



UNIVERSITY OF
BIRMINGHAM

BIRMINGHAM
BUSINESS
SCHOOL

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

Meeting the Challenge of Responsible Business

**Birmingham Business School
Sharing Information on
Progress Report 2021–2022**



‘Triple-crown’ accredited

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Introduction

At Birmingham Business School (BBS) our vision is to promote curiosity and thought leadership for responsible business in everything that we do. This report covers the years 2021 and 2022, as we continue to embed a culture of responsible business and inclusive values.

In this report, we feature the key events and activities undertaken over the last two years, which have continued to be affected by the Covid-19 pandemic. We also feature some of our education and research highlights as we continue to be key contributors to the responsible business agenda.

This is our third Principles for Responsible Management Education (PRME) Sharing Information on Progress (SIP) report. In our previous report, we set ourselves targets across the areas of Education, Research and Organisation. Here, we reflect on the progress

made towards each of these objectives and demonstrate how the six principles of PRME (Purpose, Values, Method, Research, Partnership and Dialogue) cut across all our areas of activity. We also set ourselves new targets for the coming years.

We are set to embark on a new five-year strategy for the school, through which we will be continuing to embed responsible business into the core of our activities. As we do so, we remain committed to the principles and networks of the PRME signatories.



Birmingham Business School key highlights 2021–2022

June 2021

Birmingham Business School launches three new innovative online programmes as it continues to meet the growing demand from prospective students for diverse ways to access career-focused skills based teaching:

- Online PGCert Design for Learning Environments
- Online MSc Bioinformatics
- Online MBA Clinical Leadership



September 2021

The University partners with Siemens to transform both the Edgbaston and Dubai campuses into the world's smartest global campus, creating a "Living Lab" where research, teaching and learning all benefit from access to new data and creativity. The University also became the first university in the world to roll out Internet of Things (IoT) technology at scale.



January 2022

Our MSc Human Resources Management programme at Birmingham Business School is re-accredited by the Chartered Institute of Personnel and Development (CIPD), recognising the value our Human Resources Management course can have in developing future leaders in management.



May 2022

Birmingham Business School's Equal Parenting Project and Music Football Fatherhood announced the winners of the inaugural Working Dads Employers Awards. The awards were developed to celebrate organisations that recognise and promote the role of fathers in driving gender equality in the workplace, helping to break down the gendered barriers to child caring.



June 2022

The Business School is successful in being granted a Bronze Athena Swan award. The process helped the School to assess and improve equality interventions and outcomes and brought gender equality to the centre of both strategy and operations.



June 2021

Birmingham Business School is recognised in the Chartered Association of Business Schools' Taskforce Report "How do Business Schools Deliver Public Good?", as one of five business schools across the UK that can be described as purpose-led. This recognition shows how the School has embedded responsible business within its strategy by coordinating activity across its research, education and operations.

November 2021

Representatives from Birmingham Business School attended COP26 in Glasgow, focusing on the effects of climate change. Professor Ian Thomson participated in RSK Group's 'Greening the Blue Chips' event, speaking about the need for businesses to be aware of their connectivity and dependency on different systems.

December 2021

Birmingham Business School and the University of Birmingham Equal Parenting Project released a new managers report on Covid-19 and flexible working, providing insight into how supportive organisations are likely to be of flexible working post Covid-19, and how more men can be encouraged to work flexibly in order to break down gendered caring norms, improve gender equality in the workplace and help reduce the gender pay gap.

February 2022

The University of Birmingham becomes the first Higher Educational establishment to introduce mainstream climate change into its BSc Accountancy and Finance degree course. Led by Professor Ian Thomson, Director of the Lloyds Banking Group Centre for Responsible Business along with Dr Mayya Konvalova and Dr Madlen Sobkowiak, the course is believed to be the first of its kind in the world.

October 2022

Birmingham Business School becomes the first business school to sign Wellbeing of Women's Menopause Workplace Pledge, demonstrating our commitment to making our organisation a supportive and understanding place for staff and students going through menopause. The Menopause Workplace Pledge plays an important role in our continuous effort to promote gender equality and to develop the careers of women in higher education.

Dean's Statement



Here at Birmingham Business School we continue to work for a responsible future, and our strategic and operational commitments to PRME and its principles play a central role in this mission. We are now moving into a new five year strategy cycle, which brings responsible business right to the centre of everything we do. In this context, we are delighted to introduce our third Sharing Information on Progress report.

Since our last report, we have maintained the high profile of responsible business activities across the School. This is most obvious in our research, shown in our established, vibrant centres focused on sustainable finance, work inclusivity, and responsible business itself. Alongside this, we have made significant progress in embedding responsibility into all of our educational activity, most notably in redesigning our BSc Accounting & Finance around the theory and practice of carbon accounting.

Of course, the world in which we write this report continues to be very different from normal, pre-pandemic, years. Despite ongoing challenges, especially in maintaining optimism and everyday wellbeing, we are here restating our institutional, cultural, and individual commitments to PRME principles, such as values-driven research and engaged partnerships, more strongly than ever before. We are facing the challenges exemplified and heightened by the Covid-19 pandemic directly

through our values-driven research, and working harder than ever before to translate the new knowledge we create into our educational activity and in our work with businesses in our city, region, and around the world.

We know there is much, much more to do, and we are looking forward to continuing this work under new academic leadership. The principles of PRME have become foundational to our School's continuing ambition to cement our position as global thought leaders and world-renowned educators in the area of responsible management and business.

Finola Kerrigan, Matt Cole

Finola Kerrigan, Matt Cole
Interim Deans 2022–23



PRME at Birmingham Business School – review 2021–2022

At Birmingham Business School, our vision is to promote curiosity and thought leadership for responsible business. Across our education and research frameworks, we are embedding a culture of responsible business and inclusive values, and stepping up to be key contributors to the responsible business agenda globally.

Our ethos as a School is that business should not solely be about profit, but also create impact and value for society and the environment. Through our teaching, research and organisational activities, we aim to bring these principles into real-world business environments.

This is our third Principles for Responsible Management Education (PRME) Sharing Information on Progress (SIP) Report. It covers the years 2021 and 2022, when Birmingham Business School was still operating in the context of Covid-19. Covid-19 made responsible business even more vital, as the pandemic caused widespread business disruptions including effects on global supply chain management, labour markets and economies, leading to the development of new Covid-19 related research.

In this report, we build on previous reports by providing details of recent activity in all areas of our work (research, education, and our own operations). We outline the progress made to date on each of the objectives highlighted




in the previous report, and demonstrate how the six PRME principles are aligned with our mission and ambitions as a business school, cutting across all our areas of activity. Being a signatory of PRME enables us to continue working on our overall responsible business strategy and we remain strongly committed to the principles and networks of the PRME signatories. We believe the six principles of PRME provide us with a powerful, values-driven framework that guides us within our School as well as in our engagement with all of our stakeholders. As this report also makes clear, we are now considerably further along in our ambition of embedding a sense of responsibility at the centre of our medium and long-term strategy.



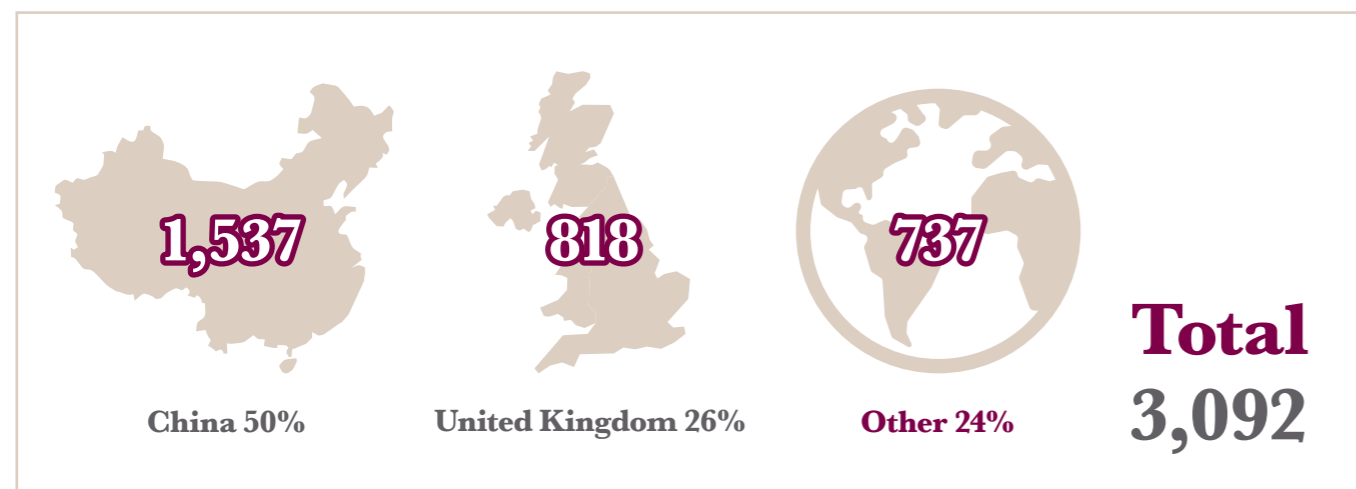
Birmingham Business School

Key Statistics

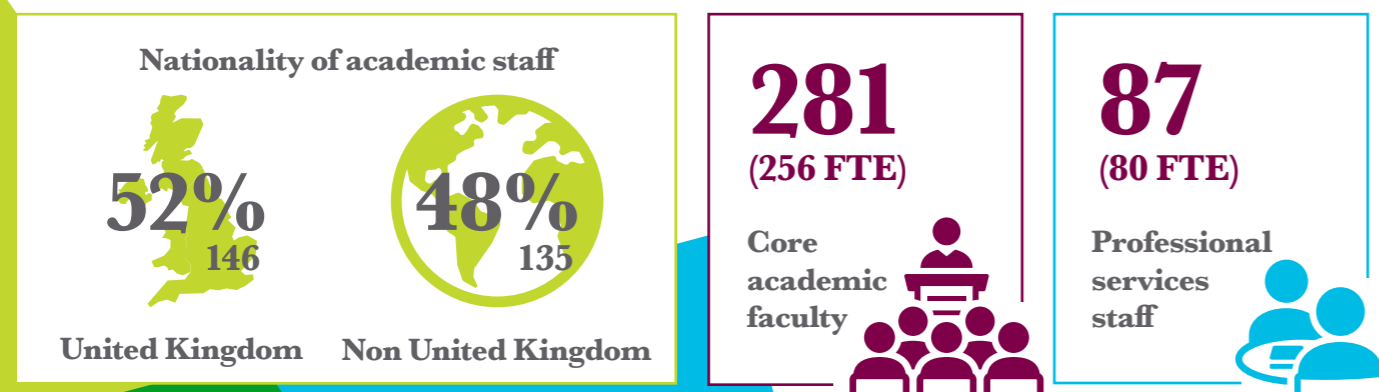
Our student population

Total number of students (across all campuses)				
				
	Undergraduate	Postgraduate (taught)	Postgraduate (research)	
2021–22	3,918	2,324	108	Total 6,350
2022–23	3,977	2,511	118	Total 6,606

Nationality of our students (2021–22 intake)



Nationality of academic staff



OUR ACADEMIC STAFF ACROSS 2021 AND 2022 PRODUCED A TOTAL OF

328 + 292
journal articles



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

91st
IN THE *QS GLOBAL RANKINGS (2023)*

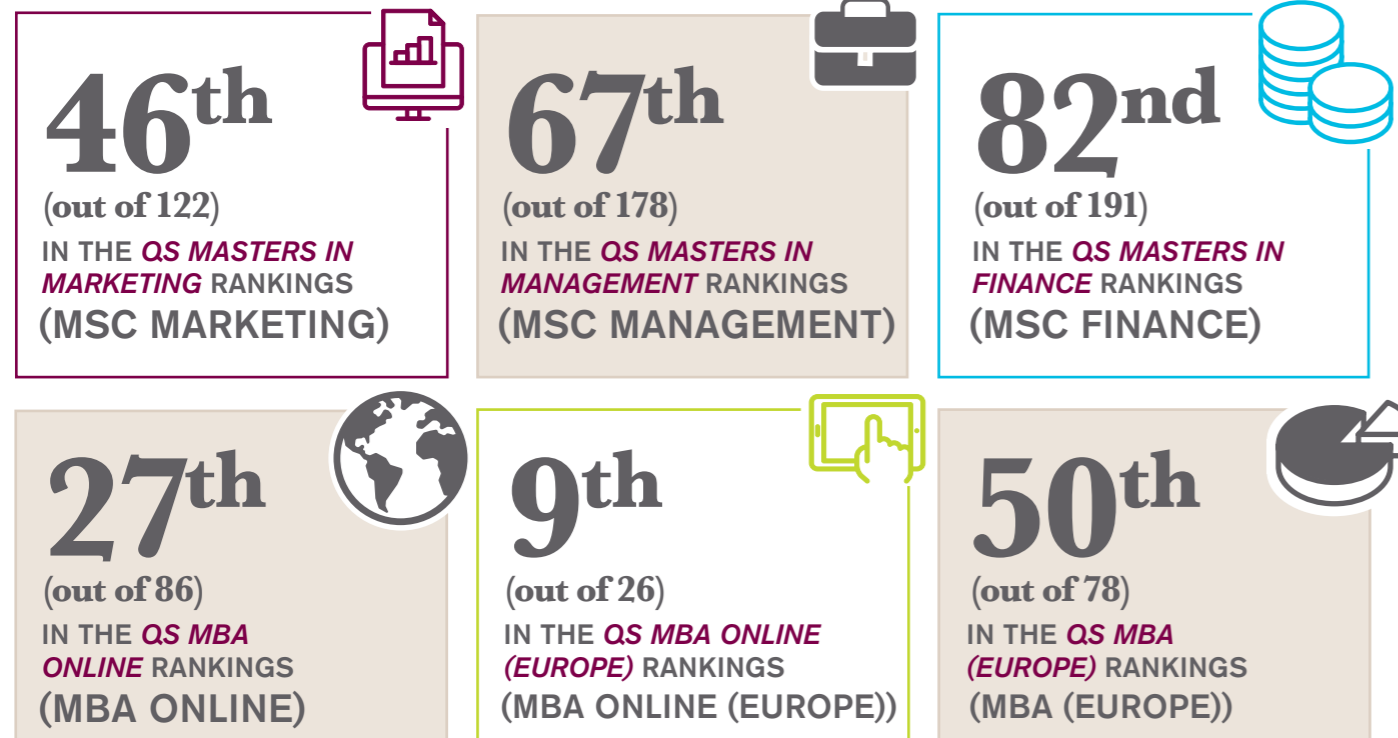
27th
IN THE *GUARDIAN (2023)*

14th
IN THE *COMPLETE UNI LEAGUE TABLE (2023)*

20th
IN THE *SUNDAY TIMES (2023)*



Birmingham Business School postgraduate programmes are ranked:



Once again, our programmes performed well above average on Thought Leadership and Diversity, with many above with Employability, Faculty & Teaching and Class Profile



Birmingham Business School undergraduate programmes are ranked:



Graduate employment (following completion of undergraduate study) for Birmingham Business School students graduating 2019–20

Activity Measure	Number of Graduates	% of Total
Work	203	72%
Work and Study	38	14%
Study	20	7%
Other	8	3%
Due to Start Work/Study	4	1%
Unemployed	8	3%



Birmingham Business School

Meeting the challenge of Covid-19

As in many institutions around the world, colleagues at Birmingham Business School rose to the research, educational and operational challenges of the pandemic with great speed and creativity. Here, we focus on a few of the research and engagement activities our staff made happen in the most difficult of times.

Research centres

The Centre for Responsible Business acted quickly and decisively during 2020 to start pandemic-related research and to contribute to interventions in the UK and elsewhere:

- **September:** Contributed to setting up a volunteer telephone befriender scheme with refugee charity Entraide, Lloyds Banking Group and the University of Birmingham's College of Social Sciences in support of West Midlands Giving Day. The scheme offered a lifeline to those new to the country who could not access services suspended due to Covid and helped them feel less alone.
- **September:** Worked with children born of war in Northern Uganda, looking at the impact of the SARS-CoV-2 pandemic on local communities. Together with NGO Facilitation for Peace and Development, the project aimed to empower these young adults to tell their own stories using digital tools and tablets.



- **September:** Took part in the Cabinet Office and Department for Digital Culture, Media and Sport's IMPACT20: The National Conversation, which brought together senior government ministers, CEOs, entrepreneurs and civic leaders to help create a more inclusive economy and society, particularly in the wake of Covid-19.
- **November:** Hosted 'Managing Employees During the Covid-19 Crisis' webinar, attracting 126 sign ups and inspiring new research into flexible working from partner universities.
- **November:** Revealed the mental as well as physical health benefits of personal protective equipment for frontline medical staff during the Covid pandemic in new research in Spain.



City-REDI

This centre focused on improving the West Midlands region's capacity to withstand economic threats by shaping the region's socioeconomic policy following Brexit and Covid-19 (see Qamar et al 2022 in the appendix.) This has highlighted the need for high quality data and analysis to understand the resilience and vulnerability of UK regions to socioeconomic shocks. The Institute's contributions have led to concrete interventions, such as the workforce support package, and have influenced the wider national 'levelling up' agenda.



Work Inclusion Research Centre (WIRC)

This centre focused on analysing the impacts of flexible working post-Covid-19. The research provides real-world evidence of the positive impacts of flexible working on productivity and wellbeing. This is now being reflected in policy discussions and is influencing further research and impact activity into the future of the workplace alongside the Confederation of British Industry.

We anticipate that this work will continue, providing continuing contribution to our emergence from the pandemic with a greater sense of responsibility to each other and to the planet.





Birmingham Business School – achievements and progress on PRME objectives

Education

We will invite applications for the positions of Responsible Business Student Ambassadors to encourage student participation and engagement with responsible business activities, providing opportunities for leadership.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will invite applications for the positions of Responsible Business Student Ambassadors to encourage student participation and engagement with responsible business activities, providing opportunities for leadership	A Student Experience Ambassador has tailored their role to have a Responsible Business focus. They are currently consulting with the Responsible Business Scholars on the next steps of the group's activities	In progress

At the end of the last academic year, a Responsible Business Scholar came up with the idea to develop a Responsible Business student group within the Business School. He identified an interest from the Responsible Business Scholars to participate more in the Responsible Business agenda of the school, whilst also creating opportunities for student networking and social activities. He particularly

saw this as a space for Postgraduates to get more involved in student networking activities, where PGT students often don't engage so much with the student union.

The scholar was a paid Student Experience Ambassador and tailored his role to a Responsible Business focus. He presented his ideas for the RB student group to both

the Business School's Responsible Business Committee and at the Business School Education Conference.

Since then, the Student Experience team has consulted further with the new cohort of Responsible Business Scholars, in order to identify the exact focus of the group going forward.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will launch an annual 'responsible business student challenge', open to all students in the Business School.	The Responsible Business Student Challenge is now in its third year and is run in partnership with Deloitte.	Achieved and Ongoing

The Responsible Business Student Challenge is a bespoke competition for Undergraduate Birmingham Business School students to learn more about Responsible Business and apply their knowledge in a creative and meaningful way. This competition has been designed to inspire big ideas and develop skills for employability. The Business School is running the challenge for a third year in partnership with Deloitte. To apply, students have to submit a 500 word proposal in response to a question set by Deloitte. This proposal is not marked, but registers their interest and puts them on the programme. They then have access to two lectures delivered by Business School academics, and one by Deloitte at their Birmingham office. They also then have the opportunities for small group mentoring sessions, with Directors at Deloitte, to discuss their ideas and plans for the next stage. Students are then asked to build upon their proposals and develop a short 3 minute video answering the same question. The videos are shortlisted and the finalists play their videos in front of a judging panel, made up of Deloitte representatives and BBS senior staff, at the finalist celebration event. The students will then answer some questions on their videos and the judges decide on the winners.

Two winners will receive a summer internship with Deloitte, and runners up will receive cash prizes.

This challenge runs as part of our vision of promoting curiosity and thought leadership for Responsible Business in our school. We are committed to supporting our students, in becoming the next generation of forward-thinking, responsible leaders.

"I really loved having the chance to combine my interest in climate change with the work I did during my degree.... The challenge gave me a great opportunity to dig deeper and see what businesses are really doing to address climate change, and to see if their actions are meaningful. The skills and knowledge I gained during my time at Deloitte have been extremely beneficial, and have really helped me to grow both professionally and as a person. It's been a great experience from start to finish, and I would really recommend getting involved."

Sabeeha Hussain
Winner of the Responsible Business Student Challenge 2022 who has since been accepted onto the Deloitte Graduate Scheme after completing her prize internship.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
<p>We will revisit the School's learning objectives to identify how they can be more closely aligned with the Sustainable Development Goals (SDGs). In phase one, we will implement them across the following programmes:</p> <ul style="list-style-type: none"> ■ MSc programmes – as new programmes are developed ■ Undergraduate programmes – pilot implementation in one discipline area ■ MBA programmes – as part of current review 	<p>Various updates to existing programmes and new programmes across UG and PG level have been made to align the course content to the SDGs.</p>	<p>Achieved and Ongoing</p>

Responsible Strategic Governance

We have updated the corporate governance module with contemporary strategic issues relevant for international business with emphasis on a corporate board's key purpose. It provides students with insights and decision-making tools for how corporate boards can account for and engage in timely and emerging strategic topics, such as corporate purpose and environmental, social and governance issues that are aligned with our initiatives in Responsible Business. It builds on the assumption that a board's active involvement can help companies create, capture, and deliver more value. The aim is to find new

ways to secure a future where business not only benefits shareholders, but delivers value to multiple stakeholders.

MSc International Business

We have developed a new MSc International Business to ensure we are offering a leading programme in this area aligned with the needs of students, industry and society. Themes of responsible business have been woven throughout the new MSc IB, from the modules to the way it will be delivered. Each module will highlight relevant aspects of responsible (or irresponsible) practice. This new MSc will ensure that our graduates are equipped with the knowledge and skills to make responsible decisions as they enter industry and contribute positively to societal wellbeing.

Embedding Responsible Business pedagogy in Strategy and International Business curriculum

This ongoing project aims to explore our understanding and efforts to promote and deepen our departmental teaching alignment with the Responsible Business ethos of the Business School, through initiatives such as an Away Day, a curriculum mapping project, individual conversations and attending PRME webinars. These activities are an essential first step in providing a framework for mapping SDG inclusion and how we develop ways to support our colleagues and students in learning and teaching themes related to responsible business within our existing curriculum and teaching approaches.

Ethical decision-making and urban planning in the public sector

In our MSc Accounting and Finance program, this new area in our compulsory module "Professional Integrity and the Reflective Practitioner" aims to expand the agenda of professional ethical decision making in our teaching. It adds a dimension to our agenda on professional ethics and ethical decision making

where we aspire to foster a new generation of decision makers. Urban planning in the public sector includes complex dimensions of dilemma, as it takes in both society as a whole but also the long-term aspects of decision making such as how infrastructure like public transport can exclude as well as include groups of people (based on e.g. race, gender, age, disability). While the focus is on the public sector urban planning, financing and constructions, it also includes a mix of private and public interfaces that allow for multi-layered ethical analysis and possible solutions.

Bringing responsible business into our modules in Dubai

We reworked and improved the content of the UK Responsible Business module to make it more relevant to the local context in Dubai, strengthening the students' awareness and understanding of key issues. Particular attention was paid to SDGs Decent Work and Economic Growth, Industry Innovation and Infrastructure, Responsible Consumption and Production, and Climate Action. Within each of these, themes which students could relate to were further explored e.g. sustainable fashion, e-waste and youth entrepreneurship.

Sustainability in Economics

We contributed a case study on sustainability in economics to be included in the well known Mankiw and Taylor Economics 6th Edition, coming out in early 2023. Economic concepts are central to understanding issues such as global warming, species extinction and deforestation, and our case study submission showed how economic concepts such as externalities and prisoner's dilemma can help explain our overexploitation of the planet, and help to suggest solutions while having an impact on the future study of economics.

Developing sustainable opportunity recognition skills in students

As part of the Year 1 UG Business Management Suite module Organisations, Management and Entrepreneurship, our students develop a new business or social enterprise idea based on a challenge linked to and inspired by a UN Sustainable Development Goal. The focus on a UN SDG is intended to provide a 'real-world' challenge which facilitates exploration of social and/or environmental impacts in addition to economic considerations, and develops opportunity recognition skills for responsible and sustainable business ideas. This year, the challenge was based on UN Sustainable

Development Goal number 8 with a focus on sustainable tourism. Previous challenges included reducing loneliness in the elderly population, and improving the health and wellbeing of young people as we came out of lockdown. The challenge embodies Birmingham Business School's commitment to create spaces for new ideas, especially those that increase the resilience of organisations, society and the environment.

Incorporating Responsible Business into the MSc Management programme

We're in the development stages of redesigning the MSc Management programme to incorporate modules linked to sustainability themes with Responsible Business elements. The modules being designed are Sustainable and Responsible Business Practices; Crises, Resilience and Change Management; Organisational Decision Making and Operations Management; and Strategic Outsourcing, Procurement and Supplier Management.

We're also incorporating Responsible Business elements into modules on other programmes through, for example, the postgraduate Knowledge & Innovations Systems module, to highlight the responsibility issues raised in new business models associated with digital platforms (e.g. fake news, data piracy and new forms of crime), and the Fundamentals of Leadership module in the UG final year, highlighting how leadership practice can become toxic if based on grandiose promises. These will raise students' awareness of the value implications of the seemingly neutral processes of innovation and leadership.

Redesigning the MSc Marketing

The new MSc programme incorporates a "Responsible Marketing" pathway, giving students the opportunity to take on two modules: "Ethics of Markets and Marketing Ethics" and "Marketing and Sustainability". Through the introduction of the new MSc programme that integrates a Responsible Business pathway, we are demonstrating that we are committed to not only work with partners and various stakeholders in this area, but also to promote this aspect to future generations of global graduates.

Redesigning the MSc Money Banking and Finance

One of the key learning outcomes of the new MSc MBF programme is for students to attain an

understanding of financial ethics and responsible business values. This will be achieved through the delivery of two compulsory modules (Economics of Financial Markets and Institutions and Topics in Money, Banking and Finance) and an optional module (International Finance and Trade). The main objective is for students registered in this course to develop an understanding of the principles underlying sustainable and responsible 'decision-making' in finance, their theoretical underpinning, and the guidelines on how to apply them in business and investment practice. This initiative reflects the commitment of the University to ensure that students understand the importance of a responsible business approach to understand and tackle challenges in banking and finance. Following the vision of the Business School, the new MSc MBF programme promotes curiosity and leadership for the responsible business agenda.

The Global Economy: a new compulsory module in the Undergraduate Economics programme

This is a new compulsory module for all first year undergraduate students in the Department of Economics. The first part of the module covers the historical development of the Global Economy up to the point where it was in the 1980s. The content emphasises social and economic dynamics that evolved into the major environmental and social challenges humanity faces today at the global level. The second part of the module discusses the current state of those challenges, policy implications, and opportunities for social and business cooperation to tackle those challenges. More specifically, the relevant PRME topics discussed in the module are Climate Change, Poverty, Inequality, Deforestation, Migration, Corruption and Population Growth. This initiative reflects the commitment of the University to ensure that students understand the importance of a responsible business approach to understand and tackle the current global economic challenges.



Development Economics Module

This module was updated to better align the content with the sustainable development goals, and the responsible business initiative by having a complete focus on microeconomics of development. Individual topics (such as Savings, Insurance, Digitalization and Informality) provide students with a glimpse into the life of poor inhabitants in developing countries, and which policy interventions help to increase a higher share of firms becoming formal, comply with the laws and regulations, improving savings and purchase insurance products, examining the choices of the poor to help us fight global poverty.

Industrial Organisation module

We've introduced Corporate Social Responsibility (CSR) into the Industrial Organisation module syllabus, which is important for preparing students to be responsible and ethical business leaders who understand the importance of societal and environmental issues. CSR can create awareness, encourage responsible behaviour, develop skills, strengthen reputation, and contribute to sustainable development. By prioritising CSR, businesses can not only benefit themselves but also make a positive impact on society and the environment. Understanding CSR in the context of industrial organisation is particularly crucial, as from an economics perspective firms and businesses may be efficient yet socially irresponsible and students need to be able to distinguish between the two.

International Business Strategy modules in Birmingham and Singapore

Responsible business was incorporated into the International Business Strategy modules delivered in both Birmingham and Singapore to help highlight the changing stakeholder requirements that students will face when working for companies. In Singapore, the module had a dedicated topic on responsible business where students were introduced to different examples of companies and explained how they promote responsible business practice in their daily activities. In Birmingham, the module had a dedicated topic on responsible business practice where it was demonstrated how companies promote responsible business practices to their stakeholders. Students were provided with theoretical concepts and practical illustrations on how to make profit responsibly.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will work to increase EDI/diverse applications in the postgraduate research application process	While we haven't made any significant progress in this area so far, we plan to during the next cycle.	On Hold

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will find ways to work more closely with our alumni working in the area of responsible business to enrich our curriculum and the educational experiences for our students.	We will work closely with the School's Advisory Board to develop a strategy for this objective.	On Hold

We have continued to work closely with our Advisory Board over the past two years to enhance our links with the corporate world and receive their contribution to our strategic objectives and future development.

Some of our Advisory Board members are alumni, including Marc Stone, Chief Finance Officer at KEW Technology, who graduated from the University of Birmingham in 1994 in accounting and finance. Marc has advised the Centre for Responsible Business on various matters including running a session around

responsible business practices on the Reflective Practitioner module on the MSc Accounting and Finance programme. He's also worked together with Deloitte and the Business School to bring responsibility, sustainability and the UN's 17 Sustainable Development Goals into the Birmingham MBA Deloitte Consultancy Challenge.

Other board members working in the area of responsible business include Andraea Dawson-Shepherd, who has long advised and been on the Board of the Centre for

Responsible Business. Our board has also been joined by Dujon Smith, who joins us from Chicago where he is Global Head of Accenture's Black Founders Programme. Dujon is currently advising on both the launch of the new MSc Entrepreneurship and Sustainable Innovation, and our Decolonising the Curriculum project.

Capgemini

Capgemini and the University of Birmingham – Architects of Positive Futures

What should the workforce of the future look like? Diverse leadership and equality throughout? Trust within and between organisations? For many businesses, particularly at this time, their success depends on the speed at which they can adapt and evolve.

At the University of Birmingham, we promote thought-leadership with responsible and ethical practice at heart. Our Business School programmes are developing a new generation of responsible leaders and entrepreneurs with the skills needed to change and challenge businesses. Across education and research, we are stepping up as critical contributors to the responsible business agenda, for positive societal impact. Businesses and leading organisations are choosing to work with the University of Birmingham to develop the workforce and workplaces of the future and some, like Capgemini, have strong, embedded relationships in the Business School, supporting and helping us to drive this change.

Capgemini are global leaders in consulting, technology services and digital transformation and passionate about supporting communities where they operate. The University of Birmingham Capgemini Community Challenge is an annual event which sees undergraduate participants work with Capgemini Consultants to develop their business, planning and interpersonal skills through tangible solutions-based consultancy projects for third-sector clients local to the Midlands. Examples include the Ironbridge Gorge Museum Trust, Age Concern, Air Ambulance and Shropshire Wildlife Trust.

This programme has been commended by our partners as an exemplary means of generating innovative ideas and new solutions for the charitable organisations while boosting our students' professional development, employability and their sense of purpose, community and responsibility.

The Challenge is championed by Capgemini's Corporate Vice President, Billie Major: "We get so much energy from the students during the week. It's moving to see just how much they gain from the experience and achieve for their charity. It's great to collaborate with the Birmingham Business School in this way, and we actively look forward to the students descending upon us every year!"

Year on year, feedback from students is glowing:

"During my week on the Capgemini Community Challenge, I learnt so much. It was an invaluable experience which I would recommend to everyone. We had the opportunity to work with a real charity client and develop viable solutions and deliverables for a specific issue they faced. During the process, I developed many skills including time management, presenting and prioritisation. I met so many great people and made lots of new friends, all of whom I have stayed in touch with. I am very grateful to everyone at Capgemini for this great experience, and I wish I could do it all over again. Most of all, I enjoyed discovering how much we could help our client – Small Woods."

Amelia Wildmore-Evans
BSc Business Management
(with a Year in Industry)



Research

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We feel that now is the time to focus our research activity on responding to the emerging challenges faced by business. These include climate change, health and wellbeing post-pandemic issues pertaining to equality and decolonisation and the increasing levels of wealth and other inequalities. This will be achieved through our research centres as well as the research undertaken by our respective departments.	We have continued to carry out responsible business-related research in our departments and research centres.	Achieved and Ongoing



Climate Action

How managers and businesses respond to climate activists is a key question of our current moment.

Understanding the organisation and effects of climate activism is especially urgent – Anthony Heyes’ research does exactly this, bringing together sociological and economic perspectives to show the complexity of this area. At the other end of the scale, Pervez Ghauri presents a different message, in his

urgent call for more research to understand both rhetoric and reality in MNC responses to the UN SDGs. Empirically, Samuel Adomako’s research shows us that stakeholder pressures are especially important in resource constrained environments such as Vietnam and Ghana, emphasising that the orientation of managers and their attitude towards green innovation is key.

Our research often focuses on the global value chains (GVCs) that were brought to prominence during the early days of the pandemic. Shlomo Tarba’s work shows how readiness, resilience, and recovery are all improved by combining local and global value chains, while Scott Taylor shows us the importance of improving gender equality dynamics in GVCs at home and overseas. Finally, an important strand of research in this area unpicks the increasingly important role of sustainability reporting, as in Nick

Rowbottom’s detailed analysis of how certain standards and ways of reporting become more influential than others.



Affordable and Clean Energy

As the world emerges from the Covid-19 pandemic, another sustainable

development challenge has moved into the limelight: energy. Our research faces historical, current and future energy supply squarely. The recent history of affordable energy is explained by Adam Nix and Stephanie Decker’s analysis of how this aim can be corrupted, analysing the high profile case of US giant Enron’s efforts to manipulate markets during the California energy crisis in the 1990s.

Our experts are also working with counterparts in Mexico to explore how energy storage can help to develop a low carbon energy

system and support people living in Mexican communities with limited access to energy. Energy storage technologies (ESTs) can help to balance supply and demand and allow off-grid communities to increase their use of renewables, rather than diesel generators.



Reduced Inequalities

Inequalities are woven through many of the SDG themes, and the same applies to our research.

As shown in other sections, our School has made significant progress in identifying and addressing institutional and operational colonial legacies, especially in our work on decolonising curricula and research. This work is informed by original empirical research too; Etlyn Kenny, for example, shows the importance of selective incivility in professional progression and wellbeing and how for those whose minority ethnic identity was of central importance, witnessing selective incivility towards others from a similar ethnic background can be perceived as an identity threat.

More about our work within the School to decolonise the curriculum can be found on page 28.



Gender Equality

Gender equality is one of the areas of responsible management where progress is visible,

but there is still much to do.

Our research demonstrates the importance of approaching this issue in three key ways: through evidence, through theory, and through policy. Ceren Ozgen’s research on the economics of diversity combines evidence on diversity and labour markets with clear policy guidance, while Alessandra Guariglia’s analysis of board diversity shows the potential of

positive discrimination for changing discriminatory social norms.

Recent research conducted by Amalia di Girolamo during the early days of the pandemic also addresses gender equality, but less optimistically, in the home – she shows the limited effects of lockdown on the allocation of domestic labour, pointing towards the long-term likely opportunities and challenges within the post-pandemic world. Our research in this area also examines our own practice, as in Joanne Duberley’s analysis of the damage that gendered ideal types can do within the academic profession.



Decent Work and Economic Growth

The ability to access decent work varies considerably around the

world, as our research on global supply and value chains shows, with significant effects on environmental and human wellbeing.

Our economic and econometric research also shows that a decent working environment is essential to development and growth:

Oleksandr Talavera’s insightful analysis of a unique dataset draws on evidence from 41 countries over the period 2012-18. Among other things it makes clear that companies tend to be more financially sound if the working environment they create is better. This is reinforced by Elinaz Kashefi Pour’s analysis of the success or failure of entrepreneurial firms, showing that higher employee welfare is a key indicator of success. Alongside this, Rohit Varman’s research on experiences of work in India is central to developing a truly global understanding of decent work in context, emphasising how work and consumption can be framed by suffering and self-abnegation.

Responsible Consumption and Production

Our research consistently challenges the notion that there is little individuals can do to support the principles that underpin PRME.

The relationships between producer and consumer are especially salient in encouraging positive action, even if, as Anthony Heyes shows, green labelling can sometimes be counter-productive for both welfare and the environment.

The complexity of the decision-making process is also addressed by Yaunzhu Zhan, analysing the beginning of the production-consumption process, showing that quality of social relationship between supplier and buyer is essential to green practice and positive environmental outcomes.

This approach also applies to a key global service industry, tourism. Eric Strobl’s innovative analysis of Caribbean islands and low/high emissions pathways, part of a stream of research in this area and in crop diversification, underscores the need for careful management and policy development in these economies as climate change threatens established ways of producing and consuming.



Quality Education

Education is widely recognised as being key to sustainable development and many

associated positive outcomes. However, quality of education can be affected by a very wide range of internal and external factors, as the UN has consistently shown in its own analysis in this area. Livia Menezes’s findings about Brazilian students’ exposure to crime in school districts illustrates this perfectly, showing that proximity to violence negatively influences boys’ education especially strongly.



Centres

Sustainable Finance and Policing

The Sustainable Financial Innovation Research Centre (SFIC)

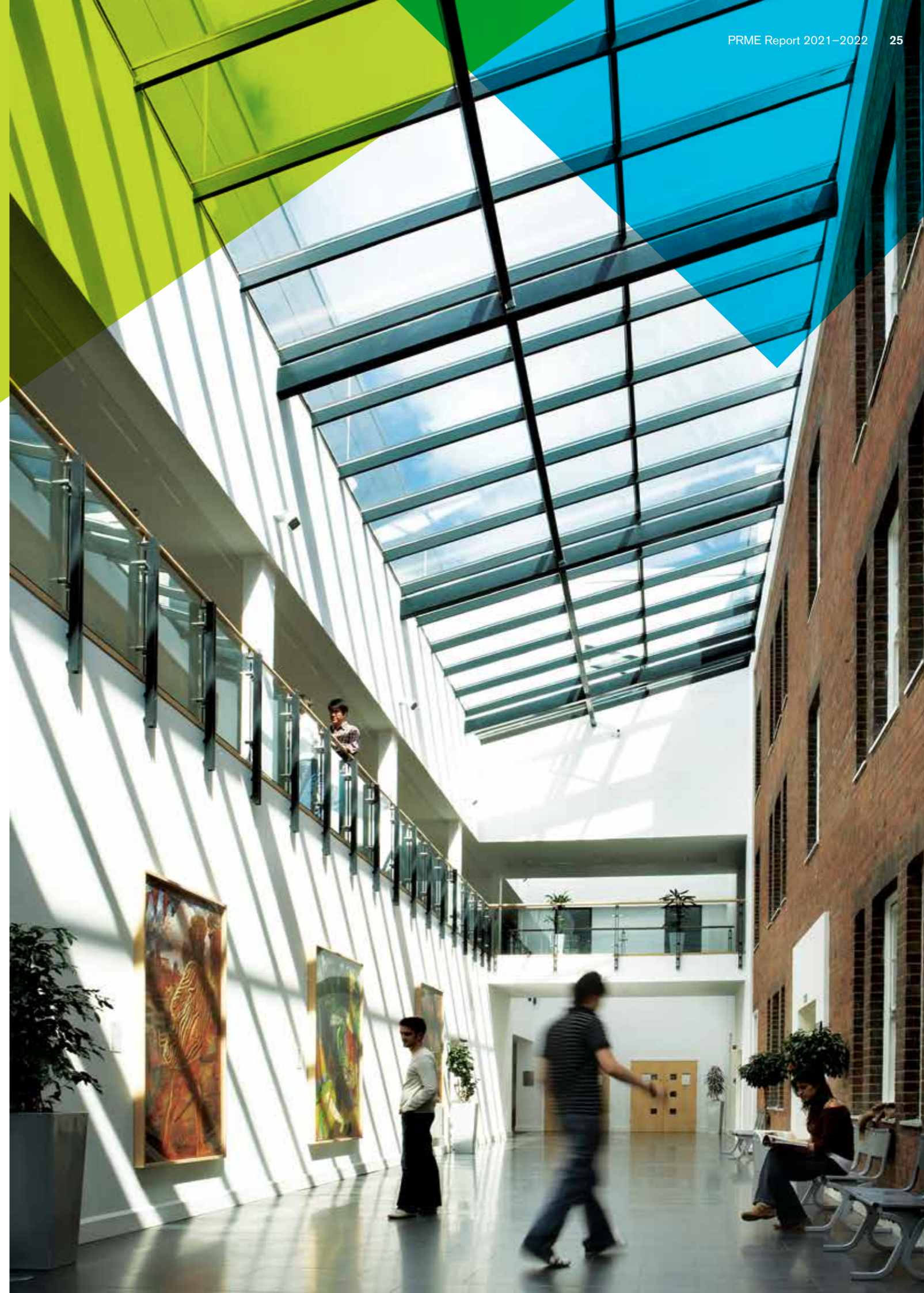
The SFIC is the first interdisciplinary research centre we know of to focus on both financial technology (FinTech) and financial innovation. The SFIC seeks to undertake cutting-edge interdisciplinary research on financial innovation, FinTech and sustainability. The centre mission is to generate interdisciplinary research by bringing together academics and practitioners from across the globe to produce high quality and impactful research on Sustainable Financial Innovation. SFIC is a centre of excellence that builds upon the existing track record of quality research outputs and networks across the College of Social Sciences. Research within the SFIC revolves around two core themes, namely FinTech and Sustainable Finance.

Centre for Crime, Justice and Policing

The Centre for Crime, Justice and Policing brings together a diverse group of researchers who either work in the area of crime, justice and policing or have methodological expertise. With over 40 researchers in the University who work in these areas, the Centre taps the synergies across interests and disciplines to develop a culture of collaborative working leading across disciplines to address some of the big challenges facing the criminal justice sector. It is a multidisciplinary centre, involving researchers from the Business School, School of Psychology, Medical School and Birmingham Law School. The Centre actively works with a range of other Higher Education institutions, and a range of criminal justice partner agencies, to provide world class evaluation and policy impact. The Centre actively encourages collaborative research and evaluation, seeking academic and practitioner partnerships.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will continue to run and develop the Responsible Business Symposium as an important way to communicate our research and generate dialogue with a wide range of stakeholders.	The second Responsible Business Symposium took place in 2021.	Achieved

The second Birmingham Business School Responsible Business Symposium took place in September 2021. Colleagues presented more than 30 original research papers over three days, alongside a keynote address from Professor Sir Dieter Helm (University of Oxford, chair of Natural Capital Committee until November 2020), an interdisciplinary panel with colleagues from geography and law, student presentations, and a stakeholder panel featuring a speaker from Capgemini. The symposium showed the breadth and depth of the School colleagues’ research on responsibility, ranging across climate finance, climate change in our curricula, consumption and climate change, the economics of climate change, responsible policing, and green supply chains.



Organisation



Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will work together with the central University to align PRME with University of Birmingham Global Compact activities.	Our Centre for Responsible Business has implemented several initiatives to reflect the University's commitment to the UN Global Compact in its activities.	Achieved and Ongoing

The information for our work towards this objective is covered on page 21

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will review the Birmingham Business School travel policies with a view to making them more sustainable.	The travel policy has been updated to encourage staff to minimise their impact on the environment.	Achieved

In 2021, the University signed up to the United Nations Global Compact (the world's largest corporate responsibility initiative) as part of its commitment to reducing its environmental footprint and maximising the impact of its research.

Since then, our Centre for Responsible Business has been involved in mainstreaming climate change into all our accounting courses, providing a responsible business definition for the Birmingham Business School and devising a pledge card and commitments for our operations.

Mainstreaming Climate Change into Higher Education

It is an indisputable fact that business cannot carry on as normal if we are to effectively fight climate change and reach the government's target of net zero carbon emissions by 2050. This means that every student studying accountancy and finance should know how to account for climate change. At Birmingham Business School, we have been making huge strides towards making this a reality.

We have become the first university in the world to have mainstreamed climate change into our accountancy course, thanks to the Centre for Responsible Business' Director Professor Ian Thomson, Dr Mayya Konovalova and Dr Madlen Sobkowiak. Mayya and Madlen are the two academics responsible for building the new vertically integrated syllabus for the course, and in 2021 won the Birmingham Business School Responsible Business Award for the project.

Many businesses either accidentally or purposefully engage in 'greenwashing', giving a false or exaggerated impression of their environmental credentials and the amount of work they're doing to combat climate change. Greenwashing commonly occurs when carbon emissions are not accurately accounted for and reported, often because accountants have not had the right training or been given the right information to be able to share completely accurate numbers, especially when it comes to Scope 3 emissions. By updating the accountancy degree syllabus, it will become much easier for accountants to feel confident about truthful carbon accounting.

Students embarking on their journey to becoming accountants can help futureproof their own careers and the organisations they go on to work for thanks to the changes which have been brought into the accountancy course. Climate change is a real threat to business resilience, as well as the wider world, and universities have a responsibility to provide students with the tools and education they need to do this crucial work.

The integration of climate change into the course has become a major selling point for the degree programme, and the ambition is to continue the roll out and share practice with other universities across the world. Ian, Mayya and Madlen have already presented this work to universities in Canada, Brazil, Saudi Arabia, Australia and Italy through various online international workshops. The hope is that other universities will replicate what the team at the University of Birmingham are doing, so that the new generation of accountants across the globe are prepared with the vital knowledge and skills they need to take climate change into consideration when they go on to start their careers.

"Learning about carbon accounting showed me how influential organisations could be in encouraging societies' behavioural change, and the complexity of carbon accounting implementation into organisations. This highlighted my naivety towards carbon accounting and made me realise that some elements of sustainability are just too tricky and complicated to put a value on. My outlook on climate change has completely changed from being opinions on how we could be sustainable, to looking at the morals of society and responsibility for changing our future globally."

Sophie Yates
BSc Accounting & Finance graduate



Sustainability is one of the six pillars of the 2030 Strategic Framework. We have a University wide expenses policy which also incorporates that all staff have a responsibility to minimise the impact that the University's activities have on the environment, and to contribute to the sustainability pillar. The travel

policy has been updated to urge staff to consider reducing their use of travel and to embrace digital alternatives such as Microsoft Teams or Zoom when appropriate.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will resubmit the Athena Swan application in November 2021.	The School achieved a Bronze Athena Swan award in 2022.	Achieved

Equality is sometimes overlooked when we consider responsibility, perhaps because it is such a long-established ideal in workplaces, and perhaps because it can be judged as less urgent than, for example, climate change.

The Business School has long planned to engage with the UK's Athena Swan equality charter mark framework, and has been working on obtaining an award since 2016 with the formation of a self assessment team responsible for drafting and submitting the report needed.

The submission of the Business School to the Athena Swan Charter finally brought equality, particularly gender equality, to the centre of both strategy and operations. The process helped the School to assess and improve equality interventions and outcomes, to signal internally and externally the importance of equality in our overall strategy, and to start to develop into a sector leader in this area.

Compiling the self-assessment report encouraged us to recognise all of the work that had been done and forced us to plan and commit to continuing to develop our practices in this

area. In particular, working through the Bronze accreditation has alerted us to the importance of both gender+ and intersectional inequalities, both of which we are also now starting to address systematically.

With the award of Bronze status successfully granted in 2022, we are now looking forward to our next engagement with Athena Swan, when we start to work towards either re-accreditation or the Silver award.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We planned to create a responsible business pledge for our own organization	A five point pledge was created during 2021–22 and approved by colleagues in 2023	Achieved

Birmingham Business School believes that diversity is positive and enriching, and is committed to creating and maintaining an inclusive learning and working environment, where equality is promoted, diversity is valued and discriminatory behaviour is not tolerated.

The BBS Responsible Business Pledge has been designed by the School as part of the 2022/3 strategy refresh and is informed by the research of the Centre for Responsible Business. The Pledge is intended to begin to articulate how we will translate our commitment to Responsible Business

into actions on our campuses and in our stakeholder communities, complementing our work to operate more sustainably.

We will create spaces for new ideas, especially those that increase the resilience of organisations, society, and the environment.

We will challenge everyday practices, encourage responsible citizenship and promote fairer distribution of opportunities.

We will be open and transparent about what we value and measure; we will also value areas that cannot easily be measured, taking care of our people and culture.

We will develop diverse and inclusive teams throughout the School to encourage responsible leadership, education, and research.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will launch the Staff Voice Group (SVG), a forum for all Birmingham Business School staff, at all grades, to raise issues under the 'inclusion umbrella'	Rather than a Staff Voice Group, the School has launched several communications channels to ensure all colleagues' voices can be heard.	Achieved

We will operate responsibly, taking account of our students, staff, the wider community, and the environment. As part of our steps towards ensuring that all Birmingham Business School have mechanisms through which to raise issues under the "inclusion umbrella",

we have established effective communications channels through which colleagues can ensure their voice is heard. This includes an online suggestion box, departmental EDI representatives, School Listening Events and an ethnic minority support group.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will launch a mini-series called 'Diversity in Business', starting in January 2021, initially targeted at Business School students but also open to College of Social Science students, which will run in conjunction with our Student Experience Officers and the School Alumni team.	This objective led to a different, more inclusive outcome.	Achieved

This initiative ran but was broadened out from 'Diversity' to also incorporate other protected characteristics. The result was a three part series covering 'Diversity', 'LGBT' and 'Women' in Business. The format consisted of a panel session with up to three members of

our alumni and then a student chair who represented the group. Questions were taken in advance from students, supplemented by others from informed academics or specialists in the particular area covered by the session. The series, particularly Diversity in Business,

were well attended, filmed and subsequently uploaded onto YouTube. The recordings were shared around the College internally as well as on social media, with the alumni involved sharing on their platforms to enable the content to have a wider impact across other sectors.

Key Objectives and goals 2021–2022	Progress and achievements	Progress
We will deliver training across the School on decolonising the curriculum	The School has embarked on a three-year project to decolonise its activities across its various operations, including the curriculum.	Achieved and Ongoing

Birmingham Business School has embarked on a project to decolonise its activities across its various operations, including the curriculum. This is part of the mission of the School to embed a culture of responsible business and inclusive values into our teaching, learning and research.

The project was initially conceived out of a workshop in May 2021 which brought internal and external speakers together to the business school to start a conversation across and within disciplines around everyday practices of decolonisation within the business school. The workshop provided space for theoretical reflections upon decolonisation and the exchange of practical, creative and pedagogic strategies that could be pursued by academics, professional colleagues and students.

The Decolonisation Project was then officially launched in December 2022 with the aim to reflect and reimagine what decolonisation means in the context of Birmingham Business School and what this will mean for the school in the future. The launch showcased preliminary research findings from our QR research 'Business schools, research cultures and (de)colonisation: understanding the lived experience of research and practice(s)' as well as a panel discussion on perspectives on decolonisation within Birmingham Business School.

Further initiatives in the Decolonisation Project include a series of workshops developed by Caroline Chapain and Emma Surman in collaboration with the Barber Institute for Fine Art, which took Management and Marketing

students from BBS out of the classroom and into the gallery. The workshops, sponsored by the PRME UK network under the teaching innovation seedcorn fund, focused on exploring issues of race, colonisation, reflexivity, ethics and critical thinking through discussion of specific art pieces in the context of each module. The collaboration between BBS and the Barber is an ongoing activity with workshops continuing to take place in the

2022-23 academic year. Caroline and Emma have presented this work at the PRME conference and CABS and BAM.

We've also seed funded six projects focusing on decolonisation within the school, with more prizes available for Birmingham Business School staff to begin their own process of decolonisation within a teaching, research or networking-focused capacity. In terms of training for staff on how to begin the process of decolonisation within their own work, a Canvas course has been created alongside a dedicated resource list to ensure staff are equipped with the necessary information. A Canvas course and resource list is also available to all University of Birmingham students.

Ethnic Minority Mentoring Pilot
As part of our Equality, Diversity and Inclusion work we are trying to address the lack of diversity in certain industries by creating networks and opportunities for our students to gain insight into these career paths.

Following student feedback, we recognised that students from Ethnic Minority backgrounds had been self-selecting out of our existing alumni mentoring scheme due to potential mentors not having experience of the same

barriers and challenges that they will encounter. In response, we launched a new pilot Ethnic Minority Mentoring scheme to provide students with extra support.

All students who applied for the scheme were matched with an alumni mentor from a similar ethnic background and who worked in an industry that the student aspired to work in. The feedback from the pilot was positive from both the mentors and mentees, and the mentees stated that having a mentor from the same ethnic background as them was a huge benefit in helping them to overcome particular barriers they may face as they embark on their careers.

The scheme will be running again in 2023–24 and all Birmingham Business School students from ethnic minority backgrounds will have the opportunity to apply to the scheme.



Birmingham Business School moving forward Objectives for 2023–2024

As we continue on our PRME journey and embark on a new five-year strategy cycle which reflects our aims to bring responsible business to the fore across our teaching, research and operations, we want to continue to build on our success in this area as well as set ourselves new future targets.

Research

- We will identify areas of particular strength in Responsible Business research across the School, and seek to develop these further
- We will encourage the development of new RB research across the school through tailored seed corn funding
- We will develop more RB partnerships with industry and other stakeholders in order to enrich our research opportunities.

Education

- We will support the development of a Student Responsible Business society in the Business School
- We will look into how we can extend our Responsible Business Education activity in our Dubai and Singapore campuses
- We will explore how we can include more Responsible Business content into our modules (particularly in some of the subject areas where it can be less obvious, such as Finance and Economics)
- We will look at developing more Responsible Business partnerships with industry and other stakeholders, including in our own university, in order to enrich our Educational opportunities.

Organisation

- We will map the activity of academics across Birmingham Business School to the UN SDGs to help develop areas of expertise and inform students and other stakeholders of areas of research and educational strength around responsible business
- We will conduct a mini audit of how the School operates responsibly using CRB tools, to identify any key gaps in the operations of the School and commence new projects to address these and improve our ongoing practice
- We will extend the decolonisation project across all activity in the School reflecting upon the culture of the School and the experiences of staff and students in none dominant groups
- We will refresh the School strategy reflecting on the focus on responsible business and how we embed this into all our activity
- We will develop and integrate the Responsible Business Pledge for the School which we will use to guide the way we conduct our operations.



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Covid-19 pandemic section

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Business Management) and President of
the University of Birmingham Business and
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