

Sharing Information on Progress Report, 2017-2019

**Hertfordshire Business School
University of Hertfordshire**



December, 2019

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

Our Commitment

Hertfordshire Business School is pleased to reaffirm commitment to the principles of responsible management education and is delighted to produce this statement of progress towards the **PRME principles**.

Hertfordshire Business School, in its role as the business faculty of the University of Hertfordshire provides high quality educational, research and workplace facilities and is committed to embedding environmental management, community engagement and **Sustainable Development Goals** into its curriculum, business model and organisational ethos.

One of the academic schools at the University of Hertfordshire, we are proud to support University wide **Environment and Sustainability initiatives**.

The University of Hertfordshire is recognised as a leader in terms of environmental management and performance and is committed to embedding continuous environmental improvement into its business model and ethos. The environment is vital for businesses and organisations of all sizes. The University of Hertfordshire recognises the impact our operations have and, as such, takes our impact on the environment extremely seriously.

We have had many successes. These include reaching **ISO14001:2015 – the international standard for Environmental Management System and the Platinum EcoCampus Award**.



Professor Damian Ward

Dean
Hertfordshire Business School

Our Vision

Empowering students through transformational education and research.

Our Mission

Transforming students as learners and professionals, enabling them to play their part in the global economy by challenging and innovating business thinking.

**University of
Hertfordshire**



Hertfordshire
Business School

Introduction

Hertfordshire Business School has been a UN PRME signatory since 2009 and this is our fourth SIP report. Throughout the years we have developed our learning and teaching, research, international development, and community engagement in line with the PRME principles. We are pleased to share our achievements with the UN PRME community.

We begin this report with a reflection on our key objectives identified in the previous report. We continue with highlighting the major achievements, followed by the key objectives for the next two years.

Reflecting on Key Objectives for 2017 - 2019

In our 2015-17 report we identified six priorities to focus our development on in the following twenty four months:

- To enhance global and intercultural awareness in the curriculum through enabling international learning opportunities.
- To enhance overall research performance through a more ambitious, externally-engaged and accountable 'research-active' staff.
- Successful attainment of Athena Swan Bronze accreditation as a basis for focussing attention on staff diversity.
- To demonstrate senior HBS management commitment to substantial and sustained support for community and partners' engagement and its impact, and to provide all staff with a 1-day workload allowance for community and partner volunteering activity.
- To ensure programmes clearly demonstrate commitment to engaging with PRME.
- To initiate knowledge-sharing programme to enhance business skills in our community.

We have achieved those objectives and continue working towards developing those areas.

Curriculum and PRME engagement

As the revalidation cycle has been completed for all the Programmes in the Business School, principles for responsible Management education have now been either embedded as separate Modules at least at one level, or integrated in the syllabus across all levels within each subject area. As a result, most of the programmes directly use UN Sustainable Development Goals as the key themes for activities and assignments, extensively drawing on PRME resources.

Research

The School has an ambition of excellence in research. The School now has a direction and cohesion in its research with REF preparations well advanced. Our research

environment is going from strength to strength as our colleagues tap into sustainability research area across multiple disciplines, which is seen through the growing list of publications, and funding achieved from ESRC, Leverhulme Trust, MRC and the EU.

Athena Swan Bronze accreditation

The Athena Swan Bronze award was presented to HBS at the award ceremony for the November 2018 round which took place in York on June 24th 2019. Dr Lindsey German, the Athena Swan champion, received the award on behalf of the school. HBS was one of five business schools to achieve the award for gender equality in this round, the others being Manchester, Salford, Bath and Swansea.

Senior HBS management commitment to sustained support for community

The provision to all staff with a 1-day workload allowance for community and partner volunteering activity is included into the Hertfordshire Business School 2019-2020 annual strategic plan.

Knowledge-sharing Programme with the Community

In December 2019 Social Enterprise Service and Market Evaluation programme has been launched in Hertfordshire Business School based on the support and funding following the receipt of the University Enterprise Zone Award. Within this month the programme has already recruited 4 social local businesses to provide dedicated support through the network of academics and students.

We acknowledge that the work towards these objectives is an ongoing and long-term process, which requires commitment from senior management, academic and professional staff, and our students. As such, we keep working towards them treating the current achievements as milestones.

● **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.

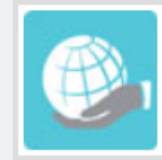


- Social responsibility and global awareness are the key graduate attributes that are incorporated in every initiative and are actively encouraged among our students. As such, they are viewed as an ultimate purpose that is translated into actions beyond the curriculum.
- For example, 2018-2019 was the first year when Business School students went on unpaid placements and internships in the Third Sector. This included local examples with the charities, such as [Hope for Children](#), [Isabel Hospice](#); and working for larger organisations like [Frontier](#).
- In 2018-2019 final year business students raised almost £400 as part of their assignment through launching [two](#) crowdfunding campaigns to support [two](#) local charities.
- In 2018 a business student won the Best Idea prize in the [University of Hertfordshire Flare competition](#) for her social enterprise, 'People's Laundry', where she is planning to deliver low-cost laundry services to rural villages in Myanmar. Currently, the owner is in negotiation with Enactus Hertfordshire to collaborate on the implementation of her idea.

[Enactus Hertfordshire team](#) steadily continues its development, reaching out to the local community, and launching two new projects this year. For the last three years, [Motiv8](#) has been one of the most successful initiatives, offering a unique Programme developed and delivered by University students to school pupils with the aim to raise their self-esteem, motivation and confidence. So far over 40 University students were trained to deliver the Programme, partnerships with 7 local schools have been secured, 82 pupils participated in the Programme, resulting in improved performance, and continuation rates. The project won an internal Award in 2017, and two external Awards in 2018 and 2019. A new Leadership initiative has been launched this year, where six formers are trained to deliver the programme to their younger peers, thus demonstrating empowerment and continuity.



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



- The Business School contributed to the University Environmental Performance Report 2017/2018, where 75% of all waste is recycled, water use has been reduced to 9.9m3 per person (staff and student FTE), since 2005-06 – carbon emissions have been reduced to 21%. 30 student volunteers have been recruited to our 'Green Movement'. Together with staff, they have raised awareness of environmental issues and created a series of events and campaigns to encourage students and staff to change their behaviours. A range of events were held: e.g. a Recycling Week and Environmental Festival, both of which raised awareness of environmental concerns, and encouraged a Plastic Pledge to promote personal changes to plastic use.

Our report details how the University is meeting the UN Sustainable Development Goals



- Work place wellbeing is being actively disseminated through the wellbeing champion network, addressing equality and diversity, environmental issues, stimulating healthy eating habits, and promoting mental health. One key example is the Active Staff programme, where staff have the opportunity to get involved in physical activity, and monthly multi-cultural workshops for free.
- Dedicated student wellbeing support is available for Business School students on a confidential one-to-one basis. Last year over 200 students made use of the service, demonstrating an improvement in their mental health and wellbeing. To improve student wellbeing, a range of on campus activities and initiatives have been offered: e.g. peer mentoring scheme, emotional resilience training, extra curriculum opportunities (including professional clubs, trips, and social events).
- Widening Access and Student Success teams are leading the implementation plan to reduce, and consequently, eliminate the BME GAP by 2025. Over 130 students went through the special mentoring programme that gave them access to the quality education, increasing the participation rate in the Higher Education in Hertfordshire.

One of undergraduate students with the help of academic colleagues, and their research on plastic reduction strategies, developed a valid audit tool which can be used at the University of Hertfordshire to effectively measure and reduce the usage of single-use plastics. The work facilitates sustainable operations management within the University with the focus on changing behaviours. So far four postgraduate dissertations have contributed further to the work in this area, refining the behavioural model and the plastic reduction tool, as well as investigating the connecting role of small businesses in a community to spread the impact.

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



The UN PRME principles continue to be embedded into all aspects of learning and teaching in all Subject Groups across all programmes. While previously significant focus was placed directly on ethics and corporate social responsibility in organisations from varied contexts within separate Modules, after the completion of the most recent revalidation cycle, these areas have become embedded into the curriculum more organically. Within each subject area students are introduced to the key literatures and current debates in relation to 17 UN goals. Drawing on competing perspectives they learn how to evaluate practices in organisations from a critical and informed position. Through class exercises focused on a range of ethical dilemmas for modern employees and managers and which draw on different ethical positions, we explore the notion of being a 'good corporate citizen'. At least one Module on every programme directly engages with the UN Sustainable Development Goals (SDGs).

- All level 4 students are required to take a module that initiates them into the chosen profession, e.g. The Finance Professional, Professionalism in Tourism Management, The Business Professional, Professional Development for Marketers. These modules emphasise the importance of understanding ethical and environmental implications of their practice.
- On a range of Level 5 and Level 6 Modules students work on a live project for a local third sector organisation. The students working with their third sector partner to help build or extend networks for those partners, develop their business models, elaborate on their marketing strategies, resolve ethical issues, and find ways to ensure growth and sustainability. On certain occasions students are engaged with raising funds for Hertfordshire charities, and other forms of volunteering, demonstrating a direct impact on the community, and the social value of such activities.

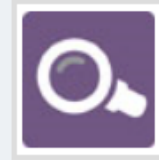
As part of our level 5 Product Innovation module, students are introduced to social innovation as an alternative model to managing and/or mitigating intransigent social and economic problems. The approach is underpinned by the PRME principles of developing graduates with a sense of global responsibility and agency to create a better world. Students are introduced to the 17 SDGs before undertaking an assignment that involves identifying an area or region in the world where one of the development goals is particularly relevant. Once they have researched and discussed the problem, they then suggest solutions, first using available technologies and second applying emerging technologies that have great potential to provide a long-term, sustainable solution. Finally, they need to consider the political, economic and other challenges that have been and may continue to hinder the deployment of innovations in the area.

- At Level 7 sustainability issues are embedded into the Project Management modules, where projects' appraisals include environmental factors into the calculation of Net Present Value. The interaction between a project and society is considered through the lens of 17 SDGs when undertaking leadership projects, and investigating stakeholders' reasoning and decision-making. The examples cover such projects as Boeing Dreamliner, Heathrow Airport extension, and others.
- The [Master of Business Administration](#) programme ensures that responsible businesses education is embedded throughout its curriculum. Out of 12 taught Modules, 6 explicitly cover such areas as corporate governance codes and ethics as principles concerned with trust; collective board responsibility and acting in the best interests of stakeholders (including customers, shareholders); social and ethical marketing; social entrepreneurship; circular economy business models; values-based leadership; corporate social responsibility; environmental impact and cyber security. Students are challenged to think about how business leaders should respond in their roles as key business decision-makers and influencers on financial and, increasingly, non-financial information, and whether they are adequately responding to the growing demand for more environmental, social and governance disclosures. The legal aspects are also incorporated by providing an understanding of UK code on corporate governance and the statutory duties of directors under company law; regulatory environments; health & safety and well-being compliance requirements. As a result, students are invited to consolidate the obtained knowledge and skills in their individual projects that are presented at the end of each year at MBA showcase, and subsequently implemented in their own organisations.



The ethos of HBS is to create a transformational experience for students and the examples above demonstrate how we to embed our values in all our activities.

📌 **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.



For the past two years Hertfordshire Business School have developed a strong body of research in the areas of Food, Health and Wellbeing, Heritage, Cultures & Communities - in line with the [University Research Themes](#). The most impactful outputs are presented below.



Food



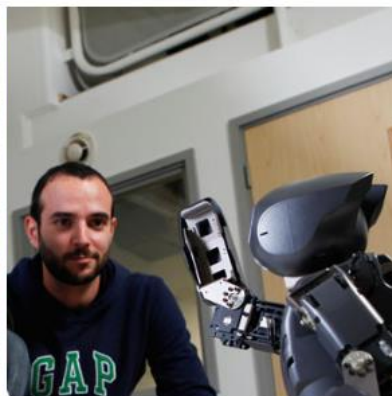
Global Economy



Health and Wellbeing



Heritage, Cultures and Communities



Information and Security



Space



- Professor Stephen Page in his [research](#) is exploring what becoming dementia-friendly means for businesses in the visitor economy in order to help people to live well with dementia. The team has developed [four approaches](#) to supporting businesses to become dementia-friendly, produced a [guide](#) with tips and downloadable resources for businesses in the tourism industry, and a wider [sector](#) in collaboration with the [Alzheimer's Society](#).
- [Research](#) led by Professor Jyoti Choudrie examines the digital divide in terms of age, particularly considering older users and their acceptance and usage of smartphones, tablets and OSNs. These older users are in danger to be socially excluded when not having access to online products and services benefits. With the support of local councils, Jyoti has been running workshops, and giving

speeches worldwide to suggest ways to engage senior users with technology through freely available [applications](#), and [best practice](#).

- Dr Maurizio Catulli's [work](#) on circular economy provides implications for making infant car seats and pushchairs more affordable and accessible to a wider audience. With the support of the government project "[Re-engineering business for sustainability](#)", more than a thousand parents from across the UK were recruited to rent pushchairs and car seats.
- [This](#) research project in partnership with [Fareshare](#) aims to develop a model that can maximise the social impact of the redistribution of surplus food and render the process more efficient to reduce food waste, and support food insecure households.
- Another [study](#) aimed to show how older people from different household types acquired food, what food they bought and people and places they acquired it from. The findings have implications for thinking about food provision and will be used to inform policy and practice through [events](#), [exhibitions](#), and [community work](#).
- The research of [Dr Luca Sabini](#) integrates sustainability into project management practices. His paper analyses the transformation that the project management profession is undergoing towards the integration of sustainability into its core values and practices. The research found its applications in the construction industry.
- Other projects are looking into such issues as food in schools and its connection with the obesity problems; school health education, generating gender equality index, and the [effects of contemporary festivals](#) and events upon our well-being and that of our communities.



🕒 **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.



The main communication channel with the Third Sector organisations is [Centre for Social Enterprise](#) - one of the main objectives of the unit is to promote and embed a responsible business agenda in the curriculum across all programmes in the Business School. As a result, for the last two years, all Programmes contain either a dedicated Module covering sustainability and/or responsible business aspects, or ensures that this content is embedded in other Modules, and integrated in programme learning outcomes. The Centre supports and collaborates with colleagues in the following initiatives:

- Involving Third sector organisations in the curriculum through experiential Modules: examples include compulsory community work on a MBA Module, cross-module assignments with a 'shared' client from the Third Sector (recent examples from 2018/2019 include [Red Balloon](#) and [Mudlarks Garden](#)), MBA dissertation projects (e.g. on the commercialisation of the public sector).
- Collaboration with external business networks in research and teaching to establish connections with the sector, including social enterprises. The most recent example includes a partnership with [Hertfordshire Growth Hub](#) to boost productivity of small businesses through leadership and management capabilities, where sustainability is a particular focus.

The examples of other initiatives are listed below:

- **European Regional Development Fund**

Centre for Social Enterprise won £34,500 in funding from the European Regional Development Fund, under the KEEP+ Programme. The 10-month project focuses on assisting an international educational charity ([The Steven Sinnott Foundation](#)) in developing a sustainable business plan.

- **Dragons' Apprentice Challenge**

Hertfordshire Business School partnered with Community Central St Albans in the Dragons' Apprentice Challenge. Teams of pupils from local schools ('apprentices') were partnered with business mentors ('dragons') and challenged to turn £100 seed money into at least £1000 for a local charity by developing a business idea. The gala Awards Evenings for finalists were held at the University's Weston Auditorium and the Challenge raised in excess of £25,000 each year for the charities.

- Centre for Social Enterprise in collaboration with [Business Academy Network](#) and [Hertfordshire Community Foundation \(HCF\)](#) runs **SELF (Social Enterprise Leadership Foundation) Programme** – this programme provides leadership and management development to third sector senior managers and aims to 'fast track' their development. It is designed to develop their self-awareness, leadership and management skills through action learning workshops. It also

builds on the abilities to lead others in managing resources and information, improving business performance and understanding customer and market awareness.

- **Mentorship**

Centre for Social Enterprise offers a range of mentorship schemes to local Third Sector organisations, which also include data collection and analysis, and strategic advice. These include ongoing partnership relationships (e.g. with [Watford & Three Rivers Trust](#)), as well as one-off projects, with such organisations as [Celtic Harmony](#), [Accessible Chair Yoga](#), and others.



❶ **Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



Each year at least once we endeavour to run initiatives that bring together academics, educators, students, public sector, and industry, being inclusive of all stakeholders, and making sure the voice and image of the Third Sector organisations is equally represented in all these events.

One of the key highlights from last year was a [Hackathon event: Winning Herts & Minds Experience Day](#) which ran with the support of external business partners. Undergraduate students across two Programmes and two levels were brought together to design an innovative technological solution to one of three UN challenges: Plastic in the Ocean, Food Waste or Fast Fashion. This was organised in a form of a competition among 10 groups (each comprised of students and one business advisor), culminating in a final pitch in front of the Panel of Dragons.



- This year Hertfordshire Business School following the invitation from a local company [Enterprise Hertfordshire](#) (a member of Social Enterprise UK) joined the Social Enterprise Place stakeholder group for Hertfordshire to be designated as a Social Enterprise Place.
- Last month Hertfordshire Business School hosted a breakfast meet-up, [Let's talk about entrepreneurship](#), bringing together for the first time a mixed group of those interested in or involved with entrepreneurship, whether studying, researching, teaching, consulting, or already leading and growing a small business or social enterprise. As well as introducing the new [University Enterprise Zone](#), the event aimed to enable people to share challenges and experiences with like-minded people from inside and outside the University, and find out about the connections, opportunities and resources available to them through our various networks.

Key Objectives for 2019 – 2021

In the next two years we aim to continue our extensive work in promoting PRME as well as UN Sustainable Development Goals.

PRME directed aims and objectives include:

- To integrate Enactus Hertfordshire to the undergraduate or postgraduate curriculum to enhance student-ed engagement with the community;
- To continue building networks, and stimulate knowledge exchange among academics, students, and with the Third Sector community;
- To bring together research on sustainability, teaching curriculum, the Third Sector engagement and student projects to achieve impact in the local community;
- To establish connections with other University's initiatives directed at sustainability, social value creation, and community support to build a holistic approach to SDGs implementation.

For further information about PRME at the Hertfordshire Business School please contact:

Dr Ekaterina Murzacheva
Director, Centre for Social Enterprise

Hertfordshire Business School
De Havilland Campus
Hatfield, Hertfordshire, AL10 9EU
T: 01707 284866
E: e.murzacheva@herts.ac.uk