WORKING FOR A RESPONSIBLE FUTURE: ONE YEAR ON

Interim Sharing Information on Progress (SIP) PRME Report

Birmingham Business School

2019

PRME
CHAPTER
UK AND IRELAND

Executive Summary

In this *Working for a Responsible Future: One Year On* report, we build on our First Sharing Information on Progress (SIP) Report 2017-2018 on the United Nations Global Compact (UNGC) Principles for Responsible Management Education (PRME).

This interim report will feed into our next SIP report for the 2019-2020 period, as it highlights new achievements during the 2019 calendar year.

As a School, we remain strongly committed to the principles and networks of the PRME signatories, as we further embed and cultivate our overall responsible business strategy and vision to promote curiosity and thought leadership for responsible business.

In this 2019 interim SIP report, we focus on new developments only, emphasising three core activities:

- Progress on future goals and objectives during the 2019 calendar year, organised around our core areas including education, research, partnerships and dialogue;
- The work developed by the Centre for Responsible Business towards building research capacity in the field, with a particular focus on trust within and between organisations; and
- The launch of the First Birmingham Business School Responsible Business Academic Symposium in 2019.

The interim SIP report demonstrates how the Birmingham Business School has progressed the six principles of PRME over the past year, outlining how purpose, values, learning methods and environment, research, partnerships and dialogue cut across all of our areas of activity.

This report is divided into six main sections, including *One Year On: Birmingham Business School Updates*, *Educational Developments*, *New Research Activity*, *Broadening Partnerships*, and *Ongoing Dialogue and Engagement*, with the *Appendices* summarising our work against each of the Sustainable Development Goals (SDGs).

PRME Report Project Team

This report was written under the supervision of Professors Matthew Cole (Acting Deputy Dean) and Isabelle Szmigin (Deputy Dean).

<u>PRME Champions</u>

Nishat Azmat is a Lecturer in Accounting. She has taught in the Birmingham Business School for over 10 years. Previously she was a practitioner who worked in both industry and private practice. She is currently on the board of trustees for two different charities.

Dr Caroline Moraes is a Senior Lecturer in Marketing. Her research interests converge at the intersection of consumption, ethics and sustainability, recognising that neoliberal markets generate complex ethical and responsibility challenges for consumers, marketers and policy makers. Her research has been published in international journals including Psychology & Marketing, Consumption Markets & Culture, Sociology, Journal of Travel Research and Journal of Business Ethics.

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1. One Year On: Birmingham Business School Update

At Birmingham Business School, we deliver world-class teaching and research, providing the insight, ambition and skills needed to shape responsible and sustainable business strategies. In our *Working for a Responsible Future: Sharing Information on Progress Report 2017-2018*, we provide an in-depth outline of our School's vision, mission and values, which we reiterate, concisely, below.

Our ongoing aim is to enable our vision of promoting curiosity and thought leadership for responsible business across all of our activities. We enact our mission by creating an environment where both staff and students are able to thrive and achieve their best work. We offer a distinctive student experience, providing our international learning community with ongoing opportunities to engage with industry professionals and world-leading researchers. Further, our internationally recognised research focuses on the key challenges around responsible business that face our economy and our society regionally and globally. We proudly internalise the University's values of 'Growing Intellectual Capital' through our own values of excellence, leadership, purposefulness, pragmatism and pioneering spirit.

Birmingham Business School continues to influence national and global leaders in responsible business. We have generated impact and value for society, the economy and the environment for over a century, by pursuing sustainable development. Our ongoing and growing commitment to expanding responsible business is at the heart of our organisational ethos and has expanded globally through our strategic campus in Singapore and Dubai, and our networks of international students, distance learning students and alumni.

We continue to attract talented and inspirational students and staff, and this is reflected in our ongoing expansion. Currently, our student body consists of 6,135 learners, representing a 2.3% increase on 2017-18 figures. We employ 116 professional staff, and 216 core faculty, representing a rise of 7.8% in core staff compared to 2017-18. Further, we are delighted to announce that we completed the University House extension in 2019.

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1.1. New Data on Our Community

Number of students: 6,135
- UK: 27 %
- People's Republic of China: 45%
- Other nationalities: 28%
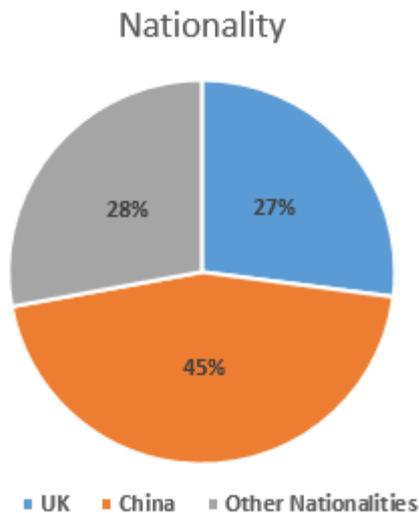
Number of permanent staff
- 116 professional services
- 216 core academic staff

Core academic recruitments
- 35 in 2019

Research, Education, Business in Society
- Around 58 partners (source: BBS EQUIS report 2019)

Alumni networks and funding for 2019
- We remain committed to developing our alumni networks, as we recognise that our alumni are essential to the success of the Birmingham Business School.
- The School is ranked 17th in the Economist 2019 rankings on the basis of its alumni network. This ranking classification represents a significant rise of 17 places compared to the 2017-18 reporting period.
- Our alumni network includes influential citizens, entrepreneurs, CEOs of large companies and international bodies (examples include UEFA, Ofgem, Deloitte, American Express and HSBC).
- For the year to date the University has hosted 53 national and international general Alumni Events, and 7 specifically for Business School alumni.
- In 2019, alumni have made individual donations to the University totalling £1,349,795.58. Individual alumni donations to fund specific Birmingham Business School projects have totalled £13,062.50.

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- This year, 160 Birmingham Business School alumni have volunteered a total of 804 hours, assisting with careers advice, guest lectures, recruitment, curriculum development and mentoring. In addition, the careers team work with numerous alumni who provide and support internships.

Responsible Business Website

- A section of the School's website on Responsible Business has been developed, featuring a new video on the values of the School and our core activities around research, education and our workplace.

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1.2. Updates on Programmes

	2018/19	2019/20
UG	3,176	3,230
PGT	2,736	2,807
PGR	81	98
Total	5,993	6,135

UG: Undergraduate; PGT: Postgraduate Taught; PGR: Postgraduate Research

2019-20 Rankings

University of Birmingham

The University is an outstanding global University. It is currently ranked:

- 81st in the QS Global World Ranking, rising 3 positions from the previous reporting period.
- 13th in the Complete University Guide League Table 2020.

Birmingham Business School Postgraduate Programmes

Our postgraduate programmes were ranked:

- 82nd in the 2019 Economist WhichMBA? Global Ranking, rising 4 positions compared to 2018.
- 36th in the 2020 QS Global MBA Rankings (Europe).
- 67th (out of 156) in the 2020 QS Business Masters Rankings (MSc International Accounting and Finance), rising one position from the previous reporting year.
- 60th (out of 129) in the 2020 QS Business Masters Rankings (MSc Management).
- 25th (out of 77) in the 2020 QS Business Masters Rankings (MSc Marketing)
- Once again, all of our programmes performed well above the QS mean scores for employability and diversity.

Birmingham Business School Undergraduate Programmes

Our undergraduate programmes were ranked:

- 15th (Accounting and Finance; Business and Management Studies) and 21st (Economics) in the Complete University Guide 2020.

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1.3. Faculty and Research Updates

In 2019, our School's headcount of core Faculty is 216 (210.8 FTE). The percentage of core Faculty with a PhD is 91%, a rise of 7 percentage points compared to the previous reporting period. 47% of academic staff in the Business School are from countries outside the UK, representing an increase of 3.5% from 2017-18.

Birmingham Business School continues to support staff through the prestigious International Teachers Programmes as well as the Chartered Association of Business Schools' Leaders in Learning and Teaching programme. Two staff are supported through these programmes each year.

Research output: 468 publications (2018 and 2019 combined)

Number of Full-Time Academic Staff

Staff Occupancy (FTE)	2018	2019
Professor	41.8	45.8
Senior Lecturer/Reader	59.6	62.6
Lecturer	70.1	81.4
Teaching Fellow	14.4	14.5
Researcher	7.5	6.5
Totals	193.4	210.8

Distribution of Core Faculty by Department

Department	2018	2019
Department of Accounting	28	29
Department of Economics	52	56
Department of Finance	19	23
Department of Management	51	55
Department of Marketing	27	30
Department of Strategy and International Business	22	23
Grand Total	**199**	**216**

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1.4. Gender Equality and Diversity

Birmingham Business School continues to follow The University of Birmingham's Equality Scheme 2016-2020, "Advancing Equality, Valuing Diversity." As stated in the previous reporting period, the scheme sets out equality objectives in relation to inclusion, attainment, flexibility and embedding equality. In line with the scheme, our processes do not favour any race, religion or sex. Student admissions onto our programmes are based on documented selection criteria, which assess ability. Student work is marked anonymously using model answers and second marking, with external examiners ensuring equitable treatment for students. Student progression and graduation decisions are based on individual performance. Faculty and staff recruitment is based on applicants' professional experience, as well as past and potential performance, and there are similar criteria for promotion applications and incremental 'one-off' payments.

We continue to require that all faculty and staff complete an Equality and Diversity online training module to raise their awareness of the University's expectations of equal treatment when communicating, meeting and addressing colleagues and students in their roles. "Unconscious bias" training remains mandatory for all faculty and staff who sit on staff recruitment and promotions panels. The training raises awareness of our unconscious behaviours so that individuals can manage these when making recruitment and promotion decisions. As part of the promotions process and the award of additional salary rewards, the College undertakes a diversity review to check that there is no bias in relation to gender, ethnicity or disability. Where the data indicates potential bias, cases would be reviewed to maintain integrity of the process. The University also prepares a report covering a three-year period to look at trends in the results of promotion committee decisions by gender and ethnicity across colleges. The School is represented on the College Equality and Diversity Committee. In 2019, the School set up its own Equality and Diversity Committee, who continue to work towards Athena SWAN accreditation.

The gender mix of faculty is detailed below.

	Female		Male	
	2018	2019	2018	2019
Professor	33%	37%	67%	63%
Senior Lecturer	29%	29%	71%	71%
Lecturer	44%	46%	56%	54%
Teaching Fellow	38%	47%	63%	53%
Researcher	67%	86%	33%	14%
Grand Total	**39%**	**40%**	**61%**	**60%**

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1.5. PRME and the Birmingham Business School

PRME principles are aligned with our vision to promote curiosity and thought leadership globally in the area of responsible business. PRME enables us to continue building our responsible business strengths through diverse stakeholder engagement and collaborations. PRME networks support our ambitions to continue developing future leaders for sustainable growth, contributing positively to regional economic development, global ethical citizenship and world-class research addressing major global challenges. Our pioneering spirit drives our full commitment to PRME and our ambition to become a PRME Champion. We believe PRME's six principles provide a powerful, values-driven framework for upholding excellence in responsible management education and research, including how we engage with all of our stakeholders both internally and externally. Consequently, as a higher education organisation, we are fully committed to developing the managers of tomorrow by progressing the implementation of the following six principles, reporting on our annual progress on the pages that follow.

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.

- 2019 student interviews exemplify our commitment to this principle.

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.

- We demonstrate this through our postgraduate taught programme spotlight feature.

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

- Our teaching innovations in responsible business illustrate this principle.

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.

- We show ongoing commitment to this principle through our new hires focusing on responsible business research, our research feature on trust research, our future though leaders and new doctoral scholarships, our 2019 funding towards responsible business research and our first Birmingham Business School Responsible Business Academic Symposium.

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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.

- We demonstrate our partnerships with business corporations and diverse organisations through alumni engagement in guest lectures, through our research centres and staff research activities focusing on responsible business.

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.

- We exemplify our commitment to this principle by providing an overview of our Urban Festival and of the Future of Society 2019, part of the 2019 ESRC Festival of Science.

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1.6. Interim Progress on Goals and Objectives for 2019-2020

Key objectives and goals	Progress and Achievements
Research	
We will increase research active staff to carry out Responsible Business related research. To grow this, we will ensure every department have Responsible Business related research outputs and at least three of our research centres will have Responsible Business related research outputs.	In 2019, we have recruited 35 new core staff, 16 of which currently engaged in responsible business research. Further, we report on selected Responsible Business related research outputs for 2019 in the appendices, involving all of our research centres and departments, and according to each SDG.
We will promote the recruitment of new scholarships for PhDs in the area of Responsible Business, through the generation of research topics and scholarships for talented applicants.	In 2019, we have offered two new scholarships for doctoral research on Responsible Business. Further, we are pleased to announce that we are currently advertising a series of full-time Birmingham Business School Doctoral Scholarships on Responsible Business, commencing in the 2020-2021 academic year.
We will hold an annual Responsible Business Conference starting from 2018.	The Lloyds Centre for Responsible Business ran its first Responsible Business Conference in 2018. Further, we are pleased to have launched the First Birmingham Business School Responsible Business Academic Symposium in 2019.
Education	
We will introduce a core module on Responsible Business into all undergraduate programmes in 2019.	We are delighted that the 'Responsible Business: Theory and Practice' module has been designed within the new suite of undergraduate programmes that has been launched in September 2019. This is a 20-credit, compulsory module, which will be delivered at intermediary (year 2) level across all undergraduate programmes. Further, we have designed a new 20-credit 'Responsible Marketing and Consumption' module, which will be delivered as a final year, optional module across all undergraduate programmes.

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Ensure all postgraduate courses have an element of Responsible Business teaching.	We are working towards this goal. In 2019, we carried out an internal postgraduate provision consultation and evaluation. The Birmingham Business School has initiated a process that will lead to a redesign of existing programmes, in addition to the launch of new programme offers. The School is committed to including Responsible Business modules across all of our postgraduate programmes going forward. Further, a new optional module was launched in 2019 for the MSc Marketing Suite of Programmes, namely 07 31604 Responsible Marketing and Society.
The current Responsible Business MBA module to be made compulsory, after further development through focus groups with students upon completion.	The Responsible Business MBA module has now been approved as a compulsory module. It will become a requirement starting 2020-2021.
As part of the Business Education Group, we will deliver an annual workshop for staff showcasing how to teach responsibility in the curriculum.	The Business Education Group now has virtual learning environment (VLE) page titled "BBS Learning and Teaching Seminars and Workshops," which is accessible to all academic staff within the Business School. Two of the responsible business workshops delivered in 2019 were "Engaging International Students in Our Teaching" and "Cultural Awareness in Learning and Teaching." The workshops sought to expose staff to culturally inclusive approaches to engaging students with learning content, creating debate and discussions around existing and potential teaching practices across our curricula. We also hosted our first PRME Day workshop addressing "Innovative Pedagogy for Responsible Business Teaching" (see feature on Teaching Innovations in Responsible Business).

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Organisation	
We will develop a dignity at work statement through a task and finish group and formally launch it within the School.	The "CoSS Essential: Framing a statement about dignity at work" sessions were led by the College of Social Sciences, as this initiative has become wider than the Birmingham Business School. The sessions were held at the end of 2018 and beginning of 2019. Since then, the College has developed the statement on supporting a positive working environment (i.e., our new term for dignity at work), in consultation with various internal stakeholder groups and the College's Leadership Team. The statement outlines our rights and responsibilities in ensuring a positive working environment and is currently under review. The first action to come out of this work is training sessions for Heads of Department. Additional training will also be made available for all staff in 2020.
We will introduce a paperless programme policy to reduce printing within the school.	We launched our paperless policy at the end of 2018.
We will prepare and enter a School submission to the Athena Swan Charter.	We have prepared and entered a Birmingham Business School submission to the Athena Swan Charter. We will continue to work on our Athena Swan submission in 2020.
We will introduce a 'Responsible Business Forum' for staff to raise and discuss topics relating to Responsible Business with an aim to make changes and improvements to our workplace.	We have held two Responsible Business Forums, one on volunteering and another on inclusivity at work (see School Spotlight Feature).

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1.7. School Spotlight: Responsible Business Forums

Rhiannon Sharp is Projects Officer at Birmingham Business School. Alongside the Deputy Dean, Rhiannon leads on driving our Responsible Business Forums, contributing to the overall strategic direction of the school by engaging internal stakeholders with our Responsible Business Vision.

Rhiannon Sharp's Perspective on the Responsible Business Forums

Birmingham Business School holds two to three Responsible Business Forums per year, focusing on some of the key topics that affect the workplace and wider society. The events provide Business School staff with the opportunity to discuss and take action on how we, as a School, can become more responsible in a number of areas. Staff are encouraged to voice their ideas and actions to be taken forward are agreed during the forum. To date, our two forums have focussed on volunteering and inclusivity, and carbon literacy is planned for January 2020. The events include a panel discussion between sector experts and experienced professionals and researchers, giving a real-life perspective on the issues at hand.

Volunteering

The forum on volunteering included hearing from some of our very own volunteers in the School, a panel discussion on effective volunteering, brainstorming sessions and information on how to get involved. Since the forum, we have produced case studies to document how staff are contributing to the wider society outside of their working lives by volunteering for good causes (examples include volunteering for the National Trust and the Bournville Warriors, a local football team).

Feedback produced from the event suggests that staff were very keen to begin volunteering. Birmingham Business School is committed to providing staff with opportunities to contribute to the wider society through volunteering, utilising the University-wide, one-day volunteering allowance as well as longer-term opportunities.

Last year, the School awarded Professional Services staff one extra day of annual leave in order to take part in volunteering activities. The volunteering allowance was available for staff to use for their current volunteering positions, new opportunities or for a staff-volunteering day organised by the School. Following this successful pilot, the allowance has since been rolled out across the University.

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Inclusivity

Following the success of the Responsible Business Forum on volunteering, staff were invited to a second forum focussing on inclusivity. During the brainstorming session at the forum, a number of equality and diversity related proposals were discussed. For example, issues relating to accessibility, terminology and awareness were raised, which have been and will continue to be addressed by the School. In direct response to ideas formed at the forum, an Equality & Diversity Committee has been created. The core purpose of the committee is to champion the School's policies and procedures in relation to equality and diversity, monitoring any relevant developments in this area, including new legislation and any new guidance from relevant internal or external sources.

Going forward, the group will disseminate and raise awareness of equality and diversity issues as appropriate. It will also encourage collaborative discussion and training among staff, to develop an understanding of inclusion and of what an inclusive work environment looks like. The School has set up a new Equality and Diversity website and committed to two further actions as a result of the forum: to introduce a 'staff voice' group, and to launch an 'inclusivity pledge' in 2020.

Other Responsible Business Activities and Developments within the School

We have additional initiatives running in parallel to the Responsible Business Forums, too. For example, we engage both our staff and students with business responsibility and sustainability issues by running a series of film screening events. These events feature films with a responsible business angle and each film screening session is followed by an issues-based panel discussion.

In the latest event, we screened *The 34th: The Story of Marriage Equality in Ireland*, an Irish documentary film telling the story of the people who fought for Marriage Equality in Ireland, leading to the Thirty-fourth Amendment of the Constitution (Marriage Equality) Act 2015 and legalising same sex marriage. The screening was followed by an interactive discussion chaired by Professor Finola Kerrigan, who was joined by film Co-producer Vanessa Gildea and academic staff from both Birmingham Business School and Birmingham Law School. Previously, the School hosted film screenings of *Hidden Figures* and *Enron: The Smartest Guys in the Room*, followed by Q&A sessions with leading researchers in the field.

Another relevant development is that Birmingham Business School was one of 64 forerunner organisations that made a submission in the 2018 pilot cycle of Business in the Community's Responsible Business Tracker®. The Tracker is a tool designed to measure an organisation's responsible business performance according to the United Nations' Sustainable Development Goals. Our entry was commended for our programme of work around diversity and inclusion, and for how we use the Sustainable Development Goals to inform our research and business initiatives.

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2. Educational Developments

We continue to approach our teaching of ethics, responsibility and sustainability by embedding such content into our undergraduate and postgraduate programmes' specialist and subject-specific modules, as well as through informal curriculum activities.

Our strategic learning objectives continue to address ethical citizenship, effective problem solving and communication, expertise in the subject matter, and awareness of the role of individuals and business in society.

2.1. Updates on Responsible Business Teaching

	Description	Total	Other information
1.	Bachelor Level	BSc (37 programmes)	17 modules related to responsible business and ethics* In 2019, a competition for responsible business related dissertations was held for UG students with awards given out at graduation
2.	Master Level (Taught)	MSc (37 specialised masters) MBAs (11 specialised masters)	20 modules related to responsible business and ethics* 300 hours of responsible business related content taught within the MBA programmes
	Master Level (Research)	MPhil (8) MSc Res (10) MA (2)	
3.	PhD/DBA level	Doctoral Programmes (10 programmes)	Currently, 40% of our doctoral research projects are in the field of responsible business

*Same data as reported in 2017-2018.

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2.2. Postgraduate Taught Programme Spotlight: MSc Marketing Suite of Programmes

Marketing has evolved hand-in-hand with new technologies and changing societal expectations of responsible businesses. As a discipline and practice, marketing has progressed considerably over the past ten years. Career opportunities have grown beyond traditional employers such as manufacturers, retailers, consulting firms and advertising agencies, and can now be found in many types of services and non-profit organisations including hospitals, local authorities, museums, charities and education. As competition but also collaboration increases in most markets and the third sector, the need for effective and responsible marketing becomes ever more important.

Consisting of two generalist (MSc Marketing and MSc International Marketing) and two specialist programmes (MSc Marketing Communications and MSc Strategic Marketing and Consulting), our MSc Marketing Suite responds to these societal and market needs by developing students' subject-specific knowledge, expertise and practical skills, alongside awareness and ability to manage ethical, sustainability and responsibility issues in marketing. For example, students have opportunities to reflect on, and propose workable solutions for:

- Ethical issues in market and consumer research;
- The societal impacts of international marketing practices;
- The roles and responsibilities of both consumers and firms;
- Ethical issues in marketing communications and their role in culture and society;
- The implications of the GDPR legislation for marketing;
- The financial consequences of irresponsible marketing decisions; and
- The importance of sustainability-driven products and services.

All students enrolled in our MSc Marketing Suite of Programmes have the option to study a ten-credit module on Responsible Marketing and Society.

<u>Alumni of the MSc Marketing Suite of Programmes Discuss their Experiences</u>

An Interview with Thomas Byrne, Marketing Manager at Steps To Work

- What part of your MSc Programme did you like the most and why?

I really enjoyed the practical aspects of assessed work, which included the presentation of pitches and production of business reports to a standard that would be expected in industry. In essence, I believe such assignments have provided me with the necessary skills and confidence to successfully undertake comparative projects and make informed strategic decisions within the parameters of an actual organisation.

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- What does the MSc bring to future marketing professionals?

From my personal experience of the MSc International Marketing programme, future marketing professionals are effectively being equipped with a plethora of skills, both specialist and transferable, that they will be able to carry with them throughout their career. Moreover, the programme places emphasis upon cutting edge issues and debates at the forefront of marketing, including those that pertain to strategy, practice and ethics.

- Having completed your MSc, what organisation are you working for?

After having completed my postgraduate degree programme in September 2019, I am now currently working as Marketing Manager at *Steps To Work*, a recruitment organisation that specialises in the empowerment of those from marginalised groups, enabling them to realise their potential and thrive within modern workplace environments.

- What is your position and the nature of your work?

As Marketing Manager, I am responsible for managing all marketing activity for the organisation, which encompasses everything from PR and communications, through to product - albeit service - development and effective distribution. In particular, I am currently working on developing and implementing a repositioning strategy for the brand, which involves the identification of a differentiated Unique Selling Proposition that will provide strategic longevity for the business in market conditions that are becoming increasingly characterised by volatility and inherent dynamism.

- How has the MSc Programme equipped you to address responsibility issues in your field?

Ethical responsibility was emphasised throughout the course of the MSc Programme, with particular focus being placed upon ethical best practice amongst marketing professionals. Given that the organisation I work for focuses on the delivery of services to individuals from marginalised groups, including those with disabilities and members of the BAME community, as well as those who identify as LGBTQ+, care has to be taken to ensure that such individuals are not taken advantage of. For example, it is imperative that informed consent is obtained when utilising service users for promotional purposes and that they are not being represented in a manner that may be deemed offensive or detrimental to their wellbeing. Furthermore, compliance with data protection regulations, such as GDPR, is of critical importance, with due care being taken to ensure that personal information is used only for intended, pre-disclosed purposes.

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Tackling Responsibility Issues in Digital Marketing
Digital Marketing Module, MSc Marketing Suite of Programmes

In line with the key strategy of Birmingham Business School to integrate and promote responsible business behaviour, this module has focused on encouraging responsible practices in Digital Marketing. Throughout the module, students are encouraged to discuss and consider how new technologies can better serve businesses and consumers. However, they are also encouraged to consider that new technologies that can better serve us need to collect data. Greater volumes of data allow these technologies to become more sophisticated and intelligent, but at the cost of collecting data on individuals continually. While responsible use of data can often be achieved through mechanisms of consent, there are a number of issues with using new technologies that present responsibility challenges for organisations.

For example, when engaging with consumers on social media, it is almost impossible for organisations to know exactly whom they are engaging with. If the organisation wishes to drive consumer engagement through social media, they run the risk of engaging with and collecting data on vulnerable groups as well as those who are able to make informed decisions about their data. This issue is significant because legal definitions on social media allow users as young as 13 years old to have accounts, meaning that mechanisms for not targeting young people with fast food adverts, for example, may be overlooked easily because the organisation cannot verify identities. Although organisations may adhere to the letter of the law, and it is the responsibility of the social media platform to verify identities, ambiguity in identities cannot be overlooked when asking consumers to engage with content. Students' coursework for 2019 asked them to consider such challenges when engaging consumers on social media.

Another example is the use of smartphones and tablets, which have a number of hardware capabilities to determine location and co-presence without user knowledge. For example, when walking into a shop, Bluetooth beacons can identify with whom consumers are in contact, where in the shop people wander, as well as time of day, duration in the shop, amongst other factors. Applications like Facebook can use Bluetooth in the background to identify with whom each user comes into proximity throughout their day, making decisions around which connections to suggest and what content to make visible to users. This problem is discussed in class, with emphasis on how comfortable students would be if they knew they were sharing this information and the significance of this type of data tracking. This discussion works well with the variety of student backgrounds, cultures and nationalities that we have in our student cohort.

Responsible Marketing and Society
MSc Marketing Suite Module

Responsible Marketing and Society is a 10-credit elective module addressing broad issues of ethics, social responsibility and sustainability in marketing and consumption. Responsible marketing is a broad term, involving diverse scholarship and practices that speak to the responsibilities of organisations, practitioners, consumers and the various stakeholder groups that affect, and are affected by, marketing. Consequently, responsible marketing entails ideas of sustainability, ethics and moral accountability in the marketplace.

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Issues of responsibility in marketing and consumption have received growing attention over the years, given the rising concerns with marketing and consumption practices that can hinder positive societal and sustainability outcomes. Companies' actions are increasingly visible online and their operating environments are ever more complex and dynamic. This complexity challenges static concepts of ethics and social responsibility, making ethical decision-making in marketing and consumption a difficult task. While marketing and marketers are frequently blamed for corporate misbehaviour, there are often irresolvable paradoxes involved in attempts to act responsibly and respond positively to ethical and sustainability issues in the marketplace.

This module aims to expose students to criticisms of, and responsibility challenges in, marketing and consumption, through both theoretical and practical perspectives. The module also seeks to enable students to consider the approaches that they can use to respond to such challenges reflectively and responsibly. In doing so, the module aspires to encourage future marketing practitioners to develop their own well-informed understanding of, and position on, responsible marketing and consumption.

Topics covered in the module include criticisms of, and ethical challenges in, marketing and consumption, the ethics of marketing and markets, ethical marketing and decision-making, social and sustainability marketing, sustainable consumption and the ethics of consumption, as well as ethical philosophies and frameworks that can facilitate the analysis of responsibility issues in marketing and consumption.

Former Students on the MSc Marketing Suite of Programmes Provide Their Perspectives on the Responsible Marketing and Society Module

Jiayu Qian

I have been very influenced by this module, which I have discussed with my friends many times. I have even bought several TOMS shoes this summer because of our case study! I have found my career path as a marketer, too. One day, I hope to do something regarding women power and other ethical issues in the Chinese market when I am capable of doing so. As for the module, I liked the combination of teaching methods. Lectures demonstrated theories and frameworks, while case study exercises present the practical context. The cases were delivered in different forms and I still remember a cartoon case and a video case of an impactful social issue. Those were pretty inspiring and fascinating.

I used to think that responsible or ethical marketing were just ways in which companies promoted their brands. However, I have gradually understood that ethical marketing is more than that. First of all, it can be a win-win strategy, as consumers of this generation tend to care about ethical issues. We love to support the brands that practice ethical marketing. In addition, I think it is important for companies to pay attention to ethical marketing, since there are so many issues to be solved in this world.

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Q&A with Rebecca Taylor and James Wilson

- What did you like the most about the module Responsible Marketing and Society?

Rebecca: The way in which the module was taught integrated case studies, which provided 'hands-on' question-based tasks to complete, both alone and in groups, which helped cement our knowledge and make it easier to remember when in our other modules. It was therefore, highly transferable.

James Wilson

James: I liked discussion on controversial topics. I thought the module allowed for debate and the sharing of opinions on ethical issues that I did not find in other modules. Notable discussion topics included advertising standards and corporate scandals. The content you are learning becomes far more engaging when you have the freedom to form an opinion on it and share with others.

- How has it contributed to your understanding of responsible and ethical marketing?

Rebecca: The module made us think about topics we may not have considered as a consumer, but that it is important to consider as a marketer. It not only helped progress our knowledge of this topic, but our wider critical thinking. It helped widen our viewpoints.

James: It showed me the value of corporate responsibility. Now that more and more consumers are accessing information around the world, it is the responsibility of companies to ensure their practice and produce are legal, sustainable and in keeping with good ethical practice. In addition, I learnt that business ethics are highly contentious. It is vital for companies to be transparent with how they operate and also it is healthy for the marketplace when consumers challenge how a company operates.

- How has this module influenced how you act as a marketing professional?

Rebecca: Within my career, following my degree, I have now been able to implicate and influence more ethical marketing practices throughout the company.

James: I have always had a strong interest in sustainability and this module has furthered my passion. I am far more aware of corporate practices and relevant responsibility issues. The module has made me think first and foremost about the responsibility of a company within a market and also my responsibility within my professional remit. I am currently applying for jobs and one of my first items to research is how transparent the company is with their operations and also their impact within their community.

- Are there any additional aspects of the module you think are valuable for the responsible marketing leaders of tomorrow?

Rebecca: The topics are so culturally relevant that current newsworthy examples could be implicated within our learning. The coursework element gave us an opportunity to

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really show off our knowledge, in a more similar situation to that of the workplace, rather than an examination.

James: A case study approach to learning engenders connection to the real world for the student. One of the best aspects of this module was how all information was linked to an industry example. It is important to form opinions when discussing and teaching responsible marketing as there are no right or wrong answers in some instances. Stimulating debate around topic areas allows you to consider sides of the argument you did not think of and may or not agree with, which keeps the students engaged.

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2.3 Teaching Innovations in Responsible Business

PRME Student Workshop Highlight: What is Responsible Business?

Dr Christoph Biehl is a Lecturer in Responsible Business at the University of Birmingham and part of the Lloyds Banking Group Centre for Responsible Business

Dr Christoph Biehl explains the nature of the workshop

Every day we are seeing news about irresponsible business and how it affects the world. The consequences of climate change have become a threat to life on this planet and so has air, water and soil pollution. But what are examples of responsible business? How do you evaluate whether a business is responsible or irresponsible? What do you need to know to be successful in the world of tomorrow? The responsible business workshop sought to addresses these questions, starting postgraduate business students' journeys towards becoming responsible business leaders.

Most of our taught master's students are able to choose 'Principles of Responsible Business' as an optional module in the second semester. However, not all students can or want to choose to specialise in responsible business. Consequently, this workshop is an important contribution towards ensuring that all of our postgraduate students have the opportunity to gain an introduction to the challenges of responsible business.

The aims of the workshop were twofold, as we expected a diverse group of participants. Firstly, we wanted to provide a path into the topic area for students who had never heard of responsible business. Secondly, we wanted to enable students who are already interested in and knowledgeable of this area, to further advance their knowledge and interest.

To achieve these aims, I relied predominantly on cases, which I discussed with the students in small groups. After a short introduction of about 30 minutes, I presented the students with three different cases:

1. A virtual reality case study on the aftermath of the earthquake in Nepal and what this means to the water supply in remote areas;
2. A satellite photo-based risk analysis of a factory operating in a rural area of an emerging country, with the aim of making an investment decision; and
3. Unilever's TCFD report, which we discussed by following the guidance delivered through a short introductory lecture.

Twenty-two students attended the workshop and were subsequently split into small groups to facilitate discussion. The groups were very diverse in terms of responsible business background, as expected. Students were very interactive and engaged, too. Questions ranged from general topics to very specific questions as facilitated by the selected cases, and this interactivity continued throughout the workshop. Students felt

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that they could engage, discuss and ask me questions, independent of their level of previous, subject-specific knowledge.

The case using 360 degree virtual reality headsets was received particularly well by students. This approach allowed students to briefly detach from the reality of the classroom, immersing themselves in the case rather than just reading about it. Interestingly, during the discussion each student paid attention to different visual aspects of the case. Through the group discussions, each participant was able to share their experiences while also arriving at an agreement on what the responsible business challenges were and how they could be addressed.

The satellite photo case took the analyses to the next level, as it was guided by the question: "If you were to invest, would you invest in this company?" Students picked up very quickly on the potential risks that the company was facing, including, for example, the fact that employees needed to cross the railway tracks using an unsecured crossing to get to work and home. I also asked students to reflect on what they would want to see changed in order for them to invest in the company. Subsequently, they were asked to prepare a structured action plan that an investor could agree on, with the company, to mitigate the risks. The main outcome of this exercise was that the students started to think about the complexity of business and investment decisions, especially when it comes to responsible business in emerging market countries.

Finally, the Unilever TCFD case formalised the discussions that we had until that point. The students could see and discuss what a report on climate change challenges looks like in reality. It was inspiring to see how students engaged with the case, particularly when they started to reflect critically on the company's claims and actions.

First PRME Day Workshop: Innovative Pedagogy for Teaching Responsible Business

Birmingham Business School PRME Day events reflect our commitment to the principles for responsible management education. Our PRME Days act as catalysts for reflexivity and discussion on topical areas of research-informed responsible business education.

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Anyone in the School or external to it can take part, whether in education, research or professional services.

Our first PRME Day Workshop on Responsible Business Innovative Pedagogy took place in May 2019. The half-day workshop enabled academics and educators to present and discuss innovative ways to engage students with responsible business learning content. The event included presentations from four professors, our corporate relations manager and a Birmingham-based non-profit organisation whose work is in the field of responsible leadership.

Six different approaches to teaching responsible business were presented on the day. The first was **role play**, which enables students to live out ethical dilemmas, encouraging ethical thinking and decisions. **Action learning**, the second approach, gives students the opportunity to learn by engaging in a real-life micro investment decision to make a live, sustainable micro investment. The third approach, namely **social action campaigns,** enables students to create real social campaigns, including relevant campaigning materials and bidding for campaign funds. The fourth approach involves **virtual reality** material (VR), giving students the opportunity to have an immersive experience through a sustainability case. Another approach was the **alternative reality gaming,** involving a game where students can make ethical and sustainability decisions in alternative reality situations. In this approach, students also have the opportunity to see the consequences of their decisions upon making those decisions. The final approach entailed using **factual video and news** resources to enhance student understanding of complex sustainability problems. Students are encouraged to apply theoretical knowledge to real life case examples.

The day also enabled participants to reflect on the common challenges we face when teaching responsible business topics. For example, we discussed the challenges of engaging students as active and reflective learners, particularly where student groups have different levels of prior knowledge of sustainability and business ethics. Another discussion topic was how to make modules appealing to greater numbers of students when responsible business is offered as an optional subject.

The event also generated a range of questions for future exploration. For instance, questions were raised about how to integrate these new technologies and approaches within assessments, as well as how to generate student engagement with these approaches among students who prefer the more traditional modes of learning and teaching.

Text adapted from: Weybrecht, G. (2019) Innovative Pedagogy for Responsible Business Teaching – PRME UK and Ireland Chapter, 27 June 2019. Accessed 22/11/19. Available at:

2.4 Developing Future Thought Leaders and Educators

Currently, 40% of our 162 doctoral researchers undertake research in responsible business. We are developing our future thought leaders and the educators of tomorrow through our PhD Programmes and our new funding for doctoral studies.

<u>Future Thought Leaders: 2019 Highlights</u>

Q&A with Kaiying Li

Kaiying's project title: An Investigation into the Role of Cognitive, Emotional and Cultural Factors in the Decision-making Process for Infant Milk Powder in the Chinese Market (SDG 3)

When did you first begin your doctoral research at Birmingham Business School?

I started my doctoral research in the Department of Marketing in September 2016.

What is your research about?

My research investigates the role of trust-related cognitive, emotional and cultural factors in Chinese consumers' decision-making process when purchasing infant formula. Health and safety problems regarding infant formula have constituted critical and long-term challenges for both the Chinese government and consumers themselves. Therefore, the overall aim of the research is to enable a deeper understanding of the lived experiences of Chinese consumers who have had to make decisions on formula feeding, including which infant formula to buy and how to buy it, regardless of the intensive and long-term safety and quality problems of dairy products in China. The purpose is to apply such knowledge to help support the well-being of Chinese consumers including parents and grandparents.

How does your project speak to responsible business and the UN's Sustainable Development Goals?

As this research focuses on the trust issues associated with consumer decision-making processes for buying food products affected by negative publicity, it reveals severe ethical problems in the Chinese infant formula market (e.g. chemical contamination, counterfeiting issues, and illegal marketing campaigns) and how consumers perceive that market. It speaks to sustainable development goals 3 (good health and wellbeing) and 12 (responsible consumption and production).

The findings of my research discovered that the fragility of trust toward domestic formula brands, the Chinese dairy industry and the Chinese government remain unsolved since the largest baby formula crisis in 2008. The study also found that the perceived unethicality of Chinese infant formula decreases consumer trust in foreign dairy brands, too. The findings of this research have theoretical contributions to the field of consumer trust and risk perceptions. It also has practical implications related to developing effective marketing communications and policy for China's dairy market.

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Katharina Stolley's Q&A

Katharina's project title: Branded Entertainment and New Product Placement Modalities in the Creative Industries (SDG 12)

When did you begin your doctoral research?

I started my doctoral research in the Department of Marketing at the Birmingham Business School in September 2017.

What are you investigating through your research project?

My research is about branded entertainment, a sophisticated type of product placement, in which the brand is characterised as a storyline component, starting with the intention of developing a story to promote a brand or product. One popular area of branded entertainment applications lies within films, with examples coming from collaborations where the sponsoring brand funds the creative product. Examples include The Lego Movie (2014) and the film by Norton Antivirus, who spent the majority of their marketing budget in 2015 collaborating with an Oscar-winning director to produce The Most Dangerous Town on the Internet (2016), a documentary about cybercrime. Their premise was that raising awareness of cybercrime would benefit their company, influencing consumers to buy anti-virus software from them.

The initial driving force for branded entertainment projects comes from a desire to grow promotion for a product or brand based on the development and marketing of this particular project. Consequently, branded entertainment aims to strengthen consumers' attention towards brands, specifically as media proliferation and audience fragmentation have made it increasingly difficult for brands to reach their consumers.

My research aims to understand the 'fabrication' of branded entertainment, including the creation and production of branded entertainment as well as the deceptive attributes it may encompass. The research design involves qualitative in-depth interviews with practitioners, examining their perceptions and understandings of branded entertainment developments. Practitioners include creative producers from film, television, music and gaming as well as branding, marketing communications, advertising and media agencies. The overall research aim is to develop theorisation and ethical implications, providing a greater understanding of the branded entertainment phenomenon.

How does your research address responsible business?

One particular focus of this research is the ethics of branded entertainment, including the deceptive and unjust influence branded entertainment content can have over consumers. On the one hand it is vital to understand whether the persuasiveness and subtleness of branded entertainment strategies are appropriately regulated by governmental agencies. On the other hand, it can be argued that other key stakeholders are also responsible, as the creative industries (e.g. film, creative and communications agencies), brands and consumer groups have an integral part in this. My research addresses these issues of responsibility and ethics.

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New Doctoral Scholarships in Responsible Business

We are pleased to be able to offer 10 new full-time PhD scholarships commencing in the 2020-2021 academic year. Such research funding demonstrates our commitment to developing research capacity in responsible business among the business educators of tomorrow. Our scholarships are focused on the School's three core research themes, namely responsible business, work inclusivity and regional economic development. Suggested scholarship topics are listed below according to research centres and/or departments.

Research Centre / Department	Scholarship Topics
City Region Economic and Development Institute (City REDI)	• Ageing society, skills and regional economic development • Intergenerational income distribution patterns in the UK • Firm reallocation patterns (the role of geography)
Lloyds Banking Centre for Responsible Business	• Accounting and forced labour eradication • Digital Threats to Professions and Future Professionals • Banking for the Involuntary 'unbanked' and 'unbankable'
Centre for Women's Entrepreneurship, Leadership and Diversity (WE LEAD)	• The balancing act: Family state support, entrepreneurship and child care post-birth • Women entrepreneurs and innovation; Catalyst for leadership transformation
Work Inclusivity Research Centre (WIRC)	• Workers' experiences of the voluntary living wage • (Ine)quality of work and workplace well-being • School-to-work transitions and inequality in sub-Saharan Africa
Department of Accounting	• Stock market disclosure requirements as a source of corporate normativity • How tax policy is shaping environmental goals • Accounting as constitutive: a historical and contemporary perspective
Department of Finance	• Financial Technology and Banking • Climate Change and Finance • Competition and Risk Taking by Financial Institutions

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Department of Management	- Career Transitions amongst older workers - The Future for Economic Growth and Industrial Strategy - Technological change, trust and work relationships
Department of Marketing	- Impact of Culture and Creative Industries on Cultural Sustainability - Relationships between wearable technology, self-efficacy and well-being - Communicating Difficult Health Messages
Department of Strategy and International Business	- Green, Sustainable and Disruptive Supply Chains - Achieving competitive position through ethical behaviour - Global Strategy, Business Model Innovation, Artificial Intelligence (AI), Intercultural Difference

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3. New Research Activity at Birmingham Business School

Birmingham Business School continues to pursue its research mission and objectives, delivering internationally recognised research that responds to the key challenges of responsible business regionally and globally, and fostering a research environment where both students and staff can flourish.

An audit in November 2019 found 69 separate responsible business related research projects and themes across departments and research centres, 16 more than the audit found in December 2018. The audit also suggests that c.46% of research staff are involved to some extent in responsible business related research (i.e. 81 research staff, 16 more than identified in 2018).

Building on our Strategic Research Priorities

Our strategic research priority is to build upon and develop thematic areas of strength in line with the vision of the School around responsible business. These themes were outlined in our Launch SIP Report, as decided by the School's Strategy and Management Committee in consultation with School staff.

Our core themes articulate what responsible business entails and have remained the same for 2019. Specifically, the three themes include: (1) responsible business in its many forms; (2) engaging with the work inclusivity agenda; and (3) understanding how to build resilient regional economies.

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Research Updates			
6 Departments*	Accounting	Economics	Finance
	Management	Marketing	Strategy and International Business
7 Research Centres (1 new centre since previous reporting period)	Lloyds Banking Group Centre for Responsible Business (CRB)	City Region Economic and Development Institute (City-REDI)	The Centre for Women's Entrepreneurship, Leadership, Economy and Diversity (We-LEAD)
	Centre on Household Assets and Savings Management (CHASM)	Birmingham Centre for Environmental and Energy Economics and Management (BCEEEM)	Work Inclusivity Research Centre (WIRC)
	The Centre for Crime, Justice and Policing (new)		
3 Responsible Business Research Clusters*	Global Value Supply Chains (GVC) Research Cluster	The Accountability and Governance Research Cluster	Responsible Marketing Research Group
2 Institutional Research Partnerships (1 new since previous reporting period)	The Institute for Global Innovation		Copenhagen Business School
40% of PhD dissertations on responsible business (ongoing) 10 new doctoral scholarships recently announced			
16 new staff undertaking research in responsible business related			

*As in previous reporting period.

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3.1 Key 2019 Hires in Responsible Business

Professor David Bailey - Business Economics

David Bailey's research explores the socio-economic impacts of Brexit on UK automotive and manufacturing, funded by the ESRC's UK in a Changing Europe programme, as well the shift towards low carbon vehicles. He has written extensively on industrial and regional policy, especially in relation to manufacturing and the auto industry. He is Editor-in-Chief of the leading journal Regional Studies and Chair of the RSA Europe Think-Tank and policy forum.

Dr Christoph Biehl - Responsible Business

Christoph Biehl is a member of the Lloyds Banking Group Centre for Responsible Business. As a Fellow of the Higher Education Academy, he uses innovative teaching methods to make academic research accessible and to provide the best possible learning experience for students. Chris' field of research is accountability with a focus on stewardship, which can be seen in his research on the Japanese Principles for Responsible Institutional Investors.

Dr Magda Rosario Cepeda Zorrilla - Sustainability and Transport

Magda Cepeda Zorrilla is a Research Fellow with City-REDI. Her research investigates the strategies that people deploy to make their travel choices more sustainable. Her research projects have examined the role of positive incentives in changing travel behaviour, the psycho social aspects of modal choice and the use of social marketing techniques to segment the population and tailor transport interventions. She uses both qualitative and quantitative methods in her research.

Dr Genevieve Coderre-LaPalme – Employment Relations

Genevieve Coderre-LaPalme is a Lecturer in Employment Relations. Her research so far has focused on comparative industrial relations, in particular trade union strategies towards restructuring. She is also developing research around employment, stratification and disability.

Dr Mohamed Fadzly - Accounting Education and Sustainability

Mohamed Fadzly specialises in teaching Management Accounting subjects and is keen on bringing reflective elements into the classroom. Mohamed's main research interest lies within the broad area of ethics and accountability. He has explored these issues within the contexts of accounting education and sustainability.

Dr Florian Gebreiter - Accountability in the Public and Non-profit Sectors

Florian Gebreiter's responsible business research interests lie in two areas. Firstly, he examines accounting, accountability and control practices in the public and not-for-profit sectors. Secondly, he researches the accounting profession, with a particular emphasis on issues relating to recruitment, social mobility and professional socialisation. His research has been published in a range of international journals including Accounting, Auditing and Accountability Journal, British Accounting Review and European Accounting Review.

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Dr Benjamin Hopkins - Work and Employment Issues

Benjamin Hopkins is a Senior Lecturer and his recent research has investigated temporary and migrant work in food manufacturing, young people and voluntary work, wage inequality, and work in the public sector. His current research investigates migrant work in the European Union and United States, the impacts of Brexit on food manufacturing, and work in the police and prison services.

Dr Neve Isaeva – Trust and Distrust

Neve Isaeva is a Teaching Fellow in HRM and Organisational Behaviour in the Department of Management. Her research focuses on trust and distrust in intra-organisational relationships, and the cultural factors that influence such trust and distrust.

Professor Susan Marlow - Entrepreneurship and Innovation

Susan Marlow's research focuses upon entrepreneurial behaviour with a particular expertise in gender issues. She has published her research in FT top 50 journals and a diverse range of leading US and UK journals. She is holder of the Queens Award for Enterprise, UK field Editor for Entrepreneurship, Theory and Practice, Editor for the International Small Business Journal and Fellow of the UK Institution for Small Business and Entrepreneurship. Currently, she is completing an ESRC-funded project exploring entrepreneurial activity among women refugees in Jordan, Turkey and Lebanon.

Dr Miriam McGowan - Marketing and Sustainability

Miriam McGowan's research interests lie in consumer psychology. Miriam is interested in how peoples' behaviours can be changed for good, such as by encouraging pro-social and pro-environmental choices. Much of her research focuses on understanding how identity and social influences impact consumers' information processing and decision making. Miriam's work is applicable in a variety of contexts across branding, advertising, and marketing communication. Most of her work uses an experimental approach.

Dr Pilar Ximena Rojas Gaviria – Consumer Responsibilisation

Pilar Ximena Rojas Gaviria's research work focuses on understanding the role of consumption in the construction of multicultural collective identities and solidarities. She is particularly interested in issues of consumer responsibilisation and subjectivisation. She draws on philosophical theories, poetry and research on consumer behaviour. Pilar's work has been published in different academic outlets such as the Journal of Business Research, International Marketing Review and Consumption, Markets & Culture.

Madlen Sobkowiak - Social and Environmental Accounting

Madlen Sobkowiak is a Lecturer in Accounting. Her research interests cover a range of social and environmental accounting topics with a particular interest in accounting for biodiversity and for sustainable development. Madlen's ongoing PhD project focusses on the question of how national biodiversity performance can be rendered calculable.

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Dr Emma Surman – Critical Consumer Research

Emma Surman is a Senior Lecturer in Marketing. Her research interests lie in the areas of consumer culture and critical marketing. Recent projects have explored the links between the production and consumption of food including food swapping, communal eating, school gardens and community responses to food poverty. She has held grants from organisations including the EPRSC, ESRC and AHRC.

Dr Jennifer TyreeHageman – Sustainable Consumption

Jennifer TyreeHageman is a Research Fellow with the Lloyds Banking Group Centre for Responsible Business. Jennifer's research examines how sustainability connects to the lived experiences of urban consumers, exploring the impacts of emotional, social, economic and behavioural factors on consumption behaviours and sustainable lifestyle choices. Currently, Jennifer's research is informing the design of responsible products and services, enabling the commercialisation of more sustainable FMCGs in the marketplace.

Professor Rohit Varman – Critical Marketing and Consumption

Rohit Varman's interpretive research focuses on structures of subalternity, market violence and modern slavery, postcolonial theory, and resistance to corporatization and marketization. He has published in leading marketing journals, including Journal of Consumer Research, Journal of Retailing and Consumption Markets & Culture. Rohit is President of the International Society of Marketing & Development. He is Associate Editor of Consumption Markets & Culture and serves on the editorial boards of various journals.

Dr Alex J. Wood –Labour Relations and Labour Markets

Alex Wood's research focuses on the changing nature of labour relations and labour markets, focusing on worker voice, organisation and collective action in the gig economy. Alex's research has also investigated the impact platform work and the gig economy in Sub-Saharan Africa and Southeast Asia, and potential ways of reducing workplace stress resulting from insecure scheduling.

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3.2   2019 Funding for Responsible Business Research

In line with the previous reporting period, the School has provided seed-corn funding for responsible business projects. In 2019, £33,000 of internal funding was ring-fenced for responsible business related research, with a view to growing this figure to £50,000 in 2020. The £33,000 were divided between 15 individual requests for funding. Additionally, our researchers have been successful at capturing external research income in 2019. Examples are shown below.

Researcher	Topic	Funder
Siddhartha Bandyopadhyay	Identification and Referral to Improve Safety Programme Evaluation	West Midlands Police
Siddhartha Bandyopadhyay	Research, Development and Training in Evidence Based Policing	College of Policing
Holly Birkett	ESRC IAA: Fathers in the Workplace Toolkit	Economic and Social Research Council
Simon Collinson and George Bramley	Sub-contract with PA Consultancy for West Midlands Local Industrial Strategy work	PA Consultancy Services Limited
Tony Dobbins	The Ethics of Living Wages for Low-paid Staff in UK Professional Football Clubs	British Academy
Florian Gebreiter	Recruitment, Social Mobility and Inclusive Development in Vietnam	British Academy
Jairaj Gupta	Bankruptcy Resolution: Misery or Strategy	British Academy
Oleksandr Talavera	Peer-to-Peer Lending Market in China: Pricing, Risk, Management and Regulation	ESRC
David Bailey	Changing Lanes? Brexit and UK Automotive: Impacts and Implications for Corporate Strategies and Industrial Policy	ESRC
Finola Kerrigan	Branded Entertainment Workshops	Marketing Trust

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3.3   Engaged Research from the Centre for Responsible Business: Focus on Trust (and Distrust) Research

Trust within and between organisations has been shown to be the lubricant which enables business to function. In organisations where there are high levels of trust, employees are more productive and collaborative, have more energy and are more likely to stay longer. Arguably as important, if not more so, they are also more likely to be happier in the workplace and in their lives generally.

In the Birmingham Business School's Workplace Inclusivity Research Centre, the Trust research stream explores issues of employee trust and distrust both within and between organisations as well as between organisations and those who interact with them. Within our work, trust is defined as the willingness to become vulnerable to another based upon favourable expectations of their intentions and behaviour. This trust is demonstrated through a risk- taking act.

The conceptual and empirical research in the trust stream advances our understanding of the role and dynamics of trust and distrust, its development in organisations and its impact on both those in the workplace and those who interact and engage with them.

<u>Trust and distrust</u>
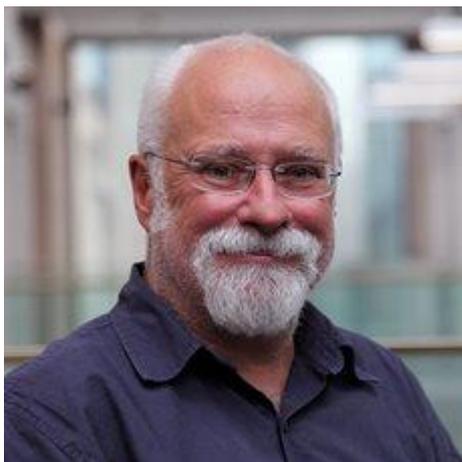
Professor Mark Saunders has been researching the nature of trust and distrust and, in particular, understanding whether they are simply opposites or are based upon differing expectations and anticipated manifestations. Mark has found that the ways in which employees make trust and distrust judgements is shaped significantly by managerial actions and that, rather than being simply trusting or distrustful, employees can be ambivalent -neither trusting nor distrustful of their managers.

Mark has found that the actions that are important in shaping trust and distrust differ, rather than just being opposites. In many instances, employee distrust is prompted by incidents of injustice or harm such as feeling the employer is malevolent or dishonest. In contrast employees who feel neither trusting nor distrustful relate this to their leaders' calibre, in particular their lack of competence. In such situations, employees are likely to disengage and distance themselves from their work. Where employees are trusting, in general confident and willing to take the initiative, this is enhanced by their managers' competence and benevolence. Fairness and regular communications, undertaken with candour and integrity are vital.

The dynamics of workplace trust and distrust

Complementing Mark's work, Dr Neve Isaeva's research considers the dynamics of trust and distrust within intra-organisational relationships in multinational consultancy organisations. Her research focuses on what trust and distrust actually mean to employees, and, in turn how these practical conceptualisations of the meanings of trust are reflected in their intra-organisational relationships.

Her findings show both trust and distrust are conceptualised in two distinct ways. Trust can be focused on task- or on person-focused aspects. Within workplaces, task-focussed trust occurs when someone trusts another to undertake a specific work-related action. In such situations trust is limited to the person's ability and integrity to undertake that task and is not transferred to other situations. In contrast person-focussed trust occurs when someone relates to another person and offers trust that transcends any particular task or action. Neve's research highlights that interpersonal relations are crucial to facilitating and reinforcing person-focussed trust development. Although trust and distrust are found to be prompted by different factors, Neve's work also highlights that shared similar cultural aspects, such as profession and other group memberships, rather than nationality or ethnicity, can facilitate and reinforce trust development, whereas differences can lead to distrust.

Trust development in virtual teams

Part-time postgraduate researcher Colin Hughes's (Technological University, Dublin) research investigates how trust is built between leaders and members of virtual sales teams. This is especially timely given the growth of virtual working and the centrality of trust to effective working relationships. The research, conducted within three multinational corporations has involved interviews with both team leaders and member in sales teams in various locations across Europe, the Middle East and Africa (EMEA) to gain a dual perspective on how relationships, and in particular trust, develop in virtual teams.

Supervised by Mark Saunders, Colin has identified a range of factors that impact trust in virtual leader-member dyads, which he has grouped under four key pillars - personal factors, leadership style, context and dyadic factors. His research highlights the centrality of face-to-face communication in building connections and trust but also the importance of regular short virtual communication (using WhatsApp or instant messaging) and availability of leaders to provide clarification and support on an 'as needs' basis. To build trust both leaders and team members need to be open to one another starting at the initial job interview. Subsequently the granting of autonomy to employees, rather than micromanaging, is strongly linked to trust development. Furthermore, coaching and the demonstration of benevolence towards employees significantly enhances trust in the leader-member dyad.

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Trust, distrust and workplace bullying

Doctoral student Mukul Tiwari 's research considers interface workplace bullying, trust, and perceived justice. Supervised by Mark Saunders and Dr Margarita Nyfoudi, Mukul is investigating the role of supervisor trust and distrust in the coping strategies used by victims of negative behaviour and bullying. Comparing coping strategies used by employees in both the UK and India, Mukul hopes to better understand employees' role behaviours at work and the impact of different cultures upon this. Mukul received the best developmental paper award in Organisational Psychology track at British Academy of Management conference 2019 for his paper outlining the theoretical framework of his research.

Trust development between patients and medical practitioners

Continuing his interest on the role of trust in healthcare relationships, Professor Mark Saunders has also been researching the development of trust within patient-doctor relationships with the centre's external associate Dr Emily Morrison (George Washington University, USA). Examining phenomenological data from patient-doctor dyads' lived experiences in the United States, initial findings challenge formulaic (or static) conceptualisations of trust development.

Initial findings reveal the importance of doctors taking an initial lead in enabling trusting relationships to develop. Within this, it emphasises the importance of mutual respect and showing openness and honesty to the other. Emily and Mark's findings reveal that patients and doctors negotiate reciprocal trust and establish more open, trusting relationships over time as they cooperate with, and become more attuned to, one another. Their research suggests that approaches to enhancing patient-doctor trusting relationships will be limited where the parties fail to recognise the dynamic nature of such relationships and the role of both parties in developing same.

Biographies of Birmingham Business School Trust Researchers

Professor Mark NK Saunders

Mark Saunders is Professor of Business Research Methods and Director of PhD Programmes at the Birmingham Business School. In 2019 he was awarded a Fellowship of the Academy of Social Sciences for his research on methods and human resource

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management and his contribution to capacity building. He is a Fellow of the British Academy of Management and, in 2017, was awarded the Academy's Medal for Leadership.

Mark's research interests include human resource aspects of the management of change, in particular the interrelationship between trust and distrust, and doctor-patient trust. This work has been published in journals such a *Human Relations*, *Social Science and Medicine* and the *Journal of Small Business Management*. Mark also undertakes research in methods, in particular participant selection and methods for understanding organizational relationships, his work having appeared in journals such as the *British Journal of Management* and *Field Methods*. He is also well known for his text book *Research Methods for Business Students* (currently in its 8th edition). He is associate editor for the *International Journal of Management Reviews* and *The Service Industries Journal,* series editor of Edward Elgar's *Handbooks of Research Methods* and co-series editor of their *Dissertation Companions*, and co-editor of the *Handbook of Research Methods on Trust.*

Mark has a long-term interest in facilitating research capacity building and doctoral training and supervision. He has organised numerous doctoral summer schools, symposia and colloquia. He is currently co-editing a book titled *How to keep your Doctorate on Track.*

Dr Neve Isaeva

Neve Isaeva is a Lecturer in Organisational Behaviour at The Birmingham Business School. Neve was awarded her PhD from the University in 2018. Her research interests are within the broad area of organisational behaviour and within this employee trust, distrust and the influence of culture. She is also interested in research methodologies, in particular philosophies. Neve has written several book chapters and papers and presented her work at various conferences such as the British Academy of Management (BAM), European Group for Organizational Studies (EGOS), Academy of Marketing (AoM), and the First International Network of Trust (FINT).

Colin Hughes

Colin Hughes is a part-time postgraduate researcher at the University of Birmingham and Acting Head of the Graduate Business School/ Head of Accreditation at Technological University, Dublin. Colin's research interests are in the areas of leadership, trust and virtual teams and he is currently developing a trust research cluster at TU Dublin. Colin is also contributing to a new Global Sales Academy at TU Dublin, which explores various research topics relating to sales, including, inter alia, trust between and within teams and trust in buyer-supplier relationships. Colin regularly delivers leadership and trust workshops to employees of leading Irish and international organisations and along with contributing to conferences and the national media, he has authored/ co-authored a number of book chapters on trust and on topics relating to doctoral research. Colin is a Non-Executive Director of the National Council for the Blind in Ireland (NCBI) and is the recipient of a learning innovation award for his work on blended learning methodologies.

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Mukul Tiwari

Mukul Tiwari is a doctoral candidate in the area of Organisation, Work and Employment. His research project addresses the role of trust and silence in workplace bullying and organisational citizen behavior. Mukul has an MSc in Management from Trinity College Dublin and a Masters of Technology in Computer Science from Indian Institute of Information Technology Gwalior, India. He has worked in a leading IT firm as an Assistant System Engineer and also served as an academic professional at an Indian university.

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3.4 First Birmingham Business School Responsible Business Academic Symposium

In September 2019, the School piloted its first Responsible Business Academic Symposium, showcasing research from the Birmingham Business School, the University and beyond. The symposium departed from the perspective that further understanding of responsibility issues in business is necessary, particularly in terms of *how* we might be able to foster positive change towards sustainability going forward. The 'how' of responsible business requires innovative sets of questions, theories and methods that go beyond single disciplines and compartmentalised research, teaching and practice.

The aim of this one-day symposium was to provide a new collective forum for researchers working in this broad field, by bringing together diverse disciplines, methods and perspectives to conceptualise, examine and address the future of responsible business. Further, we showcased how teaching and research at the University of Birmingham is changing the ways in which businesses can work towards a responsible future and is developing the next generation of responsible leaders. Concepts for future teaching and research collaborations were at the forefront of discussions.

The symposium attracted just under 100 registrations and included a keynote speech by Professor Giana M Eckhardt, Professor of Marketing and Director of the Centre for Research in Sustainability at Royal Holloway, University of London. Professor Eckhardt addressed why consumers fail to translate pro-social and pro-environmental attitudes into purchasing choices, and the challenges that this brings to businesses seeking to pursue a responsibility agenda. The symposium also included an industry panel with business leaders from Lloyds Banking Group, Hockley Mint and Craftspace, and an academic panel with professors from Accounting, Economics, Management and Marketing. The paper sessions that followed included presentations on both research and pedagogy for responsible business. They were organised according to selected SDGs and included speakers from the Business School, the wider university and external academics.

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4. Updates on Business Engagement and Partnerships

Birmingham Business School continues to take an ambitious approach to industry engagement under the leadership of our Business Engagement Committee, chaired by Professor Kiran Trehan, Director of External Engagement.

Colleagues in Business Engagement and Alumni Relations have secured over 20 curriculum interventions with business in 2019. In all instances, presenters are asked to speak to responsibility, sustainability and/or ethical issues in relation to their topics.

This year, the Business Engagement team have also facilitated 13 bids for industry funding for responsible business related research, resulting in growing engagement in this area with a number of companies including KPMG, HSBC and P&G.

The College Business Engagement Partner has also attended the international Business for Social Responsibility Conference in November 2019, to promote the School's research and make new international contacts in this area.

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4.1 Current Examples of Business Engagement in Responsible Business Teaching

Modules	Degree Level	Industry Speaker
Finance for Decision Making Financial Modelling Techniques	Undergraduate Postgraduate Taught	Adam Dobson - Manager at Handelsbanken speaking on Genuine Local Decision Making and asking is a responsible approach to risk a conundrum?
Contemporary Issues in Management	Postgraduate Taught	Hazel Culley – Senior Sustainability Manager at M&S Food
Personal Professional Development	Undergraduate	Panel: Jay Ugra – Senior Consultant at Capco Isobel Morgan – Business Development Manager at Capgemini Marc Stone - Director, Stone Consulting Samina Amin – HR Adviser, Projects at BBC
HRM (Msc and UG)	Undergraduate Postgraduate Taught	Fiona Anderson, Consultant at Valuing You
Fundamentals of Leadership	Undergraduate	Workshop including: Phil Beardmore, Sustainability Leader at Calendula Consulting Dramatic Resources Ltd Selina Hinchliffe, Partner at Browne Jacobson Paul Faulkner, CEO Birmingham Chamber of Commerce Billie Major, Corporate Vice President Capgemini Visit to Symphony Hall for students to witness a CBSO rehearsal, to analyse the leadership of conducting and to meet with the conductor
Professional Integrity and the Reflective Practitioner	Postgraduate Taught	Aston Villa Tours for 200 students, for Ethics of Football session, with guest talk from Prof John Samuels
Global Business Ethics	Undergraduate	Chloe Chambraud, Campaign Director for Gender Equality at Business In The Community

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4.2 2019 Business School Advisory Board Guest Lecture

<u>21st Century Luddites</u>

Steve Hollis, Chair of the <u>Advisory Board</u>, introduced this year's Annual Guest Lecture given by Nick Jenkins, Founder of Moonpig.com, and former 'Dragon' on BBC Dragon's Den. With both the benefits and disruption of Industry 4.0 ever more in evidence to consumers and employees, Nick's talk "21st Century Luddites" asked, to what extent do entrepreneurs have a responsibility to think about the impact of their innovations on society?

Nick began by stating that he now finds himself involved in businesses which are using technology such as robotics, facial recognition and machine learning to try to develop innovative solutions to some of the world's problems and conceded that he has wondered "am I responsible for the unintended consequences?" By way of example, he spoke of a realisation he came to about Moonpig. "I looked into it and discovered that we were employing ten times fewer people than Clinton Cards, the High Street alternative that pretty swiftly went bust. Had I caused unemployment and was I responsible for that?"

Staying with the question of ethics, Nick stated, "up until my MBA, I had assumed that a CEO's responsibility was purely to maximise shareholder return, maximise profit, nothing more. Then I realised that's not the case at all; our responsibility is to do what most of our shareholders would like us to do on their behalf. And so I devised what I call my 'Mrs Miggins principle' which is that most large companies are owned by pension funds, most of which have 'a' Mrs Miggins at the end of the chain who is relying on it for her income. And if I were to speak to her and explain we could make that bit more return but cause harm, or make slightly less but do the right thing, chances are she'd opt for the latter. So this is what gives you the mandate to do the right thing when you're a CEO of a company."

Turning to technology, Nick looked at its effect on manual jobs, considering first the incremental erosion of farm jobs over the last hundred years, then highlighting autonomous cars and the potential job losses to basic public transport. He then turned attention to advancements in artificial intelligence that are now eroding non-manual jobs, such as the potential to revolutionise exam marking, and the very fact that already the speed and accuracy of machine-based radiography far outreaches that of the radiographers themselves. He countered these changes, however, with evidence of how time and again, in the case of industrial revolutions, as one set of jobs disappear others

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arise and that more time is created for the human side of interaction in people's work, which new technological efficiencies open up and enable.

Nick concluded by stating that "disruption is a healthy process that leads to efficiency and a better quality of life. All disruption leads to job loss in the short term but we adapt in the medium to long term. There will always be a role for humans because humans like the human touch. In order to compete we need to be kind, be creative, be flexible and be human; but be careful!"

Following the vote of thanks from University Chancellor, Lord Karan Bilimoria, Nick spent the next hour discussing the topic further with our students and Advisory Board members.

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5. Ongoing Dialogue and Public Engagement

Continuous dialogue and public engagement are a core component of our School's activities. Examples of these activities in 2019 include 14 engagements with parliamentarians and five responses to government consultations and inquiries across our responsible business research. These activities have been led by Dr Holly Birkett, Dr Sarah Forbes, Professor Isabelle Szmigin, Professor Kiran Trehan, Professor David Maddison and Professor Andy Lymer.

In particular, Kiran Trehan, Professor of Leadership and Enterprise Development and Director of the Centre for Women's Enterprise, Leadership, Economy & Diversity (WE LEAD) hosted two fringe events at the Labour and Conservative Party Conferences on 'Making diversity everyone's business'. The events attracted a combined audience of around 90 party members and panellists included Carys Roberts (Chief Economist and Head of the Centre for Economic Justice, IPPR), Nan Sloane (Jo Cox Leadership Programme), Salma Yaqoob (political activist bidding to become Labour's candidate for WM Mayor), Meera Sonecha (Policy Advisor to Andy Street, Mayor of the West Midlands), Virginia Crosbie (Director of Women2Win), Simone Roche (CEO and Founder of Northern Power Women), and Ella Smillie (Head of Policy and Campaigns, The Fawcett Society).

Since December 2018, there have been 48 cases of our academics providing media commentary on responsible business related issues, as well as over 20 blog posts published on the theme. Further, the College and Business School have run over ten external events in 2019 relating to responsible business themes, including three as part of the 2019 ESRC Festival of Social Science.

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5.1 The Future of Society Festival
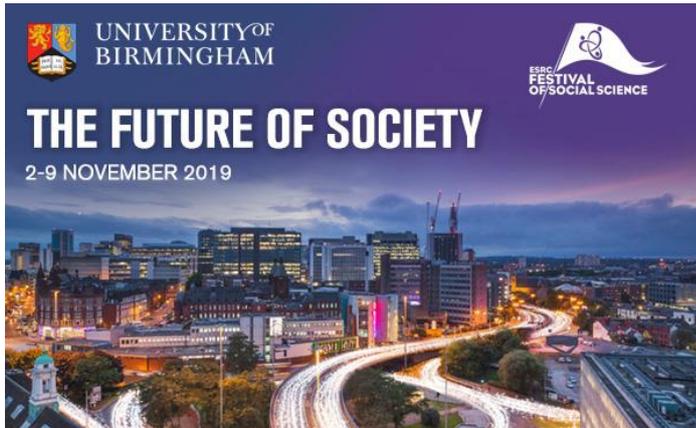
Part of the 2019 ESRC Festival of Social Science, The Future of Society Festival took place at the University and various locations across Birmingham, between 2-9 November. Our Festival focused on the rapid changes in how we communicate with each other, the jobs we do, the places we live, and how we access healthcare, raising the question of what is in store for the future.

The Festival sought to attract diverse audiences through an invitation to discover how research from the University is helping to better our future. Throughout the week, we hosted a series of free events including talks and debates, exhibitions showcasing work from local communities, and even an intergalactic musical experience which was meant to awaken the force within us! Of the 13 university-led festival events, 3 were on responsible business.

Future of Society Events on Responsible Business	Event outline
Great Expectations: Can Family Business Transform Society?	This event showcased the contribution of family businesses to the UK economy and society through research undertaken by Professor Kiran Trehan. It highlighted how they engage with the communities they belong to, as family businesses play a large role employing people within disadvantaged regions. Business owners shared their stories on how they embed themselves within their local community, as well as why it is important to give back. Through an art exhibition, the event displayed the history and future of work in a family business, as well as short films and poetic performances, which highlighted the changing nature of work in family businesses across the nation. There was an opportunity during the event to chat to researchers and family business owners, and to explore how passion and profit work together to create sustainable businesses. Speakers at this event included Sebastian Parsons, Chief Executive of Stockwood Community Benefit Society, Dani Saveker, CEO & Founder of The GLAS Group, and Peter Roper, The Family Business Man.

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Living With and Through Food Poverty	Statistics on community-based food aid in the UK are largely based on individuals who use the 1,200 emergency services provided by the Trussell Trust food banks. This does not represent the whole story, as another 805 community-based food services are operating independently. The invisibility of independent community-based food aid and its role in supporting vulnerable consumers raises important questions, requiring public awareness and attention. Hosted by Dr Caroline Moraes, this event aimed to shed light on those accessing emergency food, their experiences of living in food poverty and what support is currently available. There was a short screening and analysis of a scene from the film *I, Daniel Blake*, a panel discussion and an opportunity to interact with panel members. Food and toiletry donation boxes were made available during the event. Panellists included Lynne Oakley, Elim Life Church Food Bank Volunteer Manager, Morven McEachern, Professor of Sustainability and Ethics at the University of Huddersfield, and Marsha Smith, The Super Kitchen.
Empowering the Next Generation: Localising Sustainable Development Goals	Drawing on research undertaken by Dr Nana O Bonsu and Dr Jennifer Tyree-Hageman at the Lloyds Banking Group Centre for Responsible Business, this future-oriented event aimed to find ways to ensure that the SDGs are achieved. A local evidence-based policy case study for youth involvement in delivering the SDGs was explored. The event invited local sixth form students to apply different learning methods in small groups to create sustainability scenarios, taking into consideration issues like sustainable transportation and consumption. The event also sought to raise awareness of the importance of the SDGs, and of the value of reflecting on one's own individual actions during their continuous career development and lifestyle choices.

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5.2 The Urban Festival and the Art of Happiness in Cities Photographic Exhibition

The Urban Festival took place in October 2019, including a series of events to explore the different ways in which the Birmingham Business School is engaging responsibly with the city, policy makers and society at large. It was inspired by the School's Happiness in Cities project, which aims to understand how different communities across Birmingham contribute to the city's development and how this diversity can help us build happier cities.

According to the United Nations, 68% of the world population will live in urban areas by 2050. Yet, modern cities still fail to maximize people's potential. Using the city of Birmingham as an example, the Happiness in Cities project aims to understand how different communities across Birmingham contribute to the city's development and how this diversity can help us build happier cities.

Each day of this four-day festival included a unique photographic exhibition inspired by the Happiness in Cities Project. The Art of Happiness in Cities Exhibition was produced by Alexander Kharlamov using Film Photography & Silver Gelatin Fine Printing. The exhibition featured many different communities from all parts of Birmingham to showcase diversity, inclusivity and the multi-cultural vibrancy of city.

The first day's event was titled 'The future of our city: where next for leadership inclusivity?' The day invited audiences to join Birmingham Business School's We LEAD research centre, in collaboration with local theatre innovators Stan's Cafe and author Jon Bloomfield, for a unique experience of research through visual and performance arts. The second day focused on 'Building the Technology Ecosystem to Innovate Financial and Professional Services in the West Midlands'. This second event involved a panel discussion exploring how new technologies are adopted to innovate financial and professional services in the West Midlands. The third day offered an 'Urban Analytics Workshop' led by Professor Ganna Pogrebna from the Birmingham Business School's Economics Department. Day four focused on the 'Sustainable Future in the City: Student Competition', inviting students to create solutions for improving responsible business eco-efficiency in the city of Birmingham.

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6.   Appendices: Selected Activities and Outputs per SDG

<u>SDG 1 – No Poverty</u>

Research Project:

New CHASM Research Project: The Impact of Housing Quality on Wellbeing, by Dr Halima Sacranie, Dr James Gregory and Professor Andy Lymer

Responsible Business Forum:

Volunteering

<u>SDG 2 – Zero Hunger</u>

Publications:

De Propris, L, Veldhuis, A, Glover, J, Bradley, D, Behzadian, K, Cottee, J, Downing, C, Ingram, J, Leach, M, Farmani, R, Butler, D, Pike, A, Purvis, L, Robinson, PK & Yang, A 2019, 'Re-distributed manufacturing and the food-water-energy nexus: Opportunities and challenges', *Production Planning & Control*, vol. 30, no. 7, pp. 593-609.

Surman, E & Hamilton, L 2019, 'Growing consumers through production and play: a phenomenological exploration of food growing in the school foodscape', *Sociology*, vol. 53, no. 3, pp. 468-485.

Public Engagement:

Living with and Through Food Poverty, The Future of Society, ESRC Festival of Science 2019, by Caroline Moraes

Blog post:

Living with and through food insecurity, by Caroline Moraes

<u>SDG 3 – Good Health and Wellbeing</u>

Publications:

Carmichael, F, Darko, C & Vasilakos, N 2019, 'Health and wellbeing of young people in Ethiopia, India, Peru and Vietnam: life course impacts', *Journal of Development Studies*.

Chandan, J, Thomas, T, Gokhale, K, Bandyopadhyay, S, Taylor, J & Nirantharakumar, K 2019, 'The burden of mental ill health associated with childhood maltreatment in the UK, using The Health Improvement Network database: a population-based retrospective cohort study', *The Lancet Psychiatry*.

Maddison, D., Rehdanz, K. and Welsch, H. (eds.), *Handbook on Wellbeing, Happiness and the Environment*, Cheltenham: Edward Elgar.

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Wheatley, D & Bickerton, C 2019, 'Measuring changes in subjective well-being from engagement in the arts, culture and sport', *Journal of Cultural Economics*.

Blog post:

Large food companies and the obesity crisis, by Dr Jane Glover

SDG 4 – Quality Education

Publications:

Fearon, C, Furlotti, M, van-Vurren, W & McLaughlin, H 2019, 'Developing new opportunities, entrepreneurial skills and product/service creativity: a *'Young Enterprise'* (YE) perspective', *Studies in Higher Education*, pp. 1-18.
Smith, C & Lenssen, G (eds) 2019, *Managing Sustainable Business: An executive education case and textbook*. Springer.

PhD Scholarship:

Integrating Sustainability into the education of Professional Accountants in developing economies, by Bisola Joloko

PRME Day:

Innovative Pedagogy for Responsible Business Teaching

SDG 5 – Gender Equality

Publications:

Bell, E, Meriläinen, S, Taylor, S & Tienari, J 2019, 'Time's up! Feminist theory and activism meets organization studies', *Human Relations*, vol. 72, no. 1, pp. 4-22.

Birkett, H & Forbes, S 2019, 'Where's dad? Exploring the low take-up of inclusive parenting policies in the UK', *Policy Studies*, vol. 40, no. 2, pp. 205-224.

Carmichael, F, Duberley, J & AlIsmail, S 2019, 'Female employment in hotels in Saudi Arabia and UAE', *Gender in Management*.

Kenny, E & Donnelly, R 2019, 'Navigating the gender structure in information technology: how does this affect the experiences and behaviours of women?', *Human Relations*.

Blog post:

Menopause discrimination is a real thing – this is how employers can help, by Professor Fiona Carmichael and Joanne Duberley

PhD Scholarship:

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Gender, Work and Entrepreneurship, by Meera T.I. Alfar

SDG 6 – Clean Water and Sanitation

Blog post:

[World Water Day 2019: Leaving No One Behind](), by Dr Nana O Bonsu

SDG 7 – Affordable and Clean Energy

Publications:

Mandal, A, Moreira Barreto de Oliveira, A & J. Power, G 2019, ['A primer on the pricing of electric energy options in Brazil via mean-reverting stochastic processes'](), *Energy Reports*, vol. 5, 206, pp. 594-601.

Smith, C, Rassia, M & Mukerjee, A 2019, 'More than hot air: community biogas as social innovation', *Stanford Social Innovation Review*

Sun, P, Zhu, T & Elliott, R 2019, ['Electricity prices and industry switching: Evidence from Chinese manufacturing firms'](), *Energy Economics*, vol. 78, pp. 567-588.
SDG 8 – Decent Work and Economic Growth

Publications:

Ben Khaled, W & Gond, J-P 2019, ['How do external regulations shape the design of ethical tools in organisations? An open polity and sociology of compliance perspective'](), *Human Relations.*

Lawton, C, Pickford, R, Rendall, J & Wheatley, D 2019, Laying the foundations of a good work city: mapping Nottingham's employment.

Wood, A, Graham, M, Lehdonvirta, V & Hjorth, I 2019, ['Good gig, bad gig: autonomy and algorithmic control in the global gig economy'](), *Work, Employment and Society*, vol. 33, no. 1, pp. 56-75.

Wood, A, Graham, M, Lehdonvirta, V & Hjorth, I 2019, ['Networked but commodified: the (dis)embeddedness of digital labour in the gig economy'](), *Sociology*, vol. 53, no. 5, pp. 931-950.

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Blog post:

[Ted Baker: Trying it on?](#) By Juliet Kele

[Education on Workers' Rights and Working Class History Vital for Democracy](#), by Tony Dobbins

SDG 9 – Industry, Innovation and Infrastructure

Publications:

Cole, M, Elliott, R, Okubo, T & Strobl, E 2019, ['Natural Disasters and Spatial Heterogeneity in Damages: The Birth, Life and Death of Manufacturing Plants'](#), *Journal of Economic Geography*, vol. 19, no. 2, lbx037, pp. 373-409.

Liu, T, Liang, D & Zhang, Y 2019, ['The antecedent and performance of environmental managers' proactive pollution reduction behavior in Chinese manufacturing firms: insight from the proactive behavior theory'](#), *Journal of Environmental Management.*

Liu, T, Zhang, Y & Liang, D 2019, ['Can ownership structure affect environmental performance in Chinese manufacturing firms? the moderating effect of financial performance'](#), *Journal of Cleaner Production.*

Smith, C & Soonieus, R 2019, ['How board members really feel about ESG, from Deniers to true believers](#)', *Harvard business review.*

Blog post:

[How neoliberal governance can promote responsible business and inclusive growth](#), by Hakeem Bakare

SDG 10 – Reduced Inequalities

Publications:

Backhouse, R & Cherrier, B 2019, ['Paul Samuelson, gender bias and discrimination'](#), *European Journal of the History of Economic Thought.*

Billing, C, McCann, P & Ortega Argiles, R 2019, ['Interregional inequalities and UK sub-national governance responses to Brexit'](#), *Regional Studies.*

Channuntapipat, C, Samsonova-Taddei, A & Turley, SW 2019, ['Exploring diversity in sustainability assurance practice: evidence from assurance providers in the UK'](#), Accounting, Auditing and Accountability Journal, vol. 32, no. 2, pp. 556-580.

Cumming, D, Meoli, M & Vismara, S 2019, ['Does equity crowdfunding democratize entrepreneurial finance?'](#), *Small Business Economics*, pp. 773-809.

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Cumming, D, Meoli, M & Vismara, S 2019, 'Investors' choices between cash and voting rights: evidence from dual-class equity crowdfunding', *Research Policy*, vol. 48, no. 8, 103740.

Public Engagement:

Great Expectations: Can Family Business Transform Society? By Kiran Trehan

Blog post:

Five things businesses can do to make the workplace more inclusive, by Juliet E. Kele

Responsible Business Forum:

Inclusivity

SDG 11 – Sustainable Cities and Communities

Blog post:

How I made my sustainable business a success, by Carly Trisk-Grove

Public engagement events:

The Urban Festival

The Future of Society, ESRC Festival

SDG 12 – Responsible Consumption and Production

Publications:

Cole, M & Zhang, L 2019, 'The clean-up of Chinese manufacturing: examining the role played by changing techniques of production', *Economics Letters*.

Esfahbodi, A & Zhang, Y 2019, Sustainable Supply Chain Management in Developed vs. Emerging Economies: Evidence From the UK and China's Manufacturing Industry. *Encyclopedia of Renewable and Sustainable Materials*. Elsevier.

Liu, Y, Zhang, Y, Batista, L & Rong, K 2019, 'Green operations: what's the role of supply chain flexibility?', International Journal of Production Economics, vol. 214, pp. 30-43.

Pedersen, RL, Robinson, ZP & Surman, E 2019, 'Understanding transience and participation in university student-led food gardens', *Sustainability (Switzerland)*, vol. 11, no. 10, 2788.

Blog posts:

Is Sustainable Fashion an Oxymoron? A Look at Fashion Week and Beyond, by Dr Charika Channuntapitat, Dr Solon Magrizos and Professor Craig Smith

Fur ban by fashion houses: One little step to ethical and responsible fashion? Dr Charika Channuntapitat

The Spice Girls and Comic Relief: from 'girl power' to 'sweatshop scandal', by Dr Charika Channuntapitat

SDG 13 – Climate Action

Publications:

Bebbington, J, Schneider, T, Stevenson, L & Fox, A 2019, 'Fossil fuel reserves and resources reporting and unburnable carbon: investigating conflicting accounts', *Critical Perspectives on Accounting*.

Beltran, A., Maddison, D. and Elliott, R. (2019). The Impact of Flooding on Property Prices in England: A Repeat Sales Approach. *Journal of Environmental Economics and Management* 95: 62-86

Morrish, SC & Jones, R 2019, 'Post-disaster business recovery: an entrepreneurial marketing perspective', *Journal of Business Research*.

Pekar, V, Binner, J, Najafi, H, Hale, C & Schmidt, VA 2019, 'Early detection of heterogeneous disaster events using social media', *Journal of the Association for Information Science and Technology*.

Blog post:

The Business of Bees – A Tale of Interconnectedness, by Dr Christoph Biehl

Public Engagement:

Empowering the Next Generation: Localising Sustainable Development Goals, The Future of Society, ESRC Festival of Social Science 2019

SDG 14 - Life Below Water

Publications:

Bebbington, J, Österblom, H, Crona, B, Jouffray, J-B, Larrinaga, C, Russell, S & Scholtens, B 2019, 'Accounting and accountability in the Anthropocene', *Accounting, Auditing and Accountability Journal*.

Brei, M, Perez-Barahona, A & Strobl, E 2019, 'Protecting species through legislation: the case of sea turtles', *American Journal of Agricultural Economics*.

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SDG 15 – Life on Land

Publication:

Bonsu, N.O., McMahon, B.J., Meijer, S., Young, J.C., Keane, A. and Dhubháin, Á.N., 2019. Conservation conflict: Managing forestry versus hen harrier species under Europe's Birds Directive. *Journal of Environmental Management*, 252, p.109676.

SDG 16 – Peace, Justice and Strong Institutions

Publications:

Bensassi, S & Jarreau, J 2019, 'Price discrimination in bribe payments: Evidence from informal cross-border trade in West Africa', World Development, vol. 122, pp. 462-480.

Chandan, J, Thomas, T, Bradbury-Jones, C, Russell, R, Bandyopadhyay, S, Nirantharakumar, K & Taylor, J 2019, 'Female survivors of intimate partner violence and risk of depression, anxiety and serious mental illness', *British Journal of Psychiatry* , pp. 1-6.

Kharlamov, A & Pogrebna, G 2019, 'Using human values-based approach to understand cross-cultural commitment toward regulation and governance of cybersecurity', *Regulation & Governance*.

Oats, L & Tuck, P 2019, 'Corporate tax avoidance: is tax transparency the solution?', *Accounting and Business Research*, vol. 49, no. 5, pp. 565-583.

Olphin, T, Bandyopadhyay, S & Banerjee, A 2019, 'Solving burglary offences: building a model to predict clearance of burglary following initial investigation', *Policing: A journal of Policy and Practice*.

SDG 17 – Partnerships for the Goals

Alumni relations and Business Engagement:

Business Engagement in Responsible Business Teaching

Business School Advisory Board Guest Lecture:

21st Century Luddite

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7. One Year On: The Making of this Interim SIP Report, 2019

A Continuous Process of Reporting
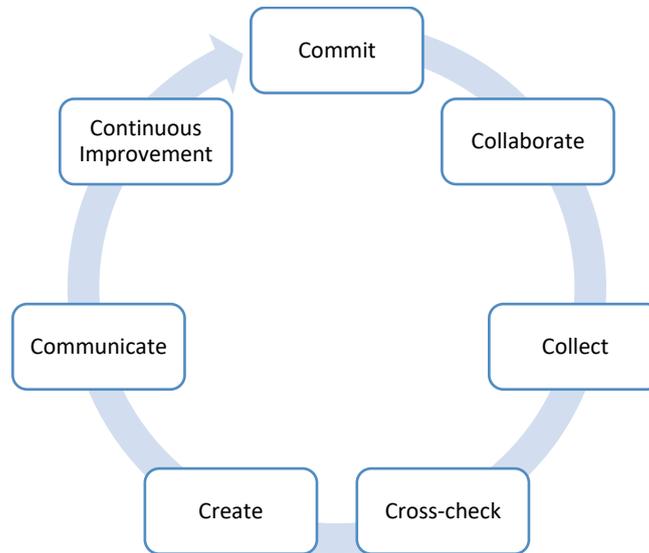
1. Interactions between the school's PRME team and stakeholders have been essential for the creation of this report. PRME and SIP reporting are fully supported by the School's Senior Management Team, under the coordination of the Deputy Dean and Dean of the Birmingham Business School. Interactions and dialogues build awareness of faculty members, professional services, students, alumni, and our industry partners, enabling us to further our School's mission, vision and values. These interactions also facilitate reflexivity on daily activity, promoting excellence and reporting on progress and ongoing achievements.

2. The PRME team conducted various ways to gather data.

   a. Regular meetings
   b. One-on-one interviews
   c. Collaboration with accreditation's team
   d. Discussion with various school colleagues
   e. Reaching out to school staff via email
   f. Records and documents
   g. University and School databases

   We analysed all data obtained.

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3. We also cross-checked the data to ensure data accuracy when representing the School, and sought consent from key hires featured in the report as researchers in the field of responsible business.

4. We organised data by following the same data categories from the previous report, which in turn was based on the criteria outlined by the Senior Management Team. In the 2019 reporting process, we considered the most relevant and inspirational achievements by each School colleague. Diversity and inclusivity continue to be our priorities.

5. The report offers a reflective approach to our achievements, challenges, engagements, strengths, opportunities, and key dimensions in need of further strengthening. We remain committed to continuous improvements regarding the Principles for Responsible Management Education and the sustainable development goals more generally.

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8.   Acknowledgements

We would like to thank all staff and students at Birmingham Business School for their contributions towards this interim report. In particular, we express our gratitude to the following colleagues and students:

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