Principles for Responsible Management Education

I. Letter of renewed commitment

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

Message from the Head of the School

HEC-ULg is dedicated to educating and training creative, polyvalent and highly responsible managers who will be able to address the challenges of the world of tomorrow in a global context. The Principles for Responsible Management Education are integrated into our School’s mission, vision, programs’ objectives, research and even... into our School’s culture. Therefore HEC-ULg’s main concern is “What skills do we need to develop?”. At the center of this reflection - common to all our stakeholders - is ethics.

HEC-ULg’s actions – and in particular the last revision of programs - are focused on the future and conducted according to interdisciplinary themes:

- the digital world (with the development of a Chair in Digital Media),
- entrepreneurship and innovation (including through the VentureLab, a new incubator for young entrepreneurs),
- the ethical, sustainable development and the social responsibility.

The Schools wants to provide the knowledge necessary for the understanding of crises (economic and financial, environmental and social) and the construction of solutions and alternatives, implying more quality, solidarity and responsibility.

Wilfried NIESSEN,
Acting Director General & Dean, HEC-ULg
II. Brief Overview

First created in 1898, HEC Management School - University of Liege (HEC-ULg) is, since 2005, the Management School of the University of Liege, Belgium. Being near the large European cities of Brussels, Paris, London and Frankfurt, as well as at the crossroads of Latin and Germanic cultures and at the center of a trans-frontier economic region between Flanders, Germany and the Netherlands means that, for HEC-ULg Management School, every day is an international experience. It offers high-level initial and continuous training programs in the field of management and economics. Its teaching is built around academic research and corporate links assuring a deep expertise in its fields of specialization.

The school is run with a high degree of autonomy, as it is responsible for all operational matters, human resources, enrolment of students, orientation of research and services to the community at large. The Management Board of the School, controlled by the School Board and the University Board of Directors, takes all main decisions. 2 organs, close to the corporate world, are advising the school authorities: the Governance Council and the Alumni Advisory Board.

The authority for degree awarding is the French Speaking Community of Belgium (FCB). HEC-ULg also issues “home” certificates for the executive education programs.

It is proud to count a community of 15,000 alumni and 2,300 students over all its programs. For the undergraduate programs and the lifelong learning education, the main target markets are Belgium, Luxemburg and the trans-border areas with Germany and the Netherlands. It recruits international profiles for its Master programs and the research activities. It has more than 300 qualified personnel including 150 professors and teachers who have attained the highest academic and/or professional level.

The School has engaged in a quality process and has received the EPAS labelling for its Master in Management, its Doctoral Program (2011, renewed in 2014) and its Master in Business Engineering (2013), the pre-accreditation status from AACSB and the membership of the CGE (Conférence des Grandes Ecoles which is a French association of Major Schools of Engineers and Management - 2011).

This report summarizes how the principles for Responsible Management Education are implemented in our School and it provides some paths for future improvements.

The School’s mission (Principle 1) and values (Principle 2) reflect its willingness to take part in a regional and international sustainable development. It has created an educational environment allowing students to acquire knowledge and experiences for a more responsible leadership (Principle 3). The courses proposed to students are based on a strong conceptual and empirical research led by our faculty members and their research teams (Principle 4) covering all main management fields and subjects such as the social economy, gender, Fairtrade, the role and dynamics of enterprises in a global world, etc. Since its creation, besides its numerous academic partnerships, the School has also developed a large network of corporate partners that are represented in its consultative bodies (Principle 5). They participate in the definition the school’s strategy and inform us about their economic, social and environmental challenges. Finally, the School tries to install an atmosphere of dialogue, allowing every stakeholder to participate to the school’s management orientations and to suggest improvements, especially in terms of exemplarity (Principle 6).
III. Implementation of the principles for Responsible Management Education

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.

The environment of Business Schools is evolving fast. The Business School is criticized and yet, at the same time, is expected to rethink economic and managerial models. Faced with the economic crisis, the Business Schools are rethinking the management models and economic principles necessary to construct a new environment of sustainable and socially responsible growth.

1. Mission

The commitment of the School to participate in the sustainable development of its economic region and in the awareness-raising of students is reflected in the School's mission:

As a leading university management school, HEC-ULg is dedicated to:
- Educating and training creative, polyvalent and highly responsible managers who will be able to address the challenges of the world of tomorrow in a global context;
- Developing a scientific research that is recognized internationally and has measurable societal impact;
- Contributing significantly to the economic and social development of its region.

2. Vision

It also appears from the School's vision:

HEC-ULg aims to be acknowledged internationally for the excellence of its research and wide-range educational portfolio in the fields of managements and economics. It strives to be recognized as a key player in its community and a significant contributor to the successful development of its region.

3. Foundations for success

HEC-ULg keeps a particular eye on the coherence and the managerial pertinence of its teaching, research, and community services activities. It has forged strong dynamics and a community spirit between students, graduates, staff and partners by involving in the decision-making processes, by communicating with them and by building on its foundations for success:
4. Learning Goals of our programs

Designed in coherence with the School Mission and based on large consultations with the School stakeholders, the objective of our Master programs is to allow student to become gradually a professional in the field of the management and to become a leader able to take creative, ethical and efficient decisions in an international and complex world; able to work in a team, communicate effectively and continue to learn. As for the Master in Management, a particular emphasis is placed on the understanding of the human, social and legal context. One of the main programs' objectives is that students assume behavior that is ethical, socially responsible and in the respect for good governance. Our fundamental values are therefore considered as Key Learning Outcomes:

Faced with a management problem, students will be able to suggest solutions that are ethical and socially responsible and that respect the principles of good governance.

In 2013, the University of Liege issued a Charter explaining its environmental policy. It states that "the University of Liège, its students, academic bodies, faculty and supervisory staff are committed to playing a leading role for the protection of the environment and using educational activities and research as levers to promote better awareness, global vision and local action in environment and sustainability". Line managers in faculties and research structural entities are responsible for ensuring the effective implementation of this approach in every activity.
Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

1. Courses specific to HEC-ULg

1) Master Programs

The Intended Learning outcomes provide a framework for professors and a direction to follow. Issues related to sustainable development and social responsibility are incorporated in several courses, whether compulsory or optional.

All Master students must attend the 3-weeks seminar course called "Sustainable strategy in a multi-polar world" (compulsory, taught in English). During this intensive seminar, students are asked to study a specific case:

In January 2015, students worked in groups of five on a case study entitled "Living smarter in Liege" with the support of the city of Liege, Accenture, Belfius and various actors of the field (GRE, SPI, AREBS and Basse-Meuse Development, two research centers (Lepur and SEGEFA), etc.)

Students of the Master in Management (120 ECTS) may choose the "Social Entrepreneurship" Concentration, including courses like: Introduction to social entrepreneurship; Social Innovation; Social Business Models; Strategy and marketing in social enterprise; Social entrepreneurship and sustainable development; Social investment and community development; etc.

Several optional courses also address those issues: Sustainable supply chains, Eco-management, The Firm Competitive Environment, Economic, ethical and technological Impacts, Entreprise sociale et développement durable, Executive and Team Management in an International Environment and for PhD students, Doctoral seminar in social entrepreneurship.

2) Skills Portfolio

It is important that students develop an ethical leadership dimension. Therefore HEC-ULg developed a "Skills Portfolio". Students have access to intensive workshops focusing on the acquisition of transversal skills (5 ECTS). The "Skills Portfolio" is an innovative and original tool, which has been set up in response to a pressing demand from our students, and our corporate partners. It completes the theoretical training of students by adding a soft skills element.

The Skills Portfolio is firmly based on the principle of learning by doing and includes a broad range of activities organized into four categories depending on the subject taught:

1) Critical Mind and Ethics;
2) Soft skills such as communication skills, team work, etc.;
3) Professional Identity;
4) Business Intelligence.
The workshops are taught in very small groups of students, from the 2nd undergraduate year. At the end of M2, every student should have taken workshops for a total of 5 ECTS. At the end of this learning module the students will receive, in addition to their degree, a certificate listing the skills they acquired.

32 workshops were offered this year (2014-2015), i.e. :
   - **At Bachelor level**:
     - Understanding the challenges of development cooperation,
     - Thinking about the energy problems in a sustainable development perspective,
     - Learning eco-pedagogy,
     - Driving and empowering one’s business,
     - Discovering the management of social enterprises,
     - Understanding the ethical issues in companies, etc.
   - **At Master level**:
     - Designing a Greener Business
     - Holding a position of responsibility in a student association
     - Developing a sustainable world for entrepreneurship
     - Designing an efficient and sustainable economic development: Workshop North / South
     - Better understanding the social regulation
     - Addressing economic systems in an alternative way
     - Boost yourself through the glass ceiling - bridging the gender gap
     - Act in full awareness of one’s values and those of one’s environment
     - Mastering crisis communication in Business

3) **Master Programs Revision**

Since the last revision process and due to the results of the Assurance of Learning and our stakeholders’ consultation, the Core curriculum and the specializations have been enriched by 3 transversal (i.e. cross-disciplinary) concepts (in red): Sustainability & Ethics, Entrepreneurship & Innovation and Digital Economy.

New Master courses of “**Business Ethics**” will be starting next year in order to deepen students’ awareness of their social responsibility.
2. HEC-ULg professors teaching in other faculties

Several Faculty members also teach in other faculties of the University of Liege (and/or abroad). Some courses address issues related to sustainable development and social responsibility, i.e.: "Analyse sociale de l'économie et de l'entreprise" (A. Cornet), "Notions d'économie politique et sociale" (J. Defourny), "Entrepreneuriat et management en économie sociale" (S. Mertens de Wilmars), "Séminaire d'économie sociale" (J. Defourny), "Bases de l'économie de l'environnement" (H.-J. Gathon, A. Gautier, M. Hermans, B. Jurion), "Economie sociale et solidaire, économie populaire et organisations non-profit" (J. Defourny), "Corporate Social Responsibility" and “Sustainability Management Control” (ESC Rennes – N. Crutzen), etc.

3. Executive School

HEC-ULg Executive School also plays a role in constructing a sustainable economy by delivering seminars within our Executive Degrees concerning, for instance "The role of Finance in building a more sustainable world", and "business creation/start-up" trainings.

Students of the Master in Management (evening course) program must attend the "strategic marketing seminar” which includes a case study on Ecover1 in order to raise students' awareness on sustainable development issues.

HEC-ULg is also involved in organizing an inter-university online Executive Master in Management in partnership with Solvay Brussels School of Economics and Management and the Louvain School of Management (‘Campus Virtuel en Gestion’). This certificate includes a CSR course (4 credits) which aims at offering students materials for a critical reflection on the ethical, social and environmental challenges of contemporary organizations functioning as well as the specificity of the role of business in the economy.

In addition, HEC-ULg Executive School delivers a **University Certificate in Environmental Management** (Evening Courses). This 1-year program trains experts able to integrate environmental management into businesses’ agendas. This training is very practical with case studies, site visits, role play and interactivity between students and teachers. A majority of teachers are professionally active in the environment field. It includes courses like:

- Principles and methods of environmental management
- Environmental law and urban planning
- Marketing
- Communication
- Environmental Assessment Tools
- Economic and fiscal instruments
- Specific courses on Earth / Water / Air/ Waste / Acoustics / Energy
- Energy performance of buildings

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1 *Ecover* is a Belgium-based company that manufactures ecologically sound cleaning products, made from plant-based and mineral ingredients.
- Safety-Hygiene
- Usefulness of the “Carbone Balance” method
- Biodiversity
Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

1. Program design

In accordance with our mission, the aforementioned courses are meant to increase students' critical thinking on ethical, economic, social and environmental issues of a globalized world, educating them to be creative managers who will become responsible leaders.

As the School encourages "innovative student personal development practices requiring a true engagement in actions and a real involvement", there has been numerous examples of pedagogical innovation, such as: the entrepreneurship and intrapreneurship concentrations, the skills portfolio, the business game, the multidisciplinary seminar on sustainable strategy (interactive online games, case studies, on line self-evaluation, pre-readings of portfolios, residential seminar, etc.), the use of NET.

The program has been developed around a pedagogy anchored in the real world and based on multiple opportunities for field experience:

- the 10 week internship;
- the (practice-based) master thesis;
- "entrepreneurship" and "Intrapreneurship" concentrations;
- the pedagogical methods used in the courses (stipulated in the pedagogic commitment): practical exercises, case study, project work, team work, presentation, report writing, business testimonials, etc.;
- the numerous conferences organized with top level managers who share their true experience work.

As stated above, following the last revision of our programs, new Master courses of “Business Ethics” will be starting next year in order to deepen students’ awareness of their social responsibility.
2. Internships and (practice-based) Master Thesis

HEC-ULg encourages students to further investigate issues related to sustainable development during their internship or while writing their Master Thesis. Assessment focuses on the student's capacity to develop a research question (Master Thesis) or to develop a solution to a global management problem anchored in a scientific context (Practice-based Master Thesis). The student also has to handle a specific management problem (internship) and propose pertinent solutions. The assessment method for the Master thesis and the internship will consist of submitting written work (a report or dissertation), which the student must present and defend orally in front of a selected jury.

1) Internships

Students from different concentrations are interested by internships linked to sustainability; in particular several internships have missions related to the management of social enterprises.

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<tr>
<th>Internships’ missions in 2013-2014, i.e.:</th>
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<td>- P. Dirsket’s mission (at Ateliers Jean Del’Cour NPO) was to study and analyze various factors that influence the precarious workers in “sheltered employment companies” and their impact on the work of these. He was then in charge of defining lines of &quot;protection&quot; of workers against these factors.</td>
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<td>- M. Gerkens’s mission at Vision Group was to implement a social responsibility approach within the company and its subsidiaries (focus on environmental aspects), i.e.: Meet different stakeholders to analyze what they have implemented or what they advocate; Identify feasible steps in the company; Examine the feasibility of a cooperative at an entrepreneurship level; Include concrete solutions in the management.</td>
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<td>- J.-C. Nduwayo was an intern at Santé Nord-Sud ASBL (Health North-South NPO) and got to confront the theory of Social Enterprises Management with the reality and work on integrating people in vulnerable situations.</td>
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<td>- B. Gob was offered an internship by MAX HAVELAAR Belgium, a company involved in the Fair Trade sector. Her main missions were monitoring and commissioning the CONNECT tool (supply chain database) and supporting events and networking with the Fair Trade business network.</td>
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<td>- A Greimers went to northwestern Benin for &quot;BENIN Ecotourism Concern&quot; in order to conduct a baseline study for the development of ecotourism and ethno-medicine in the region.</td>
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<td>- P. González Celada participated in Earth Belt Food project (Ceinture Aliment Terre) to structure short circuits of food products, in particular in the economic modeling of the project. Then, he ran a comparative analysis of public programs for the takeover of firms by workers in Spain and Belgium.</td>
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2) Master Thesis

Besides Master thesis trying to answer the economic crisis issues, several others deal with renewable energies, management of waste, CSR, the social economy, gender and diversity issues, etc. In fact, in 2013-2014, over 30 Master theses dealt with those issues.
3) Practice-based Master Thesis

Practice-based Master theses involve analysis of a real global management problem within a business or organization. Students spend time in a company throughout the academic year and must contribute well-argued proposals for solutions. The Practice-based Master Thesis must meet the double requirement of a thesis (scientific work) and of a project (practical work). Students must also demonstrate a critical mind through the objective approach of a consultant. In 2013-2014, several Practice-based theses dealt with sustainable issues:
3. The "Entrepreneurship" and "Intrapreneurship" concentrations

Our entrepreneurial and intrapreneurial concentrations, with innovative pedagogy, are unique in the market. These concentrations are only available to students in the 2nd year of our master programs selected through an application process. Based on an inductive approach using problem-based learning, it consists of a full year of alternating between company immersion and university courses designed to balance academic and professional demands.

4. The Skills Portfolio

As stated above, the Portfolio is firmly based on the principle of learning by doing through workshops in small groups, allowing students to develop soft skills and critical thinking (i.e. by arguing together). It occupies one or two half-days in the students’ timetable, beginning in the 2nd year of studies. At the end of each workshop, the student has to write a report detailing his/her experience of learning and his/her actual acquisition skills.

5. Conferences

We are pleased to welcome a wide variety of speakers for evening conferences or within our courses. They are at a senior level of well known regional or international companies such as: Accenture, Agoria, ARCEO, Belfius, BNP Paribas Fortis, Business and Society Belgium, Carrefour, Colgate, Deloitte, Ethias, Federation of Enterprises in Belgium, GDF-Suez, GRE-Liège (economic development of the Liège area), Mestdagh Group, Imerys, IBC, Logistics in Wallonia, Magotteaux, Mithra, Mobistar, NMC, Opticable, Ortis, Prayon, Sage, Sonaca Group, Union Wallonne des Entreprises, Walloon Financing Company, etc. (See below, "Partnerships with the corporate world")

HEC-ULg encourages its students to attend the various conferences organized at HEC-ULg, in relation with sustainable development, some of them organized in the framework of Chairs:
6. Extracurricular activities

1) VentureLab and “Entrepreneur Student” Status (since 2014)
In November 2014, the University of Liège inaugurated the VentureLab, the first incubator set up in French-speaking Belgium for entrepreneurs students and young graduates. The objective of VentureLab is to select and coach entrepreneurial projects designed by students during their studies and / or right after graduation. In particular, the incubator is accessible to ULg students having the “Entrepreneur Student” status (a first also in French-speaking Belgium, set up by the University of Liège in 2014). This status provides various benefits and possible adjustments in the pursuit of a course. It is also a recognition of the process in which young entrepreneurs are engaged. This status, created by the University of Liège in spring 2014, is inspired from and completes the status of student athlete, artist or with disabilities, already available to the ULg.

93% of young people under 30 have a favorable attitude vis-à-vis entrepreneurship, 43% of them are planning to start a business in the near future but less than 3% increase to the entrepreneurial act the output of their studies ... (source: AMWAY Global Entrepreneurship - GFK 2014 and GEM 2013). The VentureLab is part of the priorities of the Walloon strategic plan for the development of the entrepreneurial spirit, which advocates the strengthening of actions likely to promote the transition to the entrepreneurial act with higher education students.

Nearly twenty partners support the VentureLab, among them the foundation InBev-Baillet Latour, BNP Paribas Fortis, Herstal Group and RTL Belgium and Rossel groups.

2) Student Competitions
Many students competitions around management exist and HEC-ULg encourages students to participate. These competitions allow students to use the knowledge acquired at HEC-ULg in a "business game" or a "marketing game". HEC-ULg professors coordinate and support the teams. For instance, they participated in 2012 to the “go business award” of the FEB for which one of the selection criteria is the sustainable dimension of the business plan presented by students. In 2013, they presented the “Henkel innovation challenge”. One of the challenges is to create products with high added value while minimizing environmental footprint. In this game, the sustainable development aspect is crucial.
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.

This principle fits with the School's mission which states that “As a leading university management school, HEC-ULg is dedicated to (...) Developing a scientific research that is recognized internationally and has measurable societal impact”. Research on the economic, social and environmental aspects of sustainable development in relation with corporate practices is encouraged.

1. Peaks of Excellence

HEC-ULg has identified 6 strategic peaks of excellence based on the quality of its intellectual production, the links between research and teaching activity as well as the services to the community at large. This materializes through our offer of Master’s Degree Concentrations and the theme selected by our Doctoral School.

Several of these peaks of excellence study the economic, social and environmental aspects of sustainable development, in particular:

◊ Social Enterprises & the Social Economy
◊ Human Resources Management & Organizational Change

Several academic chairs contribute to connect the worlds of business and research (see Partnerships).
2. Research units and networks

A dozen research units are active on a European scale in diverse fields. They have developed collaborations with universities, research centers and research networks. Several units and networks focus on sustainable social, environmental and economic themes:

1) Liege Sustainability Management Platform

This transversal and multi-disciplinary platform brings together professors and researchers from various areas in economy and management (human resource management, marketing, social entrepreneurship, supply chain management, etc.) as well as from other disciplines (economy, geography, architecture, environmental sciences, etc.). This platform aims at stimulating exchanges on this topic, favoring collaborative research projects in the field of sustainability, developing new pedagogical teaching approaches as well as promoting and contributing to the sustainable development, locally and internationally.

2) Smart City Institute

Context

More than half of the world’s population lives in urban areas and this percentage rises to more than 66% in the European Union. The fast growth of the urban population implies numerous challenges in domains such as mobility, housing, employment, education, culture, security and natural resource management such as water, waste and energy.

This evolution requires real reflections and actions for a sustainable development of these urban ecosystems and a better quality of life for the citizens. Thus, it’s essential the actors of the city develop and implement «long term sustainable strategies» to create an adequate economic and societal environment within which citizens, companies and public authorities can live, work and interact.

The concept of “smart city” emerges more and more as a strategy to limit the problems inferred by the growth of the urban population and to find innovative solutions to meet this challenge. A “smart city” is a multi-stakeholders’ ecosystem (composed with local governments, citizens’ associations, multinational and local businesses, universities, international institutions...) engaged in a sustainability strategy using technologies (ICT, engineering, hybrid technologies) as enabler.

This approach implies the progressive development of a common strategic vision and the implementation of concrete initiatives in various domains (smart mobility, environment, economy, living, people and governance) in order to generate sustainable economic development and to offer a better quality of life along with a wise management of natural resources. In addition to this strategic perspective, smart cities also require the development and diffusion of new business models which will contribute successfully to their transition
towards sustainability, innovative financing instruments as well as a good understanding of specific stakeholders’ dynamics.

Academic developments on these issues need to be done, integrating strong managerial and financial approaches to the environmental, engineering, urban and political discussions.

Indeed, there is an obvious interest in smart cities at international, European, national and regional levels. All over the world, the multiplication of platforms and other initiatives demonstrate this increasing interest. However, today, most initiatives remain focused on very technical solutions in particular domains (mobility, energy, water, etc.) without proposing a real long-term strategic vision and managerial approaches on these questions (business models, financing, stakeholders’ dynamic, etc.). Besides, only few initiatives are carried out by a real academic institute based on a partnership between private and private actors as well as academic and non-academic partners.

The Institute
The Smart City Institute is an academic institute dedicated to the thematic of smart cities. It is founded on an original partnership between two private companies (Accenture and Belfius), a city (City of Liege) and a University and its Management School (HEC-ULg).

This new academic institute aims at stimulating research, teaching, innovation and entrepreneurship in the field of the “smart city”. The SCI proposes to approach this thematic from a managerial angle (not a technical one) while collaborating with other disciplines (necessary multidisciplinary approach).

This academic institute consists of:
- Professors and scientific researchers;
- Public and private partners: Accenture, Belfius and the City of Liege.
- The City of Liege also supports the institute.
- Experts in the development of the «smart cities» (experts in technology, real estate, infrastructures, financial services, energy, project management).

The mission of the Smart City Institute is to “contribute to the general development of smart cities by training future managers, developing research, entrepreneurship and innovation as well as facilitating sustainable value creation between actors of smart ecosystems thanks to networking and thanks to an access to multidisciplinary skills and to the most innovative technologies”.

Research
entrepreneurship
Teaching
From its beginning, a real national and international perspective will be given to the activities led by the Smart City Institute. Nevertheless, in a first time, the Smart City Institute, and more particularly its « City Lab », will focus on the territory of Liege in order to contribute to its economic, social and ecological development. This first step will anchor more the actions carried out by the University of Liege on the territory of Liege.

Finally, even if it is true that the issues and challenges of smart cities need to be analysed under the angle of various disciplines, management is clearly a crucial axis which has been little investigated, as proposed by Smart City Institute.

3) Centre for Social Economy (CES)

Our research Centre for Social Economy aims for a triple mission:

✓ Develop research in the social economy and social entrepreneurship, mainly in terms of economic analysis, management and sociology;
✓ Support social economy and social entrepreneurship teaching at the University of Liege and elsewhere.
✓ Provide services to communities, public and private decision-makers in relation with its expertise.

Topics are investigated in different fields (work integration, education, health, fair trade, renewable energy, etc.) and using different theoretical approaches (mainly in economics, management and organizational sociology).

The CES coordinates the.

Besides research, the Centre for Social Economy organizes two teaching programs:

- At the Master’s level, since 2010, the "Social Enterprise Management" "Management of Social Enterprises" concentration of the Master in Management.
- At the practitioners’ level, an executive education program ("University Certificate"), since 2012, for social enterprise managers, social entrepreneurs and other practitioners in the field.

Three Chairs within the CES contribute to teaching and research in management and entrepreneurship related to social enterprise and the social economy, namely:

- The "Cera Chair in Cooperative and Social Entrepreneurship" (Prof. Sybille Mertens)
- The "SRIW-Sowecsom Chair in Social Enterprise Management" (Prof. Benjamin Huybrechts)
- And the "Baillet Latour Chair in Social Investment and Philanthropy" (Prof. Virginie Xhaufflair).

In terms of services to practitioners and contribution to building a social enterprise ecosystem, the Centre has created a specific entity called the "Académie des Entrepreneurs Sociaux @HEC-ULg". The Academy gathers all the initiatives aiming to train, connect and support social entrepreneurs and social enterprise managers at HEC-ULg, including: long training programs (such as the "University Certificate"), focused training sessions, "co-solving workshops" aiming to collectively find solutions to problems facing social entrepreneurs,
conferences and seminars, and networking events (see the calendar of events). The Académie des Entrepreneurs Sociaux is supported by the three chairs described above and by CBC Bank and Insurance. It gathers individual members and associates the main social enterprise and social economy networks and support structures in Belgium, including: Agès, Ashoka Belgium, ConcertES, Coopburo, Febecoop, Oksigen Lab, Poseco, Pour la Solidarité, SAW-B, Syneco and Unipso.

Finally, since 1996, the CES has hosted the Coordination Unit of the EMES European Research Network. EMES includes 12 research centers and hundreds of individual researchers throughout the world who work in the field of social enterprise and related issues (social and solidarity economy, non-profit organizations, third sector, etc.). The EMES Network, which has been registered as a non-profit organization under Belgian law since 2002, was chaired by Jacques Defourny until 2010. The last edition of the EMES Research Conference on Social Enterprise was organized in Liege (July 2013) in collaboration with the CES and the IAP research program.

The international reputation of HEC-ULg in this domain is also reinforced by the presence of CIRIEC (International Research Centre on Public and Co-operative Economy). CIRIEC is an international and nongovernmental scientific organization whose goals are to implement and promote the search for information, the scientific research and the publications related to economic sectors and activities oriented towards the general interest:

- the economic action of the state at different levels (policy, regulation);
- public services;
- public companies;
- the social economy

In these different domains, CIRIEC addresses issues which are relevant for both managers and academics.

4) **EGID**

For instance, our research center, EGID, on gender, diversity and women entrepreneurs, under the direction of Professor Annie Cornet, is a research center specializing in the management of diversity, gender, and professional equality policies. It also looks at corporate social responsibility, in particular the involvement of stakeholders.

5) **LENTIC**

LENTIC, headed up by Professor F. Pichault, is a center specializing in organizational diagnostics, HRM and change management. For over twenty years, LENTIC has carried out research and actions centered on the human and social dimensions of change and the processes of organizational innovation. These dimensions are important to understand in order to propose sustainable solutions to corporations.
3. Doctorates

1) PhD Dissertations

PhD Students are developing dissertations that can be linked with sustainable issues, especially with the social economy and the third-world economies. Julie Rijpens, PhD in 2014 with a Dissertation entitled "Explaining diversity in social enterprise governance through the prism of the organisation-environment interactions. The case of WISEs", is now Director of Académie des Entrepreneurs Sociaux @HEC-ULg (Center for Social Economy).

Examples of Dissertations under study in the last 5 years:
- "Entrepreneurial initiatives in waste management in Ouagadougou, competition and legitimacy issues"
- "On the way to the hybrid organization. When worlds collide through collective entrepreneurship?"
- "The careers of executives: fresh perspective of gender and age"
- "The impact of cultural and institutional context on the HRM-performance relationship: the case of international NGOs in Burundi"
- "Evaluation of organizational performance: the role of monitoring tools as instruments of communication in organizations of fair trade"
- "The funding of local NGOs and voluntary organizations (NPO) in East Africa,"
- "Philanthropic strategies of public interest foundations in Belgium"
- "Professionalization of Human Resource Management in social enterprises: isomorphism or innovation?"
- "Evaluation of the overall performance of social enterprises"
- "Study of the contribution of microfinance institutions in the revitalization of community initiatives in Burundi"
- "Social enterprise in the African context"
- "The governance of microfinance institutions in post-conflict situation: case of Burundi"
- "The socio-professional integration of low-skilled persons of foreign origins"
- "Women's Entrepreneurship in Morocco"
- "Energy cooperatives and the diffusion of distributed generation technologies: a collective action perspective"
- "Modes of organization and economic efficiency of water supply companies in urban areas in Sub-Saharan Africa"
- "Deindustrialization, re-industrialization and innovation"
- etc.

2) Prizes

In the last 5 years, 3 prizes recognized the quality of HEC-ULg PhD students' dissertations:

Human Resources Management Association - Best contribution 2010

Present at the Human Resources Management Association symposium (largest event in the field in the French-speaking world) in Saint-Malo, Fabrice de Zanet was granted the best contribution prize for his dissertation "Abandonner le contrôle sans perdre le contrôle".
abrice is now working on the concept of sustainable performance through the creation of a climate and an organizational culture based on trust. He is also involved in the issue of happiness at work (social dimension of SD).

Benjamin Huybrechts, Researcher and Teaching Assistant at the Centre for Social Economy, was awarded several prizes for his dissertation entitled: "Explaining Organisational Diversity in Fair Trade Social Enterprises":
- the Jacques Tymen Prize by the Association d'Economie Sociale (2010)
- the Best Thesis Prize by the Réseau International sur les Organisations et le Développement Durable (RIODD – 2011)
- the Emerging Scholar Best Thesis Award by the International Society for Third-Sector Research (ISTR – 2012)

**CeFiP Academic Awards 2010**
Nathalie Crutzen, was granted the first prize of the "CeFiP Academic Awards" for her doctoral thesis titled "Essays on the Prevention of Small Business Failure: Taxonomy and Validation of Five Explanatory Business Failure Patterns (EBFPs)".

4. Publications

As proof of the School's commitment to improve the knowledge on sustainable development and social responsibility, a large range of Faculty's publications address these issues. See Appendix 1 for a more complete range of publications.

Examples:
5. Research conferences on sustainable development

Our Faculty members also participate and/or organize research conferences on sustainable development, e.g. International Conference on Sustainable Development (Namur 2013 and Louvain-La Neuve 2015).

Examples of publications over the last 5 years:

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.

1. Partnerships with the corporate world

As stated in its mission, HEC-ULg "is dedicated to (...) Contributing significantly to the economic and social development of its region". Its has developed an strong interaction with the corporate world, encouraging professors to carry out research with socio-economic relevance, and participate in professional conferences in Belgium and abroad. Founded in 1898 by a number of large-size companies in the region, HEC-ULg has always been able to maintain and develop this privileged relation which is an integral part of its spirit.

For instance, in 2013-2014:
- we welcomed the former Prime Minister, Elio Di Rupo (500 participants);
- our Alumni Advisory Board organized their annual “enterprises evening” (300 participants);
- we welcomed the project "Inspiration Days" (www.inspirationdays.biz) promoting social entrepreneurship in Business Schools and including workshops for students and large conferences (500 participants);
- we hosted a conference from the Chair of the “Voka” (Flanders' Chamber of Commerce and Industry) (400 participants);
- Luc Soete, Rector Magnificus of Maastricht University, was named “Doctor Honoris Causa”, etc.

This year, we welcomed Eric Domb (Founder of Pairi Daiza, an alternative zoo) and he agreed to become the sponsor of our 2015 cohort of graduates.

For the year 2013-2014, over 50 lecturers from the civilian or corporate world have been invited to share their experience with our students (see above "Method - Conferences").

1) Chairs

Several chairs link HEC-ULg closely to partner enterprises anxious to develop innovative competencies to respond to the social and environmental challenges.

Accenture Chair in Sustainable Strategy (since 2010)
The Accenture Chair in Sustainable Strategy combines HEC-ULg academic expertise with Accenture’s field experience and research on the world's most successful companies to offer a high-quality learning experience on sustainable strategy in a multi-polar world. The mission of Accenture Chair is thus to raise awareness and to develop (academic and executive) education as well as scientific research on Sustainable Strategy in a multi-polar world where concepts such as sustainable development become unavoidable. Accenture Chair in Sustainable Strategy has three fundamental objectives:
1. To provide a high-quality academic education in strategy and, in particular, in sustainable strategy. Two academic courses are currently concerned:
   • "International Strategy", an academic course which provides first Master’s students in Management with the necessary basis in strategic management.
   • "Sustainable Strategy in a Multi-Polar World", a three-week intensive seminar organized for all second Master’s students in January
2. To contribute to scientific research in Sustainable Strategy and in Corporate Social Responsibility.
3. To propose punctual conferences and executive education on these themes.

CERA Chair in Social Entrepreneurship (since 2000)
Linked with the Peak of Excellence "Social Entreprises and Social Economy", the CERA Chair in Social Entrepreneurship is the fruit of a partnership between the Center for Social Economy and the cooperative financial group CERA.
The CERA Chair has an essential mission to establish and develop within the university framework, support for entrepreneurship and management in social economy. The CERA Chair achieves this by setting itself three fundamental objectives:
1. offering high-quality education in social and cooperative economy;
2. improving knowledge of the social economy sector;
3. supporting social entrepreneurship.

SRIW-SOWECSOM Chair in Entrepreneurship and Social Innovation (since 2010)
Also linked with the Peak of Excellence "Social Entreprises and Social Economy", this chair is sustained by the SRIW (Walloon Regional Investment Company) and the Sowecsom (Walloon company of social market economy), its subsidiary company specialized in the financial support to the social economy enterprises.
The SRIW-Sowecsom Chair "Social Management Economy" includes:
1. 3 specialization courses aiming to reinforce the "Social Enterprises Management" concentration, reinforcement of the thesis support about social management economy, territorial development and innovative solutions to social needs, developments at the international level and at the level of executive education.
2. Development of the research in social economy projects management and territorial development (social needs study, interactions between participants, social innovation), in collaboration with other researchers working on these themes at HEC-ULg and throughout the world.
3. Increase of the services offer to social economy enterprises in partnership with the Executive Education department at HEC-ULg; support to the creation of social enterprises thanks to a scientific support to the action of advising agencies in social economy.
The Baillet-Latour Chair (since 2012)
Also linked with the Peak of Excellence "Social Enterprise", Baillet Latour Chair aims to promote a systematic and rigorous thinking on the various forms and facets of "social investment" and philanthropy. His research program is particularly interested in the foundation practices and their roles in the ongoing reconfiguration of the management of "common good". In general, it will also be offering foundations for ways to strengthen their capacity for analysis, management and governance.
To carry out its mission, Baillet Latour Chair organizes its activities around two areas of work:
1) The research will focus on different themes:
   - Foundations as social purpose companies: foundations management, foundations and support to social entrepreneurship, etc.;
   - Philanthropy as social investment: forms and methods of "venture philanthropy", the "social return on investment" and other measures of impact;
   - The role of "social investment" in our economies, in particular the evolution of philanthropy and foundation sector in globalization.

2) Teaching on "Social Investment and Philanthropy" will be provided by the introduction of courses and modules in various programs of HEC-ULg and more broadly of the University of Liège. Many schools could potentially accommodate such courses or modules, given the diversity of the fields of action of philanthropy (medical research, preservation of cultural heritage, humanitarian aid and development cooperation initiatives to help disadvantaged people, biodiversity protection, etc.).

Joint Chair in Diversity Management (GDF-Suez, Mobistar + NMBS Holding)
HEC-ULg created a joint chair in Diversity Management with Hasselt University with the support of GDF-Suez, Mobistar and SNCB.
The Chair takes interest in actions about social responsibility, defined as the employers voluntary integration of social issues in their business activities and in their relations with stakeholders, in which the diversity management policies are involved.
The Chair takes also interest in gender, the situation of persons of foreign origins, the professional integration of handicaped persons, professional insertion prospects for different age categories, etc.

2) Smart City Institute
See Research Centers.

2. Academic Partnerships
   1) ESC Rennes – Winter Session on Corporate Social Responsibility (CSR)
During two weeks early January, HEC-ULg is hosting a group of international master students from ESC Rennes coming to attend a seminar on Corporate Social Responsibility (CSR). After one week of lectures to introduce the theoretical concepts of CSR, the ESC Rennes group joins the HEC-ULg students to work on case studies and listen to CSR experts for a more
pragmatic and intercultural approach. At the end of the program, the students from ESC Rennes are invited to visit two different partner companies actively involved in the CSR. In 2015, they were introduced to Mithra Pharmaceuticals in Liege and they visited the Tilman laboratory, the medicinal plants specialist in Baillonville. The presentation of Mithra Pharmaceuticals and the visit of Tilman laboratory enable the students to confront their learning outcomes with the reality of CSR in the corporate governance and exchange their opinions with professionals.

2) **HEC-ULg and NetAcademy, Asia**

The "Executive Master in Advanced Management" program, developed by HEC-ULg in active partnership with NetAcademy, with the help of the Wallonia Export Agency, aims to confront asian enterprises to european economical and social contexts. NetAcademy is an e-service learning provider based in Malaysia and present in 8 asian countries. It is targeting managers wishing to graduate with european diplomas in the management field. NetAcademy is proposing online trainings giving access to certificates. The program is composed of 4 entirely online courses, a presential seminar and a business game featuring the participation of 5 HEC-ULg professors during the module closing week. The training approaches fundamental management subjects, such as "Finance, Human Resources Management, Supply Chain Management, Global Marketing, Strategy and Corporate Social Responsibility".

3) **Other academic partnerships**

**HEC-ULg and NUCE, Hanoi - Vietnam (since 2010)**

HEC-ULg and National University of Civil Engineering (NUCE), Hanoi - Vietnam, have established a cooperation since 2010. A one year formation is co-organised by HEC-ULg in Hanoi for NUCE Engineering graduates. The courses are taught in English by lecturers from HEC Management School and from NUCE. At the end of the year, an Executive Master in Industrial Management is delivered. Thanks to this certificate, students are enabled to enrol in the second year of the Master in Business Engineering at HEC-ULg. The objective is to help Vietnam improve the training of their engineers, providing them with a solid foundation of management, but also a quality international experience in Europe, with official certificate in the end.

**HEC-ULg and ISC, Kinshasa - Congo (since 2012)**

HEC-ULg and the ULg Faculty of Law and Political Science joined the Institut Supérieur de Commerce in Kinshasa (ISC) to create a Congolese Master in Management and Business Law. At the end of the program, the student is awarded a ULg certificate that is taken into account when applying for a degree at the ULg. The courses are given at the ISC in Kinshasa by teachers from the two partners institutions. The certificate is opened to congolese executives from local enterprises. The goal is to help Congo to improve the training of their local executives, providing them with a solid knowledge of management.
EMES International Research Network on Social Enterprise (mentioned previously)
Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

Our stakeholders (students, alumni, corporate, faculty and support staff) are regularly consulted. Dialogue with the School's stakeholders is integrated in the School's mission (see before) as well as in its structure.

1. Governance structure and involvement of stakeholders

Several advisory bodies represent our stakeholders:
- **The General Assembly** is an advisory body composed of representatives of internal stakeholders, including representatives of students.
- **The Governance Council** is an advisory body representing the corporate stakeholders of the School and is composed of 25 members hold key management positions within major companies. It sends representatives to the School Board. It is responsible for issuing opinions on certain projects, providing advice as regards the strategic positioning of the School, the search for extra financial means, etc.
- **The Alumni Advisory Board** is composed of a range of alumni chosen in order to represent all kinds of careers, geographical locations and seniority and also certain representatives of the driving forces of Liege society. It mobilizes the graduate network in order to make informed comment on the programs of the School.
2. Students organizations

The HEC-ULg Student Union (l'Assoc') is a non-profit association headed by administrators who are elected annually by the students. It sends representatives of the students to the General Assembly and to the School Board.

A meeting is organized every academic year together with the Management and representatives of students’ organizations in order to know the students' needs/wishes and to discuss further cooperation. Then, again, students are involved in HEC-ULg events through the year and specific meetings are organized.

In order to further develop their personal skills, students are welcomed to participate in the organization of the School as students’ representatives or in students clubs and associations (OIC). The associations are active in various areas such as sport, organizing parties, conferences, debates, 'job days', selling cheap study materials, running the cafeteria, welcoming foreign students, etc.

Holding a position of responsibility in an association can even be academically recognized by taking the specific portfolio workshop called "Occuper un poste à responsabilité dans une OIC".

3. Transversal Platforms

HEC-ULg has established several transversal platforms which allow to cross competencies inside and outside the boundaries of the School, mobilizing every stakeholder.

1) ID Campus

'ID Campus' is an open and interdisciplinary platform mobilizing the creativity of young people, researchers, and businesses for the creation of new uses, products, services or business models for a sustainable society. The ambition of ID Campus is not to generate growth for the sake of it, but to generate growth firmly anchored in strong prospects for sustainable development, social progress and integration. This interdisciplinary project answers to a need for a collective view of entrepreneurship rather than a individualistic one.

2) Sustainable Strategy

'Sustainable Strategy' is an interdisciplinary strategy platform. Strategy is a key element in the curriculum for students and includes the classic strategy theories, together with the concepts of sustainable development, corporate environmental and social responsibility, as well as an "International Strategies" dimension in a multi-faceted world. Teaching and research on the above-mentioned topics are undertaken on the basis of the following research and pedagogical methods: writing case studies, papers and scientific articles on...
these topics; organization of a 3-week residential seminar for students in the second year of a Masters, including conferences featuring numerous expert academics and practitioners on these subjects, as well as the completion of a case study by groups of students.

3) **Smart City Institute**
See Research Centers.

4) **VentureLab**
See Extracurricular Activities.
IV. Future perspectives/Key Objectives.

Our future objectives can be divided into three categories: education, research and exemplarity.

As far as education is concerned:
- We will continue to integrate the sustainability issues into our academic courses (at master level in particular) and we will evaluate the possibilities to discuss these issues, during specific courses, at Bachelor degree.
- We will develop specific executive education programs in line with these principles.
- Finally, we will organize seminars, trainings and events to promote the principles over the boundaries of the School (target = citizens, businessmen)

As far as research is concerned:
- We will encourage further research (conference papers, books, book chapters and, especially, publication papers) on issues related to Sustainable Development.
- Multi-disciplinary research projects/approaches (within and outside the Business School) will be developed and encouraged.
- One or several internationally-known scientific conferences will be organised, by specific professors, on major issues related to Sustainable Development.

As far as exemplarity is concerned,
- We will investigate and support initiatives aiming at improving the sustainability of our campus.
- We will ensure the continuity and the further development of partnerships as well as dialogue with key stakeholders (private and public organisations) on this thematic.
- A formalization of our multi-disciplinary platform is envisaged and will be discussed in the next months. A series of key projects (with project leaders) will be identified and developed further.
- We will promote international exchanges (researchers, students and administrative staff) to share experiences and progress in this field.

Support that may be of help from other PRME signatories or from the PRME Steering Committee.

Benchmarking is a key tool for HEC-ULg to improve the efficiency of its initiatives in the field of sustainability and corporate social responsibility. We would like to humbly compare ourselves to the best universities in terms of best practices: Which universities are at the top in this matter? Based on which criteria? Why are these initiatives exemplary? Should we include these in our future objectives?

Meetings with representatives from other universities will also be a useful tool as they allow to exchange information, points of view and to understand how other institutions function in their national context.
V. Sustainability on campus

HEC-ULg is aware that its own organisational practices should serve as example to its students. Many actions have already been taken by the School alone or in partnership with the University of Liege.

1. Environmental Aspects

The School is committed to save natural resources by thinking and acting on saving water, electricity and heating. For instance, our IT rooms are automatically turned off every evening and on the weekend. Our thermal insulation is quite high, notably thanks to double-glazing. Sorting of waste is applicable throughout the School and students are asked to respect the recycling rules.

While printing their thesis and works, students are told to print on both sides of the sheets. The staff also tries to print only when it is necessary.

A "Mobility" Cell of the University gives incentives to the staff to make them use public transport, cycling and carpooling as other ways of transportation to work. A specific week is dedicated to these alternatives each year. We also encouraged this policy by making a new bicycle parking available to both students and staff. Last year we have signed a leasing contract for 5 bikes that are available to the personnel and students for small distance. For longer distances, we bought an electric bike that is also at disposal. The University of Liege participates to the campaign "Tous vélo actifs" which aims to encouraged workers to bike on their way home.

2. Social Aspects

The School is very concerned about the well-being of its students and its staff. Two years ago, a large survey was conducted with the help of the psychology faculty. The results were quite good but the School decided anyway to put into place a specific "well-being" committee in charge of proposing solutions to improve the quality of the work life.

At the University level, a specific service is dedicated to the staff quality of life inside or outside the University. It offers services such as a university nursery, access to sports, help to quit smoking, etc.

The University of Liege has also received the European quality accreditation HR Strategy for Researchers (HRS4R). It is therefore the first Belgian university to receive this accreditation, which is awarded by the European Commission in recognition of the quality of the human resources management strategy in research. This recognition guarantees Belgian, European and international researchers that the ULg develops its strategy respecting the principles set forth in the European Charter for Researchers and in the Code of Conduct for the Recruitment of Researchers.

Accessibility to all is a concern: elevators allow everyone to access any classroom or office and automatic entrance doors have been installed this year to allow easier access to all, i.e. wheelchairs.
3. Economic Aspects

HEC-ULg is committed to progress in the direction of a sustainable economy. Besides our research work, it implies a coherent purchasing policy. This is why HEC-ULg decided to promote Fair Trade products. Our coffee is already 100% fair trade. HEC-ULg has received a Max Havelaar 's "Fairtrade @Work" Award : http://www.fairtradeatwork.be/fr.
Appendix 1 - Publications linked with sustainability

You will find in this Annex a sample of publications linked with the different dimensions of sustainability published by our Faculty members over the last years.

### Publications Economics and Management 2010-2015

Legend

**Bibliometric indicators linked to the journal** (for those whose ISSN has been indicated by the author)
- **IF = Impact factor** Thomson ISI. Are indicated: IF of the year of publication and IF of the last edition of JCR (last), « ? » if not known by ORBi yet; « - » if non-existent.
- **IF5**: idem as IF but for a 5 year period (new indicator since 2009).
- **EigenF = EigenFactor** (see: [http://www.eigenfactor.org/](http://www.eigenfactor.org/)).
- **Article Infl. = Article Influence**: EigenFactor divided by the number of articles published in the journal.

**Bibliometric indicators linked to the article**
- **ORBi viewed** = total number of visualizations of a reference on ORBi (of which X internally within the ULg).
- **ORBi downloaded** = total number of downloads of the full text via ORBi, including requests copy.
- **SCOPUS® = number of citations picked up by SCOPUS®.**

(Caution: According to disciplines, some bibliometric indicators may not be relevant)

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**1. Dissertations and Theses**

1.b. Doctoral thesis


[http://hdl.handle.net/2268/104868](http://hdl.handle.net/2268/104868)


ORBi viewed: **116** (34 ULg); downloaded: **24** (10 ULg) — SCOPUS®: -
3. Articles in peer reviewed academic journals

3.a. With an international target audience

As first or last author

Peer reviewed
ORBi viewed: 117 (19 ULg) ; downloaded: 77 (10 ULg) — SCOPUS®: 1

Peer reviewed
ORBi viewed: 104 (5 ULg) ; downloaded: 170 (4 ULg) — SCOPUS®: -

Peer reviewed
ORBi viewed: 32 (3 ULg) ; downloaded: 25 (1 ULg) — SCOPUS®: -

Peer reviewed (verified by ORBi)
ORBi viewed: 23 (6 ULg) ; downloaded: 33 (3 ULg) — SCOPUS®: 1
IF 2012: 1.541; last: 1.718; IF5: 2.084 — EigenF 2012: ?; last: 0.0025 — Article Infl. 2012: ?; last: 0.6204

Peer reviewed
ORBi viewed: 263 (39 ULg) ; downloaded: 26 (8 ULg) — SCOPUS®: -

Peer reviewed (verified by ORBi)
ORBi viewed: 55 (13 ULg) ; downloaded: 0 — SCOPUS®: 0
IF 2012: 1.062; last: 1.069; IF5: 0.921 — EigenF 2012: ?; last: 0.0008 — Article Infl. 2012: ?; last: 0.2799

ORBi viewed: 37; downloaded: 1 — SCOPUS®: -

ORBi viewed: 110 (9 ULg); downloaded: 115 (6 ULg) — SCOPUS®: -

ORBi viewed: 440 (37 ULg); downloaded: 587 (45 ULg) — SCOPUS®: -

ORBi viewed: 427 (2 ULg); downloaded: 61 — SCOPUS®: -
IF 2010: 1.125; last: 1.552; IF5: 1.889 — EigenF 2010: 0.0076; last: 0.0097 — Article Infl. 2010: 0.2616; last: 0.3155

As co-author

ORBi viewed: 52 (3 ULg); downloaded: 29 (4 ULg) — SCOPUS®: -

ORBi viewed: 86 (4 ULg); downloaded: 132 (3 ULg) — SCOPUS®: -
4. Articles in non-peer reviewed academic journals

4.a. With an international target audience

http://hdl.handle.net/2268/130251
ORBi viewed: 83 (10 ULg) ; downloaded: 6 — SCOPUS®: -

5. Books

5.b. As editor or publication director

http://hdl.handle.net/2268/118535
ORBi viewed: 59 (15 ULg) — SCOPUS®: -

6. Chapters and parts of collective works

6.a. Chapters

http://hdl.handle.net/2268/171387
Peer reviewed
ORBi viewed: 12 (2 ULg) ; downloaded: 1 (1 ULg) — SCOPUS®: -

http://hdl.handle.net/2268/166825
Peer reviewed
ORBi viewed: 17 (1 ULg) ; downloaded: 0 — SCOPUS®: -

http://hdl.handle.net/2268/116098
Peer reviewed
ORBi viewed: 63 (26 ULg) ; downloaded: 19 (10 ULg) — SCOPUS®: -

8. Scientific conferences at universities and research centers


http://hdl.handle.net/2268/169633

ORBi viewed: 30 (7 Ulg) ; downloaded: 0 — SCOPUS®: -


http://hdl.handle.net/2268/127906

ORBi viewed: 37 (10 Ulg) ; downloaded: 34 (7 Ulg) — SCOPUS®: -


http://hdl.handle.net/2268/78739

ORBi viewed: 64 (6 Ulg) — SCOPUS®: -

9. Scientific congresses and symposia

9.a. On invitation

With an international target audience


http://hdl.handle.net/2268/172939

Peer reviewed

ORBi viewed: 5 (1 Ulg) — SCOPUS®: -


http://hdl.handle.net/2268/131239  
Peer reviewed ORBi viewed: 94 (6 ULg) ; downloaded: 61 (3 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/89229  
ORBi viewed: 17 (1 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/75748  
ORBi viewed: 75 (11 ULg) ; downloaded: 66 (11 ULg) — SCOPUS®: -

9.b. On a personal proposal

**Published**

*With an international target audience*

*With peer reviewing*


http://hdl.handle.net/2268/173029  
Peer reviewed ORBi viewed: 23 (7 ULg) ; downloaded: 2 — SCOPUS®: -


http://hdl.handle.net/2268/165176  
Peer reviewed ORBi viewed: 90 (6 ULg) ; downloaded: 81 (1 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/166949
Peer reviewed
ORBi viewed: 30 (8 ULg) — SCOPUS®:
http://hdl.handle.net/2268/149592

Peer reviewed
ORBi viewed: 87 (4 ULg) — SCOPUS®:
http://hdl.handle.net/2268/148068

Peer reviewed
ORBi viewed: 106 (6 ULg); downloaded: 223 (4 ULg) — SCOPUS®:

Without peer reviewing

http://hdl.handle.net/2268/168422
ORBi viewed: 37; downloaded: 45 — SCOPUS®:

Oral presentations only or conference poster

With an international target audience

http://hdl.handle.net/2268/179934

Peer reviewed
ORBi viewed: 10; downloaded: 0 — SCOPUS®:

http://hdl.handle.net/2268/172740

Peer reviewed
ORBi viewed: 33 (6 ULg); downloaded: 22 (1 ULg) — SCOPUS®:

http://hdl.handle.net/2268/167689

Peer reviewed
ORBi viewed: 22 (12 ULg); downloaded: 3 (3 ULg) — SCOPUS®:

http://hdl.handle.net/2268/167680

Peer reviewed

ORBi viewed: **32** (3 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/153380

Peer reviewed

ORBi viewed: **25** (6 ULg) ; downloaded: **30** (3 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/151749

Peer reviewed

ORBi viewed: **80** (7 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/148081

Peer reviewed

ORBi viewed: **67** (10 ULg) ; downloaded: **38** (7 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/145761

Peer reviewed

ORBi viewed: **82** ; downloaded: **86** — SCOPUS®: -


http://hdl.handle.net/2268/146840

Peer reviewed

ORBi viewed: **47** (6 ULg) ; downloaded: **5** (1 ULg) — SCOPUS®: -


Peer reviewed
ORBi viewed: **99** (10 ULg) ; downloaded: **473** (5 ULg) — SCOPUS®: -

Peer reviewed
ORBi viewed: **323** (13 ULg) ; downloaded: **310** (11 ULg) — SCOPUS®: -

Crutzen, N. (2011, September 17). *Sustainability Performance Management in Large Firms: A Qualitative Research amongst Seven Western European Firms*. Paper presented at EBEN Annual Conference, Anvers, Belgique. [http://hdl.handle.net/2268/99001](http://hdl.handle.net/2268/99001)
Peer reviewed
ORBi viewed: **91** (6 ULg) ; downloaded: **546** (5 ULg) — SCOPUS®: -

Peer reviewed
ORBi viewed: **146** (41 ULg) ; downloaded: **102** (30 ULg) — SCOPUS®: -

Peer reviewed
ORBi viewed: **49** (4 ULg) ; downloaded: **54** (4 ULg) — SCOPUS®: -

Peer reviewed
ORBi viewed: **15** (3 ULg) ; downloaded: **1** (1 ULg) — SCOPUS®: -

Peer reviewed
ORBi viewed: **51** (5 ULg) ; downloaded: **142** (5 ULg) — SCOPUS®: -
Peer reviewed
ORBi viewed: 42 (8 ULg) — SCOPUS®: -

Peer reviewed
ORBi viewed: 43 (21 ULg) — SCOPUS®: -

11. Reports

11.a. Research reports

External

ORBi viewed: 96 (13 ULg) ; downloaded: 67 (5 ULg) — SCOPUS®: -

ORBi viewed: 55 (1 ULg) ; downloaded: 0 — SCOPUS®: -

ORBi viewed: 127 (15 ULg) ; downloaded: 114 (7 ULg) — SCOPUS®: -

12. Learning materials

14. Diverse speeches and writings

14.a. Articles for general public or popularization articles


http://hdl.handle.net/2268/159845

ORBi viewed: 208 (44 ULg) ; downloaded: 287 (48 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/167692

ORBi viewed: 15 (1 ULg) ; downloaded: 0 — SCOPUS®: -


http://hdl.handle.net/2268/134350

ORBi viewed: 38 (5 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/69450

ORBi viewed: 59 (14 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/40870

Peer reviewed

ORBi viewed: 64 (8 ULg) — SCOPUS®: -

14.b. Conferences given outside the academic context


http://hdl.handle.net/2268/170846

ORBi viewed: 35 (4 ULg) ; downloaded: 15 (3 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/145764

ORBi viewed: 47 (6 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/137279

ORBi viewed: 128 (37 ULg) — SCOPUS®: -


http://hdl.handle.net/2268/22890

ORBi viewed: 65 (5 ULg) ; downloaded: 356 (6 ULg) — SCOPUS®: -
15. E-Prints/Working papers

Peer reviewed
ORBi viewed: 73 (8 ULg) ; downloaded: 140 (5 ULg) — SCOPUS®: -

Peer reviewed
ORBi viewed: 19 (3 ULg) ; downloaded: 0 — SCOPUS®: -
Content
Principles for Responsible Management Education 2nd Sharing Information on Progress Report – Academic year 2014 - 2015 ................................................................. 1
I. Letter of renewed commitment ........................................................................ 1
II. Brief Overview .................................................................................................. 2
III. Implementation of the principles for Responsible Management Education ....... 3

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. ......................................................... 3

Principle 2 | Values: We will incorporate into our academic activities and curricula
the values of global social responsibility as portrayed in international initiatives
such as the United Nations Global Compact ..................................................... 5

Principle 3 | Method: We will create educational frameworks, materials, processes
and environments that enable effective learning experiences for responsible
leadership. ........................................................................................................... 9

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. ............ 14

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. .................................................................................................................. 22

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. ................................................................................................................................. 27

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