



University of East Anglia

**NORWICH
BUSINESS SCHOOL**

Norwich Business School

**Reflections &
Transitions**

**Innovations &
Collaborations**

Principles for Responsible Management Education
'Positive steps towards creating a sustainable future.'

Reporting for Norwich Business School

Ricardo Malagueño de Santana, PRME Representative
Tony Polack, PRME Representative
Jenny Bach, Marketing & Business Relationships

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Introduction

Welcome from Prof Olga Tregaskis Head of Norwich Business School

'Norwich Business School (NBS) hereby submits our first Sharing Information on Progress (SIP) report for the period 2018 - 2020. At the forefront of management education and research, the School's mission is to build sustainable futures. Through research led education we create a curriculum and contribution that tackles the grand challenges facing society today on environment, globalization and inequalities. Working in collaboration with student, staff, commercial and public sector organisations we tie real world relevance with cutting edge knowledge to question the status quo and confront the paradoxes inherent in contemporary working life.

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 and challenge public policy in the arenas of work & wellbeing, business regulation and environmental sustainability. We use our business and management expertise to specialise in sustainability in areas including: sustainable food supply chain management and financial management.



Prof Olga Tregaskis
Head of Norwich Business School

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.

Over the past year the global health pandemic has been challenging, but we are immensely proud of the innovation, resilience and agility that staff and students have demonstrated in creating positive, inclusive, compassionate and high quality virtual learning spaces.

Our social and technical capabilities in the virtual learning space have enabled us to ensure that our learners have been able to maximize their potential and progression at one of the most difficult times encountered for a generation.

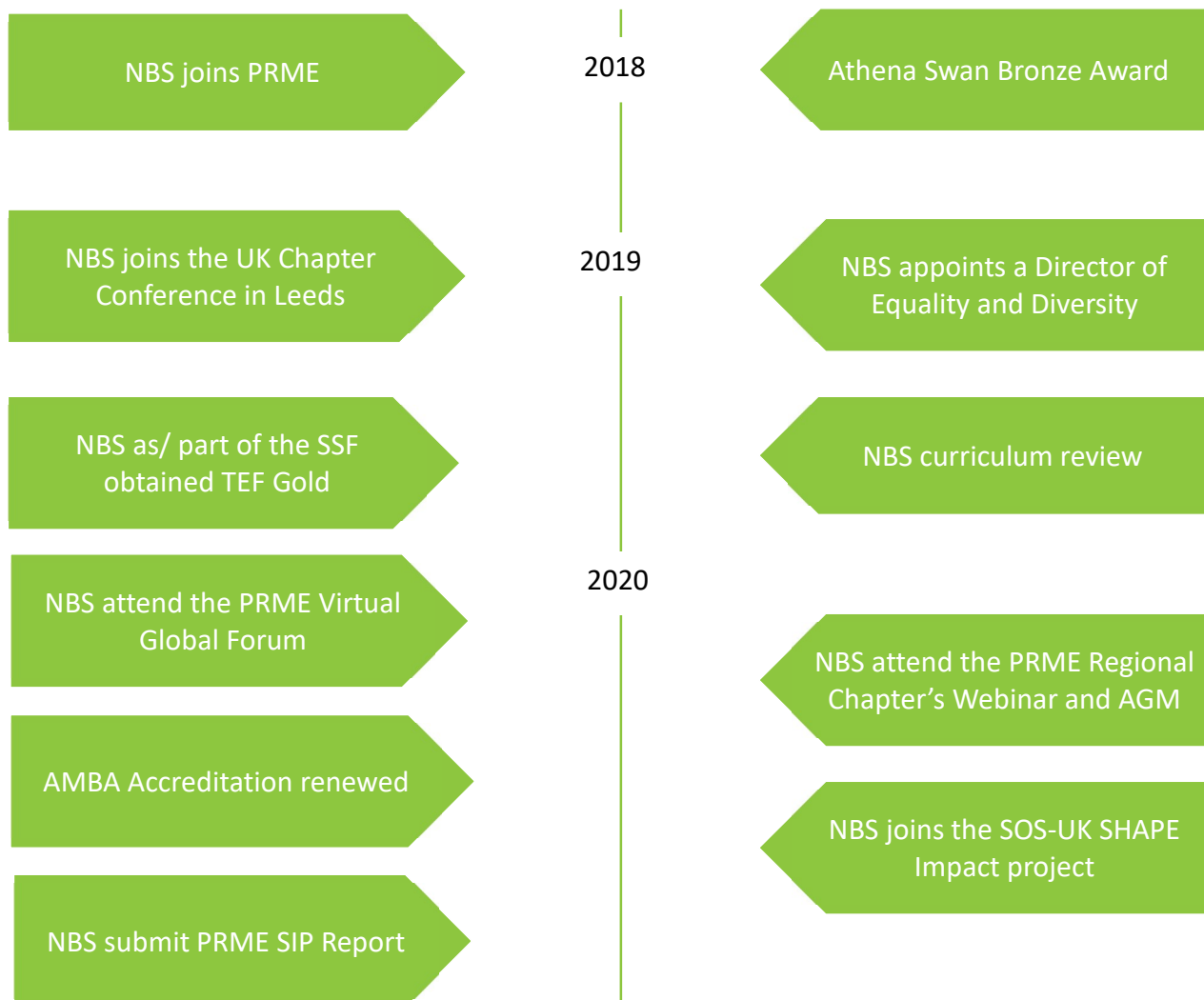


The six PRME Principles both connect and integrate with the University's wider sustainability strategy that aims to balance the 'three pillars' of environmental, economic, and social elements. Indeed, UEA has signed the United Nations Sustainable Development Goals (UN SDG) accord, positioning it among 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 I am proud to support and promote the six PRME Principles, alongside the UN – Sustainable Development Goals, within our institution and community.'



PRME Highlights



Tony Polack
A.Polack@uea.ac.uk

'Despite the last few months of major disruptions caused by Covid-19 and the challenges it brought, we had two vibrant years as NBS PRME representatives. During this time, the PRME framework and its community helped our school to reflect on its curriculum, research, and impact on society.

We were pleased to see the high level of involvement and commitment of NBS (staff, students, and partners) to the six PRME principles. Also, we identified several opportunities for further development. We are confident NBS will be able to further embed the responsible management values in the school's practices as it engages further with the PRME principles.'



Dr Ricardo Malagueño de Santana
R.Malaguano@uea.ac.uk



PRME Principles



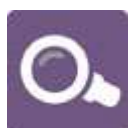
Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



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 an environment that enable effective learning experiences for responsible leadership.



Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding of 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 dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global 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. Our Business School is committed to developing the skills needed to balance economic and sustainability goals. Following the recommendations of PRME, we draw on the United Nations 17 Sustainable Development Goals (SDGs).

In the next sections of the report, we use a visual reminder of the specific and more relevant SDGs addressed in our diverse activities since October 2018 as a PRME signatory.





**NORWICH
BUSINESS
SCHOOL**

PRINCIPLE 1 | PURPOSE

Principle 1 | Purpose



Norwich Business School offers well-established and highly regarded undergraduate and postgraduate courses. Our academic thinking is interdisciplinary. We continually innovate our courses and teaching to accompany changes in the world and develop leaders ready to take on the

challenges of the future. Following our desire to improve and innovate, all NBS MBA programmes are accredited by the Association of MBAs (AMBA). We take a long-term approach to business practices that make a positive contribution to the triple bottom line: productivity, prosperity and sustainability.

Curriculum development

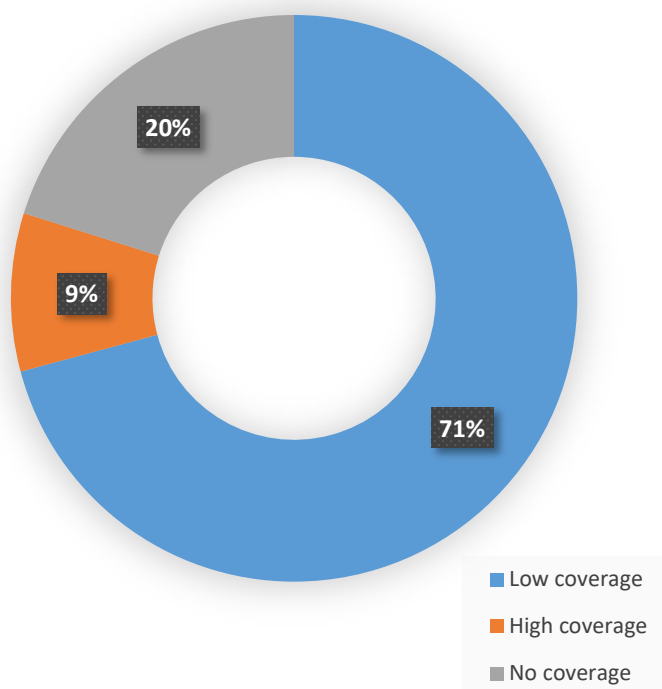
In 2018-2019, a review of our academic curriculum was undertaken to provide a baseline of information for our efforts towards all Business School students becoming 'literate in social responsibility and sustainability.' The objective of this review was to identify and determine the content and delivery of responsible business values within the teaching across the School. The curriculum topics identified in the review included for example: sustainability, social responsibility and ethical management. Overall, of the 144 modules run by Norwich Business School in 2019, 102 (71%) had an element of responsible business built into their content and 12 modules, or 9% were constructed around sustainability related issues and the 17 United Nations Sustainable Development Goals.

The review showed a wide coverage of issues related to ethics, social responsibility, and sustainability. Examples can be found in different levels of our curriculum (undergraduate, postgraduate, and executive education).

Most of the 18 compulsory and optional modules offered to the Full-time and Executive MBA students promoted responsible management in teaching sessions.



NBS modules addressing topics related to social responsibility and sustainability



Dr Kevan Williams, the lecturer organising the curriculum for the MBA Strategy module says – “The whole of my MBA strategy teaching is about purpose and we cover in detail the issues of ethics (in child labour), responsible business and corporate governance. For our industry practice and case studies we draw upon the work of Tomorrow’s Company and the World Economic Forum (WEF) with analyses of their risks and ‘strategic risk. The

module text we rely on here is - Ong, B. H. and Goyder, M. (2020) ‘Entrusted: stewardship for responsible wealth creation’.”

However, the review also showed substantial scope for addressing those issues in a more integrated way and there is an opportunity to improve coordination on the different teaching initiatives covering sustainability and responsible management issues.

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-5906B - Business Ethics

This module focuses on corporate responsibility and sustainability in global business through the lens of stakeholder theory and philosophical ethics. 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 whistleblowing, the ethics of global branding, corporate power and influence, and the role of business in global poverty and inequality. The Business Ethics module organiser, Dr Annilee Game said – ‘This is one of our core undergraduate modules and one which I enjoy teaching as it gives me the chance to put forward current best practice approaches for managing businesses ethically and sustainably.’

NBS-4103B - Applied Business Project

This module is about the role of business in society and about business being a force for good in society. Students are tasked with exploring problems in society and creating business solutions. This module provides students the opportunity and encouragement to question the future of business in society. In 2020 the course continues with the collaboration of Tomorrow’s Company which is an independent non-profit think tank that exists to inspire and enable companies to be a force for good in society.



Postgraduate

NBS-7051A - Responsible Business

This module discusses the concept of responsible businesses from the perspective of corporate governance. More specifically, it provides students with the knowledge required to understand issues in corporate governance in the light of current challenges in society and the environment. The exploration of corporate governance developments in different countries enable students to appreciate the importance of different institutional settings, the influence of legal, regulatory, and political environments, and why differences in ownership structure have arisen and how this impacts on companies. Corporate governance is examined in detail together with topical issues including directors' remuneration, board diversity, and succession planning. In this module, students are also exposed to issues such as corporate restructuring, corporate social responsibility, and competition policy.

Executive Education – Master of Business Administration

NBS-C7028B - Sustainable Management

The modern business paradigm that has arisen over the past 50 years is heavily reliant on cheap and abundant energy, largely in the form of fossil fuels. Climate change and the increasing cost of fossil fuels mean that more organisations are trying to understand the sources of greenhouse gases (GHG) as well as unnecessary waste throughout their supply chain. In this module, students study how emissions of greenhouses gases and other waste products can be measured and managed to minimise risk and maximise new emerging opportunities through the development of a coherent sustainability strategy. In this module students understand the unsustainable practices faced by organisations and how the value of corporations can be affected by climate change. The students discover elements of good climate change governance and management, the different approaches used to develop sustainable energy management strategies, and how the physical impacts of climate change can be identified and managed.

NBSE7036A - Corporate Social Responsibility

NBS offers compulsory responsible management modules to its Executive MBA student cohorts. Dr Jenny Fairbrass and the CEO of Adnams, Dr Andy Wood have been recent module organisers for our Corporate Responsibility and Corporate Social Responsibility modules. Current organiser, Tony Polack says - "The world is facing an increasing number of global, social, environmental and economic challenges, from poverty and climate change to the failure of national economies and the unsustainable consumption of natural resources. Organisations are finding that many of these challenges create new business opportunities and offer the potential for new models which not only deliver financial benefits but wider value to their stakeholders, society, the environment and the economy."

The content for the module borrows heavily on the UN's 17 SDGs and the core texts are drawn from books within the PRME series, such as Laasch and Conaway's 2017 'Responsible Business: the Textbook for Management Learning, Competence and Innovation' or from authors with a PRME connection such as 'The Sustainable MBA' (2020) by Giselle Weybrecht.



PRINCIPLE 2 | VALUES



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.¹

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.

¹ The Norwich Good Economy Commission – a joint initiative UEA and Norwich City Council with other anchor institutions, chaired by Prof Catherine Waddhams.



Equality, Diversity, and Inclusion



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. Hence, we are moving towards recognition for good practice in areas other than gender – ethnicity and sexual identity/preference. In 2018 NBS was awarded an Athena Swan Bronze Award for its efforts and progress in improving gender equality and we are currently working towards fulfilling the commitments we made and preparing to apply for the Silver award in the School in 2023. Athena SWAN is a charter established and managed by the UK Equality Challenge Unit in 2005. It recognises and celebrates good practices in higher education

and research institutions towards the advancement of gender equality: representation, progression and success for all. Advance HE's Athena SWAN Charter recognises work undertaken to address gender equality in higher education and research. It celebrates good employment practices and tackles barriers to progression that affect women (and men where appropriate), as well as trans staff and students. The Charter looks at: representation, progression of students into academia, journey through career milestones, working environment for all staff. 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.



As a direct result of the work with Athena Swan, in 2019 NBS has created a new role of Director of Equality and Diversity, Josie Kinge.

The role has a broader remit than gender and Athena Swan, and aims to ensure that NBS continues to support all staff and students from a diverse range of backgrounds in providing a supportive and welcoming work and study environment and ensuring everyone reaches their full potential. The Director of Equality and Diversity (E&D) sits on the School Executive and has influence on the decisions and direction of the School. Our E&D committee has representation from a wide range of staff and students and plays the role of “continuing to tackle the wiser issues of diversity and inclusion, holding colleagues to account and holding a microscope to our systems and practices – we are teaching future leaders so we need to make them more aware of diversity and equality issues not just academically but also on a practical ‘put things right’ level”. Prof Olga Tregaskis, Head of School, NBS.

Following the University of East Anglia ‘Inclusive Education’ Policy, 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.

The University of East Anglia holds a Silver Athena Swan Institutional Award and is proud of the increasing diversity of its campus and works with staff, students and organisations around Norwich and Norfolk, regionally and nationally to achieve its aim of being an inclusive place for study and work.

All staff have to complete mandatory online training in E&D and all new colleagues and students to NBS meet the Director of E&D through their induction. Additionally, the Business School has a working group (as a sub-group of our Equality and Diversity Committee) made up of staff, representation from the student union and our postgraduate research students which remit is to consider the issues of BAME (Black, Asian and Minority Ethnic) staff.



Dr Josie Kinge
Director of Equality and Diversity
J.Kinge@uea.ac.uk



Working together



The strength of our teaching quality, improved learning environment, and support for student outcomes is planned and achieved through a strong partnership with all the members of our student cohort.

Student representatives sit on the School's Teaching Executive, the Athena Swan working group, the School Board, and on the School Research Executive. Additionally, the Undergraduate Programme has a Staff-Student Liaison Committee (SSLC), which meets twice per semester and includes 25 undergraduate students as course representatives in 2018-2019. The Committee is chaired by a designated Student Partnerships Officer (SPO) who is an academic member of staff and also sits on the School's Teaching Executive. Actions following SSLC meetings are communicated

to the undergraduate cohort via 'You Said, We Did' announcements. Its actions include offering better access to new databases and online subscriptions, more detailed guidance on assessments, and the provision of additional material on the Blackboard Virtual Learning Environment (VLE).

In partnership with students, we introduced a system of annual teaching excellence planning. Teaching Excellence Plans (TEPs) are prepared annually and cover: (i) student satisfaction; (ii) assessment and feedback; (iii) embedding employability; (iv) inclusive education; (v) teaching practice development; and (vi) student voice and feedback. These policies and behaviours mean that we achieved a double positive flag for Student Voice, putting us in the top 10% of the sector.





Principle 3 | Method



Learning and teaching

We work closely with other Social Science Faculty (SSF) Schools within the University, which was rated Gold in the Teaching Excellence Framework (TEF). For example, a new coursework assessment feedback form and process developed by NBS is now used by other SSF Schools. While subject-level TEF metrics reflect our commitment to a high-quality educational experience for all our students, NBS has achieved excellent outcomes in all three TEF subject-level pilots. In the most recent subject-level pilot, the School achieved positive flags for Assessment and Feedback, Student Voice, Academic Support, Highly Skilled Employment and Above Median Earnings. We are also close to a positive flag for Teaching and Continuation. Little wonder, then, that from National Student Survey (NSS) data, the Chartered Association of Business Schools (CABS) ranks Business and Management at UEA eighth in the UK for Overall Satisfaction.

Our success is the result of carefully planned strategic developments in learning and teaching, supported by UEA and based on pedagogical research and data provided by UEA's Business Intelligence Unit (BIU). With UEA's support, we have made an investment in additional academic staff between 2014-15 and 2019-20 and improved our Student Staff Ratio (SSR) from 18.7:1 to 16.7:1.

We are particularly proud of our consistent performance across all nine metrics for different student types as reflected in our split metrics data. Impressively, we achieve positive flags for Assessment and Feedback among male, BAME, Asian and non-EU populations and positive flags for Student Voice in nearly all of the split metrics. Academic Support follows a similar pattern, as does Highly Skilled Employment and Above Median Earnings.



Norwich Business School

Student satisfaction: second to none



Our very high National Student Survey (NSS) ranking for Overall Satisfaction in recent years (e.g., 87% in 2019) is indicative of the overall excellent educational experience and environment provided for our business management students at UEA.

Improvements in student performance are in line with the developments we have been making to monitor and support student attainment. The strong metrics on

Assessment and Feedback, Student Voice, Academic Support, Highly Skilled Employment and Above Median Earnings, together with close to positive flag performance for Teaching and Continuation and across-the-board good performance in the split metrics bear testimony to our progress. One we are all excited to build on in the next few years.

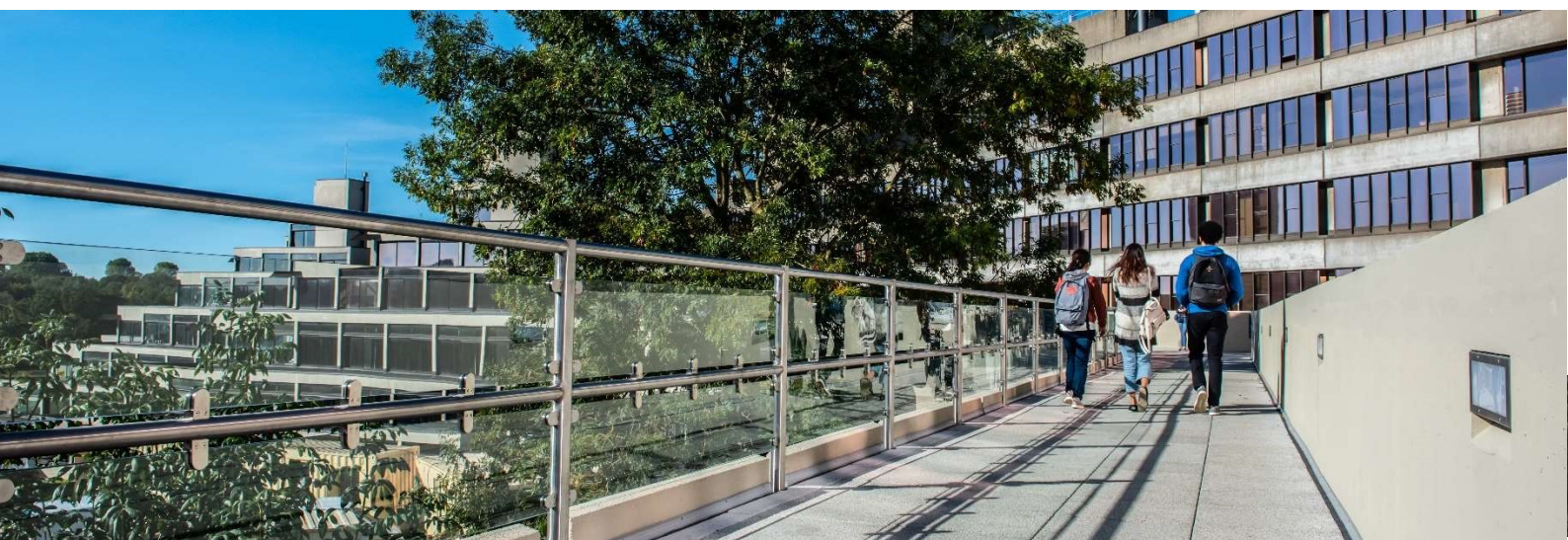
‘Student satisfaction is now ingrained in the very culture of the School. Our exceptional National Student Survey (NSS) ranking for Overall Satisfaction is indicative of the overall excellent educational experience and environment provided for our business management students.’

Prof Naresh Pandit
Outgoing Director of
Learning, Teaching and
Quality
N.Pandit@uea.ac.uk



‘In NBS we continue to focus on student satisfaction and have a track record to be proud of. The last few months have obviously been challenging due to the Covid-19 crisis but colleagues teaching in the school are embracing the opportunity to develop blended learning and as a school we have invested resources in this so we can continue to provide excellent teaching and learning, albeit through new channels.’

Assoc Prof Amanda Williams
Director of Learning, teaching
and Quality
Amanda.Williams@uea.ac.uk



Student engagement: creating social value



Student engagement on PRME related areas is an ongoing area of development. We are continually searching for new ways to partner with students on projects aligned to the SDGs. In addition to promoting the University's Sustainability Society which runs projects to make our campus and community greener, we have students completing coursework projects and masters dissertations on topics related to sustainability and corporate social responsibility, and sitting on committees to ensure that their voices are heard.

An example of such initiatives in which students engage to support our local community is the Value Challenge which puts NBS Master's in Enterprise and Business Creation students through their paces by encouraging them to set up their own business for a short while. The goal is to

create as much financial or social value as possible, with the proceeds going to charity. In 2018, students developed a card project that offered a one-off special discount for participating restaurants. The team set out to bring the community of independent Norwich businesses closer to the University by encouraging students to explore what is on offer in the city. Since its launch, more than £3,500 has been raised to organisations such as Age UK and the Wymondham Dementia Support Group.



Dr Tiago Botelho
T.Dos-Santos-Botelho@uea.ac.uk



Helping high flyers spread their wings



We have a bold employability strategy called 'Graduates of Global Distinction'. We support our students to succeed in any context whether it is in the public, private or third sectors and in any location i.e. the local region, nationally or globally. One of the key planks of the strategy is Employability Week. This is a unique initiative among UK universities, which aims to help build stronger links between academia and industry. Hearing directly from industry players gives students greater social capital and networking opportunities, together with a better understanding of how business works.

Greater engagement with the working world is certainly a USP of Norwich Business School and there are many examples of the stronger links we are building between ourselves and the business community.

Employability Week is now a much-anticipated annual event, continuing to grow in scale, impact and importance, typically attracting more than 1,000 students and involving more than 70 companies in over 55 employability-focused events. In 2019, topics ranged from psychometric testing to running your own business and global opportunities to first-hand advice from past NBS alumni who have gone on to make their own mark in business.

'Our strategy has always been to support students to help themselves, to encourage self-efficacy and give them greater confidence when engaging directly in business.'

With local, national and international names in attendance, there are a number of networking opportunities available each year. Most importantly, Employability Week gives students a clearer picture of how business works and academics the opportunity to make theory relevant to business. For students, employability prizes encourage more self-directed career planning. For employers, they're a great way to develop a recruitment pipeline for the future.

Another opportunity for students is the breakfast series where student society committee members can network to build social capital for their societies along with academics who invite business leaders to their lectures. These quarterly events encourage even greater collaboration between our school and a range of external organisations and help to bridge the gap between academia and business. During 2018/2019, we have focused on workplace wellbeing, developing Norwich's financial services cluster, sustainability in business and using social media for marketing.



Dr Graham Manville
Director of
Employability and
Innovation
G.Manville@uea.ac.uk

Introducing the new Director of Employability and Innovation

From January 2021 the new Director of Employability, James Gardiner, will be taking the lead on the strategy for engaging with employers, advancement of student employability skills and provision of opportunities.

As Year in Industry lead for Norwich Business School, James oversees the support provided to students in their internship year, alongside supporting undergraduate and postgraduate students in their employment preparations and career advancement.

James is keen to continue the progression in both employability and innovation set by his predecessor, Graham Manville, within the school and to foster an ever-increasing focus

on skills development and equality of opportunity for all students.



Assoc Prof James Gardiner
New Director of Employability and Innovation
James.J.Gardiner@uea.ac.uk

Student advising

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. Students in need of wellbeing support may also be offered help through the Faculty Embedded Teams.



Susan Wheeler
Senior Academic Adviser
Susan.wheeler@uea.ac.uk

'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.'





Principle 4 | Research



Research at NBS

Internationally renowned research is the lifeblood of Norwich Business School. It enriches the student experience, attracts world-leading academics and secures the vital funding needed to continue to address significant research questions. Additionally, it enables us to have significant influence on national policy and business decision-making in our areas of expertise. NBS is home to a vibrant and engaged research community, ranked in the top 10 business schools in the UK for its quality of research output in the

Research Excellence Framework (REF) 2014. However, our academic community recognises that research objectives goes far beyond rankings and quality of research output. Purpose is a crucial consideration in academic research at NBS. Responsible business is a core value in the school's research, operations and outreach. NBS academics have made significant contributions far beyond academia, positively impacting society, government and industry.

'Responsible business is a defining aspect of the School's strategy, and a common thread throughout our research activities.

This involves a long term, sustainable approach to business practices that make a positive contribution to the 'triple bottom line'; productivity, prosperity and sustainability.'



Prof Raphael Markellos
Outgoing Director of Research
R.Markellos@uea.ac.uk

'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.'



Prof Sara Connolly
Director of Research
Sara.Connolly@uea.ac.uk



Research Centres and Groups

Norwich Business School (NBS) is a friendly and thriving research environment. We have four areas of strategic focus and strength: Business Regulation, Work and Wellbeing, Environmental Sustainability and Food Security. Through a network of Research Centres and Research Groups our academic community share a common interest in

researching and advancing our knowledge in creating a better and fairer society and a more sustainable future. These centres and groups provide a supportive environment for discussions, joining research activity and critical thinking on a range of contemporaneous issues that affect our society. Among these are the following:

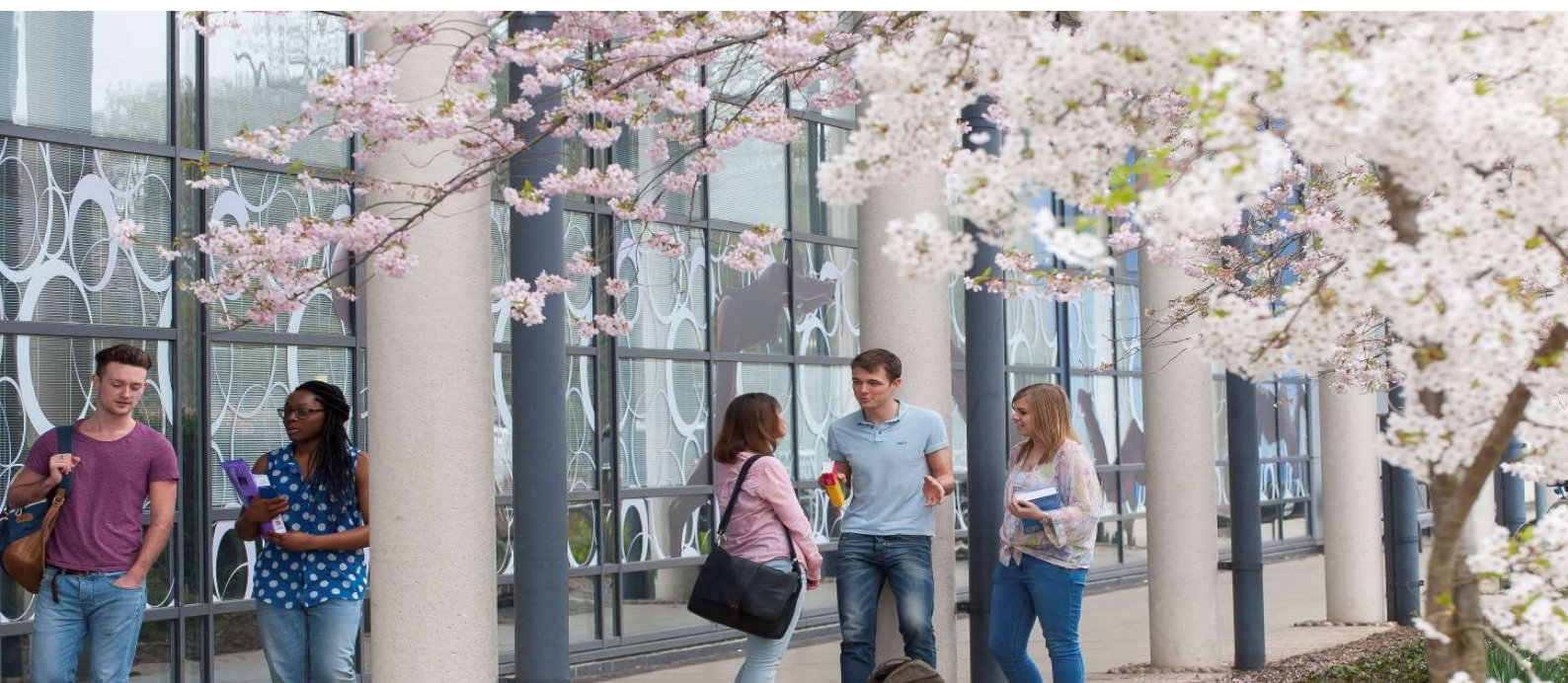
Centre for Competition Policy

Hosted by Norwich Business School, the Centre for Competition Policy incorporates economic, legal, management, political science and sociological perspectives to produce inter-disciplinary research into competition policy and regulation that has real-world policy relevance. The Centre's founding belief is that properly regulated, competitive market can provide consumers with the products they want at the best possible prices. The Centre for Competition Policy is the UK's leading inter-disciplinary centre focused on competition, regulation and consumer policy.



The Centre conducts independent policy-relevant research, organises bespoke professional development and provides specialist events such as conferences, workshops and seminars. It brings together experts, government officials and practitioners from the fields of business, economics, law and political science to create and communicate high-quality research.

Prof Sean Ennis
ccp@uea.ac.uk



Employment Systems and Institutions

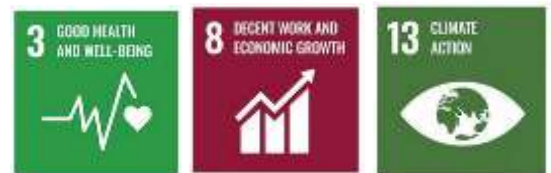
As part of the Business School, the Employment Systems and Institutions (ESI) group applies social and behavioural scientists to examine the dynamics of human behaviour at work. Much of ESI's work is concerned with the psychological, social and economic aspects of well-being and the work environment.

The broad spectrum of activities undertaken by members of ESI can be understood in terms of the challenges they address in understanding Elite Work, Relational Work, and Adaptive Work. Among other projects the group is working to develop a strong evidence base to support organisational practitioners in the design, implementation and management of workplace health and wellbeing practices.

Currently, members of the ESI are co-leading a programme of research and knowledge exchange on Work and Wellbeing funded by the Economic and Social Research Council, and are partners in the ESRC's Centre for Climate Change and Social Transformations (CAST).

Dr Annilee Game
A.Game@uea.ac.uk

Prof Kevin Daniels
Kevin.Daniels@uea.ac.uk
(<https://www.propelhub.org/>)
(<https://lr1.uea.ac.uk/esi/home>)



RESEARCH HIGHLIGHT

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

EU Directive on Sustainability Reporting



Dr Francesca Cuomo
F.Cuomo@uea.ac.uk

Francesca Cuomo is researching the effect of the EU Directive on Sustainability Reporting in large EU corporations which has been in place since December 2016. The Directive introduces measures that aim to strengthen the transparency and accountability of approximately 6,000 EU financial and non-financial firms. This pilot project brings together colleagues from the University of Essex and University of East Anglia to look at the effects of the Directive. It will look at what measures should be used to assess its success and will examine how corporate governance mechanisms (such as the diversity of a board of directors) affects implementation.



Climate forecasting for integrated risk management



Dr Nicholas Vasilakos
N.Vasilakos@uea.ac.uk

Nicholas Vasilakos is co-investigator in a €4.6 million project (SECLI-FIRM) that aims to demonstrate how the use of improved climate forecasts, out to several months ahead, can add practical and economic value to decision-making processes and outcomes in both the energy and water sectors. The project will promote research advances in the most effective seasonal forecasts for specific applications, expanding the climate services market.



SECLI-FIRM will provide accurate information to aid the implementation of relevant decisions to all levels of energy management. Meteorological variables have a significant impact upon many segments of industry, including pricing of power through renewable production (solar, wind and hydro) and the prediction of power and gas demand (especially in winter) to benefit from seasonal climate forecasts. Improvements in management decisions will ultimately lead to an improved supply/demand balance in the energy sector, and therefore to a more efficient energy system. This will be particularly useful in the renewable energy sector and with corresponding benefits for climate change mitigation.



Technology innovation for local scale



Prof Konstantinos
Chalvatzis

K.Chalvatzis@uea.ac.uk

Konstantinos Chalvatzis was the Principal Investigator of TILOS (UEA) which ran between 2015-2019 and looked into technology innovation for local scale battery energy storage for an entire Greek island – Tilos. The project received €11 million in funding from Horizon 2020, the EU's biggest research and innovation programme, €3 million from industry, and a further €1 million in private investment. TILOS engaged 13 participating enterprises and research institutes from seven European countries. The project demonstrated the potential of local / small-scale battery storage to serve a multipurpose role within an island micro-grid that also interacts with a main electricity network. The project received considerable attention for its unique system, which uses wind turbines and solar panels and stores energy in batteries, enabling it to provide everything from lighting and hot water to, ultimately, electric transport charging. The project won two major EU Sustainable Energy Awards for its clean, secure and efficient energy production: the Energy Island Award and the Citizen's Award, for which TILOS received more than half of the 21,000 public votes.



Fair treatment by supermarkets



Prof Andrew Fearne
A.Fearne@uea.ac.uk

Andrew Fearne leads a group of researchers supporting farmers and small food and drink producers with market intelligence, derived from the analysis of retail (EPOS – electronic point of sale – and loyalty card) data of 1.7 million customers. In one of his recent studies, he found that small suppliers who believe they are fairly treated by big supermarkets put more resources into their relationship with buyers and perform better. This research is highly relevant given the increasing scrutiny of supermarket buyer behaviour and its impact on suppliers. The findings show that the way supermarkets treat suppliers matters more to supplier performance than their status as key stakeholders. The study also suggests that the length of time a small producer has been supplying a supermarket makes no difference to how they perceive their treatment; rather, suppliers form their perceptions of fairness relatively early on in the relationship.



Valuing the good stuff



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

David Watson is currently studying the concept of 'degrowth' as a theoretical argument and a counter logic for economic growth. Degrowth is based on a political and academic school of thought that says we need to stop growing. Economic growth is unsustainable – consuming resources and energy excessively and ultimately harming our environment and ecosystems. It shapes a form of wellbeing where people are seen as self-enterprises, which need to be continually developing, performing and consuming, to be fulfilled. There is an argument that this growth-orientated way of living is actually not good for our wellbeing and mental health; that consumerism is a treadmill, whereby people can never be satisfied and remain unfulfilled. David's research suggests a post-growth society where we are not continually expanding and, to achieve this, we would need a different value basis for the economy and humanity; a form of wellbeing about human goods and virtues. It suggests wellbeing could become a driving force, an organising principle and address wealth inequality within and between nations. It is based on a principle that a reduction in economic growth can be accompanied by an increase in wellbeing.



Conceptualising sustainability



Dr Jenny Fairbrass
J.Fairbrass@uea.ac.uk

Jenny Fairbrass has for many years researched EU public policy concerning sustainability, CSR, energy, the environment and climate change. Her most recent research, funded by the University Association for Contemporary European Studies (UACES), focusses on a number of linked questions: Who has authority over EU and national energy policy? Is it national governments, businesses, the EU or others or some combination of these actors? What happens if the competition for control results in conflict? The results of this international collaborative research project, undertaken over four years, have recently been published in a special issue of the *Journal of European Integration*, in which Dr Fairbrass and colleagues from the University of Maastricht and the National Autonomous University of Mexico have served as guest editors, bringing together several case studies researched by more than a dozen contributing authors across Europe. The research has recently been translated into a new final year module 'European Business: Brussels, Business, Brexit and Beyond' that explains the influence the EU continues to have on businesses (and vice versa) and will have in the future post-Brexit.



Reducing the carbon impact of academic research



Dr Peter Ormosi
Ormosi@uea.ac.uk

A recent work led by Perter Ormosi and Konstantinos Chalvatzis looked at the carbon footprint of a sample of 263 economics academic conferences from the last 20 years. Academics travelled around 417 million kms to present their work at these conferences, adding up to around 50,000 tonnes of CO₂ emission (conservative estimate). To put this into perspective, they extrapolate their findings to the 25,247 conferences logged by the American Economic Association for the same period, which would have included 6.6 million trips, and a total of around 50 billion kms flown, or around 5.5 million tonnes of CO₂ emission - almost as high as the total annual CO₂ emission of Paraguay, a country of 7 million people.

When comparing the travelling data with citation metrics they find that travelling longer distances does not contribute to more citations. They argue that these results offer a potential improvement to the current status quo: focusing on local conference presentations instead of long-distance ones might help reduce carbon emissions without much hindrance to the beneficial impact.

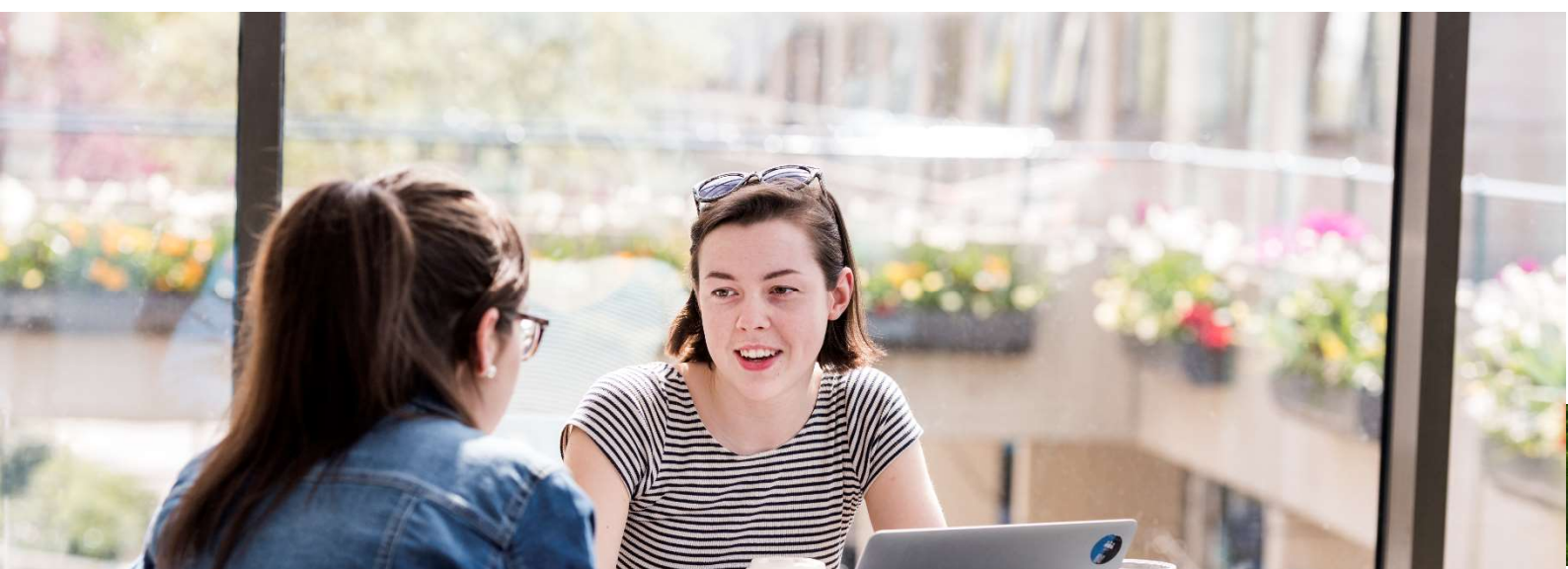


Developing moral competences in the workplace

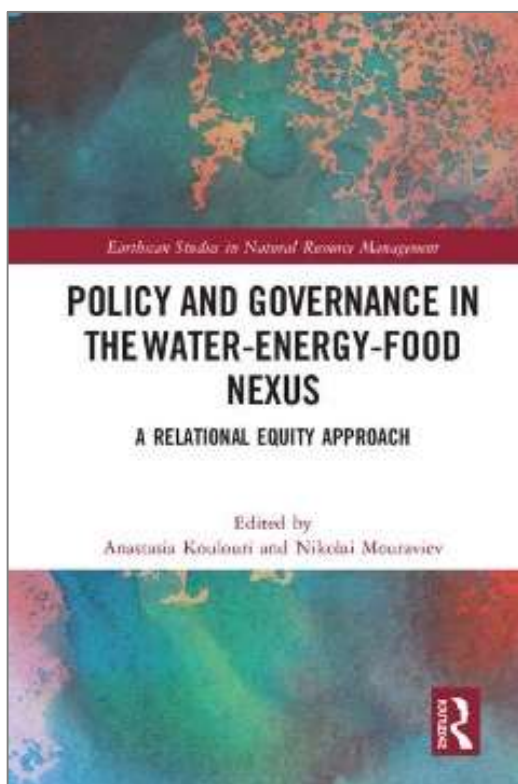


Dr Roberta Fida
R.Fida@uea.ac.uk

Roberta Fida has for many years conducted research into understanding (un)ethical conduct. She is part of a large international project funded by the Italian National Institute for Insurance against Accidents at Work for understanding the challenges of stress at work and creating a more sustainable and inclusive work environment. Key questions of her research include: Why do 'otherwise good' employees misbehave? What are the ethical repercussions of a stressful work environment? Results of her projects are published in top academic journals and they clearly show the impact stress at work has in making moral justifications more likely. When employees work in contexts characterised by high workload, interpersonal stress and lack of support, moral disengagement mechanisms become more accessible and individuals are more prone to misbehave. In the healthcare context her research shows the importance of creating a sustainable work environment in reducing unethical conduct and increasing the quality of care. Her findings showed the importance of developing moral competences to buffer the negative effect of moral disengagement and stress at work. Roberta is now dedicated in translating these results into training and teaching practices to support the development of moral competences in students and leaders.



Selected Responsible Management Education Related Books and Reports (2018-2020)



Koulouri, Anastasia and Mouraviev, Nikolai, eds. (2019)

Policy and governance in the water-energy-food nexus: A relational equity approach.

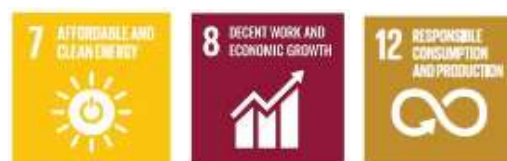
Earthscan Studies in Natural Resource Management Routledge, United Kingdom. ISBN 9781138357372



Kotlar, Josip; Cuomo, Francesca; Gaia, Silvia and Zattoni, Alessandro (2019)

Corporate governance in large UK family firms.

IFB Research Foundation. ISBN 978-0-9570327-3-6

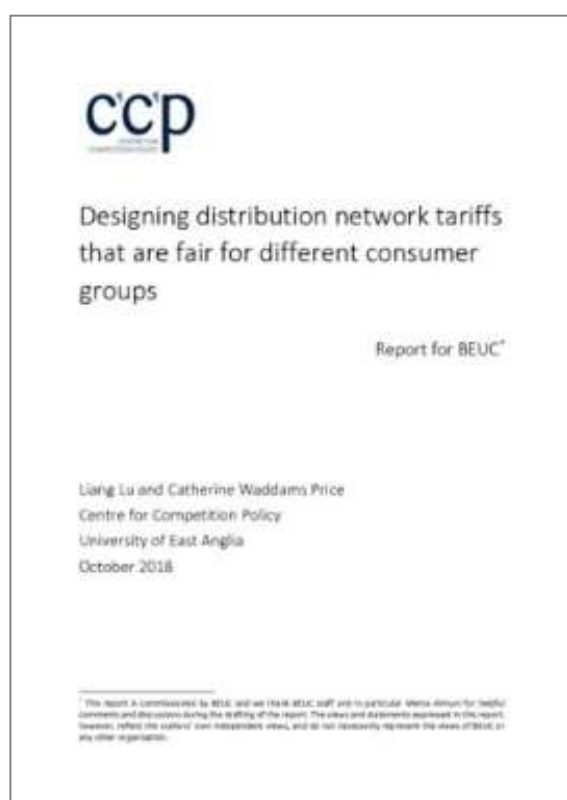




Deller, David; Waddams Price, Catherine; Errington, Elizabeth; Fletcher, Amelia; Hargreaves, Tom; Harker, Michael; Longhurst, Noel; Reader, David and Turner, Glen (2018)

Fairness in retail energy markets? Evidence from the UK.

Report by the Centre for Competition Policy.



Lu, Liang and Waddams Price, Catherine (2018)

Designing distribution network tariffs that are fair for different consumer groups.

Report by the Centre for Competition Policy.





Fitch-Roy, Oscar and Fairbrass, Jenny (2018)

Negotiating the EU's 2030 climate and energy framework: agendas, ideas and european interest groups.

Progressive Energy Policy. Palgrave Macmillan. ISBN 978-3-319-90947-9

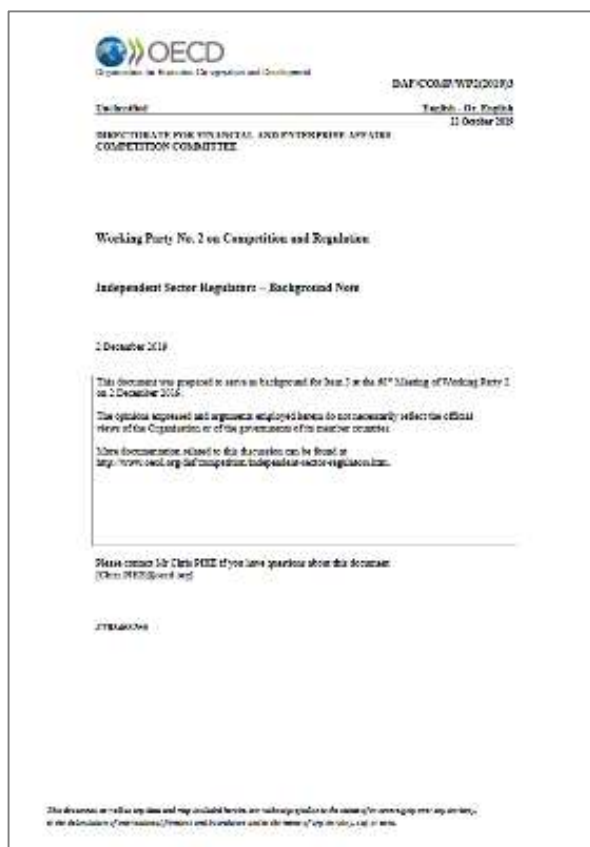


Fairbrass, Jenny and Vasilakos, Nicholas, eds. (2019)

Emerging governance of a green economy: cases of European implementation.

Cambridge University Press. (In Press)

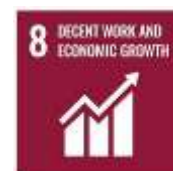




Ennis, Sean (2019)

Independent sector regulators and their relationship with competition authorities.

OECD, Paris.



Selected Responsible Management Education Related PhD Thesis (2018-2020)

Dauth, Sabine (2018)

The potential of emissions trading to mitigate socio-economic inequality across China: a participatory systems study of the residential electricity sector.



Okeyide, Olumide (2018)

Diversity and performance: a case of board composition of firms on the Nigerian stock exchange.



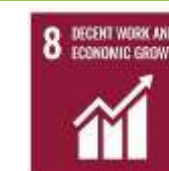
Pitelis, Alkis (2018)

The effects of public industrial policy on renewable energy innovation.



Singh, Akshit (2018)

Improving efficiency and reducing waste for sustainable beef supply chain.



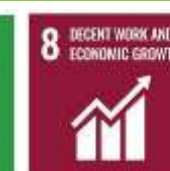
Juwe, Sylvester (2019)

Leading the innovation process over time for employee well-being.



Goel, Rahul (2019)

The impact of project team characteristics on employee performance and well-being in the IT sector: the mediating role of collaborative job crafting.



Ou, Jiamin (2020)

Energy-pollution-socioeconomics assessment from production -and- consumption-based accounting approach.



Pappas, Dimitrios (2020)

Energy and emissions accounting: the case of intra-regional industrial shifts in SE Asia.



Vafadarnikjoo, Amin (2020)

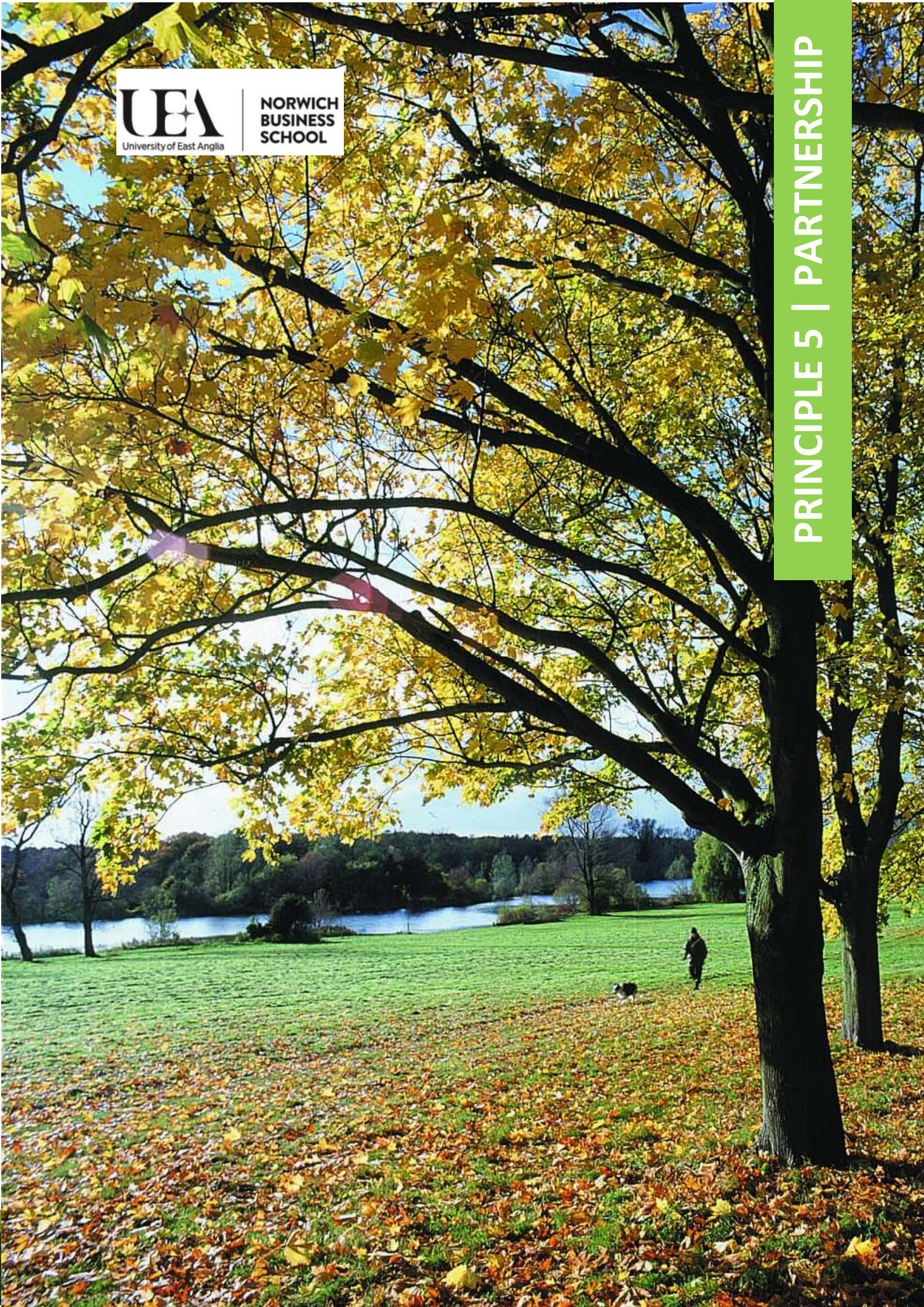
Decision analysis in the UK energy supply chain risk management: development and application.





**NORWICH
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PRINCIPLE 5 | PARTNERSHIP



Principle 5 | Partnership



NBS is dedicated to the creation and development of mutually beneficial partnerships. Currently, the School collaborates with various partners from different sectors of the educational and

business worlds. Our partners engage with NBS on student exchange programs, internship or placement and sponsored research. Next, we list some examples of such partnerships at academic level:

Education

Hong Kong

In 2018 and 2019, 250 MBA and undergraduate students from the Open University of Hong Kong (OUHK) took part in one and two-week courses at NBS. At MBA level, students join the Global Immersion Programme which includes consultancy projects, allowing students to collaborate with local businesses. In those projects, students assist companies to resolve real problems for local UK companies. For instance, Pasta Foods and Norwich City Football Club have

already collaborated in the programme. As the result of those projects, local businesses have benefited from collaborations with Chinese partners in their attempt to enhance their exports to China. These projects allowed the development of very valuable connections within sectors and companies, as well as for students in their chosen fields.



Australia

NBS student exchange programme with partners Deakin University in Melbourne, Australia is now in its fourth year and has extended beyond teaching to UK/Australia research collaborations. The exchange involves two-week international student exchange between Norwich Business School and Deakin University. Organised in conjunction with UEA's International Programmes Team, this collaboration has developed over the last four years. The two-week intensive credit bearing work-integrated learning programme is a challenging and rewarding consultancy experience which also benefits the participating companies. Within

48 hours of stepping off their long-haul flight, the students visit the companies to agree their deliverables. The aim is to further develop international business skills, build strong individual global relationships and to foster closer links between the universities. In 2019, twenty Deakin students from five countries were organised into teams and each given client briefs a month before arriving, allowing them an opportunity to research the client and to 'hit the ground running' when they arrived.



NHS leadership and development

In 2019, healthcare staff from across the East of England concluded an innovative UEA leadership programme by reporting back to the region's health bosses on the changes necessary to meet the challenges of tomorrow. The programme, developed in collaboration with National Health Service (NHS) regional partners, aimed to develop leadership effectiveness to affect strategic change within the NHS. More specifically it aimed to equip healthcare professionals and leaders with the key skills and techniques they need to deal with the challenges of delivering the current and future NHS agenda. Participants have been encouraged to form close networks to address the major healthcare challenges facing East Anglia, with a primary focus on implementing change projects across their respective organisations.

Andrew Vassallo
Andy.Vassallo@uea.ac.uk

Projects focused on:

- Holistic care in mental health provision focusing on the patient experience of mental health support services
- Helping the NHS be more efficient in dealing with patients using acute services
- Looking at how electronic communication can be used to improve service delivery
- Developing training packages to help leaders and teams manage emotional resilience in the workplace.



Norwich Business School aims to continue collaborating with the NHS on the Tomorrow's Leaders programmes in Change Management and Innovation Management.



Knowledge Transfer

Norwich Financial Industry Group (FIG)

The single-minded aim of this successful partnership of leading businesses, local government and higher education in Norwich is to establish the city as an internationally recognised centre of excellence for insurance, financial and professional services, creating a 'cluster of quality' that will benefit local people, firms and communities. As Professor of Finance, as well as outgoing Director of Research at the Business School, Raphael Markellos is an active board member of FIG, and NBS has made a range of contributions to the Group over the last few years, including organising, hosting and participating in the FIG's Annual Conference for hundreds of registered participants from

dozens of companies.

Academics from NBS also worked closely with FIG last year to explore the possibility of designing bespoke academic programmes for the financial sector in Norwich under the new Degree Apprenticeship scheme. There are also ongoing discussions to establish Knowledge Transfer Partnerships, involving NBS academics sharing their expertise directly with finance sector businesses to support their growth and development, in line with the aims of the government's Industrial Strategy.



Raphael Markellos
R.Markellos@uea.ac.uk

Online mindfulness to help frontline police

Helen Fitzhugh has worked on employee wellbeing embedded in the College of Policing as part of a Knowledge Transfer Partnership (KTP) with Norwich Business School. The partnership examined whether training in mindfulness could make a difference to the wellbeing of police officers and staff. This project aimed to respond to requests for information and support about mindfulness from frontline employees. The project demonstrated the relevance of building the evidence base for what works to improve police wellbeing and has shown that simple interventions can make tangible

differences to people's lives. As a consequence of the partnership, police forces can now make evidence-informed decisions. A report on the outcomes of the trial by Helen Fitzhugh, George Michaelides, Sara Connolly and Kevin Daniels of Norwich Business School, has been published. The police forces which took part in the randomised control trial were Avon and Somerset, Bedfordshire, Cambridgeshire, Hertfordshire and South Wales.



Dr Helen Fitzhugh
H.Fitzhugh@uea.ac.uk

Mexico collaboration

In partnership with Universidad de las Américas Puebla (UDLAP), located in San Andrés Cholula in Mexico, NBS undertook a joint project, funded by the British Council, supporting knowledge sharing on innovative product development and creative entrepreneurship in food processing. The team from Norwich Business School, led by Alfonso Avila-Merino, James Cornford and Andrew Fearne, sought to share lessons from both the UK and Mexico. The event involved the important contribution of Mexican companies and government officials. Their

Dr Alfonso Avila-Merino

A.Avila-Merino@uea.ac.uk

contribution helped to provide knowledge exchange for the benefits of the industry in raising efficiency and performance through innovative new methods and new products. The intention is to carry this collaboration forward, with the support of the British Council, by extending the scope of the project to examine more ambitious means of innovation.



Rainbird teams up with NBS

NBS academics and students are collaborating with Rainbird, the AI-powered intelligent automation scale-up, to support and empower vulnerable individuals through fairer credit decisions. The team is designing a tool to better identify individuals who may be classified as vulnerable (due to mental health issues, severe indebtedness or otherwise lacking the capacity to make fully informed financial decisions) during the credit

application process. This would ultimately streamline credit providers' ability to offer help and guidance sooner. The solution being developed will more rigorously analyse potential signals of vulnerability - such as low or erratic income, high indebtedness or low savings - to help credit providers arrive at more holistic and responsible decisions.



Raphael Markellos

R.Markellos@uea.ac.uk



Sustainable energy partners

Konstantinos Chalvatzis has worked to advance sustainable energy research from experimental stage (TRL4) to real size working systems (TRL8). For the development of EU Horizon 2020 funded TILOS project, Prof Chalvatzis has collaborated with energy utilities both in electricity generation and distribution, such as E.ON in Germany and HEDNO in Greece, as well as sustainable energy innovators such as OpenEnergi in the UK and Aggreko-Younicos and Systems Sunlight in Germany. Moreover, he has worked closely with large-scale, smart energy manufacturers such as electrochemistry developer FZSoNick-Fiamm in Italy and power electronics producer SMA in Germany. Beyond Research and Demonstration industrial partners, Konstantinos has worked with WWF in Greece as well as Island Authorities in Greece for the installation of 100% sustainable energy systems. Finally, Konstantinos has also worked on energy competitiveness evaluations with the Organisation for Economic Co-operation and Development (OECD) and has provided policy feedback to DG Energy for its portfolio of sustainable energy Directives.

Prof Konstantinos Chalvatzis
K.Chalvatzis@uea.ac.uk



ProPEL Hub

The ProPEL Hub (Productivity Outcomes of workplace Practice, Engagement and Learning) is a major initiative designed to support improvements in productivity through enhanced workplace practice and employee engagement. The Hub aims to provide practical lessons, ideas and tool-kits for businesses to draw upon, all informed by the very latest research and evidence. Kevin Daniels, Sara Connolly and Helen Fitzhugh together with researchers from six other UK universities alongside the CIPD, the professional body for HR and people development, provide practical tips and develop tools to help businesses take advantage of the latest insights and expertise. Their work will help boost productivity – and wellbeing – through supporting the growth of better workplaces in the UK.

Prof Sara Connolly
Sara.Connolly@uea.ac.uk

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

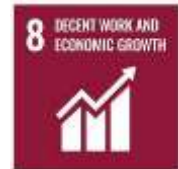
Dr Helen Fitzhugh
H.Fitzhugh@uea.ac.uk



Modern Fatherhood

Sara Connolly in collaboration with Matthew Aldrich in the School of Economics at UEA and colleagues at the Thomas Coram Research Unit at University College London and NatCen Social Research undertook the first comprehensive analysis of fatherhood in the UK. This research which was funded by the ESRC focused on the key themes of 'who fathers are', 'fathers and work' and 'fathers and families'. Although principally focused on fathers in the UK, Modern Fatherhood also examines how the realities of fatherhood vary across Europe. Their analysis of eligibility for parental leave in the UK has now been extended across the EU. The team have worked with the European Institute for Gender Equality to develop an approach to measuring and monitoring eligibility for parents - <https://eige.europa.eu/publications/eligibility-parental-leave-eu-member-states>.

Prof Sara Connolly
Sara.Connolly@uea.ac.uk

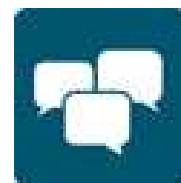




**NORWICH
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PRINCIPLE 6 | DIALOGUE

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 involvements. Additionally, a great portion of our courses at undergraduate and postgraduate levels allow students to

engage with external stakeholders via guest speakers' lectures, consulting cases and academic projects involving real organisations. Next, we present some of the debate initiatives that NBS has promoted and engaged in.

Selected Norwich Business School Events:

1. 'Developing a Sustainable Future' Conference was an event organised by NBS and the Low Carbon Innovation Fund (LCIF) to disseminate the findings of research and green/clean tech investments by business angels. The one-day conference took place at the Enterprise Centre in 2018 and had a wide range of speakers (academics, investors, entrepreneurs, banks). Around 200 delegates attended the event that allowed several green/clean tech entrepreneurs to exhibit their innovative offers.
2. The NBS business breakfast is an initiative which aims to bring together the local business community, academics and postgraduate students in the discussion and debate of themes that are relevant for our community. The topics discussed in those events are very broad. Previous events have focus on the theme of business sustainability – examining the different initiatives at different sectors of economy, the theme of Knowledge Transfer Partnerships (KTPs) – a scheme to help businesses innovate and grow by linking them with an academic or research organization, and the theme of workplace health, wellbeing and ethical behaviour.
3. In 2019, NBS hosted the WIN Mini-conference. This event focus on new ideas in mental health, wellbeing and behaviour change. The event featured 12 talks covering the fields a) workplace wellbeing, b) psychophysiology, wellbeing and environmental sustainability as well as c) student and staff wellbeing.
4. NBS Enterprise students host the 2019 Norwich Health Hackathon at the Enterprise Centre, exploring personalised medical solutions.
5. The Centre for Competition Policy hosts an Annual Conference. The conference is a flagship event for fostering exchanges between professionals, policymakers and academic researchers. In 2019 the event's topic was 'Machine Learning and AI as Business Tools: Threat or blessing for competition?' In 2020, the event focused on vertical relations and platforms.



Selected Norwich Business School Hosted Seminars:

NBS runs a seminar series (NBS Research Seminar Series) of high-profile external speakers on latest research with the School's academic staff and research students. Seminars are opportunities for research debates on various business and policy-related issues. During 2018-2020, highlights included:

- Mark Goyder and Scarlett Brown (Tomorrow's Company) presented their projects on 'How can we promote and regulate an approach to responsible wealth creation? A research agenda for governance, stewardship and (employee) wellbeing'.
- Prof Martin Walker (Alliance Manchester Business School) presented his research on 'Who's the Fairest of Them All? A Comparison of Methods for Classifying Tone and Attribution in Earnings-related Management Discourse'.
- Prof Herve Stolowy (HEC Paris) presented his paper entitled 'Is short-selling always a disciplining mechanism? Evidence from earnings management after being shorted publicly'.

In addition to the School's main seminar series the different research centres and departments also hold their subject specific research seminars. In those events external invited speakers, staff and research students have the opportunity to present and discuss their research projects, impact cases, and knowledge transfer activities. During 2018-2020, highlights included:

- Dr Roberta Fida presented 'Preventing Unethical Behaviour from the Moral Agency Perspective the Role of Moral Self-Efficacy in Mitigating the Effect of Moral Disengagement'.
- Dr Ieva Martinaityte presented her research on 'How can we be more creative and happier at work?'.
- Francesco Blasi (postgraduate student) discussed his research about 'Helping managers to assist employees' job crafting and wellbeing. An integrated (Top-Down, Bottom-Up) approach to work redesign'.
- Dr Alexander Brown and Roger Baines presented their research about 'The Exploitation of non-english speaking players in UK professional football'.
- Dr Lisa Herzog presented her project 'The corruption of knowledge and the responsibility of epistemic communities'.
- Dr Claire Hynes discussed her research on 'Decolonising and wellbeing: making space for everyone'.
- Prof Amelia Fletcher presented her work on 'The EU Google Decisions: Extreme Enforcement or the Tip of the Behavioural Iceberg?'.



NBS academics also engage in public lectures/talks oriented to professionals, regulators and members of the public in general. During 2018-2020, highlights included:

- Prof Chalvatzis has been the Inaugural Chair (2015-2019) for the EU DG Energy Group and Customer Engagement with Smart Grid and Energy Storage applications.
- Prof Andrew Fearne presented at the Inaugural Lecturer Series 2018, 'Dancing with dinosaurs: behavioural change and the elusive pursuit of sustainability' and on the 2020 Nuffield Farming Lecture "'Brick to Click' post Covid 19 – Opportunities and Threats for UK Farmers".
- Prof Ana Marques, Professorship Inaugural Lecturer Series 2019, 'Alternative Performance measures: Do Managers disclose them to inform us, or to mislead us?'.
- Prof Raphael Markellos presented at the British Academy of Management 2019 - Professional Developmental Workshops – 'Can Business Schools Bridge the FinTech Skills and Diversity Gap?'.
- Dr Helen Fitzhugh has been invited to a number of events to talk about workplace wellbeing. Among those events are: 'Interacting with wellbeing apps' (Health and Wellbeing @ Work conference), 'Job quality matters - building workplace wellbeing and engagement into the new normal for business', 'Redesigning the way we work, Re-start festival' (New Anglia Local Enterprise Partnership), and 'Future50 Covid-19 Support Webinar'.



COMMUNITY OUTREACH

Supporting local students to learn the value of tech

Through the world-leading Moneyhack programme, Norwich Business School helped a group of Norfolk schoolchildren to be a step closer towards a career in technology, finance and coding.

Moneyhack is a series of free Saturday classes for selected 15 year-old children from schools across Norfolk. This initiative looks to produce future bankers, lawyers, accountants, business consultants and insurance specialists, in a way that doesn't just teach them what skills they will need to work in these industries now, but also anticipates what they will need to succeed in the future as technology continues to advance.

In 2019, the programme concluded with a celebration event at the Business School, where the schoolchildren received certificates for completing Moneyhack, along with a micro:bit, a pocket-sized codeable computer designed by the BBC, which was used in the programme to make digital learning easier. Students and parents also got the opportunity to meet representatives from the Norwich Financial Industry Group (FIG) of firms that sponsored the initiative.

The event was the end of an eight-week programme of action-learning that was designed and delivered by academic



specialists from NBS, in collaboration with experienced professionals. Supporting organisations included traditional firms in financial and professional services, such as Aviva, Marsh, Barclays and Mills & Reeve, and younger firms and local start-ups in the rapidly growing technology sector, including ubisend, Rainbird and Thyngs.

The interactive classes covered areas on emerging technologies including chatbots, AI, text mining, video editing, digital branding and cryptocurrencies like bitcoin. Business simulations and games such as Minecraft were used to boost learning.

Students also got to hear about the importance of work-life balance and wellbeing, along with how to develop their 'soft-skills', such as developing their interview technique in a simulated job interview and their entrepreneurial skills through replicating inventing and selling their own products.

In the final session, they were asked to demonstrate teamwork, innovative thinking and working under pressure in a Lego tower building challenge.



All educational material and software developed as part of the programme will be made 'open source', meaning that it will be soon available freely online for anyone to adopt, adapt and develop further through the Moneyhack website.

Prof Raphael Markellos

R.Markellos@uea.ac.uk



PLANS FOR THE FUTURE

PLANS FOR THE FUTURE | OBJECTIVES

Norwich Business School proposes the following objectives:



Principle 1 | Purpose:

- Further develop student engagement:
 - a) with PRME student level representatives
 - b) through activities and challenges that lead to learning and recognition.
- Develop clear KPIs for the further development of the PRME agenda.



Principle 2 | Values:

- Strengthen the links between our School values and PRME values.
- Continue to review curricula to ensure correspondence with the PRME agenda.



Principle 3 | Method:

- Expand our development and use of PRME related teaching material.
- Share best practice related to the teaching of responsible management.



Principle 4 | Research:

- Encourage further research projects in areas related to responsible management.
- Encourage academics to consider PRME implications and opportunities associated with their research agendas.



Principle 5 | Partnership:

- Strength ties to academic institutions in the Aurora Network and African partners, promoting PRME values.



Principle 6 | Dialogue:

- Increase the presence of NBS PRME social media.





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nbs@uea.ac.uk
www.uea.ac.uk/nbs

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