

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

Cranfield School of Management

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 Cranfield School of Management, including key details and basic institutional data.

Strategy Alignment

Cranfield School of Management Strategy Alignment

At Cranfield School of Management (SoM), advancing sustainable development and collaborating for the common good are deeply embedded in our strategic priorities and institutional identity. Our mission to positively impact both business and society through applied knowledge is central to everything we do. As a result, sustainability is not an isolated initiative but a foundational element of our operations, teaching, and research.

Cranfield University, with the SoM as a key part, is recognised for its leadership in applying technology to address global sustainability challenges. This strength is embodied in the Faculty of Engineering and Applied Science (FEAS) with its focus on critical areas such as water and energy resource management. The SoM's strategic emphasis on the interface between management and technology reinforces and extends this institutional capability. SoM, together with FEAS, is committed to equipping future leaders with the knowledge and tools to drive sustainable development in a responsible and impactful manner.

Sustainability is a strategic pillar for SoM and has been recognised as a pocket of excellence in the May 2025 EQUIS Peer Review Team visit. The team commended the School's strong footprint in sustainability, its systematic research contributions, and the deliberate integration of sustainability across the programme portfolio, highlighting, for example, the School's detailed tracking of sustainability-related content in the MBA programme, quantifying ESG and decarbonisation topics across all modules, demonstrating not just intent, but rigorous implementation. Cranfield University demonstrates strong global performance in sustainability, ranking within the top 10% of universities worldwide in the QS Sustainability Rankings 2026. The University is placed within the global top 100 for Environmental Impact and within the top 5–6% globally for environmental research impact, reflecting its strong contribution to sustainability-focused research and education aligned with the UN Sustainable Development Goals. These results are underpinned by continued improvement in overall sustainability performance and highlight Cranfield's sustained integration of environmental responsibility across teaching, research, and institutional operations.

Ultimately, sustainability in the wider sense of the word is not peripheral to SoM - it is core to our purpose. To diverge from this path would be to step away from our mission, vision, and identity. Our commitment is evident not only in strategic documents but in daily practice, curriculum design, operations, and our standing in global rankings and accreditations. Advancing sustainable development, the common good, and quality education is not just an aspiration; it is an imperative that guides all that we do.

Institutional History

Institutional History: A Legacy of Impact and a Path to Responsibility

Cranfield University was founded in 1946 with a pioneering mission to deliver postgraduate aerospace education that combined hands-on technical learning with real-world application. From its earliest days, the institution has been defined by a strong connection to industry and a commitment to practical impact. In 1967, this ethos was formalised through the creation of the Cranfield SoM, established to provide business education that directly addressed the needs of industry. Its mission to transform the practice of management through applied knowledge remains central to its identity today.

This long-standing commitment to impactful, practice-oriented learning laid the foundation for Cranfield's formal journey into Responsible Management Education (RME). In 2007, the School of Management became one of the early signatories to the United Nations Principles for Responsible Management Education (PRME) in the UK, publicly affirming its commitment to integrating sustainability, ethics, and corporate responsibility into its teaching, research, and partnerships.

That same year, Cranfield launched the Doughty Centre for Corporate Responsibility, funded by a generous £1.5 million donation from alumnus Nigel Doughty. Under the leadership of Professor David Grayson, the Centre quickly became a leading European hub for integrating sustainability into business education. Its mission was to inspire and equip managers to place sustainability and corporate responsibility at the heart of organisational success. Over the next decade, the Centre shaped research, curriculum innovation, and external engagement that brought responsible management into the mainstream of business practice.

Cranfield's institutional commitment extended beyond the SoM. In 2011, the university created the Board for Energy and Environment (BEE), a senior-level executive subcommittee to oversee energy and environmental strategy. This group has since evolved into the Energy and Environment Committee (EEC), which is now responsible for university-wide environmental performance. The committee oversees carbon, energy and water management, biodiversity, sustainable travel, procurement and broader environmental compliance, reporting directly to the University's Executive and Council. During 2024/25, Cranfield made significant progress towards its 2030 environmental targets. Scope 1 and 2 carbon emissions fell by 16% to 7,593 tonnes CO₂, while renewable energy generation increased to 4.25 GWh and energy efficiency improved by reducing energy use per square metre from 0.77 GJ/m² to 0.65 GJ/m². These improvements have been driven by continued investment in air source heat pumps, expansion of the district heating network, improved heating and ventilation controls, insulation upgrades, solar photovoltaic installations and battery storage. During 2024/25 a project is underway to further extend the district heating and to also add additional high temperature air source heat pumps and a ground source heat pump.

Cranfield also strengthened its environmental stewardship through major biodiversity initiatives. The University achieved Hedgehog Friendly Campus Platinum accreditation, maintained more than 9 hectares of biodiversity action areas across campus, planted over 60,000 trees as part of a new woodland creation project at Silsoe, and added more than 680 metres of new hedgerows with support from staff, students and community volunteers. A campus-wide biodiversity baseline assessment was also completed to support future Biodiversity Net Gain planning.

Progress towards circular economy objectives continued, with total waste reducing from 942 to 776 tonnes and avoidable waste accounting for just 13.3% of total waste. The University retained the Soil Association Green Kitchen Standard across all catering outlets and renewed Greengage ECOsmart certification for Venue Cranfield. Sustainable operations were further enhanced through partnerships supporting reuse and donation schemes, while the removal of bottled water from the CMDC hotel is expected to eliminate approximately 20,000 plastic bottles and save an estimated 16.5 tonnes of CO₂ annually.

In sustainable transport, Cranfield introduced a new Sustainable Travel Policy and Sustainable Business Travel Plan, including a target to reduce emissions from business flights by 35% by 2035, and achieved the Modeshift STARS Good Travel Plan Award. More than 1,000 staff, students and community members participated in sustainability and environmental engagement activities throughout the year, further embedding sustainability across the University community.

In 2014, the SoM launched its MSc in Management and Corporate Sustainability. The inaugural cohort welcomed students from countries including China, France, Germany, Kenya, Mexico, the Netherlands, and Switzerland. The programme was designed to embed sustainability deeply within business management training, moving beyond specialist "green" courses. In the same year, the Leading Corporate Sustainability module became a core component of the MSc in Management. This marked a shift toward integrating sustainability across the broader management curriculum, a journey that now includes all general management programmes, including the MBA and Executive MBA.

In 2018, Dr Rosina Watson joined the SoM to establish the Sustainable Business Group. Its purpose is to place sustainability at the heart of business and in the hearts of business leaders. The group achieves this by embedding sustainability into curricula and pedagogy, advancing applied research, convening academic-industry networks, and supporting organisational transformation through executive programmes.

In March 2022, the SoM partnered with the School of Water, Energy, and Environment to launch a part-time online Master of Science (MSc) in Sustainability. To date, over 200 professionals have completed the programme, equipping them with technical insight and strategic business skills to lead sustainability transitions in their organisations.

Also in 2022, Cranfield University launched its institutional strategy for 2022-2027, titled "Ambition 2027: Creating Impact Together." This strategic framework placed sustainability, the UN Sustainable Development Goals (SDGs), diversity, innovation, and responsible education at the core of institutional priorities. It signalled a comprehensive, university-wide commitment to equipping staff and graduates with the mindset, skills, and systems needed to create a positive impact through business and public policy.

In April 2022, Cranfield's Vice-Chancellor, Professor Dame Karen Holford, signed the UN SDG Accord, committing the University to embedding the Sustainable Development Goals across all areas of activity. This includes teaching, research, leadership, operations, and external engagement. The Accord reinforces the university's ongoing sustainability efforts, which include a net-zero carbon strategy, utilising the campus as a "living lab," and integrating sustainability into curricula.

In 2023, Cranfield University participated in the Times Higher Education (THE) Impact Rankings for the first time. These rankings assess universities worldwide against their contributions to the United Nations Sustainable Development Goals (SDGs).

In 2024, Cranfield was ranked within the world's top 200 universities globally and achieved an outstanding position of first in the UK and sixth globally for SDG 17 (Partnerships for the Goals), recognising the University's commitment to collaboration across sectors and countries in support of sustainable development.

In the 2025 Times Higher Education Sustainability Impact Ratings, Cranfield maintained its position within the global top 200 universities overall. The University was ranked in the top 50 globally for SDG 8 (Decent Work and Economic Growth) and within the top 20 globally for SDG 12 (Responsible Consumption and Production), reflecting its continued contribution to sustainable economic development, responsible resource use, and applied sustainability research.

Within the SoM, a further milestone came in 2024 with the formation of the Responsible and Sustainable Management Education (R&SME) Committee. Led by Executive Committee sponsor Professor Stephanie Hussels and taken over by Professor Michael Bourlakis, the committee includes representatives from each of the School's six academic centres. Its purpose is to embed responsible and sustainable management more deeply across all disciplines within the School.

In the 2026 QS Sustainability Rankings, Cranfield University was ranked within the top 10% of universities globally for sustainability performance. The University's strong results in environmental impact measures highlight the global relevance of its research, education and innovation in addressing environmental and sustainability challenges.

Environmental Impact: Cranfield is ranked within the global top 100 for Environmental Impact, which evaluates environmental research, education, and institutional sustainability strategy and operations. In the UK context, Cranfield is also positioned within the top 25 universities nationally in this category, highlighting particularly strong national competitiveness in environmental performance.

Research: Cranfield is placed within the top 5–6% globally for environmental research impact, reflecting the international influence of its research addressing the UN Sustainable Development Goals, including climate action, sustainable consumption, and ecosystem resilience.

From its post-war origins to its current position as a globally recognised centre of excellence for applied research and responsible education, Cranfield has consistently evolved to meet the challenges of the times. Its path to adopting Responsible Management Education reflects an ongoing commitment to integrity, inclusion, and impact, and a belief that education must prepare leaders to shape a better, fairer, and more sustainable world.

Graduates & Enrollment

2025 Statistics	Number
Graduates	786
Faculty & Staff at the University	1635
Faculty & Staff at the Institution	131
Student Enrollment at the University	6450
Student Enrollment at the Institution	1745
Undergraduate Attendance	0
Masters-Level Postgraduate Attendance	1142
Doctoral Student Attendance	102
	623

2025 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	

Degrees Offered

Masters Programs

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

Doctoral Programs

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

Masters Degree Programmes

-  Strategic Marketing MSc
-  Procurement and Supply Chain Management MSc
-  Finance MSc
-  Executive MBA
-  Full-Time MBA
-  Management MSc
-  Business Data Analytics MSc
-  Logistics and Supply Chain Management MSc
-  Banking, Economics and Finance MSc

Certificates, Professional Development, or Associate Programmes

- Business Growth Programme
- Breakthrough Leadership Programme
- The Director As Strategic Leader
- Essential Management
- Financial Intelligence for Strategic Leaders
- Finance Fundamentals for Growing Businesses
- General Management Programme
- High Performance Leadership
- Impact and Influence
- Key Account Management Best Practice
- Leading People Effectively
- The Non-Executive Directors' Programme
- Strategic Negotiation Programme
- Sales Management for Growing Businesses
- Strategic Sales Leadership Programme
- Talent Development Programme
- The Inspirational Leader
- THRIVE: Passion, Purpose, Performance
- Women's Leadership Programme
- Help to Grow: Management Course
- Growth Curve Masterclass
- Climate Action Planning for SMEs
- Ready for Net Zero Growth
- Ready to Scale



Purpose

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

Letter of Commitment



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26 August 2026

To Whom It May Concern

Principles for Responsible Management Education (PRME)

At Cranfield School of Management, we believe that business education has a critical role to play in addressing the economic, social, and environmental challenges facing our world. Through our commitment to responsible and sustainable management education, we strive to develop leaders who are equipped not only to succeed professionally but also to create positive and lasting impact within their organisations and communities. By integrating academic excellence with practical relevance, we enable our students to apply responsible management principles directly to real-world challenges.

Since its formation in 2023, the Responsible and Sustainable Management Education Committee has been chaired by a senior academic leader from the School, including Professor Stephanie Hussels until late 2025 and Professor Michael Bourlakis from 2026 onwards. This committee has provided strategic leadership in embedding responsible management principles throughout the School. Supported by Executive sponsorship and quarterly meetings, the Committee ensures that progress and priorities are shared widely across the School, encouraging collaboration, accountability, and continued engagement with the Principles for Responsible Management Education (PRME).

During the 2025-2026 academic year, we have continued to strengthen our position as a globally recognised business school, combining educational excellence with a clear commitment to sustainability, ethics, and societal impact. These achievements reflect our ongoing ambition to prepare future leaders capable of navigating an increasingly complex and interconnected world.

This commitment is reflected in the international recognition received across our portfolio of programmes. Cranfield's Transformation MBA was ranked 6th in the UK in the *Financial Times Global MBA Ranking 2026* and achieved particularly strong results for career impact, ranking 2nd in Europe for career progression and placing among the top three European programmes for value for money. The programme was also recognised for the strength of its alumni community, ranking 1st in the UK and 2nd in Europe. In the *Bloomberg Best B-Schools Rankings 2024-25*, the MBA ranked 12th in Europe and 4th in the UK, while being recognised as Europe's leading programme for learning and second for entrepreneurship. The *QS Global MBA Rankings 2026* further positioned the programme within the top 20% worldwide, with particularly strong performance for alumni outcomes and return on investment.

Our Executive MBA continues to demonstrate its value in supporting senior leaders throughout their professional journeys. The programme was ranked 3rd in the UK for career progression in the *Financial Times Executive MBA Ranking 2025*, whilst also being recognised as the leading UK programme for female faculty representation among single-campus providers, underlining our commitment to diversity, inclusion, and excellence in leadership development.

Across our specialist Master's programmes, Cranfield continues to deliver strong outcomes for students and employers alike. The Management MSc was ranked 5th in the UK by the *Financial Times* and achieved 1st place in the UK for international student experience and 2nd for value for money. In the *QS Business Master's Rankings 2026*, the programme was ranked 41st globally and among the UK's strongest performers for alumni outcomes. Cranfield's Strategic Marketing MSc and Logistics and Supply Chain Management MSc were both placed within the top 25 programmes

globally, while the Finance MSc was ranked 6th in the UK and within the world's top 50 in the *Financial Times Masters in Finance Ranking 2026*. Collectively, these results demonstrate our focus on employability, professional relevance, and student success.

Our executive education offering also continues to gain global recognition. In the *Financial Times Executive Education Rankings 2026*, Cranfield's customised programmes were ranked 4th in the UK and in the top 30 worldwide, while its open programmes ranked 3rd in the UK and 29th globally. These rankings reflect our ability to support organisations and leaders in navigating change and driving sustainable transformation.

Research remains a cornerstone of our contribution to responsible management. Our academics continue to generate internationally recognised insights across areas including sustainability, entrepreneurship, responsible finance, supply chains, innovation, and organisational transformation. Through their work on themes such as net-zero transitions, circular economy models, social procurement, and inclusive growth, our faculty contribute to developing evidence-based solutions that address pressing global challenges and support progress towards the United Nations Sustainable Development Goals.

Partnerships are equally important in extending the reach and impact of our work. By collaborating with businesses, government bodies, professional organisations, and international institutions, we create opportunities to apply research, develop responsible leadership capabilities, and address sustainability challenges through collective action. These collaborations enrich our students' learning experience while delivering practical value to organisations and society.

As part of Cranfield University, we remain committed to improving the sustainability of our own operations and decision-making. Through institution-wide initiatives focused on carbon reduction, resource efficiency, biodiversity enhancement, and responsible stewardship, we continue to make progress towards our long-term environmental goals. Embedding sustainability into the way we operate is essential to ensuring that our institutional actions reflect the principles we promote through our teaching and research.

We recognise that responsible management education is an ongoing journey rather than a fixed destination. By working closely with our students, staff, alumni, partners, and wider stakeholders, we continue to learn, innovate, and evolve in pursuit of greater impact.

Our purpose is clear: to educate responsible leaders, generate knowledge that matters, and help shape a more inclusive, sustainable, and resilient future for business and society.

Yours faithfully



Professor Lynette J Ryals OBE
Deputy-Vice-Chancellor, Faculty of Business & Management
Dean, Cranfield School of Management

Definition of Purpose

At Cranfield School of Management, purpose means equipping students and staff to lead with integrity and create positive organisational and societal impact. Through applied research and teaching, we address real-world challenges, helping individuals discover their own purpose and apply responsible, sustainable management in their professional lives and workplaces.

Institutional Engagement

51% - 75% of faculty at Cranfield School of Management 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

Cranfield School of Management is built on four core Values: Ambition, Impact, Respect, and Community. These principles guide our commitment to responsible management and emphasise the importance of people and relationships. By embodying these Values, we aim to inspire our staff and students to pursue their own sense of purpose and uphold their values throughout their professional lives.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narratives demonstrate how Cranfield School of Management has influenced students' academic journey and personal growth.

Ziling Liao/Realising Ambition through Industry Engagement and Sustainable Management

Realising Ambition through Industry Engagement and Sustainable Management

Ziling Liao, PhD researcher in Sustainable Supply Chain Finance, Former Banking and Fintech Specialist.



“For me, sustainability is not only about targets or disclosure frameworks. It is about building systems that make responsible behaviour achievable, measurable, and economically viable. Cranfield has shaped this journey by giving me the space, supervision, and industry-facing environment to connect my professional experience with rigorous academic inquiry. Through its strong links with practice, interdisciplinary research culture, and emphasis on responsible management, Cranfield has helped me see sustainability not as an isolated objective, but as something deeply connected to governance, finance, technology, and global trade.”

Before entering academia, Ziling built an international career across banking and fintech, experiences that continue to shape how she understands the intersection between sustainability and finance. Having worked closely with multinational firms, financial institutions, and technology providers, she saw firsthand how financial systems influence corporate behaviour across global supply chains, and how sustainability ambitions are often constrained by commercial pressures, governance gaps, and uneven power dynamics. These experiences led her back to academia with a deeper question: can finance become more than a mechanism for efficiency and profit, and instead serve as a credible driver of sustainable transformation? At Cranfield, her doctoral research explores how sustainable supply chain finance programmes are governed, how sustainability intentions are translated into practice, and why tensions often emerge between public commitments and implementation realities. Her supervisors describe her as “a researcher who brings a combination of industry depth and academic curiosity,” recognising her ability to connect complex theoretical debates with the realities faced by practitioners. Through her work, Ziling hopes to contribute to more transparent, accountable, and sustainable financial systems across global supply networks”

Haris Mustafa/Integrating Responsible Management and Societal Impact into Supply Chains

Integrating Responsible Management and Societal Impact into Supply Chains

Haris Mustafa, MSc Logistics and Supply Chain Management Student



"Coming from Pakistan and having worked across procurement, defence, public sector, and humanitarian logistics, I have seen first-hand how supply chains directly affect people's lives, particularly in developing economies where disruption and resource constraints are part of everyday reality. My experience at Cranfield has helped me view these challenges through a more responsible and sustainability-focused lens. Through studying sustainability, circular supply chains, and humanitarian logistics, I have come to understand that responsible supply chains are not only about efficiency and speed, but also about dignity, fairness, accountability, and resilience. These insights have shaped my belief that circularity and digital transformation can play a critical role in improving resource use, strengthening local capability, and supporting long-term sustainable development. My current thesis with the UK Department for Transport on digitalisation in supply chains has further reinforced this perspective, showing how technology can bridge visibility, sustainability, and inclusion when people and trust remain at the centre of decision-making. I aspire to contribute towards building supply chains that are not only technologically advanced, but also socially responsible, resilient, and inclusive for communities across developing and developed economies alike."

At Cranfield, Haris explores the barriers to technology adoption in supply chains, with a particular focus on digital transformation and responsible management. His work combines his practical background with academic rigor to address the challenges faced by supply chains operating in

complex, resource-constrained environments. This approach perfectly embodies Cranfield's commitment to developing globally minded leaders who seamlessly integrate sustainability, resilience, and ethical responsibility into industry practice.

Alvin Karkun/Fostering Collaboration and Community for Sustainable Impact

Fostering Collaboration and Community for Sustainable Impact

Alvin Karkun

Doctoral Researcher in Leadership and Management

Green Team Member



"Cranfield University provided me with a platform as well as the academic support and guidance required to fulfil my ambition of conducting impactful research. My work on how firms can engage their stakeholders in sustainability performance measurement and management, and understanding its organisations effects, has allowed me to tackle a common challenge faced by many firms – their difficulty in involving stakeholders in the sustainability journey. The outcomes of my research have not only informed my academic pursuits but also reinforced my own belief that sustainable development cannot occur in isolation; rather, it is a collective effort requiring contributions from individuals, organisations, their stakeholders and the broader community."

I have also been a member of Cranfield University's Green team that allowed me to participate in numerous environmental initiatives, from gardening, litter picking, making the campus Hedgehog friendly and other conservation activities. The speaker sessions and seminars organised by the Sustainability Business Network also provided me with insights into environmental issues and the latest related developments happening in the industry. These experiences gave me the opportunity to collaborate and network with a community of peers and like-minded individuals."

Funded by Cranfield School Management, Alvin's PhD research studies how organisations can engage stakeholders in measuring, reporting, and managing their sustainability performance effectively. His motivation was primarily driven by his prior experience in the consulting space, where he saw first-hand that businesses struggle to involve stakeholders in their sustainability journey. Cranfield provides Alvin with opportunities to pursue responsible management research and a platform to apply his work in collaboration with business stakeholders through our extensive network. This enables him to apply his values to bridge theory and practice and produce outcomes that can solve real-world challenges, making businesses more responsible and encouraging them to involve wider community in managing their sustainability performance.

Hasan Khan/Delivering Environmental Impact in the Circular Economy

Delivering Environmental Impact in the Circular Economy

Hasan Khan

PhD Researcher in Leadership and Management

Associate Lecturer in Supply Chain & Project Management at Sheffield Hallam University



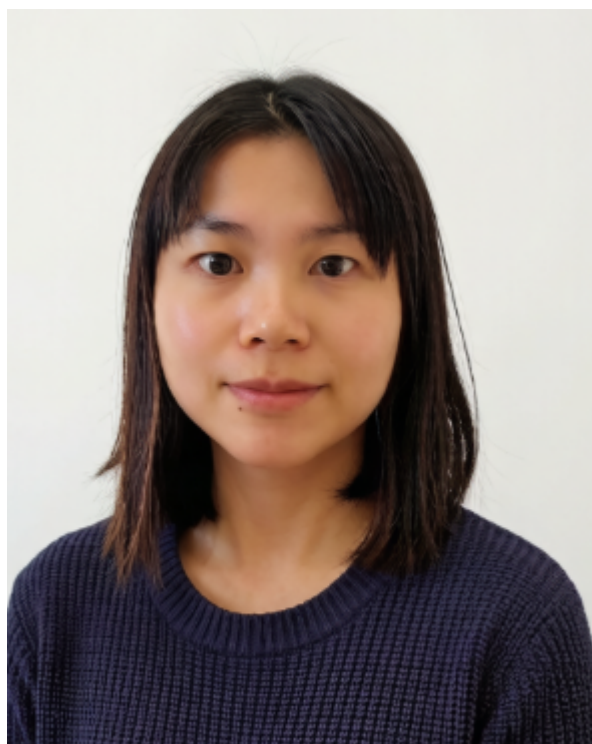
"My research journey at Cranfield has strengthened my belief that resilient and responsible supply chains are essential for the future of industry. Through my PhD, developed in collaboration with industry and Jaguar Land Rover, I have gained the opportunity to work closely with practitioners and stakeholders to address real-world supply chain challenges within the automotive sector. Focusing on supplier risk management, resilience, sustainability, and digitalisation has shown me the importance of combining data-driven decision-making with responsible management practices. As supply chains become increasingly complex and vulnerable to disruption, organisations must balance operational performance with long-term sustainability, collaboration, and ethical responsibility. Cranfield has played a significant role in shaping this perspective by enabling interdisciplinary learning, industry engagement, and leadership development throughout my research journey. These experiences have strengthened my aspiration to work at the intersection of academia and industry, contributing towards applied research that supports digital transformation, resilience, and more sustainable supply chain practices across global industries."

Hasan's research focuses on developing a multi-dimensional decision support system for supplier risk management in the automotive industry. Working collaboratively with industry partners, his research explores how organisations can improve resilience and decision-making through data analytics and responsible supply chain management practices. Drawing on his experience as an operations analyst and Associate Lecturer in Supply Chain and Project Management, Hasan integrates practical industry knowledge with academic research to address complex challenges in supply chain resilience, sustainability, and digital transformation. Ultimately, his work reflects Cranfield's commitment to fostering industry-engaged research that advances responsible management, innovation, and resilience within global supply networks.

Dr Qinglan Liu/Driving Impact through Research Leadership

Driving Impact through Research Leadership

Dr Qinglan Liu, Research Fellow in Business Models for Digital Circular Economy



"My postdoctoral research project at Cranfield allows me to bridge the gap between academic theory and industry application to create real-world impact in circular economy. By collaborating closely with a cross-disciplinary team spanning Cranfield School of Management, the University of Birmingham, and the Manufacturing Technology Centre (MTC), we are innovating automated solutions to address urgent circular economy challenges. This project is incredibly rewarding because it provides the ideal platform to deliver both academic excellence and the practical tools that empower firms to make genuine, sustainable changes. More importantly, it enables me to contribute directly to Cranfield's mission of responsible management and societal impact—making economic systems fundamentally greener by reducing waste, extending product lifecycles, and supporting a more sustainable future for society and the planet."

Qinglan is a Postdoctoral Research Fellow at Cranfield School of Management, contributing directly to the institution's pioneering research in Business Models for the Digital Circular Economy. Holding a PhD in engineering management focused on digital technologies for the circular economy, her work sits at the intersection of sustainable operations, digital transformation, and business model

innovation. At Cranfield, Qinglan's research advances the school's commitment to industry-engaged, responsible management by exploring how organisations can leverage emerging technologies to drive high-value circularity strategies. An active collaborator across research and teaching communities, she is dedicated to developing the practical frameworks and actionable insights that empower businesses to transition toward sustainable, digitally enabled futures.

Fen Yan/Fostering Community and Respecting Student Voices

Fostering Community and Respecting Student Voices

Fen Yan, MSc Strategic Marketing, President (2025-2026), Cranfield Students' Association



"At Cranfield, I discovered that responsible management is built through everyday actions and meaningful relationships. Serving as President of the Cranfield Students' Association allowed me to foster student engagement and bring together a diverse international community through cultural celebrations, student representation, and collaborative initiatives with the University. Seeing students from different cultures connect, support one another, and develop a sense of belonging showed me that leadership begins with empathy, respect, and inclusion. These experiences strengthened my cross-cultural communication and leadership skills while reinforcing my commitment to creating positive impact through collaboration and service. They continue to shape my aspiration to become a responsible leader who builds communities where everyone feels heard, valued, and empowered."

Fen exemplifies Cranfield's core values of Community and Respect. As the President of the Cranfield Students' Association in 2025-2026, she united a diverse student body and enhanced the sense of belonging across the campus. She demonstrated a deep respect for students by actively listening to and valuing their voices. She extends these principles into her MSc Strategic Marketing research on the "Research topic: CEO as Community Catalyst: Participatory Branding in the Digital Era", exploring how participatory, respectful leadership supports effective community engagement.

Student Awareness

51% - 75% of students at Cranfield School of Management are aware that we are a PRME Signatory Member.

Student Engagement

51% - 75% of students at Cranfield School of Management actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Dr Monica Franco-Santos/Championing Community and Impact Globally and Locally

Championing Community and Impact Globally and Locally

Dr Monica Franco-Santos, Reader in Organisational Governance and Performance

President, Iberoamerican Academy of Management



"I contribute to both global and local communities of practice. Globally, as President of the Iberoamerican Academy of Management, which is an affiliate of the Academy of Management (AOM), and brings together scholars across Latin America, the Latino communities of North America, Spain and Portugal. I lead educational activities that build management-research capacity across these regions, particularly among early-career scholars. Locally, I lead a management consulting module across several master's programmes in which our students work pro bono with the leaders of local charities, schools and small businesses on the management and business challenges they face."

Dr Monica Franco-Santos creates significant impacts on the Communities through her engagement with international scholars and local practitioners. She also demonstrates the value of Impact by building research capacity among early-career scholars in underserved regions and enabling students to deliver tangible pro bono benefits to local organisations. Her work shows how responsible management education can strengthen global academic communities while responding directly to the needs of society.

Prof David Grayson CBE/Championing Responsible Management Education and Practice

Championing Responsible Management Education and Practice

Prof David Grayson CBE, Emeritus Professor of Corporate Responsibility. Director of Cranfield's Doughty Centre for Corporate Responsibility 2007-2017.



“At Cranfield, I have developed and taught the “capstone” final module for Cranfield’s innovative Masters in Sustainability. My module, “Sustainability in Practice,” emphasizes personal and organizational resilience; building ethical, engaging and empowering cultures; effective board governance and oversight of sustainability; and current examples of how businesses are successfully embedding sustainability into core purpose and strategy. I have now handed leadership of the module to Prof Miying Yang. Students and alumni can, however, continue to follow my latest insights, through the global podcast he co-hosts: “All In: The Sustainable Business Podcast.” <https://all-in-the-sustainable-business-podcast.simplecast.com/>

Emeritus Professor David Grayson CBE is a thought leader in sustainable business and has influenced several generations of scholars and business leaders in incorporating sustainability into their education and business practice. As Founder and Director of Cranfield’s Doughty Centre for Corporate Responsibility (2007-2017), he has continued to support Cranfield colleagues in advancing responsible management across teaching and research. David is the author of many books and has recently completed his latest book: “Unfinished Business – How ideas and practice of Responsible Business evolved.” This will be published by Routledge in early 2027.

Celebrating Values

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

Celebrating Values in Engagement

Celebrating Values in Engagement

Our university-wide values—Ambition, Impact, Respect, and Community—underpin our actions. These principles shape our institutional culture and guide our decision making, influencing everything from staff development to how we design our curriculum and foster student leadership.

At Cranfield, our dedication to diversity and inclusion is fully embedded in our policy, research, and everyday campus culture. Our Diversity, Equity and Inclusion Strategy structurally support fairness through flexible working, unconscious bias training, and our status as a Disability Confident employer. Staff networks, such as EmbRace (Race and Ethnicity) and the Parent and Carers Network, provide vital platforms for advocacy, safe connection, and representation.

These values are further brought to life through initiatives like hosting the student-led Cranfield Women in Business Society, which actively builds a community of female students and industry leaders and drive meaningful change by sharing knowledge and experiences. This commitment to female empowerment was further highlighted during our International Women’s Day celebration, where prominent female leaders were invited to share ideas, inspiration, and new opportunities.

Beyond gender, we also actively create opportunities to explore Inclusion through a broader cultural lens. Our FT MBA programme, for instance, proudly highlights the achievements of talented Nigerian students during Black History Month. Furthermore, Cranfield empowers student-led initiatives to put our core values into practice. The Cranfield Africa Impact Society's 'Innovation Lab', for example, brought students together to brainstorm creative solutions to pressing continental challenges in sectors like energy, healthcare, and education. By sharing lived experiences, students are currently exploring how to translate these high-potential ideas into real-world projects.

In addition to championing equality and diversity, we aim to drive tangible impact and underpin our core values through active community engagement, empowering our students, staff and local community to create a more sustainable future. We drive business engagement through dynamic events like Venture Day, an annual event uniting students, SMEs, investors, and academics. Its participant-led 'Unconference' empowers the community to exchange ideas and share expertise, sparking grassroots innovations for sustainable business.

Beyond preparing our students for the global business world, we put our values into action locally. Our staff and students work directly with local SMEs to advance sustainability, creating real-world impact and redefining what it means to be a responsible business. Cranfield partnered with Central Bedfordshire Council to host the Growth Central event, connecting regional SMEs with funding, peer networks, and panel discussions on sustainable business operations. We also manage the Green Business Network to help local enterprises transform towards a greener future. This network provides members with the practical resources, research, and expert connections they need to put sustainability strategies into action.

The Cranfield School of Management proudly fosters a deeply values-driven environment. We believe that true responsible leadership is forged through the lived experience of participating in a highly inclusive academic community. This supportive atmosphere ensures that every student, faculty member, and professional staff member can grow into purposeful, principled changemakers ready to make a lasting difference in the world.

Continue telling your story

Values in Action: The Cranfield Green Exchange



Our commitment to responsible management and a circular economy isn't confined to the classroom or the lab - it drives our campus culture. A perfect example is the "Swap & Sustain" initiative, organised by the Green Team and the Cranfield Students' Association (CSA). This event brings our community together to trade pre-loved clothes, goods, and non-perishable food. By keeping quality items out of landfills and refreshing our resources collectively, this student-led exchange breathes life into our core pillars of Community and Impact.



Teach

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



How We Define Teach

Cranfield School of Management delivers inclusive, innovative and industry-informed education with real-world application. Responsible management principles are embedded through research-informed and experiential learning, including simulations, case studies, live organisational challenges and company-based projects. Learners are encouraged to think critically, consider the economic, environmental, social and ethical consequences of management decisions, and apply their learning to create sustainable value for organisations and society.

Courses that support RME

Cranfield School of Management reports 1 course in 2025 that support responsible management education and sustainable development goals.

Sustainable Business in customised programmes for industrial partners | NA

We design and deliver customised Sustainable Business training and courses for a range of industry partners, including Kier, BAE Systems, the NHS and Network Rail. These programmes aim to broaden participants' thinking and help them develop practical examples of how they can change ways of working to create and capture greater sustainable value. Working in groups on real-world challenges, participants explore practical solutions, exchange best practice and identify approaches that they can take back and apply within their own projects and organisations.

The module supports participants in translating sustainability concepts into practical workplace action. By developing solutions to live organisational challenges, participants strengthen their ability to integrate sustainable value into operational and strategic decision-making while gaining practical ideas and approaches that they can apply within their own organisations.



Teaching Awards

In 2025, 3 awards were given to faculty and educators at Cranfield School of Management.



Dr Rosina Watson - Financial Times Recognition for Innovative Sustainability Education

Granter: Financial Times Responsible Business Education Awards

Grantee: Dr Rosina Watson, Visiting Fellow at Cranfield School of Management

Award Description:

In 2025, Cranfield School of Management received international recognition through the Financial Times Responsible Business Education Awards, where the Exploring Sustainable Futures Game won the Best Business School Teaching Materials based on Innovative Research award.

Led by Dr Rosina Watson, Reader in Sustainable Business, the role-playing simulation was developed to help learners build systems thinking, collaborative leadership and strategic decision-making capabilities needed to address complex sustainability challenges. Since its development in 2018, the game has engaged more than 2,500 participants, including postgraduate students, business leaders and sustainability practitioners, and was showcased at COP26 in Glasgow.

The simulation places participants in the year 2050, where they work across multiple stakeholder roles—including business, government, civil society and communities—to explore how collective decisions shape alternative sustainability futures. By encouraging learners to think beyond organisational boundaries, challenge established assumptions and collaborate across sectors, the game develops the competencies required for responsible leadership and systems transformation.

This international recognition reflects Cranfield School of Management's commitment to developing innovative pedagogies that prepare future leaders to address global sustainability challenges. Through experiential and research-informed learning approaches such as the Exploring Sustainable Futures Game, the School continues to advance the Principles for Responsible Management Education by equipping learners with the knowledge, skills and mindsets needed to create sustainable value for business and society.

Dr Lakshmy Subramanian - Best Lecturer Award 2025

Granter: Student Choice Award, Cranfield Student Association

Grantee: Dr Lakshmy Subramanian, Course Director for MSc in Sustainable and Digital Banking

Award Description:

Dr Lakshmy Subramanian was recognised with the Cranfield Student Association Best Lecturer Award 2025. Her commitment to sustainability is embedded throughout both her teaching and programme leadership. Through her innovative and student-centred approach, she has successfully created an engaging learning environment that consistently receives outstanding feedback from students, who regard her as one of the programme's most inspiring and supportive educators.



Dr Aoufi - Impactful Leadership in Operational Excellence for Education and career Advancement

Granter: International Lean Six Sigma Institute (ILSSI)

Grantee: Dr Abdelkader Aoufi

Award Description:

As an educator at Cranfield School of Management, I'm honoured to have received the Impactful Leadership in Operational Excellence for Education and Career Advancement award from the International Lean Six Sigma Institute (ILSSI). This recognition is deeply meaningful, not just as a personal milestone, but as a testament to the transformative power of experiential learning in developing the next generation of responsible, systems-oriented leaders. Over the years, I've designed and delivered immersive simulations that bring operational excellence, lean thinking, and sustainable problem-solving to life. These hands-on learning experiences do more than teach techniques. They cultivate a mindset of continuous improvement, customer empathy, and systemic responsibility, all vital for navigating today's complex, global challenges. Whether students go on to work in manufacturing, tech, healthcare, or supply chains, they leave with the skills and mindsets needed to lead with both excellence and integrity.

This ILSSI award is not just a celebration of teaching—it's a celebration of education that equips students to make a meaningful difference. I'm proud to contribute to a learning environment where responsibility, innovation, and impact go hand-in-hand.

Educator Recognition

At Cranfield School of Management, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Institutional recognition events
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at Cranfield School of Management support sustainability and responsible management in their classrooms.

Dr Abdelkader Aoufi, Customised Programme Design – Integrated Leadership & Operational Excellence

Dr Abdelkader Aoufi - Customised Programme Design – Integrated Leadership & Operational Excellence



From my perspective as an educator at Cranfield School of Management, when designing a five-module leadership and operational excellence programme for aerospace Operations Directors, I made a deliberate decision: we would begin not with Lean tools, but with leadership responsibility.

The programme opens with an alignment workshop for General Managers, centred on a simple question: What will you personally do to enable change? Each leader commits publicly to a specific action, protecting improvement time, removing organisational barriers, or reviewing progress. This shifts sponsorship from passive oversight to active stewardship. Sustainable transformation depends not on directives, but on leaders modelling the behaviours they seek from others.

From that foundation, the programme develops capabilities in psychological safety, purpose-driven leadership, and systems thinking before introducing operational improvement methodologies. Lean tools are positioned as mechanisms for delivering value responsibly, while waste is explored not merely as inefficiency, but as a failure to use resources, human, financial, and environmental, wisely. Participants map stakeholder networks, analyse influence and resistance, and practise leading through ambiguity, recognising that meaningful change requires engagement across complex systems.

Between modules, participants apply their learning through workplace based improvement projects, documenting Gemba walks and implementing visual management and workplace organisation practices within their own operations. Peer review and coaching sessions create accountability while encouraging collaborative learning and reflection.

The programme culminates in executive presentations to senior leaders, where participants demonstrate both operational outcomes and leadership learning. Consistently, the most significant insight is not about process improvement, but about leadership itself. As one participant reflected, "I arrived looking for Lean tools. I leave understanding that my role is to design the conditions in which improvement can thrive."

This is the transformation I seek to enable as an educator: helping leaders understand that operational excellence and sustainability are inseparable. By embedding responsible leadership, stakeholder awareness, and long-term value creation throughout the learning journey, the programme prepares executives to lead sustainable transformation in increasingly complex global environments.

Dr Ismail Abushaikha, Course Director - Teaching Supply Chains that Create Social Impact

Dr Ismail Abushaikha, Course Director - Teaching Supply Chains that Create Social Impact



Every product on a supermarket shelf, every medicine delivered to a hospital, and every emergency relief item reaching a disaster zone relies on a supply chain. Yet supply chains are often invisible until they fail. In my teaching, I encourage students to look beyond efficiency, cost, and service performance and to consider the wider social, environmental, and economic implications of supply chain decisions.

This perspective is particularly evident in my Humanitarian Logistics and Supply Chain Management teaching. Students explore how supply chains become lifelines during natural disasters, conflicts, and humanitarian crises. Through case studies, simulations, and discussions, they examine the challenges faced by governments, NGOs, international organisations, and private sector partners when resources are limited, needs are urgent, and lives are at stake.

To bring these issues to life, I regularly invite guest speakers from leading NGOs and United Nations organisations. By sharing first-hand experiences from humanitarian operations around the world, these practitioners help students connect classroom concepts with real-world challenges and understand how logistics can support both immediate relief efforts and longer-term community resilience.

Throughout the module, students are encouraged to reflect on how supply chains can contribute to a more sustainable future. Discussions cover topics such as climate change, disaster preparedness, responsible sourcing, social inclusion, and supply chain resilience. These themes highlight the important role that organisations can play in reducing vulnerabilities, supporting communities, and creating positive environmental and social outcomes.

My aim is to help students develop not only technical expertise but also the ability to think critically about the broader consequences of business decisions. By exposing them to complex global challenges and diverse stakeholder perspectives, I hope to equip future leaders with the knowledge and mindset needed to build more resilient, responsible, and sustainable supply chains.

Dr Yannis Koliousis, Associate Professor in Logistics and Supply Chain Management - Developing Sustainable and Resilient Supply Chains through Executive Education

Dr Yannis Koliousis, Associate Professor in Logistics and Supply Chain Management - Developing Sustainable and Resilient Supply Chains through Executive Education



Cranfield School of Management partnered with Vodafone to support a major supply chain capability-building agenda centred on responsible, resilient and digitally enabled supply chain transformation. The programme was designed to help participants move beyond traditional functional approaches to logistics and procurement and develop a more strategic understanding of supply chains as platforms for sustainability, innovation and value creation. Drawing on live Vodafone challenges, the learning experience addressed reverse logistics, circular economy opportunities, supplier collaboration, digital visibility, procurement excellence and the emerging role of 5PL orchestration. Participants were encouraged to examine the trade-offs between cost, resilience, service, carbon impact and stakeholder value, and to translate these insights into practical improvement opportunities for the business. The intervention strengthened participants' confidence and capability to think systemically, challenge established operating assumptions, and design more sustainable and future-ready supply chain models. It also generated momentum for a broader Vodafone - Cranfield Supply Chain Training conceptual architecture, with the ambition of extending responsible supply chain learning across Vodafone's wider ecosystem of suppliers, partners and clients.

Working with Vodafone has been a powerful example of how executive education can translate responsible management principles into real organisational transformation. Through this collaboration, we helped participants reframe supply chain and procurement as strategic levers for sustainability, resilience, innovation and ecosystem-wide value creation.

Dr Nicky Yates, Developing environmentally and socially aware supply chain analysts

Dr Nicky Yates, Reader in Logistics and Supply Chain Management - Developing environmentally and socially aware supply chain analysts.



"I have spent much of my teaching career providing management students, many of whom do not have a natural aptitude or liking for quantitative analysis, with practical quantitative skills and tools which they can apply to provide a rigorous evidence base for their decision making. I have lost count of the number of students who after leaving Cranfield, have let me know how the skills have changed the way they think and that they are regularly using them to solve relevant business problems.

However, modern supply chains must adapt to the pressures of operating in complex real-world settings, managing business complexity and uncertainty alongside environmental and social pressures. Increasingly straightforward quantitative analysis is not enough; modern managers must look beyond the economic numbers when making decisions. To highlight this tension I have adapted my teaching in two key ways – first through a literature review. Where student groups each review a relevant academic paper published in the last year and then present back to the full group. The full group gets to hear about 10 – 12 recent papers, allowing them to appreciate a range of current supply chain challenges, many of which are environmental and social and some of the ways in which models and tools are being adapted to solve these. We then bring this back to our modelling work, by calculating CO2 emissions and incorporating real-world variability and discuss the impact on the decisions made with this extra information. Thus, the students still leave with state-of-the-art analytical skills, but now also have an appreciation of how these can be used to help solve the real economic, environmental and social challenges faced by business and wider society today."

Sharifah Alwi, Bringing Responsible Leadership into Brand Management through Practice

Sharifah Alwi, Reader in Corporate Branding.

Bringing Responsible Leadership into Brand Management through Practice



In my teaching of the Managing Brands module, I aim to equip students with the knowledge and critical perspective needed to lead brands responsibly in an increasingly diverse and interconnected world. I regularly invite industry leaders to share real-world experiences that challenge students to consider the ethical, social, and strategic dimensions of branding.

This year, I welcomed Mr Christian Valdez from Harrods to deliver a guest lecture on Luxury Brands in Menswear and Diversity. Drawing on his extensive industry experience, Christian explored how diversity, equity and inclusion (DEI) are not only social responsibilities but also strategic drivers of innovation, customer engagement and long-term brand value. He demonstrated how diverse leadership and inclusive decision-making strengthen brand positioning, improve organisational performance, and enable luxury brands to better understand and serve increasingly diverse global markets.

Inviting external practitioners has become an integral part of my teaching approach. For example, during the previous academic year, I also invited senior industry professionals to discuss contemporary challenges in responsible brand management, providing students with opportunities to engage directly with practitioners and critically reflect on how responsible business principles are applied in practice.

These industry contributions are embedded within a broader curriculum that encourages students to critically examine the relationship between branding, organisational strategy and responsible management. Through lectures, case studies and classroom discussions, students explore how organisations that fail to embrace diversity, equity and inclusion risk damaging their brand reputation, stakeholder trust and long-term competitiveness. They analyse real business cases to evaluate how responsible leadership and inclusive strategies contribute to sustainable organisational success, while reflecting on the wider societal impact of branding decisions.

By integrating academic theory with practitioner insights, I encourage students to view responsible brand management not simply as a marketing function, but as a strategic leadership responsibility that creates value for organisations, consumers and society.

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Tamira King, Embedding Responsible Retailing in Marketing Education

Tamira King, Senior Lecturer in Marketing

Embedding Responsible Retailing in Marketing Education



Within the MSc Marketing programme, my teaching on the Retailing and Omnichannel Management module encourages students to critically evaluate retail strategies through the lens of responsible management. By integrating ethical, social and environmental considerations into strategic decision-making, students develop an understanding of how responsible leadership contributes to long-term business success.

Responsible management is embedded throughout the curriculum. A dedicated teaching session explores legal, ethical and sustainability challenges in retailing using the Ivey case study Primark Stores Limited: Low-Cost Strategy and Sustainable Initiatives, alongside contemporary examples of responsible and irresponsible retail practices. Students critically examine topics including ethical sourcing, labour standards, supplier relationships and responsible consumption, recognising that successful retail strategies must create value for both business and society.

To bridge theory and practice, I regularly invite industry practitioners to share their experiences. Tze Ching, author of *Making Sense of Fashion*, introduced students to circular fashion, repair, reuse and sustainable consumption, while James Amos from Boodles explored responsible sourcing, traceability and ethical procurement within the luxury jewellery sector.

Experiential learning is further enhanced through industry engagement. Following a masterclass from Neil Ashworth, CEO of Parcel2Go, students visited the John Lewis Partnership to examine how responsible supply chain management is implemented in practice. They explored responsible sourcing, supplier engagement, carbon reduction, ethical labour practices and the organisation's commitment to more sustainable logistics and warehouse operations. These partnerships also create opportunities for internships and applied projects, strengthening student employability while reinforcing the importance of responsible leadership.

By combining academic learning with industry engagement, the module prepares students to become responsible marketing professionals capable of balancing commercial performance with environmental sustainability and social responsibility.



A dedicated teaching session exploring legal, ethical and sustainability challenges in retailing.

Barriers to Innovative Curriculum

In 2025, Cranfield School of Management identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2025, Cranfield School of Management identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Limited faculty development opportunities
- ❖ Limited interdisciplinary teaching approaches

- ❖ Overloaded faculty
- ❖ Resource constraints



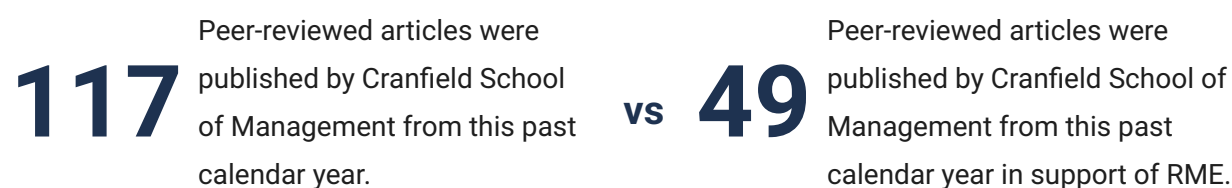
Research

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

How We Define Research

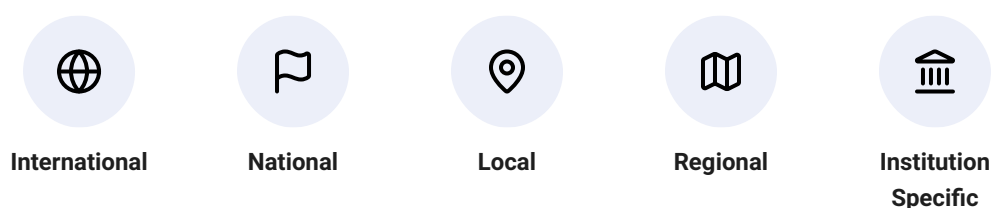
At Cranfield School of Management, we conduct applied, impact-driven research in close collaboration with industry, government, and society. Our work advances the theory and practice of responsible, sustainable, and ethical management across management disciplines. We foster interdisciplinary collaboration between social and natural sciences to pioneer sustainable innovations for global challenges.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Cranfield School of Management was awarded funding for research that is:



Socializing Research

In 2025, Cranfield School of Management contributed research findings to:

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

Research Projects

In 2025, Cranfield School of Management reported 12 research projects that implemented responsible or sustainable activities.

EU COST funded European Network for Multiple View Life Cycle Sustainability Assessment (MultiViewLCSA)

Period Covering: November, 2024 - October, 2027

Department: Sustainability

Funded by EU COST (European Cooperation in Science and Technology), MultiViewLCSA aims to bring together academia, industry and policy makers into a pan-European network to advance the research frontier of Life Cycle Sustainability Assessment (LCSA) to facilitate sustainable business models (BM). On the one hand, LCSA is on a relatively immature state which is characterized in terms of varied maturity in the assessment of three sustainability pillars (environmental, economic and social), limited data availability and data quality, unharmonized integration methodology, and manual LCSA tools with high requirements on personal skills. On the other hand, emerging BMs such as servitization BM and dematerialized BM are flourishing. More traditional business sectors are making attempts to explore them to look for new profit growth points. Pushed by the strict sustainability regulations, they are willing to implement sustainable business scenarios with the innovative BMs. However, the current LCSA methodology assess sustainability on basis of product rather than the way of creating value, and are too general to organize data in the view of BMs. With the vision of building sustainable society, this action will build an interdisciplinary community which involve the required expertise across the whole value chain to probe into feasible solutions in terms of multiple view modelling technique for LCSA, data governance framework and automatic LCSA tool. It will strengthen the collaborations between countries across and beyond Europe with concern of less research intensive countries. MultiViewLCSA will have a strong focus on knowledge sharing, and encourage early career researchers to play leadership roles in the Action to accelerate their career development.



Developing Systems Thinking Competency for Sustainability Higher Education in a Business and Management School context

Period Covering: September, 2020 - September, 2025

Department: Economics | Sustainability

This PhD project explores how systems thinking competency—a critical skill for addressing sustainability challenges—can be effectively developed within business and management higher education. Responding to calls for urgent transformation in sustainability education, the research investigates how to equip students, particularly postgraduate and executive learners, with the ability to understand and navigate complex, interconnected systems. The project addresses a gap in both sustainability and management education literature, where the teaching and learning of systems thinking remains underexplored.

The research consists of three main components: (1) a systematic literature review of empirical studies on how systems thinking is taught in sustainability and management education; (2) a multi-case study examining the long-term impacts of interdisciplinary learning interventions; and (3) an experimental study assessing the effectiveness of a serious game, Exploring Sustainable Futures, in fostering systems thinking, using concept maps as a method of evaluation.

The overall aim is to provide both theoretical insights and practical recommendations for educators and institutions, offering guidance on designing impactful learning interventions. By focusing on systems thinking as a threshold competency, the project contributes to the development of future leaders capable of driving sustainability transitions in complex business environments.



Accelerating the integration of corporate sustainability into strategic management

Period Covering: April, 2020 - March, 2025

Department: Economics

This doctoral research investigates how corporate sustainability (CS) can be effectively integrated into strategic management, addressing a critical gap between corporate sustainability ambition and practical implementation. Despite growing global commitments to sustainability and decarbonization, many organisations struggle to operationalise these goals due to structural, cultural, and strategic barriers. This study explores the strategies and mechanisms organisations use to embed sustainability into their core decision-making processes, focusing on how these efforts unfold over time and generate both internal and external outcomes.

Through a qualitative multiple case study approach, the research analyses firms at different stages of sustainability integration. It examines the role of organisational actors, micro-level practices, and cross-level dynamics in shaping sustainable transformation. The project contributes to academic

literature on sustainability, strategic management, and organisational change, while also offering practical guidance for leaders seeking to embed sustainability in meaningful ways. Ultimately, it aims to accelerate sustainable transitions within business and society.



Sustainability Performance Measurement and Management: A Stakeholder Perspective

Period Covering: September, 2023 - March, 2026

Department: Management | Sustainability

This doctoral research project investigates how stakeholders influence the design and effectiveness of Sustainability Performance Measurement and Management (SPMM) systems within organisations. As firms face increasing pressure to measure, report, and improve their environmental, social, and governance (ESG) performance, understanding stakeholder roles becomes critical. While existing literature highlights the importance of stakeholder engagement, it lacks a detailed analysis of how different stakeholder groups impact specific aspects of SPMM systems. Using a Systematic Literature Review (SLR), this research identifies 18 key stakeholder groups and six types of influence—coercive, normative, mimetic, motivational, instrumental, and inhibiting—that shape sustainability performance processes across design, implementation, and evaluation stages. The study also proposes a stakeholder engagement framework to guide firms in building more robust and inclusive SPMM systems. The findings offer both theoretical contributions to stakeholder and sustainability management literature and practical insights for managers and policymakers aiming to embed sustainability more effectively within corporate decision-making and reporting.



Operationalizing Competencies Frameworks to Evaluate the Impact of Education for Sustainable Development Programmes: A Model for Assessing Sustainability Education Outcomes

Period Covering: September, 2023 - September, 2026

Department: Sustainability

This doctoral research focuses on operationalising and evaluating sustainability competencies within Education for Sustainable Development (ESD), particularly as learners transition from academic settings to real-world workplace applications. While frameworks like UNESCO's and Wiek et al.'s outline core competencies—such as systems, strategic, and interpersonal thinking—recent models highlight the growing importance of integration, implementation, and intrapersonal competencies. These newer competencies are crucial for translating sustainability education into measurable workplace outcomes but are often underdeveloped and poorly understood in practice.

The research is structured around three interlinked papers: (1) a systematic literature review mapping how sustainability competencies are developed and understood; (2) a predictive model examining how competencies are transferred from education to employment; and (3) a qualitative case study exploring how implementation competencies are applied in practice. The overall goal is to create and validate a model for assessing the lifecycle of sustainability competencies—from development through to application—providing evidence-based insights to improve ESD curricula, inform workplace training strategies, and strengthen policy alignment with sustainability goals.

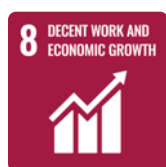


Political CSR in an Authoritarian Context (Myanmar)

Period Covering: April, 2024 - December, 2025

Department: Sustainability

This is a self-funded project that Enrico Fontana is currently conducting on his own in Myanmar. The aim of the project is to better understand the meaning of responsible exit as European brands are asked to leave the context by global labour unions due to the inability to carry out human rights due diligence.



Additive Manufacturing for Circular Economy and Decarbonisation

Period Covering: September, 2021 - September, 2026

Department: Sustainability | Logistics

The project explores how additive manufacturing could enable both circular economy and industrial decarbonisation.



Understanding the full lifecycle impacts of a single-portion sachet and barriers to the adoption of refill alternatives in SE Asia

Period Covering: September, 2022 - September, 2026

Department: Sustainability

The project uses life cycle analysis to evaluate the environmental impact of sachet in southeast asia and explores the alternative circular business models (refill business model) as well as its associated barriers.



The Role of Green Technology and Artificial Intelligence in Sustainability Manufacturing

Period Covering: September, 2024 - September, 2028

Department: Sustainability | Logistics and Supply Chain

The project explores the use of AI and clean technologies in improving the energy and resource efficiency of food production sector



Developing Agency for Sustainability Transitions

Period Covering: April, 2024 - March, 2026

Department: Sustainability

The transition to a sustainable future requires deep structural change to business ecosystems. Yet how managers develop agency to contribute to this transition has not received explicit focus. This study explores the experience of executives playing a game that simulates such a transition. Three spheres of agency for sustainable transitions emerge: re-imagining the structure of ecosystems,

renegotiating each organisation's role within that structure, and regenerating the organisation to enable it to participate in a reshaped ecosystem. Four characteristics of the learning experience are identified that help participants to develop this agency experientially. The study thereby identifies principles for sustainability education to develop change agents ready to lead structural change for sustainability



ECO-READY

Period Covering: November, 2022 - November, 2026

Department: Logistics and Supply Chain

ECO-READY project aims to address food security issue under major influence from climate change and biodiversity change, by providing a state-of-the-art data and knowledge platform for monitoring key drivers of food security and providing decision-support tools.

ECO-READY is funded by Horizon Europe and UKRI



BBSRC-SKILLS-CM

Period Covering: February, 2026 - July, 2027

Department: Logistics and Supply Chain

SKILLS-CM (Skills & Knowledge in the Lifecycle of Critical Minerals) aims to identify, map, and evidence the UK's skills and capability requirements for building resilient, circular Critical Minerals (CM) recycling chains.

Long term objective is to build into bigger funding proposal for BBSRC/UKRI.



Research Awards

In 2025, Cranfield School of Management was awarded 1 research award for responsibility- and/or sustainability-related research.

Best Presentation Award

Granter: 11th CIRP Conference on Assembly Technology and Systems (CIRP CATS)

Grantee: Richard Fox, Rui Li, Gustav Jonsson, Farzaneh Goli, Miying Yang, Emel Aktas, and Yongjing Wang

Award Description:

The Best Presentation Award was presented at the 11th CIRP Conference on Assembly Technologies and Systems (CATS 2026) in Hong Kong for the paper “State-Augmented Graphs for Circular Economy Triage.” The award recognises the authors’ excellence in presenting their research on improving circular economy triage and decision-making.

Research Presentations Related to RME and/or Sustainability

In 2025, Cranfield School of Management gave 5 research presentations related to RME and/or sustainability.

Towards a Circular Economy: from words to action

Authors: Miying Yang

Date of publication: December, 2025

Department: Sustainability

Invited presentation to more than 50 members of the Green Business Network, primarily SME owners in Central Bedfordshire. The presentation shared research and practical approaches relating to sustainable and circular business, highlighting opportunities for businesses to improve resource efficiency, retain value from products and materials, and integrate sustainability into business operations and innovation. The engagement helped translate academic sustainability research into insights relevant to local businesses and SMEs.



From Sustainability to Strategy: Value Mapping for SME Growth

Authors: Miying Yang

Date of publication: December, 2025

Department: Sustainability

Presentation delivered at “Growth Central: Nurturing Innovation Across Central Bedfordshire”, organised by Central Bedfordshire Council and attended by representatives from local government, businesses and academia. The presentation shared research and innovation relating to sustainable and circular economic development, highlighting opportunities for businesses to identify opportunities for creating sustainable value and enhance regional economic development.



Digital technologies for circular economy

Authors: Miying Yang, Cranfield University

Date of publication: February, 2025

Department: Sustainability

- Audience Size: 1000+ (including in-person and online)
- Primary Audience: A large number of industrial professionals and a small number of academics in manufacturing and materials



Digital technology and business model innovation for circular economy

Authors: Miying Yang

Date of publication: February, 2025

Presented at: Innovate UK Materials and Manufacturing Showcase

Department: Sustainability

Presentation delivered at the Innovate UK Materials and Manufacturing Showcase to an audience of more than 1,000 participants, primarily industry professionals working in manufacturing and materials. The presentation shared research on sustainable manufacturing and the circular economy, including approaches to retaining the value of products, components and materials through circular strategies. It highlighted the role of business model innovation and emerging digital technologies in supporting more resource-efficient and sustainable manufacturing systems.



The adoption of digital technologies for sustainable aquaculture

Authors: Miying Yang

Date of publication: October, 2025

Presented at: Food Security Symposium 2025

Department: Sustainability

Invited presentation at the Food Security Symposium 2025 exploring how digital technologies and business model innovation can support sustainable aquaculture. Miying shared two of her projects in adopting digital technologies for sustainable shrimp farming and further discussed how this could be applied in wider food sector.



Publications Related to RME and/or Sustainability

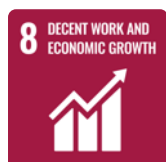
Risk assessment for digital transformation projects in construction Enterprises: an enhanced FMEA model.

Authors: Miying Yang, | Emel Aktas, | Li T, You J, & Dong Y

Date of publication: May, 2025

Department: Sustainability | Logistics and Supply Chain

Expert systems with Applications, The International Journal. The paper develops an enhanced Failure Mode and Effects Analysis model for assessing risks in construction-sector digital transformation projects. It combines the MABAC decision-making method with Grey Relational Analysis to capture positive and negative relationships among failure modes, enabling organisations to prioritise risks and develop more precise mitigation strategies.



Barriers to replacing single-use packaging with circular reuse business models: a UK and Vietnamese context. Cleaner and Responsible Consumption, 21

Authors: Miying Yang, | Cullen E & Sule MN.

Date of publication: February, 2026

Department: Sustainability

Using 11 stakeholder interviews and a consumer survey involving 326 respondents in the UK and Vietnam, the paper identifies eight interconnected barriers to “refill on the go” business models. These include consumer-, business-, policy- and regulatory-level barriers, with important differences between the two countries. It concludes that consumer willingness alone is insufficient: scaling reuse requires coordinated policy, education and context-specific business strategies.



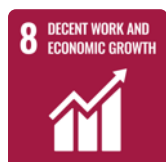
Value co-creation in B2B industrial digital platforms: a platform-native perspective under service-dominant logic. Technovation, 153

Authors: Bai W, Wu D, Yang M & Liu T.

Date of publication: May, 2026

Department: Sustainability

Based on a longitudinal case study of Alibaba's Taofactory platform, the paper examines how a platform-native technology company enters industrial markets and co-creates value with manufacturing businesses. It identifies three value co-creation strategies—resource integration, service exchange and institutional arrangements—and explains how platforms can evolve from transaction platforms to solution platforms and ultimately to industrial platform ecosystems.



Hidden in plain sight – using a scoping review to reveal the neglected sachet economy crisis. Cleaner and Responsible Consumption, 20

Authors: Miying Yang, | Cullen E, Pexas G & Sule MN.

Date of publication: December, 2025

Department: Sustainability

This PRISMA-based scoping review examines the environmental and socioeconomic problems associated with single-portion, multilayer sachets, particularly in Southeast Asian and other lower-income economies. It finds a serious shortage of empirical research, inconsistent terminology and heavy dependence on grey literature. The paper calls for stronger research and policy attention to sachet impacts and to higher-priority alternatives such as packaging prevention and refill systems.



What are the impacts of climate change and biodiversity on food security? A systematic literature review.

Authors: Nam Vu, | Michael Bourlakis, | Ioannis Manikas,

Date of publication: June, 2026

Department: Logistics

Published in Agriculture & Food Security Journal.

This research provides a systematic review of Food security drivers induced by climate change and biodiversity. Current literature points to a plethora of causes of food insecurity, among which climate change and the loss of biodiversity are highlighted as critical to all facets of food security. Following the Systematic Literature Review approach, 342 peer-reviewed studies were selected and synthesised. Our findings identified 11 categories of climate change drivers and 9 categories of biodiversity drivers of food security. These drivers were found to impact the habitats, phenology, physiology, behaviours, and resilience of crops and animals, which are related to the availability, accessibility, utilisation, and stability of food security. Findings from the literature strongly indicate adverse impacts from various climate change drivers, notably increased temperature, precipitation changes, and increased sea temperature. On the other hand, biodiversity drivers are found to be beneficial to food security when adopted to the current food system. The literature highlights diversity in plants and crops, diversity in soil biota, and agroforestry as some important drivers. Moreover, we found that the availability and accessibility pillars of FS are most mentioned in the reviewed studies, whereas the stability and utilisation pillars can be further investigated.



Diversity, equity and inclusion (DEI) and branding. The Sage Handbook of Brand Management. SAGE Publications Limited by Zarantonello, L. and Andreini, D. eds., 2026.

Authors: Lee, Z., Gambetti, R. and Alwi, S.

Date of publication: June, 2025

Department: Marketing

This chapter examines how brands can embed Diversity, Equity and Inclusion (DEI) into their brand management strategies in ways that are authentic, credible, and valued by consumers. The authors argue that DEI is no longer optional for organisations because consumers increasingly expect brands to reflect and support diverse societies.



Responsible Corporate Branding as a Core of Corporate Brand Equity and Reputation Management in a Challenging World

Authors: Anisimova, T., Syed Alwi, S.F., Melewar, T.C. and Mavondo, F.

Date of publication: January, 2026

Department: Marketing

Published online to Springer Nature Limited.

This editorial argues that responsible corporate branding is now essential for building and protecting corporate brand equity and reputation. The authors highlight how organisations must balance commercial objectives with ethical behaviour, sustainability, social inclusion, stakeholder engagement, and authentic brand purpose in an increasingly complex environment shaped by misinformation, AI, geopolitical uncertainty, and stakeholder activism. The article introduces a special issue featuring studies on employer branding, AI-enabled customer interactions, sustainable consumption, crisis communication, rebranding, and privacy concerns, demonstrating that long-term corporate reputation depends on aligning business strategy with responsible and authentic brand practices.



Research Voices

The following statement demonstrates a way in which researchers at Cranfield School of Management bring sustainability and responsible management into their research.

Miying Yang is Professor of Sustainability

Miying Yang, Professor of Sustainability at Cranfield School of Management.



“My passion for sustainability research began in 2008, when I was a Master’s student exploring how manufacturing could become more environmentally responsible. Since then, I have dedicated my career to advancing manufacturing towards more sustainable, circular, and regenerative futures.

I currently lead Cranfield’s involvement in two major initiatives: the EPSRC-funded RoboTriage project and the EU COST-funded MultiViewLCSA network. RoboTriage brings together Cranfield, the University of Birmingham, and the Manufacturing Technology Centre to develop a circularity triage methodology, robotic technologies, and business models that can rapidly assess used products and identify the best solutions for retaining their value. Within MultiViewLCSA, I serve as Chair of the Early Career

Researchers Committee and Science Communication Coordinator, helping to connect more than 200 academics across Europe and build an inclusive, collaborative community in life cycle sustainability assessment. Both projects embody Cranfield's ethos of applied, interdisciplinary research that addresses real-world challenges. They also enrich our teaching by connecting students with practitioners and equipping them to shape more sustainable and regenerative futures."

Her research focuses on how to make manufacturing and supply chains more sustainable, circular and regenerative through digitalisation and business model innovation. She is passionate about working with industry and translating research into practical methods that address real-world business challenges. She developed the Sustainable Value Analysis Tool, which has helped more than 100 firms identify opportunities to create sustainable value and has been integrated into sustainability education across a range of programmes.

Research Barriers

In 2025, Cranfield School of Management identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Institutional policies and bureaucracy
- ❖ Time constraints



Partner

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

How We Define Partner

Cranfield School of Management partners with business, government, NGOs, and academia to co-create impactful research and education. Through world-leading research and education programmes we build and support communities that share knowledge, resources, and a common purpose. Through participatory approaches, we ensure partnerships advance our mission, support partners' goals, and deliver wider societal good.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)
- ❖ Graduate Management Admission Council (GMAC)

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 4 key partnerships at Cranfield School of Management.

Central Bedfordshire Council Scholarship Programme

Since 2021, Cranfield's Bettany Centre has partnered with Central Bedfordshire Council to deliver the Central Bedfordshire Scholarship Programme - a package of fully funded courses, workshops and decarbonisation support for local SMEs. Highlights include:

- - Business growth and scaleup masterclasses (Business Growth Programme, GrowthCurve Masterclasses, Ready for Scale)
 - Climate-action offerings (Ready for Net Zero Growth, Climate Action Planning)
 - "Exploring Sustainable Futures" simulation workshops to immerse business leaders in sustainability decision-making scenarios ([UN COP26 Conference to include Cranfield University Exploring Sustainable Futures game](#)).
 - Annual Cranfield Venture Day conferences showcasing sustainability and entrepreneurship, co-hosted with the Cranfield Sustainability Group.

Central Bedfordshire Council - Green Business Network

The Green Business Network brings together like-minded businesses and is part of our ongoing commitment to fostering a sustainable future through collaborative business practices. Through the network, businesses may help each other reduce energy and water consumption, eliminate waste, design products more sustainably, increase biodiversity, manage impact, gain an understanding of connected legal obligations, and put environmental issues at the heart of business decision-making.

We organise quarterly events and facilitate communications and collaborations among members. Central Bedfordshire Council funded 75 GBN membership places. We also work with our membership organisations to advance the Green agenda.

Faculty of Engineering and Applied Sciences and School of Management

The Cranfield Sustainability Network Speaker Series is an informal forum co-hosted by the Faculty of Engineering and Applied Sciences and the Sustainable Business group in the School of Management. Since 2020, it has hosted four to five early-evening events each year, featuring visiting speakers who seed discussions on pressing sustainability topics. It aims to embed a sustainability lens across leadership, business and innovation education, not as a standalone module but as a critical thread woven through the entire learning journey.

Highlights of 2025: Sustainability Network Speaker Series

- - Leadership storytelling communicating for influence and impact - Zoe Arden
 - Can the World's Fastest-growing Cities Redefine Sustainability - Neil Jeffery
 - Navigating This Polycrisis: Beyond the ESG Wave - John Elkington
 - Exploring Sustainable Solutions in a Materials World - Miying Yang, Mark Jolly, Simon Buckingham, Richard Johnston and Sarah Harrold

Supporting materials:

<https://www.cranfield.ac.uk/som/expertise/sustainability/events-and-networking>

Pensioenfonds Detailhandel (Dutch retail sector pension scheme)

Cranfield's Dr Emmeline Cooper and Maastricht University's Professor Rob Bauer collaborated with Pensioenfonds Detailhandel to design and facilitate a Deliberative Mini-public. Forty-nine randomly selected pension scheme members convened over a series of sessions to learn about and debate responsible investment policy. Participants co-created 49 written recommendations, which were formally presented to the scheme's board.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Cranfield School of Management support sustainability and responsible management education.

Lisa Hale, Early Careers Manager, Metro Bank

Lisa Hale, Early Careers Manager, Metro Bank

"We have thoroughly enjoyed working with Cranfield University and supporting the MSc Sustainable and Digital Banking programme. The partnership provides a valuable opportunity to develop our colleagues' knowledge and skills, helping them stay ahead of the rapidly evolving banking landscape while ensuring FANs remain at the heart of everything we do. Through the programme, colleagues gain a deeper understanding of sustainability, digital innovation, and responsible banking, enabling them to deliver better outcomes for customers, communities and the business. We have been consistently impressed by the quality of the learning experience and the practical application of the programme, which supports the development of informed, future-focused banking professionals equipped to lead positive change across the sector."



Practice

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

How We Define Practice

Cranfield School of Management embeds responsibility and sustainability in its culture and governance. With clear accountability through frameworks like Times Higher Impact and the SDG Accord, we lead by promoting inclusion, staff well-being and ethical governance. Committees, volunteer groups and dedicated teams drive progress as a responsible employer and educator.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Environmental Policy Statement
- ❖ Employee Equity, Diversity, Inclusion

Policy Documents Related to RME and/or Sustainability

Biodiversity Action Plan (2)

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

BSi ISO14001 Certificate

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

EDI strategic plan

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

CU Annual Environmental Report 2425 final

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

Practice Awards

In 2025, Cranfield School of Management received 2 awards for responsible and/or sustainable practices.

Gold Award for Excellence in Leadership

Granter: Brandon Hall Group HCM Excellence Awards (2025)

Grantee: Cranfield School of Management

Award Description:

In 2025, Cranfield School of Management and Dole plc received a Gold Award for Excellence in Leadership Development for the programme Developing Talented Leaders to Drive Business. The award recognised the programme's success in developing leadership capability across Dole's global organisation and preparing leaders for future opportunities.

Silver Award for Best Unique or Innovative Talent Management

Granter: Brandon Hall Group HCM Excellence Awards (2025)

Grantee: Cranfield School of Management

Award Description:

In 2025, Cranfield School of Management and Kier received a Silver Award for Best Unique or Innovative Talent Management for the programme Building Talent for Sustainable Futures. The award recognised the programme's innovative approach to developing talent and equipping participants with the skills and insights needed for long-term professional growth.

Practice Voices

The following statement from stakeholders at Cranfield School of Management demonstrates our commitment to sustainable and responsible practices.

Helios Towers, leading independent tower company

Cranfield University, in partnership with Helios Towers, a leading independent telecom tower company, has been awarded Silver at the European Foundation for Management Development (EFMD) Excellence in Practice Awards. Competing with business schools around the world, the award recognises the impact of Cranfield's leadership development programme developed in close collaboration with Helios Towers.

Since 2021, Cranfield's Executive Development has worked with Helios Towers across a wide range of leadership and management initiatives. This includes the ongoing delivery of the Senior Leadership Development Programme, now in its sixth cohort, alongside Executive Committee and Executive Leadership Team events held across the Middle East. In 2025, the partnership also delivered a Commercial Excellence and Strategic Negotiation programme, which is set to run again at Cranfield in June 2026.

Graham Bell, Director of Executive Development and Professional Learning at Cranfield University, said: "This prestigious recognition confirms the impact that collaborative learning can achieve. Our partnership with Helios Towers demonstrates how tailored leadership development can deliver real organisational value, while supporting the growth of forward-looking leadership. I'm delighted to see this work recognised by EFMD."

Fatima Coninx, Group People Director, Helios Towers, said: "This recognition is a proud moment for Helios Towers and reflects our deep commitment to developing purpose-driven leaders who create lasting impact. Together with Cranfield University, we've built a programme that strengthens our people, our culture and our ambition to lead with excellence across our markets."

Chris Coghlan, Programme Director at Cranfield University said: "Cranfield is honoured to receive this award alongside Helios Towers. Over five years, this has been a highly effective partnership, enabling us to design and deliver development experiences that have supercharged Helios Towers' growth. We are most proud of the meaningful commitment to advancing female leadership across the Helios Towers. We would like to pass on our thanks to all those that have been part of the journey so far and we look forward to the next chapter of the partnership."

Continue telling your story

Green Team_PMRE report 2026 with Photos

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

Library Story with Photos_8 June 2026

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



Share

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



How We Define Share

Cranfield School of Management fosters a collaborative culture by sharing progress, challenges and opportunities in embedding responsible management. Through school-wide meetings, interdisciplinary networks and shared accountability, we build a strong team ethic. Shared learning and accountability drive our efforts to embed responsibility and sustainability through openness, innovation and continuous improvement.

Engagement Opportunities

Cranfield School of Management 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

Cranfield School of Management 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

Sharing Voices

The following statement from stakeholders at Cranfield School of Management demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Green Team Spirit: Connecting Campus for a Sustainable Future

Becky Wishart, Environment Officer (Communications), reflects on how she supports and celebrates grassroots sustainability efforts across campus – building momentum, sharing stories, and helping Cranfield’s community see themselves as part of the climate solution.

“As part of the Energy and Environment Team, I help lead the Green Team – a growing network of staff, students, and tenants who actively contribute to Cranfield’s sustainability ambitions both on and beyond campus. Together, we align with targets such as achieving Net Zero carbon emissions and Zero Avoidable Waste by 2030, as well as increasing biodiversity by 20%.

“What’s most powerful about the Green Team is its flexibility. Individuals can contribute in ways that suit their skills and interests – whether by joining the Energy Champions network to promote smarter energy use, or getting stuck in with tree planting, biodiversity surveys, and food growing projects. We run annual events such as Green Week, energy savings campaigns, charity collections, biodiversity walks, and habitat building – many of which also speak to wider values like wellbeing, inclusion, and financial resilience.

Engaging students is a core part of our mission. Each year, we collaborate with the Cranfield Students’ Association to recruit a student-led Green Team and support the elected CSA Green Officer. We also work with local authorities and environmental charities including Central Bedfordshire Council, Forest of Marston Vale, Earthwatch Europe, and the Wildlife Trust – to improve transport, create green space, and offer volunteer opportunities like the Hedgehog Friendly Campus programme. Cranfield has also supported my own development through IEMA training, software skills, and a part-time MSc, helping me better contribute to our environmental strategy. For me, the Green Team embodies the spirit of Ambition 2027 – enabling a collaborative, secure and environmentally resilient campus, while delivering on the University’s commitment to the UN Sustainable Development Goals.”

Communication Barriers

Cranfield School of Management faces the following barriers in transparent communications:



**Data privacy
regulations**



**Donor
sensitivities**



SIGNATORY

Cranfield School of Management



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<https://www.cranfield.ac.uk/som>