

Reporting to stakeholders: A way to stimulate learning for global responsibility

**Sharing Information on Audencia's progress
in implementing the PRME**

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Global Responsibility at Audencia

“Making sense of management”

- A commitment rooted in our history
- A commitment integrated in our mission
- A commitment implemented in all our activities
 - Research
 - Teaching
 - Corporate relations
 - School’s management

Global Responsibility at Audencia

Acting as a pioneer

- First French institution of higher education to sign the Global Compact
- Active involvement in drafting the PRME
- Among the first business schools to sign the PRME
- Appointment of a Director for Global Responsibility and adoption of a three-year strategic plan

Global Responsibility at Audencia

Believing in the benefits of networks

- Member of EABIS
- Member of the GRLI
- Member of AACSB's PRME Affinity Group
- Member or initiator of national multi-stakeholder networks in the field of global responsibility

Learning through reporting

Need for learning with stakeholders

- Business schools need to acquire knowledge about, understand, and develop responses to their multiple and fluid environments
- Learning cannot be done in splendid isolation
- Stakeholders are potential agents of learning
- The diverse nature of stakeholders implies that modes of engagement for organizational learning must be differentiated

Where to engage stakeholders

1. Awareness of need to learn/problem definition
 - Stakeholders can trigger need to learn and contribute to problem definition
2. Acquisition of information/knowledge
 - Stakeholders have expertise the organization needs
3. Distribution in the organization
 - Stakeholders may be considered more credible than top management in distributing knowledge
4. Interpretation for shared understanding
 - Interpretation often most contentious! Crucial as basis for negotiating action.
5. Utilization
 - Partnerships with stakeholders can favor effective utilization of knowledge/implementation
6. Storage in organizational memory
 - External stakeholders may store knowledge that is lost in fast changing organizations

Daft & Weick, 1984; Huber 1991; DiBella, Nevis, Gould 1996; Berthoin Antal, Krebsbach-Gnath 2001

Learning through reporting

Transparent reporting as a condition for learning with external stakeholders

- Creating trust through a reporting on both positive achievements and difficulties
- Reporting on commitments, action plans and results, trying to give both quantitative and qualitative information
- Giving voice to various stakeholders, including critical ones

Learning through reporting

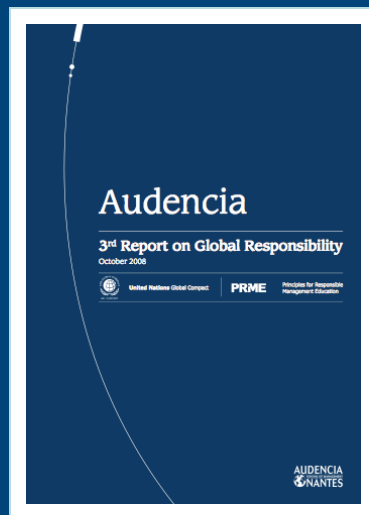
Reporting as a trigger for learning with internal stakeholders

- Internal stakeholders are invited to contribute to reporting and thus reflect on the link between their activity and the PRME
- Internal stakeholders are offered the opportunity to highlight their achievement which may help them to overcome barriers to change
- Internal stakeholders are informed and invited to comment on the different activities linked to the PRME as well as to suggest new actions

Learning through reporting

Different ways of reporting

- Annual written report summarizing all main activities in a coherent way
- An interactive and regularly updated weblog



Thank you for your attention!

