

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Newcastle university business
school

October 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 Newcastle university business school, including key details and basic institutional data.

Mission

Advancing knowledge, sharing insights and transforming policy and practice for the benefit of all.

Vision

A community creating a better, more responsible, inclusive and just future for all.

Our community is defined as our staff; our students; our university; our partners in academe, business and society (in Newcastle, North East England, the UK and globally); and our alumni across the globe.

Strategy

NUBS Strategy 2030 Strands

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

NUBS Strategy 2030 Outline

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

Strategy Alignment

NUBS Strategic Alignment (2026)

At Newcastle University Business School (NUBS), our institutional strategy is explicitly aligned with advancing ethics, responsibility and sustainability and with contributing to the UN Sustainable Development Goals (SDGs). This commitment is reflected in Strategy 2030: Building Bridges, which supersedes the previous Strategy 2028. ERS remains one of seven strategic strands, while embedding sustainability and a global perspective across our activities is a defining feature of the “NUBS Way.”

Our vision, *a community creating a better, more responsible, inclusive and just future for all*, translates into action across education, research, engagement, partnerships and institutional practice. The Associate Dean for Ethics, Responsibility, and Sustainability provides School-wide leadership and coordination for this agenda, working with fellow Associate Deans and Professional Services colleagues to connect ERS across the School’s main portfolios. The role also connects School-level activity with wider University sustainability priorities, while responsibility for ERS is distributed across the School.

Examples of alignment include:

- replacement of the previous Ethics graduate competency with a broader Sustainability and Ethics competency, supported through Assurance of Learning and curriculum development
- the start of implementation of the University's Leading Edge Curriculum (LEC), a shared, institution-wide framework that is central to delivering the *Education for Life 2030+* strategy. Sustainability and Social Justice are two of its four cross-cutting themes, creating an opportunity to review and further develop their integration across NUBS programmes. This provides a clear opportunity to connect the LEC with the PRME Principles. As the LEC is rolled out across the University, NUBS can use the framework to strengthen its own curriculum practice while sharing PRME-informed experience and good practice with the wider University
- continued opportunities for students to engage with sustainability challenges in practice, including sustainability case competitions and PRME-related student initiatives
- development of a challenge-led approach to research and scholarship, supporting work on regional, national and global issues
- joining the PRME Champions 2026–27 cohort, strengthening our engagement with the wider responsible management education and research community
- first participation in the Positive Impact Rating (PIR), achieving Tier 4, with our approach subsequently featured as a PIR case study
- becoming a non-business member of the UN Global Compact Network UK, further connecting the School with organisations committed to responsible and sustainable business and strengthening our engagement with the UN Global Compact Principles.

The School's ERS Strategic Action Plan provides a framework for taking these commitments forward. Structured around the seven PRME Principles of Purpose, Values, Teach, Research, Partner, Practice and Share, it connects priorities across education, research, partnerships, institutional practice and engagement, and provides a basis for reviewing progress over time.

Accreditation and quality assurance processes, including AMBA, AACSB and EQUIS, provide further opportunities to review and strengthen ERS across the School. Our engagement with PRME, and particularly the PRME Champions programme, complements these processes by enabling us to learn with other institutions, contribute to joint work and bring that learning back into our own practice.

Across these areas, the School's work is particularly relevant to SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 17 (Partnerships for the Goals). This connects our School-level strategy, PRME commitments and wider contribution to sustainable development in line with our University's motto: *From Newcastle. For the world.*

The current Associate Dean for ERS role holder is Prof. Noemi Sinkovics.

Graduates & Enrollment

2025 Statistics	Number
Graduates	845
Faculty & Staff at the University	6246
Faculty & Staff at the Institution	275
Student Enrollment at the University	27724
Student Enrollment at the Institution	3731
Undergraduate Attendance	2895
Masters-Level Postgraduate Attendance	675
Doctoral Student Attendance	161
Certificate, Professional Development, or Continuing Education Attendance	0

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.)

Undergraduate Degree Programmes

-  BSc Honours Accounting and Finance
-  BSc Honours Finance
-  BSc Honours Economics
-  BSc Honours Economics and Business Management
-  BSc Honours Economics and Finance
-  BA Honours Business Management
-  BSc Honours International Business Management
-  BSc Honours Marketing and Management

Masters Degree Programmes

-  MSc Management
-  MSc International Business (Sustainability)
-  MSc Sustainability Management

Postgraduate Degree Programmes

-  Accounting and Finance PhD
-  Business and Management PhD
-  Economics PhD
-  Marketing PhD



Purpose

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



Letter of Commitment



Newcastle University Business School
5 Barrack Road
Newcastle Upon Tyne
NE1 4SE
United Kingdom

Letter of Commitment from the Dean of Newcastle University Business School



After many years of engagement with the Principles for Responsible Management Education, and building on our status as an Advanced Signatory, I am proud that Newcastle University Business School joined the PRME Champions cohort for 2026–27. This represents an important next step in our commitment to responsible management education and provides valuable opportunities to learn with, and contribute to, an international community of institutions working to embed ethics, responsibility and sustainability in meaningful ways.

Ethics, Responsibility and Sustainability (ERS) remains an integral part of our School strategy and of what we refer to as the “NUBS Way”. Through our Associate Dean for ERS and colleagues across the School, we continue to strengthen the integration of ERS across education, research, engagement, partnerships and our own practices, guided by the PRME Principles and by the wider sustainability and social justice ambitions of Newcastle University.

During the past year, we have also sought to strengthen the way we evaluate and learn from our activities. We partnered with the Positive Impact Rating for the first time and were pleased to achieve a Tier 4 rating. Our approach was subsequently featured as a PIR case study, providing an opportunity to share our experience with the wider responsible management education community. We are using the insights from this process to build on areas of strength and to improve the visibility and coherence of our activity across the School. We also recently became a non-business member of the UN Global Compact Network UK, further connecting our work with a wider community committed to responsible and sustainable business.

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ncl.ac.uk/business



In education, our previous Ethics graduate competency goal was replaced in 2025/26 by a broader Sustainability and Ethics competency goal. Together with the ongoing roll-out of the University's Leading Edge Curriculum and our Assurance of Learning processes, this provides an important opportunity to strengthen the integration and visibility of sustainability, ethics and social justice related topics across our programmes. We also continue to create opportunities for students to engage with sustainability challenges in practice. These have included sustainability case competitions for MBA and Master's students developed with an industry partner, participation in the PRME Innovation Studio, and a winning entry in the PRME-Ivey case competition.

At a time when the higher education sector is facing significant pressures and change, we remain firmly committed to the Principles for Responsible Management Education and to their role in shaping how we educate, research, engage and contribute to society. The progress reflected in this report gives us a strong basis for continuing to deepen and connect this work across the School.



Prof. Stewart Robinson

Dean of Newcastle University Business School

29 September 2026

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Definition of Purpose

At Newcastle University Business School, Purpose means creating a community that advances knowledge and practice for a more responsible, inclusive, and just future. It is about educating and empowering students, colleagues, and partners to embed ethics, responsibility and sustainability in business and society. Guided by our regional roots and global outlook, we foster research, teaching, and engagement that address the UN Sustainable Development Goals and contribute to inclusive prosperity and thriving ecosystems “From Newcastle. For the world.”

Institutional Engagement

26% - 50% of faculty at Newcastle university 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

At Newcastle University Business School, Values means placing ethics, responsibility and sustainability at the core of the School's identity and practice. Guided by our Strategy 2030: Building Bridges, we are committed to creating a community that works for a responsible, inclusive, and just future. Our values shape how we educate, research, and engage with partners, ensuring accountability to society and the planet and aligning our work with the UN Sustainable Development Goals.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narrative demonstrates how Newcastle university business school has influenced students' academic journey and personal growth.

Armel Konan - Reflection on MSc Sustainability Management

This year at Newcastle University Business School was an amazing academic and human experience. If I had to sum it up in one word, it would be: opportunities. Opportunities to learn, meet people, challenge myself, explore new ideas, and better understand where I want to go professionally.

I joined Newcastle as a Chevening Scholar to pursue the MSc Sustainability Management, with the ambition of strengthening my understanding of sustainability while exploring how it can translate into business strategy, finance, innovation, and real-world impact. Looking back, what made the year particularly valuable was that learning extended far beyond lectures and assignments. The Business School created many opportunities to test ideas, meet people, work on real projects and gradually refine the direction I want to take in my career.

One thing I really appreciated was that the experience was not only about lectures and assignments. The Community Café, for example, was a great place to relax, meet other students, and take part in micro-volunteering activities with NEST. I remember sewing small fabric bags for children in hospital. It was a simple activity, but it was also a nice way to feel part of the wider university community.

The Newcastle University Internship Scheme was another important part of my experience. I had the chance to work as a Corporate Giving Research Intern alongside Fiona Whishurt, Associate Dean Place and Engagement, at the Business School. I worked on a study mapping the corporate giving practices of 250 leading companies in the North East. It was a very practical way to explore some of the corporate social responsibility topics discussed throughout my MSc Sustainability Management programme. It was also challenging and helped me improve my research, analytical and critical-thinking skills. One highlight was participating in the NET250 event, where my research contributed to one of the awards presented.

My favourite experiences were the immersive business competitions and international programmes. There were many, on different topics and in different formats, and I had the chance to participate in five during the year. Programmes such as the SaGE Exchange Programme and the SERS Business Challenge allowed me to work with students from different programmes and countries, including the US, Mexico, Singapore, Spain, China and France. It was a great opportunity to discover different perspectives and ways of thinking about climate, sustainability, data ethics and problem-solving.

The one that definitely took my heart was being selected for the PRME Student Innovation Studio. I had the chance to work with my team on a sustainable business venture idea and later travel to Cairo for the final during the RME Week. Presenting our sustainable venture was much more than participating in a competition. It brought together students, academics and sustainability practitioners from different parts of the world and exposed me to new perspectives on responsible management education, entrepreneurship and sustainable development. I came back from this experience enriched professionally, intellectually and personally, with new ideas, more confidence and an incredible networking opportunity.

Academically, I also really appreciated the support available to us. As an international student, the Library was one of the services I valued the most. Not only because of the late nights I spent at the Philip Robinson Library, but also because of the workshops that helped me better navigate research databases, evaluate sources and refine my critical-thinking skills.

I was particularly grateful for the lecturers' availability. I quickly realised that they not only asked us to engage during lectures but were also available during office hours and by email. Their guidance helped me better understand the modules, choose what I wanted my essays to focus on and refine my ideas and arguments.

Serving as a Student Representative also gave me another perspective on the Business School experience. It encouraged me to think not only about my own academic journey but also about the wider student experience and the importance of communication between students and the school.

More broadly, this year consistently pushed me outside my comfort zone. Whether through academic work, research, international teamwork, entrepreneurship, presentations, or professional experiences, I often found myself doing things that required me to adapt, learn quickly, and become more comfortable with uncertainty.

It was a challenging yet very enriching year. I met many people, made friends and enjoyed being part of such a vibrant community in a very student-friendly city.

Student Awareness

26% - 50% of students at Newcastle university business school are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Newcastle university business school actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Equality, diversity and inclusion at NUBS

Equality, diversity and inclusion (EDI) is embedded in School governance and operations and is led by the NUBS Co-Directors of EDI, Dr [Sara Zaeemdar](#) and Dr [Jane Brown](#). Both contribute to School-level decision-making and work with colleagues across academic and Professional Services areas to support the integration of EDI into teaching, research, staff and student experience, and wider School activity. Their work is supported by the NUBS EDI Working Group, which brings together academic and Professional Services colleagues and PGR researchers, alongside student consultation mechanisms.

During the 2025–26 academic year, the EDI Co-Directors contributed to staff and PGR induction and development, student consultation, wellbeing activity, and Faculty- and University-level EDI work. They also supported the School's contribution to wider institutional commitments, including Athena Swan and Race Equality Charter action plans.

The **NUBS EDI Working Group** was relaunched during the year and provides a forum for developing and coordinating EDI-related activity across the School.



Above: EDI Working Group picture

EDI Micro Fund

A new EDI Micro Fund was introduced to support small-scale initiatives proposed by colleagues and students. The scheme supported projects focused on women's networks, non-visible disabilities, inclusive careers, responsible futures and widening participation. Funded projects included:

- Beyond the Surface: A Career in Marketing Values Skills and Promotes Inclusivity for Hidden Disabilities
- [NUBS Women's Network](#): Good Girl Deprogramming Workshop with Michelle Minnikin
- [Responsible Futures Skills Lab](#)
- [NUBS Women's Network](#): Westend Women Shelter's Farm Visit

Celebrating Diversity

The Celebrating Diversity initiative was introduced to recognise cultural, religious and social events across the NUBS community, including Diwali, Hanukkah and Men's Health Month, helping to increase awareness of the diversity of experiences represented within the School.

EDI activity also contributed to PGR research culture and development through PGR Inclusivity Seminars, including *How to Write a Postdoctoral Fellowship Application* and a *PGR Career Development Workshop and PGR/Faculty Social*.



Above: Image from the PGR Career Development Workshop and PGR/Faculty Social

EDI Seminar Series

The School also launched an EDI Seminar Series to create space for discussion of contemporary equality and inclusion issues. Sessions included *AI and a More Inclusive Future of Work: The Case for Afrofuturism* with Dr Kathleen Hughes, and *Whistleblowing: Challenges of Sexual Harassment and Exploitation* with Eileen Chubb and Christine England, co-organised with NU Women.

Celebrating Values

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

Research Seminar Culture

Research seminars are an important part of NUBS's intellectual life. In 2025/26, more than 25 seminars hosted across the School engaged with ERS-related questions, with contributions from both NUBS researchers and invited external scholars. Topics included inequality and social justice, ethics and governance, environmental sustainability, health and sustainable finance, and the societal implications of AI. Individual sessions examined issues such as gendered working conditions, access

to finance and medicines, biodiversity, criminal justice, democratic participation and responsible uses of emerging technologies. Importantly, these were not part of a centrally organised ERS seminar series, but were embedded in the regular research activity of the School's subject groups.

Responsible Futures Skills Lab

Beyond Sustainability Content: Scaling Responsible Futures Education and Research

How can business schools prepare students and researchers to engage seriously with responsible and sustainable futures? And how can this work become a central part of the organisation rather than depending on individual enthusiasm? This question shaped the Responsible Futures Skills Lab, organised by Professor [Noemi Sinkovics](#), Associate Dean for Ethics, Responsibility and Sustainability at Newcastle University Business School, in May 2026.

Bringing voices together

The two-day Skills Lab brought together Business School colleagues, cross-disciplinary collaborators, external partners, journal editors, pedagogical innovators and professional communities to explore how responsible futures can be embedded into teaching and research practice.

The Skills Lab reflected the role of the Business School as a PRME Champion School and as a space where education, research, engagement and institutional change can be brought into conversation. It was developed in collaboration with, and with support from:

- the [Centre for Climate and Environmental Resilience](#)
- the [University of Sunderland](#)
- [Durham University Business School](#)
- the [Academy of International Business UK & Ireland Chapter](#)
- the [European Management Journal](#)
- the [Customer Energy Village Project](#)
- [NUBS EDI](#)
- the [British Academy of Management](#)
- the [PRME UK & Ireland Chapter](#)



Following the event, two open-access reports from the Skills Lab have been published via Zenodo.

The first report, [Teaching for Responsible Futures](#), focuses on how students can be supported to engage with complexity, uncertainty, responsibility and action. It captures discussions on experiential pedagogies including EN-ROADS, LEGO® Serious Play®, SDG-based reflection, the Better Business Scan, simulation, scenarios and poster-based assignments. A central message is that responsible futures education cannot be reduced to adding more sustainability content. It requires carefully designed learning experiences, structured reflection, assessment that captures shifts in thinking, and institutional systems that value this pedagogical work. The report highlights the need to move from isolated examples of good practice to approaches that can be embedded, assessed, supported and scaled across programmes.

The second report, [Research for Responsible Futures](#), turns to the challenge of designing, publishing and sustaining cross-disciplinary research. It examines why responsible futures problems rarely sit within one discipline, and why collaboration requires more than bringing different people into the same room. The report highlights the need to surface disciplinary assumptions early, design for translation, clarify authorship and outputs, build policy and stakeholder relevance into projects from the start, and recognise the career risks faced by researchers working between established fields.

The reports also capture substantial contributions from Newcastle University Business School colleagues across education, research, leadership, engagement, equality, diversity and inclusion, and disciplinary areas. They offer practical insights for educators, programme teams, doctoral supervisors, research leaders and professional communities interested in how responsible futures work can be designed, recognised and sustained.



Reflecting on the event, Professor Noemi Sinkovics said: "There is nothing more energising than bringing people together. People who have a lot in common but may not know it yet. People who can help shape or shift agendas once they understand the challenges others face. People who are talking about similar things but may use different terminology. This event was about making connections, enabling cross-disciplinary translation, and going beyond highlighting what needs to be done to show how it can be done. In recognition of the collaborative nature of the Skills Lab, the two reports list every contributor as a co-author."

Full references to the reports:

Sinkovics, N., Bogdanovic, A., Robinson, S., Hope, A., Radclyffe-Thomas, N., Hawthorne, L., van Tulder, R., Fiedler, A., Hirst, J., Perez Moraga, V., Blenkinsop, S., Vilasboas Calixto Casnici, C., Scurry, T., Atkinson, K., Bader, B., Mazzetti, A., & Chidambaram, A. B. (2026). Teaching for Responsible Futures: Report from the Responsible Futures Skills Lab, 6 May 2026. Newcastle University Business School, Newcastle upon Tyne, United Kingdom. <https://doi.org/10.5281/zenodo.20351431>

Sinkovics, N., Marks, A., Hope, A., Fowler, H., Marsiliani, L., Ott, U., Fiedler, A., van Tulder, R., Hicks, C., Sanderson, R., Rajwani, T., Sinkovics, R., Swaffield, J., Chu, I., Pagan, V., Neesham, C., Allen, M., Long, G., Fath, B., Scurry, T., Tran, Y., Toth, Zs., Glover, C., Corredoira, R., & Chidambaram, A. B. (2026). Research for Responsible Futures: Report from the Responsible Futures Skills Lab, 7 May 2026. Newcastle University Business School. <https://doi.org/10.5281/zenodo.20352276>

NUBS Excellence Awards

The inaugural NUBS Excellence Awards were championed by Prof. [Savvas Papagiannidis](#), Interim Deputy Dean of NUBS. These awards have been created to recognise and celebrate the contributions of colleagues across the School.

Future-Ready Space Award – Michaela O'Doherty & Henri Riby

For implementing the office space review and delivering impactful improvements to open-plan working spaces.

Sustainability Pioneer Award – Research Impact – Diana Gregory-Smith

For her work on sustainability and the impact it has created.

Sustainability Pioneer Award – Teaching Innovation – David Ririmasse

For his contributions to embedding ethics, responsibility, and sustainability more meaningfully into students' learning.

Global Connector Award – Paul Campbell & Jacklyn Wright

For their work on international recruitment and alumni relations.

Community Bridge Builder Award – Lucy Hatt

For her contribution to the NCL Develop "Navigating Change" webinar series.

Student Support and Wellbeing Award – Chris Petherbridge & Ben Le Dune

For establishing the Community Cafe at NUBS, helping students to connect, make friendships, and find and provide peer-to-peer support.

Student Transformation Award – Hao Du

For outstanding contributions to the development and delivery of experiential learning.

Student Transformation Award – Kirk Dodds

For outstanding contributions to creating and nurturing a transformative student experience.

Transformative Research Impact Award – Till Weber, Susan Chilton, Diego Zambiasi, Melanie Parravano, Jytte Nielsen, Melissa Beckett (PGR), and Alexandra Neill (PGR, School of Natural and Environmental Sciences)

For their pioneering collaboration with Northumbria Police.

Transformative Research Impact Award – Matthew Gorton

For his outstanding collegiality, inclusive leadership, and sustained support for colleagues' development.

Collegiality Champion Award – Emily O'Keeffe

For always going the extra mile to support colleagues.

NUBS Way Award – Nick Howey

For his outstanding contribution to teaching and learning and his support of colleagues.

NUBS Way Award – Joanne Craggs & Joanne Parker

For the NUBS Women's Network.

Sustainability Challenge

Each year, during induction week, Newcastle University Business School welcomes new students with the Sustainability Challenge – an interactive programme designed to immerse them in the urgent issues of ethics, responsibility and sustainability from the very beginning of their studies.

In September 2025, students from across the School took part in the Challenge. Guided by a team of roaming facilitators, students worked in small groups to address one of the most pressing questions of our time: how can global business contribute to reducing global warming to less than 2°C by the end of the century?

During the sessions, they explored the planetary boundaries framework, and used the EN-ROADS climate simulator to test policy, technology, and behavioural interventions that could drive systemic change. Working collaboratively, each group identified the three most effective actions to tackle climate change, weighing trade-offs in feasibility, co-benefits, and unintended consequences.

The Sustainability Challenge embodies the School's values: creating a community committed to building a responsible and just future, empowering students as change agents, and embedding the PRME Principles into the core of our educational experience. It sets the tone for their studies and underlines our commitment to nurturing graduates who understand the complexity of global challenges and the responsibility of business to contribute to solutions.

SERS Sustainability Case Competition

This year's SERS Sustainability Case Competition was delivered in partnership with Siemens Energy and Siemens Gamesa. The 2026 challenge, Battles of the Bytes, asked students to consider the responsible growth of data centres. On the PGT side, 25 students from Audencia Business School, KEDGE Business School, Newcastle University Business School and Radboud University took part. The MBA competition brought together 30 students from Cardiff University, GIBS (South Africa), Newcastle University Business School, the University of Calgary, the University of Glasgow and Xiamen University. Students worked in cross-institutional teams, bringing together perspectives from different universities and countries.

Reflection by Wiléne de Bruin

(member of the winning MBA team in the SERS Sustainability Case Competition)

"Winning the SERS competition was exciting, but honestly, what I will remember most is not the result. It was the experience of working with people from across the globe, all trying to solve a real-world problem while bringing completely different perspectives to the table. At first, it felt a little bit like organised chaos. Different time zones, different backgrounds, different ways of approaching the challenge - obviously, we did not know each other at all. Yet somewhere between the meetings, WhatsApp discussions, and occasional moments of confusion, something quite special happened. We realised that the best ideas rarely come from one person. They emerge when people are willing to listen, collaborate, combine ideas, challenge respectfully, and build on each other's thinking. The competition taught me that sustainability is messy. Every solution creates more questions. A decision that looks good from an environmental perspective may have social, economic, or ethical consequences somewhere else. It forced us to think beyond quick wins and look at the bigger system, something that is becoming increasingly important in a world where everything seems connected. As a South African, it was also a reminder that our local challenges and experiences matter. We often assume the most valuable insights come from elsewhere, but there were moments when our context added meaningful insight to the conversation or offered a different angle. Most importantly, I learned that collaboration is not about everyone agreeing. It is about being curious enough to bring ideas together, orchestrating them into something great. Somewhere between China, Scotland, Canada, and South Africa, we discovered that diversity of thought is not something to manage; it is something to celebrate. And yes, winning was pretty great too."

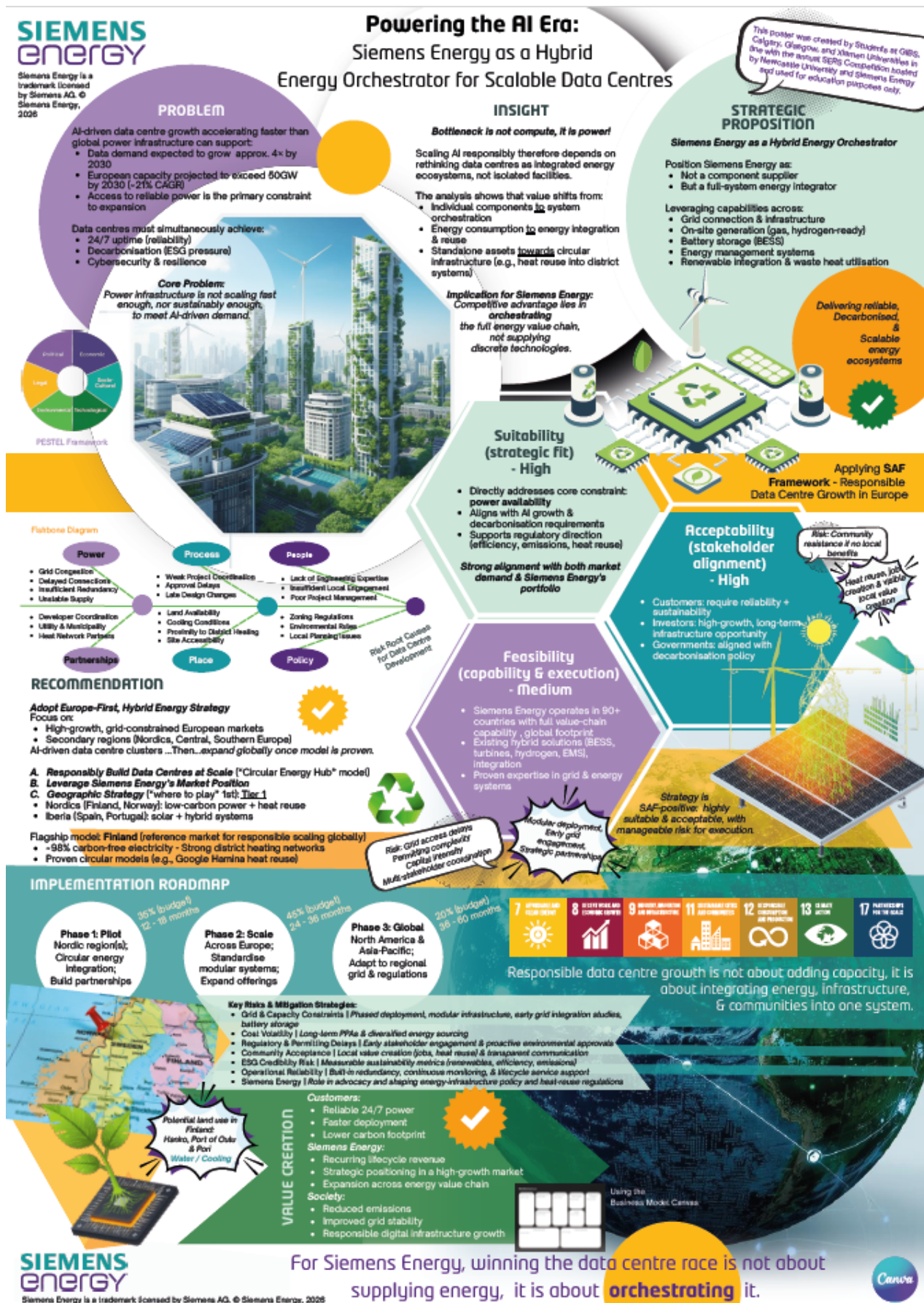
Comment by Edward Turner and Hector Teasdale

(Siemens Gamesa and Siemens Energy)

"It's been a really positive experience working with Newcastle University on these competitions. From an industry perspective, it gives us a chance to bring a real, current challenge into the classroom and see how students approach it with fresh thinking. The quality of work was genuinely impressive, but

more importantly, it was clear that students were engaging with the complexity of the problem, balancing sustainability, commercial reality, and technical constraints. That's exactly the kind of thinking needed in industry. Collaborations like this are valuable because they bridge the gap between academic learning and real-world application. Students get exposure to live business challenges, and we get new perspectives that challenge how we think internally. We continue to look forward to working with Newcastle University and their partners in the future."

The winning MBA Poster



The winning PGT poster

Siemens Energy is a trademark licensed by Siemens AG. © Siemens Energy, 2026
This poster was created by Students at Universities in line with the annual SERS Competition hosted by Newcastle University and Siemens Energy and used for education purposes only.

POWER SHIFT

Transforming decommissioned power plants into energy-integrated data centers

1. The Problem

Explosive AI demand is driving rapid data center growth, straining power availability and increasing energy intensity.

Grid constraints and long interconnection timelines are delaying deployment and driving up costs.

Rising sustainability pressures clash with limited fast, clean, and scalable infrastructure options.

4. Solution

PowerShift transforms decommissioned power plants into AI-ready, energy-integrated data centres by reusing existing grid infrastructure and combining it with hybrid energy systems, advanced cooling, and intelligent control.

Existing Power Plant Site



Reused Grid



Omnivise /EMS /SCADA Digital Control Layer

Real-time optimization, predictive maintenance, energy trading & ESG reporting.

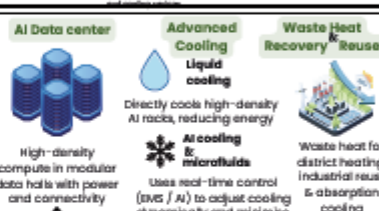
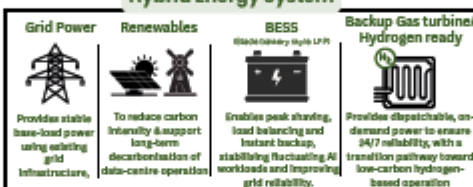
2. Who is responsible?



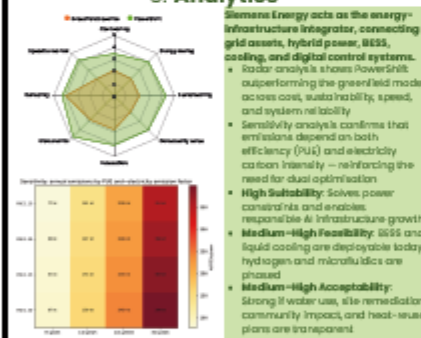
3. The Interconnected SDGs: PowerShift's Sustainability Logic



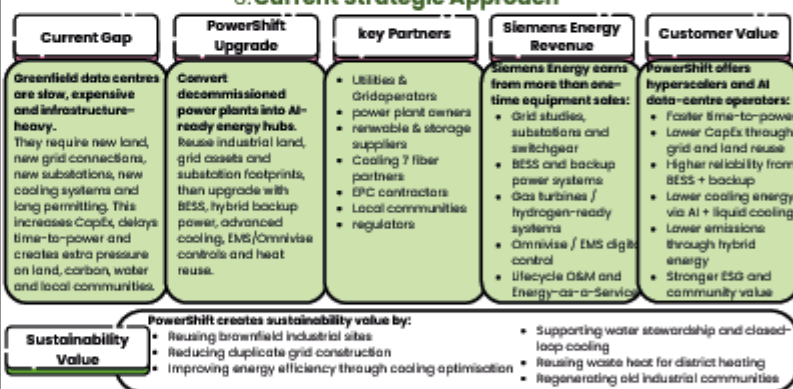
Hybrid Energy System



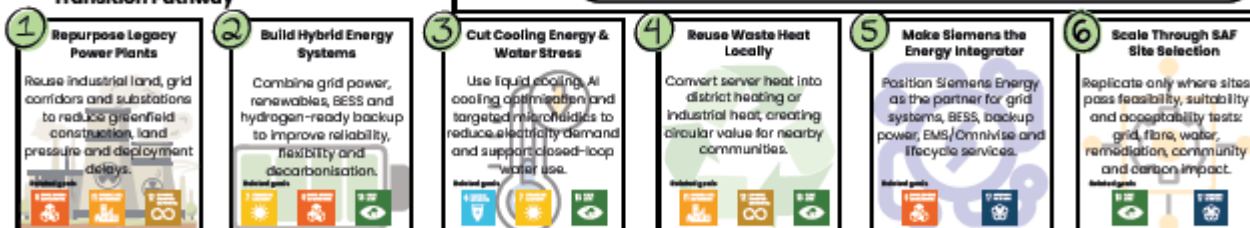
5. Analytics



6. Current Strategic Approach



7. Strategic Recommendations: PowerShift Transition Pathway



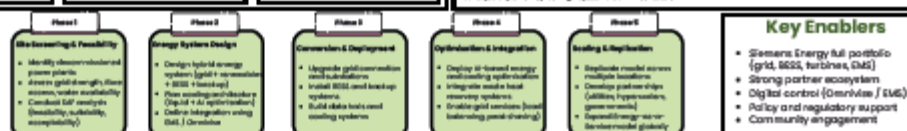
8. Business Case: Value Creation Logic



9. Risks and opportunities



10. Implementation Plan



NUBS values aligned MBA scholarships

NUBS also reflects its ERS priorities through its MBA scholarship provision. For 2025–26, the School awarded three full-fee MBA scholarships: the MBA Responsible Impact Scholarship, MBA Sustainable Leadership Scholarship, and MBA Women in Leadership Scholarship.

Continue telling your story

Tri-University Annual Conference

The Tri-University Annual Conference, a joint initiative of Newcastle University Business School, Cardiff Business School and Xiamen University School of Management since 2015, provides a regular platform for research exchange and collaboration across the three institutions. The 2025 conference, hosted by Hosted by [Dr Jose Liu](#) and [Dr Doris Xin](#) at NUBS on 1–2 May, brought together more than 50 staff and PhD researchers for two keynote speeches and 36 research paper presentations under the theme *Navigating Business in an Era of Global Disruptions: Innovation, Resilience, and Sustainability*. Sustainability featured prominently in both the conference theme and programme, including through keynote talks and sessions on ESG, climate risk, sustainability reporting and environmental strategy. The 2026 call for papers continued to include sustainability-related topics across several disciplinary tracks, alongside a wider focus on AI and disruptive technologies. The final programme reflected this mix, including a dedicated AI and ESG session and papers addressing carbon emissions, ecosystem valuation, environmental litigation and sustainability disclosure.



<https://www.ncl.ac.uk/business/news/tri-university-conference-2025/>



Teach

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



How We Define Teach

We integrate ERS across programmes and pedagogy, equipping students with the knowledge, skills and values to navigate complex challenges and act as responsible leaders. We foster critical reflection, innovation and impact for society and the planet.

Courses that support RME

Newcastle university business school reports 7 courses in 2025 that support responsible management education and sustainable development goals.

The Responsible Management Practitioner | BUS3079

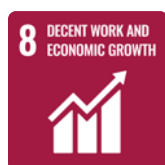
Faculty: Dr Angela Mazzetti

The module is a compulsory module delivered to approx. 250 students each year as part of the BA (Hons) Business Management programme. The aim of this module is to facilitate students' personal development as a lifelong learner and responsible management practitioner. The module introduces students to:

1. how their attitudes to learning informs their values and behaviours;
2. how their values and behaviours might impact others; and
3. the dynamic interplay between individual, team and organisational values and behaviours.

The module is delivered over a 10-week semester and comprises lectures which provide the underpinning knowledge for the module and workshops which provide students the opportunity to develop their reflective practice and action planning skills. Additionally, the lectures and workshops are complemented by online learning materials accessible via the module's virtual learning platform.

The module has been designed to support students in becoming reflective and responsible agents in an increasingly complex and challenging world. The lecture sessions provide students with the requisite underpinning knowledge to make sense of these global challenges whilst the workshops provide the opportunity for students to reflect on their attitudes and behaviours (both short and longer term) towards sustainability. Through the active learning approach adopted in this module, students have been able to engage with analytical and reflective tools to situate themselves meaningfully within the broader movement toward sustainable development. Regardless of whether the students wish to pursue careers in business, public service, or civil society, students emerge from this module with a clearer understanding of their potential to contribute to positive, systemic change—and with a practical roadmap for doing so.



HR to Improve Working Lives | BUS2035

Faculty: Dr Nosheen Khan

This module explores how Human Resource (HR) professionals influence the operationalisation of ethical and legal people practices to enhance the quality of working life. It focuses on key areas, including decent work, fairness, inclusion, employee engagement, and the effective use of HR data. Through engagement with CIPD standards and real-world assessment tasks, students develop both critical knowledge and professional skills to champion ethical, sustainable people practices in organisations.

BUS2035 equips students with the tools to become ethically aware and professionally competent people practitioners. It enhances their ability to make evidence-based decisions that balance organisational performance with employee well-being. The module embeds the UN SDGs, particularly decent work and gender equality, and promotes reflexive engagement with legal and moral frameworks. Upon successful completion, students are eligible to become Associate Members of the CIPD—strengthening their credentials as ethical leaders of the future.



Digital Transformation for Social Good | NBS8628

Faculty: Dr Rebecca Casey

This postgraduate module equips students with the knowledge and skills to harness digital transformation for social good. Moving beyond commercial applications of technology, it asks students to design digital solutions that create value for communities and address societal challenges. Students engage with frameworks of design thinking, service design, and responsible innovation, before applying them in a live consultancy-style project with external partners. Through an intensive “Digital Service Jam” and an immersive technology masterclass, students experiment with rapid prototyping, user-centred design, and emerging technologies. The assessment, comprising a group consultancy report and client presentation, mirrors professional practice. By combining theory with hands-on experience, the module develops students’ strategic, ethical, and collaborative capacities to lead digital initiatives that balance innovation with responsibility.

Students gain confidence in bridging theory and practice, learning how to apply digital transformation concepts in real organisational contexts. The module develops critical consultancy skills - problem scoping, stakeholder engagement, prototyping, and strategic recommendation - while foregrounding social value and ethical responsibility. By working with external partners, students experience first-hand the complexities of aligning digital innovation with societal needs, preparing them for careers in consultancy, social enterprise, and responsible innovation. The group-based, practice-oriented format enhances their collaboration and leadership skills, while reflection and peer assessment ensure accountability and self-awareness. Students leave the module with both tangible outputs (such as digital prototypes and business cases) and an embedded understanding that digital innovation can - and should - contribute to inclusive, sustainable futures.

<https://www.youtube.com/watch?v=PF94C-nu0zM>



Introduction to Sustainability Management | NBS8650

Module Leader(s): Dr Irene Chu

Lecturer: Dr Patricia Prado, Dr Paul Richter

This module aims to provide broad knowledge about global sustainability as a key condition for addressing grand social and environmental challenges facing human society today – in particular, climate change, mass migration, and chronic scarcity of natural resources. Focusing on how business and globalisation affect and are affected by these challenges, students will be empowered to use insights from ecological economics, innovation and entrepreneurship studies, and the broader social sciences to examine the role of social norms, institutional-regulatory regimes, and interdependent individual and group behaviours in generating global-systemic social and environmental problems. The module also explores strategies for developing and managing sustainability solutions that can be delivered by and for business throughout the world, including transitions to sustainable business models.

The module will cover topics including: the evolution of modern concepts and theories of sustainability; rethinking human-society-nature relationships; markets, organisations, externalities and the natural environment; globalisation and global-systemic social and environmental challenges; the role of international business in sustainable development and the SDGs; planetary boundaries, sustainability transitions, and principles of sustainability management; sustainability management drivers and strategies for sustainable business models; and entrepreneurship and innovation for transformative change towards global sustainability.

Intended Knowledge Outcomes

On successful completion of this module, students should be able to:

1. demonstrate awareness of key features of global-systemic social and environmental problems and their sources
2. critically examine the role of business, innovation and/or entrepreneurship in promoting global sustainability, using key sustainability concepts and theoretical frameworks
3. identify sustainability management and innovation challenges and opportunities experienced by business in general, from niche operators to global corporations
4. analyse global sustainability management strategies designed, developed and implemented by business and its stakeholders in cross-sector partnerships

Intended Skill Outcomes

On successful completion of this module, students should be able to:

1. apply sustainability management principles to evaluate how businesses affect (and are affected by) global-systemic social and environmental problems
2. design key elements of sustainability management strategy and transition to sustainable business models for different types of organisations
3. develop sustainability, entrepreneurship and innovation solutions that engage interdependent human behaviours and cultural norms in organisations, markets and communities, to produce social change for a healthier planet



Happiness Economics | ECO3035

Module Leader(s): Dr Tom Lane

The module aims to explore the study of happiness within economics. The discipline of economics has always been intensely interested in human wellbeing, but traditionally investigated it indirectly. Starting from the 1970s, there has been the emergence of a field known as happiness economics, which attempts to directly measure happiness – mostly through self-reported ‘subjective wellbeing’ – and identify the (economic) factors which influence it or are influenced by it. The module covers important findings and debates from this field.

The module has both a scientific and philosophical flavour. Measuring happiness is challenging and even its definition is subject to debate. We will scrutinise debates surrounding these issues, focusing closely on hard evidence about whether happiness can really be measured, and considering the

circumstances under which such measurements are likely to be more or less reliable. Our exploration of the empirics of happiness will cover both macro- and microeconomic topics, and provide students with the opportunity to closely attend to statistical evidence.



Introduction to Sustainability - Theory and Practice | BUS2038

Module Leader(s): Dr Domnan Miri

Lecturer: Dr Patricia Prado

The aim of this module is to enable students to develop their knowledge and understanding of sustainability, and to contextualise this knowledge at an individual, organisation and global level. The module will provide students with the opportunity to enhance their skills of contextualising and making sense of big global challenges.

By the end of the module, students will have:

1. A strategic view of identifying and analysing global sustainability challenges
2. Explored how these challenges have been tackled through civil society, business and governments
3. Recognised the role of collaboration in tackling global challenges, including cross-sectoral, intra- and intergenerational, and emerging tools, techniques and processes for delivery.

This module provides the opportunity for students to apply their learning by working alongside, and collaborating with, organisations from a range of sectors. Students will work on a live project, to explore and apply approaches to tackling sustainability challenges.

Outline Of Syllabus

The module combines online learning and lectures with interactive workshops. Core teaching is delivered via lectures and online. Workshops are used to explore and evaluate the core syllabus and use social learning practices to support learning.

Topics include:

- Introduction to sustainability and sustainable development
- Identifying, prioritising and exploring global sustainability challenges
- Responses to these challenges from civil society, business, government
- Intra- and inter-generational perspectives
- Materiality
- Interconnectivity

- Systems thinking
- The role of the individual in social transformations for a more sustainable future
- The role of collaboration and trans-disciplinary working for a more sustainable future
- The role of organisations in shaping sustainable production and consumption practices



Marketing Ethics | MKT1010

Module Leader(s): Dr Merve Vardarsuyu

Lecturer: Dr Salma Alguezaui

The module aims to introduce key marketing ethics concepts and theories, providing students with an understanding of ethical issues related to marketing. Throughout the lectures and seminars, students will develop an understanding of responsible and sustainable practices through real-world examples and case studies. Students will also investigate issues related to CSR and the TBL, including the measurement of CSR performance across settings and analyse the role of ethics in consumer culture. Here, students will get to explore ethical considerations in consumer culture, addressing issues related to consumer empowerment, vulnerability, and wellbeing. Finally, the module aims to provide students with an understanding of the issues related to social media marketing ethics, by exploring issues related to data privacy and algorithm bias.

The module is taught through a research-led approach designed to introduce students to current research in marketing ethics, ethical consumption, and business ethics early on in their academic journey. The practical examples used, are aimed to develop an awareness of industry expectations and responsibilities, developing practical skills for navigating ethical challenges in marketing.

This module is structured to introduce and discuss the following topics:

- Introduction to Marketing Ethics
- Criticisms of Marketing
- Corporate Social Responsibility (CSR)
- Ethical and Critical Consumption & Responding to Ethical Consumers
- Consumer Vulnerability and Marketing of Harmful Products
- Social Media Marketing Ethics



Teaching Awards

In 2025, 2 awards were given to faculty and educators at Newcastle university business school.

Sustainability Pioneer Award - Teaching Innovation

Granter: NUBS

Grantee: David Ririmasse

Award Description:

This award was part of the inaugural NUBS Excellence Awards that recognise and celebrate the contributions of colleagues across Newcastle University Business School.

The Sustainability Pioneer Award for Teaching Innovation recognises innovative teaching practices that embed ethics, responsibility, and sustainability (ERS) principles into the learning experience, advancing NUBS's commitment to the Principles for Responsible Management Education (PRME).

Award Winner: David Ririmasse, for his contributions to embedding ethics, responsibility, and sustainability more meaningfully into students' learning.

Ivey-PRME 2026 Sustainability Case Writing Award

Granter: Ivey Publishing and PRME

Grantee: Victoria Robinson and Noemi Sinkovics

Award Description:

The Sustainability Case Writing Awards, led by Ivey Publishing in collaboration with PRME (Principles for Responsible Management Education), is committed to educating future business leaders on critical issues around sustainability, empowering them to create and lead change.

Case title: Influence Without Ownership: How Far Should Scope 3 Oversight Extend at Kyndryl?
By Victoria Robinson and Noemi Sinkovics

This case explores sustainability as a governance challenge in a relatively asset-light business model. With Kyndryl's emissions profile shaped largely by Scope 3 activities across procurement, partnerships, and infrastructure decisions, students examine how companies can influence environmental outcomes when they do not directly own or control the assets involved.

Educator Recognition

At Newcastle university business school, we recognize educators for quality of teaching in the following ways:

- ❖ Institutional recognition events
- ❖ Faculty promotion and tenure consideration
- ❖ Professional development opportunities

Teaching Voices

The following statements demonstrate ways in which educators at Newcastle university business school support sustainability and responsible management in their classrooms.

Farming for Good: Adventures in Design Thinking as pedagogical practice beyond the classroom

In this Scholarship Insights Newcastle blog article, *Dr Lucy Hatt, Reader in Entrepreneurial Education*, shares her reflections on design thinking as a pedagogical practice beyond the classroom. Read the full article here: <https://blogs.ncl.ac.uk/sin/2026/06/03/farming-for-good/>

In May 2025, a quiet Northumberland valley became the unlikely setting for a bold experiment in rethinking value, leadership, and land. This one-day event brought together academics and farmers to use a Design Thinking approach to reshape farming practice. The story of John, one of our post-experience Executive MBA learners, who left traditional farming behind, rediscovered his purpose through international work, and founded a land-based social enterprise, became the catalyst for a day-long exploration of how Design Thinking connects with place, people, and purpose.

This article sets out how design thinking, as a pedagogical practice, can be applied in diverse contexts outside the classroom to build collaborative, human centred and innovative communities in practice. It all started one evening, at a university event in Autumn 2024, when John Harrison (Executive MBA (EMBA) Graduate) asked Lucy Hatt, “Fancy doing something on Design Thinking with Farmers?”

Reflection on Developing Climate Agency Through Digital SDG Action Planning

We reported on this project in the 2025 SIP Report under the Research Principle and focused on the development and initial evaluation of this project. In this reflection, the emphasis is on embedding the Digital SDG Action Planning Tool within the curriculum and using it as an assessed learning activity to develop students’ sustainability agency, reflexivity and responsible leadership capabilities.

Faculty

Dr Jenny Davidson
Dr Angela Mazetti
Prof. Tracy Scurry

Developing Climate Agency Through Digital SDG Action Planning

A key objective of our approach to responsible management education is to equip students not only with sustainability knowledge but also with the confidence and capability to act on that knowledge. Within undergraduate management education at Newcastle University, we identified a recurring challenge: while students demonstrate growing awareness of climate change, the Sustainable Development Goals (SDGs), and the responsibilities of business in society, many report uncertainty about how they can make a meaningful contribution to addressing these complex global challenges.

To address this challenge, we worked with Netpositive Futures to develop a Digital SDG Action Planning Tool which we could embed within the undergraduate curriculum. The initiative supports students in moving from awareness to action by encouraging structured reflection on sustainability issues that matter to them personally and professionally. Through a process of goal setting, action planning, implementation and review, students identify opportunities to contribute to sustainable development and evaluate the impact of their actions over time.

Alignment with PRME Principles

This initiative directly supports PRME Principle 1 (Purpose) by developing students' capacity to become responsible leaders who create sustainable value for business and society. Students are encouraged to consider how their future careers, leadership practices and personal choices can contribute to environmental and social sustainability.

The initiative also advances PRME Principle 2 (Values) by embedding the values of responsibility, ethical decision-making and sustainability within the learning experience. Students are challenged to reflect on their own values and to consider how these align with the broader goals of sustainable development.

Through the use of reflective, experiential and action-oriented pedagogies, the project supports PRME Principle 3 (Method). The Digital SDG Action Planning Tool moves beyond traditional classroom teaching by creating opportunities for students to engage actively with sustainability challenges and to test practical solutions in their own lives and communities.

Implementation

The Action Planning Tool has been embedded within BUS3079 Responsible and Reflexive Management, a large undergraduate module focused on responsible leadership, reflexivity and ethical management practice. Students use the tool as part of their assessed reflective learning journey.

The process requires students to:

- Identify an SDG-related issue of personal relevance.
- Reflect on current behaviours and practices.
- Create a realistic and measurable action plan.
- Monitor implementation of planned actions.
- Evaluate outcomes, barriers and learning.
- Consider implications for their future professional practice.

Evidence of Impact

Student reflections provide strong evidence of the initiative's contribution to developing climate agency and responsible leadership capabilities.

Analysis of reflective submissions identified several consistent outcomes:

- Increased understanding of the relationship between individual behaviour, organisational practice and global sustainability challenges.
- Enhanced confidence in the ability to contribute to climate action through personal and professional choices.
- Greater recognition of sustainability as a leadership responsibility rather than solely a governmental or organisational issue.
- Increased commitment to incorporating sustainability considerations into future career decisions.
- Development of critical self-reflection skills associated with responsible management practice.

Students frequently reported that the process transformed sustainability from an abstract global challenge into a series of achievable actions within their sphere of influence. Many described an increased sense of personal responsibility for contributing to climate solutions and an improved understanding of how small-scale actions can collectively support wider societal change.

Several students explicitly linked their action-planning experience to future management and leadership roles, demonstrating an emerging understanding of how responsible decision-making can be embedded within organisational contexts. Others reported adopting new behaviours relating to sustainable consumption, travel choices, resource use and community engagement, highlighting the potential for sustained behavioural change beyond the classroom.

Outcomes and Future Development

This initiative demonstrates how digital innovation can support the development of sustainability competencies at scale while maintaining opportunities for personalised reflection and action. By embedding sustainability into assessed learning activities, students are encouraged not only to understand the SDGs but also to engage actively with them.

The project has strengthened the integration of sustainability, responsible leadership and reflective practice within the curriculum and provides a scalable model for wider adoption across programmes. Future developments will focus on expanding the use of the Digital SDG Action Planning Tool across programmes and levels, as well as an extracurricular digital badged offer.

What have I learned?: Student reflections of Work Integrated Learning

In this Scholarship Insights Newcastle blog article, Sarah Carnegie (Senior Lecturer, Newcastle University Business School) shares her reflections about a capstone module. The full article can be read here: <https://blogs.ncl.ac.uk/sin/2025/08/05/what-have-i-learned-student-reflections-of-work-integrated-learning/>

The 40-credit capstone module, BUS3053, Management Consultancy Project is available as an option to students on Business Management, Marketing and Management and Accountancy and Finance undergraduate programmes. The module can be characterised as an example of work integrated learning as it is “embedding learning activities and assessment that involves students in meaningful industry and / or community engagement” (Jackson and Bridgstock, 2021, p.726). In each academic year the students from these programmes are allocated to small teams, ideally 8 in each team, to engage with an external client. Each client is assessed by the School as having a suitable business issue or problem for the students to tackle and therefore provides an authentic, live work experience (Dollinger and Brown, 2019).

Barriers to Innovative Curriculum

In 2025, Newcastle university business school identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations

Barriers to Innovative Pedagogy

In 2025, Newcastle university business school identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Administrative hurdles
- ❖ Budget constraints



Research

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

How We Define Research

Research at NUBS is the rigorous and creative pursuit of knowledge that drives responsible management and supports transformative change in business and society. Rooted in our regional context yet globally connected, our research addresses pressing economic, social, and environmental challenges through interdisciplinary collaboration and critical inquiry.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Newcastle university business school was awarded funding for research that is:



Local



Regional



International



National

Socializing Research

In 2025, Newcastle university business school contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Industry and business networks
- ❖ Social media and digital outreach

Research Projects

In 2025, Newcastle university business school reported 8 research projects that implemented responsible or sustainable activities.

Solar Opportunities for Low-Carbon and Affordable Community Energy (SOLACE)

Period Covering: March, 2026 - March, 2027

Department: Business Administration

Prof. [Diana Gregory-Smith](#) is contributing to the SOLACE project, led by Dr Shahab Dehghan, in collaboration with Newcastle City Council, Northern Powergrid and the Energy Demand Research Centre (EDRC).

Social housing accounts for approximately 30% of Newcastle's housing stock and offers significant collective flexibility to support the North East's transition to net zero through coordinated energy consumption and generation. However, existing G100 grid standards restrict solar export from clustered social housing, limiting the effective integration of photovoltaic systems with other low-carbon technologies.

The SOLACE project is developing socio-techno-economic models to enable financially and technically viable solar-integrated social housing communities, while also considering public adoption. The transdisciplinary project combines expertise in energy modelling, building performance and behavioural psychology to support affordable, equitable and scalable solutions.

Funding: EPSRC via the Northern Net Zero Accelerator (NNZA)

Project link <https://nnza.ac.uk/projects/nnza-solar-opportunities-for-low-carbon-and-affordable-community-energy-solace/>



(Em)Powering People: Behavioural Insights for PV Uptake in the North East England

Period Covering: April, 2026 - December, 2026

Department: Business Administration

Prof. [Diana Gregory-Smith](#) is leading this project in partnership with Newcastle City Council.

The project aims to review and map different behavioural change approaches and suitable evaluation methods that could help increase the adoption of photovoltaic technologies (PV) among different categories of users, including those in vulnerable or deprived settings. It will deliver a co-created, actionable and phased roadmap for PV adoption to support local policymakers, communities, potential users and other stakeholders in accelerating solar energy uptake in Newcastle and the wider North East.

Funding body: EPSRC via NNZA/Northern Net Zero Accelerator

Project link <https://nnza.ac.uk/projects/nnza-empowering-people-behavioural-insights-for-pv-uptake-in-the-north-east-england/>



Crop-MATCHING: A thematic network to boost small-scale sustainable farming through sustainable cropping practices.

Period Covering: October, 2025 - September, 2029

Department: Business Administration

Prof. [Matthew Gorton](#) leads the Newcastle University Business School contribution to Crop-MATCHING, a Horizon Europe project coordinated by Prof. Konstantinos Mattas at the Aristotle University of Thessaloniki. Newcastle University is one of the project partners, with its contribution focused on crop-matching research and community building for agricultural innovation in the UK.

Crop-MATCHING aims to support the adoption of sustainable cropping practices among small-scale farmers and foresters across Europe. The project brings together research and agricultural organisations to identify and share evidence-based practices, develop accessible learning resources, and support regional networks through which farmers, advisers, researchers and other stakeholders can exchange knowledge. The wider aim is to make sustainable farming practices more accessible and applicable in different regional contexts, including practices that can contribute to soil health, biodiversity, reduced inputs and climate resilience.

NUBS Project Team: Prof. [Matthew Gorton](#), Dr [Barbara Tocco](#) and Dr [Cezara Nicoara](#), Dr [Paul Bilborrow](#)

Official project website: <https://www.cropmatching.com>

Training modules and e-learning resources: <https://www.cropmatching.com/training-e-learning>



The AIMS Project: Building Ethical AI Mindsets for Innovation, Mobility and Sustainable Technopreneurship

Period Covering: January, 2026 - March, 2027

Department: Business Administration

Dr [Kautsar Ramli](#) from Newcastle University Business School is Lead Principal Investigator of the AIMS Project, working with university partners in the UK, Malaysia and Thailand.

Funded by the British Council, the AIMS Project is an interdisciplinary and international collaboration exploring how artificial intelligence can be used responsibly to support entrepreneurship, sustainability and the circular economy, while addressing concerns relating to bias, ethics and unequal access to emerging technologies. Through a series of collaborative hybrid workshops, multidisciplinary student teams work with academic and practitioner mentors to identify sustainability challenges and develop responsible, AI-enabled entrepreneurial responses. Activities include the development of a Responsible Startup AI Toolkit and Responsible Entrepreneurship resources designed to help students and aspiring entrepreneurs critically evaluate the social and environmental implications of AI use. The project combines experiential learning, responsible management education and international knowledge exchange. The project will culminate in a hybrid symposium in Kuala Lumpur, Malaysia, in December 2026, where students, academics and external stakeholders will share project outcomes, promote educational tourism (edu-tourism), and consider how the resources developed could inform future entrepreneurship education and practice.

Project partners: University of Leeds, International Islamic University Malaysia and Srinakharinwirot University.



Reducing Modern Slavery in the Health Sector's Supply Chains for Personal Protective Equipment

Period Covering: October, 2020 - May, 2026

Department: Business Administration

Prof. [Alex Hughes](#) leads a programme of linked research projects examining forced labour and responsible procurement in health-sector supply chains for personal protective equipment.

AHRC-funded research on 'Tackling Modern Slavery in Malaysian Medical Gloves Factories Using a Whole-Systems Approach to the Supply Chain' provided robust evidence of forced labour issues in the medical gloves sector during the COVID-19 pandemic and suggested opportunities for remedies. It focused on identifying labour issues, specifically indicators of forced labour, in the production of medical examination gloves in Malaysia, and their supply to the UK's National Health Service (NHS), during the pandemic. Using the International Labour Organisation's 11 indicators of forced labour as a framework, our research found evidence of all 11 indicators before and during the COVID-19 pandemic, with evidence that four - restriction on movement, isolation, abusive working and living conditions, and excessive overtime - worsened during the pandemic. However, labour issues in this supply chain are longstanding. The ongoing issues of forced labour demonstrate a need for policy, legal, and commercial measures at all points in the supply chain to go further to address modern slavery and poor working conditions.

Follow-on work made recommendations for stakeholders to address labour issues and developed training and educational materials for public-sector procurement professionals and suppliers to support more responsible procurement.

NUBS contributors: Prof. [Alex Hughes](#) and [James Brown](#)

Partners across the projects include: Brighton & Sussex Medical School, University of Nottingham Rights Lab, NHS Commercial Solutions, Electronics Watch, GLA Group Central Responsible Procurement Team, Impactt Limited, and the Institution of Occupational Safety and Health (IOSH).

Funding: Arts and Humanities Research Council and Modern Slavery Policy and Evidence Centre; Arts and Humanities Research Council; ESRC Impact Acceleration Account and Policy SPF.

Publications

Brown JA, Hughes A, Bhutta MF, Trautrim A, Trueba M. [Synergistic state governance of labour standards in global value chains: Forced labour in the Malaysia-Nepal-UK medical gloves supply chain](#). *Competition & Change* 2024, **28**(5), 581-603.

Hughes A, Brown JA, Trueba M, Trautrim A, Bostock B, Day E, Hurst R, Bhutta MF. [Global value chains for medical gloves during the COVID-19 pandemic: Confronting forced labour through public procurement and crisis](#). *Global Networks* 2023, **23**(1), 132-149.

Other outputs:

Training Video: Video and landing page for procurement practitioners - education, awareness-raising and resources for confronting modern slavery in supply chains: [Tackling Modern Slavery](#)



NINE DTP WP3 Social Data Science Skills Pedagogy Mapping Project

Period Covering: September, 2025 - August, 2026

Department: Business School

Dr [Josephine Go Jefferies](#) is Principal Investigator of the NINE DTP Work Package 3 Social Data Science Skills Pedagogy Mapping Project.

Funded by the ESRC through the Northern Ireland and North East Doctoral Training Partnership (NINE DTP), the project examines the visibility, distribution and future capacity of social data science skills training at Newcastle University, with a particular focus on Humanities and Social Sciences. It maps existing postgraduate data-skills provision, compares current strengths with external benchmarks, and identifies opportunities to improve curriculum visibility and balance across applied, methodological and technical areas. The project has also informed the development of a Data Skills Finder web tool for students and supervisors, alongside further work on postgraduate experiences of data-skills training and staff perspectives on curriculum development.



AI-enhanced Geospatial Analysis for Healthcare Equity in Thailand's Border Communities

Period Covering: September, 2025 - September, 2026

Department: Business Administration

This project examines how access to primary healthcare can be improved in vulnerable and remote areas along the Thailand–Myanmar border, where migrant and refugee populations face geographical, financial, legal and language barriers to care. Although Thailand has made substantial progress towards universal health coverage, inequalities remain in border regions, where limited resources, workforce shortages and distance can constrain access to services and disease prevention.

The objectives of this research project are to: i) quantify the geospatial accessibility and measuring the equity of PHC resources in a pilot vulnerable remote area; ii) integrate AI into analysis framework for predicting disease outbreaks, forecasting healthcare demand, identifying hidden inequalities, optimising healthcare logistics; and iii) provide a decision support dashboard for policymakers to simulate “what-if” scenarios.

NUBS Contributor: Prof. [Christian Hicks](#)

Partner institutions: Naresuan University and the Regional Centre of Geo-Informatics and Space Technology, Lower Northern Region (GISTNU).



Promoting gender equality: How to facilitate women leadership in Laos Higher Education

Period Covering: February, 2025 - November, 2025

Department: Business Administration

This project aims to promote gender equality in Laos Higher Education (HE), specifically to support women academics with career progression and leadership. Given that studies of minority academics in the Global North dominate the literature and tend to inform the current practices, this project contributes to academic women’s career development by offering voices from women in Laos – a country in the Greater Mekong Subregion with significant gender career development disparity and traditional gender roles. Improving promotion and progression procedures to prevent women academics affected by intersectional barriers from leaking out of the academic pipeline needs research. It is essential to inform senior academics, decision-makers, and gatekeepers how various barriers affect the progression and promotion and, most importantly, the actual experiences of women academics. Initiatives addressing equality issues need to portray their lived experiences and inform decision-makers about unequal opportunities, unequal expectations, and prejudice. The project builds on the GEDI project’s phase 1 findings, specifically to address the following two key significant challenges identified for integrating GEDI in the HE sector in the region: (1) Extensive research and studies on GEDI are needed, leading to evidence-based decision making for the sustainable future of higher education. (2) Practical tools for implementing GEDI in HEIs are needed to support more informed decision-making and policy formulation.

The preliminary findings of the project were presented at 24th Asian AHRD Research Conference, 12-14 November 2025, Bangkok, Thailand.

Principal Investigator: Dr. [Wee Chan Au](#)

Project partners: National University of Laos

Funding body: British Council



Research Awards

In 2025, Newcastle university business school was awarded 2 research awards for responsibility- and/or sustainability-related research.

Sustainability Pioneer Award - Research Impact

Granter: Newcastle University Business School

Grantee: Diana Gregory-Smith

Award Description:

Sustainability Pioneer Award – Research Impact

This Award celebrates research that advances understanding and practice in ethics, responsibility, and sustainability (ERS), contributing to the UN Sustainable Development Goals and NUBS's PRME commitments.

Award Winner: Diana Gregory-Smith

For her work on sustainability and the impact it has created

2026 Shelby D Hunt AMS Review Best Article of the Year Award

Granter: Academy of Marketing Sciences Review

Grantee: Josephine Go Jefferies and co-authors

Award Description:

2026 Shelby D Hunt AMS Review Best Article of the Year Award for Machin, Go Jefferies, Mirabito et al. (2025) "From Satisfaction to Sustainability: A Conceptual Introduction to Sustainable Consumer Well-Being." AMS Review.

Abstract: Global sustainability challenges necessitate a reevaluation of consumer well-being. We build on existing models to offer a sustainability-informed perspective uniting different stakeholders behind

a new vision of success. Inspired by Félix Guattari's philosophy of three ecologies, we propose sustainable consumer well-being (sCWB), defined as a dynamic equilibrium between individual, social, and environmental interactions in the marketplace, where individual thriving today does not compromise the ability of others, the planet, or future generations to thrive. We figuratively represent sCWB as a triple helix, drawing an analogy to the unique properties of helical design to illustrate the complex and dynamic relationship between the three ecologies. We also introduce the sCWB Matrix, a multidimensional space to identify and analyze damaging versus supportive marketplace activities within each ecology. Interconnected nodes link the triple helix structure, serving to store matrix information and identify ecological conflicts and synergies. In positioning consumer well-being as a sustainability issue, and sustainability as a well-being issue, sCWB offers an ambitious, transdisciplinary framework to balance individual prosperity with broader ecological stewardship. Pursuing sCWB requires coordinated action across the micro, meso, and macro levels of the marketplace. Guiding principles for consumers, organizations and public policy are identified. Future research should develop and refine the sCWB framework with the goal of driving widespread adoption.

The attached photo shows lead co-author Jane Machin receiving the award in person at the 50th annual Academy of Marketing Science Conference in Savannah, GA from the AMS Review's EiC

Publications Related to RME and/or Sustainability

What Motivates Jobseekers to Prefer to Work for Non-profits Versus the Governmental Sector? Evidence from India

| [DOI](#)

Authors: Arpita Agnihotri | Saurabh Bhattacharya | Matthew Gorton

Date of publication: September, 2025

Department: Marketing

Non-profits require highly motivated and professional employees to fulfill their potential to contribute to community development and well-being. But what motivates jobseekers to seek employment in non-profits over governmental organizations, and what makes non-profits more attractive than governmental organizations? Leveraging positive religious and spiritual development and self-determination theories, we theorize that spiritual and religious individuals are more likely to prefer working for non-profits over governmental organizations. This preference occurs because religious and spiritual individuals have stronger traits of self-sacrifice and compassion that motivate them to take a job that offers more non-material incentives than material incentives, leading to a preference for non-profits over governmental organizations. The serial mediation model identifies how compassion and self-sacrifice mediate the effects of spiritual intelligence and religiosity on job motivation; while job motivation mediates the effect of self-sacrifice and compassion on career preference and sector attractiveness. We validate our serial mediation-based conceptual framework

based on responses from 306 job seekers in India. The results support our hypotheses, where individuals high on spirituality and religiosity prefer working in non-profits over governmental sector, owing to higher compassion, and self-sacrificing tendencies.



Artificial General Intelligence and Planetary Justice: A Framework for Safe and Just Transitions

| [DOI](#)

Authors: Pascal Stiefenhofer | Cafer Deniz

Date of publication: December, 2025

Presented at: Economic Theory and Philosophy Group

Department: Economics

Artificial General Intelligence (AGI) is emerging not only as a technological breakthrough but as a defining challenge for planetary health and global governance. Its potential to accelerate discovery, optimise resource use, and improve health systems is counterbalanced by risks of inequality, domination, and ecological overshoot. This paper introduces a Justice-First Pluralist Framework that embeds fairness, capability expansion, relational equality, procedural legitimacy, and ecological sustainability as constitutive conditions for governing intelligent systems. The framework is realised through a stylised, simulation-based study designed to demonstrate the possibility of formally analysing justice-relevant paradoxes rather than to produce empirically validated results. Three structural paradoxes are examined: (i) efficiency gains that accelerate ecological degradation, (ii) local fairness that externalises global harm, and (iii) coordination that reinforces concentration of power. Monte Carlo ensembles comprising thousands of stochastic runs indicate that justice-compatible trajectories are statistically rare, showing that ethical and sustainable AGI outcomes do not arise spontaneously. The study is conceptual and diagnostic in nature, illustrating how justice can be treated as a feasibility boundary—integrating social equity, ecological limits, and procedural legitimacy—rather than as an after-the-fact correction. Aligning AGI with planetary stewardship therefore requires anticipatory governance, transparent design, and institutional calibration to the safe and just operating space for humanity.



Externalizing rescue operations at sea: The migration deal between Italy and Libya

[DOI](#)

Authors: Diego Zambiasi | Emanuele Albarosa

Date of publication: January, 2025

Presented at: Young Economists' Meeting | Inaugural Scotland and Northern England Applied Microeconomics Workshop

Department: Economics

Between 2010 and 2019, the global number of forcibly displaced individuals doubled, prompting countries to sign migration deals. Under these agreements, transit or origin countries halt migrants in exchange for support. The 2017 Italy–Libya deal outsourced search and rescue operations in the Central Mediterranean to the Libyan Coast Guard (LCG), aiming to stop migrants from reaching Italy. Using a spatial difference-in-differences design, we find an increase in the probability of observing a deadly incident in areas patrolled by the LCG post-deal. Descriptive evidence suggests a shift in routes, diverting a significant portion of migration to the Western Mediterranean Route.



Border regulation and greenhouse gas emissions from EU-UK food trade

[DOI](#)

Authors: Elena Benedetti | Luca Panzone | Livia Cabernard | John Wildman | Chris Seal

Date of publication: September, 2025

Presented at: European Association of Environmental and Resource Economics

Department: Economics

Recent years have seen an increase in global trade. Despite well-known welfare benefits, trade in goods is also an important contributor of greenhouse gas emissions. Environmental regulation of trade is complex, because environmental domestic regulation can drive the relocation of these emissions abroad (carbon leakage); while environmental import restrictions can increase domestic greenhouse gas emissions by stimulating the production of high-carbon goods (inverse leakage). In this article, we micro-simulate the impact at the border of a carbon tariff on food trade, modelling UK food imports from the European Union using a gravity model. In this exercise, we implement a Carbon Border Adjustment Mechanism, which charges for the difference in carbon emissions of a good between importer and exporter. Yearly country-level greenhouse gas emissions are calculated using a top-down life-cycle assessment approach known as environmentally-extended multi-regional input-output analysis. Results show that a British food Carbon Border Adjustment Mechanism would cut

annual emissions imported from the European Union by around 25 % through trade reallocation. The findings indicate that carbon border regulation is an important tool for promoting more sustainable food systems.



Racial Disparities in Civilian Response to Police Use of Force: Evidence from London

| [DOI](#)

Authors: Nils Braakmann

Date of publication: January, 2025

Presented at: Scottish Economic Society conference

Department: Economics

This study explores the impact of police use of force on civilian interactions with the police, focussing on neighbourhoods with different ethnic compositions across London. Analysing the effects of three notable police-induced civilian fatalities as well as monthly fluctuations in the Metropolitan Police Service's use of force, I find a decrease in reported crime and the proportion of crime without a suspect in Black neighbourhoods. These patterns suggest avoidance of police engagement, especially for crimes less likely to be solved. Individual survey data suggests no changes in victimization probabilities for any ethnic group, suggesting that estimates are due to reporting behaviour.



A Badiouian enquiry into hope labour: Affective and temporal disorientation in contingent academic careers during the Covid-19 event

| [DOI](#)

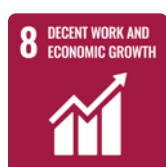
Authors: Elina Meliou | Ana Lopes

Date of publication: October, 2025

Presented at: Academy of Management conference | 39th EGOS Colloquium | 16th Organization Studies Workshop

Department: Leadership, Work & Organisation

Hope labour, defined as work undertaken in anticipation of realising an idealised academic career, functions as a core strategy for contingent academics, sustained by an affective attachment to a utopian future. Mobilising Badiou's theoretical ideas of the event, in this paper, we draw on forty in-depth interviews to explore contingent academics' experiences of hope labour during the disruption and prolonged uncertainty brought about by the Covid-19 event. We unravel the process of enquiry in which our participants engage and identify the subjective responses of contingent academics – disaffection and temporal disorientation of hope – that challenge the future-oriented logic of hope labour. We contribute to existing research in organisation studies that examines the commitment and attachment of the subject to the normative, neoliberal belief in hope labour, by explaining the commitment of the subject to change when the ordinary is disrupted. We conclude by discussing the potential of our conceptualisation for hope labour and its implications for contingent academic careers.



A narrative review of nursing in Saudi Arabia: prospects for improving social determinants of health for the female workforce

| [DOI](#)

Authors: Julie Davies | Emily Yarrow

Date of publication: August, 2025

Department: Leadership, Work & Organisation

Nurses represent the backbone of global healthcare systems where women typically deliver care and men lead. The Kingdom of Saudi Arabia (KSA) highly relies on foreign female nurses despite Saudisation policies designed to localize its workforce. Yet, in the context of an ambitious 2016–30 national health transformation program to modernize public health in a high-income and rapidly developing country, intersectional inequalities persist for migrant and local nurses in KSA. There are challenges in the specialisms of palliative and end-of-life care where there is a weak public and professional understanding of caring for people with life-limiting diseases and a lack of public discourse about death and dying. In this context, we ask which social determinants of health (SDOH) might be improved for female nurses in KSA to support SDOH improvements in the general population. Methods: Based on a narrative literature review of 36 studies using Cochrane, EBSCO, PubMed, and Web of Science databases, we highlight the social determinants of health and wellbeing for both migrant nurses in PC and general population health. Findings: Four key themes emerged from the literature review related to equity, ability, compassionate support, and meaning in the workplace. We illustrate that key SDOH for female nurses in KSA include inadequate housing, labor market fragmentation; gender, pay, religious, language and racial discrimination against nurses from low and

middle-income countries with a general lack of understanding about PC. In turn, we explore these factors within four main themes: equity; ability; compassionate support; and meaningful work. Workforce shortages can result in working shifts and overtime with a lack of flexible working, which in turn cause stress, burnout, precarity, low job satisfaction and high turnover. We identify gaps between national policy ambitions for modernization and everyday practices caring for the Saudi nursing workforce. Discussion: Our review is novel in exploring the social determinants of health in the healthcare workforce linked to social determinants such as housing, income, job insecurity and working life conditions, living conditions, social inclusion and norms and socioeconomic position. It contributes to our understanding of how patriarchal cultures shape institutional and subjective forms of inequality in stark contrast to the national rhetoric of female empowerment. We propose three policy recommendations to improve PC nurses' SDOH and, in turn SDOH for the general population: (i) gender and race pay equity, (ii) human resource for workforce health and education policies using telehealth, and (iii) professional and public communication campaigns to increase respect for nurses and understanding the benefits of PC nursing as a career and as a service.



Digital transformation and corporate green technology transfer: The moderating effect of executive green cognition

| [DOI](#)

Authors: Xiang Zhu | Hongtao Chen | Erwei Xiang | Yingjin Qi

Date of publication: April, 2025

Department: Accounting | Finance

This study utilizes data from Chinese listed companies in heavily polluting industries from 2010 to 2022 to analyze the impact of digital transformation on corporate green technology transfer and the moderating role of executives' green cognition. Our findings indicate that the level of digital transformation in firms significantly enhances their ability to receive green technology through green technology transfer. The executives' level of green cognition positively moderates the green technology transfer process. Moreover, heterogeneity analyzes reveal that the impact of digital transformation on corporate green technology transfer varies by environmental subsidies, cash holdings, environmental performance, and the types of production factor focus.



Knowing or Not Knowing the Rules of the Game: Exploring the Role of Institutional Habitus in Shaping Individual Expectations and Experience on Talent Management Programmes

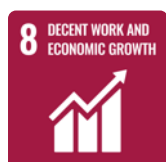
[DOI](#)

Authors: Tracy Scurry | Ciaran Burke | John Blenkinsopp

Date of publication: May, 2025

Department: Leadership, Work & Organisation

This paper applies the concept of institutional habitus to analyse the accounts of participants on a talent management (TM) programme that is underpinned by an Exclusive/Developed talent philosophy. In doing so we reveal the structural presence of the organisation in shaping individual expectations and experience on TM programmes, adding to a subset of critical voices in the TM field which recognise how individual agency may be enabled or constrained by social and institutional structures. Our research contributes to the field of talent management in two significant ways. Firstly, we demonstrate the importance of an individual's professional habitus to account for variations in individuals' recognition of organisational expectations of talent. Second, we show how navigating organisational expectations of talent is shaped by individuals' appreciation for the 'rules of the game' and their ability to put this into practice. Against a backdrop of concern about diversity and inclusion in organisations, particularly within the public sector, the findings have implications for HR practitioners as they raise questions about how TM programmes might allow scope for individuals who do not fit the unwritten rules of what talent looks like in an organisation.



Robots and humans working together: factors influencing job pursuit in sustainable diverse hospitality environments

[DOI](#)

Authors: Myung Ja Kim | Stuart John Barnes | Sung-Eun Kang

Date of publication: December, 2025

Department: Marketing

This study aims to investigate the effects of personal innovativeness, information sharing, environmental, social, and governance sustainability, sustainable diversity, valence, and instrumentality on job pursuit intention in diverse hospitality environments where robots and humans collaborate, comparing prospective White and non-White employees. Drawing on sustainable diversity and inclusion theory, a framework incorporating these factors was developed and tested using Generalised Linear Modelling (GLM) and fuzzy-set Qualitative Comparative Analysis (fsQCA). GLM and

FsQCA revealed that six independent variables are necessary for high job pursuit intention in White and non-White groups, while the two groups had notable similar but different configuration requirements regarding diversity and technology.



Dissensus Whistleblowing: the challenge to enact human rights and democratic oversight in organizations

| [DOI](#)

Authors: Iain Munro

Date of publication: August, 2025

Presented at: 'Whistleblowing, Governance and Democratic Reform' R:ETRO Symposium

Department: Leadership, Work & Organisation

This paper develops the concept of 'dissensus whistleblowing' that challenges practices of systemic wrongdoing and corruption in organizations which are embedded in power structures beyond the individual organization. This paper shows how dissensus whistleblowing serves to enact human rights and democratic oversight in the context of relatively weak formal whistleblower protections. The concept of dissensus whistleblowing builds on previous research into civil disobedience whistleblowing and whistleblowing as insurgent truth in its focus on radical practices of whistleblowing that challenge the status quo and for that very reason often use extra-legal means for doing so. The theoretical contribution of this paper explains the process of dissensus whistleblowing as a form of productive critique which directly enacts human rights, with the aim of defending democracy.



Practicing Chinese Traditional Culture to Break Competitive Involution: A Quanxin-Relationalism Perspective

| [DOI](#)

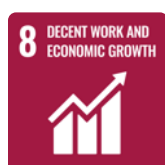
Authors: Xin Li

Date of publication: October, 2025

Presented at: The Intersection of Practice and Academia, International Association for Chinese Management Research (IACMR) 2025 Conference, Xi'an, China | Nanjing Forum 2024, 19-20 October 2024, Nanjing, China

Department: Leadership, Work & Organisation

This article explores how practicing the essence of traditional Chinese culture can help resolve competitive involution and thereby build a harmonious industrial and commercial civilization. The author first discusses two important logical issues related to the concepts of “cultivating oneself to bring peace to others”(xiu ji an ren) and “inner sageliness and outer kingliness”(nei sheng wai wang). The author proposes the concept of “Quanxin-Relationalism”-a framework that integrates individualist and collectivist orientations. Drawing from this perspective, the paper redefines the entrepreneur as a key agent in market competition and introduces the ideal of the “Quanxin-Entrepreneur.” According to Quanxin-Relationalism, how one treats others reflects how one defines and positions oneself. A business owner who exploits employees becomes a profiteer; one who treats employees well aspires to be a socially responsible individual. The Quanxin-Entrepreneur sees business not as a means to pursue profit or customer value or even to help employees succeed, but as a process of self-cultivation and meaning-making-where personal growth and contribution to others align. If more and more entrepreneurs and individuals adopt this mindset, our society may move beyond competitive involution and progress toward a harmonious business civilization.



Accelerants of Inequality Regimes: AI-Hiring Tools and Algorithmic Bias | [DOI](#)

Authors: Emily Yarrow

Date of publication: August, 2026

Presented at: Equality, Diversity and Inclusion International Conference

Department: Leadership, Work & Organisation

AI-hiring technology is becoming increasingly widely adopted, raising important questions about what effect such technology may have on organizational inequality regimes. Although there is a large and growing body of literature surrounding the effects of AI hiring, its impacts, and bias, markedly less is known about who develops, sells, and markets such tools, and what role this may play in the altering and further entrenching of inequality regimes. Drawing on the voices of 21 developers and hiring platform vendors, this study explores current levels of apathy surrounding gender equality in AI-hiring tech. From the findings, it is argued that DEI issues and subsequent debiasing are seen as iterative, retrofit solutions, problems that can be tended to retrospectively, rather than inclusion and equity being built-in from the outset. In turn, it is posited that algorithmic bias and AI-hiring tools serve as a contemporary facet of inequality regimes. This article offers a threefold contribution to Feminist AI scholarship: a theoretical extension to Acker's inequality regimes framework in the form of an annex,

which includes the role of artificial intelligence in the reproduction of inequalities, a conceptual model which outlines new accelerants of inequality regimes, and contemporary empirical insights from a hard to access group



Re-enchanting Consumer Ethics Through Embodied Relationality: An Ethnographic Approach to the Attitude-Behaviour Gap

| [DOI](#)

Authors: Roberta Discetti | Barbara Tocco | Matthew Gorton

Date of publication: December, 2025

Department: Marketing

Most research on the attitude-behaviour gap adopts linear, rational and individual models or highlights consumer uncertainty and confusion. Drawing on embodiment within practice theories and an ethnographic study of six families in North-East England, the paper explores how embodied relational processes shape ethical consumption. The study identifies four embodied relational practices: reconciling competing embodied states; negotiating togetherness; seeking sensorial familiarity; and calibrating attention and engagement. The authors propose embodied relationality as a framework for understanding ethical consumption and argue that the attitude-behaviour gap is a “disenchanted” concept because it overlooks the embodied and relational nature of social action. The paper concludes by outlining future research and intervention pathways to “re-enchant” consumer ethics scholarship.



The impact of seasonality on offshore wind farm decommissioning projects - A case study in the North Sea

| [DOI](#)

Authors: Philipp Dinsing | Onur A. Kilic | Jasper Veldman | Christian Hicks

Date of publication: July, 2025

Department: Computer Information Systems

This paper investigates the interplay of two understudied factors that affect offshore wind decommissioning: project costs and durations; and the seasonality of weather conditions and the role of vessel capabilities. A simulation model was developed that replicates day-to-day decommissioning

logistics, with weather fluctuations over time being represented by Markov chains. The numerical study found that seasonal weather fluctuations have a significant influence on project performance, potentially delaying an average-sized project by up to 101 days with cost increases of up to € 14.1 million. This underlines the criticality of a project's start date. The number of turbines being decommissioned was found to have the strongest impact on the interplay between seasonality and project performance. This impact could be mitigated by increasing the capacity of vessels and the permitted operational wave height thresholds. This study is the first to quantify the significance of considering weather seasonality in a decommissioning context and provides an overview of the factors that influence performance. The study offers valuable insights for offshore wind farm operators and helps explain the relationship between project start dates and project duration and costs.



Impact pathways: geopolitics, risk and ethics in critical minerals supply chains

| [DOI](#)

Authors: Ran Bhamra | Adrian Small | Christian Hicks | Olimpia Pilch

Date of publication: May, 2025

Department: Computer Information Systems

Purpose: This pathway paper highlights how geopolitics, risk and ethics affect critical minerals (CMs) supply chains (SCs), and identifies pathways through which operations and SC management scholars can contribute to this under-researched industry. **Design/methodology/approach:** Qualitative research was undertaken in partnership with the Critical Minerals International Alliance (CMIA), including interviews with senior industry leaders from across CMs supply networks. **Findings:** The CMs industry is distinctly different from conventional SCs and would greatly benefit from the development and application of operations and SC management theories. **Research limitations/implications:** Four pathways requiring scholarly attention are identified: risk and resilience, SC opacity, supply constraints and ethics. **Practical implications:** CMs are essential for products such as smartphones and for technologies required for decarbonisation and achieving net zero. The identified pathways address multifaceted challenges of relevance to industry stakeholders. **Social implications:** Improving understanding of CMs SCs can support the decarbonisation agenda, while reducing opacity within SCs could help address governance issues and curb unethical behaviours. **Originality/value:** The paper draws on the expertise and insights of industry leaders, establishes pathways for future research, and proposes theories and research questions for addressing the impact of geopolitics on CM operations and SCs.



No one deserves professional annihilation: Learning from women's experiences of leadership work-caused trauma

| [DOI](#)

Authors: Sharon Mavin

Date of publication: July, 2025

Department: Leadership, Work & Organisation

The article advances critical perspectives of leadership and leadership learning through a feminist study exploring experiences of leadership work-caused trauma. The study explores why trauma appears for those in leadership and how this is experienced. It illustrates the harm done to those in leadership. Ten women's experiences are explored through the following four themes: (a) Malicious, Avoidable, Morally Indefensible; (b) Suffering: Completely Shocked, Deeply Distressed, Frightened; (c) Loss; and (d) Feeling Obliterated and Fearing Eradication. The study demonstrates organizational leadership as a dangerous "enough" context for trauma research. Analysis highlights how actions associated with leadership cause psychological and emotional damage and how those in leadership suffer trauma, severely injured and diminished. The article conceptualizes leadership work-caused trauma and theorizes women leaders' experiences as professional annihilation, where they are fundamentally destroyed. This new knowledge prompts relational dialogic reflexivity, provides opportunities for leadership learning and development, and contributes new avenues for future research.



Late payments, higher prices? An experimental investigation of competitive procurement

| [DOI](#)

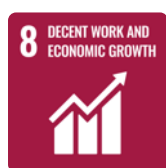
Authors: Matthew J. Walker | Kyle Hyndman

Date of publication: March, 2025

Presented at: 2021 INFORMS Annual Meeting

Department: Economics

The decision to pay one's supplier late is commonplace across global supply chains and, arguably, a key challenge for many businesses. In a multiple-methods study, we contribute to the literature by documenting important empirical and anecdotal features about the likelihood and severity of late payments, formulating and solving a theoretical model grounded in these features, which suggests a policy tool to reduce late payments and then validating the model through a rigorous laboratory experiment. Grounded in our direct interactions with buyer-side and supplier-side organizations and our analysis of regulatory payment reports, we construct a game-theoretic model to analyze the qualitative effect through which uncertainty about the date payment will be received influences suppliers' pricing decisions. We then examine whether an economic incentive (penalty for late payment) deters buyers from reneging upon an announced payment term. The effectiveness of introducing a penalty for late payment is not obvious because some buyers may choose to circumvent the penalty by announcing a longer payment term up front, and the penalty may influence suppliers' bidding strategies. We find analytically and validate experimentally that setting the highest penalty for late payment is an effective deterrent mechanism and leads to the highest expected buyer profit through its effect on supplier competition. Thus, establishing a credible commitment to pay one's suppliers within a shorter payment term is a cost-effective managerial strategy for buyers. However, a welfare loss arises if the penalty is not set high enough because it fails to align incentives for a subset of buyers.



Assessing the antecedents, processes, and consequences of sustainable electric vehicle battery recycling: A systematic literature review | [DOI](#)

Authors: Jiaqi Luo | Ying Yang | Yan Jiang

Date of publication: January, 2025

Presented at: 23rd International Working Seminar on Production Economics

Department: Computer Information Systems

The rise of vehicle electrification as a transformative trend in the transportation sector has accelerated the global production and adoption of electric vehicles (EVs) and a growing number of EV batteries reaching the end of their life cycle. EV battery recycling has emerged as a critical area of focus due to its profound implications for sustainable performance. The European Union's Regulation Concerning Batteries and Waste Batteries (EU) 2023/ 154, introduced in September 2023, further underscores the importance of EV battery recycling for sustainability. Businesses are progressively embracing innovative recycling strategies to meet evolving regulations and advance sustainability

objectives. However, despite growing interest, existing research on EV battery recycling remains fragmented and lacks a cohesive, systematic framework to guide advancements in this field. To bridge this gap, this paper conducts a systematic review of the literature, analysing 148 articles sourced from Scopus and Web of Science. The analysis reveals that government policies are the primary drivers (antecedents) of EV battery recycling efforts. Recycling processes involve diverse methodologies, stakeholder collaborations, and innovative business models, which collectively yield significant environmental and economic benefits (consequences). However, these processes also face challenges that require interdisciplinary and multi-stakeholder approaches. This paper proposes several future research directions to enhance the sustainability of EV battery recycling. These include expanding the scope of studies to incorporate diverse contexts and advanced theoretical frameworks; evaluating the effectiveness of various policy interventions; exploring innovative strategies to optimize recycling processes; and rigorously assessing their environmental and economic viability.



Plus size people can and will travel too: body positivity in travel and leisure | [DOI](#)

Authors: Whitney Estanita Vernes | Weizheng Zhang | Albert Nsom Kimbu | Paul Hanna

Date of publication: April, 2025

Department: Marketing

The study investigates body-positive travel and leisure experiences shared by plus-size TikTok content creators, using a netnographic approach informed by a poststructuralist perspective. Analysis of 200 TikTok videos and 977 comments identifies structural barriers faced by plus-size travellers alongside community support, empowerment and changing societal perceptions. The findings show how sharing plus-size travel experiences online can challenge conventional assumptions about what a tourist should look like, disrupt established tourism narratives and increase the visibility of bodies traditionally marginalised in tourism. The research consequently advances understanding of inequalities affecting plus-size travellers and provides insights into how tourism can become more inclusive and equitable.



How Does Corporate Digitalization Affect Circular Supply Chain Management?

| [DOI](#)

Authors: Qinru Wang | Fu Jia | Lujie Chen | Ying Yang

Date of publication: July, 2025

Department: Computer Information Systems

With the application of digital technologies, the business world is experiencing a disruptive revolution in terms of operations and supply chain management (OSCM). Anecdotal evidence suggests that digitalization is a viable approach for companies to achieve circular supply chain management (CSCM); however, empirical studies remain scarce. In this study, we investigate the digitalization–CSCM relationship by extracting management discussion and analysis texts from the annual reports of 1026 Chinese listed companies over 2009–2021, and measure their level of digitalization using natural language processing based on four types of technologies [i.e., artificial intelligence (AI), blockchain, cloud computing and other digital technologies]. We adopt resource dependence theory as a framework to better understand the relationship between digitalization and CSCM. Firms with higher levels of digitalization perform better in CSCM. AI and cloud computing are more important than blockchain and other digital technologies in improving CSCM. Furthermore, we find that supply chain concentration negatively moderates this relationship. These findings are validated through a series of robustness checks. The study contributes to the OSCM literature by demonstrating the positive impact of digitalization on CSCM and providing an analysis of the OSCM-related moderating effects on this relationship for emerging markets.



The obscure object of desire: The role of political reflections, strategic calculations and informal networks in the development of national social dialogue across time in Spain over five decades

| [DOI](#)

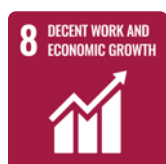
Authors: Martí Lopez-Andreu | Miguel Martínez Lucio

Date of publication: June, 2025

Presented at: International Conference Trabajo y Sindicalismo en el Siglo XXI

Department: Leadership, Work & Organisation

This article provides an in-depth analysis of the dynamics of social dialogue in Spain and highlights that to understand the relations between organised labour and the state a greater degree of historical sensibility in the way risks and calculations are developed in terms of exchanges and expectations is required. It goes beyond traditional institutionalist analysis to further understand how social dialogue at the state level occurs across different and complex trade-offs within political networks, even in weaker state contexts such as that of Spain. The article uses interviews with union leaders from the main Spanish unions involved in different historical moments to understand a range of uneven or opaque activities, the features of which can only be understood by expanding what we mean by the notion of political exchange, as well as the deliberate or conscious calculations and longer-term risks of such exchanges during different points in time.



Mask(ing) Emotion: Social Symbolic Objects as Catalysts of Emotion Work in Social Movement Organizations

| [DOI](#)

Authors: Amir Elmi Keshtiban | Sara Zaeemdar | Jamie Callahan

Date of publication: November, 2025

Presented at: European Group for Organizational Studies (EGOS) conference

Department: Leadership, Work & Organisation

Social symbolic objects, such as masks, can powerfully shape and transform emotions within and about organizations. In this article, we examine how social movement organizations (SMOs) use artifacts to trigger emotion work by members and audiences. Using Twitter engagement data referencing the Guy Fawkes mask as adopted by Anonymous and Occupy during their peak years, we identified three outcomes of artifact use: new member recruitment, heightened public alienation, and creation/consolidation of a collective member identity. Our findings extend theories of emotion cycles of resistance in social movements (Sandlin & Callahan, 2009) and sensemaking of organizational artifacts (Rafaeli & Vilnai-Yavetz, 2004) by demonstrating how social symbolic objects operationalize these theories. A key value of the integrative framework we offer lies in providing clarity on how emotion work practices using artifacts influence both internal and external actors in SMOs.



Tourism Activism: Conceptualization and Research Agenda | [DOI](#)

Authors: Qionglei Yu | Xiang Li | Zhenghao Wu

Date of publication: November, 2025

Department: Marketing

This paper explores activism in tourism amid a global rise in environmental and social protests that increasingly affect tourism destinations and the industry at large. Tourism activism, defined as any tourism-related collective action, possesses unique cultural, political, and social elements. Although academics have examined this phenomenon from diverse perspectives, its conceptual essence and the underlying mechanism remain elusive. A narrative-based theorizing approach is used here to establish a framework clarifying the interplay between tourism and activism. Grounded in social constructivism, we contextualize activism within tourism to illuminate relevant social issues, participation motivations, power dynamics, and their consequences. Our observations challenge dominant narratives surrounding the general notion of activism. This conceptualization process places a novel lens on tourism-related activism and lays a foundation for future research.



Job demands-resources theory extended: stress, loneliness, and care responsibilities impacting UK doctoral students and academics mental health | [DOI](#)

Authors: Akiko Ueno | Chong Yu | Lucill Curtis | Charles Dennis

Date of publication: April, 2025

Department: Marketing

Given the increasing challenges in academia since the onset of the Covid-19 pandemic, it is crucial to understand how work demands, life demands, and job resources affect the mental health of academic researchers. In extending the job demands-resources theory, the present study investigates the relationships between job resources, research work demand, life demand (i.e. caring responsibility), stress, loneliness and mental health among doctoral students and academics. The results from a secondary dataset of 4,563 academic researchers (academics undertaking research and doctoral students) in the UK indicate that job resources are positively associated with mental health, while caring responsibility and loneliness negatively impact mental health. Stress is also found to partially mediate (explain) the relationships between job resources, research work demand, and mental health. Moreover, loneliness moderates the positive impact of job resources on mental health, particularly attenuating this relationship for academic researchers who experience higher levels of loneliness.

Surprisingly, during Covid-19, the moderation effect of gender on the path from caring responsibility to stress is significantly stronger for males than for female colleagues. Feeling unprepared, male colleagues who were pressured to take on caring responsibilities experienced higher stress. We suggest strategic interventions to enhance job resources and support researchers who have caregiving responsibilities, while also alleviating stress and feelings of loneliness. Future research should engage alternative perspectives at both individual (e.g. age, familial wealth) and institutional (e.g. education system, discipline/field) levels.



Social entrepreneurship and the social economy of Victorian and Edwardian Britain

| [DOI](#)

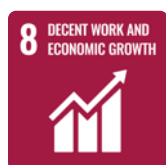
Authors: Mairi Maclean | Charles Harvey | Michael Price | Victor Harlow

Date of publication: January, 2025

Presented at: Business History Congress annual conference

Department: Leadership, Work & Organisation

Taking Northeast England as our proving ground, we argue that social entrepreneurship played a highly productive role in deepening the social economy of Victorian and Edwardian Britain. Social enterprises flourished in the fields of community welfare, education, healthcare, recreation, and religion, enriching innumerable lives, and creating value at scale for both economy and society. Analysis of data relating to 3,919 Northeast social enterprises active between 1835 and 1914 reveals that social innovations spread rapidly from one locality to another in waves, as activists emulated developments elsewhere, within the region and beyond. We identify the factors that made this possible and reconceptualise social entrepreneurship as a collective endeavour led by social activists with support from the wider community and members of the business, professional, and ecclesiastical elites. In demonstrating how resources were once routinely mobilised by social enterprises, we provide a standard against which to evaluate social entrepreneurship in the present.



Intersecting liminalities and transition rites: Non-disclosure agreements and misconduct in organizations

| [DOI](#)

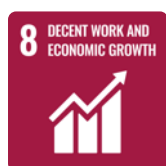
Authors: Dr Victoria Pagan

Date of publication: March, 2025

Presented at: Standing Conference for Organizational Symbolism (SCOS)

Department: Leadership, Work & Organisation

For what reasons may NDAs continue to be an attractive measure to conceal severe misconduct in organizations, despite high-profile criticism? I theorize severe misconduct as a critical moment of separation of victim-survivor, perpetrator, and the social order of the organization. This provokes liminalities and I read Giesen's four liminal phenomena (victims, monsters, garbage, and seduction) as imagination devices in the analysis of the accounts of those who have experienced severe misconduct. In doing so, I show that the multiplicative effects of these liminal phenomena intersect in such a disruptive manner that NDAs offer an attractive ceremony towards transition; a seductive way for organizational actors to transform/adjust the presence of victims and monsters, hiding and/or recycling their garbage. I contribute by theorizing meta-liminality and intersecting liminal phenomena emerging from severe misconduct in organizations, showing empirically examples of why NDAs may be used to ceremonially manage the transition in these cases.



Navigating sustainable careers: the role of subjective career success, career crafting, and social capital

| [DOI](#)

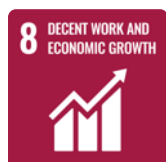
Authors: Hui Hui Teow | Wee Chan Au | Pervaiz K. Ahmed

Date of publication: February, 2025

Department: Leadership, Work & Organisation

Subjective career success is a fundamental aspect of sustainable careers, influencing how individuals navigate their careers over time. Leveraging the Conservation of Resource theory, this study differentiated between internally and externally directed career crafting behaviours and examined their relationships with subjective career success and turnover intention. It also examined how social capital (internal and external) moderates these relationships, reflecting the influence of proximal and distal contexts. This study employed a three-wave research design to address common method variance and collected data from a total of 353 participants. The findings revealed that internally directed career crafting behaviours mediate the relationship between subjective career success and turnover intention, whereas externally directed career crafting behaviours did not exhibit a significant mediating effect. However, when external social capital is high, individuals with low subjective career

success tend to engage in externally directed career crafting behaviours. Overall, the results suggest that subjective career success triggers distinct career crafting pathways towards turnover intention and emphasize the differentiated influence of contextual resources on career development paths. The study concludes by highlighting both theoretical and practical implications, offering valuable insights for future research and career development practices aimed at fostering sustainable careers.



Carbon Emissions, Firm-Level Climate Change Exposure, and Corporate Cash Reserves

| [DOI](#)

Authors: Ly Thi Hai Tran | Vu Quang Trinh | Vy Thi Phuong Le | Thoa Thi Kim Tu

Date of publication: July, 2025

Presented at: National or international discipline-specific conference

Department: Finance

This study examines the relationships between carbon emissions, firm-level climate change exposure, and corporate cash reserves, with a focus on whether climate exposure mediates the link between carbon emissions and cash holdings. Using a dataset of 15,889 firm-year observations from 2,537 firms across 51 countries during the period 2002 to 2021, the findings reveal a partial mediating effect of climate change exposure on the relationship between carbon emissions and corporate cash reserves. Specifically, firms with higher carbon risks tend to exhibit increased climate exposure, as reflected in earnings conference calls, which subsequently leads to higher cash reserves. This pattern is consistent across both general indicators of climate exposure and firm-specific vulnerabilities to regulatory changes. Furthermore, the results remain robust after addressing endogeneity concerns through difference-in-difference estimations based on the Paris Agreement (COP21) event. These insights deepen our understanding of how high-carbon-emitting firms adjust their cash management strategies in response to market concerns about climate change.



Investigating successful sustainable urban mobility in large cities: A contingency-based, fuzzy-set Qualitative Comparative Analysis

| [DOI](#)

Authors: Federico Iannacci | Simos Chari | Savvas Papagiannidis

Date of publication: March, 2025

Department: Computer Information Systems

Drawing on configurational theorising, this paper explores the complex interdependencies between and among the drivers of sustainable urban mobility in the context of large cities. By using high social impact as a proxy for successful sustainable urban mobility initiatives, we reveal that multiple configurations of infrastructure, market attractiveness, systems efficiency, and innovation can lead to successful initiatives, and these configurations are markedly different from those that result in unsuccessful initiatives. Subsequently, we show that these configurations do not apply to the cities under investigation regardless of their income, thus augmenting the configurational approach with a contingency perspective. Theoretical, methodological and policy implications are discussed by developing propositions that map large cities along the tangible/intangible continuum of successful sustainable urban mobility initiatives, thus highlighting the interdependent nature of physical infrastructure, innovation ecosystems and social impact.



Entrepreneurial intentions amongst retirees: The role of work engagement and need satisfaction

| [DOI](#)

Authors: Eftychia Palamida | Fiona Whitehurst

Date of publication: November, 2025

Presented at: Institute of Small Business and Enterprise (ISBE)

Department: Entrepreneurship

Entrepreneurial intentions in later life are an understudied phenomenon; studies of intentions among retirees are even rarer. This paper examines the external validity of Vallerand's Hierarchical Model of Motivation among 272 retirees in the USA. The results of path analyses reveal that the need for autonomy and work engagement pre-retirement play crucial roles in the potential decision to create a new venture, serving as the initial steps towards the formation of positive attitudes and perceived behavioural control; these in turn lead to post-retirement entrepreneurial intentionality. There is also a direct path linking the need for relatedness with the formation of post-retirement entrepreneurial intentions. The findings offer new insights based on social psychology that suggest why a proportion of retirees might choose self-employment or new venture creation after retirement from their main salaried employment in an attempt to meet their post-retirement needs. This can underpin schemes and policy interventions to encourage entrepreneurship post-retirement.



Digital technology affordance and constraints in informal economies: a micro-entrepreneurial study

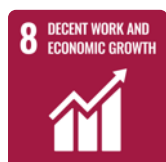
| [DOI](#)

Authors: Damilola Joseph | Domnan Miri | Walter Mswaka

Date of publication: March, 2025

Department: Entrepreneurship

Purpose: Despite the increasing importance of digital technology in the global economy, there remains limited understanding of its impact in the informal sector of Sub-Saharan Africa (SSA), with implications for the digital divide, marginalisation and skills gaps among entrepreneurs. This paper investigates the application and implications of digital technology tools in entrepreneurial activities within SSA's informal sector. **Design/methodology/approach:** The study uses a qualitative approach based on open-ended, in-depth interviews with 60 informal entrepreneurs in Jos, Nigeria, to explore how they use digital technology to scale their businesses and drive social change in underdeveloped contexts. **Findings:** The study finds that digital technologies, particularly social media platforms and digital payment infrastructure, have transformed how informal entrepreneurs conduct business by enhancing customer relationships and supporting social and financial inclusion. However, issues such as trust continue to constrain effective use, and digital technology utilisation among informal entrepreneurs in SSA remains relatively underdeveloped. **Research limitations/implications:** The study extends technological affordance and constraint theory (TACT) to the informal sector in SSA and highlights implications for policymakers and entrepreneurs. Policymakers can use the findings to develop policies and programmes that support micro-entrepreneurs in adopting digital technologies, while entrepreneurs can identify opportunities to improve business operations and reach new customers. **Practical implications:** The study provides insights into how digital technology adoption can enhance business operations, foster social change and promote financial inclusion within the informal sector, informing strategies for more effective integration of digital technologies into informal entrepreneurship. **Originality/value:** The paper contributes by examining how informal entrepreneurs in SSA adopt digital technologies to scale their businesses and drive social change, while highlighting both the potential benefits and the challenges associated with digital technology adoption in underdeveloped contexts.



Comparing the Effects of Internationalization on CSR in Service and Non-Service MNEs

| [DOI](#)

Authors: Stephen Chen | Jintao Zhang | Hao Tan

Date of publication: July, 2026

Department: Leadership, Work & Organisation

We examine the question, “What is the effect of internationalization on the CSR performance of firms in service sectors compared to non-service sectors?”. Drawing on a stakeholder and institutional theory-based perspective, we hypothesize: (1) in non-service firms, their social performance increases steadily with increasing internationalization, while the relationship between internationalization and their environmental performance follows an S-shape pattern; (2) in service firms, internationalization has little effect on both social and environmental performance at low to medium levels of internationalization but strong positive effects at high levels of internationalization. We tested our hypotheses with panel data on 4,693 publicly listed MNEs in 41 economies from 2002 to 2021. The results supported our hypotheses.



Research Voices

The following statement demonstrates a way in which researchers at Newcastle university business school bring sustainability and responsible management into their research.

Emerging Research Networks

Emerging Research Networks

In 2026, NUBS launched Emerging Research Networks (ERNs) to support collaboration around developing areas of research.

Several have direct relevance to responsible management and ERS:

- [Algorithmic Work and Working Life](#)
- [Critical Materials Circularity](#)
- [Employment, Debt, and Getting by Economies](#)
- [Refugee and Migration Research](#)
- [Sustainable Investment and Financial Instruments](#)

"These networks highlight where we are heading as a Business School and reflect our values, while placing early career researchers and PhD students at the heart of our research ecosystem."

Professor Abigail Marks Associate Dean Research and Professor of the Future of Work

Research Barriers

In 2025, Newcastle university business school identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Data access and management



Partner

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

How We Define Partner

At NUBS, 'Partner' refers to our collaborative relationships with business, government, civil society, and academia, locally and globally. Through these partnerships, we co-create knowledge, enhance responsible management education, and generate impact aligned with our ERS strategy and Building Bridges 2030 vision of a more inclusive, sustainable future.

Institutional Partnerships

- ❖ CEO Magazine Green MBA
- ❖ Corporate Knights Better World MBA
- ❖ MBA CEO Magazine Corporate Knights Better World MBA
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Quacquarelli Symonds (QS)

Student Organization Partnerships

- ❖ CEO Magazine Green MBA
- ❖ PRME Students

Partnerships

The following provides more details on 4 key partnerships at Newcastle university business school.

NUBS Charity of the Year: Collaboration with Groundwork

Newcastle University Business School has been working with [Groundwork North East and Cumbria](#) as its Charity of the Year. Groundwork is an environmental and community charity that is dedicated to protecting the environment and supporting communities across the region. Through various environmental and community focused projects and programmes across the North East, the charity aims to support communities to achieve their full potential. These values are deeply embedded into their mission of promoting sustainability, social inclusion and community resilience. Newcastle University Business School has held several fundraising events including a Christmas quiz, bake sale and a yoga class. All money raised is helping to support Groundwork North East and Cumbria's work in both the local community and environment. MBA students worked with the charity on a collaborative project alongside other partners. Students participated in a Daily Dash as part of the Northumbria

Water Innovation Festival 2026, a fast-paced workshop taking place over a day. Titled 'ESG REMIX – Rethink, Remix, Refresh', students were exploring how corporates and communities can collaborate to deliver meaningful, credible, and investable ESG outcomes.

Full News Stories:

<https://www.ncl.ac.uk/business/news/making-a-difference-gw-north-east-and-cumbria/>
<https://www.ncl.ac.uk/business/news/groundworks-chosen-as-charity-of-the-year/>
<https://www.groundwork.org.uk/north-east-and-cumbria/about-north-east-and-cumbria/news/newcastle-business-charity/>

Siemens Energy - Student Consultancy Project

For the full story, see the case study at Newcastle University Business School's website: <https://www.ncl.ac.uk/business/partner/enhance-student-learning/student-project-case-studies/siemens-energy/>

A team of postgraduate students worked with Siemens Energy on a consultancy project as part of our International Management Practitioner module. They explored how to recycle, reuse and decommission wind turbine components more sustainably, bringing fresh thinking to a global challenge. This challenge gave students a real-world problem. They had to make sense of a complex, evolving issue. There was no predefined roadmap and limited access to internal data. Alongside their collaborative efforts, the teams conducted independent research. They worked to translate broad sustainability goals into actionable insights. They applied stakeholder analysis and consultancy frameworks to propose well-structured, industry-relevant solutions. Research and development took place over several weeks. The top five student teams were then selected. The teams presented their consultancy projects directly to representatives from Siemens Energy.

Student Project with Slow Shopping

For the full story, see the case study at Newcastle University Business School's website: <https://www.ncl.ac.uk/business/partner/enhance-student-learning/student-project-case-studies/slow-shopping/>

Our final year undergraduate marketing students helped [Slow Shopping](#), a local not-for-profit. Slow Shopping initiatives can help retailers better serve people living with dementia, as well as their families and carers. The aim for Slow Shopping was to consolidate its foundation and develop a further four or five pilot programmes in the North East. Our undergraduate marketing consultancy student team was asked to:

investigate awareness and interest levels in shopping (in-person vs online)
evaluate current retail perceptions of the company

identify marketing techniques to effectively communicate with and influence customer segments, increasing awareness and uptake
investigate the best ways to optimise Slow Shopping's brand and digital marketing approach
establish how Slow Shopping can effectively expand into different segments

The team presented their findings and recommendations in March 2026. They submitted an 8000-word client report, a research portfolio, an Executive Summary infographic poster presentation.



UNGC SDG Innovation Accelerator for Young Professionals and PRME Students Innovation Studio

Contributing to PRME and UN Global Compact initiatives

NUBS contributed to two international initiatives involving PRME and the UN Global Compact in 2026. As part of the SDG Innovation Accelerator for Young Professionals, Professor Noemi Sinkovics facilitated a Global Deep Dive on *Systems Thinking and Problem Framing for SDG Challenges*. The wider programme involved more than 1,200 young professionals from 395 companies and brought academic perspectives into work on sustainability challenges. Professor Sinkovics also served as a

mentor in the inaugural PRME Students Innovation Studio, supporting student teams participating in the global programme. These activities provided opportunities for NUBS to contribute academic expertise and mentoring to wider PRME and UN Global Compact initiatives, beyond the School.

<https://www.unprme.org/news/how-academia-prepares-young-professionals-for-sustainable-business-practices/>

<https://www.unprme.org/prme-students/?section=innovation-studio#innovation-studio>

Newcastle students in the PRME Students Innovation Studio

Two Newcastle University teams were among the six finalists in the inaugural PRME Students Innovation Studio, presenting their ventures at the 2026 PRME Student Summit in Cairo. Both teams were formed with members from different disciplinary backgrounds.

Mifie, developed by Armel Konan, Nojood Alaqeel, Ashlene Robinson and Ismael Akoumou, brought together students from a range of MSc programmes at NUBS and proposed a micro-investment platform enabling small investors to support climate-smart farming projects while improving farmers' access to finance.

FreShelf was a collaboration between PhD researchers from Newcastle University Business School, the School of Natural and Environmental Sciences and the School of Computing. Led by Esraa Mohamed with Omnia Elshorbagy, Shu Li and Muhammad Shafiqul Hoq Akand, the team developed an AI-powered visual inspection approach to identify potato spoilage earlier and reduce food waste across supply chains.

The two finalist teams show how the Innovation Studio enabled Newcastle students to combine different areas of expertise around practical sustainability challenges.

<https://www.unprme.org/news/how-mentorship-strategic-design-and-collaboration-transformed-student-ideas-into-sustainable-solutions>

mifie | Making Agricultural
Value Chains Investable



Continue telling your story

A Study of Neurodiversity at Work in Multilateral Humanitarian Organizations

Dr [Josephine Go Jefferies](#) led a research project involving 61 in-depth interviews with staff working across two UN agencies. Interviews were conducted in English, French, Spanish and Arabic, with paid synchronous interpreters and translators used where required. The research engaged directly with staff across the organisations and explored issues relating to neurodiversity at work in multilateral settings.

The findings were shared with relevant UN stakeholders through a final report provided to UN Staff Stress Counsellors and a UN Chief Medical Officer, a presentation to 230 staff members of a UN agency, and a Living Lab presentation to the Head of Staff Welfare and approximately 35 members of the UN System Staff Stress Counsellors Group. Interim findings, the research engagement process and approaches to co-designing pathways to impact were also shared through invited seminars at Queen's University Belfast, the University of Liverpool, the University of York and Newcastle University Business School, as well as through a roundtable at the Society for Consumer Psychology Conference in Nashville.

Neurodiversity at Work

Insights for Multilateral Humanitarian Organisations

The Challenge



15-20%

of the global population is **neurodivergent**, including those with autism, ADHD and dyslexia.

Differences in people's brains affect how individuals **process information** and **interact with others**.



While inclusive hiring is improving...

Multilateral humanitarian organisations still lack understanding and support for neurodivergent staff, **undermining well-being, mental health and retention**, core UN priorities.



The Research

Newcastle University conducted

61 in-depth interviews



United Nations

with global staff employed at two UN agencies to explore neurodiversity at work.

Key Findings



Mismatching job demands and neurodivergent strengths **impacts performance and career progression**.



Humanitarian work attracts neurodivergent individuals, but a lack of awareness and support leaves many to **cope alone**.



Stigma, inconsistent accommodations, and bureaucratic hurdles prevent neurodiversity from being recognised as an organisational asset.

Recommendations



Policy - Protect flexible working, streamline support for neurodivergent families, and revise project costings to eliminate discrimination.



Support - Provide neurodiversity training, clarify HR and Staff Welfare roles, collect disaggregated data, and improve global access to specialist medical services.



Training - Co-design neurodiversity interventions and integrate manager training, with ongoing evaluation of impact on staff well-being.



United Nations



Newcastle University



What Next? To learn more about neuro-affirmative leadership, contact researcher Josephine Go Jefferies. Josephine.Go-Jefferies@newcastle.ac.uk

Household food waste research with Insights North East and Newcastle City Council

Through [Insights North East \(INE\)](#), Dr [Patricia Prado](#) has contributed to an interdisciplinary collaboration with Newcastle City Council (NCC) to support the introduction of a separate household food waste collection service. The work began in September 2024 and focuses on generating evidence that can help the Council understand resident participation, barriers to engagement, and appropriate communication and implementation strategies.

The research has been carried out in two phases. The first combined a household survey with operational participation data from NCC's food waste pilot. The second added a rapid evidence review and community workshops to explore residents' experiences and identify culturally and contextually appropriate responses. INE has provided a consistent link between the academic team, Council officers and community organisations, helping to connect academic, operational and community knowledge and support its translation into policy and practice.

The collaboration has produced reports and policy briefings and has informed discussions around communication, service delivery, monitoring and evaluation. It has also strengthened relationships between researchers, policymakers and community organisations and is supporting the development of academic publications and follow-on funding proposals.

[Newcastle Food Waste Pilot Video](#)

[Not Just Another Bin: Community Voices on Food Waste Collection in Newcastle - blog](#)

[Food Waste Policy Briefing](#)

[Increasing Resident Participation in Newcastle's Food Waste Collection Scheme - Report](#)



Practice

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

How We Define Practice

We apply responsible and accountable management principles in our governance and operations. We model transparency, inclusivity and sustainability, ensuring our policies, culture and day-to-day practices reflect the values we teach and promote.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Local staff/student/faculty transportation
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Practice Awards

In 2025, Newcastle university business school received 1 award for responsible and/or sustainable practices.

Positive Impact Rating - Level 4

Granter: Positive Impact Rating

Grantee: Newcastle University Business School

Practice Voices

The following statement from stakeholders at Newcastle university business school demonstrates our commitment to sustainable and responsible practices.

Professional Services colleagues as a key enabler of responsible practice

Professional Services colleagues make a very important contribution to how NUBS puts its commitments to ethics, responsibility and sustainability into practice. Their work spans student experience, partnerships, research, recruitment, marketing, outreach and engagement. Many of these activities are collaborative, involving academic colleagues, students, University teams and external partners.

In student experience, colleagues supported more inclusive approaches to placements and study abroad, taking account of individual circumstances and providing guidance around accessibility, wellbeing, safety and cultural awareness. They also contributed to initiatives such as the NUBS Women's Network and Community Café, helping with their organisation, communication and engagement with students and colleagues.

Other activities connected students with organisations and communities beyond the School. MBA North brought Newcastle MBA students together with students from other universities in the North of England for learning, networking and professional development. The MBA Charity Trustee Programme created opportunities for students to contribute to local charities while gaining experience of board-level work. The Business Partnerships Team also supported the annual student induction fair, bringing local businesses onto campus, while Aspiration Digital connected schools, colleges, employers and community partners around digital careers and skills.

Professional Services colleagues also contributed to the School's research and external engagement. Research support colleagues helped coordinate collaborative activity involving academic leads, external partners and central University teams, while the Marketing Team worked with academic leadership to improve how research from across NUBS was identified and communicated. Colleagues involved in business partnerships supported the collaboration with organisations including Groundwork North East & Cumbria and Siemens Energy, as well as wider charity and community engagement.

International recruitment provided a further example. NUBS worked with other UK universities on activity in North America, while webinars for international recruitment agents complemented in-country engagement and were intended to reduce the need for additional travel.

This account draws on input provided by **Jo Craggs, Cian O'Sullivan, Jen Simpson, Steven Sadi, Ellen Arkless, Ruth Hedley and Chris Petherbridge.**



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 openly communicate achievements and challenges across our community and with external partners. We celebrate successes, learn from setbacks and strengthen collective learning, fostering transparency and living our ERS values in practice.

Engagement Opportunities

Newcastle university 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:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Newcastle university 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
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks

Communication Barriers

Newcastle university business school faces the following barriers in transparent communications:



**Audience
reach**

SIGNATORY

Newcastle university business school



Address

Newcastle University Business School
United Kingdom



Website

<https://www.ncl.ac.uk/business/>