

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

Sheffield Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Sheffield Business School, including key details and basic institutional data.

Mission

Sheffield Business School's Mission is to lead transformative change for our students, businesses and society through:

- Empowering Future Leaders: Our learning experiences inspire students to thrive and succeed as responsible leaders, visionary entrepreneurs, and global citizens.
- A Catalyst for Collaboration: We connect businesses with students and society to work together to find enterprising solutions to global problems.
- Driving Societal Change: Through research, innovation, knowledge exchange and enterprise we make a positive societal impact and aim to create a better world.

Vision

Sheffield Business School's Vision is to be a leading applied business school making a positive impact on society.

Sheffield Business School is part of Sheffield Hallam University, a Civic University driven by its mission to [Transform Lives](#). At Sheffield Hallam, we have a diverse student body, with just over 70% of our undergraduate students falling into one or more of the Office for Students' underrepresented groups. We have recently been ranked 7th in the world for championing equality and inclusion in the Times Higher Education Impact Ranking 2025.

Sheffield Business School directly contributes to the University's Access and Participation Plan (APP), which outlines how we aim to improve equality of opportunity for students from disadvantaged backgrounds to access, succeed in, and progress from HE.

Strategy

Sheffield Business School's strategy and governance structure

Sheffield Business School's strategy and governance structure are driven by our values of Collaboration, Integrity, Inclusivity, Ambition and Innovation.

Our School governance fully embeds Equity, Equality, Diversity & Inclusion (EEDI) principles within the Terms of Reference of all formal Committees, Operations and Delivery Groups and Communities of Practices.

The School has also established two Operations and Delivery Groups focusing on EEDI and Societal Impact respectively. The EEDI group ensures implementation of, and engagement in, Sheffield Business School's EEDI priorities. The Societal Impact group develops and monitors the School's Societal Impact plan to advance our positive impact through our curriculum, scholarship and engagement activities.

Sheffield Business School Strategic Plan 2024-2027 View document  Download document 

Strategy Alignment

Sheffield Business School Strategy Alignment

Sheffield Business School is at the heart of South Yorkshire, a region that faces significant economic challenges and has a higher-than-average proportion of young people living in deprived areas. We are committed to creating an environment that reduces inequalities, promotes decent work for all, and supports sustainable economic growth across our region.

To achieve this, we have identified two SDGs as strategic priorities, aligned with our mission to “lead transformative change for our students, businesses, and society”: SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities).

Many of our students come from disadvantaged backgrounds and are the first in their families to attend university. Our aim is to provide opportunities for students from all backgrounds to thrive in their studies, engage with businesses, develop as global citizens, and enhance their employability.

We also seek to strengthen our intellectual contribution and societal impact for the benefit of our students, business partners, and wider society. Our work focuses on the themes of resilient economies and sustainable supply chains; responsible consumption and sustainable lives; responsible leadership and socially just organisations; and digital transformation.

In addition, we aim to build and deepen our connections with businesses through the Business Hub for mutual benefit, enriching learning opportunities for students while supporting business growth, particularly among regional SMEs.

Through these activities, we continue our efforts to empower future leaders, act as a catalyst for collaboration, and drive positive societal change.

Institutional History

Sheffield Business School Institutional History

Sheffield Business School is part of the College of Business, Technology and Engineering, within Sheffield Hallam University. Sheffield Business School is a large modern business school offering a diverse portfolio of programmes and has been defined by its ethos of practice-based education, and research combining academic rigour with practical application.

Sheffield Business School started its PRME journey in 2013 with aspiration to achieve AACSB accreditation. The internationally recognised accreditation highlights the school's commitment to ethical behaviour, inclusivity, sustainability and social responsibility in their standards. Signing up to PRME alongside our AACSB aspirations was seen as an effective way of demonstrating these values. The school created a PRME working group who initiated various workstreams to embed PRME values in our work including research, teaching, enterprise, partnerships and stakeholder engagement. The school became an active member of PRME in 2013.

Since joining PRME, the school has demonstrated its commitment to PRM through successful AACSB accreditation (2020) and reaccreditation (2025) and achievement of EFMD's BSIS (Business School Impact System) recognition in 2024. In our recent a school-wide portfolio redevelopment and revalidation, we have also ensured that PRME principles are systematically embedded in all our programme learning outcomes.

Graduates & Enrollment

2025 Statistics	Number
Graduates	2015
Student Enrollment at the University	38063
Student Enrollment at the Institution	7990
Undergraduate Attendance	4995
Masters-Level Postgraduate Attendance	2718
Doctoral Student Attendance	183

2025 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	94

Degrees Offered

Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Arts (B.A.)

Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Arts (M.A.)
-  Master of Business Administration (M.B.A.)

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)
-  Doctor of Business Administration (D.B.A.)

Certificates, Professional Development, or Associate Programmes

-  Help to Grow (HtGM)
-  Made Smarter: Digital Manufacturing Champions
-  Made Smarter: Digital Manufacturing Leadership
-  Carbon Literacy: Help to Achieve Net Zero



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



28th September 2026

A message from the Director of Sheffield Business School

It is my pleasure to write this letter to outline our continued commitment to the PRME principles.

Sheffield Business School is a large and accredited school. The PRME principles are firmly embedded in Sheffield Business School's Vision and Mission.

Our Vision is to be a leading applied Business School making a positive impact on society. We are proud to be part of a Civic University and an active PRME member since 2013. We have recently been [ranked 7th best in the world for championing equality and inclusion in the Times Higher Education Impact Ranking 2025](#).

Our Mission Statement is built around empowering future responsible leaders, being a catalyst for collaboration to find enterprising solutions to global problems and driving positive societal change through innovation and knowledge exchange. Through our research, teaching and partnerships, all academic and professional services staff are committed to transformative change for our students, businesses and society.

This SIP report covers our progress during calendar year 2025 (1-Jan-2025 to 31-Dec-2025). We have continued to advance the UN Sustainable Development Goals (SDGs) during this period. In September 2025 we completed the roll out of our revalidated UG and PG provision, ensuring that all our programmes include sustainability and responsible management education learning goals. In 2024 we were recognised by BSIS (Business School Impact System) for our strong commitment to bringing positive impact in our region. We have identified two SDGs as our strategic focus areas, SDG8 Decent work and economic growth and SDG10 Reduced inequalities and demonstrated our impact and progress in our 2025 AACSB reaccreditation.

This SIP report contains many examples of internal and external collaboration and the broader University progress towards the SDGs. Sheffield Business School will continue to set objectives aligned with the SDGs and will measure progress and impact on a regular basis.

We are proud to be committed to the advancement of responsible business and management education.

Kind Regards,

A handwritten signature in blue ink, appearing to read "Dr Sam Giove".

Dr Sam Giove
Director, Sheffield Business School

Definition of Purpose

Our purpose is to be a leading applied business school making a positive impact on society and to lead transformative change for our students, businesses, and society.

Institutional Engagement

76% - 100% of faculty at Sheffield Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

We aim to create the conditions for a positive socio-economic impact on our students, our business partners and our region. Our Business Hub and net zero ready new Business School demonstrate our commitment to organizational responsibility and accountability to society and the planet.

Who Champions Responsible Management Education at Our Institution

- ❖ Senior leadership office
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Interdisciplinary efforts across parent organization
- ❖ Interdisciplinary efforts across business school
- ❖ Individual leader
- ❖ Disciplinary efforts within business school

Student Voices

The following narratives demonstrate how Sheffield Business School has influenced students' academic journey and personal growth.

Student voices PG - Athira Jayan

My experience at Sheffield Business School showed me that responsible management education is something actively practised through the learning environment, teaching approach, and module content. Through modules such as International Management Competencies, International Entrepreneurship, and MNEs: Navigating Global Challenges, I developed a deeper understanding of ethical leadership, cultural intelligence, sustainability, and socially responsible business practice. The interactive seminars, reflective learning, discussions on the circular economy, and engagement with real entrepreneurs made learning feel practical, inclusive, and globally relevant. Together, these experiences helped me see business not only as a tool for economic success, but as a means of creating positive social and environmental impact. (Athira Jayan, MSc International Business Management).

Student voices PG - Jeremiah Sylvester Ogwuche

Winning second place in the PRME Student Writing Competition was a major milestone for me because it reflected how much I had grown through my learning at Sheffield Business School. Modules such as Entrepreneurship in International Contexts, International Management Competencies, and International Strategy and Sustainability completely changed the way I think about business and leadership. They challenged me to see international business not only as economic activity, but as a way of creating social impact, addressing sustainability challenges, and leading responsibly in global contexts. Through these modules, I developed the confidence, critical thinking, and practical tools to design a social enterprise proposal that I am now actively taking forward. The experience showed me that responsible management education can genuinely inspire students to turn ideas for positive change into real action. (Jeremiah Sylvester Ogwuche, MSc International Business Management)

Student voices UG - Emily Strong

The Resilient Built Environment module gave me a much stronger understanding of how responsible environmental management is integral to the real estate profession.

One of the key lessons I took from the module is that creating long-term value in real estate is about more than just financial returns. It is about balancing economic performance with environmental sustainability and social responsibility. As climate change continues to shape our built environment, real estate professionals have an important role in delivering developments that are resilient, sustainable, and beneficial for the communities they serve.

The group project, professional report and field trip to Rotterdam enabled me to apply these concepts in a real-world context. Seeing projects such as the Maeslantkering Storm Surge Barrier and Rotterdam's approach to urban water management demonstrated how responsible environmental management can be embedded into planning and development at every scale. It reinforced how engineering, planning, and environmental policy work together to reduce flood risk while creating places that remain functional and liveable for future generations. Experiencing these examples first-hand made the module particularly impactful and strengthened my appreciation of how resilience and sustainability should be integral to decision-making in the built environment.

Overall, the module strengthened my understanding of the shared responsibility that professionals across the built environment have in creating sustainable, resilient places, and demonstrated how collaboration across disciplines is essential to delivering long-term environmental, social, and economic value. (**Emily Strong, BSc Real Estate – 2nd Year**)

Student voices UG - James Cowie

The Development Management and Climate Action Retrofit Project module, which I studied in my final year, was definitely an eye-opener for me in regards to how significant the role of the built environment and real estate is in the environment and global sustainability and development management generally. For example, learning that the built environment contributes to around 40% of global carbon emissions – the majority of which used for heating and cooling – was very interesting.

With my graduate role involving commercial property development, I have a greater understanding of the impact of this and the things that can be implemented to reduce energy usage and negative environmental impact, and apply this to my work where appropriate. I know the 'fabric first' approach to energy efficiency is important, as well as the use of renewable energy sources, which both help to improve energy efficiency and overall sustainability. I feel confident in my knowledge of environmental management in real estate which I aim to further develop and apply in my career. (**James Cowie, BSc Real Estate, final year**)

Student Awareness

76% - 100% of students at Sheffield Business School are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Sheffield Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Values Voices - Accomplished Study Programme in Research Excellence (ASPIRE)

"At ASPIRE, equity is not an aspiration—it is our foundation. Our commitment to transforming doctoral education means recognising that access, belonging, and justice for Black students are not optional extras but essential conditions for excellence. ASPIRE nurtures scholars to challenge racialised barriers, to claim space in institutions that have historically excluded them, and to reimagine research as a force for inclusion and social change.

We know that mentorship without compassion fails. That's why ASPIRE is rooted in lived experience and guided by values of Ubuntu, Omoluabi, and compassionate pedagogy. Our scholars are supported not only to succeed academically but to thrive personally, professionally, and socially. They leave the programme prepared to lead with courage, critical consciousness, and a deep responsibility to uplift others.

This programme does not simply speak of equity—it enacts it. From tailored mentorship to systemic advocacy, ASPIRE embeds anti-racist practice into every element of the doctoral journey. It is how we ensure that the next generation of researchers and leaders do more than enter academia—they transform it into a space that is more just, inclusive, and humane". (Dr Ifedapo Francis Awolowo PhD, Senior Lecturer at Sheffield Business School and ASPIRE Project Lead)

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Celebrating Values - Equity, Equality, Diversity & Inclusion (EEDI)

"Sheffield Business School (SBS) has one of the most diverse workforces among all academic units at Sheffield Hallam University. This diversity—across ethnicity, gender, and professional background—supports a vibrant and inclusive academic culture.

The varied experiences and backgrounds of SBS staff help create a strong sense of belonging for its diverse student population, enriching learning environments and promoting equity. This inclusive culture enhances teaching and research, while positively influencing SBS's broader societal impact and reinforcing its commitment to sustainable and socially responsible education". (Sam Coulby, Senior Business Partner, Equity, Equality, Diversity & Inclusion (EEDI))



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

Our recently launched portfolio and pedagogical approach reflects our vision and mission, which are built around being a leading applied business school that makes a positive impact on society, developing students as responsible leaders, entrepreneurs, and global citizens, and creating solutions to global problems and creating a better world.

Courses that support RME

Sheffield Business School reports 13 courses in 2025 that support responsible management education and sustainable development goals.

Environmental Accounting | 44-608506

The main topic areas will include environmental accounting and the tools and techniques used e.g. Environmental Management Accounting.

There is a move to make organisations understand, report on and reduce their impact on the environment which aligns to the 2050 net carbon agenda and the recent COP26 summit.

It will also look at other aspects of accounting from the governance of ethical behaviours and legal requirements such as the modern slavery act, waste disposal.

We will also cover charitable accounting and social enterprises which are becoming more complex where they are included in the NHS' move away from Clinical Commissioning Groups to Integrated Care Systems comprising of charity, council and NHS trust to bring together care packages for the most vulnerable.

This course prepares students to be responsible citizens and decision makers. Students are encouraged to consider the impact of organisations on society and the environment, and to question the role of businesses and their accountabilities. The impact of this course was evident in our student's feedback and reflections:

"[the course] has been eye-opening and thought-provoking. Through intense research and external reading, I have deepened my understanding of legitimacy theory and the complex nature of Social and Environmental Accounting practice and how this can be manipulated and misrepresented in order to influence stakeholders and public perceptions. My experience with the WHO article has highlighted how crucial it is to approach ESG reporting critically, analysing motivations of the data objectively in order to obtain a true reflection of a company's overall environmental impact" (Student's reflection on the module essay abridged)



Responsible and Ethical Business Practice | 44-609433

This course centres on global contextual requirements for employers and their workforces to act responsibly. You'll experience research-informed teaching focusing on current industry challenges related to responsible practice

This module builds on the PRME agenda from earlier modules and further develops students' ability to create responsible and sustainable organisations. The module adopts a problem/ enquiry-based approach to the challenges and opportunities for business vis a vis responsible business practice in the context of the UN Global Compact. Teaching inspires and challenges students with real-world and research informed scenarios as well as global agendas such as the UN Sustainable Development Goals (SDGs). Students' learning connects to real-world and workplace challenges in the regional and global community. The work produced by three students undertaking this module was entered in the PRME UK and Ireland Chapter Student Essay Competition 2024, with student Daisy Flatters being selected as a finalist in the alternative media category for her poster 'Gaining an understanding of whether the presence of electronics factories in Asia could be perceived as an act of ethicality'.



Leading for a Sustainable Future | 44-708915

This course invites you to explore the theory and practice of the management of social, economic and technological trends and developments relevant to your area of responsibility and wider organisation and to examine innovation initiatives for new opportunities. The course will cover change skills and competences and is mapped against the relevant aspects of the Senior Leadership Apprenticeship framework. You will have the opportunity to understand your own and your organisation's approach to the conceptualising and management of disruptive opportunities, enablers and sustainability.

This course sits within the Business School Senior Leader Apprenticeship programme (postgraduate diploma). All learners are employed by an organisation that releases them 20% of their time to complete the apprenticeship. This course introduces the SDGs and Global Compact principles, and challenges learners to review their organisation's performance with the view to issue actionable recommendations and improve the sustainability of their organisation



Contemporary Issues in International Business | 44-604830

The course aims to provide a critical understanding of key issues dominating contemporary international business debate including but not limited to globalisation, emerging economies, ethics, corporate social responsibility.

This course prepares students to be responsible global leaders and decision makers.



Responsible Human Resource Management | 44-509393

This course develops students' understanding of responsible human resource management (HRM) practice, challenging how HRM and ethical people practice are approached in organisations, learning through critical debate and case study analysis of real-world organisational challenges.

This course encourages students to challenge how HRM and ethical people practice are approached in organisations and prepares them to be responsible leaders.



Sustainable Food: Preservation, Processing and Packaging | 44-508685

This course aims to develop students' understanding of the purpose and principles of food processing unit operations; developments in sustainable food manufacturing operations and the role of packaging in managing and controlling product quality and safety.

This course prepares students to be responsible, science-based decision makers



Customer Insights And Sustainable Innovation In Marketing Strategy | 44-609446

This course develops your understanding of sustainability and its impact on new product development. You'll critically analyse current situations and innovative solutions, taking ideas forward and developing them into launch strategies.

Students are encouraged to challenge current approaches to sustainability in product development and seek to apply research-based solutions to real world environmental issues.

Students collaborate with peers to develop solution-based products that link to contemporary market demands within the framework of sustainability.



Global, Ethical And Responsible Management Approaches | 44-609396

This course considers your role as a strategic change agent, creating new directions for action in global, ethical and responsible approaches to business. Your learning will be problem-based and include insights from industry experts.

Engage - with the need for change to secure globally responsible business, students develop innovative and creative ideas and consider how these might be communicated to craft innovative approaches to organising; Challenge – The course encourages students to challenge taken for granted characteristics and assumptions about organisations; Collaborate – This course focuses on participative decision making around the global impact of organisations, including global supply chains.



Management Accounting and Financial Management | 44-409321

This course introduces management accounting terminology, concepts and theories in lectures and seminars, while developing your management accounting skills in an applied project working with a client. You'll build your competencies and professional skills in management accounting methods and techniques, enabling you to identify and solve problems in organisational contexts.

This course embeds five weeks of Carbon Literacy training, which gives students an awareness of climate change and an understanding of the actions required by governments, businesses and individuals to lead towards a sustainable future. Embedding carbon literacy in a core course during first year enables students to approach their studies with a critical mindset to become responsible leaders and decision makers of the future.



Personal and Professional Development | 44-508607

The aim of this course is to support students to become independent and reflective practitioners; knowledgeable of the requirements to work within their chosen sector and able to demonstrate the skills to develop themselves and the competencies required for professional practice, as both a graduate and throughout their career.

Carbon literacy training and certification is included in the module delivery, this helps students' to consider their own practice and the impact of this but encourages the students to think about how this can be integrated into the creation responsible and sustainable organisations. As part of the Carbon literacy training and certification, the student pledge what they will do differently in order to minimise their own carbon footprint in both a personal and professional capacity.

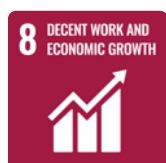


Development Management and Climate Action Retrofit Project | 77-608962

Development Management: to enable you to individually and collaboratively identify, formulate and advance feasible real estate development proposals by identifying and addressing relevant physical, legal, finance and market factors.

Climate Action Retrofit Project: to enable you through working collaboratively in an immersive, work integrated learning environment, to address an employers' brief use your disciplinary knowledge and given professional identity to identify, formulate and advance feasible retrofit proposals to address energy and environmental challenges posed to existing buildings by the climate emergency.

The final year studies give a wider understanding of the different actors involved in creating a sustainable future that is resilient to the challenges of climate change, so the students develop a critical mindset to become responsible leaders and decision makers of the future.



Sustainability, Law and Economics | 77-408945

Built environment professionals need to understand how the projects that they are involved in are shaped by the interaction of social, legal, economic and environmental factors. This course will introduce you to the core concepts of sustainability, law and economics, by exploring them in the specific context of an area of contemporary challenge within the built environment, such as how to increase the number of new homes being constructed.

In the first year an introduction is given to these prospective built environment professionals as they need to understand how the projects that they are going to be involved so they are shaped by the interaction of social, legal, economic and environmental factors. This module introduces them to the core concepts of sustainability, law and economics, by exploring them in the specific context of an area of contemporary challenge within the built environment, such as how to increase the number of new homes being constructed.



Resilient Built Environments | 77-508942

In this course you will put into practice the sustainability principle of 'think global, act local' by collaborating face-to-face with students from across the Department of the Natural and Built Environment and potentially online with students at other universities around the world, in order to work upon an Applied Project related to the resilience of built environments.

In the second year the skills gained in year 1 are put into practice; notably using the sustainability principle of 'think global, act local' in addition to wider collaboration in teamwork with face-to-face work with students from across the Department of the Natural and Built Environment and potentially online with students at other universities around the world, in order to work upon an Applied Project related to the resilience of built environments



Teaching Awards

In 2025, 1 award was given to faculty and educators at Sheffield Business School.

Times Higher Education's (THE) University Impact Rankings 2025

Granter: Times Higher Education (THE)

Grantee: Sheffield Hallam University

Award Description:

Sheffield Hallam University was ranked as the 7th best in the world in the Times Higher Education's (THE) University Impact Rankings 2025 for UN SDG 10: reduced inequalities. The THE uses indicators to evaluate universities' efforts in promoting equality and reducing disparities, including Research on reduced inequalities, First-generation students (15.5%), International students from developing countries (15.5%), Students and staff with disabilities (23%) and Measures against discrimination (19%). This ranking is a welcome indicator of our inclusive research and teaching, as well as our efforts to progress towards our vision for a culture of inclusion at Sheffield Hallam University.

Educator Recognition

At Sheffield Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Publication or research support

Continue telling your story

PRME UK&I Chapter student writing competition 2025

The high quality of critical work produced by our students is a testament of the impact that our commitment to RME. We proud to share that following students entered the PRME UK&I Chapter student writing competition in 2025.

Competition category: alternative media

Name: Cybil Cann

Category of work: Letter to local MP

Title: A letter to the Prime Minster discussing the issue of homelessness with the UK

Name: Hannah Lintern

Category of work: Blog

Title: Overconsumption: A modern day Challenge

Name: Isaac Rashid

Category of work: Blog

Title: Regenerative Grazing, Child Labour, The Water crisis and Corporate espionage

Competition category: UG essay

Name: Eva Brodrick

Title: Fast Fashion – At Least We look Good While Ruining the Planet

Name: Lucy Mansfield

Title: Period Poverty



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

Our community of researchers collaborate with students, professional networks and industry to develop and strengthen our intellectual contribution and impact around the themes of resilient economies and sustainable supply chains; responsible consumption and sustainable lives; responsible leadership and socially just organisations; digital transformation.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Sheffield Business School was awarded funding for research that is:



Local



Regional



National



International

Socializing Research

In 2025, Sheffield Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2025, Sheffield Business School reported 8 research projects that implemented responsible or sustainable activities.

Evaluation of the Nursery Milk Scheme in England

Period Covering: November, 2025 - May, 2028

Department: Sustainable Future and Supply Chain

- Funded by NIHR (National Institute of Health and Care Research)
- The Nursery Milk Scheme has been running since the 1940s and funds 1/3 pint (189ml) of milk a day for under-5s attending childcare. The aim of the research is to evaluate the scheme by understanding how the scheme operates and contributes to the dietary intakes of children, and its value, cost-effectiveness and equitability. The research will include an online survey of a representative sample of early years settings, and evaluation of the dietary intakes of children under five to understand how the scheme contributes to children's milk and nutrient intakes.
- The research is being co-led by Dr Jo Pearce and Claire Wall (both from Sustainable Futures and Supply Chain, SBS), and Dr Jordan Beaumont (Sustainable Futures and Supply Chain, SBS) and Professor Veronica Swallow (School of Health and Social Care) are also involved. Our collaborators are Dr Penny Breeze and Katharine Pidd from the University of Sheffield, who are conducting the health economic evaluation, and Michael Freeston from the Early Years Alliance who is leading on setting and parental engagement.



Early years nutrition in settings

Period Covering: September, 2024 - May, 2025

Department: Sustainable Future and Supply Chain

- Commissioned by Charitable Health Foundation, Impact on Urban Health.
- Research conducted by Dr Jo Pearce and Claire Wall
- The aim of the research was to explore food provision and consumption within early years settings (e.g. nurseries, pre-schools, school nursery classes and childminders) in Southwark and Lambeth, considering different setting types, the diversity of provision and exploring the challenges encountered by providers. This included evaluating whether the types and amounts

of foods provided met national guidance and children's nutritional requirements, a comparison between food provided by settings and from home (e.g. packed lunches) and whether there were any differences in intake for different groups of children.

- The research involved an online survey open to all settings across Southwark and Lambeth, and then a total of 52 visits to 20 recruited settings to record food provision across each day, and consumption of food by children at lunchtime which was then nutritionally analysed.
- A final report was produced for Impact on Urban Health in May 2025, and have been presented during a webinar in July 2025, and as part of the All Party Parliamentary Group on School Food meeting in January 2026.
- Relevant SDG goals are 2 (zero hunger), 3 (good health and wellbeing), 10 (reduced inequalities).



ReWET – Climate-Impacted Dwellers-led Agroecological Stewardship for Restoring Wetlands

Period Covering: April, 2024 - N/A

Department: Economics | Finance

ReWET is a multi-partner, UK FCDO-funded research-to-action project, managed through the REDAA programme, that develops and tests community-led approaches to restoring urban wetlands while strengthening climate resilience and livelihoods among vulnerable communities in Dhaka, Bangladesh (www.rewet.info). The project is co-led by Tanzil Shafique (Sheffield University, leading urban planning and community-led component), Efadul Huq (Smith College, USA leading urban ecology and environmental policy component) and Sifullah Khaled (Sheffield Hallam University, leading biodiversity finance and policy innovation component). ReWET brings together academic institutions, government agencies, grassroots organisations, and local communities to co-design agroecological restoration strategies, innovative stewardship models and biodiversity financing mechanisms, including community stewardship funds and nature-based finance. Through participatory research, ecological restoration, policy engagement and capacity building, ReWET generates evidence for scalable, locally led wetland governance and financing, contributing to enhanced biodiversity, improved ecosystem services, strengthened climate adaptation, and more inclusive urban environmental policy. The project is also informing international, national and city-level policy discussions on biodiversity finance and community-centred nature-based solutions, with lessons intended to support replication across other climate-vulnerable urban contexts.



Lightmain KTP: Learn while you play

Period Covering: January, 2022 - June, 2025

Department: Management

This project was a collaboration between the School, Lightmain and the SHU Lab4Living research centre, to create a new kind of play equipment using hydroponics called Playponics. This had significant social impact in teaching children about the environment, energy consumption and food while playing. Lightmain is a Sheffield SME that manufactures and installs sports play and leisure facilities that help children and young people exercise, play and learn. Working with Heath Reed, Principal Industrial Designer at Lab4Living, and Avika Sood, the KTP school Associate Professor, Dr Alexandra Anderson led the commercialisation of the project, including market feasibility and exploring intellectual property opportunities. To test the product, Playponics was installed at Abbey School, a special needs school in Rotherham. The pupils were involved in the whole process. The company plans for an official product launch in 2026, an official company launch of the product is planned for 2026.

A teaching case based on Playponics, authored by Dr Alexandra Anderson, Avika Sood and Heath Reed, is being published in the forthcoming (2026) Palgrave publication Teaching Cases in Responsible Leadership and Enterprise.



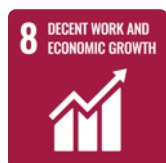
Tempus Novo - Supporting Ex-Offenders into Employment

Period Covering: October, 2023 - October, 2025

Department: Economics | Finance

The KTP project was jointly funded by Innovate UK and Tempus Novo, a charity that supports ex-offenders to find work and change their lives for the better. The main aims of the KTP were to design and implement a novel fee model supported by a new, scalable business model to help Tempus Novo generate the revenue needed to expand in a financially sustainable way. These aims have been achieved: Tempus Novo has begun implementing the fee-based funding model, and a service-level agreement manual is now in place to support its expansion to locations beyond the Leeds

headquarter. The KTP has made an important strategic contribution to Tempus Novo by equipping the organisation with the insight, tools and capability needed to establish a sustainable, revenue-generating model. Tempus Novo has maintained its strong momentum in supporting ex-offenders into long-term sustainable employment. It has also formed a new partnership with the government to deliver employment-focused rehabilitation services in the north west region of England, underscoring its proven success in this area. The project has also produced a social value impact tool – an important asset for showcasing the Tempus Novo’s social impact and helping to attract more employers to the fee-based model.



Responsible recreation in England’s National Nature Reserves

Period Covering: October, 2024 - N/A

Department: Global Business Tourism and Hospitality Management

The project was commissioned by Natural England, the UK government’s statutory advisor for the natural environment, to address gaps in the evidence base concerning responsible recreation on National Nature Reserves (NNRs) in England. The aim was to understand how to effectively encourage and support responsible recreation which minimises the impact on species and habitats at NNRs and promotes and complements the UK’s Countryside Code.

The first phase of the project was completed in March 2025. This involved selecting six NNRs that encompass diverse habitats with protected species that are negatively impacted by recreational users and implementing interventions and monitoring frameworks. This acted as a pilot study and the report of the findings will be published by Natural England in 2026.

The second phase of the project (completed March 2026) focused on extending the NNRs within our sample, refining our interventions and developing a toolkit that can be used by Site Managers of NNRs and other protected sites nation-wide. This phase also included an assessment of the UK’s Countryside Code and the value of an endorsement process with the national Countryside Code for local place-based and activity-specific codes. This was in response to a recommendation made by the All-Party Parliamentary Group on Outdoor Recreation and Access to Nature. This work has resulted in Natural England amending their endorsement process and working with several new organisations on developing a local place or activity code.

The third and final phase of the project will focus on testing and refining the toolkit, so that it can be available for the Site Mangers' of the 224 NNRs across England and other protected sites within the UK to use. This project is part of Natural England's wider Protected Sites Strategy which was established to support the Environment Act 2021.



ASPIRE (Accomplished Study Programme in Research Excellence)

Period Covering: November, 2021 - January, 2026

Department: Economics | Finance

The ASPIRE (Accomplished Study Programme in Research Excellence) project was led by Dr Ifedapo Francis Awolowo (Sheffield Business School) in partnership with Manchester Metropolitan University and Advance HE. The project was funded by the Office for Students (OfS) and Research England (UK Research and Innovation), with matched institutional funding from Sheffield Hallam University and project partners.

The project aimed to address the underrepresentation of Black students in doctoral education by providing a six-month, race-conscious mentoring programme that supported Black and Mixed-Black undergraduate and postgraduate students to progress into research careers and doctoral study. Through mentoring, research skills training, academic writing support, internships, wellbeing activities and networking opportunities, ASPIRE equipped participants with the knowledge, confidence and social capital needed to navigate doctoral education.

The project supported 59 scholars across three cohorts, resulting in 15 fully funded PhD studentships, increased progression into postgraduate research, enhanced academic attainment and improved graduate outcomes. Beyond participant success, ASPIRE influenced institutional policy and practice by contributing to changes in doctoral admissions, scholarship provision and supervisor development. The project has also informed national conversations on racial equity in higher education through parliamentary engagement, sector-wide workshops, academic publications and the development of evidence-based approaches to widening participation in doctoral education.



Food Waste Among Young Consumers: Understanding Food Practices During the Transition to University

Period Covering: September, 2023 - December, 2025

Department: Marketing

The research, undertaken by Dr Pallavi Singh, Prof Dianne Dean (Emeritus) of the Sheffield Hallam University and Dr Scott Jones from the University of Birmingham, investigates food waste behaviours among young consumers during their transition to university, examining how students develop food-related practices such as meal planning, shopping, cooking, budgeting and food waste management as they move from living at home to independent living. Using qualitative interviews, food diaries and participant-generated photographs, the project explores how socialisation, financial pressures, time constraints and changing lifestyles influence sustainable food consumption and everyday consumer decision-making.

The project has directly informed research-led teaching within the Level 5 module, *Food Choice: People and Planet* at Sheffield Business School. The research was integrated into teaching on the global sustainability challenge of food waste, enabling students to engage with current qualitative research and critically examine the behavioural, social and environmental factors that contribute to food waste among young consumers. By using live research findings and authentic data, the project enhanced students' understanding of responsible consumption, sustainable food systems and the role of consumer behaviour in addressing global sustainability challenges, supporting the Principles for Responsible Management Education (PRME) and the UN Sustainable Development Goals.

Beyond teaching, the project has initiated discussions with Sheffield Hallam Students' Union to explore how the findings can inform student support initiatives, including pre-arrival communications and Welcome Week activities that encourage sustainable food practices and reduce food waste. The next phase of the project will extend the research across UK universities to generate evidence-based recommendations that support sustainable consumer behaviours, reduce food waste and improve food literacy among young adults transitioning into higher education.



Research Presentations Related to RME and/or Sustainability

In 2025, Sheffield Business School gave 4 research presentations related to RME and/or sustainability.

Exploring the lived experience of tier two weight management services in the UK: A qualitative systematic review

Authors: Jordan Beaumont | Andrew Dolphin | Lucie Nield

Date of publication: September, 2025

Presented at: UK Congress on Obesity (UKCO) 2025

Department: Management | Marketing | Economics

Obesity is a global health epidemic with many attempts to address the rising prevalence. Lifestyle weight management services – typically focussing on dietary and physical activity interventions – have been the backbone of much obesity treatment in the UK. Whilst producing modest weight loss, these services fail to promote sustained weight loss maintenance, largely due to placing onus on the individual to enact behaviours (e.g., “eat less and move more”) that do not reflect the complex nature of obesity. This systematic review synthesised evidence on the experience of adult lifestyle weight management services in the UK, exploring service user motivations for joining services and experience in the context of weight loss maintenance. Four databases were searched (Web of Science, CINAHL, Science Direct and Google Scholar) resulting in 46,050 records. Following screening, a total of 37 were included in the present review. These articles highlighted health as a powerful motivator for service uptake and engagement. The services increased users’ weight loss capability by creating a physically enabling and motivational social environment, with many barriers to access removed by online delivery (e.g., during COVID-19). However, users expressed reliance on accountability, social encouragement and relatedness for motivating engagement and achieving ‘successful’ weight loss. This reliance on programmes is a particular concern for weight loss maintenance, given many users are expected to maintain weight loss independent of the services. Capitalising on digital service possibilities may offer cost-effective solutions to physical accessibility barriers and a novel way of providing ongoing social support for weight loss maintenance.



Blockchain integration in food supply chains: mechanisms, digital functions, and capabilities for farm-to-fork traceability

Authors: Yasanur Kayikci | Nazlican Gozacan | Cisem Lafci | Ozgur Kabadurmus

Date of publication: June, 2025

Presented at: European Operations Management Association Conference (EurOMA 2025)

Department: Management

Food safety and quality depend on effective traceability systems, yet achieving transparency and sustainability in complex food supply chains remains challenging. This study explores blockchain’s role in enhancing traceability, improving food safety, and addressing environmental concerns. By

analysing 77 real-world use cases, the research highlights blockchain's potential to align with sustainability goals. Findings reveal its transformative impact on transparency, offering a comprehensive view of its role in sustainable and efficient food supply chain management.



Defining, identifying and regulating dark kitchens in the North of England: Perspectives from consumer, local authority and food business stakeholders

Authors: Jordan Beaumont | Jo Pearce | Rachel Rundel | Simon Bowles | Helen Martin | Claire Wall | David Harness | Amelia Lake | Lucie Nield

Date of publication: September, 2025

Presented at: UK Congress on Obesity (UKCO) 2025

Department: Marketing | Economics

Dark kitchens – technology-enabled commercial kitchen(s) operating primarily for delivery, to fulfil remote, on demand, consumer online orders of food for immediate consumption – are a contemporary addition to the food environment. Often serving foods high in fat, salt and sugar (HFSS), there are growing concerns around the impact of these food businesses on prevalence of obesity and the wider determinants of health, with paucity of guidelines, regulation and oversight of the dark kitchen sector. This work explored the perceptions of and current practice around dark kitchens and the regulatory environment from multiple stakeholder perspectives, including consumers (n = 2,023), and those working in local authorities (n = 36) and the food sector (n = 9). The project applied mixed methods approaches, utilising a cross-sectional survey with consumers and a series of interviews and focus groups across participant groups, to explore the definition, identification and regulation of dark kitchens. Whilst most (n = 26, 72%) participants working in local authority teams were aware of dark kitchens, consumers were less aware of these businesses (n = 496, 25%). Results show confusion and inconsistencies in the way that consumers, local authority departments and other stakeholders define and identify dark kitchens. There are also inconsistencies in how local authorities regulate dark kitchens, partly as “they do sort of go under the radar a little bit and they’re very difficult to find...” (participant working in environmental health), resulting in current nutrition and obesity policy being difficult to implement. As such, understanding of the impact dark kitchens are having on public health is limited: “What we’re trying to do is make our environments healthier [...] with our takeaway guidance, we look at proximity to schools, child obesity, deprivation, proliferation [...] impact on the health and well-being of the population [...] but it’s a completely different story with online deliveries...” (participant working in public health). Where local authorities worked cross-

departmentally, a more consistent approach to regulating dark kitchens was observed. The potential risks of dark kitchens to food safety, food hypersensitivities and public health agendas are not fully known and warrant further research and policy development.



PRME Impact for Real: Student Views on Sustainable and Responsible Education – Three Business Schools; Past, Present and Future

Authors: Marc Duffy | Jo Watts | Nick Lawrence | Hayden Cronk | May Oo | Ryan Buchanan | Roisin Gethin | Siena McConaghie | Laura McMahon | Rosie McQuaid | Naomi Nevin | Sophie Scott | Jack Hermin

Date of publication: December, 2025

Presented at: PRME Chapter UK and Ireland Annual Conference 2025

Department: Business Administration

The Principles of Responsible Management Education (PRME) agenda from the United Nations (UN) and related sustainability initiatives, require universities to integrate sustainable and responsible management into their programmes and institutions. Consequently, PRME informs the curriculum (Morsing 2021; Eustachio et al., 2024), organisational structures (Russo, Wheeldon, Shrestha, and Saratchandra, 2023), and reporting mechanisms (Abdelgaffar, 2021; Hauser, 2019). Although these initiatives are important, the direct perspectives of students – their ideas that construct meaning for students as potential leaders and managers - tend to be overlooked (Høgda, et al., 2021). Indeed, we have a limited understanding of how the agenda is valued by past, present and future students. This submission elevates the focus on students as critical stakeholders, integral to the PRME agenda and future custodians of organisations. A detailed focus on student's experiences and ideas will aid further understanding of the ideas that transpire from responsible management education.



Publications Related to RME and/or Sustainability

The Study of Consumption Dynamics and Sociodemographic in Tourism and Hospitality Firms: A Case for Auto-netnography

| [DOI](#)

Authors: Philip Coombes, Sheffield Hallam University

Date of publication: March, 2025

Department: Marketing

In recent years, the study of consumer behavior has been widely integrated into the body of tourism research. Consumer behaviors are fundamentally dynamic processes; thus, understanding both consumer dynamics and socio-demographics are crucial for understanding consumer behavior in tourism research. This paper presents an argument and a call-to-action for a wider acceptance and adoption of auto-netnography as an alternative method for tourism researchers and practitioners to understand better the complex consumption dynamics and socio-demographics of consumers found in tourism and hospitality firms. Using the Scopus academic citation database, bibliometric methodologies are deployed to search for and evaluate the deployment of auto-netnographies in tourism research hitherto. Despite concerns regarding addressing issues of bias, reproducibility, and consistency to ensure the validity and reliability of their findings, netnographies still remain an effective and relevant research method for tourism researchers to investigate consumption dynamics and socio-demographics. However, as a progressive extension from netnography, and despite the potential of auto-netnography as a research method to contribute to tourism literature by the capture of researchers' own online experiences through their own social observations, introspection, and reflexive notetaking, auto-netnographies have not been widely used in tourism research hitherto. Netnography remains an effective research method to investigate the consumption dynamics and socio-demographics of consumers found in tourism and hospitality firms. Introspection and reflexivity are both important parts of netnography and are thus equally or more relevant in auto-netnography. A greater adoption of auto-netnography would allow the capture of researchers' own online experiences as a consumer would and could arguably provide an alternative view of the consumption dynamics and socio-demographics of consumers that may lead to valuable theoretical and practical contributions being made to tourism literature in the future. Potential directions for the method's ongoing development are also offered.



Predicting Economic, Social, and Cultural Benefits of Event Tourism in Smaller Cities: A Supply-Side Perspective

| [DOI](#)

Authors: Mark Norman, Sheffield Hallam University | Peter Schofield, Sheffield Hallam University

Date of publication: March, 2025

Department: Management

This study identifies the perceived economic, social, and cultural benefits of events in smaller UK cities, which have hitherto been neglected given the focus on large cities. It also adopts a multideestination perspective to address the call to widen research into event impacts away from single-event case studies. The article applies a cross-sectional approach to survey 111 city event managers and analyze their opinions on the event tourism antecedents contributing to perceived economic, social, and cultural benefits. The study's theoretical contribution relates to the identification of five significant antecedents of economic benefits, three significant antecedents of social benefits, and one significant antecedent of cultural benefits. The article also outlines the practical implications of the findings to inform representatives of smaller cities seeking to use events to secure this range of benefits and develop a more strategic orientation.



Assemblages, Utterances and Performativity: Consumers' Experience of Sustainable Disposal of Food Waste. | [DOI](#)

Authors: Singh Pallavi, Sheffield Hallam University | Scott Jones, University of Birmingham | Dianne Dean, Sheffield Hallam University

Date of publication: April, 2025

Department: Marketing

Purpose: Household food waste is a major issue in the UK. Numerous city councils in the UK are piloting household food waste recycling schemes to help mitigate the environmental impact of food waste. By using a performativity lens, the purpose of this paper is to explore how residents in a food waste pilot scheme (dis)engaged with the messages and bins provided by a council. This revealed how consumers (un)performed the act of food waste sorting, recycling, disposal and engagement with the food waste scheme and built an appreciation of the importance of the consumers' place on their food waste journey. **Design/methodology/approach:** This paper drew on the lived experience of 49 residents that participated in a food waste trial in a Northern Council in the UK. This paper undertook in-depth interviewing of household participants with food waste responsibilities, spending time with participants in situ, observing and photographing food waste bins and undertook informal conversations with participants. This paper focused on consumer attitudes and motivations towards food behaviours, food waste and recycling and engagement, or the lack of, with food waste recycling. **Findings:** This study illustrates the performativity of food waste recycling at home goes beyond simply "acting" on a recycling message. The findings of this study suggest for food waste messages to be performative, a range of assemblages come together. Second, this paper explores agency, or lack of, and concludes that for performativity to be successful, it requires continuous support, action and

repetition. This paper unpacks hindrances to performativity, including neoliberal governance, market conditions and lack of agency in relation to food waste. Finally, this paper reveals how the meaning of food waste has been changed by participation in a food recycling scheme changing the social reality of food waste. Research limitations/implications: Future research could take a multi-stakeholder approach to explore the performativity of household food waste and examine how consumers break previous, entrenched habits, forming new practices in relation to food waste. Practical implications: This study offers implications for policymakers by offering understanding on what performativity of food waste recycling scheme means for consumers. This paper suggests offering simple guidance for people, continuous support and communication focusing on the outcome of the scheme which help enhance engagement and greater consideration for socio-economically challenged consumers. Originality/value: The novelty to this paper lies in the context and approach. This paper studies the underexplored context of the recycling stage of food waste and post-purchase consumer activity. A performativity lens moves beyond the static conceptualisation of recycling as a given sustainability act and draws our attention to the ways it is produced and reproduced.



Creativity is a Journey, not a Destination: A Team Flow Theory Perspective for Service Workers

| [DOI](#)

Authors: Anastasia Kulichyova, Queen's University Belfast | Alisha Ali, Sheffield Hallam University | Martin McCracken, Ulster University | Judith Woods, Ulster University | Sandra Moffett, Ulster University

Date of publication: July, 2025

Department: Management

Teamwork, recognised for supporting employee creativity, is crucial to organisational sustainability and survival. However, the ways of unlocking teamwork for creativity remain an unrealised opportunity. By integrating team flow theory, we exemplify how flow can be activated in teams and give rise to creativity, adding to the nascent literature on teams achieving an optimal state. Using a creative problem-solving intervention, qualitative data was collected via participant observation and semi-structured interviews with front-line hotel managers. We show the creativity outcomes at the individual, team, and organisational levels resulting from team flow, with our data emphasising the longer-term impacts on individual creativity. Notably, we extend team flow theory with our model, contributing to the discussion of creativity processes and offering important insights into how the reciprocal relationship between teamwork and individual creativity can be achieved. Our findings have implications for business leaders seeking to drive high-performing, creative organisations.



Everyday work organizing practices: A sociomaterial examination of coworkers using different work settings

| [DOI](#)

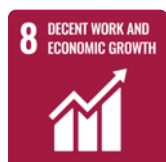
Authors: Louise Suckley, Sheffield Hallam University | Katy Marsh-Davies, University of Hull

Date of publication: July, 2025

Department: Management

This research examines the dynamics in work organizing practices of coworkers as they shift between work settings over time. Experiences of organizing are examined using a sociomaterial lens that allows an in-depth understanding of the sociocultural and material entanglement of tools used to organize. Design/methodology/approach: Semi-structured interviews were undertaken with three coworkers at three points between 2019-2022 when work settings changed. Using a narrative inquiry approach and reflexive thematic analysis, the findings are reported through three case studies developed to depict different experiences of organizing. They are themed the agile worker, the over-worker and the sociable worker. Findings: Recurring organizing practices were the start and end of the workday, choice of work location, work tasks and taking breaks, however there was variation within these practices that were influenced by the spatial and temporal contexts.

Practical implications: This research provides recommendations for organizing practices in different work settings, which will support an increasingly flexible workforce. Originality/value: The study extends research on organizing through examining the dynamic practices of organizing, the tools used to organize and the contextual influence on these choices. It also contributes to the sociomateriality perspective through the longitudinal design which demonstrates the shifting sociomateriality of organizing practices, that others have only explored in a single setting/ time.



The translucence of transparency: Extractive industry beneficial ownership disclosure as an emerging transparency regime.

| [DOI](#)

Authors: Amanze Ejiogu, Sheffield Hallam University | Mercy Denedo, Durham University |
Osamuyimen Egbon, University of Essex | Sarah Lauwo, Robert Gordon University

Date of publication: December, 2025

Department: Accounting | Finance

This study explores the nature and limits of transparency in the context of the Extractive Industry Transparency Initiative's beneficial ownership regime. To do this, we draw on Ball's (2009) three transparency metaphors – public value or norm of behaviour, openness, and complexity – to frame our study and conceptualise transparency as an ambiguous and ambivalent concept connoting light and darkness, clarity and opacity. Empirically, we draw on diverse country-level data (supplemented by company-level data to highlight exemplars) from the period between 2013 and 2021. Our findings show how the beneficial ownership regime's intersection with the wider political culture provides a space wherein the nature of transparency and the resultant visibilities and invisibilities are negotiated and contested and eventually compromised. We conceptualise this space as a zone of in-betweenness, or translucence, and represent it as an opacity–transparency continuum. As such, what is revealed is the social construction of translucence – a state in which there is neither full transparency nor complete opaqueness but, rather, something in-between. Our findings also highlight how resistance – in both subtle and confrontational forms – influences placement within this zone of in-betweenness (translucence).



Are You Secure Enough to Follow? The Influence of Follower Attachment on Transformational Leadership Perceptions and Thriving at Work | [DOI](#)

Authors: Rahul Goel, Sheffield Hallam University | Annilee M. Game, University of East Anglia | Ana Isabel Sanz-Vergel, University of East Anglia

Date of publication: April, 2026

Department: Management

Followers are increasingly acknowledged as influential in shaping leadership relationships and outcomes, yet the contribution of individual differences in followers' relational characteristics to leadership processes is poorly understood. Drawing on attachment theory and the conservation of resources model, we examine the influence of followers' attachment dimensions on their perceptions of transformational leadership (TFL) and thriving at work. In a three-wave longitudinal study of 587 employees in 112 project teams, multilevel mediation analysis showed that secure attachment was positively associated with thriving at work, while overdependent and counterdependent attachment were negatively associated. These relationships were fully mediated by followers' perceptions of TFL. The findings suggest that follower attachment security fosters workplace thriving by enhancing perceptions of TFL. The value of incorporating follower attachment in future follower-centered leadership research and practice is discussed.



Shifting positionalities: the challenges of researching class-based marginalised service workers in postcolonial contexts

| [DOI](#)

Authors: Evelyn Azikiwe, Sheffield Hallam University | Craig Hirst, Sheffield Hallam University

Date of publication: October, 2025

Department: Marketing

Consumer researchers have explored a range of topics associated with marginalised groups. While the findings from these studies contribute to knowledge of the consumption practices, coping strategies and identity work of such populations in marketplace settings, much of this research fails to appraise the challenges associated with researching such groups. To address this, our study, which notes the challenges to researching members of marginalised communities, explored the complex process of identity transformation within class-based groups in Nigeria. By reflecting on our research design choices, we offer insights to help future researchers navigate the challenges of studying marketplace actors in similar contexts. In so doing we acknowledge the fluidity of positionalities that are required for this type of study and that a key trait for researchers undertaking such work is methodological flexibility.



The impact of personalised mentorship on the academic, personal, and professional development of black students in UK higher education

| [DOI](#)

Authors: Ifedapo Francis Awolowo, Sheffield Hallam University | Oluwatoyin Dosumu, University of Manchester | Femi Olawoyin, Sheffield Hallam University | Adenike Abidoye, Sheffield Hallam University | Oluwaseun Ajao, Manchester Metropolitan University

Date of publication: November, 2025

Department: Accounting | Finance

This study examines the impact of personalised, culturally responsive mentorship on the academic, personal, and professional development of Black students in UK higher education. Drawing on qualitative data from semi-structured interviews and listening rooms with participants in the Accomplished Study Programme in Research Excellence (ASPIRE), the research explores how

mentorship fosters confidence, enhances research capabilities, facilitates career readiness, and builds networks of belonging. Framed through the African philosophy of Ubuntu, which emphasises shared humanity, relationality, and collective uplift, ASPIRE offers a relational model of mentorship grounded in shared identity, mutual respect, and collective uplift. Findings demonstrate that culturally aligned mentoring relationships cultivate self-efficacy, academic engagement, and strategic career planning while addressing systemic barriers related to racial inequity and underrepresentation. By positioning Ubuntu as both the theoretical and ethical foundation of ASPIRE, the study illustrates how African philosophy can inform inclusive mentorship practice and contribute to equity in higher education. The study contributes to mentorship theory by foregrounding the psychosocial and identity-affirming dimensions of mentorship and offers a multi-dimensional framework for inclusive mentorship practice in higher education.



Research Voices

The following statement demonstrates a way in which researchers at Sheffield Business School bring sustainability and responsible management into their research.

Holding on to home: tenancy sustainment in social housing

A two-year study into tenancy sustainment in social housing from Sheffield Hallam University and funded by the Nuffield Foundation highlights the difficulties and sacrifices tenants face paying their rent.

Recommendations from the report suggest that when developing interventions to improve rent payment levels, landlords should focus on activities to maximise tenants' income, rather than activities to improve motivation or financial capabilities.

The research has also called on the Government to rethink their approach to the implementation of Universal Credit.

Dr Catherine Dennison, Programme Head, Welfare, at the Nuffield Foundation, said:

"We welcome the team's systematic analysis revealing the challenges faced by significant numbers of those living in social housing in paying their rent, and the sacrifices that this frequently requires. We encourage social landlords and national policy makers to take note of their recommendations, including to work with tenants to maximise their incomes through all available routes."

Continue telling your story

PRME's UK & Ireland Chapter Research Seed Funding Competition 2025/26

Dr Olivia Ramsbottom, Senior Lecturer in Strategic Management at Sheffield Business School, was the recipient PRME's UK & Ireland Chapter Research Seed Funding Competition 2025/26. The funding was used to conduct a research project entitled:

Microbusinesses' cognisance of sustainability: barriers, enablers, and solutions for microbusinesses to contribute to a sustainable system

Outputs of the research project include:

- Presentation at the PRME conference in June 2026.
- Research informed PhD training on case study methodology
- Research informed teaching cases for strategy and consultancy courses.
- Case study teaching publication.
- Research paper to be submitted for publication on journal Environment and Business Strategy and Society.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

We create an environment which aims to reduce inequalities, enable decent work and economic growth for our region. Our societal impact focus aligns with SDG 8 and SDG 10. We achieve this by providing opportunities for students, and generating impact through the Business Hub.

Institutional Partnerships

- ❖ Chatered Association for Business Schools (CABS)
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 8 key partnerships at Sheffield Business School.

Lightmain

Sheffield company Lightmain design, manufacture and install sports play and leisure facilities that help children and young people exercise, play and learn. They are working with our Lab4Living research centre on a Knowledge Transfer Partnership (KTP) project to create a new kind of play equipment which teaches children about the environment while they play.

Tempus Novo

Tempus Novo, a local charity which supports ex-offenders into employment to develop a novel revenue model to achieve financial sustainability and enable the charity to grow

Liverpool John Lennon Airport

Final year students worked with this company to evaluate the effectiveness of its employee travel strategy and provide evidence-based recommendations to support its sustainability goals. Students analysed the airport's employee travel survey, identified key travel trends and weaknesses in the data, evaluated the success of the current strategy, and recommended practical measures to encourage more sustainable commuting among employees.

Sheffield Hallam University's Formula Student team

Final year students were tasked to produce a robust business plan that proves the commercial, financial, and operational viability of SHU Racing's vehicle while outlining an environmentally sustainable and socially responsible strategy for scaling production and achieving profitable growth.

Educational Learning Support Hub (ELSH)

The charity tasked final year students with a project focussing on understanding community needs, improving digital skills provision, increasing awareness of the charity through digital marketing, and identifying funding opportunities. The main deliverable was a set of evidence-based recommendations to support the charity's future development, sustainability, and impact.

Green Spark Environmental Ltd

Final year students worked with an organisation whose aim is to support commercial clients in managing their operations to aid pollution prevention and promote environmental sustainability. Students were tasked with researching the organisation's marketing needs and developing recommendations for a marketing strategy and implementation plan. The project focused on identifying target audiences, improving market presence, and proposing marketing activities that could support sustainable business growth and demonstrate value for investment.

FaithStar

Final year students worked with a Sheffield-based social enterprise who specialise in faith-based, charity and not-for-profit accounting and management. Students were given a project brief to address one of four key challenges which focused on: leveraging technology to improve operations, strengthening client relationships, developing sustainable growth strategies, and enhancing social media marketing to increase the organisation's impact and visibility.

All Good Stuff

All Good Stuff (AGS) is a non-profit Community Interest Company founded in 2013 to support Sheffield's arts and crafts economy. They faced financial distress. In 2023/24 and 2024/25, student consultancy teams worked with AGS to improve commercial performance, customer engagement, volunteer recruitment and brand visibility.

AGS Director, Judy Randle states:

"I can't overemphasise the impact Sheffield Business School has had on our business; its recommendations and continuing support have acted as the catalyst to turn our business around".

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Sheffield Business School support sustainability and responsible management education.

Free trading summer school aims to increase diversity in finance careers

Sixteen students have taken part in a fully funded financial markets trading summer school aiming to encourage young people from more diverse backgrounds into careers in the finance and trading sector. The five-week accredited trading course, hosted by the Sheffield Business School and delivered by our partners at ZISHI, was aimed at breaking down traditional barriers to financial services by bringing together academia and industry.

Danny Langley, CEO of ZISHI, said:

"The financial sector thrives on diversity of thought, yet entry has too often been restricted in ways that exclude talented people. At ZISHI, we believe creating opportunities for under-represented groups strengthens the industry and its resilience. Our partnership with Sheffield Hallam University on the Level 5 Advanced Diploma in Financial Trading provides immersive, real-time market experience that has real impact. With support from ICE and Mako Trading, we are breaking down barriers and empowering the next generation of financial services professionals to drive positive change."

Continue telling your story

Six innovative civic projects funded through the National Civic Impact Accelerator

Sheffield Business School researchers secured funding from National Civic Impact Accelerator (NCIA) programme for six university-led partnerships.

The programme is a pioneering initiative harnessing the collective power of the higher education sector to work for the good of their places, deepen their civic impact and amplify their contributions.

The funding supports the NCIA's mission to enhance the higher education sector's civic activities for local societal, economic, and environmental benefit, helping universities maximise their contribution toward addressing societal challenges and policy priorities.

Sheffield Business School's Big Challenge 2025

Staff and students at Sheffield Business School embarked on a fundraising walk on 29 March 2025 to raise vital funds for South Yorkshire's youth housing charity, Roundabout. The charity is committed to ending youth homelessness by providing a safe place to live and tailored support, enabling young people to progress to independence and break the cycle of homelessness. The fundraising is a testament to Sheffield Business School's commitment to making a positive societal impact.

Sheffield Hallam University supports first South Yorkshire Child Poverty Summit

Sheffield Hallam University (SHU) hosted and sponsored the first-ever South Yorkshire Child Poverty Summit. The event, organised by the Sheffield Early Learning Community with support from Save the Children UK, brought together over 200 policymakers, frontline professionals, and families to address regional child poverty rates.

Academics at SHU also contributed with vital insights into early childhood challenges: Professor Sally Pearse shared the success of trauma-informed approaches developed at the university's Meadows Nursery, while joint research presented with Professor Helen Lomax and local parents highlighted the intersecting pressures of poverty, substandard housing, health inequalities, and caregiving responsibilities.

Spotlight on cross-college collaboration and beyond

Sheffield Business School (SBS) and the Advanced Food Innovation Centre (AFIC) have joined forces to explore how a South Yorkshire Food Network could address social, environmental and economic challenges that the regional food system faces.

Through funding from the South Yorkshire Sustainability Centre and in collaboration with the University of Sheffield's Institute for Sustainable Food, the project aims at advancing sustainable food systems, public health and community wellbeing.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

We will achieve our purpose and values through our practice by being a dynamic and resilient business school, built on a culture of collaboration, integrity, inclusion, innovation, and sustainability. Our refreshed governance reflects those principles.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Employee equity, diversity, inclusion
- ❖ AI use guide

Policy Documents Related to RME and/or Sustainability

The Hallam EEDI Framework 2024-27

[View document](#)  [Download document](#) 

SHU Travel Plan Strategy

[View document](#)  [Download document](#) 

PO 2025 08 Campus Management Climate Action
Policy

[View document](#)  [Download document](#) 

SHU Climate Action Strategy - 2023

[View document](#)  [Download document](#) 

PO 2024 07 Campus Management Climate Action
Plan

[View document](#)  [Download document](#) 

Healthy and Sustainable Food Policy August 2024

[View document](#)  [Download document](#) 

Practice Awards

In 2025, Sheffield Business School received 1 award for responsible and/or sustainable practices.

The Society of Food Hygiene and Technology (SOFHT) Awards

Granter: The Society of Food Hygiene and Technology (SOFHT)

Grantee: Sue Pearcey

Award Description:

The Society of Food Hygiene and Technology (SOFHT) Awards recognise outstanding achievement across the food industry and related sectors. In 2025, Sue Pearcey, an Apprenticeship Coach on the BSc (Hons) Professional Practice in Food Technology Degree Apprenticeship, won the Best Trainer award, highlighting the high-quality support and expertise provided to learners.

Sustainability is a key part of the Degree Apprenticeship. Learners explore environmentally responsible food production and supply chains, develop practical solutions to workplace challenges, and consider the environmental, social, ethical and economic impact of business decisions. Through workplace projects, they apply these principles in practice while developing the skills and behaviours needed to lead responsibly and support sustainable business improvement.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

We share our learning and success with colleagues and community through regular themed events and communities of practice fora, and we invite them to contribute to and shape the future of Sheffield Business School.

Engagement Opportunities

Sheffield Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Boards and advisory committees
- ❖ Open faculty and student meetings and town halls
- ❖ Community events and consultation forums

Communication Audiences

Sheffield Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statements from stakeholders at Sheffield Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Societal Impact and Society

"Societal Impact and society in general are held together by the ongoing effective communication and with it the sharing of knowledge and the creation of engaging narratives that are impactful, meaningful and interact with society. This process seeks to connect the disparate people and organisations, educate them and inspire action towards both the PRME i5 Values and the Sustainable Development Goals (SDGs). To this end we offer a scientifically underpinned, interesting knowledge base supported by research, examples of best practice from our partners and a clear outline of the values and opportunities to the wider public within the media. I am a regular in the wider media – BBC 5Live and BBC Radio Sheffield as Scientific Adviser in Climate and Sustainability Issues. I am one of the technical advisers in Sheffield's Green Hub (South Yorkshire Climate Alliance) as an adviser on climate resilient technology to "walk-in" members of the general public. We regularly use current events and activities as an opportunity to teach "responsible environmental management concepts" and sharing the many successes and challenges how to live these positive common values and create a purpose to travel towards a sustainable future". (John Grant, Senior Lecturer in Sustainable Futures and Supply Chain).

Partnership with Sheffield Social Enterprise Network (SSEN)

"Sheffield Hallam University has a long-standing partnership with Sheffield Social Enterprise Network (SSEN) supporting over 350 local social enterprises across the city region. As a member of the SSEN steering group, I provide input, advice and support at the bi-monthly meetings and also at annual strategic reviews. Beyond this SHU and SSEN have a current on-going research project exploring the phenomenon of 'mission drift' in social enterprises. This project has included co-hosting of the annual social enterprise conference (during which the 120 participants were invited to comment on the challenges of mission drift via focus groups) and a significant number of interviews with CEOs of social enterprises from across Sheffield. The aim of this joint project is to deepen our understanding of the issues around mission drift from which to create a diagnostic tool that can help identify and prevent mission drift in social enterprises – on completion this tool will be rolled out to the 350 social enterprises within the SSEN network, building resilience and capacity for growth within this community". (Mark Ellis, Senior Lecturer in Strategy, Enterprise, Leadership and Innovation).



SIGNATORY

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