

PRiME

*an initiative of the
United Nations Global Compact*

HERIOT WATT UNIVERSITY | EDINBURGH
BUSINESS SCHOOL

Sharing Information on Progress 2026

Edinburgh Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

Mission

Edinburgh Business School is a mission-led hub of business knowledge and research. With a long tradition of offering inclusive experiential learning for ambitious leaders of tomorrow, we leverage our campuses in Dubai, Malaysia, and Edinburgh to create maximum worldwide impact. Together, we make a difference.

We aim to be a global leader in accessible, practice-oriented education and research that promotes responsible business.

Vision

We strive to transform lives and organisations for the betterment of societies globally.

Strategy

0.3 Edinburgh Business School (EBS) Strategy

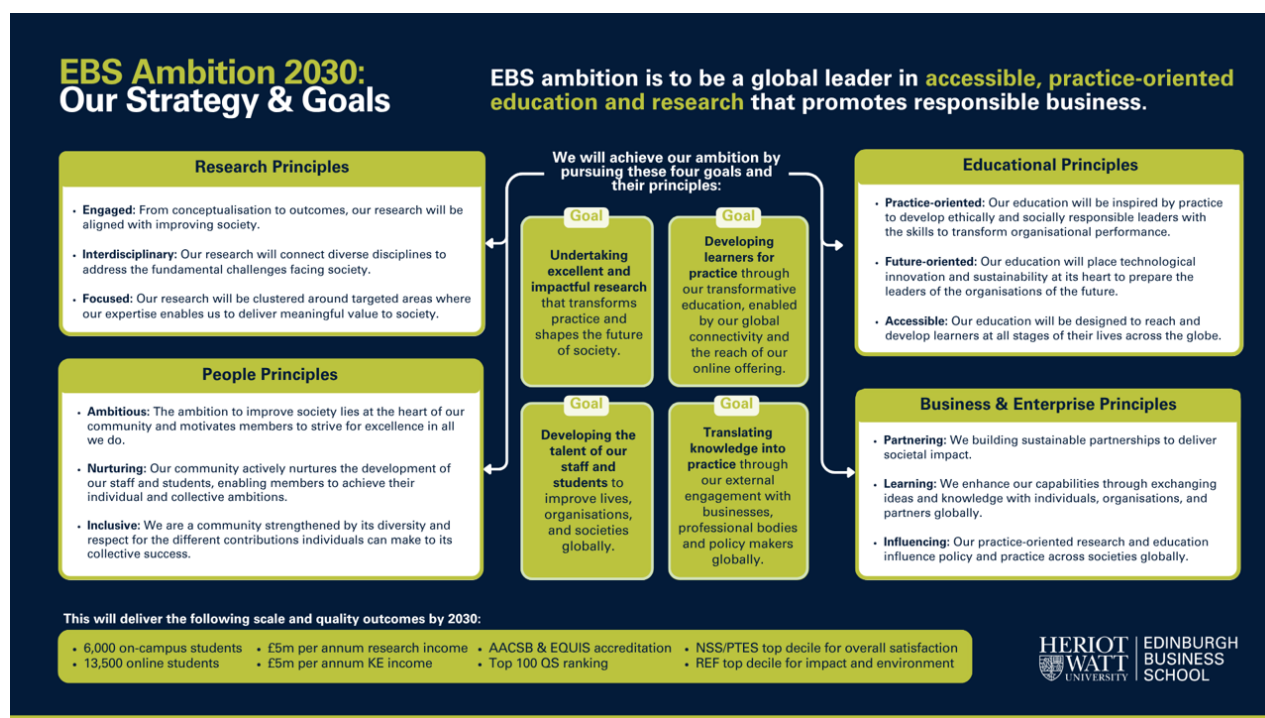
Edinburgh Business School (EBS) is one of four academic units within Heriot-Watt University (HWU), therefore the school's strategy is aligned with the wider HWU Strategy 2035.

EBS Ambition 2030 is to be a global leader in accessible, practice-oriented education and research that promotes responsible business. We will achieve this through pursuing four strategic goals:

1. Undertaking excellent and impactful research that transforms practice and shapes the future of society
2. Developing learners for practice through our transformative education, enabled by our global connectivity and the reach of our online offering
3. Developing the talent of our staff and students to improve lives, organisations, and societies globally
4. Translating knowledge and practice through our external engagement with businesses, professional bodies and policy makers globally.

Achieving these goals will enable us to deliver our Key Performance Indicators by 2030.

Each strategic goal is underpinned by three core principles that inform how we work as a school and four detailed strategic plans (Research, Learning & Teaching, People and Business & Enterprise).



Full details are in the attached EBS Purpose, Goals and Strategy slides.

2026 EBS - Purpose, Goals and Strategy

View document Download document

Strategy Alignment

0.4 Strategy Alignment

EBS Ambition 2030 aligns closely with advancing sustainable development, the common good, and quality education. Our mission is to 'be a global leader in accessible, practice-oriented education and research that promotes responsible business'.

EBS integrates CSR seamlessly into its core functions rather than treating it as a separate activity. It embeds responsible business principles into its mission, values, curriculum, research priorities, and stakeholder interactions. EBS maintains a consistent and adaptive approach to CSR by systematically including the United Nations Sustainable Development Goals (SDGs) and the Principles for Responsible Management Education (PRME) in its policies, governance, teaching, research, and engagement initiatives. This approach demonstrates a commitment to producing meaningful societal impact.

A key element of a recent Assurance of Learning exercise, has been to apply the Programme Learning Outcome (PLO), 'apply professional values when working independently and in diverse teams to solve business-related problems' to all our undergraduate and postgraduate programmes. This directly

supports the **PRME** perspective. The PLO aligns most strongly with the principles of **Purpose, Values, and Teach**, ensuring graduates can create sustainable value, apply ethical and responsible management principles, and integrate these concepts into practical decision-making. The collaborative element further supports **Partner**, as students learn to engage constructively with diverse stakeholders and disciplinary perspectives. The expectation that students demonstrate professional conduct and accountability also reflects **Practice**, reinforcing responsible management behaviours.

Against this backdrop, we are focusing our societal impact on three core areas (linked to UN Sustainable Development Goals):

- - SDG 4 - Quality Education
 - SDG 8 - Decent Work and Economic Growth
 - SDG 12 - Responsible Consumption & Production

The following are specific examples of how we are pursuing sustainable development in these focal areas:

• **Quality Education**

- Ensuring widening access to on-campus education across our three global locations
- Providing high-quality, accessible, asynchronous online education globally
- Partnerships to increase access to education across the globe (new partnerships being established in Tanzania, Zambia, and Ghana)
- Establishing the Institute of Work Integrated Learning to promote practice-oriented learning
- Scholarships to promote business education in developing economies (Zambian Women, Lebanese refugees)
- Online education offers performance-based admissions and differentiated pricing
- Capacity building in logistics and supply chain in Africa with The Kuehne Foundation

• **Decent Work and Economic Growth**

- Centre for the Transformation of Work (CTW) focuses on three key themes:
 - Equitable, inclusive workplaces
 - Socially responsible and accountable organisations
 - Sustainable working lives
- UKRI ESRC grant to create an Equality, Diversity, and Inclusion Caucus (EDICa). The project aims to advance the creation of inclusive research and innovation cultures enabling diverse researchers and innovators to access and thrive in careers across the research and innovation ecosystems
- UKRI EPSRC grant to collaborate on the Equality, Diversity and Inclusion Hub+. EBS academics are leading the work on neurodiversity

- The Women at Work Research Lab advances thought leadership on gender equality in the workplace, particularly in the UAE

• **Responsible Production and Consumption**

- Centre for Sustainable Logistics
- Twinning for Decarbonising Transport (TransiT)
- Industrial Decarbonisation (IDRIC)
- Circular Chemical Economy
- Zero Emission Cold Chain
- The Intelligent Automation Systems Lab explores AI and automation in organisational systems
- Centre for Sustainable Finance
- Sustainable and Circular Innovation Lab

Graduates & Enrollment

2025 Statistics	Number
Graduates	2414
Faculty & Staff at the University	2697
Faculty & Staff at the Institution	247
Student Enrollment at the University	24141
Student Enrollment at the Institution	9741
Undergraduate Attendance	3590
Masters-Level Postgraduate Attendance	5546
Doctoral Student Attendance	243
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.)
-  Bachelor of Business Administration (B.B.A.)

Masters Programs

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

Doctoral Programs

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

Masters Degree Programmes

-  1.16 C1D1-DIG MSc Digital Marketing



Purpose

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

Definition of Purpose

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

Institutional Engagement

26% - 50%

of faculty at Edinburgh 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 place organisational responsibility and accountability to society and the planet at the core of what we do.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Centralized sustainability office
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Awareness

0% - 25% of students at Edinburgh Business School are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at Edinburgh Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

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



How We Define Teach

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

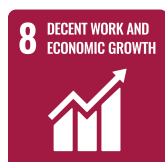
Courses that support RME

Edinburgh Business School reports 14 courses in 2025 that support responsible management education and sustainable development goals.

Sustainable HRM | C11HS

Sustainable Human Resource Management (HRM) is a postgraduate course which focuses on aligning people management with an organization's long-term environmental, social, and economic sustainability. This course examines how HRM practices can support responsible business strategies while promoting employee well-being. By embedding sustainability principles, organizations can build resilience, attract top talent, and enhance their reputation. Through case studies and discussions, students will learn to implement HRM strategies that not only drive business success but also make a positive impact on society and the environment.

The course examines the paradoxes of current HRM practice and presents alternative policies and practices which can allow financial sustainability for the organisation, while reducing the harm on employees, their families and communities.



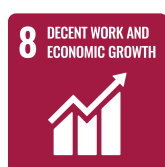
Managing Diversity in Business | C11DB

Managing Diversity in Business is a postgraduate course, which introduces students to a selected set of key managing diversity areas. As such the subject deals with a central and critical area of contemporary management, both with regard to specialist HR management, but also concerning skills required by line and other managers/supervisors. The course starts with an introduction to different areas of diversity, looking at why managing diversity is central to organisations today and also looking at the benefits of diversity for organisations and individuals.

The main topics covered within the course are as follows: recognising diversity, importance/ benefits of diversity; different areas of diversity such as gender, race/ethnicity, disability, age, sexuality, religion, digital discrimination, reflexive diversity and gendered impact of the pandemic. The course focuses on the labour market experiences of different minority social groups, the legislative framework; human resource management and equality; the business case for diversity; diversity initiatives such as

positive action (UK) and positive discrimination (USA). The course also invites industry experts to share their experiences in relation to diversity management to add more practical understandings to the course delivery.

This course blends critical, transformative concepts/theories with practice through cutting edge research, the Course Leader's own research, as well as through critical management journal articles, case studies and news underpinned by the legal framework of the Equality Act 2010. The subject challenges culturally embedded gendered, racialised and biased normative understandings through critical awareness of EDI and diverse social groups, their protected characteristics in generating a transformative learning experience for the students. In a special workshop based on the Course Leader's own research on personal reflexivity and reflexive diversity, the students assess their own reflexive orientation and understand others' as well as engaging in a transformative reflexive experience that benefits their personal, educational, occupational and social lives. A summative assessment at the end of the course - a critical reflective essay - allows students to demonstrate their self-transformation, which is very much a student-centred learning exercise, reflecting their own backgrounds/their own choices, incorporating the international community this course attracts.



Contemporary Economic Policies and Institutions | C28EP

Contemporary Economic Policies and Institutions, an undergraduate course, adopts a TEACH approach.

T – Tell: introduce students to key institutions and policies shaping modern economies—central banks, welfare systems, and international bodies (e.g., IMF, EU).

Present core themes such as fiscal and monetary policy, labour market institutions, inequality, globalization, and population ageing.

Use real-world examples (e.g., post-COVID recovery, taxation, climate policy) to frame economic concepts.

E – Explain: break down complex institutional arrangements (like how central banks make interest rate decisions or how social security systems work) using case studies.

Use historical and comparative perspectives to explain why institutions differ across countries and how these differences affect policy outcomes.

Clarify the interaction between theory and practice in economic policymaking, drawing on contemporary debates and empirical evidence.

A – Assess: assess understanding through policy report, data-based assignments, and presentations

where students analyse a specific institution or phenomenon.

Encourage class discussions and small-group work to allow for peer learning and formative feedback.

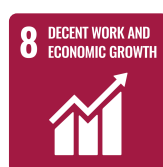
C – Clarify: Offer office hours, discussion forums, and feedback sessions to address confusion or deepen understanding of key concepts.

Revisit challenging topics through repetition in new contexts (e.g., analyzing different policies through a common theoretical lens).

Use visual aids to demystify institutional design and policy trade-offs.

H – Help: support students from diverse backgrounds by integrating entry-level resources and scaffolding more advanced readings.

Provide guidance on interpreting real data (e.g., using OECD or World Bank indicators) and critically engaging with policy documents.



Corporate Governance and Sustainability | C31CG

Corporate Governance and Sustainability is a postgraduate course which combines theory and research with practical implications on all topics. It deals with the problems arising from the separation of ownership and control and how to resolve them in terms of governance mechanisms. Teaching includes lecture materials, tutorial questions, in class discussion groups, assessment of seminal research papers and industry practice focussed class exercises. The Chartered Financial Analyst (CFA) Institute's principles for investment ethics and sustainable investment are discussed in class. The focus includes how governance can contribute to a sustainable future for companies, countries and society, including stakeholder theory, the problems of alternative approaches and the UN Sustainable Development Goals.



Social and Environmental Accounting | C38SE

Social and Environmental Accounting is an undergraduate course, which aims to equip students with a critical understanding of how accounting can be harnessed to address urgent social and environmental challenges. By centring the themes of sustainability, corporate social responsibility, and ethical investment, the curriculum critiques traditional accounting boundaries and repositions accounting as a tool for responsible management and societal impact.

The course integrates both theoretical foundations and applied practice. Tutorials, case-based discussions, and group projects are designed to foster critical reflection on the role of accountants in promoting accountability, transparency, and stakeholder engagement which are essential pillars of responsible management. Students also explore and critique global frameworks such as the Global Reporting Initiative (GRI), the Social Accounting Standards Board (SASB), and the International Sustainability Standards Board (ISSB). This allows them to understand the theoretical and practice-oriented approaches to address unsustainable practices and the international scope introduces learners to cutting-edge developments in sustainability governance and reporting.



Green and Sustainable Logistics | C11GL

Throughout Green and Sustainable Logistics, postgraduate students apply what they have learned to real situations, helping them to develop critical thinking, problem-solving and communication skills, while exploring key issues in green and sustainable logistics.

Key teaching methods include:

Board game simulation using Business on the Move, which allows students to role-play various supply chain actors and experience complex decision-making in a simulated business environment. Students particularly enjoy this interactive approach;

Role-playing exercises where students work in groups on real-world cases. For example, they collaborate on developing solutions for last-mile delivery challenges in Edinburgh, applying responsible and sustainable logistics practices;

Case study-based assessments where students select real businesses and investigate sustainability challenges. They conduct interviews with local business owners, identify problems (e.g. greenwashing, packaging practices in companies like Amazon), and propose solutions;

Creative outputs: Students present their findings through innovative formats such as video cases or podcasts, enhancing their communication, analytical, and problem-solving skills.

Students become more aware of the real sustainability challenges facing businesses today.

They develop problem-solving skills by working on real cases with local businesses.

The interactive activities help build teamwork, communication, and decision-making skills.

Students enjoy the creative assessments, such as making videos or podcasts, which improve their confidence in presenting ideas.

They gain practical experience in applying responsible management concepts to real-world situations, which prepares them for their future careers.



Sustainable Business | C17SB

Sustainable Business concentrates on global issues and what businesses can do to address social inequality, but a broad understanding of economics, political science, environmental challenges, and ethics is also crucial. It provides direction and purpose for any business aiming for sustainable practices. Throughout the course, students will learn to distinguish between different types of sustainability, the principles that underpin sustainable practices, and the significance of sustainability in business activities.

The aim of Sustainable Business, a first-year undergraduate course, is to give students a basic understanding of systems thinking on a global scale, the concept and principles of sustainability, and their connections to business challenges and opportunities, as well as ethical decision-making and the importance of sustainable business practices. Students participate in the theory through experiential learning and reflection. By employing Kolb's reflective model and action learning, students address complex business problems through reflection and discussion. The coursework includes a section for students to reflect on the course content, process, and outcomes. Ultimately, this fosters a change in students' concepts and mindset regarding sustainability.

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Supply Chain Risk and Resilience | C11SA

Supply Chain Risk and Resilience is a postgraduate course, which aims to equip students with the knowledge and skills to effectively manage supply chain risks and build resilient supply chain systems, enabling them to navigate the complexities of the modern business environment.

In today's globalised and interconnected business environment, the ability to identify, assess, and mitigate risks is critical for the success and sustainability of any organisation. This course is designed to equip students with the knowledge and skills necessary to navigate the complex landscape of supply chain risks and to build resilient supply chain systems.

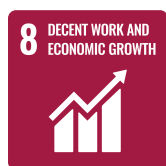
The course explores various risk management frameworks and approaches specifically tailored to the logistics and supply chain field. Students learn to apply risk identification and assessment tools to proactively manage potential disruptions. They also analyse different supply chain response and mitigation strategies, enabling informed decisions to be made in the face of specific risks.

One of the key focuses of this course is the evaluation of resilient supply chains within the contemporary business context. Students learn the importance of building flexibility and robustness into supply chain systems to withstand and recover from disruptions. Furthermore, emerging risk megatrends, such as geopolitical instability, technological advancements, and environmental challenges are appraised.

Teaching on this course employs a blend of interactive teaching methods to ensure a comprehensive learning experience. This includes a range of experiential and problem-based learning activities that require students to work in small groups during lectures and tutorials to explore and solve logistics and supply chain problems. In each Module on Canvas, our virtual learning environment, students find a range of learning materials and instructions to guide their progress through a number of tasks and activities to support their learning and to prepare them for lectures and tutorials. During lectures, you will be introduced to fundamental concepts and theories, setting the stage for deeper exploration. In tutorials, students delve into these ideas as a class or in break-out groups, applying what they have learned to practical scenarios. Active participation and preparation are key. It is essential that students come to each session fully prepared, having read any case study or other learning materials in advance. This ensures students are ready to contribute to discussions and activities, making the most of our collaborative learning environment.

The key aspects of the impact the course is making on students are:

- Enhances critical problem-solving skills
- Develops professional teamwork competencies
- Bridges theory-practice gaps
- Prepares industry-ready professionals

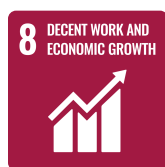


Introduction to Public Choice and Welfare Economics | C29PW

Introduction to Public Choice and Welfare Economics is an undergraduate course, which embodies the TEACH principle by integrating responsible management concepts throughout its exploration of normative foundations for policymaking, market failures, and institutional constraints. Students are introduced to ethical frameworks such as utilitarianism, egalitarianism, and libertarianism, and are encouraged to critically engage with policy interventions through the lens of both efficiency and equity.

Interactive weekly tutorials support this transformation by requiring students to actively participate in classroom experiments, present findings, and engage in structured debates on real-world applications of lecture topics. These practices develop not only technical knowledge but also ethical awareness, reflective thinking, and collaborative problem-solving, key tenets of responsible and transformative management education.

The Course aims to equip students with a deep understanding of ethical frameworks, market failures, and policy design. These are skills that extend well beyond the classroom. The impact of this course is evident in student outcomes: several former students who pursued careers in the Scottish Government and the Civil Service have shared how the material covered, especially on normative analysis and market failures, proved directly useful during their interview process.



Management Consultancy | C11BC

Management Consultancy, a postgraduate course, exemplifies the TEACH principle by embedding responsible management practices into its curriculum, focusing on sustainable organisational change and the role of ethical change agents. Through a blend of theoretical foundations and experiential learning—via lectures, tutorials, and reflective practice—students critically engage with real-world

consultancy challenges. The course cultivates both hard and soft skills, empowering students to become thoughtful, effective contributors to organisational transformation from the outset of their careers.



Sustainable Marketing | C11SK

Sustainable Marketing is a postgraduate course. It aims to:

- examine sustainability from the perspective of the consumer and the organisation;
- explore and understand key consumer behaviour issues affecting sustainability;
- critically evaluate a range of barriers that exist to consuming sustainably and
- critically evaluate a range of strategic and tactical options available for organisations wanting to market sustainably.

The course is delivered using a two hour lecture and a one hour tutorial per week, covering ethics and sustainable marketing topics. The tutorials are devoted to answering questions/providing feedback on students' weekly reflexive reports, and discussing videos, case studies or other publications on marketing-related ethics and sustainability.

There are two assessment components on this course. The first assessment is an individual reflexive diary, structured to ensure active learning and students' individual critical reflection on marketing-related sustainability content they have learnt on the course each week. The second assessment is a report, which focuses on using a sustainability framework to establish how behavioural change might be achieved for a company or organisation of the student's choice.



Sustainable Finance | C31SF

Sustainable Finance is a postgraduate course which incorporates a range of pedagogical approaches. Active Learning:

Students are not passive recipients of information; they engage directly with complex sustainability challenges through case analysis, debates, group exercises, and empirical assignments that stimulate higher-order thinking.

Blended Learning:

The course combines in-class lectures and tutorials with digital content delivered through Canvas. Pre-reading, online discussions, digital feedback, and formative materials ensure learning continues beyond the classroom.

Case Method:

Weekly tutorials and lectures incorporate real-world cases (e.g., Climate Action 100+, IMF/World Bank Green FSAP) to help students contextualise theoretical models in practice and evaluate sustainable finance tools in action.

Collaborative Learning:

Tutorials and workshops are designed for small-group interaction, encouraging peer-to-peer dialogue, cooperative problem-solving, and exchange of perspectives, fostering inclusive and cross-cultural engagement across global campuses.

Competence-Based Education:

Assessments are explicitly mapped to Course Learning Outcomes (CLOs), ensuring students develop and demonstrate specific competencies in ESG evaluation, sustainable investment strategies, and regulatory analysis.

Flipped Classroom:

Students engage with core materials (readings, videos, and data) in advance of class, enabling sessions to focus on discussion, problem-solving, and application rather than passive content delivery.

Inquiry-Based Learning:

Empirical projects encourage students to form research questions, explore ESG datasets, and construct evidence-based arguments about sustainability integration in finance.

Learner-Centred Pedagogy:

The course allows flexibility in learning pathways, supports diverse learner needs, and provides individual feedback mechanisms to guide academic development and self-directed learning.

Problem-Based Learning:

Students analyse current global financial sustainability problems and propose solutions through structured tasks, integrating academic knowledge with practical and ethical considerations.

Project-Based Learning:

Both coursework assessments are structured as substantial, real-world oriented projects that require students to explore, evaluate, and communicate sustainable finance issues in depth.

Student-Centred Learning:

Course design emphasises autonomy, relevance, and engagement, with content that reflects current global priorities and gives students a voice through discussions, feedback forums, and personalised guidance.

Real-World Readiness:

Students develop practical skills by engaging in real-world case studies, ESG data analysis, and empirical projects. This equips them with tools used in sustainable investing, risk management, and responsible financial decision-making.

Critical Thinking and Ethical Awareness:

Through discussions on ESG integration, climate risk, and sustainable regulations, students are encouraged to question traditional finance paradigms and adopt a values-based approach to finance.

Confidence in Data and Policy Analysis:

The course builds analytical competencies by exposing students to climate and ESG datasets, policy frameworks, and regulatory tools—enhancing their data literacy and policy interpretation skills.

Global Mindset and Cross-Cultural Engagement:

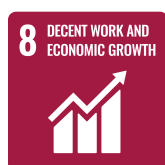
Delivered across Edinburgh and Dubai campuses with a shared global teaching team, students are part of diverse cohorts, which fosters intercultural dialogue and a global perspective on sustainability challenges.

Enhanced Employability and Purpose-Driven Careers:

Students are empowered to align their careers with sustainability principles, entering finance roles with an understanding of ethical investing, sustainable banking, and the SDGs.

Active Engagement and Ownership of Learning:

Using flipped classrooms, project-based learning, and inquiry-based assessments, students take ownership of their learning journey and contribute creatively to sustainability solutions.



Climate Risk Management | C31RC

In Climate Risk Management, our postgraduate students are exposed to a variety of learning approaches. Active Learning: students participate in discussions, simulations, data analysis exercises, and peer review activities. Tutorials are structured around active group engagement and applied problem-solving based on real-world climate challenges.

Blended Learning: The course integrates face-to-face lectures and tutorials with digital components on Canvas, including readings, case materials, online discussions, and formative feedback. Students can revisit concepts and deepen learning asynchronously.

Case Method: Weekly tutorials are built around case studies (e.g. FTSE Russell climate risk, TCFD disclosures), encouraging students to apply theoretical concepts to real-world financial and regulatory scenarios.

Collaborative Learning: Students collaborate in small breakout groups during tutorials to analyse sectoral risks, evaluate modelling tools, and simulate regulatory responses—developing teamwork and communication skills.

Competence-Based Education: Assessments are mapped directly to Course Learning Outcomes (CLOs), ensuring students develop practical skills in climate risk modelling, scenario analysis, regulatory evaluation, and governance integration.

Flipped Classroom: Pre-class materials such as readings, frameworks, and datasets are provided via Canvas, allowing classroom time to focus on deeper discussion, practical application, and case problem-solving.

Student-Centred Learning: Course design allows students to choose sectors or regions for their projects, promoting ownership and personalisation. Feedback mechanisms (drop-ins, forums, rubrics) support diverse learner needs and self-improvement.

Inquiry-Based Learning: Empirical projects require students to pose research questions, explore datasets, critically assess frameworks (e.g., TCFD, IIGCC), and propose context-specific climate risk management strategies.

Learner-Centred Pedagogy: Instruction prioritises relevance, choice, and empowerment. Assessments are authentic and encourage creativity, critical thinking, and alignment with students' personal and professional interests.

Problem-Based Learning: Students address multifaceted, real-life problems such as measuring transition risk in financial portfolios or embedding climate governance in institutions, with solutions developed through structured group work and independent analysis.

The impact which this Course makes on students can be summed up as follows:

Real-World Preparedness -

Students gain hands-on experience with climate risk frameworks (e.g. TCFD, stress testing, scenario analysis), preparing them for roles in risk, ESG, and sustainable finance within global financial institutions.

Systems Thinking & Interdisciplinary Understanding -

Through sectoral case studies and scenario modelling, students develop the ability to understand and evaluate the complex interdependencies between environmental, economic, regulatory, and financial systems.

Critical and Ethical Thinking -

The course challenges students to critically assess institutional responses to climate risk, uncover regulatory gaps, and reflect on the ethical dimensions of climate finance, governance, and disclosure.

Data & Policy Literacy

By working with real-world data and global policy frameworks, students enhance their ability to interpret, evaluate, and apply evidence in shaping resilient and sustainable financial strategies.

Global and Local Awareness -

Delivered across two campuses (Edinburgh and Dubai), the course encourages cross-cultural dialogue and a nuanced understanding of climate risk in diverse geographic, regulatory, and socio-economic contexts.

Confidence in Communication -

Through assessments requiring strategy documents and risk plans, students build their ability to communicate complex climate issues to both technical and non-technical stakeholders.

Empowerment to Lead -

Students leave the course with a clear understanding of how they, as future finance professionals, can drive change through risk governance, policy advocacy, and sustainable investment practices.



Responsible Marketing | C19RM

Responsible Marketing is an undergraduate course which aims to critically explore some of the many tensions and complexities inherent in marketing and consumer behaviour today. It examines the current debates around the benefits, harms and unintentional consequences of marketing and consumer actions, and develops insights to the challenges of embedding responsible marketing and

consumer behaviour within everyday practice.

The course exposes students to a range of ethical issues in marketing theory and practice, and using concepts, theories and frameworks that facilitate the analysis of responsible marketing dilemmas, it encourages them to develop their self-reflective, informed understanding and perspectives on these matters. Students are tasked with engaging with a range of academic and industry sources to support analysis of real-world challenges in the context of responsible marketing. The course reading, lectures and tutorials combine to develop awareness of a range of contemporary real-world marketing problems and solutions.

Students are strongly encouraged (through assessment) to reflect on their own consumption and sustainability practices within the context of marketing. Students reflect on the effectiveness of real-world sustainability initiatives and related models from literature (eg Harm Chain).



Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Performance-based teaching fellowships
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Barriers to Innovative Curriculum

In 2025, Edinburgh Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Budgetary limitations

- ❖ Faculty expertise gaps
- ❖ Measurement and benchmarking issues

Barriers to Innovative Pedagogy

In 2025, Edinburgh Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Change resistance
- ❖ Digital divide
- ❖ Institutional culture
- ❖ Limited faculty development opportunities
- ❖ Assessment rigor concerns



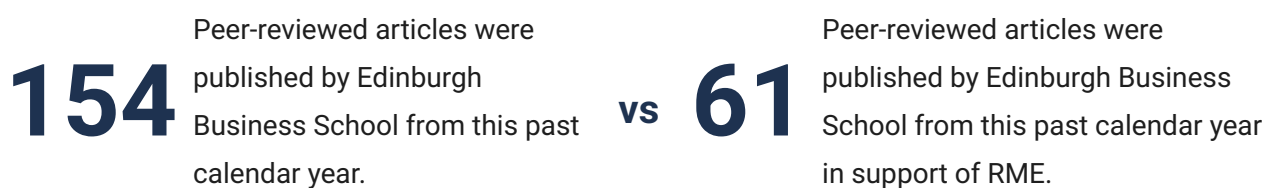
Research

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

How We Define Research

We advance research as a creative and systematic endeavour that expands knowledge and drives practical innovation. Guided by the Frascati definition, we prioritise projects that address SDGs 4, 8, and 12, ensuring our work informs and inspires responsible management and education while delivering tangible benefits for society and the planet.

Research vs Research for RME/Sustainable Development



Research Funding

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



Regional



National



International

Socializing Research

In 2025, Edinburgh Business School contributed research findings to:

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

Research Projects

In 2025, Edinburgh Business School reported 18 research projects that implemented responsible or sustainable activities.

4.5 (2026) Beyond Bad Apples: Towards a Behavioral and Evidence-Based Approach to Promote Research Ethics and Research Integrity in Europe (BEYOND)

Period Covering: January, 2023 - June, 2026

Department: Business Analytics

BEYOND is a Horizon Europe Coordination and Support Action (HORIZON-WIDERA-2022-ERA-01-91) uniting 14 partners across nine countries, coordinated by the University of Oslo. It challenges the "bad apple" theory of research misconduct (the assumption that misconduct is a matter of isolated individuals) and replaces it with a complexity perspective in which research environments, incentives and institutions shape behaviour. Through four building blocks (Explore, Engage, Guide, Equip), the project reviews behavioural and organisational ethics evidence, consults stakeholders and citizens, designs psychologically informed interventions, develops methods to measure the effects of ethics training, and delivers a best-practice manual, guidelines supplementing standard institutional operating procedures, training materials, and a 2030 roadmap for research ethics and integrity. The work speaks directly to SDG 9, which calls for enhanced scientific research and innovation: reliable, transparent research is the precondition for innovation that can be trusted and built upon. It equally serves SDG 16, and particularly its aim of effective, accountable and transparent institutions and participatory decision-making, since research organisations are among the institutions whose credibility underpins public trust. The HWU contribution - led by Dr Daniele Fanelli - developed a new, context-sensitive framework for defining Questionable Research Practices, measured their prevalence, and tested experimentally whether and how their harms depend on research context.



4.5 (2026) Business on the Move: Game-Based Learning for Sustainable Logistics and Responsible Decision-Making

Period Covering: January, 2023 - April, 2026

Department: Business Administration | Management

This project used the Business on the Move board game to support active and experiential learning in logistics and supply chain management. The project received funding from Heriot-Watt University's Learning and Teaching Academy (LTA). Through the game, students managed supply chains, moved

goods across international networks and made decisions involving transport modes, costs, delivery times and environmental impact. They experienced how one decision could affect several parts of a supply chain and had to balance commercial objectives with sustainability and responsible management considerations. The activity encouraged students to apply ideas introduced in lectures, work collaboratively, negotiate decisions and reflect on the consequences of their choices. It made complex logistics relationships more visible and provided a practical setting in which students could develop systems thinking, teamwork, communication and problem-solving skills. Classroom discussion and reflection connected the game experience to real logistics challenges, including freight emissions, resilience, resource use and global supply-chain dependencies. The project demonstrates how game-based learning can make responsible management education more engaging, applied and accessible. We also audited the final version of the game for the company and provided them with the feedback.



4.5 (2026) Exploring the Impact of Unstructured Data on ESG Rating Divergence among Chinese Manufacturing Firms

Period Covering: July, 2024 - July, 2028

Department: Management | Business Analytics

This study focuses on Chinese listed manufacturing firms to investigate the impact and transmission mechanisms of unstructured data on ESG rating divergence, examine the information noise effect in data processing, and improve rating consistency and predictive power. It aims to address theoretical deficiencies and provide evidence for rating optimization, investment decision-making, and regulatory improvement.



4.5 (2026) Failure Modes of Engineering (FeME)

Period Covering: May, 2025 - April, 2028

Department: Business Analytics | Economics

Failure Modes of Engineering (FeME) focuses on engineering solutions for climate change and biodiversity loss, and their impact on women, children and underrepresented communities. Our goal is to empower them as vital agents for the future of engineering. FeME collaborates with the

international research community and industry to identify and address the failure modes of the present engineering discipline, to understand how to mitigate the urgent challenges that the climate crisis is bringing in a more fair and equitable way. FeME hosts activities including training, seed funding, networking, award programmes, design challenges and conferences to bring together engineers, social scientists, practitioners and community leaders from the Global North and Global South. Committed to addressing barriers to access and responding to the needs of communities, FeME will be offering travel bursaries and a Caring Pot to assist those with caring responsibilities that might limit their participation. FeME is a collaboration between the University of Edinburgh, the University of Glasgow, and Heriot-Watt University, funded by the UK EPSRC with £2.2 million through the Tomorrow's Engineering Research Challenges Network Plus Programme.



4.5 (2026) Frugal Artificial Intelligence for Developing Economies: Affordable, Accessible and Sustainable AI Innovation

Period Covering: November, 2025 - October, 2026

Department: International Business | Management | Business Analytics | Entrepreneurship

This PhD project investigates how organisations in developing and emerging economies can develop and deploy Artificial Intelligence (AI) that is affordable, accessible and environmentally sustainable. The research responds to growing concerns regarding the high cost, energy consumption and unequal accessibility of advanced AI systems by developing the concept of Frugal AI, a resource-efficient, socially inclusive and sustainability-driven approach to AI innovation and adoption. Using a mixed-methods approach combining literature review, qualitative interviews, comparative case studies and cross-country analysis, the project examines how firms develop and deploy AI solutions under constraints in capital, data, infrastructure and technical resources. Empirical research focuses on firms in developing economies, particularly Vietnam, and explores how innovative business models, resource orchestration and capability development enable AI adoption without requiring extensive computational resources or large-scale investment. The project contributes to responsible management education by advancing knowledge on sustainable digital transformation and inclusive innovation. Findings provide practical guidance for businesses and policymakers seeking to harness AI while reducing environmental impacts and improving access to technology in underserved communities.



4.5 (2026) Gender Washing? Examining the Effectiveness of Corporate Gender Equality Initiatives

Period Covering: June, 2024 - August, 2026

Department: Human Resource Management

Amid growing political backlash and the rollback of DEI initiatives in the US and abroad, we explore whether voluntary gender equality programmes produce measurable reductions in workplace gender discrimination, and how the political context mediates these effects. We examine the theoretical tension regarding whether such agendas are primarily about window dressing or in genuine pursuit of organisational gender equity. Using a quasi-natural experiment design, our findings suggest that DEI commitments, when embedded in credible global frameworks, can produce substantive improvements in organisational behaviour. This evidence contributes to ongoing debates over the value of corporate DEI efforts.

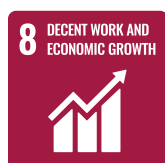


4.5 (2026) An Integrated Model of Graduate Work Readiness and AI Readiness: Examining the Moderating Role of Purpose-Driven Impact Statements on Sustained Employability

Period Covering: June, 2025 - June, 2029

Department: Human Resource Management

This study aims to develop and test an integrated model explaining how Graduate Work Readiness (GWR) and AI Readiness contribute to sustained employability. It examines the role of Purpose-Driven Impact Statements (PDIS) as a moderating factor and considers Purpose-Driven Education (PDE) as an institutional context shaping graduate capabilities.

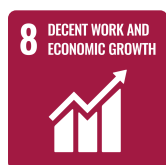


4.5 (2026) Green Organizational Practices and Employees' Environmental Citizenship Behavior: The Mediating Roles of Person–Organization Fit, Organizational Identification, and Work Engagement

Period Covering: May, 2025 - May, 2029

Department: Management | Human Resource Management

This project aims to investigate how green organizational practices—specifically Green Organizational Culture (GOC) and Green Human Resource Management (GHRM)—influence employees' Organizational Citizenship Behavior for the Environment (OCBE) within the context of China's national-level green manufacturing enterprises. The study seeks to develop and empirically test a theoretically integrated model that explains the psychological mechanisms through which organizational-level green initiatives are translated into employees' discretionary pro-environmental behaviors.



4.5 (2026) Improving Reproducibility in Science (iRISE)

Period Covering: September, 2023 - December, 2026

Department: Business Analytics

iRISE is a 14-partner Horizon Europe consortium addressing a structural weakness in the European research system: the limited reproducibility of published findings. Roughly 29% of European R&D funding is public, so unreliable results waste money, slow innovation, and erode trust in science. iRISE combined theoretical modelling, systematic reviews, stakeholder consultation, and four empirical intervention studies to build both a "toolbox" of evidence-based interventions and a framework for developing, assessing, and implementing them. The project speaks directly to SDG 9 (Target 9.5, strengthening scientific research and upgrading research capabilities) by making publicly funded research and the epistemic infrastructure on which innovation depends more reliable, reusable, and cumulative. It speaks to SDG 16 (Targets 16.6 and 16.10) by promoting transparent, accountable research institutions and open access to results, protocols, data, and code. Equity, diversity, and inclusion were treated as integral to research culture rather than as an add-on, and all outputs were pre-registered and openly licensed. We contributed to various work packages, and led on tasks that developed and tested a framework to forecast which findings are likely to reproduce and which interventions are likely to work, and on a final policy brief that draws on the project's many results to recommend if/how to implement interventions responsibly, sustainably, and effectively.



4.5 (2026) Mapping Future Charging Infrastructure to Support Transition to Electric Heavy Goods Vehicles in Scotland

Period Covering: August, 2023 - March, 2026

Department: Business Analytics | Computer Information Systems

This project facilitates the electrification of Scotland's heavy goods vehicle (HGV) fleet to meet net-zero targets. Overcoming the fundamental barrier of where to build charging infrastructure and how to manage grid capacity, the project delivers two connected innovations: MILES, a powerful agent-based simulation engine using large-scale telematics data to model real-world truck behaviour, and e-Freight Planner (ScotVolt), an interactive digital tool. Developed by the Centre for Sustainable Road Freight at Heriot-Watt University, in partnership with Transport Scotland and electricity network operators (SEN, SPEN, and NESO), the web platform integrates logistics movement data with grid substation headroom. It translates complex analytics into accessible visualisations for non-specialist stakeholders. Progressing beyond research, this live digital twin actively informs strategic government policy, national energy infrastructure planning, and industry investment decisions. It provides a shared, data-driven foundation for Scotland's transition to zero-emission freight.



4.5 (2026) A Novel Extension of the Positive-Emotion-Resilience-Self Efficacy (PERCE) Psychology Model to Mitigate Consumer Deprivation: A Collaborative Study Across Malaysia, UK and China

Period Covering: October, 2023 - March, 2027

Department: Marketing

Due to major events such as the Covid-19 pandemic, natural disasters, the closing down of High Street stores or war, consumers are subjected to the sharp reality of the disappearance of their favourite brands in the market. Consequently, thus deprived, customers could undergo physical and emotional distress, thereby negatively impacting their well-being and further, companies could be subjected to significant financial losses from investment in both physical assets and brand equity. This study involves a 4 multi-stage mixed method design using data from respondents in Malaysia, UK and China to ascertain how young consumers' physical and emotional reactions to extreme deprivation of their

favourite brands can be mitigated and pro-actively addressed by marketing in organisations, through the novel extension of the Positive-Emotion-Resilience-Self Efficacy (PERCE) Psychology Model. The outcomes of this multi-country study will show the importance of brands and brand attachment and the consequences on consumer well-being, in times of extreme product deprivation. This project aligns with the MySTIE Framework (Business and Financial Services) and SDG 12 (Ensure Sustainable Consumption and Production).



4.5 (2026) Social Media: Engaging the Digital Generation – A Comparative Analysis of Museums in Malaysia

Period Covering: July, 2023 - December, 2025

Department: Marketing

A radical change in the way we consume information during the COVID-19 pandemic led to museums and galleries exploring new ways to stay connected with their audiences. TikTok can help organisations to reach a broader, and younger group quickly by simply focusing on organic content. It provides a terrific opportunity for museums to maximize their marketing budget and reach new audiences. In comparison with traditional media, TikTok builds on users' preferences for authentic content instead of commercially produced mass media content. Museums, being the repository for a vast range of unique resources, have a wealth of materials that can be used to develop TikTok videos (McIntyre, 2022). This study aims to explore this emerging social media to reach Gen Z, a demographic that many museums are keen to engage with (McIntyre, 2022). This study further examines the format, type, and content of short videos. Additionally, it also explores how those video attributes are related to quantitative indicators of user engagement via TikTok, including numbers of video views, likes, comments and shares.

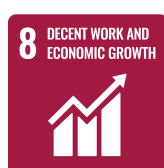


4.5 (2026) SPOKE Rwanda: Public-Private Partnership Business Models for Poverty Alleviation and Sustainable Agricultural Development

Period Covering: February, 2024 - February, 2025

Department: International Business | Management | Entrepreneurship

The SPOKE Rwanda project investigates how public-private partnership (PPP) business models can support sustainable agricultural development and poverty alleviation in Rwanda. The project brings together academic researchers, local stakeholders, and development partners to examine mechanisms through which agricultural value chains can create economic opportunities for smallholder farmers while strengthening community resilience. The research explores innovative approaches to partnership governance, capability development, and sustainable value creation. By identifying effective business model configurations and stakeholder collaboration mechanisms, the project seeks to generate practical insights for policymakers, development agencies, and businesses aiming to achieve inclusive and sustainable development outcomes. The project contributes to responsible management education through research, stakeholder engagement, and knowledge dissemination focused on societal impact.



4.5 (2026) Sustainable Business Model Innovation for the Green Energy Transition: Navigating Economic, Environmental and Social Value Creation - The case of Renewable Energy Sector

Period Covering: February, 2024 - September, 2026

Department: International Business | Management | Entrepreneurship

This PhD project investigates how organisations develop and implement sustainable business models to support the transition towards low-carbon energy systems. Using qualitative, quantitative and System Dynamics simulation methods, the project examines how firms build sustainable business models balancing economic viability, environmental sustainability and social responsibility while participating in emerging green energy sectors. The research focuses on business model innovation and explores how organisations create, deliver and capture value while addressing the needs of multiple stakeholders. Findings will provide insights for businesses, policymakers and industry partners seeking to accelerate sustainable energy transitions through innovative and responsible management practices. The project contributes to responsible management education by advancing understanding of how organisations can achieve climate goals while creating long-term economic and societal value.



4.5 (2026) TransiT: Digital Twinning for Transport Decarbonisation

Period Covering: June, 2024 - June, 2029

Department: Management | Business Analytics | Computer Information Systems | Economics

Our vision for the TransiT Hub is to harness the transformative power of Digital Twinning, and associated digital technologies, to solve the most pressing problems of our age - the rapid and radical decarbonisation of transport, holistically, across all modes - Road, Rail, Air and Maritime, and at a national scale. The TransiT Hub will create a new interdisciplinary challenge-led national digital twinning capability to deliver scalable solutions of the integration and decarbonisation of transport, providing the thought leadership and coordination it requires. This is an urgent response to the climate emergency that will advance understanding of a complex and adaptive system, reducing uncertainty and risk for time-critical investments into sustainable, ethical and affordable decarbonisation. It will be centred on expert problem articulation of the challenges, ensuring planners, operators, and policy makers will use this new capability to deliver national transformation and realise good climate, economic and social outcomes across the stakeholder community, as well as providing a blueprint for other sectors.



4.5 (2026) UKRI REACT: Responsible Electronics and Circular Technologies Centre

Period Covering: October, 2024 - October, 2028

Department: Finance

REACT is a £6M+ UKRI-supported Green Economy Centre: a world-leading research initiative supporting the electronic, ICT, semiconductor, quantum and photonics industries in transitioning to a circular economy and reducing emissions. A collaboration between multiple institutions, Prof. Bing Xu from our Centre for Financing a Sustainable Future is co-lead of the 'Circular economy and responsible innovation' pillar.



4.5 (2026) Zero Emission Cold-Chain(ZECC): Building the Road to Sustainable Cold-Chain Systems for Food Resilience

Period Covering: June, 2021 - May, 2026

Department: Management | Finance

ZECC, a £1.4M EPSRC funded project, aims to provide fundamental new knowledge and a whole systems approach to redefine the cold-chain architecture and map the opportunities available to reach net zero emissions by 2050 so as to deliver (i) demand and climate adaptation, (ii) resilience and (iii) decarbonisation of the cold-chain for the food industry and its stakeholders from farmers and fishers to consumers simultaneously. This multi-institution project features two co-investigators from HWU, Prof. Phil Greening and Prof. Bing Xu.



4.5 (2026) The Inclusive Wealth of Nations: Prosperity, Sustainability, and the Future of Economic Progress

Period Covering: September, 2024 - July, 2026

Department: Economics

The Inclusive Wealth of Nations, by HWU's Prof. Eoin McLaughlin, asks a simple question: what does it really mean for a country to become richer? For much of the past century, the answer has been framed in terms of economic growth and rising GDP. But GDP measures what an economy produces, not the wealth that underpins that production or what is left for future generations. The book develops an alternative way of thinking about economic progress based on inclusive wealth. This includes produced capital, such as infrastructure and machinery, but also human capital, natural resources and the knowledge and institutions that support economic activity. Looking at changes in these assets gives us a different perspective on whether economic growth is sustainable over the long run. Drawing on the history of economic thought, debates over economic development and the environment, and the economic history of Britain since the Industrial Revolution, the book traces how ideas about wealth and progress have changed over time. It argues that the current debate between growth and degrowth misses the more important question. What matters is not simply whether GDP rises or falls, but whether each generation passes on enough wealth to allow future generations to prosper.



Publications Related to RME and/or Sustainability

4.8 (2026) An examination of country participation in carbon capture projects

| [DOI](#)

Authors: Matthew Smith (HWU), I Dimitris Christopoulos (HWU)

Date of publication: January, 2025

Department: Business Analytics | Economics

Carbon capture, utilisation and storage represents an important technology for countries to address climate change challenges, achieve decarbonisation and reach net zero targets. This study examines the factors that are association with country level participation in carbon capture projects. A Poisson regression model is employed to examine the relationship between country level factors (such as GDP per capita, regional partition, trade openness, economic complexity and tax initiatives) and the number of carbon capture project initiated within a country (from 2019 up until February 2023). We find that a country's region (as defined by the World Bank), market affluence and level of CO2 emissions is associated with a country's participation in carbon capture projects. The results indicate that nations that are more affluent and have higher CO2 emissions are associated with increase participation in carbon capture projects. Carbon tax and Emissions Trading Systems have a positive impact on a country's participation in carbon capture projects, in particular carbon tax. This indicates that carbon tax acts as an effective incentive for industry engagement with carbon capture technologies. This study also examines the interplay between economic complexity and country level carbon capture project participation, where a negative relationship is observed.



4.8 (2026) Carbon markets and firms' perceived climate regulatory risk | [DOI](#)

Authors: Gbenga Adamolekun (Edinburgh Napier University) | Hao Li (Cardiff University) | Bing Xu (HWU)

Date of publication: January, 2025

Department: Finance

This study examines how involvement in emissions trading schemes (ETS) affects firm climate regulatory risks (FCRR) across 36 countries from 2003 to 2021. We find a positive link between ETS membership and FCRR. Furthermore, we investigate how governance structures and firm-specific factors influence this relationship. Our analysis indicates that factors such as financial constraints, CEO network size, CEO tenure, the number of independent directors, and board size can lessen the

impact of ETS membership on FCRR. Conversely, higher corporate political risk, membership in carbon-intensive industries, and a greater number of co-opted board members intensify this effect. Early participation in the scheme appears to reduce the firms' climate regulatory risk, while subsequent withdrawal increases it. Notably, the influence of ETS on FCRR is mainly observed among firms operating in developed economies. Legislative shocks, such as the EU Climate and Energy Package, diminish the positive effect of the ETS on FCRR. Overall, our findings highlight the sensitivity of firm-level climate regulatory risk to strategic decisions regarding ETS participation and exit.



4.8 (2026) Corporate Climate Risk and Membership of Emission Trading Schemes

| [DOI](#)

Authors: Gbenga Adamolekun (Edinburgh Napier University) | Ammar Ahmed (HWU) | Nana Abena Kwansa (HWU) | Rodiat Lawal (University of Dundee) | Rilwan Sakariyahu (University of Dundee)

Date of publication: April, 2025

Department: Finance

Using a sample of 5364 firms from 65 countries, we demonstrate that membership in the scheme increases firm climate risk. Further analysis reveals that the positive impact of membership on climate risk is pronounced among firms in carbon-intensive industries. Our findings demonstrate that continental differences and legal origin could moderate or exacerbate the relationship between emission trading schemes (ETs) and corporate climate risk. Similarly, the positive relationship between ETs and corporate climate risk is only significant in the period after the Paris Agreement. This indicates that public interest in climate change discussions may have driven membership in the initiative rather than reflecting a real commitment to reducing carbon emissions. Additionally, we show that membership has short- to medium-term effects on corporate climate risk. Our results are robust to a battery of tests such as propensity score matching (PSM) and generalized method of moments (GMM).



4.8 (2026) Decarbonization Through Supply Chain Innovation: Role of Supply Chain Collaboration and Mapping

| [DOI](#)

Authors: Muhammad Shujaat Mubarik (HWU) | Angappa Gunasekaran (Penn State Harrisburg) | Sharfuddin Ahmed Khan (University of Regina) | Muhammad Faraz Mubarak (Dalhousie University)

Date of publication: May, 2025

Department: Business Analytics

The urgency of reducing carbon emissions has intensified amid escalating climate change concerns. Supply chain innovation practices are increasingly recognized as critical enablers of decarbonization by fostering efficiency, sustainability, and carbon reduction strategies. Against this backdrop, this study examines the role of SCIP in supply chain decarbonization. We also explore how supply chain collaboration and supply chain mapping can play a role in mediating the impact of SCIP, if any, on decarbonization. The study is contextualized in Electrical and Electronics sector of Malaysia. Data were collected through close-ended questionnaire from 156 firms. We employed Partial Least Squares Structural Equation Modeling to analyze these relationships. The results confirm a significant direct impact of SCIP on SCD, underscoring the pivotal role of innovation in sustainability efforts. However, contrary to conventional wisdom, SCC does not significantly mediate this relationship, suggesting that collaboration alone may not directly enhance decarbonization outcomes. In contrast, SC mapping plays a crucial mediating role, highlighting its importance in translating SCIP into effective carbon reduction strategies. These findings provide theoretical contributions to supply chain sustainability literature by distinguishing between collaboration and mapping as enablers of decarbonization. Practically, the study underscores the need for firms to invest in digital supply chain mapping tools to enhance visibility and strategic decision-making for decarbonization. Future research should explore industry-specific variations and the role of emerging digital technologies in strengthening supply chain sustainability.



4.8 (2026) Determinants of effective participatory multi-actor climate change governance: Insights from Zambia's environment and climate change actors

| [DOI](#)

Authors: Kangacepe Zulu (University of Bolton), | Ernest Ezeani (HWU) | Zhara Salimi (Doctoral College UK) | Easton Simenti-Phiri (University of Bolton) | Chitembo Kawimbe Chunga (Climate Investment Funds), | Paul Musanda (university of Bergen) | Palicha Halwiindi (University of Zambia).

Date of publication: May, 2025

Department: International Business | Accounting

Participatory governance has widely been emphasised as essential to achieving SDG 13. However, recent studies have tended to focus on climate change impacts or global-level politics and governance, to the exclusion of providing practical country-level multi-actor climate governance solutions. Our study bridges this gap by examining the determinants of effective participatory multi-actor climate change governance. The objectives were to examine the current state of Zambia's climate change governance and policy environment, to examine the elements required to actualise participatory multi-actor climate change governance, and to develop a Climate Action Coordination (CAC) Model of participatory multi-actor governance. Using semi-structured interviews with policy-level actors and a survey of implementation-level actors, we find that Zambia's current climate governance architecture is characterised by intricate political, policy, institutional, and coordination challenges. Despite these complexities, our study reveals that effective participatory multi-actor climate change governance is contingent upon a deep understanding of the prevailing political dynamics and the effective navigation of political interference by climate actor institutions. Within such a political context, a multi-tiered governance institutional framework is essential, anchored on both an influential political authority and robust multi-level technical autonomy. Our results also identify various determinants such as: broad stakeholder inclusion; clarity of roles; decentralisation of decision making, with safeguards to limit policy reversals; harnessing of indigenous knowledge; alignment to the broader national development agenda; adequate financing; leveraging the influence of global commitments; and establishing parliamentary oversight mechanisms, among others. We synthesised these determinants into a practical CAC Model that cuts across the different administrative and sectoral tiers of climate change governance. Our study is unique as it offers a broad, multifaceted, and practical consideration of the determinants of climate change governance. This is particularly useful for a country like Zambia that has embarked on ambitious environmental and climate change sector reforms.



4.8 (2026) Educational NGO accountability and the legacy of post-colonial mistrust

| [DOI](#)

Authors: Anees Farrukh (HWU) | Rania Kamla (University of Edinburgh)

Date of publication: May, 2025

Department: Accounting

Purpose

We explore how trust/mistrust, embedded within conditions of postcoloniality, is constituted in educational NGOs' (ENGOS) accountability practices and relationships.

Design/methodology/approach

A qualitative design involving interviews with local educational ENGOS' agents in Pakistan and document analysis of educational policy in Pakistan.

Findings

Our findings demonstrate how mistrust, rooted in colonial legacy and postcolonial conditions, is constituted in accountability practices and relations in ENGOS in Pakistan. The externally imposed, one-dimensional, accounting-based accountability relations dominate ENGOS. Such accountability relations neither build trust between funders, local ENGOS agents and the community nor empower ENGOS to achieve their educational emancipatory mission. Meanwhile, mistrust can occasionally drive local actors to find an alternative to foreign funding, shifting accountability towards beneficiaries as a form of anti-colonial resistance, seemingly improving education delivery and enhancing community trust.

Originality/value

The study contributes theoretically and empirically by opening the literature on NGO accountability to post-colonial theoretical explanations around mistrust, and by critically examining accountability processes, needs and perspectives from the vantage point of the post-colonised nations of the Global South.



4.8 (2026) Exploring the Drivers of Green SMEs: A Multidimensional Qualitative Study

| [DOI](#)

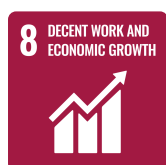
Authors: Hajer Zarrouk (Higher Colleges of Technology) | Sonia Abdennadher (Higher Colleges of Technology) | Laura Galloway (HWU) | Jabeer Jemai (Higher Colleges of Technology), | Tayseer Ismail (Abu Dhabi Department for Economic Development) | Mourad Elhadeif Abu Dhabi University) | Masood Benyoucef (University of Ottawa)

Date of publication: December, 2025

Department: International Business | Management

Despite growing global attention to sustainable entrepreneurship, limited understanding persists regarding how financial, institutional, and leadership dynamics jointly shape the green transition of small and medium-sized enterprises (SMEs). Responding to this gap, the present study offers a novel, ecosystem-based perspective that examines how multiple drivers and barriers co-evolve to influence SME sustainability transitions. Drawing from institutional theory and the resource-based view, and

using the United Arab Emirates as a representative context, the paper presents qualitative evidence from 96 stakeholders—including government officials, SME leaders, academics, consultants, and finance professionals. Findings include evidence of the complex interplay between internal capabilities and external institutional structures that determine the pace and depth of green transformation. The findings reveal that financial challenges—particularly high borrowing costs, investor risk aversion, and the absence of specialized green finance instruments—constitute the most significant barriers to sustainability adoption. Conversely, government support mechanisms, technological advancement, and leadership commitment act as powerful enablers, promoting innovation and resilience. The study further demonstrates that SMEs' ability to signal environmental and social value to investors depends on coherent policy frameworks and integrated public–private financing mechanisms. By integrating insights informed by theory and empirical data, this research proposes a multidimensional framework linking green finance accessibility, institutional readiness, and organizational capability development, advancing theoretical understanding of SME sustainability transitions. The findings provide actionable guidance for policymakers, financial institutions, and ecosystem stakeholders seeking to strengthen national green SME ecosystems and offer comparative insights for other economies pursuing sustainable and inclusive growth.



4.8 (2026) Gig-dependent or just gigging? Examining the gig economy's structural characteristics on food delivery couriers

| [DOI](#)

Authors: Nadia K. Kougiannou (Nottingham Trent University) | Pedro Mendonça (HWU)

Date of publication: October, 2025

Department: Human Resource Management

Purpose

This study explores how the gig economy's structural characteristics, specifically within platform-based food delivery, have a differential impact on workers' experiences. The paper aims to provide a nuanced understanding of platform work by contrasting the experiences of gig-dependent workers, who rely fully on gig work for income, with casual giggers, who engage in gig work with less financial dependence.

Design/methodology/approach

A qualitative case study approach draws on 37 semi-structured interviews. It includes non-participatory observations of meetings and interactions within social media groups. Data were coded thematically, following an abductive approach.

Findings

The study finds that gig-dependent workers experience significant financial instability, job insecurity and illusory autonomy. Casual giggers, while benefiting from the flexibility of gig work, also face financial challenges but are shielded by their primary employment. The illusion of autonomy in gig work is revealed as a key issue, with both groups struggling to balance flexibility with financial stability. The study highlights how platform-based food delivery work fosters precarious working conditions, with algorithmic management exacerbating job insecurity.

Research limitations/implications

This study, based in one urban context, may not reflect gig work in rural or international settings. While including both gig-dependent and casual workers, the sample lacks full intersectional depth, omitting factors like gender and migration. Focusing on food delivery also limits insights into other gig sectors. Future research should explore how economic reliance shapes collective action and how experiences shift over time. Longitudinal studies can track transitions in dependency, while cross-sector and cross-country comparisons would clarify how institutional contexts – such as labour laws or welfare systems – affect gig workers' autonomy, precarity and capacity to resist exploitative conditions.

Practical implications

Our findings raise significant implications for platform companies operating ultra-flexible recruitment models. While these models promise autonomy and opportunity, they frequently produce diminished earnings, intensified competition and limited worker discretion, particularly for gig-dependent workers. From a managerial standpoint, this strategy may prove unsustainable. If casual giggers opt out due to increased financial volatility and gig-dependent workers experience burnout or demand stronger protections, the platform workforce may become increasingly fragmented and unstable. Platform managers should therefore take steps to address these emerging risks. This includes improving income predictability through clearer communication of earnings structures, limiting workforce oversaturation and increasing transparency in algorithmic allocation systems. Additionally, the study highlights how workers counteract isolation by forming informal peer communities, such as the FDCG. Supporting these bottom-up networks through voluntary, peer-led communication channels could improve worker engagement and morale. More broadly, platform managers should move beyond a one-size-fits-all approach by recognising the differing needs and expectations of casual and dependent gig workers. Failure to do so may not only reinforce structural inequalities but also undermine the long-term viability of the platform model itself.

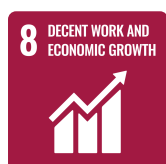
Social implications

This article explores how food delivery platforms differently impact gig-dependent workers and casual giggers. While both groups value autonomy, only casual giggers benefit from it – thanks to external supports like steady jobs or student benefits. In contrast, gig-dependent workers face algorithm-driven flexibility as a form of precarity, lacking social protections and mobility. By combining structural and

resource-based perspectives, the study shows how economic need and personal constraints shape vulnerability and resilience in platform work. The findings call for greater attention to how gig work's risks and rewards are unevenly distributed, with serious implications for policy and worker well-being.

Originality/value

This article contributes to gig work research by theorising the role of resource vulnerability in shaping differential worker experiences. It addresses a gap in the literature and expands Ashford et al.'s (2018) framework by revealing a critical tension between financial insecurity and autonomy, contributing to debates on precarious employment and algorithmic management in the gig economy.



4.8 (2026) How internal marketing can increase the satisfaction and retention of Generation Z employees in the banking sector

| [DOI](#)

Authors: David Brown (HWU)

Date of publication: April, 2025

Department: Marketing

Purpose

The purpose of this paper is to identify how internal marketing can be used to increase the satisfaction and retention of Generation Z employees within the global banking sector, and the changes which organizations must make to their internal marketing strategies to achieve these outcomes.

Design/methodology/approach

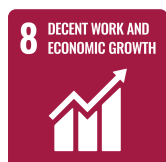
The paper adopts a qualitative, cross-sectional and descriptive research methodology. Data are collected through individual and focus group interviews of 38 Generation Z banking employees and of 28 older colleagues engaged in internal marketing. Thematic coding is undertaken using template analysis.

Findings

The results indicate clearly that Generation Z employees have different expectations of internal marketing from previous generations. Specifically, they demand more inclusive tones and interactive methods of communication, validation of their choice of employer and industry, and greater levels of interaction and inclusivity within internal marketing initiatives.

Originality/value

This is the first study to analyse how internal marketing in the banking sector must evolve to meet the needs of its Generation Z employees. This is critical as Generation Z is the world's largest generational population, will staff almost all entry-level roles by 2030, and already has half its population in the workplace.



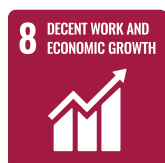
4.8 (2026) FiT for purpose? Investigating the effects of feed-in-tariffs on renewable energy penetration in Europe | [DOI](#)

Authors: Tibor Szendrei (National Institute of Economic & Social Research) | Andrea Eross (HWU) | Mustapha Mohammed (World Bank) | Erkal Ersoy (HWU)

Date of publication: October, 2025

Department: Economics | Finance

This paper investigates the dynamic effects of feed-in-tariff policies on renewable energy adoption, greenhouse gas emissions, and key macroeconomic variables across 29 European countries from 2011 to 2021. Employing an energy-augmented Cobb–Douglas production function and a Bayesian Global VAR framework, the study captures the intricate spillover effects and heterogeneity in responses. The results reveal that while feed-in-tariff policies significantly enhance renewable energy penetration in many countries, their macroeconomic impacts are mixed, with some nations experiencing reductions in GDP growth and increases in unemployment. Additionally, the findings highlight that simultaneous implementation of feed-in-tariff policies across countries may lead to resource competition and inefficiencies, underscoring the need for better coordination to optimise outcomes. This study provides crucial insights into the policy trade-offs inherent in the transition to a sustainable green economy, emphasizing the importance of tailored approaches to achieve carbon neutrality without compromising economic stability.



4.8 (2026) Managing and mitigating future public health risks: Planetary boundaries, global catastrophic risk, and inclusive wealth | [DOI](#)

Authors: Eoin McLaughlin (HWU) | Matthias Beck (University College Cork)

Date of publication: January, 2025

Department: Economics

There are two separate conceptualizations for assessing existential risks: Planetary Boundaries (PBs) and global catastrophic risks (GCRs). While these concepts are similar in principle, their underpinning literatures tend not to engage with each other. Research related to these concepts has tended to be siloed in terms of the study of specific threats and also in terms of how these are assumed to materialize; PBs attribute global catastrophes to slow-moving and potentially irreversible global changes, while GCRs focuses on cataclysmic short-term events. We argue that there is a need for a more unified approach to managing global long-term risks, which recognizes the complex and confounded nature of the interactions between PBs and GCRs. We highlight where the PB and GCR concepts overlap and outline these complexities using an example of public health, namely, pandemics and food insecurity. We also present an existing indicator that we argue can be used for monitoring and managing risk. We argue for greater emphasis on national and global “inclusive wealth” as a way to measure economic activity and thus to monitor and mitigate the unintended consequences of economic activity. In sum, we call for a holistic approach to stewardship aimed at preserving the integrity of natural capital in the face of a broad range of global risks and their respective regional or global manifestations.



4.8 (2026) Paradox of oil revenue allocation and utilisation in resource-rich countries: The case of Nigeria

| [DOI](#)

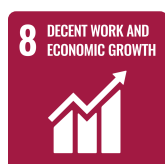
Authors: Sunday Samuel (HWU) | Reza Kouhy (HWU)

Date of publication: December, 2025

Department: Accounting

This paper examines the complex dynamics of oil revenue allocation and utilisation in resource-rich nations, with Nigeria serving as a case study due to its significance in global energy markets. Although oil revenues have long driven economic growth and government income, their management has often failed to yield sustainable development outcomes. Drawing on the resource curse and Dutch disease theories, the study explores how fiscal structures influence sustainable growth trajectories in resource-dependent economies. While the resource curse and Nigeria's oil paradox are extensively studied, this paper introduces a comparative fiscal performance framework built on four integrated indicators, Oil Revenue Share of GDP, Capital Expenditure Ratio (CER), CER vs. Budget Balance, and Sovereign Wealth Fund (SWF) Assets per Capita, to evaluate Nigeria's fiscal behaviour relative to contemporary resource-rich countries. The framework's originality lies in linking these indicators to

institutional capacity and governance outcomes, revealing how Nigeria's fiscal structure reflects economic inefficiency, political centralisation, and weak subnational accountability. This analytical approach moves beyond descriptive analysis to assess fiscal sustainability and reform readiness. Using a time-series dataset (1981–2022), this study employs an ex-post facto design, Autoregressive Distributed Lag (ARDL) bound test, and judgmental sampling to uncover dynamic interactions among key variables. Findings show that oil revenue allocation has no significant long-run effect on Nigeria's sustainable economic growth. Policy recommendations include enhancing transparency in oil revenue management, empowering subnational governments, and linking oil revenues to human development through diversification, accountable governance, sovereign wealth management, and stable medium-term expenditure frameworks for sustainable, inclusive economic growth.



4.8 (2026) Socially responsible purpose-driven brands in the digital era: a brand-consumer-value perspective for social learning and well-being

| [DOI](#)

Authors: Stavroula Kalogeras (HWU) | Sami Mejri (Khalifa University)

Date of publication: September, 2025

Department: Marketing

Purpose

This paper aims to fill a gap in corporate social responsibility and social marketing through innovative, exploratory research, offering sustainable and competitive advantages for organizations, consumers and society as a whole.

Design/methodology/approach

Insights for this study were derived using a mixed-method approach comprising two phases of data collection. The first phase involved distributing an open-ended questionnaire through triangulation, targeting marketing professionals, higher education faculty and students. The second phase used a Likert scale questionnaire to capture quantitative data on the views and perceptions of these participant groups.

Findings

The findings are particularly relevant for purpose-driven brands that prioritize more than just profit. The survey results highlight that conscious organizations, with strong products and services, can offer valuable knowledge and enhance the experience of their digital stakeholders.

Research limitations/implications

For critical business decisions or scientific issues that demand precision, a more rigorous research design is essential. The implications of this research suggest that it serves as a starting point for further exploration, opening avenues for future studies that can build on its findings and refine the understanding of the topic.

Practical implications

This exploratory and innovative research addresses a critical gap in corporate social responsibility and social marketing literature, offering valuable insights that create sustainable and competitive advantages for organizations, consumers and society alike.

Social implications

The primary contribution of this research lies in presenting an innovative approach to corporate social responsibility, conscious marketing and purpose-driven branding. It emphasizes the integration of knowledge creation and meaning-making to enhance the value shared between brands and their customers.

Originality/value

This research aims to address a significant gap in corporate social responsibility and social marketing by focusing on the concepts of purpose-driven branding, emphasizing social learning, meaning-making, well-being and knowledge creation. Unlike previous studies, this study, uniquely explores these themes at a conceptual level, considering their broader impact on the betterment of humankind.



4.8 (2026) Sustainable development goals: investigation of the driving forces underlying the narratives in integrated reports

| [DOI](#)

Authors: Rihab Grassa (Higher Colleges of Technology) | Rofayda ElHout (HWU) | Rashed Rafeea (Higher Colleges of Technology) | Omar Yousaf Hassan (Higher Colleges of Technology) | Saqer Humaid Al Suwaidi (Higher Colleges of Technology).

Date of publication: August, 2025

Department: Business Administration

Purpose

This study aims to examine the sustainability-integrated reporting practices of United Arab Emirates (UAE) listed companies, focusing on the comprehensiveness of narrative disclosures, their determinants and how a recent global event influenced sustainable development goals (SDGs) reporting.

Design/methodology/approach

Using all publicly available integrated reports of listed companies on the Dubai Financial Market and Abu Dhabi Securities Exchange over the period 2018–2023, this paper first compiles SDG scores for the sample firms using computational linguistic techniques to identify specific characteristics of sustainability reports. Then, this paper uses a generalized least squares model to study the main factors behind the extent of sustainability disclosure in the published integrated reports.

Findings

The findings provide evidence that the volume of SDG-related information disclosed in integrated reports is significantly and positively correlated to: government ownership, foreign ownership, board independence, share of foreign directors in the board room, percentage of female directors setting in the board of directors, financial performance (measured by return on equities) and negatively correlated to firm leverage.

Research limitations/implications

The paper contributes to corporate reporting literature in several ways. First, while existing research primarily focuses on financial disclosures in business reports, the analysis examines sustainability-specific data and provides a comprehensive review of sustainability narratives. Second, this paper advances the current understanding of factors driving SDG reporting, which may help investors make informed decisions when targeting socially responsible investments.

Originality/value

This study makes several novel contributions. First, it provides pioneering empirical evidence on SDGs reporting practices in UAE-listed companies, addressing a significant research gap in emerging markets' sustainability disclosure. Second, it uniquely examines how the recent global event influenced SDGs reporting practices, offering valuable insights into corporate sustainability communication during crisis periods. Third, by investigating the interplay between ownership structures, board characteristics and SDGs reporting in the UAE context, the study provides new perspectives on how institutional features of emerging markets shape sustainability reporting practices.



4.8 (2026) Systems thinking for sustainability: shifting to a higher level of systems consciousness

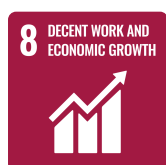
| [DOI](#)

Authors: Miles Weaver (Edinburgh Napier University) | Ana Fonseca (HWU) | Hock Tan (Edinburgh Napier University) | Kamila Pokorna (Technical University of Ostrava)

Date of publication: April, 2025

Department: Management | Business Analytics

The grand challenges encapsulated in the seventeen UN Sustainable Development Goals to be achieved by 2030, are complex, messy and interconnected. Fulfilling these goals necessitates a shift in mindset from ego-to-ecosystems awareness and an imperative for stakeholder collaboration. Systems thinking is crucial to address sustainability challenges and an agenda for sustainable development. While some management approaches, like Doughnut Economics and Circular Economy, have roots in systems thinking, there is limited research into system thinking for sustainability. Nevertheless, the authors suggest we can learn from many systems-based contributions in the environmental science/studies literature that address ecological/Earth issues (e.g., Gaia, autopoiesis) and the Operational Research/Systems literature rich in a tradition of engaging communities in analysis and taking action. We ask, “How can systems thinking help businesses to meaningfully engage their stakeholders in a shared sense of purpose, value and impact?” The “systemic sustainability” framework (SSF) is proposed to address this, extending Laszlo’s concept and incorporating traditional systems thinking principles. The SSF emphasises that organisations and their stakeholders engage at four levels of systems awareness, reflecting on organisational purpose, and balancing organisational viability with planetary pressures. Interdependence, legitimacy and thriving are highlighted as critical concepts in systems thinking for sustainability.



4.8 (2026) The role of alcohol in initial help-seeking telephone calls about domestic violence to the police

| [DOI](#)

Authors: Emma Richardson (Loughborough University) | Marc Alexander (HWU) | Elizabeth Stokoe (London School of Economics)

Date of publication: August, 2025

Department: Management

This article investigates how domestic violence and abuse (DVA), its underreporting and its links with alcohol consumption, manifest in and impact the outcome of help-seeking telephone calls to U.K.-based police services. Conversation analysis of call-takers' questions about alcohol found that they either (a) focused only on the perpetrator's drinking, and occurred after informing callers that help was being dispatched, or (b) targeted both victims' and perpetrators' drinking and complicated the decisions to dispatch police assistance. The article helps specify the communicative practices that may constitute victims' negative experiences of disclosing DVA to the police.



4.8 (2026) Towards an understanding of illegal supply chain design in conflict areas: the case of the grain supply chain in Ukraine

| [DOI](#)

Authors: Jamal El Baz (Ibn Zohr University) | Pietro Evangelista (National Research Council, Italy), | Fedwa Jebli (Universite Internationale de Rabat | Edward Sweeney (HWU)

Date of publication: May, 2025

Department: Business Analytics

Purpose

The purpose of this research is to shed light on illegal supply chains (ISCs) and the factors (enablers) behind their emergence using data on the grain supply chain in Ukraine.

Design/methodology/approach

A two-step methodology was adopted. First, documentary sources (including press articles, published papers, reports and grey literature) on grain ISCs in Ukraine were analysed using the Fraud Diamond theory with the aim of identifying the main underlying issues. Second, interviews with experts were conducted to elaborate on the propositions regarding ISC design and enablers.

Findings

The findings revealed the existence of two ISCs in Ukraine: the fraudulent grain and looted-grain supply chains (SCs). We propose an integrative ISC framework based on a combination of Fraud Diamond theory components (pressure, opportunity, rationalisation and capability) and SC network design elements (formalisation, centralisation, complexity and density). We suggest that ISCs in conflict regions emerge owing to geopolitical instability and lack of logistics optimisation and provide several propositions for further research.

Research limitations/implications

This research contributes to the literature on ISCs by offering a nuanced understanding of their design and enablers. It underscores the impact of geopolitical disruptions on ISC operations and highlights how factors such as logistical inefficiencies, bottlenecks and infrastructural weaknesses facilitate the activities of these illicit networks. This study provides valuable insights beyond the context of the Russia–Ukraine conflict, offering broader applicability to other scenarios where disruptions – whether geopolitical, economic or environmental – expose SC vulnerabilities.

Practical implications

The results of this study can be informative for government authorities and policymakers in formulating measures aimed at addressing illegality in SCs.

Originality/value

This study is the first to investigate ISCs in conflict areas by analysing the case of the grain SC in Ukraine. This study provides a solid foundation for future research on ISCs with similar characteristics.



4.8 (2026) Trade unions in extreme environments: A case study of organising for industrial action during the Covid-19 pandemic

| [DOI](#)

Authors: James Richards (HWU) | Vaughan Ellis (Edinburgh Napier University)

Date of publication: November, 2025

Department: Human Resource Management

Purpose

The Trade Union Act (2016) demands that unions develop new organising tactics. The COVID-19 pandemic made such organising all the more difficult. The paper represents a case study of the development of a prototype organising model for extreme environments.

Design/methodology/approach

It is a case study of a medium-sized branch of the University and College Union (UCU) organising to resist redundancies in an extreme environment. The study involved interviews with senior members of the Branch organising team, alongside a short survey of members convinced to vote in a ballot for industrial action.

Findings

Findings reveal tactics most influential in a successful strategy to win a statutory ballot when faced with an extreme environment.

Research limitations/implications

The research is based on a modest dataset and unique extreme circumstances.

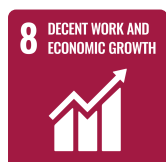
Practical implications A key strength is the practical implications for union organising tactics and strategy when facing extreme environments. The findings have the potential to be shared across branches, as well as scaled up for larger bargaining units.

Social implications

The organising model developed has the potential to influence contemporary union organising tactics and strategy, thus providing protection to working people in increasingly extreme and restrictive environments.

Originality/value

Despite a recent surge of UK unions balloting members for industrial action, there is a dearth of research considering organising tactics and strategy under challenging legal and wider extreme circumstances. A key contribution is an empirical/practical account of a successful trade union campaign during extreme circumstances.



4.8 (2026) Women's Bargaining Power and Children's Nutritional Status: Evidence from Indonesia

| [DOI](#)

Authors: Romi Hartarto (Universitas Muhammadiyah Yogyakarta) | Claudia Aravena (HWU) | Arnab Bhattacharjee (HWU)

Date of publication: April, 2025

Department: Economics

Child stunting is a serious challenge in Indonesia, one of the largest middle-income countries in the world. Beyond the influence of bio-behavioral determinants, mothers' bargaining power in the household is expected to have an overarching contribution to stunting, particularly as the primary caregivers of their children. Using a dataset from the fifth wave of the Indonesia Family Life Survey (IFLS-5), this study examines whether and to what extent a mother's bargaining power influences

children's nutritional status. The study uses the instrumental variables method to correct the potential endogeneity of the mother's bargaining power. Results suggest that children of mothers with higher intrahousehold bargaining power have a lower prevalence of stunting and better anthropometric outcomes. However, other members of the household matter, in the sense that improved outcomes are evidenced when the mother exercises her choice in decision making in a more consensual manner, by consultation with other household members.



Research Barriers

In 2025, Edinburgh Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Skills and expertise gaps



Partner

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

How We Define Partner

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

Institutional Partnerships

- ❖ UKRI Concordat for the Environmental Sustainability of Research Innovation and Practice
- ❖ AACSB (Association to Advance Collegiate Schools of Business)

Student Organization Partnerships

- ❖ Engineers without Borders
- ❖ University Foundation College NCUK University Pathway



Practice

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

How We Define Practice

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

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides

Policy Documents Related to RME and/or Sustainability

climate-action-framework

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global-environmental-sustainability-strategy

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HWU PBCCD Report 2024 (1)

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annual-report-financial-statements-2024

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6.5 EBS's Panmure House Prize 2025 awarded to Canadian Business Innovator

Panmure House, part of Edinburgh Business School, is the final remaining home of Adam Smith, philosopher and 'father of modern economics', and author of The Wealth of Nations.

Professor Pratima 'Tima' Bansal of the Ivey Business School, Western University in Canada has won the 2025 Panmure House Prize.

She was selected from a distinguished shortlist of four leading academics from Europe and North America, for her pioneering research and long-standing advocacy for embedding sustainability at the heart of business strategy.

The 10-strong judging panel, representing business and academia, commended Professor Bansal for her pioneering work in reshaping how business understands sustainability and elevating it from a peripheral concern to a core driver of strategy and resilience. They added that her ability to bridge rigorous research with practical impact had 'inspired leaders across sectors to embed long-term, responsible decision-making at the heart of business practice'.

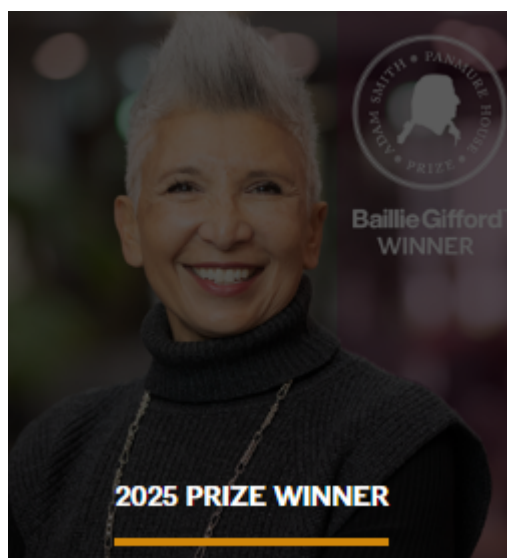
The award carries a \$75,000USD prize, one of the largest academic prizes in interdisciplinary research, which Professor Bansal will use to advance her work in helping businesses better align profitability with long-term environmental and social sustainability. Central to this effort is Innovation North, a research-practice founded by Professor Bansal in 2019 to assist organisations navigate complex systemic challenges. To date, Innovation North has partnered with more than 30 organisations across diverse sectors including finance, agriculture, and construction.

Among the first to congratulate Professor Bansal is Professor Adam Dixon, Adam Smith Chair in Sustainable Capitalism at Panmure House.

“Professor Bansal’s work exemplifies the spirit of Adam Smith’s legacy, bringing rigorous economic thinking to bear on the great challenges of our time,” he said. “Her research not only advances academic understanding but also provides practical pathways for businesses to thrive while creating long-term value for society.”

Now in its fifth year, the Panmure House Prize is named after Panmure House, the former Edinburgh residence of 18th-century economist and philosopher Adam Smith, who is considered as the ‘father of modern economics’. Winners are invited to deliver a lecture a year after their win at the House the following year.

The Prize is administered in partnership with FCLTGlobal, a non-profit organisation that promotes long-term investing, and is supported by investment manager Baillie Gifford.





Share

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



How We Define Share

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

Engagement Opportunities

Edinburgh 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
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Edinburgh 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
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks



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