

PRME

Sharing Information on Progress Report

The Business School Bournemouth University

June 2019

PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for**
Responsible Management Education



BOURNEMOUTH UNIVERSITY — A BRIEF OVERVIEW

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.



OUR VALUES

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

FUSION - OUR VISION

At BU we take responsibility for the impact of our actions and focus our activity as a learning community on making a positive contribution to society. We aim to be recognised world-wide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice.

Through Fusion, we bring together research, education and practice to create something that is greater than the sum of its parts. Each element informs and strengthens the others.



Five Fusion themes we focus on:

- ◆ Business & Economic Sustainability
- ◆ Digital & Technological Futures
- ◆ Environment, Culture & Heritage
- ◆ Global Security
- ◆ Health & Wellbeing

We expect by 2025 our students and staff will:

- be a catalyst for sustainable social, environmental and economic growth and development
- lead thinking on sustainability and support the development of the region
- enrich society as active citizens in their communities, by having a significant impact on the challenges facing society

We plan to take action to enhance our position as a sustainable organisation and manage the environmental impact of our actions.



THE BUSINESS SCHOOL

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
- ◆ People and Organisations
- ◆ Marketing, Strategy and Innovation

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



AACSB ACCREDITATION



In April 2018, Bournemouth University's Business School was awarded accreditation by AACSB International - The Association to Advance Collegiate Schools of Business (AACSB).

This achievement places the Business School at Bournemouth University firmly within the top institutions globally for business degrees with less than 5% of business schools that award business degrees worldwide attaining this hallmark of excellence. This significant achievement is further testament to the Business School's commitment to 'business education for global prosperity' aligned with AACSB's vision.

The accreditation further illustrates our commitment for curricular that embeds key principles of responsible management and global sustainability echoing AACSB's values: Quality; Inclusion and Diversity; Global Mindset; Ethics; Social Responsibility; Community.

The Business School successfully demonstrated that it met high standards of excellence across a wide range of areas through its focus on continuous improvement throughout its business programmes at all levels of study. The Business School is the first in the South West of England and only the sixth modern university (created since 1992) in the UK to receive the accreditation.

BU's Vice Chancellor Professor John Vinney states: "This accreditation is renowned around the world as the gold standard for business schools. It fully acknowledges the breadth of our academic activities and achievements and the brilliant way in which we combine our research, education and professional practice in the pursuit of excellence and impact. Our Fusion approach clearly resonated with the assessment panel and provided an excellent framework for meeting their standards."



STATEMENT OF RENEWED COMMITMENT

The Business School at Bournemouth University signed up to the Principles for Responsible Management Education in 2009 and we are delighted to renew our commitment to PRME.

The Business School was delighted to be awarded AACSB Accreditation in 2018. A core part of our evidence base was focused on our continued work to embed the UN Sustainable Development Goals, and the Principles for Responsible Management Education throughout our undergraduate and postgraduate programmes. Our Mission Driven Vision for Business Education below sets out how we bring learning to life through co-creation with our students in a dynamic global context.



As I write this statement, Business School staff have been awarded multiple Education for Sustainability Awards by the BU Centre for Excellence in Learning (CEL). These awards recognise outstanding staff who are equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing.

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

L Farquharson.

Dr Lois Farquharson,
Deputy Dean for Education & Professional Practice,
The Business School,
Faculty of Management,
Bournemouth University



THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT

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.

IMPLEMENTATIONS

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 focuses on sustainable management, covering ethics (theories) and ethical decision-making, corporate practice and governance, global challenges, CSR, human rights, anti-corruption, labour standards, tools and techniques to build more ethical and sustainable organisations and management practice.

◇ **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.

◇ **Marketing** (compulsory to the first year undergraduate business and management students): This module covers CSR, NFP marketing and ethics in marketing practice. For the assignment, students work with a local charity to come up with a marketing campaign. At the end, the charity will choose the best campaign and actually runs the campaign.

◇ **Marketing Foundations** (compulsory to the first year global business management students): CSR is covered in this module.

◇ **Business Management** (compulsory to the first year undergraduate business and management students): The module introduces ethics and CSR to the first year students.

◇ **Global Sustainability and Cross-cultural Challenge**

(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.

◇ **Industry Region and Environment** (compulsory to the second year undergraduate economics students): This module addresses regional economic development from a sustainability approach, also using cases from renewable energies such as wind energy value chains, and addresses explicitly the environmental issues and management, sustainable development approaches, policy instruments and applications to industries and countries of relevance.



◇ **Organisational Behaviour and Human Resource**

Management (compulsory to the second year marketing students): Green human resource management and issues of diversity are covered in the topics of recruitment, selection and induction, employee relations and empowerment, employee performance management, reward management etc.

◇ **Research in Business and Management** (compulsory to the second year business and management students): The module addresses the issue of ethics in undertaking research.

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

◇ **Organisational Leadership** (compulsory to the final year business and management students): Responsible organisations and responsible business practices are discussed with a guest speaker from the industry. Many students choose the topic of CSR in writing their assignments.

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

◇ **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, and labour standards. These areas are taught and discussed through lectures, workshops, group-based discussions and case studies.

◇ **Strategic Human Resource Management** (final year undergraduate business studies): The module covers the role of HR in maintaining an ethical firm and responsible business practices. CSR theories, business cases and industry examples are covered.

◇ **Strategic Retail Management and Marketing** (compulsory to all final year retail management students): CSR is covered in this module.

◇ **Financial Regulation** (final year undergraduate accounting, finance and economics): The module tackles issues of financial institutions, systemic risk, and fashioning a stable system for financial intermediation, and covers sustainability in the sense of designing sustainable financial systems.

◇ **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.



- ◇ **Managing People** (compulsory to all MSc management students): CSR is covered as one of the core topics.
- ◇ **Marketing and Strategy** (compulsory to all MSc management students): Sustainable business concept underpins this module, in which the students analyse CSR activities of a company of their choice in the assignment.
- ◇ **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.
- ◇ **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.
- ◇ **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.
- ◇ **Environmental Reporting** (MSc): The module addresses CSR and environmental accounting/reporting, with the learning outcomes to: critically appraise the GHG regulatory framework and guidance; and calculate and report greenhouse gas emissions, energy and water usage, waste, recycling and biodiversity.
- ◇ **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.
- ◇ **Contemporary Issues in Marketing** (MSc): The module covers CSR and the stakeholder theory.
- ◇ **Organisation and Employment Studies** (MSc): Ethics and labour law are addressed and the International Labour Organisation is covered in detail.
- ◇ **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.
- ◇ **International Human Resource Management** (MSc): The module covers the issues of diversity, CSR and international labour standards.
- ◇ **Managing in Global Markets** (MSc): The module covers CSR and sustainability, addressing the issues of ethics and sustainability in relation to the global fast food and coffee industry.
- ◇ **Contemporary Issues in Global Business Environment** (MBA): The module covers ethical sensitivity in a global business context.
- ◇ **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, encompassing values led, authentic and transformational leadership.



STUDENTS' RESEARCH

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 2019.

Undergraduate

- The impact of globalisation on the emerging economy: The case of South Africa
- Global sustainability and environmental challenges in the automobile industry
- Companies' contribution to the community and consumers' purchasing behaviour
- The UK regulations and large corporations' tax evading behaviour
- The growing electric vehicle market and its impact on people's transport behaviour
- Female underrepresentation in senior positions within the banking industry
- The relationship between marketing ethics and CSR: How does the power of the media change consumer attitudes and organisations' ethical behaviours in marketing?
- Study on mental and physical health conditions and related discrimination during the hiring process
- AI and ethics: using people's personal data
- Women and technology: the diversity gap in the IT world and misconceptions
- Gender difference and different leadership styles
- Gender stereotypes and work-life balance
- Investigation on the changes of social vies towards environmental issues and its impact on operational strategies.
- Challenges women face: do women need to work twice as hard to succeed in their careers?
- Gender equality: leadership and management
- How can business succeed whilst operating in an environmentally friendly manner?
- Gender pay gap: the history and today
- The impact of gender diversity on asset management and business operations
- An examination of ethical decision-making within banking: pre- and post-2008 financial crisis
- The barriers and challenges women face within a workplace

MSc

- An investigation into CSR and its effect on competitive strategy
- Impact of CSR on MNCs' marketing
- The impact of unethical work practices in human resource management
- Trade unions and their impact on project management in England and Germany: a comparison
- Sustainability and project management: the role of sustainability
- The dark side of stereotypical advertisement and its effects on consumer behaviour
- Cultural factors in brand management of international NGOs in Vietnam
- Is trust/authenticity/CSR a key factor for millennials' ethical consumption and brand loyalty?
- Marketing strategies of non-profit organisations in philanthropic activity and social media
- The impact of unethical behaviour on brand image
- The challenges of globalisation: its impact on companies
- Female leaders and culture



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:

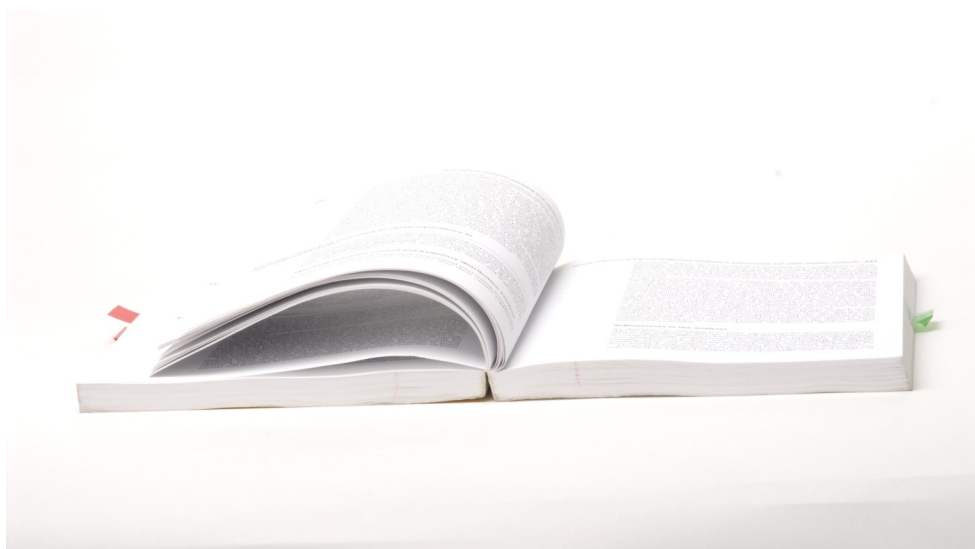
Research conducted by individuals and groups of School academics:

- ◆ Research on 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 focusing on the sustainability of economic policies, mainly at the way in which monetary policy interacts with institutional change.
- ◆ Research on the development of 'responsible management' (RM) practice and 'responsible management learning' (RML). The research investigates the relational and interactional nature of responsible management learning on-the-job. It moves the focus on RML to the workplace and proposes 'mentoring' as a learning practice that enables responsible management learning (especially didactic learning) on-the-job.
- ◆ PhD research investigating sustainability institutionalisation in north-east Scottish universities with aim to uncover characteristics associated with tightly-coupled and loosely-coupled sustainability commitment in universities.
- ◆ PhD research exploring how Green (environmental) Human Resource Management (GHRM) policies can elicit green employee behaviours. It focuses on the role of sustainability advocates, who are leaders and managers in pursuit of their firm's environmental agenda, in the design and delivery of GHRM policies, communication, recruitment and selection, training, rewards and incentives.
- ◆ Research with a case study of a sustainable SME in Germany, investigating implicit and explicit CSR communication against the backdrop of intrinsic and extrinsic motivation.
- ◆ 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 the economic empowerment of women following displacement (e.g due to war/ natural disasters). Supported by the Big Lottery fund, the research aims to create interventions to help women refugees in England to reclaim their working lives. It looks at the impact of war on women and their vocational and life choices.



Selected relevant publications: journal papers (2017-2019):

- Adisa, T.A. and Gbadamosi, G., 2018. Regional crises and corruption: the eclipse of the quality of working life in Nigeria. *Employee Relations*.
- Adisa, T.A., Osabutey, E.L.C. and Gbadamosi, G., 2017. The implications of work-family balance among dual-earner couples: The case of medical practitioners in Nigeria. *Career Development International*, 22 (4), 351-371.
- Akanga, F.K., 2017. Microfinance accountability in Cameroon: A cure or a curse for poverty alleviation? *Journal of Accounting and Organizational Change*, 13 (1), 112-130.
- Ambroziak, A.A. and Hartwell, C.A., 2018. The impact of investments in special economic zones on regional development: the case of Poland. *Regional Studies*, 52 (10), 1322-1331.
- Antonakakis, N., Chatziantoniou, I. and Filis, G., 2017. Energy Consumption, CO2 Emissions, and Economic Growth: An Ethical Dilemma. *Renewable & Sustainable Energy Reviews*, 68, 808-824.
- Birch, D., Memery, J. and De Silva Kanakaratne, M., 2018. The mindful consumer: Balancing egoistic and altruistic motivations to purchase local food. *Journal of Retailing and Consumer Services*, 40, 221-228.
- Bui, H.T.M., Kuan, A. and Chu, T.T., 2018. Female entrepreneurship in patriarchal society: motivation and challenges. *Journal of Small Business and Entrepreneurship*, 30 (4), 325-343.



- Bwire, T., Lloyd, T. and Morrissey, O., 2017. Fiscal Reforms and the Fiscal Effects of Aid in Uganda. *Journal of Development Studies*, 53 (7), 1019-1036.
- Damoah, I.S. and Kumi, D., 2018. Causes of government construction projects failure in an emerging economy: evidence from Ghana. *International Journal of Managing Projects in Business*, 11 (3), 558-582.
- Damoah, I.S., Akwei, C., Amoako, I.O. and Botchie, D., 2018. Corruption as a source of government project failure in developing countries: Evidence from Ghana. *Project Management Journal*, 49 (3), 17-33.
- Hartwell, C.A., 2017. Determinants of property rights in Poland and Ukraine: The polity or politicians? *Journal of Institutional Economics*, 13 (1), 133-160.
- Hartwell, C.A., 2017. Identity and the Evolution of Institutions: Evidence from Partition and Interwar Poland. *Forum for Social Economics*, 1-22.
- Hartwell, C.A., 2018. The "Hierarchy of Institutions" reconsidered: Monetary policy and its effect on the rule of law in interwar Poland. *Explorations in Economic History*, 68, 37-70.
- Hartwell, C.A., 2018. The impact of institutional volatility on financial volatility in transition economies. *Journal of Comparative Economics*, 46 (2), 598-615.

Selected relevant publications: journal papers (2017-2019) (Continued):

- Hearn, B., Strange, R. and Piesse, J., 2017. Social elites on the board and executive pay in developing countries: Evidence from Africa. *Journal of World Business*, 52 (2), 230-243.
- Leidner, S., Baden, D. and Ashleigh, M., 2019. Green (environmental) HRM: Aligning ideals with appropriate practices. *Personnel Review*.
- Letza, S., 2017. Corporate governance and the African business context: the case of Nigeria. *Economics and Business Review*, 3 (17), 184-204.
- Okafor, G., Piesse, J. and Webster, A., 2017. FDI Determinants in Least Recipient Regions: The Case of Sub-Saharan Africa and MENA. *African Development Review*, 29 (4), 589-600.
- Rong, K., Patton, D. and Chen, W., 2018. Business models dynamics and business ecosystems in the emerging 3D printing industry. *Technological Forecasting and Social Change*, 134, 234-245.
- Salia, S., Hussain, J., Tingbani, I. and Kolade, O., 2018. Is women empowerment a zero sum game? Unintended consequences of microfinance for women's empowerment in Ghana. *International Journal of Entrepreneurial Behaviour and Research*, 24 (1), 273-289.
- Shrivastava, M. and Tamvada, J.P., 2019. Which green matters for whom? Greening and firm performance across age and size distribution of firms. *Small Business Economics*, 52 (4), 951-968.
- Takeda, S., Disegna, M. and Yang, Y., 2019. Changes in Chinese work values: A comparison between the one-child, social reform and cultural revolution generations. *Evidence-based HRM*, 7 (1), 24-41.
- Tauringana, V., Radicic, D., Kirkpatrick, A. and Konadu, R., 2017. Corporate boards and environmental offence conviction: evidence from the United Kingdom. *Corporate Governance (Bingley)*, 17 (2), 341-362.
- Webster, A. and Piesse, J., 2018. Are Foreign-Owned Firms More Likely to Pay Bribes than Domestic Ones? Evidence from Emerging Markets. *World development*, 101, 142-161.
- Zalata, A.M., Tauringana, V. and Tingbani, I., 2018. Audit committee financial expertise, gender, and earnings management: Does gender of the financial expert matter? *International Review of Financial Analysis*, 55, 170-183.

Book chapters:

- Ashraf, S. 2018. CSR in Pakistan: The case of the Khaadi controversy. In: Grigore, G., Stancu, A. and McQueen, D., eds. *Corporate Responsibility and Digital Communities: An International Perspective towards Sustainability*. Cham: Palgrave Macmillan, 247-269.
- Bolat, E. and Samuelson-Cramp, F., 2017. Helping the World One 'Like' at a Time: The Rise of the Slacktivist" In: Grigore, G., Stancu, A. and McQueen, D., eds. *Corporate Responsibility and Digital Communities: An International Perspective towards Sustainability*. Cham: Palgrave Macmillan.
- Chowdhury, M., 2018. South Asian migration in the Gulf: Topics for economic investigations. In: Chowdhury, M. and Rajan, S. I., eds. *South Asian Migration in the Gulf: Causes and Consequences*. Cham, Switzerland: Palgrave Macmillan. 81-100.
- Djalilov, K. and Hölscher, J., 2017. Antecedents of Corporate Social Responsibility in the Banks of Central Eastern Europe and in the Countries of the Former Soviet Union. In: Horsch, A. and Sysoyeva, L., eds. *Financial Institutions and Financial Regulation: New Developments in the European Union and Ukraine*. Cuvillier Verlag Gottingen, 39-58.



Presentations:

- Akcay, E.E., Kooli, K. and Bolat, E., 2018. Ethics and implicit agreements during the value co-creation process in cross-category brand alliances. In: 3rd International Conference of LIGUE with theme 'Sustainability goals implementation in the era of digitalisation in North Africa' 3-4 December 2018 Tunis, Tunisia.
- Akwei, C., Damoah, I.S. and Amoako, I., 2017. Assessing the impact of corruption on the management of Ghana government educational infrastructural projects. In: International conference on education, development & innovation (INCEDI 2017) 28-29 August 2017 Methodist University College-Accra-Ghana.
- Alexander, P., Balavac, M., Mukherjee, S. and Massey, D., 2019. Tax Morale: Framing and Fairness. In: Tax Research Network 3-4 September 2018 Birmingham.
- Alexander, P., Balavac, M., Mukherjee, S., Massey, D. and Lymer, A., 2019. Improving Tax Literacy and Tax Morale in Young People. In: Tax Research Network Education Day 5 September 2018 Birmingham.
- Bray, J., Memery, J. and Johns, N., 2017. Rethinking ethical decision-making: revealing the 'ethical red line' and 'ethical clouding' in consumer clothing purchases. In: European Association for the Education and Research in Commercial Distribution 4-6 July 2017 Dublin.
- Carr, M. and Kelan, E., 2017. Discord in the gender harmony: Mobilising femininities at work. In: The 10th International Critical Management Studies (CMS) Conference 3-5 July 2017 Liverpool.
- Damoah, I.S. and Akwei, C., 2018. The impact of corruption on government construction projects cost performance in an emerging economy: evidence from Ghana. In: British Academy of Management 4-6 September 2018 University of the West of the England.
- Huynh, T. and Patton, D., 2018. The Role of Gender Diversity in A Model of the Dynamic Capabilities of Management Teams, SME's Competitive Advantage and Performance. In: International Conference on Current Issues of Social Sciences and Business 21-23 July 2018 Barcelona.
- Khorana, S., WEBSTER, A. and Piesse, J., 2018. Female empowerment in emerging market firms. In: 45th Academy of International Business (UK & Ireland Chapter) Annual Conference 11-14 April 2018 Birmingham.





Presentations (Continued):

- Liang, Y., Ghosh, S., Oe, H. and Chung, H., 2018. Attitudes and purchase intentions towards electric vehicles: an exploratory study of the Taiwanese automobile market. In: British Academy Management 4-6 September 2018 Bristol Business School, University of West of England.
- Madichie, N.O., Taura, N. and Bolat, E., 2019. Accelerating Tech-enabled Entrepreneurship in Sub-Saharan Africa: A two-sector assessment. In: International Academy of African Business and Development Conference 2019 8-11 May 2019 Tanzania.
- Mccarthy, D., 2017. Caring companies and their caring employees: an examination of the relationship between PSM and CSR. In: International Research Society For Public Management (IRSPM) Conference 1-3 April 2014 Birmingham.
- Memery, J. and Angell, R., 2018. Exploring Household Food Waste And Consumer Loss Aversion. In: International Food Marketing Research Symposium 13-14 June 2018 Bournemouth, UK.
- Memery, J. and Angell, R., 2018. Unpicking the Emotions Behind Household Food Waste Behaviour. In: International Congress on Public & Non-profit Marketing 6-7 September 2018 Bournemouth, UK.
- Memery, J., knight, A. and Robson, J., 2018. The Economic Wellbeing of Older People : A Meta-Analysis. In: International Congress on Public & Non-profit Marketing 6-7 September 2018 Bournemouth, UK.
- Okwilagwe, 2017. Forces for partnership working or farce: accountability and transparency practices in Nigeria local regeneration partnerships. In: The 5th International Conference on Managing Organizations in Africa 29 August-1 September 2017 Mauritius.
- Okwilagwe, O. and Apostolakis, C., 2017. Implementation of Partnership Work: Key considerations and implications from the Nigerian Local Regeneration. In: British Academy of Management (BAM) 6-8 September 2016 Newcastle University.
- Shrivastava, M., 2019. Women Entrepreneurship in High-tech Sectors. In: Women Entrepreneurs and Innovators-Insights from Research and Practice 18 July 2018 Bournemouth University.
- Xian H. and Takeda, S. 2019. Working in men's territory: The Case of Japanese Women's careers. EURAM Conference 26-28 June 2019 Lisbon, Portugal.

OUR ACHIEVEMENTS: KNOWLEDGE TRANSFER, PARTNERSHIP & DIALOGUE

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:

Project on the marine industry for the Poole Borough Council

A group of School academics have been working on a project investigating the (sustainable) development of the marine industry with a statistical analysis of all the relevant industries and an in-depth analysis of the boatbuilding value chain. This included interviews with around 20 companies in the value chain. The discussion was about their (SMEs) connection with lead companies and their prospects for growth (and constraints) within the current global markets. Policy recommendations were delivered to the Council so as to promote the (sustainable) competitiveness of this industry and the local SMEs in particular.



Festival of Learning

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 2018 included the following topics related to sustainability and ethics:

- * Low cost clean energy solutions for domestic and industrial needs
- * Why sharks affect climate change: the need for a new view of ocean management
- * Hunger by the sea: stories of food poverty in Southern England
- * Going behind the scenes in Paralympic Production
- * Women in science: why media presence matters
- * Here to play: forced migrants, music and belonging
- * Consumer-led strategies for combating the problem of food waste

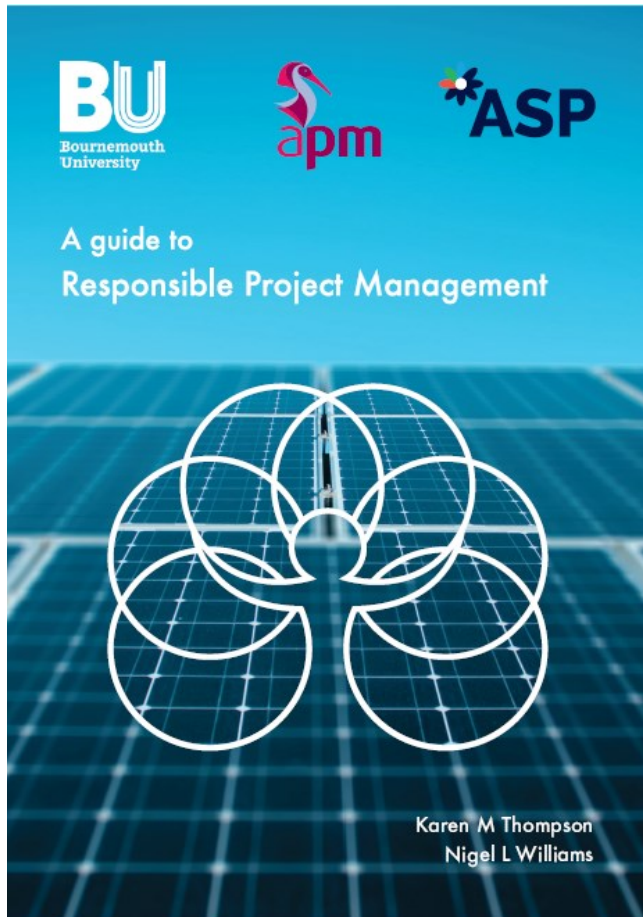
Working with the local female migrant community

A School academic has been working with local government and community organisations to create interventions that aim to better the lives of women who have been displaced both in the UK and in other countries. The academic is also part of a network RMLN (Refugee and Migrant Leisure Network) at BU which is a network of academics conducting research on Migrant and Refugee issues. The academic works with refugee resettlement/ reintegration projects both in Sri-Lanka and the UK and delivered the following talks in 2018/19 to help raise awareness about the issues faced by refugees:

- * The role of business schools in creating a fairer minded society: The case of raising the real stories about refugees and asylum seekers. AACSB International conference and meeting, Edinburgh.
- * International activism: Speaking about the issue of refugee women and work. Women of the World Festival, Exeter, Hosted by the London Southbank Centre.
- * Connecting women and vocation: The story after war. Café Scietifique Bournemouth

A Guide to Responsible Project Management

A group of BU academics have produced A Guide to Responsible Project Management. The guide proposes 8 principles for responsible project management and a new 5 stages for managing projects responsibly.



8 principles:

1. **Purpose.** Understanding the intentions underpinning a project from different perspectives.
2. **Awareness.** Exploring possible impacts and implications that may otherwise remain uncovered and little discussed.
3. **Curiosity.** Uncovering ethical complexity, surfacing conflict and unintended consequences.
4. **Uncertainty.** Recognising unknowns, inviting new understandings and being receptive to change. Planning to the next point of uncertainty.
5. **Anticipation.** Facilitating the evaluation of options and informed decision-making that anticipate different future scenarios.
6. **Creativity.** Recognising the need for new ideas and innovation. Providing space and opportunities for imagination.
7. **Stewardship.** Curating the experiences of all stakeholders. Protecting, nurturing and replenishing natural resources.
8. **Balance.** Striving to combine short-term and long-term goals, and triple win for people, planet and profit.

5 stage model for managing projects responsibly



Working with the Institute of Business Ethics

A School academic has been involved with the Institute of Business Ethics as a panel member marking their annual competition for an UG/PG academic paper. The academic has also been involved with them in dialogue about sustainability/ethics related issues and how HE providers might work with the Institute going forward.

Collaboration between students and local charities

All first year undergraduate business and management students write an assignment in collaboration with the Anthony Nolan charity, where students work in groups to come up with a marketing campaign targeted at various audiences. The campaign is meant to increase awareness of the charity, what they do, and get more people to sign up to become blood and bone marrow donors. At the end of the semester, the Anthony Nolan charity will choose the best marketing campaign and will put £5,000 towards helping turn this campaign into reality.

In another module, first year students are also required to organise fundraising events, support local charity organisations and contribute to community-based projects.

OUR SUSTAINABILITY

Sustainability is at the heart of life at BU and is embedded in our BU2025 strategy and our Sustainability Policy. Our students have opportunities to develop their sustainability knowledge and skills through the curriculum and volunteering, enhancing both the quality of life in the local community and their employability.



BU has been awarded EcoCampus Platinum status for improving its environmental footprint and an ISO14001 certification for environmental management.

Energy, Carbon and Water: Students on the MSc Green Economy course complete an assignment in which they critically evaluate the BU Carbon Management Plan and make suggestions for improvement. This assignment gives students experience of reviewing a real working document outlining environmental management in a large organisation. It also gives them an insight into the work that goes into managing our environmental impacts at BU.

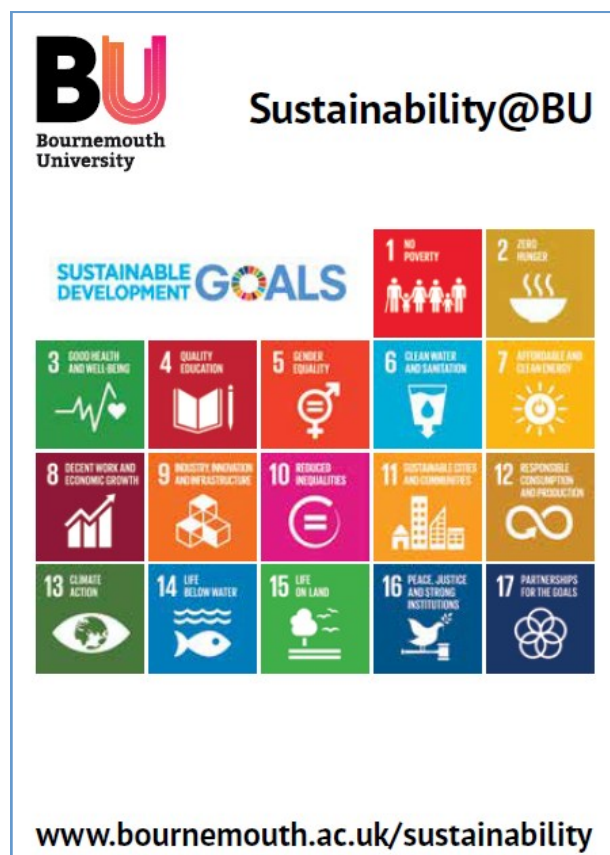
Sustainable Campuses: Our students get involved in a number of conservation projects organised mostly by the Student's Union (SUBU) and the Faculty of Science and Technology. The projects include community work at Slades Farm and the Stour Estuary Nature Reserve as well as regular beach cleans. In 2017, the Stour project was shortlisted for an EAUC Green Gown Award in the Community category, connecting the local people with wildlife on their doorstep.

Waste and Recycling: Every year an internal waste audit is done with student volunteers to highlight the importance of recycling and identify problem areas for recycling. Using this information, we are able to make changes such as introducing new bins or refreshing bin signage to make it easier for people to recycle correctly. In 2017/18, we recycled 70% of our waste and sent zero to landfill.

Travelling Sustainably: BU has a Bicycle User Group and Walking User Group which students and staff are encouraged to get involved with. The groups also play an important role in lobbying the university and council to improve facilities for active travel users both on campus and around Bournemouth.

Education for Sustainable Development: At BU we continue to explore new ways to inspire our staff and students to understand how knowledge of Sustainable Development is essential in helping create a just and fair society. Our Centre for Excellence in Learning (CEL) continue to lead the way in providing a framework to track progress with embedding sustainability in the curriculum.

Ethical Purchasing and Sustainable Food: BU has published a statement to show how it and its main suppliers are meeting the requirements of the Modern Slavery Act 2015 regarding transparency of how people are treated in our supply chain. By completing a Life Cycle Analysis, our procurement team identify the environmental and social issues that need to be addressed as part of the tender process.



FAIRTRADE UNIVERSITY

BU has been a Fairtrade University for over ten years. Fairtrade products are sold in all outlets across BU, and the Fairtrade Steering Group organise events through the academic year to inspire staff and students to support Fairtrade.

FUTURE PLAN & CHALLENGES

At Bournemouth University Business School, all our programmes (undergraduate, postgraduate and MBA) are currently going through programme reviews. In the review, we aim to embed sustainability/ethics topics in the curriculum and to have the principles for responsible management underpin all our education.

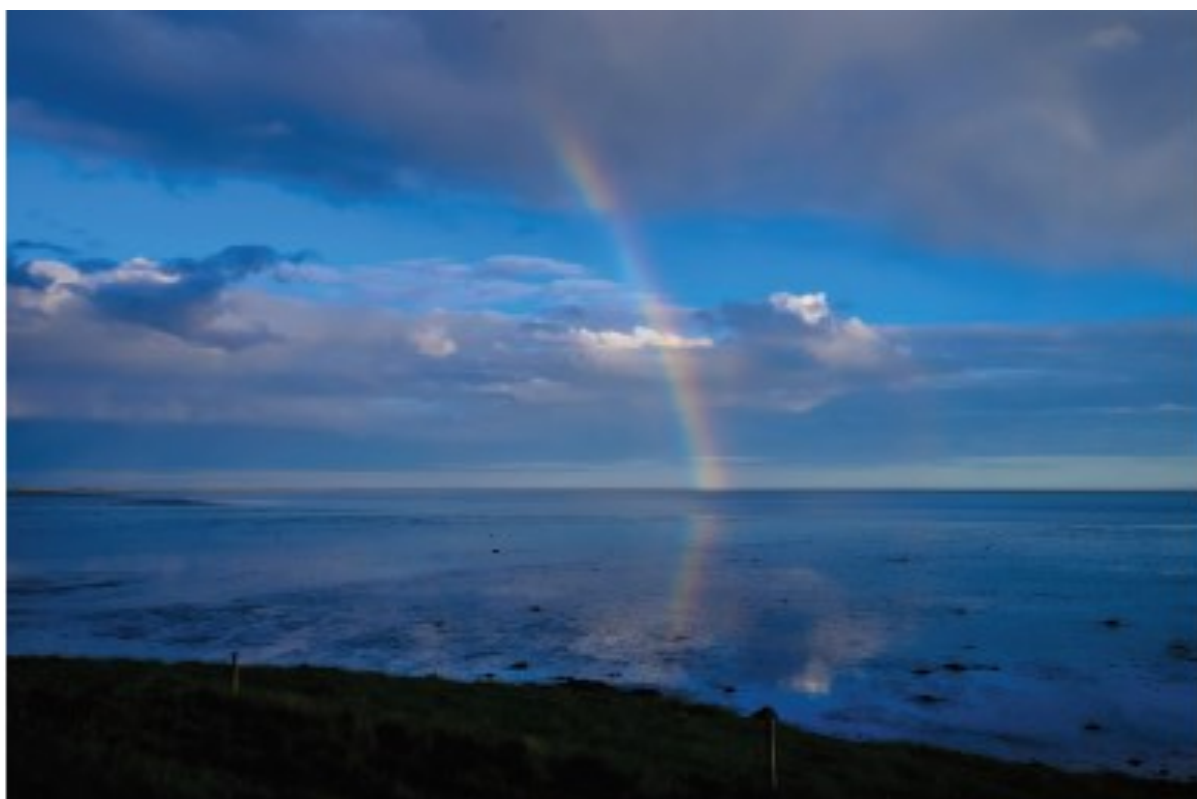
We have thus far completed the main stage of the review for the postgraduate programme, and in the newly developed programme, the planned implementation of the AACSB Assurance of Learning (AoL) goals will ensure that responsible business practices (ethical implications, sustainability etc.) are considered and assessed within each of our MSc programmes. For instance:

- ◇ The newly revalidated MSc International Management programme is going to have a unit titled "Supply Chains, Networks and Markets", to bring the role of global supply networks regarding ethics, sustainability and environment into a sharper focus.
- ◇ The newly revalidated MSc Organisational Project Management programme is going to have units that similarly consider these issues within the context of project management, such as "Projects in Society", and "Project Management in Practice."
- ◇ In our proposed Research Project specs (which are planned to be used across 4 management and 4 marketing Masters), there will now be an Indicative Learning Outcome (ILO) that spells out the requirement to consider the ethical implications of research.

Such emphasis of responsible management in our programme will also be extended to the programme reviews of the undergraduate and MBA. In doing so, one of the challenges we face is duplication of materials. These need to be better aligned so that we do not teach the basic CSR models, for example, in different units across all levels. We need to provide and support progressive learning for the development of future business leaders fully aware of the importance of responsible management.

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