

# PRINCIPLES of RESPONSIBLE MANAGEMENT EDUCATION

*SHARING INFORMATION on PROGRESS (SIP) REPORT*  
2018

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UNIVERSITY OF GREENWICH  
BUSINESS SCHOOL



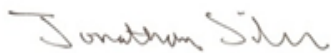
**PRME** Principles for Responsible  
Management Education

*an initiative of the United Nations Global Compact*

# RENEWAL OF COMMITMENT TO PRME

I am pleased to confirm that the University of Greenwich Business School continues to support the objectives of the UN Principles for Responsible Management Education.

Becoming a PRME signatory has been a valuable spur to think more deeply about how to integrate the PRME principles into our teaching, research and operations. This report describes what we have achieved so far. We look forward to reporting further progress in our next SIP Report.

A handwritten signature in brown ink, reading "Jonathan Sibson".

Jonathan Sibson

Pro Vice Chancellor

Head of the Business School

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## Introduction

Over the years, Business School programmes gained several professional accreditations which worked as drivers for the Business School to enhance and implement its Teaching and Learning strategy and all associated Quality Assurance processes. As a further drive to enhance our teaching and research practices and our students' learning we became signatories of the PRME in 2016 and have discussed, embedded, and put into practice the principles in most areas of our operations and student provision.

Our goal is to develop future leaders who act responsibly and think globally, while respecting the individual. We embraced the embedding of social, cultural and ethical learning objectives across our curriculum throughout all programmes and modules to help our staff develop new knowledge and equip our graduates with the tools to foster sustainable and equitable economic growth. We also successfully embedded the UN PRME principles into numerous research activities. Through our research we renew our commitment to advance knowledge and understanding about the role and impact of business in the creation of a sustainable society.

The process of producing the first Sharing Information on Progress (SIP) has been an extremely valuable exercise for the University of Greenwich Business School to undertake, serving as a powerful impetus for continued change and further recognition of the influence of PRME and its six underlying principles.

By the next reporting date we aim to achieve greater awareness of the UN PRME initiative among our staff and students. Aside being an active advanced signatory to PRME, the Business School will establish a Steering Group to include staff, students and external advisory members, chaired by Petros Ieromonachou, Professor of Transport and Urban Systems. The PRME principles have been included in the new Learning Enhancement plan of the School, seeking to initiate and complete projects on education provision, research and engagement activities.

## Strategy & Vision

The University of Greenwich in London, United Kingdom, has a long and proud history of delivering excellent teaching and learning, and of widening access to higher education to ensure that all who have the motivation and ability to succeed have the opportunity to realise their ambitions.

The Business School, located on the historical Greenwich Maritime campus, offers a great environment to study in, with a diverse, energetic community, with students and academic staff from all over the world. We have embedded in our practice the six strategic objectives of the University that will enable to implement our mission to transform lives:

- Changing student lives through outstanding teaching and learning
- Enhancing science and society through inspiring research and enterprise
- Creating engaging campus environments and services
- Supporting and developing our staff
- Internationalising Greenwich
- Enhancing student employability

## Teaching and learning

We see it as our main responsibility to help all students reach their full academic potential. We believe that learning should be an engaging, interactive process. To do this, we supplement lectures and tutorials with a blend of challenging group exercises such as business simulations, experiential learning and flipped classrooms.

We are really pleased and proud to have been rated by the:

### Complete University Guide 2017 -

- No.1 in Economics for student satisfaction in London
- No.3 in Accounting & Finance for student satisfaction in London
- No.4 in Hospitality, Leisure, Recreation and Tourism for student satisfaction in London
- No.4 in Marketing for student satisfaction in London
- No.7 in Economics for student satisfaction in the UK

### Guardian University League Tables 2017 -

- No.1 in Hospitality, event management & tourism for student satisfaction in London
- No.3 in Accounting and Finance for student satisfaction in London
- Within top 10 in Business, management and marketing (overall) in London

These ratings come from the people in the best position to judge – our students.





## Sustainability

Sustainability is an essential issue of relevance across our teaching and of strong interest to our students and their future employers. We recognise that meeting sustainable development objectives is crucial to our students, our planet and ultimately our future success.

The Business School as part of the University of Greenwich is proud to be a leader in delivering sustainability. We strive to make significant improvements in all areas where we have an impact or influence. As an academic establishment we apply sustainability in our teaching and research. We seek to develop students capable of creating the solutions our future needs and producing research that will deliver benefits balancing social, economic and environmental needs. All staff and students are responsible for helping deliver sustainability in their day to day actions and in other applications in their work.

The university has a strategic approach and tools that enable us to focus on important areas. We reduce our negative impacts using sustainable development as a driver to add value, opportunities and benefits. We employ sustainability principles not only in our estates and operations (for example, reducing our energy and waste generation). We also work to integrate sustainability into our curriculum and research work. Almost all sustainability impacts are because of human behaviours, so we work with our staff, students and our wider community to improve their awareness and actions.

Our [Sustainability Policy](#) sets out the direction, the areas we focus upon and the goals we seek and have put in place strategies and policies to support this. We work with our

Students Union and students in a range of ways to help them to understand and apply sustainability in their learning, research and lives. For over 6 years we have been utilising our Sustainability Management System accredited to ISO 14001 to help drive forward many of our strategic aims, objectives and targets. This allows us to minimise our risk areas and ensure that we are demonstrating good practice across our operations. It also provides an excellent means to audit and identify improvements and also provide invaluable external verification of progress.

Sustainability has become incorporated with student life from the first week they join our institution. Induction slide decks are available for staff and students to download. They explain what sustainability is and how our students can support this work and get involved. Further information about how the University is delivering sustainability can be found in our sustainable development website.

Engaging presentations from the Sustainability Team are also provided to students during welcome week. This is effective if delivered to larger groups (particularly over 50 students). These can be used to highlight the work the University is doing in delivering sustainability and also can provide an introduction to what sustainability is how students can help deliver it and how it can relate to their studies, skill and experience development and future careers.

Sustainability training is also available for staff – delivered at different levels from an introduction to a deep dive, to helping academic staff utilise the Sustainable Development Goals in their teaching to understanding more about how to engage with a living lab at Greenwich.



# **PRiME** Principles for Responsible Management Education

*an initiative of the United Nations Global Compact*

## **Incorporation of PRME Principles**

The Business School is committed to incorporating the PRIME principles in its teaching, research, stakeholder collaboration and campus leadership as well as extra-curriculum activities, and collaboration with our Trans-National Partners. We work towards maintaining and constantly improving our Faculty and University's sustainability profile, fostering research into sustainability and incorporating knowledge into our curriculum on suites of undergraduate and postgraduate program to make our graduates to incorporate sustainability principles in their professional career.

The School is committed to working towards maintaining and constantly enhancing the university's sustainability profile nurturing research into sustainability and integrating state-of-the-art knowledge into our curriculum thus making our students ready to be the leaders of sustainability in the their future employment. This includes the use of research-led teaching in areas of sustainability, which have a combined yearly student uptake of several hundred students and instill in our students the principles of sustainability as a force of change for their daily lives and as a competitive advantage in their future employment.

## **Principle 1, 2 and 3 - Purpose, Values, and Methods**

Our teaching programmes are structured to help develop the capabilities of students to identify and integrate the meaning of sustainability in its economic, social and environmental pillars. The content and the design of our undergraduate and postgraduate programmes aims to develop students awareness and understanding of how sustainability aspect relates to companies performance, branding and economic trends. Sustainability values are thought across the board and there is large number of modules that directly address the issues of sustainability, e.g., The Economy and the Environment, Sustainable Transport, Sustainability in Business, Sustainable Tourism and Sustainable Events, Labour Economics, Policy and Regulation, Business Ethics and CSR, Business Ethics and Governance, and Global Business and Sustainability.

In all the relevant modules, beyond those mentioned above as examples, the students explore the ways of business conduct that is in alignment with the principles outlined in the United Nations Global Compact. On the Business Ethics and CSR course, for example, the students are introduced to case studies outlining corporate wrongdoing and remedial solutions so as to equip them with ideas on how to manage businesses in an ethical, sustainable manner. On Global Business and Sustainability, MBA students conduct independent research in building a sustainable business model and engage in business expansion strategy simulation that enables them to get a sense of what works and does not work for sustainability in a global setting. On more technical aspects, the Advanced Management Accounting module explores aspects of Environmental Management Accounting and in Advanced Financial Accounting students look at Integrated Reporting including environmental reporting and a long term sustainability of business including evaluation of current research in this area. Managing Business Finance, Corporate Financial Management and Financial Risk Management bring in economic value, ethical values, and governance. Banking principles, Practice and Regulation looks at sustainable financial systems and ethical behaviour in the banking industry as well as the impact of unethical practices on consumers and society.

As of the last academic year, we integrated a Research Ethics procedure on all our programmes in order to ensure that our students are aware of what constitutes ethical research conduct from the early days and that ethical research principles are applied in all research projects. Students learn to align their research methods with the Code on

Research Ethics. Where ethical considerations are at stake, all students must seek a formal University Ethics Committee approval to conduct their research with support and guidance from their tutors.

Our teaching programmes are structured for students to actively develop skills and critical thinking related to sustainability in a way that they can integrate it into their chosen profession as well as their daily lives across the three pillars of sustainable development – local economy, society and the environment. This includes a number of modules that directly address sustainability issues either across the board or by focusing on specific aspects of sustainability. In these modules, students explore the ways various business and industry sectors operate in line with the UN's Global Sustainability Goals. On the various Sustainability modules, students are introduced to case studies outlining critical concepts such as 'green-washing', good practices in waste minimisation and energy conservation, nudge theory and the influencing of behaviour change, as well as the subtle differences between concepts. In these modules, students conduct independent research into on-going sustainability debates and frameworks, as well as contemporary challenges in the management of businesses in a more sustainable way. In Social Marketing, for example, students are encouraged to debate how marketing principles can be applied to making communities more sustainable not only environmentally but also in terms of quality of life, health and educational attainment, among other topics.

Through a number of case studies students explore how financial institution embed ethical values into their corporate culture and changes that resulted from global financial crisis to make financial institution sustainable and how financial intuitions management incorporate responsible leadership. In Strategic Financial Management module through analysing global case study students look at corporate values and governance and how sustainability, social issues and environmental values are approached by transnational corporations. Students perform economic value analysis and look at business from different perspective, from an individual company, industry comparison and Strategic Business Unit perspective. This year the company in question was TESLA and the students had to understand disruptive technologies and how the social movement in terms of the environment is forcing change in the car industry. This case study allowed students to understand that companies have to change to meet the customer requirements and that when companies' focus their values on environmental

sustainability they have to change their marketing strategies, operations and HR strategies. In Principles of Finance, Investment Management, Risk Measurement and Modelling and Financial Markets and Risk bring aspects of economic value, ethical values, and governance and how various factors may influence stock market prices and how socially responsible funds have grown in size over the past decades.

Our educational materials, processes, methods and environments are thus designed to enable effective learning experiences for responsible leadership. This includes the regular participation of students from all departments in the School's Enterprise Challenge competition. Within this we also launched the Social Enterprise Challenge in response to the growing number of entrepreneurs who are driven by a desire to implement change in society. This competition is open to students at all stages of their degree where their business plans for a social enterprise have a chance of winning £5,000 towards the plan implementation – [see Appendix](#). The students are also encouraged to engage with the Mayor's Fund for London on the Mayor's Entrepreneur competition that promotes entrepreneurship and sustainability to make a change to the quality of life for residents in London and set an example for the world to follow in our city's footsteps to reducing the carbon footprint. One of our undergraduate students became the London Mayor's Entrepreneur Intern as well as an Entrepreneur Ambassador.

## **Principle 4, 5 and 6 - Research, Partnership and Dialogue**

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.

Our staff are very active at the cutting edge research groups of the Greenwich Business School – Networks and Urban Systems Centre, Greenwich Political Economy Research Centre, Tourism Research Centre, Public Services International Research Unit, Work and Employment Research Unit and i3Centre. The latter, works with students, local businesses and organisations to support entrepreneurship with sustainability principles in mind. We actively support research into sustainability as is reflected in the research profiles and publications of our staff. The Centre for Governance Risk and Accountability

(CGEA) brings together cross faculty research expertise in governance, corporate social responsibility, risk management, banking regulations, business ethics and sustainability. The Work and Employment Relations Unit (WERU) does research on whistleblowing, and on precarisation of work; the Diversity Interest Group (DIG) focuses on diversity and discrimination research. Research from both groups is used in teaching on various courses: employment law, reward management, contemporary issues in management.

As in the recent past, in the coming academic year, we will be recruiting and funding further PhD candidates on the projects that aim to study economic and environmental sustainability. Through a University-wide Research and Enterprise scheme we make our expertise available to businesses to build partnerships and enable mutually beneficial crosspollination of the practice of business with academia. We also maintain strong social and mass media presence to allow for exposure of the cutting edge research we do which benefits the wider society.

The School is also very active in the University's Employability initiatives, including the Greenwich Employability Passport scheme which helps at building strong and sustainable links between businesses, our students and our alumni. The School runs an internal Alumni mentoring scheme, where previous graduates share their expertise on sustainable business models and responsible leadership. and leadership experience. The scheme involves placements, internships, and networking events where corporate representatives and recruiters can meet our top students, adequately trained to meet the challenges of sustainability for the future; we help business employers find their best future employees. One of our recent year 2 students, Pramoda Morla set up and efficiently run Bright Futures Society that builds link between students and employers to helping students increase their employability and understand employers expectation of sustainability and ethics.

Our School strongly encourages and supports our students undertake various work experience and placements to understand practical aspects of global social responsibility and sustainability. We have large number of students taking industrial placement in companies like BUPA, NHS, Disney, Warner Bros, IBM, E&Y, BAM Nuttal, Kimberly Clark, Nike. Every year upon they return to the University through various presentations, students share their experience about the companies they worked for, the values, sustainability initiatives they have been involved in, their views on their

ethical behavior, etc. This shared knowledge inspires our campus students to be more involved in sustainability initiatives and prepare them better for the work place.

## Key future objectives

Apart from the establishment of a Steering Group to include Staff, Students and External Advisory Members in further promoting the PRME principles to all aspects of our operations and provision, a key encompassing objective is the inclusion of PRME in our learning enhancement plan and the initiation of School-wide specific projects in relation to inclusive curriculum, international experience and partner involvement to showcase in our annual teaching and learning festival in June.



# APPENDIX



## MADE IN ITALY: HOW ATTENDING SUMMER SCHOOL CAN BOOST YOUR LEARNING AND EMPLOYABILITY

Described as "an amazing experience" it was a chance to learn about business competitive from lecturers who'd advised governments as well as visits to local companies.

Georgia Spiteri, a student in our Business School recently attended Made in Italy, a summer school based at LIUC University in Milan. Georgia and twelve other Greenwich students spent a week learning about Italian management and innovation from high-profile lecturers, some of which have advised governments. Speaking about the opportunity Georgia said:

*Overall, summer school was an amazing experience with the opportunity to meet new, diverse people and be introduced to the Italian economy, specific Italian markets and experience the culture first hand. The Italians definitely have great style and amazing taste in food!*

All students can make use of our [Employability & Careers Service](#). As well as helping students build their CV and giving tips for interviews and assessment centres, it also has job boards where students can search for jobs, workshops and events and can develop their skills and experience through volunteer work.



# Enterprise Challenge i3Centre

## WHAT IS THE ENTERPRISE CHALLENGE?

The Enterprise Challenge is an annual competition that provides mentoring, training and funding for entrepreneurial students who want to pursue an idea. All students and recent graduates of up to one year out are eligible to apply; and they don't need any prior business experience to take part. Applicants receive free 1-1 advice, training activities, mentoring, and the chance to win generous cash prizes to help build their enterprise.



Our business winners from the year 2017/2018 (left to right): Sagar Patel with his idea Abodle - 3rd place Winner; Jeanyne Stephen with her idea Party Box - Enterprise Challenge Winner; Mante Grikenyte with her idea UnixWear – 2nd place Winner

## What our students say:

*'The enterprise challenge workshops have been enormously helpful for those of us who have big ideas but not much business experience'*- Lauren Sternberg

*'Valuable insights highly important'* – Ahammed Saheen

*'One of the best experiences in University, I have just returned from a placement where I realised that I can work on my own, but this challenge is helping me to make my idea a reality'* – Silviu Cogoncaru

*'I have really enjoyed the workshop sessions and I have learnt in depth key elements of business'* – Jason Dennis

## HRH THE PRINCESS ROYAL ATTENDS STUDENT CONFERENCE AT GREENWICH BUSINESS SCHOOL

Her Royal Highness attended the 12th [Chartered Institute of Logistics and Transport \(CILT\)](http://www.ciltuk.org.uk) annual students' conference on Smart Logistics and Transport, which was jointly organised with the university's [Business School](#) in 2016. The Chartered Institute of Logistics and Transport is the independent international professional body for individuals and companies associated with logistics and transport. It has over 33,000 members in over 31 countries worldwide - [www.ciltuk.org.uk](http://www.ciltuk.org.uk)

The event featured an address by The Princess Royal in her capacity as the patron of CILT, in which she highlighted the importance of efficient and effective logistics and transport as the key to successful business performance, congratulating the University of Greenwich for running courses about this important and growing area of the economy. "Students do need to be studying these topics, which are central to economic and environmental debates," she said. During the visit, students from the University of Greenwich spoke to The Princess Royal of their research findings on topics including 'smart cities' and transportation strategies, and on various aspects of supply chain management.

The event included welcomes and opening words from the university's Vice-Chancellor, Professor David Maguire, as well as from Jon Sibson, Pro Vice-Chancellor, Business School, and Prof Petros Ieromonachou, Head of Department, [Systems Management and Strategy](#). Professor Maguire said: "This is the fourth time that the university has been honoured to host the annual students' conference, and it is a testimony to the high calibre and energy of our students and staff who are undertaking research in this discipline. "One of the core values of CILT is to be 'vibrant and progressive', a value which marries well with the university's determination to encourage our students to be innovative and bold." Industry experts shared their business insights and experiences on topics including commercial electric powered vehicles, e-commerce and delivery, and contactless technology. Conference speakers included Phil Roe, Vice-President for Innovation, Strategy & Business Development, DHL (UK); Christopher Featherstone, Systems Engineer, Heathrow POD; Jonathan Hill, Business Analyst, Transport for London; Dr Steve Shaw and Dr Louise Bunce, from the universities of York and Winchester respectively; and Chris Holland, IT Business Solutions Manager for XPO Logistics.



*Picture: HRH The Princess Royal meeting students from the university's Department of Systems Management and Strategy, part of the Business School.*





## **GREENWICH NAMED AS ONE OF WORLD'S "MOST INTERNATIONAL" UNIVERSITIES**

Greenwich has been named as one of the "most international" universities on the planet by Times Higher Education magazine. It is ranked among the 200 institutions with the most global outlook, recognising that Greenwich is an international player in terms of attracting staff, students and research collaborations from around the world.

Nearly 5,500 international and EU students from 176 countries choose to study at Greenwich, which is one of the UK's most popular destinations for students from India and Nigeria.

In addition, over 16,500 students are taking University of Greenwich qualifications at one of 38 partner academic institutions in 29 countries.

One of the university's strengths is its portfolio of international research activities, working with major global donors, government organisations and corporations such as the Bill & Melinda Gates Foundation, the European Space Agency and BAE Systems.

The Times Higher Education ranking recognises the university's many international research collaborations with academics outside the UK.

## FROM THE PRIMETIME BLOG

(<https://primetime.unprme.org/2017/09/12/student-run-sustainability-events-as-part-of-the-core-curriculum-university-of-greenwich-business-school/>)

# STUDENT RUN SUSTAINABILITY EVENTS AS PART OF THE CORE CURRICULUM – UNIVERSITY OF GREENWICH BUSINESS SCHOOL

12 SEPTEMBER 2017 BY [GISELLE WEYBRECHT](#) [LEAVE A COMMENT](#)



Every year the [University of Greenwich Business School](#) hosts a [full day conference](#) in May which is themed, organised and delivered by the current cohort of full-time Executive MBA students. Unlike many other similar events at other business schools, this one is a key part of the students' curriculum. I spoke with Petros Ieromonachou, Head of Systems Management and Strategy and Director of Connected Cities Research Group at the University of Greenwich Business School in the UK, about this student led event.

### What is the Executive Business Conference?

For the 13<sup>th</sup> year running, the University of Greenwich Executive MBA students held a Business Conference to present and discuss global issues/trends and current business topics. To come up with the business conference theme the MBA students brainstormed several ideas concerning today's

business environment. Topics such as sustainability, globalisation and technology frequently appeared as hot topics for discussion. Looking at recent changes in politics such as the proposed Brexit and the US elections, students realised that they are living in an uncertain world that is not easily predictable and changes are becoming more rapid. These changes bear opportunities and threats for businesses and are important considerations for Responsible Leadership. It was important to all MBA students that the business conference theme should evolve around these topics.

### **How is the event organised?**

The event is completely organised by the current cohort of full-time Executive MBA students as well as those studying the second year part-time Executive MBA programme. The students appoint a conference committee, decide on the conference title and theme and organise all of the marketing and logistics over a three-month period. The students also invite and coordinate presenters for the conference as well as develop their own presentations around the topic to be delivered at the event.

### **How is the event embedded into the curriculum?**

The University of Greenwich Business Conference is integrated into the MBA programme as a core component which serves to build on each student's leadership and professional development. It is a side-event of the Leadership and Professional Development course. Apart from being part of the organising committee, all students in the programme need to present. Students are also expected to provide a written reflective report on their learning and professional development as a result of the experience which is graded.

### **Tell us about this year's event**

After much thinking, the Greenwich MBA students choose the theme "Shaping business opportunities in a world of uncertainty." The business conference took place on March 11<sup>th</sup> 2017 at the University of Greenwich in London. Full and part time Greenwich MBA students as well as guest speakers from industry and academia presented. Keynote speeches were given by Professor Victor Newman – an Industrial Fellow at the University of Greenwich Business School, Chief Innovation Officer at the Milamber Group, and Innovation Adviser to Erisa together with Peter Bonish- Chairman of Kage Strategy. MBA student presentations topics included: 'The future of energy markets', 'Is there a sustainable future for small charities?' 'Is the future sharing?' and 'The future of solar energy in Saudi Arabia.' Most of the MBA students presented a topic that was closely related to their professional career or a business they want to pursue. This gave students an opportunity to put together a professional presentation and present it to academics, professionals, and other students of the business school. Also, during the breaks and the networking event there were opportunities to receive feedback, giving the MBA students different ways of thinking about their business ideas and subjects.

### **How has the experience been received by the students?**

One of the key skills needed by executives is 'communication'. Together with 'creativity' and 'project management' the Business conference allows students the opportunity to showcase these abilities in front of a wide audience of business professionals and academics. Layla Mohammad, one of the MBA students reported: "By being a member of the conference committee who organised and co-ordinated the whole event, I watched the MBA students form their ideas, practice weekly and professionally present on the day. It was amazing to see how MBA students that started from thinking they could not



put together an interesting topic or present confidently on their own, to delivering some of the most captivating and professionally delivered presentations I have ever experienced.”

Each year students remark on how they have developed as a result of this experience. Often, students remark “I now know what you meant at the induction when you said I would be a different person by the end of the MBA”.

**What advice would you have for other schools thinking of putting something similar into place?**


Start early, hand over the responsibility for success to the students and provide continuous mentoring and support to help them realise their capacity and skills as well as future responsibilities in the ever-changing world of business.

**What’s next for the initiative?**

The department and programme leader are considering extending the business conference to other post graduate programmes and organising a faculty wide conference with different break-out sessions focusing on a variety of themes.



**CHANGE  
STARTS  
HERE**



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