

The Principles for Responsible Management Education Community

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Responsible management education: The PRME global movement

The principles for Responsible Management Education Series

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Responsible Management Education

The PRME Global Movement



RESPONSIBLE MANAGEMENT EDUCATION THE PRME GLOBAL MOVEMENT

Written by many of the key influencers at the Principles for Responsible Management Education (PRME), the book focuses on advancing sustainable development into education, research and partnerships at higher education institutions and, specifically, at business schools, with the purpose of educating responsible leaders for today and tomorrow.

The book serves as a concrete source of inspiration for universities and other stakeholders in higher education on structures, processes and content for how to advance responsible management education and sustainable development. It articulates the importance of key themes connected with climate change, gender equality, anti-corruption, business for peace, anti-poverty and other topics that are related to the Sustainable Development Goals (SDGs). The book emphasizes the significance of local–global interaction, drawing on local action at management schools in combination with global knowledge exchange across the PRME community. In addition, the book clearly demonstrates the background, key milestones and successful achievements of PRME as a global movement by management schools in collaboration with a broader community of higher education professionals. It exemplifies action in various local geographies in PRME Chapters, PRME Working Groups and the PRME Champions work to advance responsible management education. The authors of the book are all globally experienced deans, professors, educators, experts, executives and students with a global outlook, who are united to advance responsible management education locally and globally.

The book will be invaluable reading for university leaders, educators, business school deans and students wanting to understand and embed responsible management education approaches across their institutions and curricula.

Mette Morsing is Head of PRME (Principles of Responsible Management Education), UN Global Compact. Before May 2020, Mette Morsing was the Mistra Chair of Sustainable Markets and Executive Director of Misum: Mistra Center for Sustainable Markets at Stockholm School of Economics, Sweden, and Professor of Corporate Social Responsibility at Copenhagen Business School, Denmark. She was the Founding Director of CBS Center for Corporate Social Responsibility in 2002, and she was the Academic Director of CBS Sustainability Platform 2011–16 working with sustainability across 14 disciplinary business school departments. She is the co-founder of Academy of Business in Society (ABIS, Brussels), where she served as a Member of the Board of Directors for 10 years. Mette Morsing has published in journals such as *Journal of Management Studies*, *Human Relations*, *Organization Studies*, *Organization*, *Business & Society*, *Journal of Business Research*, *World Development*, *Journal of Business Ethics* and *Business Ethics Quarterly*, among others. She also co-edited the textbook for leadership students, *Corporate Social Responsibility: Strategy, Communication, Governance* (2017; with Andreas Rasche and Jeremy Moon).



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Since the inception of the UN-supported Principles for Responsible Management Education (PRME) in 2007, there has been increased debate over how to adapt management education to best meet the demands of the 21st-century business environment. While consensus has been reached by the majority of globally focused management education institutions that sustainability must be incorporated into management education curricula, the relevant question is no longer why management education should change, but how.

Volumes within the Routledge/PRME book series aim to cultivate and inspire actively engaged participants by offering practical examples and case studies to support the implementation of the Six Principles of Responsible Management Education. Books in the series aim to enable participants to transition from a global learning community to an action community.

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The PRME Global Movement

*Authored by the Principles for
Responsible Management Education
community*

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CONTENTS

List of figures	xi
List of tables	xiii
Notes on contributors	xiv
Foreword by António Guterres	xxxiii

PART I

PRME into the Decade of Action	1
Mette Morsing	
1 PRME – Principles for Responsible Management Education: towards transforming leadership education	3
Mette Morsing	
2 PRME: an initiative of the UN Global Compact	13
Sanda Ojiambo	
3 PRME's role in advancing the broad view of business as a force for good	17
Ilian Mihov	
4 PRME – movement for relevant and ethical education	24
Danica Purg	

5	PRME looking back: enabling systems leadership	29
	Jonas Haertle	
6	Propelling PRME's promise: from our Peter Drucker moment to the end of climate gradualism	36
	David L. Cooperrider	
7	The road to love is never smooth: a look at PRME thirteen years on	47
	James P. Walsh	
PART II		
	Global PRME Chapters: making it happen in management schools	77
	Mette Morsing	
8	PRME Chapter Australia & New Zealand	79
	Mehran Nejati, Belinda Gibbons, Harsh Suri, Fara Azmat, Anna Young-Ferris, Suzanne Young and Swati Nagpal	
9	PRME Chapter Brazil	91
	Aline Calefi Lima, Fernanda Favoratto Martins Butenas, Flávio Hourneaux Junior, Ivete Rodrigues, José Antonio Fares, Maria Cristhina de Souza Rocha and Priscila da Paz Vieira	
10	PRME Chapter Central & Eastern Europe	106
	Mikolaj Pindelski	
11	PRME Chapter DACH (Germany, Austria, Switzerland): striving for positive change – continuous support of the PRME principles	122
	Christian Baumgartner, Lisa Fröhlich, Alexander Herzner, Anna-Theresia Krein, Regina Obexer, Daniela Ortiz-Avram and Tobias Viere	
12	PRME Chapter France-Benelux: history and future perspectives	138
	Emma Avetisyan, Kim Ceulemans, Krista Finstad-Milion, Eva Geluk, Hermina Kooyman and Mirjam Minderman	
13	PRME Chapter India: fragments from the journey	153
	Chandrika Parmar	

14	PRME Chapter Latin America & the Caribbean	169
	Maritza Arbaiza Ríos, Norman de Paula Arruda Filho, Naldi S. Carrión Puelles, Alfredo Estrada Merino, Consuelo García De La Torre, Victoria González Gutiérrez, Gustavo Fructuozo Loiola, Christiane Molina, Jorge Sanabria Villanueva, Patricia Stuart Alvarado, and Gustavo A. Yepes-López	
15	PRME Nordic Chapter	182
	Guénola Abord-Hugon Nonet, Caroline Aggestam Pontoppidan, Caroline Dale Ditlev-Simonsen, Jan Hermes, Leena Lankoski, Sofia Lundberg, Sanchi Maheshwari, Maria Perrotta Berlin, Samuel Petro Sebhatu, Nikodemus Solitander and Mattias Sundemo	
16	PRME Chapter North America: rooting PRME in different national, regional, cultural, and linguistic landscapes	198
	Rumina Dhalla, Elizabeth Collier, Cathy DuBois, Joel Harmon, Janet Riola Hale, Heather Ranson and Jeana Wirtenberg	
17	PRME Chapter UK & Ireland	214
	Alec Wersun and Carole Parkes	
PART III		
	Global PRME Working Groups (WGs): delivering research with impact	235
	Mette Morsing	
18	PRME Working Group on Anti-Corruption	237
	Matthias Kleinhempel	
19	The PRME Anti-Poverty Working Group	252
	Britta Kronbach	
20	PRME Working Group on Business for Peace	267
	Christina Bache and Robert Sicina	
21	PRME Working Group on Climate Change and Environment	275
	Petra Molthan-Hill, Alex Hope, Muhammad Usman Mazhar and Rachel Welton	
22	PRME Working Group on Gender Equality: reflections	291
	Melissa S. Fisher, Ghada Howaidy and Gudrun Sander	

23	PRME Working Group on Humanistic Management: transforming business to protect dignity and promote well-being	303
	Michael Pirson	
24	PRME Working Group on Sustainability Mindset: creating change leaders through transformative learning	313
	Isabel Rimanoczy and Ekaterina Ivanova	
PART IV		
	PRME partners, champions, research, students, and business: engagement and action to make a change	329
	Mette Morsing	
25	PRME partners: from engagement to partnership	331
	Luisa Murphy and Nikolay Ivanov	
26	PRME Community Toolbox	341
	Nikolay Ivanov and Luisa Murphy	
27	PRME Champions	352
	Urs Jäger, Luisa Murphy and Nikolay Ivanov	
28	Responsible management education research: achievements, risks and opportunities	372
	Paul Hibbert	
29	oikos International and the Decade of Action	386
	Oliver Braunschweig, Giuliana Longworth and J. Christopher Proctor	
30	Localizing collaboration between the UN Global Compact and PRME	401
	Ole Lund Hansen	
31	Business school education: transforming for impact	415
	Paul Polman	

FIGURES

0.1	United Nations Secretary-General, António Guterres	xxxii
5.1	Systems leadership elements according to Dreier, Nabarro and Nelson (2019)	30
7.1	PRME signatories in the world: 2008–2020	52
7.2	PRME signatories by region: 2008–2020	53
7.3	PRME signatories by region: a closer look	54
7.4	The rise of stakeholder thinking: 1984–2020	61
8.1	SDGs covered in students' submissions for PRME Pitch Challenge 2020	83
8.2	Perception of AUSNZ chapter members about the role of chapter in advancing PRME and SDGs within the next five to ten years	89
11.1	SDG Teaching Map	124
11.2	The moral learning model of Kohlberg	130
11.3	The UN PRME Helix competence model	132
11.4	Implication on teaching	132
14.1	Annual evolution of PRME signatories in Latin America and the Caribbean	173
14.2	Action reports from PRME signatories in Latin America and the Caribbean	174
28.1	Categories of RME research	374

29.1	What needs to happen for the world to achieve the SDGs by 2030?	389
29.2	How would management education have to change to help achieve the SDGs?	393
29.3	Provisional “building blocks of business education” from the oikos design your own curriculum project	397

TABLES

7.1	Percent PRME Signatories in Six Regions of the World	55
7.2	Looks Can Be Deceiving: The Top 15 PRME Signatory Schools as a Percent of all Business Schools in the Country	56
12.1	France-Benelux Signatory Schools (France-Benelux PRME Chapter, 2020)	142
12.2	France-Benelux Chapter Framework for the Development of Collaborative Projects	143
14.1	Regional PRME report sources	179
15.1	Overview of E-learning mechanisms for ESD	190
21.1	Policies and Strategies Resources: PRME Working Group on Climate Change and Environment Global Repository	283

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FOREWORD



FIGURE 0.1 United Nations Secretary-General, António Guterres.

UN Secretary-General António Guterres

“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.”

A new world is taking shape. More and more people are recognizing the limits of conventional yardsticks such as gross domestic product, in which environmentally damaging activities count as economic positives. Mindsets are shifting. And we see inspiring waves of social mobilization

by young people. From protests in the streets to advocacy online, from classroom education to community engagement, from voting booths to places of work, young people are pushing their elders to do what is right. This is a moment of truth for people and planet alike. COVID-19 and climate have brought us to a threshold. We cannot go back to the old normal of inequality, injustice and heedless dominion over the Earth. Instead, we must step toward a safer, more sustainable and equitable path. We have a blueprint: the 2030 Agenda, the Sustainable Development Goals and the Paris Agreement on climate change.

Secretary-General António Guterres (2021)

Part I

PRME INTO THE DECADE OF ACTION

Mette Morsing

As a point of departure, United Nations Secretary-General António Guterres, in the Foreword, signals his support and reminds us of the urgency of PRME's role to nurture responsible leaders to achieve the SDGs. Part I begins with a chapter (Chapter 1) by Mette Morsing, Head of PRME, who takes stock of the urgent need "towards transforming leadership education." In Chapter 2, Sanda Ojiambo, CEO and Executive Director of UN Global Compact, makes a supportive statement of how PRME serves as an initiative of the UN Global Compact and discusses PRME's important role in facilitating collaboration between academia and business, foreshadowing the many new collaborative initiatives between UN Global Compact and PRME. In Chapter 3, Ilian Mihov, Dean of INSEAD and Chairman of the PRME Global Board since 2020, builds on the role that PRME can play in facilitating business to serve as a "force for good". He provides the much needed optimism and inspiration about PRME's role in transmitting ideas through advocacy, collaboration with the UNGC and knowledge exchange. In Chapter 4, Danica Purg, President of IEDC – Bled School of

Management and President of CEEMAN, discusses the recent process and importance of setting a new strategic direction for PRME based on her crucial role leading PRME's Interim Management Council 2020–2021 and accordingly resetting PRME ambitions. Subsequently, in Chapter 5, Jonas Haertle, Former Head of PRME, looks back on PRME's evolution since its launch by Ban Ki-moon, former UN Secretary-General, at the UN Global Compact Leaders Forum Summit in Geneva, Switzerland in 2007. Haertle traces the history, start and growth of PRME through the lens of systems leadership, calling on PRME to take collective action, engage in new and innovative approaches, collaborate with networks of diverse stakeholders and develop strategies that are adaptive and flexible. This is followed by a chapter by another significant individual of the PRME movement: Professor David L. Cooperrider, Case Western Reserve University. In Chapter 6, he informs us of our understanding of the future by providing the context for PRME's emergence, its "Peter Drucker moment" and the corresponding ideas that came to be part of its "DNA." Part I concludes with a carefully investigated challenge put forth by Professor Jim Walsh, Ross School of Business, University of Michigan, and PRME Global Board Member, to consider PRME's global footprint over the last 13 years. He shows that there is a large disparity between business and management school signatories in the Global North and Global South. While Jim reminds us that the "Road to Love is Never Smooth," his critical questions provide motivation for PRME to deliver on its promises in the Decade of Action.

1

PRME – PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Towards transforming leadership education

Mette Morsing

1.1 The need for leadership education to focus on societal betterment

Business school education plays a fundamental role for the business strategies, economic tools and decision-making frameworks that are put into practical business reality every day by managers in millions of businesses today. Indeed, the reach of business school is unprecedented with millions of undergraduate and graduate students as well as professional leaders engaging in leadership and executive training at business schools.

With a UN mandate in 2017, the Principles for Responsible Management Education (PRME), an initiative of the United Nations, is set into existence to raise the sustainability profile of business schools around the world. Today, we are a UN movement of more than 800 signatory schools with access to an ever-evolving network of around 3 million students and 200,000 faculty. According to recent estimates, more than 15,000 business

schools exist in the world today (see Jim Walsh's chapter in this book). Unfortunately, no such assessment of the total number of business school students at a global scale at any moment in time seems currently available. But the number of business schools in the world and the impact that they have on students is daunting to imagine. The impact on the direction of the world that our students have is ultimately the goal of PRME. Our students can change that direction for the better as they enter private and public organizations to make influential decisions and create real on-the-ground economic impact for social and environmental life.

Business education comes with a huge opportunity to change the world. As a voluntary initiative, Principles for Responsible Management Education (PRME), with more than 800 signatory schools and universities in support of education, research and operational activities toward responsible management and sustainable development, provides a promising global platform. Leadership education institutions are the centerpiece on the 'supply side' of business talent. This is where business mindsets and frameworks are cultivated, challenged and advanced. This is where new ideas can be scaled and can contribute to form the direction of the world.

One important centerpiece informing leadership education concerns the ongoing debate on what the purpose of business is. In this debate, the introduction of the stakeholder model in the early 1980s (Freeman, 1984) was a turning point. Importantly, it redirected the debate from a focus on serving shareholders, the legal owners of the corporation, to emphasize the purpose as being serving stakeholders more generally.

Today, the stakeholder model is being redefined. Putting the corporation at the center of the stakeholder model was the norm in the early days when the stakeholder model was first introduced to management scholarship. This stakeholder model from the 1980s presents a corporate-centric model and does not necessarily question the 'growth assumption' as a corporate goal. It is supportive of an economic logic, where the corporation takes into consideration its stakeholders in order for itself to grow. Today, there is a new urgent request from not only businesses but from business school students to challenge the global assumption of growth and the positioning of the corporation at the center of such a model. Recently, this has been referred to as 'purpose-driven business'.

The notion of 'purpose-driven business' defines the purpose of business as first and foremost being in the service of society. The ultimate goal

of any business – independent of size, industry or geography – is to serve societal betterment. This changes the positioning of business as being at the center of the stakeholder model. If the ultimate purpose of business is to serve society, society must be at the center of the model and business is one of the many stakeholders working with a goal of improving society.

In our education of leadership students, we need to rewrite the curriculum to fit this purpose. Our students must develop a mindset where society is at the center of the stakeholder model and the frameworks, analyses and models they are taught must serve this ‘society-centric’ redefined stakeholder model.

Putting society at the center has a number of implications for the way we teach business. It challenges the basic ethical standards for norms of trust, responsibility and fairness that guide managerial practice. And it challenges what is considered ‘success’ in business and how to become an accomplished ‘responsible leader’.

1.2 The idea of leadership education and the professionalization of the ‘manager’

The idea of responsible leadership is not new. In fact, the idea is at least as old as the business school itself. The establishment of North American business schools in the early 20th century with an ambition of professionalizing management came with an articulated effort to frame business education as ‘possessing a higher purpose than mere “moneymaking”’ (Khurana and Penrice, 2010: 5). Just as education of medical doctors and lawyers installed a sense of social duty for society in their students, so too were ideas about educating a ‘socially conscious leadership for the nation’ (ibid) and expectations to train business professionals to take into consideration social implications of their occupation and to develop a ‘heightened sense of responsibility’ (ibid) specifically articulated for business education. In the European university system that came to be a role model for the European business school, the 18th-century German Humboldtian idea of higher education emphasized the dual purpose of *Bildung* and *Ausbildung*. The basic ambition of Humboldt was – for the betterment of society – to educate people to become world citizens with a holistic outlook, to become autonomous individuals developing their own reasoning powers to decide between right and wrong (*Bildung*), while at the same time providing

them with more specific professional skills required through schooling (*Ausbildung*). Ingrained in the Humboldtian ideal was the acknowledgment of being skillful and ‘well-informed’:

There are undeniably certain kinds of knowledge that must be of a general nature and, more importantly, a certain cultivation of the mind and character that nobody can afford to be without. People obviously cannot be good craftworkers, merchants, soldiers or businessmen unless, regardless of their occupation, they are good, upstanding and – according to their condition – well-informed human beings and citizens. If this basis is laid through schooling, vocational skills are easily acquired later on, and a person is always free to move from one occupation to another, as so often happens in life.

Quoted in *Profiles of educators: Wilhelm von Humboldt (1767–1835)* by Karl-Heinz Günther (1988; doi:10.1007/BFo2192965)

Management education has been critiqued for having become a matter of training ‘business technicians’, as Joseph Willits, Wharton School’s former Dean, put it many years ago. His ambition was to make it clear that educating business leaders with ‘a sense of statesmanship’ had become underappreciated yet was most urgently needed to develop healthy societies (Willits [1934] cited in Khurana and Penrice, 2011: 5/6). Along the same lines of critique, the value of business schools’ existence has been questioned profoundly (Parker, 2018). The critique points to the ideology and norms business schools set for students and alumni to focus primarily on their own personal rewards as the most important goal instead of teaching them how to make business a leverage to address the global challenges. Basically, it is argued, business schools are educating managers to favor shareholder value and deprioritize societal development. Others argue that the reason for why the world is not on track to achieve the SDGs is that ‘sustainable development’ is not a self-organizing property of market-based economic systems, which some market economists tend to promote and which, oftentimes, permeate the curriculum. As stated in the TWI2050 Report,

Market-based economic growth alone is rarely socially inclusive and environmentally stable. Without countervailing policies, markets are often reasonably efficient but also highly unfair making the rich richer and the poor poorer. Moreover, producers and consumers rarely have the incentive to protect the air, water, soils, and climate, since most of the damage

they cause is incurred by others, including future generations, rather than themselves.

p. 11

In other words, markets thrive on exploring public goods while underproviding society with new public goods. 'The challenge is therefore', as stated in the TWI2050 Report, 'to re-embed markets and shape them towards the sustainability goals' (TWI2050 Report: 11).

Business schools are asked for critical self-reflection when the markets' relation to society is under critique. In the aftermath of the 2007 financial crisis, business schools were a target of ethical inquiry and they are now again a target as businesses are seen to not contribute enough to reduce environmental pollution and improve labor standards and human rights.

The new turn comes with a conspicuous request to not only reshape but to actually 'transform markets' toward a purpose of sustainable development of the planet and its people in the long-term consideration for the world and the many next generations. The rise in business scandals and disrespectful corporate behavior toward the environment and human rights contributes to a rising skepticism toward business. Businesses are, sometimes, seen to contribute to worsening the situation in spite of claimed good intentions. Our colleagues from the natural sciences are providing science-based proof about the scarcity of the planet's resources, notably evidenced and forecasted by the 'planetary boundaries' framework, and are urging business school scholars to establish the green agenda at the very core of the business school curriculum (Rockström). At the same time, the need to also bring ethics and social skills into the classroom is emphasized. A report on 'CEO Success', from management consultants Strategy&, published in 2019, reveals that for the first time since 2007 'more CEOs had to leave their job due to ethical lapses and misconduct (39%) than due to poor financial performance (35%) or conflicts with the board (13%)' (Rasche, 2019). Across these observations, urges and critiques, there is a new shared understanding: that while business is the source of global problems, business is also one of the important partners in solving them (Guterres, 2021) and accordingly there is an urgent need to advance the managerial skillset.

In that context, it seems natural to ask about the role of those institutions that educate and train the leaders who make those strategically

impactful decisions to invest, divest, source, produce and recruit in these businesses. It has been stated again and again over the past few years that it is time to reimagine the role of the business school – that it is time to ask the basic question of how business schools can establish the idea in our students to consistently challenge themselves to ask what their companies can do for society instead of what society can do for their companies and their owners.

Management education is a normative endeavor in which assumptions about right and wrong ways of leading people and making decisions underpin the curriculum and not least the hidden curriculum, that is, the unwritten, non-articulated and often unintended values and perspectives that students are exposed to (Blasco, 2020). As educators, we communicate social and behavioral expectations to our students and set a tone for ethical and social interactions in the classroom and beyond, regardless of whether we have planned to do so or not. Nitin Nohria, former Dean of Harvard Business School, puts an emphasis on the responsibility of the business school classroom this way: “Today’s business school students who don’t identify and correct what they are doing wrong are tomorrow’s chief executives making the same mistakes with a large company” (Nohria, 2019). In the classroom, through education, profound norm-setting, analytical framing of problems and solutions, and not least role modeling, business-school students are taught how to navigate in the global and local markets: how to manage, what to decide and whom to impact in what ways.

The classrooms in higher education have real-life and direct implications. A recent study shows how an only two-week long Chicago-style economics course influenced how judges started to use more economic language and rules against regulators, which led to harsher sentences overall and even years after completing the course. The study also shows how this effect spread to their peers (Ash, Chen and Naidu, 2019). Classrooms and their explicit and implicit curricula are not trivial matters. They matter.

1.3 Educating world citizens

Since the 2007 mandate from the UN Secretary-General, the role of PRME has been to advance the idea of responsible leadership via management education. PRME serves as the main UN-supported initiative to advance

education on responsible leadership and sustainable development. Since its launch, PRME has been a convening platform for knowledge exchange on responsible management education with a vision to create a global movement and thought leadership on responsible management education. In this mandate to PRME from the Secretary-General of the United Nations, there is no uncertainty that serving societal betterment is the end goal. This comes with a responsibility to inspire education of responsible leaders to become ‘world citizens’ with the skills and the mindset to address urgent problems of climate change, rising inequalities and disregard for human rights. It is often said that we already have the technologies and the skillset (i.e., via the *Ausbildung*) needed to solve these global challenges but we have not yet the global governance structures and the mindset (i.e., the *Bildung*) that enable us to actually do it.

PRME has an important and exciting journey ahead and a huge responsibility to contribute to transforming leadership education with the purpose of educating the kind of leaders that the world needs. We need to work actively on many fronts. I will finish this chapter by pointing towards three overall areas that we as educators specifically need to focus on.

First, we need to focus on the content we teach our students: we must redefine what it means to be a successful and responsible leader. We need to rewrite our textbooks and put societal betterment at the center as the object for what it means to be a successful leader.

Second, we need to develop new pedagogies to advance innovative thinking and creative solutions for our students to develop the competence to address the world’s complex wicked problems. We must advance a holistic skillset as we educate the world’s future managers.

Third, we need to develop new ways of assessing the impact of our business schools and universities, and engage the wider ecosystem in promoting more relevant and timely ways of accounting for our impact that are in line with the needs of the world today.

The good news is that in many business schools and universities of the world, deans are responding to the critique with transformational plans of curriculum change and pedagogical development. Inspired by other professions, some business school deans are now asking their students to take an oath at their graduation about being socially responsible businessmen and women, to install a sense of respect and professional obligation to

serve society. Other business schools have changed their visions and strategies and have integrated ambitions of educating youth to serve the idea of 'business for society'. The very basic idea that we educate students to understand that business is a means and societal betterment is the end – and not the other way around – often requires a dramatic shift in strategy. And such a shift in strategy comes with new obligations and transformations. It is not 'just words' on paper. It has real implications for educational strategies and direction.

Interestingly, what we are witnessing today in higher management in many business schools is a turn to – or a re-turn to – giving emphasis to the original early 19th-century business school purpose of producing 'socially conscious business leadership' (Khurana and Penrice, 2010: 3), 'who will handle their current business problems in socially constructive ways' (Donham, 1927: 24). But while this carried a slightly patriarchal tone in the 1920s, today the idea is oriented toward what we may refer to as a 'collaborative turn' and what others have labeled a 'cooperative advantage' (Strand and Freeman, 2015).

Today, business schools have the potential to significantly set a global agenda to advance responsible management and to support the transformation of the Sustainable Development Goals (SDGs) from words into action. As generators of novel scientific research and based on a platform of research-based education, business schools are trusted by the general public to set 'the tone' for future responsible decision-making – beginning in the classroom.

The mission for PRME is to generate a movement to transform management education – to evidence, inspire and impact the role of business schools and universities for sustainable development. To reach this mission, PRME will continue to connect, collaborate and engage with partners all over the world.

I opened this chapter by emphasizing the normative implications of leadership education on how business serves as agents for the benefit of the world. I end this chapter by stating that I acknowledge the daunting task ahead of us, but noting that I am cautiously optimistic, as I see how a growing number of leadership education institutions and the ecosystem of ranking, rating and accreditation institutions are directing attention to the fundamentally needed reorientation of leadership education.

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2

PRME

An initiative of the UN Global Compact

Sanda Ojiambo

The Principles for Responsible Management Education (PRME) is an initiative of the United Nations Global Compact and the world's largest UN initiative on responsible management education. PRME is an integral part of the UN Global Compact, and PRME's achievements and ambitions provide me with hope that business of today play an even more central part in the societal transformation of tomorrow that is needed to achieve the Sustainable Development Goals. I believe that PRME's commitment to equipping students with the knowledge, acumen, mindset, and capabilities for a rapid and scalable betterment of society is crucial as today's students are tomorrow's heads of companies, heads of countries and heads of organizations driving impact around the world. Ultimately, responsible educational efforts will produce better citizens and future leaders to create the world we want.

The UN Global Compact was founded in the year 2000, and we remain deeply committed to our mission. That means advancing the Ten Principles that our 14,000+ signatory companies and 3,000 non-business participants

have pledged to follow in their strategies, operations, and supply chains. At the heart of the Ten Principles are respect and support for human rights, labor rights, the environment and stopping corruption. Given the worldwide social and economic impacts of COVID-19, these universal principles are more relevant than ever. They can provide inspiration and a moral compass for business in uncertain times. As the world's largest corporate sustainability initiative, the UN Global Compact encourages business leaders everywhere to use the Ten Principles as their guide in responding to the pandemic and remaining resilient and competitive. To build forward better, the business community needs a coordinated plan based on the Ten Principles and the 2030 Agenda for Sustainable Development.

Academia is one of the key institutions that must be involved in developing such a plan. Through PRME, we engage with business school deans, faculty, and students to take action on a range of issues – from poverty, inequality and climate change to sustainable finance and human rights. More than 800 business schools in 98 countries have signed up with PRME to integrate sustainable development into their research, education programs, and partnerships. We need more and better research to understand how we may best transform our societies. We need more and better education to ensure that leaders in the world make the right decisions to ensure the long-term prosperity of the planet. Educating the next generation of managers about ethics, responsibility and sustainability will help us Recover Better from the COVID-19 crisis. It will also help us achieve success in this Decade of Action to achieve the Sustainable Development Goals.

Business – big MNCs as well as small SMEs – Management Education and Research must work hand in hand to address and solve some of the grand challenges in the world today. We must address the world's challenges already in the classroom and prepare the next generation of leaders how to think not only about profit but importantly how their business principles and business purpose and their decisions can influence the long-term sustainability of the world. Put simply, Purpose, Principles, and Profit must co-exist for long-term business sustainability. I am proud to see how the UN Global Compact together with PRME invites such collaborations to flourish.

If COVID-19 has taught us anything, it is that our collective health and prosperity depend on business, science, civil society, and government working together with a common goal: Leave no one behind. Even before the pandemic, the world was off track to meet many of the 17 Sustainable

Development Goals and their 169 associated targets. Now, it is crystal clear that ‘business as usual’ is not enough. ‘Business school as usual’ is not enough, either. Just as companies of all sizes must integrate sustainability into their operations and supply chains, business schools must rethink their impact on society.

As one of the most influential institutions in contemporary society, business schools are well positioned to explore and set norms and frameworks in which business can contribute to more equal and just societies and the twin global crises of climate change and rising inequalities.

I am particularly happy to see how PRME signatory schools, PRME Chapters, PRME Working Groups, and PRME Champions encourage the research community and students to collaborate with business leaders and policy makers. It is no longer about ‘the more management education the better.’ It is more about what kind of ‘management education’ we deliver to young people and executive students that matters and has never been more important than today. Management education is indeed the key ‘supply side’ to the kind of business decisions that will change the world – for the better (or not!). We must ensure that the business school and university ‘supply side’ is supported, tuned in and ready to support the future prosperity of the planet and its people. We need to systematically ask ourselves self-reflective questions such as, how do we encourage students to think about business as organizations placed in the world to improve society (and not the other way around: that society is there to improve business)? How do we best encourage students to learn the basic skills of running a business effectively and efficiently – keeping in mind that effectiveness and efficiency must go hand in hand with supporting a sustainable planet and a more just society? These are not trivial questions and they invite systems thinking and a mindset that is oriented toward the common good rather than supporting narrow and isolated interests.

Recent research has suggested the notion of the ‘cooperative advantage’ as the way forward to create a more sustainable and just world. This is a sharp contrast to the ‘competitive advantage’ we were taught once and still is taught in much management education (Strand & Freeman, 2015). The very basic idea is, that to develop a more sustainable planet and a more just world, businesses must think in networks and adopt systems thinking

to advance collective progress instead of isolated individual advancement. Together, we can make a stronger performance to Recover Better.

That puts a new exciting challenge on business and accordingly on business schools. Very concretely, it means that PRME, as part of the UN Global Compact, can inspire the world by inspiring and setting a new tone for collaboration between business and business schools.

I truly look forward to PRME building an even closer relationship between business and academia and to driving forward the success and achievement of business leaders who run their businesses responsibly, upholding the Ten Principles and delivering on the Sustainable Development Goals.

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3

PRME'S ROLE IN ADVANCING THE BROAD VIEW OF BUSINESS AS A FORCE FOR GOOD

Ilian Mihov

Over the last few decades, one story about business as a force for good has prevailed. According to this narrative, business' sole purpose is to serve society as the engine for economic growth. With hundreds of millions of people across the developing world lifted out of poverty and dramatic improvements in living standards, child mortality rates, and health care, one could argue that there is no need to question this interpretation of business. Yet the existence of immense challenges such as environmental challenges, cybersecurity threats, economic strain, and geopolitical tensions as well as the growing erosion of trust in business¹ suggests the contrary.

Since 2000 and the launch of the United Nations Global Compact (UNGC), there has been a growing acceptance that we need to view business as a force for good through a broader lens. With over 10,000 company members that integrate the UNGC Ten Principles on human and labor rights, the environment and anti-corruption into their strategy and operations, there is evidence that business does not only exist to create economic growth but also to contribute to positive development. The adoption of

the United Nations Sustainable Development Goals by all United Nations Member states in 2015 and the central role for business in the achievement of the goals confirms this changing mindset.

But, as we know, a change in mindset takes time and it is difficult to reverse negative impacts on people and the climate. Therefore, we need academics as well as business and management schools to take responsibility for educating current and future leaders on a broader, more holistic understanding of business and its role in sustainable development.

The UNGC's sister initiative, the Principles for Responsible Management Education (PRME) is a key vehicle for advancing this mission. Through its network of over 800 business and management schools, PRME galvanizes its members to commit to integrating six principles of responsible management into their research, education, and leadership. As recently appointed Chairman of the Board of PRME, I am honored to be part of this initiative and its potential to contribute to this change in mindset. But before we discuss the role of responsible management education and PRME's role in advancing change, we need to clarify why a broad view of business is better for business and society.

3.1 Broad and narrow views of business as a force for good

Today, there are two views of business as a force for good (Mihov, 2018). As we know, the narrow view of business as a force for good understands business purely as a vehicle for economic growth. Business builds factories, provides services, hires people, and creates output, income, and growth. This view is attractive because arguably, in the long-run, it is not possible to reduce poverty without economic growth. For example, in 1990, 66% of the Chinese population – 756 million people – lived in extreme poverty. By 2013, that number had fallen to 26 million, or less than 2% of the population. This is a miracle by historical standards and this miracle was possible only because of growth driven by business creation.

But, as we have seen, there are also problems with this view or more precisely, this view provides an incomplete perspective on the role of business in society. Namely, this view depends on well-functioning markets and institutions. And markets are prone to failure. This is clear now more than ever. For instance, there is evidence that there has been underinvestment

in R&D given the cost of developing vaccines which has made us more vulnerable to pandemics such as covid-19 (UNCTAD, 2020). Moreover, markets may undersupply commodities that communities need such as clear air, clean water, and disaster resilience. Similarly, businesses may neglect social issues because they do not seem profitable in the long-term such as electrification in remote areas, biodiversity and habitation protection, greenhouse gas emission reduction, access to education and more.

Negative externalities can also arise from market failures since production processes may have unintended consequences for the environment and the world in general. For example, pollution from firm activities can damage the air we breathe, the water we drink and the food we eat. These externalities can have devastating impacts for our planet, societies, and, overall, our trust in business.

Therefore, we need to rethink about business as a force for good under a broad, holistic interpretation of the term. From the beginning, this requires business to consider the social impact it creates as an integral part of its strategy and decision-making in line with ideas such as creating “shared value” (Porter & Kramer, 2006) for both business and society. Three principles underpin the broader view of business as a force for good:

- *Consider the outcomes*
- *Cooperate and collaborate*
- *Invest in collaboration*

Business can *consider the outcomes* by minimizing negative impacts and maximizing positive outcomes by thinking about its impact on society. We already see win-win examples of this like Mars investing in smallholder cocoa farmers because their business models depend on these resources. By considering the outcomes, businesses can achieve the sustainable development goals and act in accordance with international frameworks such as the UNGC principles and UN Guidelines for Business and Human Rights. Ultimately, this contributes to positive development.

As John Ruggie (2016) aptly points out,

where companies focus resources on reducing the risks to people's human rights along their value chains, they not only reduce harm but also help advance development. Workers and communities are better equipped to claim their rights; living wages support families and enable the education

of children; communities that are engaged as partners and provided due process and compensation for impacts on their land and resources are better able to sustain and direct their own livelihoods; women and girls free of sexual harassment and discrimination can reach their economic potential, and so forth.

pp. 1–2

Business cannot however achieve these outcomes alone. It must *cooperate and collaborate* for positive results across society. Through partnership, business can achieve greater societal impact by contributing unique resources and drawing on the expertise of other businesses, civil society, and governments to solve the challenges we face. For example, the hole in the ozone layer is recovering because industries that used these chemicals agreed to use less harmful compounds after governments articulated a need to do so in the Montreal Protocol.

Finally, business needs to *invest in innovation* since private efforts and regulatory solutions do not always solve the problem at hand. Businesses need to engage in global networks of researchers, experts, and people with experience to address challenges and find solutions.

While the growing consensus about the broader role of business as a force for good suggests that change is inevitable, it is a question of how long this will take. With the support of the UNGC, business and management schools can play a key part in accelerating this transformation and guiding business to consider the outcomes, cooperate and collaborate and to invest in innovation. I now turn to this responsibility and PRME's role and strategy for action.

3.2 PRME's role in transmitting ideas and strategy for action

Since its creation by the UNGC in 2007, PRME has been an integral part of changing the mindset of companies through its education on the ten UNGC principles and more recently, the 17 SDGs. Through its growth over the last 13 years, PRME has developed into the largest organized relationship between the UN and higher education institutions involving academics and business and management schools. PRME's network of committed academics and business and management schools is visible proof of its

success in creating a global movement of transforming business and management education through research and leadership. Yet, its relationship with the UNGC and companies can and should be strengthened to drive business as a force for good, with the mindset and ability to deliver change and societal progress.

In this context, we, through PRME's Board have developed three strategic objectives for our 2021–2023 strategy to deliver on what the current Secretary-General refers to as the “Decade of Action.” Our priorities emphasize optimizing and scaling up PRME's governance structure, clarifying our positioning and identity and lastly, achieving greater impact. In relationship to the latter point, PRME has three fundamental roles to play in advancing the broader view of business as a force for good. These include:

- *Advocacy*
- *Collaboration with the UNGC*
- *Knowledge exchange*

PRME's role in *advocacy* for a broader, more holistic understanding of business is essential for companies to consider the outcomes of their impact on society. As a network of academics and business and management schools, PRME can advocate for a broader view of business by providing education on responsible business issues such as inequality and the environment and providing online tools and training modules so that business leaders tackle challenges with a different mindset. PRME is well positioned to provide advocacy on these issues as the demand from both students and employers is growing.²

There is also a need for greater *collaboration with the UNGC* as PRME's partner and sister initiative. Through the UNGC's network of over 10,000 companies, PRME has a unique opportunity to source questions from business about the key challenges they face. In turn, PRME's network of academics can find solutions for companies which enable them to contribute to positive progress. This “co-production” of knowledge is a win-win for companies and academics since corporations can benefit from less costly solutions while academics can address the call to produce research with societal relevance (Tsui, 2019).

Finally, PRME can serve as a platform for *knowledge exchange* among UN organizations, businesses, management schools and students, and

companies about the challenges they face and the creative solutions they have developed to address them. This is a key way that companies can invest in innovation. It also serves as a mode for business to collaborate and cooperate with other companies, researchers, and students.

In closing, the takeaway is clear. To be a force for good under a broad, holistic interpretation of the term, business must integrate the social impact it creates into its strategy and decision-making processes. This can only happen by changing the fundamental norms and beliefs about the role of business. As we have seen in the past, regulation and other government intervention are important components in building a sustainable future for our planet and for the next generation, but they are not sufficient. Without an active engagement of business, without a fundamental change in mind-sets, progress will be slow and inadequate. PRME's role as an advocate for change in higher education institutions, alignment with the UNGC and role as a platform for knowledge exchange could not be more timely or essential in accelerating this change.

Notes

- 1 A recent study by Edelman shows that 56% of the population view capitalism as a source of harm rather than a force of good in society (Edelman, 2020).
- 2 For instance, see the *Financial Times* article on "The rise of the 'sustainable' MBA" for a discussion on demand from employers and students for responsible business education. Available at: <https://www.ft.com/content/2a73f3de-339d-11ea-a329-obcf87a328f2>

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4

PRME – MOVEMENT FOR RELEVANT AND ETHICAL EDUCATION

Danica Purg

Business schools play a prodigious role in shaping their students' knowledge, skills, mindsets and attitudes. They have an incredibly difficult task and a noble mission of developing the leaders of tomorrow, the leaders that one day will be the most important change-makers of their own organizations and of society. With this in mind, business schools all around the world should aim to provide the business students of today with the understanding, competences, and ability to deal with pressing social challenges and transformations.

4.1 The story of IEDC-Bled School of Management

Innovation, ethics, and art are an integral part of IEDC-Bled School of Management's DNA. In the mid-1980s, a group of people in former Yugoslavia realized that the country needed professional managers that could operate in the international business environment. In 1986 IEDC was established as the first management school in CEE and soon afterward, in

1987, IEDC held its first General Management Program, and three years later, an Executive MBA Program. This pursuit of innovation, closely connected with one of the key educational pillars – service to society – can be seen very clearly in the fields of ethics, corporate social responsibility, and sustainability. Almost three decades ago, still in the socialist self-management period, IEDC introduced ethics in its curriculum – long before any other business school in Central and Eastern Europe.

I would like to share with you a short story. In 1989, we wanted to introduce ethics course in our programs and we did not have a professor of ethics yet. Thus, I invited a well-known writer, Dr. Vekoslav Grmič, who at that time served as the bishop of Maribor, to talk about ethics to our MBA students. He came and gave a very good lecture. At the end, he received some questions from the students. He tried to reply, but when he was asked “What is more ethical for you: to dismiss 2,000 employees or to hide the company’s bad financial situation and try to get some funds from the government,” Dr. Grmič admitted that he did not have an answer, because he had never thought of this type of dilemma. At that moment, I realized how one should teach ethics to executives, challenge them with dilemmas and let them reflect afterward in order to prepare them for future situations in their lives. We later found a professor of business ethics and since then made a lot of progress in this field.

Since the beginning, IEDC has been a forerunner in the field of responsible management education, and has made important steps by hosting and organizing many international conferences. It has strongly promoted and supported the development of corporate social responsibility and ethics. Lately, the school has focused increasingly on sustainability.

In 2007, IEDC founded the Slovenian branch of the UN Global Compact with the aim of helping Slovenian companies to seize strategic opportunities offered by sustainable and socially responsible practices, thus increasing the overall competitiveness of Slovenia’s economy. Since the start of the PRME initiative – which promotes the global integration of sustainable development goals in management education, research and leadership – IEDC has been one of its prominent members and contributors. In the meantime, IEDC was recognized as the first PRME Champion in Central and Eastern Europe, and it continues to be an active member of the PRME Champions group community. In 2010, about the time that IEDC launched its first PhD program, we also established the IEDC Coca-Cola Chair of Sustainable

Development, which launched IEDC's systematic work on research on sustainability. In 2015, we were very excited when the UN introduced the 17 Sustainable Development Goals, which we saw as one of the most important "blueprints to achieve a better and more sustainable future for all."

Never fearing competition, but always striving to establish productive partnerships, at IEDC we are well aware of the often neglected 17th SDG – Partnerships for the Goals. That is why we, together with CEEMAN,¹ have always promoted the PRME initiative and PRME principles. In 2016, we initiated at CEEMAN the establishment of a PRME CEE chapter in order to provide local forerunners with more visibility, highlighting good practices, as well as facilitating better exchange of ideas and experience in the area of PRME, relevant to the region.

In line with this, IEDC also established very close cooperation with important regional NGOs, such as EISEP, IRDO and the Ekvilib Institute. This led to annual regional conferences on corporate social responsibility, sustainability, ethics and compliance, such as the Annual Trends in Corporate Social Responsibility Conference and the Bled Compliance and Ethics Conference. The latter evolved in 2019 to become one of the most important European events on compliance and ethics. An interesting indicator of the importance of such activities is the fact that close to 75% of the participants are returning to both conferences every year, and the number of participants is continuously on the rise.

An important step forward locally and globally was the establishment of the World Institute for Sustainability and Ethics in Rising Economies (WISE), which aims to address the gap in the global efforts to propel sustainability and ethics to even greater prominence, and to strengthen the efforts for relevant research with an emphasis on rising economies, which should no longer be followers, but rather change-makers. With significant support from some forward-looking companies, such as Luka Koper (Port of Koper) and Nova Ljubljanska Banka (NLB Bank), IEDC managed to connect various centers of excellence from Germany (CBS), South Africa (USB Stellenbosch), and China (NIIM ZU) and form an Institute in 2018. The Institute has developed its research agenda and has already initiated some important research projects and launched a new corporate social responsibility book series. It is currently developing its first executive education programs, focused on sustainability and ethics.

In our efforts to transmit the knowledge from the forerunners in the sustainability field to companies in our part of the world and in rising economies in general as soon as possible, we organize international meetings and bring the best practices to the places that would like to embrace change in business models concerning sustainability and responsible leadership. At the moment, the WISE Institute is focused on introducing sustainability in banking business models and on ethical issues in banking and other financial institutions.

It is of utmost importance for us to connect and work very closely with the business and the non-governmental sector. This is the only way to provide solutions for the issues that businesses and society are facing, while also creating opportunities for ever more integrated cooperation. An integral part of that is also the close cooperation with other important research and educational institutions. At the end, this creates a unique and diverse ecosystem of HEIs, businesses, NGOs, public institutions and decision-makers, which is able to bring about positive change for the broader society.

4.2 PRME: moving forward

Having in mind all this, and constantly searching for ways to bring the best people and best practices together, I have been honored to be a member of the PRME organization since its beginning, in fact since the idea was brought up at the Global Forum at Case Western Reserve University in Cleveland in 2006, with the significant title “Business as an Agent of World Benefit.”

I was very active, especially in the beginning, seeing the opportunity to create an important academic movement for a sustainable and ethical world. In 2013, as the CEEMAN president, I led the PRME Steering Committee for a year. I realized that the PRME needed to reinvent itself and become again a MOVEMENT that promotes responsible management education.

At the end of 2019, I was asked by UNGC CEO Lise Kingo to assist PRME in a short, yet very important transition phase, and accepted this honorary invitation. I served as the acting chair of the PRME steering committee, appointing members of a PRME Interim Management Council who would prepare a strategic frame, creating a new governance structure, and looking for a new business model that would make PRME financially viable.

Half a year later, with the strong support of UNGC, the new head of PRME Prof. Mette Morsing, the Interim Management Council, some very devoted chapter leaders, and other supporters of PRME, this goal was successfully completed. At the Global PRME Forum in June 2020, the leadership of PRME was handed over to the new chair, Prof. Ilian Mihov, dean of INSEAD.

I believe that the principles of PRME – inclusivity, geographical and gender diversity, successful leadership in PRME projects, academic and business collaboration, and ethical reputation – should be strictly guarded and realized in practice.

My great wish is to bring back to PRME the spirit of the MOVEMENT that would create an important and unique impact on management education around the world, and, through education, influence managers and leaders to behave responsibly toward society.

Out of the respect for the performance in the past and to inform all who will be newly engaged in PRME community, I launched the idea of publishing this book. I was glad the idea was supported and adopted by the new PRME leadership.

I would like to use this occasion to thank all those who supported PRME in good and bad times. I am sure we can all learn a lot from the PRME practices described in this book. PRME should become the most important MOVEMENT in the world for relevant and ethical management education.

Thank you and best wishes!

Note

- 1 CEEMAN – The International Association for Management Development in Dynamic Societies (<http://www.ceeman.org/>).

5

PRME LOOKING BACK

Enabling systems leadership

Jonas Haertle

By the mid-2000s, several sustainable business initiatives had been developed calling on businesses to focus on “people, planet and profit” instead of only the financial bottom-line; the most visible global initiatives were the World Business Council for Sustainable Development, the Global Reporting Initiative (GRI) and the UN Global Compact (Elkington, 2020, p. 31). At the UN Global Compact, a multistakeholder platform set up by the United Nations in 2000 for sustainable business transformation, key stakeholders argued that many business leaders were insufficiently equipped to transform their organizations to become global or local sustainability champions. Many business leaders had been, prior or during their career, studying at a business or management school. This led to the question whether this higher education sector could become a critical lever for change. A closer look, however, revealed that the mainstream curriculum of top-ranked business schools – most of them were US-based – featured responsible business themes only in optional courses. While exceptions existed, this model

had been replicated at business schools across the world (PRME, 2017). To enable change and following a consultation by UN Global Compact with its academic community (Escudero, 2006), a first meeting was convened at the 2006 *Business as an Agent of World Benefit* conference at Case Western Reserve University in Cleveland, Ohio, USA. Meeting participants representing business schools, associations, and the UN Global Compact agreed to launch the process to develop a set of principles for the transformation of management education. An international task force subsequently developed a set of six Principles and the initiative was officially launched in July 2007 by former UN Secretary-General Ban Ki-moon at the UN Global Compact's Leaders Summit in Geneva, Switzerland. At its outset, PRME was a call to transform management education based on the initiative's six Principles and its mission to inspire and champion responsible management education, research and thought leadership globally (Godemann et al, 2014; Haertle and Miura, 2014). The following parts look at key decisions that enabled PRME to develop into a network of networks and a global movement, by focusing on the levels of community, individual, and system (see Figure 5.1 and endnote 1).¹



Figure 5.1 Systems leadership elements according to Dreier, Nabarro and Nelson (2019).

5.1 The community: coalition-building and advocacy tactics

From the outset, coalition-building was a critical factor for the PRME initiative's development. As a call for change originating partly from outside business schools (from both the United Nations, an intergovernmental organization, as well as the UN Global Compact and its business stakeholders), and given the voluntary engagement model of PRME, achieving progress required a departure from traditional top-down, hierarchical and linear approaches to implementing change. Instead, it required innovative and adaptive approaches that engaged broad networks of diverse stakeholders to advance progress toward a shared vision. The engagement of key business school accreditation bodies serves as a good example and will be described in the following part.

At the global level, there are three leading business school accreditation systems, AACSB International, EFMD, and AMBA, in addition to regional, specialized, and national-level accreditation systems. Key to PRME's development was the involvement of all three global accreditation organizations and some key specialized or regionally focused accreditation systems like CEEMAN's and CLADEA's. The role of accreditation organizations in the initial phase of PRME was to promote the PRME principles among their membership (Kell and Haertle, 2013). In the early phase of PRME a high number of PRME signatory business schools were accredited by these organizations. Not surprisingly, as an ever-increasing number of business and management schools began to include responsible management themes in the curriculum and strategically across the organization, the pressure increased for accreditation systems to reflect this new reality. The first one to adapt was EFMD's accreditation which in 2013 incorporated a new chapter on Ethics, Responsibility and Sustainability (ERS) with reference to a school's commitment to PRME. In 2016, AACSB International adopted a new vision and mission and called for transforming business education for global prosperity, which it defined through making contributions to major world issues, such as those identified by the Sustainable Development Goals. PRME at that time had adopted the Sustainable Development Goals as a key goal for its signatories.

A number of other examples – for instance, in the area of student engagement the coalition with key student organizations such as Net Impact and

oikos International, or, in the area of research, engaging the Academy of Management and some of its key groups – could be further analyzed to show the important effects of coalition-building and the respective advocacy tactics for PRME's development.

5.2 The individual: skills of collaborative leadership to enable learning, trust-building, and empowered action

The development of the abovementioned initiatives and coalitions was driven by the sustained effort and commitment of many individuals. Importantly, these individuals contributed to and influenced the evolution of the PRME initiative, as the following examples show.

Three years after PRME's launch, key individuals from different regions around the world recommended to consider and incorporate local contexts and perspectives into the initiative. Pioneered by the PRME Asia Forum in 2010, a range of regional and local PRME meetings, convened by faculty and deans of PRME signatory institutions, were organized to facilitate this adaptation process. These meetings proved to be powerful means to promote awareness and better understanding of responsible and sustainable management education. This localization process also led to increased local business school outreach and participation, culminating in the creation of regional PRME Chapters endorsed by the PRME community during the 3rd Global Forum in 2012. While initially serving as vehicles for local collaboration and peer learning, PRME Chapters became integral networks that advance the Six Principles and scale up engagement within and between PRME signatories. The PRME initiative also provided opportunities for other learning communities to emerge through PRME Working Groups – issue-area collaborations of faculty, industry experts, business leaders, and students exploring a range of topics and their implications for responsible management education – which emerged since 2008 and that enabled cutting-edge research into new trends in pedagogy, along with new avenues to expand responsible management education. Later, important impulses also came from the PRME Champions group – a select group of institutions that transformed their curricula and research around the Six Principles, and which was launched in 2014 (Haertle et al, 2017).

Key to the success of all the above-mentioned networks were individuals from within or outside each of these groups who, at critical moments of

the development could catalyze the formation of a powerful new network, or, when necessary, provide the crucial intervention to restore trust and commitment. Not all groups were equally successful but the learning from failure helped other groups and the initiative.

5.3 The system: understanding and dealing with complexities

In 2015, the international community through the UN General Assembly had committed to achieving the 2030 Agenda for Sustainable Development. At the heart of this were 17 Sustainable Development Goals (Global Goals) covering a range of priorities from poverty eradication, to gender quality, to action on climate, and more – each grounded in local realities and global trends. Before the 2030 Agenda, the future outcome of responsible management education in academia was opaque and undefined. The Six Principles offered a framework for transformation in teaching, research and thought leadership, but what form that transformation should take or how it was measured was left intentionally vague – priorities were defined by each individual higher education institution and communicated independently to its stakeholders. The Global Goals provided a structure to PRME's vision to transform management education, they offered a clear outcome. As the PRME initiative had become a vehicle for management education to be advocates and champions for responsible management education, many PRME signatories became early adopters and advocates for the Global Goals and many made them a key focus of teaching and research. Underpinned by the global movement of stakeholders and signatories, the PRME initiative transformed into a coordinating and mobilizing platform for the Global Goals. Importantly, the goals and related efforts to reorient societies and economies became one rallying call for several business and management schools. The PRME initiative's impact was a key factor in this transformation.

5.4 Learning from the past to inform the future

Future progress of the PRME initiative and in its stated mission “to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development” requires a collective

embrace of complexity. As in the early phase of the initiative's development, it will require the commitment of organizations and individuals joining together to take collective action through large networks and coalitions with the aim to create impact and systemic change at scale. It will also require innovative approaches that engage new networks of stakeholders, harnessing their complementary capacities. Finally, it will require strategies that are adaptive and flexible to reflect the changes in which management education providers operate.

Note

- 1 Key decisions will be analyzed through a systems leadership perspective based on a report by Dreier, Nabarro and Nelson (2019), which provides a useful framework of the "set of skills and capacities that any individual or organization can use to catalyze, enable and support the process of systems-level change," and which comprises three interconnected levels: individual, community, and system. This framework is well-suited to analyze the complex challenges in the development of PRME and the responsible management education field which required collective action where no single actor was in control. Given the space limitations the following part needs to be selective and is written from the author's perspective.

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6

PROPELLING PRME'S PROMISE

From our Peter Drucker moment | to the end of climate gradualism

David L. Cooperrider

On June 24, 2004 Case Western Reserve University announced in New York, at the UN Global Compact, the inauguration of its new center for the search and study of “Business as an Agent of World Benefit.” The center’s first major project – it started that morning – was to facilitate and moderate the historic multistakeholder strategic planning process led by former UN Secretary-General Kofi Annan together with over 500 business CEOs, civil society leaders, and governmental and intergovernmental officials. The “Leaders’ Summit” was, in the words of the secretary-general, “the largest and highest level gathering of business executives ever held at the UN.” At one remarkable moment, in the closing session of that productive world summit, it was duly noted this was the first time in UN history that the majority of seats in the General Assembly Hall were filled not by heads of state but by business leaders. The sheer symbolism of that moment spoke volumes. *The relationship of business and society* – and the search for mutually beneficial advances between industry and the world’s most profound human, economic, and ecological challenges – was being universally recognized as

one of the great defining issues the 21st century. Moreover, in substance as well as impact, the collaborative planning proved to be a powerful accelerator. It propelled one of the UN *Global Compact's* greatest periods of growth.¹ Today the UNGC is the world's largest corporate sustainability network, with nearly 10,000 companies as signatories. In addition, the post-summit follow-up work resulted in a vital partnership between Case Western Reserve University, the Academy of Management, and the UNGC to create a new, design-studio type of global forum that would, among other things, give birth to the vision and earliest prototype of PRME – Principles for Responsible Management Education.²

In this chapter I share several brief reflections on the early history of PRME through the lens of our experience in those early days, including several seminal conversations with the father of management thought, Peter F. Drucker. What I hope to do is shed light on several of Drucker's ideas that helped to constitute part of PRME's DNA. All of this speaks to PRME's higher calling and purpose and its future promise, for example, to be something so much more than a premier *learning exchange* or *professional association*. Even though both of these are significant, PRME's primary task might well be to mobilize the wide spectrum of strengths, research resources, and the reach and power of *management and executive education worldwide* in order to accelerate successful achievement of our epic global goals while reshaping tomorrow's prosperity. Today the tectonic plates are shifting. The systems transition(s) that we face – and their implications for the profession of management – are unprecedented in terms of scale and require massive organizational, industry-wide, and world economic mobilization. This mobilization cannot happen, by definition, without 21st-century *management-as-leadership*. The 2020s will be a decade of determination and decisive in ways we can scarcely imagine. When scientists say that we have less than a decade to fundamentally transform such things as our economy's entire energy system, and to do it in ways where everyone can live a prosperous and dignified life within the planet's natural and regenerative boundaries, we face as a society the choice between paralysis or leadership. The age of *climate gradualism* is over. Our society of organizations, needs millions upon millions of managers-as-leaders to activate the strengths, innovation capacities and higher purposes of *stakeholder capitalism* and to rapidly move it from rhetoric to reality in relation to the *global goals* call of our time.

PRME's promise, I propose, lies in its *massive mobilization* potential.

6.1 A precious Peter Drucker moment

Meeting with Peter Drucker in his home was like opening the doors in the mind. We all have those precious moments – a seemingly emergent or chance encounter with a person who can only be described as guiding light – and its only much later you realize enormity of the person's impact and gift, not only to you, but to humankind as a whole.

Indeed, I remember it vividly. It all started when I was preparing to design the Leaders' Summit and orchestrate the facilitation team for the 2004 summit with the former UN Secretary-General Kofi Annan, and his nascent initiative called the UN Global Compact. In prep I wrote to the 93-year-old Peter Drucker a letter about this historic opportunity and he immediately responded back by inviting me to into his home for a series of meetings. Fascinated with our pilot study into the question of "business as an agent of world benefit" Drucker loved the emerging stories and breakthrough innovations demonstrating (1) business as a force for peace in high conflict zones, (2) business as a force for the eradication of extreme poverty and human empowerment and (3) business as an entrepreneurial force in our macro transition from an unsustainable economic system to a sustainable economy and ecology of organizations and societies (Cooperrider and Fry, 2010).³ Not only did he agree that this was innovation's frontier, but he was, in many ways, impatient, as if this *business as a force good* trend turning to trajectory was somehow new and special. For him it was innate to his view of *management as a noble profession*. Drucker, a witness to fascism and totalitarianism, observed early on the humanly significant dimensions of good management. As we rapidly became a society of organizations – freely functioning, autonomous and capable of innovation, entrepreneurship and the creation of mutual value – Drucker observed that the 20th-century's boom in relation to the theory and practice of *effective management* may have been a pivotal event in history. Without strong, responsible, trustworthy, humanly significant, well-performing and high-purpose organizational management, society would degrade and succumb to the forces of tyranny. He wrote, "If the managers of our major institutions, and especially of business, do not take responsibility for the common good, no one else can or will."

Drucker obviously resonated with the idea of the search for new concepts, innovations, and theories of "Business as an Agent of World Benefit."

Yet as I shared stories from our studies, he expressed a critical but constructive *impatience*. He wanted all of us in the field of management education to place far more vigorous emphasis on three simple ideas:

Management is a matter of world affairs.

Every single social and global issue of our day is a business opportunity in disguise...

It's a time to aim higher as a field.

When he spoke of “management as a matter of world affairs” he was speaking as a *social ecologist* challenging the reductionist story of separation. In Drucker's view no organization is an island and the grammar of management is the grammar of interconnection. He asked me to think of the millions of people, every year, graduating from our business undergraduate, graduate, corporate training, and executive education programs and schools. Indeed, it was useful to pause and reflect on just how quickly *management education* had, in fact, become the number one major in schools everywhere, both at the undergraduate and graduate levels. The myriad of graduates he went on to elaborate, are among the many millions of people now making the billions of decisions every day and when multiplied all add up to where we are headed. He spoke about management education, in the ideal, as a liberal art – as an art that draws from disciplines as diverse as world history, great literature, ethics, philosophy, human science and the humanities – and he spoke about the corporation as an organ in a body (society), as an interdependent part of a whole (our natural ecosystems) whereby if any part were sick every other part would be no doubt be affected: “you cannot have a healthy body with a cancerous organ, and oppositely it is a healthy body that provides the nutrients for the healthy organ” he said. And then Drucker asked, “How often do we profoundly educate future leaders in the fact that management – even in every seemingly local or minor decision – is a matter of world affairs?”

It was not long before I was reflecting on exactly how conceptually far apart Drucker was from one of his contemporaries Milton Friedman. With Friedman's constraining lens that “the only business of business is business” – the view that helped to popularize and spread the shareholder view of the firm and the narrow view that pitted profit maximization against purpose maximization – I wondered if Drucker would criticize the

Friedman logic, a defect that would ultimately undermine business action, innovation and success. I waited anxiously for the response. But Drucker did not bite. No matter how hard I pressed it, I could not get Drucker to say one word about Milton Friedman, not even his name. Like an impressionist artist, Drucker painted a different picture. And then, in one essence-filled sentence, Drucker transcended the old and endlessly tired debate, the separation of world and business, and the great tradeoff illusion. For me, it was the most precious if not surprise insight of our conversation. He said,

Well, I wrote about it many years ago ... every single social and global issue of our day is a business opportunity, in disguise, just waiting for the entrepreneurship and innovation, the pragmatism and, of course, the capabilities of management to mobilize.

The animating spirit here was not only a call to management's high performance and action-bias, but how this statement points perhaps to the soul of management as a noble profession in the service of world betterment. Instead of being woven at random, like an afterthought design into an alien fabric, the emergency challenges of our world not only could be – they were – the greatest sources of business opportunity anyone could ever devise. Drucker used the example of the Marshall plan and how that emergency response, largely business led, leveraged the strengths of the economy to do the heavy lifting, of rebuilding nations, and building businesses better fit for the future. Managers in the field of practice, observed Drucker, reach their heights when there is an epic task before them, at precisely those times when there is the need to go beyond vision and ideals, into the *how to get it done*.

When we reached the end of our third conversation, I asked Peter Drucker if he had any other advice to us as we would soon begin designing the management education “track” for the *Global Forum for Business as an Agent of World Benefit*. His answer – again with his signature but positive impatience – was, “it’s time to aim higher.” Drucker, of course, observed examples everywhere of businesses being caught flat-footed by the future. Change, for Drucker, was never ever again going to slow down. He was distressed by the ethical meltdowns at Enron and WorldCom. He indicated that we will not, and we cannot, wreck this planet or have healthy businesses with rampant inequalities. Drucker, in my view, was prescient. He wanted an “aiming higher” mobilization across the entire field of management education. This

was years before the IPCC's scientific reports on climate emergency. It was years before the achievement of the worldwide call to action – the 17 Global Goals – something Nobel Laureate Mohamed Yunis called “a milestone in human history.” And it was years before Unilever's pioneering CEO Paul Polman, assessed in a major report how the 17 SDGs taken together represent “the biggest business opportunity of the 21st century” (Business and Sustainable Development Commission, 2017). The world is the ultimate context for management education just as it is for every organization and leader today. And because of this, management's future will be of larger scope and greater purpose than it has been in the past. Management education will speak more fully to the destiny of humanity and nature.

6.2 The birth of PRME

This threefold ideal – advancing a view of management as a matter of world affairs, learning how to turn epic social and global issues into radical new sources of shared value creation and world betterment, and the call to the entire field of management education to collectively “aim higher” as a worldwide movement and mobilization – provided the “holding environment” for the ideation and prototyping of PRME.

Then the design studio part of the Global Forum for Business as an Agent of World Benefit began. We worked at roundtables to envision 21st-century management education as leading in the development of *transformational learning*. We imagined businesses schools and management training centers mapping out, owning up to, *extending their immense influence* as agents of world benefit across every part of their *real* and everyday circles of influence. We spoke about the need to develop an *overarching or noble ideal* for the profession of management, just as other professions have their north star – for example, in the field of law it's the ideal of justice; in medicine it's the advancement health, the absence of disease, and the Hippocratic oath. We started challenging the view of “sustainability-as-less-harm” and started speaking about net-positive design thinking and enterprise and “sustainability-as-flourishing.” We started articulating the concept of “full spectrum flourishing” as the noble ideal of management, and we went on to talk about it as “a world where business can excel, all people can thrive, and nature can flourish.”

We began designing this management movement, imagining it becoming locally alive and globally connected, locally empowered and globally

linked as a network of networks, and reaching a critical mass “designed to galvanize change.” We envisioned an organizational form based on the radical work of Dee Hock, the former CEO of Visa International – where he brought together tens of thousands of banks, often competitors, into a cooperative alliance. He called this kind of enabling organization “the chaordic organization” – something modeled after nature where living systems come most alive at the intersection of chaos and order. Looking back there is so much more we could have and perhaps should have done with this conceptualization. But in brief this cellular, nonhierarchical, type structure is in so many ways tailor made for this inter-networked world. The form is self-organizing and self-managing, with a small global center guided by regional representatives, chosen by their regions and advanced to the global whole, with a rotating kind of appointment to a global governing council. In other words, the board, if we had followed more of the concept, would not ever be a traditional self-appointing nonprofit board, but a result of a bottom-up and locally selected exemplar, person, or group living into and modeling the purpose and principles (the deep body of shared beliefs) that would guide the network. In terms of locally rooted and vibrant, we also envisioned the power of multistakeholder connections, linking local and region-based businesses and management schools in *shared-value business projects* based on action learning around the vast opportunities offered by the global goals. We spoke about the importance of intergenerational configurations, with young people, middle adults, and elders coming together – exactly the kind of configurations that the anthropologist Margaret Mead once spoke about. Mead’s archetype of societal learning was the image and setting of the intergenerational campfire *where elders, adults, and youth are engaged in storytelling and passing along wisdom and values, and sharing visions and hopes for collective betterment*. Elements of this intergenerational learning vision have actually blossomed throughout the PRME community with a management education project embraced now by over 260 business schools, with 560 professors helping their students get into the field and interview, in their regions, CEOs and entrepreneurs leading the way with the SDGs while elevating profitability and performance, and reshaping 21st-century advantage. The students, over 10,000 of them are participating, sit with some of the greatest business and society visionaries and doers on the planet. Over 3,000 of their stories have been published. The project is a self-organizing partnership housed at the Weatherhead School of Management at Case Western

Reserve University, with PRME at the key catalyst, together with AACSB, GRI, the UNGC, and an active community of management schools in over 90 countries. At the 2019 PRME North America conference where we shared parts of an interview we recently did with Paul Polman, now the chair of the International Chamber of Commerce and vice chair of the UNGC we focused on the magic of these intergenerational learning methods. Paul spoke for many CEOs when he declared, “that’s where my heart is, it’s with our young leaders and our cultivation for the future generations.”

For it is true: if you want to change how business operates you have to change the way it is taught.⁴ PRME TIME is NOW!

The great Peter Drucker, an early advisor to PRME, passed away at age 93 less than a year before we designed the prototype and built the early partnerships that would make PRME a reality. His advice to aim higher, to galvanize the entire field of management education, and his conviction that management is a matter of world affairs represents a call that resonates even louder today. In a word, it’s a task of historic significance as we enter this, the decade of determination. Scientists are increasingly clear: our actions across the planet in the next decade will determine our collective future on earth. When judged against the needs of our time where are we? Here are just a few of the answers:

- Achieving our 1.5 C IPCC goal means the age of climate gradualism is over and that the decade of action spells the need for rapid and radical transformation of the entire global economy – where emissions need to more than halve by 2030 and the world needs to reach net zero emissions by 2050 – just to have a chance to limit temperature rise to 1.5C.
- Without unprecedented collaboration in the next decade there will be irreversible changes in our ecosystems including mass extinction of species – some say over 50% biodiversity loss by 2050s – and increasingly unsustainable prospects for our fisheries, toxic wastes, destruction of top soils, rising ocean temperatures and surging sea-levels, minerals depletions, etc.,
- All of this is a colossus challenge to every industry, from food and fashion to fossil fuel and the finance industries. Larry Fink, the CEO and head of Blackrock, with world’s largest money manager recently wrote “we are on the edge of a fundamental reshaping of finance.” His

words, of course, are right on, but truly not limited to finance. What about the auto industry? The dairy industry? Construction and building? IT? Consumer goods? Energy? Health? Airlines? Manufacturing? Management education?

So, is it PRME's time? To ask the question is already to answer it. Management education molds millions and millions of minds and hearts every year. It's part of a pulsating capacity building sector where some estimates say there are more than 129,000,000 businesses encircling our earth. Likewise, it's a time where the business world is and will increasingly be divided into those that are seen as *part of the problem* and those that *part of the solution revolution*. It's time to unleash the 21st-century kind of company that will be loved by its customers and people, envied by its peers, and admired by all of those who care about the future of our planet. For many of us – there are so many individuals and institutions committed, proud and honored to be part of PRME – this clearly speaks to PRME's urgent, exciting, and catalytic role on the world stage. There is a reason that PRME is and must be an integral part of the UN family and therefore a universal platform. PRME must help lead the world's solution revolution. This means mobilizing more like a movement than a traditional trade or professional association. It means *being* the positive revolution we want to see throughout our world. Just as the great Arnold Toynbee once declared that “it is time to dare in scholarship” it is now time for PRME to emerge as bigger, bolder, braver – and better.

In this decade of action, let us as a PRME community discover. Let us dream and design. Let us listen to the call of our time. To be sure our “first era” has gifted us with a rich PRME platform together with a remarkable array of world relationships, assets and palette of achievements. So, let us ask “what's best?” and “what's next?” – and, *even dare to think beyond the possible?* If, indeed, we live in worlds that our questions create, let's ask ourselves questions like this:

If anything, imaginable were possible and there were no constraints whatsoever, how might we design, re-design, and even un-design the PRME organization or network in ways that serve to mobilize, multiply and magnify all of the strengths, assets, and positive potentials of the vast domain of “management education” – *everywhere it is happening* – to help the profession of management to rise to its finest hour in this, our *decisive decade* of determination?

Notes

- 1 For more information on the large group method and theory of change used at the UNGC Leaders' Summit see Cooperrider and McQuaid (2013). Also, for more on the evidence-based research and theory on Appreciative Inquiry for multistakeholder planning and strategic convening, see Cooperrider et al. (2013).
- 2 For more on the history of the UN PRME and its birth as a seed idea and early prototype at the Global Forum for Business as an Agent of World Benefit see "About Us" at the PRME website: <https://www.unprme.org/about/prme/history/index.php>
- 3 For more information on the Fowler Center for Business as an Agent of World Benefit, the host with the UNGC and the Academy of Management where the idea and vision for PRME was first prototyped, see on <https://weatherhead.case.edu/centers/fowler/>
- 4 See AIM2Flourish featured as an internationally acclaimed student engagement initiative for the UN Global Goals in the 2017 PRME Annual Report and 2018 Outlook; see also 3,000 published student-led stories of business for good at <https://aim2flourish.com/>; see AIM2Flourish Featured in AACSB Blog: Making the Global Goals a Reality: A Call to Action See Megan Buchter's, <https://aipracticitioner.com/2019/08/01/aim2flourish-an-agent-of-world-benefit/>; AACSB Blog Post by Dan LeClair: 5 Reasons for Optimism about Business School Research; See two AACSB International Videos: What is AIM2Flourish? and AIM2Flourish's Inspiration by Roberta Baskin, former news reporter with ABC's 2020.

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7

THE ROAD TO LOVE IS NEVER SMOOTH

A look at PRME thirteen years on¹

James P. Walsh

While each of our individual companies serves its own corporate purpose, we share a fundamental commitment to all of our stakeholders. We commit to:

- Delivering value to our customers. We will further the tradition of American companies leading the way in meeting or exceeding customer expectations.
- Investing in our employees. This starts with compensating them fairly and providing important benefits. It also includes supporting them through training and education that help develop new skills for a rapidly changing world. We foster diversity and inclusion, dignity and respect.
- Dealing fairly and ethically with our suppliers. We are dedicated to serving as good partners to the other companies, large and small, that help us meet our missions.
- Supporting the communities in which we work. We respect the people in our communities and protect the environment by embracing sustainable practices across our businesses.
- Generating long-term value for shareholders, who provide the capital that allows companies to invest, grow and innovate. We are committed to transparency and effective engagement with shareholders.

Each of our stakeholders is essential. We commit to deliver value to all of them, for the future success of our companies, our communities and our country.

The Business Roundtable made headline news in the United States on August 19, 2019 when all but seven of their 188 CEOs agreed to the principles expressed in their “Statement on the Purpose of the Corporation” captured above.² *The New York Times* announced this news with the headline: “Shareholder value is no longer everything, top C.E.O.s say” (Gelles and Yaffe-Belany, 2019). *The Washington Post* shared the news with these words: “Group of top CEOs says maximizing shareholder profits no longer can be the primary goal of corporations” (McGregor, 2019). Harrison, Phillips and Freeman (2020), longtime stakeholder advocates, heralded the statement as “a major turning point” (p. 1227), “an important signal” (p. 1233), “a sea change” (p. 1234) and “an exciting signal” (p. 1234). Given the role corporations play in our lives, they argued that these words are nothing short of momentous.

Having said that, a visitor from another planet might wonder why the embrace of such community-centric principles is so newsworthy. After all, our world is suffering. One might imagine that those who can help should help, or at least do no harm. Let’s look at our problems. If we shift our gaze from our day-to-day lives to consider life on the planet, we see signs of strain, if not peril most everywhere. Taking stock of our “planetary degradation,” DellaSala et al. (2018: 4) tell us,

evidence is mounting that we might indeed be at the cusp of greatly accelerated extinction rates; however this time the process will not be caused by asteroid impacts or volcanic activity: it will be driven by the expanding global impacts of humans.

They place this pernicious impact at the feet of the “explosive population growth, human technological advancement, increased life expectancy, and unsustainable consumption of finite ecosystems” that we have seen in the past 75 years (p. 5). Indeed, Bostrom (2013: 15) tells us that we humans risk extinction too; when asked to estimate the probability of human extinction by our century’s end, the experts in this area pegged the number at between 10% and 20%. It is no stretch to put corporate activity and perhaps more directly, capitalism, at the center of much this degradation (Adler, Forbes and Wilmott, 2007; Korten, 2015; Moore, 2017).

Of course, corporations play a large role in our lives. What they create and how they create it really matters. Indeed, nearly 30 years ago, Perrow (1991: 726) proclaimed, “large organizations have absorbed society.” While Davis (2013) believes that the number of large corporations will diminish in the years to come (something Perrow hoped to see someday, see pp. 755–757), the World Economic Forum still flags their “global spread of economic power.” Referencing research by Global Justice Now, research that compares government and corporate revenue, they observed that 69 of the Top 100 economic entities in the world in 2015 were corporations, not countries (Meyers, 2016). For example, just nine countries collected more revenue than Walmart that year.³ To be sure, it is newsworthy to learn that corporations now intend to work for the benefit of our communities – and perhaps not just for the good of their shareholders.⁴

Business activity is central to our lives. While unconstrained commercial activity may doom the human species in the end, it seems crucial to our survival in the moment. After all, many, if not most, people earn a living by working in or for a business organization of some type. As such, it is no surprise to learn that students in higher education study business more than any other topic. The Organisation for Economic Co-operation and Development (2020: 217) tells us that

In most OECD countries, the largest share of graduates across all tertiary education programmes complete degrees in business, administration and law, with a few exceptions. In 2018, on average, 25% of tertiary students graduating in that year obtained a degree in this broad field across OECD countries, although this ranges from 15% in Korea to 46% in Colombia.

The most recent data from the United States tell us that in 2018, business students earned 19.5% of all bachelor’s degrees (386,201/1,980,644) and 23.4% of all master’s degrees (192,184/820,102).⁵

In short, we can draw a line between the state of the world, business activity, and what our children learn in school. With the world in need of repair, it is fair to ask what, if anything, business schools are doing to help prepare business leaders to give us the products and services we need without harming our natural environment and social wellbeing ... and maybe even bettering both.

7.1 The United Nations and business education

Founded in 1945, the United Nations is active in every link in this chain of connection. The preamble of its charter tells us that it aims “to employ international machinery for the promotion of the economic and social advancement of all peoples” (among other goals).⁶ With such an aim, it is no surprise to learn that the UN is actively trying to better our world, our corporations, and the nature of tertiary business education. Most notably, it galvanized the world’s attention and energy by identifying and helping to marshal the resources and capabilities needed to reach their Millennium Development Goals. It now asks us to meet its Sustainable Development Goals (Sachs, 2012). Focused as the UN is on protecting the planet, eradicating poverty and enhancing prosperity, the SDGs direct the world’s attention to 169 measurable targets that if hit, will help us achieve 17 broad goals by 2030. These goals include the elimination poverty and hunger, the reduction of inequalities, improved life on land and in the water, a quality education and gender equality for all, provisions for clean energy, decent work and responsible consumption, and more.

With its Global Compact, the United Nations collaborates with the private sector to help ensure our future. Reviewing their first 15 years of its work, Walsh and Solarino (2016) captured their efforts in this way:

Inspired by the Universal Declaration of Human Rights, the International Labour Organization’s Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention Against Corruption, it asks its member organizations to stand by ten principles as they do their business (principles that speak to human rights, labor, environment and anti-corruption). To join the Global Compact, firms’ CEOs must attest not only to their companies’ commitments to these principles but also with an annual “Communication on Progress,” to share their efforts, and the results of those efforts, to make a better world.⁷ Entering a community of like-minded peers, they are encouraged to gather regularly in one of the many Global Compact Local Networks around the world to compare experiences and inspire each other with their commitments.

Now in its 21st year, the Global Compact counts 16,580 participants, including 292 public sector organizations, 589 global NGOs, 1,093 local

NGOs, 7,344 small and medium size enterprises, and 5,473 companies.⁸ It is important to note that there are obligations of membership. Under the banner, “Transparency Builds Trust,” they put 1,318 members on notice for their failure to communicate their progress in a timely manner. Beyond that, they have expelled 13,400 members over the years for their persistent failure to communicate.⁹

This brings us to a consideration of the United Nations’ work to help business educators realize the kind of ambition we see on display in the Business Roundtable’s “Statement on the Purpose of the Corporation” and the World Economic Forum’s “Davos Manifest 2020.” Launching their “Principles for Responsible Management Education” (PRME) initiative in 2007, the UN is very deliberately trying to inspire and enable business educators to develop leaders who will adhere to the Global Compact’s principles and achieve their SDGs. Just as they foster disclosure and communication among the Global Compact signatories, they ask its university signatories to share their activities with the world in biennial reports and most notably, with each other in conversation with their peers in more than a dozen regional chapters. Doing so, they hope to inform, inspire, and hold each other accountable to do better. Six principles guide their work:

Principle 1 | Purpose

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

Principle 2 | Values

We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3 | Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4 | Research

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

Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6 | Dialogue

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

With noble aspirations, 13 years of work, and a new director, it is fair to ask how PRME is doing.¹⁰ Figure 7.1 captures the growth in the number of school signatories over the years (through December 31, 2020). Launched in 2008 with 131 signatories from 44 countries, the cumulative growth appears strong. The annual growth is just steady, however. To date, 857 business degree-granting schools from 99 nations have endorsed the principles and meet with each other in 14 regional chapters.¹¹

Figures 7.2 and 7.3 provide a closer look at this macro trend (again with data that ends in December 2020). Here we can see clearly how signatory growth varies by region of the world (Figure 7.2) and where we find the signatories today (Figure 7.3). We see that educators in the United States, United Kingdom, India, France and Germany lead the way with 120, 91, 53, 41 and 41 institutions embracing the principles, respectively. With a look at regional membership, we see that European schools appear to be most receptive to PRME, with Asia and North America competing for

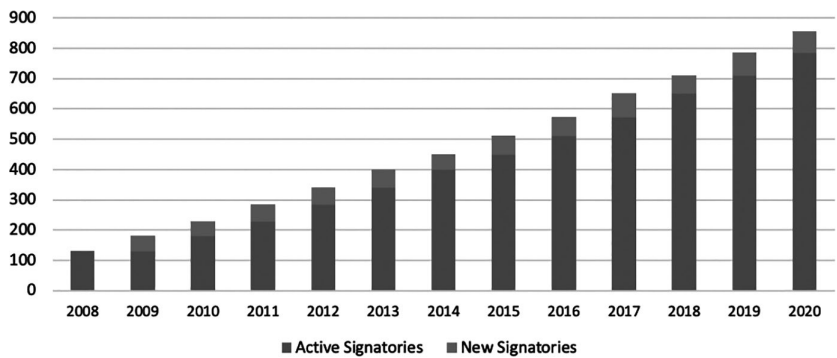


Figure 7.1 PRME signatories in the world: 2008–2020.

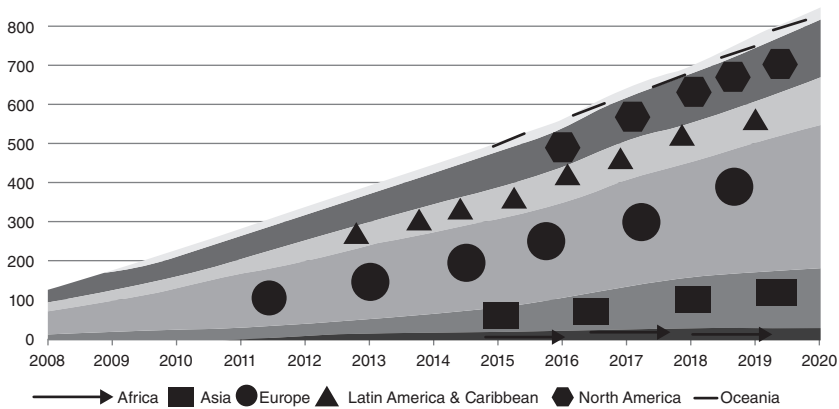


Figure 7.2 PRME signatories by region: 2008–2020.

second place. As interesting as these regional and country counts are, we know that we should not jump to any conclusions about PRME's impact. We need a denominator to make that kind of judgment. That is, we need to know what percent of business institutions embrace PRME in these different regions of the world.

Founded in 1916, the Association to Advance Collegiate Schools of Business (AACSB) periodically tries to identify the number of business degree granting institutions around the world. The AACSB can give us the point of comparison we need. Last publishing a count of schools by country in 2014 (AACSB, 2014: 13–15), they identified 15,727 degree granting institutions in 208 countries and principalities (summing institutions in every country, we counted 15,727 institutions here, not the 15,731 they reported). The following year, they identified 16,484 institutions (AACSB, 2015: 8) but did not sort them by country. Sadly, that was the last time they published these kinds of data. Unable to find any other compendium of business schools the world over, we used the AACSB's 2014 data as a proxy for what we would see in a 2020 appraisal.

Sorting the AACSB data into the six UN regions, Table 7.1 reports the number of business degree granting institutions in each region and then with the current PRME signatories so sorted, the percentage of such institutions in each region that embraces the PRME principles.¹² With 34.7% of all such institutions embracing the principles, Oceania emerges as the world's region most receptive to PRME, by far. Regrettably, with only 6/10ths of 1%

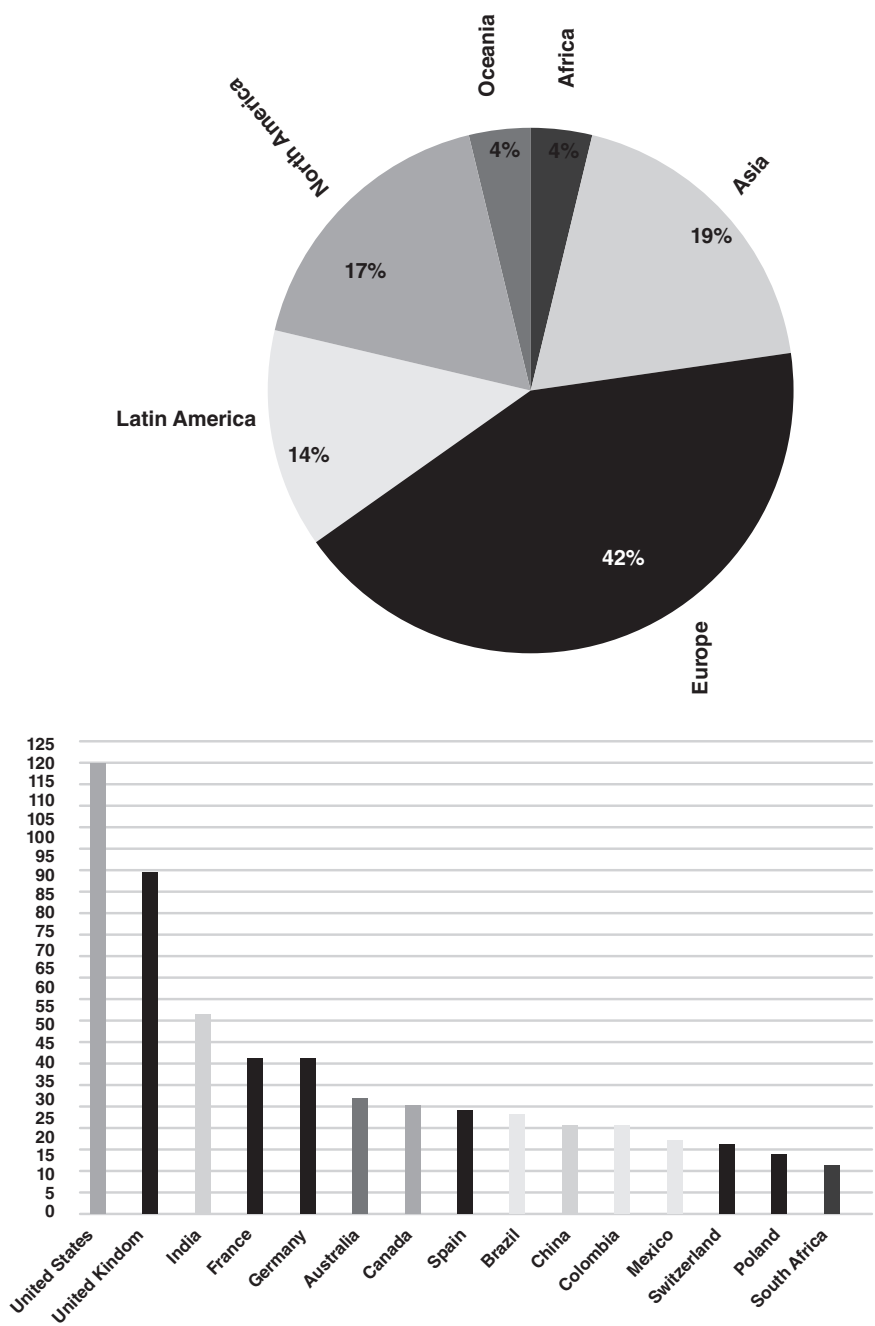


Figure 7.3 PRME signatories by region: a closer look.

Table 7.1 Percent PRME Signatories in Six Regions of the World

	AACSB (2014)	PRME (2020)	Percent Region
Africa	841	33	0.039
Asia	8,470	162	0.019
Europe	2,463	364	0.148
Latin America and Caribbean	2,125	116	0.055
North America	1,730	148	0.086
Oceania	98	34	0.347
World	15,727	857	0.054

of the world's degree granting business institutions located there, Oceania's relatively high percentage of signatories may have more of a symbolic than substantive impact on business education in the world. Unfortunately, Asia, home to 53.9% of the world's business institutions appears to be the region with the least awareness, understanding, and/or interest in PRME. Only 1.9% of schools in Asia embrace the six principles.

We can also place Figure 7.2's country-specific data in context. While the US, UK, and India lead when we look at the raw signatory counts, we see a great deal of variation when we adjust these counts for the number of business schools in each country. Table 7.2 gives us a very different look at these same countries. With 120 signatories, the US appears to lead the world in its embrace of PRME but with those 120 business schools representing just 7.4% of all business schools in the nation, the UK's 91 signatories look much more impressive. Those 91 schools comprise 67.9% of the UK's business schools. With 53 signatories, India is third in the world when it comes to its embrace of PRME. However, with those 53 schools representing just 1.4% of the business schools there, Appendix A tells us that India ranks 95th out of the 99 countries that are home to business schools that embrace PRME.¹³ First looks can be deceiving.

Looking across the entire world, we can now place Figure 7.1's growth in context. While the growth is certainly positive, only 5% of the world's business institutions seem interested in PRME today. Nevertheless, the revealed variance offers some hope. Looking at the percent of a nation's schools that signed PRME, Appendix A captures the Top 15 and Bottom 15 in the rank ordering of such nations. The global average of 5% masks some surprises. Sixty-eight percent, 58%, 45%, 44% and 42% of the business schools in the UK, Australia, Switzerland, Sweden and the UAE,

Table 7.2 Looks Can Be Deceiving: The Top 15 PRME Signatory Schools as a Percent of all Business Schools in the Country

Country	Signatory Schools	Business Schools	Percent Signatory Schools in the Country
United States	120	1,624	0.074
United Kingdom	91	134	0.679
India	53	3,902	0.014
Germany	41	217	0.189
France	41	178	0.230
Australia	30	52	0.577
Brazil	26	376	0.069
Canada	28	105	0.267
Spain	27	80	0.338
China	23	1,093	0.021
Colombia	23	175	0.131
Mexico	19	1,000	0.019
Switzerland	18	40	0.450
Poland	15	191	0.079
South Africa	12	41	0.293

respectively, embrace PRME. That enthusiasm is worthy of appreciation and yes, some investigation. We should learn more about this enthusiasm and yes, their pedagogical innovations. Still, the somber reality is that only 1.4% of the 9,287 business schools in the Bottom 15 countries adopted PRME (134 signatories). To make matters worse, 18% of the schools that publicly embraced PRME in the past 13 years walked away from that embrace, either voluntarily or involuntarily. The UN delisted 166 schools since 2013 for their failure to communicate; in addition, 18 schools left PRME on their own in that period.¹⁴ Laudable as the United Nations’ aspirations are, and with some exceptions noted, we see that the great majority of the world’s business schools appear to be largely uninterested in them. Indeed, impressive as it is to say that business schools from 99 countries the world over embrace PRME, we should keep in mind that the United Nations counts 193 member states.¹⁵ In general, business schools in only one-half of the world’s countries embrace PRME. What is going on here? It is hard to imagine that these business schools are unaware of the long-standing debate about the purpose of the firm, much less the UN’s effort to involve business and business educators in their quest for a better world. How can a school ignore or object to the United Nation’s ambitions? Let’s consider a few possibilities.

It turns out that this question served as a stimulus for a special issue of the *Journal of Management Development* in 2015. Entitled “The Unfulfilled Promise of Responsible Management Education,” seven authors or teams of authors in this special issue took a crack at answering this question. All of them placed the blame squarely on the shoulders of the business schools. Both noting and trying to explain the entrenched nature of the status quo in these schools, Doherty, Meehan and Richards (2015: 53) said simply that they must change, “it cannot be business as usual for business schools.” That said, why is the status quo so alluring? We heard a number of hypotheses. For example, trapped by their ideology, an ideology that “views management more as a science, and less of a clinical art,” schools have trouble with sustainability ambitions that are long term, relational and complex (Painter-Morland, 2015: 68). Alternatively, schools might be trapped by “the totalizing regime of market-driven logics” that define our age, logics that preclude a focus on commitments grounded in interdependence and inclusiveness (Verbos and Humphries, 2015: 95). It may be too that they are captive of their own self-interest, “those of their faculties and those of their direct ‘customers,’” not those of society (Dyllick, 2015: 29). And even if tempted to embrace change, Sampere (2015: 106) argues that “because they are always under public scrutiny,” business schools are very risk averse. And so, any attempt to do something in the world of responsible management is dismissed as “window dressing” (Raatzsch, 2015: 76) or “a dean-initiated top-down effort, which ultimately fails to penetrate departmental walls” (Cornuel and Hommel, 2015: 3). Table 7.1 tells us that we should not be surprised by these authors’ gloom. Indeed, with 512 PRME signatories in 2015 (and not the 857 schools we see today), the picture was even gloomier then than now. After all, 345 more schools have embraced the principles since then. Only 3.3% of the world’s business schools were PRME signatories in 2015 (512/15,727). All of that said, maybe things are not as bad as they appear. Maybe there are other reasons why schools appear to shy away from PRME.

Products and service do not sell themselves. It is hard to imagine that representatives from the UN asked all 15,727 schools to embrace PRME. Maybe these schools simply need a call from a PRME signatory in the region and / or a representative from the UN. Still, even with a personal touch, it may be that some schools will decline an invitation to join the UN’s effort. Indeed, some schools may adopt PRME-like values and aspirations but do so without forming an alliance with the United Nations. Let’s consider that possibility.

7.2 Responsible Management Education with and without PRME

The Appendix captures the mission statements of the world's Top 15 business schools (as seen on their web pages on June 13, 2020). Looking at the U.S. News and World Report and *Financial Times* rankings, we see that there are 21 schools in the "Top 15" that year. Searching the UN PRME database for their current signatories, we see that only 3 of these 21 schools embrace PRME (Cornell, with its Dyson, ILR and Johnson schools; the University of California, Berkeley; and INSEAD).¹⁶ Nevertheless, highlighting the focus in their stated missions, we see that 18 of those 21 schools mention the words "social," "society" or "world" in their statements. The three that did not talked instead about creating "lasting value" (Northwestern), "enduring impact" (Chicago) and "achieving great things" (Berkeley). The school that I know best, Michigan Ross, offers its students over 100 different ways to explore and build a better world through business.¹⁷ The Michigan Ross faculty must even report how their research contributes to the achievement of the SDGs in their annual reports. It would be interesting to gather a stratified random sample of business schools in the six regions of the world and then examine their mission statements and social impact programs and practices in this way. It may well be that PRME has inspired schools to embrace many of its principles, even if the schools do not formally embrace them. PRME's adoption challenge may lie in its value proposition more than it does the hypothesized status quo orientation of business schools. Perhaps it burdens its signatories with more perceived costs than benefits. What might those costs be?

Hoping to ensure that words match deeds, the PRME office asks its signatories to complete and share a biennial "Sharing Information on Progress" report with them and ultimately, the world (<https://www.unprme.org/search-sips>). The act of compiling a school's work for a report may strike some as a burdensome task with little return. Moreover, seeking to provide a benefit to its signatories, the PRME office encourages its signatory schools to discuss their work with peers in regional chapters and working groups. Schools may be happy to endorse all six principles and at the same time, be unwilling to share their activities with the world, much less their peers, in any detail. After all, they typically compete with each other for students, faculty, philanthropic donors, and business ties. If they view their social

impact activities as a source of advantage in those competitive domains, they may be very reluctant to share this work with their peers. Perhaps a better alternative is to capitalize on the UN's global reach and give schools the opportunity to meet in inter-regional groups, not just intra-regional groups (groups that may even exist already). Business schools may crave the opportunity to embrace PRME Principles 3–5 with a diverse group of peer schools around the world. Such teaching, research and cross-sector collaborations may have many more upsides than downsides.

It may also be that attitudes toward the United Nations play a role in whether or not a school will work with them on PRME. While Fagan and Huang (2019), Pew Research Center's writers, tell us that 61% of the world's population holds a favorable view of the UN (with only 26% holding an unfavorable view), they also report some notable within-country differences. Consider the United States. While 59% of the country holds a favorable view, Fagan and Huang (2019) tell us that this average masks a political divide. Currently, 77% of Democrats see the UN in a favorable light, while just 36% of Republicans do. Pew reports never seeing a lower Republican favorability rating than we do today in their 30 years of polling. Why does this matter? CEOs tend to be Republicans. In an exhaustive study of the political affiliations of the CEOs in the S&P 1500 between 2000 and 2017, Cohen, Hazan, Tallarita and Weiss (2019) found that 57% of them were Republicans, while only 19% were Democrats. Business school deans may be reluctant to collaborate with the United Nations when so many of those who hire their graduates and donate their money may not support the United Nations.

7.3 Embracing our future

We need to ask ourselves four questions. First, do we believe that life on the planet is under threat, perhaps even existential threat, from human activity in the Anthropocene? Do we believe that the Sustainable Development Goals are worthwhile? Do we believe that business organizations can help curtail, if not ameliorate, many of the problems we face today? Finally, do we think business scholars have a responsibility to educate their students and the public alike about our problems and fostering action, together consider how best to address them? If the answer to each of these questions is yes, then we need to act. It may not be easy. There are cross pressures to navigate.

For example, let's reconsider the Business Roundtable's statement that opened this essay. Recall that Harrison, Phillips and Freeman (2020: 1227) saw it as a "major turning point." Maybe it is and maybe it isn't. It might just be another example of the kind of self-serving "elite charade" that Anand Giridharadas (2018) lamented in his best-selling book. Recently calling it a "pledge of voluntary virtue," Giridharadas observed, "it has given moral license to companies to not only continue doing what they were doing before, but to do it even more unapologetically" (Taylor, 2020).¹⁸ Observing that it lacked "the teeth of law," he foreshadowed Bebchuk and Tallarita's (2020: 26) close look at the Business Roundtable's statement in the *Cornell Law Review*. Those two concluded, "The BRT statement should be viewed largely as a PR move rather than as the harbinger of a major change" (p. 26).¹⁹ Bebchuk and Tallarita (2020: 58–61, 68) worry that "stakeholderism" will only diminish managers' accountability, increase their insulation from monitoring and control, and in the end, "hurt shareholders, economic performance, and many stakeholders." Indeed, should we worry about the motivations that fuel seemingly pro-social behavior? For example, we know that CSR initiatives can be used as a retention tool to keep valuable knowledge workers from joining a rival company (Flammer and Kacperczyk, 2019). We also know that philanthropy can serve as reputation insurance, and even enable subsequent wrongdoing (Luo, Kaul and Seo, 2018). We might need laws to protect us from the self-interested who appear to be other-serving. And so, which is it? Is the Business Roundtable's statement a major turning point in the history of corporations or an empty Public Relations move? It may be both.

Change rarely happens overnight. Scholars have been debating the purpose of the firm for almost 100 years [see Berle (1931) vs. Dodd (1932)], if not for the past 2,000 years (Avi-Yonah, 2005). What is different today is that talk of stakeholder well-being has entered the public domain. For example, Figure 7.4 profiles the annual mentions of the word "stakeholder" (from Factiva) in four major newspapers since Ed Freeman published his influential book in 1984. As we can see, our business paradigm is much more attentive to society's needs these days. While it took ten years for this language to penetrate public consciousness, it is now a sturdy staple of public discourse. Indeed, we can see that it often takes a crisis, be it a recession or a pandemic, to remind us of our interdependence. Sadly, we may need prodding from time to time to consider the well-being of others.

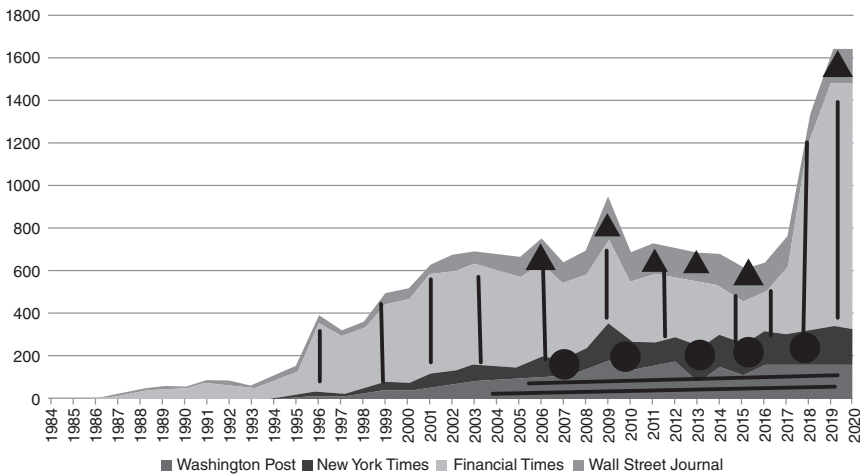


Figure 7.4 The rise of stakeholder thinking: 1984–2020.

These prods notwithstanding, it is noteworthy that CEOs, even Republican CEOs, those who are notably wary of CSR investments (Chin, Hambrick and Treviño, 2013), now proclaim their support for stakeholder thinking.²⁰ A public relations move or not, this is important. Psychologists tell us that we humans like to think that we are masters of our destiny, that reason guides our actions, and that our behavior follows our attitudes (Glasman and Albarracín, 2006). However, social creatures that we are, our behavior is shaped too by life's contextual and historical forces (March, 1984). In that case, our attitudes follow our behavior (Bem, 1972). Whether CEOs truly believe their words or not, it matters that the leaders of the world's most prominent companies say publicly that they want their companies to serve their many stakeholders and society. In time, even pretenders may come to believe their own words and with deep integrity, work to improve the state of the world (Schoeneborn, Morsing and Crane, 2020).

So it may be with business schools. If we think of the adoption of PRME as a diffusion of innovation, we see that our 5% adoption rate may herald just the beginning of diffusion's more explosive second phase (Rogers, 2003). We may be on the verge of a dramatic increase in the adoption of the UN's Principles of Responsible Management Education. Sociologists might want to study the adoption and diffusion of PRME as it unfolds. Studying diffusion (Strang and Soule, 1998; Young, 2009) and imitation (Lieberman and Asaba,

2006) for years, organization and management scholars might want to look at PRME as a case study of diffusion and better yet, as an opportunity for field experimentation (Baldassarri and Abascal, 2017). Indeed, the UN, the PRME office, and its signatories might benefit from seeing themselves as catalyzing a social movement and as such, see how extant research might help them diffuse their aspirations. They may find themselves experimenting with different diffusion ideas. For example, following the lead of the Business Roundtable, it may be that public statements by a number of a country's business school deans might kick start a second wave of PRME adoption in that country. Researchers could work with the UN, experimenting with different communication strategies to gauge their effectiveness.

Looking ahead, it is important to recognize life's most fundamental cross-pressure – to decide whether we will make room in our hearts and minds for others. Evolution seems to have endowed human beings with the rare capacity to attend both to ourselves and to each other (Wilson, 2014). Will we ever love our neighbors as we love ourselves? While business might attract those more drawn to serve themselves than others (Frank, Gilovich and Regan, 1993, 1996), the choice is ours. We are free to choose. Martin Luther King believed that with effort, the arc of history bends toward justice.²¹ For the sake of the individuals trapped in a small world of their own self-regard, and for the sake of those in the larger world that too often find themselves at the mercy of such people, we hope that Reverend King is correct. We also hope that business professors, inspired directly or indirectly by PRME, may open the eyes of their students to the world beyond themselves.

We will close this essay with a few words from George McGovern, a distinguished US public servant (Knock, 2016). He wrote the following words in his college newspaper as he neared graduation. Reading them, we see that he might be the kind of student the United Nations had in mind when they launched their PRME initiative. George McGovern may even serve as an existence proof for educators who work so hard to share responsible management principles with an often-indifferent world. To paraphrase William Shakespeare, we should remember that the road to love is never smooth.²² We must stand firm if we ever hope to foster a world where we love our neighbors as we love ourselves.

I am committed to social reform, yes, but it is only half the battle – the fruits of victory in the first half. The other half must first be thoroughly

won – the battle against my own narrow-mindedness, my own selfishness, and all the things that tend to make me a little man in a world already sick from too many little men.

George McGovern (1946)

Notes

- 1 I would like to thank Tatiana Stettler for her comments on an earlier version of this essay, Arielle Chaifetz for her help in creating Figures 7.1–7.3, and Corey Seeman for his help in creating Figure 7.4.
- 2 The Business Roundtable announced that 181 CEOs signed the statement on August 19, 2019: <https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans>. Updated eight times since, the October 2020 version pictures 229 signatures. Moore (2019) identified the seven members of the Business Roundtable that did not sign the 2019 Statement: the CEOs of Alcoa, Blackstone, GE, Kaiser Permanente, NextEra Energy, Parker Hannifin, and State Farm. As of the October 2020 update, Alcoa and Parker Hannifin left the Roundtable; State Farm changed its mind and signed; Blackstone, GE, Kaiser Permanente and Next Era, all members, have not signed.
- 3 As a point of reference, the United Nations counts 193 member states today: <https://www.un.org/en/sections/member-states/growth-united-nations-membership-1945-present/index.html#2000-Present>
- 4 Indeed, the World Economic Forum (2019), a worldwide partnership of 1,000 corporations, made news of its own less than four months later when on December 4, 2019 they issued their “Davos Manifesto 2020.” They entitled their call, “The Universal Purpose of a Company in the Fourth Industrial Revolution.” Similar to what we read in the Business Roundtable’s principles, they argued, “A company is more than an economic unit generating wealth. It fulfils human and societal aspirations as part of the broader social system. Performance must be measured not only on the return to shareholders, but also on how it achieves its environmental, social and good governance objectives.” They ended their Manifesto with these words: “Corporate global citizenship requires a company to harness its core competencies, its entrepreneurship, skills and relevant resources in collaborative efforts with other companies and stakeholders to improve the state of the world.” Change is in the air.

- 5 See https://nces.ed.gov/programs/digest/d19/tables/dt19_322.10.asp for a look at the number of bachelor's degrees by field of study between 1971 and 2018 and https://nces.ed.gov/programs/digest/d19/tables/dt19_323.10.asp?current.asp for a look at master's degrees during the same time.
- 6 See <https://www.un.org/en/charter-united-nations/index.html>
- 7 See <https://www.unglobalcompact.org/participation/report> for a discussion of the reporting requirements and the opportunity to browse the over 47,000 Communication in Progress reports submitted to date.
- 8 See <https://www.unglobalcompact.org/what-is-gc/participants> for a look at their current participants; these numbers capture their membership on March 3, 2021.
- 9 See <https://www.unglobalcompact.org/participation/report/cop/create-and-submit/non-communicating> for a list of their non-communicating participants and <https://www.unglobalcompact.org/participation/report/cop/create-and-submit/expelled> for a list of those they expelled; the numbers reflect their status on March 3, 2021.
- 10 Professor Mette Morsing was named the Head of PRME on April 1, 2020: <https://www.unprme.org.uk/post/un-global-compact-appoints-ms-mette-morsing-as-head-of-prme>
- 11 The 99 include the United Kingdom, home to PRME signatories in England (77), Northern Ireland (1), Scotland (10) and Wales (3), and China, home to 17 signatories on the Mainland, 6 in Hong Kong and none in Taiwan. See the following for a look at the 14 chapters (as of March 3, 2021; <https://www.unprme.org/prme-chapters>).
- 12 Here we see every country in the world sorted into the UN's six regions: <https://unstats.un.org/unsd/methodology/m49/>
- 13 The statistics for all 99 countries are available on request.
- 14 The list of these schools is available on request.
- 15 See <https://www.un.org/en/sections/about-un/overview/index.html> (accessed March 3, 2021).
- 16 Anyone can identify PRME signatories here: <https://www.unprme.org/search>
- 17 Explore the Michigan Ross "Business + Impact" programming and set of initiatives here: <https://businessimpact.umich.edu/about/mission/>
- 18 See Blanken, van de Ven and Zeelenberg (2015), Effron and Conway (2015), and Merritt, Effron and Monin (2010) for recent reviews of the psychology of moral licensing.

- 19 They contacted the public relations department of 173 of the companies that signed the statement asking if the board approved these principles as a matter of corporate policy. If this represents the “sea change” in business practice that Harrison et al. (2020: 1234) celebrated, one would expect the board to approve the change. Only 48 of these companies responded and of them, only one admitted that the board approved the policy. They then reviewed the financial incentives for CEOs and directors alike, concluding that they are aligned with shareholders’ interests more than they are stakeholders’ interests. Moreover, a recent report funded by the Ford Foundation (KKS Advisors, 2020) revealed that the BRT signatory companies did not respond to the challenges of Covid-19 in any way that distinguished them from their peers who did not endorse such a statement of corporate purpose.
- 20 Cohen et al. (2019) found that a large majority of the CEOs in the Business Roundtable are Republicans.
- 21 Theodore Parker, the 19th century abolitionist minister, made this point in his 1853 sermon, “Of Justice and the Conscience.” He pointed out, “Things refused to be mismanaged for long” (Parker, 1853: 85).
- 22 Lysander uttered these words in *A Midsummer Night’s Dream*: “The course of true love never did run smooth.” See <http://shakespeare.mit.edu/midsummer/full.html>

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APPENDICES

Appendix A: The Top 15 and Bottom 15

Country	Signatory Schools	Business Schools	Percent
Central African Republic	1	1	1.000
Monaco	1	1	1.000
United Kingdom	91	134	0.679
Australia	30	52	0.577
Iceland	2	4	0.500
Trinidad & Tobago	1	2	0.500
Switzerland	18	40	0.450
Sweden	11	25	0.440
United Arab Emirates	10	24	0.417
Spain	27	80	0.338
Kuwait	2	6	0.333
Luxembourg	1	3	0.333
Latvia	8	25	0.320
South Africa	12	41	0.293
Portugal	10	36	0.278

Country	Signatory Schools	Business Schools	Percent
Bangladesh	2	71	0.028
Thailand	3	108	0.028
Vietnam	1	39	0.026
Ghana	1	40	0.025
Iran	1	42	0.024
China	23	1,093	0.021
Ukraine	3	145	0.021
Mexico	19	1,000	0.019
Kenya	1	54	0.019
Russia	10	586	0.017
India	53	3,902	0.014
Japan	3	223	0.013
South Korea	3	240	0.013
Philippines	9	1,259	0.007
Indonesia	2	485	0.004

Appendix B: The 2020 Top 15 Business Schools' Mission Statements

The U.S. News and World Report Top 15

Stanford (1)

“Our mission is to create ideas that deepen and advance our understanding of management and with those ideas to develop innovative, principled, and insightful leaders who **change the world.**”

Pennsylvania – Wharton (1)

“We grow leaders who act decisively to meet tomorrow’s biggest challenges. Wharton provides experiences that give leaders judgment and skill to motivate high-performing teams and build resilient organizations that **change the world.**”

Northwestern – Kellogg (3)

“To educate, equip and inspire brave leaders who build strong organizations and wisely leverage the power of markets to **create lasting value.**”

Chicago Booth (3)

“At Chicago Booth, our mission is to create knowledge with **enduring impact**, and educate current and future leaders.”

MIT Sloan (5)

“The mission of the MIT Sloan School of Management is to develop principled, innovative leaders who **improve the world** and to generate ideas that advance management practice.”

Harvard (6)

The mission of Harvard Business School is to educate leaders who **make a difference in the world**. Achieving this mission requires an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. HBS can and should be a living model of these values.

Berkeley Haas (7)

“Our mission is to help extraordinary people **achieve great things**. At Haas, we live our distinctive culture out loud by embracing our four Defining Leadership Principles: Question the Status Quo, Confidence Without Attitude, Students Always, and Beyond Yourself.”

Columbia (8)

Our mission is twofold: we are committed to educating and developing leaders and builders of enterprises who **create value for their stakeholders and society at large**; we accomplish this through our MBA, MS, PhD, and Executive Education programs. We are equally committed to developing new scholars and teachers, and to creating and disseminating pathbreaking knowledge, concepts, and tools which advance the understanding and practice of management; we accomplish this through our faculty research and PhD programs.

Yale (9)

The mission of the Yale School of Management is to educate leaders **for business and society**.

NYU – Stern (10)

Our mission is to prepare individuals and organizations with the knowledge, skills, and tools needed **to embed social and environmental sustainability into core business strategy**. In doing so, businesses reduce risk; create competitive advantage; develop innovative services, products, and processes; while improving financial performance and creating value for society.

Virginia – Darden (11)

“The Darden School **improves the world** by inspiring responsible leaders through unparalleled transformational learning experiences.”

Dartmouth – Tuck (12)

“Tuck develops wise, decisive leaders who **better the world through business**.”

Duke – Fuqua (12)

Duke University’s Fuqua School of Business attracts and nurtures a new kind of leader who has the power to bring out the strength in others and move teams forward toward a common purpose. Our community is made up of students and faculty from around the world who thrive in an environment with differing viewpoints. We bring them together to inform a leadership style that inspires entire organizations to **do better while doing what’s best**.

Michigan – Ross (12)

“We are committed to **building a better world through business**. This is our mission.”

Cornell – Johnson (15)

Johnson has the ability to extract the best from the best. We are committed to continually challenge what we do and how we do it so we can remain a distinctive premier global business school and ensure that in today's ever dynamic world of business and socioeconomic unknowns, our students are prepared to lead and **solve complex global problems.**

The *Financial Times'* Top 15 includes these six schools.

INSEAD (4)

“INSEAD brings together people, cultures and ideas to develop responsible leaders who **transform business and society.**”

CEIBS (5)

“To become the most respected international business school by linking East and West in teaching, research, and business practice and by **promoting China's social and economic development** through high-impact knowledge creation and dissemination.”

London Business School (7)

“London Business School's academic strength and global outlook drives original and provocative business thinking. We challenge conventional wisdom, transform careers and empower our people to **change the way the world does business.**”

HEC Paris (9)

At HEC Paris, we have always embraced the idea that you must “Learn to Dare” in order to achieve. Our faculty engages in cutting-edge research into the management, role and impact of organizations and markets. By daring to challenge orthodoxy, our scholars examine **the responsibility of business in society and for society.** Our academic programs challenge our students to push back boundaries and become the leaders of tomorrow. A tomorrow where we expand the frontiers of teaching and research while staying true to our core values: excellence, diversity and community.

IESE (13)

“We develop leaders who strive to have **a deep, positive and lasting impact on people, companies and society** through professional excellence, integrity and spirit of service.”

National University of Singapore (15)

“To advance knowledge and develop leaders so as to **serve business and society**”



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Part II

GLOBAL PRME CHAPTERS

Making it happen in management schools

Mette Morsing

Part II of this book provides a ‘tour de force’ through the PRME Chapters. It provides a glimpse of some of the extra-ordinary action within and between business schools in the continents and geographical regions of the world to advance leadership education in novel ways that will inspire educational work to create and support truly innovative pedagogical efforts. In the context of the global pandemic, we are facing an increased understanding of how PRME can support online types of workshops and webinars to ensure student agency education. It is no longer a matter of having as many courses on CSR or sustainable development integrated across the business school portfolio as it is about the kind of content in the educational portfolio. PRME Chapters Chairs from around the world have generously stepped in and contributed with fabulous narratives about the emergence, governance and future aspirations of their PRME Chapters to grow.

And let us keep in mind, that as the PRME community grows – even during a global pandemic – in 2021 we have celebrated the launch of four new PRME Chapters: PRME Chapter Iberia, PRME Chapter Poland, PRME

Chapter Africa and PRME Chapter China. This is a truly encouraging development. We are currently discussing the re-establishment of the PRME Chapter Middle East and PRME Chapter ASEAN while also beginning to discuss how to develop the Euro-asian geographics, including of course Russia, with the input from deans and faculty in the regions.

In the midst of a pandemic, it is truly encouraging to see how business schools around the world keep their value propositions even more tightly supporting the Sustainable Development Goals, and accordingly how the PRME Chapters are attracting more business schools and universities to join our common goal.

8

PRME CHAPTER AUSTRALIA & NEW ZEALAND

*Mehran Nejati, Belinda Gibbons, Harsh Suri,
Fara Azmat, Anna Young-Ferris, Suzanne Young
and Swati Nagpal*

Acknowledgement of Country - We acknowledge that the beautiful lands on which the Australia and New Zealand signatories reside is Indigenous land. As we share our knowledges may we always remember the knowledges held forever within the traditional custodianship of country. We pay respect to elders; past, present and future; and extend that respect to all Indigenous peoples reading this chapter.

What is our why and what motivates us to be here? These questions keep the Australia and New Zealand (AUSNZ) PRME Chapter conversations and actions grounded and relevant. This chapter presents our collaborations locally and internationally.

8.1 Background

The Australia and New Zealand region is a very active PRME Signatory base comprising a group of schools that are not only active within the global PRME network, but also actively engaged in pushing the agenda

for responsible management education forward with a range of innovative approaches to support the realisation of the United Nations Sustainable Development Goals (SDGs).

The AUSNZ representation began with the initiation of the PRME in New York in 2008 with two business schools' attendance and commitment to PRME signatory – LaTrobe (Victoria) and Griffith (Queensland). Since 2008 both of these business schools have promoted the PRME by being involved in the PRME global forums, being members of key advisory groups for the PRME Champions structures, developing international collaborations with other PRME business schools and promoting the PRME both domestically and internationally through conferences, events and speaking engagements. The AUSNZ PRME Chapter was endorsed as an Emerging Chapter by participants at the 2nd AUSNZ PRME Forum, hosted by Griffith Business School (Australia) in 2012. We transitioned to an established Chapter in 2017 with a strong network signing the Memorandum of Understanding at the 5th AUSNZ PRME Forum held at Deakin University, Melbourne. Our annual forums have always proved to be a time for celebration, sharing, learning and networking with event themes that enable rich discussions. From 'inspire, motivate, engage & act (IMEA)' in 2017, 'Beyond Business as Usual' in 2018 and 'Students as Partners' in 2019, we always strive for inclusivity with attendance from students and industry partners. Currently the AUSNZ Chapter Chair, Dr Belinda Gibbons, sits on the Board acknowledging the key role our Chapter has played in responsible management education.

The AUSNZ Chapter has grown in 2020 to a network of 29 Australian and 5 New Zealand Higher Education Institutions. It is worth noting that 73% of all Australian universities and 63% of all New Zealand universities are PRME signatories. Enabling university graduates to become effective citizens and active change agents is a key driver of this region's higher education sector. The recognition that business schools play a major role in cross-sector collaboration to ensure we leave our world in a better place than what we found it drives our regions' PRME passions and amplifies our commitment to responsible management education and values of sustainability and global responsibility.

Students studying in Australia and New Zealand come from across the globe. Large numbers of diverse cultures offer us rich exploration for teaching and learning but also numerous challenges in the way to tackle all 17 SDGs in the curriculum, research and partnerships. The AUSNZ PRME

Chapter comes together as a community to share knowledge and ways. In the following section, we summarise some of these key collaborative efforts and partnerships at the local, national and international level.

8.2 Actions and achievements

Partnerships are the foundation of the AUSNZ PRME Chapter actions and achievements. Our local actions are driving global achievements. Some key examples are presented in this section.

8.2.1 Local partnerships

Australia and New Zealand signatories are separated by vast land distances. For us, this means local signatory connection is essential to strong network collaborations. One state in particular actions this beautifully. Western Australia (WA), covering the entire western third of our country, has four public PRME universities and takes a state-based approach to responsible management education. An example of this is the WA collaborative project on SDG and PRME Pitch Challenge for HDR students.

The ‘PRME Pitch Challenge 2020’ was a collaborative initiative undertaken by the four public universities in Western Australia, namely, Edith Cowan University, Curtin University, Murdoch University and University of Western Australia. This initiative challenges all higher degree research students in the business discipline to explain how their research matches or contributes to the SDGs. HDR students were invited to submit a 1,000-word extended abstract that had i) cover sheet with their name, contact details, thesis title, stage of research and ii) the abstract that covers research aims, method and preliminary findings (if applicable) that also discusses how their research addresses the SDGs and the implications of their research in relation to the SDGs.

To incentivise participation in the challenge, the winning submission would receive funding to cover the registration fee at the Australia and New Zealand Academy of Management (ANZAM) Conference in Perth in 2021. The winning student will be required to submit a full paper to the ANZAM Conference for peer-review. The conference, hosted by Edith Cowan University, was scheduled to be held in December 2020 in Perth, but has been postponed to 2021 due to Covid-19. The judging panel for the PRME Pitch Challenge included one academic from each of the institutions,

Dr Donella Caspersz (University of Western Australia), Dr Martin Brueckner (Murdoch University), Dr Mehran Nejati (Edith Cowan University) and Dr Robyn Ouschan (Curtin University).

Overall, 14 entries from HDR students across Western Australia were received for the challenge, including 6 from Curtin University, 5 from ECU, 2 from UWA, and 1 from Murdoch University. Each submission was judged by 3 independent judges. The judging panel were not allowed to judge submissions from their own university. Submissions were assessed based on 4 main criteria, namely, quality of research approach (20%), clarity of research approach (20%), relevance of the research to SDGs being clearly outlined (30%) and implications of the research to the SDGs being strongly demonstrated (30%) on a 1 to 5 scale (1 = doesn't meet expectations; 2 = needs work; 3 = adequate; 4 = good; 5 = excellent). The judging panel unanimously selected a submission from UWA as the winner of 2020 PRME Pitch Challenge. All participants were subsequently informed about the challenge outcome and invited to write a paper based on their research for ANZAM 2021 Conference in Perth.

Based on students' perceptions of their research contributions to SDGs, the most embraced goal among submissions was SDG 11 (Sustainable Cities and Communities), followed by SDG 9 (Industry, Innovation and Infrastructure) and SDG 12 (Responsible Consumption and Production). The following diagram shows a summary of perceived contributions to SDGs across the 14 submissions received for the pitch challenge (Figure 8.1).

Professor Tim Bentley (Associate Dean of Research at ECU School of Business and Law) congratulated the organising team for the PRME Pitch Challenge and regarded the initiative as being 'very worthwhile and good engagement' across the WA universities.

Here's a comment from one of the participants in the challenge:

Many thanks for your support. I didn't win it – But the main point was that I found out my thesis has got contributions to the SDGs.

Edith Cowan University PhD student

8.2.2 National partnerships

When Deakin Business School embarked on their journey for integrating SDGs into curricula, they invited the AUSNZ PRME Chapter coordinator, Dr Belinda Gibbons, to share experiences from her school and to engage

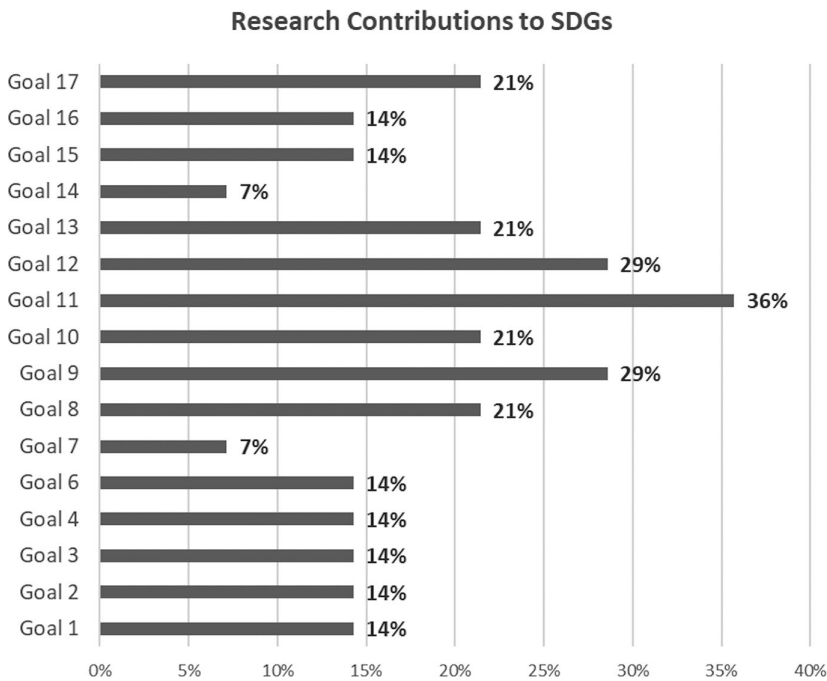


Figure 8.1 SDGs covered in students' submissions for PRME Pitch Challenge 2020.

academic and professional colleagues at all levels, including the faculty executive. Deakin Business School developed a conceptual framework for scaffolding SDG integration using a whole of program approach and harnessing synergies of this project with the other strategic curriculum enhancement projects particularly internationalisation of curriculum and employability skills development. Their approach to 'Bringing about a cultural shift for meaningfully integrating sustainability across mainstream curricula in Deakin Business School' was awarded with the 2018 Green Gown Awards Australasia in the 'Learning, Teaching and Skills' category. The Green Gown Awards Australasia is the first and only Award Scheme dedicated to recognising excellence in sustainability within the tertiary education sector in Australasia. The approach taken by Deakin Business School also informed further strategic initiatives on integrating SDGs into curriculum at other AUSNZ PRME signatory business schools.

Inviting and helping each other is important to our Chapter. Due to Covid-19 we are all teaching online and remotely. We recently started a

‘Not Teaching As Usual’, aiming to help each other in this environment. At this very turbulent time, we want to help each other create exciting and vibrant ‘remote’ teaching experiences for all our students. This program provides us with the opportunity to offer our time and expertise to teach into a class or activity being conducted by others. The program provides a platform to reach out and invite someone into our classrooms for either a guest speaking spot, content sharing or just a conversation.

8.2.3 International partnerships

Global partnerships are a key part of the AUSNZ Chapter vision. They are essential for us to share knowledge and practices. Some examples of such partnerships and collaborations are listed below.

8.2.3.1 WikiRate

An example of our international partnership success includes our participation in the WikiRate collaborative among seven international PRME signatories. The seven institutions that featured case studies in the final collaborative report include University of Wollongong, Australia; Glasgow Caledonian University, Scotland, the UK; Universidad EAFIT, Colombia; Royal Holloway, University of London, England, the UK; Universidad ICESI, Colombia; IMC University of Applied Sciences Krems, Austria; and Ewha Womans University, South Korea.

Business school students are our future leaders. As such we expect business school graduates to closely engage with published academic research and theory, but also, and importantly, to be given empirical insight into the realities and challenges faced by businesses as they attempt to remediate the grand challenges of sustainability and climate change, and progress towards achieving the SDGs. As a response, the PRME Secretariat, together with WikiRate, have launched a project to facilitate student inquiry into these grand challenges, enabling close engagement with company annual and sustainability reporting and the SDGs. WikiRate is a technology-enabled open data platform for students to input data against selected criteria from reports to compare and analyse. The AUSNZ PRME Chapter is actively collaborating on the most effective ways of integrating WikiRate within its formal curricula.

WikiRate as a teaching tool ... serves multiple purposes for exploring concepts relating to sustainability, corporate social responsibility, corporate

reporting and transparency. Fundamentally, the WikiRate enables students to engage with the United Nations Global Compact through metrics aligned with the Sustainable Development Goals (SDGs). In this way, [it] provides a platform for activity for growing students' understanding of the SDGs which may serve them well as our world's future leaders.

Perkiss et al. (2018, p. 2)

For example, the University of Wollongong (Faculty of Business) was part of a year-long collaboration across seven countries to explore the diverse ways WikiRate was being utilised across the Schools around the world. The collaborative project aimed to garner the perspectives of students, as well as teachers, to learn more about WikiRate's impact, challenges and potential.

WikiRate was especially useful in that it allowed us to investigate real-world companies and how they are tracking when it comes to ESG issues. The most eye-opening part of this, along with various other class tasks which involved critically analysing company sustainability reports, is just how many gaps there still are when it comes to sustainability reporting.

The University of Sydney ACCT3016 student

As another example, the University of Sydney Business School sought the guidance of the University of Wollongong (Faculty of Business) and WikiRate to develop a special project for undergraduate accounting (ACCT3016) students focussed on issues and SDGs related to climate change, energy, waste, and gender. Students found this a highly engaging and relevant exercise that exposed them to sustainability reporting and accounting issues that are so pervasive in the field. It was a chance to cast a critical eye over the quality and shortcomings of the reporting.

Understanding was enhanced through our use of WikiRate, where we were able to investigate a specific entities' commitment to the SDGs in practice. This exercise allowed us to break down the barrier between theory and practice which often exists in university studies.

The University of Sydney ACCT3016 student

Engaging with and collaborating across our PRME chapter and the global network with WikiRate, along with the students' research input, has contributed to a valuable open information source for additional research, analysis, aggregation and sharing of learning and experiences towards understanding sustainability and how to progress the SDGs. As it stands,

there is no other open platform that allows a global student base to compare and contrast company performance and disclosure across the SDGs as an experiential learning experience (Perkiss et al., 2018).

8.2.3.2 CR3+ network

The CR3+ network is a partnership between four PRME Champion business schools, La Trobe Business School, Australia; Hanken School of Economics, Finland; ISAE, Brazil; and Audencia Business School, France. The network was established based on their shared values and collaborative approaches to building responsible management in business. Each of these business schools have signalled their commitment by being a UN PRME Champion since 2013, recognised as a thought or action leader and ambassador in the responsible management community, collaborating on projects to advance the SDGs. The network holds yearly conferences, works on teaching projects and research projects together, and engages with the Champions projects to build responsible management across many forms. The ongoing partnership is an example of how PRME signatories from across the world can effectively collaborate to further their individual institutions' and the collective PRME vision and agenda. The seventh annual CR3+ conference was held over two days in October 2019 at the La Trobe Business School (LBS) in Melbourne.

The theme of the conference was 'Using dialogue to build partnerships for sustainability' and explored how partnerships can bring about sustainable solutions as we work together on progressing the Sustainable Development Goals. Over 60 people from more than 15 countries attended the conference. The conference keynotes, paper presentations and social activities were focussed on three key areas.

1. The role of indigenous values and 'ways of knowing' in our approach to partnerships;
2. The benefits and challenges in developing and leveraging partnerships;
3. The wider academic community's recognition of the student voice in our thinking about sustainability.

Conference participants and students had the opportunity to engage with a global network of academics who research and teach in sustainability,

partnerships and CSR. Arising from the conference was a special issue in *Sustainability Accounting Management and Policy Journal* titled ‘Cross-sector dialogue for sustainability: To partner or not to partner?’

A recent outcome of the CR3+ partnership has been the development of a MOOC entitled ‘Organising for the Sustainable Development Goals’. The Future Learn platform hosts the seven week publicly available course where participants can learn about each of the SDGs in depth through real organisational case studies and interviews with thought leaders in the field. The content for the MOOC was developed by all partners, and draws on international research and evidence from a multitude of countries and sectors.

8.2.4 Network partnerships

The AUSNZ PRME Chapter work closely with local sustainable development networks including the United Nations Global Compact Network Australia (GCNA), Sustainable Development Solutions Network (SDSN), Australasian Campuses towards Sustainability (ACTS) and Principles of Responsible Investment (PRI). Recently AUSNZ PRME organised a forum title ‘A Climate Emergency for Business Schools: a social license to teach and learn’. Key speakers from the GCNA and WWF presented the latest information on climate change for corporation action including Science Based Targets.

8.2.5 Research partnerships

Deakin Business School (DBS) has contributed to the Blueprint (BP) for SDG as curriculum and research theme leads, respectively. This BP was developed in collaboration with the global PRME signatories and chapters, and provides a step-by-step guide for all Business Schools to implement SDGs across their curriculum, research and partnerships. The BP was launched officially in the UN global PRME forum in June 2020. Another example of DBS’s commitment to advance interdisciplinary, collaborative research on SDGs has been the editing of a special issue of *Social Business* (ABCD – B), ‘Opportunities and challenges of integrating SDGs across curriculum and research’. The special issue includes contributions from AUSNZ PRME signatories and selected presentations from the SDG colloquium.

DBS along with Latrobe Business School co-hosted the four-day long PRME Champions meeting in the 2018–2019 cycle held from 27–31

October 2019 under the theme of ‘SDGs and partnerships’. The meeting was attended by representatives of 39 PRME institutes globally (the US, the UK, Asia and Australia) where participants highlighted their projects and exchanged ideas and expertise on the advancement of SDGs through different partnerships.

8.2.6 Community partnerships

In the spirit of advancing the UN SDG agenda by sharing and disseminating knowledge, DBS held a colloquium on integrating SDGs across curriculum and research in December 2017. PRME signatories, early-career researchers and doctoral students as well as businesses participated in the event which provided participants the opportunity to discuss and share their research ideas, approaches and experiences of integrating SDGs across research, curriculum and within the broad field of business.

8.3 Administration

Amidst vast land distances between signatories, AUSNZ PRME members communicate on bi-monthly conference calls (monthly during the Pandemic), virtual state-based gatherings and via more formal annual forums and regular emails. We have a Chapter Chair (Dr Belinda Gibbons, UOW) and a Steering Committee (Dr Mehran Nejati, ECU; Dr Harsh Suri, Deakin; Dr Christian Schott, VUW; Dr Simon Wright, CSU; and Dr Eva Dobozy, Curtin). We are an extremely inclusive community. For us, inclusivity means that we are a community with each of us having the opportunity to share knowledge, run with a desired project and over time we have developed a strong sense of trust with each other.

Each AUSNZ PRME signatory is committed to producing ‘Sharing Information on Progress (SIP)’ reports that are shared and read within the network, industry and local community. The quality of these reports is exemplified by Deakin Business School’s SIP report which won the UN PRME award for excellence in SIP reporting in 2020 attesting to its multi-faceted initiatives to advance the SDG Agenda.

The strength of our achievements and commitment to PRME have been officially recognised in the strength of our results in the Times Higher Education Impact Rankings. In the 2020 Times Higher Education (THE)

Impact Rankings, 16 of our AUSNZ PRME signatories were featured in the top 100 rankings. Outstanding results were achieved by University of Auckland (1st); University of Sydney (2nd); La Trobe University (4th); RMIT University (10th); Monash University (17th); Auckland University of Technology (27th); University of Wollongong (31st); Victoria University of Wellington (36th); University of Newcastle (45th); Deakin University (55th); Massey University (60th); Charles Sturt University (61st); UNSW Sydney (66th); Queensland University of Technology (70th); Edith Cowan University (77th); and University of South Australia (87th).

8.4 Future perspectives

The AUSNZ PRME Chapter participated in a word cloud poll as part of understanding the future perspectives, next steps and aspirations of the Chapter. Members were asked to respond to the following question:

Provide ONE word to describe what you feel is the role of the AUSNZ Chapter in advancing PRME and the SDG within the next 5–10 years?

It came as no surprise that ‘transformation’ and ‘educate/education’ are front of mind for our members. The Chapter’s commitment to PRME is a commitment to educating the next generation of business leaders with the knowledge and skills that are needed to effectively navigate the sustainable development challenges we face (Figure 8.2).

As part of this, the Chapter recognises that the SDGs will continue to play a vital role in transforming how businesses need to approach their strategies, operations and activities. More critically, the role they will play



Figure 8.2 Perception of AUSNZ chapter members about the role of chapter in advancing PRME and SDGs within the next five to ten years.

in transforming management education beyond the traditional focus on shareholder primacy.

The twin tasks of ‘transformation’ and ‘education’ will rely on ‘collaboration’, ‘demonstration’ and ‘support’ among the Chapter and the broader global PRME network as we aspire to ‘champion’, ‘influence’, ‘promote’, ‘convince’, ‘lead’, ‘empower’ and ‘inspire’ the urgent action required now and into the future.

It is essential that AUSNZ PRME continue to build communities of practices within Faculty and across universities, mapping SDGs across curriculum and research, and promote cross sector collaboration. As part of this cross-sector collaboration, we are encouraged that top businesses in Australia are also championing SDG integration and implementation as seen by an open letter to the Australian prime minister calling for the government to use the SDGs as a framework for policy design, particularly as we move towards planning for recovery since the global Covid-19 pandemic.

In terms of next steps, we see our role as vital in transforming management education beyond the traditional and narrow focus of shareholders towards inclusivity of all stakeholders necessary to attend to the grand challenges of climate change, environmental crises and social and economic inequalities. In particular, our hope for the future is to draw on the wisdom of our Indigenous custodians who do not place humans at the top of the pyramid. Instead, they understand their connection to the land, to nature, and to each other. This stewardship approach that favours inter-connectivity, harmony and community is something we as a Chapter will champion for the evolution of the responsible management education, and as part of achieving the PRME and the SDGs.

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9

PRME CHAPTER BRAZIL

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9.1 Purpose of Chapter and history and membership of Chapter

9.1.1 The PRME Chapter Brazil

The PRME Chapter Brazil is constituted by academic institutions, business schools, corporate universities, and support organizations. It brings together institutions whose common characteristic is to promote responsible education through the development of sustainable leaders. The primary purpose of the PRME Chapter Brazil is to strengthen capacities to act in the new paradigm of sustainability, by developing and implementing solutions that meet the economic development of organizations and consequently the country, also respecting the environmental limits and ensuring the full development of the society.

PRME Chapter Brazil's objectives are centered on promoting a platform for dialogue, education, research, and actions related to responsible management, in order to boost the visibility of PRME and its signatories in Brazil and to promote synergy among their management bodies.

With the mission of consolidating the PRME initiative in Brazil, through the engagement of educational institutions that share its purpose for action, the PRME Chapter Brazil establishes ethics, responsibility, sustainability, transparency, and collaboration as its values. These values are in line with the principles of the Global Compact and the 2030 Agenda, especially with the Sustainable Development Goals (SDGs).

9.1.2 History and membership of Chapter

Brazil has a territory with continental dimensions, and it is located in an area with significant social inequalities – especially regarding the access to education. Even so, educational institutions in this region have played an important role in engaging “with the fight for the reduction of inequalities, with the creation of opportunities for all, with the commitment to economic and social development, and to the construction and maintenance of cultural identities” (Stallivieri, 2006, p. 2).

The history of the Brazilian educational process is marked by colonization and late incentives to scientific development, as highlighted by Humerez and Jankevicius (2015). However, the last 30 years have been marked by a significant increase in the number of students in higher education. In addition, new public policies and educational strategies were defined, which made possible, among other factors, the expansion of education in Brazilian territories, making its access more dynamic.

In Brazil, 98% of children aged 6–14 are enrolled in elementary school, fulfilling the goal of universalization of this level of education. However, 70% of young people aged 15–17 are in high school, but only 59% complete this last stage of basic education. Concerning higher education, 24% of students are in public institutions and 76% in private institutions. Only 15.5% of the Brazilian population has a college degree (IPEA, 2019).

According to data from the 2018 Higher Education Census of Brazil, more than 1 million students are enrolled in higher technology and bachelor's degrees in business administration. These data position business administration as the area that concentrates the most significant number of students at this level of education (IPEA, 2019).

Although the country has practically guaranteed universal access to education, there is a need to strengthen policies and programs that promote the quality of the educational system (INEP, 2019). Quality education is a

fundamental strategy of the 2030 Agenda, given that it is both an objective in itself and a means to achieve all other SDGs (UNESCO, 2018).

Business administration courses offered by Brazilian colleges and universities have presented several quality problems. Although there are excellent business schools in Brazil with national and international recognition, on average, the quality is low. This is reflected in the job market. According to data from the Brazilian Ministry of Economy, of every ten job opportunities, seven are in the area of Administration. However, not all job openings are filled, given that students graduated in business administration courses do not always have the professional skills required by labor market (INEP, 2019).

This context shows, on the one hand, the challenges and, on the other, the opportunities that an institution like PRME has to contribute to quality education in Brazil, especially about the development of skills of business administrators on topics such as ethics and sustainability.

It was in this context of different geographical configurations and respecting the particularities of Brazilian educational institutions that the PRME Chapter Brazil emerged. It was launched on August 8th, 2013, at the headquarters of the *Instituto Superior de Administração e Economia (ISAE)*, in the city of Curitiba, Paraná State, PR. At that time, 19 signatory schools reinforced their commitment to leading the dissemination of PRME principles in Brazil.

With the officialization of the PRME Chapter Brazil and the approval of its guidelines, the first board was constituted – integrated by ISAE, Business School São Paulo, *Fundação Dom Cabral, Serviço Social da Indústria do Paraná (Sesi PR)*, and *Escola Superior de Propaganda e Marketing (ESPM)*. The governance structure was also defined, comprising Secretariat, Board and Advisory Council. A two-year term was established for each board's mandate.

With a minimum frequency of four times a year, PRME Brazil signatories have meetings with the objective of promoting engagement, sharing experiences, and carrying out actions that strengthen the PRME principles and the Sustainable Development Goals (SDGs) in Brazilian society. Another instrument widely used in PRME Chapter Brazil is the Working Groups, which are constituted according to the actions proposed in the strategic plans, to meet specific objectives. For example, the current working group for the definition of common sustainability indicators that can be used by all signatory institutions to compose their reports (SIP). The group is analyzing the indicators of the SDGs, Green Metrics, Brazilian

Ministry of Education, Principles of the Global Compact, and a previous work done by PRME LAC. These meetings, face-to-face and/or remote, are the ones that guarantee the integration of the network.

This model of action allows all institutions to actively participate in the network and to strengthen partnerships and relationships with each other. Besides, the PRME Chapter Brazil has effective and participatory governance in the actions promoted to mobilize students and teachers from the signatory institutions. In this way, it has been built a culture favorable to cooperation and the dissemination of good practices to develop leaders for sustainable development.

The current management of PRME Chapter Brazil is chaired by José Antonio Fares, from the *Federação das Indústrias do Estado do Paraná* (Fiep). The Board is represented by Ivete Rodrigues – *Fundação Instituto de Administração* (FIA); Flávio Hourneaux Junior – School of Economics, Business Administration and Accounting (*Universidade de São Paulo*); Tamara Simone van Kaick – *Universidade Tecnológica Federal do Paraná* (UTFPR); and Wesley Kendrick Silva – *UniCesumar*. The PRME Chapter Brazil has 29 signatory institutions. It brings together nationally and internationally renowned institutions with an important capillarity of their activities in the states where they operate. The institution's representatives of each Brazilian state are:

In the state of **Rio Grande do Sul**: *Faculdade Antonio Meneghetti*.

In the State of **Paraná**: *Centro Universitário Santa Amélia* (UniSecal), Corporate University of the *Companhia Paranaense de Energia* (COPEL), *Faculdades Santa Cruz*, *Faculdade de Engenharia e Inovação Técnico Profissional* (FEITEP), *Instituto Superior de Administração e Economia* (ISAE), *Sistema Federação das Indústrias do Estado do Paraná* (FIEP), *Universidade Estadual do Paraná de Paranaguá* (Unespar-Paranaguá), *Centro Universitário Autônomo do Brasil* (UniBrasil), *UniCesumar*, *UniOpet*, and *Universidade Tecnológica Federal do Paraná* (UTFPR).

In the state of **São Paulo**: *Conselho Regional de Administração de São Paulo* (CRASP), *Brazilian School of Public and Business Management – Fundação Getúlio Vargas* (EBAPE/FGV), *Escola Superior de Propaganda e Marketing* (ESPM), *School of Economics, Business Administration and Accounting* (FEA/USP), *School of Economics, Business Administration and Accounting* *Ribeirão Preto* (FEA-RP/USP), *Fundação Escola de Comércio Álvares Penteado* (FECAP), *School of Business Management of São Paulo – Fundação Getúlio Vargas* (EAESP-FGV), *Fundação Instituto de Administração* (FIA), *INSPER*, *Pontifícia Universidade Católica de São Paulo* (PUC SP), *Uniethos*, and *Universidade Metodista de São Paulo*.

In the state of **Rio de Janeiro**: Associação Nacional dos Cursos de Graduação em Administração (ANGRAD) and Business School of PUC-RJ (IAG-Business School).

And in the state of **Minas Gerais**: School of Management and Business – Universidade Federal de Uberlândia (FAGEN/UFU) and Fundação Dom Cabral (FDC).

9.2 Deliverables of Chapter

The PRME Chapter Brazil has seven years of activity in the country and presents important collective and individual results for achieving its main purpose: developing sustainable leaders.

Collective actions are essential to promote PRME principles throughout the country, to disseminate the culture and the good practices in education for sustainability. Along with its existence, the PRME Chapter Brazil has passed through different moments.

The **2013–2017 period** was guided by communication and awareness actions, which included the structuring of a booklet to support signatories, the website development, the creation of a working group on the SDGs (responsible for the development of training for students and teachers about the World Development Agenda), and the promotion of events, such as the Fourth Conference on Responsible Executive Education (RME), which brought together more than 200 researchers and professionals from Brazil and different parts of the world.

For the **2018–2019 period**, the planning was focused on the PRME Brazil Chapter's governance and on strengthening partnerships. In this sense, events and meetings were held to encourage the exchange of experiences between the signatory institutions. In collaboration with the Brazilian Global Compact Network, the PRME Chapter Brazil carried out a study about the engagement of companies to the SDGs, with 142 Brazilian organizations signatories of the Global Compact as respondents. The survey pointed out that 51.2% of the organizations had a public commitment to the SDGs, but 79% did not adopt any performance criteria linked to the SDGs. The findings showed that companies are sensitive to the cause of the SDGs but have difficulties in implementing and monitoring the results related to them.

For the current **2020–2021 period**, activities will be guided by three strategic actions: network growth; monitoring through indicators;

communication enhancement. For more details, please see Parts 2 and 3 of this document.

The PRME Chapter Brazil also encourages individual actions, developed directly by the signatory institutions, and actions that contribute to the development of sustainable leaders, through awareness-raising actions and methodological and curricular changes. We have highlighted some examples from educational institutions:

9.2.1 ISAE – Higher Institute of Administration and Economics

The history of ISAE intersects with the history of PRME. The institution participated in the global task force that built the principles for responsible executive education, together with business leaders from around the world. In an innovative way, was also one of the institutions responsible for suggesting the structure of the PRME in chapters. Today, the principles of PRME are completely embedded in the institution: works strongly with students and teachers, including also within the teaching methodologies, content, research, and extension. The SDGs also always follow the same line, acting transversely in everything it do. ISAE has been a member of the PRME Champions Group since the first cycle. President Norman Arruda was recently invited to be part of the Global Board, the highest governance body of PRME.

9.2.2 School of Economics, Business Administration and Accounting of Ribeirão Preto – University of São Paulo (FEA-RP-USP)

FEA-RP/USP is a business school founded in 1992. It is focused on undergraduate and graduate courses in the areas of management, accounting, economic sciences, and related fields. The institution also offers master's and doctorate programs, as well as MBA courses. FEA-RP/USP promotes and attends many events and actions aimed at responsible education and sustainability. Some examples: PRME Day, Sustainable Entity Awards, and Lixo Zero Guide. The University of São Paulo (USP) was elected the most sustainable university in Latin America, according to the GreenMetrics ranking.

9.2.3 *School of Economics, Business Administration and Accounting – University of São Paulo (FEA-USP)*

FEA-USP is a business school founded in 1946 and also belongs to the University of São Paulo. As FEA-RP-USP, it offers undergraduate and graduate courses in the areas of management, accounting and actuarial, and economic sciences, and related fields. Among several different initiatives related to sustainability, FEA-USP annually hosts ENGEMA – International Conference on Business Management and the Environment, the largest conference in this theme.

9.2.4 *Unespar – Paranaguá*

The Management Department of Unespar – Paranaguá offers undergraduate and graduate courses. The Department also promotes research projects that contribute to the economic and social development of the coastal region of the State of Paraná. The institution develops and participates in events to promote the theme of sustainability. One example of these actions was the seminar Rumos: Innovation in Scientific Initiation and the SDGs of the 2030 Agenda, a project of volunteers that had the participation of 52 students and 8 faculty members.

9.2.5 *Associação Nacional dos Cursos de Graduação em Administração – ANGRAD*

ANGRAD is a PRME's support institution that was established as a result of the first congress Encontro Nacional de Avaliação dos Cursos de Graduação em Administração, held in 1990, at the University of São Paulo. The objective of the institution is to promote the exchange of information about Management education. ANGRAD supports, every year, the congress Encontro Nacional de Cursos de Graduação em Administração (ENANGRAD), to foster the critical thinking and the role of Educational Institution in promoting the SDGs.

9.2.6 *Fundação Instituto de Administração – FIA*

FIA is a private not-for-profit institution established in 1980, considered one of the best Business Schools in Brazil, according to national and

international rankings. Currently FIA has a portfolio of courses, such as MBAs, graduate courses, and post-MBA programs, in addition to the undergraduate program in management which aims to transform young people into successful and ethical leaders. FIA has incorporated specific courses of sustainability, governance, and corporate ethics in all its courses at different levels in order to stimulate a holistic view about organizational processes and their impacts on sustainability practices. Also, promotes transversal activities like scientific initiation researches, extracurricular activities such as fundraising actions for nongovernmental organizations and participation in university challenges related to sustainability. In this last topic, FIA students won the Student Voices on Responsible Management Education Contest promoted by 5th PRME Research Conference held in Cologne, Germany.

9.2.7 *Fundação Dom Cabral – FDC*

FDC is a business school, founded in 1976, that offers MBA, postgraduation, and master's degrees. The institution's mission is to contribute to the sustainable development of society through education, training, and the development of executives, entrepreneurs, and public managers. FDC performs many activities aimed at sustainability and social responsibility. In 2019, it published the first *Relato de Impacto* (Impact Report) – basing its methodology entirely on the SDGs.

9.2.8 *UniCesumar*

UniCesumar was established in 1986. It is present in all Brazilian states, through the centers of distance learning in addition to five campuses for face-to-face activities and classes. UniCesumar encourages students, professors and employees to get involved in actions adhering to the PRME. In 2019, it carried out more than 90 actions and extension projects, mobilizing more than 1,100 professors and 190,000 students.

9.2.9 *UniSecal*

UniSecal was founded in 1988, and offers undergraduate and graduate courses, both in face-to-face and e-learning modalities. The institution promotes academic weeks that include several learning activities (lectures,

workshops) on environmental issues, social responsibility, citizenship, and Afro consciousness. The institution has already won the 2019–2020 Social Responsibility Seal, granted by the *Associação Brasileira de Mantenedoras de Ensino Superior* (ABMES) – the entity that represents private higher education in Brazil.

9.2.10 Faculdade Santa Cruz

The Centro Universitário Santa Cruz was founded in 1993. It offers Undergraduate and Graduate courses, besides extension courses, in the areas of social science, humanities, health, and technology. The institution carries out projects based on three pillars: sustainability, development, and solidarity. The actions are incorporated into academic planning on several topics, such as gender, environment, justice, social equality, and others.

9.2.11 Centro Universitário Uniopet

UniOpet is part of the Grupo Opet, established in 1973. It operates in three learning modalities (face-to-face, e-learning, and blended) and offers Undergraduate and Graduate courses in the areas of education; engineering and architecture; health and welfare; business; communication and marketing; and technology of information. UniOpet promotes activities on many issues, including the inclusion theme. In this way, the institution holds conferences to prepare the academic community for the inclusion and appreciation of diversity. UniOpet also promoted The First Photographic Exhibition of the project: “Gastronomy and Media in Social Interaction,” with the participation of students with Down syndrome.

9.2.12 ESPM

The Escola Superior de Propaganda e Marketing (ESPM) was founded in 1951 in São Paulo. Today, it also operates in Rio de Janeiro, Porto Alegre, and Florianópolis. The institution offers courses in administration, social and consumption sciences, cinema and audiovisual, design, journalism, advertising, international relations, and tech. It is one of the leading schools of Marketing and Advertising in Brazil, and its mission is “to generate value for society by training transforming leaders through education.”

ESPM carries out many actions through the ESPM Center for Social and Environmental Development, the Social ESPM, the ESPM + Sustainable, the Human Rights Committee, and other entities, laboratories, and departments. One example of these actions is the Social ESPM, a volunteer agency in São Paulo that mobilized more than 90 students for consultancy, special projects, and donations, among other activities.

9.2.13 *Sistema Fiep*

The Fiep System was founded in 1943, and it acts as an articulator for the development of the State of Paraná. Education is one of the main areas of activities of Fiep System, which works with Basic Education (Infant and Elementary, High School, Youth, and Adult education); Further Education; and Professional, Higher, and Business Education. The Fiep System conduces an intensive work to encourage the engagement of Paraná in reaching the SDGs. In this way, it carries out actions for the institution's external and internal public, mobilizing students and teachers throughout its educational system. The Sesi SDG Award and the organization of a network of Corporate Universities in Paraná are some examples of this work.

9.3 Future aspirations of Chapter in the Decade of Action

We are at the beginning of the decade 2020–2030, the so-called Decade of Action for the UN's Sustainable Development Goals. It is to say that one-third of the period considered for the UN's SDGs is already gone.

As one of the PRME directives is to foster the SDGs worldwide, the PRME Brazilian Chapter has emphasized the urgency for profound reflections and deeply developing of consciousness and competences related to the SDGs.

For these two years of mandate, 2020 and 2021, the Chapter's board has been doing several actions in this sense. The general plan for the Chapter comprises three major stages. First, we had a survey among the participants to identify their expectations toward the Chapter itself (Stage 1). Second, we had a workshop with all the affiliated organizations to define, among these previous expectations, the main aspects to be addressed in our two-year strategic plan (Stage 2). And third, after these plan definitions, we have had defined the actions that can reinforce those strategic goals (Stage 3). Each one of these moments is detailed in the next pages.

As, at the moment, we are in the middle of the implementation of these actions, in the next pages we will provide an overview of these three planning phases and the outcomes we have had so far.

9.3.1 Stage 1: Chapter members' expectations for the middle and long term

9.3.1.1 Issue #1: how the Chapter can support the integration of sustainability values into signatories' teaching and research activities

The main aspects identified related to this question are:

- Be the basis for defining institutional sustainability and SDG policy.
- Establish or straighten partnerships with external bodies, such as class entities, NGOs, and government and extra-government agencies, such as the existent partnership with the Global Compact Brazil Network.
- Influencing the curricula planning and leveling up the dialogues with HEIs.
- Promote the exchange of experiences and the perspective of collaboration among signatories.
- Provide credibility for Responsible Management issues within the organizations.
- Create a reservoir of best practices among the signatories for the exchange of knowledge.

9.3.1.2 Issue #2: how to increase PRME Chapter Brazil network effectiveness

- Increase the number of events within the network and inviting institutions outside the Chapter to participate in the events held by the PRME Chapter Brazil.
- Develop strategies to strengthen PRME-related publications in the form of articles and/or books and collections.
- Launch common challenges for the network, such as specific topics to be developed in the respective institutions, related to teaching, research and outreach.
- Enhance the level of communication within and outside the network.

9.3.1.3 Issue #3: how would you like to contribute to PRME Chapter Brazil management?

- Support the organization and provide infrastructure for PRME Chapter Brazil's events.
- Actively participate in the PRME Chapter Brazil's meetings and working groups and exchanging success stories and experiences, to promote and share the advancement of knowledge in responsible management education.

9.3.2 Stage 2: two-year strategic plan definition

9.3.2.1 Main strategic guidelines

As part of its strategy for the 2020–2021 biennium, PRME Chapter Brazil has defined as its primary directive, to increase its external visibility, that is, in addition to its network of signatories. Other main goals are expanding the number of signatories and enhance the effectiveness of PRME Chapter Brazil's policies and actions.

The expected results of these actions would be:

- Deeper integration for the expansion of the network in two levels; first, nationally with the Chapter as a unit, and second, locally, with the strengthening of regional initiatives – given Brazil's extension and multifaceted territory;
- More regular and effective communication with the Chapter's stakeholders; and
- Reinforcement of the PRME “brand” both in Brazil and abroad.

The planned actions to achieve this visibility are described in detail in Phase 3, as follows.

9.3.3 Phase 3: strategic plan implementation

9.3.3.1 Planned actions

As mentioned before, the PRME Chapter Brazil Planning 2020–2021 was discussed among the signatories, and three significant initiatives were

selected to be implemented. The group decided to focus its efforts in a few goals expecting better effectiveness in these actions.

The three main initiatives proposed are:

1. Increase of Partnership and Integration in the Chapter.

Purpose – PRME Chapter Brazil defined as one of its objectives, to increase its external visibility, that is, in addition to its network of associates.

Activities – (1) Survey of potential partners (support organizations) among the contacts of the signatories, and (2) Mapping of awards or similar initiatives related to the PRME's area of expertise.

Product – (1) Information for implementing new partnerships or strengthen the existent ones, and (2) Information for identifying possibilities of conjoint awards or similar initiatives with new partners or existent ones.

2. Standardization of indicators among different performance guidelines and standards (PRME, MEC, and Global Compact).

Purpose – Given there are several different ways to measure and monitor the Chapter performance in a general view, there is a need to create and develop a minimum set of indicators for general use.

Activities – Creation of a thematic group to carry out the work providing workshops.

Product – Definition of a list of indicators to be used as a basis for measuring and monitoring both the Chapter and its signatories' performance in PRME-related issues.

3. Develop a communication campaign for the PRME Chapter Brazil

Purpose – Create and update communication channels and social media. The creation of new communication channels will give visibility to the actions taken by the network of signatories.

Activities – Develop a communication campaign.

Product – Communication plan and implementation, covering institutional channels and social media (PRME Chapter Brazil accounts on LinkedIn, Twitter, etc.).

All these three initiatives are still in progress. At the moment, we have done some partial implementation, mainly gathering data and working on diagnosing the status on each theme (partnership and integration, measurement and monitoring, and communication).

9.4 Concluding remarks

The PRME Chapter Brazil was the first national Chapter in PRME's history, launched in 2013. Since then, the Chapter has been an important locus for fostering not only the responsible management in general but also the PRME initiatives, values, and purpose.

Participating in local (Brazil), regional (Latin America), and global levels and several other fronts, the PRME Chapter Brazil still has a long way to consolidate and expand its activities. In this document, we have shown our two-year planning. This initiative is still in its first months, and we have not had more concrete results so far.

Nevertheless, the reported actions that PRME affiliated educational institutions have carried out have demonstrated, unequivocally, the potential that the PRME Chapter Brazil has to transform the reality of higher education in business administration and related areas in Brazil.

Despite the new contextual difficulties brought by the COVID-19 crisis, the PRME Chapter Brazil keeps pursuing its goals, and we firmly believe that the level of commitment and expectations of the signatories are highly correlated and this will lead to implementing our plans successfully.

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10

PRME CHAPTER CENTRAL & EASTERN EUROPE

Mikolaj Pindelski

10.1 Purpose of PRME CEE Chapter

The research on CSR, ethics, and sustainability conducted among business professionals, academics, and university representatives shows up its importance in corporate and employees' personal life. Engagement in CSR is related to stakeholders' attitudes and the favorable relationship between them and companies, supportive customer behaviors, and corporate image. All that may result in supportive behaviors in case of corporate image failures or brand problems. The sought results are negatively correlated to the low awareness of CSR activities (Du, Bhattacharya, Sen, 2010). That may mean that CSR attitudes and activities are being appreciated by stakeholders what makes it reasonable to implement socially responsible goals into the company's strategy and influence organization members' appropriate attitudes. That makes it reasonable to shape socially responsible leaders on the level of university education. In particular in the CEE countries where the discussion over the need of social attitude of organizations is relatively new (Remisova, Lasakova, 2014; Fijałkowska, Zyznarska Dworcza, Garsztka,

2017). That is presented in the CSR activities reported by the main CEE market players in the environmental influence context (Mrowka, Pindelski, 2012). Companies, or in broader sense organizations, consider their economic goals in the relation to the social needs (Pindelski, 2012). That refers to the critical need for CSR activities and their effective communication to stakeholders to achieve business results and benefits. In this context, the idea and conceptual framework of the educational intentions were created in CEE countries. That called to live the CEE Chapter and built up its assumptions and basements.

CSR and business ethics increase in importance in management and economy education. Numerous universities, business schools, and other educational institutions add these topics to the curricula. Based on the 6 PRME Principles and 17 United Nations Sustainable Goals are being welcome by students. However, the process of its implementation still requires some improvements what is also the case of the Central and East European regions. In this regard, the PRME CEE Steering Committee has launched, just triggered, or supported several activities in both teaching and research activities. The integration of ethics, sustainability, and social responsibility in the research and educational programs is also aimed at public, regulatory, and other organizations in the region. Since the CEE Chapter's existence beginning the focus was set on the popularization of the idea, teaching programs, and research results. There were undertaken efforts to establish a pool of specialists to shape a think-tank in the region on the social issues in the field of academia and the next steps overall. It is to support local leaders, educational, business, and governmental institutions. That broaden Chapter activities on the area of promoting results of the research, teaching, and social efforts of all the PRME CEE members and their representatives.

10.1.1 History and membership of Chapter

The PRME CEE Chapter was founded in 2016 during the Conference at Riseba University in Riga, Latvia. Since its beginning, the main direction is to give a strong voice to PRME signatories of the CEE region within the PRME initiative on the responsible and sustainable management education concept. It is as well to promote the ideas of CSR, sustainability, and simply ethical and decent behavior among universities, schools, and

other educational institutions in the CEE region. In particular that works toward the efforts to make the CSR and related concepts significant for the authorities and secure them an important place in the educational programs' portfolio. The exchange of ideas, highlighting best practices, and create a platform for the proliferation of the PRME Principles.

The idea to implement the CSR issues that root from the UN basics into the university curricula is of high importance in the region. Countries represented in the CEE Chapter have in common a post-communism history and the issues described in the PRME six principles are relatively new according to the curricula and attitudes of the societies. The specific approach represented in the CEE region requires more local and locally oriented initiatives. It is the CEE Chapter that has been established for. We assume that it is the only way to work toward the six principles implementation in the educational entities in the region.

During the 2016–2020 period, the PRME CEE Chapter has been represented by the board representing several schools and universities. The board has been reshaped several times and the list of the representatives also changed. The representatives involved in the board during that time are listed below.

- Irina Sennikova from the Riseba University, Riga, Latvia.
- Evgenia Paskevitch from the Ranepa Russian Presidential Academy, Moscow, Russia.
- Dusan Kucera, University of Economics Prague, Prague, Czech Republic.
- Gabor Harangozo, Corvinus University, Corvinus Business School, Budapest, Hungary.
- Mikolaj Pindelski, Warsaw School of Economics, SGH, Warsaw, Poland.
- Svitlana Kyrylchuk, Lviv Business School of Ukrainian Catholic University, Lviv, Ukraine.
- Olga Veligurska, CEEMAN Management development Association, Ljubljana, Slovenia.
- Assylbek Kozakhmetov, Almaty Management University, Almaty, Kazakhstan.
- Nina Koryakina, Lomonosov Moscow State University, Moscow, Russia.
- Judita Peterlin, University of Ljubljana School of Economics and Business, Ljubljana, Slovenia.

Since that moment now our network rose and get reshaped. More Universities joined PRME and the PRME CEE Chapter. Lomonosov University in Moscow Russia, Kraków University of Economics Poland, Kozminsky University Poland, University of Ljubljana School of Economics and Business, and many others. As for the mid of 2020, we gather 59 PRME signatories from the region. Poland (11), Russia (11), Latvia (8), Czech Republic (6), Kazakhstan (3), Lithuania (3), Croatia (3), Slovenia (2), Hungary (2), Ukraine (2), Bulgaria (2), Slovakia (1), Estonia (1), Belarus (1), Romania (1), Albania (1), Macedonia (1). There are still countries from the region that are not represented as Moldova, Montenegro, Serbia, Bosna & Herzegovina, Kosovo. It is the goal to attract the educational institutions from these countries to the PRME network and work together for better implementation of the six principles.

10.2 Deliverable of the Chapter

From CSR to SCR (Sustainable Corporate Responsibility) – guide and teaching programs created by PRME CEE Chapter

As one of the initial steps of its activity, the PRME CEE has developed teaching programs on social issues to be implemented in the academic curricula.

The program was tested by the PRME CEE Steering Committee members during internal training. As a result, we delivered a material, agenda, recommendations, and requirements enriched by best practices. Starting to talk on the proposed course back to the initial meeting in Riseba, Riga Latvia 2016, the shape was set during the meeting in Ranepa, Moscow Russia as an event during the Gaidar Forum 2017. Those days were also placed the PRME CEE Chapter meeting. The final results were delivered during the Conference and meeting at the University of Economics in Prague, Czech Republic. As the final version agreed applications for universities. The entire program is formulated around the PRME 6 Principles: Purpose, Values, Method, Research, Partnership, Dialogue. The course(s) are not limited in hours count but is a flexible form ranging from few to few dozens of teaching hours depending on the local context and possibilities. It was also recommended to PRME signatories to implement the course or at least consider its implementation in the curricula in the nearest future. As most of the universities have had already started their courses in the

discussed field, the presented description dealt as a supplement, best practice, or trigger for refreshing the topics and the ways these are being taught.

The teaching program assumed that from the class discussions on business ethics it is possible to come up with ethical professional behaviors. The course is related to CSR (Corporate Social Responsibility) and SCR (Sustainable Corporate Responsibility). In particular, the course is aimed at attitudes to CSR and the next step – deeper and more advanced SCR concept. That comes out from the conclusion that there is no universal ethics one can learn. It is more on asking her or himself a question of whether a managerial decision may or may not create harm to others and for what cost are being achieved economical goals. Implantation of such doubt or a habit became the main idea of the course.

As the initial step of the program, we suggest the pre-class test on ethical and social issues. The test consists of short case studies presenting some ethical issues. Short cases to be evaluated, whether organizational behaviors presented were sustainable, ethical, or socially responsible. Students are being asked to present their reactions and possible decisions regarding their attitude to CSR as well as their general knowledge on that topic. That is also to collect a pool of possible problems for further discussions during ongoing classes and to provoke the discussion concerning students' answers.

After the test, some fundamentals of management are raised. This part of the course consists of deep philosophical questions on ethics and responsibility concerning business goals and activities. Example: "What does it mean to manage ethically?" or "Why do some companies perform responsible socially and some do not?" The questions are supported by live examples of responsible and irresponsible organizational behaviors to some stakeholders.

As an example problem to be discussed with students is, "How the problem of an autonomous car should be solved?" There is a description of the company producing or designing an autonomous car and facing a problem of the algorithm describing the possible situation a car may get into. The autonomous car is on the two way street in two directions. Along the street, there is a row of big trees. Suddenly a group of pedestrians is entering the street in a way that does not allow the car to brake and stop, and harmlessly solve the situation. The only possible solution is to crash the car or hit pedestrians. The possible decisions are:

- Always save passengers at any cost.
- Always save pedestrians at any cost.

- Hit the tree along the street and save pedestrians (but what with customers who are not always protected and a possible drop in company income?).
- Save passengers and hit pedestrians (but what with social responsibility?).
- Hit a car on the other line coming from the opposite direction.
- The car should evaluate who is in the car and who on the street and calculate the value of the passengers vs. the value of pedestrians and make the decision based on the valuation,
- The car should decide by itself based on statistical calculations which decision will cause less harm.
- The car should make random decisions by itself.
- Other solutions.

The discussion should lead to some conclusions showing the problems with defining ethics, CSR, or sustainability on the organizational level. It should also conclude with findings on what does it mean that organizations act responsibly and what influences that behavior. As a result, students can ask themselves questions and evaluate the results of their managerial decisions that may affect stakeholders. This is to make first students, future leaders act and think ethically, sustainable, socially responsible but at the same time able to evaluate whether the business and organizational behaviors are sustainable, ethical, and socially responsible.

After the first part of the course, it is recommended to use short case studies and discuss with students ethical issues on business goals and the social role of an organization in particular business-oriented. It is to:

- Make students answer questions and ask questions themselves.
- Direct students thinking instead of delivering them the knowledge only.

Getting deeper into the topic, arises the question, “What is CSR and what SCR?” To explain the difference, a teacher should ask students for examples of socially responsible and socially irresponsible actions on each of the levels listed below:

- Event
- Product
- Strategy

- Operations
- Organizational culture
- Business model
- Human behavior
- Other, please specify

After discussion, the answers should be listed and related to the previous conclusions explaining what are the differences between CSR and SCR concepts.

Next class or even classes are devoted to irresponsible organizational behaviors. The case studies and discussions should lead to describe context and situations when a company acts unethically or socially irresponsible. An important follow-up is finding answers to the question, “How should one react to visibly irresponsible organizational behavior?” The answers may not be clear or cannot lead to an unambiguous conclusion. This is also to be explained and discussed as sustainability, ethics, or social responsibility depend on numerous variables. Among international students differences in opinions may result from national cultures they represent (Cuerel Burbano, Hawn, 2018), local context (McDonagh et al., 2020), and according to corporate sustainability performance may depend on several factors (Lee et al., 2009) with the link to competitive advantages (Porter, Kramer, 2006). That would be also worth discussing the influence of corporate sustainability on financial results, as the research show very different results from not enhancing the financial performance (Mittal et al., 2008; Lanoizelee, 2011; Atriach et al., 2010), over partly enhancing (Laan et al., 2008; Andersen, Larsen, 2009; Gupta, 2012) to enhancing corporate financial performance (Clemens, Bakstran, 2010; Menguc et al., 2010; Rahim et al., 2011).

An important issue remains here also trends and consumers who tend to value sustainable policies and behaviors of suppliers (Cordasco, 2012; Stanisavljevic, 2017). What expresses in their purchasing decisions, loyalty, and brand evangelism (Panda et al., 2020).

After completing the classes there should be conducted a post-class test constructed of short case studies presenting social and sustainability issues to ask students to evaluate, whether organizational behaviors were sustainable, ethical, and socially responsible. The post-class test is more to evaluate the changes in students’ attitudes to the taught issues (progress would not be the right word here) than to value test results. After the post-class test,

there is still room to further discuss the results and changes in attitudes since the pre-class test results. The students should be asked to find out differences in their approach. It is to make them aware that thinking on ethics and social responsibility are needed in every place of a company.

As the summary and course wrap up students should be asked to describe the ways on how to deal with CSR and SCR challenges in organizations. As a result of making students ask themselves ethical questions and looking for answers the course summary is to define:

- CSR as a situation when companies help societies and solve social problems.
- SCR as CSR deeply embedded into the company's DNA and is visible in every decision made by a company. It prefers big social goals even if it causes a slowdown of a company's growth.

Based on this program assumptions several internal pieces of training have been led by the Chapter Steering Committee members mostly in their mother institutions. Training organized within the framework of the PRME CEE Chapter opens up new perspectives on corporate ethical responsibility to professors, politicians, educators, management trainers, and leaders, both in business and society.

10.3 Research activities

In relevance to words by António Guterres, United Nations secretary-general, "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." That motivated the PRME CEE Chapter to launch research activities. As PRME (Principles for Responsible Management Education) has the word "education" in its name, it is aimed mainly at higher education institutions. PRME CEE Chapter members have come to the conclusion that education at this level is not possible without research and contemporary discoveries and insights.

Two research projects are being in the run and launched by PRME CEE Chapter. First is exploring the dependence and correlation between the psychological portrait of students and their perception of PRME six principles adoption in Central and Eastern European educational institutions.

The research uses qualitative methods and tools. The research problem on PRME Principles adoption has been announced by numerous authors (Hillon, 2017; Haertle, Miura, 2014). There were also researched values of students of PRME signatories concerning cross-cultural differences (Haski-Leventhal, 2014). There were named barriers in PRME principles implementation at universities according to their genesis. The search for the obstacles have been conducted on a systemic level (Allen et al., 2019), organizational level (Reficco et al., 2019), small units and group dynamics level (Silvius, Schipper, 2018), or on a single actor level (Hogdal et al., 2019). PVQ uses an existing tool of Portrait Values Questionnaire that differ from IRVS (Individual Reflexive Value Scale) and SVS (Schwartz Values Scale) though may lead to similar results (Shmidt et al., 2007). We used the PVQ, as that tool tries to portray respondents in terms of their values and aspirations in more concrete and context-based ways than SVS. The SVS stimuli are context-free values (Schwartz et al., 2001).

The results of the PVQ questionnaire are put together with the results on questions on perception of PRME Six principles implementation and its impact on education and shaping future leaders. The research is being conducted and promoted among students of CEE countries universities.

The second research is based on qualitative research and consists of case studies presenting best and worst practices in PRME six principles implementation in educational institutions in particular into their curricula and life. The research project is to collect insights and experiences of development and way of thinking on how to make work the idea of new, sustainable leaders shaping based on PRME principles and teaching programs. The case study method is to define the ideas, problems, and more detailed issues to research in the future. Further research will be to improve the ways the PRME principles are being called to life at universities and other educational institutions, PRME signatories.

10.4 Recent activities

10.4.1 PRME session during 28th Ceeman Annual Conference, online, 26September 2020

During this online session Prof. Mette Morsing, Prof. Danica Purg, and Prof. Mikolaj Pindelski gave a sound voice to PRME CEE chapter challenges related to regional needs.

10.4.2 First Online Chapter Talks, 16 September 2020

Opened by Prof. Mette Morsing (PRME), Prof. Jacek Prokop (SGH), Prof. Assylbek Kozakhmetov (Almaty Management University). Then Mikolaj Pindelski (SGH) opened the session. The speech was given by Prof. Evgenia Paskevitch (Ranepa University, Moscow) on “Political events and COVID situation - how the recent situation affects our activities as educational institutions, how we can help students not to get confused in the turmoil and ensure that they maintain their integrity and develop into responsible leaders for sustainable post-pandemic world.” Then we discussed the issues called by Prof. Paskevitch. As a special guest was invited Vanessa Moutinho, a social entrepreneur from Rio de Janeiro, Brazil who presented us the social perspective of social entrepreneurs and discussed “How to remain decent in turbulent times.”

10.4.3 Seventh PRME CEE Regional Meeting, online, PRME zoom platform, 4 June 2020

Welcome words were provided by Prof. Danica Purg, former head of PRME; Prof. Mette Morsing, PRME head; Prof. Jacek Prokop, vice-rector for Int’l Affairs of SGH; and Mikolaj Pindelski, PRME CEE. The was launched session on research with presentations and discussions). The speeches were given by Reka Matolay, PhD, Corvinus University, and Dusan Kucera, PhD, Mikolaj Pindelski, Prof. PhD hab., on PRME versus PVQ values and online research among students. The next session was devoted to PRME CEE activities of 2019–2020 reporting, news from our schools and universities. The session was led by Gabor Harangozo, PhD, with the title “Experience and characteristics of attitudes toward PRME affairs in schools with a different background. During the last session were discussed the next steps of PRME CEE for the upcoming year. As a special guest, Prof. Mathias Schuetz (ZHAW, Switzerland) provided a lecture on “Ethics in COVID time.”

10.5 Past activities

10.5.1 Sixth PRME CEE Regional Meeting, Corvinus Business School (Budapest, Hungary), 2019

Between 30 and 31 May 2019, 19 colleagues from 11 business schools worked together for two days at Corvinus Business School to join efforts

for promoting ecological and social sustainability in and of higher education. The Central and Eastern European Chapter of the UN-based PRME (Principles for Responsible Management Education) shared its good practices, learned about Corvinus Science Shop, and elaborated on six future projects. Thanks to the cooperation Prague University of Economics (VSE), University of Ljubljana School of Economics and Business, Warsaw School of Economics (SGH), Lomonosov Moscow State University, Russian Presidential Academy of National Economy and Public Administration (RANEPA), Bled School of Management, CEEMAN, Cracow University of Economics, Lviv Business School, University of Zagreb and Budapest Business School (BGE).

10.5.2 Fifth PRME CEE Regional Meeting, University of Ljubljana School of Economics and Business (Slovenia), 2018

The fifth PRME Chapter CEE meeting took place at the University of Ljubljana School of Economics and Business, Slovenia, from 5 to 8 September 2018. The meeting title: Creatively educating socially responsible citizens of the world, with the guest speakers: full professor Sandra Penger, PhD, associate professor Jože Rován, PhD, assistant professor Darija Aleksić, PhD, assistant professor Judita Peterlin, PhD, Healthy lifestyle promotor Nataša Mulec, MSc, and student and entrepreneur Andraž Flis. The event has been managed and coordinated by assistant professor Judita Peterlin, PhD, and Ms. Klavdija Besednjak (University of Ljubljana School of Economics and Business).

10.5.3 Fourth PRME CEE Regional Meeting, Prague University of Economics (Czech Republic), 2017

The fourth PRME Chapter CEE meeting took place at the University of Economics, Prague, the Czech Republic from 30 to 31 August 2017, and was organized within the framework of ERASMUS + Training. Meeting title: Responsibility and Ethics in Management Education for PRME CEE. Guest speaker: Prof. Dr. Mathias Schüz for business ethics from ZHAW University, Zurich. The event has been managed and coordinated by Dušan Kučera, PhD, MBA (University of Economics, Prague, ISBM institute).

10.5.4 Third PRME CEE Regional Meeting, RANEP (Moscow, Russia), 2017

The Third PRME Chapter CEE meeting takes place in Moscow, Russia on 13 January 2017 within the frames of the Gaidar Forum (<http://en.gaidarforum.ru/>), and is hosted by The Russian Presidential Academy of National Economy and Public Administration (RANEP) (<http://www.ranepa.ru/eng/>). The FELU was presented by the Alumni President Mr. Janez Škrabec.

10.5.5 Second PRME CEE Regional Meeting (Tallinn, Estonia), 2016

The 2nd PRME Chapter CEE Meeting took place in Tallinn, within the frames of the 24th CEEMAN Annual Conference on 28 September. The main focus was on the future steps of the Chapter as well as discussing the topic of Boosting Social Entrepreneurship through Management Education. Close to 50 participants from 16 countries joined the meeting.

10.5.6 First PRME CEE regional meeting, RISEBA (Riga, Latvia), 2016

The chapter held its 1st PRME Regional Meeting CEE on 18–19 April 2016 at RISEBA University of Applied Sciences in Latvia. During this meeting, 56 delegates from 19 PRME signatory business and management schools across Central and Eastern Europe came together to agree on a Constitution and Steering Committee and to discuss ideas on the roles, activities, and events for the new PRME Chapter.

10.6 Future aspirations of Chapter in the Decade of Action

The future aspirations are to grow the network of PRME signatories from CEE countries. The very important goal the PRME CEE Chapter sets is to grow the PRME signatories network in the region. It is to be done in two ways. First is to set up local, national chapters and to attract nonsignatories to become the PRME members.

Second is to reach educational institutions in CEE countries where there are no PRME signatories. The idea is to present PRME concepts and ideas to academics from leading universities, nonsignatories. There will be at least one PRME signatory in every of the CEE Countries.

There will be developed manuals for education on sustainability and CSR in relation to PRME six principles and SDGs. The PRME CEE Chapter collects experiences on providing courses on that issues and improves the manuals and ways of teaching.

There will be conducted research projects on implementation of PRME six principles in CEE educational institutions as well as the implementation of the principles to life of universities and schools.

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11

PRME CHAPTER DACH (GERMANY, AUSTRIA, SWITZERLAND)

Striving for positive change – continuous support of the PRME principles

Christian Baumgartner, Lisa Fröhlich, Alexander Herzner, Anna-Theresia Krein, Regina Obexer, Daniela Ortiz-Avram and Tobias Viere

The successful work of the PRME Regional Chapter DACH (Austria, Germany, and Switzerland) started after the Rio+20 Summit. Rudi Kurz (Pforzheim University) and Lutz Schlange (Chur University) invited all 38 signatories in the DACH countries and representatives of 12 signatories met at Pforzheim University on January 29, 2013. The official launch as an established chapter followed at MCI Innsbruck in February 2014. In October 2014 the Chapter organized its first research conference at the University of Chur (see Principle 6), including presentations of Prof. Kurz (Green Growth) and Prof. Volkert (Motives for Sustainable Human Development and Resulting

Challenges). At the 3rd DACH Meeting in November 2015 at the Frankfurt School of Finance, Prof. Kurz reported on “PRME and the Global Compact: Status Quo and Perspectives of Cooperation.” He also attended the Global Forum for Responsible Management Education (6th PRME Assembly) in June 2015 in New York. Professor Kurz led discussions and, given his position in the Steering Group of the PRME Chapter DACH, joined the first meeting between the PRME Advisory Committee and the PRME Steering Committee.

The DACH Chapter is highly committed to provide PRME Regional Chapter DACH signatories with a forum to consider and advance the Principles for Responsibility in Management Education and issues of mutual interest and concern (major key objective of the PRME Regional DACH Chapter). These key principles still apply to the work of the PRME Regional Chapter DACH event though the DACH chapter is shifting its focus to integrate the Sustainable Development Goals (SDGs) in their research and teaching projects. International cooperation has been established to support the new SDGs which especially requires a global teaching movement in our view. Nevertheless, this DACH chapter report is based on the six PRME principles to provide the reader with a sound understanding of the output of the PRME Regional Chapter DACH. Each principle will be discussed according to a concrete example provided by one of our signatories.



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

11.1 The SDG Teaching Map: incorporating the Sustainable Development Goals within responsible management education (Lisa Fröhlich)

Together with our students, teachers, employees, our partners in business and science our signatories want to shape the future. Hereby a central question, which may guide this aspiration, is: “In what kind of future do

we want to live?” What can we as business schools do to contribute to a positive future progress?

The Sustainable Development Goals (SDGs) have quickly become a guiding framework for positive impact within political debates. They are also considered a leading guidepost for business around the globe. In the field of education, the UN PRME initiative highlights the role, management education plays to accelerate this progress and to help achieve the SDGs together. Berivan Kul, a recent graduate in International Business from CBS International Business School analyzed the current state of integration of the SDGs within the CBS curriculum in her master’s thesis. She further investigated future possibilities for extending the curriculum toward fields relevant to the SDGs, which CSB, and other business schools, are currently not yet representing within their study programs. This research process was supported by several signatories of the PRME DACH Chapter. Through this research project we had been able to derive a comprehensive **SDG Teaching Map** illustrated in the following figure (Figure 11.1).

The graphic shows that CBS is already addressing a large portion of content relevant to the global SDG targets within its curriculum. It is only within SDG 15 (Life on Land) that no targets are covered. Topics that so far are missing from our teaching map are predominantly located in the disciplines of public policy, various natural sciences (e.g., engineering), agriculture, international relations, health management, and urban planning.

The SDG Teaching Map is therefore a good starting point for all business schools to identify white spots in their curriculum. These missing competences, which we need to integrate into future teaching concepts to educate responsible managers, inspire our chapter work. Further examples could be found in Principle 3 and 4. Finally, it helps us to visualize our levers for playing an active part in advancing the UN Agenda 2030 more clearly. Our participation in the Erasmus+ strategic partnerships *ISSUE* (Innovative Solutions for Sustainability in Education)¹ and *EFFORT* (Effectiveness of Responsibility Teaching)² are two excellent current examples of how CBS is already advancing its efforts toward more integrated and innovative teaching of sustainability within management education.

This part is based on the paper Fröhlich and Kul (2020). *The Necessity of Sustainability in Management Education*, in: *CSR/Sustainability in Management Education*, JFBS Annals No. 9, Chikura Publishing (20–32).

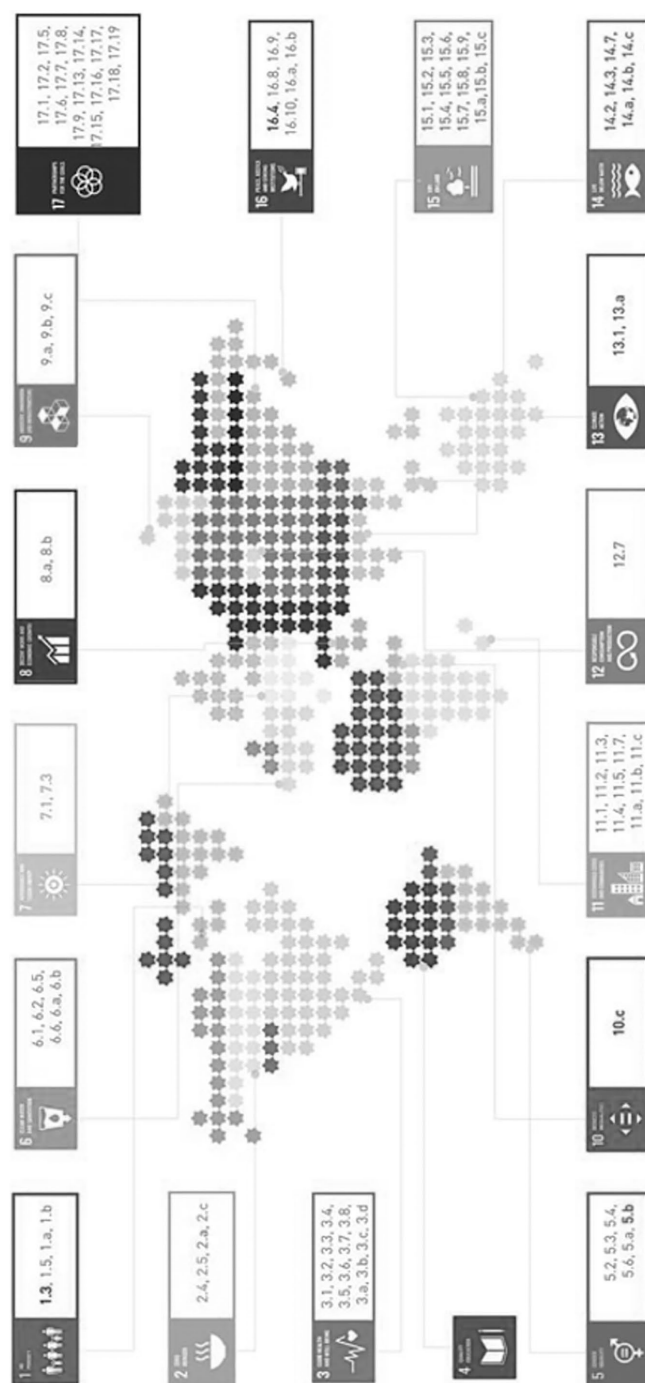


Figure 1.1.1 SDG Teaching Map (author's illustration).



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

11.2 Responsible management education requires new values: engaging stakeholders and creating a secure space for discussion (Anna-Theresia Krein)

It is held for self-evident by PRME signatories that implementation of Principles for Responsible Management Education has to be based on profound, sound, and stable positive values. We as signing institutions of PRME strongly believe that these values should be applied in management education throughout teaching, research and governance. They should serve as affirming guidelines in order to foster and support the United Nations Principles for Responsible Management Education (PRME).

We assume that perceiving Higher Education Institutions as simply a means of conveying information to potential business leaders of tomorrow is not enough. Our institutions should endorse positive values and inclusiveness: Within our institutional cultures, we invite our staff, academics, and students to contribute and care about the institution and also subsequently for each other. We are aware of the fact that often our students will encounter situations in their career that have not been taught and/or discussed at their former higher education institution. It is thus our perceived assignment in the 21st century and our responsibility as higher education institutions to instill guiding values.

We, as higher education institutions are aware of the fact that sometimes the aspired values of our respective institutions do not align with our practiced values. However, this should not keep us from striving to close this gap. In order to develop Higher Education Institutions that foster creativity, innovation and learning for the business leaders of tomorrow we strongly believe that we need a strong common culture and cultivation of social engagement.

It is understood that each institution already brings its own values and its own culture. PRME signatories strive to create an engaging and secure space, foster trust and connection with each other, are actively engaging in debate, are committing to each other's progress as well as to innovation, new and critical thinking, disruptive processes and toward fostering sustainability processes as a whole.

For example, we at Brunswick European Law School (BELS) have identified Veritas, Aequitas and Libertas as triadic normative concept. We thus focus strongly on furthering student engagement by teaching Model United Nations (MUN) as an optional selectional module that included an excursion abroad and by offering a “Debate Night” in order for students to get together and discuss various controversial issues. This engagement has led to us being awarded “Lernort mit Auszeichnung 2019/2020” (Award for Place of Learning 2019/2020) from BNE/UNESCO in 2019.

Through our engagement, we were able to discover new ways and new guiding principles for responsible and sustainable action. One of these actions is membership of PRME. The exchange of ideas and networking with other like-minded academics is perceived as being very valuable for us. We strongly believe in personal growth as well as in strong institutional growth. We are aware of the fact that while positive transformation of institutions is strongly desirable this also often requires management of uncertainties.

Is it the task and mandate of Higher Education Institutions to create disruptive innovation? How are we – as academic leaders – dealing with the disruptive element? Are we facing uncertainty and risk(s) in order to strive for new discoveries, advancement and for possibly also changing systems? Are we as academics challenging old ideas and paradigms in order to try to positively advance society as a whole? We as PRME signatories are aware of the fact that there are currently more questions than reliable answers. Some ideas how to deal with these crucial questions will be found in the following examples like our PRME Teaching Platform.



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

11.3 PRME platform: teaching the Sustainable Development Goals (Daniela Ortiz-Avram and Regina Obexer)

Over the last years, we have seen a proliferation of freely available collections of resources for RME, including:

- MOOCs (e.g., SDG Academy³)
- Toolkits (e.g., Anti-Corruption,⁴ Poverty⁵)

- Open Educational Resources (e.g., OER Commons,⁶ OpenStax⁷)
- Collections of Case Studies (e.g., oikos Cases Program,⁸ CBS Case Studies⁹) and many more.

These initiatives to collect, share, and make reusable PRME teaching materials and resources globally are very valuable and enable fast and efficient adoption and roll-out of didactic offerings for RME. However, many of these resources are in English. As several members of the Chapter offer study programmes in German in which RME is integrated, it is crucial to dispose of high quality resources in German language.

Thus, DACH Chapter partners felt that having a chapter-specific platform that also included resources in German language would be of great value to the community. Furthermore, if the platform allowed users to not only upload resources but also connect quickly with colleagues in the network when looking for resources, seeking feedback on existing resources, or other advice and information, then a sharing platform would gain another dimension altogether.

Consequently, after discussions and conceptual planning at the PRME Chapter DACH meeting in November 2017 at the ZHAW Zurich Applied University of Applied Sciences in Winterthur/Switzerland, it was decided to create a common digital platform with the following goals:

- To serve as a joint repository for teaching materials, including syllabi, slides, articles, handouts, worksheets, videos, and other digital resources,
- To provide a mechanism for communication and exchange about teaching and learning for RME.

A small project team consisting of Daniela Ortiz-Avram, from FHWien University of Applied Sciences for Management and Communication, and Reinhard Altenburger, from IMC Krems, evaluated a number of different options and selected the platform “Basecamp” to serve as the software that could best support these aims. Basecamp is a product that supports project management and team communication. It was selected because of its many features, including:

- Uploading and managing resources, including tagging and the use of metadata for easier management and discoverability

- The ability to review and like resources
- The functions related to communication between users, including message boards, chat, to-do lists, and others.

The next step was to develop a range of categories for materials to create a clear navigation path, and to communicate the existence of the platform to stakeholders across the chapter. The platform was soft-launched on 6 February 2018, just before the next PRME Chapter DACH meeting on 18/19 February 2018 at the MCI Management Center Innsbruck in Austria. At this meeting, the project lead, Daniela Ortiz, presented the platform and gained additional feedback from chapter partners. This included considerations regarding copyright and intellectual property of the materials uploaded, strategies on how to make the project sustainable over time and discussions about the benefit of the platform to various stakeholder groups.

So far, the platform counts 47 members of the PRME DACH Chapter Community. A total of 37 documents have been uploaded, including syllabi, presentations, ideas for assignments, open source textbooks, links to external resources, and so on. Especially during the COVID-19 lockdown, which forced all universities to redesign all of their courses in an online format, the perceived value of a virtual repository for online teaching materials has increased.

Establishing a joint platform was an important first step to learn what works, what does not, and what the requirements really are. There is a strong commitment from the new leadership of the PRME Chapter DACH to continue the project. However, to move forward, a few aspects require consideration:

- One of the main challenges has been to increase the membership and participation on the platform. This is maybe because, before the COVID-19 crisis, virtual exchange in the Chapter had not been established. With our new learnings after this situation, should we think about improved strategies and functionalities that can be employed to increase engagement and activity around the platform? Suggestions include adding different foci (thematic, process related, etc.) and possibly running campaigns on these over time.
- Would a platform like this be useful in a wider context, i.e. at a global PRME level, maybe offering spaces for local subgroups (i.e., at Chapter

level)? Similar platforms are in use in many different organizations, networks, and initiatives. They use the affordances of digital communication to connect members, enhance connections, and share knowledge and information. What technologies have proven to be functional and at the same time user-friendly?

The next steps will include an evaluation of the questions above and a stronger focus on engagement and activity around the platform, based on the strong commitment of the partners of PRME Chapter DACH and maybe beyond that (see also Principle 1).



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

11.4 Educate responsible manager with UN PRME Helix Model – competencies our graduates need (Alexander Herzner)

Since the six Principles for Responsible Management Education are launched, curricula developer are facing the challenge, which mix of competences are necessary that students are able to come up with real solutions in their real-life business. That mix of competences also will change the way of teaching with new/other methods. Of course, a model can help to create a curricula and methods, which fit to educate students to be responsible managers and multipliers for a sustainable development (UN PRME Chapter-DACH Working group curricula).

Therefore, the next generation of managers need competencies to enable a sustainable development and drive responsibility within their business fields. Now, regarding to Kohlberg's moral learning model (Kohlberg 1974, 2008), most of them are at an early stage oriented to punishment and obedience, but we need managers and professionals at a stage oriented toward moral principles. Regarding to Kohlberg (1974, 2008), people – especially leaders and decision makers – should be able to prove moral conscience of individual principles (Hemingway & McLagan, 2004) but only a few are able to do so (Figure 11.2).

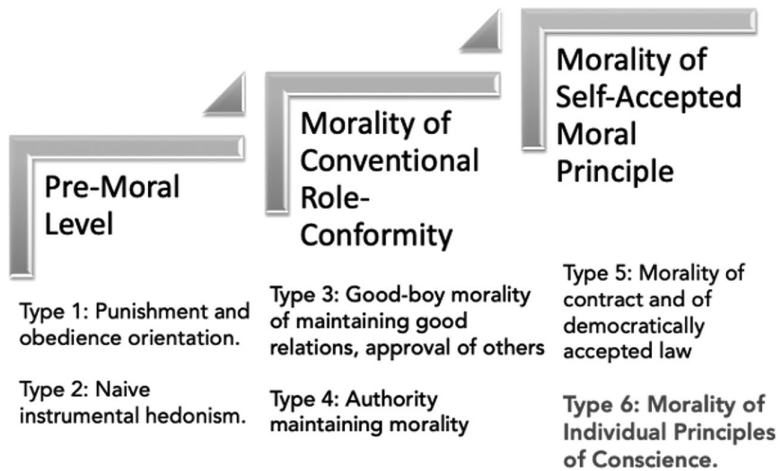


Figure 11.2 The moral learning model of Kohlberg (based on Kohlberg 1974).

The UN-PRME Helix Model is based on the idea of reaching the sixth stage of Kohlberg's Moral Learning Model due to the future of competence based learning (Erpenbeck & Sauter, 2013). These competences are based on Erpenbeck's (2013) Competence Atlas and Rauch et al. (2008) competencies for education for sustainable development, filtered according to the requirements of business education driven by PRME. In three workshops, participants from several UN-PRME-DACH universities discussed in a participatory way to reach a consensus on a set of competences and how to link them. The collaborative workshops with different stakeholders identified the need of profound expertise in ethics and sustainability while cross-linking thinking should support a structured plan. This solution-plan has to be communicated, so students and leaders need inter-personal skills as well. The starting point is the social and ecological sense of responsibility.

The UN PRME DACH Competencies Model shows the linkage between a new set of competencies the next generation of graduates need. The identified and modified competences are based on Heyse and Erpenbeck (2004) and a stage model based on Dreyfus and Dreyfus (1980).

The areas of competence identified are:

- **Self-Awareness:** Student knows himself and his values. He can also understand the other point of view.
- **Reflection:** Ability to mirror the (dilemma) situation at one's own and external values. Ability to mirror on moral principles.

- **Abstraction:** Sustainability issues are complex – students need to abstract on a higher level to understand the interactions. Students have to argument for a responsible and sustainable decision.
- **Action:** Students are able to make the moral and sustainable decision and are able to implement it. They are able to support the SDGs in a positive not in a negative way (Figure 11.3).

Students have also to be aware of the SDGs external stakeholders address, but also their position within the topic. The curricula have to address the SDGs (see principle 1) and the challenges coming with them, and general ethical questions (Coroama & Mattern, 2019; Fritzsche et al., 2019). During their studies with different courses and content, this closed-loop model shows how to reach the next level of moral behavior and a growth of competences (Figure 11.4).

Special thanks to the UN PRME Chapter-DACH Working group members “Curricula”: Prof. Dr. Wolfgang Renninger, University of applied Sciences Amberg-Weiden, Prof. Dr. Johannes Dickel, Management Center Innsbruck, Prof. Dr. Bernhard Bleyer, University of Passau, Prof. Dr. Gerhard Hilmer, Management Center Innsbruck, Prof. Dr. Albert Löhr, University Dresden.

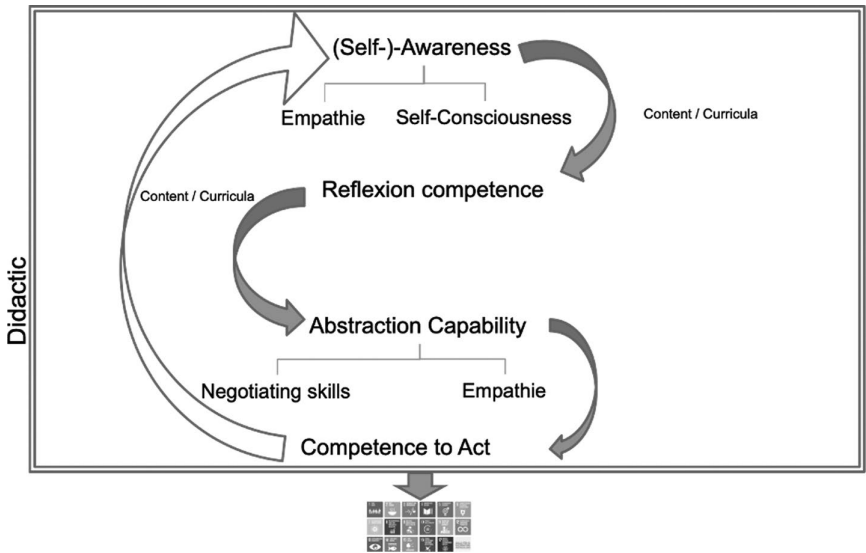


Figure 11.3 The UN PRME Helix competence model (author’s illustration).

Area	Individual Personality as Mission	Didactic
Principle	Responsible Teaching is based on a open dialogue concerning Stakeholder needs to find a consensus	Responsible Teaching enables the possibility to discursivity of the arguments, critical and autonomous Dialogue
Norms	Indikators (Good Habits): <ul style="list-style-type: none"> - Respect - Trust - social Behavior - Fairness - Honesty - Independence - open Dialogue 	Indicators: <ul style="list-style-type: none"> - Reflexion capability - Abstraction capability - Decision making capability
	Contra-Indicators (Bad Habits): <ul style="list-style-type: none"> - Intolerance and disrespect - Mistrust - Egocentricity - Unfairness - Dishonesty - Dependency 	Contra-Indicators: <ul style="list-style-type: none"> - Careless and rashness - Generalization - Inability for decision making

Figure 11.4 Implication on teaching (author's illustration).



Principle 5 – Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

11.5 DACH chapter – well connected and active (Tobias Viere)

Since its foundation in 2014, the PRME DACH chapter has been collaborating with many institutions and networks within its region. This includes other university networks like “HOCH-N” (Hochschulen für Nachhaltigkeit – Universities for Sustainability), which unites and supports many sustainability proponents of German universities. PRME DACH has strong ties with business and industry, too. For instance, PRME DACH facilitated SDG Roadshows at the ZHAW School of Management and Law (Switzerland) and Pforzheim University (Germany). Organized in partnership with industry associations and the respective national Global Compact networks, the roadshows welcomed visitors from large and small companies as well

as from politics. The strong partnership with regional UN Global Compact networks has been further strengthened by the election of Tobias Viere (Pforzheim University's PRME representative) as advisory member of the German Global Compact Network (DGCN¹⁰) in 2018. The steering committee determines the strategic and thematic orientation of the DGCN and also has a say in how the DGCN Foundation funds are used. Being one of the largest and most active national Global Compact networks, DGCN is highly committed to reach out to future corporate decision makers, which are educated, inter alia, at PRME universities. One outcome of this strong partnership was the Global Goals Forum 2019 in Berlin with more than 500 participants, high profile politicians, CEOs and top managers of large German companies. Together with the Sustainable Development Solutions Network PRME-DACH ran a workshop of "Science and the SDGs," where participants discussed the interplay of sound scientific understanding, sustainability-oriented university teaching, and industry collaboration. It became clear once again that it is not enough to offer future professionals sustainability topics in special events or electives, but that sustainability must be an elementary and integrated part of university teaching. In upcoming years, PRME-DACH intends to further intensify its present partnerships and to form new partnerships that help to promote and apply responsible management education.



Principle 6 – Dialogue: We will facilitate and support dialogue and debate

among educators, students, business, government, consumers, media, civil society

organisations and other interested groups and stakeholders on critical issues

related to global social responsibility and sustainability.

11.6 A regular research conference on responsible management education as a tool for exchange and collaboration (Christian Baumgartner)

The idea of the RMER conferences developed in 2012, following the Rio+20 Earth Summit and PRME Global Forum, which at that time had grown to over 600 signatories worldwide. The first edition "The Future of Responsible Management Education" took place end of October 2014

in Chur (Switzerland), very much driven by the initiative of three universities of applied sciences in the DACH area: HTW Chur, Switzerland – today FHGR – with Prof. Lutz Schlange and the HS Pforzheim (DE) and the MCI Innsbruck (AT), which also bore the investment costs. Another central role was and still is played by the “PRME Working Group on Poverty Alleviation through Business,” which was also set up on the voluntary initiative of Milenko Gudic together with Carole Parkes and Al Rosenbloom.

The event turned into a huge success, involving around 180 participants representing signatories and individuals from all corners of the PRME global network and beyond. While confirming the need of the RME community for staging outlets where delegates could present and discuss RME research issues, challenges and outputs, in order to explore how best to address the complex and interconnected issues related to sustainable development, the event created also an interest from other parts of the world to host future conferences (Parkes et al., 2020).

The later annual events rotate between the DACH region and other regions where the members of the Anti-Poverty WG are represented. In 2020, the seventh conference returns to Chur with the topic “The promise of digitalization and artificial intelligence: Implications for responsible management education and moving forward with the SDGs” – due to the current circumstances completely virtual for the first time.

The goal of the conference was and is to create a forum for ongoing research on the manifold initiatives and measures undertaken to implement PRME in business teaching for the future we want. While it aims at fostering exchange by connecting emerging as well as extant PRME chapters and working groups it will also cater to a wide audience ranging from academics to practitioners eager to advance their knowledge and skills integrating responsible management and sustainable development into their professional efforts.

The design of the scientific program, organized in streams and tracks, represents a strong orientation of the RME agenda to the SDGs. Additional side events provide space for special initiatives – e.g. inclusion of students presenting posters, open engagement workshops and a video contest called #PRME4us – or trainings on important issues – e.g. in 2020 a carbon literacy training by Prof. Petra Molthan-Hill from the

Nottingham Trent University or two paper writing workshops, organized by scientific journals.

The importance of the RME Research Conference series as a part of the PRME work to translate the SDGs into education principles and measures is best described in the words of some of the driving forces behind the development of the RMECE within the last years:

The success ... displayed the strength of the community, the personal relations between its members but also the welcoming attitude towards new followers and the open mindset in working together on the SDGs. The most impactful contribution is probably the trust and the relationships that were build, renewed and improved, which have an effect that by far exceeds the conference.

Parkes et al. (2020)

Notes

- 1 See more information about ISSUE at: <https://casm.cbs.de/en/innovative-solutions-for-sustainability-in-university-education-issue/>
- 2 See more information about EFFORT at: <https://casm.cbs.de/en/effectiveness-of-responsibility-teaching/>
- 3 See more information about SGD Academy at: <https://sdgacademy.org/>
- 4 See more information about Anti-Corruption Toolkit at: <http://sustainability.edu.au/material/teaching-materials-document/236/download/>
- 5 See more information about Poverty Toolkit at: <https://jenkinew.wixsite.com/anti-povertytk>
- 6 See more information about OER Commons at: <https://www.oercommons.org/>
- 7 See more information about OpenStax at: <https://openstax.org/>
- 8 See more information about oikos Cases Program at: <https://oikos-international.org/programs/cases-program/>
- 9 See more information about CBS Case Studies at: <https://www.cbs.dk/en/knowledge-society/strategic-areas/principles-responsible-management-education/resources/case-studies-teaching>
- 10 See more information about DGCN at: <https://www.globalcompact.de/en>

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12

PRME CHAPTER FRANCE-BENELUX

History and future perspectives

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12.1 Background

The PRME France-Benelux Chapter is one of the youngest chapters to be formed. In 2017, several schools in the France-Benelux region took independent initiatives to contact the PRME Secretariat in New York in the interest of creating a regional Chapter. Seeing the potential in this, PRME connected these schools and national association of schools to discuss the idea. Antwerp Management School (AMS), Amsterdam School of International Business (AMSIB), Maastricht School of Management (MSM), and France's Conférence des Grandes Écoles (CGE) came together to discuss the possibilities of starting a Chapter and how to go about creating it.

12.1.1 A chapter is born

Those first discussions initiated an assembly meeting of all PRME signatories in the region, which took place in November 2017. Over 40 deans and

representatives of Belgian, Dutch and French business schools, universities and their stakeholders, gathered at Antwerp Management School in Belgium to endorse the creation of a France-Benelux PRME Chapter. During this meeting, the participants developed the purpose, mission, vision and goals of the potential Chapter using the World Café method (Silva and Guenther, 2018) as to include the voice and input of all those present. Six thematic tables formed the building blocks: Vision, Mission, Objectives, Activities, Risks and Governance. Over the two days, participants rotated and co-created the building blocks of the Chapter in a transparent and inclusive way. By the end of the two-day meeting, the participants approved the Chapter's statement of intent, and direction in which the future Chapter would move. The 15th PRME Chapter was born.

Participants were convinced that collaboration within the Chapter would allow business schools and faculties to respond jointly to regional sustainability challenges. By engaging with regional stakeholders, they would collectively be effective change leaders and social impact contributors. In line with the Six Principles for Responsible Management Education (PRME, 2020), the foundations of the France-Benelux Chapter were laid by identifying tangible activity areas.

During this start-up stage, it was collectively decided that focus on fostering collaboration and content would take priority over defining governance structure. In order to form a governance structure, a Steering Group was elected at the meeting and given the following mandate:

- Use the input gathered during the Governance world café table to draft a governance proposal;
- Finalise the roadmap to put to validation for the next meeting;
- Initiate the next meeting and collaborative projects;
- Liaise with PRME Global to formalise and increase visibility of PRME and its signatories in the region and to ensure regular reporting on the Chapter's activities.

12.1.2 A Steering Group is formed

The newly appointed Steering Group was committed to building on the collective input from the November 2017 meeting and contributing to the growth of PRME by implementing the Six PRME Principles (PRME, 2020). Since the initial election, the Steering Group has represented the

region in a balanced way with four schools from the larger France pool and two schools from the smaller Belgium and Netherlands pools. These representations have, over time, continued in this manner with current members being: Audencia Business School, ICN Business School, Kedge Business School and TBS Business School from France; TIAS School for Business and Society, and Maastricht School of Management (MSM) from the Netherlands; and Antwerp Management School (AMS), and KU Leuven Faculty of Economics and Business from Belgium. Administrative staff or professors of different disciplines, making a vibrant mix of expertise and skill sets, represent the eight institutions. Since the start, the Steering Group has met physically, outside of the annual Chapter meeting, at least once a year at one of the schools, and on a rotational basis. Monthly Skype meetings are organised in order to ensure effective communication between members of the Steering Group and to follow up on actions as well as a task and role distribution. These regular meetings ensure momentum and positive energy and contribute to the growth of the Chapter. Further down will be presented details on how the Steering Group has acted on its mandate by forming a governance structure based on the input given by all signatories of the Chapter.

12.1.3 Purpose, vision, mission and values of the chapter

Following the first emerging Chapter meeting in Antwerp, Belgium, the second meeting was held at Kedge Business School (Marseille, France) in May 2018. At this meeting, the PRME Chapter Steering Group reported on the vision, mission and values of the Chapter, and asked for signatory schools' feedback to reach a final agreement on a roadmap, activities and Steering Group responsibilities.

Today the France-Benelux PRME Chapter strives to transform the mindset of business and society in the region, by making ethics, sustainability, and responsible management education the norm. The mission of the France-Benelux PRME Chapter is "to embrace, engage and achieve our vision in cooperation with all relevant stakeholders, and through a proactive co-creation of solutions by firstly, steering an agenda for impact and secondly, going above and beyond the achievement of the SDGs through developing joint research and educational projects" (France-Benelux PRME Chapter, 2019). This mission statement starts by emphasising collaboration

among all relevant stakeholders, stressing the importance of a proactive co-creation approach.

The core values of the France-Benelux PRME Chapter are summarised in the Chapter's interpretation of a PRiME acronym: "Passion, Respect, inclusiveness, Motivational, Entrepreneurial" (France-Benelux PRME Chapter, 2019). These values define the aspirations of the Chapter and provide guidance for the signatory institutions.

12.1.4 Growth of the Chapter

As of 2020 the France-Benelux Chapter proudly counts 52 signatory schools: 37 in France, 5 in Belgium, 9 in The Netherlands and 1 in Luxembourg (see Table 12.1). An account management system is in place, where members of the Steering Group have the task of maintaining contact with signatories in their regions: one member is designated for Belgium, one for the Netherlands, and four for different regional areas in France. While the national languages used by Chapter members are French and Dutch, the working language of the Chapter is English.

A written proposal on good governance and transparency of the Chapter was developed by the Steering Group in 2019, and approved and signed by all Chapter signatory schools at the start of 2020. The document, called "France-Benelux PRME Chapter Guidance for Activity and Governance", discusses the background of PRME, the vision and mission statement of the Chapter, before moving to the details of the governance and management of the Chapter (France-Benelux PRME Chapter, 2019). The governance charter discusses the terms of reference, the responsibilities and specific tasks of the Steering Group, as well as the election procedures of Steering Group members.

Today, the France-Benelux PRME Chapter organises physical meetings at least once per year with its signatories, at the campus of one of the signatory schools, and on an annual rotating basis per country. During these annual regional Chapter meetings, new signatories and visitors are warmly welcomed, a representative from the PRME secretariat delivers updates on PRME International, best practices are shared, guest speakers are invited to inspire and contribute to the knowledge base of participants, and, most importantly, collaboration is fostered through projects that the Chapter members have chosen to focus on.

Table 12.1 France-Benelux Signatory Schools (France-Benelux PRME Chapter, 2020)

Country and Number of Signatory Schools	Signatory Schools
Belgium – 5	<p>Antwerp Management School</p> <p>HEC Liège</p> <p>KU Leuven Faculty of Economics and Business</p> <p>Louvain School of Management</p> <p>Solvay Business School of Economics and Management</p>
France – 37	<p>Audencia Business School</p> <p>Brest School of Business</p> <p>Burgundy School of Business</p> <p>CEMS</p> <p>EBS Paris</p> <p>École de Management de Normandie</p> <p>EDC Paris Business School</p> <p>EDHEC Business School</p> <p>EM Strasbourg</p> <p>ESC Troyes</p> <p>ESCEM</p> <p>ESCP Europe</p> <p>ESDES</p> <p>ESSCA School of Management</p> <p>ESSEC Business School</p> <p>Grenoble École de Management</p> <p>IAE Lyon School of Management</p> <p>IAE Montpellier School of Management</p> <p>ICS Paris</p> <p>ICN Business School</p> <p>IESEG School of Management</p> <p>INSEAD</p> <p>IPAG Business School</p> <p>ISEAM</p> <p>ISM International School of Management</p> <p>Kedge Business School</p> <p>Leonard de Vinci Pôle Universitaire</p> <p>NEOMA Business School</p> <p>Paris School of Business</p> <p>Rennes School of Business</p> <p>SKEMA Business School</p> <p>Sup de Co La Rochelle Business School</p> <p>Sup de Co Montpellier Business School</p> <p>Telecom École de Management</p> <p>TBS Business School</p> <p>Toulouse School of Management</p> <p>Université Paris-Dauphine</p>

The Netherlands - 9	Amsterdam School of International Business
	Faculty of Behavioral, Management and Social Sciences –University of Twente
	International Business School
	Maastricht School of Management
	Nyenrode Business Universiteit
	Open University of the Netherlands
	Rotterdam School of Management
	TIAS School for Business and Society
Luxembourg – 1	TSM Business School
	Business Science Institute

Table 12.2 France-Benelux Chapter Framework for the Development of Collaborative Projects (France-Benelux PRME Chapter, 2019: Annex II).

Theme 1: sharing of practices	Theme 2: research collaboration
<ul style="list-style-type: none"> • Operational practices on implementing PRME principles • Faculty engagement • Student engagement • Inspirational campus management 	<ul style="list-style-type: none"> • Sharing research on platforms • Creating of collaborative research • Developing joint EU funded research projects • Preparing special issues of academic journals
Theme 3: education collaboration	Theme 4: outreach/stakeholder engagement
<ul style="list-style-type: none"> • Setting up a Sulitest PRME Chapter module • Organising a Summer School • Developing MOOCs • Skills Framework Building • Developing case studies 	<ul style="list-style-type: none"> • Dean's Influence: rankings (especially within our region), peer review visits for accreditations (EQUIS and AACSB) • Creating PRME Chapter awards • Interaction with external stakeholders to work on specific societal issues in France-Benelux region • Encouraging student involvement in society (in particular via competitions)

Inspired by the PRME Principles, four major themes guide the development of collaborative projects (see Table 12.2). Each quadrant covers a focal theme for the Chapter. This framework is the key reference for the organisation and communication of the annual Chapter meetings and year-round activities.

12.2 Actions and achievements

Over the last three years (2017–2020), certain subthemes of the Chapter Framework have been prioritised and further developed. In the following, the Chapter's major actions and achievements in relation to these themes will be presented.

12.2.1 Theme 1: sharing of best practices

A platform for dialogue, learning and action on responsible management is fostered through the annual conferences. The annual events include inspirational sessions led by engaged faculty from outside or within the France-Benelux Region. For example, the 2018 Chapter Meeting in Marseille concluded with an inspiring session led by Katrin Muff, an internationally recognised thought leader in the transformative space of sustainability and responsibility and professor of Practice in Sustainability and Leadership at Luiss Business School, Italy (France-Benelux PRME Steering Group, 2018).

France-Benelux faculty and professors also shared their best practices during the annual events, for example in 2020 (France-Benelux PRME Chapter Steering Group, 2020). Parallel tracks at the annual events provide opportunities for sharing best practices on impact on society, educational collaboration, creating sustainable mindsets, strategic management and implementation. For example, Maastricht School of Management (MSM) presented the extensive SDG-focused extra-curricular programme, including a sustainable MSM-branded welcome package to get students in a sustainable mindset, European Sustainable Development week, Student for Sustainability Award, Volunteering Day, and Earth Day. Solvay Brussels School of Economics and Management (Belgium) shared the experience of creating Sustainable Development Pathways which consists of three blocks of courses over three years. A team of professors work together with external stakeholders in developing a programme which has grown in faculty commitment and student impact. Audencia Business School (France) presented “The Audencia CSR Module”, which is taught in their MBA program. It consists of a series of three 24-hour electives. The first course covers the “Global Sustainable Challenges and their Implication for Business”, the second one focuses on “CSR-driven innovation” and the third one on “Responsible leadership”. The students are expected to develop a sustainable business model and to promote it, while reflecting on the leadership style that fits the project.

During the 2020 Chapter meeting, engaged and inspirational graduate students of signatory schools were given the floor around the theme “Young people as a force for change” (France-Benelux PRME Steering Group, 2020). This choice of theme was timely, as youth massively take the streets to ask for climate action and business school graduates place increasing

importance on CSR values when choosing their future employer or professional project. The annual meeting raised questions such as: What role are our graduates taking in shaping the future? How do we prepare them to navigate the increasingly complex environments they will be facing and have a positive impact on their organisations? Three graduates delivered inspiring presentations about their education, professional life and achievements inside and outside of their schools. The youth leaders shared their perspectives on a number of topics such as: the role their business school played for their professional development, the importance of sustainability and the future of the region with regard to achieving the SDGs, the biggest challenges they face in their current work environment for achieving the SDGs. They mentioned that their schools helped them to reflect on self and skills (creativity and technical) and understand strategic management decisions. In response to how business schools can do more, the following issues were raised: learning about alternative business models, creative solutions, and circular economy; offering more CSR/sustainability related courses; organising more encounters with social entrepreneurs; focusing more on SMEs in class discussions and case studies; and discussing the social impact of enterprises in relation to their core activities. They regretted that they learned more about competition than collaboration in their business school education, as the biggest challenges in their everyday work today consist of breaking down the barriers between competition and collaboration. The graduates believed that the worst-case scenario Horizon 2030 would be to continue carrying out business-as-usual with a superficial commitment to sustainable development. They expressed their hopes that the new generation will drive the transition to a more sustainable and inclusive society. The current worst cases for these youth leaders include human dependence on smart technologies, devastating large-scale forest fires and human intolerance in the face of diversity. The best scenarios include circular economies, waste management systems and growing concern for making positive impacts by moving towards the SDGs.

12.2.2 Theme 2: research collaboration

Research collaboration between signatory schools is in its early stages. The ambition of the Chapter is to generate new insights through scientific publications and develop useful tools for regional stakeholders. The

main research project underway to date is piloted by Antwerp Management School (Belgium), who invited signatory schools to join to create the first regional SDG Barometer.

12.2.2.1 *SDG barometer*

In 2018, Antwerp Management School, Louvain School of Management, and the University of Antwerp, with the support of the Belgian Federal Institute for Sustainable Development (FIDO) and ING Belgium launched the first national research project on the application of the Sustainable Development Goals (SDGs) in Belgian organisations. The study showed that almost all of the 409 responding organisations (96%) dedicate some or a lot of attention to sustainability, and 87% are aware of the SDGs. Notably 63% of the surveyed organisations are not only aware of the SDGs but also act on the goals either through implementing them in their organisations or through partnerships (Antwerp Management School, 2018). This Belgian SDG Barometer provided an excellent base for creating a follow-up study in 2020, and for a regional Chapter research project.

At the Brussels 2020 Chapter meeting, a number of Belgian, Dutch and French PRME Chapter members (Antwerp Management School, Solvay Brussels School, TIAS School for Business and Society, University of Applied Sciences Amsterdam, Maastricht School of Management, Open University of the Netherlands, ICN Business School, TBS Business School, IESEG Business School and Audencia Business School) decided to start collaborating on a regional PRME version of the SDG Barometer. While still in its early stages, the initial purpose of the project is to connect with companies to investigate qualitatively whether and how they use the SDGs in their organisations.

At a later stage, the information gathered through these studies will be combined with, and compared to, the findings of the SDG Barometer project in Belgium, with the aspiration of designing a multi-country and multi-lingual PRME Chapter project. Adapting the SDG Barometer, and any other Chapter project, to country contexts means respecting linguistic prerogatives. Joint projects implemented in different cultural contexts require rigorous translating and back translating when producing research and educational materials.

12.2.3 Theme 3: education collaboration

Two educational collaboration projects have been prioritised and are in developmental stages: competence development for sustainability, aimed at developing educational material for students, and gender bias awareness, aimed at developing educational material for professors and staff.

12.2.3.1 Competency development for sustainability

During the 2019 Chapter meeting in Amsterdam, a working group was formed on the topic of the assessment of sustainability competences. Around the same time, Sulitest (2017) started to explore the development of a sustainability mindset and skills test to complement the existing knowledge-based test. Therefore, Sulitest and the PRME Chapter working group decided to join forces and work on building a competences component for Sulitest. The Chapter working group has agreed to define a theoretical framework, including the concepts of competences, mindsets, and skills in relation to sustainability, and suitable for Sulitest users. An end result could be the development of a Chapter competency assessment tool for signatory schools and regional stakeholders.

12.2.3.2 Gender bias awareness

The topic of gender bias was voted one of the most interesting project themes by member schools during a 2018 poll. A first attempt at advancing on this topic, by developing an existing research project, did not deliver any tangible outputs. However, the idea of developing this topic was taken up during the 2020 Chapter meeting in Brussels, with a workshop on “How to avoid Gender Bias in the curriculum” based on ongoing research (Finstad-Milion, Eberhardt-Toth, Morin-Esteves and Rethoré, 2016, 2017) and the work of the CGE (Groupe Égalité Femmes/Hommes, 2020). A diverse public participated in this workshop: female and male, doctoral students and professors of different disciplines, as well as administrative staff. The workshop leader shared some powerful examples and easy-to-implement actions that schools could use to avoid gender bias. One of the participants reproduced the workshop in her school with an enthusiastic response. The Steering Group is hoping to set up a “train the trainer” programme with

regards to gender bias, to find ways to provide the workshop material to other signatory schools interested in implementing faculty training on gender bias in their schools.

12.2.4 Theme 4: outreach/stakeholder engagement

The Third Chapter meeting was held in early 2019 and co-organised by Amsterdam School of International Business (AMSIB) and TIAS School for Business and Society. This two-day event was dedicated to the question of how business schools and corporations can align and reinforce each other's impact on sustainability, and how to step up mutual efforts in strengthening the Chapter. The keynote speech was delivered by Prof. Dr. Jan Peter Balkenende, former Prime Minister of the Netherlands and current chair of the Dutch Sustainable Growth Coalition. The Chapter meeting included a panel of business representatives, comprising the UN Global Compact Network Netherlands and Belgium, Interface EMEA, Philips, B-Lab Europe and Impact Hub Amsterdam.

12.2.4.1 Fostering dialogue with and between Deans

For each annual meeting, the dean of the host school opens the event. At the Amsterdam meeting, a special dean's track was organised to discuss the aligned impact of business and business education concerning the SDGs, as well as changing accreditation and ranking contexts when it comes to sustainability. Involving deans in exchanging with business, accreditation agencies and ranking institutes is an example of how the Chapter facilitates dialogue between key stakeholders. Past contributions include presenting new initiatives, such as a pilot ranking based on the SDGs by Times Higher Education Positive Impact Rankings (Positive Impact Rating, 2020; Times Higher Education, 2020).

12.3 Chapter governance and funding challenges

At the Chapter foundation meeting in November 2017, representatives from eight schools and France's Conférence des Grandes Écoles (CGE) in an observer role, were mandated to build content, collaboration, visibility and governance, all based upon the input from the signatories obtained during the first and consequent meetings, as well as through virtual means such as polling

and online voting. The current governance structure was consequently built by researching best practices and seeking input from the PRME Secretariat and other PRME stakeholders such as the PRME UK & Ireland and DACH Chapters. From this a first governance proposal was presented to the signatories at the Amsterdam meeting in January 2018. The proposal included terms of reference, criteria/procedures on election and representation and a layout of roles and responsibilities as well as the secretariat role. In addition, a funding model was presented for opening discussion on the possibility for the Chapter to raise its own funds through a small financial participation for the secretariat role. As for the funding, those present voted in favour of a funding model but decided to put implementation on hold until there was further clarity on the direction PRME Global was going to take.

With regards to the governance model, during an open discussion session input was sought and given and the model approved in principle by those present. It was agreed to include the feedback and submit the final model to all signatories via an online vote. Despite several reminders not all signatories voted by the deadline of September 2019. Hence it was an agenda point for the subsequent annual Chapter meeting in January 2020 in Brussels, where it was again voted on in favour. A final reminder for the vote was sent to those not present to adopt the model by March 2020. The funding model was again discussed. Participants agreed on the need for such a fee and engaged in a fruitful discussion on the balancing act of the Chapter, which thrives thanks to the work of individuals on a voluntary basis. Meeting the Chapter's development objectives requires assistance for contributing to the PRME website and Chapter LinkedIn group, conference organisation, and on-going interactive communication with signatories. For the moment, implementation of such a fee model is still undecided.

12.4 Future perspectives

The France-Benelux Chapter has grown significantly in just three years. Solid foundations were set, long terms goals were defined in the vision and mission statement, and the signatories have been able to create tight connections and new collaborations within the region. With four successful annual meetings to its credit, the Chapter is transitioning into a new phase of its growth. The main ambitions of the Chapter at this stage focus on further developing initiatives as to make lasting impacts on the region, while engaging more Chapter signatories in the network.

Some of the exciting aspirations of the PRME France-Benelux Chapter include:

- Documenting the Chapter's best practices so that they can be consulted and used by other signatories
- Securing additional Luxembourg partners among the signatories of the Chapter
- Creating visibility and value through the valuation of collaborative projects
- Developing new projects and scope opportunity for collaborating in funding calls
- Continuing the development of engagement with stakeholders
- Developing collaborative Chapter research and educational projects with other SDG-related organisations

The Chapter will also continue its annual meetings to bring together the Chapter's signatories and other regional stakeholders. The fifth PRME France-Benelux Chapter meeting will take place at TBS Business School (Toulouse, France) in 2021. The theme of the meeting will be decided on jointly by TBS and the Steering Group at the start of 2021, and the meeting will include space for networking between members, sharing of best practices and working on existing Chapter projects.

It has become clear that thanks to the transparent and inclusive manner in which the Chapter was created and is developing, one of the main benefits for signatories continues to be the sharing of best practices during the Chapter meetings. Within each Chapter meeting, the Steering Group has created ample space for this sharing of best practices and collaborative discussions on common issues faced by the various signatories in the Chapter. Developing this even further will be a key element for the Steering Group. Finding a shared virtual platform for discussions to take place in between Chapter meetings will be another action point. The Steering Group has launched a PRME Chapter LinkedIn Group to start this, but other formats and platforms will also be explored to find a tool that best fits the Chapter's needs. In all cases, growing content in an inclusive and transparent way, while exchanging with stakeholders in an open dialogue, are some of the main concerns of the France-Benelux PRME Chapter.

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13

PRME CHAPTER INDIA

Fragments from the journey

Chandrika Parmar

13.1 Responsible management education and CSR context in India

13.1.1 Responsible management education in India

India has approximately 3,600 business schools in operation. If one includes the unapproved schools, the number is much larger. These schools have a combined faculty strength of over 44,000 and an annual intake of over 400,000 students. According to AICTE every year around 100 new management institutes get added to the existing list. These numbers in themselves do not fully reflect the quality of management education, or management research in India. The institutions also vary greatly in terms of both academic infrastructure as well as faculty resources. In numbers, the Associated Chambers of Commerce and Industry (ASSOCHAM) of India found that only 7% of the business school graduates were employable¹ due to economic decline and low quality education.

Business education in India is organized at three levels; the first, schools such as the Indian Institutes of Management, which were set up

through a special act of the Indian parliament offering both two-year and one-year post-graduate diplomas in management. The second category comprises schools affiliated to the state, central or independent universities. The third category includes schools set up by private foundations and societies. Most of these institutions function under the regulatory control of the All India Council for Technical Education (AICTE). While programmes offered by these schools are generally referred to as post-graduate diplomas in management, the two-year programmes in business management offered under the university system are called master of business administration.

Business schools in India were set up in the 1950s first in the universities and then as independent institute in the 1960s. They were part of the imagination of nation-building in Independent India. The business schools of India were set up as Institutes of Management rather than as business schools, recognizing the fact that the concept of management went beyond just running a business.

Management education in India currently caters to a very small section of the population. Management education is not just about leadership and technology. It needs a sociological and geographical imagination. It needs to understand not only rural-urban divide but also marginal and minorities and the aspiration of the small town society. A search for social justice has to be mapped geographically to be tested out. Sustainability is by definition a search for plurality, diversity and co-existence of vulnerable groups bordering the mainstream middle class.

Management schools do not operate in vacuum. Responsibility within Indian context means: meeting and being sensitive to societal needs of undermanaged sectors of the society. Many of the top management schools like Tata Institute of Social Sciences (TISS); Xavier School of Management (XLRI), Indian Institute of Management Ahmedabad (IIM-A); Indian Institute of Management Bangalore (IIM-B), Indian Institute of Management Calcutta (IIM-C) were established to embody and direct this dream.

In countries such as India social issues have a bigger influence on the other dimensions of sustainability. As per UNGC, more than 50% of the progress towards the SDGs will come from India. In parallel, India presents 25% of the \$4 trillion worth of market opportunities for companies working in the sustainable area globally and employment generation potential of 72 million by 2030.

The challenge before us is not about demography and scale, but about building a new kind of social imagination. This means not only a new set of concepts but an original set of targets to crystallize it. According to the United Nations Development Programme's 2018 Multidimensional Poverty Index, a staggering 364 million Indians continue to experience acute deprivations in health, nutrition, schooling and sanitation.

While business leadership today is conversant with regulatory compliance, the need for a new social imagination which lives the political, the ethical and the ecological is necessary. There is a need for concepts which capture the holism of responsibility.

13.1.2 CSR in India

In 2013, India became the first country in the world to make corporate social responsibility (CSR) mandatory.² Indian companies with net profits greater than approximately US\$700,000 were by law expected to spend 2% of their profits on CSR activities. There is little pressure on business leaders to make this fundamental change in how corporates address sustainability. According to a survey (pdf) of Indian executives by the Global Compact Network India Indian business leaders are focussed primarily on regulatory compliance, not core sustainability. Nearly 90% of CEOs surveyed reported that they face no pressure at all from investors to move the needle on sustainability.

While trying to mainstream sustainability with business strategy, compliance and CSR still remains the primary focus for Indian corporate leadership. Only 31% of the Indian CEOs (against 55% globally) in the survey mention consumers as their most important stakeholders but they are more concerned about the conventional set of stakeholders such as communities and regulators. Only one out of ten cite suppliers as one of their key stakeholders (Deepa Krishnan).

13.2 The genesis of PRME Chapter India

In this geographic and social context, the PRME chapter India developed. From the beginning, there was interest from both PRME and Indian stakeholders in developing a Regional Chapter that promoted the teaching and practice of sustainability at businesses and business schools in India. Given

India's large number of business schools and businesses, there was large potential for responsible management education to have a transformative impact on society.

In the beginning, the Institute of Integrated Learning in Management University (IILM), Delhi hosted several meetings under the PRME aegis. In January 2014, at one such event Dr. Sunil Rai (then director of Goa Institute of Management (GIM)) and Professor Ranjini Swamy (also GIM) attended and made presentations at PRME Regional Meeting hosted by IILM, New Delhi. At the event, the two academics met Mr. Jonas Haertle, the then head of PRME Secretariat, at the event. During informal interactions, Mr. Jonas Haertle and the different PRME signatories agreed to hold the annual regional meetings every year. Since IILM had organized one regional meeting, Mr. Haertle and Professor Raghu Tata of Xavier School of Management (XLRI) explored whether the next regional meeting could be held at Goa. They discussed this with Dr Rai, who verbally agreed to the proposal. Subsequent to the IILM Conference, Mr. Jonas Haertle explored whether GIM would conduct the next PRME Asia Forum and Dr. Rai gave his written consent (Source: Background paper for 6th PRME Asia Forum, 2015).

13.3 The establishment of the PRME Chapter India

The establishment of the PRME Chapter India was linked to two developments. Specifically, there were steps towards establishing the PRME Chapter India in November 2015 and its formal establishment in 2017.

13.3.1 Steps towards establishing PRME Chapter India

In November 2015, The 6th PRME Asia Forum organized by Goa Institute of Management in Goa, India concluded with the resolution for the formation of PRME Chapter India. It was preceded by a one-day workshop on Teaching Responsible Management. The Forum focussed on the theme of integrating responsible management education into the curriculum of business schools. It was an opportunity for business schools to share their various curricular and co-curricular interventions to promote responsible management education. The meeting was attended by delegates from India and abroad including Professors P.D Jose from Indian Institute of

Management Bangalore (IIMB) and Nirja Mattoo from S. P. Jain Institute of Management and Research (SPJIMR) who would become important chroniclers of the process.

Professor Ranjini Swamy was interim coordinator of PRME and responsible for deciding where to set up the PRME Chapter Secretariat. The UN Global Compact Network India (UNGCNI) was a major stakeholder with Mr. Kamal Singh at its helm as executive director. Professor Swamy in an interview with the author indicated that he and Mr. Singh soon realized that they needed to cohere and give direction to the Chapter. There were many institutions who were working on projects of social sensitivity in a variety of ways. The Chapter thus became 'a coordinating device' and also took on the role of setting direction. Professor Swamy explained in an interview with the author said that

A lot of people did not know what direction to take. A lot of people had courses; there were a lot of activities that already existed. But there was no clarity as to how to prepare faculty members as a community thinking of ideas coherently and as a community.

Therefore, Professor Swamy, PRME Secretariat and UNGCNI embarked on several conversations which were primarily around three key issues (1) Membership (2) Location of PRME India Secretariat and (3) Governance. They suggested the following membership criteria and location for the PRME Chapter Secretariat while the governance structure was established in conjunction with its establishment.

1 Membership criteria

- All attempts should be made to involve both public as well as private institutes.
- Membership must represent gender diversity.
- Members must be members of PRME. PRME Champions should be acknowledged.
- Reputation was twofold: (A) Individuals and institutions committed to sustainability; (B) Institutions should have a reputation of providing quality education and commitment to sustainability to ensure the credibility of the PRME movement.

2 Location of the PRME Chapter India Secretariat.

In the beginning, PRME Chapter India considered a location in Delhi within the UN Global Compact Network India Office due for coordination reasons and location of Delhi as India's capital. However, it was decided that the PRME Chapter would be located at one of the two Champion business schools in India, IILM or SPJIMR due to the academic and educational focus of the chapter.

IILM had done stellar work governance, CSR, sustainability and provided early leadership at various PRME events while SPJIMR had a long history of commitment to values and social needs. The latter were in fact pioneers in non-class room (NCL) pedagogies like Development of Corporate Citizenship (DoCC) and Abhyudaya, an experimental learning innovation, which demonstrated their social commitment. It was therefore decided to establish the PRME Chapter Secretariat at a new SPIJMR office in Delhi due to its dedication to sustainable development and quality education. It should be noted that the Interim Coordinator, Professor Swamy recalls that several corporates also supported the creation of PRME at this office due to SPIJM's network of business schools that might be willing to join the chapter.

13.3.2 Establishment of the Chapter

The India chapter was announced at a PRME Meeting in New York in 2017. Following its establishment, the Chapter engaged in a series of debates to ensure the creation of democratic and diverse governance structures. It engaged in debates about quorum and the relevant stakeholders to involve in its structure. During the debates, it was established that the chapter would focus on an inter-disciplinary approach to sustainability that included individuals with different perspectives and constituencies.

13.4 PRME Chapter India meetings

13.4.1 Regional meetings 2018

In 2018, with the aim to mobilize the management school community and understand the various activities taking place in different institutions, SPJIMR organized regional meetings in different regions of India including, Mumbai (West), Bengaluru (South) and Delhi (North) to initiate conversations and promote partnerships around education, corporate

citizenship and sustainable futures in preparation of the conference. The regional meeting held in the west at SPJIMR in Mumbai focussed on the transfer of best practices across business schools, joint research and commitment to values, ethics and sustainable practices. The regional meeting held in the north at SPJIMR in Delhi concentrated on creating a culture within business schools which supported integrity genuinely. The meeting at IIM in Bengaluru discussed sharing best practices and their integration.

The momentum built during regional meetings culminated in the 8th PRME Asia Forum Sustainable Futures and was hosted by the author at the SP Jain Institute of Management & Research (SPJIMR), PRME Chapter India in Mumbai, India from 12 to 14 December 2018. The conference brought together management and leadership from universities, management schools, corporations and civil society organizations across Asia.

The conference centred around four major themes: (1) 'Knowledge, Values and The Future: Search for a New Imagination', (2) 'Well-Being, Ecology and Responsibilities: Towards Sustainable Practices', (3) 'Inclusive Economies: Democratizing Growth' and (4) 'Corporate Social Responsibility: Challenges, Opportunities and Strategies for 21st Century Leaders'. Spread across three days, the conference was attended by over 150 delegates from 115 institutions. It included participants from Australia, India, Thailand, Malaysia, Hong Kong and Kazakhstan. There were 15 tracks under the four themes covering topics such as innovation in pedagogy and curriculum, sustainable cities, social entrepreneurship, engaging with SDGs, extreme events and disasters and re-thinking CSR.

13.4.2 The first PRME Chapter India Meeting

The PRME Chapter India Meeting was held on 4 December 2020. The meeting aimed to bring together PRME signatories and non-signatories to initiate a dialogue about responsible management education and share best practices across institutions and to discuss collaborations to educate and develop responsible future managers. The meeting saw participation from over 35 management institutions from across India. It was convened by Dr. Mette Morsing, head, PRME; Dr. Ranjan Banerjee, former dean, SPJIMR; Dr. Chandrika Parmar, faculty SPJIMR, and current chair, PRME India Chapter; Ms. Shabnam Siddiqui, officiating executive director, UN Global

Compact Network India. Deans from over 14 institutions and faculty members participated and shared their ideas on how to move forward.

13.5 PRME Chapter India activities

PRME Chapter India has carried out responsible management education activities as a chapter but also through its individual institution members.

13.5.1 PRME Chapter India activities

13.5.1.1 ‘COVID-19 and Manthan’

Literally translated ‘Manthan’ means churning. The coronavirus pandemic has had an unprecedented impact on educational systems worldwide. Recognizing this challenge, UN GCNI rolled out Manthan 2020, a unique competition to understand the COVID-19 impact on the education sector, under its Principles for Responsible Management Education (PRME) initiative. The theme of the competition was ‘Responsible Management Education in a Post COVID World: Emerging Innovative Practices in Management Schools’. Notable in this competition was the key strategic partnerships that came together to develop and evolve the format and process of the competition. Almost 70 business school teams participated in the challenge. The stakeholders involved the Ministry of Education, Government of India and Atal Innovation Mission (a flagship initiative of NITI Aayog), Association of Indian Universities (AIU); All India Council for Technical Education (AICTE) and UNESCO consented to be strategic partners.

13.5.2 Activities conducted by PRME Chapter India members

The following detail examples of curricular interventions introduced by the centres of PRME Chapter India management schools to sensitize the participants of management programmes to responsibility towards society while others refer to curriculum development by faculty in designing and conducting specific courses/modules on responsible management. Finally, the challenges experienced in inculcating responsible management education are highlighted.

This following section also looks at the idea of the fate of sustainability in these experiments and reflects later if this is enough to create a sustainability mindset and communities. Some of these experiential learning

initiatives were discussed at the first India chapter meeting held on 4 December 2020.

13.5.3 SPJIMR

Centre for Development of Corporate Citizenship (DoCC) is an SPJIMR initiative conceived 25 years ago, that aims at engaging with social sector initiatives across India. Social internship is the foundation of C-DoCC. It is anchored in the belief that the managers and leaders of tomorrow need to be socially sensitive, ecologically responsible and anchored in values. As part of internship students travel to various geographic regions and work with different social sector organizations. The period of the internship varies by the programme ranging from few days to five weeks for the two-year flagship programme. At present, C-DoCC has about 300 social sector partners with whom our students across programmes intern or volunteer. These are valuable relationships which are anchored in the belief that civil society is a learning mechanism. In this we see the NGOs as a pedagogic device that provides experience and learning. We at DoCC value this relationship. What is equally important is our industry relationships recognizing this as critical part of the pedagogy.

SPJIMR's students participate in social sector immersion/internship in countries abroad. The internship is in partnership with organizations who are working with communities to empower them. The projects give the participants a sense the varieties of social and ecological challenges and the steps being taken by organizations and communities to mitigate those. For example, in LEDARS, Bangladesh, the participants have worked with communities faced with rising sea level, human-animal conflict, and so on. In Nepal, projects have ranged from looking at education in remote locations, attempts at conflict resolution and so on.

DoCC conducts a series of events which embody what DoCC stands for. 'Ehsaas – The NGO Mela' embodies our relationship and commitment to partner groups. It sees social sector organizations and Self Help Groups participate with products they are producing. Aasra is partnership with organizations working with differently abled. Events like Heroes speaker is an attempt to recognize, celebrate and engage with the change makers in the society. Similarly, Social Impact Awards aims to provide a platform to recognize contributions made by social sector organizations to communities and issues.

13.5.4 Goa Institute of Management

The Centre for Social Sensitivity and Action (CSSA) at GIM acts as a bridge between GIM and the society. The Centre is headed by Professor Divya Singhal. GIM promotes social responsibility via the Give Goa initiative. Give Goa is a three-credit experiential project with partner organizations (such as banks and NGOs) and one-credit classroom learning experience. Students can choose projects catering to the field education, social welfare, agriculture extension and public health. Each group consists of six members and are assigned a faculty guide and mentor from the client organization. Students undergo a sensing journey in the community and provide suggestions/solutions for the improvement of the community.

GIM is India's first business school to publish its Sustainable Development Goals (SDG) best practices on the international SDG Dashboard developed by Erivan K. Haub School of Business, Saint Joseph's University, the United States. GIM's priority SDGs are good health and well-being, quality education, gender equality, decent work and economic growth, reduced inequalities, and partnership for goals. GIM has been working towards being a zero-waste campus and has been conscious about the impact of its decisions on the ecosystem.

Centre for Excellence in Sustainable Development at GIM runs various initiatives to reduce carbon footprint and realize sustainability goals: these include rain water harvesting, solar-powered street lamps, treatment of water for reuse, tree plantation drives and replacing plastic on campus.

GIM has an international platform to share its ideas and dialogue with global business schools on responsive management education.

13.5.5 IMT Ghaziabad

I'M the change: An Initiative on Social sustainability and social responsibility (SSR). Inspired by Mahatma Gandhi's idea to 'Be the change you want to see in the world', IMT Ghaziabad launched three-credit course on Sustainability and Social Responsibility (SSR) on 1 October 2016 for the first-year students of IMTG's flagship two-year PGDM Programme. An integral part of the SSR course, the objective of the 'I'M the Change Talk' Series is to allow students to interact with the real 'change-makers' who have made exemplary contribution towards bringing in positive social change, so that

students get to learn from their lives and experiences and also feel motivated to do their bit for society. The objective of this is to expose students to allow them to observe how people live, especially the underprivileged and to appreciate the challenges and opportunities in sustainability. The pedagogy is completely student driven and field study based. The outcome of this course is that students have almost done 74 projects around 13–14 SDGs. Projects are related to education; women empowerment; welfare of children with special needs; skill development; market linkages development for products; recycling of waste papers; sustainable business models for self-help groups; welfare of migrant communities; financial literacy and inclusion. As part of the initiative, stalwarts (e.g. social entrepreneurs) who have made exemplary contributions to any social cause or environmental sustainability are honoured (I'M The Change – IMT Ghaziabad).

13.5.6 VESIM

Yunus Social Business Centre headed by Nisha Pandey was established in association Yunus Social Business Centre Dhaka to promote social business among management students with an aim to educate, socialize and sensitize them to solve problems by adopting a self-sustainable model of business. VESIM also has a programme called Yuva for seva (Youth for service). It is a social immersion initiative that was introduced in 2014, with the purpose of delivering social exposure to students. 'Sarvodaya' is an affiliated initiative by Yunus Social Business Centre, conducted with an aim to make the management students think beyond corporate life and to think of innovative solutions that solve some of our major social problems. The intention is to create social entrepreneurs while finding solutions of society.

13.5.7 TAPMI

Centre for Inclusive Growth and Competitiveness at TAPMI (T. A. Pai Management Institute) is the hub for sustainability related activities at the institute. TAPMI 'trains' students in the triple bottom approach towards sustainability. As a first few steps, TAPMI's Centre for Inclusive Growth and Competitiveness (TCIGC), has looked at inculcating aspects of sustainability with a three-pronged approach – spreading across its curriculum, its research and its project and partner involvement. With regard to sustainability at the

level of the curriculum, TAPMI has ensured that all students are introduced to concepts of sustainability and responsible business through the two-credit course titled 'Sustainability, Responsibility and Managerial Ethics'. Students have also been given the opportunity to engage directly with field stakeholders through the project-based two-credit course titled 'Society, Environment, Values & Attitudes'. This course works directly with project partners across the local communities including non-governmental organizations, micro-entrepreneurs, local businesses, non-banking financial institutions, self-help groups and other research and teaching institutions that engage in the sustainability dialogue. TAPMI students, work closely with these partners and stakeholders to identify problems faced by them and to facilitate possible business, operational and strategic solutions.

There are several such initiatives across both the signatories and non-signatories of PRME India Chapter. I have illustrated some of the initiatives among the current signatories. Going forward, the Chapter hopes to onboard more schools and create more robust platforms for exchange of best practices.

13.6 For an ecosystem of sustainability: challenges ahead

While the efforts detailed in the previous sections are laudable, it is fair to say that there have not been enough efforts by business schools to mainstream sustainability into the curriculum by integrating them in core functional area courses. By and large it appears that, business schools have introduced sustainability themes into MBA curriculum more out of political concerns and correctness, rather than conviction (Jose, 2016). Jose in his article 'Sustainability education in Indian business schools: a status review' identifies a list of reasons why Indian business schools have not been able to embed sustainability into their respective curriculum. Some of the problems identified by him are:

- *Absence of an enabling infrastructure and incentive system at the business school level:* Sustainability is not seen as a main stream functional area by business schools. This translates into reluctance to recruit faculty specialized in these and allied areas.
- *Challenges of integrating sustainability concepts into core MBA curriculum:* An integrated approach, that is, integrating sustainability concepts across courses in a meaningful manner is ideal, given the interdisciplinary nature of the sustainability problem. However, given the constraints

identified earlier, stand-alone courses are a most commonly adopted practical trade-off. Adding one more subject, even if a critically important one such as sustainability, calls for rejigging the existing curriculum. Further, opportunities for cross disciplinary programmes are not sufficiently leveraged as many Indian business schools which are generally stand-alone schools.

- *The challenge of faculty motivation:* The lack of industry connection implies that those who teach (faculty) do not practice and those who practice (industry) do not teach, with a few exceptions. As a faculty colleague pointed out,

our professors that have gone through the education system and gotten a PhD on a very narrow topic and then are rewarded for publishing on that topic – there is not really an incentive for them to have the broader view. Especially for young faculty who are trying to pursue tenure, I think this is a challenge... there is so much on the line for them as far as their career success (goes), do they have the freedom to think about the whole system and do more than just their topic?

- *The challenge of faculty incentivization:* For young faculty too there is not much incentive to integrate sustainability concepts into their regular classes. A colleague noted,

You really want to be a great teacher. And student evaluations are really important for promotions and tenure. So if you are going to take a risk to teach about something you don't know much about, ... it is difficult for professors to teach about sustainability.

- Similar issues exist with faculty research too.
- *The challenges of harmonizing curriculum:* The sustainability problem is diverse and complex and can be addressed in myriad ways. This complexity also finds its way into the manner in which the curriculum design happens in the institutions surveyed. As noted before the content and pedagogy for the delivery of sustainability courses also vary greatly between business schools. Further programmes in allied areas may have significant sustainability inputs. For examples most MBAs in Corporate Social Responsibility would have some courses on environmental management. Similar is the case with MBA in Human Rights, Social Development etc., even though they have not been identified as MBAs in sustainability in this paper.

- *The challenge of funding:* In emerging economies such as India social issues have a bigger influence on the other dimensions of sustainability. But research in social areas can be difficult, time-consuming and requires money. Except for faculty in a few business schools most others faculty have little bandwidth in terms of resources. As a faculty put it, 'So for an institute like mine, which is a private institute, very often it is on my time and my dime.'
- *Shortage of appropriate resource materials for teaching:* While copious material exists on business and environment in a developed country context there is very little on issues that concern firms in emerging economies such as India. Most material available in the context is written from an engineering/pollution control perspective and hence unsuitable for use in a business school. Further, even the material that exists in different institutions has not been inventoried so far and thus remains unavailable to the vast majority of teachers.
- *Challenges of building inter-institutional collaborations:* While there is a great deal of expertise in sectoral schools with respect to managing some of the key sustainability challenges, there is very little inter-institutional collaboration between these and conventional business schools. There is an urgent need to allow these linkages to come up and develop communities of partnerships in the area of sustainability.
- *Challenges of community engagement:* Many sustainability problems are rooted in the community these institutions operate in. So there is a strong argument for setting up community engagement and public-private partnerships.
- *Challenges of student perception and recruiter apathy:* The perceived lack of recruiter interest translates into low levels of student interest in many sustainability related courses, especially those offered outside the top business schools (Jose 2016).

13.7 Future – creating communities of practice

This section is an overall reflection of the case studies we have discussed. A chapter in the current circumstances can play the role of a platform that coordinates projects and encourages experiments increasing and broadly socializing the ideas related to responsible management education. Sustainability is an idea which has arrived as poetry not prose. It is more rhetorical in term, a wish list that has to be institutionalized and professionalized. That journey is a long one.

The very character of the case studies, acute as they are reveal that sustainability as an idea has arrived in fits and starts, more as result of individual enthusiasm and initiatives and rather than as a result of institutional vision making fundamental changes to the core subjects. There are of course exceptions to the rule where the idea of social sensitivity is built into the curriculum. That said, it is true that Sustainability is not yet seen as a career, or a very long professional goal that either the academics teaching it; or the students engaging with those curriculums see themselves in.

As a result, sustainability as a concept is still an add-on not yet a part of the core paradigms of a subject. It has not yet been integrated as a subject. One witnesses this best in the language of engineering or technology. The holistic language of sustainability demands a conceptual and institutional inter-disciplinarity which is missing. The irony is that a subject which demands holism and a planetary perspective is still fragmented.

The philosophy of time and scale has been subject to benign neglect in courses on sustainability. Time becomes fundamental. One has to cover sustainability as renewability in an everyday sense, plotting sustainability between the business cycle and carbon and oxygen cycles of the nature. Business and eco cycles must combine and engage each other. Scale becomes equally important from the micro to the macro and new concepts like panarchy (Holling) need to worked into the conversations on teaching, research and collaborations.

Finally, it demands a variety of integration: an inter-disciplinarity; an institutional sense of ambitions and conversations; and especially now a planetary sense of the Anthropocene. Sustainability as part of responsible management education becomes an add on because it still works within the dualisms of:

1. Nature: Culture
2. Individual: Institution
3. Corporate: Social
4. Firm: Planet

The challenge of integrating sustainability is a challenge to the imagination to innovate new forms of thought which provide a sense of integrity and integration. This requires variety of conversation at the chapter level. One has to unravel the role of the chapter not only as connective and consolidator of imaginations but as a conceptual broker, translating and mediating ideas between (1) disciplines, (2) institutions and (3) pedagogies.

Sustainability needs to speak the languages of civil society, corporations, human rights groups and academic institutions so that it becomes a travelling fact, weaving its way through different projects.

Sustainability as a practice should now be seen as affecting the transition between capitalism and Anthropocene creating a local rather than global imagination. Speed and efficiency have to encounter eco-literacy and connectivity. The chapter becomes a mediator between conceptual and institutional worlds. All this is not possible without democratic governance structures; a committed community of practitioners and collaborations among that community.

Acknowledgement

This chapter is based on a set of interviews with some of the early signatories of PRME in India like Dr. Ranjini; Dr. Bhaskar Chatterjee. It also draws on the resources of 6th PRME Asia Forum especially the book by Ranjini Swamy. I also grateful to Ms. Ankita of UNGCI; for taking the time to share documents and a converse on the early days of PRME in India. Divya Singhal of GIM shared details of the 6th PRME Asia Conference without which the narrative would not even begin. The article also draws on an article by Professor P.D. Jose on sustainability education in India business schools. The list of roadblocks for business schools adopting sustainability education is borrowed verbatim from his article.

Notes

- 1 Scroll.in (April 27, 2016). Only 7% of Indian business school graduates are employable: ASSOCHAM study.' Retrieved from: <https://scroll.in/latest/807281/only-7-of-indian-business-school-graduates-are-employable-assochem-study>
- 2 *Business Standard* (April 3, 2014). India now only country with legislated CSR. Retrieved from: https://www.business-standard.com/article/companies/india-now-only-country-with-legislated-csr-114040300862_1.html

Reference

Background paper for 6th PRME Asia Forum.

14

PRME CHAPTER LATIN AMERICA & THE CARIBBEAN

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14.1 Background

The Principles for Responsible Management Education (PRME) Chapter for Latin America and the Caribbean is a voluntary group of universities aligned with the principles for responsible management education; it has the shared vision of responsible leaders and is prepared to act in the new paradigm of sustainability and toward achieving the Sustainable Development Goals (SDGs), which is reflected in teaching, research, and the relationship between corporate universities and support organizations located throughout Latin America.

Under the guidelines established by the PRME Secretariat, the Chapter's mission is to "Consolidate the PRME initiative throughout Latin America, in alignment with the sister initiatives of Global Compact, and PRI." Its vision is to "Be a leading regional Chapter in the global context of PRME

signatories, regarding the application and dissemination of responsible education.” Its objectives are as follows:

- a To propose a platform for dialog, education, research, and actions in responsible management education.
- b To achieve PRME visibility in the Latin American context, promoting synergy between its actions.
- c To be a vector for the dissemination of the SDGs in educational institutions.
- d To have a network of advanced signatories with representativeness and a reach in the countries of the region.
- e To exalt the work of students and young people in institutions, encouraging discussion about the SDGs.

The initiative to join efforts in the region emerged from the first meeting of the members of the business schools and universities in Argentina, Peru, and Colombia—co-organized by CLADEA with the support of Global Compact Network Argentina—that took place at IAE Business School in Buenos Aires, Argentina, in December 2011. In that meeting, it was agreed that a second working meeting be promoted. Regional efforts were further promoted shortly after the initiative to organize the PRME into Chapters emerged from the Third Global Forum for Responsible Management Education during the RIO+20 conference held in Brazil in 2012.

In this context, the second meeting took place at CENTRUM Católica Business School, in Lima, Peru. The coordination group was expanded with representatives from schools and universities in Mexico, Colombia, Ecuador, Trinidad and Tobago, Argentina, Chile, and Peru, as well as with the attendance and participation of some institutional members such as Global Compact Network Peru and UNDP, among others. Thus, the proposal to establish the PRME Chapter for Latin America and the Caribbean was consolidated and officially submitted to the PRME Secretariat in 2013.

During the third regional meeting, held from June 13th to 15th, 2014, at EGADE Business School of Tec de Monterrey (Mexico City), the establishment of the Regional Chapter for Latin America and the Caribbean was formalized in the meeting of signatory members. Member schools participated in this meeting sharing their experiences, as well as companies of different sizes, giving an account of the impact of their innovations on

millennial principles. Additionally, government representatives took part, detailing laws, regulations, and plans for energy improvements. In the presence of these three sectors, the PRME Regional Chapter for Latin America and the Caribbean was formally established, annual meetings were set, and the Chapter logo was created.

As a formally established Chapter, the fourth meeting took place in 2015 in Bogota (Colombia) from October 20th to 22nd, under the name “Role and contribution of the academia to the Sustainable Development Goals.” With the leadership of the Business School of Universidad Externado de Colombia, the design and development of value-generating activities were initiated.

The fifth regional meeting took place from September 28th to 30th, 2016 in Buenos Aires, Argentina, hosted by Universidad Nacional de San Martín (UNSAM). Advances on the promotional activities of the Chapter were presented, which included initiatives such as virtual seminars and courses in collaboration with university associations, presentations at meetings of deans and rectors, and translation of the second version of the Inspirational Guide for the Implementation of PRME into Spanish by Universidad Externado de Colombia and Green Leal publishing house.

At this meeting, it was agreed to create focal points with the purpose of having a representative in each country in charge of promoting the initiative. Additionally, as a value-generating activity, it was proposed to participate in the research project on the five-dimensional sustainability model carried out by EGADE BS, under the leadership of Professor Consuelo García de la Torre. This initiative was part of the projects submitted for the 2016–2018 term at PRME Champions and was coordinated by Professor Gustavo Yepes, who invited ten other members of the PRME Chapter for LAC to participate. The result of this research is in process of being published by PRME publishing house.

In 2017, the sixth regional meeting took place from September 11th to 12th in Curitiba, Brazil. On this occasion, the slogan was “Training globally responsible leaders.” The purpose of the meeting was to discuss the contributions of schools in Latin America to the achievement of SDGs and good practices for integrating academia with business and social initiatives. The meeting was sponsored by the business school ISAE-FGV.

The seventh PRME regional meeting was held in the city of Lima, Peru, from September 18th to 20th, 2018, at Universidad de Lima, under the name

“Transforming ethics into action.” The document *University Social Responsibility Indicators Sharing Information on Progress System—PRME, Guide for Implementation* was introduced in Spanish, English, and Portuguese. This guide was the result of the PRME working group in Colombia with the support of Global Compact Network Colombia and the involvement of 40 researchers, of which 28 were from seven different countries in the region.

The eighth meeting of the Chapter was held in the city of Mexicali, Mexico, from October 9th to 11th, 2019, at the campus of CETYS Universidad. The slogan was “Transcending borders with socially responsible leadership.” The event included panels of entrepreneurs, faculty, and students, as well as debates on the role of the Chapter in Latin America. The book *Estado de las prácticas empresariales contra el soborno: primer estudio latinoamericano* was also presented, with the results of an investigation carried out by 33 researchers from 11 prestigious regional universities with the support of Global Compact Network Colombia and Instituto Colombiano de Normas Técnicas y Certificación (Icontec).

The most recent meeting was organized by ISAE Brazilian Business School in 2020. For the first time in a fully digital format, the meeting discussed the role of education in the face of the challenges presented by the Coronavirus pandemic. The panels had presentations of teaching and research cases, in addition to the participation of Latin American deans, representatives of the business sector and the Global Compact.

14.2 Actions and achievements of the Chapter

The establishment of the PRME Chapter for LAC reflects the greater interest of universities and business schools in Latin America and the Caribbean in localizing their actions and initiatives and joining efforts for the accomplishment of the SDGs. Since the first discussions for its establishment in 2011, the number of signatories of the PRME Principles has tripled (Figure 14.1) with participants from 16 countries in the region.

As the first steps toward its establishment, the different members of the PRME Chapter LAC have joined efforts to consolidate spaces for meetings and exchanges, which means that there is a constant invitation to debate with representatives of civil society at annual regional meetings, as well as with international organizations, private enterprises, and students themselves. As a representative action, we can highlight the first PRME meeting

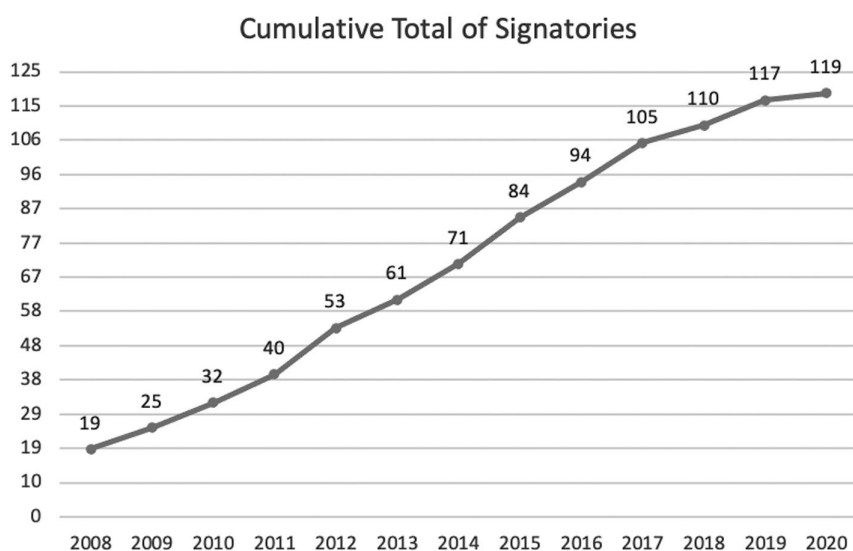


Figure 14.1 Annual evolution of PRME signatories in Latin America and the Caribbean. Compiled by author. (Source: Data available at <https://www.unprme.org/search>).

that took place on the triple border of Brazil–Argentina–Paraguay in May 2018 at the Itaipu Technological Park in Foz de Iguazu, Brazil. There, experts from the three countries met to discuss collaboration and joint sustainable actions. The same year, the High Level Regional Forum: Achieving SDGs in Latin America was held in the city of Curitiba, Brazil, with over 300 participants from the business, government, and academic sectors. The event was coordinated by Norman Arruda Filho and Gustavo Loiola. On this occasion, PRME joined UN sister initiatives, such as Global Pact, Cities Programme, and Principles for Responsible Investment.

This joint role of articulator and leader of actions that reflect the commitment and adherence of the signatory universities in Latin America and the Caribbean to PRME Principles is merely a reflection of the scope of individual and collective work undertaken and promoted locally by each institution. From the process of recording and collecting the actions described in 286 reports submitted by the signatory universities in the region (Figure 14.2), it is possible to summarize and highlight not only the coincidences regarding the driving force behind them but also the sectors

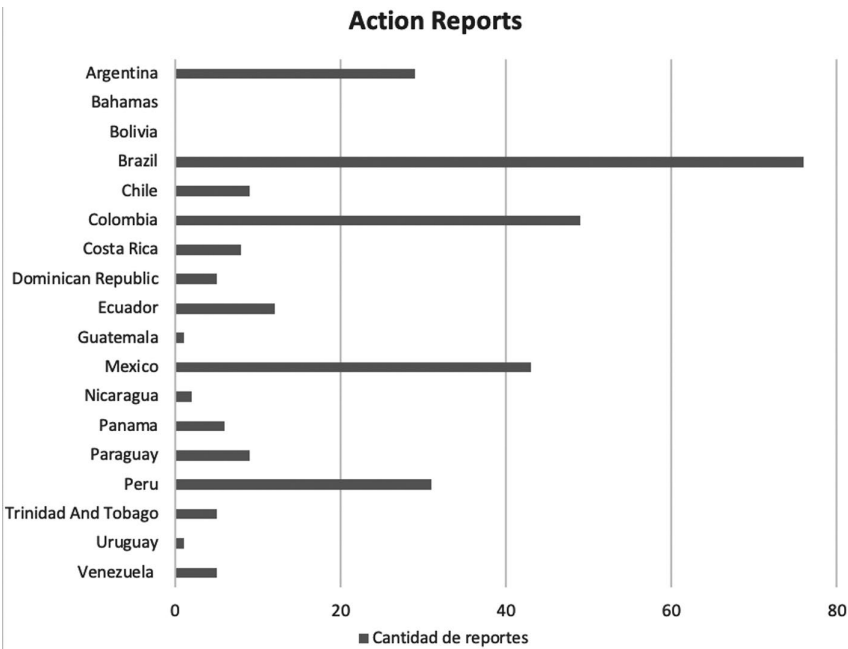


Figure 14.2 Action reports from PRME signatories in Latin America and the Caribbean. Compiled by author. (Source: Data available at <https://www.unprme.org/search-sips>).

of intervention. Actions arise mostly from the discussions of professors, researchers, and authorities about issues of national reality and assistance in the desire to support vulnerable groups (with poor access to quality education or in need of some other type of service) and translate concrete actions of social responsibility, geared toward building bridges between the State, private sector, civil society, and academia.

14.2.1 Providing a platform for dialogue, learning, and action on responsible management and leadership of education and research

Leadership in education and responsible management are the foundations for the work and research developed by the PRME LAC academic community, namely, authorities, professors, and alumni. The Chapter analyzes the challenges, opportunities, and issues regarding regional reality, support of vulnerable groups, circular economy, promotion of quality education, development and innovation through strategic alliances, climate change,

and sustainable development. These are some of the driving issues that have generated concrete actions thanks to the strategic relationship among the state, private sector, academia, and civil society.

Business competitiveness is a central axis for the development of dialogue and educational agenda of the PRME LAC community. In this sense, it is essential to support innovation and sustainability mechanisms that contribute to the development of skills in enterprises, businesses, and community.

From the training process perspective, the goal is to increase awareness about responsible management and leadership among the students being trained at the signatory organizations of the PRME LAC community. The purpose of professional studies, master's programs, and doctorates goes beyond coaching excellent professionals and academics, entrepreneurs, and creative talents; rather, it seeks, above all, to train responsible, respectful, and supportive citizens. The universities' commitment becomes evident in their bylaws, policies, regulations, and the Chapter's educational models. Among their values, integrity, ethics, and commitment to sustainable development stand out.

Each of the more than 140 undergraduate and graduate professional study programs taught at the PRME LAC community becomes driving forces of change by including social responsibility and sustainability in their curricula. In this sense, strengthening the spaces for dialogue has been a priority for PRME LAC members; more than 330 assemblies, meetings, and events have been held to benefit the community, focusing on corporate social responsibility and sustainability.

14.2.2 Increasing the visibility of PRME and its signatories in the region

The Latin American and Caribbean Chapter's policy includes the encouragement of the signatories' engagement to promote the consolidation of alliances to have an impact on the development of research and dissemination events, as well as to reinforce the Chapter's presence in society.

An example of this was the Seventh Regional Meeting of PRME LAC "Transforming Ethics into Action," which took place in Lima from September 18–20, 2018. This meeting provided a space for assembly that enabled dialogue, learning, and action on responsible management and leadership education and research in accordance with the SDGs.

In the same line of work, the document *University Social Responsibility Indicators Sharing Information on Progress System—PRME, Guide for Implementation* was published

at the end of 2018. Among the most important virtues that characterize this indicator system are, first, the definition of parameters and scopes of sustainability management within an educational institution; second, the possibility of choosing the level of report to be made according to institutional advances and interests; and finally, the alignment with the most recognized indicators and management and reporting systems.

The *Estado de las prácticas empresariales contra el soborno: primer estudio latinoamericano* was published in 2019, which intends to provide information to support the decision-making process to counter bribery in the public and private sectors. This work was carried out in seven countries in the region (Argentina, Chile, Colombia, Ecuador, Guatemala, Mexico, and Peru) with a sample of 2,963 businesses.

14.2.3 Adapting the six principles into a local context

The initiatives and commitment to PRME lead higher education institutions to take on greater responsibilities toward Latin American society, as they are involved in the development and training of new leaders for the future. Reports from business schools or universities have shown how they have progressively implemented SDGs in their institutions.

PRME Principles are the framework of reference for improving, updating, and the design of undergraduate studies and graduate programs. In this same respect, incorporating these principles has enabled greater awareness about sustainability and social responsibility, which has resulted in Latin American universities working on the fulfillment of several SDGs.

According to reports from recent years, universities are working for inclusive education and sustainable global economy with projects that favor the cultural revalorization of gender and “racialized groups.” Because of the richness of ethnic and cultural diversity in the region, they also work for the comprehensive and sustainable development of these communities, improvement in the quality of life, and development of countries.

In the region, some of these initiatives work with undergraduate and graduate students in incubation or entrepreneurship projects to boost local businesses; promote the use of renewable energy in campuses and recycling; encourage projects related to water and disinfection, responsible production and consumption, and sustainable and resilient cities; take actions in favor of the environment; support FORTE program projects that

have social impact; and so on. Additionally, there is work underway related to strengthening soft skills, which enable students and alumni to address solutions for social, economic, and environmental issues.

The Chapter has **over 150 initiatives** and projects related to social responsibility, sustainability, social innovation, and environmental impact, among others. Likewise, reports have been compiled from more than **111 initiatives** of academic nature, which include counseling, support for vulnerable populations, courses and workshops, volunteer programs, and creation of study centers and circles, among others. Moreover, educational methodologies involve fundamental aspects such as leadership, critical thinking, systemic thinking, and interdisciplinary links to address sustainability and social and business responsibility issues.

Universities are increasingly working on projects and research that favor the economic and administrative development of civil organizations, programs that boost the fight against illegal acts, research that promotes community and business sustainability, and so on. The evidence lies in their scientific output, that is, more than **6,500 research papers, theses, scientific articles, books, and other publications**.

Universities within the PRME Chapter LAC are strengthening their interinstitutional ties; **over 450 agreements** have been entered into with other educational institutions, authorities, government agencies, nongovernmental organizations, corporations, and companies, with the purpose of achieving common objectives for the welfare of disadvantaged groups to enable the inclusion of projects. In addition to these agreements, there are also counseling, technical assistance, training, and other activities addressed to different stakeholders.

14.2.4 Developing and promoting activities linked to the six principles and the SDGs

Universities within the PRME LAC Chapter assist and guide relationships and alliances with great interest to fulfill various sustainability objectives. In the educational field, collaboration is essential to develop and promote engagement in establishing the principles that can effectively contribute to building a sustainable future.

The academia within the PRME Chapter for LAC has been working on some main actions during the last few years; for example, strategies that

enable proper vocational guidance for students to lower dropout rates. Moreover, it has added subjects that promote professional ethics, equity, tolerance, and respect for the environment and has implemented volunteer programs and social projects that have led to the development of social responsibility strategies to strengthen surrounding communities. These experiences instill values in students, which have a positive impact on their willingness to bring social change.

Panels have been promoted to disseminate good practices in companies, empower gender perspective, and promote the use of renewable energy. Likewise, conventions and assemblies have been organized, promoting innovation and sustainable development, as well as social projects in alliance with private companies for the benefit of people with disabilities to promote their employability and organize a space for dialogue with companies to raise awareness of this need. Universities within the PRME Chapter for LAC reinforced their lines of institutional research on sustainable development.

14.2.5 Organizing: how do we organize the chapter? Events, knowledge exchange, annual meetings, committees/councils, and so on

To coordinate and organize the Chapter in each country, there are “focal points” to manage a work agenda, together with member universities, which include promotion and engagement in the PRME community. Activities have been performed in each participating institution of the Chapter to ensure alignment with PRME Principles. Activities such as the development and implementation of policies, methodologies, codes of ethics, as well as the organization of advisory councils, emergency committees, and others, have enabled participants not only to demonstrate their commitment to corporate social responsibility and sustainability but also to be prepared to face crises without losing sight of this focus.

14.2.6 Representative regional events

Regional projects that have been publicized

1. University Social Responsibility Indicators Sharing Information on Progress System—PRME. *Guide for Implementation*. Document published in 2018 in Spanish,¹ English,² and Portuguese³

2. Study: “Estado de las prácticas empresariales contra el soborno: primer estudio latinoamericano,” published in Spanish in 2019⁴
3. Article: “La contribución de las PYME latinoamericanas al desarrollo sostenible,” in process of being published in Spanish in 2019
4. Presentation of University Social Responsibility Indicators Sharing Information on Progress System—PRME at the Latin American PRME Convention 2018, in Lima (Peru), and at the Annual Conference 2019 of the Global Business School Network,⁵ in Lisbon (Portugal)
5. Publication of the book “Estado de las prácticas empresariales contra el soborno: primer estudio latinoamericano,” in Quito (Ecuador), Bogota (Colombia), Lima (Peru), Buenos Aires and Cordoba (Argentina), and Guadalajara (Mexico)

14.3 Credits

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Table 14.1 Regional PRME report sources

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Notes

- 1 Available at: <https://issuu.com/uexternadorse/docs/cartillaprimeonline>
- 2 Available at: https://issuu.com/uexternadorse/docs/cartillaprimeingl_online.pdf
- 3 Available at: <https://issuu.com/uexternadorse/docs/cartillaprimeportugonlineoct2018>
- 4 Available at: https://issuu.com/icontec_internacional/docs/_digital_libro-estudio-antisoborno
- 5 Available at: <https://gbsn.org/2019-annual-conference/>

15

PRME NORDIC CHAPTER

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15.1 Introduction

One could say that the concept of Sustainable Development was, if not invented, then at least popularized in the Nordics by Gro Harlem Brundtland. Brundtland's 1987 UN-Report "Our Common Future" argued that Sustainable Development had to incorporate social, environmental and economic components and has been a very important and powerful narrative throughout the world ever since. In the Nordics this understanding of sustainability has permeated the educational systems from preschool all the way into higher education and academic research. The Brundtland understanding of sustainability has been (at least before the popularization of the UN Sustainable Development Goals, SDGs) a central starting point for the discussion on sustainability in most contexts. An important aspect of the PRME Nordic Chapter has been a shared notion of the importance of self-reflexivity (c.f. Cunliffe, 2009) regarding the role of higher education, and particularly the role of Business and Economics education, where the

response to pressing sustainability challenges has arguably been slow (c.f. Rasche and Gilbert, 2015; Roscoe, 2020).

Even though there are important similarities within the Nordic countries (welfare states with universal access to healthcare and free education, for example) emphasis on sustainability differs between schools. Some schools emphasize “responsible management” based on strong research environments in related disciplines whereas other schools with strong research environments in other disciplines emphasize “sustainability” in more general terms. This somewhat different language simply acknowledges the diverse nature and the notion of both “responsible management” and “sustainability.” The introduction of the SDGs has somewhat shifted the focus from a more conceptual discussion to one more focused on delivering impact.

In this chapter, we first describe the creation of the PRME Nordic Chapter in its socioeconomic and sociocultural context, elaborate on the role the Chapter plays in higher business education, introduce theoretical and empirical angles to Nordic responsible management education and conclude with a critical reflexive view on the Chapter and its future.

15.2 The creation and pluralistic context(s) of the PRME Nordic Chapter

The foundations for the successful formal establishment of the PRME Nordic Chapter in 2014 can be understood in the context of some of the values and norms shared across the Nordic region, including shared notions of responsibility and sustainability, and in the long relational histories between the individual schools. Within the Nordics, cooperation is often seen positively and building of trust between stakeholders is highly valued (c.f. Strand et al., 2015), which is mirrored in the PRME Nordic Chapter. The Chapter is deeply embedded in some common social, cultural, and socioeconomic backgrounds and histories.

While the Nordic societies are not homogeneous, they can be characterized, in broad terms, by a strong role of the state and consequential regulation of everyday life, by a high level of trust between people and toward social systems, and by seeking consensus in decision-making, which includes an emphasis on equality/egality and is reflected in e.g., comparatively homogeneous income

distribution, tax-funded free education, but also reduced incentives for competition. The post-WWII time is characterized by Nordic governments offering public services such as health care, elderly care, and education, as part of leading and governing economic, social, and environmental responsibility. In the private sector, responsibility has historically been manifested through abiding to given social norms and regulations, including the provision of jobs and the payment of taxes. Sustainability and responsibility remained firmly in the domains of the political without strong involvement of firms (De Geer et al., 2009), thus also remaining present but not very explicit in the business school curriculum. Even though the last decades have witnessed a change in this allocation of responsibilities, by which companies are becoming increasingly conscious of their responsibility toward society, the characteristics of regulation, trust and consensus have had a strong impact on the requirements for management education in Nordic HEIs. The PRME Nordic Chapter is thus best understood in these historical legacies of trust and consensus, while situated in an environment where business and business schools are expected to both increasingly adopt and shape responsibility and sustainability.

Equally important as understanding the foundations for success and collaboration, however, is to understand that relational spaces for coming together in person to openly share, discuss and debate common responsible management education (RME) histories and challenges often only need the lightest mediation. The PRME Nordic Chapter has always been active in seeking and carving out such spaces. Arguably, the PRME Secretariat has from the beginning understood its boundary spanning role (Hodge et al., 2011) in cultivating a dynamic relationship between situated science/academia and the global principles as essential for responding to the complex social challenges of Responsible Management Education (RME) particularly through cultivating and supporting such relational spaces.

Similarly, PRME Nordic Chapter has since its conception understood the value of PRME Secretariat to provide, at least in the initial phase, contextual spaces for collaboration, and recognized the institutional and personal support the Secretariat provides to bring the schools together – such as the foundational role of the PRME Manager for Regional Chapters, as well as the various relational spaces provided for both formal and informal meetings.

Arguably two of such relational spaces proved foundational to the successful establishment of collaboration and trust of the Chapter:

The first was the “Sustainability in a Scandinavian Context” conference hosted by Copenhagen Business School in June 2013. Fitting to the

outcome, the very theme of the conference was the assumption that there is something in common or even unique among Nordic organizations in how they approach sustainability, perhaps giving the initial participating schools scientific legitimacy to something they already knew – that trust and pragmatic cooperation are highly valued and needed in order to create meaning through a common “serious reading” (Solitander et al., 2012) of the Principles for Responsible Management Education.

The second foundational relational space was the PRME Summit in Bled, Slovenia, in September 2013. Here, outside of the formality that often comes with academic conferences, representatives of eight Nordic schools (Copenhagen Business School, Denmark; Aarhus University, Denmark; Lund University School of Economics and Management, Sweden; Háskólinn í Reykjavík, Iceland; the School of Business and Service Management, Finland; Turku School of Economics, Finland; Hanken School of Economics, Finland; Aalto University, School of Business, Finland) came together in an informal setting to hammer out a very Nordic consensus-driven view on PRME and the potential role and aim of a regional chapter. There is a physical artifact from this meeting that sums up a seemingly axiomatic yet somehow, in the world of business schools, almost contrarian view on the foundations of a regional Chapter, when scribbled on a napkin are the words “a non-dinner-speech approach to PRME”. This slogan, while informal, has always implicitly guided the PRME Nordic Chapter’s activities.

Such an emphasis on action and impact can also be contextualized in the emergence of a larger debate about sustainability and education that was ongoing on a global scale. Temporally the establishment of PRME Nordic Chapter coincided with a larger debate about both the changing role of business schools (through the notion of RME), and the larger question about education for sustainable development, highlighted not least through the development of the UN SDGs. Education for sustainable development (ESD) in higher education is intended to encourage individuals to become active participants in building more sustainable societies and achieving the SDGs. It is supposed to empower engagement in real and relevant social problems (Barrineau et al., 2019). Thus, within PRME Nordic Chapter the emphasis since establishment has been to jointly explore how to achieve impact through education and research.

A shift from loose to tight framing may involve changes to the curriculum, management, leadership and governance throughout an organization or network. Thus, there was recognition that PRME Nordic Chapter itself

is an actor in the development of society in a tight framing of sustainability – putting further emphasis on the question how to organize. The development of the MoU also revealed another characteristic of Nordic values and ways of organizing, when the schools showed hesitancy to recreate a more hierarchical governance system that was present in some of the previously established regional Chapters, instead trusting that the production of consensus is possible and even desirable without steep hierarchies. Yet there was recognition that a shift toward a tight framing of sustainability could not simply rely on informal cooperation. The bottom-up implementation of ESD needs to be complemented by more top-down implementation (Holmberg et al., 2012).¹ The formality of the MoU and the formal governance hierarchies within it serves to provide reliable ways to progress toward predefined goals of ESD (ibid).

The first MoU was finalized just two months after the meeting in Bled and signed by Nordic schools representing all Nordic countries, Norway, Island, Sweden, Finland, and Denmark. Copenhagen School of Business was elected in a consensus vote as the first official chairing school for the chapter for the period 2014–2016. The Chapter was officially established on September 13, 2014 with Hanken taking over the chapter chair mid-cycle in October 2014.

15.3 Role of the PRME Nordic Chapter in higher business education

One first basic role for the Chapter is to provide a space for the dissemination of ideas and best practices between participating schools through meetings and workshops. There are several examples of such best practices that are developed at individual schools but can be communicated to the other Chapter schools. For example, at Aalto University all the courses have been mapped against the SDGs by the responsible teachers, and this information has been brought to the course descriptions so that students can more easily find courses that deal with particular sustainability themes. Our Chapter members decided in 2020 to increase opportunities for sharing and learning from each other. 2020 saw the beginning of our Chapter quarterly online “breakfasts” where members join at their own will and share, learn and contribute to collaborative projects. This book chapter is a direct outcome of our 2020 collaborative meetings.

Finally, the Chapter also contributes to PRME and the advancement of responsible management education beyond its regional borders. PRME

Nordic Chapter has always participated in PRME Global meetings, and several Nordic members have played essential roles as champions or advanced members by means of their critical perspective and steering progress.

15.4 Empirical perspectives on responsible management education – what does the PRME Nordic Chapter achieve collaboratively?

In this section some collaborative projects that have or are managed collaboratively by different Nordic PRME members are introduced.

The Chapter serves as a platform to facilitate collaborations around larger projects. One of the first concrete large-scale projects where the schools identified the possibility to cooperate and where it was clear that it was easy to prove value for both individual schools and the Chapter itself was the creation of a joint PhD course with three modules between three different Nordic PRME school locations. This joint PhD course draws from the particular profiles of different schools, gathers a critical mass of both teaching resources and students, and enables interaction and the creation of networks across the region. The course is comprised of three modules between three different Nordic PRME school locations. Students can apply from all PRME schools in the region and, if there is availability, also from other schools. The first implementation of the course was launched by Stockholm School of Economic, BI Norwegian Business School and Hanken School of Economics in 2016, and a second round was organized by Aalto University, Stockholm University and Copenhagen Business School in 2018–2019. A potential third round is currently being discussed by the different schools with the perspective of collaborative funds application to help support this initiative.

15.4.1 Common carbon literacy training & research conference

UN PRME 2019 Research Conference was hosted by Jönköping International Business School. This was a unique opportunity for Nordic members to network further and create further collaboration. During the conference, several Nordic members took the Carbon Literacy Training codesigned by Nottingham Business School and Copenhagen Business School.

Through the PRME Working Group on Climate Change and Environment, Nordic PRME representatives have been trained to carry out our Carbon

Literacy Training. A few schools including Copenhagen Business School and Jönköping International Business School are now working on adapting the training to their local context. It can be expected to see the emergence of a Nordic Carbon Literacy training in the near future.

15.4.2 Further engaging students in transforming Nordic schools

All PRME Nordic schools have witnessed and supported the rise of students' associations and initiatives, created with the purpose of transforming their campus for Agenda 2030. Several student organizations exist, and it is our purpose to help connect them so that they can amplify the work that is developed for the SDGs.

Efforts have been slowed down by COVID-19 lockdowns, but it is our ambition to encourage further students' collaboration across Nordic countries (e.g., Oikos Helsinki [Hanken Finland], Students for Sustainable Action [Jönköping International Business School], Oikos Copenhagen [CBS], SSE Students for Climate Action, Handels Students for Sustainability [Gothenburg]).

A Student Ambassadors Exchange program was proposed to let engaged students across the different schools share their experiences and raise engagement in other schools. This was initiated by Stockholm School of Economics and the students have already reached out to a few schools despite limitations created by the COVID-19 context.

15.4.3 Collaborative effort to map the Nordic Chapter's online education resources

Across Nordic PRME members a focus has been on advancing sustainability education through the use of digitalization. The digitalization evolution is turning distance learning into various forms of E-learning². Education for sustainability and for a sustainable society has across the Nordic PRME members been supported by E-learning strategies, more explicitly. E-learning has been proposed to enable, contribute to, as well as play a role in, the transition to sustainable societal patterns (Azeiteiro et al., 2015). This has made the E-learning and digitalization angle of education for sustainable development particularly relevant for PRME scholars engaged in sustainability in higher education, across the Nordics. The collaborations and conversations across the Nordic PRME schools foster traditions to advance education for sustainability.

Table 15.1³ illustrates more examples of pure E-learning and blended learning mechanisms that have emerged across the Nordic PRME schools.

Within the development of mandatory online E-learning for formal education to advance education in sustainability, the options are still limited.

15.4.4 Chapter sharing sessions about strategies, tools and ideas to help facilitate a sustainability transition

The Nordic Chapter is creating spaces for sharing about the progresses made at the different schools. The goal is to help inspire our partners, answer their questions and help them adopt some of the innovative processes for RME that were initiated at a first mover school. Time is allocated to sharing practices during the Nordic annual meeting and also during our quarterly meetings.

As a result of these spaces allocated to sharing inspiring practices, a few inspiring examples of work related to responsible management education in education, research, governance, and strategy are listed here:

- A university-wide effort toward advancing the connection between curriculum and responsibility, ethics and sustainability (RES) was initiated a decade ago by Professor Kai Hockerts. As of 2020, CBS PRME is working toward building on the foundations of RES in curricula to include linking the analysis of degree programs to three useful initiatives, or pillars, of RME.
- At Umeå School of Business, Economics and Statistics (USBE) the connection between the 17 SDGs and the Brundtland definition of sustainable development and curriculum follows an imbedded model and is certified according to ISO14001. Systematically, local learning goals on sustainability and ethics have been incorporated into curricula. In the spirit of the Nordic culture, courses are designed to encourage students to take on responsibility and an active role in the learning process, stimulate the students' curiosity and capacity for innovation, and allow for reflection and a critical approach to global challenges.
- The case of Karlstad Business School (KBS) fits well with the Nordic culture of transparent self-assessment and self-criticism. The school was looking into transformative change by implementing the SDGs to develop its curriculum based on sustainability and business societal practices. The ambition is also to integrate the distinctive ongoing studies/research and dialogues with the stakeholders within the curriculum for responsible management education.

Table 15.1 Overview of E-learning mechanisms for ESD (Source: Hueske, A-K., Pontoppidan, C.A. and Iosif-Lazar, L-C., 2020 and the other authors of this chapter).

Country	Type of e-learning	RME Connection	
	Online Learning Mechanisms	Blended Learning Mechanisms	
Denmark		Responsible Management teaching cases (in collaboration with the Case Centre)	Digital platform for access to case-based teaching material for advancing responsible management content in course materials
	SIGMA alliance compact online course: virtual work group phase and individual virtual course phase (ECTS 7.5)	*Also available in a blended version	Course focused on responsible business for societal impact and global virtual management
		Cocreation of mini case studies and teaching notes, video case studies for blended learning	Teaching materials with a responsible management and SDG focus
Finland		Blending mechanisms of E-learning and digitalization in teaching	Integrating responsible management education through digitalization in all spheres of education
	Capstone Online course(s)		Producing SDG related videos and digital content in collaboration with PRME Champions schools used in the capstone online course: Social Responsibility Across Business Studies
		Video assignments	Foster creativity and interactive conceptual learning for ESD related topics
	Sustainability Literacy Test (SULITEST) online tool		Integrated in bachelor's level basic CSR course, supporting sustainability education and assessment of students performance against the average in Finland and the world
		AIM2FLOURISH platform	Integrated in the Strategy and Sustainability course

Norway	Mandatory Social Responsibility online course (bachelor's level)	Course in Social Responsibility	
	Virtual summit conference with student participation	Part of the World in the Making course on teaching world challenges, developing solutions and presenting the ideas at the virtual conference	Campaign to challenge extremism by promoting integration and raising awareness
	Teaching methods based on film and simulation	Student campaign: Choose your Future online and offline activities, including an online survey	Corporate Responsibility and Ethics course revised based on gamification
	Prerecorded online video lecture on green versus gray growth, sustainable business focus	Gamification and digitalization	Developed a CSR pilot teaching tool: Implementing CSR following a CEO's efforts to develop and implement CSR
	Video interviews with CEO in companies, students, politicians – online available	Teaching methods based on film and simulation	Develop awareness and knowledge of responsibility in businesses (BSc)
		Sustainability interviews used in class course discussions	Used in teaching, to increase awareness and knowledge on sustainability and debate topics (MSc)
		IMPACT Day	Engage student organization in sustainability actions, create societal impact – collaboration between students, faculty, and external business
		Full-day student driven conference and exhibition Onsite/online – meeting point for faculty, business, and students – with Global Compact	

(Continued)

Country	Type of e-learning	RME Connection	
	Online Learning Mechanisms	Blended Learning Mechanisms	
		GoExplorer Day Full-day conference Onsite meeting point for faculty, business and students – with Global Compact Used in onsite/online teaching	Increase student and external stakeholder engagement, societal impact
	sustainability@BI strategy and PRME reports on web	Student survey on SDG knowledge – onsite interviews, online results, used in teaching New master's in sustainable finance – blended learning, mostly onsite SUSTAIN Program with exchange for both BI and students from two African universities Onsite/online course teaching in Norway and Africa	Explains school commitment on sustainability to students and external community Systematic insight in student SDG awareness, to develop courses and actions Increase student learning on sustainability in core business topics Learn about responsible business in Africa and Global North/Global South sustainability issues
	Annual mapping of SDG focus in academic research. Online report		Systematic insight in BI academic research on sustainability topics, inspire faculty.
		Master's mandatory course in Ethics changed to Ethics & Sustainability in Org. – Blended teaching concept – online zoom + in-class lectures, online quiz and debates Campus TV screens with micro-learning and inspiration on sustainability	Student learning on sustainability and responsibility, dilemmas and opportunities
	Sustainability 'app' – online training course, + Workplace/intranet, for Employees		Train staff – Increase knowledge on sustainability for school employees, inspire to develop more actions

Developing contextual sustainability education for future managers in the Baltic Region, students access information about responsible management and collaborate for sustainability. Also new courses on sustainable development: Economic challenges; The Firm, the Environment, and Society; The Consumer, the Environment, and Society
Support student active learning on sustainability and ethical issues

Course materials, films, videos, assignments, cases, quizzes shared between staff on the Canvas digital platform
Online platform website hub for research, course, and program communication

Integrate across university all work and efforts on sustainability
Courses: CSR and Business Ethics and Environmental Economics and Sustainable Development
Used in evaluating how study programs relate to SDGs

Business administration program includes two 7.5 ECTS A-level fully online courses
SDG Impact assessment free online tool
Expanding use of technology enhanced learning (TEL); integration of digital tools into education programs

Expanding use of technology enhanced learning (TEL); integration of digital tools into education programs

Establishing a digital campus with a studio for in-house production of podcasts, videos, webinars and a digital learning specialist

Technological tools improve dialogue externally and internally in HEIs

Sustainability Days for all Master's and Bachelor students (on-site pre-COVID-19)

Five yearly Sustainability Days.
Each day organized as a conference targeting all programs at a specific cohort. Three days organized at bachelor level and two for all master students. Each year around 2000 students participate. Days include workshops, field trips, case studies and pitching sustainability ideas to corporate stakeholders.

The Sustainability Days cover three main themes; namely, Challenges, Responsibility and Solutions. External stakeholders play a crucial part.

- Jönköping International Business School (JIBS) as part of Jönköping University is mapping all efforts related to education, research, governance, operation management and community engagement on a sustainability dashboard (this is an adapted version of Saint Joseph University, HAUB Business School SDG Dashboard, created by Pr. David Steingard). In 2020, JIBS has decided to give more emphasis to education and see how RME principles can be embedded in all programs, in all courses, to inspire and inform all students in a systematic way. In collaboration with JIBS Associate Dean of Research, surveys and interviews are being conducted with JIBS program directors and JIBS teachers to see how RME principles are being understood and included by faculty members in their courses.
- BI Norway has listed their current courses that have embedded RME principles and is now looking at ways to evaluate all courses and programs.
- At Aalto and Hanken respectively, tagging and labeling both courses and research in relation to the SDGs have been introduced. At Aalto courses are tagged in terms of their relevance and links to particular SDGs, and at Hanken all research output when registered in the research database is tagged, when relevant, to the various SDGs.

15.5 Recent PRME Nordic Chapter progresses

2020 Nordic PRME Annual Meeting was preceded by a first time PRME Nordic event: a one-day virtual research symposium on RME was organized by Karlstad Business. The event was largely appreciated and may become an annual tradition in conjunction with the organization of the chapter's annual meeting.

Jönköping International Business School accepted to be Chapter Chair in 2020, for the following two years. Due to common willingness to meet more often and informally, a new tradition was successfully implemented: in addition to the annual meeting, PRME Nordic Chapter has now quarterly morning "breakfasts." These online morning "breakfasts" are an opportunity for available Nordic members to reconnect, share news, and collaborate on common project (codesigning the annual conference, codesigning the book chapter, etc.).

To help share documents in a transparent and efficient manner, we have recently chosen to create an online Microsoft Teams group where all

documents and meeting notes are shared. Nordic members can modify the documents and share them. We are looking for more ways to inspire each other and to cocreate impactful projects. One way is to help our students collaborate more toward the SDGs.

Although the Chapter is chaired by one school, all members always seek collaboration. Another example of this can be seen in the contribution of the Nordic Chapter to the UN PRME Global Chapter Forum, October 8, 2020 where Jönköping International Business School represented by Guénola Abord-Hugon Nonet offered to facilitate a round table about Covid-19 and Responsible Management Education. Karlstad University and BI Norway supported this initiative and joined the panel.

Through these collaborations, members find inspiration and see the need to have more meetings and also platforms to share their stories and ideas, to help others make similar progress.

15.6 Critical perspective and potential next steps

While the Nordic countries are generally well known for advancing thought-leadership and actions in sustainability (Morsing and Strand, 2014; Strand and Freeman, 2015; Strand et al., 2015), contemporary practices do not always meet the standards often envisioned.

A report published by KPMG and FSR – Danish Auditors⁴ shows that only a few large Danish companies report on their own climate impact according to the internationally recognized reporting standard, Greenhouse Gas Protocol. This means that companies' climate data do not provide reliable benchmarks for investors and consumers. More specifically, the review of the companies' climate reporting shows that 88% of the 2,000 largest Danish companies have completely opted out of reporting on either their climate impact or disclose their CO₂ emissions.

Such illustrations of sustainability endeavors not reaching the levels we aim for across the Nordic countries will call for the Nordic PRME community to continue to collectively advance the agenda on responsible management education. Climate change education needs to be at the core of sustainability education in Nordic PRME. It has never been more crucial than today to provide climate education for all, across borders, across school systems, ages and professions.

The role of education in raising awareness as well as instituting behavioral change for climate change mitigation and adaption is of critical importance (UNESCO 2017, 2020).

PRME Nordic Chapter members see the need to create systemic and systematic change across their schools. They have now achieved the spark of inspiration toward the SDGs and they want to accelerate these developments so that Nordic business schools fully integrate the SDGs in all areas.

This requires dialogue, facilitation, collaboration, and cross-disciplinary and multistakeholder engagement to help address all areas in research, strategy, education, governance, and community engagement and to transform operations so that universities not only learn to talk the walk but also walk the talk.

It is our hope and our common ambition to become inspiring campuses toward the goal of remaining below 1.5°C global warming and achieve Agenda 2030 together.

Notes

- 1 Available at: <https://www.emerald.com/insight/content/doi/10.1108/IJSHE-09-2019-0287/full/html#ref012>
- 2 E-learning stands for electronic learning and is a method of delivering education via electronic pathways.
- 3 This table is the collaborative result of work developed by Hueske, A-K., Pontoppidan, C. A., & Iosif-Lazar, L-C. (2020) and by the other authors of this chapter.
- 4 Source: <https://home.kpmg/dk/en/home/insights/2020/09/improvement-for-danish-companies--climate-reporting.html>

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16

PRME CHAPTER NORTH AMERICA

Rooting PRME in different national, regional, cultural, and linguistic landscapes

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16.1 Introduction

The North American (NA) Chapter of PRME, a multinational platform, is instrumental in facilitating the growth and engagement of PRME with respect to implementing the Six Principles within Canadian and US business schools. Its overarching purpose is to support the implementation of PRME principles in signatories' schools as well as to recruit new signatories who also adhere to the principles in substance. The NA Chapter is furthermore tasked with constituting itself in a way that creates a formal relationship with the UN Global Compact Office.¹ As of 2020, we have 151 PRME signatories in Canada and the United States.²

Our primary efforts in driving momentum, learning and cocreating knowledge is through our Annual Chapter meetings, which yield rich

discussions and lead to deep learning and opportunities for collaboration on PRME related activities. Our Chapter meetings are where highly engaged representatives from signatory schools get together to collaborate and explore learning, research and collaborative activities and accomplishments by signatory schools. Our contribution to this book is dedicated to these meetings, which have played a critical role in forming the NA Chapter, building networks, and in ensuring that the signatories in North America unite over PRME initiatives. It is through these meetings that we have been able to establish our governance and networks, and form long-standing collaborations and friendships.

In the next section, we describe our journey from 2013 from our fledgling Canadian Regional Chapter meeting to our most recent NA Chapter meeting in Cleveland. Each Chapter meeting builds on the prior meeting and adds a dimension that enhances the experience. Each meeting is also grounded in and highlights the national and local cultural landscape.

16.2 PRME NA Chapter meetings and regional meetings: in the beginning

16.2.1 1st PRME Canada Regional Meeting NA Chapter, Edmonton, Canada (2013)

MacEwan University School of Business hosted the very first PRME Canada Regional Meeting in June 2013 in Edmonton Alberta for about 100 attendees. The event was called “E3 = Earth Education Economics” and was co-convened by the University of Guelph, College of Management & Economics (now the Gordon S. Lang School of Business and Economics) and the John Molson School of Business at Concordia University. The meeting was opened by Dr. Elsie Elford, Dean of the School of Business at MacEwan University, and the attendees included faculty and students.

The objective of the meeting was to create a forum for business academics to share their experiences in teaching and research on the integration of the PRME principles into the curricula and scholarship of business schools. Researchers presented papers on topics such as ecology, sustainable business models, human rights, gender equality, accounting and sustainability and CSR. There was also a panel on PRME Challenges to explore how PRME Principles can be integrated into research and teaching at business schools and exploring PRME as a challenge to the institutional logic of business schools.

The meeting also included a session to discuss the formation of a discrete PRME Canada Chapter. The idea for a Canadian Chapter was put on hold until more members could be recruited. Subsequently much effort has been put into the formation and success of the NA Chapter.

Over the two days of the meeting, a variety of sessions led by local and international academics focused on the Six Principles of PRME, and what they meant to the business schools attending the meeting. This first meeting gave the individual PRME schools an opportunity to share their challenges and successes related to implementing PRME principles into their research, teaching and engagement activities. A key theme that emerged from discussions was the loneliness experienced by the individual faculty members who were the PRME member at their school. Other faculty members did not know what PRME was, or were even aware that their own schools were signatories. The meeting was far from depressing as it provided an opportunity for like minds to find each other and learn about activities, research and teaching at each other's institutions. This first meeting presented a valuable opportunity to connect and begin building a network of like-minded scholars from PRME schools.

16.2.2 2nd PRME Regional Meeting NA Chapter, Seattle, United States (2014)

The second PRME Regional Meeting, NA Chapter, was initiated and hosted by Dr. Sandeep Krishnamurthy, Dean of the University of Washington Bothell. The conference began with a half day of site visits to notably sustainable places in Seattle. The first stop was the Gates Foundation offices where there is an interactive display of all the work the foundation has done in the Global Health Division. Next was a tour with staffers of McKinstry, a sustainability consulting firm responsible for improving the sustainability of many Seattle buildings through retrofits and new builds.

A keynote event with Gifford Pinchot III, founder of the Bainbridge Graduate School, (now merged with Presidio Graduate School) was energizing. Pinchot spoke about the challenges and successes of offering the first MBA in sustainability in the United States. The second day was filled with round table sessions run by PRME members. Distinct groups such as faith-based schools and gender equity scholars shared information on work they

were doing and invited conference attendees to join their research groups. The conference ended with Sheb True from Kennesaw State University leading a discussion on envisioning the third North American meeting in Atlanta. The PRME North American Chapter began to formalize at this event.³

16.2.3 3rd PRME Regional Meeting NA Chapter, Atlanta, United States (2016)

The Coles College of Business at Kennesaw State University (KSU) hosted the 3rd PRME Regional Meeting North America Chapter in Atlanta, Georgia, February 4–6, 2016. This meeting was hosted by Dean Kathy Schwaig and Dr. Sheb True, Professor of Marketing. This was the first meeting as an officially “established” chapter, so spreading the word about PRME in North America and engaging with new signatories was a central aim. Toward that end, KSU offered a “2 × 1” registration policy, whereby signatories could invite someone either from a nonsignatory institution or someone from a PRME signatory who was not previously involved in any PRME initiatives and their registration would be free. Thirty-eight institutions in higher education and industry attended the meeting.

The location of the meeting in Atlanta offered two important components to the ways in which the biennial meetings are rooted in the global nature of PRME as well as the local milieu of the host institution. The global element was present in the physical location of the conference next to the CNN Center and across the street from the Centennial Olympic Park, the main public gathering place at the 1996 Olympic Games. For industry involvement at the meeting, the Coca-Cola Corporation counts Atlanta as its global headquarters, having started there as a company in 1886. Coca-Cola representatives discussed their 5x20 initiative related to women entrepreneurs, their water-use challenges and plans, as well as their “whole beverage company” focus in order to expand the drink options available globally in light of health-related initiatives. The predominant local experience of attendees was stimulated and enriched through the opportunity for personal and meeting-related conversations as well as highly impactful tours to the nearby National Center for Civil and Human Rights and the sites related to the life and work of Martin Luther King, Jr.

At this meeting a broad range of collaborations began. A research group from the United States and Canada interested in data culled from the

Global Compact initiative was launched and information about the developing SDG Dashboard was discussed. Faith-based colleges and universities explored opportunities or challenges that PRME being a United Nations-sponsored initiative presented for their particular tradition and expressed interest in further working together on these unique issues. There was a strong emphasis on pedagogical resources from a variety of disciplines, including experiential learning opportunities with organizations such as Aim2Flourish, as well as modules and assignments that faculty could utilize in their courses to increase student knowledge and interest in PRME and the SDGs. The first executive committee was formed, with Professor Mark Meaney, University of Colorado Boulder, as Chair, Professor Deborah DeLange from Ryerson University as vice-chair and Professor Elizabeth Collier from the Brennan School of Business at Dominican University as secretary.

In light of this being the first meeting of the “established” Chapter, time was spent on relationship-building among the faculty and staff attendees, in order to create strong bonds for the many types of collaborations that have to take place in order to develop networks across such a large geographic region as that of the United States and Canada. The relationships begun in Atlanta continue to serve as important foundations for the continued development of research, pedagogy and other initiatives throughout the chapter.

16.2.4 4th PRME Regional Meeting NA Chapter, Guelph, Canada (2017)

The University of Guelph’s Gordon S. Lang School of Business and Economics (previously known as the College of Business and Economics) hosted the 4th annual North American Regional Meeting NA Chapter on October 18–20, 2017. Over 75 academics and student participants, as well as numerous business leaders from across North America, gathered on the beautiful University of Guelph campus to discuss how academics and businesses can integrate the United Nations Sustainable Development Goals (SDGs) into their organizations.

PRME regional meetings aim to promote the Ten UN Global Compact principles and the Six PRME principles to academic institutions, businesses and society. Thus, the theme of the 2017 meeting was “Realizing the United

Nations Sustainable Development Goals through Education, Research and Partnerships”. This Meeting was hosted by Dean Julia Christensen Hughes and cochaired by Dr. Davar Rezaia, Chair of the Department of Management and Dr. Rumina Dhalla, who is also the sustainability coordinator at Lang, and who acted as the master of ceremony of the conference.

We opened the conference by acknowledging⁴ that the University of Guelph resides in the ancestral and treaty lands of several Indigenous peoples, including the Attawandaron people and the Mississaugas of the Credit, and that we recognize and honor our Anishinaabe, Haudenosaunee and Métis neighbors as we strive to strengthen our relationships with them.

We wanted to reach a wider audience, so we created a social media handle (#PRMENA2017) and widely distributed information on the conference. A photo booth was set up where the 17 SDG tiles were available and where participants were able to select the SDGs they found most meaningful to them for their photo.

Sustainability and sustainable practices were integrated into the meeting throughout. For example, the preconference session started with lunch at a B-Corp–certified restaurant, Miijidaa, in downtown Guelph where the CEO of the Neighbourhood Group of Companies explained the philosophy of being a B-Corp and explained the origins of the restaurant’s name and the food being served, which is highly influenced by foods from the First Nations. The word *Miijidaa* according to the restaurant, is from the Ojibwa language and can be translated loosely to “let’s eat.” This was followed by a preconference learning journey to hike at Crawford Lake, where the participants got a tour of a reconstructed 15th-century Iroquoian Village of Crawford Lake, managed by Conservation Halton. More information on this preconference deep learning activity is provided at the end of this chapter.

The official meeting was opened by the Dr. Christensen Hughes, former Dean of Lang; Dr. Mark Meaney, the inaugural Chair of the PRME NA Chapter; and Jonas Haertle, former head of PRME, who individually welcomed the participants, and also closed the meeting. The goal of this 4th Regional PRME NA Chapter Meeting was to engage PRME signatories’ faculty and students across research, teaching and partnerships, including business, so the first plenary panel was on “Sustainability Movement: Sustainability Centers. Advancing SDGs,” in which panelists explored the impact of sustainability centers in integrating SDGs into research, teaching

and collaboration activities at PRME schools. This session was followed by a panel on “Making it Count: Business to Business Schools.” The participants on this panel were senior executives from major accounting and law firms, and the panel, expertly moderated by Dr. Jamie Gruman, Professor at Lang, a renowned scholar in leadership and positive psychology, explored the complex issues around what gets measured and counted at business schools and businesses and why. The lunch keynote speaker was Sebastian Teunissen, managing director of Solidaridad North America, who spoke on the topic of “The SDGs and Management Education: A View from the Field” where we heard about the different projects Solidaridad was involved with and the implications for SDGs in the field. We then had a session with the PRME NA Chapter working groups who provided the update on various working group projects. The afternoon keynote speaker was Jonathan Halperin representing Greyston Bakery, an enterprise excelling at Open Hiring,⁶ a recruitment concept where employees are hired with the only qualification being a desire, ability and willingness to work.

Participants were then invited to a “field to table” dinner followed by a book discussion. Participants enjoyed a locally sourced dinner at a beautiful heritage farm and retreat center, located just outside of Guelph. Following the locally sourced dinner, attendees engaged in a broader discussion surrounding the ideal curriculum components that best meet the principles of PRME. The book discussion was around the inspiring book *For Goodness’ Sake: Satisfy the hunger for meaningful business*⁷ by Chris Houston on how businesses are currently undergoing a fundamental shift in its purpose, transitioning from a strictly “for profit” to a “for profit and social purpose” business model. Participants attending the dinner were asked to read the book prior to the dinner discussion.

The following day, we started with a panel on “The Cooperative Movement and Innovations in ‘Integrated’ Sustainability Reporting – Implications for the SDGs,” followed by a heart wrenching exploration at a plenary panel titled “Model for PRME Signatories: How B-Schools can Assist with the Integration of Refugees and Immigrants into Local Economies” moderated by Professor Rumina Dhalla, the current vice-chair of the PRME NA Chapter. One of the presenters was Mr. Jim Estill, president and CEO, Danby Appliances, who privately sponsored 58 refugee families to be resettled in Guelph, Ontario.⁸ Our afternoon began with three concurrent sessions on teaching, research and partnerships: “Concurrent Session A: Realizing the United Nations Sustainable Development Goals through Education,” “Concurrent Session

B: Realizing the United Nations Sustainable Development Goals through Partnership” and “Concurrent Session C: Realizing the United Nations Sustainable Development Goals through Research.” The PRME NA Excellence awards for Teaching, Research, and Service were also presented at the meeting. We ended our meeting by having session hosted by Claire Sommer, executive director of Aim2Flourish, “The Role of Aim2Flourish in Advancing the SDGs: The Lucky Iron Fish Story.”

A number of students were invited to participate throughout the conference. Students were also invited to present their research both in the academic session as well as at the Poster Session where participants were able to speak to the students about their research projects. This meeting was among the first to incorporate sustainability, not only in the themes and topics of the panels, but also through the sustainability practices starting from considerations around transportation, to the choice of venues and food, and the selection of the deep learning journeys, which were deeply rooted in the local context and culture.

Embedding the meetings in the local culture and context, and focusing on deep learning and engagement, which is an important goal of the NA Chapter meetings, was carried forward to the next meeting held in Cleveland, hosted by the Weatherhead School of Management, which we describe in the next section.

16.2.5 Fifth PRME Regional Meeting NA Chapter Meeting, Cleveland, the United States (2019)

The Fowler Center for Business as an Agent of World Benefit, Weatherhead School of Management, Case Western Reserve University and the College of Business Administration, Kent State University were delighted to cohost the 2019 UN PRME Chapter North America 5th Regional Meeting June 2–4, 2019, with the theme: SDG #17 Partnerships for the Goals. This collaboration reflected a commitment to our shared community of Northeast Ohio and beyond as we engaged students, faculty, and the business community in responsible management and the UN SDGs. This is reflected in the regional meeting’s theme of “Partnerships for the Goals.”

The event brought together more than 70 participants from academic, nonprofit, government and corporate backgrounds from throughout the United States, from the east coast to the west coast, as well as participants

from Canada and Mexico. The regional meeting began with an address from the keynote speaker Jens Molbak, founder of WinWin. He introduced the audience to the notion of trisector innovation, using a data-driven approach to align the resources available in the private, social and public sectors to generate superior societal and financial outcomes than would be possible if organizations were restricted to the resources within their sector alone. This further underscored our theme of Partnerships for the Goals.

The lunchtime panel, Partnerships for the Goals, featured executives from area government, nonprofit organizations and businesses who talked about how they work with one another to create social and environmental benefit. PRME NA Awards were presented following lunch. The remainder of Day 1 featured two tracks: professional and academic. Breakout sessions for the professional track delved further into the trisector concept and how that might be applied in Northeast Ohio to strengthen the economic and social impact of their organizations through examining potential partnerships. These hands-on sessions were highly interactive and utilized tools that Jens Molbak had created.

The academic track featured traditional academic presentation sessions and included an Aim2Flourish Update session with Aim2Flourish student poster presentations. Day 1 concluded with a business meeting to bring academic participants up to date with PRME NA matters, followed by a Farm to Fork dinner. The PRME NA steering committee met after dinner with the PRME Manager, Nikolay Ivanov, to make plans to strengthen the chapter.

Day 2 featured Professor Chris Laszlo, a renowned scholar and author, as keynote, followed by a mix of traditional academic presentations and lightning round sessions – where presenters offered the key takeaways of their work in ten-minute presentations. At mid-day we held a World Café session where we collected input from meeting attendees on how the PRME NA Chapter can best support them. We all came together one last time mid-afternoon to wrap up the regional meeting and provide a vision for our way forward.

Prior to the regional meeting, a number of meeting attendees participated in a learning journey excursion to the Cuyahoga Valley National Park. A park ranger led a hike along the Cuyahoga River and discussed its role in business development for the past two centuries. A variety of sustainability issues were also discussed, including the 1969 Cuyahoga River fire, and the implications for people and business who have relied on the river.

As a result of this meeting, representatives from both Kent State University and Case Western Reserve University have continued to meet with Jens Molbak to pursue trisector innovation with a range of government, corporate and social enterprise professionals in Northeast Ohio.

Celebrating the achievements of individuals making outstanding contributions to both the PRME NA Chapter and demonstrating excellence in teaching, scholarly and/or creative activity and service to their communities are the UN PRME NA Chapter Excellence Awards which recognize the ongoing efforts of individuals in advancing the six United Nations Principles for PRME in the areas of research, teaching and service. In the following section, we describe the UN PRME NA Awards.

16.3 UN PRME NA Awards for Excellence in Teaching, Research and Service

The UN PRME NA Awards for Excellence are intended to recognize superior accomplishments, to provide models of excellence for fellow faculty, and to encourage all faculty to continue to perform, improve and advance their teaching, scholarly/creative activity and service following the UN PRME Principles. Professors and instructors nominated provide a narrative to illuminate accomplishments in the award category including a statement of personal goals or philosophy in award category, and a statement that ties together activities, internal and external invited letters, statements or testimonials to support accomplishments in award category based on sustained commitment or activity with option of internal and external recognition of activity along with the impact or significance of activity. Awards for Excellence are to recognize and honor continued dedication to UN PRME and our NA Chapter and are awarded in three categories: Teaching, Service and Research. Each of these awards is briefly described below.

16.3.1 *Excellence Award for Teaching*

The 21st Century Teaching Excellence values adapting methods of unique strategies, crafting new materials and new competencies embedding the values of global social responsibility based on the SDGs in business and society contributing to student learning enriching the real-world application of learning goals based on the PRME Principles.

16.3.2 *Excellence Award for Service*

Students and professors demonstrate exceptional commitment to ensure interaction on campus and in the community with global partnerships engaged in diversity and inclusion making meaningful changes to address issues, solve problems and improve quality responsibility of global citizenship. Principle of Partnerships manages effective, inclusive approaches of business, society and sustainability.

16.3.3 *Excellence Award for Research*

PRME Principle 4, Research, values the role of dynamics engaged with focus on impact with business and corporations, sustainability, social, environmental and economic benefit to society in multiple ways, both direct and indirect. Through research, academics make new discoveries and create new understandings.

These awards are critical in celebrating excellence and are presented at our annual Chapter meetings.

16.4 Importance of deep learning journeys: incorporating research and teaching in PRME NA Chapter meetings

Most of our PRME NA Chapter conferences embrace and incorporate learning journeys where participants are given an opportunity to explore first-hand the surroundings and the culture of the conference location. We believe that learning journeys not only provide the opportunity for new experiences that could lead to transformative action but also give participants an opportunity to explore new contexts, discuss ideas and enhance networking and collaboration activities. Learning journeys have become an embedded part of our conference design and experiences. The primary intention is to ensure that the learning journey experience is connected deeply to the theme of the conference and that our participants explore the unique cultural and linguistic landscape of the conference location.

An example of a combination of a Learning Journey with a Research and Knowledge dissemination opportunity was presented at the 4th Regional PRME NA Meeting in Guelph, where organizers offered the opportunity of a preconference workshop through a unique and interactive learning journey. We started with the lunch at the popular B-Corp–certified restaurant Mijidaa Bistro in Downtown Guelph. As we ate, we heard from

Court Desautels, president of Neighbourhood Group of Companies, about the company's sustainability journey. Invitation to the event was extended to the manager of the University of Guelph's Office of Intercultural Affairs and special advisor to the Provost on Aboriginal Initiatives.

We then traveled to Crawford Lake and toured a reconstructed 15th century Iroquoian village. In small groups, participants shared and reflected on their curricular innovations pertaining to the UN's SDGs, while hiking the lake's boardwalk. Each participant submitted a one-page "boardwalk paper." These boardwalk papers provided the opportunity for all participants, with a teaching innovation they were willing to share, an opportunity to do so, both in writing and during a stroll around the lake. Each participant was given approximately five minutes to share their innovation – something concrete they were doing with their students and would recommend to others, with the aim of advancing one or more of the UN's sustainable development goals. We self-organized into small groups of three or four. Members of each group shared their innovations with one another as they hiked around the lake, and looked for common themes, to be shared with everyone, on the bus ride back to Guelph.

16.5 Importance of subregions for PRME NA Chapter: growth, engagement and collaboration

Our Chapter is being greatly strengthened by our subregions who are taking on the challenge of enhancing the PRME NA Chapter through independent subregion activities. The wide geographic and diversity of the two countries covered by the NA Chapter provides a challenging context to nurture collaboration and joint initiatives. We thus encourage and celebrate sub region activities as we believe these provide greater opportunity for collaboration and impact in smaller regions. In the following section, we highlight one such highly successful initiative from our Northeast subregion who are bringing PRME and SDGs to new audiences by leveraging virtual technologies.

16.5.1 Subregions forming taking off: overview of Fifth PRME Northeast Virtual Conference

The Fifth UN PRME Northeast Conference was held on October 26–29, 2020 virtually, hosted jointly by Rutgers Business School and its Institute for Corporate Social Innovation; NJ Higher Education Partnership for

Sustainability (NJHEPS); Silberman College of Business, Fairleigh Dickinson University; Anisfield School of Business, Ramapo College; and William G. Rohrer College of Business, Rowan University, with sponsorship by the UN PRME. We had registrants from 61 countries and 34 US states, including 283 US and international students. More than 129,000 unique visitors viewed the conference on social media. Feedback has been outstanding and plans are under way to leverage the impact of the conference through the conference website⁹ presentations, recordings and a follow-up documentary.

Exemplifying a combination of passion and expertise, participants found much inspiration for a brighter future. The conference theme was “Sustainable Development Goals: Transforming Business Education and Practice.” Academic, student, corporate, and NGO participants spent four days discussing possibilities and challenges pertaining to responsible management education as it relates broadly to all aspects of sustainability – Economic, Environmental, Social and Cultural.

Since its inception in 2008 at Rowan University, the annual subregional conference series has been a grassroots initiative that has grown organically in North East United States, bringing together a core group of faculty from New Jersey and New York that continued to collaborate. PRME officials from the New York office participated in all of the conferences to discuss the evolution of PRME as an organization and voluntary movement of business schools globally. As with many conferences during the pandemic, this year’s conference was originally scheduled in-person for March 2020, however, shortly before that date New Jersey shut down due to COVID-19, as did much of the United States and the world. The upside of shifting to a virtual conference is that its reach expanded to include many more people from across the country and around the world, while drastically reducing its carbon footprint.

The conference manifested the North East subregion’s cherished core values to be inclusive, collaborative, multi-/transdisciplinary and synergistic. Conference sessions fell into five categories: keynote speakers, deeper and systems thinking for sustainability, curricular insights for schools, student-oriented insights and practice-oriented insights. We had six inspiring keynote speakers, more than 30 informative interactive sessions, a cross-sector executive panel, a diverse and insightful student panel and multiple facilitated student-oriented dialogue sessions. Altogether, 76 presenters representing 50 universities and organizations participated.

There are five fundamental keys to our success that are helping our sub-region to grow exponentially, and which we anticipate will continue to accelerate our impact over the next ten years culminating in the SDGs in 2030. (1) We see the PRME community as voluntary and self-organizing, emergent and organic; (2) while we work primarily bottom up from the grassroots with commitment from our faculty, staff and students, we also have been able to garner top down support from leadership (e.g., Rutgers Business School's dean, chancellor and the university president all spoke at the 2020 conference); (3) we are action- and goal-driven, building bridges to the future, including activist keynote speakers and student participation in setting the action agenda; (4) we take an appreciative approach, understanding where we are now, and building from there to where we want to be; (5) while we rely on local champions from local Universities to spearhead the conference design and execution, we also reach out to involve people from every sector, including business, government (local, state and national) and NGOs.

Going forward, our challenges and opportunities as the North East sub-region of the PRME NA Chapter are to (1) increase awareness, capturing hearts and minds of students, faculty and other stakeholders; (2) maximize our impact by connecting to student action on the ground; (3) accelerate and measure our impact, expanding local champions to include regional, national and global champions and (4) engage more students as participants and presenters and as pivotal stakeholders in preparation for their future roles as decision makers and leaders.

The PRME NA Chapter will be focusing on encouraging, empowering and supporting sub regions as we strongly believe that the subregions are closest to the individual schools and issues and opportunities to integrate PRME Principles and SDGs into research, teaching, engagement and collaboration opportunities. Furthermore, the PRME NA Chapter developed through grass roots efforts and forming sub regions will be greatly beneficial in encouraging grass root activities across Canada and the United States.

16.6 Moving forward

At the meeting in Cleveland, the appointments of the new PRME NA Chapter Chair, Elizabeth Collier and Vice-Chair, Rumina Dhalla, were announced. At this meeting we formed a core steering committee for the PRME NA

Chapter. Our task now is to formalize our governance structure and form our short and long-term strategy for continued growth, engagement and collaboration. This core group has met several times since the meeting, and each member of this has accepted to develop and lead one specific initiative that leverages on their individual expertise to take our Chapter to its next phase. The key initiatives are PRME NA Chapter visioning, strategy and growth; governance issues; collaboration on pedagogy and student engagement; collaboration on research and knowledge dissemination; outreach to Chapter schools and membership engagement; collaboration and engagement with external networks; development of geographic subregions; collaboration with other PRME chapters; and the PRME NA Excellence Awards.

While the PRME North American Chapter spans two geographically large and diverse countries, Canada and the United States, and has over 150 signatories, the NA Chapter continues to thrive and grow stronger and more active year over year. Our governance structure has representatives from both Canada and the United States, and we are continuing to support our current PRME signatories, encouraging new ones to join, and are hopeful that more subregions will self-organize and achieve their own subregional successes. We believe that this core group, supported by our committed PRME member schools and the emerging sub regions are positioned to help achieve the UN PRME vision of “transforming business and management education through research and leadership.”¹⁰

Notes

- 1 PRME Regional Chapter North America: Guidelines for Governance.
- 2 Available at: <https://www.unprme.org/search>
- 3 See more information at: <https://www.unprme.org/chapter/prme-chapter-north-america>
- 4 Available at: <https://danielgillis.wordpress.com/territorial-acknowledgment/>
- 5 The word *Miijidaa* is from the Ojibway language. It loosely translates to “let’s eat.” We thought there couldn’t be a better word for a restaurant. (Still can’t!) For us it’s an inspiration to celebrate the cuisines and foods around us. A chance to show off our northern bounty (Source: <https://miijidaa.ca/what-is-miijidaa?>).
- 6 More information available at: <https://www.greyston.org/the-case-for-open-hiring>

- 7 Available at: <https://www.telosity.net/order-book/>
- 8 More information available at: <https://www.unhcr.ca/news/homegrown-entrepreneur-jim-estill-refugees-fresh-start-canada/#:~:text=The%20president%20and%20CEO%20of,his%20hometown%20of%20Guelph%2C%20Ont.&text=Estill%20has%20now%20>
- 9 More information available at: <https://www.business.rutgers.edu/events/fifth-prme-northeast-conference>
- 10 More information available at: <https://www.unprme.org/>

PRME CHAPTER UK & IRELAND

Alec Wersun and Carole Parkes

17.1 Introduction

The UK & Ireland PRME Regional Chapter (PRME UKI) was one of the first to be formed in 2013 by representatives of 32 PRME signatory institutions. In 2020, with over 80 members, PRME UKI represents a thriving community of practice, dedicated to championing responsible management education (RME) and the United Nations Sustainable Development Goals (SDGs) in the Republic of Ireland and the four home nations of the UK: England, Wales, Scotland and Northern Ireland.

Governed by a ten-strong Steering Committee elected by its members, PRME UKI is self-funding, has its own Secretariat and website, and serves its members in five key ways:

- Organising networking events throughout the year, including an annual conference
- Stimulating faculty and student engagement through funded competitions

- Sharing resources and news through its website and mailing list
- Collaborating with the wider responsible management education eco-system
- Contributing to development of the PRME initiative around the world

The foundations of the UK & Ireland PRME Regional Chapter are strong, and this indicates that efforts to transform management education in the region are gathering pace. Given the relative success of PRME UKI, the purpose of this chapter is to explain where and how all of this started, how it developed, and how it might help PRME to realise its mission of *realising the SDGs through responsible management education*.

17.2 The UK & Ireland's PRME Chapter Journey

It is useful to think of PRME UKI's development up to this point as a series of stages in the evolution of a 'Chapter Journey' that can be traced back to the first PRME Global Forum in December 2008. This Chapter Journey can be divided in to a number of distinct phases:

Phase 1: The Formative Years (2008–2012)

Phase 2: The Organising Years (2012–2014)

Phase 3: The Years of Growth (2014–2020)

Phase 4: The Decade of Action and Future Prospects (2020–2030)

17.3 The formative years (2008–2012)

The formative years for PRME UKI started to take shape at the end of 2008, following the first PRME Global Forum of December that year. It was here that the United Nations Secretary General Ban Ki-moon called on all participants to go back to their home countries and encourage other institutions to join the PRME initiative.

'The Principles for Responsible Management Education have the capacity to take the case for universal values and business into classrooms on every continent' (Ban Ki-moon, 2007).

The response to this call from the UK was led by Winchester and Aston Business Schools, who in Alan Murray¹ and Carole Parkes had academics with a passion for what PRME was trying to achieve. What followed in the

period 2009–2012 was a concerted effort to mobilise business schools and academic associations to support the PRME initiative through a series of ‘town hall’ events.

The first of these in 2009 was hosted by Aston Business School and jointly sponsored by the British Academy of Management (BAM), the Association of Business Schools (ABS – now the Chartered ABS), and a group of Business Management and Accountancy Finance (BMAF) academics. Working in partnership with professional bodies added considerable weight to early efforts to shine a light on PRME and its Principles in the UK, and attracted academics from more than 40 business schools from a range of disciplines and specialisms.

The response to the 2009 event was enthusiastic and led to a repeat in 2010. Interest in PRME by this time was such at this point that the chief executive of the Association of MBAs (AMBA) contacted the organisers to ask if they could take part. Connections such as this one turned out to have wider implications, as AMBA subsequently became a supporter of PRME, and went on to join the PRME Steering Committee at the global level.

While these events were an essential feature of PRME UKI’s formative years, they represent only part of the story. The town hall events were complemented by what amounted to an ongoing ‘roadshow’ of promotional activity, all the way through to the third PRME Global Forum in Rio in 2012. The roadshow saw Alan Murray and Carole Parkes, together and separately, travelling the length and breadth of the UK spreading the word about PRME. This included running successive sessions about PRME at BAM, ABS and EBEN conferences (the European Business Ethics Network), as well as organising regional events in England, Scotland and Wales and visiting a number of business schools by invitation, to explain and discuss the PRME initiative.

The importance of these formative years cannot be underestimated. They are characterised by three defining features that have had an enduring effect on evolution of UK & Ireland PRME Regional Chapter:

- The passion, drive and belief in PRME of a small number of individuals;
- An ethos of partnership working with institutions and professional bodies with an interest in the responsible management education (RME) eco-system;
- A spirit of inclusivity, reaching out to all corners of the UK and to all academic disciplines.

17.4 The organising years (2012–2014)

The third PRME Global Forum in Brazil in June 2012 marked a significant landmark in the journey of all PRME Chapters, not least for the UK and Ireland. The Rio Declaration² called on committed PRME signatories around the world to promote good practices and encourage knowledge sharing through the creation of PRME Regional Chapters.

Recognised in the UK as leading advocates of PRME through their efforts in previous years, Alan Murray and Carole Parkes responded to this new development with enthusiasm. The pair engaged in talks with the PRME Secretariat, which had published a set of guidelines to help signatories that wanted to set up a Chapter. In late 2012 they sent a message to all UK and Ireland PRME signatories, in which they informed everyone of the outcomes from the Rio Global Forum, and invited them to participate in a meeting to take forward the idea of organising a Chapter for the UK and Ireland. Representatives of 13 business schools³ accepted the invitation, eight of which took part in a meeting at Winchester Business School on February 1st, 2013. The aim of the meeting was to come up with a plan and timeline to establish the Chapter.

17.4.1 The February 1st 2013 meeting at Winchester Business School

At this pivotal meeting, participants were briefed on the UN Global Compact Guidelines in respect of establishing a PRME Regional Chapter. In particular, attention was drawn to the condition of the requirement to ‘develop within an existing Global Compact Network and/or have a member of a Global Compact Local Network participate in the governance structure’. For this reason, participation of a Global Compact representative, Steve Kenzie of the International Business Leaders’ Forum (IBLF),⁴ was warmly welcomed.

The UN Global Compact Guidelines required those taking the idea of establishing a Chapter forward to form an Advisory Group (AG) as a first step, so the eight people present at the meeting agreed to make up this body. This AG was tasked with informing all UK and Ireland PRME signatories of UN Global Compact requirements, and to consult as widely as possible on any proposals and recommendations that they may come up with. Stage two of establishing a Chapter required establishment of a Steering Committee (SC) comprised of representatives of different PRME signatories; a small

Chapter Secretariat (funded by contributions of Chapter participants) to provide administrative support to the SC; and a Chapter website that would link to the main PRME site to facilitate communication with its members, other Chapters, and with the PRME Secretariat based in New York. In addition to establishing a governance structure, each Chapter was required to sign a Memorandum of Understanding (MoU) with the United Nations Global Compact office, which served to regulate the relationship between PRME Global and each Chapter, and outline a number of requirements.

These requirements were set in the context of the United Nations Global Compact's policy to be inclusive and democratic. With this in mind, Advisory Group members agreed on a two-stage process designed to allow all signatories the opportunity to participate in decision making about formation of the Chapter. Stage one involved hosting an information webinar for UK and Ireland signatories (March 8, 2013) and stage two was organisation of a *Foundation Meeting* for the Chapter, hosted by Aston Business School on May 10th 2013. The stated purpose of the Foundation Meeting was to:

- a Discuss and ratify a governance structure of the UK & Ireland Chapter, with elections for members of a proposed Steering Committee;
- b Decide upon the range of activities which would support the recommendations and minimum requirements of the Guidelines;
- c Draw on experience of others able to contribute to this process;
- d Encourage Deans of Business Schools who have not signed up to attend to understand the range of both existing and potential benefits of being part of this network;
- e Consider how to position the UK and Ireland Chapter in respect of the (September 25–26) 2013 PRME Summit in Slovenia;
- f Discuss organisation of the first UK & Ireland Chapter Annual Conference to be hosted at Winchester Business School, to run as a parallel stream to a 'Futures of Capitalism' event organised with the Diocese of Winchester with a proposed date of April 8–9, 2014.

17.4.2 Preparation for the Foundation Meeting at Aston Business School

The newly formed Advisory Group paid very close attention to the Global Compact Guidelines to prepare the ground for the May Foundation meeting.

For this reason, AG members agreed to start the consultation process with the wider community by circulating notes of the February meeting, along with a draft Chapter governance document to all UK and Ireland signatories. Once agreement on governance arrangements was reached at the May meeting, it was agreed that nominations and elections for office bearers (chair, vice chair, treasurer and secretary) would then be solicited.

An important consideration of the Advisory Group at this stage was the need to secure funding for the newly born Chapter, given the Global Compact's recommendation that each Chapter have a Secretariat to provide administrative support for its work. It was therefore agreed that in advance of the May meeting, signatories in the UK and Republic of Ireland would be canvassed on their willingness to support a Chapter Secretariat by a levy, somewhere in the region of £300 per annum.

17.4.3 Foundation Meeting of the UK & Ireland PRME Regional Chapter (May 10th 2013)

The Foundation Meeting⁵ for the UK & Ireland PRME Regional Chapter was held on 10 May 2013 at Aston Business School. Thirty-two delegates of PRME signatory business and management schools from across the UK and Republic of Ireland came together to clarify, discuss and vote on the draft Constitution and Governance arrangements that had been sent to delegates for consultation prior to the meeting, to discuss ideas on the activities and events for the new Chapter, and to agree an appropriate Chapter membership fee commensurate with the nascent Chapter's ambitious plans to promote PRME in the territory.

When invited to form a UK and Ireland Chapter of PRME, signatories were tasked with constituting themselves in a way that would create a formal relationship with the UN Global Compact Office, without imposing upon the Chapter a form of bureaucracy that might detract from its overarching purpose, which was to promote PRME and provide active support to PRME signatories that chose to become a member of the UK and Ireland PRME Regional Chapter. While issues of governance were therefore acknowledged as an important part of any association of this sort, delegates decided that activities and events undertaken by the Chapter in the promotion of the Principles should take precedence over the form of structure created to govern their affairs.

Following extensive discussion of the Advisory Group's proposals and recommendations regarding a governance structure and annual membership fee, delegates proposed some changes before unanimously supporting a motion to establish the UK & Ireland PRME Regional Chapter at this meeting. An annual membership fee of £400 was set. In addition, elections were then held for eight⁶ places on the Chapter's Steering Committee.

It was further agreed, given that all Steering Committee members were serving the Chapter in a voluntary capacity, alongside their 'day job', that it was necessary to have a Secretariat with the capacity to manage the Chapter's finances, set up a website, manage membership lists and mailings, and organise events. As the newly elected Chair of the Chapter was based at Winchester Business School it was agreed that they would provide this service for an annual fee, providing one day per week of a professional administrator's time as well as the services of the University's finance office, to manage invoicing and the like.

The organising years of 2012–2014 allowed PRME signatories in the region time and space to lay a solid set of foundations on which to build. Three key pillars supported these foundations.

- First, a detailed set of guidelines governing the Chapter that among other things explained the relationship between the Steering Committee and members; terms of reference for the Steering Committee; and procedures for the election of office bearers on the Steering Committee, in which parameters for terms of office and the conduct of elections were specified;
- Second, a model of self-financing to establish and maintain a basic infrastructure (administration and website) to deliver a programme of activity that would provide value to members;
- And third, a culture of inclusivity that embraced partnership working with other networks that pursued an agenda aligned to that of PRME.

17.5 The years of growth (2014–2020)

Since holding its first annual conference in 2014, the Chapter has developed in a whole host of ways. Highlights include:

- The number of PRME signatories in the UK & Ireland has grown from less than 40 to over 80 institutions, the vast majority of which are fee-paying Chapter members;

- To cater for differences in its territory, the Chapter has established seven Local Networks to foster peer support and learning at a more local level;
- The UKI Chapter communicates with its members and stakeholders by means of a comprehensive website, and presence on Twitter and other social media platforms;
- The number of UKI PRME institutions providing leadership on global PRME platforms such as Working Groups and PRME Champions has increased significantly;
- The portfolio of events and activities has expanded from the initial focus in 2014 on an Annual Conference, to include a collection⁷ of initiatives and competitions that encourage student engagement, PRME-related research, and innovative pedagogy.

17.5.1 Summary of initiatives and activities to support implementation of PRME

The highlight of each year is the Chapter's annual conference, which is normally a two- to three-day event held in the summer. The Chapter's Annual General Meeting (AGM) is normally held at the same time. The AGM is important as it provides members with an opportunity to review the work of the Steering Committee and the year's activities, as well as scrutinise and approve the Chapter's annual accounts. If there are any vacancies, elections are held as well, using a process outlined in the Guidelines for Governance.

17.5.2 Chapter annual conferences

By 2020 the Chapter had held seven annual conferences,⁸ each with a distinctive theme, but all of which focussed on the six Principles and since 2016 also on integration of the UN Sustainable Development Goals in to all academic activities. The annual conference is characterised by its informality, inclusiveness, collegiality and the opportunity to be inspired by innovations in teaching practice and partnerships, original research and renowned guest speakers. For example, delegates at Chapter conferences have enjoyed audiences with Nobel laureate and anti-poverty campaigner Muhammad Yunus; proponent of stakeholder theory Ed Freeman, and author of the Triple Bottom Line concept John Elkington. In addition, the annual conference traditionally has a panel with inspirational leaders from

local, national and international business, as well as the public and third sectors.

The First Conference: The first UK & Ireland PRME conference was held at Winchester Business School on 8th and 9th April 2014, in parallel with ‘The Future of Capitalism’ Conference, which provided the main theme. Proceedings from this inaugural Chapter conference were published in *The Inspirational Guide for the Implementation of PRME, UK & Ireland Edition*, by Greenleaf in September 2014.

The Second Conference: The Second UK & Ireland PRME Conference was held at Glasgow Caledonian University with the theme ‘From Millennium, to Sustainable Development Goals’. The theme was timely as the conference was held straight after the PRME Global Forum in New York and just months before the United Nations (UN) General Assembly announced its plans for post-2015 Sustainable Development Goals (SDGs) in New York in September of that year. These plans placed added emphasis to address the structural drivers of poverty, inequality and unsustainable development by 2030.

The Third Conference: The Third UK & Ireland PRME Conference was hosted jointly by Nottingham and Nottingham Trent Universities, and took place in parallel with the European Business Ethics Network’s (EBEN) annual conference. In the spirit of co-working on an institutional level and between associations, the theme of the conference was ‘Collaboration and capacity building in responsible management education’.

The Fourth Conference: The Fourth UK & Ireland PRME Conference was held on June 26th–27th 2017 and hosted by Newcastle Business School, Northumbria University with a theme of ‘Envisioning the future of responsible management education in the era of the Sustainable Development Goals’.

The Fifth Conference: The Fifth UK & Ireland PRME Conference was held on June 25th–27th 2018 and hosted by Queen Mary, University of London, with a theme of ‘Leaving no-one behind: inclusive management education in an era of precarity’.

The Sixth Conference: The Sixth UK & Ireland PRME Conference was held on July 8th–10th 2019 and hosted by Leeds University Business School. The theme of the conference was ‘Making global goals local’.

The Seventh Conference: The Chapter’s Seventh Annual Conference was disrupted by the Covid-19 pandemic, which prevented delegates from meeting face-to-face in the customary manner. The Steering Committee decided to hold a one-day virtual meeting and AGM on July 8th 2020 – with the full conference at Lincoln International Business School postponed until July 2021.

17.5.3 Chapter Local Network events

In 2018, the Steering Committee decided to establish a set of seven⁹ Chapter Local Networks throughout the territory of the UK and Republic of Ireland as part of its strategy to encourage ‘distributed leadership’ within UKI PRME, and facilitate more opportunities for peer support and knowledge exchange among colleagues in narrowly defined geographic areas. A member of the Steering Committee has responsibility for coordinating the work of these Local Networks. This has led to a number of regional faculty development events, details of which are available in the Chapter’s Annual Reviews.¹⁰

17.5.4 Collaborations with responsible management education partners

In the spirit of UN Global Compact recommendations to Chapters to identify complementarities and areas for joint activities with all associations working in the broader eco-system of responsible management, the UKI Chapter has from the outset sought to maximise impact through collaborative events. More recent examples of this include:

In 2017, the UKI PRME Chapter and UK Global Compact Network (UKGCLN) strengthened their ties through representation on their respective Steering and Advisory Groups. This makes sense, given that PRME is a UN Global Compact initiative. It is hoped that this arrangement may serve to strengthen UKGCLN corporate connections with Chapter members. Furthermore, in 2017 the UKI Chapter worked in partnership with the Global Compact UK Network to deliver a series of Sustainable Development Goals (SDG) Workshops in the form of a ‘SDG Roadshow’, to raise awareness of the Goals and stimulate action in support of them.

In May 2018, in collaboration with the British Academy of Management Sustainable and Responsible Business Special Interest Group (SRB SIG) and the ESRC (Economic and Social Research Centre) the Chapter co-organised a two day event at Winchester on ‘Educating for Responsible Business and Management in the context of the Sustainable Development Goals’. The first day featured a PhD workshop centred on supporting students undertaking PhDs on PRME related topics and the second day focussed on themes from the book *Educating for Responsible Management* co-authored by Roz Sunley of Winchester Business School.

In May 2019, in collaboration with the Schumacher Institute, the Chapter co-organised an event on ‘Systems Thinking and the SDGs’. This whole

day event was designed on the premise that the nature of the Sustainable Development Goals (SDGs) requires an interdisciplinary mind-set. A series of keynotes and round-table discussions considered ways in which a systems approach can aid an understanding of complex sustainability issues and explore how PRME colleagues can apply them in efforts to integrate the SDGs into curriculum, research and external engagement activity.

CABS (Chartered Association of Business Schools). Steering committee members of the PRME UKI Chapter regularly speak at CABS events and have served as representatives on the Teaching and Learning Committee. Members of the Steering Committee have delivered papers and chaired sessions at the CABS annual conference and annual learning and teaching conferences.

CSEAR (Centre for Social and Environmental Accounting Research). Members of the Chapter regularly present papers relating to the SDGs at conferences in the CSEAR network. UKI Chapter members of the steering committee chaired the second CSEAR Ireland conference at which papers addressed the SDGs and educating for responsible leadership

EAUC (Environmental Association of Universities and Colleges): The UKI Chapter works with EAUC colleagues on the UK Sustainability Literacy Test Regional National Expert Committee (RNEC) as well as on the Green Gown Awards Steering Committee where it contributes to the work of judging panels as well as working together. Since 2017, the UKI PRME Chapter has been connected with the EAUC led Sustainability Exchange – a valuable resource-sharing platform for academics working in PRME signatory institutions, and many Chapter members have signed up to the EAUC SDG Accord, launched in 2018.

NUS (National Union of Students): Recognising the healthy interest from university students in the provision of sustainability, responsibility and ethics education, the Chapter works collaboratively with the NUS on initiatives such as ‘Responsible Futures’, ‘Green Impact’, and through the UK RNEC, the Sustainability Literacy Test. The NUS established a charity in 2019 under the name Students Organising for Sustainability (SOS-UK) that seeks to get more students leading on and learning about sustainability.

PRME is a Founding Member of the Higher Education Sustainability Initiative (HESI) which was created in 2012 in the run-up to the United Nations Conference on Sustainable Development (Rio+20). The Sulitest is a tangible outcome of HESI – providing an open source, easy-to-use online test to raise awareness of the SDGs among students, and to help to create more

sustainability-minded graduates throughout the world. The UKI Chapter worked collaboratively with Kedge Business School in France, and members of the UK's Environmental Association of Universities and Colleges to be a co-founder of the Sulitest as a social enterprise, and to establish a Regional National Expert Committee (RNEC) to develop this platform in the UK, and to promote use of the test in Chapter member Institutions.

17.5.5 Chapter initiatives to stimulate faculty and student engagement

17.5.5.1 The PRME UKI Chapter writing competition

To recognise and reward student engagement with the PRME agenda, 2017 saw the UKI Chapter launch the first UKI PRME Writing Competition. Following an extremely positive response from students at business schools throughout the UK, the competition is now in its fourth year. Organised on behalf of the Chapter by Oxford Brookes Business School, the competition is open to undergraduate and postgraduate students.

17.5.5.2 The PRME UKI research seed funding competition

To incentivise research related to the six Principles of PRME and the SDGs, the Chapter launched a new research competition in 2018, led by colleagues at Kemmy and Winchester business schools. The competition is open to all faculty and welcomes research proposals with organisational, policy, practice, or pedagogical orientations. The competition has generated considerable interest, and seed-funding grants of £750 each have been awarded to academics working at different member Institutions.

17.5.5.3 The PRME UKI innovative pedagogy funding competition

In order to deepen implementation of PRME, academics accept the need to develop innovative pedagogic approaches and teaching practices. Barriers, however, may exist in terms of lack of funding that prevent individuals or groups putting their ideas into practice. As a result, the Chapter has made available three awards up to the value of £750 to support the development

of innovative approaches to pedagogy. It is expected that any resources/materials generated from the funding will be made available to all the PRME community.

17.5.5.4 The PRME UKI research paper development workshop series

Academic research in the area of business and society, including CSR, ethics, and sustainable business is booming. This boom, coupled with the increasing demands for faculty and PhD students to publish in high quality outlets has created demand among early and mid-career scholars for greater support in turning their business and society research into top tier journal publications and other prestige outputs. For this reason the Chapter has launched a PRME UKI paper development workshop series running once a year for five years from 2021 to 2025. The workshops will comprise: talks from senior scholars and journal editors and board members about publishing challenges and how to overcome them; presentations of research published in top tier outlets and elaboration of success factors; and – most important of all – detailed one-on-one feedback from senior scholars on works in progress submitted by participants.

17.5.5.5 Chapter contributions to support implementation of PRME at the global level

A notable characteristic of the evolution and growth of the Chapter is the way in which representatives of several schools have been active participants on a regional as well as on the global level. Notable examples of this are:

- Representatives of ten¹¹ business schools in the Chapter have made significant contributions to thought and action leadership of the PRME initiative globally through active participation in the Champions' Group;
- Five¹² individuals have, and continue to play a significant part in the work of PRME Working Groups on Gender Equality, Climate Change and Environment, Poverty – A Challenge in Management Education, the Sustainability Mindset, and SIP Reporting;
- The publication of peer-reviewed journal special issues and books featuring PRME have included many UKI academics as editors and

contributors. This includes two special issues of the International Journal of Management Education (IJME), one in 2017 on occasion of PRME's tenth anniversary (Parkes et al., 2017), and a second in 2020 on the SDGs (Parkes et al., 2020). There have also been three¹³ different Inspirational Guides for the Implementation of PRME and a number of very important PRME publications¹⁴ that have been written for the benefit of the worldwide community (e.g. Wersun et al., 2020).

From this one can perhaps surmise that the engagement of Institutions with PRME on both levels at the same time – regionally and globally – can have a significant impact not only on the growth both of regional chapters but also on the PRME initiative as a whole. This is borne out by the fact that two¹⁵ academics from PRME UKI were among just 19 recipients of the inaugural PRME Pioneer Awards at the 2017 Global Forum, awarded for leadership, commitment and contributions to the PRME initiative in its first decade, and Chapter chair at the time Carole Parkes was invited to serve as a PRME Special Advisor working globally with regional chapters, a role she fulfilled through 2019.

17.6 The Decade of Action (2020–2030) and future prospects

PRME UKI enters the United Nations' Decade of Action with confidence, and well aware of the challenges and opportunities facing it. The Chapter is supported by a growing number of signatories, has a governance structure in place that ensures sustainability¹⁶ of operation, is led by a talented and committed team on the steering committee, and has a funding model to support its own Secretariat and offer members an expanding programme of activity.

In terms of opportunities, the two grand, inter-connected challenges of a post-Covid world and the ongoing climate emergency represent fertile ground and context for PRME's agenda and work. Both Covid-19 and the climate emergency are shining an even brighter spotlight on social injustice, widening inequalities, poverty, the importance of decent work, the fragility of our planet and the urgent need for climate action. With CoP 26 hosted in Glasgow in November 2021, and prospects for effective Covid vaccines looking good, the UK and Irish Governments are seemingly heeding calls in the post-Covid world to 'Build Back Better'.¹⁷ This context makes

the values of global social responsibility more relevant than ever, and offers new, exciting possibilities to refresh the ways signatories are implementing the Principles, and integrating the SDGs in to the curriculum, research and partnership working. PRME UKI will continue to support its members in these endeavours with an evolving programme of events, competitions, seed funding schemes and knowledge-sharing activities.

While the ‘what’ of future PRME UKI activity seems relatively clear, with the SDGs centre stage in this Decade of Action, the challenge posed by the Covid-19 environment relates mainly to the ‘how’ the Chapter will deliver services to its members in the future. Already in 2020, the Chapter has had to adapt its way of working to the conditions imposed by ‘lockdowns’. The 2020 conference was the first of seven that was held online, and while video meetings were already a feature of steering committee meetings, this has recently become the ‘new normal’.

It is clear that all institutions of higher education (HEIs) have rapidly adapted to the unfolding set of circumstances and changed the way they work and do things. This move is being driven by an increasing recognition that justification of discretionary travel for academic (and PRME) meetings is questionable, not least on the grounds of the damage it does to our environment and planet, especially where air travel is concerned.

It is therefore natural that PRME UKI is responding with similar changes. The future of the Chapter is likely to be characterised by digital transformation in provision of its services, with an increase in the number of virtual meetings, and an increased use of webinars to facilitate and intensify sharing of knowledge, good practice, and networking. This ‘new normal’ way of working may yield a number of benefits for PRME Chapters. First, it may serve to make Chapter events more accessible to a wider group of academics in its member institutions as virtual events reduce travel and subsistence costs. Second, digital working may serve to facilitate better and more inclusive Chapter-Chapter interaction, knowledge sharing and learning. And third, a shift to more digital provision requires less resource (time and money) and may therefore help us to be both more efficient and effective.

Of course, the move to ‘digitalisation’ of Chapter working both on a national and global level requires new and different capacities (both competencies and time).

At the time of going to print, a new team¹⁸ has taken over at the helm of the UK & Ireland PRME Regional Chapter. Given PRME UKI’s success in building a strong system of governance to support its dynamic development,

there is ambition within the Chapter to share its knowledge and experience freely with the growing family of Chapters and help to make the global governance system of PRME more robust, by promoting PRME UKI's values and strong commitment to inclusivity and the spread of PRME membership. When the next PRME book is published, readers will hear of the fruits of these endeavours, and learn how the Steering Committee navigated its way through the Covid pandemic, the climate emergency, and the United Nations' Decade of Action.

17.7 Members of the UK & Ireland PRME Regional Chapter Steering Committee (2013–2020)

17.7.1 Chairs

Alan Murray (Winchester Business School): 2013–2014

Carole Parkes (Aston and Winchester Business Schools): 2014–2017

Alec Wersun (Glasgow Caledonian University): 2018–2020

Jonathan Louw (Oxford Brookes University Business School): 2021–2023

17.7.2 Members of the Steering Committee (including officer roles)

Fatima Annan-Diab (Kingston Business School): Current

Nishat Azmat (Birmingham University Business School): Current Treasurer since 2019

Paul Cashian (Coventry Business School): Treasurer 2018–2019

Paul Caulfield (Nottingham University Business School)

David Clemson (London South Bank University Business School): Secretary 2014–2017

Joanne Cook (University of Hull)

Chris Doran (Salford Business School): Current

Christine Gilligan (Sheffield Hallam Business School): Treasurer 2018

Matt Gitsham (Ashridge Business School)

Jonathan Gosling (University of Exeter)

Alex Hope (Newcastle Business School, University of Northumbria): Vice Chair 2018–2020

Steve Kenzie (Executive Director, UN Global Compact UK Network): Ex Officio

Jonathan Louw (Oxford Brookes Business School): *Secretary* 2018–2020

Cristina Neesham (Newcastle University Business School): *Current*

Julie O'Donnell (Dublin City Business School)

Natascha Radclyffe-Thomas (Glasgow Caledonian University): *Vice Chair* 2021–2023

Rachel Welton (Nottingham Business School, Nottingham Trent University): *Current*

Anja Schaefer (Open University Business School)

Anica Zeyen (Royal Holloway School of Business and Management): *Current*

17.8 Selected national organisations that have collaborated with PRME UKI

British Academy of Management Sustainable and Responsible Business Special Interest Group (SRB SIG): <https://www.bam.ac.uk/sig/sig-sustainable-and-responsible-business>

Chartered Association of Business Schools (CABS): <https://charteredabs.org/>

Centre for Social and Environmental Accounting Research (CSEAR): <https://www.st-andrews.ac.uk/csear/>

Environmental Association of Universities and Colleges (EAUC): <https://www.eauc.org.uk/>

National Union of Students, Students Organising for Sustainability (SOS-UK): <https://www.nus.org.uk/articles/students-organising-for-sustainability-launches-in-the-uk-c70e>

Schumacher Institute: <https://www.schumacherinstitute.org.uk/>

UK Global Compact Network (UKGCLN): <https://www.unglobalcompact.org.uk/uk-network-members/>

Notes

- 1 Alan Murray was a member of the PRME Taskforce.
- 2 The Rio Declaration on the Contribution of Higher Education Institutions (HEIs) and Management Schools to the Future We Want: A Roadmap for Management Education to 2020
- 3 Alan Murray of Winchester Business School and Carole Parkes (Aston) led this initiative; Kathryn Haynes (Newcastle), Steve Kenzie, International

Business Leader's Forum (IBLF – UN Global Compact), Alec Wersun (Glasgow Caledonian), Simon Brooks (Glamorgan, representing the British Academy of Management), Paul Cashian (Coventry) and Christian Herzig (Nottingham), Mat Gitsham (Ashridge), Jonathan Gosling (Exeter), Laura Spence (Royal Holloway), Jon Burchell (Sheffield) and Joe Cook (Hull).

- 4 The IBLF was a precursor to the UK's Global Compact UK Local Network, of which Steve Kenzie is executive director.
- 5 For full details of the Foundation Meeting please see <https://www.unprme.org.uk/history-of-the-chapter>
- 6 Alan Murray of Winchester University was elected chair; Carole Parkes of Aston Business School vice chair and Alec Wersun of Glasgow Caledonian University treasurer. These three 'officers' were joined by additional Steering Committee members: Paul Cashian of Coventry University, David Clemson of London South Bank University, Joanne Cook of the University of Hull, Jonathan Gosling of the University of Exeter and Sheila Killian from the University of Limerick representing the Republic of Ireland.
- 7 For details of these initiatives, please visit <https://www.unprme.org.uk/history-of-the-chapter>
- 8 Details of all Chapter conferences: <https://www.unprme.org.uk/past-events>
- 9 The seven Local Networks are Ireland, Scotland, North East England and Yorkshire, North West England and North Wales, The Midlands (East and West), South East England, and South West England and South Wales.
- 10 A selection of Annual Reviews is available on the website: <https://www.unprme.org.uk/annual-reviews>
- 11 Aston Business School; Cass Business School; Glasgow School for Business and Society, GCU; Kemmy Business School; Newcastle University Business School; Newcastle Business School; Nottingham University Business School; Nottingham Business School; Queen's Management School; Winchester Business School.
- 12 Kathryn Haynes, Petra Molthan-Hill, Alex Hope, Carole Parkes and Alec Wersun
- 13 The 'Inspirational Guide' for the Implementation of PRME: Placing sustainability at the heart of management education (Escudero et al., 2012); The Second Inspirational Guide for the Implementation of PRME

- (Csuri et al., 2013); *Inspirational Guide for the Implementation of PRME: UK & Ireland Edition* (Murray et al., 2014)
- 14 Notable among these are the *Transformational Guide for the Implementation of PRME* (Escudero et al., 2017); the *Blueprint for the Integration of PRME into Curriculum, Research and Partnerships*. (Wersun et al., 2020)
 - 15 Carole Parkes of Winchester Business School and Alec Wersun of Glasgow School for Business & Society, GCU
 - 16 PRME UKI had three different Chairs in the period 2013-2020: Alan Murray (2013–14); Carole Parkes (2014–17); and Alec Wersun (2018–2020).
 - 17 Build Back Better (BBB) is a concept that reflects calls for a strong focus on building more equal, inclusive and sustainable economies and societies that are more resilient in the face of pandemics, climate change and the many other global challenges society faces (Hochschild, 2020).
 - 18 Jonathan Louw (chair); Natascha Radclyffe-Thomas (vice chair); Nishat Azmat (treasurer); and SC members Chris Doran, Fatima Annan-Diab, Alex Hope, Sheila Killian, Cristina Neesham, Rachel Welton, Anica Zeyen, Steve Kenzie of UNGCLN (ex officio)

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Part III

GLOBAL PRME WORKING GROUPS (WGs)

Delivering research with impact

Mette Morsing

One of the underexplored gems of the PRME community are the PRME Working Groups. Here researchers and educators from around the world are invited to join scholarly and empirically informed debates and collaborations on key topical areas within the encompassing SDG agenda. Currently PRME has eight PRME Working Groups and seven PRME Working Groups have provided an essay below on how they contribute to further the RME agenda. Most recently, we have firmly and proudly reestablished the PRME Working Group on Business and Human Rights as well as just recently signed the MoU with a team of finance professors to advance the new PRME Working Group on Sustainable Finance. More PRME Working Groups are in the shaping.



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18

PRME WORKING GROUP ON ANTI-CORRUPTION

Matthias Kleinhempel

18.1 Introduction

The PRME Anti-Corruption Working Group was established in December 2008 to develop curriculum and teaching methods for including anti-corruption subject matter in business and liberal arts curricula at business schools and universities.

The Anti-Corruption Working Group members are experts on the subject matter with longtime research and teaching experience at universities around the world. They teach and research at universities in the United States, Poland, Germany, Switzerland, South Africa, India, Vietnam, Argentina, and more countries. Some of them have direct experience in establishing anti-corruption centers in Argentina, South Africa, and Switzerland. They have utilized two complementary approaches in achieving their objectives: (1) a vertical strategy – implementing open anti-corruption programs for business and nonbusiness organizations and (2) a horizontal strategy that seeks inclusion of business ethics subject matter in corporate governance, policy, and strategy courses, and in relevant liberal arts subjects.

Anti-corruption has to be taught at business schools: that's where the future leaders of organizations are trained. And they are the ones who set the tone of how business will be performed by their organizations. The fight against corruption cannot be won without them.

The Working Group financed by a grant from the Siemens Integrity Initiative, initial effort was to devise a tool kit for teaching anti-corruption in business schools with a focus on the utilization of four core liberal arts subjects: (1) Ethics, (2) Economics, (3) Law, and (4) Behavioral Sciences to develop decision-making models for recognizing, confronting, and resolving ethical dilemmas including most importantly – corruption in all its forms. The Working Group divided its labors into three categories: (1) Course Content, (2) Teaching Methods, and (3) Measuring Program Success. Their findings are summarized below.

18.1.1 Course content

Evidence that the business world has become more ethical since ethics became part of the business curriculum is not easily found but this does not mean that ethics cannot be a vital and effective part of the business education. Thus the right question is to ask is how best to teach it. Teaching business ethics must contend with the skeptical view that while moral reasoning can be taught, the character and habits of mind that moral behavior requires cannot be learned in the classroom.

Responding to this challenge necessitates focus on all of the three key elements of the business ethics project: (1) content, (2) teaching methods, and (3) measuring effectiveness:

Before discussing subject matter, we need to determine for whose benefit the course is being taught. Is it the institutions that will hire our graduates, the students, or the global community? The answer is all of them. Each of these entities has its own needs and expectations. Both private sector and the increasing number of nonprofit and NGO institutions that seek job applicants with business degrees value the business ethics conversation:

(1) Employers want employees who acknowledge the importance of organizational risk management systems through the maintenance of effective compliance systems that can prevent and detect actual or potential violations of law. Further, they seek managers who are conversant with the emerging global compliance regime; (2) Students seek additional analytic

and decision making skills that will enhance their career prospects for achieving leadership positions; and (3) *the global community* wants a new generation of leaders that can exercise political and economic power with a confident and well defined sense of civic virtue.

Leadership is the common denominator of these three consumer needs. The functional business school subjects offer training in finance, marketing, and administration – all essential and worthy management vocations that require high levels of diligence, skill, and experience. Ethics is the course where the leaders of these and other functional areas are educated. Critics argue that the business ethics curriculum focuses primarily on rules and incentives. This subject matter does serve a useful but limited purpose. While rules (law) and misaligned incentives (market failure) are tools for identifying and framing ethical issues, the next and critical phase in resolving ethical dilemmas is the proper exercise of choice between more than one defensible alternatives. Making the right choices in these kinds of situations is what leaders are paid to do. What are their necessary habits of mind?

The purpose of the business ethics curriculum is to develop leaders capable of identifying problems, recognizing alternatives, and making wise decisions with significant impact in the global business community. In this context, leadership is the effective balancing and coordination between purpose and power. Objectives must not exceed the resources available to achieve them. That principle though often violated is generally understood. The less recognized disequilibrium occurs when power seeks to define purpose. Ethical leadership recognizes that power is most effectively exercised to achieve narrow and well defined objectives.

Many of the worst historical and business calamities have resulted from situations where resources rather than the articulation of shared principles and interests defined the objectives. Doing something because you can is not an ethical choice. In this context, it is useful to reflect on an historical figure whose name is seldom mentioned as an ethical role model. Yet he understood that successful leadership entails an understanding that power is most effectively used in combination with restraint. Bismarck was the master practitioner of this maxim. For example, in resisting pressure for African colonial expansion (not entirely successfully but more so than other contemporary European leaders), he said to one proponent, “Your map of Africa is very fine, but my map of Africa is here in Europe” (Gordon A. Craig, *Germany, 1866–1945*, Oxford University Press, 1978, pp. 116–117).

In sum, rules and incentives are useful in the business ethics curriculum because they help the student to identify issues and frame questions using a vocabulary that is useful to them. While essential, these are only the first two steps in a business ethics education. Resolution of these dilemmas requires virtue, wisdom, and character.

We are back to where we began. Can these traits be taught? Perhaps not; but they can certainly be admired and recognized as the standard for making choices that raise ethical issues. In this regard, the focus is the three major ethical schools of thought (Virtue, Deontology, Consequentialism) and how best to resolve the conflicting outcomes that they may prescribe through the exercise of virtue, wisdom, and character.

In doing so, examples from political and military as well as business history are highly relevant. We should begin to include more examples of institutional leaders did that right thing and fewer autopsies of why companies collapsed as a result of ethical lapses. In many cases, those businesses probably would have failed anyway. People who make ethical mistakes do not necessarily have infallible judgment in all other areas. The right choice is more likely to speak for itself. The wrong one has a multiplicity of explanations.

18.1.2 Teaching methods

Ethics teaching methods have changed little in 2500 years and for good reason – they work. The Socratic method requires students to be morally articulate and to respond to Pascal’s challenge that we “think as men of action [and] act as men of thought.” While the rest is commentary, there remain issues to be discussed:

Course Materials: materials should include (1) core readings for both the course (e.g., market failure) and the individual subject under discussion in a particular class (e.g., insider trading, discrimination), (2) case studies of problems/successes in business journals and newspaper articles, and (3) scenarios of ethical dilemmas based on real-life situations that can be used for classroom discussion. Scenarios which are optimally no more than a page of text are often confused with case studies that typically have a retrospective narrative and don’t confront the reader with decisions that must be made.

Pedagogical Style: A combination of lectures, role play, debate, and scenario discussion are appropriate. In some countries, students are not accustomed to the Socratic approach; but patience and effort are usually successful in getting them to use it. Arrogant CEO and consultant style bluster is

counterproductive. The message needs to be that both teacher and student are collaborating in a search for truth. They are not going to get there. The measure of success is how close they can get to it by working together.

Practical Wisdom: At least one class should feature a practitioner who can speak from current on the ground experience (e.g., compliance specialist, defense or prosecuting attorney, governmental official). There should be a bias against felons and self-proclaimed whistleblowers who have reinvented themselves as “motivational speakers” and, if selected, they should not be compensated.

Intensive Class/Class Size: Intensive classes work best. Although smaller numbers of participants do not generate higher participation rates, they result in significantly greater student satisfaction. If feasible, smaller classes should be offered to students. If the entry or course requirements are different, it might be possible to run a few small classes in addition to the large ones.

Student “Professionalism”: The recent initiative to achieve a transition from class participation and professionalism as a grade component highlights the difference between teaching business ethics and management subjects. In both cases, people need to show up on time but thereafter, requirements diverge. In the first instance, students are expected to be prepared with answers/plans that they can defend against relentless attack from professors and their classmates. In ethics, the emphasis is on being able to ask the right questions in a nonthreatening environment where all efforts are encouraged and valued.

18.1.3 Measuring program progress

The test for individual course success and for the business ethics discipline as a whole is what it has achieved as a platform for engaging the entire community in a collaborative learning exercise. Are senior executives willing to speak to and teach classes? Is the school able to convene conferences that bring together multiple academic, private-sector, not-for-profit, governmental and nongovernmental organization representatives? Do these institutions participate in a subject matter related internship program? In the final analysis, business ethics course and disciple achievement cannot be determined by whether the world has become more ethical – it will be judged by how many institutions and persons of “fundamentally different views” have been enlisted in this common pursuit.

The PRME web page and Toolkit has now been used in numerous business schools around the world:

18.2 Using the Toolkit in business schools: some perspectives

Warren Buffett has famously said that success in business requires three qualities: (1) Competence, (2) Passion, and (3) Integrity, and, that without the third, the first two do not count.

In other words, that ethics and values are an essential part of the business decision-making process.

Since Enron, World Com, and other famous scandals, business schools pay more attention to ethics as a subject matter. They have been blamed for having educated MBA students as monsters – executives driven only by financial motivation instead of leaders with ethical standards. Business schools started to react by introducing ethics courses or modules in their MBA programs – with mixed results. Accreditation Agencies as the AACSB require business schools to incorporate business ethics classes in their MBA programs.

There is a common understanding that students have to be (better) prepared for the dilemmas they will have to confront in their professional life almost on a daily basis. What should business schools be aiming at: teaching them what it takes not to end the day in jail or enlightening businessmen to observe ethical principles beyond the legal minimum? Should the focus be on a practical approach (focused on law and rules) or a more abstract approach (focused on reasoning with principles) sustaining that there is no such field as “business ethics” as such (Kevin T. Jackson, *Breaking down the barriers: Bringing initiatives and reality into business ethics education*, *Journal of Management Education*, Feb. 2006, 30, 1 pp. 65–89).

Students and faculty agree on one point: students do not want to be involved in an Enron-type scandal and the business schools do not want to confer degrees on business “leaders” who become embroiled in scandals where decision-makers failed to recognize the consequences of bad ethical choices.

But recognizing that as important is one thing and finding the best way to effectively channel it to students’ minds is another, a much more complex one.

Thus, it is not surprising that for years now the discussion in academia goes high on how to do it best. These discussions are far from over and seemingly every business school follows its own recipe.

These concerns have given rise to an on-going conversation on how best to improve students’ facility for making ethical decisions in the same way that the business curriculum improves a student’s ability to make choices in finance, marketing, and administration.

The first question to ask is, Can ethics be taught to students whom to a significant degree have more fully formed opinions on ethics than they do on other subjects in the business curriculum? Do entering business school students arrive with their values and ethical compass formed during childhood, and instilled by family and friends, and primary school education?

A key question that arises in this context is whether business ethics should be taught as a stand-alone course of varying length, from few classes to a full-semester-long course.

Others prefer a more integrated approach and consider that business ethics should be taught in every course, interwoven into the respective teaching on Finance, Marketing, Corporate Governance, and so on. The reasoning behind this approach is that ethics and values are part of every business decision. If every business decision has ethical consequences, they have to be discussed in the context of the various business topics and will be better understood and engrained in context than in an isolated ethics course which might even convey the wrong impression: That business ethics is an isolated topic.

The next level of academic discussion is one of pedagogical nature: which are the best teaching methods. Traditional case studies, 12 page-long plus annexes? Unilateral lectures, transmitting knowledge? Or the discussion of philosophical and sociological texts? Discussion of short cases and dilemmas? Or presenting ethical dilemmas within the context of arts, e.g. movies, theater, and literature? The debate is ongoing and most probably, all or some of these methods should be somehow combined. Lectures and interactive sessions with active individual and group participation constitute the backbone of any course taught today at business schools. The Toolkit's chapter on teaching methods lists and describes almost all of them so that they can be chosen to adapt courses and modules to regional preferences and pedagogical needs.

It is not the PRME's Anti-Corruption Toolkit's purpose to contribute to this debate (even though there are some arguments and contributions to be found in it). Without trying to recommend one way or the other, the Toolkit supports and orients the instructor to find teaching materials and methods for the main challenges he is facing in trying to effectively teach business ethics and anti-corruption. These challenges have been described by Ronald S. Sims and Edward L. Felton jr. in, *Designing and delivering business ethics teaching and learning*, *Journal of Business Ethics* 2006, 63, pp. 297–312):

1. What are the objectives or targeted learning outcomes of the course?
2. What kind of learning environment should be created?

3. What learning processes need to be employed to achieve the goal?
4. What are the roles of the participants in the learning experience, especially the roles of the two major players – the instructor and the students?

Business schools typically face some serious constraints integrating new courses or additional sessions into their existing programs, especially MBA programs. Schedules seems to be already tight and additional time slots for teaching additional classes are nonexistent, meaning that in order to get something new in, something else has to be taken out of the program. And behind this “something,” the content which has to leave or to cede – partially or totally – are teaching interests which don’t tend to be interested in leaving. That is one of the reasons why it is so difficult to design a short or long stand-alone course or even to disperse a significant amount of classes in different courses dedicated to other teaching objectives. Therefore the importance of the Toolkit’s flexible and adaptable teaching material offering. Furthermore, the Toolkit is a valuable source for instructors who are not coming from the ethics and/or anti-corruption specialists crowd and therefore are not so familiar with the existing and dispersed teaching materials and methods but they would like anyhow to incorporate business ethics/anti-corruption in their courses.

The Toolkit doesn’t take sides with any of the schools, preferring one or the other design and method of ethics education for business. It is a tool to support educators designing ethic and anti-corruption sessions and courses and provides state of the art teaching material and methods.

Talking about education at business schools, one aspect is paramount: It must be praxis-oriented, delivering analytical framework and tools as well as the required skills on how to confront corruption in real-life situations. Research shows that the most effective training elements are case-studies, dilemmas and, to a certain extent, role-playing.

But training has – independently from its effectiveness per se – much less impact than the organizational support (Improving Ethical Outcomes: The Role of Ethics Training; ERC Ethics Resource Center, 2008). The conclusion to draw from this insight involves Business Schools and companies along: Ethics and anti-corruption education has not only to be delivered for its direct impact on employees (or future employees) but to foster the required organizational support, meaning essentially a strong anti-corruption company culture. It all translates into leadership and leadership courses for executives in Business Schools. The Toolkit is a valuable source to integrate anti-corruption and ethics topics into these courses.

Design and methods for teaching anti-corruption courses is complex. Corruption has many facets and comes along in regionally, sector-, and function-specific forms. A common ground and language has to be found to assure discussions without confusions. Furthermore, in an ever more globalized world, students in MBA programs and participants in executive education programs are more and more diverse, with different nationalities and cultural backgrounds. The Toolkit with its sources from different continents, developed and emerging markets, brings an important advantage for instructors as it provides an equally diverse teaching material. At the same time, the teaching content and its methods will have to be adapted to special audiences. Specialized MBA courses will require different designs and teaching methods and in executive education the challenge of adapting methods and contents is even higher: Different age groups, different previous management experiences and positions, and different exposures to corruption make it difficult to design the most effective course. It all depends on the target group.

The following questions arise: what has to be taken into account in preparing a course on anti-corruption and which teaching methods fit best? This last question also entails who is best equipped to teach the course: academics? Practitioners with experience in dealing with corruption, its prevention, and consequences? Each group will approach the topic differently. Both approaches are valuable. The perfect combination of deep academic analysis and real-life experience with proven tools and strategies should be searched for, but will be difficult to achieve: especially because experienced practitioners (CEOs, compliance officers, etc.) tend to be reluctant going into details regarding their experiences in this thorny field and prefer to put the focus on more general topics of their companies' anti-corruption policies and control mechanisms. But a setting with academics and practitioners will be interesting for course participants and will enrich discussions. Practitioners eventually put academic theories into perspective, preferring more hands-on and practical approaches. Academics may enrich and contribute new views to strategies and tools born in business.

The practical element is of utmost importance in business schools. Without it the education loses credibility. Joint classes with practitioners tend to be well evaluated for exactly this reason. Practitioner engagement can lead to fruitful discussions not only with the participants, enabling learning through sharing of different points of view and experiences, making sessions more attractive through higher interactivity. In this kind of

setting in which the academic instructor contributes the theoretical frameworks and both participants and practitioners have a framework in which they can gain a better understanding of their experiences in different sectors and levels of responsibilities in their organizations. The resulting discussions and new knowledge allow participants to reflect on them and to build their own anti-corruption strategies tailor-made to their specific needs. In the same line, sessions should be a good mix of lectures, conferences, case studies, dilemmas, and other interactive practices such as role-playing. That is, to go from theoretical to practical content and method.

There is quite some room for business schools to improve anti-corruption culture(s), strategies, and tools beyond the PRME Anti-Corruption Toolkit implementation in MBA programs: Business schools should actively seek the dialogue and the establishment of partnerships with business sectors associations and companies in their region. They can search for and team up with partners from the anti-corruption field (i.e., U.N. Global Compact local networks, Transparency International, other NGOs, and the network of business schools that has developed the Toolkit) in order to jointly reach out to the corporate world.

In doing so they will be able not only to integrate into the Toolkit further teaching materials specific to their region and/or industry sector but also develop new ideas for a closer cooperation between academia and business in order to improve the effectiveness of their actually mostly separated anti-corruption efforts, and design and implement them. Examples for joint activities are:

- Establishment of anti-corruption research centers or anti-corruption chairs. Research in the anti-corruption field is often an extremely difficult enterprise as companies don't tend to share their experiences in the matter unless they play a positive role. That's a very understandable position, as they are not interested to harm their reputation further by being a negatively discussed subject for years to come in business schools' classrooms around the world. Business schools working closely together with executives will have better access to company information and data, and can gain their necessary trust to conduct research with sufficiently anonymized situations, resulting in valuable applied research and teaching material. The Toolkit provides the sources for choosing the adequate framework and collection of literature to build on.

- Best business practices platforms for the exchange of experiences with practitioners (compliance officers, corporate lawyers, CFOs, etc.). The Toolkit and especially its global network of participating business schools provides the essential experiences and active support for building these platforms, which have proven extremely useful for fighting corruption in emerging markets, where the international compliance associations do not exist and local network have not been built.
- Development of training sessions and material in the form of codes of conduct, websites, videos, game simulations, and so on, for specific business sectors, companies, and their value chains. The Toolkit provides a stock of teaching material which should be further adapted to meet regional and local requirements. Business schools, jointly with practitioners, are well fitted to do this essential work: the more tailor-made to local situations, the teaching material can be adapted the more it will be accepted and taken as valuable base for class discussion.
- Facilitation of collective action and integrity pacts agreements with specific business sectors or by projects along with other stakeholders (e.g., chambers of commerce, NGOs, public sector). The Toolkit also provides sources regarding collective actions and integrity pacts. They can be the starting block for business schools to facilitate these agreements, contributing to building clean (or at least cleaner) niches in business sectors, especially in emerging markets.
- Organization of conferences and seminars with leading business ethics and anti-corruption experts.
- Assistance in implementing compliance programs and other anti-corruption tools. The Toolkit can enable business schools to better assist companies in planning their first steps in compliance matters such as establishing a code of conduct and implementing compliance programs because they possess the academic background and the Toolkit provides for the international framework and regulatory requirements.

All these alternatives and opportunities for business schools to work with the Toolkit beyond the MBA classroom contribute to fighting corruption more effectively: They bring academia and business together, enriching academics with real-life experience and validation opportunities for theory and enhance business practices with conceptualization allowing for broader use.

18.3 The Working Groups' new main project

The next and most important step in the WGs' work aims at bringing academia and business closer together in their largely separated ways to fight corruption. The objective is creating room for them to share and combine insights from theory and practice; understanding better their concepts, positions, and challenges; and in consequence enabling them to develop effective A/C tools.

By providing best practices of existing compliance and integrity centers at universities and business schools as well as blueprints and assistance for establishing those centers, the project will assist universities/business schools in establishing and/or adapting existing academic compliance and anti-corruption centers. Running these Centers will engage local companies and key stakeholders through training, cross-industry pollination and business-academia dialogue, and dissemination of best practices to combat corruption.

Trained/educated executives are the best change agents – they are the leaders in their organizations and define the Tone at the Top and the organizational culture. Compliance Officers in every survey emphasize the importance of the Tone at the Top as the main driver for an integrity culture in the organization. Subsidized implementation of Compliance and Integrity Centers make the awareness building and training affordable for companies and bring the entrance barriers down.

Active Compliance and Integrity Centers will positively impact the private sector environment. They will improve the capacity of local businesses to fight corruption through targeted trainings, the sharing of good practices and the other described activities.

The expert centers will provide key learning which will assist in the creation of Centers which foster meaningful and sustainable collaboration between local, regional and global stakeholders to empower businesses to improve effectiveness of anti-corruption efforts and bring about enhanced transparency and accountability.

The creation of a systematic support by expert centers for establishing compliance and integrity centers at universities/business schools will be a new effort to bring academia and Business together in the fight against corruption. It would include the creation of platforms/programs that will leverage the tools and capabilities of academia, practitioners, and businesses, and advance the effectiveness of anti-corruption efforts through an impactful collaboration.

18.3.1 Key objective of the project

Building on existing designs and infrastructures created by PRME business schools to combat anti-corruption and foster compliance and integrity, a core group of subject matter experts will develop a blueprint for establishing mixed academic and business anti-corruption capacity building and training centers at universities/business schools.

In emerging markets, anti-corruption efforts are mostly limited to subsidiaries of international companies and few big local companies. Many companies do not have the resources to fight endemic corruption and often play along the traditional corrupt “rules.” They may even view them as a competitive advantage against large international firms. They urgently need support, starting with awareness building and training in practice oriented anti-corruption tools.

To offer effective support and training, academia and business have to work hand in hand: Academic concepts are interesting but alone not helpful, companies seek practical tools ready to be implemented. Thus, theoretical aspects and concepts need to be complemented by insights from the real business environment. Mixed academia-business projects are a proper solution to that problem.

The success of the proposed project can be measured by the quantity of new centers constituted and existing academic centers modified into mixed academic-business centers and courses offered by these centers, the number of course-participants, the participants’ evaluations of the course quality and the evolution of these numbers and quality evaluations.

Additional possible KPIs are the number and evaluated quality of the other listed activities which complement the courses.

18.3.2 Key activities planned

PRME organizes a one or two day conferences where the business schools/universities with working “expert” AC centers present their objectives, organization, processes, funding, and activities. Institutions interested in AC and in bringing academia and business in an own center together can find on this “market place” concepts and ideas on how to develop their own compliance and integrity centers. Further advice and implementation

support will be given by the expert centers on bilateral bases. An international network and collaboration of AC Centers will be built among the expert centers and new centers.

The expert centers will present their blueprints for building academic-business-led anti-corruption capacity building and compliance and integrity centers at universities/business schools and the objectives, standard course material, a proposal for cooperation between business and academia, budgets/financing needs overviews and human resource needs, as well as funding models for setting up anti-corruption centers.

Roll-out (follow-up) activities will focus on testing proof of concept in each country through the expert centers which:

- Develop evidence-based and results-oriented approaches for designing and delivering training programs customized to address integrity concerns and corruption risks with collaborating corporations, public agencies and nonprofit organizations in target countries;
- Further the knowledge of best practices in the application of integrity tools, anti-corruption interventions, and integrity training in the different sectors and organizations;
- Facilitate Anti-Corruption Workshops and best practice exchange;
- Organize conferences on Anti-Corruption strategies and challenges;
- Create a platform for Executives, Compliance Professionals and Academics to cooperate and assist/support the process of developing the activities.

The close link to the UN Global Compact provides access to relevant global companies especially those active in emerging markets and other stakeholders which enable the project to address the specific the needs of local institutions in ways that enable these initiatives to maximize their impact. The Working Group will need moderate funding to launch the project. The PRME Secretariat will manage the funds required, organize the cooperation and oversee the activities of subject matter experts, create a platform for ongoing exchange of good practices, and organize annual events that facilitate productive exchange between academic and private sector institutions and other key stakeholders.

18.3.3 Other projects

- a) Ongoing activities like serving as panelists and speakers in anti-corruption courses and at conferences of AC WG members. One example is the webinar in September 2020 organized by the IIHMR University in Jaipur, India on ethics and transparency in the Health Care Sector with the moderator and three panelists (among others) from our Working Group.

Other examples are papers jointly written by WG members, books edited by WG members with chapters (among others) written by WG members as well as conferences on anti-corruption organized by Working Group members in Switzerland, Qatar, and Argentina.

- b) Additional, new activities include:
 - a. Organize regular meetings of our working group, inviting other interested academics. During these meetings papers or other recent works can be shortly presented and afterward discussed. The expectation is that these meetings provide the opportunity to originate new works and collaborations.
 - b. Develop a short course on transparency and integrity in the health sector which will be taught by the group members online.
 - c. Develop a core curriculum for an anti-corruption course along the lines of Ron Berenbeim's course taught in China for advanced students.

We aim at maintaining a committed core Working Group. The existence of a committed core group is deemed essential for achieving concrete output.

THE PRME ANTI-POVERTY WORKING GROUP

Britta Kronbach

19.1 Background

The formal start of the Anti-Poverty WG can be traced back to the 1st PRME Global Forum in New York City in December 2008, where findings of a global survey on poverty and management education, entitled *Management Education: Corporate Social Responsibility and Poverty* (CEEMAN, 2008), were presented in a plenary session. Garnering extensive interest from delegates, and, notably, also the support of then PRME Secretary Manuel Escudero, this was the catalyst that led to the formation of the *PRME Working Group: Poverty, a Challenge to Management Education* (Gudić, Rosenbloom & Parkes, 2014), also known as the *Anti-Poverty Working Group*.

Since its inception, the primary aim of the Working Group has been to champion the integration of poverty (and poverty-related discussions), into all levels of management and business education worldwide. From the early days, when the vision of the newly formed WG was first articulated, this objective has been based on the beliefs that:

- Poverty is a legitimate topic for discussion and research in schools of business and management

- Business should be a catalyst for innovative, profitable and responsible approaches to poverty reduction
- Multiple stakeholder engagement is needed for innovative curriculum development (Rosenbloom Gudić, Parkes & Kronbach, 2017)

Today, the Anti-Poverty Working Group's commitment and beliefs remain as strong as when it was first founded, and the WG continues to uphold its pledge as encapsulated in the original vision statement, namely that 'Our working group will disband only when the issue of poverty is deeply embedded in all levels of management education worldwide' (Poverty Working Group Vision Statement, 2012).

While originally consisting of only a small group of 21 members, the WG has gone from strength to strength over the years: by Rosenbloom, A. and Gudić, M. (2021) Anti-Poverty WG Newsletter, WG Update October 2021. By September 2021, the WG consisted of a total of 228 members from 181 institutions in 62 countries (Anti-Poverty WG Newsletter, WG Update, October 2021).

When considering why it is important for business schools to address poverty and poverty alleviation, it is useful to remember that ending poverty in all its forms and dimensions by 2030 is at the very heart of the Sustainable Development Goals – consequently, engaging with this topic should form an integral part of how management education contributes to the SDGs.

It is essential that graduates understand the role of the social environment in which business management operates; yet poverty previously tended to be overlooked in such discussions. Just as issues of social responsibility and responsible management have become more deeply embedded in management education, so too has the importance of poverty alleviation discussions. Schools committed to sustainable development and to the 17 Sustainable Development Goals know that poverty alleviation, SDG #1, is fundamental to achieving all of the SDGs. The SDGs give additional impetus for poverty alleviation discussions in all business programmes.

19.2 Actions and achievements

Since its formation, the Anti-Poverty WG's efforts to "create opportunities for multi-stakeholder discussions [on poverty], to foster discussions that lead to concrete results, to disseminate reports, to serve as a global repository

for innovative curricular approaches, learning methods and educational materials that embed poverty in management education, and to support the development of a community of management educators, researchers and professionals committed to integrating poverty into the business curriculum” (Poverty Working Group Vision Statement, 2012) have found expression in four major activities: (1) research that seeks to understand the current state of poverty discussions in business schools and programmes worldwide; (2) publications in the form of authorship of reports and edited book collections exploring the nexus of management (broadly defined) and poverty; (3) support for conferences and other activities that engage faculty, administrators and students with poverty in relation to responsible management and sustainable development; and (4) broadening the depth and breadth of the WG’s membership, while also supporting the WG’s member in their own activities of relevance to the WG and its mission.

19.2.1 Anti-Poverty Working Group research

Research conducted by the WG seeks to understand the current state of poverty discussions in business schools and programmes worldwide. To this end, three major global surveys have been conducted in recent years.

- 2012 Anti-Poverty Working Group Global Survey, *Fighting Poverty through Management Education: Challenges, Opportunities, Solutions* (Gudić, Parkes, & Rosenbloom 2012). As reflected in the survey’s title, the key aims of this research were to understand the challenges faced, and the solutions created, by global business faculty and administrators in their attempts to integrate poverty into courses, programmes and curricula. Survey results were presented and published at the Rio+20 Conference in Rio de Janeiro, which also coincided with third PRME Global Forum on *Management Education for the Future We Want*. A total of 435 individuals from 70 different countries, participated in the survey. A detailed discussion of the survey’s methodology and findings is presented in the *Report to the 3rd PRME Global Forum, Rio de Janeiro* (Anti-Poverty Working Group, 2012).
- 2017 Anti-Poverty Working Group Global Survey, *The Issue of Poverty in Management Education: Challenges, Opportunities, Solutions* (Gudić, Parkes, Rosenbloom & Kronbach, 2017a). This survey was designed as a vfollow-up to the 2012 Global Survey, aiming to ascertain what

changes had occurred since then, while also, for the first time, investigating poverty's influence on business school curricula and teaching within the broader context of the SDGs. The survey was completed by 230 respondents from 57 countries, with preliminary results presented at the 2017 PRME Global Forum in New York.

- 2019 Anti-Poverty Working Group Global Survey, *Students Voices on the Issue of Poverty and the Sustainable Development Goals* (Mason, Marcheva, Rosenbloom & Gudić, 2019). This survey is the first of its kind to investigate the student perspective on the integration of poverty, responsibility, and sustainability into the business and management curriculum and has generated 1,385 responses from 39 countries. First results were presented at the 6th RMER Conference in Cologne, Germany (November 2018), while a further discussion of the survey, including its origins, methodology and key findings, was presented at the 7th RMER Conference in Chur, Switzerland (October 2020).

Further to the above research, Britta Kronbach, WG member and PhD candidate at Winchester University, UK, is investigating the extent to which schools of business and management engage with SDG1 (Poverty Alleviation) and SDG10 (Inequality). Britta's research will develop case studies around the drivers and constraints of integrating SDGs #1 and #10 into programmes and curricula, and is also drawing on the above WG research in her dissertation, which should provide further insight into these topics.

19.2.2 Publications

19.2.2.1 Publications by the Anti-Poverty Working Group

Anti-Poverty Working Group publications concretely realise the WG's aspiration 'to serve as a global repository for innovative curricular approaches, learning methods and educational materials that embed poverty in management education.'

To this end, the WG has published a number of resources designed to help faculty and administrators integrate the issue of poverty into management education. These include:

- An open online compendium of teaching resources, entitled *Collection of Best Practices and Inspirational Solutions for Fighting Poverty through Management*

Education, provides innovative teaching examples and materials (including cases, journal articles, books, and videos) to facilitate integration of poverty issues into business and management programmes, courses, modules and curricula

- *Socially Responsive Organisations and the Challenge of Poverty* (Gudić, Rosenbloom and Parkes, 2014a, Greenleaf Publishing) is a book investigating why poverty is an important topic for management education and management institutions
- *Responsible Management Education and the Challenge of Poverty: A Teaching Perspective* (Gudić, Rosenbloom and Parkes, 2014b, Greenleaf Publishing) explores how to address poverty through management education, including frameworks for understanding, course design and course topic integration
- *A PRME response to the challenge of fighting poverty: How far have we come? Where do we need to go now?* (Rosenbloom, Gudić, Parkes & Kronbach, 2017b), is a paper published in *The International Journal of Management Education's* PRME Special Issue, which placed the importance of understanding poverty in the broad context of management education, reported findings from empirical research studies on how a global, management professoriate viewed poverty in relation to management education, presented the WG's history to date, and discussed the importance of poverty reduction in light of the Sustainable Development Goals (SDGs)
- The Working Group has recently also been involved with a Special Issue (July 2020) of the *International Journal of Management Education* (IJME) on *Looking forward: Leadership Development & Responsible Management Education for advancing the implementation of the Sustainable Development Goals*. The special issue consists of 21 papers and one comparative book review from authors located across the globe, including our Working Group members. We have also contributed a chapter on Poverty to *The Sage Handbook of Responsible Management Learning and Education* (co-edited by Carole Parkes), which covers a variety of responsible management, learning and education topics
- With the support of the Working Group co-chairs, over the past two years, WG member, Tay Keong Tan, has recruited and supervised a team of students from his institution, Radford University, Virginia, the United States, in order to create an Anti-Poverty Toolkit. Through his leadership and expert knowledge, the student team developed an online platform that already has more than 500 artefacts related to poverty and its

integration into management education. This is the first, open source resource to be freely available to students and faculty on this topic

Through all of the above-mentioned publications and resources, the WG seeks to advance an appreciation of the critical need to integrate poverty in management education, as well as to make a practical contribution as to how this may be achieved via specific learning methodologies and approaches. A recent search on Google Scholar indicates that WG books and articles are increasingly being cited and used to extend scholars' research.

19.2.2.2 Collaborative publications with other Working Groups

Further to publications authored by the Anti-Poverty Working Group itself, the WG actively pursues collaboration with other working groups on joint projects.

Thus, for example, the WG has collaborated with the Gender Equality and Anti-Corruption Working Groups on two important joint book projects. *Beyond the Bottom Line: Integrating Sustainability into Business and Management Practice* (Gudić, Tan & Flynn, 2017) and *Redefining Success: Integrating Sustainability Management Education* (Flynn, Tan & Gudić, 2018) were the outcome of the first project and focussed on integrating sustainability into business and managements education, while the second joint project produced *Global Champions of Sustainable Development* (Flynn, Gudić & Tan, 2020) and *Struggles and Successes in the Pursuit of Sustainable Development* (Tan, Gudić & Flynn, 2020).

19.2.3 Conferences, collaborations and outreach

As a further step in developing a learning community of faculty, administrators, and students with shared interests in understanding poverty from a business perspective, the Anti-Poverty Working Group has convened and co-sponsored several thematic conferences. Not only were these conferences another tangible expression of the Anti-Poverty WG's aspiration to support platforms for knowledge exchange and learning, but they also were desired activities identified in the 2012 and 2017 global poverty surveys noted above. Whether it was in a series of workshops that ran alongside the 2013 PRME Summit 'New Ways for Developing Leaders for the Future We Want' held in Bled, Slovenia, or in its co-organising

capacity of the International Experiential Learning Conference Leveraging Innovative and Cross-Country Learning for Poverty Reduction: Climbing the Economic Ladder – Examples from and for Nicaragua (PRME Anti-Poverty Working Group, 2014), or its co-organisation of, and participation in, each of the seven Responsible Management Education Research (RMER) Conferences, the Anti-Poverty WG has consistently developed sessions on innovations, new ideas and perspectives on teaching about poverty; has sponsored poverty-focussed research and learning/teaching tracks; and has provided forums for multi-dimensional dialogues on the issues of poverty and management education. Anti-Poverty WG members also contributed video stories describing their professional and institutional experiences in the format of the 2013 PRME Summit's framework of '4 I's of PRME: Inspiration, Innovation, Implementation and Impact'.

The Anti-Poverty WG's outreach activities and events are designed to meet two of its key aspirational targets, namely to create opportunities for multi-stakeholder discussions on poverty and to support the development of a community of management educators, researchers and professionals committed to integrating poverty into business/management curricula (Poverty Working Group Vision Statement, 2012). To that end, the Anti-Poverty WG has been involved in a number of events, both within and outside of the PRME community. It has, for example, contributed to a special anti-poverty collaboratory, which was part of the Rio+20 Corporate Sustainability Forum's session on Foundations for Sustainable Leadership: Responsible Management and Leadership Education (2012); it participated in the Academy of Management's annual meeting with an All Academy Themed session, 'The Informal Economy, Poverty and Responsible Management Education'; and it developed two tracks at the EURAM 2015 Annual Conference (Warsaw, Poland) on 'Uncertainty as an Opportunity' – one on poverty, while the other covered leadership challenges and opportunities in the context of uncertainty. In addition, at EURAM 2018, the WG ran a symposium entitled Impact and Action-Oriented Research on Poverty & the Sustainable Development Goals (SDGs). This involved the organisation of a 'World-Café', where an international group of Anti-Poverty Working Group members, led by Al Rosenbloom, Milenko Gudić and Carole Parkes, focussed on business school curriculum design, student engagement, faculty research methods and technology.

Recognising that poverty alleviation, SDG #1, is fundamental to achieving all of the SDGs and that the complex nature of the SDGs and their

interconnectedness and interdependence with poverty require a multidimensional and multidisciplinary approach, the Working Group emphasises cross-working group collaboration. This takes place through joint projects, mutual dialogue and learning, as well as through information sharing and support.

Further to the joint book projects with the Gender Equality and Anti-Corruption Working Groups discussed above, the WG has more recently also contributed to the launch of the Sustainability Mindset Toolkit, an online platform based on the Anti-Poverty Toolkit model developed by members of the Anti-Poverty WG.

Additionally, the Working Group supports regular Cross-Working Group dialogue and problem-sharing sessions. These sessions are lively, provocative and stimulating, as they provide members from various working groups with opportunities to identify new avenues and modalities for further collaboration. The Working Group also often represents other working groups at various international events.

In addition, the Working Group is deeply committed to collaboration with PRME Regional Chapters and other stakeholders. Indeed, the WG believes that collaboration with PRME regional chapters is absolutely essential for achieving a higher level of impact that the noble idea of responsible management education, including the advancement of the SDGs, is expected to create. Along these lines, the Working Group was actively involved in the preparation of the PRME Regional Chapter MENA in September 2015, where it also represented some of the other Working Groups. In September 2016, the WG was invited to share the results of its Global Survey on the SDGs and the Issue of Poverty in Management Education at the Annual Meeting of the PRME Regional Chapter Brazil and LAC.

The annual conference on Responsible Management Education Research (RMER) grew out of several conversations between the DACH Regional Chapter and the Anti-Poverty Working Group. Starting with the very first RMER Conference (2014) in Chur, Switzerland, all RMER events have been the result of a joint project between the DACH Regional Chapter (representing Germany, Austria and Switzerland) and the Anti-Poverty WG, with the annual conferences rotating globally – one year in one of the DACH countries, while each subsequent year taking place on different continents where Anti-Poverty WG members and their institutions host the event. The WG is proud that the Anti-Poverty Working

Group members from Egypt, Brazil and Sweden have already hosted past RMER Conferences in their respective countries. The 8th RMER conference will be hosted by a WG member in China, while WG members from North America, India and Portugal have already expressed their interest in organising these events in the years to come. Furthermore, since 2014, the Working Group has participated as part of the RMER conference programme and organising committees. At every conference there have been two WG tracks: one devoted to poverty alleviation research, the other to teaching innovations integrating poverty in classrooms and curricula.

The Working Group also invited major players in the landscape of responsible management education such as GRLI, ABIS, GBSN, USDN, SDSN, RRBM, SULITEST, as well as representatives of youth, to a roundtable on *Shaping the Future of Responsible Management Education*, held in September 2019, at the 7th RMER Conference in Jönköping, Sweden. Following success of the roundtable, the Working Group's proposal for having such meetings regularly at the RMER events was enthusiastically accepted, consequently resulting in a follow-up discussion, hosted by the WG, at a plenary panel on *Building RME Implementation Coalitions for Impact in the Decade of Action*, held at the 7th RMER Conference in Chur, Switzerland (October 2020).

The Working Group has also participated in two major projects with stakeholders outside the educational sector. First, it was represented in *The Poverty Footprint – A People-Centered Approach to Assessing Business Impacts on Sustainable Development*, a collective effort by UN Global Compact and Oxfam in 2015 to produce an assessment tool that enables companies and civil society partners to understand corporate impacts on multi-dimensional poverty and help implement the SDGs. Second, it participated in the project initiated by Business Fights Poverty, which resulted in the report *The Role of Business in Education and Training for Sustainable Development* (2018).

Further to the above, the Working Group also receives numerous invitations to actively participate and present its work in a number of poverty and sustainability related events.

Since its formation in 2008, the Working Group has been advocating and promoting a 'horizontal', grass-roots driven, collaboration within PRME and beyond. Indeed, the Working Group Commitment Statement, presented at the 2015 PRME Global Forum (Towards "zero" poverty through understanding the root causes and action/impact-oriented communication and collaboration) connects our long-term aspirations with the need to engage with other stakeholders in order to succeed.

As previously indicated, the WG is currently a network of more than 200 members from over 170 institutions in more than 60 countries from over the world. Communication with its members and other relevant stakeholders is supported via an email update which is published every two months. This typically describes current and future Working Group projects, sessions, and events, calls for papers related to poverty, calls for chapter proposals that take a multi-disciplinary approach to poverty and/or the SDGs and news from the WG's members, friends and partners. The latter highlights various recent publications, partner projects and requests for participants on grants that speak to the wide range of issues poverty intersects with.

19.2.3.1 The Anti-Poverty WG's commitment to the youth

While not explicitly mentioned in the WG vision and aspirations, the WG is also deeply committed to fostering critical engagement with poverty on the part of young people, believing that such engagement is crucial to the future success of any discussions, activities, knowledge creation and dissemination in the context of poverty reduction. As part of this commitment, the WG co-sponsored the Challenge: Future initiative (www.challengefuture.org), with the aim of establishing new transnational partnerships for providing real skills and leadership opportunities to global youth, while strengthening their employability prospects. At the 2014 PRME Global Summit held in Bled, Slovenia, the 2013 Challenge: Future competition finalists, who worked on the challenge of fighting poverty by reducing youth unemployment, and Anti-Poverty WG members participated in a joint workshop where the two groups exchanged ideas.

The WG's outreach to young adults, as emerging business, community and global leaders, is further evidenced by its six-year co-sponsorship of the Student Essay Writing Competition project at the D.A. Tsenov Academy of Economics (Svishtov, Bulgaria), launched and organised by WG member Anastasiya Marcheva. University students from around the world are asked to write essays on the relationship between social inclusion and poverty, the meaning of responsible leadership, and inclusive businesses as a tool for poverty reduction. Over those six years, the essay contest has involved 703 students, from 53 universities in 25 countries.

Additionally, the Working Group has supported many activities to connect our work with students. A key example is the 2019 first global survey on *Students' Voices on the Issue of Poverty and the Sustainable Development Goals* (Mason,

Marcheva, Rosenbloom & Gudić, 2019), which was sponsored by the WG. The survey found that youth have high aspirations for a better world and that they expect that management education will give them the tools to be purposeful change agents in the world. Findings also suggested that youth were well aware of the SDGs, but they wanted their business education to give them more in-depth knowledge and SDG-related experiences. Among many other youth-related activities, the Working Group also formed part of the Jury of the *PRME Champions Sustainable Development Challenge* – an international student competition organised in 2015 by Babson College and the PRME Secretariat.

19.3 Working Group organisation and governance

The Working Group convened its first formal planning meeting from 6 to 7 July 2011 in Bled, Slovenia. This workshop involved ten interested individuals, who represented perspectives from Ukraine, Latvia, the UK, Serbia, Slovenia, the United States and Russia. Based on the outcomes of the First WG 3-round Delphi survey on the thematic and work modality aspects of the future Working Group activities that was conducted in 2011, the Workshop participants proposed a number of Working Group activities including (1) research, (2) faculty development, (3) curricula development and (4) membership expansion.

Participants agreed on a *thematic organisational structure* that reflected Working Group activities. This thematic/topic organisation most effectively achieves interaction between members in different parts of the world without the complexity that a matrix structure might create. Members also agreed that a small, self-nominated steering committee could be formed on an ad-hoc basis, while also acknowledging the role of direct communication and dialogue between Working Group members, as well as of the future planning sessions to be held at the occasion of major PRME related events. This practice resulted in the Second WG 3-round Delphi survey. Conducted in 2015, the Survey indicated an Anti-Poverty Toolkit project as the highest ranked priority for the future Working Group activities.

19.4 Future perspectives

Despite the achievements outlined above, there are a few challenges as well as opportunities for the WG which should be tackled going forward, particularly in the areas of implementation and impact. Although the

Anti-Poverty WG has worked collaboratively with some PRME working groups, more needs to be done. Poverty impinges on the PRME working groups related to peace, sustainability, innovation, climate change and environment, as well as human rights. The Anti-Poverty WG has yet to establish a strong working relationship with these PRME working groups. Similarly, because poverty exists in every country, forging stronger, more formal relationships with PRME Regional Chapters becomes imperative.

More work can also be done concerning research (PRME Principle 4). While the Anti-Poverty WG has undertaken important first-of-its-kind research, there are a number of other areas worthy of research, such as poverty and the persistently growing inequalities as economic, social and human phenomena; approaches and efforts to integrate this global challenge into management education; and the SDG perspective that posits the interconnectedness of the complex, multidimensional issue of poverty with the other 16 SDGs.

A further task ahead for the WG relates to PRME Principle 3 (method) and concerns the WG's *Collection of Best Practices and Inspirational Solution*, which has failed to become a dynamic resource. Although this was designed to be an open, collaborative, organic document in which faculty members would both read about and contribute their own innovations in teaching about poverty, the Collection had remained almost static since its publication in 2012, with few new ideas added since publication. This is one of the reasons for the launch of the previously mentioned Anti-Poverty Toolkit, a platform of more than 500 artefacts relevant to poverty and its integration into management education, which constitutes the first open source resource to be freely available to students and faculty on this topic. Going forward, more work needs to be done to fulfil the potential of these resources.

Other areas identified by WG members for future action by the WG include faculty development, entrepreneurship development, executive education, special summer schools and modules for youth, targeted programmes for poor regions and emerging economies, collaboration among business schools from different parts of the world, joint focussed research and collaborative publications, among others. With the online toolkit now having been developed, the WG foresees that this can become an important backbone for the various member-identified initiatives in the future.

During a recent interview with Giselle Weybrecht in the PRME's PRiME Time Blog (*An Update from the PRME Anti-Poverty Working Group*, 20 May, 2020), Milenko Gudić and Al Rosenbloom (the Working Group co-chairs) and Carole Parkes (the co-editor of WG publications), were asked to create a 'wish list' of future actions and initiatives for the Anti-Poverty WG, within a hypothetical context of there being no constraints to resources and support required to achieve them.

Given unlimited time and other resources, the interviewees came up with the following wish list for the Anti-Poverty Working Group going forward:

- Make sure that every business programme in the world has a curriculum or course of study that engages students deeply with the issue of poverty and inequality
- Award scholarships to students to support social innovation around poverty alleviation and the reduction of income inequality
- Advocate for doctoral students to study poverty and income inequality
- Develop a learning academy where faculty from around the world and from all business/management disciplines could come together to learn about poverty alleviation/income inequality and develop new innovative teaching strategies that resulted from their learning and collegial interactions
- Create a peer-reviewed journal that publishes only research and pedagogy articles on the Sustainable Development Goals
- Sponsor a yearly competition with a cash prize for the best doctoral research on poverty alleviation through business practice and for the best innovation in teaching pedagogy around poverty alleviation
- Conduct longitudinal studies that followed graduates 5, 10 and 15 years after graduation to determine the impact of their education on poverty alleviation in actual practice
- Advocate for every disciplinary textbook to thread the SDGs throughout its chapters
- Fund an annual 'futures' conference that deals with the question: 'What will come after the SDGs and what will the role of business be in that post-SDG world?'

At the time of writing this chapter, we are in the midst of a global pandemic. All indications are that more people will fall back into extreme

poverty and that income inequality within all countries will increase. While the rate at which individuals moved out of extreme poverty had already been slowing prior to the onset of COVID-19, and it had become increasingly clear that the world would fall short of achieving SDG1's aim of complete poverty eradication by 2030, the global pandemic further challenges the achievement of this goal. This means that poverty and poverty alleviation are now more important than ever – a challenge which only serves to reinforce the Working Group's mission, dedication and commitment to 'disband only when the issue of poverty is deeply embedded in all levels of management education worldwide' (Poverty Working Group Vision Statement, 2012).

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20

PRME WORKING GROUP ON BUSINESS FOR PEACE

Christina Bache and Robert Sicina

20.1 Vision and goals

The purpose of the PRME Business for Peace (B4P) Working Group is to create a value proposition of continuous, applied research that will provide tools for incorporating business for peace into management education, and encourage the sustained wide-spread integration of contributions to peace into company operations and strategy – while also helping to establish which business practices contribute most directly to peace. The PRME Working Group is composed of academics and practitioners interested in supporting projects and research on specific thematic and issue areas with the view to translate relevant material for use in management education. Through an expanding set of stakeholder networks, and based on its pool of available resources, the PRME-B4P Working Group works toward three main goals:

- Awareness-raising: with a special emphasis on identifying opportunities for collaboration among stakeholders and the importance of further establishing the business case for peace.

- Developing research projects: creating resources focusing on business contributions to peace of value to multiple stakeholders. End products include case studies and curriculum for management education and practitioners in the field.
- Expanding networks: through outreach at PRME community events, including PRME Regional Meetings, and select Global Compact Networks participating in B4P activities. These meetings provide platforms and outlets for communicating best practices and lessons learned.

20.2 Business for peace history

Bob McNulty began working at the Hoffman Center for Business Ethics at Bentley University in 2007 and almost immediately began his journey with the field of B4P. To this end, McNulty organized a series of mini-conferences on B4P within a prominent annual conference held at Bentley University called the Global Business Ethics Symposium. He arranged to bring scholars from conflict-affected countries – Afghanistan (May 2008), Iraq (May 2009), Israel and Palestine (May 2010), Pakistan and India (May 2012), Egypt, Libya, Tunisia, and Morocco (May 2013) – to share ideas on how business could be a force for advancing peace in their countries and regions.¹

In 2012 and 2013, Jonas Haertle, then the Head of PRME, attended the Global Business Ethics Symposia, where McNulty advocated for B4P within the context of the India-Pakistan conflict and the Arab Spring movement. Haertle informed McNulty of the Global Compact Business for Peace work and Melissa Powell, who led it at the time. In September 2014, McNulty met Powell and Sir Mark Moody Stuart, Chair of the Global Compact's B4P initiative, at the first UN Global Compact Business for Peace Annual Meeting in Istanbul. During the Istanbul meeting, McNulty stated both to the attendees collectively and in individual conversations with Melissa and Sir Mark, that they should look to university students to support the development of B4P.

On the occasion of the 2015 PRME Global Forum – 6th PRME Annual Assembly, held in New York on 23–25 June 2015, and as part of the 2nd Annual Global Compact Business for Peace Event, academics interested in forming a B4P Working Group met to showcase projects, share insights and develop ideas for collaboration. McNulty served as the facilitator

for the PRME Business for Peace Working Group information session. Shortly after, at the beginning of January 2016, he was invited to serve for a two-year term on the Global Compact Business for Peace Steering Committee. In March 2016, he was invited to chair the new PRME Business for Peace Working Group. McNulty agreed on the condition that he could choose a co-chair. That person was John Katsos, associate professor at American University in Sharjah, who seemed like the obvious choice, given his essential presence in the field. Katsos agreed and began leading the organization for the next PRME B4P conference in Sharjah in October 2016, held alongside the Global Compact's Business for Peace Annual Meeting in Dubai. In addition to other practitioners and scholars, this event brought together Katsos, Christina Bache, then of Bahcesehir University, and Mark Van Dorp, then of the Centre for Research on Multinational Corporations.

20.3 Developing the Steering Committee and the Working Group – 2016–2020

In 2016, Jennifer Oetzel, a professor at the American University's Kogod School of Business, along with her colleagues organized a conference on the role of business in fragile and conflict-affected situations. Bache, an alumnus of American University, presented her research on the business-peace nexus with a focus on the Kurdistan Region of Iraq. Shortly after the event, Oetzel introduced Bache to Bob Sicina, Executive in Residence at the American University Kogod School of Business in order for Sicina to provide input for Bache's upcoming book entitled "Friend or Foe?: The Impact of the Private Sector on Peace and Security in the Middle East and North Africa." Sicina also shared his experience teaching a course entitled "Peace Through Entrepreneurship," with Bache.

Later in 2016, Bache partnered with the Hollings Center for International Dialogue, a nongovernmental organization dedicated to fostering dialogue between the United States and countries with predominantly Muslim populations in the Middle East, North Africa, South Asia, Eurasia, and Europe to bring together a working group from various corners of the world, who shared a common interest in fostering the role that business plays in peace and transition processes. The three-day-long dialogue was named "Profits to Peace" and took place in Dubai in the spring of 2017. Among the

participants included Bob McNulty, Christina Bache, Charlotte Karam of American University Beirut, Leimer Tejada from the Global Compact, Mark Van Dorp, and Bob Sicina.

Bache proposed that the above individuals, all who shared a keen interest in the evolution of the business for peace space, meet alongside the Hollings Center's event to strengthen the PRME B4P Working Group. During the informal session, it was agreed that a more structured framework of operating was necessary to increase the Working Group's impact and exposure. Over the next year, Bob McNulty, John Katsos, and Christina Bache worked closely on devising a mission statement and guiding principles for the Working Group's activities. It became evident the Working Group needed a Steering Committee to provide strategic direction. The formation of the Steering Committee was organic given the group of active and dedicated individuals. The first iteration of the Steering Committee comprised the following members: Bob McNulty, John Katsos, Christina Bache, Bob Sicina, Charlotte Karam, Natalie Ralph, and Mark van Dorp.

Shortly after the Steering Committee's formation, Sicina brought his Research Assistant, Christopher Mdeyay on board as an intern. With Mdeyay's support, the Steering Committee embarked on a mission to create a website that would serve as a repository for research on business and peace. Christopher built the 'alpha' version of B4P's website and created the Working Group's social media pages on LinkedIn and Twitter. He then put together a team of interns who set out to create the 'beta' version of the website. The bulk of the work was done on a volunteer basis based on the interns' commitment to the business for peace cause, as Sicina garnered limited funding from American University for the interns. Gwendolyn Nahnsen, Benjamin Doiron, and Bora Bakar under Christopher's guidance and leadership, cleaned up the Working Group's membership list, created its logo, and, most importantly, completed a highly functional 'beta' version of Working Group's website. The interns also curated the research and the development of a highly functional search engine for B4P related publications.

In 2018, the Working Group underwent a transition in leadership. McNulty and Katsos moved to emeritus status and passed the baton to Christina Bache as Chair and Bob Sicina as Vice-Chair. The committee decided that the chair and vice-chair structure would allow for better

transition as the arrangement was for the Vice-Chair to assume the Chair's position in two years when a new vice-chair would be elected with the possibility to extend the time frame by two years. As presented at the beginning of this chapter, after months of discussions the Working Group developed and agreed to its purpose, mission, and vision statements. A membership framework for the Steering Committee which included roles and responsibilities was also agreed on to avoid any confusion about expectations and to foster collaboration among members.

The key priority areas for Bache and Sicina as leaders of the Working Group are to (1) strengthen the purpose, mission, and vision of the Working Group; (2) expand membership to include academics, students, practitioners, and civil society representatives and; (3) explore opportunities for funding and research projects. The challenge in these areas materializing is that membership to the Working Group is on a volunteer basis and does not come with financial assistance from one's institutional base. Therefore, Bache and Sicina continued to capitalize on their respective networks just as they did before assuming leadership of the Working Group. They strengthened relations with numerous stakeholder organizations resulting in more than 300 members and partner institutions worldwide. Organizations such as American University, London School of Economics and Political Science, the Global Business School Network, Center for International Private Enterprise, the World Bank Group, ICRC, DCAF, Institute for Economics and Peace among others have promoted the work of the B4P Working Group to their respective networks, provided speakers for online webinars organized by the Working Group, and have offered institutional support in the writing of grant applications.

Bache and Sicina continued to recruit and work with student interns to support the development of the Working Group. Most recently, in 2019, Maya Ragab, a graduate student at Vesalius College in Brussels, asked to be affiliated with the Working Group as part of her required coursework. She was previously advised by Bache on the writing of her dissertation, who at the time was an adjunct faculty member at Vesalius College. Under Bache's guidance, Ragab brought the website to its current, professional state and significantly contributed to membership outreach and communications. Since completing her Master's program, Ragab has continued to oversee communications and participant engagement within the B4P network community on a volunteer basis.

20.4 B4P webinar series

It became apparent to Bache and Sicina that the Working Group needed to create opportunities for academics, students, practitioners, and other stakeholders who were unable to attend B4P-related events in person. Therefore, the Working Group launched a new online component to its activities. In March 2018, the first webinar was organized alongside the World Bank's Fragility Forum. Tracy K. Washington, head of the IFC Fragile and Conflict Situations and IDA, and Joanna Kata-Blackman, member of IFC's Fragile and Conflict Situations and IDA Unit shared their insight on "B4P – Perspectives." The purpose of the webinar was to facilitate communication among scholars about their work and interests in the area of business for peace. The speakers briefly explained the World Bank Group's strategy to engage in fragile and conflict-affected states. They emphasized how World Bank and International Finance Corporation approaches are different and how they complement one another.

In September 2018, the Working Group invited Dr. Nathalie Ralph, Australian Research Council (ARC) Center of Excellence for Electromaterials Science (ACES), Melbourne, Victoria, Australia, and Prof. Linda Hancock, Alfred Deakin Institute for Citizenship and Globalisation (ADICG), Deakin University, Melbourne, Victoria, Australia to present their work on "Renewable Energy Companies, Technologies, and 'Business for Peace.'" The webinar highlighted how the world's shift from carbon-intensive to alternative and renewable energy prompts the question of whether lessons learned in one era are forgotten in the next. Carbon-intensive industries (oil, gas, and coal) have not performed well on mitigating negative impacts on host community conflict dynamics, but renewable energy corporate actors can learn from them. Focusing on renewable energy companies, and particularly companies in supply chains for new-generation lithium-ion battery systems, this presentation explored companies' connections to 'conflict minerals' and 'critical materials', and how a Business for Peace (or 'corporate peacebuilding') strategy can address a company's impacts on conflict whether on-the-ground or through the supply chain. Additional current and future research on different aspects of renewable energy technologies and implications for Business for Peace were briefly presented.

In September 2019, the Working Group invited Jay Joseph, PhD, from the Olayan School of Business at the American University of Beirut to present his work on “To Build Enduring Peace: The Role of SMEs in Conflict Zones.” The webinar generated a constructive discussion and debate on the role of the private sector in conflict zones with a special focus on cases from the Middle East North Africa (MENA) region, including Lebanon, Iraq, Syria, and Yemen. It also presented practical solutions and innovative ways to improve development-oriented business approaches to foster peace and stability.

In March 2020, Professor Robert Sicina, Co-Director – Blockchain Hub Kogod School of Business at the American University gave an overview of his course “Peace Through Entrepreneurship and Global Business Practicum.” He explained how the course focuses on experiential learning, where students work in teams to develop business plans for startups in challenging operational environments. Students also join in a seminar consisting mainly of guest speakers who share their professional experiences and engage students in an open dialogue. Lastly, students pursue a guided independent study and write a final paper on the role of business in international development through the creation of economic opportunities and conditions conducive to peace. The course is structured around the roles of multinational corporations, international trade, entrepreneurship, small- and medium-sized enterprises, financing, including microfinance, private equity, impact investment, and Islamic banking.

In May 20, 2020, Alan Bryden, head, Business and Security Division, Geneva Center for Security Sector Governance (DCAF), and Claude Voillat, economic advisor, International Committee of the Red Cross (ICRC), presented “Reimagining Business, Security and Human Rights in COVID-Affected and Fragile Contexts.” Bryden and Voillat presented how the two organizations, DCAF and ICRC, work hand in hand to address security and human rights challenges faced by corporate actors in fragile contexts. They noted that business operations in high-risk environments have never been easy and introduced the guidance documents published by the DCAF-ICRC partnership, their collaboration with institutional actors in the field of business and human rights, and on-the-ground initiatives for more robust security governance in the extractive sector.

In September 2020, Christina Bache, PhD, visiting fellow, London School of Economics and Political Science, IDEAS presented her work “Maximising The Role of Business in Fragile and Conflict-Affected Environments:

Women's Contributions to Peace." She highlighted the importance of women's economic inclusion to peace and transition processes, provided examples of positive business engagement, and discussed ways to better incorporate business in the humanitarian-development-peace nexus. She drew on her research that focuses on the nexus of business and the women, peace and security agenda.

20.5 Future perspectives

In early 2020, it became evident to members of the Steering Committee that the Working Group needed to adjust some of its activities due to the challenges posed by COVID-19. The Steering Committee decided unanimously to extend the two-year leadership term. Members decided to dissolve the Steering Committee due to the enormous time commitments required to serve as an active and fully contributing member under the original expected roles and responsibilities. Therefore, Bache and Sicina continue to work closely with the PRME team and the two founding co-chairs, McNulty and Katsos, on the Working Group's vision, aims, and activities. Since its inception, the B4P Working Group has largely focused on developing a strong framework to guide its activities and membership parameters rather than pursuing large research grants in part because members contribute on a volunteer basis and are unable to commit the time required to do so. Members conduct and publish their research, much of which can be found on the Working Group's online repository of publications. However, ideally, members of the Working Group would conduct joint research and present findings more frequently on the business for peace field. Against the backdrop of global challenges such as the climate crisis, mistrust in institutions, and growing inequality, the business for peace field is as important as ever. We hope to advance the discussion and scholarship on how business can determine whether fragility will evolve into a durable peace through our actions.

For more information, please visit us at <http://unprmeb4p.org>.

Note

- 1 Since 2006, Bentley University has been among the most supportive universities of PRME. At the time Bentley University joined PRME as a signatory, PRME was called "UN Global Compact Academic Network."

PRME WORKING GROUP ON CLIMATE CHANGE AND ENVIRONMENT

*Petra Molthan-Hill, Alex Hope, Muhammad
Usman Mazhar and Rachel Welton*

21.1 Introduction

Climate change is seen as one of the biggest threats facing the world. The United Nations (UN) Intergovernmental Panel on Climate Change (IPCC) highlighted in its publication, *Global Warming of 1.5 degrees: Headline statements from the summary for policymakers* (IPCC, 2019, p.2) that ‘Pathways limiting global warming to 1.5°C with no or limited overshoot would require rapid and far-reaching transitions in energy, land, urban and infrastructure (including transport and buildings), and industrial systems (high confidence)’. These transitions are required in every aspect of life and every aspect of business organisation from managing the carbon emissions, divesting from fossil fuels, changing our consumption patterns and teaching and practising climate change mitigation and adaptation tools.

In this context, the **PRME Working Group on Climate Change and Environment** enables business schools and universities to achieve this transition by supporting them in their efforts to manage and reduce their own carbon emissions, provide their staff and students as future decision

makers with tools to mitigate climate change and encourage research, partners and other stakeholders to develop and embed the best climate change mitigation tools.

The PRME Working Group on Climate Change and Environment has three main objectives:

1. **Policy/Strategies:** This section provides business schools and universities with policy templates on how climate change and other environmental issues can be integrated into operational policies and strategies, but also into learning and teaching policies/strategies.
2. **Teaching:** Sharing of good ideas, best practice and innovative training methods on how to integrate climate change and other sustainability issues into management education and training within universities and beyond. A special focus is on how to encourage students to work towards sustainable solutions.
3. **Cooperation:** Explores the dialogue between business schools and private/public sector organisations especially through Global Compact in order to work together on solutions to climate change and other environmental challenges. The vision is that companies put up 'wicked' problems and the best brains across the world will contribute to solving them as part of climate change mitigation.

While the focus of the PRME Working Group on Climate Change and Environment is on Sustainable Development Goal (SDG) 13: Climate Action, all other SDGs will be influenced by the decision taken with regards to climate change as the SDGs are interlinked. Islam and Winkel (2017, p.1) pointed out that we already have – within a country and between countries – 'a vicious cycle, whereby initial inequality causes the disadvantaged groups to suffer *disproportionately* from the adverse effects of climate change, resulting in greater *subsequent* inequality'. Therefore, climate solutions need to be assessed on the impact the different suggested solutions would have immediately on reducing social inequality and increasing other multiple benefits (FLOWER framework, 2020) as well as the impact these solutions will have in the future on addressing food poverty and all the other SDGs.

Odell et al. (2020) highlighted the need for transformative education which reflects the urgency of, and acts towards a planetary response to the climate and ecological crisis. There is some indication that business schools engaged

in Education for Sustainable Development (ESD) tend to focus on social inequalities and engage with other values rather than explicitly addressing SDG 13 'Climate Action'. Recently, some of the Working Group members (Molthan-Hill et al., 2020a) published a chapter in *The SAGE handbook of responsible management learning and education* highlighting the need for business schools to engage more with climate change education. However, Bushell et al. (2017, p.40) pointed out that climate change is often seen as a 'super-wicked problem' and as difficult to teach due to its complexity and the following key challenges:

1. Climate change needs action now but the consequences cannot be seen easily nor understood and measured.
2. Climate is a public good and affects every person in the world, but the vested self-interests of certain actors hinder the debate.
3. Action (Decarbonisation) needs to happen on an unprecedented timescale to bring transformative change.
4. Cognitive dissonance is common with individual believing that climate mitigation needs to happen, e.g. reducing flights, but not taking personal action to do so.
5. In line with cognitive dissonance many individuals feel that they do not need to act but someone else.
6. Integrating climate change mitigation is not seen as the social norm and it is not mainstreamed.

The **PRME Working Group on Climate Change and Environment** is working towards overcoming these major challenges for example through offering a **Carbon Literacy Training for Educators, Communities, Organizations and Students (CLT-ECOS)** (more information later in this chapter) and as shown in our vision at the end of this chapter welcoming the opportunity to work with many stakeholders within and beyond the PRME community.

21.2 History of the PRME Working Group on Climate Change and Environment

This PRME Working Group on Climate Change and Environment was configured at the Global Forum 2015 in New York originally led by João Dias da Silva of Porto Business School, Portugal, and Professor Petra Molthan-Hill of Nottingham Business School, Nottingham Trent University, UK as

co-chairs. The group came together again at the PRME Global Forum in New York in the summer of 2017 with Dr Alex Hope of Newcastle Business, Northumbria University, UK school joining as an additional Chair. Dias da Silva stepped away from the group leaving Professor Molthan-Hill and Dr Hope as Co-Chairs from then until the present day. Dr Rachel Welton of Nottingham Trent University took on the role of working group Vice Chair in 2019. The focus of the working group was set primarily on SDG 13: Climate Action but all other SDGs are also addressed as they are clearly interlinked, one example being SDG 3 'Good health and Wellbeing', which is in most cases linked to the best high impact climate solutions by reducing heat stress, avoiding obesity and other health issues by cycling to work, for example. The aim of the Working Group, then as now, goes beyond that of assisting business schools and management academics in prioritising sustainability, climate change education and carbon management, but also aims to act as a resource for all organisations who wish to embed climate change mitigation tools and education into their teaching and training.

Early on, the Working Group has striven to provide examples of best practice, innovative teaching ideas and suitable projects for integrating climate (change) and environment-focussed topics into management education. A learning and teaching repository was created in 2016 allowing readers to browse the repository by subject/discipline area such as accounting and marketing, and to find resources related to each of the relevant Sustainable Development Goals. The repository was aiming to provide a broad selection including academic articles, games and community projects that allow for integration into the curriculum. The first material had been put together by the Green Academy Team from the Nottingham Trent University in the UK; however, contributions and additional material from people working in the field had been added. Some of this material was captured in the textbook *The Business Student's Guide to Sustainable Management* (Molthan-Hill, 2017) offering seminars and other teaching material on how to integrate the Sustainable Development Goals into accounting, marketing, HR and other subjects in management/business studies but also ideas on how to teach system thinking, corporate peace-making and the crowd-sourcing of sustainable solutions, which would be of interest to lecturers/students from other disciplines. The second edition is part of the PRME book series and published by Routledge. In the long term, the Working Group was hoping that Academics would take ownership of one of the topics. For example, an interested party

could summarise different teaching material for accounting, and therefore become the Academic Coordinator for Accounting in the repository, with their name appearing as the contact person. The repository was used in this way until unfortunately the link to the repository was broken and the repository was lost. The Working Group decided to create a **new website** with a similar function (unprmeclimate.org, 2020), to share good teaching practice and offer training material, which can be used by the participants of the Carbon Literacy Training.

The group progressed at a slow rate over 2017–2018 adding ten new members before taking the opportunity to showcase the work at a number of international academic conferences such as the 5th Responsible Management Education Research Conference in Cologne, Germany (Hope, 2018a; Welton et al., 2018), the 8th International Conference on Sustainability and Responsibility (Molthan-Hill et al., 2018), the 5th UN PRME Regional Chapter UK and Ireland Conference, London, United Kingdom (Hope, 2018b), the 6th Responsible Management Education Research Conference at Jönköping International Business School, Sweden in 2019 and the UNPRME Global Forum which took place virtually during June 2020. The group was also promoted at the UN PRME Champions meetings throughout 2018–2020 in which both Nottingham Business School and Newcastle Business Schools took part. As a result, of this promotion, as well activities such as regular Carbon Literacy training, membership of the working group stands at 270 individuals from over 100 organizations across 33 countries (as of November 2021). As the working group has grown in size and the number of activities being offered, there was a need to develop a website to further promote the working group (unprmeclimate.org, 2020). During September 2021, a new governance structure was created with a steering group overseeing key activities and geographical leads.

As mentioned before the PRME Working Group on Climate Change and Environment has three main objectives and has created **three subgroups** to achieve its objectives:

1. Carbon Management in universities and business schools
2. Dissemination of Carbon Literacy Training and other teaching material
3. Developing climate solutions in partnership with companies and students

21.3 Carbon management in Universities and Business Schools (objective 1 and related subgroup)

Climate change and the rise of carbon emissions are emerging as the greatest challenges facing society at present. The major cause of the global problem and the key to its solution are carbon intensive organisations that emit carbon emissions due to the nature of their core business operations (Cadez et al., 2019). Business organisations of all types including universities contribute significantly to global carbon emissions (Robinson et al., 2018). Previous research has pursued to understand the ways in which business organisations are managing carbon emissions through appropriate actions including good practice carbon management strategies. However, further work is required that provides a strategic perspective to understand the role of business for the creation of a low carbon future (Busch and Schwarzkopf, 2013; Wade and Griffiths, 2020).

Carbon management has received significant attention in universities over the last few years in response to various drivers such as climate change, regulatory pressures, financial and reputational matters. There is now increasing pressure from governments and stakeholders to reduce carbon emissions from universities' business activities such as buildings' operation, travel and transport as well as procurement and supply chain. It is recognised that prioritising carbon emissions reductions not only harvests environmental benefits for organisations but promotes cost savings and enhances competitive advantage in the market (Dangelico and Pujari, 2010). University sector has significant social, environmental and economic impacts alongside a key leadership role in society and must act promptly in the era of climate emergency. Universities and business schools need to practice what they preach through their teaching and learning activities. Universities are not exempted from the challenging carbon reduction targets set nationally and globally for a sustainable future (Mazhar et al., 2017). Bryan et al. (2011) suggest that the most cost-effective opportunities to achieve carbon reduction targets exist in the higher education sector which also includes business schools. Therefore, proactive actions at scale are required by public sector organisations including universities to implement the principles of carbon management to mitigate climate change.

Business schools are part of universities and they must follow and contribute towards university's organisational policies and strategies related to

carbon management. University wide carbon management plans (CMPs) may assist business schools as Mazhar et al. (2019) state that CMPs are a valuable tool to support universities in the implementation of carbon management policies and strategies. There are a lot of carbon management resources in the context of universities, but there is limited advice and guidance when it comes to carbon management (policies and strategies) specific to business schools. In business schools, there is focus on tackling climate change and reducing carbon emissions through responsible management education (Gill, 2020; Molthan-Hill et al., 2020b). Business schools seem to have focused on carbon management strategy from educational and curriculum perspective and research has not addressed carbon policy and strategy from operational aspects as the university as a whole organisation takes a lead to develop carbon management policy and strategy. This operational area is a key domain where wider university strategy and initiatives have significant impacts in the context of business schools (Brammer et al., 2012).

Evidence suggests that business schools are addressing wider sustainability in parts of activities such as teaching, research and operations. In most business schools, this is addressed through key terms such as sustainability, sustainable development, sustainable development goals (SDGs), corporate responsibility, corporate social responsibility (CSR), business ethics or citizenship. However, business schools need to prioritise sustainability in general and carbon management in particular in their operations due to their jurisdiction. Therefore, PRME Climate Change and Environment Working Group subgroup provides strategic support and resources to bridge this gap in business schools and universities from holistic perspective. This can potentially help address the resource and knowledge gap.

21.3.1 Policies and strategies subgroup

The PRME Working Group on Climate Change and Environment strives to provide examples of best practice and innovative project ideas for universities and business schools for learning. Policies and Strategies subgroup offers resources as templates on how climate change, carbon management and other environmental issues can be addressed in relevant policies and strategies within the university. There are quite a few resources that can be found across the internet; however this section provides an easy-to-access

toolbox, which can be used by PRME members as they align not only with the PRME Principles, but the organisational practices in business schools. The resources are organised according to the policy and strategy areas. The Working Group encourages colleagues to send policy and strategy templates from their countries to be shared on the PRME working group website with other colleagues. The templates cover the following:

1. Carbon Policy for a Business School/University
2. Environmental Policy for a Business School/University
3. Environmental strategy for a Business School/University
4. Learning and teaching strategy including climate change education and other SDGs

Policies and Strategies subgroup has a Coordinator, Dr Muhammad Mazhar from Nottingham Business School at Nottingham Trent University, UK, aiming to offer information on how to specifically join this subgroup and/or whether people would be interested in webinars or events that centre around a topic. The Coordinator oversees the resources within the repository.

This section provides universities and business schools with policy and strategy guidance on how climate change and other environmental issues can be integrated into operational policies/strategies, and learning and teaching policies/strategies (see Table 1 for details and universities/organisations showcased). These resources are publicly available through the official website of universities and other organisations. The future plan of the subgroup is to organise online sessions, regional events and webinars to develop competency of academics in business schools and universities. The main aim is to share knowledge and best practices for replication globally and learning not only within the working group but beyond. The initial resources have been put together by the working group team, however, contributions and additional material from people across the world in the field are encouraged to have global perspective. The subgroup has an ambition to involve practitioners going forward. Furthermore, there is an ambition to bring resources and good examples from institutions across the world. One of the lessons learnt is that resources need to be updated on regular basis as many of the organisational documents get outdated, for example, policy and strategy documents of universities/business schools.

Table 21.1 Policies and Strategies Resources: PRME Working Group on Climate Change and Environment Global Repository (created in 2017 by Muhammad Mazhar)

No	Template Area	Policies and Strategies	Good Practice Examples
1	Carbon Management Policy and Plan for a University/ Business School	I. Carbon/energy management policy ii. Carbon management plan	Energy and carbon management Policy – Lancaster University, UK Carbon management policy – University of Wales Trinity Saint David, UK Energy policy – De Montfort University, UK Carbon Reduction Target and Strategy for Higher Education in England: Higher Education Funding Council (HEFCE), England, UK Carbon management plan – University of Birmingham, Coventry University, Manchester Metropolitan University, London Metropolitan University, UK Carbon Management Good Practice Guide – Brite Green Sustainability Strategy Consultancy, UK
2	Environmental Policy for a University/ Business School	I. General Environmental Policy II. Waste management policy III. Sustainable procurement policy IV. Sustainable travel plan	Environmental Policy – University of Bristol, UK Environmental Policy – Oxford Brookes University, UK Environmental policy – Loughborough University, UK Waste management policy – Open University, UK Recycling and waste policy – University of Edinburgh, UK Sustainable Procurement Policy – University of Birmingham, UK Sustainable Procurement Policy – Nottingham Trent University, UK Sustainable travel plan – Coventry University, UK
3	Environmental Strategy for a University/ Business School		Environment Strategy – University of Winchester, UK Sustainability Strategy – University of Leeds, UK Next Generation Sustainability Strategy and Structure Whole-Institution Approaches to Sustainability in Universities and Colleges – Environmental Association of Universities and Colleges (EAUC), UK Climate Strategy – University of Edinburgh, UK Be Sustainable Guide – University of Edinburgh, UK

21.4 Dissemination of carbon literacy training and other teaching material (objective 2 and related subgroup)

The PRME Working Group on Climate Change and Environment has been instrumental in rolling out the carbon literacy training project globally. Members of the working group were involved in a research project exploring the implementation and impacts of Carbon Literacy Training on the Heads of Departments in ‘Coronation Street’ – a popular soap in the UK (Chapple et al., 2019). The exposure to the successful, vibrant and dynamic communities involved in embedding CLT within the TV sector prompted the development of Carbon Literacy Training for Business Schools (CLT4BS).

The basic premise was to educate business school academics with an understanding of climate change science, climate justice, and high impact mitigation solutions to enable them to integrate climate change mitigation education into their teaching. Once they had this basic knowledge, they would utilise it within their teaching for example, academics in accounting would roll it out to accounting students. There was also the recognition that different disciplines within the broader business subject areas would want to focus upon different aspects, for example carbon accounting/operations/marketing, teaching material to be used in their courses/programmes. In 2018, CLT4BS was nominated as a PRME Champions’ Project; in 2020 we fed back key progress at the Virtual PRME Global Forum and in 2020/2021 the working group initiated CLT-ECOS training as part of COP 26 reaching over 5000 participants.

Carbon literacy training has been developed by NBS in collaboration with the PRME Champions, oikos International and PRME Working Group on Climate Change. We were fortunate to work closely with Dan Jackson, former senior production manager at ‘Coronation Street’ to design the teaching material. Cooler Projects CIC, a social enterprise based in Manchester, is the founding partner of the Carbon Literacy Project (CLP) and aims to make carbon literacy learning accessible to everyone. NBS and the PRME working group work together with Cooler Projects to provide CLT certification for participants who complete the full training course and assessment. While designing the face-to-face training, we worked with Manchester Metropolitan University, who also run Carbon Literacy Training aimed mainly at students, to exchange best practice. We also worked with students from oikos International, an

international student organisation aiming to integrate responsible management education into business schools through co-creation. The oikos students agreed to work with us to pilot part of the training and then give further recommendations on how to design the training, this was an essential part of the development. We then tested the material with the help of other PRME Champions schools as we wanted to ensure it was relevant in different countries, for example, in South Africa, Pakistan and the United States. In autumn 2019, we started to roll out the completed CLT4BS within our business school, but also by training academics from other business schools as a 'train the trainer' model. In parallel, NTU's Green Academy led by Professor Petra Molthan-Hill designed a version to be used with academics and students from all disciplines, and also operational staff in a university.

After running eight face-to face training sessions in 2019/2020 and numerous planned for 2020, Covid-19 happened, and we had to take the CLT4BS online. We did this while already training business schools and universities, for example via a PRME event hosted by Birmingham Business School and another PRME event hosted by the University of Winchester. Instead of the one day planned, we divided the day into four two-hour online sessions, weeks apart so that we could develop the new online material for the next session in between. The full virtual version of the CLT4BS has been ready since June 2020 and we ran our first worldwide PRME CLT4BS training in July 2020; and several more since then.

21.4.1 Fundamentals of the carbon literacy training

The CLT programme provides participants with a new level of understanding regarding climate change and high impact climate solutions, teaching participants to make feasible changes from an informed position. Upon successful completion of a written assignment after the training sessions, participants are granted the Carbon Literacy Certificate assessed by Cooler Projects. NBS has been leading in terms of delivering the CLT with the ambition to expand the collaborative network so that other business schools/universities deliver their own trainings, and the training is scaled up this way across all continents to have impact. CLT is an ongoing project aiming to provide an awareness of carbon costs and impacts of everyday activities, and the ability and motivation to reduce emissions on an

individual, community and organisational level. CLT is cost efficient and requires only staff (trainer and facilitator) time cost and logistics cost, as well as a modest certification fee. By taking part in the CLT, attendees gain an understanding of:

- Positive Futures Scenarios and Climate Justice
- Climate Science and the matching high impact climate solutions
- Carbon calculation and individual action
- Climate Change Mitigation: a systems approach
- Your own Action Plan

It is planned that we will develop a more tailored version, for example, for specific industries such as the fashion industry and/or specific disciplines such as Carbon Accounting and countries. For example, CLT-ECOS is currently translated into Russian. In 2020, we have included an introduction to En-ROADS developed by Climate Interactive in collaboration with MIT Sloan and Ventana Systems (Jones et al., 2019).

21.5 Collaboration opportunities – business schools/ universities and the public/private sector (objective 3 and related subgroup)

The Working Group aims to encourage partnerships between business schools/universities and the private or public sector. Some examples of engagement opportunities are listed below. Of course, there are mere suggestions, and partnerships of this nature can in fact take on many forms:

- Companies to offer an essay competition around a ‘wicked’ problem for master’s students at PRME signatories, with an incentive provided by the organisation for students who produce the best work.
- Organisations could work with regionally appropriate signatories to set up projects, where students develop a plan that would aid the host organisation increase their carbon efficiency.
- Organisations could provide a business school/university with a relevant challenge that they are facing (for example, ‘How can we change the behaviour of our employees/customers to incorporate ...’). The students would be assessed by their tutors, with the best solutions to be presented to the organisation.

Currently the unprmeclimate.org website¹ offers one example for such partnerships and resulted in two publications (Molthan-Hill et al., 2017, 2020b), one of them in the PRME book *Redefining success: integrating the UN Global Compact into management education*. As stated in the abstract the project achieved the following:

The total recommended greenhouse gas emissions savings from two years of the project were 507, 435 kg CO₂e, averaging over 10 tonnes per organisation and 2 tonnes per student. If this project was extended over 5 years and taken on by an additional educator, the potential reductions increase to 2,562,418 kg CO₂e. ... This initiative has proven very successful in delivering SDG 7, SDG 13 and SDG17; if taken up by more business schools the impacts on the targets of these SDGs and the climate change agreements could be significant.

21.6 Future activities

The UNPRME Climate Change working group formalized the governance of the group during 2021 through the **development of steering committee** comprised of its members and through the creation of defined positions for members to take on specific activities such as oversight of the website and social media, training and development plans, membership and our library of resources. The latter will be a key focus in the future as the group aims to develop a one-stop repository for information, case studies, teaching materials, academic publications and other resources that educators and business practitioners can access to assist them in communicating climate change issues, and developing climate change mitigation strategies.

A key ongoing activity is the delivery of the **carbon literacy training** which since its development as a virtual course has enabled the group to deliver sessions globally and with many more participants. As the course develops more colleagues able to deliver sessions themselves, it is hoped that the group will be able to reach more people in the coming years. To facilitate this, we are constructing a trainer resource repository on our website to support their needs with material and instructions for running both online and face to face sessions (Molthan-Hill et al., 2020a; Molthan-Hill et al., 2021).

As we progress, the group aims to collate and curate discipline-specific training material contributions from those with a corporate background and challenges set by private and public organisations. This will better enable us to contextualise our training and development activities for both educators and students towards the changing needs of organisations dealing

with climate related issues. We also aim to be able to offer our training to corporate clients in the future to enable them to become carbon literate. Finally, the working group aims to step up its work with other PRME chapters and working groups to make climate mitigation and the carbon literacy training a priority so that we get and stay on target to achieve all the SDGs.

As people learn that climate change is anthropogenic, they realize they hold the key to mitigate it by embedding the right high-impact climate solutions and institutional policies addressing all SDGs and creating economic, social and environmental benefits. Addressing this gap in the provision of climate change mitigation education, our Carbon Literacy Training for Educators, Communities, Organizations and Students (CLT-ECOS) – a virtual Train-the-Trainer developed and upscaled by Nottingham Business School, Nottingham Trent University, UK, in collaboration with the UN Global Compact PRME Working Group on Climate Change – seeks to empower everyone to embed high-impact climate solutions in their personal, professional and community life.

Note

- 1 Available at: <https://www.unprmeclimate.org/greenhouse-gas-management-project>

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PRME WORKING GROUP ON GENDER EQUALITY

Reflections

*Melissa S. Fisher, Ghada Howaidy and
Gudrun Sander*

22.1 Introduction

The study of gender in management education and business research has become increasingly important over the past several decades. The 2011 creation of the PRME Working Group on Gender Equality reflects this growing interest. The group brings together an interdisciplinary and trans-professional community of academics, practitioners, policymakers, and activists. Collectively they bring attention to understanding local, national, and international systems of gender and power in business, such as patriarchy and capitalism. Beyond this, the group provides a forum for interdisciplinary scholarly exchange and support. It is a loosely connected group of scholars who discuss their respective research projects, careers, and trajectories with one another.

In the summer of 2020, three longtime members of the Working Group came together several times to share their individual and collective experiences with one another. Their zoom meetings presented opportunities to talk about the activities they engaged with the Working Group. They talked about their experiences building a global repository of resources

for integrating gender into management and education, researching the United Nation's Women's Empowerment Principles (WEP), and contributing chapters to edited volumes on gender and business.

Over time, the three Working Group members – one from the United States, one from Switzerland, and one from Egypt – began sharing their individual stories about the impact of the Working Group on Gender Equality on their careers and research trajectories. Their discussions provoked them to consider how each of their individual professional biographies intersects with the almost decade old history of the Working Group on Gender Equality, as well as much longer local, national, and international histories of gender, power, and management. After several conversations, the three came to realize that telling their individual stories provides an entryway into understanding the impact of the Working Group on its member's career experiences, networking activities, and understanding of themselves as gender scholars in business.

The scholars also recognized that in spite of their cultural and national differences, they share some commonalities in their experiences: the growing realization of gender inequities in institutions from universities to corporations; the importance of creating local, national, and transnational networks of gender scholars like the PRME Working Group; and working together in such groups to build more diverse and inclusive workforces in business. Moreover, their own research, writing, and teaching are closely linked to the PRME's six working principles.

In recent years, gender and management scholars have drawn attention to experimental forms of writing about gender (Fisher et al., 2018). This includes autoethnography, an approach to research and writing that seeks to describe and analyze personal experience in order to understand cultural experience. Inspired by such recent works, this chapter comprises the three scholars' stories, linking their individual experiences to the history of the Working Group and broader histories of systems of gender and power, namely, patriarchy and capitalism. In what follows Gudrun Sander, researcher, consultant, and entrepreneur, writes about how her personal story is interwoven with her research on gender equality as a leadership task and how her benchmark studies and analyses support leaders to become more inclusive. Ghada Howaidy, manager and researcher, describes how her personal feminist consciousness inspired her to institutionalize advocating for women in leadership positions and a better understanding of broken masculinity. Cultural anthropologist Melissa Fisher

then describes how she moved from research and writing about a relatively bounded “local” community, the first generation of Wall Street women, to studying global gender initiatives such as the UN Women’s Empowerment Principles, to collaborating with women in finance and cinema on the first Hollywood film about Wall Street women.

22.2 Gender equality as a leadership task needs gender-responsible management education (Gudrun Sander, PhD, University of St. Gallen, Switzerland)

22.2.1 Where my journey began

After my high school education in a girls-only class, I studied business administration in Austria. The students in marketing and organization were quite mixed, around 40% of them were women. But something felt wrong: no female research assistants, no female professors and a deep unconscious consensus, that this is not right. Moreover, gender-related topics were not part of the curriculum and I was not very conscious about these complex interwoven mechanisms.

In 1989, I crossed the border and came to the University of St. Gallen in the eastern part of Switzerland, an even more traditional area. This border-crossing and the even worse situation of women – a totally male-dominated business school with 16% female students at that time – turned out to be a catalyst for my research interest as well as my personal development. I became consciously aware of the gender role-expectations, the inequalities, and the discrimination. Hence, I wanted to understand the underlying causes, the institutional processes, structures, and power relations behind, and wrote my PhD thesis about women and men in management. A small group of female PhD students was my first and very important support network. We discussed the idea of gender-responsible management in the early 1990s. It was out of scope and not mainstream at all. My research questions were, “Do women need different structures? Do we need to reframe what we think is good management and good leadership practice? What kind of leadership and management enable more balanced leadership teams?”

This small network was on the one hand the seed for the now formalized gender- and diversity program we have at our university today and on the other hand the starting point of Swiss and global networks – like the PRME-GEWG or the Women’s Empowerment Principles – I am engaged in today.

22.2.2 *My focus today*

As a researcher and entrepreneur, my work is multifaceted. The interplay between cultural norms, institutional structures, and individual behavior is still my main research interest today – with the clear goal to have an impact on companies toward balanced leadership teams and inclusive workplaces. With my team of around 20 researchers and consultants, we work on a local level. We facilitate and support the dialogue among educators, students, businesses, government, media, and other stakeholders on critical issues related to diversity and inclusion, especially gender diversity. We facilitate for example the Diversity & Inclusion Week of our university¹ where we show our research impact in practice. At the Competence Centre for Diversity and Inclusion, we publish the Gender Intelligence Report for Switzerland² annually, D&I benchmarks³ for several industries as well as for universities, run in-depth data and wage analyses⁴ for companies, bring well-educated women back to business,⁵ work with managers on unconscious biases and support companies in designing, implementing, and/or evaluating D&I strategies. We teach gender-related topics at all levels from bachelor to executive education, act as mentors and supervisors. We also contributed to two PRME Books (Nentwich & Sander, 2015; Sander et al., 2020).

What helped me drive the agenda locally was the global PRME GEWG network. It gave me a context, a forum to share ideas, reflect on similarities and differences across nations/global regions, on challenges women are facing all over the world, and on what is special here in Switzerland.

22.2.3 *What I envision for the future*

Gender equality is a leadership task and implies cultural change. How can we implement a culture of inclusion and how can we drive this change? Change starts at the top of organizations, needs new process design and behavioral change. Transforming corporate cultures and teamwork will be my top priority for future projects. Solely adding more women or minorities to male-dominated cultures is not sustainable. With the rise of AI, digital transformation, and agile working, diversity and inclusion topics moved from nice-to-have-initiatives to the top of the strategic agenda of nonexecutive and executive boards of companies and public administrations. I want to use this momentum. Because inclusion and change imply

reflections on responsible management and reframing leadership (PRME Principle 2 Values) as well as setting up new recruitment processes, performance evaluations, and promotion processes with the use of AI and new tools (PRME Principle 3 Method). Transforming a corporate culture or getting more women into leadership positions requires multiple interventions. With my team and together with students, HR and D&I experts, policymakers, and managers we want to strengthen responsible management and responsible management education. PRME and GEWG are a valuable source for this endeavor.

22.3 Gender matters to men as well (Ghada Howaidy, DProf, The American University in Cairo, Egypt)

Over a five-year journey as a mature professional doctoral student in the UK, I came into my feminist consciousness and named my approach to agency as “bricolage.” Opportunism, in a positive sense, enabled me to seize an organizational “moment” and articulate the institutionalization of the women on boards observatory in Egypt. This is not only about gender equality in my country but about disruptive social change that starts at the top of organizations. I seek to participate in changing the public discourse about whether women should work, and whether there are qualified women to serve in senior positions, into an awareness of the economic contribution of women in Egypt. Official statistics confirmed that women are the main provider for 30% of Egyptian families. The baseline report of the Women on Boards Observatory for 2018 showed that 9% of board seats in listed companies, the banking sector and public enterprises are already held by women. In 2019, this became 10%. Ministry of Planning statistics also revealed that the unpaid labor of women in the care economy in Egypt amounts to EGP500 billion, which was equivalent to almost 8% of GDP.

As I worked at the local level, I related to the values, research, partnerships, and dialogue principles of PRME. I contributed a chapter about the Women on Boards Observatory in a GEWG book in 2016. I created a consortium of relevant institutions in Egypt who partnered to support the Women on Boards Observatory. In addition, I actively engaged in dialogue at the local and regional levels to promote Women on Boards by launching the 30% Club MENA and partnering with The Boardroom Africa.⁶

Men represent 50% of society, so their voice should not be ignored. I could not ignore the crisis of masculinity and how it also played a role personally, organizationally, and politically. Feminism gave women the language to describe their new constructed self. Strong and independent are in my mind positive attributes for women. Men do not have the language to describe their new role in society as partner and not only provider. I faced this in my family with my husband, father and brother. I faced it at work with male colleagues. I also faced it politically in a patriarchal system where the state was my “father” and “provider.” While the regime in Egypt may appear progressive by having the largest number of women ministers and largest number of women in parliament, this is happening in a restrictive political atmosphere.

We can't have women's rights at the expense of broken masculinity. My feminism is about wholeness, personal wholeness through the alignment with values, organizational wholeness through the alignment with purpose, and societal wholeness through inclusivity.

Will a reconstruction of male identity from provider to partner change patriarchy? I would say the answer is yes and no. Patriarchy looks different and is experienced differently in the multiple contexts in which it thrives, both explicit and hidden. But our everyday choices, actions and conversations create and construct reality that is ever changing. Some elements of patriarchy will remain, some will change. Will it still be called patriarchy in retrospect after some time? Change is not linear, we don't know. However, if we believe that our everyday actions create reality then it is important to have the awareness and the language to create a better reality. Gender equality is a game changer for social justice and a better world. I don't want the men I love to be left behind.

22.4 Collaborating on gender research and public outreach: a short biography (Melissa S. Fisher, PhD, visiting scholar, Institute for Public Knowledge, New York University)

A commitment to gender equality has carried me throughout my journey as a feminist academic and activist. My interest in understanding the transformations in women's experiences in male-dominated professions began when I was a child in the 1970s, listening to my grandmother tell me stories

about her own experiences as one of the only women at the University of Pennsylvania Law School in the 1920s. I also remember hearing my mother, as I grew up, speaking about women's rights, as well as visiting my father and grandfather at their law office in midtown Manhattan: there, while still in elementary school, I spoke to the sole female lawyer in the firm about her career. My interests in women and gender studies only grew during my time as an undergraduate at Barnard College. Ultimately, when I entered graduate school, all of these experiences led me to decide to study the pioneering first generation of women on Wall Street for my dissertation research at Columbia University. Powerful, elite women in finance during the 1990s was not a conventional research topic to undertake within the discipline of anthropology in the United States. In graduate school I was fortunate to find the academic support of a number of pioneering female academics in their own right and the support of members of the first cohort of Wall Street women who were interested in focusing attention on gender inequality in finance.

In 2012, I published my book *Wall Street Women*. It follows the pioneering group of women as they moved from modest career beginnings, holding jobs on the lowest levels of banks (in the 1960s and 1970s), to high-level positions in global finance and national politics (in the 1990s), and to new ventures in 21st-century philanthropy and the promotion of gender equality in the workplace on the global level. Notably Barbara Krumsiek, whom I met originally in 1994 working on Wall Street, had become the CEO of Calvert, a global leader in socially responsible and sustainable investing based in the Washington, D.C. area. In 2004 she and her firm created the first global code of corporate conduct focused on empowering women and on advancing and investing in women worldwide. Five years later the firm partnered with the UN Global Compact and UNIFEM to create the Women's Empowerment Principles. And I began a small research project on the formation of the WEP based on fieldwork at UN events and interviews.

Working in the assemblages of institutions, persons, and practices associated with the UN WEP altered my understanding of the purpose of feminist ethnography. It entailed a shift away from conducting fieldwork, and subsequently writing about a single, relatively bounded community: the first generation of Wall Street women. Attending UN WEP conferences composed of actors from academia, industry, and policy making, coming temporarily together in NYC, entailed the recognition that I was navigating

a field in which others were already conducting research and, in some cases, making policy. This field included Patricia M. Flynn and Maureen A. Kilgour, two of the three founding members of the PRME Working Group on Gender Equality.

As I became a member of the PRME Working Group on Gender Equality, I came to the further realization that rather than exclusively research and write another ethnography, I could also collaborate with gender experts from different fields, like Flynn, Kilgour, and others. I became interested in creating new kinds of research projects, forms of knowledge, and novel ways of anthropologists dialoging with other gendered experts. I even wrote an article about these possible forms of collaboration (Fisher, 2012). Many other disciplines regularly engage in collaborative forms of work. Anthropologists still remain, even to this day, wedded to solely conducting fieldwork for a sustained period of time. Working with the PRME Group enabled me to envision alternative ways of working with others and the possibility of bringing anthropology into more of a sustained dialog with studies of gender in business and management education. My first task was contributing to the group's global repository on gender by creating a list of anthropological, sociological and historical research on gender and work, particularly in industry.

During the past eight years, I have continued to be involved in interdisciplinary communities and experimented with ways of partnering with women in industry, all in a collective effort to bring attention to gender issues in business. In the summer of 2014, for example, I received an email from a woman in my book whom I called Constance Burke (not her real name).

Melissa - I am introducing you to Sarah Thomas, a film maker who is making a film that focuses on Wall Street through the eyes/experience of women. I was recently introduced to her by a former (male) colleague at my firm, and I suggested to her that she should read your work and meet with you. "Constance"

Soon thereafter I met with Thomas and her coproducer Alysia Reiner in Thomas's Soho loft in Downtown Manhattan about their indie film – *Equity* – in the making. Shortly thereafter I became an advisor, informing Thomas and Reiner about Wall Street women's experiences. My expertise helped them to shape the movie's screenplay ultimately written by Amy Fox. I also connected the two actors-producers to one of the women in my

book, *Candy Straight*, who became the film's executive producer and main investor.

In January of 2016 the rights to the film were bought by Sony Classics, and it opened first in the United States and then parts of Europe that summer. That spring, Straight and I brought the movie to financial firms, museums, and universities in the United States to show and to use it as a pedagogical tool to discuss gender in the workplace. In 2017, I was invited by the US Embassy in Berlin to conduct a week-long tour speaking with professional women throughout Germany. During my visit I showed *Equity* to spark a conversation about gender, money, and the issues women face moving up the corporate ladder, such as the glass ceiling. I have subsequently taught the film in a variety of courses including one on the culture of finance at NYU.

I read my involvement with *Equity* as an example of one way in which I have been inspired by the Working Group and PRME Principles to bring awareness of gender issues in business to the broader public. Specifically, with respect to Principle 5, I collaborate with women in finance and film to help bring attention to gender inequality in business. And with respect to Principle 6, Dialog, I engaged in various spaces of dialogs with the women to educate the broader public about the challenging issues women face in male dominated work environments, like finance.

Today I am engaged in a new project on gender and the rise of virtual work in the wake of the global pandemic. Still experimenting with ways of engaging in outreach, I have been holding webinars on the topic for various groups of professional women. As I look to the future, I hope to collaborate with other gendered experts, perhaps members of the PRME Working Group on Gender Equality, on how we can address gender inequities in both physical and virtual space.

22.5 Conclusion

We wrote this chapter amidst the global COVID-19 pandemic, realizing how technology and the media have enabled us to witness the scale and impact of the pandemic across the world in an unprecedented manner. We also realize that the pandemic has further revealed institutional and systemic vulnerabilities, especially those related to social justice, gender, and equality. This highlights the importance and relevance of global networks such as PRME and its Working Groups as a channel for collaboration to

create a better world (Principles 1 and 2 **purpose and values**). Maureen, Patricia and Kathryn paved the way as cochairs of the gender equality Working Group, bringing us together, producing books and creating the repository of gender academic resources (Principles 3 and 4 **method and research**). In this chapter we each tell a part of our own story that shows how the personal is political; how the local links to the global; and how we inquire, institutionalize, create partnerships, engage in dialogue, articulate meaning, advocate action, and continuously create change (Principles 5 and 6 **partnerships and dialogue**).

22.6 Summary of GEWG background

22.6.1 *Background*

- At the March 2009 consultation on gender equality within the UN Global Compact Maureen Kilgour proposed a Gender Equality Working Group.
- The Women's Empowerment Principles were launched in 2010 and Maureen presented The UN Global Compact and Women's Human Rights paper at the international symposium "Corporate Social Responsibility in a Globalizing World."
- In January 2011 she again discussed the Working Group during a human rights webinar at PRME and got it going right away.

22.6.2 *Action and achievements*

- The GEWG has been actively involved in producing **six PRME books**, with one or more GEWG members serving as coeditors, and over 20 chapters written by GEWG members.
- Two PRME books were coedited by the three GEWG coordinators, Patricia M. Flynn, Kathryn Haynes, and Maureen A. Kilgour.
 - *Integrating Gender Equality into Business and Management Education: Lessons Learned and Challenges Remaining*. Greenleaf Publishing, 2015.
 - *Overcoming Challenges to Gender Equality in the Workplace: Leadership and Innovation*. Greenleaf Publishing, 2016.
- Four subsequent PRME books were collaborations with other PRME Working Groups. Coordinators from the GEWG (Patricia M. Flynn),

the Anti-Corruption WG (Tay Keong Tan), and the Anti-Poverty WG (Milenko Gudić) served as coeditors for all four of the volumes noted below.

- *Beyond the Bottom Line: Integrating Sustainability into Business and Management Practice*, Greenleaf Publishing, 2017.
- *Redefining Success: Integrating Sustainability into Management Education*, Routledge, 2018.
- *Global Champions of Sustainable Development*, Routledge, 2020. (Jan.)
- *Struggles and Successes in the Pursuit of Sustainable Development*, Routledge, 2020. (July)
- The GEWD also created an easily accessible **Global Repository** of links and information to assist faculty (across a range of disciplines) in the integration of gender issues into management education.
- Officially launched the Gender Equality Repository at the 2012 PRME Global Forum, June 14–15, 2012, in Rio de Janeiro.
- Challenges for repository: platform problems, potential move to a new platform and integration with other Working Groups' resources.

22.6.3 Administration

- The three founding GEWG coordinators are Patricia M. Flynn,⁷ Kathryn Haynes,⁸ and Maureen A. Kilgour.⁹ Currently Patricia and Maureen remain coordinators.

22.6.4 Future

- New research and case studies to facilitate the integration of gender issues in management education.
- Global dissemination of knowledge on good practices and innovations that foster gender equality at the workplace.
- Identify the major gaps in the teaching and research materials available on gender issues in management education.
- Work with PRME to identify corporate signatories who may fund curriculum development and/or research in areas where gaps exist on gender equality, provide information on good practices and innovations in fostering gender equality at their workplaces, and offer their organization as the site of a potential case study.

Notes

- 1 Available at: www.inclusion-tagung.ch
- 2 Available at: www.advance-hsg-report.ch
- 3 Available at: www.diversitybenchmarking.ch
- 4 Available at: www.we-pay-fair.ch
- 5 Available at: www.es.unisg.ch/wbb-en
- 6 Seemoreinformationat:<https://business.aucegypt.edu/outreach/corporate-governance/women-boards-observatory>
- 7 See more information at: <https://faculty.bentley.edu/details.asp?uname=pflynn>
- 8 See more information at: <https://www.hull.ac.uk/staff-directory/kathryn-haynes>
- 9 Seemoreinformationat:<https://www.uwinnipeg.ca/experts-guide/maureen-kilgour.html>

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23

PRME WORKING GROUP ON HUMANISTIC MANAGEMENT

Transforming business to protect dignity and promote well-being

Michael Pirson

23.1 Why humanistic management

Why has responsible management been so difficult and why is the chorus of stakeholders demanding such responsibility getting louder? Members of the Humanistic Management Working Group argue that management practice, education, and learning has been framed mainly, albeit not exclusively, within the ontological confines of economism (Ashley, 1983; Gasper, 2004; Pirson, 2017). Economism represents the idealization and superelevation of assumptions made to study aggregate collective human behavior in market situations (Ashley, 1983; Gasper, 2004; Pirson & Lawrence, 2010; Pirson & Turnbull, 2011; Poruthiyil, 2013). Just as it is difficult to make a fish fly, we argue it is difficult to get managers to be responsible for ethical and sustainable outcomes within the economic framework. We argue it is critical to understand the underlying ontological blueprint dominant in management practice, research and pedagogy, because it limits responsible, individual level management practice, behavior, and learning.

Members of the humanistic Management Working Group argue that without fundamentally rethinking and redesigning business and management we will not be able to create responsible management practices at scale. The dominant economic focus will at best leave responsible management a “saddle bag” solution.

23.2 What is humanistic management?

Humanistic management as an umbrella term has only recently entered the mainstream management conversation. There are, however, a number of humanistically inspired management traditions that have been highly influential over time. The areas of human development, leadership, and sustainable development are strongly inspired and influenced by the aspirations of the humanities. The study of psychology and the understanding of the relevance of human beings to economic success have had humanistic traces sprinkled throughout. From the human relations school to the humanistic psychology of Abraham Maslow, a humanistic perspective on human flourishing has been central to the development of management research and practice. In many cultures the study of cultural management and nonprofit organizations had a distinct humanistic twist. In Poland, an established tradition focuses humanistic management on managing noneconomic entities. In French-speaking Canada, Belgium and France humanistic management traditions are firmly rooted in cultural humanism, with various traditions focusing on understanding human nature and “making human beings the center of all things organizing.” In Latin America (*la gerencia humanista*) is studied as a form of leadership, and sometimes as an ethical concept strongly connected with Catholic Social Teaching. In India and China, humanistic management traditions embedded in the various cultural heritages have defined managerial practices that allow human flourishing.

While there are many humanistic traditions that focus on organizing as a service to human flourishing, there has been very little conceptual concretization. Humanism as ethos has influenced the global conversation on business in multiple ways, yet there is space for a more conceptually rigorous notion of what humanistic management could be. More recently Humanistic Management has been used as an umbrella term for organizing practices that protect dignity and promote well-being and human flourishing within

the planetary boundaries. These cornerstones differentiate humanistic management from traditional economic management in which all that matters is related to having a price. In humanistic perspectives there are many things in life that are intrinsically valuable and cannot be exchanged, those are considered to have dignity – they, such as life or the environment, need to be honored and protected. The ultimate purpose of humanistic management is to create sustainable flourishing on Earth rather than short term wealth.

23.3 Purpose of Working Group

The purpose of the Working Group is the creation and dissemination of knowledge that enlightens, enlivens and empowers people to create an economic system that works for 100% of humanity. To do so we focus on a humanistic paradigm that centers on more accurate view of human nature and highlights the possibility of organizing human and natural affairs such that we honor the inherent value of life (dignity of life) and promote well-being, transcending material wealth.

To achieve the above purpose members of the Humanistic Management Working Group have dedicated their research endeavors to establish the humanistic paradigm. This is ongoing work that draws on many disciplines including evolutionary biology and quantum physics as well as theology, history, philosophy as well the social sciences. We pursue a renewed humanistic synthesis spanning the natural, social and human sciences in what E.O. Wilson calls the emerging consilience of knowledge.

23.4 Activities of Working Group

As such the Humanistic Management Working Group has been very active within the Academy of Management in seeding and developing a “humanistic paradigm.” Members of the Working Group are leaders in the Academy of Management (e.g., SIM and MSR divisions). Since 2007 we have hosted annual workshops, highly visible All-Academy sessions with globally recognized thought leaders such as Ed Freeman, Henry Mintzberg, Paul Lawrence, Rakesh Khurana, Roger Martin, and Jane Dutton. In the past years, members of the HM Working Group have hosted more than 100 workshops at the Academy of Management. For the past five years we have

hosted a one-day preconference with academics, practitioners, and policy makers including Donna Hicks, Jerry Davis, David Korten, and Sandra Waddock.

Since the formation of the Humanistic Management Network, we have founded chapters in many countries which are dedicated to the development and dissemination of humanistic management thinking. In 2017, we formed the Humanistic Management Association to provide a platform for professionals in the space of humanistic management including researchers, professors, consultants and others. These organizations formalize collaboration in the global space and are connected to the UN PRME HM Working Group.

23.4.1 Humanistic management book series

In 2009 the first compendium on humanistic management was published by Cambridge University Press. It featured contributions by globally renowned thought leaders including two Nobel laureates, Amartya Sen and Mohammad Yunus. As a follow up, a book series¹ was setup with Palgrave Publishers with now more than 15 books. In 2017, another book series was started with Routledge specifically names Humanistic Management Series. There are currently four volumes² in publication with three more on their way.

23.4.2 Humanistic Management Journal

The efforts around books were complemented by an online journal, several special issues in other journal and the establishment of *Humanistic Management Journal* published by Springer/Nature. Fordham University has sponsored a *Humanistic Management Online Journal* in 2010. This journal offers more than 500 articles in the field and is distributed with additional articles to a global audience monthly. It helped establish credibility with publishers in the field so that we started a peer reviewed journal with Springer/Nature in 2016. *Humanistic Management Journal* is a peer-reviewed journal with two issues per year until 2019 and three issues since 2020.

Members of the Working Group have also edited special issues of other scholarly journals including *Business Ethics Quarterly*, *Journal of Business Ethics*, and *Business and Society*.

23.4.3 Online formats

Members of the HM PRME Working Group have actively cultivated a global online community with more than 8,000 subscribers to the Humanistic Management newsletter. Most of the community members are academically oriented. Since 2015 we have hosted a number of online formats including the below formats:

- Necessary Conversations – General audience
- PhD network – PhD students and early career faculty
- Intellectual Shamans – Faculty Development
- Lunch and Learn – Practitioners
- Transformational Teaching – Teachers

We have led over 100 online events with more than 50,000 attendees. These formats are cobranded with the UN PRME Working Group and the AOM SIM and MSR divisions.

23.4.4 Conferences

The HM PRME Working Group has hosted and cohosted conferences with partners across the globe mainly focuses on bringing researchers, practitioners and policy makers together. Some events were held at the OECD in Paris, others in NY

23.5 HM Working Group collaborations

The HM PRME Working Group is part of a larger ecosystem of collaborations around the concept of humanistic management. As such members of the Humanistic Management Network and the International Humanistic Management Association are actively collaborating with partners such as Well-Being Economy Alliance and the Economy for Common Good.

23.6 Humanistic Management Centers Consortium

Specifically, we work in the format of a Center Consortium across university centers globally to advance research, pedagogy and outreach. The

focus of the Centers Consortium is the advancement of research innovation, teaching impact, and outreach to promote dignity-based management practices.

23.7 Future aspirations of WG in the Decade of Action

Going into the new decade the Working Group will serve as a hub for the activities around research, transformational pedagogy and outreach. The Humanistic management association formed university centers collaboration (HMCC) which will take on the organizational work for the Working Group and align the activities of the international humanistic management activities. As of 2020 eight university centers have committed to be members and provided the financial resources to start the collaboration. Centers at DeLaSalle University of Manila, Philippines, and University of Valencia, Spain along with Centers in the United States at Duquesne University, Fordham University, Georgetown University, Lemoyne College, UMass Lowell, and University of St. Thomas form the core group. They work with the UN PRME Working Group and other collaborating institutions, including the UN SDSN, the Academy of Management, The Economy for the Common Good, and WEAll (Well Being Economy Alliance – a global alliance including B-Corps, Sistema B, and Conscious Capitalism).

23.7.1 Research

23.7.1.1 Goal: to advance and promote cutting edge research with impact

We are organizing annual thought leadership conferences to advance thinking published in the humanistic management journal. We are developing partnerships with thought leaders and groups to ensure rigor and relevance and ultimate impact.

Examples of tracks that we plan to develop into standing research Working Groups focus on:

- Mindfulness and leadership,
- Humanistic management and the SDGs,
- Tourism and Humanistic Management,

- Quantum theory, spirituality, and humanistic management,
- Strategy and humanistic management,
- Dignity and systems transformation,
- Social innovation and humanistic management, and so on.

These themes will be developed and continually convened, with adaptations, throughout the coming years and build on each other and inspire a new field.

We will continue to leverage the existing research oriented conferences such as AOM/EGOS to host workshops and propose symposia.

Other projects we will be hosting are:

- Humanistic Management Research Labs, hosted by different centers
 - Current project: Dignity based hiring (with Greyston – hosted by Fordham)
 - Emerging project: Mindfulness and Leadership
 - Philosophy and other discipline-based groups
- PhD Reading Groups/PhD Career Development
- PhD Post-Doc Exchange
- Visiting Scholar program
- Research Summits
 - Current project: HM and Social Innovation (hosted by Fordham)
- Book and paper development sessions (virtual/in person)
- Best papers, books, and dissertation awards

As we understand the various needs of researchers in the domain we expect to add new formats.

23.7.2 Transformational pedagogy

We continue to build partnerships to develop scalable curriculum focusing on introductory courses first. We plan to test such curriculum within the Jesuit Network of Business schools first and, given success, roll out courses.

We are currently developing three to five introductory courses for asynchronous delivery. Over the next years we will publish textbooks and develop further material for other university professors to use.

We are committing to developing content that can be used in the classroom and beyond in the form of edutainment and documentary type of films.

23.7.3 Specific pedagogy transformation projects

The following suite of programs and activities is geared to transform business education to align with the need to protect dignity of life and promote flourishing for all. We are creating content for business students at various levels, business executives as well as the general public interested in business. The aim is to transform business education to enlighten, enliven and empower positive changemakers

Asynchronous Content: We are creating asynchronous content for introductory courses in Management, Finance, Marketing and Economics. The platforms used are edx/coursera and Talentlms.

Textbooks: Supporting the core introductory courses we are developing textbooks. The preferred option is to make a textbook digitally available and for free.

Case Writers: To support textbooks and asynchronous content we want to develop fitting case material in video and written format. For that we are working with leading business networks including conscious capitalism, Economy for the common Good, and B-Lab to highlight positive business practices.

Sesame Street/Dignity Avenue content: To support core courses we are developing edutainment options that make difficult topics accessible through a format applied in the 45 years of Sesame Street. We are working with former and current members of the Sesame Street Workshop to develop content to support the introduction to management.

Changemaker Academy – Social Innovation Master Class: To develop content for advanced business students and executives we are developing a social innovation masterclass. Adapting the concept of Masterclass, we are developing content with leading global social entrepreneurs such as Jerry White (Peace Nobel laureate) and Ashoka fellows (such as Patrick Struebi).

Documentary series: To develop content for business students, executives and members of the interested public we are creating documentary films/episodes. We have outlined a supporting documentary series for management in six episodes of 50 minutes.

23.7.4 Teaching and Faculty Development

23.7.4.1 Goal: to develop faculty as leading edge teachers/researchers, and consultants on humanistic management principles and practices

- New Business Model Hackathons
- Teach the teachers
- Faculty Development workshops
- Executive Education
- Learning Labs with Organizational Members (to be launched at Harvard, May 20–22).

23.7.5 Outreach

23.7.5.1 Goal: to cocreate ecosystem for impact

- Corporate Governance Policy Table
- HM in Government/NGOs
- Social Innovation Collaboration (with ASHOKA/Schwab Foundation, etc.)
- HM Learning Lab (with selected organizations)
- Dignity campaigns (with Global Dignity)

HM PRME Working Group and its collaborating partners currently reach about 20K people through membership, mailing lists, and listserv communications; the intent of the Consortium is to increase our research/teaching opportunities, visibility, reach, and resource base together. Through the PRME Working Group members are investing in the future of academic development, from content to dissemination to developing the next generation of professors. The PRME Working Group will extend impact beyond academia and teaching to practice and policy, including aligned companies, NGOs, and government organizations.

Notes

- 1 Available at: <https://www.palgrave.com/gp/series/14862>
- 2 Available at: <https://www.routledge.com/Humanistic-Management/book-series/HUMMAN>

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24

PRME WORKING GROUP ON SUSTAINABILITY MINDSET

Creating change leaders through transformative learning

Isabel Rimanoczy and Ekaterina Ivanova

On the morning of 5 August 2020, five academics met to celebrate sunrise. This sounds unusual, but even more unusual was the fact that they looked at the sunrise through pictures they all had taken that morning in their homes. They were sitting in front of their computers in Japan, Indonesia and the Philippines, and while their colleagues in Europe, Africa and the Americas were still sleeping and finishing out August 4, these professors were cheerful as they officially opened our First Virtual Retreat. Just a few hours later, a similar ceremony took place online in Europe and Africa, ending with a song performed by Dr. Julia Hufnagel and in the United States, with a poem recited by Professor Michael Lees. Named the *Making Magic Retreat* for good reason, it was organized to defy the limitations that COVID had brought into our lives. Designed by a team with members from Russia, Italy, Philippines, Germany and across the United States, the Sunrise Celebration marked the first hour of a retreat that would run continuously for 34 hours, ending at sunset in the location of the westernmost participant: Hawaii.

These academics are members of the PRME Working Group on the Sustainability Mindset and were continuing with the seven-year-long tradition to hold a face-to-face retreat prior the start of the yearly Academy of Management (AOM) Conference. This time the retreat consisted of sessions organized in four tracks: (1) Head (knowledge, research, pedagogical approaches), (2) Heart (spiritual and emotional intelligence, arts and mindfulness), (3) Hands (projects, community initiatives) and (4) Fun (open to imagination). Twenty-five presenters ran 33 sessions, each utilizing their own Zoom links, without a moderator. Since everyone needs an occasional break and, besides some of the best moments happen when one meets new people at the conference Café, a 24/7 link was open to the virtual Bar-Lounge, where participants could pop in anytime and network.

The Retreat sessions all had a storytelling tone: With cameras and microphones on, the conversations became profound and intimate as educators shared ideas, concerns, vulnerabilities and courageous moments. Independent of the track, all sessions were connecting the head with the heart, and that was not by chance: It is in the DNA of this group and the soul-to-soul connection goes back many years.

24.1 How it all started

In the year 2015, a group of academic members of a community of practice focused on the sustainability mindset became the PRME Working Group on the Sustainability Mindset. The network had been launched 18 months prior, stating its vision in the name: LEAP – an acronym for **L**everaging resources, **E**xpanding awareness, **A**ccelerating change and **P**artnering for a joint purpose. The academics that came together with this goal saw the power of leaping forward utilizing the development of a mindset, as American environmental scientist Donella Meadows and other pioneers had been suggesting in analyzing the planetary challenges.

Becoming a PRME Working Group brought the 25+ members more credibility in their own institutions, and served as the catalyst to start conversations with their colleagues about what “responsible management education” at large could look like. And more specifically, about how to develop a mindset that would be based on values, purpose and social and environmental consciousness.

Within five years, the awareness of the importance of a mindset shift has expanded, and so has this community. As of the publication of this chapter,

the Working Group has reached 200 members, from 187 institutions in 55 countries. Most of them are teaching in business schools and schools of management, although there are an increasing number of scholars from other disciplines: English literature, liberal arts, adult learning, architecture, agriculture, religions of the world, biology, tourism and hospitality. What they all have in common is the concern that the dominant economic paradigm that has been in use for many decades is increasingly dysfunctional and at the root of many environmental and social grievances. A need for a change looms large, driven by expectations of our youth, students and social activists starting a global movement for a better world.

Many Working Group professors have long been outliers in their own institutions, as they were early challengers of a worldview that focuses on maximizing profits for the shareholders – one that promotes values like competition, growth, efficiency, short term results, globalization, individual gain and achievement. These scholars have been observing that those values of our shared culture are also the culprit of our self-created problems. When we realize the interconnections that bind us together on Planet Earth, we realize that collaboration, more than competition, is what will help us find solutions that work for all. Planning for continuous growth on a finite planet is not sane, or is, at the very least, a shortsighted strategy: We are reaching the Earth Overshoot day earlier each year, depleting resources that may never regenerate, or will do so over several million years. Efficiency is often sought with disregard for the human cost to well-being and the creation of unemployment and social distress. Short term results are measured with a blind eye to both the hidden and externalized costs, which are then paid by others, and ultimately by all of us. Focus on individual gain has increased the wealth gap with 26 billionaires owning more than the accumulated wealth of 50% of the world's poorest. In sum, what may sound obvious as we read it is poorly attended to or not even discussed in our classrooms. Rather we are focused on covering content and imparting knowledge, yet the shared narrative about our human experiment remains unquestioned. There is little time for it, and besides – who is comfortable talking to students about values, beliefs or even personal purpose?

Not surprisingly, the PRME Mindset scholars found a “tribe” in this Working Group, where the conversation was opened with questions like:

- Why are we teaching, to begin with? What is the ultimate purpose of education?

- What are the values of our culture that need to be revised?
- What would a world that works for all look like?
- How do our espoused values connect with our behaviors and contribution to the current problems?
- What is the difference that our students might want to make in the world, and how are we helping them do this?
- By remaining within the intellectual realm (the head) in our teaching, what are we missing out on in terms of students' passion, engagement, emotions and energy?
- How can we reconnect the head with the heart?
- What would our world look like if we transformed the *homo economicus* into the *homo spiritualis*? What would make us feel happier at the end of the day?

The dialogues and interactions in this Working Group created fertile soil to nurture ideas that so often had not been fully articulated or shared with others. The safe and respectful atmosphere provided the needed platform to explore different perspectives, receive feedback and find inspiration. It encouraged many to continue working in a direction they felt, from their heart, was absolutely right and yet was at odds with most mainstream educational programs and contents.

The members of this Working Group created ways to embed these unusual questions into their teaching. This happened independently of the subject that they teach: marketing, strategy, finance, human resources management, leadership, supply chain, operations management, cross cultural studies, international business, entrepreneurship, biology, urban planning, architecture, ethics, responsible business, sustainability, English writing, tropical agriculture, communication. The list is endless because when we speak of responsible management, we are talking about professionals of any discipline who manage situations and make daily decisions with others and the Planet in mind.

24.2 Structured for informality

We realized that what the members value is belonging to a community that they experience as a personally and professionally nurturing space,

where people can share without being judged and academics don't have to "perform." They can discuss frameworks, pedagogical approaches or dilemmas, always within the scope of the challenge of developing a sustainability mindset. In parallel with intellectual content, the exchanges are approached from a holistic perspective, and the Working Group members keep in mind that before prompting this same perspective with their students, they first have to connect head with heart themselves.

With members spread across the globe, the community requires multiple ways of connecting.

Educators are busy, and largely overloaded with teaching and administrative tasks on top of their publishing and research agendas. Given this context, we set up a monthly fixed meeting space: *The LEAP Café*, in both a morning and afternoon timeslot to cover all time zones. Knowing that a "table" is reserved every first Monday of the month, participants arrive at a meeting with no set agenda, but rather driven organically by those who are present. It is a space to reunite with colleagues and make new acquaintances. Many projects arise from these informal encounters, like the Global Movement Initiative, a project led by Professor James Stoner, engaging business schools around the globe in transforming their curricula and developing a new narrative.

A more focused conversation takes place on the third Monday of the month called the *Storytelling Circle*, where members present some deliverable, research or project they are passionate about.

These events are announced on a free online platform called Mobilize, which allows every member to set up their profile, post announcements, start discussions or share resources as well as connect individually with other members. We encourage members to use it actively but realize that it takes some time to learn another interface for professional communications.

Another asynchronous method of staying connected takes place via the quarterly Newsletter, edited by Rimanoczy, the Convener of the Working Group. Collecting news and achievements from educators is challenging as everyone is busy *doing* at the expense of *telling*. Notwithstanding, the Newsletter features awards, publications by members, promotions and moves to other institutions, calls for contributions, tools and pedagogical resources that members feel are valuable and thus want to share. Members also submit information about upcoming or past conferences, meetings with other Working Group members, and joint projects such as

guest-teaching in each other's classes, both F2F and virtually. New members are also introduced with a photo and welcomed via the Newsletter.

Professional development is offered to this community through two courses: *Fast Track on the Sustainability Mindset* is an experiential and interactive course to develop one's own sustainability mindset and to learn how to embed it into a course. The *Atelier* is an online course to establish the scholarly foundation for, and implementation of, the 12 Sustainability Mindset Principles.

PRME Working Group on the Sustainability Mindset makes annual submissions to the Academy of Management. In addition to paper sessions, symposia and panels, large number of members sign up to participate as joint presenters in a Professional Development Workshop (PDW), hosted by various divisions of the Academy. These academic gatherings always attract new scholars interested in joining the network, intrigued by the positive energy and collegial atmosphere that fills the sessions.

Some members have emerged as spontaneous Ambassadors; they enjoy networking and talking about the Working Group with other colleagues, presenting on it in academic settings and conferences, and inviting others to join. The current Ambassadors are Eunice Mareth Areola (Philippines), Shirley Yeung (Hong Kong), Ekaterina Ivanova (Russia), Daniela Ortiz (Austria), Roland Bardy (Germany), Amelia Naim (Indonesia) and Alec Wersun (Scotland).

24.3 The strength is in the fabric

The richness of this network lies in the decentralized movement promoting a new mindset for sustainability. Although some coordination and structure is provided, this is largely possible because of the productivity and personal passion of the members who are constantly finding new ways to create learning opportunities or materials to share with their students and the rest of the world.

The geographic and cultural diversity of the group is complemented by the multiplicity of ways in which scholars approach the challenge of shaping a new mindset. Some come at it from the perspective of an economic paradigm that has to be revised, the possibilities of social entrepreneurship and new business models, such as circular economy and B corporations. Others focus on environmental imperatives, developing systems thinking, or switching the Newtonian logic for quantum physics. Still others view

the world through a humanistic lens, focusing on emerging social sensitivity, equality and inclusion as key tenets for a new mindset, and yet others identify the cornerstones of a new narrative that can accelerate our transformation.

There are those who focus on motivation and the advice of positive psychology to engage students and leaders on visions of what is possible. Others see potential in ethical or spiritual leadership, consciousness and contemplative practices to develop the new mindful individuals that a new world requires.

Some scholars provoke their students, creating disorienting dilemmas and cognitive dissonance, supported by the research on powerful transformative learning. Others dive into ancestral wisdom, religions of the world and aboriginal understanding to draw out new meanings. Some develop a new mindset by pointing at service learning, connecting with the land, place and even with the traditions that are being thoughtlessly replaced by the northern-western culture. A few have found that meditation, spending time in Nature and with the Arts have the power of uncovering much-needed ways of looking into the world, engaging another way of knowing, a nonlogical but intuition- and feeling-based understanding.

This multidisciplinary concoction of perspectives leads to intrigue, challenge and inspiration. While everyone has a particular angle that touches their heart and excites their intellect, what we all have in common is a singular awareness: It's time to act, and fast.

24.4 What is getting done

According to a recent survey of our Working Group members, more than 25,000 students are exposed to the Sustainability Mindset in some form or another over the period of one year. Being scientists, it is our obligation to let the world know about the dangers of climate change and the realities of social challenges, yet simultaneously we are keen to give hope to our students to find optimism in sustainable and compassionate ways of life, as a new norm.

The activities to promote a new mindset fall into the following categories:

- a. Project-based work
- b. Centers, clubs and other forums within institutions

- c. Courses, programs and modules that are relevant to developing a Sustainability Mindset
- d. Field trips and out-of-classroom informal interaction with faculty members
- e. Scholarly work: papers, conferences, books, chapters and research projects
- f. Awards related to promoting the Mindset and to the Sustainability Mindset-in-action with the UN SDGs
- g. Networking events, outreach to colleagues, and community-related activities promoting a Sustainability Mindset
- h. Media and social media coverage.

We will now cover each of these in more detail.

24.4.1 Project-based work

Certainly one of the most exciting pedagogical tools is experiential learning, which comes in many shapes, like projects, service learning and action research. Professors in Kaiserslauten, Germany, and in Monterrey, Mexico, assign projects that connect students with the community. In New York, a professor created a nonprofit organization which empowers students to consult with social entrepreneurs. In Indonesia, a professor mentored her college students in a campaign to instill a “Change Maker” mindset with high school teenagers and their communities. And engaging students with local authorities to create more resource efficient, resilient and sustainable cities became a local innovation in cities like Vienna (AT), Fairfield (IA, United States) and La Rochelle (FR), and are now a main attractor for new students.

24.4.2 Centers, clubs and other forums within institutions

Do you want a new idea to take root? Set up a Center! This was clear to several professors who played a significant role in bringing a more holistic mindset into their institutions via centers and programs. Imagine, for example, connecting urban planning and mindfulness. Architect and professor Christina Wamsler, created and leads the **Contemplative Sustainable Futures Program** at the Lund University Centre for Sustainability Studies

(LUCSUS). Amelia Naim, from IPMI International Business School Jakarta, helped her institution acquire a cutting edge by creating the **Center for Sustainability Mindset and Social Responsibility**. Shirley Yeung, in Hong Kong, facilitated the creation of the **Centre for Business/Social Sustainability and Innovations** (BSSI), at Gratia Christian College, a significant contribution bringing hope and opportunities to a community of low-income students. In Austria, member Milda Zilinskaite manages the **StaR Competence Center** at the WU Vienna with the support of Prof. Christof Miska. StaR was created as the space for interdisciplinary research, teaching and broader societal engagement for promoting the SDGs.

24.4.3 Courses, programs, modules that are relevant to developing a SM

If you are looking for courses and modules to develop a mindset for sustainability, the Working Group has a wide variety of offerings. Sustainability is a very new concept in Russia. That didn't stop Dr. Ekaterina Ivanova, who became known for connecting business, sustainability, ethics and the arts. She inspired the new full-time **graduate program for Sustainable Business Management** at the Graduate School of Business of the HSE University in Moscow, which she co-leads as an academic director with Prof. Alexander Dynin. The Social Impact Core Curriculum includes a course for all incoming students at the New York University Stern School of Business, which is not small feat. It shapes their thinking from the start. In other parts of the globe, faculty are connecting the Mindset with courses in Business Ethics, CSR, Sustainable Development, Corporate Governance and Organizational Communication. Aimed equally at undergrads, graduates and postgraduates, the spectrum of offerings is wide-ranging, balancing awareness with possibilities by teaching new business models and social entrepreneurship. Making innovative connections at Kingston University (UK), Prof. Annan-Diab linked business, ethics and psychology, while at Al Akhawayn University (MA), Isabel Rimanoczy combined the understanding of self with the contemporary world. For Professor Marta Sinclair in Brisbane (AU), teaching cross-cultural management implies having 15 to 22 nationalities in classroom which she uses as a cultural laboratory to develop self-awareness, introspection, mindfulness and inclusion.

Many institutions use case studies, but selecting them specifically to explore paradoxes or complexity are one way that these professors are developing a mindset. In St. Petersburg (RU) Prof. Yuliya Aral invites thought-provoking guest speakers, while Prof. Ana Simaens in Portugal unleashes the imagination through a Playmobil set for adults. For several, the aim is to integrate the SDGs as cross-sectional topics in all their courses. For that purpose, Prof. Shirley Yeung created a specific Diploma in CSR as well as an SDG Junior Ambassador program in Hong Kong. And AIM2Flourish is broadly used as an experiential learning assignment for sustainable business innovations contributing to the SDGs. In fact, the first members of LEAP were the pioneering group of professors first piloting the initiative, in 2015 and since then it has become a favorite tool integrated into courses by many professors. LEAP professors keep winning the Flourish Prizes every year; only in 2021 4 out of 17 global prizes were awarded to students and their academic supervisors in Indonesia, Russia and Spain.

24.4.4 Field trips and out-of-classroom informal interaction with faculty members

Prior to the arrival of COVID 19, field trips were the immersive and transformative experience of choice to make an impact. This was the case for Prof. Abigail Schneider from Regis University (CO, United States), who took her students to Uganda, and Prof. Aixa Ritz from Fairleigh Dickinson University (NJ, United States), who travelled with hospitality students to Costa Rica and Switzerland – very different sites to reflect on the sustainability paradigm. Experiencing a different culture heightens awareness of our own paradigm, and this occurred between sister institutions, like Waseda University Japan and National Taipei University, and Philippines, Indonesia and China. In Germany, students of Dr. Julia Hufnagel and Prof. Katharina Spraul visited refugee homes of the Red Cross provoking thought and permitting new perspectives.

Staying local, some professors simply take their forum outside of the classroom walls, into a coffee shop or a locally sourced restaurant in Russia, or the campus gardens in Morocco, prompting a richer dialogue in a different atmosphere.

24.4.5 Scholarly work: papers, conferences, books, chapters and research projects

Research and publications are a priority for most scholars, and their interest in sharing their findings with colleagues is reflected in the large number of

papers, books and chapters produced. The list is too long to cite here, but the estimate is that over 100 papers are produced collectively each year by this community. Just a few examples: Following a casual conversation at the monthly LEAP Café, two supply-chain researchers from France and Peru united on a research project. Professors from Indonesia and China studied spirituality and sustainability (Naim, Daryanto, Sjahrifa & Yeung, 2019); and spiritual leaders' motivation in the United States and Australia (Rimanoczy & Sridaran, 2018). Others joined to explore factors of deep learning in Finland and the United States (Hermes & Rimanoczy, 2018), and the use of art to prompt consciousness in the United States, Russia and Germany (Yang, Ivanova & Hufnagel, 2021), and in the UK, professors are mentoring and advising doctoral students in sustainability and SDG related topics (Annan-Diab).

As of the writing of this chapter, there are two new edited books being produced by members of the Working Group. The first is a two-volume project on the transformative insights of students, with professors describing the exercises and activities that led to a transformative mindset shift, edited by Ivanova and Rimanoczy with contributions from 17 members and over 200 of their students across five continents (forthcoming in 2022). The second is a book on sustainability mindset and transformative leadership, edited by Ritz and Rimanoczy, with 23 contributing members from eight countries (also forthcoming in 2021).

24.4.6 Awards related to promoting the SM and the SM in action with the SDGs

The best reward is feeling happy with oneself, living authentically and making a positive difference. That said, awards are useful symbols of recognition since they acknowledge effort and impact. It is not easy to obtain information about reward-worthy initiatives from the network, as scholars tend to be humble and reserved on this topic. That said, we are able to share a few notable awards: In 2019, Prof. Ana Simaens's students in Portugal received the First Prize of the GRACE Academy for the project *Fruta à moda antiga* (Old Fashion Fruit), promoting Sustainable Cities and Communities, in which they proposed a strategic partnership between food retail companies and local services for the elderly. In 2018, Wharton University and QS World University Rankings (UK), awarded Dr. Isabel Rimanoczy with First Prize for the Sustainability Mindset Indicator project, and Second Prize in the Sustainability Education category at the Reimagine Education Contest. Prof. Shirley Mo Yeung received the Hong Kong Education Leadership Award at

the World Education Congress in 2019 and the Asian Outstanding Leadership Award in Innovation in 2018. Multiple scholarly papers received awards and distinctions, and professors of the Working Group repeatedly have students who won the Flourish Prizes in the Annual AIM2Flourish contest.

24.4.7 Networking events – outreach to colleagues and/or community related to promoting a SM

Networking with colleagues and interacting with the wider community are exceptional ways to effect knowledge transfer and promote a sustainability mindset. This was the vision of Professor Tay Keong Tan of Radford University (VA, United States), who offered to create a repository of teaching resources and materials for academics interested in developing a Sustainability Mindset with their students. In less than a year, and with the support of student Anna Ogan, Prof. Tan was able to launch the first version of a website that will provide free access to a toolkit on the Sustainability Mindset. The materials are organized along the 12 Sustainability Mindset Principles in four content areas: Ecological Worldview, Systems Perspective, Emotional Intelligence and Spiritual Intelligence.

In Japan, Professor Kanji Tanimoto has played a key role in the Japan Forum of Business and Society, an academic association that has been developing CSR and a sustainability mindset in Japan and Asia for the last ten years. This yearly international conference brings together scholars, business people and students. Separately, and at the suggestion of Working Group members, the Responsible Management Education Research Conference has included a sustainability mindset track inspiring participants to explore the leverage of the mindset. Finally, other members are organizing local and regional conferences, extending invitations to their communities and students from other schools.

24.4.8 Coverage of media and social media

Coverage by local and social media is another powerful way to further the shift to a sustainability mindset. Working Group professors have produced TED Talks (Rimanoczy, Ivanova) and others are regularly mentioned in the media for their community engagement initiatives. They use these and

other opportunities to educate the wider audience about the SDGs which are a way to see the mindset in action, shaping the world in which we want to live. In addition, many Working Group members are active on social media and share their stories through posts on Twitter, Facebook and LinkedIn. Recently, podcasts became a preferred medium to share stories and news about our Working Group. In 2021 Prof. Ed Freeman invited Isabel Rimanoczy and Ekaterina Ivanova to the Stakeholder Podcast.

24.5 Decade of Action: what's on the horizon?

United Nations Secretary-General António Guterres communicated an invitation to create the Decade of Action. Invitation accepted!

On the horizon for this Working Group are some initiatives of great leverage. The last quarter of 2020 saw the launch of the *Sustainability Mindset Principles*, a book offering a pedagogical scaffolding for educators in any discipline, to find easy ways to develop a new mindset, and go beyond management education.

In connection with this, the Sustainability Mindset Indicator (SMI) has become the first assessment instrument to map and profile the place and progress of an individual on his or her personal journey toward a new mindset. The SMI will facilitate longitudinal research, as well as provide educators with guides and exercises for their students (available at smin-dicator.com). A Resource Workbook for educators with focused exercises and activities will be available in 2022.

In 2022 we also anticipate the publication of the edited book with 150 students' essays describing their transformational moments toward a mindset shift. We believe this will be an inspiring invitation to educators to try out some of the activities that prompted true transformation.

Another publication planned for 2021 is the edited book connecting transformative leadership and the sustainability mindset, a multicultural and diverse guide on how to shape a new generation of leaders.

In March 2021, University of Antwerp will host the International Week on Sustainability, with students from Europe, the United States and other countries. Dr. Ekaterina Ivanova from HSE University, Moscow (RU), will participate with her students, and was invited to lead an interactive session on mindfulness and art-based methods to develop a sustainability mindset.

Several members of the Working Group have initiated another high-potential project: *Connecting Our Students Across the Globe*. Belonging to a community reinforces new behaviors, such as the change in habits of mind that must happen to transform our mindset. By connecting students amongst themselves, we anticipate that change and action will multiply, as their excitement will unfold while meeting peers from other parts of the world. We cannot anticipate where this student-led initiative will go, but we know that when we mentor and support students in connecting their creativity with their passion, there are no limits. We see this as an important initiative because it will expand a sense of agency and hope. Some students are already acting in this realm and we know this is contagious.

Another project on the horizon is inviting students of member Professors to apply to be trained in the Sustainability Mindset Principles, in order to become promoters of a new way of being and thinking. Our experience has shown that students rapidly “get” it, they quickly understand the consequences of a shortsighted narrative, and are enthusiastically creating new mental maps. They see in the Sustainability Mindset Principles a more natural way to connect with others and act in the world, and a more fulfilling way of being. Based on this experience, we will invite students to develop ways to convey new messages of inclusive thinking, of oneness with nature, of purpose, and of interconnectedness. They may do it through podcasts, games, apps, posters, Instagram – who knows? What we are certain is that, in this ever-more interconnected world, they have the networks and will leverage the media to maximize outreach to and with their peers.

24.6 Final reflection

Donella Meadows put it clearly: The best and most powerful leverage to intervene in a system is in the mindset or paradigm out of which the system arises. We want to close this chapter with a vision. For the past several years we have collectively built a strong foundation. Now that there is an expanding awareness of the need to address the mindset, the moment is prime for answering the question “How?” Looking to the future, we see that the upcoming initiatives and projects will have a large impact on an even larger audience. Educators will have more access to tools and resources, assessments and pedagogical guides. And with these new frameworks and instruments, researchers will be able to take it to the next level. Students

will take matters into their own hands, with mentoring and inspiration from their professors. With this renewed focus and impetus, the unique and far reaching imagination of the new generations will decidedly play a critical and transformational role in spreading the important message and mindset further than ever before. Let's hope it is enough, and fast enough. Could it be Utopia? We won't know until we try.

Stay tuned, and watch where we LEAP next.

Learn more about LEAP,¹ the Working Group on the Sustainability Mindset; it may be your tribe. Then join; it's easy and free.

Note

- 1 See more information at <https://www.unprme.org/prme-working-group-on-sustainability-mindset>

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Part IV

PRME PARTNERS, CHAMPIONS, RESEARCH, STUDENTS, AND BUSINESS

Engagement and action to make a change

Mette Morsing

In Part IV, we zoom in on our engagement with partners that we engage to champion our Six Principles, including PRME “Champions” themselves, students, and key partners. First, we provide an overview of PRME’s engagement with partners, their role in informing our past, and our envisioned partnership with them in the future by integrating partner perspectives from, for example, stakeholders in education, the private sector, and the media. In the following chapter, “PRME’s Community Toolbox,” we learn about the tools that have emerged out of PRME’s partnerships within the PRME Community such as the Blueprint for the SDGs. This provides inspiration for business schools and universities on institutional transformation by unfolding the story of the “PRME Champions,” a group of committed PRME signatories or “changemakers” that share a belief about society’s transformation through research, education and leadership at their institution and the broader RME community and serves as inspiration for

other schools that are currently beginning or hoping to begin their institutional transformation. Following this, the editor-in-chief of the Academy of Management Learning journal, Paul Hibbert discusses the research perspective, scale, and impact of responsible management education. He provides thoughtful reflections on the state of RME responsible management education and what is holding the field back and how to move forward. Paul's academic perspective is followed by a student call for more action. Christopher Proctor, Oliver Braunschweig, and Giuliana Longworth, oikos International, bring us back to the reason for why we decided in 2020 to start establishing the PGS (PRME Global Students) to explore how PRME can develop a global infrastructure for leadership students from around the world to meet, challenge and collaborate with each other. It is still early days. But based on the PRME strategy with an explicit focus on mobilizing students as well as engaging alumni, this will remain a strategic focus for PRME onwards. Being firmly based in the UN Global Compact family, PRME invited Ole Lund Hansen, Chief, Global Operations, to share his insights to create impact by fostering local level engagement between companies and business schools through Local Networks and Regional Chapters. This chapter provides examples of successful engagement on research, education, student engagement and through strategic partnerships at the local level from five Local Networks perspectives in Brazil, India, Switzerland, the US, and the UK.

25

PRME PARTNERS

From engagement to partnership

Luisa Murphy and Nikolay Ivanov

In 2007, under the coordination of the UN Global Compact, 60 deans, official representatives of leading business schools, accreditation institutions, and student organizations worked closely as a taskforce to develop the Six Principles as a vehicle to transform management education. This multi-stakeholder effort led to the foundation of PRME.

Thirteen years later, some of these key partners continue to play a critical role in enabling PRME to achieve scale, relevance, and impact in the responsible management education field. As a partner-driven organization enabling and promoting the role of higher education in support of the SDGs, PRME depends on the inputs, inspiration, and commitment of its partners to advance its vision and mission. As outlined in SDG 17, partnerships are key levers for tackling systemic challenges and implementing the SDGs.

In this chapter, we discuss the context of PRME's engagement with partners and how PRME's collaborations enable the initiative to contribute to responsible management education (RME) and the SDGs. Finally, we share some ideas

for accelerating the impact of PRME's partnerships in the future. In the spirit of partnership, we include partner voices as well as our own reflections on these topics. We appreciate previous and current partners for their support of PRME and welcome new partners to join PRME on its journey of transforming responsible management education and advancing the SDGs.

PRME defines partnerships as "a collaborative relationship among different organizations that work through advocacy, capacity building and collective action to inspire and accelerate collective, global, regional and local impact on responsible management education and the sustainable development goals (SDGs)."

25.1 The context of PRME's engagement with partners

Initially, PRME's engagement with partners mostly took place on a global scale. This is because of the central role that global business education networks (e.g., AACSB International, EFMD Global, AMBA), educational institutional partners (e.g., GRII, ABIS), regional and specialized bodies (e.g., CEEMAN and CLADEA) and international student organizations (e.g., oikos International and Net Impact) played in the development of the Six PRME Principles and the initiative's strategic direction (See Chapter 5 on PRME's evolution for an overview of these developments). Since 2007, these partners have been playing a pivotal role in scaling up PRME's membership through the promotion of PRME and the Six Principles across their networks.

Today, PRME's ecosystem of diverse partners has evolved and grown as PRME pursues partnerships on global, regional, and local levels in order to achieve scale and impact toward its stated mission. PRME continues to engage with global partners including leading global business education networks, rankings, the media, academics and research networks, student organizations, companies, and members of the UN family to advance the PRME vision of creating a global movement and realizing the SDGs through responsible management education.

Student organizations spearhead the vision of PRME in business and management schools by actively promoting the Six Principles and the SDGs to their peers. As future business leaders, students challenge us to think differently by pushing the boundaries of the status quo and calling on their institutions to implement the Six Principles for responsible management education.

Members of the UN family are also important partners. Since the inception of PRME, the UN Global Compact, as a “sister initiative,” has been central to its development and administration, and continues to play a key role in supporting and advancing the PRME mission through the UN Global Compact network of over 10,000 companies (see Chapters 2 and 30 on PRME and the UN Global Compact). UNESCO is another PRME partner providing a strong mandate for PRME’s vision and mission, as well as opportunities for engagement on both global and local levels.

PRME increasingly engages partners at the regional and local levels to accelerate the implementation of the Six Principles and its impact on the SDGs. Through its Regional Chapters, PRME seeks to foster regional and local partnerships that contextualize the Six Principles and the SDGs in different geographic, cultural, and linguistic contexts. Partnerships between the 16 PRME Regional Chapters and UN Global Compact Local Networks drive localized engagement for both higher education institutions and Global Compact companies on the regional and local levels in support of the SDGs (See Chapter 30 on UN Global Compact Networks and PRME for further examples). Such partnerships also enable PRME to scale up engagement within and between its Signatories in a specific geographic context.

25.2 Impact of engagement on RME and the SDGs

We asked partners how engagement between PRME and their organization has been advancing the RME agenda and the SDGs. According to partners, collaboration with PRME has contributed to advocacy, research, and capacity building in the RME field and on the SDGs.

25.2.1 *Advocacy and awareness on RME and the SDGs*

Engagement with partners has led to stronger advocacy and awareness of the importance of RME and the SDGs. For example, PRME’s collaboration with leading media and ranking organizations has contributed to awareness on the increasing demand by students for new skills that equip them for the future of work. It has also made the public cognizant of the increasing demand by employers for employees with a sustainability mindset. These efforts have further reinforced the need for business and management schools to implement the Six Principles and to integrate the SDGs

across curriculum, research and partnerships. They have also cast a light on leading business schools and best practices.¹ Engagement with advocacy and awareness partners has been pivotal for shaping public opinion and providing a benchmark for how business schools can perform better creating a win-win for both PRME and its partners, ambitions in the context of RME and the SDGs. As one partner explains,

PRME has helped disseminate research ideas as the FT seeks to update its rankings to include more information and analysis on ESG and responsible business factors such as its current review on the FT50 and wider ways to measure academic research. The FT has featured and helped promote a debate on the key issues including articles referencing PRME.

Andrew Jack

In the context of the SDGs, collaboration between UNESCO and PRME has been crucial for advancing the UN Sustainable Development Agenda in higher education institutions and specifically, business and management schools. According to Ms. Stefania Giannini, Assistant Director-General for Education, UNESCO, and PRME Board Member,

The UN's 2030 Agenda is the most ambitious roadmap ever adopted to transform our world. The COVID-19 pandemic has only accelerated the urgency of a paradigm shift in our global development model to foster inclusion, shared innovations and sustainability. This calls first and foremost for leadership oriented towards gearing our economies and societies in this direction. Education is the starting point and springboard for this. UNESCO has collaborated with PRME over the years, going back to Rio +20, where we launched the Higher Education for Sustainability Initiative.

25.2.2 Research on RME and the SDGs

In a similar vein, PRME's framework and focus on the SDGs complements partners efforts to produce robust, meaningful and impactful research on RME and SDG issues. As one partner explains,

PRME encourages business education to include learning about the SDGs and how to incorporate the SDGs into the strategic mission of business

organizations. RRBM does not specify the specific topics of research but encourages more attention to the grand challenges or wicked problems of our world... PRME focuses on the “what” to study; RRBM...explains the “why” and defines the “how” of business research for generating both credible and useful knowledge that will contribute to a better world.

Anne Tsui

25.2.3 Capacity building on RME and the SDGs

Partners also view capacity building on RME and the SDGs as a key output resulting from their engagement with PRME. For example, the PRME Innovation Challenge (IC), created and led by the PRME Secretariat, brings together students from engaged PRME Signatories to work with companies to build sustainable business solutions addressing their SDG ambitions. This has provided training for students on sustainable solutions that they can apply to the business world (e.g., see Chapter 26 on PRME’s Community Toolbox for examples of outputs resulting from collaborations). Collaboration between PRME and its partners clearly contributes to creating future business leaders that can offer companies expertise on the SDGs. According to one partner,

The PRME Innovation Challenge allows us to contribute to the sustainable development objectives set by the UN. The student perspective is interesting as it allows us to question ourselves. This is a generation that is particularly demanding with regard to sustainability challenges. They are responsible and they are the managers of tomorrow.

Michel Denis (Manitou, 2020 PRME
Innovation Challenge Finale)

25.3 From engagement to partnership

Since its inception, engagement with partners has been guiding PRME in developing its vision and mission, and enabling a global movement for responsible management education. This is evidenced by PRME’s network of 880+ business and management school signatories and the impact PRME has had alongside our partners in relation to advocacy, research and capacity building in the RME field and more recently on the SDGs.

Yet, as we reflect on *engagement* with partners over the last 13 years, we also see that there is potential for scaling up impact by placing greater emphasis on *partnership* for responsible management education and the SDGs. This implies a more active and strategic role for PRME in not only engaging with partners to scale up activities in support of its mission but also in fostering partnerships at the global, regional, and local levels to further accelerate impact, relevance and “systemic change” (Clarke & Crane, 2018) in the RME field and on the SDGs.

In order to further accelerate its impact, PRME needs to reflect on the “collaborative potential” of key stakeholders to create internal value for the long-term sustainability of a particular partnership and to reflect on its “impact potential” to produce societal benefits (e.g., Vestergaard et al., 2021). As PRME expands its Signatory base and engagement into different corners of the world, it needs to consider how such partnerships, particularly in the Global South, impact intended beneficiaries as well as their role in empowering individuals (Vestergaard et al., 2019). While this will require greater capacity and resources, it would also lead to greater impact and transformational benefit to society (Austin & Seitanidi, 2012).

One might ask, what type of impact can be expected from an enhanced focus on partnerships within the RME field and in relation to the SDGs in the future? Our conversations with partners suggest that a greater emphasis on partnership leads to four different types of value creation including business solutions and innovation for society, the necessary skills and mindset for the future, new norms on RME and positive societal impact as well as long-term policy change.

25.3.1 *Business solutions and innovation for society*

Partnerships can lead to a stronger focus on the SDGs at business and management schools and ultimately produce more sustainable solutions for global societal challenges. For example, partnerships between PRME and companies can lead to real business solutions. As one partner explains,

Of all the global programs that we support for education, we are particularly excited about PRME because it focuses on building and delivering real business solutions. In today’s environment, students need more than

just academic skills, they need the ability to innovate and collaborate and these are the skills that PRME is instilling in them.

Sujeet Chand (SVP Chief Technology Officer, Rockwell Automation, opening remarks at the 2020 PRME Innovation Challenge Finale)

Moreover, partnerships between PRME and research organizations can play an important role in providing solutions and “helping business schools to focus their research, of both the faculty and doctoral students on solving the economic, social and environmental challenges of our contemporary world” (Anne Tsui).

25.3.2 Equipping leaders with the skills and mindset for the future

Partnership has the capacity to equip future leaders with the skills and sustainability mindset needed for the future. One partner sums up this possibility with the following:

Looking into the future, we hope to continue fostering Responsible Management alongside PRME. Co-developing modules of questions has proved to be a fruitful experience, as it provides the students with the opportunity to engage with the topic actively. Instead of passively hearing or reading about it, taking the Sulitest prompts the test-takers to question their view and reflect upon their beliefs and awareness ... Sulitest would like to develop more modules of questions with PRME around various topics within RME, as well as engage with PRME members to further Education for Sustainable Development.

Sustainability Literacy Test (Sulitest)

25.3.3 New norms on RME and positive societal impact

Partnerships with organizations that promote norms on RME and the SDGs have an important role to play in incentivizing practices with positive societal impact. For example, PRME’s partnership with media, ranking and accreditation organizations can create benchmarking, metrics, and best practices which ultimately lead to changing practices among business schools. One partner sums this up by explaining,

I see considerable potential in working with PRME as part of the FT’s ongoing responsible business education initiatives to use both

qualitative and quantitative approaches to identify, assess and showcase business schools' activities. This includes ways to identify a broader range of metrics and the development of common reporting standards for business schools such as how to measure academic research output and insights with societal impact, enhanced teaching, fostering of student-led initiatives and environmental reporting on campus activities. This would permit benchmarking, partnership, dissemination of best practice and incentivize more practices with positive societal impact in the future.

Andrew Jack

Another key driver of business schools' effort to develop and deliver high quality programs, research and educational frameworks in order to achieve positive societal impact are the global accreditation organizations. One strong example is evident in AACSB's new Business Accreditation Standards and particularly its Standard 9 focused on Engagement and Societal Impact referring to the role of business schools to make "a positive impact on the betterment of society, as identified in the school's mission and strategic plan."² Moreover, looking closely at Standard 9, it becomes clear that PRME Signatories' SIP reports can be used as evidence of their efforts to make a positive impact on society. As noted by Timothy Mescon, Executive Vice President and Chief Officer – Europe, Middle East, and Africa at AACSB,

The collaboration between AACSB and PRME over the many years has been a true learning partnership. Today, I am delighted to see how we can both inspire and support business schools to improve and account for their social and societal engagement and impact all over the world. We have an exciting journey ahead of us and I have high aspirations for how AACSB and PRME may collaborate and support each other in the future.

Dan Le Clair, CEO of the Global Business School Network (GBSN), also explains the promise of GBSN's current partnership with PRME for collective action and scalable and systemic impact:

For any partnership, we ask what can be achieved together that cannot be achieved alone. The answer is clear for the GBSN and PRME Business and

Human Rights Working Group initiative. We'll collaborate to convert the shared interests of leading faculty into collective action. Together we will link academia to practice, connect the Global South and North, co-create curriculum tools, and more.

25.3.4 Policy change

Partnership between PRME and UN and governmental actors has the potential to lead to long-term policy change on responsible management education and achievement of the SDGs. Stefania Giannini, Assistant Director-General for Education, UNESCO, highlights how partnership between PRME and UNESCO can create such impact.

As the only UN agency with a mandate in higher education, UNESCO sees business schools and universities as key actors in the “networked multilateralism” that is needed to advance sustainability and shared prosperity. PRME represents a prestigious and influential community that can catalyze transformation and advance regional and international collaboration around programmes that embed the Sustainable Development Goals. UNESCO’s World Conferences coming up in 2021 on Education for Sustainable Development (Berlin, May) and Higher Education (Barcelona, October) are platforms for PRME to engage in promoting its principles and further developing alliances that put learning and leading for sustainability at the centre.

25.4 Conclusion

As a framework, the SDGs provide the most significant push for the global community to come together and adopt a plan for achieving a better future for all. SDG 17 calls for key stakeholders to forge collaborative partnerships in order to deliver on the SDGs and it has become ever so clear that higher education institutions have a crucial role to play in support of this process. Recognizing the interconnectedness and complexity of the SDGs, the PRME initiative is eager to scale up its engagement and impact across the wider community and thus partnering with and fostering partnerships among key stakeholders remains high on our agenda.

Notes

- 1 For example, see FT's article on business schools shift: the <https://www.ft.com/content/72d094ac-cf25-11e9-b018-ca4456540ea6>
- 2 See: <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2020%20business%20accreditation%20standards.ashx?la=en&hash=E4B7D8348A6860B3AA9804567F02C68960281DA2>

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PRME COMMUNITY TOOLBOX

Nikolay Ivanov and Luisa Murphy

Principle 3 of the Six PRME Principles is to “create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.” Sustainable Development Goal 4 (SDG 4) echoes the salience of this principle by calling on us to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” In line with a common understanding of Principle 3, SDG 4, and the role of higher education, the PRME community has developed various tools and platforms to support PRME Signatories and the wider community in achieving the SDGs through responsible management education. Since 2017, the PRME Secretariat has been actively promoting most of the tools listed in this chapter to the PRME community also as part of the PRME SDG Student Engagement Platform.

Given that all the tools and platforms highlighted in this chapter have emerged out of and in some cases specifically for the wider PRME community, we consider them as part of an overarching “Community Toolbox,” through which higher education institutions can gain awareness, track, and

measure to a degree their progress toward responsible management education and the SDGs. In the spirit of PRME, these tools are free and open access, exhibiting integrity and professionalism.

The following pages highlight three types of tools and platforms developed within the PRME community. These include tools for integrating the SDGs into curricula, research and partnerships, platforms for student engagement and dedicated tools for sustainability literacy. The chapter briefly considers their value in the context of different stakeholders, including deans, faculty members, students, and companies, serving as a source for inspiration and on a more practical level, a way to start engaging with the SDGs or to support already ongoing efforts at higher education institutions.

The chapter also reflects on the role and emergence of such tools, resources, and platforms that may be relevant for implementing responsible management education and addressing the SDGs in the future. Our hope is that this chapter inspires members of the PRME community and beyond to make use of these tools during their individual and organizational transformations. In doing so, we aspire to document the PRME community's impact through Principle 3 and to spur the creation of new tools and platforms.

26.1 Three main categories of tools and platforms providing engagement with the SDGs

At this very moment, there are inspirational tools in support of responsible management education and the SDGs being developed all over the world. The following is a summary of eight exemplary tools and platforms that have originated from collaborations and partnerships within the PRME community. We categorize the tools into three categories while recognizing that their usage and purpose can be complementary.

The first category of tools concerning the broad integration of the SDGs into curricula, research, and partnerships may be of particular use to deans and faculty members that are striving to reflect on their progress to date and chart a path forward for integrating the SDGs across their institution more rapidly. The second category of tools may be most relevant for faculty that seek to engage students in experiential learning with real-life corporate sustainability

challenges and solutions. Finally, the awareness raising and literacy training tools are likely relevant for a broad audience of participants ranging from business school faculty and students to business leaders at corporations.

26.1.1 Tools for measuring progress on and supporting the integration of the SDGs into curricula, research, and partnerships

26.1.1.1 PRME Blueprint for the SDGs

Launched at the Virtual PRME Global Forum in June 2020, the Blueprint for the SDG Integration provides guidance to support business schools – both PRME signatories and nonsignatories – on their journey to integrating the SDGs into their curricula, research and partnerships. Created by a group of academics at PRME Champion institutions around the world (see Chapter on the PRME Champions for more information), the Blueprint serves as a practical guide with concepts and frameworks to help higher education institutions integrate the SDGs.

At the heart of the Blueprint is the PRME SDG Compass which provides a clear four-stage model that offers deans, senior management teams, academic program leaders, research group leaders, and administrators a simple Roadmap to guide the SDG integration process in business and management schools. The following quote from the PRME office at Copenhagen Business School illustrates the potential of the Blueprint:

At CBS, we are starting to use the SDG Blueprint as a guidepost for working both internally and externally with the SDGs. With multiple frameworks to select from, the Blueprint provides a clear way to categorize the many diverse activities of the CBS SDG Taskforce. The Blueprint was also useful for clarifying ways to create even greater SDG integration in our forthcoming SIP report. For the two PRME Champion projects that CBS leads, the Blueprint provides a common understanding of objectives with relation to the SDGs.

26.1.1.2 SDG Dashboard

The SDG Dashboard was developed in 2018 to document best practice impacts on the SDGs and PRME's Six Principles among global business

schools. Led by the Erivan K. Haub School of Business at Saint Joseph's University in the United States, the Dashboard serves as a reporting and sharing platform for the SDGs in business and management schools. Its aims are twofold: to increase SDG impacts in teaching, research, partnerships, dialogue, and organizational practices as well as to highlight best practices among global business schools on SDG activities and impacts. Users of the platform laud its ability to enable a longitudinal account of progress toward the SDG-related activities. For instance, Livia Somerville, research associate at the University of Applied Sciences of the Grisons in Switzerland, explains in an interview with Giselle Weybrecht in 2019,

The SDG Dashboard provides us a valuable time series and enables us to derive long-term measures from it. We appreciate that it is an implementation-oriented tool that allows us the flexibility to collect and report our SDG impact data according to our institutional culture.

26.1.1.3 Positive impact rating for business schools

In contrast to most business school rankings, the Positive Impact Rating (PIR) is a student-led rating system to be “conducted by students for students” and to ensure that the student voice in each participating school is captured. The PIR was launched in 2020 by business school experts and international student organizations including oikos International, SOS, AIESEC, Net Impact and endorsed by NGOs such as WWF Switzerland, OXFAM International and the UN Global Compact Local Network Switzerland, and with the active support of the funders VIVA Idea and the Mission Possible Foundation.

The collection of data is organized through student associations, who distribute a survey within their own school. They take responsibility for assessing the positive impact of their own schools and get access to the data collected through an online dashboard. The overall PIR score of the business school is used to position the school on one of five levels, namely, Beginning, Emerging, Progressing, Transforming, and Pioneering. The characterizations of the different levels refer to the developmental stage of the business school.

Almost all of the participating schools are engaged PRME Signatories and are increasingly using the rating “to provide the skills, competencies, and tools that will empower our students to manage and lead change,” according to Jean-Philippe Ammeux, Director of IÉSEG School of Management (IESEG, 2020).

26.1.2 Tools for student engagement and experiential learning

26.1.2.1 Aim2Flourish

Created by the Fowler Center for Business as an Agent of World Benefit at the Weatherhead School of Management, Case Western University in 2015, AIM2Flourish connects students with global business leaders to conduct interviews and publish stories about successful and profitable business innovations related to the SDGs. In doing so, the students contribute to a global database of positive stories. The initiative offers a flexible professor-facilitated curriculum that combines classroom learning about transformative business models with the outside experience of students interviewing innovative CEOs, business leaders, and social entrepreneurs.

Through its partnership with PRME, AIM2Flourish aims to empower students to support and advance the SDGs by proactively identifying and sharing companies’ activities in support of the SDGs. This enables students to reflect on how companies can be a force for good and how they as future leaders might contribute to positive societal impact. Today, more than 15,000 students have participated in the AIM2Flourish assignment, more than 140 professors have used it in their courses and there are over 3,000 published business innovation stories in support of the SDGs (AIM2Flourish, 2020). The following quote from one of the participating students from Glasgow Caledonian University illustrates the great potential of AIM2Floursih as a tool:

The AIM2Flourish project was a valuable experience, which enabled me to better understand how a social enterprise operates. It also changed the way I perceive the Sustainable Development Goals. During my time at GCU, I have become familiar with SDGs, but they always seemed too

big and too broad to be achieved by an individual or a small business. However, meeting Fiona and seeing how her work contributes to the improvement of people's lives and environment in so many different ways, made me realise the significance of individual actions and the enormous impact they can have on society and the world.

26.1.2.2 PRME Innovation Challenge

The PRME Innovation Challenge (IC), created and led by the PRME Secretariat, brings together students from engaged PRME Signatories to work with companies to build sustainable business solutions addressing their SDG / corporate social responsibility related objectives. The program aims to connect companies with next generation innovators and entrepreneurs to catalyze corporate innovation to advance the SDGs. Participating companies define a challenge specific to their own business and a team of students from PRME schools work with them to develop a solution to the company-defined challenge.

Student teams selected to work with the companies have the chance to present their work at an annual global event, such as the PRME Global Fora or UN Global Compact Leader Summits. The IC is mutually beneficial for students and companies as it provides the opportunity for students to connect their knowledge with practice and companies with solutions to pressing sustainability challenges. Some of the participating companies since 2017 include Nestle, Iberdrola, Sumitomo Chemical, Enel, Natura, FujiXerox, Manitou Group, and Rockwell Automation. The student team selected by the companies to engage in the IC came from the Asian Institute of Management (Philippines), IILM (India), University of Cape Town Graduate School of Business (South Africa), INCAE Business School (Costa Rica), Nottingham University Business School (UK), and Copenhagen Business School (Denmark).

26.1.2.3 WikiRate

Created in 2013, WikiRate is a nonprofit with the mission to drive ethical decisions by advancing the research and use of trusted, open measures of corporate performance. Through its programs, WikiRate helps its community generate useful and usable knowledge on corporate

sustainability, bringing context, comparability, and accessibility to diverse data sets, allowing people to discover how companies disclose, perform and react to social and environmental issues. WikiRate's platform is the largest openly accessible ESG database, with over 700K data points on key indicators of corporate sustainability disclosure and performance, across more than 25,000 companies (PRME Annual Report 2018–2019).

WikiRate's work with PRME shows a clear engagement model that generates research at scale on how companies impact the SDGs, while engaging a global student base with active research into corporate sustainability reporting across important social and environmental themes. The following reflection from an anonymous student at the University of Wollongong provides an insight into the platform's potential:

I am sincerely surprised with how much I engaged with corporate social responsibility. I believed that business and the environmental impacts would always be a clashing force, but it was quite interesting to see that social accounting also takes into consideration social issues like wellbeing and gender equality. It is refreshing to see how sustainability is impacting business behaviour, and perhaps this project may prove beneficial in that future business women and businessmen will learn to see sustainability as an essential criterion for operating a business.

26.1.3 Tools for SDG-related training and literacy

26.1.3.1 Carbon Literacy Training

The Carbon Literacy Training was developed by Nottingham Business School, Nottingham Trent University, UK in collaboration with the PRME Champions, the PRME Working Group on Climate Change and the Environment, oikos International, and the Carbon Literacy Project. Suitable for students, faculty, and researchers alike, the training offered through PRME is specifically designed for business schools and is delivered in a workshop-style series of sessions by facilitators from across the world. Upon attending all sessions and completing an assessment, participants can receive CLT certification, granted by the Carbon Literacy Project. With certification, participants can then become facilitators and trainers themselves and roll out sessions across classes, faculties, schools, and networks. Many

business schools in the PRME network have already adopted the training internally on a smaller scale. As a recent participant in the training, Kerrie Bridson, associate professor and associate dean, Quality, Standards and Accreditation, Deakin Business School explained, “I learnt a lot. I particularly like the number of practical tools and resources that Petra and team introduced us to, these will really help us start the CL process at our Business School.”

26.1.3.2 Sulitest

Sulitest’s vision is to develop “Sustainability Literacy” worldwide and empower engaged and committed global citizens to make informed and responsible decisions, and collectively build a sustainable future. “Sustainability Literacy” is a term used to define the knowledge, skills and mindsets that help compel an individual to become deeply committed in building a sustainable future. Sulitest provides higher education institutions, companies, and other organizations around the world with an internationally recognized and locally relevant tool to measure and improve sustainability literacy for all their students, employees and members.

In 2017, together with PRME and in collaboration with McGill University and Kedge Business School, Sulitest launched a worldwide questionnaire based on Henry Mintzberg’s major contribution on “Rebalancing Society.” The aim of this module was to estimate the students’ current perception and willingness to rebalance society. This module, alongside with the knowledge-based Core module of Sulitest, helps universities to “take the pulse” of their students’ awareness and engagement levels. By the end of 2017, over 650 universities had engaged with the Sulitest and more than 70,000 students had conducted Sulitest training (United Nations, 2017).

PRME Regional Chapters support the initiative by serving on Regional and National Expert Committees to align modules with regional and local level sustainability-related challenges (Sulitest, 2016). Moreover, through the PRME Working Group on Sustainability Mindset, a network of academics in over 40 countries, the PRME initiative has worked with Sulitest and developed a module on the Sustainability Mindset. The questions invite students to explore their emotional reactions to the data, their assumptions, their contributions to the problems, and to what extent their current behaviors are not sustainable or are indeed creating positive change.

Educators can create dialogues in their classrooms to address these key aspects that help develop the mindset for sustainability. Sulitest would like to develop more modules of questions with PRME around various topics within the RME field, as well as engage more with PRME Signatures to further education for Sustainable Development.

26.1.3.3 GAPFRAME

GAPFRAME is an educational tool that provides a set of indicators that support the alignment of national performance indicators with global SDG targets. Created in 2017 by the Swiss Sustainability Hub (SSH), in the words of its creators, “it is particularly relevant for educators to sensitize students to understanding sustainability issues” and for businesses to define long-term business opportunities (Muff, Kapalka, & Dyllick, 2018). This is because it considers priority issues at the national level (Ibid).

26.2 Reflections on the future of tools and platforms

There is great potential in the capacity of tools and platforms to support deans, educators, students, and business leaders on their responsible management and SDG journeys. Based on the above examples, it is evident that such tools can equip current and future business leaders with useful knowledge and skills to better understand and tackle global challenges by empowering them to change the world for the better.

Through analytics, visualization, and metrics, SDG-related tools and platforms have the capacity to communicate with stakeholders in various and effective ways that challenge the status quo and accelerate responsible management education and the SDGs in classrooms. We congratulate the wider PRME community for developing such tools that have already engaged thousands of students and faculty around key issue areas and global challenges related to the SDGs.

We hope to see more tools and platforms that challenge our thinking as well as tools that align the SDGs and broader principles to regional and local level realities. Looking into the future, the PRME Secretariat will continue fostering innovative collaborations among stakeholders in the community with the view of endorsing, highlighting and in some cases co-developing tools, resources and platforms that provide an opportunity for students, faculty, and

business leaders to actively engage with SDG-related topics and solutions. We hope to see the “PRME Community Toolbox” expanding into the future for the benefit of the wider responsible management education ecosystem.

26.3 Links to tools

26.3.1 Tools for measuring progress on the integration of the SDGs into curricula, research, and partnerships

- PRME Blueprint for the SDGs: <https://d30mzt1bxg5llt.cloudfront.net/public/uploads/PDFs/BlueprintForSDGIntegration.pdf>
- SDG Dashboard: <https://sdgdashboard.sju.edu/>
- Positive Impact Rating for Business Schools: <https://www.positiveimpactrating.org/>

26.3.2 Tools for student engagement and experimental learning

- Aim2Flourish: <https://aim2flourish.com/>
- PRME Innovation Challenge: <https://www.unprme.org/student-partners>
- WikiRate: <https://wikirate.org/>

26.3.3 Tools for SDG and responsible management literacy and training

- Carbon Literacy Training
- Sulitest: <https://www.sulitest.org/en/index.html>
- GAP FRAME: <https://gapframe.org/>

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27

PRME CHAMPIONS

Urs Jäger, Luisa Murphy and Nikolay Ivanov

27.1 The purpose of PRME Champions

Peter Drucker, “the father of management education,” laid the groundwork for the Principles for Responsible Management Education (PRME), indirectly inspiring the eventual creation of a PRME learning group on responsible management education: the PRME Champions group. Management, according to Drucker, is not a science, but an art (Drucker, 2001). Business Schools have been struggling to move beyond the transmission of scientific findings, and toward the art of business, ever since. The task of improving the lives of all people, urgently, globally, and in the context of a resource and carbon-constrained planet, poses a further challenge to business schools and universities around the world. One of the pressing questions of management educators today is, “How can we prepare our undergraduate and graduate students, our MBAs and our PhDs, to be capable of creating and implementing the global-scale solutions that our world so urgently needs?” The PRME Champions group is a collection of business educators and professionals who are passionate about finding answers.¹

The idea for a PRME Champions group emerged in 2012, during the Third Global Forum on Responsible Management Education in conjunction with the Rio +20 Summit, when representatives of business schools and universities expressed the need for a responsible management learning group.² The Champions group is globally and proportionally representative of the larger PRME community. It is committed to working collaboratively to develop and promote activities that address shared barriers for the PRME community and deliver value for business and society at large. It is important to emphasize that members of the Champions are Champions **FOR** PRME not **OF** PRME – an important distinction.

Members of the group referred to as “PRME Champions” share a genuine belief that society can be transformed through the research, education, and leadership available from their institution and in the broader responsible management education community. They consider themselves “changemakers” who serve PRME, the academic community, and society, driven by the Champions’ mission to contribute to thought and action leadership on responsible management education in the context of the United Nations Sustainable Development Goals (SDGs).

27.2 The structure and commitment

The current Champions group consists of 37 business schools from 20 countries. Its membership includes representatives of large and small and public and private institutions across both developed and developing countries. The members have various roles within the field, including deans, faculty, and administrative staff. They collaborate in action-oriented and outcome-driven projects on local, regional, and global levels while sharing a common passion for responsible management education and the achievement of the SDGs.

PRME Champions operate on a two-year basis, or “cycle,” and provide faculty members, students, and industry leaders with a space for innovative collaborations and a “living lab” for ambitious new ideas on how to develop sustainability-driven business schools and management-related higher education institutions that enable the next generation to support the SDGs.

The first cycle (2013–2015) comprised a pilot to empirically test the PRME Champions initiative. It started with a dedicated group of PRME Signatories

committed to developing and promoting activities that tackle the challenges of implementing sustainability principles on a broad scale. The PRME Secretariat organized a series of in-person workshops, which were held throughout the two-year cycle. These workshops provided opportunities for intimate discussions around the challenges of implementing responsible management education at the Champions' respective institutions, as well as opportunities to develop useful tools for the wider PRME community.

The second (2016–2017) and third (2018–2019) cycles combined 10–16-day interactive workshops for 4–5 Champion Meetings per cycle, with several hours of weekly online collaboration. These meetings were held in New York (the United States), Limerick (Ireland), Bled (Slovenia), Winterthur (Switzerland), Nantes (France), San José (Costa Rica), Johannesburg (South Africa), and Melbourne (Australia). In the fourth and current cycle (2020–2021), meetings are being held monthly and on a virtual basis due to the COVID-19 pandemic. See Appendix A for a list of Champions that participated in each cycle.

PRME Champions collaborate on two levels. On the group level, participating institutions commit to integrating the SDGs as completely as possible into their respective curriculums, research, and partnerships, while sharing their experiences with the Champions group and helping to develop a comprehensive online repository of best practices and approaches to SDG integration. On the subgroup level, each institution can join and strengthen newly proposed or ongoing projects in relation to SDG integration, or start new projects in collaboration with a subset of Champion institutions with the aim to complete them by the end of the two-year cycle.

Upon joining the Champions group, participating institutions are expected to provide a written commitment to the two-year cycle, signed by their highest executive. Each institution is expected to identify a core team of at least two representatives to drive and fulfill this written commitment (for example, a faculty and an administrative staff member). All institutions are expected to prepare and send at least one representative to actively participate in each of the PRME Champions meetings and explore the cocreation and implementation of a subgroup project with fellow Champions.

27.3 The collective output

The UN's launch of the 2030 Agenda for Sustainable Development and its related goals – the SDGs – has provided a significant push for all countries to come together and adopt a global plan toward a better future for all. Among the many actors that the SDGs address, academic institutions are called to provide the next generation of leaders with the necessary knowledge and skills to achieve the 2030 Agenda. While many PRME Signatories have begun to engage with the SDGs, much work and collective efforts are still needed to enable a greater number of academic institutions to address the world's environmental, social, and economic challenges in an impactful way. Rather than incremental approaches, the SDGs require rapid transformation at the institutional level. The PRME Signatories are working to make this global agenda a reality.

PRME Champions have been working collaboratively to develop a collection of resources and tools that other schools can use to transform their educational processes around sustainability values that integrate the SDGs into all of their institutions' research, education, and leadership activities. Strategically embedding the SDGs across educational institutions helps them to create new partnerships, access new funding streams, meet the increasing demand of businesses and students for sustainability-related education, and drive positive impact on economic, societal, and environmental needs.

The outputs of the PRME Champions' work include faculty and curriculum development resources such as the Sustainability Literacy Test (Sulitest³), online educational modules, content on the SDGs and related issues, and concepts for institutional transformation, as well as the integration of the SDGs across key areas of the business school. The following are two notable examples of such tools that can be considered a collective output of the PRME Champions group.

The Transformational Model for PRME Implementation⁴ takes into account the complexities and specificities of integrating sustainability values into business and management schools. It provides institutions with guidance on how to systematically advance their efforts toward institutional transformation in relation to the Six PRME Principles.^{5,6} The Model considers a school's participation in PRME to be a “strategic journey” that evolves over time through different stages, in which the Six Principles

become part of its institutional strategy through a process of continuous improvement.

The Blueprint for SDG Integration⁷ is another important outcome of the PRME Champions group. The Blueprint is a tool for the PRME community to provide concepts and frameworks help business schools – both PRME signatories and non-signatories – to integrate the SDGs into their curricula, research, and partnerships. It also provides a practical focus by offering examples of approaches that have been adopted by other schools. At the heart of the Blueprint is the PRME SDG Compass, which provides a simple, four-stage Roadmap to guide deans, senior management teams, academic program leaders, research group leaders, and administrators of higher education institutions through the SDG integration process. The Blueprint lays out several frameworks, guidelines, examples, and suggestions aligned with the PRME SDG Compass. A dedicated website provides an interactive version of the Blueprint, including an online repository of best practices and approaches to integrating the SDGs.

27.4 Reasons for becoming a PRME Champion

Joining the PRME Champions is an institutional commitment that requires top leadership support from the applying institution. Different members perceive different value in participating.

27.4.1 Changemakers receive personal support and motivation

Most PRME Champions aim to implement the Six PRME Principles and integrate the SDGs at their respective institutions. While they approach this task with great passion, they often feel a lack of faculty and top leadership support within their institutions. In these situations, changemakers can easily lose their motivation. Participation in the PRME Champions group provides the support that enables them to continue. According to Carole Parkes,

At the Champions meetings, when you meet people who seem like-minded, you have the opportunity to re-energize, because you are with people who give you inspiration and ideas and are working on similar things or can provide you with good ideas. When you are back at your

institution, and are surrounded by your colleagues, they will be great, but will not necessarily give you the motivation you need.

Engaging with like-minded colleagues at PRME Champions meetings is one of the things that keeps its changemakers going. Beyond providing them with “moral satisfaction,” and some feel that they are enriched as “and academics.”

27.4.2 Driving institutional transformation

Some institutions explore the PRME initiative and choose to engage with the Champions group to facilitate progress after having noticed alignments between PRME and their own missions and values. Julia Christensen Hughes, the former dean of the Gordon S. Lang School of Business and Economics, at the University of Guelph, is an example of an institutional leader who sought such a strategic alignment. She considers herself a changemaker who is passionate about the PRME Principles and committed to leading her school’s transformation toward their achievement. She suggests that she,

supported the notion of PRME Champions to help build Lang’s brand as a school committed to developing leaders for a sustainable world, legitimize her school’s commitment and inspire faculty and her leadership team to have deeper conversations and embrace innovation. Supporting the participation of Rumina Dhalla, Lang’s sustainability coordinator in PRME Champion meetings, added to these efforts. Those meetings became an opportunity for [Julia] to share her strategy about what [she was] doing as dean to realize the PRME agenda, and for Rumina to help bring back lessons learned from other schools, faculty and directors.

Reflecting on the success of her endeavor, she considers PRME a “core part of the school’s journey of transformation.”

27.4.3 Legitimizing transformation through co-branding

Institutional transformation requires both internal and external legitimacy. Participating in the Champions group provides its members with

the opportunity to co-brand with a UN-supported, sustainability-driven initiative. Linking itself to a strong brand like the United Nations enables changemakers, such as those in the Champions group, to legitimize their desire to work with their critical colleagues to transform their institution into a PRME Principles-based school. In one case, the dean of a PRME Signatory school was provided with the opportunity to facilitate PRME cosponsored events at the World Economic Forum in Davos,⁸ which is one example of how an institutional commitment to sustainability can lead to enhanced global visibility and networks.

Other schools need external legitimacy for transformations already accomplished. An example is the Gordon Institute of Business Science (GIBS) in South Africa. GIBS has followed PRME Principles since its founding in 2000. It has done this without any awareness of the formal concept of PRME; it simply focused on the social and environmental challenges that South Africa is up against. GIBS wanted to make a positive contribution to resolving challenges typical for emerging markets. This mission, combined with its outward-looking faculty, enabled the school to be accepted by PRME and, later, to the PRME Champions group. Its engagement as a PRME Champion helped its faculty recognize the global relevance of their work. As Jill Bogie, the main contact point for PRME at GIBS, explained,

After we became a PRME Champion in 2018, GIBS was very privileged to host the March 2019 Champions meeting on its campus. This was the second time that PRME Champions visited a school south of the equator. It was definitely the first time in Africa. We are very proud of that.

Compared to schools in developed markets, those in emerging markets, such as GIBS, often need to go extra lengths to legitimize their work on an international level. Their memberships in PRME and engagement in the Champions group helps them to achieve this sought-after international legitimacy. Of GIBS' engagement with the Champions group increased the legitimacy of its work, Bogie states, "I had a 'mandate' from the United Nations. I did not feel there were any barriers."

27.5 Rewards of a successful PRME Champions membership

Participating in the PRME Champions group can also lead to powerful learning and development opportunities, particularly through its commitment to engagement and learning journeys.

I loved being with people where you are having a powerful learning experience that helps you see the world in new ways. I found this at the PRME meetings. PRME events are not traditional conferences where people are just talking; it was an opportunity for shared learning and growth and new insights.

Julia Christensen Hughes

On many occasions, the PRME Champions provide a space for shared learning, innovative thinking, and trying new things with the support of like-minded colleagues. Engaging on this level leads to at least four concrete rewards for participating institutions.

Curricular changes: Some PRME Champions have increased their efforts to integrate the SDGs into their institution's curriculum. An example is Evgenia Pashkevich, International Program Director of Institute of Business Studies (IBS Moscow) within the Russia Presidential Academy of National Economy and Public Administration (RANEPA) in Russia, who argues that working with the SDGs has been experimental and "driven by the PRME Champions membership." Pashkevich's experience provides an example of what this means. "It was so exciting because I was in Nantes at our first Champions meeting," she says.

Many people attended. It was an eye-opener and, for me, a huge learning experience. I knew about the SDGs; I knew them from UNGC's perspective, but not from the business school side. I knew the Ten Principles, but was not taught the Six Principles of PRME.

Being a PRME Champion can also help legitimize to faculty having a curricular focus on sustainability. As Julia Christensen Hughes explained,

I believe that engaging with PRME helped build credibility with Lang's faculty. We actively supported our students participating in PRME

activities, as well, including PRME conferences and competitions. Our students had the opportunity to compete internationally and share what they were learning, and we were so proud when they were recognized for their achievements. We also created new required and elective courses where students could learn about the SDGs. We profiled student projects in a poster session, when we hosted the PRME North American conference in Guelph. All of this helped build awareness and legitimacy, and this in turn helped me [in my change process], including with donors. I honestly do not believe that we would have been able to create the depth and speed of curricular changes we did if we had not been active members of PRME, and if PRME had not embraced the SDGs.

Top management support: Participation in the Champions group can result in stronger top management support for institutional transformation. As Jill Bogie, from GIBS, explained, “Our Champions group membership led to top-level backing and support at a much more strategic degree than ever before.” Top management support is particularly needed to ensure a continued orientation toward sustainability, even across leadership turnover. Julia Christensen Hughes, from the Gordon S. Lang School of Business and Economics, stated,

Business schools work within a highly competitive environment – for faculty, students and donations. At times, I was aware that with our focus on sustainability we were raising a lot of eyebrows, both within my own institution and beyond. I was even once told, ‘Julia, you do realize that as soon as you step down as dean, someone will come along and wipe all of this away and help us get back to business. Sustainability is just a fleeting fancy – flavor of month. It’s not going to last. You’re not doing us any favours.’ Faced with opinions like that, I realized I needed strong allies – external validation. And the association of PRME with the United Nations provided exactly that. The message was ‘This is important. This is something real. In fact, it’s the future.’

Participation in the PRME Champions group can also lead to securing additional internal resources for specific activities and projects. As Nikodemus Solitander stated,

Once you show your engagement in the PRME Champions group, and that you are also producing results, it provides legitimacy for internal resources. For example, my school's PRME coordinator position started at 20%, then became a more strategic, full-time position. This was certainly facilitated by the Champions status.

Research partnerships: Some Champions have produced shared research on responsible management education due to synergies between their academic interests and PRME. The Champions group collaborated, for example, on a special issue in the *International Journal of Management* (IJM). Carole Parkes from Winchester University remarked, "Being able to work with colleagues on research projects has been one of the most valuable things – the highlight. Meeting in person was excellent because we achieved a lot." PRME Champions also contributed to a special tenth-anniversary issue of the *International Journal of Management Education* (IJME), edited by Carole Parkes, Anthony F. Buono, and Ghada Howaidy. As a large undertaking, all champion schools were asked to provide reviewers and the special issue was published for the PRME Global Forum in July 2017.⁹ Other examples include Champions organizing PRME research panels, such as at the Cross-Sector Social Interactions (CSSI) Conference. Collaboration between PRME Champions can also reinforce cross-regional networks. An example is the CR3+ group of Champion schools, including Instituto Superior de Administração e Economia (ISAE) Business School (Brazil), Audencia Business School (France), Hanken School of Economics (Finland) and La Trobe Business School (Australia), which organizes annual CR3+ Conferences and works on joint projects. "This [CR3+] collaboration builds a certain legitimization and research results-oriented discourse," said Nikodemus Solitander.

Rankings and accreditations: Based on their participation in the Champions group, some institutions were able to improve their status in responsible management education rankings.

Because we were members of the first PRME Champions group, I was invited to a meeting of the World Economic Forum in Davos. Here, I had the opportunity to meet Toby Heaps (a co-sponsor of the event), founder of Corporate Knights. That meeting gave us both the opportunity (PRME Champions members were invited to participate in the CK ranking) as

well as the courage to move forward. We have been ranked in CK's top MBA ranking every year since. This was another significant step forward for us.

Julia Christensen Hughes

Apart from rankings, membership in the PRME Champions group can support accreditations, such as in the case of IBS-Moscow RANEPa in Russia. "In 2013, we joined the AACSB accreditation," said Evgenia Pashkevich.

We were the first school in Russia to apply for this accreditation. One of AACSB's requirements is to implement responsible management and corporate social responsibility in the school. This was one of the reasons why we joined PRME Champions. We decided that becoming a PRME Champion would be a good opportunity for us to do more in these areas.

27.6 The outlook: aiming for collective impact

Nine years ago, the idea of creating the PRME Champions group emerged. The group began as a pilot, then developed in stages. The PRME Secretariat fostered collaboration between the participating institutions, both for their own benefit and the benefit of the wider PRME community. Accelerating that collaboration, the schools began to create tools to document their shared learning outcomes and guide other schools across the world in similar transformation processes.

Recently, the Champions group started to explore how they could further increase their impact within the wider PRME community in relation to the achievement of the SDGs. This effort focuses on generating a collective impact around at least three guiding questions.

27.6.1 How can the Champions group motivate schools from underrepresented regions to participate?

Many PRME Champions perceive themselves as stewards that can create an impact for the entire community, especially schools operating in some of the most vulnerable regions of the world. At present, most PRME

Signatories are in the United States and Western Europe.¹⁰ Given the aspirations of the Champions group, its members consider it crucial that more academics from schools in Asia, Africa, and Latin America are involved. These regions are largely underrepresented in PRME's work. According to Nikodemus Solitander, the PRME Champions "need active outreach, especially in the African regions."

27.6.2 How can Champions help PRME to increase its collective impact?

PRME Champions perceive collaboration with companies as a possible way to increase the collective impact of PRME. Particular importance is placed on strengthening ties with the United Nations Global Compact on international and local levels. These connections provide an opportunity for PRME Champions to engage with companies and increase their impact. Another option is to select Champions whose profile supports collective impact. Examples are schools from Africa, Asia, and Latin America. These are all regions where PRME is still underrepresented (see Chapter 7 discussion of PRME's regional membership).¹¹ This implies that Champions would be more involved in defining the objectives of their aimed collective impact and the corresponding selection criteria of potential participants in the Champions group, thereby enabling a more transparent selection process.

27.6.3 How can the Champions group strengthen its members' activities in different regions?

"Let each flower bloom" is an expression used by one member of the Champions group to describe the need to respond to diverse challenges with locally embedded solutions. Members of the Champions group see the need to take greater ownership at the local level; for example, by providing seed funding so that local projects can, in turn, inspire other Champions at the global level. The PRME impact "would not happen without the hard work of individuals and institutions," said Carole Parkes. "The role of PRME is actually about facilitating and encouraging what happens." To strengthen the engagement of schools in Africa, Asia, Latin America, and other regions of the world, we must consider impact from their perspective.

27.7 Conclusion

As a collaborative learning community comprising some of the most engaged PRME Signatories, the Champions group relies on the sharing of best practices to inspire and champion further responsible management education, the SDGs, and thought leadership around the world.

PRME Champions push their institutions to prepare their graduates to face global challenges, while developing resources and tools that benefit the wider PRME community. In doing so, the Champions continually strive, in the words of Carole Parkes,

to make a difference in the education of future business managers and leaders through the integration of ethics, sustainability, and social responsibility. Tools and techniques to do this are useful, but it is through changing attitudes and mindsets (viewing management as an art) to see these issues as underpinning everything we do, not add-on extras, that will bring about lasting changes.

Educating managers as artists (per Peter Drucker, 2001) to do the right thing, in the right manner, on a global scale is, in itself, an art.

PRME Champions have been providing important instruments for some time now, but there is still a long way to go. Enabling and supporting individuals to cocreate and share solutions with the global community, taking into consideration its cultural, institutional, social, and economic diversity, makes the efforts for collective impact of business schools a meaningful and much needed task. PRME Champions will continue to provide a platform for fostering collaborations among PRME members, as well as concrete and globally oriented action.

Notes

- 1 List of the interview partners: Nikolay Ivanov of PRME Secretariat, and PRME Champions Jill Bogie, Julia Christensen Hughes, Evgenia Pashkevich, Carole Parkes, Nikodemus Solitander and Alec Wersun.
- 2 Other significant stakeholders that engaged at the Rio +20 Summit helped catalyze the PRME Champions including GRLI and the 50+20 movement.
- 3 See more information about Sulitest at <https://www.sulitest.org/en/index.html>.

- 4 See [https://d3omzt1bxg5llt.cloudfront.net/public/uploads/PDFs/PRME TransformationalWeb.pdf](https://d3omzt1bxg5llt.cloudfront.net/public/uploads/PDFs/PRME%20TransformationalWeb.pdf).
- 5 See <https://www.unprme.org/what-we-do>.
- 6 See <https://www.unprme.org/what-we-do>.
- 7 See <https://d3omzt1bxg5llt.cloudfront.net/public/uploads/PDFs/Blueprint-ForSDGIntegration.pdf>.
- 8 See the full report here: <https://issuu.com/oikos-world/docs/davosreport2020>.
- 9 See [sciencedirect.com/journal/the-international-journal-of-management-education/vol/15/issue/2/part/PB](https://www.sciencedirect.com/journal/the-international-journal-of-management-education/vol/15/issue/2/part/PB).
- 10 See Chapter 7 by James Walsh on PRME's regional representation.
- 11 See Chapter 7 by James Walsh on PRME's regional representation.

Reference

Drucker, Peter F. (2001) *The Essential Drucker*. Oxford: Butterworth-Heinemann.

APPENDIX A

LIST OF PRME SIGNATORIES PARTICIPATING IN THE FOUR CYCLES

Institution Name	Country	Cycle
Asian Institute of Management	Philippines	2013–2015
		2016–2017
		2018–2019
Aston Business School	UK	2013–2015
		2013–2015
Audencia Business School	France	2016–2017
		2018–2019
		2020–2021
Babson College	United States	2013–2015
		2016–2017
		2018–2019
Business School Lausanne	Switzerland	2018–2019

<i>Institution Name</i>	<i>Country</i>	<i>Cycle</i>
Cass Business School, City, University of London	UK	2018–2019
CENTRUM Catolica Graduate Business School, Pontificia Universidad Catolica del Peru	Peru	2013–2015
		2016–2017
College of Business and Economics, University of Guelph	Canada	2018–2019
Cologne Business School	Germany	2016–2017
		2013–2015
Copenhagen Business School	Denmark	2016–2017
		2018–2019
		2020–2021
Deakin Business School	Australia	2018–2019
		2020–2021
Deusto Business School	Spain	2013–2015
		2016–2017
EGADE Business School, Tecnologico de Monterrey	Mexico	2018–2019
		2013–2015
ESADE Business School	Spain	2013–2015
		2013–2015
Externado University Management Faculty	Colombia	2016–2017
		2013–2015
Fordham University, Gabelli School of Business	United States	2016–2017
		2020–2021
Fundação Dom Cabral	Brazil	2018–2019
		2013–2015
George Mason University	United States	2020–2021
		2013–2015
Glasgow Caledonian University's School for Business & Society	UK	2016–2017
		2018–2019
		2020–2021
Gordon Institute of Business Science	South Africa	2018–2019
		2020–2021
Gordon S. Lang School of Business and Economics	Canada	2020–2021

(Continued)

Institution Name	Country	Cycle
Gothenburg School of Business, Economics and Law	Sweden	2020–2021
Gustavson School of Business, University of Victoria	Canada	2018–2019
		2013–2015
Hanken School of Economics	Finland	2016–2017
		2018–2019
		2020–2021
		2013–2015
HTW Chur University of Applied Sciences of the Grisons	Switzerland	2016–2017
		2018–2019
		2020–2021
		2013–2015
IEDC-Bled	Slovenia	2016–2017
		2020–2021
IESEG School of Management	France	2020–2021
		2013–2015
IILM, Institute for Higher Education	India	2016–2017
		2016–2017
INCAE Business School	Costa Rica	2018–2019
		2020–2021
		2018–2019
Institute of Business Studies, RANEPA	Russia	2020–2021
Institute of Management Technology, Ghaziabad	India	2018–2019
Instituto Panamericano de Alta Dirección de Empresa (IPADE)*	Mexico	2013–2015
		2018–2019
IPM Business School	Belarus	2020–2021
		2013–2015
		2016–2017
ISAE/FGV	Brazil	2018–2019
		2020–2021
Ivey Business School, Western University*	Canada	2013–2015

<i>Institution Name</i>	<i>Country</i>	<i>Cycle</i>
		2013–2015
Kemmy Business School, University of Limerick	Ireland	2016–2017
		2018–2019
		2020–2021
Kristianstad University	Sweden	2018–2019
	Sweden	2020–2021
Kyung Hee University School of Management	South Korea	2013–2015
		2013–2015
		2016–2017
La Trobe Business School	Australia	2018–2019
		2020–2021
Lagos Business School, Pan-Atlantic University	Nigeria	2013–2015
		2016–2017
Leeds School of Business, University of Colorado Boulder	United States	2018–2019
		2020–2021
		2013–2015
Mendoza College of Business, University of Notre Dame	United States	2016–2017
Monash Business School	Australia	2016–2017
		2018–2019
Newcastle Business School	UK	2020–2021
		2018–2019
Nottingham Business School, Nottingham Trent University	UK	2020–2021
		2013–2015
		2016–2017
Nottingham University Business School	UK	2018–2019
		2020–2021
		2013–2015
Nova School of Business and Economics	Portugal	2020–2021
		2013–2015
Pforzheim University Business School	Germany	2016–2017
		2020–2021
Queen's Management School	UK	2020–2021

(Continued)

<i>Institution Name</i>	<i>Country</i>	<i>Cycle</i>
Queen's School of Business	Canada	2013–2015
Ramon V. del Rosario College of Business, De La Salle University	Philippines	2013–2015
Rohrer College of Business, Rowan University	United States	2020–2021
S.P. Jain Institute of Management and Research	India	2016–2017
Sabanci University	Turkey	2013–2015 2016–2017
Seattle Pacific University	United States	2018–2019 2020–2021
Sobey School of Business, Saint Mary's University	Canada	2020–2021
Stockholm School of Economics	Sweden	2018–2019 2020–2021
T A PAI Management Institute	India	2018–2019 2020–2021
The American University in Cairo School of Business	Egypt	2013–2015
The Peter J. Tobin College of Business, St. John's University	United States	2018–2019
Universidad Externado de Colombia, School of Management	Colombia	2018–2019 2020–2021 2013–2015
University of Cape Town Graduate School of Business	South Africa	2016–2017 2018–2019 2020–2021 2013–2015
University of Dubai	UAE	2016–2017 2018–2019 2020–2021
University of Guelph College of Business and Economics	Canada	2013–2015 2016–2017
University of St.Gallen	Switzerland	2018–2019

<i>Institution Name</i>	<i>Country</i>	<i>Cycle</i>
University of Winchester Business School	UK	2016–2017
		2018–2019
		2020–2021
ZHAW School of Management and Law	Switzerland	2018–2019
		2020–2021

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This chapter would not have been made possible without the reflections from Nikolay Ivanov (author), and PRME Champions Jill Bogie, Julia Christensen Hughes, Evgenia Pashkevich, Carole Parkes, Nikodemus Solitander and Alec Wersun. We would also like to acknowledge Paulo Speroni’s support in developing Appendix A.

28

RESPONSIBLE MANAGEMENT EDUCATION RESEARCH

Achievements, risks and opportunities

Paul Hibbert

28.1 Introduction

In this brief chapter, I take a particular view on the field of responsible management education (RME) research in four steps. First, I briefly acknowledge the scale and impact of research on RME, highlighting some recent landmark achievements and ways of understanding the field. Second, I highlight some particular problems that can be drawn, explicitly and implicitly, from recent writing in the field. I focus in particular on two articles from recent landmark publications. These articles pinpoint both foundational issues associated with the definition of key terms, and consequential impacts of RME that might be overlooked because of these issues. Third, I present an example of how the problems suggested in recent writing can play out, by focusing on a selected topic. Specifically, I focus on moral injury, an experience of the betrayal of one's fundamental values that leads to ongoing, debilitating anguish. Building on selected illustrations from military and medical contexts, I consider how moral injury might also be a hazard faced by managers, when we expect them to act responsibly in challenging and constraining contexts after completing an RME

program. Finally, I conclude by encouraging the development of further research in the field, making it clear that my “take” is only one way among many of striking out in new directions while maintaining the existing breadth of attention to the field.

28.2 The status and shape of the field

Looking at the current status of RME research suggests that it may have reached a peak in 2020, with the appearance of a landmark handbook (Moosmayer et al., 2020) alongside the publication of a special issue of the *Journal of Business Ethics* devoted to the field (for an editorial overview, see Laasch et al., 2020). Attention to the field from the major management education journals has also been consistent over the last decade, as demonstrated by (among other indications) the citations in the publications already mentioned, a digital collection assembled by *Academy of Management Learning & Education*¹ and a substantial guide to the field curated by the Centre for Responsible Management Education.² Many other special issues and special sections could be mentioned, but a short chapter does not provide me with the space to engage in a systematic review (and the recent collections mentioned earlier already provide good overview treatments). Nevertheless, it is worth commenting that the picture, overall, shows that RME has attracted an impressive array of scholarly contributions across the spectrum of research approaches. These contributions span theoretical concerns and practical issues in the scholarship of teaching and learning at many levels.

Given the breadth of engagement, it is no surprise that the particular focal themes in recent RME scholarship are diverse. Generating an overview of this breadth is not simple, and recent key publications have corralled the themes in a range of ways. Here I will mention two frameworks that are recent and convenient ways to order the field, recognizing that it could be summarized in a number of other ways. First, *The SAGE Handbook of Responsible Management Learning and Education* (Moosmayer, Laasch, Parkes & Brown, 2020) provides one useful approach; it structures literature in the field into perspectives, educational intentions and content, learning processes and the outcomes that follow, the academic context of RME, and approaches and levels of research. An alternative offered by Cullen (2020) also provides a useful way to “get a handle” on the field, by addressing individual and organizational levels, aligned to an educational provider or learner focus, as shown in Figure 28.1:

Focus	Learner	Responsible individual learning	Responsible organizational learning
	Provider	Teaching responsible management	Organizing for responsible management education
		Individual	Organizational
		Level	

Figure 28.1 Categories of RME research – adapted from Cullen (2020: 763).

Either of the two approaches mentioned above is a helpful way of providing some structure to help researchers orient their work. I do not wish to prioritize either of these groupings, or indeed other similar treatments of the field that offer researchers a way to get to grips with the enormous breadth of the field. However, for my present purposes, Cullen’s (2020) treatment highlights some perspectives that, taken with Roscoe’s (2020) views on some key lacunae in our conceptualizations of how RME’s effects play out in practice, seem to present opportunities to look at some fundamental issues in new ways. These closely linked problems and research opportunities largely relate to our understanding of fundamental (and usually unchallenged) concepts, such as *responsibility* and *management*, and the complex contexts (involving individuals, organizations and wider society) in which the education that we seek to deliver is subsequently “stress-tested” in practice.

28.3 Challenging fundamental concepts: what do we mean by responsibility anyway?

Cullen (2020) has drawn attention to the fact that relatively little discussion has been focused on establishing what we actually mean by responsibility. I think that this is an important point. A focused review shows that recent research specifically concerned with responsible management education tends to assume that we understand what is meant by the term responsibility, often by placing it in a specific context. That is, the most common position in the RME literature has been to focus on *corporate social responsibility*,

rather than address the concept of responsibility directly (e.g., Alcaraz & Thiruvattal, 2010; Arruda Filho, 2017; Doherty et al., 2015; Godemann et al., 2014; Solitander et al., 2012), although such treatments often have an interpretive focus that pays special attention to sustainability concerns (e.g., Haertle & Miura, 2014; Storey et al., 2017). Others also (and quite legitimately) sidestep an explicit definition of responsibility, because their focus is on the complexities of how it is derived and applied. Such studies are careful to highlight the multiple underlying epistemologies and logics that guide how the meaning of responsibility is constructed, or set out the multiplicities of forms that responsibility might take in practice (Greenberg et al., 2017; Verbos & Humphries, 2015). For all of these reasons – involving contextualization and problematization – finding a simple starting point to how we can understand responsibility can be troublesome.

Painter-Morland (2015) stands out in offering an explicit and clear definition. She characterizes responsibility as a form of “moral bookkeeping” in which right moral actions are those that increase well-being. In my own work with colleagues I have adopted a similar simple definition of responsibility as a starting point, describing it as a concept that “... is value-based, encompassing shared ideals of societal wellbeing, moral decision-making, and a sense of accountability to others” (Hibbert & Cunliffe, 2015: 178, and see also: Doh & Stumpf, 2005; Pless & Maak, 2011). However, these concordant and simple definitions don’t settle debates, but instead lead to further new questions that need to be answered in order to flesh the concept out. These new questions include how we determine or measure well-being, what the role of the individual is in coming to a responsible decision and how the voices of others are involved in what may or may not be “shared ideals.” Roscoe’s (2020) critical essay addresses the second and third questions to some degree, by showing how assumptions about responsible management – seeing it as the domain of independent reflexive agents who will carry the values of RME from our business schools into organizational life – can underplay the effects of context and culture on management practice.

28.4 The contextualization of management and the undoing of RME

Cullen’s (2020) multilevel treatment of the field is also helpful in reminding us of the issues connected to contextualization, but Roscoe’s critique of the focus on individual reflexive agency brings these particular research problems

into sharp focus. Methodological approaches to reflexivity that take a more relational and contextualized approach (e.g., Hibbert et al., 2014) may seek to address these issues, at least in part, in the context of RME research projects. By seeking to “engage others” and “enact connectedness” in the way research is developed, the possibility of moving to a more relational understanding of RME and how it is carried into and transformed in arenas of practice could be developed. This is especially so if research attends to how social influences on self-formation, and the struggle of maintaining consistent values in the face of a dominating organizational culture, can best be surfaced in educational processes (Hibbert et al., 2010; Hibbert & Cunliffe, 2015).

Cullen (2020: 766) also establishes that there have been a handful of published studies focused on “responsible organizational learning” which, “... is explicitly concerned with processes of responsible organizational learning and change, rather than individual learning activities.” However, he found that these studies were largely tied to business-school centric debates and that there remained a “... tangible need to explore stories and theories of responsible management learning and learners in the context of non-educational organizations and businesses” (Cullen, 2020: 767). It is therefore hard to disagree with Roscoe’s (2020) primary contention that current approaches to RME leave the effects of (socio-material) contexts on managers and responsible management in practice under-studied. His focus on the constraining effects of culture, organizational systems and the socio-material circumstances of management is clearly warranted, as is his concern for the expectations of enduring responsibility that we place on managers at the end of our educational programs. This is in itself a research opportunity, but it also leads to troublesome reflection on how the demands we place on managers may lead to risks to their well-being, when we focus on individual responsibility in RME at the expense of considering how the constraining effects of context may play out. This reconnects with the need for a richer understanding of responsibility and its personal costs; I would like to explore one conceptualization of these possible costs, in extreme circumstances, as an example.

28.5 The risk of being responsible in (management) practice: moral injury

The risks to managers’ well-being from a commitment to a poorly contextualized understanding of responsibility are serious and significant at the

time of writing, even if awareness of these issues is simply a function of increased focus. That is, the COVID-19 pandemic has drawn attention to a wide range of problems that have always been present but now have a new salience, as well as potentially significant increases in scale. Mental health and well-being issues are prominent in these emerging concerns. After the waves of COVID-19 disease have receded, a tsunami of mental health issues is expected to follow, caused by both acute traumatic suffering and the cumulative, chronic effects of lockdown and isolation (Brooks et al., 2020). These problems are likely to be experienced on a range of levels and across diverse contexts; trauma and posttraumatic effects can be experienced by individuals, sometimes within particular organizations and sometimes across entire sectors (Greenberg & Hibbert, 2020; Maitlis, 2020; Tedeschi et al., 2018; Van der Kolk, 2014). As we struggle with situations leading to despair, fear and grief, posttraumatic stress is a real risk (Van der Kolk, 2014). But alongside posttraumatic stress disorder (PTSD), another form of damage is also likely and may precede it. This is a form of damage that has direct relevance to the ways in which we handle RME, namely *moral injury*.

Moral injury was initially characterized in 1994 military combat contexts by an experienced military psychiatrist working with Vietnam veterans (Shay, 1994, 2014). Moral injury is not necessarily an inevitable outcome of combat experience or similarly stressful experiences; instead, it has particular causes rooted in the individual's commitment to their personal values, and situations in which these are transgressed. Moral injury is experienced when individuals feel that these fundamental values have been betrayed by their organization and/or their superiors, by involving them in actions that they feel are deeply wrong, and which they believe undermine their character (Papadopoulos, 2020; Shay 2014).

The onset and effects of moral injury are as particular as its causes. PTSD is usually associated with negative emotions such as fear and despair that leaves an enduring sense of the *absence of safety* (Van der Kolk, 2014). In contrast, moral injury is associated with negative emotions such as guilt and shame and leaves an enduring *absence of trust*, along with a sense of dissonance and ongoing anguish (Papadopoulos, 2020). For example, Sherman (2020) describes the case of an army officer who experienced moral injury away from combat operations. The officer recounts how army bureaucracy and an unempathetic commander led to his involvement in actions he felt were indefensible. The officer's duties included handling counterinsurgency community support, and his case load included an Iraqi family who

had lost noncombatant relatives through “collateral damage.” Despite his best efforts and mounting anguish, he was not able to obtain release of the bodies to the family for burial until they were rotten (with burial certificates stamped “ENEMY”), and had to pass the family a “solace” (compensation) payment of \$750 for the three people who had been killed. Sherman (2020: 24) quotes the officer’s explanation of his near suicidal condition sometime after this, when his anguish had led to ongoing trauma long after his return home from deployment:

My PTSD had everything to do with moral injury. It was not from killing, or from seeing bodies severed or blown up. It was from betrayal, from moral betrayal.

Sherman (2020: 24)

Until recently, studies of moral injury have largely focused on military personnel (e.g., Shay, 1994; Sherman’s 2020 study discussed above) or the situation of others in similar military-like and highly regulated contexts, for example border guards (Kalkman & Molendijk, 2021). There has been relatively little attention to other areas, despite expectations that moral injury is a more general phenomenon (Griffin et al., 2019) and can, cumulatively, influence societies as a whole (Jones, 2018). Indeed, although her own study focuses on military contexts, Brock (2020: 44) argues that “moral injury is a human experience that can occur in many professions and contexts of extremity.” She suggests that many contexts can effectively deny individuals the ability to “do the right thing” and lead to overwhelming feelings of hate, shame or anger.

However, some new insights into moral injury in nonmilitary contexts are now beginning to emerge. Two other domains in which studies have begun to appear – and in which much more may be expected – are social care and medicine. For reasons of conciseness and current saliency, I will focus solely on medicine at this time. Moral injury is likely in medical contexts in which clinicians find themselves have to make treatment decisions that are based on nontherapeutic criteria (Fiester, 2014; Ford, 2019; Oh & Gastmans, 2015). Referring to everyday decision-making in North American clinical situations, Ford (2019: 124) indicates that there is a risk of moral injury when “... in the healthcare context, clinicians feel that their ability to deliver care is compromised by the systems (e.g., insurance, reimbursement, electronic health record) being implemented in hospitals,

clinics, and medical practices.” These systematic issues can lead to a buildup of pressure on individuals over time. Thus, Dean et al. (2019: 400) argue that moral injury can arise not just from traumatic incidents, but from the cumulative damage that comes from a feeling of failing those in clinicians’ care: “... Every time we are forced to make a decision that contravenes our patients’ best interests, we feel a sting of moral injustice. Over time, these repetitive insults amass into moral injury.” It is to be expected that the current COVID-19 crisis, at the time of writing, will make such systematic pressures and injurious effects all too common.

The military and medical examples set out above show how moral injury can be relevant in organizations with very different moral codes. This implicit breadth of application suggests that there may be many other organizational contexts in which those with management roles feel unable to “do the right thing.” Thus, managers in many contexts may face risk moral injury in traumatic situations or through the slow, corrosive effects of regulations and systems through which compassion is irresistibly evoked and systematically delegitimized. These problems have always been with us. However, the unprecedented economic damage caused by the COVID-19 pandemic they are being thrown into sharp relief in cases of brutal redundancy and employment conditions changes, to say nothing of the calculus that weighs up economic benefits against the numbers of deaths. Desperate corporate-level decisions will cause harm to managers who feel compelled (explicitly or implicitly) to enact them, as well as hurting those who are the focus of such decisions. Specific attention is therefore warranted on the experience of managers and responsible professionals in many fields that may already be experiencing moral injury, alongside studies that look at the effects of the COVID-19 crisis in making this form of harm more widespread.

As educators, we are not immune from moral injury risks either. These risks may arise from concerns for precariously employed colleagues, dismay about how particular international cohorts are treated, or compassion for the life chances of an individual student. As Levinson (2015: 208) has argued, “... educators have the obligation to enact justice, but they often have to take action under conditions in which no just action is possible.” But RME has a more complex relationship with moral injury; arguably, it may have a possible role in making managers more vulnerable. This is not an argument against RME, but instead a reflection of the need for

educators to consider our responsibility for the future well-being of managers, while seeking to shape *their* moral responsibility in future decision-making (Doh & Stumpf, 2005; Hibbert & Cunliffe, 2015). That is, if the field of RME involves the inculcation of values that are likely to be difficult to live up to, either through traumatic challenges (as in military experiences) or through the corrosive undermining effects of inflexible systems (as in medical examples and countless other contexts), then educators need to consider how to prepare managers for the pain of moral injury. Educators also need to consider how the conditions for “moral repair” (Alexander, 2020; Brock, 2020) can be established, both to further the mission of RME and to properly support those we may be setting up to face the risk of injury.

28.6 Opportunities for further research

Reflection on the risks of moral injury and the consequent need to consider “moral repair” presents some challenging opportunities for RME research, in three ways. First, there is a need to build on the ideas offered by Roscoe (2020) by developing a better understanding of the effects of context (organizational, cultural and socio-material) on the resilience of individual reflexive agents’ commitments to their values. While he highlights a powerful example of an individual’s ethical reflection being undermined by instrumental, economically grounded rationality in an industry context, research on military contexts suggests that in the latter case, individuals may be, surprisingly, less likely to “forget their values” in this way. This durability of individual values in military service may be surprising, given the intentional reconstruction of values associated with military training to form a cohesive unit (Brock, 2020); but it also goes some way to explaining why moral injury is such a significant issue in such contexts. Thus, the need to better understand how values change or remain unaffected under the long-term influence of context, especially in challenging situations becomes an important question for RME research to address. Why might some majors remember their values, while some managers forget them – unless, perhaps, some never really adopt the values we presumed to inculcate? We need to know if and why RME programs make a difference in the long term, and how they might be most effective *without* placing impossible demands on individual managers.

Second, it is probably unrealistic to think that RME research could lead to the prevention of all risk of moral injury. Instead, bearing in mind that moral injury's harm to an individual's (sense of) character is not in itself a mental illness or disorder, but can lead to such conditions (Sherman, 2020), research that supports approaches to recovery from moral injury, in organizational contexts, is also important. Emerging insights suggest that "moral repair" may require new interdisciplinary methods, together with both community engagement and traditional approaches to healing (Alexander, 2020; Brock, 2020). These ideas are nascent and largely confined to the original military contexts in which moral injury was first identified. Nevertheless, the idea of "moral repair" implies a possible role for lifelong learning and connection with supportive communities that might help managers to recover their values, and so achieve a sense of healing in relation to their moral injuries. Thus, there is a case to be made for research on the nature(s) of such supportive communities, the healing processes they may engender, and how they may be constructed beyond formal academic organizations and programs.

Third, there are likely to be other issues and challenges arising from a reconsideration of the fundamental meaning(s) of responsibility and revisiting the ways in which we understand the involvement of individuals and context in the processes of management. Bringing new understandings and theories to bear is likely to be generative of many more issues than the example I have chosen to focus on; this may include other research possibilities that are at least as important and pressing.

28.7 Conclusion: more ways to make a difference

At the outset of this chapter I celebrated the breadth of RME research and highlighted landmark publications and collections. Reflection on possible problematizations of seemingly settled and fundamental concepts – like responsibility and management – does not diminish those achievements. The scale and impact of the RME research community is significant, and continuing crises show how important and necessary responsible management is. So, "more of the same" is a reasonable way to look at how the field should develop, and those with committed research programs can continue to add to the field within the patterns outlined in recent landmark publications (e.g., Moosmayer et al., 2020). However, I believe that asking the difficult questions is important too. My focus on the issue of moral

injury, as an example, shows why those questions matter. We should keep being critical of our settled assumptions about what RME delivers, how it should be understood, whether and how the values we seek to share are likely to endure, and try to better understand the potential costs of responsibility for practicing managers. This means that some of us need to look beyond the usual milieu of RME – the business school and forward-thinking organizations – into the dark and frightening corners of our societies, where values are breaking down. There is no shortage of places to look.

Notes

- 1 More information available at: <http://aom.org/Publications/AMLE/Principles-for-Responsible-Management-Education-Virtual-Collection.aspx>
- 2 More information available at: <http://responsiblemanagement.net/>

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29

OIKOS INTERNATIONAL AND THE DECADE OF ACTION

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J. Christopher Proctor*

oikos International (“oikos”) is an international student organization which promotes sustainability in economics and management education. We were founded over 30 years ago in St. Gallen, Switzerland, and have since then expanded into a network of over 45 chapters based at universities around the world. In addition, oikos includes the broader community of alumni, partners, advisors, and friends.

For this chapter, we tried to look forward to 2030 and think about a world in which – despite the long odds – we had somehow achieved the Sustainable Development Goals. Then we tried working backward to see what had to happen to make the “Decade of Action” a success, first in the world, then in management education and finally within oikos.

29.1 Looking toward 2030

As we write this chapter in April 2020, COVID-19 has swept the world. As students, we have seen our campuses closed and our universities thrown into confusion. As members of oikos, we have been forced to call off our

in-person gatherings and have begun to plan for how to sustain student groups and their projects through an extended lockdown. As citizens, we have seen critical weaknesses in our global political and economic systems play out on a grand scale: failures in coordinating a response between governments, businesses, and civil society have led to a global disaster.

With ten years left to achieve the Sustainable Development Goals, this is not exactly the start the world's leaders had in mind when they declared a "Decade of Action." Far from racing to tackle the numerous problems the SDGs were designed to address, the world is now struggling to mitigate a disaster that did not even have a name mid-2019.

In the span of weeks, we have seen parts of the world dramatically reorganize themselves to adapt to the new realities created by the virus. The pandemic and the response have laid bare and exacerbated preexisting inequalities and vulnerabilities, with the situation of frontline communities, working families, and the elderly being particularly dire. And yet we take a bit of solace in the fact that so many people worldwide – no matter how imperfectly – have come together to combat this jointly.

Many of us students have lived our entire lives with the understanding that we were in the middle of an unprecedented ecological emergency toward which the world continued running with eyes half-closed. To be sure, despite the photos of smog-free skylines or wildlife returning to city streets, this crisis has not prompted a meaningful change of course regarding ecological sustainability. And the response to the virus itself has decidedly been a mixed bag. Still, in this moment, we cannot but feel hopeful that our species might come together and choose a more sustainable path.

And so, while stuck in quarantine, we started to look to the world of 2030 and dream of what could be. We asked ourselves three daunting but essential questions. First, we interrogated ourselves about the changes the world would need to undergo to accomplish such a transformation. Second, we tried to identify changes in the field of management education which we believed to be indispensable to setting up a globally sustainable human society. Finally, we looked at how oikos International, through its initiatives and programs, can help achieve that change in management education and, as a result, in the world.

To answer these three questions, we turned to the oikos community with an open-ended survey. 20 students and alumni (collectively "oikees"), from 13 different chapters answered. These answers fueled our own discussions and thus form the bedrock of this chapter.

In this article we are attempting to embed the role of oikos in the task of achieving the SDGs. This is why we start with a discussion of macro-systemic relationships which we identify as relevant for achieving the SDGs. Then our focus moves to the subsystem of management education to see how it could better help achieve the SDGs. Lastly, at the micro-level, we take stock of the programs of oikos and how these are already affecting the meso- and the macro-picture we described in the preceding parts.

Ultimately, this paper is in part a reflection on what oikos is doing, and where it is situated in the larger systematic changes necessary for effective change, and in part it is an invitation to other organizations, academics, and students to join with us in this endeavor.

29.2 Global Decade of Action

In our survey, we asked oikees what needs to happen to achieve the SDGs by 2030. We grouped the different ideas mentioned into larger categories, counting how many different respondents mentioned these categories (see percentages in Figure 29.1 below, see Box 29.1 for methodological examples of aggregation). We then discussed how these categories may positively reinforce each other. The diagram below therefore is the sum of (1) the particular aggregate view of these oikos students onto where changes need to happen to achieve the SDGs, and (2) our discussions about how these changes may interrelate. Bold arrowpoints describe the main causal direction of reinforcement, with hollow circles as the starting point. If we surmised a weaker opposite causal force, we replaced the hollow circles with hollow arrowpoints.

This system has no claim to completeness. Rather, it is a glimpse into the kinds of thinking which oikos as a network strengthens and reinforces.

29.2.1 Mapping (sub-)systems of change

We then grouped the arrows into different categories of causal relations, resulting in five “subsystems of change”: Education, Governance, Policy, Economic Demand, and Technology. Notice that these subsystems describe a larger self-reinforcing system.

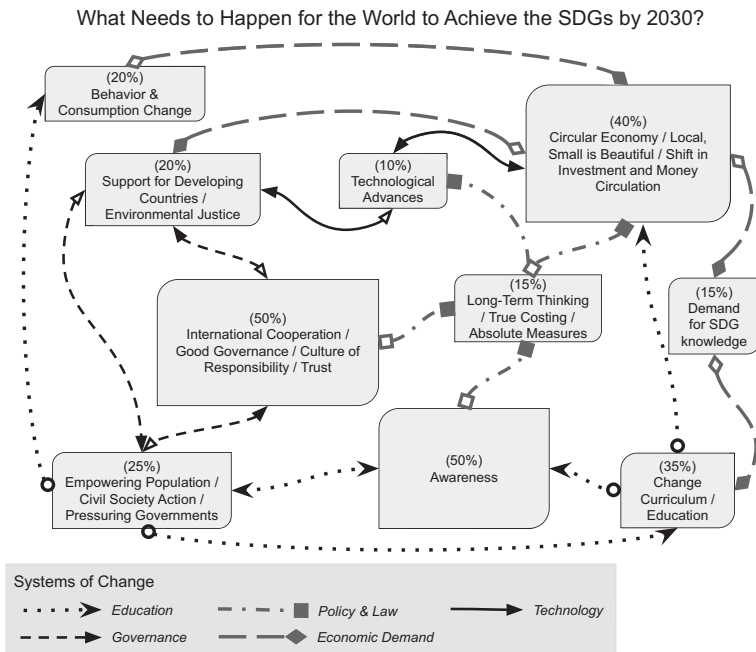


Figure 29.1 What needs to happen for the world to achieve the SDGs by 2030?

Box 29.1 METHODOLOGY EXAMPLE

In this box you will find three quoted answers from the survey exemplifying our iterative approach: In a first step, we took notice of important **ideas** (bolded). Then we grouped them into concepts [see bracketed terms], combining similar ones into larger encompassing concepts (e.g., below: “Circular Economy/*Shift in Investment*”).

Create more **awareness** [*Awareness*] and include the sustainability aspects more into the **curriculum/education** [*Change Education*].

A significant majority of people actually **caring** [*Awareness*] about what’s going on and **supporting counteraction** [*Civil Society Action*]. A policy focus on **absolute instead of relative measures** (tons of CO₂ emitted instead of CO₂ per unit of GDP) [*Absolute Measures*]. Wide

adoption of a universally **circular economy** mindset: you can't take more than you give [*Circular Economy*].

In order to achieve the SDGs, emphasis needs to be placed on **moving financing towards sustainable projects** [*Circular Economy/Shift in Investment...*]. There needs to be a regulatory shift where green energy, sustainable cities, and climate change solutions are prioritized. Along with this, individual and institutional investors should be encouraged to invest their money in companies that have the opportunity to solve our common problems. This requires both a systematic shift as well as the **change in individual's personal choices** [*Behavior Change*].

Awareness and *good governance* were most mentioned (each ten times). Second were *sustainable economy* (eight mentions) and *curriculum change* (seven mentions). *Empowering civil society* (five mentions), as well as *support for the less powerful*, and *behavior changes* (each four mentions) were also relatively important.

The fact that public knowledge, (international) governance, and the economic system loom large stands in a clear relation to the studies of oikees (largely students studying management and economics). We believe that change can have multiple origins, so we decided to shape the path of the Decade of Action not as a sequential list of steps, or a list of separate objectives, but as a set of interlinking self-reinforcing sub-systems.

The education system and the governance system both stand out as comprising internal self-reinforcing loops. Regarding the Education system we made sense of this by arguing that knowledge may itself create demand for more knowledge as well as for action. Regarding the good-governance-system, we surmised that it may self-reinforce, since increased cooperation builds trust, and trust enables better cooperation.

The Policy and Economic Demand arrow-systems can be understood as two sets of avenues through which changes in education and governance can influence both the economy as well as the development of new technologies, i.e. through public or private channels.

In our mind, the Policy-subsystem includes all of the ways in which civil society, governments, unions, or NGOs could impact the goal-setting and the benchmarking in the economy and of the whole society. This system also includes the laws which govern what is legal, and it is the system in which we are active as citizens and workers, defining through governance systems how our economic system is supposed to work. In other words, the policy arrows show the mixed influences onto (economic) decision-making which do not take the route of economic demand, but could be understood as push-factors for development. It is important to mention here that the concept at the center of this system (Long-Term Thinking, True Costing/Absolute Measures) includes ideas of how we are supposed to define the goals for society: the goals need to include a long-term view, they need to emphasize the internalization of currently externalized costs, and they need to be measured in absolute terms (rather than per capita).

The web of arrows elucidates the connections which economic demand creates: public pressure and private demand, as well as the demands of companies affecting their supply chains and the pressure on changing the educational systems to reflect the need for new expertise. Whereas the Policy system describes our action-routes as organized citizens and workers, the Economic Demand side shows the powers of demand in supply chains: consumption impacting production and trade. Ultimately, Economic Demand points back to education itself, since a changed economy will demand differently educated citizens and workers.

A final subsystem shows how technical change is both a reflection of the developments in the economic sector and how technological change itself influences the realm of the (economically) possible. An idea we discussed here is that the existence of a technology does not necessarily lead to its successful adoption, nor are technologies by themselves the crucial ingredient to achieving the SDGs. Rather, technologies are tools, and their effects are guided by their specific use, e.g. whether more renewable energies will lead to a reduction in CO₂ exhaust or whether they will just be added to production and thus lead to cheaper energy and higher use (rebound effect), is a question of policy, not of technology. We furthermore argue that when technologies are shared, they also support developing countries. They thus may have positive effects on environmental justice, and thus *potentially* play a positive role in the realm of national and international governance, trust, and civil society empowerment.

These systems of arrows show the perception of students focusing on sustainable development: *The economy is not primarily described as a motor of change in itself, but rather as that which we are aiming to change through education and good governance.*

29.2.2 *Missing links*

There are several important aspects which this diagram does not cover, because the question asked was not related to them: the speed necessary for these changes, the actual iniquities and inequalities which the SDGs were designed to change, and possible conflicts between the different SDGs. Furthermore, as it stands now, some of the achievements of the last decade (like poverty reductions and more) are very drastically being undone by the fallout from the current pandemic.

While we do not know exactly how fast the change should be, we do believe that the change necessary is massive. In the face of a clear consensus that we are steering toward a global climate crisis, that toxicities in the world continue to build up, and that the loss of soil and biodiversity is at an unprecedented rate, the question is not one of whether we should be a bit faster or a bit slower. The question is how we can design a system of change which will help us achieve these goals without having to choose between any of the SDGs.

Our chart actually captures our cautious optimism. The pandemic is highly destructive, but we hope that it will also show our strong interdependence as humans, and our connection as a species to this planet and its other living entities. We hope and believe that the understanding that we are in this together – and that the world needs neighborly help to get through this as well as possible – will also create a base on top of which we will be able to build a more equitable and sustainable society.

29.3 Decade of Action for management education

oikos members clearly see education as one of the key systems that need to change to put the world on the path to achieving the SDGs. In this section, we'll zoom down into the "curriculum change/education" box from Figure 29.1 to see what exactly oikees have in mind when it comes to changing management education.

In our survey, we asked oikees “How would management education have to change to help achieve the SDGs. For respondents who did not study management, we asked them to also include thoughts on how their disciplines need to change. Half of the respondents reported Management as their primary field of study, 30% listed economics, and the rest studied related fields (international relations, political science, sustainable finance, and geography). We asked for responses to be limited to three key suggestions. Using the same process as in the previous section, we drew out key themes and suggestions from the responses and visualized them in Figure 29.2. The numbers in each box show the percentage of responses which mentioned an idea.

In this case, the responses did not show a clear flow or direction, but instead seemed to address three broad levels at which the changes would take place: within the classroom, within the curriculum and within the university. Changes in the classroom refer primarily to the teaching methods of how information is conveyed to students, while changes to the curriculum speak to the actual content taught within a study program. Changes

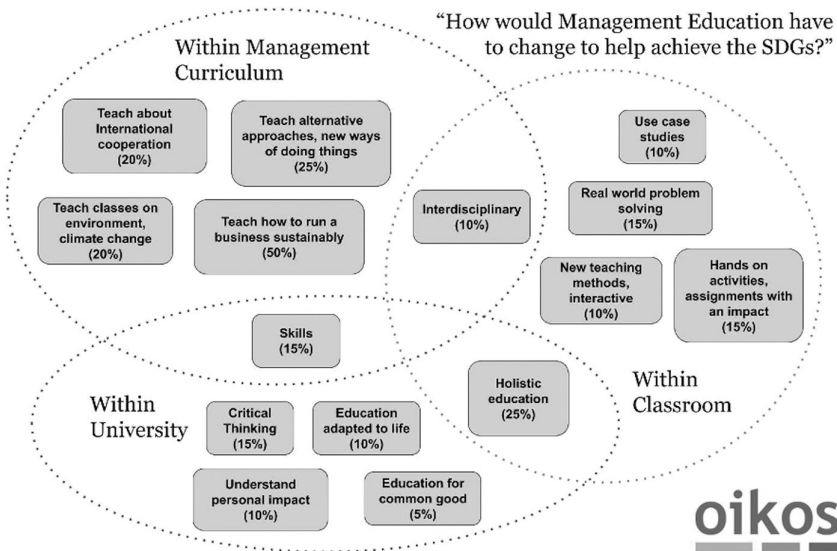


Figure 29.2 How would management education have to change to help achieve the SDGs?

within the university include broader topics like the ultimate goals of education and students' overall educational experience.

The most common responses addressed changes within the curriculum, with students suggesting a number of possible alterations to the standard academic content taught within a management degree. The most popular single response, by far, was that management education needs to teach students how to run a business sustainably. On a more specific level, respondents wanted to learn alternative economic and management theories, with models like the circular economy and the triple bottom line coming up multiple times. Reflecting the responses shown in Figure 29.1, students also requested more content related to international cooperation and the problem of climate change, particularly from a scientific perspective.

Students also had a number of suggestions regarding how classes were taught, with responses focusing on the need for interactive teaching methods which connected academic material with the real world. In particular, students seemed excited about the possibility of doing hands-on activities during their studies which could have a real impact in their communities.

Finally, some responses spoke more broadly to the overall goals of an education, which they believed should be used to develop critical thinking skills and a better understanding of our personal impact on the world. There were also requests that management education adopt more flexible class schedules to be better adapted to the personal and professional needs of students.

A few topics did not fall neatly into these divisions and were placed between the categories. "Skills" seemed to include both suggestions that classes teaching skills like leadership be included in the curriculum, but also that learning and practicing skills be treated as a core goal of a university education. Similarly, "Holistic education" included both suggestions that topics were taught in a holistic way within individual classes and that entire degree programs are designed to produce a holistic education. Finally, the suggestion of "Interdisciplinary" referred both to teaching courses from other disciplines within a management degree and to integrating an interdisciplinary approach within management specific classes.

Figure 29.2 provides a good summary of the kind of changes oikos students want to see from management education. It also provides a rough road map for where they need to go to make those changes, for while there are certainly deviations from country to country and university to

university, changes at each level are typically the responsibility of a similar group of people. To change things within the classroom, students need to go to their teachers, who often have a good deal of control over the specific teaching methods they use in their courses. To change the overall curriculum, students need to work with groups of management faculty, either on curriculum committees or in departmental leadership roles. And to change the bigger goals of education, students need to address administrators like deans or university presidents who are involved with setting the strategy and operation guidelines for the entire university or business school.

Achieving all of this is no small task, especially for students who are still busy earning their degree. But the framework does make the specific task of “curriculum change” more comprehensible and is useful for building programs within oikos international to support students to work at each of the three levels.

29.4 oikos: students transforming education

In our first section we looked at several systems of change and identified what we believed to be main fields of action. Within the educational system of change three main subcategories were highlighted: (1) empowering population/civil society action/pressuring governments, (2) awareness, and (3) change curriculum/education.

Interestingly enough, oikos is structured to respond to the system challenges faced by the world by addressing the same specific leverages found in our survey. As stated by its mission, oikos aims to transform economics and management education by (1) empowering student change agents, (2) raising awareness for sustainability opportunities and challenges, and (3) building institutional support for curriculum reform.

Through the following initiatives and programs, oikos aims to achieve a change in economics and management education and therefore to be part of the transition into a more sustainable world (see a shorter overview in Box 29.2).

29.4.1 Local chapters organizing for change

The vast majority of oikos’ work takes place in its chapters at the local level. It is there that students hold lectures and essay contests, host film

Box 29.2 SELECTED PROGRAMS AND ACTIVITIES OF OIKOS INTERNATIONAL

- Local chapters organizing for change: oikos Chapters, oikos Winter and Summer Schools, and oiConference on Sustainable Finance
- Supporting curriculum changers: oikos Curriculum Academies
- Understanding management education: Positive Impact Rating and oikos in Residence
- Promoting good practices: oikos Case Program
- Connecting people: FutureLab, Regional Meetings, and Spring Meetings
- Training leaders: oikos Leadership Program – LEAP
- Promoting research: oikos Research Fellowships and oikos-PRME Research Hub

screenings and sustainable fashion shows, and do more. Multiplied across our nearly 50 chapters, this stream of local events and activities reaches thousands of management and economics students each year.

Chapters are also increasingly becoming directly involved in working to change education at their own universities, with multiple chapters setting up Curriculum Transformation teams. These survey students, review programs, and/or work with faculty and administration to integrate sustainability into their programs. Some chapters have even been invited by their faculty to directly give lectures on sustainability within existing courses, and at least one chapter is already working directly with the PRME team located at their university.

29.4.2 Supporting curriculum changers

Advocating for curriculum change can be quite challenging for students, particularly for those getting involved for the first time. To lower this barrier, oikos International has a number of programs designed to empower students and to help them facilitate transformation within their own courses.

For example, by providing a chance to interact with experts in the field.

For example the oikos Curriculum Academies¹ create space for students and researchers to interact with experts in the field and learn about

innovative programs as well as teaching approaches which are designed to address current global environmental and social challenges. oikos also organizes regular calls where oikees can learn from each other by presenting and discussing their projects aimed at changing the curriculum at their university.

29.4.3 Understanding management education

oikos also seeks to better understand management education by engaging in and supporting various research projects. We are one of the leading and founding partners of the Positive Impact Rating,² an annual report assessing business schools' value for the world.

Another question oikees are tackling is what exactly we think management education should look like. In effect, they are zooming deeper into the “within management curriculum” section on Figure 29.2 to imagine a new kind of business education.

To do this, they have created a “Design Your Own Curriculum” project which is mapping out the core building blocks of business education to provide a “do it yourself” kit for creating a sustainable business degree (see Figure 29.3 for their provisional Building Blocks).

oikos has also created a new event format, the oikos in Residence, to facilitate and accelerate international research projects like this.

29.4.4 Promoting good practices

Case studies are a powerful tool to illustrate theories and to apply principles and innovative methods. Not only do case studies bridge the divide

oikos		<i>Theoretical</i>
<i>Contextual</i>	<i>Practical</i>	Organizational Varieties
Introducing Business	Business skills	Business Models
Global Challenges and Trends	Personal & Professional Development	Political-Economic Systems

Figure 29.3 Provisional “building blocks of business education” from the oikos design your own curriculum project.

between research and practice, but they also offer straightforward and practical guidelines for changing existing structures and their *modus operandi*. These case studies are part of a shifting from the traditional lecture to a more interactive and dynamic educational approach which maximizes learning and course performance.

oikos has been helping introduce case studies into courses through its Case Program initiative since 2003. This initiative encourages the writing of high-quality cases on sustainability topics, it stimulates innovative teaching and learning, and invites students to approach their faculty to embed sustainability into their curricula. Each case study is, in fact, submitted with a Teaching Note, helping staff introduce the case studies into their classes.

29.4.5 Connecting people

Networking opportunities help integrate sustainability in economics and management curricula. They allow people with similar values and principles to build the networks necessary for working together toward these shared goals.

oikos provides space for such exchanges of ideas, perspectives, and experiences in its FutureLab,³ Regional Meetings,⁴ and Spring Meetings.⁵ At these, oikees from all over the world come together to learn, discuss, and share. In postevent feedback, oikees often express how these experiences inspire more action on their part.

29.4.6 Training leaders

Developing leadership capabilities is fundamental when empowering change agents and is a core part of the oikos mission. Providing the tools to act as a leader and to initiate change can generate significant long-term impact and ensure the sustainability of actions. In this way, leadership programs inspire young people to become more responsible and sustainable in their decision making and equip them with the insights, knowledge, and tools to do so.

oikos International offers such an opportunity in its oikos Leadership Program – LEAP.⁶ The program not only challenges participants to reflect on their values, purpose, and actions but empowers them to be proactive about change.

Since its launch in 2015, the program has welcomed over 250 participants and has had a lasting influence on the participants' lives. Many "LEAPers" return to the program as coaches to continue their leadership journey and help a new generation of participants in the process.

29.4.7 Promoting research

Research challenges accepted ideas, and can help us adapt and create community values related to sustainability and its impact. By providing an understanding of the potential impacts of applying sustainable goals to management and economics, research contributes to building a solid base for action.

To support research in this field, oikos international has had partnerships with universities to offer oikos Research Fellowships,⁷ providing PhD students with support in writing their thesis on sustainability and with an opportunity to engage in oikos programs.

To support collaboration among researchers, oikos has jointly established the oikos-PRME Research Hub.⁸ This Hub provides a platform where students can publish finalized or ongoing research on sustainability in economics, finance, and management. By hosting the Hub jointly, oikos and PRME are able to allow quality student research to flow across our next works to inform and inspire.

Notes

- 1 More information available at: <https://oikos-international.org/programs/curriculum-change-initiative/oikos-academy-2020/>
- 2 More information available at: <https://www.positiveimpactrating.org/>
- 3 See more information at: <https://oikos-international.org/programs/international-conferences/futurelab/>
- 4 See more information at: <https://oikos-international.org/programs/regional-meetings/>
- 5 See more information at: <https://oikos-international.org/programs/international-conferences/spring-meeting/>
- 6 See more information at: <https://oikos-international.org/programs/leadership-program-leap/>

- 7 See more information at: <https://oikos-international.org/programs/research-fellowship>/<https://oikos-international.org/programs/research-fellowship/>
- 8 See more information at: <https://oikos-international.org/programs/curriculum-change-initiative/oikos-prme-research-hub/>

LOCALIZING COLLABORATION BETWEEN THE UN GLOBAL COMPACT AND PRME

Ole Lund Hansen

More than 60 Global Compact Networks operate around the world to advance the UN Global Compact's Ten Principles and Sustainable Development Goals (SDGs). Global Compact Networks (GCNs) organize events, trainings and workshops to support local companies to advance their sustainability practices and foster dialogue and collaboration within the private sector and between business and other stakeholders, including government, NGOs and academia. Their engagement and delivery at the local level has increasingly become central to the UN Global Compact and the impact on markets and societies that it aspires to deliver.

While the UN Global Compact focuses on challenging and supporting existing business leadership, its sister initiative, the Principles for Responsible Management Education (PRME) emphasizes educating future business leaders through responsible management education. PRME mirrors the UN Global Compact design by promoting a set of principles related to the integration of sustainability into education and research and by asking business schools to regularly communicate on its progress in advancing those principles.

Further, and more important to the focus of this chapter, PRME since 2012 created 14 PRME Regional Chapters comprising business schools in different parts of the world akin to the UN Global Compact Networks.

Properly governed, managed and resourced – and with the right support from UN Global Compact and PRME, respectively – Global Compact Networks and PRME Chapters have the potential to drive significant and important change in business strategies and practices at the local level. However, their potential to reinforce each other's missions and advance the SDGs by fostering collaboration among businesses and business schools has not yet been fully explored.

Therefore, this chapter's purpose is threefold. First, it introduces business schools as drivers of corporate sustainability and, by extension, PRME as an enabler of the success of the UN Global Compact. Second, it provides an overview of the Global Compact's effort to increase and support localization and the potential for PRME to learn from those experiences. Third, it presents suggestions for enhanced collaboration between Global Compact Networks and PRME Chapters on education, research, partnerships, and student engagement. Pioneering examples of collaboration between Global Compact Networks and PRME Chapters in Brazil, India, Switzerland, the UK and United States are used to illustrate the potential for increased collaboration and the value and impact that it can deliver.

30.1 PRME as a driver of corporate sustainability

While the UN Global Compact focuses on businesses as the primary agents of change, it is also a multi-stakeholder initiative that relies on the participation of other types of organizations, including policy makers, investors, civil society organizations and business schools.

The multi-stakeholder nature of the initiative reflects a recognition of the critical role that these other stakeholders can and do play in advancing corporate sustainability by collaborating with the private sector to address collective challenges and by contributing to an enabling environment that accelerates the adoption by business of more sustainable strategies and practices. From the perspective of the UN Global Compact, such non-business organizations are hence 'drivers' and 'enablers' of corporate sustainability, helping to strengthen incentives for companies to raise their ambitions on a variety of sustainability issues and/or increasing the cost of inaction.

Examples include carbon pricing or other policy incentives for emission reduction, active portfolio screening against ESG criteria by investors and NGO ‘naming and shaming’ of the poorest performers within an industry.

Similarly, business schools have the significant potential to be a strong driver of corporate sustainability. Business schools through responsible management education have a key role to play in making sure that the next generation of business leaders embody the values and principles of the UN Global Compact and fully understand the business case of placing sustainability at the core of business strategy and practice.

Business schools are also leading providers of research and analysis in great demand by companies pioneering new ways of doing business. Corporate sustainability is still in its infancy as a ‘management discipline’, with the UN Global Compact and many other relative initiatives only launching within the last two decades, and there is thus an even greater need for research and analysis that can help managers understand and address business risks and opportunities related to sustainability. Further, corporate sustainability is a dynamic discipline with new issues emerging on a regular basis. *Responsible taxation, economic inequality and sustainable finance* are examples of issues that companies increasingly need to relate to and where expectations and responsibilities for businesses are rapidly shifting, creating a demand among businesses leaders for insights and analysis of changing stakeholder expectations and evolving best practices.

It was with this potential for management research and education to advance corporate sustainability in mind that the Principles for Responsible Management Education (PRME) was created in 2007 from within the UN Global Compact.

As the focus within the UN Global Compact shifts to corporate sustainability challenges and practices at the local level, the need for management education and research that is tailored to the national or regional context increases – and so does also the need for strong PRME Chapters.

PRME’s first Chapters were created in 2012, more than a decade after the first Global Compact Networks started to emerge. This has allowed PRME to learn from the early experiences, successes and failures of the UN Global Compact in establishing and sustaining a global portfolio of Networks.

Similarly, PRME now has an opportunity to draw inspiration and learnings from the renewed effort to professionalize its Networks similar to the process that the UN Global Compact has been undertaking in the last 2–3 years.

30.2 The case for increased localization

The UN Global Compact was launched by the UN Secretary General (UNSG) and continues to be run from the UN Secretariat New York.

For the first many years, all UN Global Compact staff members were based in New York, however as early as 2001 and 2002, the first Global Compact Networks started to emerge, legally independent from the United Nations and in many cases hosted by local organizations such as business associations, foundations, or NGOs. There are currently 69 GCNs in all regions of the world with a relatively even balance between the Global North and Global South.

Global Compact Networks evolved organically to become a salient part of the experience that most companies and other organizations have in terms of actively participating in the UN Global Compact initiative through their role in offering a variety of events and activities at the local level. GCN activities include awareness raising, capacity building, recognizing leadership as well as the facilitation of multi-stakeholder partnerships and policy dialogue.

As a result of the bottom-up growth and expansion of Networks around the world, the vast majority of the UN Global Compact activity and engagement today occurs at the local level. Indeed, the most recent survey of GCN activities underscores this point. According to the survey, GCNs during a period of 12 months organized more than 1,000 events that reached 24,500 companies, provided capacity building for over 15,300 companies, and engaged over 2,700 UN Global Compact participants in policy dialogues (UNGC, 2020).

This very extensive localization of the UN Global Compact's activities has occurred organically and in response to the interests and needs of the participants of the UN Global Compact, substantiating the value proposition – and the prospect for impact – in at least two dimensions.

First, localization of the UN Global Compact in a very practical sense enables engagement and collaboration, allowing participating businesses to join activities in a nearby location, in their local time zone, speaking their own language and in a (business) culture that they are used to. The vast majority of companies participating in the UN Global Compact are doing business within a regional, national or even sub-national market and

may not be entirely comfortable interacting and collaborating with organizations and individuals from a variety of other countries and regions. Second, localization has an important *strategic* dimension. While both the UN Global Compact and its Networks focus on the big global challenges of today, what the top sustainable development priorities are varies significantly from one country to the other, and thus each Network works every year with participants and other local stakeholders to define a unique set of priorities. Equally important, the same global challenges – say climate change or inequality – play out differently in different geographies and societies and represent a specific set of risks and opportunities to companies, depending on the local context. For a lot of companies, it is hence only through the ‘filter’ applied by a Global Compact Network that somewhat abstract global issues become significant and material to their own strategy and operations.

The case for localization has been well understood and articulated within the UN Global Compact for most of its existence, however Global Compact Networks were initially managed in a *let a thousand flowers bloom* philosophy and were almost entirely left to their own devices in establishing governance structures, managing growth and delivering value and impact. This undoubtedly had very positive effects in terms of nurturing creativity and innovation and in terms of building strong local ownership and support for the initiative.

The downsides to this approach were, however, also very obvious. While some Networks became well-governed, professional organizations, working with a large fraction of the most important local businesses and organizations, others failed to grow and mature in a significant way once the initial momentum faded, and some even experienced significant challenges in terms of governance or funding that forced them to close down. Moreover, the design, development and delivery of programs at local and global levels for the most part happened in *parallel*, not allowing the expertise and partnerships of the global team to bring much value to the Global Compact Network programming and thus not adding to delivering societal impact at the scale that the UN Global Compact aspired to.

The adoption of a new strategy by the UN Global Compact Board in November 2016 represented a turning point in terms of the role and responsibility that HQ would take in terms of strengthening and collaborating

with the GCNs. The 2020 *Strategy* positioned GCNs very central to the initiative and introduced the *One Global Compact* notion, addressing the need for the local and the global levels of the initiative to come more closely together culturally, operationally and programmatically.

As a result, several new initiatives were introduced and implemented during the last 2–3 years, including:

- A set of Quality Standards were developed, outlining minimum standards for governance and management of GCNs, requiring all Networks to adopt the best practices that evolved in terms of, for example, Global Compact Network Board composition and oversight, strategic planning and financial management.
- The introduction of a new funding model for the UN Global Compact that shared the financial contributions from participating companies among GCNs and HQ to significantly lift the average funding available for GCNs around the world.
- The safeguarding of the brand and reputation of the UN Global Compact.
- Upscaling and upgrading the capacity building of GCN staff members on both operational (e.g. recruitment) and strategic (business climate action) matters. This is done through a simple e-learning platform as well as through a long series of meetings to allow Networks to learn from the most experienced of their colleagues in other Networks as well as from relevant experts in HQ.

Most importantly, the increased capacity and professionalism of Global Compact Networks have opened up new opportunities for the UN Global Compact to design large-scale, impact-oriented initiatives in collaboration between HQ and interested GCNs around the world. These so-called Global Impact Initiatives initially have focused on youth innovation (Young SDG Innovators), gender equality (Target Gender Equality) and business goal setting (SDG Ambition). They are designed and developed globally, reflecting global best practice and benefiting from *economies of scale*, but adapted and delivered locally, reaping the practical and strategic value of localization. While these initiatives are still in a pilot phase, they have already demonstrated the potential for programmatic collaboration and coherence to deliver a scalable value proposition (1,000+ companies participating in the

first round) and concrete outcomes with very positive evaluation from both participants and GCNs to date.

While there is lots of progress still to be made within the UN Global Compact, there are overall three lessons from the recent evolution of the UN Global Compact's localization strategy that PRME may benefit from in its endeavour to scale up its impact.

First, localization is an imperative based on both the practical and strategic needs for localization of engagement. This seems equally relevant to PRME in relation to business schools as it is to UN Global Compact since the responsible management challenges that it focuses on as well as the education and research practices that it seeks to advance play out very differently across the world.

Second, PRME needs to strategically prioritize the building of well-governed, professional local or regional Chapters that have the required resources and skills to have a significant impact within the scope of work. Crucially, PRME's central organization should take responsibility for this development, allocating a great deal of its overall resources on chapter growth, consolidation and learning, rather than relying on individual country or regional teams to develop entirely at their own pace and with their own means.

Third, PRME would similarly to the UN Global Compact need to experiment with new forms of collaboration among the global and local teams, dedicating the global team to different high-value activities that aim to make Chapters successful in terms of local engagement, rather than primarily focusing on global projects and direct collaboration with business schools.

PRME's recent review of its Chapters through the Chapter Review Sub-Committee and revision of the Chapter Memorandum of Understanding (MOU) redefining and expanding the roles and activities of PRME's Chapters and the PRME Secretariat suggests that PRME may already be moving rapidly in this direction in parallel to the UN Global Compact. Such an alignment in strategy and direction are not only likely to make UN Global Compact and PRME more successful, respectively, but also to open up new opportunities for UN Global Compact and PRME to facilitate more impactful collaboration between businesses and business schools at the local and regional level. These possibilities are explored in the final section of this chapter.

30.3 Connecting local business schools and companies for greater impact

The strengthening of Networks and Chapters and the increased focus on localization within each of the two initiatives, presents an opportunity for PRME and UN Global Compact to drive meaningful collaboration between business schools and companies that addresses pertinent local challenges and connect to competitive forces in the national or regional markets.

Collaboration between PRME Chapters and UN Global Compact Networks is not a new idea, and there are successful examples that can provide some important lessons learned as well as the foundation for a larger scale effort. Examples of collaboration related to management education, research and student engagement all point to particularly promising opportunities for collective impact and will be introduced below. The examples are drawn from Networks and Chapters in Brazil, India, Switzerland, the UK and United States, but there are of course other great examples of Networks and Chapters that I unfortunately did not have the opportunity to include this time around.

30.3.1 Education grounded in reality

Driving collaboration between businesses and business schools at the local level helps make sure that management education on sustainability issues is relevant to the actual challenges and needs of companies in the local markets. In the understanding that sustainability priorities are different and play out differently from region to region, it is important for the quality of education within the business schools –and, consequently, for the insights and value that they bring to market upon graduation-- that the curriculum is tailored to the needs of local companies and that case studies are relevant for companies operating in the local markets.

A direct relationship between PRME business schools and UN Global Compact companies pioneering sustainable business practices locally can help ground teaching in the local realities, rather than in more abstract global concepts and trends. As such, Global Compact Networks and PRME Chapters can contribute by aligning educational courses with local business practices. For example, by creating ‘thematic content and courses within educational organizations with topics related to SDGs’ (Carlo Pereira, Executive Director, Global Compact Network Brazil) as prioritized by the Global Compact Network Brazil.

It is important to note that the demand for college graduates that are sensitized to the risk and opportunities related to the Ten Principles and SDGs go way beyond a need for specialized professionals for a CSR or Sustainability department. The much bigger opportunity is for PRME Chapters and GCNs to collaborate to make sure that all graduates, whether they specialize in for example, marketing or finance, have solid understanding of responsible and sustainable business relevant to the risks and opportunities in the local market.

30.3.2 Matching local talent and commitment

Beyond influencing curriculum and teaching cases, Networks and Chapters may partner to help match students with sustainability credentials with companies that need such skills to deliver on their commitment. This could develop into actual job fairs differentiated from other more traditional ones by targeting young ‘talents’ interested in working for companies with a strong sustainability profile. For example, Global Compact UK collaborates with PRME’s UK & Ireland’s Chapter on recruitment and engagement of students by discussing the prospect of ‘organising a student business case study competition with the UKI Chapter. This will give students exposure to potential employers and companies to recruits’ (Steve Kenzie, Executive Director, Global Compact Network UK).

The same idea can also be applied to intern schemes, linking talented business school students with an interest in responsible business or sustainability with UN Global Compact companies. For instance, Steve Kenzie shares,

We employ interns, as do our corporate members, so there is an opportunity for an internship scheme to match students with work placement opportunities. This would be a win/win. We could also support students with dissertation projects by providing access to research subjects and limited guidance.

30.3.3 Delivering business value through research

Partnership between academic researchers and companies on corporate sustainability can bring greater value and impact to society by ensuring that the actual needs of the local business community are addressed. Collaboration to make sure research by business schools tackle challenges experienced

locally increases the profile and relevance of business schools and is likely to lead to analysis, insights and case studies that can inspire and guide other companies in a similar environment. For example, in India, engagement between the PRME Chapter and Global Compact Network India on COVID-19's impact on the education sector led to the creation of a compendium to be circulated to business schools, companies, governments and other stakeholders., Shabnam Siddiqui, officiating Executive Director, explains,

Late Mr. Kamal Singh represented India at PRME Global Forum 2020 and officially rolled out Manthan 2020, a unique competition to understand the COVID-19 impact on the education sector, under the Principles for Responsible Management Education (PRME) initiative ... I am happy to share that we received an overwhelming response of 70 entries from across the country, and the top 15 case studies will be published in a compendium that will be circulated to all our corporate members/participating companies/Ministries/UN Agencies/Business schools.

Antonio Hautle, Executive Director, Global Compact Network Switzerland & Liechtenstein, also illustrates the value that collaboration between academia and the private sector offers to society. He explains the mutual benefits for both the Swiss tourism sector and university system through an example:

The University of the Grisons (FHGR) brings expertise and resources for research. We bring in our members and our network locally and globally. The three events "Resilience and recovery dialogue" brought actors together from several countries (Mauritius, Portugal, Europe, Africa). The process also includes government administrations and the World Tourism Organisation (UNWTO). The results will be included into the postgraduate formation on sustainable tourism, a joint project of the university, UNWTO, Swiss federal administration and our local UNGC network. This collaboration allows us to offer high quality services to tourism companies. Thus, we also hope to promote business sustainability within the tourism sector and attract them to our joint RBC/CSR efforts.

Collaboration on research has also enabled Global Compact Networks and PRME Chapters to scale up impact through awareness on the SDGs. Steve Kenzie provides an example:

in 2017, when GCN UK partnered with the PRME Chapter UKI to deliver an SDG Roadshow that visited 13 cities around the UK. GCN UK organised

half day conferences in each city, hosted by member institutions of the PRME Chapter. The event series attracted small, but engaged, audiences and helped to raise awareness of the SDGs in academic institutions and business communities around the UK.

Moreover, collaboration between Global Compact Network companies and PRME Chapter business schools has facilitated focus on specific SDGs such as SDG 16 on anti-corruption. According to Antonio Hautle,

Most fruitful is our collaboration with the University of the Grisons. We cooperate in the field of anti-corruption. The expertise of the University is helpful in our trainings and public events. Our members get access to the knowledge and studies, driven by the University, which include results from our members too. This helps to raise awareness within the business community, the larger society, the public administration and in the political debates.

In Brazil, collaboration between the Global Compact and PRME Chapter in 2021 will bring together leaders from top universities and companies to engage in dialogue on sustainability concerns and research.

30.3.4 Student engagement

So far mostly overlooked as an opportunity for collaboration between the UN Global Compact and PRME, collaboration between businesses and business schools can be valuable in relation to the students themselves and the potential for creativity and innovation that they represent.

In the understanding that *business as usual* isn't enough and that many companies need solutions that do not yet exist in order to meet their sustainability targets, new ideas are in high demand. This opens up an interesting opportunity for GCNs to engage students in sustainable innovation projects and to facilitate the involvement of students in projects run by individual members of the Network. Through PRME's Innovation Challenge, the value of students helping companies solve sustainability challenges has already been demonstrated. Moreover, several Networks have recently started running programs for young professionals or young innovators lending themselves naturally to explore what additional opportunities a focus on students may bring.

To the benefit of companies, business school students can provide a new perspective on old challenges, have a strong passion for sustainability and can help companies understand how significantly goods and job markets are likely to change when the young generations will be entering them in great numbers. Moreover, it represents an opportunity for companies to demonstrate their commitment to sustainability to future employers. For the students, the potential benefits are obvious as well, providing them with insights into real-world business challenges as well as future career opportunities.

30.3.5 Building lasting partnerships

Beyond focusing on the individual opportunities for collaboration outlined above, PRME Chapters and Global Compact Networks may mutually benefit from developing more institutional partnerships, practically supporting each other in various ways, and potentially reducing administrative and operational costs. For example, the Global Compact Network India supported PRME's Chapter in India with their launch, meetings, and events. Shabnam Siddiqui explains how,

GCNI played an important role in the multiple launches of PRME Chapter India, both in 2015 and 2017. Additionally, GCNI supported SPJIMR in hosting the 8th PRME Asia Forum in 2018 and was most recently part of the 1st PRME India chapter meeting on December 4, 2020.

Similarly, the Global Compact Network in the UK supported the development of PRME's UK & Ireland's Chapter. Steve Kenzie, Executive Director, notes,

Since before the Chapter was launched I have shared my experience of running a Global Compact Network and I believe this has helped the Chapter. I helped to draft their founding documents and have been a member of the Chapter Steering Committee since its inception. My contributions have generally been in the areas of member engagement, programming, and governance.

Going forward, there, for example, seems to be an exciting opportunity for some Networks to provide hosting services to emerging PRME Chapters and

for the two local organizations to consider co-habiting office spaces and sharing certain administrative services. Such *co-habiting* will likely produce some easy wins in terms of making sure that the communities of businesses and business schools evolve and learn together and naturally generate new ideas and opportunities for PRME and the UN Global Compact to co-organize events and develop joint projects and, as such, accelerate collaboration on education, research and student engagement.

Finally, we have also already seen examples of GCNs developing an institutional partnership with a PRME school, for example between Network USA and the Thunderbird School of Global Management at Arizona State University. This partnership supports the Network with academic expertise and program design and delivery from university staff, as well as access to student interns which support the Network and the professional development of the students. To ensure a deep integration between the two organizations, the Dean of Thunderbird is provided an ex-officio seat on the Network USA Board of Directors. Adam Roy Gordon of Network USA notes,

We conducted a robust and open search process to identify an academic institution with which to partner. Our partnership with the Thunderbird School for Global Management began in 2018 and has been strategically useful in supporting our limited Network capacity to deliver programming rooted in academic rigor. For Thunderbird, the inside view of the UN Global Compact and the Network has provided unique and valuable insights and opportunities to students, professors, and staff.

It would be great to explore opportunities to replicate this arrangement in other countries, especially in countries across the Global South where the GCNs and PRME Chapters themselves are under resourced, but where there are well-respected business schools with an interest in working with business in addressing local sustainable development challenges.

30.4 Concluding remarks: a call to support localization of UN Global Compact and PRME collaboration for impact

This chapter has discussed the relevance of PRME and academia for driving corporate sustainability, the evolution of the UN Global Compact in

terms of increased localization and the opportunities for PRME to learn from those experiences. Finally, it has illustrated the possibilities for local and regional collaboration between business and academia through existing examples of GCNs and PRME's Chapters in Brazil, India, Switzerland, the UK and United States with the potential to be replicated all around the world. It is clear that investment into PRME's Chapters will be mutually advantageous for enhancing PRME and the UN Global Compact's value proposition in the future. As Steve Kenzie notes,

Just as with the UN Global Compact itself, I think the success of PRME is dependent on there being strong local Chapters providing frequent engagement opportunities. Some of these "events" might also be of interest to business, which could enhance the overall UNGC value proposition.

Therefore, we are left with one question. How can we scale and deepen PRME and the UN Global Compact's collaboration at the local level and how do we mobilize the necessary resources to do so? In Antonio Hautle's words,

[the] opportunities are there, we just need the resources and the will to do more together. It is our clear objective, to get all business schools and the relevant faculties and Universities involved into PRME. And we hope, that the new UNGC strategy will bring a stronger presence of PRME in local contexts. It must bring insights and results to academia and business as well as a stronger promotion and marketing of PRME. Business sustainability must become mainstream. PRME plays a crucial role there.

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BUSINESS SCHOOL EDUCATION

Transforming for impact

Paul Polman

The unprecedented pace and scale of change in the world today is almost too great to comprehend. As custodians of tomorrow's leaders, business schools need to keep pace, otherwise their relevance and impact could be terminally diminished. PRME is here to inspire and hold business schools accountable for meeting this urgent challenge.

31.1 Navigating a volatile world

On the one hand, there are the defining challenges of our time: runaway climate change, which poses an existential threat to the future of humanity; and gross inequality, which has left billions behind without access to basic human needs.

And on the other, decade-old ideological differences that strain national and international cohesion sit alongside new challenges, such as rapid technological advancements, which are fundamentally transforming the future of work and threatening millions of livelihoods.

More alarming still, these are all deeply interconnected issues, and the lack of a coordinated response weighs heavily on the chances of driving positive change.

Our global governance system is broken. International political cooperation is lacking, multilateral institutions are marginalised and leaders of courage and principle are in worrying short supply – too often playing not to lose by protecting the status quo, rather than playing to win. COVID-19 has only exposed humanity's vulnerabilities even further and shown that we face multiple health, economic, social and environmental crises all at the same time.

As a consequence, trust is at an all-time low in many parts of society, and this has given rise to increasing protests, voter apathy and the gradual erosion of confidence in globalisation as a force for growth and prosperity.

It is clear that we have reached a critical inflection point and that we urgently need to shift to a new model of economic growth – one that promotes shared prosperity and protects the wellbeing of our people and planet. If we are to successfully build back better, capitalism needs to be redefined for the 21st century and, crucially, this must include delivering the UN Sustainable Development Goals.

Carving this new path will not be possible without business schools. They sit at the nexus of society, their research informs and inspires and their teaching prepares new leaders for the challenges of the future.

But business schools currently need to re-evaluate their own role in society, due to digital disruption, increasing student demands for higher quality and cheaper teaching and calls to have a broader purpose that helps create cleaner and fairer economies.

There are two obvious imperatives where business schools need to act if they are to stem declining MBA enrolments and win back confidence. First, they need to quickly change their traditional models and methods of teaching. And second, they need to think again about 'what' to teach students.

Business schools can seize this moment to emerge stronger and more relevant than before. But they need to change and without delay. PRME and its network of 800+ business schools is a key driver of this change.

31.2 Reinventing business education

There are a number of decisive steps business schools can take to transform with PRME's backing.

First, doing much more to connect science, technology, engineering and mathematics (STEM) with the humanities – to ensure we use their immense and growing power – would mark an enormous step forward, both in helping to deliver better educational and career outcomes, but also in helping business schools to tackle real-world problems. Whether it is carbon capture technology helping to stem climate change, automated vehicles helping to improve connectivity, or bio-electronics helping to improve the lives of people with disabilities and diseases, we can make even quicker progress if business schools do a much better job of integrating these subjects. It is encouraging therefore to see some already reorganising along these lines, but there is still much more they can and must do.

The rapid shift to remote learning as a consequence of COVID-19 – and with it the accompanying pressure on tuition fees – is another good example of overdue change. While this conversion may feel like a threat to the conventional revenue structures of business schools, it also presents enormous opportunities. Fully integrated, online courses that leverage the power of cloud computing, data analytics, machine learning and artificial intelligence offer business schools the chance to simultaneously improve curriculums and reach more students. Indeed, some schools are already experimenting with subscription-based offerings for certain courses in a bid to expand access. In addition, these technologies can also help reduce costs, especially in areas such as admissions and enrolment, where they can help to improve student services, as well as free staff time. Hybrid courses that use a blend of online and offline learning are also increasingly valued by students, but the direction of travel is clear. Students want more choice and greater flexibility to learn.

Abandoning embedded departmental structures, which too often prioritise narrow, specialist disciplinary fields of expertise over system-level learning would also help bring business schools into the modern age. Now, more than ever, we need broad, multidimensional thinking to tackle humanity's biggest challenges, as it is clear they cross traditional boundaries of education and cognition. Crucially, this should include broadening the scope of course curriculums to look beyond the immediate subject – accounting, finance, economics, marketing – to consider how each discipline can positively affect other vocations through cross-collaboration. Personalisation of courses, tailored to individual student strengths, would also be highly valuable.

Promoting lifelong learning must also be a top priority. In a volatile world where old jobs are rapidly disappearing and new ones being created, there is no guarantee that anything learned today will still be relevant tomorrow. Flexible learning and constant development are the new guardrails of the modern workplace. The most enlightened business schools already understand this dramatic change in employment patterns and are doing much more to build a culture where learning is a continuous journey.

Business schools also need to proactively embrace diversity and inclusion. Different perspectives and viewpoints help students to expand their horizons and broaden their thinking, as well as be open to new ideas and experiences. This is exactly the kind of environment business schools need to cultivate, as attracting people from a wide range of backgrounds and geographies will help improve learning and collaboration among students. Extending e-learning platforms and networking could also help to accelerate this crucial agenda. Diversity and inclusion have long been at the top of the agenda in corporate board rooms. They must now find their way into the classroom as well.

31.3 Moral leaders are effective leaders

If business schools successfully manage this transition, they will also be far better at helping the leaders of tomorrow develop the skills and expertise they need to make an impact. This is at the core of PRME's mission to develop empowered and responsible leaders of tomorrow.

For too long, being an effective leader has been about being experienced, intelligent, organised, analytical, creative and a good communicator, qualities that still hold true today and are absolutely essential to the success of any leader. But in an increasingly complex world full of disruption and change – where collaboration and partnerships are vital – it is the previously undervalued 'soft skills' of leaders that are becoming more prized.

Being empathetic and compassionate, being self-aware and self-sacrificing, and being prepared to put the interests of others ahead of your own. Ultimately, these attributes are what define moral leaders and moral leadership. Putting people at the centre of decision-making and using their hopes and aspirations as the scorecards of success.

A good leader is first and foremost a good human being. True leadership is putting yourself to the service of others, knowing that by doing so you are also better off yourself. It is about helping others succeed by inspiring and uniting people behind a common purpose. It is not just about giving energy. It is about unleashing it. It's the ability to motivate others to higher levels of performance.

This includes supporting people through mentoring, training and new opportunities and, most importantly, in helping them to find their own clear sense of direction. As Bill George, former CEO of Medtronic, has said, it is about helping people find their true north so they can become 'genuine and authentic' leaders.

It is not about preaching or being self-righteous. Instead, moral leaders are driven by purpose, inspired by elevating and supporting others and guided by humility and understanding.

These are the leadership qualities business schools should now be teaching.

31.3.1 Driven by purpose

Most important of all, business schools need to help every student find their purpose and passions. That is how to unlock energy and commitment in young people and how best to help them become real changemakers.

Fortunately, many young people are already discovering this themselves. Over recent years we have seen them agitating and mobilising for positive change like never before, with the youth climate movement perhaps being the best example.

But initiatives like One Young World and Net Impact, as well as the B-Corp movement and explosive growth in social enterprises, prove that we are witnessing a new era of youth activism. This is a great opportunity for business schools, who can help to instil students with an instinctive tendency towards the greater good, pursued through values and service.

Moral leaders are empowered by a deep sense of personal responsibility. They believe in driving system-level change beyond their own organisations and see the 'bigger picture' as the only noble cause worthy of their attention and efforts.

Repairing our climate, oceans and biodiversity, tackling human rights abuses and undoing the damage inflicted by gross inequality. These are the issues that matter to purpose-driven leaders, who are constantly frustrated at the pace of change and are impatient to alter our trajectory.

This is why you are seeing more and more business leaders adopting long-term, multi-stakeholder models to power their companies' growth and improve performance, as they recognise activating purpose is integral to success. It helps companies earn their license to operate; reduce costs; comply with regulations; attract and retain top talent; access new markets; accelerate innovation; and partner with key stakeholders. Shareholder primacy and profit maximisation are an anathema to purpose-driven leaders, who instead believe in achieving profits through purpose.

Business schools can help accelerate this change by putting purpose at the heart of student's career ambitions. As this is ultimately the key driver of impact, students would expect universities themselves already to clearly define their own impact and not limit their contributions to creating purposeful leaders alone. In fact, one cannot be done without the other.

31.3.2 Inspired to elevate and support

The notion of the 'strong leader' as the command-and-control autocrat who alone plans, directs and celebrates their own victories is obsolete.

Business schools can do much more therefore to show students that leaders need to be team players, who are able to delegate, can recognise the virtues and abilities of others and who believe in shared achievements. This means having a deep understanding of what motivates people and how best to support them. And it means being caring, thoughtful and considerate.

Many would argue that increasingly we need to move from competitive to collaborative leadership.

True leaders actually make themselves smaller than the moment. They know that they alone cannot fix everything, so they create the space for others to join them and they work in partnership for maximum impact.

The UN Sustainable Development Goals are a case in point. Delivery of the goals will simply not be possible without deep, strategic alliances that cut across government, business, civil society and academia. Business schools should use the SDGs as a template for teaching teamwork to

students, who will then hopefully go on to use them as a constant reference for inspiration.

31.3.3 *Guided by humility and understanding*

Great leaders also have the emotional intelligence, self-awareness and humility to understand the needs of others. This is what guides their actions. Not dogma and instinct, but the real emotions, feelings and the desires of those around them.

The ‘Golden Rule’ that exists in one form or other in all religions is symbolic of this kind of leadership: ‘do unto others as you would have them do unto you.’ Although now we must also add the ‘planet’ to this sentiment. It is above all about receiving through giving.

Compassion raises levels of trust and enhances loyalty. And studies find that compassionate leaders are perceived as stronger and more competent. Above all, in a post-COVID-19 world, business schools need to rethink leadership as being anchored in society, empathy and kindness.

31.4 Hope for the future

Business schools are being tested like never before.

In common with many institutions, they have been severely disrupted by the digital economy and new technologies, which have democratised information and now allow anyone to become an instant expert in any subject – quite often for free. This has exposed gaps in curricula and led students to question the quality and costs of their education.

However, business schools should not despair. Information may now be more readily available than ever before, but that does not mean it is more understood. Students still need help and guidance to interpret, analyse and use information. And this is where business schools can continue to play a catalytic role. In helping to provide meaning and inspiration in a complex world where real change is more difficult to achieve than it may appear.

We are truly blessed to have so many gifted young people at this crucial time in history. More purpose-driven, tolerant, open and accountable than any generation before them, they are primed to make an enormous impact on the issues that matter. They passionately believe in sustainable living,

inclusivity, equality and fairness, which should give us all hope about the future.

If the world really is going to change, we can be certain it will be young people who will make it happen. All business schools need to do is give them the tools for the job. With the support of PRME, business schools can and must step up to the challenge.