

PRME Sharing Information on Progress

Sheffield University Management School

**PRME SHARING INFORMATION ON PROGRESS**

Report 2019

# INTRODUCTION FROM THE DEAN

Sheffield University has a global reputation as a world-leading research institution but also has a heritage of civic responsibility that ties it to the local communities it serves. In conjunction with this, Sheffield University Management School is driven by a socially responsible research agenda where the research across all our sub- disciplines develops and enacts what we refer to as decent and sustainable work practices and processes, and which our mission refers to more broadly, as socially responsible work practices.

This notion of social-responsibility spans our work on employee well-being and performance, our development of models to make supply chains more environmentally sustainable, our understanding and promotion of social entrepreneurship, the lead we take on informing policy around the informal economy and our research on improving work, organisations and employee relations. We therefore have a critical mass of research that puts us in a unique position to inform debate and have an impact on socially-responsible work practices and processes around the world.

This clearly sits very comfortably with the remit of PRME and also aligns with the emergent strategy of the European Foundation for Management Development, who view the future of business and management education as we do – as being underpinned by the promotion of ethical, socially-responsible and environmentally sustainable business practices and developing students with higher aims.

Sheffield University Management School is therefore proud to frame its activities within the Principles of Responsible Management Education and the report presented here will explain how we embed those principles throughout our activities.

# BACKGROUND TO THE MANAGEMENT SCHOOL

Management education at Bachelor degree level has taken place at the University of Sheffield for over 50 years. The School provides two broad programmes at Undergraduate level: Accounting and Financial Management, and Business Management, plus dual options of each with other disciplines. At Masters level, the School provides a wide range of specialised programmes, 16 in total including our MBA. In 2006, to complement our AMBA-accredited MBA, we introduced the new general MSc in Management, which was accredited by AMBA in 2007. This was followed by the introduction of specialised Masters degrees in Finance, International Management, Information Systems Management and HRM, and named pathway degrees in Management, Logistics and Marketing. In 2009 the Institute of Work Psychology (IWP), formerly an autonomous University research institute, was incorporated into the Management School and MSc degrees in Occupational and Work Psychology were offered. More recently, the School has launched a number of Professional and Executive Education programmes.

In the 2014 Research Excellence Framework (REF), the Management School was ranked 14th nationally in Business and Management Studies out of 101 other schools (up from 16th in 2008). The School has continued to build on its commitments to responsible management practice since the last SIP report, focused predominantly around building a critical mass of academics whose teaching and research activities sit comfortably within the School’s central mission and vision.

Working from the basis of this core mission and vision statement the School has made significant progress in developing activities across all six PRME principle areas as will be outlined below.

The following sections will demonstrate how our continued commitment to this mission and vision has increased our engagement with the PRME principles

# 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.*

As stated above the Management School’s mission and vision puts responsible management and sustainability at the core of everything that we do.

### THE MISSION OF THE MANAGEMENT SCHOOL IS:

**to use our world-class research base to develop knowledgeable and employable students, promote socially- responsible work practices and have a positive impact on organisations and society throughout the world.**

We believe that this focus and direction will deliver an international reputation as a Management School that combines an increasingly specialised research-led focus, which is world-class by default, and which provides world-class student facilities for learning and organisational engagement.

### OUR VISION IS THUS:

**to be recognised as a leading international management school known for delivering an outstanding student experience and impactful socially responsible research in a collegiate learning environment.**

This mission and vision has been key in driving the research, curriculum and recruitment strategies across the school. The School has a designated role for a PRME co-ordinator, currently Dr. Jon Burchell, with workload allocation to ensure that PRME commitments are developed and maintained within the School and to encourage staff and student engagement with PRME activities. In addition, PRME related activities are fed into teaching and learning, research and executive committees. Funds are available to support staff to attend PRME related events and relevant statistical data is now being collected in line with the data collection processes for accreditation purposes.

Great care and attention is paid to equality and diversity issues in our recruitment policies, reflected in the fact that School faculty has 30 different nationalities, non-UK staff represent 41% of all academic staff, and 45% of core faculty are female. Chairs of all School interview panels are required to undertake equality and diversity training and there are clear guidelines with respect to the composition of panels. The School implements the ‘Two Tick’ initiative which guarantees an interview for individuals disclosing a disability and who meet the essential criteria for the role. The School will ensure that any adjustments or special arrangements which may need to be undertaken are done so, in order to ensure the candidate feels as comfortable as possible at the interview.

The University also supports flexible working to help all staff achieve a healthy work life balance. The University has specific policies to support staff with caring responsibilities, those engaged with fostering and adoption processes, those undertaking civic and public duties and to support volunteerism. The School fully enacts these, for example one of our members of staff Dr Grady has recently been elected as General Secretary of the University and College Union and has been granted a five year leave of absence to perform this role. Help is also available for staff suffering sickness or disability. The University also has a detailed travel policy that promotes the use of public and shared transport and tries to reduce the impact on the environment of University vehicles. This also includes a scheme to buy bicycles through a salary sacrifice scheme.

The University’s ‘Juice’ Scheme is designed to encourage each individual member of staff to take responsibility for their own health, wellbeing and happiness. Additionally the Scholl has embarked on its own Wellbeing project.

# 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 UN Global Compact.*

As well as the direct engagement with PRME principles within both research and teaching contexts, the School has recently focused upon expanding its engagement with PRME values across the full range of its activities. This is reflected in a number of key initiatives:

1. SUMS Wellbeing strategy:

The Management school instigated a new initiative in 2018 focused upon staff wellbeing. This involved an external organization working with both academic and professional services staff through both surveys and practical workshops to develop a wellbeing strategy for the School. As a result of the initial work, working groups comprising of academics and professional services staff were created, looking at issues raised during the survey and putting forward solutions that are in the process of being consulted on with the aim of implementing them in Autumn 2019. Key areas which the groups have reviewed include internal communications within the School and work load allocation for academics.

1. The Deans List:

Sheffield University Management School launched an innovative programme in 2018, which honours and celebrates the extraordinary. The award is open to final year undergraduate and masters students. The Dean’s list focuses on the Schools’ mission and vision as well as the students’ academic achievements. The Dean’s list is a competitive process in which students have to demonstrate not only their academic achievements, but also the activities, that they have undertaken, which demonstrate how they have used the mission and vision to achieve results.

The award was instigated in 2018 for final year undergraduate students and widen in 2019 to postgraduate students. Students showed their commitment to society through a range of diverse activities, including: membership of the Malaysian Youth parliament; establishing NGOs in Africa to promote education; volunteering to help the homeless, and elderly; and initiatives to combat period poverty.

1. Enactus:

For the past 10 years the University of Sheffield has had a leading Enactus student organization. Enactus is an international scheme that encourages students to utilise entrepreneurial skills for social and environmental good. The Management School has always been a key supporter of this initiative, providing staff time to help mentor students and building Enactus activities into student induction week and first year undergraduate modules.

1. The Sheffield Graduate Award:

Students can also enroll on the Sheffield Graduate Award programme. This prestigious Award brings an extra dimension to a student’s qualifications when they graduate, enriching their personal development and substantially boosting their employment prospects. Taking part in valuable and sometimes challenging activities in areas including enterprise, work experience, community volunteering and international relations confirms that not only are our students academically able, but are individuals whose competencies, skills and positive outlook will be a real asset to any organisation. Our students are encouraged to seek innovative and entrepreneurial opportunities, but to do so with a respect for the social and environmental challenges that surround them.

1. SUMS Green Impact team:

The Schools Green Impact team undertake a number of initiatives to support the School’s commitment to responsibility and sustainability. This includes the weekly Litter Pick whereby staff members joint together to undertake an hour long walk around the residential areas near the School to collect litter and tidy up the area. This initiative has been met with a strong positive response from local residents.

Other initiatives include setting up a book swap area for academic and professional services, with books after six months being donated to local charities.

The School has also set up a food bank collection point for donations and is looking into recycling systems for items currently not being recycled in the School.

The work of the School in this area has been acknowledged during accreditation visits. Peer Review Teams have commended the School on the inclusion of sustainability, ethics and responsibility in the DNA of the School.

**PRINCIPLE 3**

**Method:** *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.*

As outlined above, the Management School provides a broad range of Undergraduate and Postgraduate programs. Currently the School is home to approximately 1092undergraduate students, 900 taught postgraduates and over 100 Phd students. All programmes are influenced by the concept of the Sheffield Graduate. The Sheffield graduate concept is based around four core attributes as illustrated in the table below.

The Sheffield Graduate

|  |  |
| --- | --- |
| **DISCIPLINE-BASED KNOWLEDGE** | **Application of knowledge** |
| * Knowledgeable in their subject area * Equipped to work collaboratively and confidently both outside and across disciplines. * Confident in applying your knowledge and skills to authentic challenges * Able to exhibit ethical behaviour | * Confident in considering issues within local, national and international contexts, equipped to work in diverse cultural settings. * Aware and respectful of a range of perspectives and considerate of diversity.. * Experienced at working in partnership with others, including communities and external partners. * Able to translate and adapt knowledge, and apply lateral thinking in problem solving |
| **SCHOLARSHIP** | **DEVELOPMENT** |
| * Experienced in the process and methods of research * A critical, analytical thinker * Creative and innovative, and able to understand and manage risk * Equipped with appropriate information and digital literacy skills. | * A lifelong learner who understands the importance of continual development * An excellent team worker who is able to manage their time efficiently * A skilled communicator, comfortable with different styles and audiences * Reflective, self-aware and able to take ownership of your own learning * Professional and adaptable, resilient and flexible in your approach |

The Sheffield Masters Graduate

|  |  |
| --- | --- |
| **Specialist knowledge and skills** | **Self-management, influence and leadership** |
| * Increase your subject knowledge and, where relevant, professional expertise. * Recognise, take account of and integrate new developments in your subject or professional practice. * Enhance your ability to analyse complex subject matter, issues or questions and use evidence to understand and explore innovative approaches to problems. * Gain advanced skills in using, and potentially developing, the research methodologies of your subject or professional field. * Work in keeping with the ethical considerations and requirements for academic and, where relevant, professional expertise. | * Work independently and develop your confidence and capability in making decisions with authority. * Work well with others, with appropriate awareness and sensitivity to differences and commonalities. * Communicate processes and outcomes to a range of audiences * Work efficiently and effectively to tight deadlines * Increase your knowledge and application of appropriate technologies. |
| **Understanding of the wider context and application of your subject specialism** | |
| * Learn with a network of peers from diverse backgrounds who share your enthusiasm for the subject or dedication to the same professional field. * Gain an in-depth appreciation of the boundaries of your subject and understanding of how it relates to other fields or professions. * Apply your subject or professional knowledge and skills to new settings, contexts and challenges beyond your studies; to make a difference in the world. | |

A significant amount of our teaching is informed, and underpinned, by research into ethicality, social responsibility and sustainability. As highlighted in our previous SIP reports, the School has a continued commitment to ensuring that none of our students can complete a program of study and not have engaged with the responsible management agenda during their course. As part of this commitment, the Management School was one of the first in the UK to create a core final year undergraduate module in Corporate Social Responsibility, and our intention has since been to expand engagement with such themes across the programmes, bringing these concepts into more ‘traditional’ management modules. In the last few year's we have focused upon engraining responsible management themes across the full range of management modules across the School. This has been possible due to the recruitment emphasis upon staff reflecting the mission and vision of the school. This has brought into the School staff with research and teaching interests that incorporate responsible business practice across disciplines. The table below illustrates where ethics, responsibility and sustainability are a part of a module.

|  |  |
| --- | --- |
| **MODULE** | **CSR/ETHICAL ISSUE COVERED** |
| Level 1 UG Modules |  |
| MGT132 Introduction to Financial Accounting  Level 1 UG module | Corporate reporting of CSR and the UN’s Global Reporting Initiative. Creative accounting and accounting ethics. |
| MGT134 Business Management in Context  Level 1 UG module | Differing critical perspectives that have been adopted in assessing the impact of management development and strategies on contemporary business and society along with new and emerging developments in management practices, examining topics including reputational risk management, corporate ethics, social enterprise and management fads. |
| MGT136 Management Themes and Perspectives | A critical awareness of the different ways in businesses utilize concepts around marketing, sustainability, operations and strategic management when dealing with contemporary problems, recognizing the importance of issues of responsibility and sustainability. |
| Level 2 UG Modules |  |
| MGT211 Intermediate Management Accounting | Environmental and sustainable development accounting |
| MGT213 Issues in Financial Management | Evaluate the implications of unethical financial management practices. Exploring practical applications and implications of socially responsible investing and ethics in finance along with other topics including foreign exchange (FE) and FE risk management strategies. |
| MGT225 Intermediate Financial Accounting | The range of accounting standards and practical problems associated with the reporting of results. Students will be able to understand the conceptual framework that underpins the regulatory framework and looks at ethics. |
| MGT226 Human Resources Management | Understanding the different contexts in which HRM occurs and the consequences of social, economic and political developments. |
| MGT227 Issues in Corporate Governance | Best practice in corporate governance |
| MGT229 Enterprise and Entrepreneurship | Examine the various historical, economic, political and social assumptions around the nature of enterprise and entrepreneurship. |
| MGT242 Research Methods | Ethics of research |
| MGT250 Financial Management | Understanding the need for consideration to be made regarding different perspectives and relationships between finance and society. There is a focus in this module between finance and the natural world. |
| MGT252 Managing Organisational Change & Learning | Critically understand the tensions for stability and change in different business environments; recognize that in many situations, there is a range of alternatives which should be critically evaluated considering the perspectives of different stakeholders. |
| Level 3 UG Modules |  |
| MGT302 Accounting and Accountability: Theory and Practice | Critically evaluate differing accounting theories, examining the role ethics play in the accountancy profession, understand the socio-political theory and context for accounting and the accountability of organisaitons. |
| MGT304 Auditing | Ethical codes of conduct for auditors |
| MGT309 Industrial Relations | Employment discrimination legislation |
| MGT322 Taxation in Theory and Practice | Understand the fundamental concept such as equality, efficiency, burden, impact, income, structure and ethics and the relation to the UK tax system. |
| MGT329 Case Studies in Accounting | Sustainability case study |
| MGT354 Advances in Management Accounting | Understand and explain how management accounting has responded to contemporary developments in the business environment and the potential for radical change as a result of environmental issues. |
| MGT357 Corporate Social Responsibility | CSR |
| MGT358 Integrated Marketing Communications | Ethics of marketing in general and particularly environmental marketing and marketing to children |
| MGT376 International Business | CSR in international business context |
| MGT3002 Work-Related Health and Well-Being | Understand the relevance of employee “wellness” to organisations, societies and the global economy. |
| MGT3008 Socially Responsible Marketing and Consumption | Provide an understanding of socially responsible marketing and consumer behavior, demonstrating how marketing and consumer behavior principles can be used to tackle social issues to support non-profit organisations and to aid sustainability. |
| PGT MODULES |  |
| MGT6045 Marketing | Social marketing (e.g. alcohol marketing and its effects, coupled with policy issues) |
| MGT6046 Operations Management | Design for environment, green supply chain |
| MGT6047 Strategic Management | General strategic significance of CSR |
| MGT6052 International Business Strategy | Understand the relationship between key strategic issues facing the multinational enterprise and exploring the inter-relationship between host government policies and multinational company strategies. |
| MGT6060 Human Resource Management | Explores throughout the course ethical issues related to HRM |
| MGT6067 Corporate Governance | Best practice in corporate governance |
| MGT6073 Global Marketing | Implicit code of ethics in business networks, cultural differences in marketing. |
| MGT6081 Green Logistics and Supply Chain Management | Ethics of research |
| MGT 6091 Issues in Finance and Accounting | Examine contemporary issues such as capita markets and behavioural finance, value-relevance of firms’ corporate social responsibility and corporate governance decisions. |
| PGT Modules |  |
| MGT6094 International Financial Reporting | Critically examine the conceptual, political and technical aspects of specific standards in detail and their consequences in practice. |
| MGT6095 Performance Management | Understand contemporary pressures on strategic managers, including sustainability, social responsibility and business risk. |
| MGT6112 International Business | CSR in international business context |
| MGT6118 Project Workshops | Ethical considerations relating to dissertation projects. |
| MGT6120 Managing Organisational Behaviour | Ethical issues in relation to aspects of behaviour at different organisational levels |
| MGT6121 Managing Festivals, Events and Creative Performances | Critically analyse the political, economic, socio-cultural and environmental impacts of art fairs, festivals and exhibitions within a range of different global contexts. Critical understanding of the management issues and impacts of festivals and events. |
| MGT6123 Fundraising Management: Sponsorship, Philanthropy & The State | Critically anlayse the benefits and disadvantages of reliance upon private/public sources of finance. Understand the impact of sponsorship, philanthropy and government funding on cultural and creative organisations . |
| MGT6125 Cultural Marketing | Recognise and address ethical and strategic dilemmas within the Creative and Cultural Industries. |
| MGT6127 Management and Organisational Theory | Understand the impact of organisaitonal culture, identity, image, culture, relationship, equity and community and how these interact with society. |
| MGT6129 Management Inquiry | Ethics of research |
| MGT6131 Management Inquiry Project | Understand how ethics processes and the need for these when undertaking research. |
| MGT6147 Services and Retail Marketing | Assess the ethics and sustainability practices of selected organisations. |
| MGT6149 Marketing in Society | Critical understanding of the ethical issues involving the application of marketing concepts. |
| MGT6156 HRM Skills Sessions | Understand and promote professionalism and an ethical approach to HRM and HRD practice in organisations. |
| MGT6159 Managing Museums and Cultural Heritage Sites | Critically appraise the growth and repositioning of museum and heritage sites to serve local and national government agendas and policy. |
| MGT6171 Research Methods for Finance and Accounting | Research Ethics |
| MGT6173 Philospophical perspectives on accounting, financial management and finance | Understand the philosophical theory to issues in accounting, financial management including the ethical role of the accountant. |
| MGT6181 Marketing Communications | Critically understand the impact of ethical issues on communications along with the placement of communications into current regulatory policy environments and the need for ethics, both in content and targeting. |
| PGT Modules |  |
| MGT6221 Strategic Management Accounting | Social and Environmental Accounting |
| MGT6241 Introduction to Global Challenges: Future, Ethics and sustainability. | Examine a range of global societal issues that impact on manufacturing/engineering organisations, including ethical business, sustainability and future global challenges. |
| MGT6242 Global Challenges: Future, Ethics and Sustainability | Articulate how broad global issues impact on manufacturing/engineering organisations. |
| MGT6250 Marketing Research | Ethics of research |
| MGT6245 Operations: Process and Organisational Improvements | Critically evaluate strategies for managing sustainability in manufacturing/engineering organisations. |
| MGT650 Managing People in Organisations | Environmental (Green) HRM |
| MGT659 Industrial Relations | Employment discrimination legislation |
| MGT670 International Human Resource Studies | Human Rights International Labour Standards |
| MGT679 Employee Performance Management | Examines the different forms of employee performance management, motivation theory and reward management. Considers recent social, economic and technological changes and how these can impact on members of organisations. |
| MGT6810 Risk and Crisis Management | Ethical considerations underpinning effective crisis management |
| MGT681 / 689 Dissertation | Understand the ethics process and the need for ethics when undertaking research |
| MGT682 Research methods | Ethics of research |
| Project Workshops | Ethics for psychological research and code of conduct |

# 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.*

Embodying its values, the School has a proud record of explicitly progressive research in the areas of sustainable accounting, human resource management, supply chain management and organizational behaviour. Staff of the School pioneered sustainable accounting in the 1980s based on research conducted in the local mining industries, demonstrating the partial and politicised role that accounting played in their control and eventual closure. This tradition has persisted through the work of key scholars in the Accounting and Finance Division and has permeated throughout the School. To differentiate and position ourselves, our research strategy is to consolidate and further develop our existing research strengths on rethinking and enacting such socially responsible work practices, reflected in our Mission and Vision outlined earlier.

The key Research Centres are summarised below:

* The Institute of Work Psychology (IWP) undertakes research on human behaviour, cognition and emotions in diverse work contexts with the aim of testing theory about the effects of work on employee well-being and performance.
* The Centre for Energy, Environment and Sustainability (CEES) incorporates work of the Logistics and Supply Chain Management group is an interdisciplinary centre with members drawn from across the institution undertaking research advancing the understanding of energy, environment and sustainability for a low-carbon future.
* The Centre for Regional Economic and Enterprise Development (CREED) particularly focuses on the informal economy and examines equalities in regional economic development.
* The Centre for Decent Work (CDW)comprises researchers from across the School and the Faculty of Social Science who have interests relating to human and institutional relations within work, employment and the labour market.
* The Centre for Research into Finance and Accounting in Context (CRAFiC) is a newly formed research group which takes a particular focus on the governance and accountability of business and financial markets .
* Critical Research in Marketing and Society (CReiMS) an emerging research cluster which draws upon the strong narrative of sustainability, ethical, international and consumer research that is currently an integral part of the School’s Marketing/CCI division.

As well as the broad-based research encompassed within these research centres, a number of academics within the School have a more specialist focus within the areas of Sustainability and Social Responsibility

Dr Rob Marchand is a co-founder of the Fuel Poverty Research Network, which brings together academics, third sector, local and national government representatives working on fuel poverty related areas. Rob has written and presented on this topic and his article in the Conversation was then reprinted by a national newspaper.

Dr Sonal Choudhary is currently leading projects funded by the Science and Technology Facility Council (STFC),and the N8 Agri-Food. These projects are looking into different aspects of operations and supply chain management practices along with technological adoptions for enhancing the resilience and sustainability of food system in different regions.

Dr David Littlewood researches on CSR, sustainability, green business and environmental entrepreneurship and most of his work is undertaken in Africa, particularly Sub-Saharan Africa.

Prof. Karina Nielson researches on how to develop organizational Interventions to improve working conditions and wellbeing through changing work practices and procedures.

A summary of some of the academics with a specialist research interest in sustainability and social responsibility is provided in the table on the following page.

Management School staff with research with a responsible management/sustainability dimension includes:

|  |  |
| --- | --- |
| **STAFF MEMBER** | **RESEARCH AREA** |
| Dr Stephen Allen | Sustainability, reflexivity and leadership and how people make sense of and attempt to organize for socio-ecological sustainabilities. |
| Dr Julie Alevizou | Sustainable practices linking marketing and supply chains |
| Prof. Jill Atkins | Investor engagement within the context of responsible investment, i.e investment according to environmental, social and governance criteria.  Social and environmental accounting and accountability. |
| Dr. Erica Ballantyne | Sustainable urban freight transport and logistics operations, sustainable urban supply chains. |
| Prof. Ataur Belal | Social and environmental accounting,  Accounting and Sustainable Development goals. |
| Prof. Frank Birkin | Sustainable businesses |
| Dr Andrew Brint | OR techniques on energy use |
| Dr. Jon Burchell | Corporate Social Responsibility, Sustainable Development, stakeholder management and relationships between companies and NGOs,  Responsible management education. |
| Prof. John Cullen | Reverse Logistics |
| Dr.Elizabeth Carnegie | Ethics – Religious sites/ exhibitions, cultural identities |
| Dr. Lei Chen | Financial reporting, social and environmental reporting and corporate social responsibility. |
| Dr. Sonal Choudhary | Environmental science |
| Dr. Pauline Dibben | CSR in the wider sense (sickness leave, employment security, etc.); Work regarding developing countries |
| Professor Penny Dick | Ethical components in existing HRM research |
| Prof. Andrea Genovese | Promoting sustainable freight transport in urban contexts. |
| Prof. Jason Heyes | Writing tool-kits in conjunction with the ILO for managers around labour inspection in informal economies. |
| Prof. Lenny Koh | Green and low carbon supply chains, sustainability science, energy and environmental science, resource efficiency |
| Dr David Littlewood | CSR with a focus on Sub Sahara Africa |
| Dr Robert Marchand | Fuel/ Energy Poverty |
| Dr. Tina McGuinness | Political risk and corruption, Professionalism of emergency planning |
| Prof. Sabur Mollah | Implementing SDG via responsible business practices |
| Prof. Karina Nielsen | Researching how to develop organizational interventions to improve working conditions and wellbeing through changing work practices and procedures. |
| Dr. Geoff Nichols | Crime prevention through youth projects |
| Dr. Caroline Oates | Sustainable/Green Consumption |
| Dr. Hossein Olya | Sustainable management and tourism marketing |
| Dr. Mike Simpson | Environmental impact on SMEs |
| Prof. Colin Williams | Informal economies, undeclared work |

This level of engagement with responsible management/sustainability/ethics themes has resulted in high quality publications from members of staff, including refereed journal articles, books and research reports and successful applications for a range of research funding initiatives.

# 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.*

Given the School’s research is focused on influencing and enacting decent and sustainable work practices and processes, the School is keen to ensure that its research activities influence both the business community and wider society. The School’s aim is to establish significant relations with our targeted research users in supra- national institutions, national and local government agencies, public, private and third sector organisations. In line with the research exercise framework’s (REF) emphasis upon research impact, the School has focused significant attention on developing and evidencing the external impact of the research activities of academic staff. In doing so it has showcased a number of areas in which projects have made significant impact on responsible management issues beyond the confines of academia. These include the following examples:

1. **Improving profitability and customer service through better management of reverse logistics processes in the UK retail sector (John Cullen, Juliana Meira and Erica Ballantyne)** Research led to the development of a Reverse Logistics Toolkit that enables companies to improve management of the flow of surplus or unwanted products returned by customers. The toolkit has enabled companies to reduce costs, improve service provision and reduce transport movements.
2. **Extending labour inspection to the informal economy (Jason Heyes)** A training toolkit was created in 2015 for the International Labour Organisation (ILO), which is available online, and in hard copy form. The toolkit is designed to encourage the extension of labour inspection activities to the informal
3. **Transforming supply chain accounting and employment practices in advanced and emerging economies [SCA-Emp] (Pauline Dibben, John Cullen and Juliana Meira)** The co-produced SCA-Emp diagnostic toolkit have promoted ethical employment and accounting practices and sustainable supply chains in a range of sectors in countries across three continents: Europe, South America and Africa.
4. **Economic and environmental improvements in organisations through low carbon supply chain resource modelling (Lenny Koh)** This research looks into supply chain management and carbon reduction, which has delivered, economic and environmental impacts by helping businesses reduce their carbon footprint through lower-cost resource efficiencies. The original Cloud based tool called SCEnAT, has been advanced into SCEnAT+ and SCEnATi respectively, providing a cutting edge digital Cloud platform for resource efficiency management using the most advanced technology in partnership with Microsoft.

# PRINCIPLE 6

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

At the heart of many of the ongoing developments and initiatives listed above, has been an enthusiasm to create a framework within which the management school, through its research, teaching and outreach activities, becomes a key facilitator in engaging a broad range of groups in critical and challenging discussion of exactly what the future role of business and management should be. As a school we want to challenge our students to think differently and critically about what their roles in the future may be. We also want our students to challenge us about our perspectives and stances. Similarly, we want external organisations to identify the management school as a location for stimulating and thought-provoking engagement and debate around the challenging issues for future managers.

The School’s mission commits it to engage fully with global social responsibility and sustainability. We have re-enforced this mission by a commitment to recruit new colleagues to mission. We facilitate a wide range of initiatives to promote these principles, examples of which are below.

In June 2019 we hosted an international summer school focused on the Circular Economy. A circular economy is an alternative to a traditional linear economy (make, use, dispose) in which we keep resources for as long as possible, extract the maximum value from them whilst in use, then recover and regenerate products and materials at the end of their useful life.

Realising the Transition to the Circular Economy (ReTraCE) is a €4 million research project funded by Horizon 2020 EU’s Marie Skłodowska-Curie Innovative Training Networks and led by the University of Sheffield. The project brings together world-leading experts from a wide set of beneficiaries and partners to achieve breakthroughs in understanding how the transition towards a circular economy can be realised – both within existing organisations and industries as well as through innovative and sustainable business models.

The Network School is the first project event associated with the ReTraCE project and brings together all members of the project from all over the world. Speakers include academics and practitioners from industry, public authorities and the third sector.

A pioneering predictor tool developed by the University of Sheffield will give scientists an alternative way to visualise the world and help to forecast the impact of climate change, population growth and energy use.

The Supply Chain Environmental Analysis Tool (SCEnAT) 4.0 uses large scale databases – including from the World Bank and NASA Satellite maps – numerical, graphic and textual data with embedded autonomous learning.

The new tool will be able to predict the relationship between climate change, political economy, innovation, life expectancy, population growth and energy use, on sustainable development and resources.

The University of Sheffield, in collaboration with Microsoft, has been working for the past eight years to solve the global challenge of depleting resources. The new tool has been pioneered through the University’s Advanced Resource Efficiency Centre (AREC) by Professor Lenny Koh.

**Scientists and engineers in the UK are working to use ideas from advanced space technology to improve the lives of farmers and reduce food waste in developing countries.**

Due to a warmer climate and a lack of technology, expertise and infrastructure, up to 40% of food in developing countries can be wasted, with much of this waste being fresh produce. This is because the farmers are unable to insulate and cool or refrigerate produce after it is harvested – and on the journey between the farm and the consumer, the food can become spoiled.

A research team, led by [Dr Sonal Choudhary](https://www.sheffield.ac.uk/management/staff/sonal_choudhary/index) of the University of Sheffield, is working on utilising the Science and Technology Facilities Council’s (STFC) expertise in space science and cryogenics, thermal engineering and analysing large datasets to improve the efficiency of the cold food supply chain in India and so reduce the amount of waste, both in terms of food and energy. The project is being undertaken as part of STFC’s Food Network+ research programme.

In addition we encourage faculty to find non-traditional means to promote their socially focused work. For example Dr Marchand’s published a piece in The Conversation building on his work on Fuel Poverty to highlight 10 ways to keep your home warm (and save money). Translating his research to a general audience.

Prime Report

## Sheffield University Management School Conduit Road

Sheffield S10 1FL United Kingdom

Tel: +44 (0)114 222 3232

Email: [mgt.operations@sheffield.ac.uk](mailto:mgt.operations@sheffield.ac.uk) Web: [www.sheffield.ac.uk/management](http://www.sheffield.ac.uk/management)

 @UoS\_Management

## [www.sheffield.ac.uk/management/facebook](http://www.sheffield.ac.uk/management/facebook) [www.sheffield.ac.uk/management/linkedin](http://www.sheffield.ac.uk/management/linkedin)



*This report is printed on FSC Certified paper containing a mix of recycled fibre and fibre from FSC Certified forests.*