



# 2025 Sharing Information on Progress **(SIP) Report**

Winchester Business School

September 2025

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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 Winchester Business School, including key details and basic institutional data.


## Mission

The University's mission is to **educate, to advance knowledge, and to serve the common good.**

## Strategy

University of Winchester Strategic Plan 2023-2028

View document 

Download document 

## Strategy Alignment

### Strategy alignment

The University of Winchester's strategic priorities have been deeply aligned with advancing sustainable development, the common good, and quality education. The institution acts as a "beacon" by weaving these principles into its core operations, curriculum, and community engagement.

### Quality Education

The University's strategic plan is centred on providing a "transformational education" that goes beyond academic excellence. It focuses on:

- **Teaching Excellence:** Delivering a high-quality student experience that instils a love of learning.
- **Professional Development:** Preparing students for the future workforce, with an emphasis on the green economy and digital skills.
- **Love of Learning:** The strategic plan aims to offer courses that stretch students intellectually while also embedding the practical skills needed for success in their careers.

The university's commitment to "widening access and participation" also demonstrates its dedication to quality education by ensuring it's available to a diverse range of students, including underrepresented groups.

### Sustainable Development

The university shows a strong commitment to sustainability through both its operations and its curriculum. Key initiatives include:

- **Sustainable Operations:** Committing to reducing its carbon footprint and implementing sustainable practices in all campus improvements, from waste management to switching to battery-powered machinery for grounds maintenance.
- **Biodiversity Initiatives:** The university actively works to enhance habitats on campus by creating wildlife ponds, wildflower meadows, and other ecosystems.

- **Curriculum Integration:** The university has integrated the UN Sustainable Development Goals (SDGs) into its curriculum, ensuring that students, regardless of their major, are educated on sustainability issues by the time they graduate.

## Serving the Common Good

The university's mission "to serve the common good" is a core principle that guides its community and social impact. This is achieved through:

- **Research and Social Impact:** Conducting research that addresses social and environmental challenges and playing a leading role in the intellectual and cultural life of the local community.
- **Community Partnerships:** Fostering collaborations, such as the BRIDGE project with Hampshire County Council, to address public health issues and other local needs.
- **Civic Engagement:** Partnering on projects like the Winchester District Cultural Strategy and promoting community gardens and volunteer opportunities that allow students and staff to directly contribute to a more sustainable and equitable society.

## Graduates & Enrollment

2024 Statistics	Number
Graduates	2651
Faculty & Staff at the University	811
Faculty & Staff at the Institution	57
Student Enrollment at the University	7893
Student Enrollment at the Institution	1231
Undergraduate Attendance	899
Masters-Level Postgraduate Attendance	306
Doctoral Student Attendance	26






## Degrees Offered




### Bachelor Programs

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



### Masters Programs

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

### Doctoral Programs

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


## Undergraduate Degree Programmes

-  Marketing
-  Business Management

## Masters Degree Programmes

-  MSc International Business Management
-  Master of Business Administration

## Postgraduate Degree Programmes

-  Doctor of Business Administration - DBA



# Purpose

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

## Definition of Purpose

Purpose is the commitment to develop responsible leaders who create sustainable value for society. At Winchester Business School, this means embedding ethics, inclusivity, and sustainability into education, research, and practice, equipping graduates to address global challenges with integrity, critical thinking, and a compassion for people and the planet.

## Institutional Engagement

**51% - 75%** of faculty at Winchester Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



# Values

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



## How We Define Values

We embed ethical reflection and social responsibility across all learning. At Winchester Business School, values mean equipping students and staff to act with integrity, inclusivity, and care for people and planet, shaping leadership that is both principled and transformative.

## Who Champions Responsible Management Education at Our Institution


- ❖ Centralized sustainability office
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Individual leader
- ❖ Student contributor
- ❖ Interdisciplinary efforts across business school

## Student Voices

The following narrative demonstrates how Winchester Business School has influenced students' academic journey and personal growth.

### Linkedin post by a student on PRME

Yehor KudinYehor Kudin • 1stPremium • 1stStudent at University of WinchesterStudent at University of Winchester4mo • 4 months ago • Visible to anyone on or off LinkedIn

 Recently had the honour of attending a symposium at the University of Winchester on sustainability and corporate responsibility. The organiser of the event, Mr. Jason Garcia Portilla (featured in the last picture with me), created a great platform for knowledge sharing, for which a special thanks to him!

The speakers performed with inspiring and insightful presentations:

- ☑ Ms Sophie Kacki (PRME, UN Global Compact, New York) - on PRME's global initiatives.
- ☑ Dr Karen Cripps (PRME, Oxford Brookes) on green workforce transformation and readiness for change.
- ☑ Professor Suzanne Dixon (Winchester City Council) on the drivers of sustainable development in the region.
- ☑ Paul Hanrahan (Enterprise Mobility) on sustainability strategy in large organisations.

And that's just some of the powerful content that was presented today!

I learnt a lot of new knowledge, gained interesting insights and had a great time discussing the key challenges and perspectives of sustainable business. Thanks to all the speakers for their valuable input!

I'm sharing a few shots from the event - may these moments inspire further steps towards a sustainable future!

[hashtag#Sustainability](#) [hashtag#GreenBusiness](#) [hashtag#PRME](#) [hashtag#CorporateResponsibility](#)  
[hashtag#Networking](#) [hashtag#WinchesterUniversity](#), [hashtag#ResponsibleConsumption](#)

## Student Awareness

**51% - 75%** of students at Winchester Business School are aware that we are a PRME Signatory Member.

## Student Engagement

**26% - 50%** of students at Winchester Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## Values Voices

### Student voices on University values

Name: Isabelle Cryan

Course: Marketing

Describe the University of Winchester in 3 words.

Community. Growth-orientated. Self-discovery

Why choose the University of Winchester?

It's a small university, but that's what makes it stand out. You build a close-knit community with your peers and lecturers who are genuinely supportive.

If I hadn't chosen Winchester, I wouldn't have the friends, confidence, knowledge, connections and self-worth I've gained today.

Name: Maisie Seward

Course: Event Management

Describe the University of Winchester in 3 words.

Practical. Engaging. Insightful

Why choose the University of Winchester?

The University of Winchester combines innovative teaching, a supportive community, and a picturesque campus to create an inspiring learning environment.

With strong industry connections, practical opportunities, and a focus on personal growth, it's the perfect place to find and achieve your goals.

Name: Laura Hunt

Course: Fashion Business and Marketing

Describe the University of Winchester in 3 words.

Empowering. Supportive. Homely

Why choose the University of Winchester?

The University of Winchester's close-knit community is its superpower. With personalised support from my lecturers and career advisors, I was able to secure two dream internships during my time here. The 1:1 guidance and confidence they gave me made all the difference.

Name: Thomas Bwambale

Course: Computer Science

Describe the University of Winchester in 3 words.

Empowering. Supportive. Inspiring

Why choose the University of Winchester?

This University is a community that truly supports your ambitions, helps you to grow with real world opportunities and inspires you to make a difference.

Name: Sofía Domínguez

Course: Digital Marketing and Analytics

Describe the University of Winchester in 3 words.

Opportunities. Challenge. Growth

Why choose the University of Winchester?

The University offers so much more than just great

programs and facilities; it's a place where personal growth and self-discovery are developed.

Choosing the University of Winchester wasn't just about education – it was about finding a place where I could truly succeed.

Name: Vedika Joshi

Course: Economics and Finance

Describe the University of Winchester in 3 words.

Inspiring. Inclusive. Transformative

Why choose the University of Winchester?

Choose Winchester for a vibrant, supportive community and a focus on personal and academic growth.





# Teach

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



## How We Define Teach

At Winchester Business School, teaching means equipping students with knowledge, skills, and values to tackle global challenges, promoting critical thinking, and preparing graduates to lead responsibly across business, society, and the environment.

## Courses that support RME

Winchester Business School reports 1 course in 2024 that support responsible management education and sustainable development goals.

### Sustainability in Business

| BS2957

This module equips students with the understanding and expertise to inform strategic decision-making from a sustainability perspective in line with the needs of businesses operating in the 2020s. Students develop commercial awareness in responding to business sustainability/Corporate Social Responsibility opportunities and challenges, and will also be able to apply relevant concepts and theories. Students develop an understanding of the role of global and national frameworks and regulations in business planning, ranging from the local to the global level, while considering differing conceptual perspectives.

I have received very positive feedback from students regarding my teaching—for example, Emily Morris's email and Yehor Kudin's comments about BS2957—which has been encouraging and confirms the value of continuing to deliver and refine modules in areas such as Business Sustainability, Ethics, and Responsible Management, which closely align with my expertise and my engagement with the PRME initiative. I feel humbled and grateful for the positive feedback I have received from my peers, my line manager, and, especially, my students. This year, I was honoured to be nominated by my students in the Student & Staff Recognition Awards 2025 and shortlisted as a finalist in the category of Outstanding Lecturer – BDT.



## Teaching Awards

In 2024, 1 award was given to faculty and educators at Winchester Business School.

## **Lim Teoh named Public Sector Lecturer of the Year at Accounting awards**

**Granter:** PQ Magazine Awards

**Grantee:** Lim Teoh

### **Award Description:**

The PQ magazine Awards are a significant annual event in the UK's accountancy industry, designed to recognise and celebrate both emerging and established talent. The 2024 ceremony, which was the 21st anniversary of the awards, took place in London. The awards encompass a diverse range of categories, recognising achievements across the board, from students and apprentices to lecturers, training providers, and professional accounting bodies. The goal is to shine a light on excellence in a profession that is vital to the economy. Some of the key categories at the 2024 awards included: PQ of the Year: Awarded to a part-qualified accountant who has demonstrated exceptional performance. NQ of the Year: For a newly qualified accountant. Accountancy College of the Year: Recognizing both private and public sector colleges for their contributions to student success. Lecturer of the Year: Honoring outstanding educators in the field. Innovation in Accountancy: Celebrating new and creative approaches within the industry. Accountancy Body of the Year: Acknowledging the work of professional organizations. The event is a major occasion for professionals in the sector to network, celebrate success, and recognize the hard work of those shaping the future of accountancy.

## **Educator Recognition**

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

- ❖ Annual teaching excellence awards
- ❖ Institutional recognition events
- ❖ Student-nominated teaching awards

## **Teaching Voices**

The following statement demonstrates ways in which educators at Winchester Business School support sustainability and responsible management in their classrooms.

### **Sustainable and Ethical Fashion Module**

This 30-credit module, running across 24 weeks, is at the heart of preparing the next generation of fashion business leaders to think and act responsibly. Designed for BA (Hons) Fashion Business and Marketing students, it blends academic depth with applied industry practice, empowering students to

see themselves not just as future professionals but as ambassadors for positive change in the global fashion industry. The module is divided into three interconnected sections, each with its own focus, frameworks, and assessments that build a complete journey from awareness to action:

1. Sustainable Development Goals
2. Sustainable Fashion
3. Regenerative Fashion

The first section, Sustainable Development Goals, introduces students to the United Nations' global goals and their direct relevance to the fashion industry. Delivered by a certified Climate Reality Leader and Carbon Literate educator, this part develops students' understanding of climate change, planetary boundaries, inequality, and the social justice dimensions of fashion supply chains.

Assessment in this section positions students as Ambassadors for Change: they choose a single SDG, design a creative initiative such as a campaign, podcast, zine, or event, and reflect on its impact, gaining both practical experience and leadership confidence.

The second section, Sustainable Fashion, equips students with critical communication skills through active engagement with the United Nations Environment Programme's Sustainable Fashion Communication Toolkit. Students learn how to identify and challenge greenwashing, explore the behavioural science behind overconsumption, and practice building inclusive and authentic narratives that support systemic change. They analyse case studies, critique real brand strategies, and assess how fashion storytelling can either perpetuate or dismantle unsustainable practices. In their assessment, students act as Sustainability Consultants, producing a professional report that evaluates a brand's sustainability strategy and communication practices, with actionable recommendations aligned with industry frameworks.

The third section, Regenerative Fashion, moves students beyond sustainability towards designing systems that restore and regenerate. Using the Ellen MacArthur Foundation's Circular Design for Fashion framework, students explore regenerative agriculture, circular business models such as rental, resale, and repair, and the role of systems thinking in redesigning supply chains. They also engage with Indigenous knowledge, social regeneration, and cultural perspectives, broadening their understanding of what true circularity requires. For their assessment, students step into the role of Sustainability Strategists for a forward-thinking brand, creating a commercially realistic proposal for a regenerative capsule collection. This project challenges them to integrate conceptual innovation, business strategy, and creative communication into one professional submission.

By the end of this module, students will have experienced a complete journey from understanding the global sustainability context to applying cutting-edge frameworks in regenerative practice. They will have worked across real-world scenarios as ambassadors, consultants, and strategists, gaining practical, transferable skills in project management, critical analysis, ethical communication, and creative problem-solving.

Most importantly, they will leave with the knowledge and confidence to position themselves as climate-literate, ethically grounded professionals ready to lead in a fashion industry that urgently needs responsible, innovative change-makers.

## **Fostering Innovation**



### **A lot**

Our institution supports innovation significantly through teaching and learning.

## **Experiential Learning**



### **A lot**

Our institution supports experiential learning significantly through teaching and learning.

## **Learning Mindset**



### **A lot**

Our institution supports a lifelong learning mindset significantly through teaching and learning.

## **Method of Teaching and Learning**



### **In person**

Traditional classroom-based learning with face-to-face instruction.

## Barriers to Innovative Curriculum

In 2024, Winchester Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Administrative resistance
- ❖ Reverse trend against sustainability (companies and decision makers)
- ❖ Change fatigue

## Barriers to Innovative Pedagogy

In 2024, Winchester Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Overloaded faculty
- ❖ 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

At Winchester Business School, research means applying critical, interdisciplinary approaches to create insights that influence policy, business practice, and public debate, with a focus on sustainability, fairness, and institutional change.

## Research vs Research for RME/Sustainable Development

<b>12</b>	Peer-reviewed articles were published by Winchester Business School from this past calendar year.	<b>vs</b>	<b>13</b>	Peer-reviewed articles were published by Winchester Business School from this past calendar year in support of RME.
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## Research Funding

In 2024, Winchester Business School was awarded funding for research that is:



**Institution  
Specific**



**Local**



**Regional**



**National**



**International**

## Socializing Research

In 2024, Winchester Business School contributed research findings to:

- ❖ International media
- ❖ Open-access platforms
- ❖ National media
- ❖ Local media
- ❖ Industry and business networks
- ❖ Community organizations

## Research Projects

In 2024, Winchester Business School reported 1 research project that implemented responsible or sustainable activities.



## Managerial Proactiveness, Frugal Innovation and Firm Performance

**Period Covering:** March, 2024 - October, 2024

**Department:** Business Administration

Firms use frugal innovations—affordable, functional and long-lasting solutions—to address issues in developing markets. These innovations aid businesses in providing valuable customer services, opening new markets and achieving sustainable goals that add value and stimulate the economy. However, our understanding of the link between frugal innovation and business performance is limited. To address this issue, the authors used a resource-based view and stakeholder theories to investigate the link between frugal innovation and firm financial and environmental performance and the moderating role of managerial proactiveness. The study analysed data from 580 CEOs in emerging markets, and the findings revealed that frugal innovation significantly enhances a firm's financial and environmental performance. Managerial proactiveness also moderates the impact of frugal innovation on financial and environmental performance. The article concludes by discussing the theoretical and managerial implications, highlighting the importance of frugal innovation and the role of managerial proactiveness in driving firm performance.



## Publications Related to RME and/or Sustainability

**Climate lessons from the cold edge: rethinking the university as an ethical ecology**

| [DOI](#)

**Authors:** Simon Boxley, Lecturer University of Winchester

**Date of publication:** September, 2025

**Department:** Education

**Purpose**

This largely conceptual study aims to draw from the author's experience of conversations with Svalbard's educators, lessons for international higher education institutions' engagement with climate change education and thinking for non-specialists.

#### Design/methodology/approach

*In situ* discussions with Svalbard's educators informed the theoretical work of the author towards the development of conceptual conclusions. The theoretical frame used – "Red Biocentrism" – draws on both radical left and green thought to posit an emplaced, materialist understanding of author's, participants' and place's intra-related contributions.

#### Findings

That, insofar as universities represent nodes in an ethical ecology, they have a capacity to realise that which is obvious in Svalbard – their role as embassies for their learning places, generative of spokespeople or ambassadors.

#### Originality/value

There is sparse published research into the work of Svalbard's climate educators, as a pedagogical project undertaken under such extreme and rapidly changing environmental conditions. This study represents the first to reflect on what can be learnt from the educators of Svalbard by Universities elsewhere.



## Implementing circular economy through bricolage, frugal innovation and technological turbulence

| [DOI](#)

**Authors:** Mir Dost, Senior Lecturer in Innovation and Strategic Management, University of Winchester | Minhye Lee, Lecturer, University of Winchester | Waheed Ali Umrani, College of Economics and Political Science, Sultan Qaboos University, Oman

**Date of publication:** September, 2025

**Department:** Business Administration | Business Analytics | Entrepreneurship

Scholars, practitioners, and policymakers are considering a circular economy (CE) to optimise resource utilisation and tackle issues linked to economic and environmental growth. This research investigates the association between entrepreneurial bricolage, frugal innovation (FI), technological turbulence, and the implementation of CE in Malaysia, an emerging market. The authors tested the hypothesised relationships using legged multi-source data and analysed them using the Smart-PLS-SEM technique. Data revealed that entrepreneurial bricolage is important in encouraging FI and CE. Meanwhile, the mediating role of FI amplified the link between entrepreneurial bricolage and CE. Furthermore, the moderation of technological turbulence amplified the link between entrepreneurial

bricolage, FI, and CE. The findings indicate that firms employing a bricolage approach, characterised by accessing, storing, combining, and utilising readily available resources, exhibit enhanced performance during periods of technological turbulence through the implementation of CE and FI.



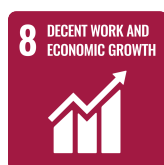
## Labelling for Animal Welfare in the UK: Promoting Consumer Choice, Supporting British Farmers and Improving Animal Welfare

**Authors:** Steven McCulloch, University of Winchester

**Date of publication:** September, 2025

**Department:** Animal Welfare

Animal welfare labelling provides British consumers with key information about the standards that farmed animals are reared in to produce their food. The British public and animal protection organisations have long called for mandatory labelling for animal welfare to provide such information at the point of purchase.<sup>1</sup> In particular, animal protection organisations have called for labelling based on method of production and whether animals have been stunned prior to slaughter.<sup>2</sup> The production of shell eggs provides an excellent case study into how mandatory method of production labelling has successfully provided information to consumers to drive improvements in farm animal welfare. Since 2004, it has been mandatory within the EU and UK to label shell eggs as “organic”, “free range”, “barn”, “caged”, or “imported/non-EU”.<sup>3</sup> The mandatory labelling for shell eggs has driven substantial improvements in animal welfare. In the UK, consumers changed their purchasing behaviour such that the production of cage-free eggs nearly doubled over a decade, from 31.6% of the market in 2003 to 55.7% in 2013.<sup>4</sup> UK governments have previously cited EU membership as a barrier to introducing mandatory labelling within the UK.<sup>5</sup> Hence, the UK’s departure from the EU presents an opportunity to improve animal welfare through mandatory welfare labelling.<sup>6</sup> However, the UK’s departure from the EU also presents major risks to animal welfare, through the import of meat, dairy, and eggs produced to lower welfare standards than our own.<sup>7</sup> Generally, the UK has higher farm animal welfare standards compared to potential trade partners. The mandatory labelling of domestically produced meat, dairy, and eggs is the only WTO-compliant method of imposing the same requirements on imported products, which are often produced in conditions below the UK legislative baseline.



## Potluck in the Seventh-day Adventist Church Two auto-ethnographic accounts

| [DOI](#)

**Authors:** Tamas Lestar, Senior Lecturer in Business Management, University of Winchester | Jason Garcia-Portilla, Lecturer in Business Management, University of Winchester

**Date of publication:** September, 2025

**Department:** Business Administration | Management | Health sciences

It is important to investigate what we can learn from spiritual communities and their exemplary practices at a time when environmental and social perils abound. One of these practices, called **potluck**, has become widespread among Seventh-day Adventist believers since the early nineteenth century. During its camp meetings and outreach activities, the Adventist Church, established in the early nineteenth century, embraced the practice widely, and it has remained common in its ranks to date. The Adventist Church traditionally highlights the importance of diet and health, including advocating vegetarianism, which is not the dominant practice of mainstream Christianity (Nath, 2010; Lestar, 2017). This nineteenth-century Christian movement promotes beliefs for which frugal, earnest vegetarian, or mostly plant-based regimes help shape spiritual and physical health (Nath, 2010). Medical research shows that Adventists, who often follow vegetarian or purely plant-based diets, live longer and have lower risks for many degenerative diseases (e.g. cancers) than the general population (Fraser et al. 2020; Banta et al. 2018; Fraser & Shavlik, 2001). Drawing on historical accounts and personal experience, this chapter provides a brief description of the social and medical significance of the Seventh-day Adventist Church, with a focus on the history of potlucks and eating together. This is followed by two auto-ethnographic accounts presented by the authors, who then conclude by highlighting key aspects for consideration and future research.





## Managerial Proactiveness, Frugal Innovation and Firm Performance

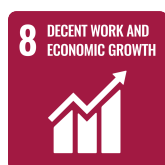
| [DOI](#)

**Authors:** Mir Dost, Senior Lecturer in Innovation and Strategic Management, University of Winchester, |  
Waheed Ali Umrani, College of Economics and Political Science, Sultan Qaboos University,  
Oman

**Date of publication:** September, 2025

**Department:** Business Analytics | Business Administration | Entrepreneurship | Management

Firms use frugal innovations—affordable, functional and long-lasting solutions—to address issues in developing markets. These innovations aid businesses in providing valuable customer services, opening new markets and achieving sustainable goals that add value and stimulate the economy. However, our understanding of the link between frugal innovation and business performance is limited. To address this issue, the authors used a resource-based view and stakeholder theories to investigate the link between frugal innovation and firm financial and environmental performance and the moderating role of managerial proactiveness. The study analysed data from 580 CEOs in emerging markets, and the findings revealed that frugal innovation significantly enhances a firm's financial and environmental performance. Managerial proactiveness also moderates the impact of frugal innovation on financial and environmental performance. The article concludes by discussing the theoretical and managerial implications, highlighting the importance of frugal innovation and the role of managerial proactiveness in driving firm performance.



## Research Barriers

In 2024, Winchester Business School identified the following barrier to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges



# 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 Winchester Business School, partnership involves building meaningful, values-driven partnerships that link research, teaching, and practice, ensuring our students and staff co-create solutions with external stakeholders for positive social, economic, and environmental impact.

### Institutional Partnerships

- ❖ British Quality Foundation
- ❖ Small Business Charter (SBC)
- ❖ Local institutions and associations
- ❖ Times Higher Education (THE)

### Student Organization Partnerships

- ❖ Christian Union of Students
- ❖ PRME Global Students



# Practice

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



## How We Define Practice

At Winchester Business School, practice means fostering respectful conversations from insight to impact between students, academics, and external partners, encouraging critical debate and collaborative learning to explore how business can contribute to a more just and sustainable world.

## Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Greenhouse gas emissions
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Water

## Policy Documents Related to RME and/or Sustainability

Sustainable campus and community

View document  Download document 



# 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

At Winchester Business School, Share means exchanging insights, experiences, and best practices that advance responsible management.

## Engagement Opportunities

Winchester 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:

- ❖ Public events and panel discussions
- ❖ Partnerships with local organizations
- ❖ Open faculty and student meetings and town halls
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Boards and advisory committees

## Communication Audiences

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

- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Accreditation bodies
- ❖ Business and industry partners

## Communication Barriers

Winchester Business School faces the following barriers in transparent communications:



**Audience  
reach**



**Data privacy  
regulations**



SIGNATORY

# Winchester Business School

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## Address

West Downs Campus Romsey Rd Winchester  
United Kingdom



## Website

<https://www.winchester.ac.uk/>