15th of July 2015. Business owners and entrepreneurs were supported through meeting with a range of different academic staff to discuss on a one-to-one basis a range of business ideas and issues. Academics met with a number of businesses throughout the day and were actively promoting our commitment to PRME, responsible leadership and sustainability.

BMW i3 – focus on sustainability

A project with BMW involved student teams being asked to produce a Marketing Communications plan to launch BMWi, the company’s first electric vehicle, both to existing customers and to acquire and convert potential new customers for the brand. This project allowed students to work on a live project with a global company renowned for benchmarking energy efficiency and sustainability with this new highly innovative product.

Yorkshire Bank

In April 2015, we were approached by Yorkshire Bank to identify ways in which mutual collaboration could take place. Yorkshire Bank were attracted by our values – particularly our commitment to PRME. As part of Yorkshire Bank’s commitment to corporate social responsibility, the Business School benefits from the expertise of the Bank’s Director of Acquisition and Specialist Finance – Pete Sumners, who gives up three hours of his time each month to work with students and staff in the Business School. We embrace principle #5 beautifully here as we engage in a dialogue with Yorkshire Bank about the challenges the current business environment presents.

In November, 2015 Pete facilitated a masterclass to an audience of students and business leaders on how to formulate the perfect business plan. This masterclass was part of Yorkshire Bank’s Business Week, which was themed ‘Growth through innovation’ and was delivered in partnership with York St John Business School.
There is dissatisfaction with the ‘old order’ of things. New thinking is required. The PRME principles have been applied in the context of developing coaching and mentoring cultures. This is significant because both coaching and mentoring are associated with dialogic change. Coaching and mentoring themselves are, potentially at least, part of a new discourse about management.

The logic is simple: change the way we talk to each other at work and we change the way we relate and behave. PRME principles offer a framework on which change could be built and coaching and mentoring could play a role in enabling this to be achieved.

This is a deeply embedded discourse and initiatives like PRME or coaching and mentoring can be rebuffed with statements like ‘we do this already’.

One way forward from this rebuff is to engage in coaching and mentoring type conversations in order to help develop understanding and meaning of the PRME concepts. When such dialogue happens, new insights lead to new behaviours.

References

Future objectives

Principles #1 #2, #3
Purpose, Values and Method

As we embark on implementing our 2020 strategy, YSJBS is committed to further embedding PRME in to all of our activities. Key proposed activities and initiatives around principles 1,2,3 include:

- A full revalidation of the undergraduate management portfolio of programmes, building on our current offer and underpinned by PRME.
- Introduce PRME and responsible leadership to all new management students very early in their courses.
- Develop teaching materials and case studies that address issues to do with ethics, sustainability, responsible leadership and the role of business in contemporary society.
- Offer masterclasses on responsible leadership, sustainability and ethics to a number of key stakeholders, including the business community.

Principle #4
Research

As we develop our research culture we will continue to promote PRME and multi-disciplinary research that focuses on issues such as sustainability, CSR, alleviating poverty, anti-corruption etc.

- We will become more engaged in the UK and Ireland Chapter, with a view to increasing the number of our staff actively engaged in the various PRME working groups.
- We will collaborate with the wider PRME community on teaching and research.

Principle #5
Partnership

As our relationships with the business community continue to grow, we will continue to discuss PRME and issues relating to their social and environmental challenges.

- We will host a number of events with eminent business leaders that will focus on topics such as responsible leadership, ethics, sustainability and CSR.
- We will actively encourage the businesses we work with to provide opportunities for our students to work on live projects related to subjects such as, sustainability, CSR and ethics.
- We will work with businesses through research and consultancy, to promote a better understanding of global responsibility and sustainability.

Principle #6
Dialogue

YSJBS has a firm commitment to PRME and will continue to use the principles to inform all of its work. Specifically over the course of the next 24 months we will:

- Contribute to the work of the PRME Working Groups.
- Actively encourage more staff (academic and administrative) to develop their knowledge and understanding of PRME.
- Collaborate with members of the UK and Ireland PRME Chapter on PRME-related activities.
- Extend our internal PRME Working Group to include key figures from the business community.
- Continue to learn from Business Schools across the world about their successes and challenges in implementing PRME.
Principle 1
Purpose
---
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 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.

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

Principle 4
Research
---
We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5
Partnership
---
We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 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 responsibility and sustainability.