Welcome from the Dean

I am delighted to welcome you to York St John University’s Business School’s second 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 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 our teaching.

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

PRME is central to our philosophy and values and will continue to inﬂuence 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

York Business School

PRME Sharing of Information Report

York Business School (formerly York St John Business School) has been a signatory of PRME since November 2014 and is delighted to present an updated report. We recognise that we are in the early stages 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 previous two years. We are fully committed to PRME and will continue to advance the principles in all aspects of our work.

York Business School

Established in 2016 following the reorganisation of the University, York Business School (YBS) is one of 9 schools within the University. YBS student numbers are 1331 (2018/19) and from a diverse range of backgrounds. This consists of 753 on-campus students (673 Undergraduate and 80 Post-graduate students). The School also has a number of overseas partnerships including working with institutions in South East Asia (Vietnam and Singapore), Dubai, and Europe where undergraduate and postgraduate management awards are delivered. Additionally, the School franchises the delivery of its online masters programmes through our partnership with Robert Kennedy College in Zurich, which provides us with a world reach. Other partnerships are due to come online shortly including providers in the USA and Europe.

YBS also has a number of progression agreements in place with institutions in India, the USA and in Europe. We are keen to establish partnerships as a method of developing worldwide understanding and consistency in understanding of what sustainability and responsible management is and what it means from a worldwide perspective.

York St John University

York St John University is a diverse community of 7,660 students from over 100 countries and over 700 staff which began as two Anglican teacher training colleges, founded in York in 1841 for men and 1846 for women. 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 2018 National Student Survey (NSS) reported an 84% 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 97% 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, 2015-2018

#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

Selected undergraduate modules where PRME is central to the pedagogy.

*Responsible Business*

Academics within YBS have developed a series of strong themes which surround the interrelationship between stakeholders, businesses, 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 approach leads into a more cohesive understanding of criticality in Business by emphasising different 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.

*Management and Leadership*

This second year module considers key areas around effective management and leadership within Business Organisations. The module places key emphasis on Ethical and Authentic Leadership as key approaches and develops the principles through case study analysis. The module looks at key management / leadership decisions and debates the fundamental background to the decision making process.

*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.

Postgraduate Activity

“In 2015 we revalidated our postgraduate management suite of programmes. Central to this activity was embedding PRME principles into the curricula and highlighting the importance of responsible leadership and the role of business in contemporary society”.

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.

*Introduction to Research in Contemporary Business Issues &
Applied Research in Contemporary Business Issues*

Two modules have been developed to introduce students into researching Contemporary Business Issues. These two modules are integrated across all of the YBS Postgraduate on campus provision. The modules were 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.

*Leadership and Management*

Students on the Leadership and Management on the MSc Leadership and Management focus much of their learning on taking and ethical and authentic approach to leading and managing in organisations. They consider the key influencers on decision making and the impact they have on organisational behaviours and actions. Students are challenged to consider how leadership behaviours impact on others, and most importantly what impact that behaviour has on followers or the led.

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. One research project - Operation Nightingale – has so far resulted in a conference paper ‘Digging up the Past to Understand your Present Community Engagement in Heritage and Archaeology’, Tourism Education Futures Initiative (TEFI) Knowing with nature – The future of tourism education in the Anthropocene, University of Lapland, Finland, June 2018, delivered by Brendan Paddison, and a book chapter ‘Expert Leadership and Hidden Inequalities in Community Projects’ which was written by Chris Mortimer and Brendan Paddison and included in Volume 1: Hidden inequalities in modern organisations: Work and welfare.

Alongside this Mike Hemmings has a long history of working with the third sector, most recently with the Voluntary Services Sector Network (VSSN) and has recently been appointed to the Editorial Board of Voluntary Sector Review. Mike’s most recent publication was in 2017 titled 'the constraints on voluntary sector voice in a period of continued austerity'.

Other academic work includes:

 ■ 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.

We continue to be active in research related to areas relevant to the PRME principles.

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

MBA projects

2017-18 - Registration and event management of Homeless Sleepout  at York Racecourse in conjunction with CEO Sleepout

2017-18 - Charity Conference with over 100 delegates from Social Enterprise sector organised at York St John University

2017-18 - Organised Social Media training and development for Yorkshire Waterways Museum

2017-18 – Developed a Marketing Communications plan for York Community Furniture group which provides furniture for the needy and works with probation service to build skills.

2016-17 - Organised Charity Conference with over 130 delegates from Social Enterprise sector organised at York St John University

2016-17 - Marketing plan created for York Guildhall Orchestra (Volunteer Orchestra )

Additional Projects

2017-18 - Undergraduates  developed a Marketing Communication plan for Yorkshire Waterways Museum a Social Enterprise which works with ex-offenders and is a museum preserving the local heritage.

2016-18 – Range of Charity events organised by undergraduate students to raise money for local charities including MIND and St Leonards Hospice.

**Future objectives**

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

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

■ 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, anticorruption 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 collaberate 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

YBS 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 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 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 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 3 Method

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

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 res