

Cardiff Business School

Cardiff University



Principles for Responsible Management Education

Sharing Information on Progress (SIP) Report

April 2018



Cardiff Business School
Ysgol Busnes Caerdydd



PRiME

Introduction:

Cardiff Business School is part of Cardiff University, the only Russell Group¹ institution in Wales. 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.

Cardiff Business School is celebrating its 30th birthday in 2018. Inaugurated by HRH the Prince of Wales in November 1987 the Business School was the merger of several departments from the then, University of Wales Institute of Science and Technology and University College, Cardiff. The Business School is one of 25 schools within Cardiff University and one of 10 in the College of Arts, Humanities and Social Sciences.

The School offers a range of undergraduate degrees, specialist MScs and both a full and part time MBA programme and is the largest School in Cardiff University in terms of student numbers with an enrolment of over 3,000 students each academic year.

In 2015 the School launched an ambitious and challenging Public Value strategy around which all aspects of the School's activities are centred. The new strategy seeks to *"To improve social and economic conditions through interdisciplinary teaching and research that addresses grand challenges"*. This exciting new strategy has paved the way for embedding the Principles for Responsible Management Education within the School's activities and this report provides an update on the work undertaken to date.



¹ The Russell Group represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector. <http://russellgroup.ac.uk/>

Letter of Renewed Commitment to PRME:

In our first Sharing Information on Progress (SIP) Report, Cardiff Business School renews its commitment to the Principles for Responsible Management Education, having become signatories in January 2016. As an institution of higher education involved in the development of current and future managers we declared our willingness to progress in the implementation, within our institution, of the Six Principles.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students. We encourage other academic institutions, and associations to adopt and support these Principles. As an educator of current and future managers and leaders, Cardiff Business School launched in 2015 its ambitious new strategy *“To improve social and economic conditions through interdisciplinary teaching and research that addresses grand challenges”*. It is this strategy of Public Value around which the activities of the School are centred.

The Public Value strategy guides our activities and underpins the governance of the School, our management decisions and our commitments. It shapes the Schools academic work and also defines how we operate on a day to day basis. Through the strategy we are enabling:

- A more synergistic relationship between research, teaching and wider society.
- Debate and engagement with private, public and third sectors.
- An engaged and open attitude – welcoming of new perspectives.
- A fixed commitment to equality and diversity, recognising the positive impact different backgrounds, experiences, views, beliefs and cultures can have on our community and how they enhance our environment.

In undertaking this work the School has naturally found an alignment with the six principles and this report outlines the progress made to implement PRME during the period 2016 – 2018. Cardiff Business School is therefore proud to renew its commitment to the Principles for Responsible Management Education.



Professor Martin Kitchener

Dean, Cardiff Business School, Cardiff University.

Implementing PRME at Cardiff Business School:

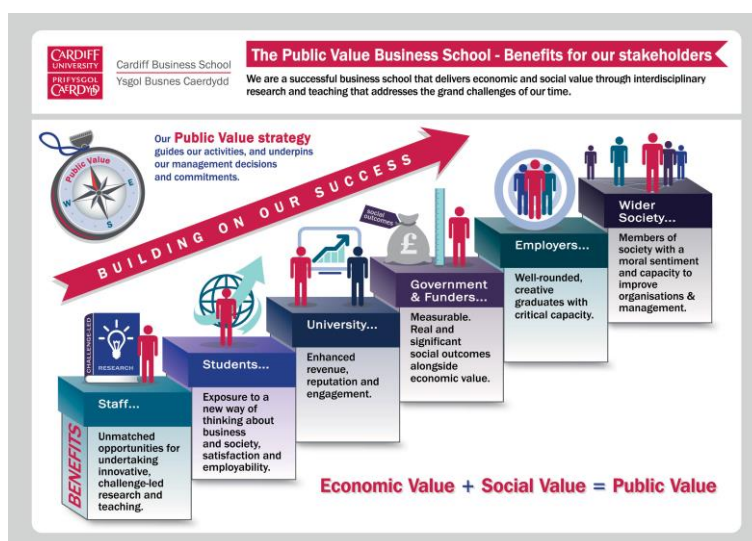
Since becoming signatories in January 2016 the School has undertaken a number of activities through its Public Value strategy which align with the Principles.

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.*

In November 2015, following more than a year of development involving the full range of internal stakeholders and external partners, Cardiff Business School launched its unique Public Value mission to: “To improve social and economic conditions through interdisciplinary teaching and research that addresses grand challenges”. Inspired by John Brewer’s (2013) manifesto for *The Public Value of the Social Sciences*², the strategy was carefully designed to reflect Cardiff’s traditional academic strengths, its Welsh socio-economic context, and the School’s aspiration to develop an innovative model of business school governance.

Brewer’s vision combines three features: interdisciplinary cooperation, deeper engagement with society, and focus on the world’s grand challenges. This bold manifesto struck a chord with the School, sparking lively and far-reaching conversations. It was recognised that as a research-led business school with five large departments, Cardiff was well-positioned to respond to Brewer’s call for the social sciences to develop strategies around economic and social improvement.

The School’s second inspiration was the work of Mark Moore, the Hauser Professor of Non-profit Organisations at Harvard University’s John F. Kennedy School of Government. Moore focuses on how to implement Public Value strategies within organisations. His key message is this: To ensure alignment with its authorizing environment, an organization must engage with a full range of stakeholders. In the case of a business school, that means it must interact with the entire community of the university: its faculty and staff, its advisory board, university leaders, students, alumni, recruiters, and employers.



To address the key task of articulating the ‘value’ that Cardiff Business School provides to the world, the School’s leadership began a thorough evaluation of its institution—via informal discussions, staff workshops, committee meetings, and interactions with stakeholders—to determine who it was as a school, what kind of school it wanted to be, and why society should support its vision. These activities ran for many months. The School debated its strengths and weaknesses, identified internal and external challenges, and began to outline its responsibilities to stakeholders.

Despite the length of this process, the School’s leadership remained committed, per Moore’s advice, to conducting an inclusive strategy development process so that everyone in the School community would be invested in the result.

² Brewer, J (2013) *The Public Value of Social Sciences: An Interpretive Essay*. 1st Ed. London: Bloomsbury.

The School's leadership team distilled what was learned in these conversations into a clear, succinct vision and mission, driven by the central philosophy of Public Value. This vision is presented formally within the School's five-year Academic Plan (15/16 to 20/21), and it is categorised into three main themes of activity; Education and Students, Research, Innovation and Engagement, and Public Value Governance. The Academic Plan is supported by a one year Delivery Plan (15/16 to 16/17) which adds detailed strategic outcomes for each of the three Public Value themes. The delivery plan has recently been reviewed to note the tasks completed in 2016/17 and to confirm the priorities for 2017/18. This process also included consultation with the School with all staff being given the opportunity to comment on the draft delivery plan before it was published. The translation of Public Value into specific activities will be addressed later in this document.

The School finalized its Public Value strategy *development process* by publicly committing to delivering economic and social value to all its stakeholders, via presentations to colleagues, the university's executive board and council, and at the annual conference of the UK's Chartered Association of Business Schools. The Public Value strategy was highlighted as a key strength of the School during its recent AACSB Continuous Improvement Review visit with the review team's report noting that "The School has developed a unique and compelling vision and mission focused on 'Public Value'. The PRT notes that this mission is culturally embedded within the School, including in its research, teaching and engagement programs".

Mission

To improve social and economic conditions through interdisciplinary teaching and research that addresses grand challenges.

Vision

To be recognised globally as the business school that improves social and economic conditions through interdisciplinary teaching and research that addresses grand challenges, while operating a progressive approach to our own governance.

Strategy

Public Value will guide our activities and underpin the governance of our School, our management decisions and our commitments. It shapes our academic work, and also defines how we operate on a day-to-day basis.

- A more synergistic relationship between research, teaching and the wider society.
- Debate and engagement with private, public and third sectors.
- An engaged and open attitude- welcoming of new perspectives.
- A fixed commitment to equality and diversity, recognising the positive impact different backgrounds, experiences, views, beliefs and cultures can have on our community and how they enhance our environment.

One of the most immediate ways in which Public Value has been put into action within the School was by the inception of the School's Shadow Management Board (SMB). The purpose of SMB is to invite more diverse participation in the School's decision-making process. Serving as an inclusive and creative space to inform the School's activities, the 14-member board includes a mix of junior and senior faculty members and professional services staff from across the School.

The Shadow Management Board scrutinizes the work of the School's management board and provides a channel for faculty and staff to weigh in on senior management discussions and decisions in real time, whether via its formal reports or through regular discussions with Management Board members. For example, the SMB recently conducted a review of the School's postgraduate teaching portfolio and

completed an evaluation of the relationship between the School's academic faculty and professional services staff. The School is in the process of implementing many of its recommendations in both areas.

Within the curriculum, the School's unique vision has positioned it well to incorporate the Principles for Responsible Management Education into its programmes. In a speech given by an MBA student at their recent student dinner it was noted that "Cardiff Business School has a public value policy that sees students taught to create not only economic value, but social value as well. It's what makes the School so extraordinary. People from all walks of life, from all backgrounds, from all beginnings, from all nations working together to achieve excellence".

Public Value, which encapsulates many of the Principles, is embedded within and across the School's modules and programmes rather than being offered as a bolt-on extra. At all levels of study students are offered the chance to develop their social and ethical understanding and to put the knowledge acquired into action. Most recently the School has developed two new degree programmes at postgraduate level that are highly attuned to the Public Value ethos and which will see their first intake of students in 2018/19. The MSc in Sustainable Supply Chain Management aims to provide the skills to enable supply chain managers of the future to thrive in this dynamic environment. Supported by world leading research in this area, the course provides students with the capability to make decisions that consider the full range of economic, social and environmental impacts of supply chains. Sustainability is included as a fundamental part of this programme.

In addition, the new MSc in Public Leadership is targeted at employees across a wide range of public services with five to ten years' experience and aspirations to progress to senior roles, and who are motivated to make a difference in response to the complex and interdependent issues arising in the current and future service environment. This programme champions the creation of public value and an ethical engagement with the multiple interests involved in public, private and third sector collaborations. The overall ethos of this programme will focus on developing both the students and their organisations simultaneously.



The School is also committed to developing the capabilities of students outside of the curriculum and also extending beyond the business school students. Of particular note is the School's strategic decision in 2015 to support the growth and development of the University's fledgling Enactus Society, in preference to establishment of a School entrepreneurship society. A majority of the society's membership (typically 65%+ in any given academic year) are Business School undergraduates, with the remainder drawn from schools across the wider University. School financial support has enabled the society to develop its skills base through funding members' attendance at Enactus training events and at the regional and national heats of the Enactus social enterprise project competition.

With the support of School staff, including notably Professor Tim Edwards, the Enactus society has grown significantly in number and have developed their portfolio of social and commercial enterprise projects. In 2017 the Society reached the national stages of the competition for the first time, where their work on developing an innovative business skills training programme for refugees and asylum seekers interested in business start-up was highly praised by the judges. The project has also since been nominated for the 2017 Green Gown Award for enterprise.

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.*

One of the key aims of the School's Public Value strategy is to inculcate moral sentiment into its students. This is achieved in a number of ways through the curricula and other academic activities undertaken in the School.

Upon enrolment at Cardiff University, all students are provided with a copy of the Student Charter. The purpose of the Student Charter is to set out the learning partnership between the University and students. Jointly created by the University and the Students' Union, the Charter makes a shared commitment to a "strong community that is inclusive, supportive and caring, and that celebrates its diversity". The Charter further commits to "equality, inclusivity and dignity in all our activities" along with a specific commitment to "...focus on employability and global citizenship".

In launching the Public Value strategy the School has undertaken a review of all modules to capture where students are receiving content or skills training in line with the mission. This is the start of a larger project of work to ensure that the values consistent with the strategy are embedded across all programmes and levels of study. The Sustainable Development Goals naturally resonate strongly with the Public Value strategy and a number of modules cover areas included in the SDGs.

The data gathered on Public Value content was harvested through the School's Annual Module Review process which is a key component of the Assurance of Learning cycle within the School. Through module review and Annual Review and Enhancement at programme level, the School is able to assure that its students are achieving the learning goals set out for their degree. In keeping with all UK Higher Education institutions, the learning goals at Cardiff Business School are set in line with the UK Quality Assurance Agency's (QAA) benchmarks statements for each subject area. These include the expectation that students are able to demonstrate social, ethical and corporate responsibility (as pertinent to their degree area) as well as the expectation that they are global thinkers and demonstrate citizenship attributes.

Examples of curricula which are consistent with Public Value, PRME and a number of the SDGS include:

BS2519: Marketing and Society

This module introduces the students to the discipline of marketing and society, its main theoretical concepts, as well as managerial practice and ethical considerations. It focusses on the issue based applications of ethical theories to marketing and through the incorporation of live case studies students interact with local community businesses. The module allows students to develop an understanding of the public value and positive contribution marketing makes to society. Assessment on this module is by means of a group presentation and report where teams of students work in conjunction with a local organisation and the brief is to create a social marketing campaign.

BS3614: Corporate Governance and Accountability

This module aims to introduce students to recent developments in the theory and practice of corporate governance, corporate accountability to stakeholders, corporate social responsibility, corporate social and environmental reporting and socially responsible investment.

BS3738: Ethics and Morality of Business

The module examines ethical issues and dilemmas in business covering such key, controversial subjects as child labour, and ethical consumption. The main concepts and moral philosophical theories that have been used to understand and explain business ethics are introduced. In this way it is intended that students will be able to gain an understanding of why ethical problems arise, what their significance might be, and how they might be attended to. Ultimately, the aim of the module is to enable students to reflect upon ethical questions with a view to enhancing their analytical and decision-making skills.

BS3573: The Economics of Development

This module is intended to provide students with an understanding of why some countries are poor and some rich. The module presents traditional and 'new growth' theories of economic development, illustrating their value in application to specific countries and time periods. The influence of key micro-economic factors including human capital development and the functioning of markets (e.g. for land and credit) are covered, as are wider within-country socio-cultural influences such as poverty and corruption. The module also considers the influence of the international context (in terms of development aid) and of trade and capital flows. The module fully explores key current development issues in emerging and developed economies, including the implications of climate change, scarce water access and resource depletion and also issues inherent in managing post-industrial economies.

BST223: Reward Management

This module helps students to understand the important process of reward management within employing organisations. Students learn about the key decisions that employers face when managing reward, such as deciding rates of pay or whether or not to use pay for performance, the factors that shape reward practice, such as minimum wage and equal pay law, and the challenges of reward management in international firms. The module also explores the links between business strategy and reward and will consider the ethical issues that arise in this field of HR management. In completing the module students are able to engage in practical reward tasks, such as completing an equal pay audit, which will enhance their employability.



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

As part of the process undertaken in developing and launching the Public Value strategy the School also took the opportunity to review its values to ensure that they are aligned with the new strategy. As a result of extensive consultation a new set of values was developed which outline the way the School works and how it approaches all its activities.

Values

We strive to be:

- **Curious**, passionate and creative in our research and teaching;
- **Challenging** and provocative in developing our thinking;
- **Collegial** and interdisciplinary in attending to grand challenges;
- **Responsible**, honest and transparent in the conduct of our work;
- **Enterprising**, ethical and reflexive in addressing societal problems;
- **Courageous** and confident in leading our field;
- **Respectful** and empathetic in our relations with others.

In addition to these values the School is also guided in its work by the Cardiff University values. These values include a commitment to equality, diversity and inclusion; as well as environmental sustainability. In line with these values Cardiff University is proud to be a Living Wage employer meaning that everyone working at Cardiff University, regardless of whether they are university employees or employed by third-party contractors and suppliers, receive a minimum hourly wage significantly higher than the national minimum wage.

The Living Wage is an hourly rate set independently and updated annually. The Living Wage is calculated according to the basic cost of living using the 'Minimum Income Standard' for the UK. Decisions about what to include in this standard are set by the public; it is a social consensus about what people need to make ends meet and employers choose to pay the Living Wage on a voluntary basis. The Living Wage campaign has been running for ten years and has lifted an estimated 45,000 people out of poverty.



As part of its values around environmental sustainability Cardiff University has committed to phase out the use of single-use plastic such as plastic water bottles to the extent possible, and to improve recycling facilities of all kinds throughout the University. For example, the University is ending the use of single-use plastic water bottles in catering, hospitality and events to significantly reduce or phase-out high usage single use plastics in its supply chain. Between August 2016 and July 2017, 44,657 plastic bottles were purchased just for hospitality purposes in the University. As of 2018 the catering department will deliver water to meetings and events in returnable and refillable glass bottles, as well as offering colleagues the opportunity to use a jug for self-filling.

The University's cafes and restaurants are also reviewing the use of single use plastic and are currently researching sustainable alternatives to cups, straws and cutlery.

Each year the University also holds a 'Sustainability Week' which is an opportunity to showcase its world-leading research and teaching in the field of sustainability, as well as a chance for everyone to join in and make a concerted effort to reduce our impact on the planet.

As part of the School's green impact initiatives and to help promote staff wellbeing, two beehives are being installed on the roof of the Postgraduate Teaching Centre in 2018. In conjunction a wild flower and vegetable garden is also being planted on the same site with faculty and staff able to take part in planting and tending to the garden and looking after the bees. The site will also serve as a quiet space where faculty and staff can take a break from the working day.

The School was one of the first two UK business schools to hold Athena Swan accreditation. The School achieved the Bronze Award in late 2014 in recognition of its progress and commitment to gender equality, with particular focus on the under-representation of women in senior roles. The Athena SWAN Charter recognises and celebrates good employment practice for women working in various disciplines in Higher education and research, from science and engineering to the arts and humanities.



One of the key commitments in the Athena SWAN Action plan was the creation of the Shadow Management Board (SMB) which is discussed in more detail under Principle 1.



The School is also a signatory to the 50:50 by 2020 campaign which aims to ensure that organisations and companies strive to provide gender equality and a workforce more reflective of society's changing demographics.

In 2017 Cardiff Business School also became a member 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) represents organisations of all shapes and sizes to promote, lobby and give social enterprises more visibility, traction and kudos.

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.*

Cardiff Business School is a full-service social science business school, and is distinctive in its research and impact ambitions through the pursuit of its Public Value strategy. Importantly, this strategy recognises the School's mission to undertake interdisciplinary research and scholarship which tackles the grand challenges facing the world today and to ensure that outputs are translated into tangible outcomes and benefits to society.

Interdisciplinarity is fostered, supported and enhanced, encouraging colleagues from the School's five discipline-based academic sections to conceive and develop research activities together as well as with colleagues across the University and further afield both in academia and practice.

The Public Value strategy sets out five key Grand Challenges which reflect a majority of the research and impact work across the School:

Decent Work – evidenced through the School's work with key external partners, including the Joseph Rowntree Foundation, Oxfam, the Institute of Directors, Federation of Small Businesses and TUC. Faculty's work on the Living Wage is a particular example of work in this area.

Case Study

The Living Wage – Employer experience

Understanding the motivations, challenges and opportunities of becoming an accredited living wage employer.

Understanding motives

Since the Living Wage Foundation was established in 2011, more than 3000 employers have gained accreditation and are paying the Living Wage directly to employed staff and to the employees of contractors working on their premises.

They collectively employ approximately 1.35M people, about 4.3 percent of total UK employment. According to the most recent estimate, 150,000 workers have benefited directly from the spread of Living Wage accreditation, receiving a welcome boost to low-wage incomes.

Researchers at Cardiff Business School wanted to understand the Living Wage employer experience and dig into the motivations and reasons for seeking accreditation. They also wanted to understand the impact on their businesses. Their research is based on a survey of all accredited employers which was undertaken in autumn 2016 and garnered 840 responses. It also draws on supplementary information from a database of accredited employers as well as interviews conducted with key actors, including Living Wage campaigners, employers, and trade union representatives.

Feeling the benefit

Overall, 93% of employers feel they have benefited positively from accreditation, although the strength of these benefits is sometimes modest. Importantly, higher wage costs have been absorbed by the vast majority of organisations without changing wider working practices or attempting to 'claw back' costs through amending employment contracts.

Embedded Innovation – Faculty examine the drivers and outcomes of innovative processes, whether this impacts demand for skills in poor communities following automation in Wales, or the ability to sustain agricultural livelihoods in sub-Saharan Africa. There is a particular focus on innovations that are social, financial or behavioural in nature, which complement or enable technical or medical innovations, engaging with interdisciplinary colleagues across the wider institution. A particular interest, which has been a longstanding area of expertise in the School, is innovation in public services – both in delivery and in the ways in which authorities interact with their constituencies and users.

Sustainable Economy – Cardiff University hosts a small number of high profile University Research Institutes (URIs) and Cardiff Business School contributes significantly to those with interests in sustainability (specifically ENERGY URI; Sustainable Waters URI, and Sustainable Places URI). As well as contributing the ‘business science’ to key University inquiry around ecosystems, health, climate change and energy transformation, the School links such inquiry to faculty work on modelling the environmental impact of economic activity.

Case Study:

The Real Economic and Environmental Impact of Tourism in Wales

The bigger picture

For nearly 20 years, researchers from the School’s Welsh Economy Research Unit (WERU) have examined the economic contribution that tourism has made in Wales. The team developed a Tourism Satellite Account (TSA) for the region.

A TSA is the only internationally accepted way of measuring the economic impact of tourism on an economy at a national level. Developed by the UN World Tourism Organisation (WTO), a TSA consists of a series of data tables which allow tourism-related activity to be separated out.

WERU's approach enabled researchers to estimate the economic importance of tourism in Wales in terms of output and employment. This data could then be subdivided by type, for example, the split of domestic and international tourism in the region. Crucially, this was something that had not previously been possible, and was of considerable benefit to the then existing regional development agencies.

An important extension of this work, was to examine the environmental impact of tourism in Wales. By combining data from their new model with existing WERU environmental research, the team were able to apply the methodology to an alternative problem – assessing the economic and environmental impact of individual sporting events. The team also worked closely with Dr Andrea Collins and colleagues from the School of Geography and Planning to link their tourism analysis with Cardiff University research seeking to examine the ecological footprint of different types of events.

Despite event sponsors often flagging the importance of environmental as well as socio-economic legacy components, the environmental impacts of events were difficult to assess, being complex and often occurring over long periods of time. WERU's methods produced some interesting results, not least demonstrating that the potential economic effects were often exaggerated by event organisers.

Although useful, the new TSA had limitations being somewhat static and historical in nature. A Tourism Impact Model (TIM) tool was developed by WERU to answer the future-orientated 'what-if' questions and to consider the indirect effects of tourism.

Business Remodelled – The School believes the delivery of better social outcomes and higher environmental quality requires a reconfiguration of the economy that delivers our goods and services: differently oriented organisations and a more diverse landscape of those organisations. The School helps to deliver better corporate governance by examining and communicating the approaches, regulatory structures and diversity of managers that make a difference (for example via the Corporate Governance Research Centre) alongside helping SMEs in Wales respond to the deep economic disruptions wrought by the incursion of technology into the productive space. To link these two, the School has a range of work that engages with alternatively structured organisations – cooperatives, social enterprises, charities and others – to develop the capabilities to contribute in full to solving the wicked problems around decent, inclusive work; local and regional prosperity; and sustainable production.

Case Study: Democratizing Forecasting

Dr Bahman Rostami-Tabar, Assistant Professor in Logistics and Operations Management at Cardiff Business School has delivered a series of workshops in some of the world’s least developed countries to help organisations use forecasting as an effective tool to support decision making.

The workshops are provided by Dr Bahman Rostami-Tabar whose research focuses on supply chain forecasting, forecasting for social good and the interface between forecasting and decision making.

The social impact of forecasting

Dr Rostami-Tabar noted that “Forecasting plays an important role in our lives, particularly when we consider the social impact of forecasting. And while a huge amount of work has been done to embed this tool in practice, it’s still not widely used in less developed countries...”

By democratising forecasting in this way, the workshops will create a network of nations, bringing together key decision-makers across the private and public sectors, in agencies and non-profit organisations to focus on the use of forecasting for social good.

future.org – As the above themes are brought together, the School aims to more cohesively be able to present a fuller ‘vision’ of the future, within which services and goods will be delivered. It strives to help organisations of many types develop the capacity to themselves envision and prepare for their own future contexts – even when those organisations are resource-strapped and hemmed by short term demands. Whether it is the challenge of demographic change and related social care, a changing climate or the explosion in chronic illness, the School can help, as a key or supporting partner, in ensuring organisations are fit for the future.

Although research activities, within the broader confines of business management, are still curiosity driven, the School is placing increasing emphasis on supporting activities that align fully with the Public Value ambition through targeted funding and initiatives.

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.*

Cardiff Business School recognises the importance of interacting with the leaders of today as a key mechanism for ensuring its research, teaching and engagement activities remain relevant and current to the communities around us and to the world we work in. The School has a number of key partnerships which are mutually beneficial in allowing the School to remain in contact with current leaders in business whilst addressing the challenges facing their businesses.

As a result of the partnerships held by the School it was recently awarded Small Business Charter accreditation by the Chartered Association of Business Schools (CABS) which is a national kitemark which recognises business schools that demonstrate excellence in promoting student enterprise, engagement in the local economy and business support.



Cardiff Business School is one of only 36 schools across the UK and Ireland to receive the mark of excellence, and bring its unique expertise to the SBC network by sharing knowledge, ideas and developing best practice in the fields of enterprise, entrepreneurship and business engagement.

The School also has a formal partnership with the Institute of Directors Wales who have a base within the school's Aberconway Building. The Institute of Directors represents and unifies business directors from organisations of all sizes across the country. Their re-location to Cardiff Business School reflects a continued drive to lead and influence government policy and to instigate business collaborations and research with the School's faculty and students, for their mutual benefit.

As of 2017 the School is also partnering with Business in the Community a charity that enables businesses to work together to tackle key social issues. The BITC is part of The Prince's Charities, a group of not-for-profit organisations led by Charles, Prince of Wales.

In addition to formal partnerships such as those above, Cardiff Business School faculty also undertake a wide range of engagement activities with businesses from across a range of industries including the third sector. Examples of such work include:

Astute2020

A multidisciplinary collaborative research and development programme part-funded by the European Regional Development Fund through the Welsh Government and its four participating Welsh Higher Education Institutions. Manufacturing SMEs throughout West Wales and the Welsh Valleys can harness world-leading research expertise through ASTUTE 2020 to facilitate implementation of new business ideas or enhance the growth prospects and long term sustainability of their existing businesses.

Superfast Broadband

This exciting research project, commissioned by the Welsh Government, is being run by the School's Welsh Economy Research Unit (WERU) and is looking into the economic benefits associated with the take up of superfast broadband enabled technologies by businesses in Wales. The purpose of this research is to add value to, and gain a better understanding of, how companies can make more innovative use of the opportunities presented by reliable and high capacity internet access.

Grangetown Community Forum

This joint project between the Business School, Cardiff University's Community Gateway engagement project and Grangetown Community Action group, led to the creation of a new business forum designed to help improve collaboration between businesses in the community and launch a 'shop local' scheme. Our Marketing and Strategy students worked on a project to explore and scrutinise the Grangetown Community Action group's ambitions and provided a set of recommendations on how to achieve their aims in a cohesive and co-ordinated manner.



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.*

Each year Cardiff Business School offers a many innovative and well-attended events aimed at encouraging debate, sharing knowledge and sparking new thinking. Examples include:

Public University research talks

This innovative series of public talks enables researchers from across the University to present their most exciting research in short 10-minute, digestible chunks, to a diverse audience in an informal setting. The series was co-founded by Dr Marco Hauptmeier from the School's Management, Employment and Organisation section.

Public Value lecture series

The School has welcomed a number of prominent academics and practitioners to the School to discuss themes aligned with our public value principles. Speakers have included public and social value champions, Professor Timo Meynhardt and Professor John Brewer, alongside ethical business innovator, Laura Tenison (founder of BCorp retailer JoJo Maman Bébé), and noted educationist Sir Michael Barber.

Executive Education Breakfast Briefing series

The Breakfast Briefing series offers business practitioners, policy makers, media, and other stakeholders, the opportunity to hear from a range of different speakers (from the worlds of academia, government and business). They offer insight into new research and share knowledge based on their experience. The talks draw a large audience and involve stimulating debate and probing question and answer sessions.

The School is also encouraging debate through the publication of an edited book focussing on Public Value will be published which draws together key academic insights related to the area of Public Value. "Managing Public Value, Lindgreen, A, Kitchener, M, Brewer, J, Moore, M, Meynhardt, T and Koenig-Lewis, N, (2018) Macmillan, London." This book was edited by the Dean of Cardiff Business School, Professor Martin Kitchener alongside senior lecturer Dr Nicole Koenig-Lewis from the School's marketing and strategy section.

Finally, in November 2017 Cardiff Business School launched its exciting Public Value Entrepreneurs in Residence (PVEiR) Scheme with six appointments from a range of backgrounds and industries. These include a social entrepreneur, the MD of an engineering services company, an award-winning 'mumpreneur', the founder of Wales' leading training provider and the owners of an iconic Welsh woollen mill. The PVEiRs were selected from a competitive application process to help enhance the School's capacity to support entrepreneurial and innovative thinking and will work with the School's ambitious students and graduates to help nurture promising new business ideas through the exchange of essential practical enterprise skills and experience.

Key Objectives for Cardiff Business School 2018-2020

Cardiff Business School is committed to continuing to embed the Principles for Responsible Management Education in all its activities, in line with the Public Value strategy. Over the next two years in advance of the School's next SIP submission the School will work towards the following key objectives:

1. In line with Public Value, the School will undertake work to further embed the Principles for Responsible Management Education within curricula.
2. Increase interaction with Enactus and continue to provide support for the Cardiff branch.
3. Undertake a full carbon footprint assessment of the School's activities as part of the annual Public Value report.
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.
5. Continue to actively engage with the UK and Ireland PRME chapter as well as PRME events.