



PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION REPORT

UEA
University of East Anglia

NORWICH
BUSINESS
SCHOOL

CONTENTS

Page 3	Welcome
Page 4	PRME Highlights
Page 5	PRME Principles
Page 6	PRME and the UN SDGs
Page 7	Principle 1 - Purpose
Page 16	Principle 2 - Values
Page 21	Principle 3 - Method
Page 26	Principle 4 - Research
Page 52	Principle 5 - Partnership
Page 58	Principle 6 - Dialogue
Page 66	Plans for the future

INTRODUCTION



Welcome letter from Prof Olga Tregaskis, Head of Norwich Business School



Norwich Business School (NBS) hereby submits our second Sharing Information on Progress (SIP) report for the period 2021 - 2023. Our connectedness as a global community was never more evident than during the past few years that will forever be defined by our experiences of the health pandemic. The crisis shone a light on the capabilities of the world to act together to innovate for good, and demonstrated with great clarity the inequity of resource use and access. The health and the climate crisis we face creates challenges for us all.

Business and Management research and teaching has a role to play in the creation of the next generation of knowledge and know how needed to build societal resilience to respond and shape our futures. Working in collaboration with

students, staff, commercial and public sector organisations we rise to this challenge creating the evidence base for better informed policy making, the analytical tools for better decision making and the leadership capabilities enabling individuals to make a positive difference for those around them and for themselves.

Over the past two years we have worked to recognise the six PRME Principles throughout our NBS activities. Working with the Principles has helped us to reflect on the extent to which our current teaching, research, and broader societal engagement integrate with the UN – Sustainable Development Goals (SDGs).

We use our standing in the research and education communities to inform, challenge and change public policy, organizational and individual practice in the arenas of work & wellbeing, finance and accounting, data analytics, marketing, business regulation, international business, strategy and entrepreneurship.

We connect with local communities supporting business clusters in, for example, the financial sector and creative sector. We lever our critical mass of world class research on workplace wellbeing and business regulation in support of policy innovation; and mobilize our research excellence across strategy, innovation, marketing, work and organizations, finance and accounting to inform change in practice and curriculum enhancement.

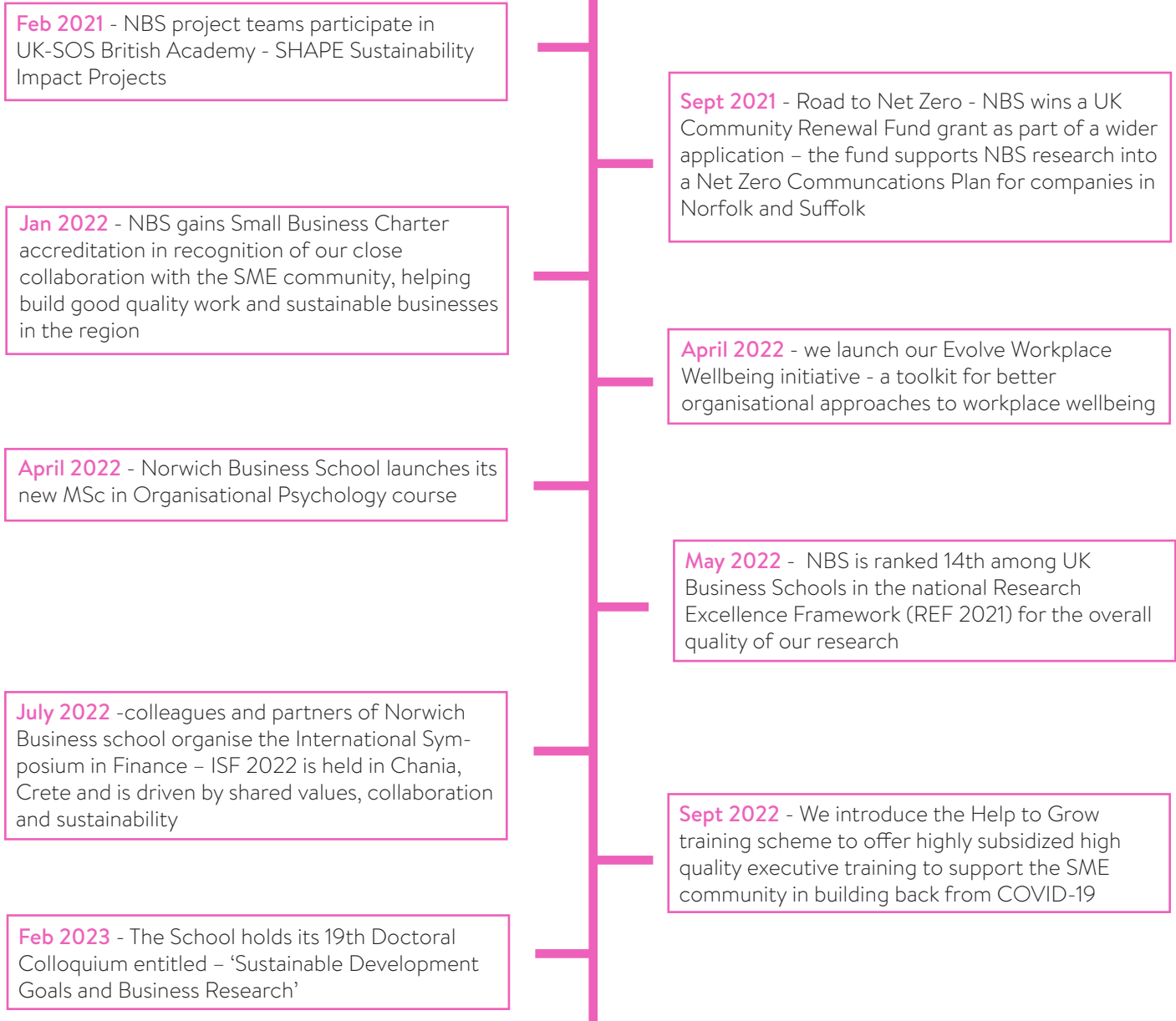
Our social and technical capabilities in the virtual learning space have evolved and now become an embedded part of our educational delivery. Virtual learning spaces in combination with in-person learning spaces have opened up opportunities for students and staff to engage more creatively and inclusively. They have enabled expert speakers from across time zones and geographical distances to become part of the classroom learning experience in a sustainable way.

The six PRME Principles both connect and integrate with the University's wider sustainability strategy that aims to balance the 'three pillars' of environmental, economic, and social elements. Indeed, UEA has signed the United Nations Sustainable Development Goals (UN SDG) accord, positioning it among a growing international consensus of universities taking positive steps towards creating a sustainable future.

As the Head of Norwich Business School, I confirm NBS will continue its dedication to the United Nations (UN) Global Compact's PRME initiative and we are proud to support and promote the six PRME Principles, alongside the UN – Sustainable Development Goals, within our institution and community.



PRME HIGHLIGHTS



Norwich Business School became a PRME signatory in 2018 and this is our second Situation in Progress report covering the period January 2021 to April 2023.

Despite, or perhaps because of, all the major disruptions caused by the COVID-19 pandemic and the challenges it brought, the PRME framework seems more relevant to us than ever, and the PRME community has helped the School to reflect on its curriculum, research, and impact on society.

We embed responsible management values in every area of our work - we are confident we will engage further with the PRME principles in future, and we have identified several opportunities for further responsible management teaching, research and partnership.

The high level of involvement and commitment of NBS staff, students, and partners to the six PRME Principles is clearly apparent – just about every member of staff has played a part in building this report. Thanks go to everyone working at NBS and especially Prof Olga Tregaskis, Alice Warner, Prof Roberta Fida and Dr Christoph Wu.

Tony Polack - NBS PRME Representative

PRME PRICIPLES



Principle 1 | Purpose:

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Principle 2 | Values:

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



Principle 3 | Method:

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



Principle 4 | Research:

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



Principle 5 | Partnership:

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



Principle 6 | Dialogue:

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

PRME AND THE UN SDGs

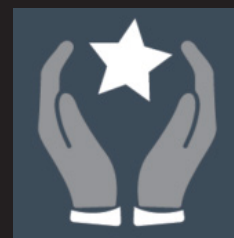
Working through the Six Principles, PRME aims to ensure business and management schools develop the awareness of the sustainability challenges and capabilities of students (the leaders of tomorrow) to act for the development of a better sustainable world. Norwich Business School (NBS) is committed to developing the skills needed to recognise and value responsible management and its interrelated economic, social and environmental goals. Following the recommendations of PRME, we draw on the United Nations 17 Sustainable Development Goals (SDGs).

In the next sections, we use a visual reminder of each of the specific relevant SDGs addressed in our activities since our last SIP report in January 2021.



PRINCIPLE 1

PURPOSE



Norwich Business School offers well-established and highly regarded courses at undergraduate, postgraduate and MBA level. Our academic thinking is interdisciplinary - we innovate courses, modules and teaching to accompany changes in the world and develop leaders ready to take on the challenges of the future. We take a long-term approach to business practices that make a positive contribution to the triple bottom line and the three pillars of sustainability: economic, social and environmental:-

Curriculum Development

In December 2022 we repeated our academic curriculum survey to re-determine – ‘the content and delivery of responsible business values within the teaching across the School’. We were looking at the content of modules to see how they shaped up against the sustainability, social responsibility and ethical management measures we made in our 2021 SIP Report. We asked module leaders at UG, PGT and MBA level to gauge the level of their module’s content and engagement with the 17 UN Sustainable Development Goals (SDGs) and Six Principles of PRME.

The figures show some encouraging trends for teaching and student engagement with responsible management themes: -

Due to an increasing awareness amongst NBS staff of the PRME Principles, and a growing recognition that their teaching has relevance to the UN SDGs after all – the proportion of the nearly 150 modules with no engagement with responsible management or sustainability has reduced from 20% to only 7.5% since our 2021 report. This is in line with broad NBS policy to align the 17 SDGs wherever viable in teaching.

Of the modules which showed some responsible management input we asked organisers to rate how much of their module’s content was relevant to the SDGs against their entire content. ‘Engagement Underway’ was rated at up to 25% - 25%-50% of content rated as ‘Engagement in Progress’ - and 50% plus was labelled ‘Engagement in Place’. We’ve introduced more granularity with our current report and the new research shows that of our current 147 modules: 106 (72%) have some ‘Engagement Underway’, and 30 modules (just over 20%) have ‘Engagement in Progress or Engagement in Place’ status.

Analysis of our findings show that more than one-fifth of NBS module leaders designed their teaching to be well or fully aligned with the Six Principles of PRME and the 17 UN SDGs.

Looking more closely at cohorts and year groups: -

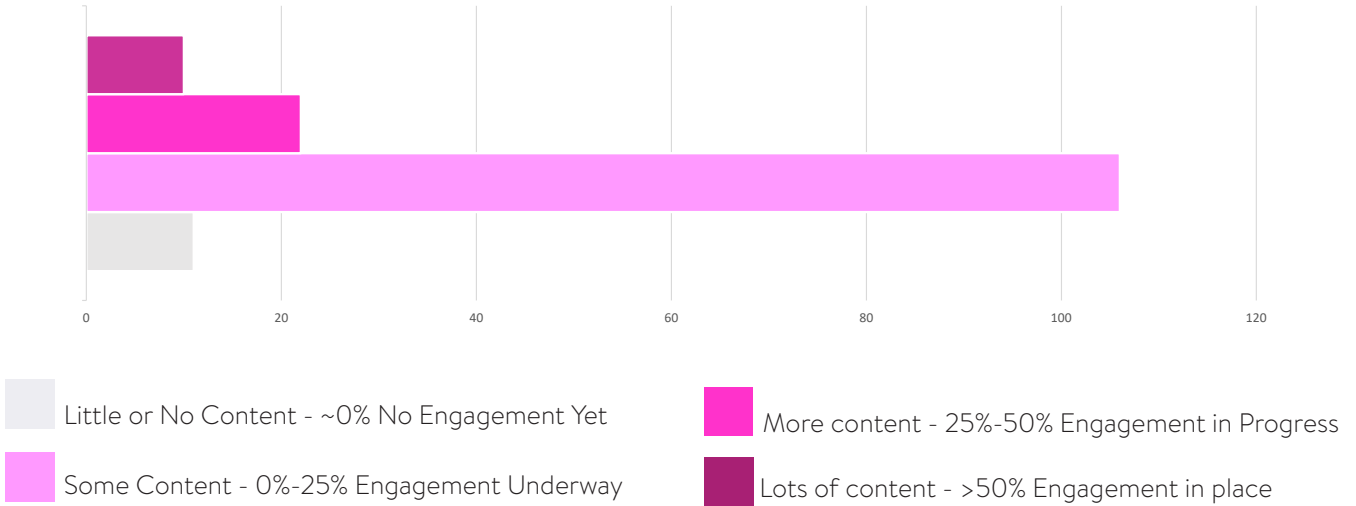
Of our 59 undergraduate modules, 12 (20%) are rated as ‘Engagement in Progress’ in their relevance to the SDGs by their leaders, and all our 20 flagship MBA modules (100%) are seen to have at least some alignment with PRME and the SDGs.

Looking ahead to our curriculum aims over the next 24 months:

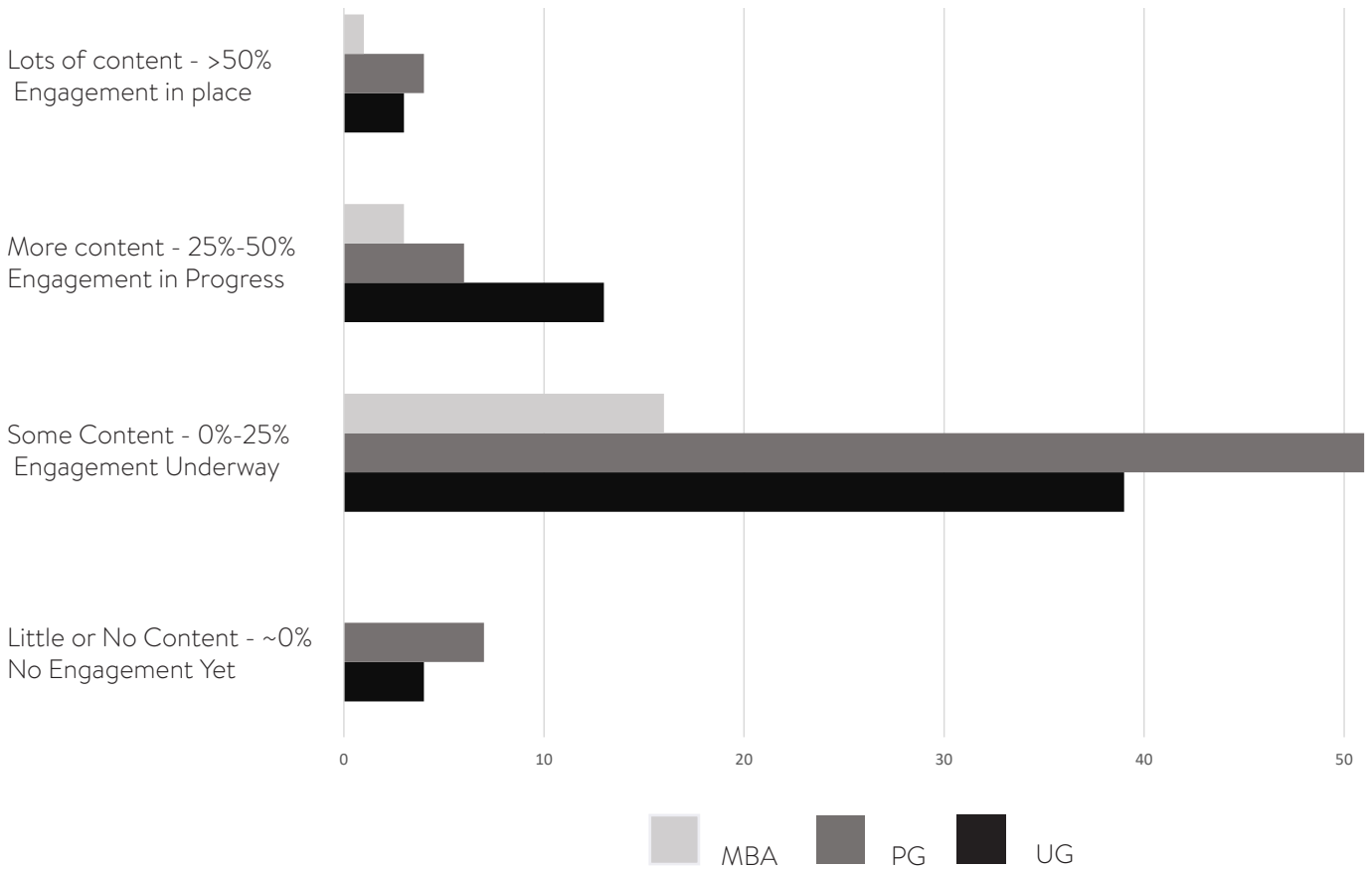
We are planning that at least one-third of all our modules will achieve the top two levels of content alignment - ‘Engagement in Progress or Engagement in Place’.

We are planning that every module we are teaching in 2025 will be judged by their module leader to have at least some relevance and alignment to the 17 SDGs and PRME Principles.

All NBS Modules - Content Relevance to Responsible Management and Sustainability - 147 Modules in Total



NBS Modules - Content Relevance to Responsible Management and Sustainability Broken Down by Cohort - MBA, PGT and UG



ACCREDITATION

Norwich Business School is committed to the continual improvement and enhancement of the student learning experience, evidenced by our increased focus on accreditations and awards across the School. The appointment of a dedicated accreditation project officer in 2022 has provided some new resources in this area, allowing us to gain additional recognition for the quality of both the School's teaching and world-class research.

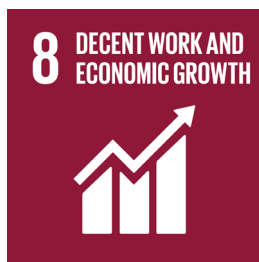
In 2021/22 an audit of our accreditations was undertaken to identify areas where additional accreditation could be gained. The School now holds the maximum Association of Chartered Certified Accountants (ACCA) accredited examination papers for its BSc programmes – nine in total – and gained the Financial Management (FM) exemption in March 2022.

NBS has developed its relationship with the Chartered Management Institute (CMI) with the BA Business and Human Resource Management and the MSc Human Resource Management now both offering dual accreditation with CMI qualifications. This is in addition to our MBA programmes which have been offering Level 7 dual accreditation for several years. In January 2023 we received re-accreditation for our MSc Organisational Psychology from the British Psychological Society, for the maximum 5 year period.

Dual accreditations highlight our commitment to advance student capabilities, promote better learning opportunities and help develop responsible leaders. We develop 'work-ready' graduates, providing them with the skills needed to enter employment.

Norwich Business School holds accreditations and related partnerships with over 15 leading professional bodies. Such endorsements encourage innovation while reflecting the strict quality standards of our education. The diagram with our position as partners of 18 associations and professional bodies is shown below:-

Victoria Pritchard



Course Title	Course Code	Award	Level	SBC	ICAEW	GARP	CMI	CISI	CIPS	CIPD	CIMA	CIM	CILT	CII	CFA	BPS	Athena Swan	AMBA	AIA	ACCA	AACSB
				Whole School Accreditation																	
Business and Human Resource Management	U1N1N6301	BA	6																		
Business Management	U1N200303	BA	6																		
International Business Management	U1N120303	BA	6																		
Marketing and Management	U1NN52303	BA	6																		
Accounting and Finance	U1N400303	BSc	6																		
Accounting and Management	U1NN42303	BSc	6																		
Business Analytics and Management	U1N1N2301	BSc	6																		
Business Finance and Management	U1NN32304	BSc	6																		
				Whole School Accreditation																	
Accounting and Finance	T1NN43102	MSc	7																		
Banking and Finance	T1NN33101	MSc	7																		
Brand Leadership	T1N560101	MSc	7																		
Business Analytics and Management	T1NN12101	MSc	7																		
Business Management	T1N200101	MSc	7																		
Digital Business and Management	T1N2N1101	MSc	7																		
Finance and Management	T1N3N2102	MSc	7																		
Global Business Management	T1N207101	MSc	7																		
Human Resource Management	T1N601102	MSc	7																		
International Accounting and Financial Management	T1NN43101	MSc	7																		
Investment and Financial Management	T1N300101	MSc	7																		
Management	T1N1N2102	MSc	7																		
Marketing	T1N500101	MSc	7																		
Marketing and Management	T1N5N2102	MSc	7																		
Operations and Logistics Management	T1N290104	MSc	7																		
Organisational Psychology	T1C8N2101	MSc	7																		
				Pending																	
Master of Business Administration Full-time	T1NN71102	MBA	7																		
Master of Business Administration Executive	T2NN71202	MBA	7																		

EMBEDDING PRME IN OUR CURRICULUM

In this section of the report, we highlight some of our modules at different levels of our curriculum (undergraduate, postgraduate, executive education) that specific focus on ethics, responsibility, and sustainability:-

UNDERGRADUATE

NBS-4103B - Applied Business Project

Dr Kevan Williams

This module is about encouraging our students to think about the future, about the role of business in society and about business being a force for good in society. It provides students the opportunity and encouragement to question the future of business in society and to provide new business solutions. The module continues to evolve and be delivered in collaboration with Tomorrow's Company which is an independent non-profit think tank that exists to insure and enable companies to be a force for good in society. Soon to run for a third year and student feedback on this module is positive "The freedom we had with regards to the summative. It encouraged me to think about 'real life business' when putting together my idea. The insight from guest speakers about being a force for good and how important that is." Not only is this module changing our students' view of the role of business in society this collaboration has encouraged Tomorrow's Company to direct more of its mission to how business is learnt in universities and schools.

NBS-4112A – The Economic and Business Environment

Dr Nicholas Vasilakos

The module organiser, Dr Nicholas Vasilakos, designed the module to introduce students to the key economic and other factors that influence the internal and external environment of firms. The first half of the module discusses key economic principles and explains and how they influence the way firms operate at home and abroad. The second part of the module explains the role of government, socio-cultural and technological environment.

Dr Andrew Burlinson leads the module's workshops which are designed to guide the students to use economic theory and intuition to think about and discuss challenging events that affect daily life. Exploring important questions, such as: What is the effect of energy suppliers going bust on competition and prices? What are the anticipated impacts of expansionary fiscal and monetary policy, during the COVID-19 pandemic, on domestic households and firms? Have you been 'nudged' by the government to behave in a way that society expects could improve outcomes? For example, as part of the behavioural and environmental trends workshops, students work in groups to design a 'green nudge' policy instrument designed aimed at tackling a specific environmental problem. The green nudges are posted in real-time in blackboard in order to create a deeper discussion about the effects of environmental policy and decision-making. The aim of the workshops is for students to enhance their critical business and economic thinking skills by utilising the tools acquired in lectures and seminars to interactively unpick such questions.

NBS-5111B - Business Ethics

Dr David Watson

This module uses the lens of stakeholder theory to introduce students to a range of normative ethical theories and their application to business to develop students' awareness of ethical issues and how to address them through responsible business and management practices. The module explores factors influencing ethical decision-making in business and introduces theoretical tools to identify and analyse the key ethical problems which modern businesses face. Students learn about the nature, application and consequences of ethics in business as well as how to make more ethical decisions. They are expected to research and study issues for a range of stakeholders, such as labour, standards and conditions, the environmental impacts of business, the ethics of global branding, corporate power, lobbying and influence. The Business Ethics module organiser, Dr David Watson said – “This is a core undergraduate module that has become increasingly popular with students and is increasingly important, since many of the key issues facing graduates have an ethical dimension. It is a module I enjoy teaching as it gives me the chance to develop students' ethical awareness and put forward current best practice approaches for managing businesses ethically and sustainably, although there are no easy answers to ethical challenges!”

NBS-5133A - Strategic Awareness and Analysis

Dr Arvind Yadav

The module builds on SaP (strategy-as-practice) perspective by addressing key questions about how strategy is developed in an organisation, who formulate it, and what they use to do it. While looking at strategy as a managed process, we will take account of differences in strategy perspectives, external and internal organisational contexts and the changing nature of strategy. Strategy is about how you think, and the goal of this module is to help students think differently; to think in a more strategic way and for them to be a winner in their future. Sustainability and responsible business are embedded across the curriculum of this module, while students continue to develop a strategic perspective on various business issues. Towards the end of the module, we have a specific lecture titled ‘Sustainable Strategy’ which brings together various topics discussed earlier in the module in emphasising how sustainability is driving all aspects of strategy in various businesses.

NBS-6125A - Marketing: Social Responsibility and the Law

Dr Scott Summers

This module focuses on exploring how to undertake socially responsible marketing in practice. This is achieved by examining past and current examples of socially irresponsible marketing practices by governments and businesses (both nationally and internationally) and examining the effect these have on the public, consumers and other businesses. Alongside this, the module explores a cross section of areas of study and how they all come together in practice to influence marketing decision making. These areas include law, marketing, corporate social responsibility, ethics, and economics. The module organiser, Dr Scott Summers said – “This is one of the excellent optional modules that our students can choose to study, it brings various areas of study together to permit students to identify and discuss how they can approach challenging marketing decisions and campaigns in real-life. This is achieved by considering more than just one area of study, namely multiple areas of study and how they interact, just like would be required in a real-life marketing campaign situation”.

POSTGRADUATE

NBSE7036A - Corporate Social Responsibility

Tony Polack

Over the last two years NBS offered four cohorts of Full-time and Executive MBA students access to its Corporate Social Responsibility module. The module is well attended, reflecting the popularity of this subject and its relevance to modern businesses.

Tony Polack says - “The world is facing an increasing number of global, social, environmental and economic challenges, from poverty and climate change to inequality and the depletion of natural resources. Over the last two years organisations are finding that many of these challenges are only increasing in intensity and are looking to respond by delivering wider value to their stakeholders, society, the environment and the economy as a whole.”

The content for the module borrows heavily on the UN’s 17 SDGs and the Six PRME Principles, and the core text is drawn from within the PRME series, being Laasch and Conaway’s 2017 ‘Responsible Business: the Textbook for Management Learning, Competence and Innovation’.

NBSE7075Y - Strategy and NBSF7072B - Strategy and Global Economics

Dr Kevan Williams

Strategy is the most important subject for it is about future and the future is the intimate connection of strategy and the sustainable development goals. Students are encouraged to see strategy not as a plan but to think about the future and build organisations that benefit society focussing upon the core elements of purpose and competitive advantage. Purpose taking a Drucker view that the purpose of business must lie in society and organisational leaders should focus on solving not creating society’s problems. Competitive advantage for organisations must be successful for it does not help society if resources are deployed in failing businesses and profit is key for ensuring the organisation survives to do good not just this year, but the next and thereafter. Along with strategic analysis and formulation, the module focuses upon strategic management and strategic risk, and the problems highlighted in the SDGs. Important texts are ‘Entrusted: Stewardship for Responsible Wealth Creation’ and ‘Purpose Delivered’. Students leave thinking about their leadership in society and with the confidence to challenge traditional business thinking.

NBSC7079X - Sustainable Management

Tony Polack

The modern business approach is seeing businesses changing their mission and vision from delivering profit to delivering purpose and much of this approach is driven by a desire to follow the UN’s 17 SDGs or Sustainable Development Goals.

This module is being updated to include a more broad approach to corporate sustainability. This module is aimed at our Executive MBA and Senior Leaders Apprenticeship students and participants will look at the theory behind Sustainable Management at its modern application in business. The module will uncover the history and development of the UN’s 17 Sustainable Development Goals (SDGs) and their infancy in Corporate Social Responsibility, Three Pillars of Sustainability, and the UN’s Global Compact and PRME initiatives.

The course text will draw upon the available PRME series literature but the assessment will allow students to build a sustainable management plan for an organisation of their choice - with the expectation that they can focus on their own businesses and the practical steps they can take to achieve a more sustainable approach for themselves in future.

NBS7080B – Management Accounting

Dr Ricardo Santana

This module exemplifies how sustainability issues are integrated into different subject areas at NBS. The module is designed to teach management accounting practices to MSc students in Accounting and Finance. The module, however, is not limited to traditional accounting and financial information for decision-making. The module organizer Dr Ricardo M Santana says - “In this module, we have great discussions and examples of how to integrate non-financial and sustainability concerns in decision making.” The module tries to advance students’ knowledge of critical issues for businesses of today and tomorrow; consequently, it covers topics such as environmental management accounting practices (e.g., eco-controls), measurement and reporting of sustainability key performance indicators, six capital, natural capital, and the reliability of sustainability reporting including aspects of legislation and assurance.

Future Teaching – Reporting and Professional Values

We run a 3rd Year UG module, NBS-6102A Corporate Reporting, where we introduce several of the reporting standards to students: the Integrated Reporting Framework, the development of the International Sustainability Standards Board (ISSB) under the umbrella of the IFRS Foundation, and the ISSB’s two exposure drafts on climate reporting. As these standards progress and revisions are issued, we propose to add more content about reporting requirements and how companies go about implementing these.

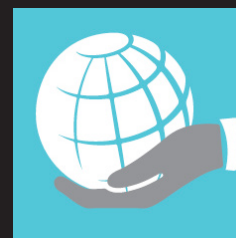
We discuss the Taskforce for Climate-related Financial Disclosures (TCFD) and how this has been incorporated into the ISSB exposure drafts - and in the future, there is scope to add in a discussion of the EU Corporate Sustainability Reporting Directive (CRSD) and US developments. We are keen to include the Taskforce on Nature-related Financial Disclosures (TNFD) which is starting to gain traction in industry.

Victoria Tiplady



PRINCIPLE 2

VALUES



OUR VALUES

Building upon the University's values, the Business School's values represent a core set of standards for how we behave as an employer, drive excellence in teaching, learning and research, and collaborate as an anchor institution in our local community.

From tackling global challenges, striving for student and staff success, and creating a vibrant inclusive and sustainable environment - our values are what unite us:-

COLLABORATION	EMPOWERMENT	RESPECT	AMBITION
We are collaborative by nature. We build connections, share ideas and develop new networks. We champion our regional, national and global relationships and demonstrate that together we can achieve greater goals and positively influence the world around us.	We empower our colleagues to do their best every day. We trust our people to make decisions based on their expertise and knowledge. We work to ensure processes are simple and efficient so we are agile in times of change, and allow our people to make choices that work for them, us and wider society.	We respect each other. We treat everyone equally and are fair and consistent in all we do. We value diversity and embrace different thoughts and views. We are open to challenge so we can learn and improve. We encourage each other to create a positive accessible environment that supports our physical and mental wellbeing.	We are ambitious for our staff, student and research success. We are forward-thinking and brave in our approach and decisions. We make space for innovation and creativity, seize opportunities that are responsible and sustainable, and aspire to transform education for the better.



SDG Goals: Health and Wellbeing; decent work and economic growth



Professor Kevin Daniels
kevin.daniels@uea.ac.uk

Good work is an important contributor to adult health outcomes as well as productivity. In NBS, our research on workplace wellbeing has been looking at the factors that promote workplace wellbeing and good work. Funded by the Economic and Social Research Council for over seven years, plus other work funded by Innovate UK, Norwich City Council, Institution of Occupational Safety and Health, the Italian Workers' Compensation Authority (INAIL) and Universities UK amongst others, we have worked with employers, professional institutions and government departments. Steering groups for our research projects have included representation from Society of Occupational Medicine, Chartered Institute of Personnel and Development, Chartered Management Institute and UK Government departments such as Department of Work and Pensions, Department of Business, Energy and Industrial Strategy. An important element of this research is working with employers and other stakeholders to support improvements in working practices and workplace wellbeing.

One strand of research has focused on how employers develop strategies to enhance workplace wellbeing and how to sustain and develop those strategies. The work included in-depth analysis of how organisations responded to the health and wellbeing challenges of the COVID-19 pandemic. This work has led to the development of a web-based hub that has synthesised evidence from the research into resources for employers, including diagnostics, a business case calculator, video interviews, case studies and an interactive professional development course. All resources on the hub are open access and free to use. Members of the team are currently working with a range of employers on how to use the resources to improve workplace wellbeing through intensive workshops and establishing communities of practice.

Another strand of research has involved working collaboratively with international colleagues and the Italian Workers' Compensation Authority (INAIL) to assess risks contributing to poor psychosocial working environments. The research has underpinned the development of new survey scales that support employers' understanding of how commitment to wellbeing practices relates to working practices and outcomes. The research will contribute to a better understanding of good working environments and support practices which can enable decent work and better wellbeing.



Dr Helen Fitzhugh
h.fitzhugh@uea.ac.uk

Working with local government in Norfolk, community groups and employers, we have developed guidance on how to improve the experience of work for workers in low paid occupations in retail, tourism, hospitality and care sectors. Dr Helen Fitzhugh's Good Jobs Project is about improving experiences at work for those in the lowest paid and most precarious roles, and offers clear and specific guidance to people in the local area. Her project is focused on activities that are easily implemented and uses the language of workers and employees in those sectors. The guidance is promoted through working in the community and business groups and in the regional press and media, and has a supporting video. The Good Jobs Project is part-funded by the Norwich Good Economy Commission which is itself addressing several SDGs through its agenda for fair and sustainable growth via the living wage, encouraging social enterprise and helping anchor institutions in the area role-model relevant behaviours.

www.evolve workplacewellbeing.org

Equality, Diversity and Inclusion: Make work better at NBS



Dr Josie Kinge
j.kinge@uea.ac.uk

Central to our School's strategic mission is to be an advocate for responsible business for the stakeholders we serve.

A key aspect of advocating responsible practices is recognising and embedding the importance of equality, diversity and inclusion into the organisation, its culture, operations, relations and practices.

Following the Athena SWAN bronze award from Advance HE that we secured in 2018 in recognition of our efforts and progress in improving gender equality, we have continued to make great progress in several areas and we are on track to make an application for Bronze Renewal in November 2023.

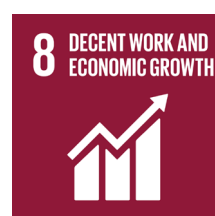
The Athena SWAN Award is a testimony to the importance we attach to ensuring a happy, balanced, and supportive school, and a recognition of our commitment to the advancement of gender equality in academia.

The NBS Director of Equality and Diversity (E&D) sits on the School Executives and since the introduction of this role in 2019 has helped to embed EDI issues and influence the way the school operates. Our E&D committee has representation from a wide range of staff and students and membership is reviewed annually to ensure representation across all staff groups, including our professional services colleagues who are a valuable part of our NBS community. The committee plays a central role of "continuing to tackle the wider issues of diversity and inclusion, holding colleagues to account and holding a microscope to our systems and practices". Prof Olga Tregaskis, Head of School, NBS.

Sub-working groups of the committee operate to push through progress on key areas of our action plan and have led to positive changes around improving fairness and transparency, such as in demystifying the appraisal and promotions processes and the introduction of open calls for expression of interest in leadership roles in the school.

Beyond the E&D committee, we directly involve our students, such as through the Staff, Student Liaison Committee and by their involvement in projects to raise awareness with our staff and study body of the EDI agenda.

We aim our curriculum to be both relevant and representative in four interrelated elements: to encourage an inclusive curriculum – where course content, examples, case studies and supporting materials reflect diversity and challenge stereotypes wherever possible; to develop inclusive assessment which encourages diversity in the design and implementation of assessment; to develop an inclusive pedagogy, designing and delivering a teaching and learning experience that is meaningful, relevant, personalised and accessible to the student body; and to develop an inclusive (learning) environment which recognises that wider student experience outside the classroom and curriculum.



MSc IN ORGANISATIONAL PSYCHOLOGY

Course Directors: Roberta Fida and Annilee Game



Roberta Fida
r.fida@uea.ac.uk

This program has been designed to enhance graduates' skills and capabilities around the wellbeing domain. All modules of the MSc give students access to the latest organisational psychology research on wellbeing. Students are encouraged to develop their own independent research for the dissertation module also on wellbeing. For example, a student from the 2021-22 cohort Helen Musgrove, conducted a research on how to support people with disabling long-term health conditions <https://evolvetoplacewellbeing.org/new-report-on-supporting-people-with-disabling-health-conditions/>.

Organisational psychologists deliver tangible benefits to the organisations by enhancing their effectiveness and developing the performance, motivation and wellbeing of people in the workplace. They can provide solutions to a host of workplace problems such as how to tackle workplace discrimination and stress, how to improve the working culture and design “good” jobs. The MSc in Organisational Psychology builds on the strong research reputation and expertise in the wellbeing field that our NBS academics are recognised for. The wellbeing research group is engaged in research and impact work that is translated into the classroom enabling curriculum and assessment authenticity. The wellbeing subject specialism that runs through this course is a demonstrable reflection of the sustainability ethos and impact values on which UEA was built and on which NBS continues to contribute.

Professional Values in Teaching – Future Plans

In our 3rd Year NBS-6102A - Corporate Reporting module - in our planned steps to decolonise the curriculum - we are generating detailed discussions with the students in how the colonial legacy is embedded in the international financial reporting regulatory framework.
Dr Amanda Williams

In our 3rd Year UG NBS-6103B - Professional Values module we are developing the materials to include governance for sustainability risks which is sometimes seen as the ‘poor relation’ of the Environmental, Social and Governance (ESG) family. We are highlighting this aspect of governance to our students – and we are planning a way in which sustainability will be added to the risk and ethics sections of the module.
Victoria Tiplady

PRINCIPLE 3

METHODS



Here we account for the heart of our activities for students and their place in our sustainability agenda - from our latest learning and teaching developments, to our student liaison and academic adviser programme - here is our work in support of our student community:-

LEARNING & TEACHING

The pandemic has created a unique set of challenges for teaching and learning. Universities went from an orthodoxy of face-to-face lectures and seminars to online learning essentially overnight. At NBS we are immensely proud of leading the way, not only in Social Science Faculty, but the whole of UEA, in adapting its teaching practice. Members of NBS staff developed models for module delivery and support materials employed by UEA to smooth this transition for colleagues across the board. In NBS we also had the extra challenges of moving from year-long to semesterised teaching and starting our undergraduate degree programmes under a new structure.

NBS modules were well placed to quickly embrace a wide range of pedagogies, enabling us to continue to offer students a quality learning experience. A huge effort to generate online learning resources has given the opportunity to embed and explore new approaches to embedding learning, as we transition back to face-to-face learning. We will continue to lead the University during this period of adjustment and continue to ensure that student satisfaction is at the heart of everything we do. Nevertheless, we believe that our investment in new learning models and technology has furthered our agenda of inclusive and quality education for all.

In NBS we have a rich and diverse teaching environment from which to draw inspiration. We are proud of our Teaching Excellence Framework Gold status and in NBS we can boast four University Teaching Fellows with a mentoring network in development to secure more. Colleagues at NBS have secured the prestigious Advance HE Collaborative Award for Teaching Excellence, most recently In Alphonso Avila-Merino in 2020 for leading the Sync the City event. In addition, we will enhance our community of practice by offering colleagues the opportunity to share best practice with peers, from inside and outside NBS, in regular NBS Teaching Forums.

At NBS we are engaging with international universities to enhance and innovate our teaching and learning environment. A good example of our international collaboration is the partnership with Deakin Business School, Australia. Students from Deakin Business School are visiting NBS for the past 5 years for a two-week work integrated learning short course. From NBS, Arvind Yadav leads the programme along with UEA international office. It provides an excellent opportunity for the two business schools to learn from each other's best practices in teaching and learning. This year's highlight was the panel discussion on 'Businesses and Sustainable Growth' hosted by NBS and Deakin Business School, organised as the part of joint initiative by the British Council and the Australian Government's Department of Foreign Affairs and Trade.

The launch of Studios Digital Education by NBS colleagues (Ivan Mitchell and James Gardiner) has led to the development and utilisation of the Ryze App to enhance the e-learning experience of students in undergraduate and postgraduate modules and to deliver the MBA. The content has been written and developed by academics across the UK University sector. Ryze content is now available to all UEA students and staff who are interested in enhancing their business awareness. We at NBS are rightly proud of this achievement.

Based on results from the recent Research Excellence Framework (REF) and the Teaching Excellence Framework (TEF) UEA is one of only nine excellent universities, who are rated top 20 for research and gold for teaching. Our recent 2022 NSS results show excellent results for Finance (82% overall satisfaction) and Accounting (80% overall satisfaction). We also outperform the UEA average on measures of Student Voice and Overall Satisfaction. Comments from students praised how supportive and enthusiastic our staff are. Students also said the teaching was engaging and relevant to the real-world.

The work of the Staff-Student Liaison Committee (SSLC, led by Brad McKenna) offers a crucial platform for the student voice. The SSLC gives students the opportunity to develop their professional skills as a Course Rep and has helped dealt with issues such as online learning, accessing central university support facilities, campus safety, visa compliance and the Advising system.



“ At NBS we always had and will continue to put students’ interest at the heart of our everything we do. We are proud of our student satisfaction track record and continue to work as a team in creating an excellent learning environment for our students. The growth in all three taught programmes, UG, PG and MBA, reflects on NBS strengths in providing world class business education. ”

Dr Arvind Yadav
a.yadav@uea.ac.uk

“ I am excited to be involved in creating a teaching community of practice in NBS. NBS is unique in that the school covers such a wide range of disciplines. We have fantastic areas of best practice in teaching and learning, and I look forward to connecting with colleagues and learning from their experiences. We have a unique opportunity, post-pandemic, to reflect and move forward together. ”

Dr Robert Jenkins
r.jenkins@uea.ac.uk



Academic Advisers



Susan Wheeler
susan.wheeler@uea.ac.uk

All NBS students are allocated an academic adviser at the start of their course, who provides support for the duration of their studies in the Business School. The role of advisers is to oversee academic progress, signpost to specialist advice on welfare and wellbeing issues and help students to realise their potential. Students are encouraged to establish and develop a professional relationship with their adviser to benefit from the opportunities for career and personal development the adviser system affords. During the pandemic, the numbers of students needing help increased significantly, there were more isolated students who wanted to talk about the problems that they faced. Higher numbers of students were also referred for specialist support from the wellbeing team and for specialist student welfare advice.

Despite being mainly online students were generally very happy with this support and a survey taken after the pandemic showed that they rated it very highly:-

- 96.60% say they are able to see their Academic Adviser, in addition to the scheduled meetings, in their office hours should they need to.
- 90.86% either agree or somewhat agree that their Academic Adviser is helpful.
- 80.58% say that their Academic Adviser signposts them to other student services.
- 85.10% either agree or somewhat agree that they can discuss their CV and study related issues with their Academic Adviser.
- 91.31% say that academic advising support is either extremely, important or somewhat important to their studies.
- 87.50% say that they are either satisfied or very satisfied overall with the academic advising support received.

In the new university environment of Blended Learning, it becomes even more important for students to have a reassuringly friendly face to call upon for help, advice and direction. Academic advisers are able to welcome students into university and help them to navigate around the procedures and customs.

Advisers are also a source of knowledge about further study or employment opportunities in their field and able to give individualised personal references for job applicants or post-graduate study. Students have agreed that 'Advising is important to me in my studies' and this statement was rated 4.4/5 in the survey.



Future Objectives:

Working with Students for Carbon Cuts

After consulting with the previous year's cohort Robert Jenkins took his Quantitative Methods for Business module paperless in 2017 – and ran a research project run under the umbrella of UEA's Green Impact Awards to question the myth that students needed paper handouts for good scholarship.

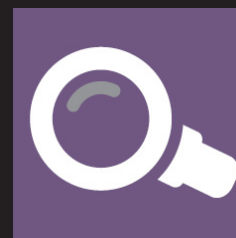
Learning materials were made available in various electronic formats and an entire tree's worth of paper was saved. Robert won the UEA Environmental Hero Award at that time – later, the advent of COVID-19 forced more modules along the paperless route, and there has been no going back since. Our aim is to test with students and try out more initiatives like this to streamline teaching and learning and make cuts to our carbon emissions where we can.

Dr Robert Jenkins



PRINCIPLE 4

RESEARCH



RESEARCH AT NBS – REF 2021 AND OUR LONG-TERM, SUSTAINABLE APPROACH

NBS is home to a vibrant and engaged research community. Our internationally renowned research enriches the student experience and enables us to engage with key stakeholders in our areas of expertise.

During the recent Research Excellence Framework (REF 2021) cycle, NBS further enhanced its research standing with 93% of research ranked as world leading and internationally excellent. In addition to ranking our research outputs, REF 2021 also ranked our research environment and research impact as entirely world leading and internationally excellent (100%). Being ranked in the top 15 business schools in the UK for research is a testimony to the excellence of the staff and the support that the School offers for research.

However, our academic community also recognizes that the objectives of our research go beyond rankings - purpose is a crucial consideration in academic research at NBS. Responsible business is a defining aspect of the School's strategy and this is embedded in our culture and research activities. We take a long term, sustainable approach to business practices that make a positive contribution to the 'triple bottom line' - productivity, prosperity and sustainability.

Across NBS, our researchers engage with stakeholders, businesses and local communities. This means that we explore questions that matter, so our research is meaningful and has impact. NBS academics have made significant contributions far beyond academia - positively impacting society, government and industry.

Prof Sara Connolly - Director of Research



RESEARCH HIGHLIGHTS

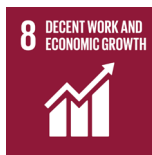
The following examples of faculty research demonstrate our recent contributions to research in the areas of sustainable businesses including sustainability, social responsibility, and ethics:-

Enhancing workplace wellbeing: Using evidence to influence policy and practice



The annual cost to the UK of working age mental ill-health is significant. The Stevenson/Farmer review of mental health and employment estimated the cost to be between £74bn and £99bn. UEA research provided a robust evidence base which contributed to building a public dialogue and allowed informed policy discussions to take place – and our research was used as evidence in Parliamentary debates and policy documents in the plan period. The research has shaped organisational wellbeing programmes and influenced Government policy frameworks and internationally recognised industry standards and organizations which used this work include the Police nationally, the Civil Service and the NHS nationally.

Prof Kevin Daniels
kevin.daniels@uea.ac.uk



Reducing household energy prices: regulation design



UK households spend more than £20bn per year on energy. Among the poorest 10% of households, energy expenditure accounts for 11% of total spending. Research by Catherine Waddams and colleagues at the Centre for Competition Policy (CCP) identified reasons why consumers fail to shop around for money-saving deals. By challenging orthodox assumptions about consumer behaviour and analysing the effects of regulatory intervention, CCP's research had a 'considerable and sustained impact on regulatory and policy decision' (CEO of Energy Regulator Ofgem). The results informed a major competition review of the energy market, and the design of the subsequent cap on prices for consumers who had not recently changed suppliers, which is estimated to have saved £1bn on household bills.

Prof Catherine Waddams
c.waddams@uea.ac.uk



Improving measurement: the impact of competition policy



Professor Peter Ormosi

Governments set competition policy to ensure that market competition is not thwarted in a way that might harm the economy and society. In the past the effectiveness of competition policy was not systematically evaluated in most countries, with the result that national and international competition authorities had only a partial understanding of the impact of their interventions. UEA research made methodological and evidential contributions to underpin a more rigorous approach to evaluation which has been adopted by the Organisation of Economic Cooperation and Development (OECD), the European Commission, and several national competition authorities. The result was the creation of new evaluation processes to account for the deterrent effect of competition law.



Centre For Competition Policy: The relationship between markets and inequality



Dr Sean Ennis
s.ennis@uea.ac.uk

Recent CCP work has focused on the broad relationship between markets and inequality, with the perspective that competition reduces inequality. Further work has focussed on the narrower impact of market concentration and of energy market price changes on inequality, incorporating a new project for the UK Energy Research Centre (UKERC). We have focused on regulatory tools to promote innovation, considering digital markets and new structures, such as regulatory sandboxes. The centre has also engaged with emerging economies, such as the Philippines, where researchers helped to produce a guide for evaluating regulations, taking the perspective that enhanced competition can increase productivity, and yield greater growth and purchasing power for citizens. Lastly, CCP hosted an event showcasing research on 'The Role of Finance in Addressing Climate Change', as well as organising the International Symposium in Finance 2022.



International Symposium in Finance (ISF)



Prof Raphael Markellos
r.markellos@uea.ac.uk

Organised by Prof Markellos and Dr Nikolaos Vlastakis for the third year running, ISF 2022 was a great success with 45 presentations over three days in July in Chania, Crete. The symposium runs in partnership with the British Academy of Management and a host of other academic partners: the University of Leeds, Hong Kong Metropolitan University, the International Hellenic University and the University of Piraeus – and three sponsors: Bank of Greece, Hellenic Regulatory Authority for Energy and CUBiD/Cardiff University. The ethos, organization and content of the Symposium is driven by these shared values: interdisciplinary, impact, collaboration and sustainability.

The 2022 ISF ran a keynote session with Dr Monica Contestabile, the Chief Editor of Nature Sustainability, a Finance and Sustainability event with four academic presentations, and a special session on Energy Finance and Regulation with a plenary talk by Prof Sean Ennis of NBS entitled 'Regulation in times of Crisis'. The 2023 ISF will take place in Sounio Greece between 22-23 July.

The Role of Finance in Addressing Climate Change

Organised by UEA's Centre for Competition Policy, and Professor Raphael Markellos, this event was designed to look at several sustainable finance questions. What is sustainable finance intended to achieve? What policy actions are already in train? And how far will governments go in directing capital to support their policies? The event took place successfully in October 2021 despite disruptions from the Covid-19 pandemic (event recording available here:- <https://www.youtube.com/watch?v=DC6el2XzfzY>).



From insight to action: Transforming small-scale food and drink businesses



Prof Andrew Fearn
a.fearne@uea.ac.uk

Research from the 'Who Buys My Food' (WBMF) project at UEA has transformed the performance of small-scale food and drink businesses supplying Tesco, the UK's largest supermarket chain. The project has developed tools to deliver customised market intelligence and support to small-scale suppliers, improving their marketing capability and enabling a more targeted allocation of their scarce resources. At a time when Tesco aimed to reduce the number of products by 15% per annum over three years, WBMF findings showed how to improve the supplier-retailer relationship and how small-scale businesses could protect themselves from product de-listing. In Northern Ireland, WBMF collaborated with InvestNI, enabling InvestNI to take a more active 'hands-on' approach in supporting local firms.



Wates Principles: Corporate Governance Research



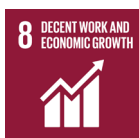
Dr Francesca Cuomo, Associate Professor in Corporate Governance, leads the NBS PGT modules in Corporate Financial Management and International Corporate Governance. As with so many of the lecturers at NBS, she is able to bring her research collaborations into the classroom. Her recent corporate governance research is strongly aligned to the 17 SDGs

Essex and Norwich Business Schools set about organising their first Workshop on Sustainability Reporting, Regulation & Practice online on 29-30 April 2021.

Dr Francesca Cuomo
f.cuomo@uea.ac.uk

The Financial Reporting Council (FRC) commissioned research to identify which companies within the scope of The Companies Regulations legislation provided a corporate governance statement using the Wates Principles and which applied an alternative corporate governance approach. Moreover, it provided an assessment of the quality of the reporting of those companies who have chosen to follow the Wates Principles. The Wates Corporate Governance Principles for Large Private Companies: 'The Extent, Coverage and Quality of Corporate Governance Reporting' was published in Feb 2022 by the Financial Reporting Council.

An examination of the effects of the EU Directive on sustainability reporting in large EU non-financial firms with other colleagues (at Essex Business School and University of Genova in Italy) has shown some interesting results. Cuomo, F., Gaia, S., Girardone, C. and Piserà, S., The effects of the EU Non-Financial Reporting Directive on corporate social responsibility, has been accepted for publication by The European Journal of Finance.



Climate and nature adjusted credit risk metrics



Dr Patrycja Klusak's research on environmental change and financial risk is garnering attention from around the world, including the Biden administration, central banks, asset manager BlackRock, and the financial press. Using machine learning to combine environmental science with measures of financial risk, her team produced the world's first 'climate and biodiversity smart' sovereign credit ratings, featured in over 250 media outlets (incl. Bloomberg, CNBC, Forbes, Financial Times, NYTimes, The Hill, Politico and Reuters) across over 50 countries. Her research demonstrates how 'climate change, pollinator collapse, deforestation, and fisheries collapse can create systemic macroeconomic risks with direct consequences for fiscal sustainability and sovereign creditworthiness', explains Patrycja Klusak. The research was 'runner-up' for the 2021 FT Responsible Business Education Award in the category 'academic research with impact'.

Dr Patrycja Klusak
p.klusak@uea.ac.uk

One central bank has initiated projects to re-evaluate its bond programmes and incorporate Klusak's team's research into stress-tests going forward. The White House Office of Science and Technology Policy, US Office of Management and Budget, and US Department of Commerce used her work as part of the rationale, underpinning the Biden Administration's National Strategy to Develop Statistics for Environmental-Economic Decisions. Lastly, through UEA consultancy, the Inter-American Development Bank commissioned a bespoke study on climate risk and credit ratings for the Caribbean, led by Dr Klusak.



Organising for Wellbeing



Dr David Watson
David.Watson@uea.ac.uk

Dr David Watson's research is animated by an interest in exploring how work and society can be better organised to support wellbeing rather than economic growth. He co-ordinates an undergraduate module on Business Ethics where his teaching is informed by his membership of the Management Educators Navigating Degrowth (MEND) network and research on degrowth that underlines the need to transition from unsustainable growth-based economies towards a post-growth society.

David also works with colleagues on two ESRC funded projects: Investigating how organisations can achieve sustainable transformation (Centre for Climate Change and Social Transformations (CAST) and how they achieve sustainable employee wellbeing (Design and Implementation of Interventions for Health and Wellbeing at Work).

Supporting and mentoring both NBS research staff and students, David champions and implements the 'steps organisations and higher education institutions can take to support good health, wellbeing and decent work.' His previous research has shown how community-based food enterprises can be part of a sustainable transformation of agriculture that supports human and planetary wellbeing.



Gas price volatility: distributional impacts and mitigations



Dr Andrew Burlinson is UEA's academic lead and co- investigator on the 'Gas price volatility: distributional impacts and mitigations' (GasImpacts) project funded by UKERC's Flexible Research Fund. GasImpacts will examine policies aimed at increasing resilience to energy price volatility for consumers and vulnerable households. His team draws on expertise at Loughborough University and UEA, with support from the UK's leading fuel poverty charity National Energy Action (NEA), to investigate the growing concerns around the social and economic implications of unprecedented increases in energy prices.

Dr Andrew Burlinson
a.burlinson@uea.ac.uk

Andrew's research expertise is at the intersection between fuel poverty and financial and health outcomes. For example, adjusting for a wide array of confounding factors affecting people's health (such as eating habits, lifestyle or smoking), Andrew and co-authors find that fuel poverty can 'get under the skin', not only impacting people's wellbeing (through lower levels of life satisfaction) but also resulting in higher levels of inflammation (measured by blood-based biomarkers). The negative health, wellbeing and related financial considerations one could expect to occur from the recent increase in energy prices should be at the foremind of policymakers. Our research findings have featured on several news outlets (e.g., BBC Radio, Daily Mail, ITV News, and The Conversation).



Featured PhD research: Pro-Environmental Behaviour in Small and Medium Sized Enterprises



Udish Ranasinghe Hewage's PhD research investigates the ways in which a given 'national institutional quality' creates the conditions for non-state organisations (customer firms, industry associations, large firms, and environmental NGOs) to play a role in influencing small and medium sized enterprises (SMEs) to implement pro-environmental practices,' he explains. The research of the second-year PhD student in Business and Management aims to contribute to the notion that 'state and non-state actors work in tandem to achieve the sustainable development goals.' Udish's research interests fall across the topics of sustainability practices and innovation, international business and SMEs in different institutional contexts.

Udish Ranasinghe Hewage
u.ranasinghe-hewage@uea.ac.uk



Ethical Behaviour and Stress in the Workplace



Prof Roberta Fida
r.fida@uea.ac.uk

Roberta's research focuses on the link between work environment and employees' ethical/unethical behaviour. She is part of large international projects funded by the Italian National Institute for Insurance against Accidents at Work that aim to understand the challenges of stress at work and create a sustainable and inclusive work environment. Her research focuses on questions such as what the ethical consequences of a stressful work environment are and what can be done to improve wellbeing and prevent misconduct in the workplace.

Her work has been published in prestigious academic journals and demonstrates that a sustainable work environment is pivotal to prevent the occurrence of misconduct. She has also found the importance of developing work self-efficacy: the confidence in managing job tasks, emotions, and social relationships at work increases employees' wellbeing and prevents engagement in misbehaviour.

Roberta is currently working in collaboration with the British Association of Physicians of Indian Origin (BAPIO) to improve the working culture within the NHS. She has been involved in the GMC consultation for the Good medical practice review, and she is part of the steering group of a project sponsored by NHS England. Roberta is committed to applying her findings to training and teaching practices that promote moral competencies among students and leaders.



NBS PhD is the Recipient of a Prestigious Accounting Award for thesis in Assurance over Sustainability Report

Kholod Alshali, who obtained her PhD in 2021 at NBS, is the recipient of 2022 Outstanding International Accounting Dissertation Award of the International Accounting Section of the American Accounting Association (AAA). The award was presented during the AAA Annual Meeting in San Diego. Kholod's thesis titled 'Assurance over Sustainability Report: emerging trends and driving factors', was supervised by Dr Ricardo M Santana and Prof Ana Marques. Currently, Kholod Alshali is an Assistant Professor in Accounting at Royal Commission for Jubail - Jubail University College.

Doctoral Colloquium: sustainable development goals and business research

The Norwich Business School recently held its 19th Doctoral Colloquium on February 15th and 16th, 2023. The event, titled ‘Sustainable Development Goals and Business Research,’ took place at the Doctoral Training Centre, Constable Terrace. The primary objective of the colloquium was to provide postgraduate research students with an opportunity to present their work to a panel of experienced researchers and practitioners.

The theme of the colloquium, ‘Sustainable Development Goals and Business Research,’ allowed for raising awareness among postgraduate research students regarding the significance of the Sustainable Development Goals and how their research could contribute to achieving them. The event also aimed to bring together highly acclaimed academics in the fields of sustainable development, sustainability, and corporate social responsibility. These experts hailed from prestigious institutions such as the Northeastern University, University of Amsterdam, Lancaster University, and the University of Cambridge.

Aside from the student presentations, the colloquium included plenary sessions, a Q&A session, and a paper discussion involving renowned academics. A subsequent panel discussion featuring industry experts and academics offered various perspectives on the role of business research in addressing climate issues.

Overall, the Norwich Business School Doctoral Colloquium provided an excellent platform for postgraduate research students to showcase their work and receive feedback from experienced researchers and practitioners. The event also allowed participants to gain insights from experts in the field of sustainable development, sustainability, and corporate social responsibility, thereby contributing to the advancement of knowledge in these areas.



UEA University of East Anglia | NORWICH BUSINESS SCHOOL

SUSTAINABLE DEVELOPMENT GOALS & BUSINESS RESEARCH

THE 19TH ANNUAL DOCTORAL COLLOQUIUM

15 - 16 FEBRUARY 2023

UEA Doctoral College, Constable Terrace

Other NBS Research Projects underway:-

Behaviour and stress in the workplace led by Roberta Fida

Family support in a changing labour market led by Sara Connolly, and Gender Equity in the green energy sector led by Jade Stalker

Food and drink pricing led by Paul Dobson

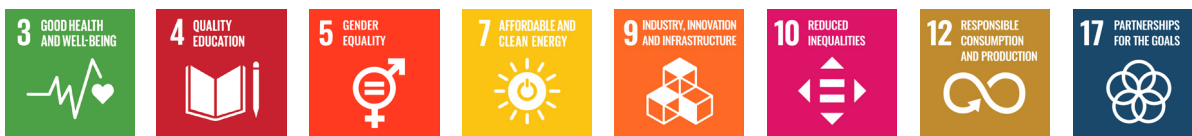
Norwich financial services cluster led by Naresh Pandit, Raphael Markellos, Fiona Lettice, and Disaster adjusted credit ratings led by Patrycja Klusak

Digital Markets led by Amelia Fletcher

Increase Valorisation Sociale: enterprise training and jobs for social housing residents led by Zografia Bika

Economics and competition of music streaming led by Peter Ormosi

Autonomous recommendation systems led by Peter Ormosi



The future of the Special Interest Group (SIG) in Financial Management

Prof Raphael Markellos launched with academic colleagues a new Special Interest Group (SIG) in Financial Management. The Financial Management SIG provides a forum for interdisciplinary thinking and research collaboration between academics and practitioners across the spectrum of corporate finance.

The British Academy of Management with the Sustainable and Responsible Business Special Interest Group organised in January 2023 an online doctoral workshop on how green finance can be promoted in the public and private sector.

Prof Raphael Markellos

Future Corporate Governance Research

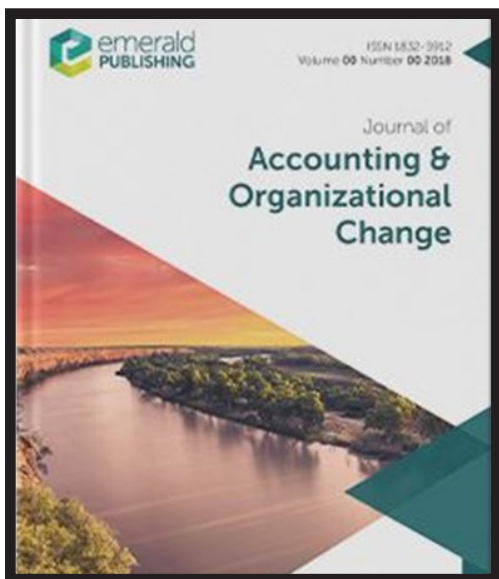
A research team from the universities of Essex, East Anglia, Bristol and Audencia Business School in Nantes is working on a collaboration agreement with other UK institutions such as the Institute of Family Business Research Foundation to investigate the determinants of the Wates Principles, comparing family with non-family firms.

A team from the universities of Essex, East Anglia, Bristol and Audencia Business School in Nantes is working on a new research commissioned by the Financial Reporting Council (FRC) to identify which companies within the scope of The Companies Regulations legislation provided a corporate governance statement using the Wates Principles and which applied an alternative corporate governance approach, comparing the quality of reporting of early versus late adopters of the Wates Principles and the quality of reporting of early adopters over time.

Dr Francesca Cuomo



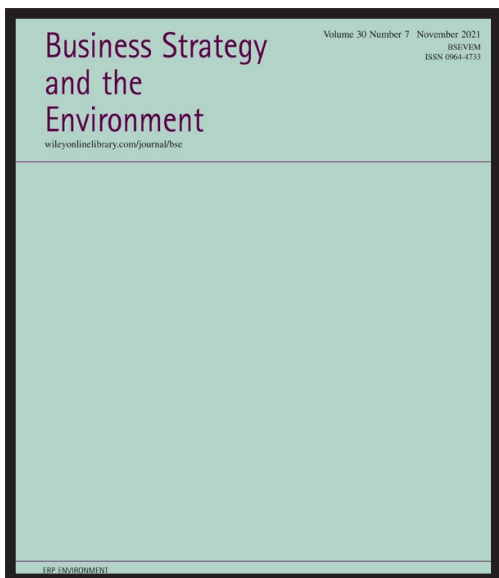
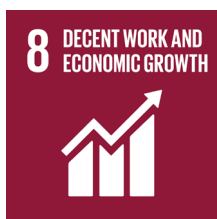
Selected Responsible Management Education Related Books & Reports (2021-2023)



Alsaahli, Kholod Fahad and **Malagueno, Ricardo** (2023)

An empirical study of sustainability reporting assurance: Current trends and new insights

Journal of Accounting and Organizational Change



Ioannidis, Alexis; Chalvatzis, Konstantinos; Leonidou, Leonidas and **Feng, Zhiteng** (2021)

Applying the reduce, reuse, and recycle principle in the hospitality sector: Its antecedents and performance implications

Business Strategy and the Environment. Volume 30, Issue 7





Game, Annilee; Goel, Rahul and Sanz Vergel, Ana (2022)

Attachment and work engagement in virtual teams: Promoting collaborative job crafting

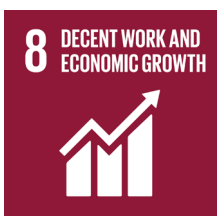
Small Group Research

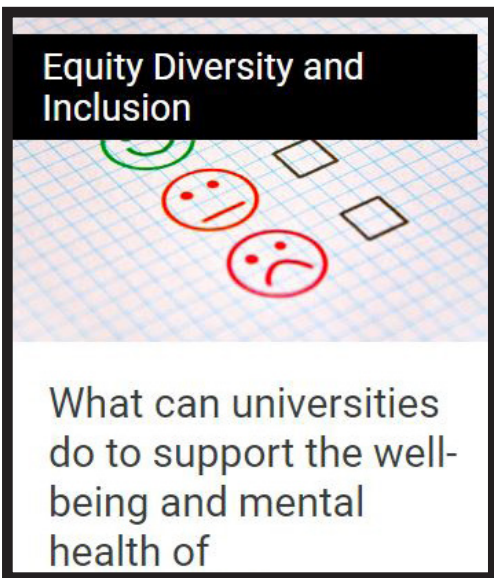


Liu, Xiaohui and Xia, Tianjiao (2021)

Cultural values and innovation: The mediating role of entrepreneurial learning capacity

Journal of International Management

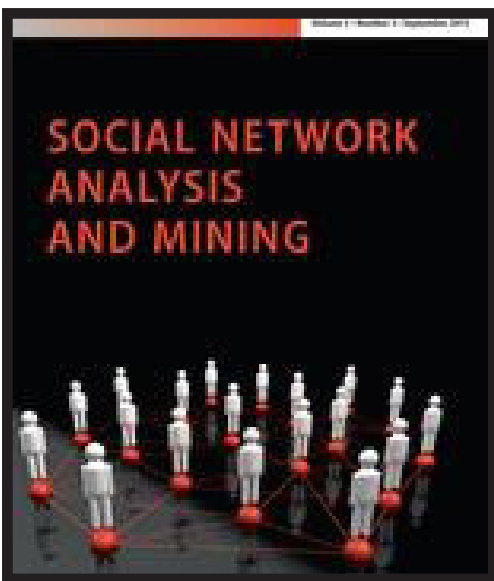
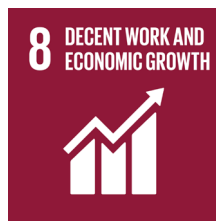




Watson, David (2022)

What can universities do to support the well-being and mental health of postgraduate researchers?

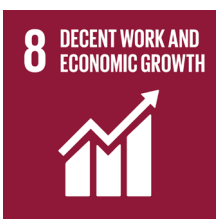
LSE Blog

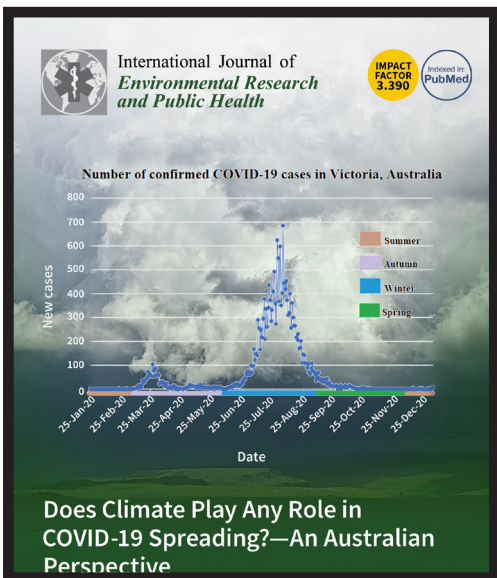


Ormosi, Peter; Sharma, Rajesh and Slobozhan, Ivan (2022)

Detecting shadow lobbying

Social Network Analysis and Mining

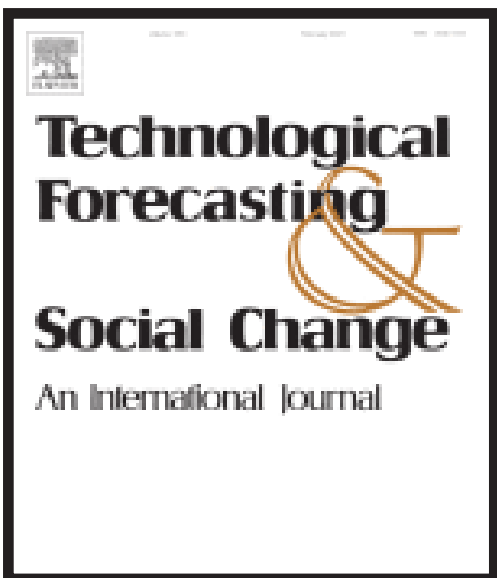
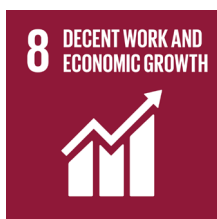




Daniels, Kevin; Fida, Roberta; Gendronneau, Cloe and Stepanek, Martin (2021)

Do multicomponent workplace health and wellbeing programs predict changes in health and wellbeing?

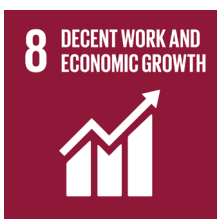
International Journal of Environmental Research and Public Health



DeSilva, Muthu; Rosli, Ainurul; Rossi, Federica and Yip, Nick (2021)

Does affective evaluation matter for the success of university-industry collaborations? A sentiment analysis of university-industry collaborative project reports

Technological Forecasting and Social Change

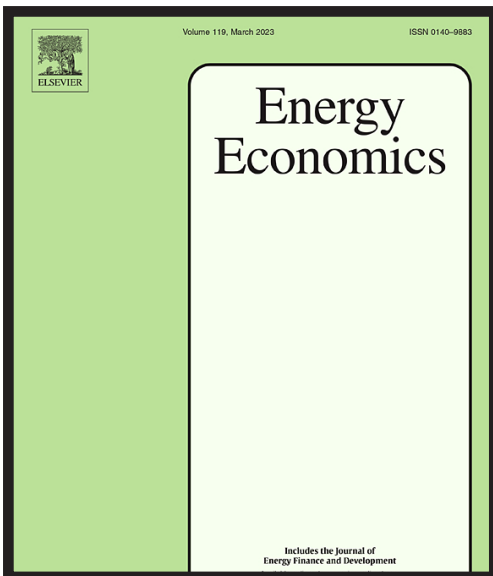




Altunbas, Yener; Polizzi, Salvatore; Scannella, Enzo; Thornton, John (2022)

European Banking Union and bank risk disclosure: the effects of the Single Supervisory Mechanism

Review of Quatitative Finance and Accounting



Burlinson, Andrew; Giuliotti, Monica; Law, Cherry; Liu, Hui-Hsuan (2021)

Fuel poverty and financial distress

Energy Economics

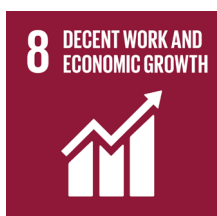




Lettice, Fiona and Zimpel-Leal, Karla (2021)

Generative mechanisms for scientific knowledge transfer in the food industry

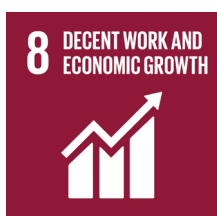
Sustainability

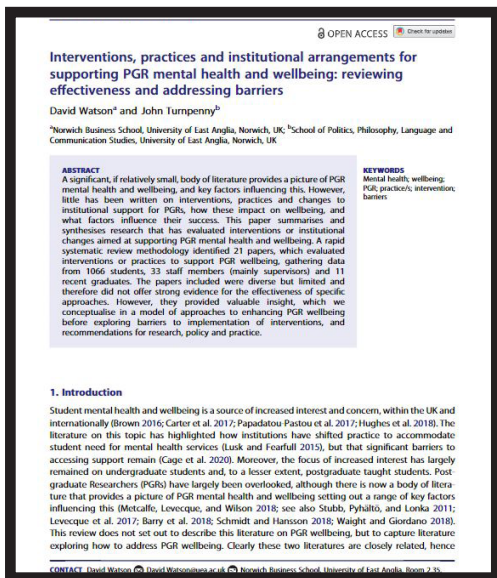


Azali, Mohamed; Ho, Jo Ann; Leong Lin, Woon; Sambasivan Murali and Yip, Nick (2021)

Influence of green innovation strategy on brand value: The role of marketing capability and R&D intensity

Technological Forecasting and Social Change





Turnpenny, John and **Watson, David** (2022)

Interventions, practices and institutional arrangements for supporting PGR mental health and wellbeing: Reviewing effectiveness and addressing barriers

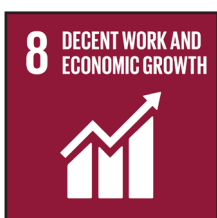
Studies in Higher Education





Clark, Lucy; **Fida, Roberta**; Foster, Theresa; Murdoch, Jane; Rees, Nigel; Sanderson, Kristy; Skinner, Jane and Williams, Julia (2021)

Mental health, well-being and support interventions for UK ambulance services staff: An evidence map 2000 to 2020

British Paramedic Journal



Microfinance and Small Business Development in a Transitional Economy: Insights from Borrowers' Relations with Microfinance Organisations in Kazakhstan

ZOGRAFIA BIKA , MADINA SUBALOVA** & CATHERINE LOCKE 
*Norwich Business School, University of East Anglia, Norwich, UK. **Project Management Institute, Safeway University, Albany, Kazakhstan.

(Original version submitted June 2020; final version accepted June 2021)

ABSTRACT: Microfinance is seen as an important vehicle for developing small businesses in developing and transitional economies despite the relative absence of supporting research. We use mixed methods to offer a nuanced empirical exploration of the relationship between microfinance and everyday entrepreneurial practice(s) in Kazakhstan. As in many transitional contexts, 'unbankable' borrowers here operate in a vibrant informal sector, face high degrees of uncertainty, and retain a strong distrust of a corrupt/predatory state. Our data-based methodology for analysing borrowers' diverse relationships with microfinance organisations (MFOs) generates insights into their multiple pathways to business development. Both 'outreach' and 'commercialised' MFOs sustain micro-flows of resources that are critical for everyday entrepreneurs who need to finance ongoing consumption and contingencies whilst also (and by) building up their small businesses. Microfinance use did not promote formalisation or impersonalised banking relationships. Instead, MFOs focused primarily on repayment, clients' businesses remained partially formalised or unregistered across all stages of growth and the lending relationships preferred by Private MFOs and borrowers were highly personalised. Consequently, we call for assumptions about how microfinance can (and should) drive small business development need to be rethought for transitional contexts.

KEYWORDS: Microfinance, entrepreneurial practice, transitional economy, Kazakhstan

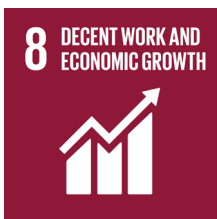
1. Introduction

Microfinance is widely viewed as a substitute for informal sources of finance and as fostering entrepreneurial growth and poverty alleviation in developing and transitional economies (Bruton, Ahlstrom, & Si, 2015; Parker, 2009; Weber & Ahmad, 2014; Zhao & Lounsbury, 2016). Despite its enthusiastic promotion and widespread adoption, its impact on entrepreneurial growth and poverty alleviation is contested (Banerjee, Duflo, Glennerster, & Kinnan, 2015; Bateman & Chang, 2012), and increasingly microfinance is criticised for encouraging subsistence, necessity entrepreneurship, being unable to generate sustainable entrepreneurship, charging high interest rates and exacerbating vulnerabilities and indebtedness (Banerjee & Jackson, 2017; Bruton et al., 2015; Chen, Chang, &

Bika, Zografia; Locke, Catherinea and Subalova, Madinab (2022)

Microfinance and Small Business Development in a Transitional Economy: Insights from Borrowers' Relations with Microfinance Organisations in Kazakhstan

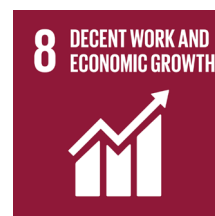
Journal of Development Studies

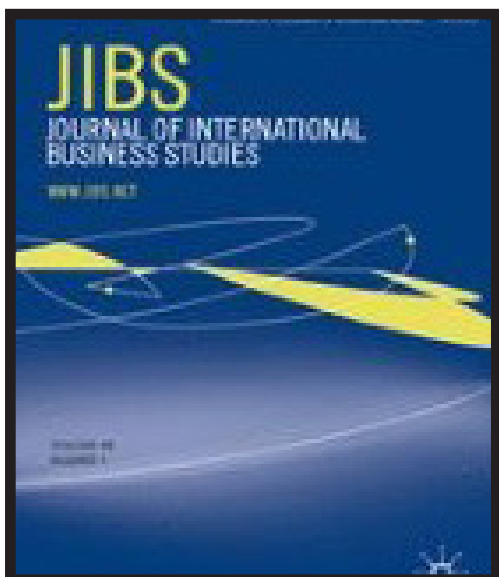


Carmichael, Fiona; Darko, Christian and Vasilakos, Nicholas (2021)

Well-being and employment of young people in Ethiopia, India, Peru and Vietnam: Is work enough?

Development Policy Review

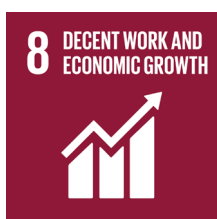




Almond, Phil; Edwards, Tony; Kern, Philipp; Kin Kyoungmi, Kim; Svystunova, Lunda and **Tregaskis, Olga** (2021)

Whither national subsidiaries? The need to refocus international management research on structures and processes that matter

Journal of International Business Studies

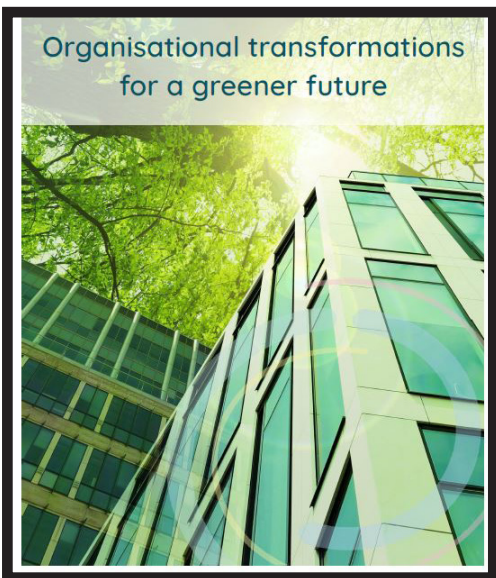


Botelho, Tiago; Harrison, Richard and Mason, Colin (2020)

Women on the edge of a breakthrough? A stereotype threat theory of women's angel investing

International Small Business Journal

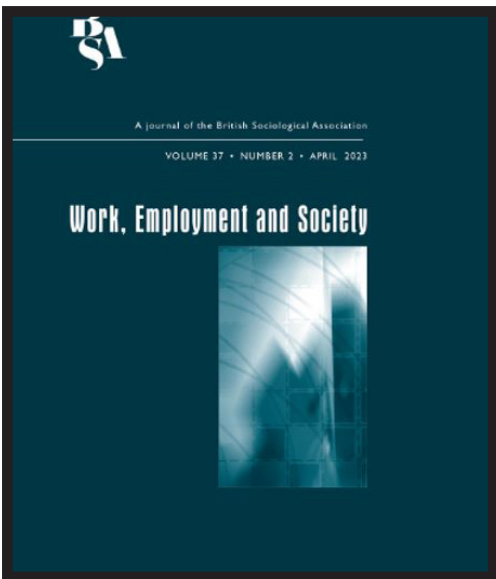
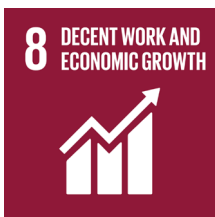




Graham, James; Tregaskis, Olga; Maguire, Duncan; Baric Marijana; Michaelides, George; Nyani, Rachel and Watson, David (2023)

Organisational transformations for a greener future

Centre for Climate Change and Social Transformations



Watson, David; Benozzo, Angelo and Fida, Roberta (2023).

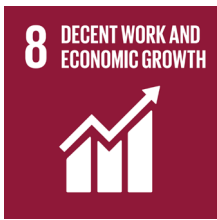
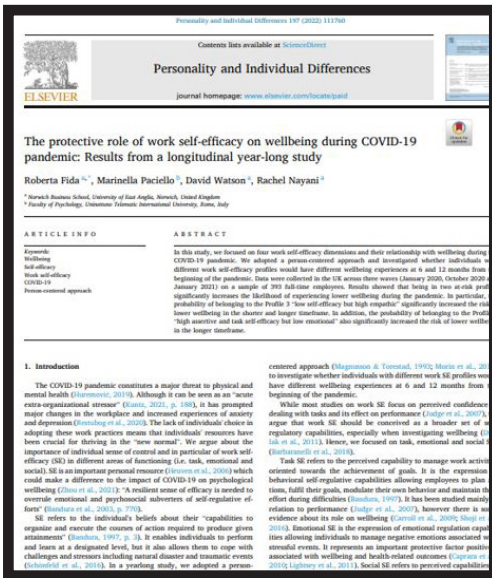
Trans people in the workplace: Possibilities for subverting heteronormativity

Work, Employment and Society



Fida, Roberta; Paciello, Marinella; Watson, David and Nayani, Rachel (2022)

The protective role of work self-efficacy on wellbeing during COVID-19 pandemic: Results from a longitudinal year-long study



Personality and Individual Differences



Selected Responsible Management Education Related PhD Thesis (2021-2023)

Redhead, George (2021)

Entrepreneurship as a matter of place?
A multiple case study investigation in East Anglia

Jones, Stephen (2021)

Changing Software Development Practice:
A Case Study of DevOps Adoption

Murgia, Lucia (2021)

The interaction between Financial Markets and Monetary Policy

Jafar, Al Saleem (2021)

Essays on Religion and Corporate Social Responsibility (CSR), Religious Diversity and CSR, Social Diversity and Earnings Quality

Liang, Liang (2021)

Brokerage Actors in Multinationals

Burke, Matt (2021)

The Language of Finance:
The application of computational linguistics to contemporary finance problems

Golossenko, Artyom (2021)

Brand Anthropomorphism:
Measurement development and validation

Zhang, Hui (2021)

The impact of leader emotional labor on leaders' and followers' well-being:
The role of authenticity and attachment orientations

Alomran, Abdulaziz (2021)

Three Essays in Corporate Finance. New evidence from the UK on the impact of Institutional Investors' Investment Horizon

Alsaahli, Kholod (2021)

The Evolution and the Determinants of the Choice of Assurers for Sustainability Reports

Kamarruddin, Nadia (2021)

Demystifying the Sacred and the Profane in Religious Consumption: An Exploration of Islamic Consumption in the Malaysian Marketplace through the Lens of Consumer Culture Theory

Maliszewski, Konrad (2021)

Small Businesses and the Use of a Market Information System: An Experimental Approach

Balelah, Aous (2021)

It's not what we've been told: Exploring the influence of social media on women's traditional modesty in visible offline and online identities: An examination within the mixed-gender spaces and social media public accounts in Saudi Arabia through the lens of CCT

Vaughn, Oluwafunmilayo (2021)

Improving Well-Being via Well-Being Self-Efficacy: A Mixed Methods Multistudy of Frontline Care Home Staff

Newman, Ian (2022)

Mechanisms for Rapid Organisational Cultural Change to Support Lean Implementation

Cameron, Ross (2022)

Exploring Avoidance and Rejection by Male Consumers: A Social Identity Perspective

Ioannidis, Alexis (2022)

International Sustainability Management: Antecedents and Performance Outcomes

Blasi, Francesco (2022)

Helping managers to assist employees' job crafting and well-being. An integrated (Top-down, Bottom-up) approach to job re-design

Alhamzi, Khalid (2022)

The effects of web quality and customer trust on online purchase intention

Al Balushi Ahmed (2022)

Internal Audit Quality and Earnings Management:
Insights on Moderating Effects

Yvon-Mwembo, Kathryn (2022)

Widening participation in higher education and social mobility in Norfolk

Daniells, Luke (2022)

Growing cultures in and out of the petri dish:
Understanding Leadership, Collaborations and Wellbeing in the Bio/Pharma Industry

Al Dosari, Mona (2022)

Non-financial Information Disclosures in the Oil and Gas Industry:
International evidence



Norwich Business School

PRINCIPLE 5

PARTNERSHIP



NORWICH
BUSINESS
SCHOOL



NBS is dedicated to the creation and development of mutually beneficial partnerships - the School collaborates with various partners from different sectors of the educational and business worlds. Our partners are engaged with NBS on student exchange programs, internship or placement and sponsored research and knowledge transfer projects. Here we list some examples of partnerships in our academic and research-based programmes:-

Employers and Employability



James Gardiner

james.j.gardiner@uea.ac.uk

Employability and professional skills development is embedded throughout the curriculum at Norwich Business School. Our degrees equip students with many subject-specific and transferable skills such as - analytical skills, problem solving, critical thinking, resilience, project management and communication skills. These skills are highly sought after by the many national and multinational employers - KPMG, Microsoft, TikTok, Nike, JP Morgan for example - that we work closely with. Research into the graduate recruitment market consistently concludes that the most effective applicants supplement their degrees with business projects, internships, or professional work placement.

The School runs employability activities throughout the year with two major events - Employability Week and Professional Skills Week - that provide the opportunity for students to meet employers and alumni from across the sectors as well as also giving students the chance to receive relevant professional development support from a range of businesses.

During our Employability Week in Nov 2022 colleagues hosted 34 sessions, introduced over 40 organisations and more than 60 employers to around 2,406 student attendances. We hosted SMEs - The Armoury (Marketing), local firms such as - Valeo Foods (Kettle Chips), partners from - KPMG to Aldi and Grant Thornton and professional bodies like - the ICAEW as well as multinationals such as - Deloitte, Tesco, Microsoft, Amazon and JP Morgan. We held online sessions with JP Morgan and LinkedIn and panel discussions with branding agencies and the UEA Business Society. We ran an assessment centre with Enterprise; and Aviva brought a team of seven to discuss roles from data analytics, investment, HR, accounting and marketing. Following on from Employability Week colleagues have already arranged new guest lectures with Tesco, Aviva and Kettle Chips!

During Professional Skills Week we held workshops, networking sessions and interactive events with exclusive PG and MBA sessions. Skills events covered communication, prioritisations, networking, strength finding, MBA and PG career progression, assessment centres, data analytics and cyber security. We were supported by the CBI, Barclays, Aviva, Financial Industry Group, KPMG, EposNow, Marsh, Enterprise and Larking Gowen, Brave Goose HR, Cornwall Insight, Norwich City Football Club and Fortinet.

In 2021 NBS launched its digital interactive employability handbook on the Ryze App that will support Students and Advisers to track employability activity, signpost resources across the University and School as well as remind users, via push notifications and updates, of key dates and employability events. Over 1,000 students have downloaded the handbook and enrolled on the course.

Norwich Business School also partners with professional bodies so support in student professional development and employability so offered all placement and 2nd year undergraduate students the opportunity to join the Chartered Management Institute (CMI) Employability Bootcamp. The CMI Bootcamp is a great opportunity for undergraduate students improve their employability and gain a certificate of completion from the CMI.

NBS also offers regular events and information sessions provided by the Chamber of Commerce, Norfolk Network, Chartered institute of Marketing, Institute of Chartered Accountants in England and Wales and Chartered Insurance Institute.



Help To Grow

The Help to Grow: Management Course is a programme designed to provide entrepreneurs with the necessary skills and knowledge to enhance future growth. One of the UK's longstanding challenges lies in SME productivity. Management skills and digital adoption are key drivers of firm-level productivity. The Help to Grow: Management Course focuses on supporting small businesses in these areas to enhance growth potential by highlighting the benefits of adopting new management practices and digital technologies to participants. Norwich Business School expects that this course will be beneficial to local companies by enhancing growth, which will result in economic benefit to the region. We hope this economic benefit will create more employability opportunities in the local market and that additional resources generated through growth will be invited to the region. It is our strong conviction that this course will have a positive economic and social impact to local businesses.

Dr Tiago Botelho



Project ICE (Intelligent Community Energy)

Professor in Sustainable Energy Business at NBS and Academic Director at ClimateUEA, Konstantinos Chalvatzis was the Principal Investigator of project ICE (Intelligent Community Energy) which focused on the implementation of low carbon energy innovations in the UK and France alongside the development of consumer-centric approaches to energy systems and decarbonisation.

The project brought together the Universities of Exeter and Plymouth, innovation agencies such as the Marine SouthEast and Bretagne, Development Innovation, Pole Mer Bretagne Atlantique, Technopole Breast Iroise, Technopole Quimper Cornouaille and the regional energy utility SDEF. Predominantly funded with European Regional Development Fund support through the INTERREG France-Channel-England programme, project ICE has cost €8 million between 2016 and 2022 with our own activities peaking in 2021.

One of these was a comparative regulation study between the overarching UEA, French and British policies that enable 'prosumerism'. UEA also hosted one of the pilot sites of the project with a smart heating system being installed in selected student residences - and used later as a probe to investigate student engagement with energy use and sustainability.



The CIRCLE Project: setting things in concrete

Konstantinos Chalvatzis was also the Principal Investigator of CIRCLE project, alongside his Norwich Business School colleagues Tiago Botelho and Dimitrios Dousios. The project's focus has been a new type of concrete with sustainability characteristics such as high permeability which reduces urban flooding when used for surface paving, and has good water filtration capabilities. The product's innovation is in using waste seashells from the seafood industry for mixing into concrete, in replacement of aggregates. In this way, the project delivers additional sustainability benefits such as the reduction of landfill waste and the reduction of mining.

The project has brought together partners from France and the UK, specifically, the University of Central Lancashire and Builders Ecole D'Ingenieurs CAEN, alongside the industrial cement manufacturers Eqiom and the regional Authorities Comunaute d'Agglomeration des 2 Baies en Montreuillois and the Golfe du Morbihan - Vannes Agglomeration which provided the testing sites.

The project has been predominantly funded by the European Regional Development Fund through its INTERREG France-Channel-England programme with €3.7 million. NBS's focus has been on developing the business models for the CIRCLE project's new type of concrete. The project has attracted attention from several municipalities and seafood processing facilities for its use in facilitating the transition to a circular economy.



Future Sustainable Energy Business Partnerships Teaching – Reporting and Professional Values

Konstantinos Chalvatzis and colleagues are pursuing an active involvement in industrial sustainability and the energy sector – looking particularly at energy transition minerals and their importance in enabling the global transition to renewable energy systems and the use of stationary batteries and electric vehicles.

Furthermore, Konstantinos is looking to develop new research in the area of healthcare sustainability, and is currently exploring collaborations with healthcare technology providers and hospitals.

Prof Konstantinos Chalvatzis

Best Practice and Barriers on the Road to Net Zero: Evidence from Companies in Norfolk and Suffolk

This £70,000 UEA-led consultancy project was funded by the UK Community Renewal Fund (CRF) and is one of the products of a wider £1,182,520 Road to Net Zero CRF Partnership led by the New Anglia Local Enterprise Partnership for Norfolk and Suffolk (NALEP). The project was conducted by Norwich Business School's Prof Naresh Pandit, Dr Vanya Kitsopoulou, and Dr Usha Sundaram from Oct 2021 to Oct 2022. The Net Zero CRF Partnership has engaged key regional actors to provide evidence-based recommendations, business support, and grants towards a Net Zero future. Delivered across both Norfolk and Suffolk, the partners include the UEA, the NALEP, Norfolk and Suffolk County Councils, Suffolk and Norfolk Chambers of Commerce, and the University of Suffolk. The main product of the project is a report that identifies barriers on the road to Net Zero, and decarbonisation best practice for companies in the region.

Online questionnaires, one-to-one interviews, and focus group data were triangulated to produce a comprehensive evidence base for a set of 23 findings and 24 recommendations. A presentation based on the report was given to Partnership members in Oct 2022. The findings and recommendations in the report will inform advisory focal points, directly contributing to county-level Climate Emergency Plans and strategy generally - and will provide the foundation for a Net Zero Communications Plan across both counties.

Prof Naresh Pandit



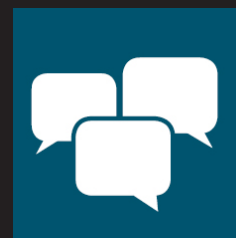
Future Objectives: Financial Wellbeing

Sara Connolly and Helen Fitzhugh will be working on a Knowledge Transfer Partnership with RBC Brewin Dolphin ('Brewin Dolphin') on developing a financial education scheme that looks to educate via their employer. The goal of this programme is to 'democratise financial education' targeting the next generation of investors. Currently the UK is one of the weakest OECD (Organisation for Economic Co-operation and Development) countries for adult financial literacy. In the UK there is also a growing advice gap, which is made up of individuals who would benefit from seeking advice but cannot necessarily afford it, or they simply do not understand the benefit of seeking such advice. Brewin Dolphin's vision is to create greater financial wellbeing earlier in life, raise brand awareness and therefore drive business demand by improving awareness of the value of advice. This is an innovative programme looking to address a social challenge which has pertinence given the ongoing cost of living crisis.

Prof Sara Connolly

PRINCIPLE 6

DIALOGUE



Community outreach from faculty and staff is delivered through an array of activities such as public events, research seminars and various media contributions. A good selection of our courses at undergraduate postgraduate and MBA level allow students to engage with external stakeholders via guest speakers' lectures, consulting cases and academic projects and involve a range of organisations and their real-time problem-solving. Here we present some of the initiatives that NBS has promoted and engaged in to promote dialogue about sustainability both inside and outside the organisation:-

The Future of Food for Thought

Since 2022 and our emergence from the COVID-19 pandemic, colleagues at the Business School have enjoyed a new range of professional development opportunities. Chief amongst these is the weekly seminar series, 'Food for Thought', organised by Tiago Botelho. Designed originally as an exchange opportunity to engage with world-leading academics and their research, the programme broadened its focus in January 2022 to reflect the importance of academic work as a source of societal and economic impact, and to introduce policymakers and industry experts.

Recent seminars have brought a range of collaborative opportunities from academic papers to knowledge transfer projects and teaching materials. In November 2022 the topic 'Why should we care about PRME?' provoked some discussion about how NBS could deliver on its commitments to the Six PRME Principles and 17 SDGs. Our hope is that Food for Thought will continue to provide the perfect platform for future PRME and sustainability debates, manuscript presentations and teaching and engagement seminars.

Dr Tiago Botelho



A Vibrant International Community where Everyone Feels at Home



Dr Lucill Curtis
lucill.curtis@uea.ac.uk

“ Within Norwich Business School (NBS) our ethos is simple, we want to ensure that learning opportunities through our Undergraduate (UG) and Postgraduate (PG) programmes are available to all in the UK and Internationally. We pride ourselves on being a friendly, approachable ‘community’, where students quickly feel at ‘home’, a place where they feel inspired and energised to achieve their goals and realise their dreams. ”

Dr Lucill Curtis - Director of Admissions, Recruitment and Marketing

Our success at attracting and retaining undergraduate and postgraduate students within NBS is the result of a focused, integrated marketing strategy and communications plan that combines carefully targeted events, bespoke lectures and taster seminars, with digital marketing initiatives and carefully tailored International campaigns – designed to promote lifelong learning opportunities for all. Over the last year we have seen growth within our MSc and MBA programmes, with new International markets keen to align with the experience and expertise of the NBS team.

Promoting equitable quality education through International partnerships

We are an International business school; reaching out to global communities is at the very heart of what we do every day. As part of this we work closely with the university to articulate agreements with International universities, such as South China University and Capital University of Economics and Business, to broaden and enhance the experience of all our students. We also run a series of online webinars throughout the year in order to reach out to new and emerging audiences across the world.



Enabling Access to Quality Education for All: UG Open and Applicant days

Every year we encourage potential new students, their parents and guests to visit us during NBS open days! These events in January, July, September, October and November, enrich our new students' understanding of the courses, how we teach, our advising service and the opportunities to meet employers and secure placements during their time with us. We bring together hundreds of families who are based locally nationally and internationally with academics and support staff, to experience the welcoming community of NBS.



Just wanted to drop you an email to say thank you! My husband and I attended your Open Day yesterday, which was very informative and interesting, along with our son, who has just finished his first year of A levels. We stayed to chat with some of the business school staff. The whole day was very pleasing, and the student ambassadors who showed us around the campus and assisted throughout the day were such a credit to the University. Everyone we met was friendly, helpful and spoke very highly of NBS.



Parent who attended a recent NBS open day



In addition, applicant days occur in February, March and May to provide those students who have applied to study with us a chance to meet their peers, try a taster seminar and ask any additional questions of academics. These events are lively and informative, allowing incoming students to take those first few steps into shaping their continuing learning journey, in a reassuring and stimulating academic environment.



Bringing Business to Life

Alongside the face-to-face sessions, we also offer a comprehensive and diverse programme of online lectures and taster talks as part of a joint initiative with Channel Talent, a live and interactive video conferencing webinar service which links universities and businesses to schools. This provides an excellent opportunity to present topical issues in partnership with business leaders and entrepreneurs to bring business issues to life and to reiterate our responsible business ethos. In 2023 we have run sessions on why ‘business needs strategy’ with Dr Arvind Yadav. The role of responsible business and marketing in creating sustainable futures with Squiish chief operating officer, Mo Ozsoy and Dr Lucill Curtis. Kendra Rogers from psLondon also joined us to discuss multi-media marketing campaigns.

Enriching and Developing our Civic Partnerships

Nurturing and developing our partnerships with schools and sixth form colleges is another core way that we can stay connected with, and listen to the needs of our future learners. We are particularly proud of the way we have continued to support local educational partners we have worked with for many years as well as forging exciting new partnerships with Suffolk One, Colchester Sixth Form College and Oundle School, Peterborough.

James Armes, Deputy Director of Admissions, Recruitment and Marketing also helped to host a regional competition for business leaders of the future, he comments:

“ Here at NBS we also have the joy of hosting ambitious entrepreneurs from schools throughout the region, as part of the Young Enterprise (YE) competition. This year saw nine schools take part from all over the region as far away as Cambridge and Peterborough. The business ideas put forward were varied in nature, but many had sustainability or wellbeing at their core. ”

NBS were able to provide the facilities and staff to ensure the event was a success as demonstrated by their keenness to return in future. Finbarr Carter, the Student Enterprise Officer at UEA was very skilled in capturing and transforming the mindset of those attending the event.

Pat Trimer, the YE Area Manager, said:

“ Thank you for all your help and support...feedback received from all schools and students endorses how much they gained from the experience. ”



Looking Ahead Future Dialogue:

This is a really exciting time for us as a School. We are aware of the very competitive environment UK universities are operating within, but we are also excited about developing new and innovative ways to reach, engage and support globalised audiences, so they can come and share the unique, supportive and inspiring NBS experience. Next year promises to be even busier with a full calendar of events and marketing initiatives, designed to ensure we keep developing and growing our amazing community.

Dr Lucill Curtis - Director of Admissions, Recruitment and Marketing



Social Media at NBS

Social media has become an integral part of our marketing strategy and we find it a powerful platform to connect with current and potential students, faculty, staff, alumni, and the wider community. At Norwich Business School, we have an in-house marketing team, with half of the staff solely dedicated to social media strategy and output. We utilise a cross-platform strategy, with social media channels like Facebook, Twitter, Instagram, and LinkedIn. We are also in the planning stage of launching a TikTok presence.

Through our channels, we share information, news, and updates about campus life, academic programmes, course information and research activities. We keep in mind the relevant messaging for each channel, i.e. more business specific, research/event led information for LinkedIn, as opposed to more student oriented messaging for Instagram. We also use it to engage in real-time conversations with our community and followers, respond to inquiries, and provide personalised support to students. We promote events, recruit new students, and build a strong online presence that reflects the university's values and culture.

At the heart of these values are our sustainability goals. We take every opportunity to promote our commitment to sustainability through our channels, promoting our relevant events, such as 'Tales from the Eco-Frontier: Insights from businesses creating sustainable business models for the future', or our Doctoral Colloquium, the 19th of which was themed 'The United Nations Sustainable Development Goals (SDG's) and Business Research'. Social media is key to promoting other internal initiatives, such as the UEA's attempts to make our buildings more sustainable in order to help us meet our pledge to become a 100% net zero campus by 2045 or sooner, or our 'UEA Biodiversity and Climate Action Network (BCAN)' brainstorming events.



Norwich Business School is committed to promoting the Six PRME Principles and 17 Sustainable Development Goals and engage in dialogue for sustainability both inside and outside the organisation. Here is a selection of some of our recent dialogue events:-

A Selection of Responsible Management and Sustainability Events with Norwich Business School 2021-2023

Date	Event	Related SDGs
01 January 2021	Academy of International Business Annual Conference	8, 9, 12
10 February 2021	The Way Forward Following the FCA Proposals - Consumers and Insurance Markets, Competition and Competitiveness Preparing for the Future Challenges for the Industry	3, 4, 6
29 April 2021	1st Workshop on Sustainability Reporting, Regulation and Practice	8, 9, 12
27 July 2021	Dr Brad McKenna, Chair of Working Group 'Our Digital Lives'	3, 9
28 October 2021	2021 Vietnam Symposium in Banking and Finance	8, 9, 12
08 November 2021	NBS PGR Colloquium 2021	1, 6
23 November 2021	Road to Net Zero - Naresh Pandit, Vanya Kitsopoulou, Usha Sundaram and Anna Douglas are part of a New Anglia LEP and CRF project to help industrial clusters with their carbon emissions	8, 9, 12, 13
25 November 2021	UEA Lasdun Lecture – Climate of Change: UEA at COP26	1, 6
30 November 2021	Together with a co-author, Dr Patrycja Klusak gives a presentation (by invitation) to the World Bank on her work relating to climate and biodiversity adjusted sovereign credit ratings	8, 9, 12, 13
25 January 2022	Equality, Diversity and Inclusion at NBS - Santander University and the Open University teamed up with Future Learn to develop a free course for all staff and students	4, 5, 8, 9, 10
01 March 2022	Dr Francesca Cuomo - lead Guest Editor in European Management Review (EMR) on a special issue of European Management Review (EMR): 'Corporate Governance and Organizational Resilience'	3, 4
20 March 2022	Norfolk Network's 'Norwich Talks Up Business' series continues with NBS colleagues speaking Ieva Martinaityte and Prof Robert Jones make presentations	3, 6, 8, 9
05 April 2022	Good Practice in Management and Supervision - an online Webinar	3, 4, 8
01 September 2022	NBS contributes to the 2022 CARE Conference, Accountability in a Sustainable World held in collaboration with Sustainable Investment Forum North America	7, 8
01 October 2022	NBS participates in the hybrid Universidad de Chile XVI Congreso Iberoamericano de Control de Gestión - CIBEC 2022 Conference	8, 9, 12
14 October 2022	Dr Sean Ennis (with colleagues) presents 'Price Parity Clauses for Hotel Room Booking: Empirical Evidence from Regulatory Change' - at the ECEFG Competition Policy Workshop 2022	9, 12
24 October 2022	Dr Patrycja Klusak presents - 'Rising temperatures, falling ratings: The effect of climate change on sovereign creditworthiness' at the Macroeconomics and Finance Conference, Paris	7, 8, 9, 12, 13
22 November 2022	NBS and the Centre for Competition Policy share the organisation for the E.DSO-DG ENER-DG CNECT Joint Seminar 'A multi-scale calibration approach for a digitalised energy system'	7, 8, 12
01 January 2023	NBS participates in the 45th European Accounting Association (EAA) Annual Congress 2023	7,8
15 February 2023	The Norwich Business School holds its 19th Doctoral Colloquium on February 15th and 16th, 2023 Entitled 'Sustainable Development Goals and Business Research'	7, 8, 9, 12, 13

NBS

PLANS FOR THE FUTURE

REFLECTION ON 2021 TO 2023

Norwich Business School: here we are reflecting on our achievements against the Objectives we set for ourselves in our 2021 SIP Report:



Principle 1 | Purpose:

- Student engagement: sustainability is now built into our Student Staff Liaison Committees as an agenda item
- Clear KPIs: research for the NBS PRME agenda is used in the University's Times Higher Education Sustainability Impact Rankings and the SDG Accord Report.



Principle 2 | Values:

- School values and PRME values: the links are stronger as NBS enters its fifth year as a PRME signatory
- Review curricula: the latest assessment of teaching content and our current curriculum review shows increasing alignment and relevance to the 17 SDGs.



Principle 3 | Method:

- PRME related teaching material: is progressing as more PRME authors and texts become available
- Best practice and PRME Principles: responsible management increasingly an agenda item at School Board, for internal and guest speakers and our in current curriculum review.



Principle 4 | Research:

- Research projects: the details of eight research projects directly related to responsible management are included in this report
- PRME implications in research agendas: a further 21 publications and 23 PhD theses are included in this report.



Principle 5 | Partnership:

- Strengthen ties to academic institutions: Our African partners project was paused due to the Covid-19 outbreak. UEA continues to be a key player in the Aurora European Universities Partnership.



Principle 6 | Dialogue:

- NBS PRME social media: Covid-19 presented some challenges and other priorities in delivering our social media but we have a dedicated team now to deliver news and info about all our PRME developments.

PLANS FOR THE FUTURE

Norwich Business School proposes the following objectives:



Principle 1 | Purpose:

- Embed state of the art research and practice within the curriculum to build the workplace and leadership capacity for the future.



Principle 2 | Values:

- Build in evaluation and reflection on our organizational processes and activities to support our understanding of how the values are lived in the organization.



Principle 3 | Method:

- Expand our development and use of PRME related teaching material working with a range of stakeholders.
- Share best practice related to the teaching of responsible management.



Principle 4 | Research:

- Engage in research and policy work that addresses the conceptual and practical concerns related to responsible management.
- Support academics to consider PRME implications and opportunities associated with their research and practice activities.



Principle 5 | Partnership:

- Expand our collaborative work with a range of stakeholder groups to understand the challenges and enablers to responsible management.



Principle 6 | Dialogue:

- Use our research and learning tools to promote dialogue across stakeholder communities; and where possible create change.

