



2nd Annual UK–Ireland PRME Chapter Conference
Glasgow Caledonian University
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Book of Abstracts

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Introduction and Acknowledgements

A big thank you from the organising committee (Alec Wersun, David Clemson and Carole Parkes) to all who have contributed to this conference. This book contains the abstracts of the four different sessions of the conference. We organised the call for papers into three tracks, and this is reflected here. In the interests of flavour for the sessions themselves, we have adopted a 'tapas' approach enabling the strands of thinking and practice from each track to co-mingle and provide, we hope, an enriching and educative experience for us all. This is your conference and we trust that the thinking, aspirations and practices shared here will positively impact your own professional practice.

At the conference we see all 6 PRME Principles in action and, at a gathering such as this, we particularly highlight Principle 6 – Dialogue – as that means of facilitating exchange and sharing, be it in the formal proceedings or in the multitude of shared stories, experiences and insights during informal parts of our conference.

Thanks to John Peters and his team at Greenleaf Publishing for bringing this Book of Abstracts together. The support of Greenleaf/GSE Research to the Chapter is much appreciated.

Further details of the various papers and presentation will be made available on the UK-Ireland PRME Chapter website: <http://unprme.org.uk/>

Enjoy the Conference!

David Clemson (Secretary and editor)

Alec Wersun (Vice-Chair)

Carole Parkes (Chair)

Update on ESRC Seminar Series: ‘Architects of a Better World: Building the Post 2015 Business Engagement Architecture’

Alan Murray, Winchester University

Research Context and Networks

This application was a direct response to the invitation made by the United Nations Global Compact (UNGC) in their publication *‘Architects of a Better World: Building the Post 2015 Business Engagement Architecture’* (UNGC 2013), in which, the establishment of a framework for sustainable development is envisioned, sufficiently robust to alleviate poverty by delivering prosperity and equity; meet ‘human needs and capacities’ through education, gender equality and health; being mindful of the ‘resource triad’ of food and agriculture, water and sanitation, and energy and climate; and crafting an ‘enabling environment’ by focusing on peace and stability, infrastructure and technology, and good governance and human rights. To achieve these aims, the UNGC envisage a series of partnerships and collaborations, with business, civil society, and academia having key roles to play. Each seminar in this series will address at least one of the priority areas outlined by UNGC.

Strong evidence that humankind is over-reaching the ability of the planet to sustain its growing population can be found in the Millennium Eco-Assessment (UNEP, 2005), the Global Environmental Outlook Series, (UNEP, 2012) and the Assessment Reports on Climate Science (IPCC, 2001, 2007, 2013). Corroboration in academic research (Meadows, Randers, & Meadows, 2004), and NGO studies (WWF, 2012,2014), also suggests that stewardship of the planet’s resources means succeeding generations cannot continue to behave as past generations have done. As well as environmental degradation, other research focuses on the social aspects of sustainability to highlight inequality (Kilgour, 2014), human rights abuses (Ruggie, 2009), and corrupt practices (Morse, 2006). Of greatest relevance to this proposal is the accusation that much of the blame for the most serious abuses lies at the feet of major global corporations (Gray, 2006; Gray, Dillard, & Spence, 2009; see also WEF 2014)

The UNGC describes itself as a ‘strategic policy initiative for businesses that are committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labour, environment and anti-corruption’. It now boasts membership of more than 10,000 participants, including more than 7,000 businesses in 145 different countries. There are more than 100 local networks, including one in the UK.

At the core of the initiative seven other UN agencies contribute to policy, including the UN Environment Programme (UNEP), the UN Development Programme (UNDP), the Office of the High Commissioner for Human Rights (OHCHR), and the UN Entity for Gender Equality and the Empowerment of Women (UN Women). Academic participation is undertaken principally through the Principles of Responsible Management Education (PRME) initiative, and in the UK and Ireland a Regional Chapter of some 45 business schools was established in 2013. All of the academic investigators in this seminar series are members of PRME signatory business schools and most have played significant roles in PRME in the UK and Ireland context, or globally.

Of equal importance, all of the investigators belong to networks, and have research interests, aligned to the priority areas identified in the ‘Architecture’ document. Academic networks include: the Centre for Social and Environmental Accounting Research (CSEAR); the British Academy of

Management (BAM) Sustainable and Responsible Business SIG; and the British Accounting and Finance Association. Business networks include the UNGC UK Network; the Institute of Chartered Accountants in England and Wales (ICAEW); UN Women; the Debt and Development Coalition; the Tax Justice Network; 50+20 Cohort; and Business in the Community. Network organizations are offering support in terms of venue provision, publications and staff time (ICAEW), publicity (UNGC, ICAEW, CSEAR, BAM) and additional top-up funding (BAM SIG). There is also an international dimension to the series though the inclusion of academics in Ireland and France.

Format of the seminars

Each seminar will take as its theme one of the areas identified in the 'Architecture' document, aligned with the interests of at least one of the Investigators in this bid. With the exception of the opening seminar, which will scope out the series, at all others at least two academic research papers will be prepared in advance and presented in the morning. A response will be sought from business/practice, and a debate will follow. In the afternoon, selected papers from PhD students/Early Career Researchers who have been invited to submit papers for presentation will be made with replies from respondents (both academic and practitioner). A further invited paper will be presented and a panel debate will follow to discuss research relevance direction and impact. To conclude, a summary presentation will be provided by an invited participant from the Industry, Policy, or NGO sectors, reflecting on the theme and pathways for future research and engagement.

Outline Seminar Content and Themes

Seminar 1: The Seminar Series in Context: 'The Post 2015 Business Engagement Architecture' (December 2014, Chartered Accountants' Hall – ICAEW HQ)

Opening address and welcome: Sir Mark Moody-Stewart UNGC (or UNGC representative from UNGC Office)

Paper: Supra-national initiatives in the furtherance of sustainable development: an evaluation and critique of UN initiatives since 1987 – A specially prepared paper for the opening of the conference, authored by the investigators: Dey, Gosling, Haynes, Killian, Murray, Spencer and Thomson, with responses from UNGC representatives and UK Policy/NGO representative. Panel discussion with Q and A

Seminar 2: Theme – 'Human Needs and Capacities – Health' (March/April 2015, University of Exeter, Centre for Leadership Studies)

This seminar focused on three aspects of health, all intrinsic to the overarching aims of the UNGC Architecture for a Better World and in which businesses are heavily involved:

- 1) The elimination of diseases such as malaria, polio, leprosy, filariasis.
- 2) Contested definitions of health and care.
- 3) Access to healthcare and healthy environments and lifestyles.

Speakers included Dr Robyn Remke, of Copenhagen Business School, and panellists were drawn from the Global Health Group of the University California, San Francisco; the Centre for the Study of Life Sciences; and the European Centre for the Environment and Human Health, at Exeter.

Seminar 3: Theme – 'The Resource Triad – Food, Water and Energy' (June/July 2015, University of Stirling)

Opening address: Professor Jan Bebbington (Director of the St Andrews Sustainability Institute, past Chair Scottish Sustainable Development Commission)

Paper: *Accounts of Nature and the Nature of Accounts: The role of accounting in making non-human worlds (in)visible*, Authors: Markus Milne, Shona Russell, Colin Dey

Responses from: WWF Scotland/Common Cause, Scottish 2020 Climate Group / Scottish Business in the Community.

Seminar 4: Theme ‘The Enabling Environment – Peace, Stability and Good Governance – Policy, Regulation, Governance and Accountability’ (September 2015 – Heriot-Watt University)

This seminar will bring together scholars, policy makers and practitioners from different international and interdisciplinary backgrounds who are investigating theories and practices of sustainability regulation, to create an interdisciplinary discursive space to critique and inform international policy development and influence future research on the intersections between the public, corporate, non-profit and intermediary/hybrid organizations associated with the regulation of different aspects of ecological, social and economic sustainability.

Seminar 5: Theme – ‘The Poverty Apex – Prosperity and Equity’ (March/April 2016, Kemmy Business School, University of Limerick, Ireland)

Opening address and welcome: Michael Lennard of the UN Committee of Experts on Taxation (or equivalent representative from UN)

Sample Paper: *Towards fairness in International Corporate Tax Policy: Actors, Attitudes and Public Interests*, Sheila Killian

Responses and participation from Representatives from Tax Justice Network (e.g. John Christensen), OECD (e.g. Marlies de Rooter), tax profession (e.g. PWC), multinational industry (American Chamber of Commerce or UCIB), Revenue or other government/policy representative, Action Aid or Debt and Development Coalition. Response: UNGC.

Seminar 6: Theme – ‘Human needs and Capacities – Women’s empowerment and Gender Equality’ (June/July 2016, Newcastle University)

Paper: *Women’s empowerment and gender equality as part of the post 2015 development agenda*. Kathryn Haynes & Alan Murray.

Responses from: UN Women; UN PRME Gender Equality Working Group; Companies with Global Compact signed to Women’s Empowerment Principles

Seminar 7: Theme – ‘Human needs and Capacities – Education’ (Sept 2016, University of Winchester)

Third PRME Regional Network – UK and Ireland Forum in advance of BAM conference
Topic: *The PRME initiative and role of Chapters, Champions and Collaborations*

This seminar will explore a UNGC initiative specific to the business school sector and will critically analyse the impact of PRME in facilitating and shaping change within academic institutions, and in research and engagement with external stakeholders, with critique from policymakers and industrialists on relevance and future directions.

Seminar 8: Theme – ‘The Enabling Environment – Infrastructure and Technology’ (March/April 2017, Kedge Business School – Paris or Marseilles, France)

Topic: ‘The Circular Economy’ – Initial findings from the Research chair ‘Business as Unusual’ a research grouping of French companies, NGOs and academics researching the implementation of ‘Circular Economy’ processes in French industrial applications.

Seminar 9: Theme – ‘Architecture for sustainable development – Evaluation of post-2015 goals and Future Research Agendas’, June/July 2017, Newcastle University)

This final seminar will consist of presentations from stakeholder groups, representing academia policy and practice to summarise findings and outline future research.

Alan Murray holds the Hoare Chair in Responsible management at Winchester Business School, and is Faculty Head of Research and Knowledge Exchange.

Following careers in both the public and private sectors, Professor Murray entered academia in 2001 with a particular interest in social and environmental accounting, Corporate Social Responsibility (CSR), and sustainability. He soon established an international reputation following his membership of the UN Global Compact task force which developed the Principles of Responsible Management Education, the founding of the British Academy of Management Special Interest Group in CSR, and his co-authorship, with Michael Blowfield, of Corporate Responsibility (2008, 2011 and 2014) published by OUP. Alan was the founding Chair of the UK-Ireland PRME Chapter.

Track 1: How to organize and support research on sustainable development and responsible management practice and education.

An expedition in corporate responsibility and sustainability

Paul Caulfield, University of Nottingham

This discussion considers the next generation of learning materials available through eBooks. During the last 12 months we have been researching new pedagogies for eLearning and interviewing senior figures in CSR to produce materials based on leadership competencies and practices for managing a social responsible, environmentally friendly, inclusive and ethical business.

These competencies and learning materials have been developed as an eBook published in partnership between International Centre for Corporate Social Responsibility (ICCSR) and Institute of Corporate Responsibility and Sustainability (ICRS). From engaging with this eBook and completing the exercises, learners will be able to: demonstrate the skills, critical thinking, and application of tools expected in the field of corporate responsibility and sustainability.

Claudine Blamey, Chair of ICRS, said “We are deeply committed to learning, and one of our roles as a professional institute is to support the development of people working in our field. We hope it will be a useful and exciting learning experience and we thought very carefully about the content to achieve that. We’ve tried to make it both practical and engaging. In each chapter you will find a

variety of tools, scenarios, and problem solving activities that introduce you to the types of challenges and tasks that real practitioners are faced with on a daily basis.”

The learning experience aims to build on current issues to develop effective solutions for tomorrow’s global business. Positioned around decisions facing individuals this content presents a number of on-going challenges for resolution and develops life-long learning skills of reflection and self-directed research.

This discussion will cover the opportunities and challenges of designing this next generation of learning materials and balancing academic and practitioner approaches to learning.

Paul Caulfield is Assistant Professor in Responsible and Sustainable Business and Director of MBA in CSR at Nottingham University. Based in the ICCSR, his research and teaching interests include Corporate Responsibility and new strategies for Sustainability: Corporate Community Investments, Employee Volunteering, Base of Pyramid, Social Enterprise, Eco-entrepreneurship and Sustainable Business Design.

Paul’s academic work is built upon experience gained in Strategic Planning and Corporate Responsibility with BP, where he was responsible for European strategic planning and for community investment and engagement strategy focusing on improving sustainable interventions. Prior to joining BP, he held senior roles in strategic business development, focusing on business modelling and venture finance for major European and US banks. He has operational experience of MNC and NGO operations in the developing world covering sustainable business development and capability building in Angola, Russia, Vietnam and Bangladesh.

PRME: Socioeconomic Insights and the Re-visioning of Responsible Management Education and Sustainability

David Clemson, London South Bank University

This paper introduces the trans-disciplinary concept of Socionomics – the Wave Principle of Human Social Behaviour, as developed by Prechter, Elliott Wave Theory, fractals and the socio-economic lens as a way to re-vision key events. Taking major financial markets as indicators of social mood, fractal patterns of social mood are illustrated across levels from individual to global. The attitudes to sustainability, responsibility and transformative education are viewed through a socio-economic lens paying particular attention to large scale reversals and the emergence of ‘interiority’ (Ricoeur). Socionomics has been taught and researched by David for over 10 years and illustrations and reflections are offered from a range of sources, particularly focusing on student experience in areas such as politics, ethics, risk management, economics, cinema, architecture, music, war, innovation, design, communication and sustainability.

The development of seemingly oppositional approaches is a natural outcome of socio-economic thinking (enantiodromia) and the engagement across scales in time and space illustrates linkages between, for example, globalisation and terrorism, leadership and responsibility, ethics and scandals, with the suggestion that an unhappy population (negative affect) makes environment appear unsustainable. By introducing socio-economic and reversal of causality into business and management education programmes, a greater ability to engage with critical management thinking, narrative research and social mood phenomenology results and consequently there can be an elevation in status of ethical frameworks such as the UNGC and PRME.

Socionomics offers an ‘alternative’ worldview and as such it provides access to a critical ‘other’ within areas such as finance, offering a potentially moderating process, hence mediating against the

separated-ness of extremism or fundamentalism, also with attitudinal features such as conformity and consumption.

This sets out on a conjoint quest to ask:

- What narrative 'commonalities' do we find around major sustainability/responsibility events?
- How do we take account of social mood in our educational practice?

This paper provides an original and valuable contribution to critical thinking within business and management education. As such, its aim is to stimulate debate within practitioners and academics on the effects of social mood on leadership, ethics, CSR and sustainability.

David Clemson is Senior Lecturer, Business & Sustainability, at London South Bank University (LSBU). Before his career in academia, David was involved in risk management and investment, organisational change & development and management consulting. His main research areas are in risk, organisational stability, crisis management and simulations, technical analysis, socioeconomics (social mood phenomenology), sustainability and transformative education.

In addition to being Secretary of UK-Ireland PRME Chapter, he is a Steering Group Partner of the London Regional Centre of Expertise for Education for Sustainable Development (UNU-IAS) with particular responsibility for Sustainable Business Practices, Co-Chair of LSBU's Sustainable Development Group and Chair of the Innovative Teaching & Learning working group of the COPERNICUS Alliance and LSBU project lead of the UE4SD project (www.ue4sd.eu/)

Greenleaf, GSE and PRME: Communication on Progress

John Peters, Greenleaf Publishing/GSE Research

Greenleaf published the first dedicated books on the UN Global Compact in 2004; Learning to Talk, and Raising the Bar. Greenleaf and our online publishing imprint GSE Research have worked with PRME since the publication of the first *Inspirational Guide to the Implementation of PRME* for the Rio 2012 summit. The aim of this presentation is to bring PRME UK & Ireland members up to date with current activities in partnership with PRME UK & Ireland, and worldwide, and invite further cooperation.

We have published three Inspirational Guide books to date, with the most recent being the first dedicated publication from a Regional Chapter – PRME UK & Ireland. We are working with ISAE in Brazil to make a Portuguese translation of IG2 for the PRME Brazil chapter.

We have seven titles scheduled in the Greenleaf/PRME series in 2015 and 2016. Greenleaf also publish a Responsible Investment series, and a number of titles on or about the UN Global Compact. In 2013, GSE and Greenleaf launched the online *Sustainable Organization Library* and the *Greenleaf Online Library* as a dedicated collection on responsible management and sustainability. The PRME series forms part of that. In 2014 the UN Global Compact and International Labour Organization added research material to the *Sustainable Organization Library*. PRME UK & Ireland customer schools include Aston, Limerick, UWE, Huddersfield, Glasgow Caledonian, Bradford, Exeter, Strathclyde, Salford and Durham.

Business Expert Press in the US are the other major publishers of PRME-related material, and in 2014 Greenleaf/GSE signed a memorandum of cooperation to support each other's work. GSE, Greenleaf and Business Expert Press, are exploring a PRME-branded online certificate in responsible

management competence. We aim to pilot with PRME UK & Ireland schools, PRME Champions globally, and UN Global Compact LEAD organizations.

John Peters is a Director of GSE Research and Greenleaf Publishing, based in Yorkshire, England, the leading publishers of books and journals in sustainability and responsible management.

He holds visiting posts at a number of Universities including Nottingham Trent and Huddersfield, England, and Glasgow Caledonian, Scotland, and is a member of the advisory board of the Centre for Governance, Leadership and Global Responsibility at Leeds Beckett University. He previously held visiting posts in the UK, UAE, and Australia. John was formerly CEO of Emerald Group Publishing in the UK. Prior to that, he worked in consulting and management development in the UK, Canada and Australia. He has founded and run a number of businesses, some more successful than others. He has written, spoken and presented widely on topics relating to publishing, sustainability, business, management, and education.

Researching policing ethics

Anja Schaefer and Owain Smolović Jones, Open University Business School

With all UK police forces currently in the process of implementing a new code of ethics, there is an opportunity available to deepen understanding about the possibilities and tensions that the introduction of a code of ethics in a police force generates. The OU Policing Consortium and OU Business School have financed initial fieldwork with the Police Service of Northern Ireland, which has operated with a code of ethics since 2002. The purpose of the field research is to surface and learn from some of the experiences of PSNI in implementing its code. The project attempts to explore the interpretation of a code of ethics against existing moral identities of serving officers, in the context of broader social issues and political issues and in relation to employee identifications with employing organisations.

In co-operation with three engaged contacts within PSNI we were able to conduct 34 qualitative interviews with police officers and staff in a single week. This significantly reduced the time and expense required for the fieldwork (and significantly increased our levels of fatigue and befuddlement). Particular attention had to be paid to research ethics. How to protect the confidentiality and anonymity of both individuals interviewees – easier – and the organisation – more difficult (what and how can we publish)? What measures of data protection and security need to be put into place (how will we get the interviews transcribed)? There were also certain interesting (albeit very manageable) security precautions to be taken while doing the fieldwork.

A few first overall themes coming out of the research include:

- Existing strong ethical identity
- The code as a disciplinary tool
- Depersonalisation, distance and accountability

There are some interesting opportunities for further research, which we are currently exploring, in terms of questions to ask, access to other organisations, and potential external funding.

Anja Schaefer is Senior Lecturer in Management at the Open University. Before her current post she was Lecturer in Marketing at King's College London and ESRC Research Associate at Manchester Business School. She gained her PhD from the University of Buckingham. Her research interests are in corporate sustainability, corporate social responsibility and business ethics. She has published in

Journal of Management Studies, Journal of Business Ethics, and Business Strategy and the Environment, among others. Her current and recent teaching includes chairing the production of an introductory module in business and management and authoring module materials on corporate social responsibility, marketing ethics and marketing.

Owain Smolović Jones is Lecturer in Management at the Open University. Before joining the Open University he was a research fellow at the University of Auckland, after having gained his PhD from Cranfield University. Before entering academia he had worked in politics and as a journalist. His main research interests are in public leadership and leadership development, with an emphasis on power, authority and ethics in public leadership. He has published in Management Learning and Policy Quarterly, among others. His current teaching includes authoring materials on business ethics for an introductory business and management module.

Engaging undergraduate students in research into responsible leadership – the UN Global Compact PRME Flourish Prizes pilot

Roz Sunley, Winchester Business School

The largest study of business and society innovation ever envisioned is being sponsored by the UN's PRME initiative (Principles of Responsible Management Education) in collaboration with Case Western Reserve University in Cleveland USA. The Flourish Prize initiative will be officially launched in New York in June 2015, although participating pilot schools from around the world took part in an online launch in March. As one of the first business schools in the UK to sign up to the PRME, Winchester Business School is part of this pioneering global pilot.

The aim is to collect and showcase stories from around the world of business leaders, managers and entrepreneurs who demonstrate that profit and social purpose are not mutually exclusive. The stories will highlight that sustainability can be more than doing less harm, and show sustainability-as-flourishing – ie establishing possibilities that are net positive and generative for people, planet and profit. This offers a participative vision for ongoing responsible management education.

As part of the Winchester Research Apprenticeship Programme (WRAP) two students will be undertaking interviews with leaders in innovative, sustainable and responsible business during May and June 2015. These stories will then be written up and submitted to the World Inquiry Innovation Bank (Case Western University), which then nominates stories for a Flourish Prize. The first prizes will be awarded in June 2017.

As this scheme will subsequently be widened to encourage further participation, a review of the Flourish Prizes pilot process will be offered, and reflection on how this supports student research into responsible management practices.

Roz Sunley is Senior Lecturer in Responsible Management & Business Ethics at Winchester Business School. She has been teaching responsible management at all levels of higher education for several years, and responsible management education continues to be part of her on-going research focus. She is currently co-editing a book Educating for Responsible Management: Putting Theory into Practice, with an American colleague, which will be published by Greenleaf, with the PRME logo, in Spring 2016.

Challenges to the adequacy of Business Ethics Provision in UK HEIs: An assistance to PRME

Michael Taylor, Leeds Business School, Leeds Beckett University

To us, as Members of the Centre of Governance, Leadership and Responsibility; charged with the implementation and integration of PRME at Leeds Beckett University, responsible management education begins with adequate values based business ethics provision in HEI's. Although we are aware of and fully endorse other approaches to support PRME's initiative, we believe that effective ethical education across all business and management related degrees is the foundation of conscientious decision making in future business leaders. This paper however, highlights that the realisation of this process is not without issue. In an effort to successfully co-ordinate our own endeavours to the achievement of this goal, we conducted a thorough literature review and produced a subsequent narrative, with the purpose of critically analysing the current state of affairs, so that we may learn from the 'faults' associated with business ethics provision from an academic perspective.

Our learning provides us with knowledge; knowledge that enables us to act responsibly for the benefit of our University, our Stakeholders and for wider society. Although not a typical conference research paper, our narrative gives credence to the challenges that we face and more importantly, gives authority to the importance of overcoming these challenges for the benefit of all. Our paper has led us to form embryonic hypothesis, which gives us licence to conduct empirical research at a future date on a variety of issues linked to adequate business ethics provision and to the integration of PRME in a UK context.

Michael Taylor teaches Business Ethics, Governance and CSR and Leeds Beckett University. He holds a PhD. Scholarship in a Business Ethics related area, due for completion in 2016, and is an executive member of the Centre for Governance, Leadership and Global Responsibility headed by Prof. Simon Robinson. Leeds Beckett University recently became signatories of PRME and our Centre is taking a lead in implementing and integrating PRME into our curriculum.

Morality in a Business Context: How Do Practitioners Construct Their Own Professional Moral Identities?

Maria Wishart, Open University Business School

Many well-documented business scandals have been blamed upon the unethical behaviour of business practitioners. As well as censuring managers, organisations and regulators, commentators have highlighted the role of business educators in failing to develop a sufficiently strong sense of morality in their students (Cavanagh, 2009, in Floyd et al). Media interest in ethical issues related to business remains high and has broadened to include issues of sustainability as well as those related to corruption & fraud (Barkemeyer et al, 2010).

The notion of a moral identity is an emergent area of empirical research (Shao et al, 2008). Moral identity of various groups has been explored, in populations as diverse as indigenous people (Yang, 2008) and new academics (Fitzmaurice, 2013). Studies have identified a clear link between moral identity and moral behaviour (e.g., Aquino & Reed, 2002). No empirical study has as yet explored the moral identity of business practitioners.

Adopting a social constructionist perspective, and a narrative or discursive approach, interviews with business practitioners will aim to elicit accounts of experience of moral issues in a work situation. This may be done by focusing on one area of CSR (e.g., financial impropriety, human rights) or by

using vignettes to provoke a discussion. The focus in data analysis will be on emotions and values that may reflect elements of moral identity.

A focus on moral identity in business education programmes has been shown to improve ethical decision-making (Gu & Neesham, 2014). Understanding more about the way that business practitioners develop and negotiate their own moral identities, and the way that they position others', may offer further insight into the way that morality fits into their overall sense of self. These insights may contribute to the debate on learning and self-development in a business context.

Maria Wishart is a first year full-time PhD student at the Open University Business School, and she is researching morality in a business context, with a focus upon the implications for responsible management education.

Track 2: How to design the curriculum, and learning, teaching & assessment strategies to engage students of all disciplines with the PRME agenda

Pushing and Pulling towards a Sustainable Approach to the PRME Agenda; a comparative case study

Jack Christian, Manchester Metropolitan University Business School, and Julia Clarke, Leeds University Business School

The 2015 revised Subject Benchmark for Business and Management makes explicit the need for graduates to demonstrate knowledge and understanding of social responsibility (QAA, 2015). This, combined with the commitment to PRME of the key accrediting bodies, creates a forceful external driver on Business Schools to deliver learning and teaching strategies that engage students with the PRME agenda. This paper presents a brief overview of the approaches of two UK Business Schools, Leeds University Business School (LUBS) and Manchester Metropolitan University Business School (MMUBS).

At MMUBS, PRME has so far been implemented in the curriculum in two waves. Initially 'Responsible' units were placed in the majority of undergraduate programs and more recently a series of lectures have been presented to all our first year undergraduates. It is planned to weave the content of these lectures into subsequent second and third year units. Additionally further specialist units have been developed within Masters and professional programmes

At LUBS, PRME has been incorporated into the curriculum through a review of learning outcomes undertaken both for AACSB accreditation and as part of work towards a University initiative to embed an Ethics and Responsibility thread into all undergraduate programmes. A particular emphasis has been on student engagement in driving the PRME agenda, for example, through leading the School's bid for Green Impact bronze status.

We conclude that both schools have used the external drivers to good effect to push the PRME agenda. Nevertheless, in both cases, there is a reliance on individual champions, both staff and students. And for responsible management education to be truly sustainable we need to create a greater pull from within our academic communities.

Jack Christian joined Manchester Metropolitan University Business School as a full time lecturer in 2007. Prior to becoming a lecturer he had spent 30 years in industry in such posts as Financial Director at Elton Cop Dyeing Co. Ltd., a manufacturer in Bury; European Financial Controller for Whiford Corporation, a small American multi-national; Group Accountant for the RSW Group, an importer and wholesaling and retailing group; and Regional Finance Manager for Groundwork UK, a national environmental regeneration charity. Today he specialises in Ethics and Sustainability Accounting and leads on the PRME agenda in the business school.

Julia Clarke is Pro-Dean for Student Education, Leeds University Business School. Prior to moving into higher education Julia worked for one of the big four accountancy firms in Manchester where she specialised in corporate taxation. Julia's first lecturing post was at Manchester Metropolitan University and she moved from here to the University of Leeds in 1997. Julia is a founding member of the Centre for Excellence in Teaching and Learning in Inter-Disciplinary Ethics Applied <http://www.idea.leeds.ac.uk/>. Julia is an active participant in the business education community, through her work with the ABS and the international accrediting bodies. She has led on the PRME agenda at Leeds University Business School. Her current research is on equity and graduate employability with a particular focus on mentoring and social capital. In June 2015 Julia will return to Manchester Metropolitan University to take up the post of Dean of the Faculty of Business and Law.

Responsible education for sustainable development: Creating a pedagogic approach which reflects the complexity of the vision

Svetlana Cicmil, Faculty of Business and Law, University of the West of England, Bristol

The presentation focuses attention on the inherent complexity, elusiveness and indeterminacy of the very concept(s) that we are endeavouring to integrate into HE curricula – that of sustainable development (SD) and affiliated topics (such as global ecological crisis, CSR, global justice, sustainability), and explores some ideas for curriculum innovation towards embracing the PRME agenda in a meaningful way. It is written as a reflective account of an attempt to design a conceptual framework which allows and encourages the diversity of approaches to SD to be explored from multiple perspectives while respecting and acknowledging the underlying differences in values, cultural and disciplinary backgrounds, experience, and interests. The conceptual framework links the challenges of global ethics, law, risk and responsible management/leadership with the critical examination of the relationship between economic growth and ecological crisis, illuminating multi-disciplinary relevance of PRME. Such pedagogic strategy moderates the danger of streamlining/simplifying something which is inherently complex, and enables

- inclusion and debate of multiple 'truths' and definitions of the concepts above
- engagement of educators and students of all disciplines
- the ensuing anxiety (of both students and educators) in a multi-cultural, international learning environment to be contained by developing sensitivity to difference
- a dialogue and action which propose and create new understandings of *Responsibility* and new possibilities for development

By mapping the terrain conceptually at a meta-level, the framework enables focussing on issues appropriate for the given module, level and/or pedagogic context, signalling challenges posed at the intersection between different (but valid) perspectives while remaining transparent and relevant – that is, true to the complex realities of the unpredictable and diverse life we share on the 'globalised' Earth. This has helped strengthen 'partnering' relationships among colleagues across the

University which made the implementation of PRME so far a much smoother and enjoyable lived experience.

The presentation reflects the spirit of the UN PRME agenda and of the aim of the 2nd UK and Ireland conference and aims to encourage a dialogue about what it might mean to be a responsible educator of responsible global citizens, managers and leaders.

Svetlana Cicmil is Director of Doctoral Research in Business and Law and Associate Professor with Bristol Leadership Centre, University of the West of England. She is the PRME representative for the Faculty of Business and Law. Her research and teaching centre on the studies of complexity, risks and sustainability in global projects and operations. Svetlana has been promoting and actively incorporating the PRME agenda in the Business School's programmes since 2009 and has recently led a successful collaborative initiative of making PRME a University-wide commitment.

The Corporate Responsibility Project at Cass Business School: a Progress Report

Rob Compton and Paul Palmer, Cass Business School

At Cass Business School, we have been running an innovative programme aimed at engaging undergraduate and postgraduate students in the responsible business agenda through real, practical experience. The Corporate Responsibility (CR) Project sees students take on a real challenge in the CR department of a London business or an NGO working with businesses. They then write up the experience for their final year project or dissertation. This encourages students to not just learn about corporate responsibility subjects, but also experience the practical challenges of adapting and adjusting business practices to reflect the PRME agenda.

Students are called on to apply their skills and knowledge and are also assessed on how they reflect on that and how they connect their experience to their academic learning. The programme is also an opportunity for students to work with a greater percentage of primary data than would usually be the case. To date 55 BSc Management and MSc Management students have completed placements with 28 host organisations including Deloitte, KPMG, Morgan Stanley, BNP Paribas, UBS, Linklaters, Turner Media, The Law Society, Cushman & Wakefield, Capco, Global Action Plan and UK Youth. Subjects covered include community investment programmes, equality and diversity in the workplace, employee engagement, understanding environmental impact, social mobility and school engagement programmes.

Students apply for the programme and are selected based on an interview that assesses competency and knowledge of CR issues. They are matched to a host and complete the placement over a four to six week period. Typically, students completing the programme score 6-8% higher than students taking on a regular project. This session will report on progress of the project to date, including insights on the process for engaging students and host organisations, how they are matched and how they are supported in blending the project experience with the academic framework.

Rob Compton is Corporate Responsibility Consultant and CR Project and Ethics Manager at Cass Business School and he has extensive practical experience of the delivery of corporate responsibility and ethics programmes in business across a range of sectors and sizes. He also works as a consultant to charities looking to build partnerships with companies. In addition to working on business engagement and monitoring the integration of ethics across Cass Business School's portfolio of undergraduate and postgraduate degrees, Rob lectures on Business in Society. He is passionate about connecting academic studies with the challenges of a modern business environment and about giving students a rounded understanding of the world of work.

Paul Palmer is Professor of Voluntary Sector Management, and Associate Dean for Ethics, Sustainability and Engagement at Cass Business School. Paul has extensive knowledge of charity financial, management and Governance issues. He was a member of the Charity Commission SORP committee from 2000-2005. Paul acts as an independent consultant on Charities to UBS Wealth Management, and an independent expert on charity dispute issues for courts and arbitration. He has made Television and radio appearances on charity issues and works as a writer on 'practitioner' how to do books on charity finance and websites.

Paul's work also extends into the area of Ethics and Corporate Social Responsibility having co-authored a book on Socially Responsible Investment and completed a research project on Responsible Lending. He currently serves on the ethics panel of the Securities Investment Institute and the Corporate Responsibility Advisory Group of the Institute of Chartered Accountants in England and Wales (ICAEW). In 2010/11 he project managed the Lord Mayor of London's Integrity and Values Initiative and continues strands of this work with the City Values Forum. In 2009, Paul was asked to serve on the Expert Panel of the Ethical Investment Research Services (EIRIS) Charity Project.

'I haven't heard of it at all': the PRME agenda and student participation

Fabian Frenzel and Marton Racz , University of Leicester

This report looks back at a research exercise that aimed to gauge student awareness of PRME at University of Leicester School of Management. In a module on qualitative research methods that we co-taught, third year students were asked to design a research project that investigates the School of Management's approach to implementing the PRME agenda. The projects varied in orientation and focus. Some discussed aspects of implementation, others measured awareness among staff and students.

The results showed that most students are not aware of PRME, but identify attempts in the curriculum to advance the responsible management agenda, in particular with regards to business ethics and sustainability. There is however little sense of these converging into one agenda of responsible or critical management education.

We present some of the findings from the student project and show how attempts have been made to address the situation. One of these attempts is the foundation a student group of PRME activists, with the aim of implementing projects and raising the profile of PRME. Our experiences show that there could be increased interest in students for responsible approaches to management education and that with the right support they are willing to act on their interest.

Fabian Frenzel is PRME Officer and Lecturer in the Political Economy of Organisation at the University of Leicester.

Marton Racz is Graduate Teaching Assistant and PhD candidate at the University of Leicester. His research focuses on critical approaches to management education in the UK and elsewhere.

Evaluating Masters level curriculum redesign to incorporate PRME principles

Christine Gilligan, Rory Ridley-Duff and Janette Hurst, Sheffield Business School, Sheffield Hallam University

As part of its drive for AACSB accreditation, Sheffield Business School signed up to PRME in December 2013 and since then has set about reforming the curriculum to incorporate the relevant principles into its portfolio. A new pillar was added to the Business School Planning document outlining the expectation that all new and revalidated courses take into account the new value system in the development process.

'Central to the mission and vision of SBS are the values of CSR, ethics, sustainability, internationalisation and employability. We therefore need to ensure that these values are embedded consistently throughout the portfolio at all levels, programme, course and module. This is particularly important as programmes go through the re-approval process.' **(Faculty Planning 2014/15 to 2016/17)**

This paper is motivated by ongoing work to develop a new Masters level award in Cooperative Business and Responsible Management based on the second edition of the book 'Understanding Social Enterprise: Theory and Practice' (Ridley-Duff and Bull, 2015). It evaluates how other frameworks in social enterprise and cooperative education, namely the Blue Print for a Cooperative Decade (Mills and Davies, 2013) and Social Enterprise Europe's (SEE) work around a FairShares model of social enterprise (Ridley-Duff and Bull, 2013 and Ridley-Duff and Southcombe, 2014) overlap with PRME principles around ethics, sustainable development and civic responsibility. Although the latter two frameworks are not geared exclusively towards the post graduate student and have a strong practical focus they share common features with PRME around social purpose and impact, ethical production and consumption, and democratic ownership, management and governance and as such they could be seen as complementing the PRME principles to form a sound basis for the development of a new postgraduate award.

This paper compares the values and principles that inform each framework and evaluates them against the PRME framework in terms of their contribution to the development of the new award.

Christine Gilligan is a Senior Lecturer in Sheffield Business School, Department of Management, Strategy, Change and Enterprise subject group, and a member of the Faculty PRME implementation team that was set up to further SBS's ambitions around AACSB accreditation. Her research interests are sustainable development, CSR and ethics in business, and she is also involved in Masters course delivery around Research Methods and Charity Resource Management.

*Rory Ridley-Duff is Reader in Cooperative and Social Enterprise at Sheffield Business School, Sheffield Hallam University. Dr Ridley-Duff's primary research interest is the process by which democratic relations develop in both informal and formal organisations and affect governing processes. He has authored three books, 35 scholarly papers and two novels. The first book, *Emotion, Seduction and Intimacy* examines relationship development at work, and the second, *Understanding Social Enterprise: Theory and Practice* has helped to establish the field of social enterprise studies in four continents. His third book is *The Case for FairShares*, which brings together a decade of research projects and begins to frame a new philosophy for business. His research has been published in *Human Relations*, *Corporate Governance: An International Review*, *the International Journal of Entrepreneurial Behaviour and Research*, *the Social Enterprise Journal* and *Journal of Cooperative Studies*. He won best paper awards from Emerald Publishing in 2011 for a paper on ethical capital and from the 31st Institute of Small Business and Entrepreneurship Conference (ISBE) for critical research on the Social Enterprise Mark.*

Janette Hurst is a Senior Lecturer in the Organisational Behaviour and HRM group at Sheffield Business School and has a role as part of the Faculty's PRME project team. She is currently undertaking a part-time PhD looking at sustainability within worker co-operative enterprises from an interpretive perspective. Her teaching interests focus on leadership, CSR & sustainability and employee development.

Utilising the Education for Sustainable Development (ESD) agenda to embed PRME in the HE curriculum: A case study of the University of the West of England, Bristol

Georgina Gough, Svetlana Cicmil and James Longhurst, University of the West of England

This paper will discuss the alignment between the PRME and ESD principles and highlight the opportunities and challenges associated with incorporating these into the curriculum across a higher education institution (HEI). These will be discussed in relation to the experience of the University of the West of England (UWE) Bristol which has made significant progress towards institutionalising ESD and has begun to use the frameworks, structures, processes and staff engaged with ESD to help to institutionalise the PRME. Given the short nature of the presentations, this presentation will focus on the curriculum-related elements of work at UWE.

At UWE, ESD activity has been directed to align with the ambition for ESD articulated by UNESCO which is to enable “students to develop the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations” (UNESCO online). Further, through its ESD Action Plan, UWE aims to ensure that we support the development of graduates with a sense of global citizenship, social justice and equity, environmental stewardship and a future facing outlook, as advised in the ESD guidance produced by the Quality Assurance Agency and the Higher Education Academy in 2014.

The paper will begin with a consideration of alignment and divergence between the ESD and PRME agendas in the context of learning, teaching and assessment. The actions taken by UWE in relation to ESD will be outlined, as will the process being engaged with to integrate PRME into this work. Next, the role of external organisations such as the QAA and professional bodies in promoting or hindering these agendas within curriculum development will be discussed. Finally, a plan of action for continuing the process of embedding PRME and ESD into the curriculum will be presented.

Georgina Gough is Senior Lecturer in Education for Sustainable Development at UWE, Bristol

Svetlana Cicmil is Director of Doctoral Research in the Bristol Business School at UWE, Bristol.

James Longhurst is Assistant Vice Chancellor (Environment and Sustainability) at UWE, Bristol. Prof Longhurst chaired the joint QAA-HEA working group which produced the ESD Guidance in 2014.

Integrating principles of Responsible Management into Undergraduate Business Curricula – the PRME Curriculum Tree

Alex Hope, Newcastle Business School

Recent events such as the credit and banking crisis alongside general corporate social responsibility and sustainability concerns, have led to questions as to whether current management education is adequate to equip and develop future leaders with the requisite skills to meet changing business and

societal demands. This, coupled with the fact that business school education continues to grow in popularity amongst both undergraduate and postgraduate students, has put pressure on higher education institutions to ensure that graduates leave with the skills, knowledge and values associated with responsible management. As business re-examines its role in society, business schools must also examine their contribution and thus the range and depth of responsible management topics within the teaching curricula. Despite much research activity in topics such as business ethics and corporate social responsibility and increasing interest in responsible management education driven by initiatives such as UN PRME, holistic integration of such issues into undergraduate business school curricula remains rare.

This paper introduces the PRME Curriculum Tree, a conceptual framework which seeks to set out a blueprint for business school curriculum design that integrates learning, teaching and assessment strategies that engage students of all disciplines with the PRME agenda. The framework is built on the premise that sustainability and responsible management topics can function to build a bridge across disciplines and integrate the business curriculum as a whole by promoting holistic understanding and systemic thinking. The paper draws upon learning from the initial phase of a current project to review and redesign the entire suite of undergraduate teaching programmes within a business school environment, concluding that whilst there are many challenges to overcome, now is the ideal time for a revolution in business school education.

Alex Hope is Senior Lecturer in Business Ethics at Newcastle Business School where he is responsible for undertaking teaching, research and consultancy across topics such as sustainable development, corporate social responsibility, energy policy and business ethics. He is currently programme leader for the Doctor of Business Administration (DBA) and Doctor of Business Leadership (DBL) research degrees and leads the school's Responsible Management Education project. Along with his work at Newcastle Business School, Alex works as an Associate Lecturer at the Open University on their Environmental Management modules. He holds a PhD in Sustainable Development and BSc (Hons) in Environmental Management and prior to his academic career worked in retail management and as a sustainability consultant.

A 3D Game of Business Ethics

Suzy Jagger, University of Roehampton, and Diane Sloan, Newcastle Business School

The take up of technology as a method for communicating and networking has been responsible for an evolution in learning styles and a change in the lecturer/student dynamic. This has led to a shift in educational methods to address these new learning styles, which Kolb *et al.* describe as the 'inside-out' approach where educators seek 'to tap the internal interest and intrinsic motivation of learners... building on their prior knowledge and experience' (2014, p. 207).

Against this background of changing learning styles, working with funding partners and professional game developers, Dr Suzy Jagger of the University of Roehampton has designed and developed a computer game, *Marketing Mayhem*, to teach Business Ethics. Last year the game received a Silver Award from the Serious Games Association in the US and this year more funding has been provided to commercialise the game for business – Version 2 – *The EthiGame* – will be ready for industry by September 2015. The game project involved the creation of a pedagogic framework that uses interactive 3D animation in video game format with multiple choice quizzes to support the teaching of business ethics. A central theme runs through the story using comic pages for narrative with many personal and work-related ethical issues featured. Players make ethical choices for the main character, which take them in different directions in the game. Research on the game involving over 1000+ students has shown positive results in terms of game enjoyment and student perceptions that the game helps them develop ethical decision-making skills. An article published this year in the

Journal of Business Ethics provides in-depth analysis of the current research <http://link.springer.com/article/10.1007%2Fs10551-015-2557-9> .

The session will provide a demonstration of the game and explanation of the pedagogic framework supporting it.

Suzy Jagger is Principal Lecturer, University of Roehampton, London. Suzy teaches and convenes at both undergraduate and masters' level within the Business School in the areas of Professional Ethics, Creative Environment and Digital Design. She was Head of Subject for the Computing programmes from 2008 to 2011. From 2011 to 2014 she was a member of the Business School Executive Team being responsible for Learning & Teaching strategies. Her PhD, Computers, Ethics and Moral Development, (2009), evaluated different learning methods used in HE and examined their pedagogic impact in relation to the teaching of professional ethics. Her work as an innovative practitioner was recognized in 2004 with the award of a University Teaching Fellowship.

Suzy's research spans discipline-specific journals as well as learning and teaching based publications. Her most recent publication in the Journal of Business Ethics (2015) provides a framework for the development and implementation of a computer game designed to aid in enhancing moral decision-making skills through engagement in real-life business contexts and gamification.

Diane Sloan is a Principal Lecturer in Strategy, at Newcastle Business School, Faculty of Business and Law. She is a Principal Fellow of the HEA, acknowledging her contribution to both her institution and sector as a strategist, researcher and practitioner. With more than 29 years of experience in the sector she has a passionate and moral commitment to supporting students and the staff who support them through their learning journey. This is reflected in the range of strategic roles she has held throughout her career demonstrating knowledge and management of quality assurance, design and delivery of modules and programmes and curriculum enhancement demonstrated through contributing to institutional and national policy and practice.

At a national level she is joint convenor of the HEA Internationalising the Curriculum initiative and contributed to the development of the HEA Internationalising Higher Education Framework. As a member of the Association of Business Schools Learning, Teaching and Student Experience Committee she uses her commitment, knowledge and enthusiasm in supporting the development of learning and teaching strategy and practice within the sector.

None of our Business? Social Policy and PRME

Stephen Sinclair, Glasgow Caledonian University

Although the discipline of Social Policy is intrinsically multidisciplinary and has long looked beyond the boundaries of the 'welfare state', there has been relatively little engagement with Business and Management studies. The development of PRME, and the increasing prominence of issues of sustainability, equality, social inclusion and social responsibility, suggests that there may be some convergence between the respective interests of Social Policy analysts and Business and Management scholars, and greater opportunity than before for collaboration between these disciplines. However the readiness of Social Policy analysts to take this opportunity requires examination. This presentation will report some of the main findings from a study of the appetite among Social Policy academics for closer engagement with Business and Management education.

The project involved interviews with members of the Social Policy Association from a range of UK academic institutions to gauge the level of interest and potential for transdisciplinary education and

research. The research gathered participants' opinions on the significance of PRME and their views on the determinants of corporate activity; what distinctive contribution Social Policy could make to Business and Management studies; factors believed to facilitate or impede incorporating Social Policy issues and analyses into Business and Management education; any benefits which Social Policy analysis might derive from working with Business and Management academics; and opinions on Corporate Social Responsibility and the role of business in society.

The research concluded that Social Policy analysts were most likely to contribute to PRME if a radical interpretation of this initiative is adopted in line with a Critical Management Studies approach. However, if Business Schools adopt a more conservative view of the Principles, and regard PRME as a form of Corporate Social Responsibility, then Social Policy analysts are likely to criticise the initiative as mere 'corporate bluewashing'.

Stephen Sinclair is Reader in Social Policy in the Yunus Centre for Social Business and Health at Glasgow Caledonian University. He is co-chair of GCU's PRME Leadership Team and author of GCU's SIP reports. He is a member of the PRME Working Group on Poverty: a Challenge for Management Education and the PRME Champions SIP Working Group. He is also a member of the Executive Committee of the Social Policy Association.

Track 3: How we institutionalize PRME and use SIP reporting as a means of engaging with and communicating with stakeholders

The PRME Players present: 3 short plays on themes of sustainability, responsibility and learning innovation...

David Clemson, Colquhoun Ferguson, and Pat Bailey, London South Bank University (with cameo performances by...)

Aleatoric encounters abound "...sustainability is a principle of hyperconnectivity..." (Clemson) By using these short plays as a means of working with narratives, we start with "whence we came..." and ask "whither directing thy course?" Our answers (social justice, sustainability, system dynamics, problem based learning – and PRME) may bear commonalities with yours, for you too are part of this stage, yet where do we give space for acknowledging difference? Self-authorship or conformity (after all, it's "safe" in the crowd...)

"The fossil fuel divestment campaign is the fastest growing corporate campaign of its kind in history" (Archbishop Desmond Tutu) – so let's develop an investment strategy around this – but first let's immerse ourselves in vulture capital, stranded assets, debt overhang – you even have the once in a lifetime opportunity to invest in (possibly!) the most innovative special purpose investment vehicle ever! Emerging from this – and a serious engagement with anionic surfactants – we meet ModelMan.

ModelMan has been tasked with 'embedding' sustainability and responsible management education in the curriculum...yet he comes to the horrific realisation that the curriculum is dead and his approach is destined to failure. This brief story – with a bit of mathematical trickery (!!!) – gives a breath of life through this problem, offering hope and dreams the rhizome on...

All the world's a stage – and for us all a PRME stage – and all the men and women (merely) PRME Players; we have our exits and our entrances, what real world impact do we have?

As you like it...your choice...our world is our stage...what difference do you make? And that most difficult of all quests – what difference can I make?

David Clemson is Senior Lecturer, Business & Sustainability, at London South Bank University (LSBU). Before his career in academia, David was involved in risk management and investment, organisational change & development and management consulting. His main research areas are in risk, organisational stability, crisis management and simulations, technical analysis, socioeconomics (social mood phenomenology), sustainability and transformative education.

In addition to being Secretary of UK-Ireland PRME Chapter, he is also a Steering Group Partner of the London Regional Centre of Expertise for Education for Sustainable Development (UNU-IAS) with particular responsibility for Sustainable Business Practices, Co-Chair of LSBU's Sustainable Development Group and Chair of the Innovative Teaching & Learning working group of the COPERNICUS Alliance and LSBU project lead of the UE4SD project (www.ue4sd.eu/)

Colquhoun Ferguson is Principal Lecturer in Business Systems at London South Bank University. Originally graduating from Glasgow University with a degree in Molecular Biology, Colquhoun moved into the field of computing and systems analysis, working in the industrial sector for multi-national companies such as Digital and General Electric, based mostly in Germany for his early career.

His main research interests lie in the areas of knowledge management, business analysis, change management, sustainability and risk management, actively bringing these to bear in a range of enterprise activities, including KTPs. As Course Director of M.Sc. International Business he has proactively worked with colleagues in bringing the contextualisation of sustainability and responsible management to the forefront, particularly within global information systems and international supply-chain and logistics management.

Pat Bailey is Deputy Vice Chancellor at London South Bank University. He is Professor of Chemistry and a HEA National Teaching Fellow and was awarded a Green Gown for Leadership in 2014.

After gaining UG and PhD degrees in Chemistry at Oxford University, Patrick began lecturing at York University in 1983, leaving to take up the role of Chair of Organic Chemistry at Heriot-Watt University in Edinburgh ten years later in 1993 – where he stayed until 2000. During this time, Patrick was also a very active researcher, working on organic synthesis and drug delivery, and winning the AstraZeneca prize for work on polycyclic peptides. Patrick moved to the University of Manchester, initially as Professor of Chemistry, then as Associate Dean for Teaching and Learning where he oversaw 6000 students, nine schools, 600 members of staff and an associated income of £50m.

Patrick has helped establish a wide range of new degree courses, and was editor of the RSC journal University Chemistry Education. His teaching has been recognised by the RSC Higher Education Teaching Award (1998), the RSC Nyholm Lectureship (2000), the UMIST Teaching Award (2003).

Towards the Abyss – Horizontally, Vertically or Synergistically: Can Combining PRME with HEA's IHE Framework Provide the Wake-up Call We Need?

John Hirst, Durham University Business School

This paper proposes ways in which the HEA's IHE (Internationalising Higher Education) Framework can be synergistically combined with PRME so as to support its institutionalisation by embedding

social responsibility, critical engagement with global issues (such as inequality or sustainability), and critical reflection on values, beliefs and norms, all of which are advocated by the IHE Framework. It concludes that the strategic deployment of new institutional methods to deliver a wake-up call to "the sleepwalker whistling a happy tune as he ambles towards the abyss" (McGilchrist), re the realities of such global issues before it's too late, is a prime management education responsibility. Finally, it critiques these frameworks through the lens of Triandis' cultural typology, and considers important implications for PRME Sharing Information of Progress (SIP) Reports.

John Hirst is a Senior Teaching Fellow in Management at Durham University Business School. He has held appointments at Oxford University, where he helped to establish the Centre for Environmental Change, and at Durham University, where he initiated and project-managed a national collaborative HEFCE-funded research project. He also contributed to development of HEFCE's national Sustainability in HE Strategy, published "Sustainable Development and the Future of HE", and was Associate Director of Durham University's interdisciplinary research centre for Applied Ethics and Relational Studies.

He launched the first Business Ethics MBA module at Durham University; his teaching and research interests currently focus on Corporate Responsibility and Sustainable Enterprise from a macromarketing perspective. He is a Fellow of the Higher Education Academy and of the Chartered Institute of Management and is a Director of the Social Enterprise Research and Innovation Foundation.

Responsible Management Competences: An Integrative Portfolio for Sustainability, Responsibility, and Ethics

Oliver Laasch, Manchester Business School and Dirk C. Moosmayer, Nottingham University Business School, China

Sustainability, responsibility, and ethics (SRE) have become significant drivers for change in business with the term responsible management as an umbrella term describing managerial practices embracing SRE. Responsible management implies that being a competent manager now necessitates competences distinct from the ones traditionally required. An emerging literature on competences for S, R, and E has described competences for each of the three disciplines in a separated fashion. Educational and managerial practice, however, commonly integrates SRE as one 'inter-discipline'. In this paper we unearth a competence-portfolio for the responsible management inter-discipline through a structured review of the competences for SRE literatures. Extending the KSA competence framework by the distinction between independent and interdependent competences, we find six integrative domains of competences related to 'knowledge (know)', 'analysis (think)', 'action (do)', 'interaction (relate)', 'character (be)' and 'self-adaptation (become)'. These domains together form a competence portfolio as basis for the creation of particular competence profiles to be applied in research and practice on educational design, professional development, and human resource management.

Oliver Laasch is a Marie Curie Research Fellow at the Manchester Institute of Innovation Research at the University of Manchester. Oliver is interested in business model innovation and the related organizational transformations towards sustainability, responsibility, and ethics. He is also interested in responsible management education.

Dirk Moosmayer is an assistant professor of marketing at the Nottingham University Business School China (NUBS China). Prior to pursuing an academic career, Dirk has worked in Europe in the financial services industry and with The Boston Consulting Group. He received his Ph.D. on management

academics' intention to influence values from the University of Hannover, Germany, and a Postgraduate Certificate in Higher Education (PGCHE) from the University of Nottingham. Dirk's research covers normative perspectives on teaching and learning including value transfer and social responsibilities, as well as intercultural aspects, particularly in a Chinese context. His work in the field has been funded in part by the UK Higher Education Academy. His further research interests include normative aspects in marketing and management, and a current research project investigates NGO-MNC relationships in Chinese and international contexts. Dirk has taught courses related to marketing and international business in Germany, Russia and China. At NUBS China, he has been program director of a large-scale executive education program for managers of a major state-owned enterprise. His education-related work appears in journals such as Academy of Management Learning & Education, Higher Education, and International Journal of Management Education.

PRME – more than just a pet dog ?

Jonathan Louw, Oxford Brookes University

This presentation seeks to report on key findings from an empirical study of a qualitative nature into the work of 29 PRME advocates in 22 UK business schools. Grounded in the sociological strand of neo-institutional theory, the aim of the study has been to explore both the practices of these PRME advocates (Institutional Entrepreneurs) and identify the organisational and field factors that either support or hinder their attempts to institutionalise responsible management education. Many active in the Chapter were interviewed and this presentation will be an opportunity not only to continue those fruitful dialogues in open session but also to join other participants to the debates and the insights arising from the study. In a 10 minute presentation it will not be possible or appropriate to consider the more theoretical contributions I ultimately hope to make. But what I would aim to do is identify principal findings in relation to:

- A profile of the participants and their universities
- Their reported strategies and practices
- The affective dimensions of work on PRME (e.g. factors such as isolation and resilience)
- Experiences of the organisational and HE field dynamics that make advancing PRME work problematic
- Perceptions of: the potential of the PRME project; its reporting and accountability structures; and its relationship to sector accreditation bodies.

A colourful quote from one of the research participants neatly sums up some of the dynamics identified around PRME institutionalisation that this presentation will explore:

“People don't mind PRME. I suppose it would be like a pet dog, you know, it sort of wanders around and people pat it and are quite happy to have it and introduce it to their friends but it actually doesn't have a particularly important function within the school itself.”

Jonathan Louw is a member of the Faculty of Business of Oxford Brookes University. His principal teaching areas are non-profit management and HRM. Prior to Oxford Brookes he worked in secondary teaching, the NHS, Social Services and many non-profit organisations, latterly CARE International and Oxfam. He is currently about to complete a doctoral thesis through Lancaster University, the subject of which is the institutionalisation of PRME in UK business schools.

Ethics and accreditation – a clarion call on your own trumpet?

Terry O'Sullivan, Open University Business School

Business schools spend a lot of time, money and anxiety on seeking or attempting to maintain accreditation from a variety of peer bodies including AACSB and EQUIS in the belief that such badging is an essential differentiator in a highly competitive marketplace. In their most recent statements of standards, both of these bodies place ethics, responsibility and sustainability (ERS) centre stage – requiring applicant schools to document their presence in all aspects of their work both in the self-assessment report which precedes a visit and potentially in the interviews, discussions and archives provided at the visit itself.

In contrast to the flexible format of the PRME SIP report, the typical accreditation standards statement is formal and prescriptive (though not without the need for some interpretation). Whereas the 'emergent' SIP framework aims to facilitate authentic development through the public sharing of best practice with other PRME signatories and stakeholders, it could be argued that the more 'deliberate' structure of the typical accreditation report (and the process which surrounds it) risks encouraging business schools to relegate ERS values to the status of material to gain the approval of accreditors in an essentially private and competitive setting.

Drawing on recent experience of the accreditation process, this presentation seeks to stimulate discussion on how these potentially conflicting forms of accountability might be reconciled. What kind of language and evidence lend themselves to talking about one's ethical performance as an organisation? What inspiration might recent developments in accounting literature offer in terms of establishing systems and controls which lend credibility to our claims to ethical behaviour? How can business schools – traditionally known for their competitive streak – communicate an authentic commitment to PRME values via non SIP channels without appearing to blow their own trumpets at the expense of rivals rather than in a way that promotes shared value?

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The Institutionalization of Responsible Management Education into UK Business Schools: The Role of PRME

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The rise of Corporate Social Responsibility (CSR) on corporate agendas across the globe twinned with the financial and economic crises of 2007/08 has resulted in business schools being blamed, in part, for the lack of responsibly and ethically educated managers. Consequently, there is an increasing awareness of Responsible Management Education (RME) and the need to implement this into business school strategies. RME is used here as an umbrella term for areas such as CSR, ethics and sustainability. There are a number of contributing factors to this increase in understanding and indeed action on RME, including influences such as the UN PRME, accreditation bodies and individually concerned faculty members.

This paper focuses on the institutionalization of RME into UK business schools with a specific focus on the role that PRME plays within this process. Using neo-institutional theory as the theoretical lens the paper is concerned with the external role that institutions play within the institutional change process and the impact that they have on the internal institutionalization change process within UK business schools. PRME can be considered one of the main external institutions to influence the internal processes occurring within UK business schools in relation RME. This paper will examine the manner and intensity with which PRME affects various stakeholders including management, staff, students and the practices, strategies and processes of business school operations will be analysed and discussed.

As an initiative PRME is only one of the contributing factors to the institutionalization process of RME, but is the one that shall be investigated further within this paper. The research for this paper consists of both an analysis of the Sharing in Progress PRME report and semi-structured interviews with Deans and other faculty members from both signatory and non-signatory institutions with the aim of identifying the role that PRME plays and the influence it has on business schools at varying stages of institutionalizing RME.

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Institutionalising PRME: Discourse and Strategic Sense-making

Alec Wersun, Glasgow Caledonian University

The worldwide community that promotes the United Nations' Principles of Responsible Management Education (PRME) has made great strides since its conception in 2007, with over 600 signatories and 12 regional chapters. Yet the PRME community is still struggling to understand the different ways in the 6 Principles are understood and operationalised by managers and academics in higher education institutions (HEIs), and why more HEIs do not sign up. In this paper, a case study is used to explore how the Principles are 'translated' as they enter an academic institution, where and how they might fit in to a University or Business School's strategy, how attempts to embed the Principles are operationalised and implemented, and whether the history and culture of the receiving HEI might affect this.

The author proposes that discourse analysis (Fairclough, 1992) and the concept of sensemaking (Weick, 1995) can help the PRME community in its efforts to better understand and operationalize the 6 Principles in a HEIs unique context.

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