Principles for Responsible Management Education
Sharing Information on Progress (SIP) Report
April 2022

1. Background and introduction

Since 2015, Cardiff Business School has been guided by a Public Value ethos which prioritises the co-creation of high-quality interdisciplinary education and research that delivers social and economic value. It requires the School to be Grand Challenge-oriented and outward facing, such that we can co-create impactful knowledge with internal and external partners. It necessitates a flexible and ‘can-do’ culture that supports innovation and enables creative approaches. It is pivotal to ensuring - and indeed requires – that Cardiff is a Business School that is connected to its communities in Wales, the UK and the wider world.

The School sits within Cardiff University, the only Russell Group institution in Wales. Cardiff University is located in the heart of the city of Cardiff with its constituent Schools spread out across a wide area. Ranging from the Medical School in the north to the brand-new School of Journalism, Media and Culture in a purpose-built building in the south the University is one of the largest employers in Cardiff. Given a Royal Charter in 1883, Cardiff University is one of the leading public universities in the UK with an international reputation for the excellence of its research and teaching. Having previously been a member of the federal University of Wales system, Cardiff University was granted the right to award its own degrees in 2004. This coincided with the merger of The University of Wales, Cardiff with The University of Wales College of Medicine to form Cardiff University.

A College structure was implemented in 2013 following the appointment of a new Vice-Chancellor, Professor Colin Riordan. His aim was to bring complementary disciplines together into larger, overarching groups able to provide consistency of practice and mutual support and benefit to the schools within each college. The University has three Colleges: Physical Sciences and Engineering, Biomedical and Life Sciences and Arts, Humanities and
Social Sciences. The Business School is one of ten Schools within the Arts, Humanities and Social Sciences (AHSS) College.

The Business School was inaugurated by His Royal Highness the Prince of Wales in November 1987. It was the product of several departments of the University of Wales Institute of Science and Technology and University College, Cardiff. As stated above, the School has since developed a holistic strategy based upon a Public Value ethos that focuses on the co-creation of high-quality interdisciplinary education and research that delivers social and economic value.

The School has been accredited by AACSB International in 2012 and was successfully re-accredited in 2017. AMBA accreditation was successfully achieved in 2021 for both our full time and Executive MBA programmes. We also hold the Chartered Association of Business Schools Small Business Charter Accreditation, along with a series of discipline-specific accreditations, such as the Chartered Institute of Personnel Development, Chartered Institute of Marketing, Chartered Management Institute, and the Chartered Institute of Purchasing and Supply, in addition to the required Accounting and Finance professional accreditations. We offer degree programmes from undergraduate level through to PhD study, including our two MBA programmes and a range of MSc programmes that offer specialist and generalist opportunities. Data on the number of students studying at both the University and the Business School in the 2021/22 academic year are shown below.

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<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Taught Postgraduates</th>
<th>Research Postgraduates</th>
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</thead>
<tbody>
<tr>
<td><strong>Cardiff University</strong></td>
<td>22,846</td>
<td>8,944</td>
<td>2,774</td>
</tr>
<tr>
<td><strong>Cardiff Business School</strong></td>
<td>2,218</td>
<td>1,710</td>
<td>148</td>
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Academic staff are organized into five academic sections. Their titles denote their main disciplinary base which itself forms the primary organising unit for all activities: Accounting & Finance (AF), Economics (ECON), Management, Employment and Organisation (MEO), Logistics & Operations Management (LOM), and Marketing & Strategy (MS). In addition, there is a Professional Services (PS) administration section.

In our first SIP report in 2018 we reported on the development of our innovative Public Value ethos and explained how it was being embedded in Cardiff Business School. Our Public Value ethos has its foundations in the aspiration to deliver education for responsible management and, in so doing, we have clearly established ourselves as an organisation with a social purpose. Public Value has a very strong alignment with UN PRME and in 2018 we explained how our ethos resonates with, and encapsulates, the six principles of the UN Principles for Responsible Management Education.

This latest SIP report explains our progress since 2018 in implementing UN PRME Principles in our teaching, research, impact, engagement, and our own operations. We are pleased to demonstrate and report that we have achieved further progress and that our PRME commitments have been especially significant ahead of and through the COVID-19 pandemic.

2. Executive Summary

The SIP 2018 report identified a series of key objectives. We provide a brief report against each of these below before reviewing progress against the UNPRME principles in more detail later in the report.

1. In line with Public Value, the School will undertake work to further embed the Principles for Responsible Management Education within curricula.

We have successfully enabled a greater emphasis on PRME principles in three ways:

a) By redesigning and establishing new Public Value programmes - such as our MSc Sustainable Supply Chain Management, and our newly redesigned F/T Public Value
MBA where PRME provides the threads of continuity across the constituent modules.

b) Through the creation and development of particular modules within programmes that are especially Public Value oriented - such as Society and Economy, Managing Nature, and example from MSc SSCM. Please see section xx below for some more extensive detail on these modules.

c) By placing greater emphasis within our existing courses - these include, for example, our BSc Business Management, Economics, and Accounting programmes, our specialist MScs, such as MSc in Business Strategy and Entrepreneurship, MSc in Logistics and Operations Management, MSc International Management, and MSc Human Resource Management, MSc Strategic Marketing, and MSc Maritime Policy and Shipping Management. In addition, our taught postgraduate provision has been subject to a phased series of reviews, which means that MSc programmes in Management, Accounting, and Economics have been refreshed and as a result better reflect UN PRME principles and our Public Value ethos.

We have also made efforts to communicate our ethos and PRME principles to prospective students via an award winning promotion campaign based upon the concept of ‘I Stand For’. The process involves the undertaking of a series of in-depth interviews with staff and students about the aspects of Public Value that meant most to them, and accompanying photo shoots. The result is a series of powerful stories and black and white images that conveyed a variety of issues and values students and staff ‘stand for’. Further details on these can be found under Principle 1 below and the images can be seen in our Postgraduate brochures and on the School’s website. A new series of interviews and photo shoots has just taken place for the second round of the campaign. School remains very proud of this campaign and is currently engaged with PS London on an extension to other PGT and UG programmes.
2. **Increase interaction with entrepreneurship organisation Enactus and continue to provide proactive support for the Cardiff branch.**

Despite the challenges of the pandemic, our relationship with Enactus has progressed significantly since 2018. Our collaborative activities are listed below along with some new initiatives.

- We achieved a Cardiff Start-up Award with Enactus for the Tŷ Ni (Our House) in 2018, which focused on providing a sustainable solution to fuel poverty in Wales through a combination of an education and provision a no/low cost of energy saving device packs to underprivileged households. As a result, Enactus secured a £2,000 prize and reached the semi-finals at the Enactus UK finals in 2018.
- We reached the Enactus UK Finals in 2019/20 for the New Routes/Realizing Your Business Potential skills training programme for refugees and asylum seekers interested in business start-up facilitated by Enactus.
- We also collaborated with Enactus in 2019/20 on a project with adult learners from the homeless community in conjunction with the Homeless World Cup Team, led by Michael Sheen.
• We have maintained our connections with the New Routes/Realizing your Business Potential alumni. As a result, one of the cohort has since been sponsored to join our CARBS MSc Business Strategy and Entrepreneurship programme and is working with colleagues on a sustainable recruitment strategy for her new social enterprise.

New and prospective projects with Enactus include:

• Working with the Wales’ National Software Academy and Newport City Council to manage the website to support refugees in the community. This involves a refugee adult learner from the class advising the Enactus team.

• A project amalgamating ENACTUS’ existing Cardiff Candle Company commercial enterprise with a project that will help women from domestic violence to meet and produce the candles to earn extra income and improve their wellbeing.

• Participating in a project initiated by Enactus UK on working with local farmers to use a seaweed-based supplement in animal feed to reduce methane emissions.

3. Undertake a full carbon footprint assessment of the School’s activities as part of the annual Public Value report.

We have assessed our carbon footprint over a number of years and identified key contributory factors with a view to taking action on these. The factors include international student travel, staff travel, and energy consumption.

A more detailed analysis in 2021 placed a particular emphasis on the impact of international travel. Using 2018/19 data, our research showed that international travel for work from Cardiff Business School accounted for 573 tons of carbon, or 2.2 tons per capita FTE. In response, the School held a series of all staff meetings to review our travel patterns. These data also revealed potential inequalities in terms of travel across the School (for example between men and women and between junior and senior faculty). As a result, the School is working with colleagues to better understand the benefits of international travel, while also supporting alternative ways of collaborating online. The University has recently introduced a new travel system and the School is working closely with the central team to ensure the system reports appropriate data to further inform School policy.
4. Work with Cardiff University to continue to reduce the use of single-use plastics and to undertake further activity aimed at reducing waste overall.

The Business School is part of on-site waste stream separation and recycling programme which is operated by the wider University. We had already replaced the coffee machine in our staff room which used plastic pods. Staff now have access to fresh coffee and biodegradable tea bags instead. Pre-COVID, we were procuring plastic-free, zero carbon (vegan) buffets. In addition, while we had already moved to a system of shared printing prior to COVID, the pandemic has prompted the widespread use of electronic processing and a vast reduction in paper processes and utilisation.

5. Continue to actively engage with the UK and Ireland PRME chapter as well as PRME events.

We have been keen to participate in PRME events such as the establishment of the new PRME South West and Wales network, while also regularly attending and contributing to at UK and Ireland Chapter Annual Conferences. We have engaged in several research collaborations with PRME while colleagues, such as Professor Helen Williams, Professor Calvin Jones and Dr Jane Lynch regularly made presentations on our Public Value strategy and its progress at PRME events on behalf of the School.

Later in this report we provide further detail against the PRME Principles and outline our key objectives for the forthcoming period. While there is always more to do, our 2022 SIP report demonstrates that we have achieved and potentially in some areas exceeded our key objectives set in 2018. The next section of the report underlines our ongoing commitment to PRME principles and our Public Value purpose.
3. Letter of Renewed Commitment to PRME:

In this document, our second Sharing Information on Progress (SIP) Report, and on behalf of Cardiff Business School, I am delighted to renew our commitment to the Principles for Responsible Management Education. We became signatories in January 2016 at around the same time as we launched our Public Value strategy. As a higher education institution we recognise our significant responsibilities in relation to management education. We are keen to fulfil these by restating our commitment to progressing the implementation of the Six Principles and through the ongoing development of our Public Value ethos.

We understand that our own organisational practices should serve as example of the values we convey to our students and to each other. Our Public Value ethos prioritises the co-creation of high-quality interdisciplinary education and research that delivers social and economic value. We aim to be Grand Challenge-oriented and outward facing, so that we can co-create impactful knowledge with internal and external partners. Public Value necessitates a flexible and ‘can-do’ culture that supports innovation and enables creative approaches. It is pivotal to ensuring we are connected to its communities in Wales, the UK and the wider world. We strongly encourage other academic institutions, and associations to adopt and support these Principles and we remain proactive in terms of sharing our learning and practices with our fellow Business Schools.

There is a natural alignment between Public Value and the six UN PRME principles. This report outlines the important progress we have made in implementing PRME during the period 2018 – 2022. We strive to make further progress in the coming years and we are proud to renew our commitment to the Principles for Responsible Management Education. In our next report we hope to be able to report further progress on embedding UN PRME principles in the curriculum, race and gender equality, carbon reduction, enhanced wellbeing for students and staff, and more diverse stakeholder engagement.

Professor Rachel Ashworth.
Dean and Head of School, Cardiff Business School, Cardiff University.
Implementing PRME at Cardiff Business School

Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Cardiff Business School students benefit from a learning environment shaped by a Public Value ethos which emphasises their ability to make a difference to the world around them, during and beyond their studies.

In our 2018 report we detailed the foundations of the Public Value ethos and mission which was launched in 2015 in Cardiff Business School. Public Value emerged in response to the financial crisis (2007/8) and was influenced by close working between the School (and particularly its then Dean, Professor Martin Kitchener) and two social scientists: John Brewer of Queens University, Belfast (author of ‘The Public Value of Social Sciences’) and Mark Moore at the Kennedy School of Government at Harvard University (author of ‘Creating Public Value’). We convened a series of Public Value workshops with internal and external stakeholders which allowed us to discuss what kind of Business School we were and could become. This inclusive process of strategy development helped us to clarify a core sense of purpose that informs and drives School activity.

Public Value prioritises the co-creation of high-quality interdisciplinary education and research that delivers social and economic value. It has continued to evolve and mature over time into what could be understood as an underpinning ethos that drives School decision-making and activity. In this sense, it provides an even firmer foundation for our approach to developing the capabilities of our staff and our students in becoming the future generators of sustainable value for business and society and the embedding the Principles for Responsible Management Education within the School’s activities.

Over several years, Public Value has been transforming our approach to learning and teaching (see Principle 3), reshaping and extending our external relationships, and prioritising our research efforts towards five thematic areas where we have a long-term interest, deep competence, and the ability to make a difference: Decent Work; Good
Governance; Fair and Sustainable Economies; Responsible Innovation; and Future Organisations.

Our continued ambition is participation and engagement, co-creating research that delivers more than economic value. Our ambition is communication, in a dialogue with organisations and with society to ensure our own contributions remain relevant and fit for purpose. Our ambition is benign impact that enhances quality of life. Our ambition is also to encourage in the organisational leaders of tomorrow the values that underpin our research and teaching today.

One particularly good example of students delivering social value dates back to 2016, when we launched our Public Value Engagement Fellowships (PVEFs). This programme provides seedcorn funding and workload reduction so colleagues can develop relationships to underpin the co-creation of teaching and research. To date, almost all of these projects have been student-focused. For example, two of our projects that focused on our Decent Work Grand Challenge provided unique opportunities for our students. A partnership between Professor Jean Jenkins, her students, and Anti-Slavery International produced collaborative research to support Baroness Young’s Modern Slavery (Transparency in Supply Chains) Bill. Dr Deborah Hann’s project on the Real Living Wage led to module assessments developed in conjunction with employers which resulted in those employers making commitments to the Real Living Wage. Most notably, the work of one student group was cited as the main driver behind Cardiff and Vale Health Board’s recent decision to accredit to the Real Living Wage which benefited over 2000 low paid employees.

We have been pleased to gain external recognition for our Public Value orientation. This can be seen in the assessment panel reports from our recent AMBA accreditation and our successful re-accreditation to the CABS Small Business Charter in 2021. Our AMBA assessors commended the School for xxx while the CABS panel prompted the following statement from the assessors: “The overall approach to the School is articulated within the Public Value ethos of the School which has resonated with the internal and external stakeholders that contributed to the SBC visit. The engagement with stakeholders is to be commended and is a significant force within the overall University setting which in turn supports the wider University mission statement”.

We were selected to feature in the ITN film produced for the Chartered Association of Business Schools (CABS) on ‘Business Schools for Good’ (our film can be viewed here https://www.youtube.com/watch?v=GaVO_lOOp9w). While, beyond higher education, we were awarded the Best Large Responsible Business in Wales 2019 by Business in the Community (BITC) for our implementation of Public Value principles and practices.

We produce periodic Public Value reports, updates and on-demand analyses, which aid internal monitoring of the School’s performance regarding economic activity, carbon footprint, supply chain, and our staff engagement with Public Value (including professional support staff).

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Public Value led to a reinvigoration of our School values led by our Shadow Management Board. Our values are presented below and were also elaborated in video form several of our women colleagues to celebrate International Women’s Day in 2018. The films can be viewed via this YouTube playlist. The diagram below summarises our aspirational values that inform our research, our teaching, and our operational practices.

Our values are reflected in our graduate attributes. Consistent with Public Value, we strive to enable our students to be: confident in their knowledge, skills and ability; ready to challenge societal and economic norms; empathetic and compassionate in dealing with others; aware of their reliance on one another and the environment; and healthy and
happy. Our modules and programmes exemplify these values and provide a demonstration of how we embed our graduate attributes.

We are keen to ensure that the School’s values are lived and practised. They are emphasised and discussed with every staff and student cohort at induction each year, and feature in our recruitment, selection and Performance Development Review processes. Our values have also been communicated to our prospective students via our I Stand For campaign, which encourages our students and colleagues to communicate their principles to a wider audience (see below).
Our aim is to ‘Walk the talk’ in terms of our values and ensure our Public Value purpose extends to our operations. For example, we have practised responsible procurement by proactively supporting local social enterprises and small businesses with our discretionary spend. For example, coffee supplies come from a Cardiff-based social enterprise, Manumit, which offers free barista training to those released from modern slavery in South Wales. Our building refurbishments are undertaken with social enterprises Rype, Greenstream and local Institutes for the Blind, who provide repurposed furniture and flooring. We are the only department in the University to sit on the University’s Procurement Steering Group: ‘it is clear that the Cardiff Business School is driving a positive agenda within the broader university in areas such as sustainability and engagement with SMEs as suppliers’ (CABS Small Business Charter Accreditation, 2021).

As part of our commitment to environmental improvement and protection the School has initiated a transformation of its site grounds in Cardiff with volunteers from across the School forming a ‘Green Team’ to undertake the work. The School has pledged 260 plants, sourced locally, using species that thrive in Wales, and created outdoor relaxation and study spaces for staff and students alike. Taking advantage of the COVID-19 lockdowns and workplace closures, the School has instituted a refurbishment programme for offices and communal spaces, again informed by sustainability principles.

We have established a Race Equality Committee in response to continued inequality, disadvantage and discrimination within society. The Committee is working to ensure that our workplace culture, learning environment, education curricula and teaching practices are diverse, inclusive and non-discriminatory, while addressing attainment gaps and amplifying BAME voices within the School.

**Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

We have created educational frameworks, materials, processes and environments in three main ways:

a) *By redesigning and establishing new Public Value programmes*
**Full-time MBA**

Prompted by the Shadow Management Board review of our Postgraduate provision and in line with the School and MBA programme team ambitions, the School began the process of reforming the full-time MBA in 2019, with University support. The creation of a ‘new’ full-time MBA provided an important opportunity to ensure that our Public Value purpose underpinned the programme from the outset.

As a result, our full-time MBA encourages students to tackle leadership challenges and consider the economic, social and environmental impact of global business. The programme is structured around six challenge-focused, interdisciplinary and block-taught modules, based on cross-functional and action-based scenarios. Themes such as responsible leadership, digital technology and the future of work run throughout the programme, while the ‘Confronting Grand Challenges’ module enables students to consider how business organisations tackle social and environmental responsibility in practice. In sum, the programme represents an attempt to take the core components of management education and deliver these through a Public Value lens, via inter disciplinary modules with challenge-focused assessments. In this sense, the full-time MBA is a flagship Public Value programme for the School as modules such as BST901 Grand Challenges and Strategic Decision Making, BST902 People Perspectives and BST904 Creativity, Innovation and Enterprise illustrate.

**MSc Sustainable Supply Chain Management**

Our MSc in Sustainable Supply Chain Management has a unique focus on sustainability and ethical trading. It helps students to become professionals capable of making decisions that consider the full range of economic, social and environmental impacts of supply chains.

Our experts draw on academic and consultancy expertise to prepare students for global career opportunities, introducing them to all aspects of supply chain management, including procurement, supply and distribution of products. The programme incorporates internationally recognised research to provide students with a critical insight into cross-cutting issues such as the impact of technology, emergency and humanitarian operations, and environmental performance and responsibility.
b) *Through the creation and development of particular modules within programmes that are especially Public Value oriented*

A small selection of examples are included in the table below.

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<thead>
<tr>
<th>Programme</th>
<th>Module</th>
<th>Description</th>
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<tbody>
<tr>
<td>Executive MBA</td>
<td>BST623 Digital Transformation</td>
<td>Reflects themes from our Future Organisations Grand Challenge and encourages students to reflect on digital transformation from multiple perspectives and consider potential for applications that might address poverty, inequalities, and environmental sustainability.</td>
</tr>
<tr>
<td>BSc Business Management</td>
<td>BS1001 Society and Economy</td>
<td>Explores the complex relationships between society and the business economy. The module aims to immerse students in the realities of organising to change and improve their socio-economic context.</td>
</tr>
<tr>
<td>BSc Business Management</td>
<td>BS3023: People Behaving Badly</td>
<td>Examines why organisations and key agents within organisations stray from moral probity. It will consider both social scientific and philosophical perspectives to examine those aspects of business that are rarely addressed.</td>
</tr>
<tr>
<td>MSc Sustainable Supply Chain Management</td>
<td>BST823: Responsible Purchasing and Supply Management</td>
<td>Focuses on the strategic, value-adding role of purchasing and supply management in the organisation. It is designed to give learners a comprehensive insight into the opportunities and challenges facing purchasing professionals with particular emphasis is placed on the idea of responsible purchasing.</td>
</tr>
<tr>
<td>MSc International Management</td>
<td>BST460: Managing Nature</td>
<td>Takes a critical standpoint drawing on political economy and theories in sustainability studies, covering topics such as resource use, climate change, deforestation, environmental standards, the circular economy, environmental crimes and disasters, for example.</td>
</tr>
<tr>
<td>MSc Business Strategy and Entrepreneurship</td>
<td>BST190 Innovation Management</td>
<td>The Social Enterprise ‘Hack of Kindness’ has been running (in partnership with the Welsh Cooperative Centre) for the</td>
</tr>
</tbody>
</table>
c) By placing greater emphasis on UN PRME principles within our existing courses

These include, for example, our BSc Business Management, Economics, and Accounting programmes, our specialist MScs, such as MSc in Business Strategy and Entrepreneurship, MSc in Logistics and Operations Management, MSc International Management, and MSc Human Resource Management, MSc Strategic Marketing, and MSc Maritime Policy and Shipping Management. In addition, our taught postgraduate provision has been subject to a phased series of reviews, which means that MSc programmes in Management, Accounting, and Economics have been refreshed and as a result better reflect UN PRME principles and our Public Value ethos.

Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value

Research is central to the achievement of our Public Value ambitions and our sense of purpose has enabled our faculty to broaden the scope and methods of their research endeavours. Cardiff Business School is seen as a leading international centre for business and management research. We encourage diversity in research focus and methodology across the full range of business management and economics disciplines with colleagues generating a mix of mainstream and specialist knowledge. The School promotes critical, challenging and theoretically informed research which is demonstrated by the leading role
we have played on the boards of international journals such as *Academy of Management Review, Perspectives on Public Management and Governance*, and *Organization Theory*.

Our values have developed into important Public Value principles - co-creating knowledge, developing interdisciplinary connections, sustaining a culture of collegiality, and inclusive engagement - that underpin our research activities. We strive to sustain a research environment that is collegial, inclusive and participative, and where colleagues can contribute to their disciplines and to society. We have deployed various mechanisms in order to achieve these ambitions, including orienting our research funding towards our Grand Challenges and prioritising collaborative research projects that include Early Career Researchers.

We estimate the success of our research both in terms of its intellectual impact and its influence on the wider economy and society. We summarise our progress in the following paragraphs relative to our Grand Challenges:

a) **Decent work** – we focus on the rapid technological transformation of work and the impact of different ways of working, in combination with long-standing challenges of job quality, employee wellbeing, voice and participation, and workplace inequalities. Expertise in the fields of employment relations and organisation studies leaves us well placed to explore contemporary issues including: precarity for employees on zero-hour contracts; low pay for key workers; work overload, burnout and challenges to wellbeing; challenges for employee representation and participation; discrimination and exclusion, and skills adjustments linked to automation and artificial intelligence.  

b) **Fair and sustainable economies** – we co-create knowledge to support the development of economies that deliver shared prosperity and environmental sustainability, and work with governments and partners to address inequalities and promote full economic participation and inclusion. Working collaboratively enables us to: investigate the ‘productivity puzzle’; identify macro-economic enablers; address employment and pay gaps; create models of financial inclusion; advance green energy, technologies, systems and processes; and promote diversity and
c) **Future organisations** – here we inform the reshaping of business and co-produce solutions so organisations can navigate complex problems linked to technological change, demographic shifts, the climate emergency and transient populations. This means challenging theory and practice to inform organizational review and adaptation with action-oriented research programmes that develop solutions to complex problems, such as: digitization and technological change, mental health and wellbeing at work; ethical behaviour and consumption; responsible leadership; forecasting for social good; future-proofing, resilience and decision-making for future generations; and skills for the future. [Future organisations - Cardiff Business School - Cardiff University](#)

d) **Good governance** – here we focus on issues related to public management and policy, including the use of evidence by governments, while researching corporate governance across the economy, examining transparency, accountability, inclusion, ethics, and values. Research expertise on public management, policymaking and corporate governance means we can address issues that include: the composition and effectiveness of corporate boards; transparency and accountability in company reporting; the role of evidence in public policy-making; public service reforms; and contemporary ethics and values within public organisations. [Good governance - Cardiff Business School - Cardiff University](#)

e) **Responsible Innovation** – an interdisciplinary, stakeholder-based approach means we can identify the drivers, processes and outcomes of innovation, and evaluate the social, financial and behavioural consequences of technical and technological change. This means extensive research on sustainable supply chains, green logistics and ensuring community benefits from public and private procurement, along with: engaging in large-scale collaborations, such as ASTUTE where we partner with SMEs; leading the development of Cardiff University’s new social science research park – [sbarc | SPARK](#); partnering with sector leaders, such as DSV-Panalpina, to develop industry-wide processes and systems; coordinating Responsible Innovation Network [Cardiff Business School - Cardiff University](#).
Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Our Public Value ethos has enabled us to extend and strengthen our relationships with SMEs, social enterprises and entrepreneurs. Public Value requires an inclusive approach and engagement with a variety of small business organisations, including social enterprises and cooperatives. It also means working with under-represented and excluded groups, including women and BAME entrepreneurs. The model is one of co-creation where we develop partnerships that extend beyond research dissemination and the provision of executive education. Through our learning and teaching, we promote the development of intrapreneurial skills across all our programmes and encourage our students to challenge dominant stereotypes through an open debate on small business development and entrepreneurship, drawing on a variety of literatures and lived experiences. We have recruited two cohorts of CARBS Public Value Entrepreneurs-in-Residence, who are drawn from a range of backgrounds and actively engage in research and learning and teaching.

During the last decade, Executive Education has played an increasingly important role in our School. Our Executive programmes and engagement activities are vital to the implementation of Public Value as they support our ambition to be more outward-facing and the cultivation of partnerships that are essential to the co-creation of knowledge and education. Our programmes fulfil vital organisational development needs for our clients, but the consequent broader engagement generates student employability opportunities, supports the co-production of research and ensures our teaching remains relevant and cutting edge. Our Executive Education programmes are designed on the basis of facilitated and engaged discussions between participants and faculty members. The School is an active partner in these exchanges as we learn about how we can support managers and their organisations to face day-to-day challenges, and how we can design and conduct our research in a way that makes more of a difference. The delivery of our new Help to Grow
Management Programme is a case in point as this has enabled us to engage with the leaders of micro businesses and build important connections with a new group of stakeholders.

**Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We proactively facilitate collaboration and engagement through problem-oriented roundtables that involve faculty and partners on topics, such as public procurement, Brexit, the funding of health and social care, and waste to wealth (with BITC). Our Breakfast Briefing sessions are focused on Public Value themes and are illustrative of the way that our Executive Education and Events team stimulates, supports and enables dialogue between stakeholders. Recent topics included briefings on homelessness, sports governance, mental health at work, gender pay gaps, water sustainability, and COVID-19 sessions on job quality and working from home. The Breakfast Briefing focused on Homeworking in the Pandemic resulted in the School brokering a meeting between the University’s Professor Alan Felstead and the Governor of the Bank of England.

The School has a strong connection to economic and social partners through its International Advisory Board (IAB). Established in 2006, the Board was refreshed in 2018 and its membership extended. This included appointing a new Chair, Adele Blakebrough MBE, CEO of the Social Business Trust; Cerys Furlong, entrepreneur and Chief Executive of Chwarae Teg, an NGO that promotes gender equality; Erin Gill from Arup, a global consultancy firm that is employee-owned and oriented towards social value; and Derek Walker, the Chief Executive of the Wales Cooperative Centre and leading expert on the foundational economy. In addition to discussing progress within the School, we focus on a live economic or social issue at each meeting, where the conversation is led by a member of the IAB. Topics have included employee ownership (ARUP), the blended workplace (Admiral Insurance), the future of work (Wales TUC), and the four-day week (Darwin Law).

In 2017 Cardiff Business School also became a partner of Social Enterprise UK, the leading global authority on business with a social or environmental mission to further enhance its research and work placement opportunities for staff and students. With over 80,000 social
enterprises nationwide, Social Enterprise UK (SEUK) network represents organisations of all shapes and sizes to promote, lobby and give social enterprises more visibility, traction and kudos. SEUK play a key role in supporting our MSc Business Strategy and Entrepreneurship.

Finally, since 2018, the School has worked in partnership with Llamau, a charity which supports people in Wales who find themselves homeless and women who have been subject to domestic violence and abuse. During this time, colleagues have raised over £8,000, £1,020 of which was generated during the pandemic.

5. Key Objectives for Cardiff Business School 2022-2024

1. In line with Public Value, the School will undertake work to further embed the Principles for Responsible Management Education within curricula, including specific progress in the area of Executive Education and Continuing Professional Development, and within our revised Executive MBA.

2. In line with our Athena Swan aspirations and the ambitions of our Race Equality Committee, we will aim to enhance gender and race equality, diversity and participation at all levels in our School, from student intake to School committees and senior management roles such that we continue to enact as well as espouse responsible management and wellbeing.

3. In line with the University’s ambitions, we will reduce carbon emissions in our discretionary activities in line with a zero-carbon ambition for 2030, including zero-carbon travel-to-work and zero-carbon travel-for-work as ultimate objectives. We will also begin carbon literacy training programmes for students and colleagues.

4. We will continue to advance our ambition to enhance the wellbeing of students and staff through progressive approaches to our working environment, a greater emphasis on work-life balance linked to blended working, and greater investment in our outdoor green spaces.

5. We will proactively extend our engagement relationships to facilitate collaborations with the most diverse range of stakeholders. We will continue to collaborate with business, social enterprise, government and policy makers to achieve further collective progress on social responsibility and sustainability.