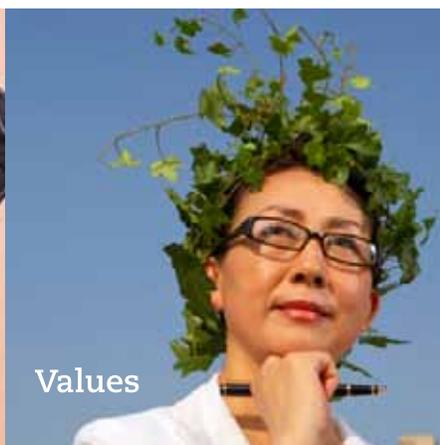


## Sharing Information on Progress

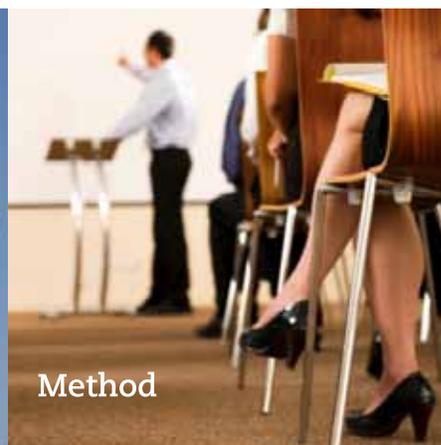
A world of inspiration



Purpose



Values



Method



Research



Partnership



Dialogue

Supported by



1st Analysis Report  
Activities 2008 - June 2010

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# Sharing Information on Progress (SIP) A World of Inspiration

## 1<sup>st</sup> Analysis Report (Activities 2008 - June 2010)

### *Lead Author*

Jose Manuel Alcaraz, Research Director, Barna Business School

Additional input from Manuel Escudero, Jonas Haertle and Lisle Ferreira from the PRME Secretariat and the UN Global Compact Office, and numerous faculty members across Barna Business School is greatly appreciated.

We would also like to thank all the PRME early SIP reporters.

# Foreword

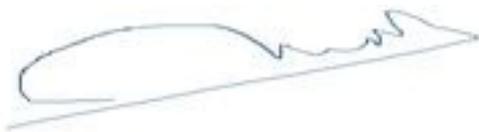
"With this publication we would like to show how the efforts of so many business schools are bearing fruit in terms of progress based on the framework provided by the UN PRME principles.

We are now on the threshold of a radical change in business education, demanded by globalization, the IT revolution and the governance gaps, in a world where business has gained power and where society demands that corporations become part of the solution, rather than part of the problem.

In this time, when PRME is becoming a global platform for all those who are rethinking the future of business education, we are firmly committed to creating a learning community of schools which inspire each other in this much needed change - in the underlying philosophy, curricula and learning frameworks of business education.

The publication "PRME, Sharing Information on Progress: A World of Inspiration", authored by Jose Manuel Alcaraz, of Barna Business School, is a pioneering publication, where the progress achieved by the first intake of schools reporting on their activities is abundantly and accurately portrayed.

We would like to encourage publications like this one. This first step in the analysis of progress through reporting should be followed in the future by new publications where a cohort of committed professors will analyze, on an on-going basis, the ever increasing pool of PRME experiences, as captured by the Sharing Information on Progress reports. This crucial analytical work will disseminate, to the PRME community and beyond, accessible knowledge on the new ways by which business educators are striving to update the education of future leaders and professionals, suited for the corporation of the 21<sup>st</sup> century."



Manuel Escudero, Head, PRME Secretariat  
June 2010

# Introduction

“To get to the bottom of the recent wave of corporate scandals, start with what is being taught in business schools”, affirmed Sumantra Ghoshal, a well recognized researcher in management<sup>1</sup>. Corporate responsibility and sustainability have certainly entered but not yet become embedded in the mainstream of business-related education.

The Principles for Responsible Management Education (PRME), supported by the United Nations, is a global platform and an urgent call for business schools and universities worldwide to fill that gap - and gradually adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities<sup>2</sup>. At the time of writing this report, PRME has been adopted by more than 300 institutions. Those principles are:

## **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 and curricula 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.

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<sup>1</sup> Ghoshal, S. (2005). Bad Management Theories Are Destroying Good Management Practices. *Academy of Management Learning & Education*, 2005. Vol 4, No 1, 75-91.

<sup>2</sup> The PRME initiative is in significant part the result of the efforts led by the UN, AACSB International, EFMD, the Aspen Institute’s Business and Society Program, EABIS, GMAC, GRLI, Net Impact, and other institutions. These organizations have conducted some of the major learning and educational initiatives on responsible management worldwide. The PRME project consolidates, frames and gives new momentum to this joint initiative, framing it entirely by internationally accepted values such as those portrayed in the United Nations’ Global Compact on *Human Rights, Labour, Environment and Anti-corruption*.

### **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, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

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

*Sharing Information on Progress reports (SIPs)* are the crucial building block for credibility and peer learning within the PRME initiative. Signatories in PRME need to share information on their progress every 18 months. This report aims to describe some of the most significant initiatives taken by 44 institutions that became PRME signatories before 31st December 2008 (and, as such, shared their progress before June 2010).

This 1st SIP Analysis Report has a descriptive, not prescriptive, purpose and aims to throw some light on questions such as: Which have been the main actions taken on each of the six principles? What can we learn from them? What have been some of the most creative, brave and inspiring initiatives?"

NOTES: In this report the expressions "Responsibility" and "Responsible Management" have been used in a wide sense, aiming to encompass diverse terms such as sustainable development, corporate social responsibility, environmentalism, ethical behaviour, etc. That is, business practices that aim to create environmental and social (as well as economic) value. Also, the references to the PRME signatories aim to illustrate or mention (some of the) organizations that have invested significant efforts or achieved results with regard to the principles described, according to their SIPs.

# Executive Summary

The following have been some of the most representative initiatives taken by PRME signatories for each principle.

## Principle 1

PRME signatories have engaged in diverse activities to facilitate the development of Responsible Managers. Many have started assessing awareness on Responsibility issues among faculty members in the different disciplines. Possibilities regarding the implementation of ethical, sustainability and CSR-related themes within organizational, teaching & research activities of faculty members have been assessed. These have included the establishment of PRME-related internal taskforces and committees, widening the presence of sustainability experts on external supervisory boards, creating new research centers and aligning current ones with a Responsible Management agenda, offering faculty development workshops on Responsible Management, participating in the activities of PRME co-conveners, and all kinds of 'greening the campus' activities - or consolidating the campus as a physical space that resonates with the new ethical imperatives promoted.

## Principle 2

PRME signatories have taken diverse efforts to try to embed Responsibility values in the curricula and academic activities. Some have gone through thorough analysis of the current academic offerings to determine "where are we now, where can we start and where should we be heading to in the near future", on the inclusion of Responsibility contents in the programs already offered or those to be offered. Most of the business schools have simply included more Responsibility topics in the existing courses (undergraduate, graduate and PhD), while a few signatories have created completely new program offerings (concentrations, certificates or courses). Events across the campus have been common, from student-orientation events to conferences, alumni events, etc., often organized by students themselves. Also, diverse business schools have undertaken specific activities to create visibility for the PRME principles, the UN Global Compact or the UN Millennium Goals.

## Principle 3

Overall, PRME signatories have reported using a variety of teaching initiatives to go beyond classroom lectures, guest speakers and case studies, in an effort to incorporate more experiential and engaging learning approaches. These have included service learning, field research projects and visits, roundtable discussions co-organized by students, case study writing, local and global competitions, business games and simulations, out-door and physically-based experiences, journalism, faculty co-teaching, teaching workshops co-organized with students, film screenings with debates and panel discussions, self-evaluation exercises on responsibility issues, on-line blogs and Internet communities (the so-called "Web 2.0" tools), resource collections, etc. PRME signatories are using diverse methodologies to generate critical learning environments that produce deep learning and touch the lives of business students - that is, to impact the way they think, act and feel

#### **Principle 4**

PRME signatories have been involved in diverse initiatives to support, encourage or initiate research on Responsible Management-related topics. These have involved faculty and student-based efforts, such as aligning current research centers, or even creating new ones, with research on PRME topics; creating multidisciplinary research teams to understand pressing issues (such as business and climate change); participating in national and international research networks; competing for grants with PRME-related proposals; involving students in field research; offering regular faculty seminars, etc. Ultimately, this has resulted in the production of publications on a broad range of topics that have appeared both in the popular press and, mostly, in diverse peer-reviewed journals - a few of them of new creation.

#### **Principle 5**

Among the diverse partnership initiatives developed by PRME signatories were: Industry professionals with expertise in sustainability were appointed to university governance bodies; Partnerships with CSR-related centers and networks have been reinforced; Collaborations with firm departments dealing with CSR have been established; Clubs, associations and institutes have been created; Executive education, consultancy and in-company programs with significant contents on Responsibility have been delivered; Forums, workshops, working-breakfasts, round-tables with executives (often, alumni) have been widely offered.

#### **Principle 6**

Beyond the interactions with business managers, PRME signatories have been engaged in all kinds of events to foster dialogue with multiple stakeholders (forums, multi-sectorial meetings, mini-labs, round-tables, panel discussions, symposiums, etc.). They have also closely collaborated with governments, regional networks, commercial, industrial and agricultural associations, trade unions, NGOs, watchdog organizations, media organizations, etc.

# 1. Initiatives for Each Principle

## *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.**

### Overview

PRME signatories have engaged in diverse activities to facilitate the development of Responsible Managers. Many have started assessing awareness on Responsibility issues among faculty members in the different disciplines. Furthermore, possibilities regarding the implementation of ethical, sustainability and CSR-related themes within organizational, teaching and research activities of faculty members have been assessed. These have included the establishment of PRME-related internal taskforces and committees, widening the presence of sustainability experts on external supervisory boards, creating new research centers and aligning current ones with a Responsible Management agenda, offering faculty development workshops on Responsible Management, participating in the activities of PRME co-conveners, and all kind of “greening the campus” activities - or consolidating the campus as a physical space that resonates with the new ethical imperatives promoted.

### Establishing PRME-related internal taskforces and committees

Several PRME signatories have set up specific taskforces and multi-department committees from various disciplines to help establish the foundation and directions for PRME in the institution. In some occasions a specialized coordinator has been recruited for this purpose to make CSR the strategic orientation of the institution. Some of these taskforces have also undergone wide implementation beyond the business school (e.g. Pforzheim has done so at the Business School, the School of Design and the School of Engineering). A few organizations have also appointed specialized staff to act as representatives for all university issues related to ethics. Diverse schools have started by using user-friendly but precise questionnaires to assess the awareness of ethical, sustainability and CSR-related themes among faculty members, and to brainstorm on implementation possibilities (e.g. European Business School). Accordingly, diverse organizations have drafted short and long-term plans involving all the departments (e.g., Marketing, Finance, HR, Logistics) establishing also well-defined progress indicators to monitor PRME efforts (e.g. La Trobe GSM).

### Widening the presence of sustainability experts on external supervisory boards

Diverse organizations have managed to include specialists or business people with a background in sustainability in their respective governance bodies, including boards of trustees, boards of directors, and industry advisory boards. Some PRME signatories now have a greater presence of representatives or chairs sensitive to Responsible Management (e.g. Maharashi University of Management). Although for many organizations the school's existing mission was already clearly aligned with the PRME philosophy (e.g. Montpellier Business

School), becoming a signatory has boosted the school's initiatives, and highlighted the need to have internal and external stakeholders involved in the effort to make sustainability an integral part of the education project.

### **Creating new research centers or re-aligning current ones with a Responsible Management agenda**

Diverse PRME signatories have created new centers (e.g. Bentley College, Hanken School of Economics, Mendoza) to boost PRME-related efforts, or have enhanced the activities of already established units. Some of these centers are completely student-based (e.g. CEIBS CSR Club).

### **Faculty development on Responsible Management: engaging ourselves first**

Since faculty need to be engaged first in the conceptual shift they want to advocate and promote on the basis of PRME - seeing the world from the eyes of the different stakeholders, with special emphasis on society and the environment -, multiple institutions have offered faculty development courses (e.g., individual faculty from different universities were given the opportunity to attend in-depth learning experiences such as the AACSB workshops on *ethics for future leaders*).

### **Participating in the activities of PRME Co-conveners.**

Many PRME signatories have engaged in the activities of some of the PRME Co-conveners: establishing a student-GRLI chapter through the 'GRLI ambassadors-program' (e.g. IESEG), becoming involved with Net Impact (e.g. Crummer Graduate School of Business), being active in the AACSB PRME Affinity Group (e.g. Pforzheim), with the UN Global Compact national chapters (Martin Luther University), being part of the Aspen Institute 'Beyond Grey Pinstripes' initiative (e.g. Nottingham Business School), etc.

### **The Campus as an environmental and ethical 'physical role-model'**

Physical spaces convey clear cultural messages and materialize the organizational culture<sup>3</sup>. PRME signatories have made all kind of efforts to develop 'green and ethical' campuses. Sometimes these were humble 'small wins and starts' (initiating a small paper recycling program within one department, installing a solar panel, replacing paper towel dispensers with hand dryers in high-use bathrooms across campuses). On other occasions they were robust environmental governance processes, such as the redefinition of all procurement practices for office supplies (e.g. Thunderbird, San Francisco State University College of Business). In the case of Bentley College efforts consisted of completing an emissions inventory, setting a target date and interim milestones for becoming climate neutral, taking immediate steps to reduce greenhouse gas emissions through short-term actions, making detailed waste management action plans, making inventory and progress reports publicly available, etc. Some universities have also taken advantage of already established bodies or organizations such as the 'American College and University Presidents' Climate Commitment' (in the US) or the 'Responsible Campus Campaign des Grande Écoles' (in France).

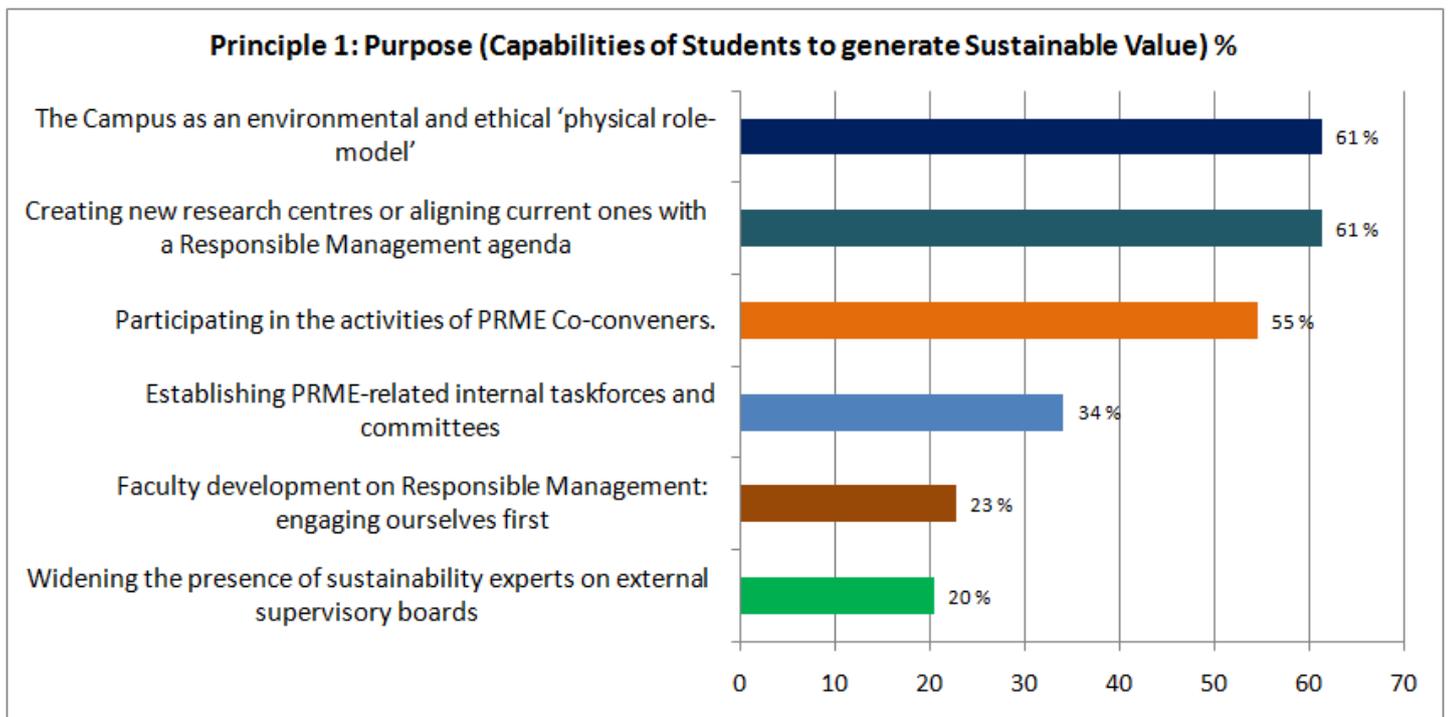
Concerning the establishment of an internal ethical environment within the university, some signatories have implemented enhanced codes of ethical conduct for students and staff (e.g.

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<sup>3</sup> Ulrich, D. & Smallwood, N. (2003). *Why the Bottom Line Isn't*. Hoboken: Wiley & Sons.

ESPAE, Pforzeim), established reporting options such as an “Ethics hotline”, appointed “Academic Integrity officers”, developed specific oaths or pledges (e.g. Thunderbird, Bentley) or joined international ones such as the Davos Oath (European Business School).

**HIGHLIGHT** One university has removed trays from all dining facilities (residential and retail). Research conducted by Sodexo (Bentley’s dining contractor) demonstrated that removing trays reduced food waste by one ounce per person or approximately 52,000 pounds of food waste per academic year. It was estimated that removing trays from the wash cycle saves ¼ gallon of water per tray. Furthermore, energy savings are realized from reduced dish washing cycles and fewer washes also means less detergent is introduced into wastewater effluent.



## *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.

### Overview

PRME signatories have undertaken diverse efforts to embed Responsibility values in the curricula and academic activities. Some have gone through thorough analysis of the current academic offering to determine “where are we now, where can we start and where should we be heading to in the near future”, on the inclusion of Responsibility contents in the programs already offered or those to be offered. Most of the business schools have simply included more Responsibility topics in the existing courses (undergraduate, graduate and PhD), while a few signatories have created completely new program offerings (concentrations, certificates or courses). Events across the campus have been common, from student-orientation events to conferences, alumni events etc., often organized by students themselves. Also, diverse business schools have initiated specific activities to create visibility for the PRME principles, the UN Global Compact or the UN Millennium Goals.

### **Analysis of the current academic offerings and the Responsibility contents needed**

Various PRME signatories have gone through rigorous analysis of the current teaching offered, to determine where responsibility contents need to be implemented systematically into Bachelor and Master degree programs (e.g. Pforzheim University, McCoy College of Business, ESPA GSM, etc). PRME working groups or committees have often championed this effort, sometimes with the help of simple but useful questionnaires distributed to the faculty.

### **New Program offerings (certificates, concentrations, courses, etc.).**

Some signatories have started completely new academic programs such as diplomas in Ethics or CSR certificates (e.g. La Trobe GSM), MBA degrees in Sustainable Business (e.g. Maharashi University of Management), ‘Global Responsibility’ concentrations, etc. All kinds of new courses have been created: e.g. Introduction to Global Responsibility, Recent Developments in CSR, Diversity Management, Crisis Management, Globally Responsible Investing, Corporate Responsibility and Shareholder Value, CSR and Performance Measurement Systems. Many of the current signatories are engaged in work in progress to offer new educational experiences significantly based on Responsibility contents (e.g. San Francisco State University College of Business).

### **Adding Responsibility contents to existing academic offerings.**

Nearly all PRME signatories (e.g. Audiencia, Helena Kaushik Women's P.G. College, IAE Business School, Multitech Business School, IDEC, Arthur Lok Jack Graduate School of Business, Educatis University, Universidad del Norte) have added significant Responsibility contents to existing credit and non-credit courses: undergraduate, Capstone courses, MBA, EMBA, Executive programs and PhDs. Sometimes these efforts were led by individual enthusiastic faculty - often those teaching in Ethics related areas - rather than broad institutional efforts. In some organizations courses with significant contents on Responsibility

management have been established as mandatory. Interestingly, diverse business schools have made significant efforts to integrate Responsibility issues in Masters dissertations and students' final projects (e.g. Thunderbird). Issues related to sustainability, corporate social responsibility, social entrepreneurship, relief supply chain management and geographic information systems for humanitarian logistics, ethics in investing, corporate governance, moral and compassionate capitalism, labor work standards, human rights, environmental responsibility and many other topics have been frequently included. Some of these efforts have been truly original proposals, aiming to build learning environments that are inspiring and enjoyable. (Just to mention one, a course on Leadership, Power and Politics centers on Machiavelli's *The Prince* to highlight ethical problems likely to arise from the use of different leadership styles).

As will be described later, case studies and other learning methods emphasizing Responsibility issues have been promoted across PRME-signatories.

### Faculty and student-organized events on Responsibility and related topics

All types of events on PRME-related topics have been organized. Conferences, seminars, workshops, alumni gatherings, student-orientation events etc. have been arranged, often with the active support of students and with renowned guest speakers (e.g. Nottingham University Business School). Some universities have also sponsored students to attend CSR events nationally or internationally.

Some of these events have been truly experiential and 'body-based' (such as the CEIBS student donations event and field trip to Sichuan, the province that suffered the earthquake; or the 'River Cleaning Drive' at Indira School of Business, with the active participation of 200 staff members and students, which aimed to help them realize 'in their skin' the ruining of aquatic life and industrial pollution).

### Awareness campaigns of UN-related initiatives

Along with the PRME initiative, diverse business schools have been engaged in specific activities to promote UN-related or similar initiatives - e.g. the UN Global Compact (UNGC), Unicef, UNESCO, and the Millennium Development Goals. These have included the use of logos in syllabuses, university websites, and organizational documents (student and faculty handbooks, newsletters, screen savers and other student materials). Also posters in the classrooms or across the campus have been used (e.g. Talal Abu-Ghazaleh College of Business). Sometimes initiatives have been truly engaging and provocative - such as the ISAE/FGV "Stand-up and Do Your Part for the Millennium Development Goals Against the Differences".

**HIGHLIGHT** One signatory has used a simple but powerful *questionnaire* across the business school

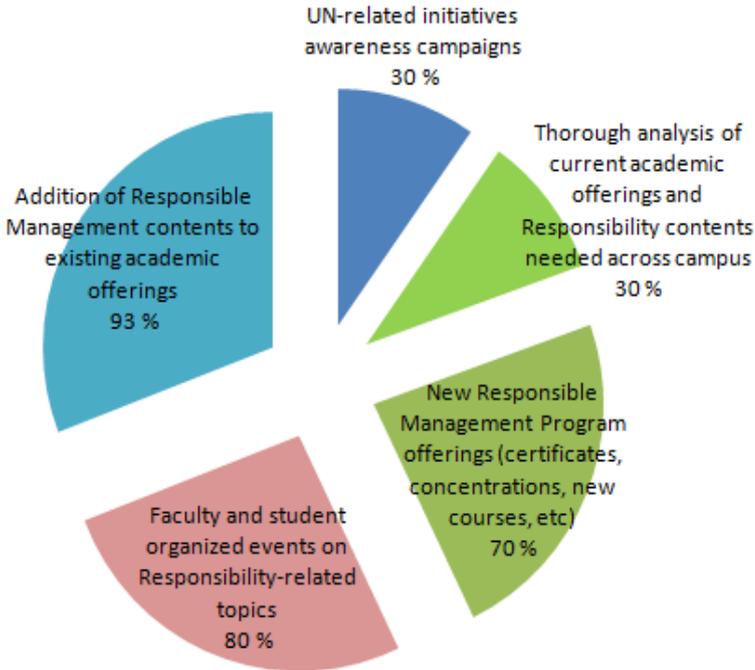
- (a) to assess Responsibility themes awareness among faculty members, and
- (b) to brainstorm about possibilities regarding the implementation of ethical issues and CSR-related themes within teaching and research activities.

For the first objective, questionnaire items such as these have been used:

“What are the most pressing conflicts and challenges regarding corporate responsibility and sustainable development within your field? To what extent are ethical and other CSR-related themes discussed within your courses? Are you currently engaged in any kind of interaction and dialogue with other educators, business, government, consumers, media, civil society organizations or other stakeholders on critical issues related to global social responsibility and sustainability?”

For the second objective, questions related to the following were used: “How could you reflect on the above-mentioned issues in the classroom? What kind of new course offerings, contents and learning methods could be used in order to intensify the reflection on these issues and have a meaningful impact?”

**Principle 2: Values (Incorporated in curriculum and academic activities) %**



## *Principle 3*

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

### Overview

Overall, PRME signatories have reported using a variety of teaching initiatives to go beyond classroom lectures, guest speakers and case studies, in an effort to bring more experiential and engaging learning approaches. These have included service learning, field research projects and visits, roundtable discussions co-organized by students, case study writing, local and global competitions, business games and simulations, out-door and physically-based experiences, journalism, faculty co-teaching, teaching workshops co-organized with students, film screenings with debates and panel discussions, self-evaluation exercises on responsibility issues, on-line blogs and Internet communities (the so-called “Web 2.0” tools), resource collections, etc. PRME signatories are thus using diverse methodologies to generate critical learning environments that produce deep learning and touch the lives of business students - that is, impact the way they think, act and feel<sup>4</sup>.

### Embedding and assessing *course learning outcomes* on Responsible Management

Independently of the learning methodologies used, several business schools (e.g. Thunderbird School of Management) have reported significant efforts to align and embed course learning outcomes on Responsible Management with course objectives across all disciplines. Direct and indirect measures follow to assess student learning with regard to those learning outcomes, in assessment tools such as class work, projects and exams. Complementarily, some business schools (e.g. University of Dubai) have included a PRME-related item (“Responsibility of managers towards society and the environment”) in the student evaluation form of faculty performance. This allows students to show their perceptions of faculty commitment and delivery on Responsible Management-related topics in each course.

For the near future, some business schools plan to involve also external stakeholders’ input in students’ assessments, and to obtain feedback on the skills of responsible management developed by their graduates, as perceived by employers (e.g. Hanken School of Economics).

### Building learning environments to foster Responsible Management

In what follows we outline briefly some of the learning methodologies used by the PRME signatories and highlight some that may be particularly original and inspiring.

**Service learning and entrepreneurial initiatives:** Many business schools have organized embedded class work, optional projects for which students receive additional credits, or stand-alone courses (such as internships) related to responsible management. With the support of the advisory faculty and some resources of the institutions, these initiatives tend to generate the learning of diverse business skills (e.g. on CSR, accounting, marketing,

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<sup>4</sup> Bain, K (2004). *What the Best College Teachers Do*. Boston: Harvard University Press; Bain, K. (2009). ‘Understanding Great Teaching’. Peer Review, Spring. 9-12.

communication strategies etc.) and its application in diverse organizations, locally or internationally, through volunteering (e.g. in governmental agencies, welfare organizations, NGOs, etc.). These service learning actions are usually intended to contribute through helping beneficiary organizations meet their goals, while students examine issues concerning social and environmental impact.

Throughout the service learning experience, interaction between instructors and students usually consists of several dimensions: class delivery and discussions, individual one-on-one meetings, mid-term follow-up workshops, opportunities to reflect on the service learning experience (e.g. through handwritten journals) etc. These initiatives frequently place *students as coaches* or in situations where they have to apply their *entrepreneurial skills*. For example, Mendoza College of Business MBA students participated in a summer internship for 8 weeks, during which they worked with Mexican small agricultural producers tackling specific projects such as feasibility studies. In Finland, firms that have prepared sustainability reports are paired with students of Hanken School of Economics, who deliver feedback on the company reports as part of their course work. At FGV/ISAE diverse executive students have created the Voluntary Management Initiative, where they offer consulting services and contribute to the personal and business development of Brazilian entrepreneurs. In addition, several PRME signatories are part of Students in Free Enterprises (SIFE), one of the largest student organizations devoted to teaching business skills in underdeveloped regions, often community outreach projects related to market economics, success skills, entrepreneurship, financial literacy and business ethics. Independently of the real long-term impact of these initiatives on the receiver companies, PRME signatories use them as a transformational experience for students.

**Field research projects and visits to diverse organizations (companies, governmental agencies, etc.):** Several PRME signatories involve students in projects with partner companies and local organizations. During the projects students experience the complexity of global responsibility issues, carry out documentary research and surveys, identify best practices in other organizations or companies, interview people, etc. For example, students of Leipzig Graduate School of Management carried out a project on the economic effects of social standards in the textile industry, and also contributed to a Sustainability index study for cities through the company Veolia Wasser GmbH. Pforzheim University Business School has organized an excursion to the International Labour Organisation (ILO) in order to discuss their CSR view and strategy. At Mendoza School of Business, MBA students examined the role of business in rebuilding war-torn societies in places such as Sarajevo, Bosnia-Herzegovina, Beirut and Lebanon. After taking class studies on developmental economics and topics related to peace-through-commerce efforts, students then traveled to the frontlines to see first-hand the impact of local and international businesses in post-war reconstruction societies.

**Roundtable discussions with multiple stakeholders:** Most business school have organized a series of roundtable discussions to go with the course, in order to provide additional insight and to exchange viewpoints with consulting firms, companies and other stakeholders. Sometimes these have been co-organized by students in close cooperation with faculty members (e.g. Grenoble School of Management holds regional events to gain insight on diverse stakeholders' complex objectives and challenges). These round-tables provide a forum for divergent viewpoints to come together and, ultimately, aim to build student learning while helping SMEs in the region to implement CSR related initiatives.

**Case-study writing by students, and competitions:** Guided by the faculty, various business school students (e.g. European Business School, Instituto para la Sustentabilidad Corporativa) have composed case studies - e.g. on sustainability, corporate communication, business ethics etc. - that in some cases have been chosen for publication. Also, competitions have been organized to acknowledge and reward compelling written cases.

**Local and global competitions:** Many of the PRME signatories have put in place business plan or entrepreneurial competitions with a focus on sustainability. Some of these take place within some of the local university programs, or in global networks of competing schools (e.g. CEIBS students have to draft a plan to spend 1,000 million RMB on an innovative and sustainable project; at La Trobe GSM students, applying responsible management principles in their bids, compete in 'The Global Management Challenge' with more than 400,000 other competitors from 30 countries).

**Business games and simulations:** These have been used to help students see the business world "through the eyes" of diverse stakeholders (e.g. The Institute for Applied Research at Pforzheim University developed a simulation game for teaching energy/material flow management and industrial ecology: students adopt the roles of CEO, production manager, controller, logistics manager and environmental protection representative and analyze production issues to identify feasible reduction potentials).

**Out-door and physically-based experiences:** PRME signatories have involved students in exercises that aim to build truly hands-on and body-based ('physical memory') exercises of significant impact. For example, the European Business School in 2005 arranged for 15 volunteer students to spend one week in a ghetto and build a house for and together with an impoverished family. Bentley College students enrolling in the course "Complex Problems/Creative Solutions" and related courses are exposed to the issue of the unintended consequences of our consumer choices, where they are confronted with the issue of techno-trash - in particular, examining what happens when we dispose of our cell phones, iPods, computers and other electronic gadgetry. Every year on Teacher's Day, a Blood Donation camp is arranged at Indira School of Business and Indira Institutes, and contributions are provided to Hospitals in Pune city. 'Tree plantation drives' are also arranged by this institution.

**Dramatizations:** A few business schools (e.g. ISAE/FGC) report on having used diverse role-plays, improvisational and comedy exercises to engage students in more vivid ways of learning business responsibility issues.

**Journalism:** Several business schools (e.g. Bentley College) have promoted cooperation between faculty, students, company managers and journalists to publish articles in specialized journals, newsletters and newspapers.

**Faculty co-teaching, and teaching workshops co-organized with students and alumni:** Several business schools (e.g. Leipzig Graduate School of Management, Hanken School of Economics) have arranged joint course teaching by faculty from different areas of expertise, to help students understand ethical issues and the interfaces between different disciplines. Other PRME signatories have involved students and alumni in both the organization and delivery of conferences dealing with responsible management, and also with questions on teaching, learning methods and pedagogical research (e.g. Maharshi University of Management).

**Film screenings with debates and panel discussions.** A number of PRME signatories have involved students in the organization of engaging and provoking film events with a strong emphasis in environmentalism and social justice. Other institutions have included, along with film screenings, lectures from people representing NGOs, watchdog organizations etc. (e.g. the “Films That Disturb” event at Grenoble Ecole de Management).

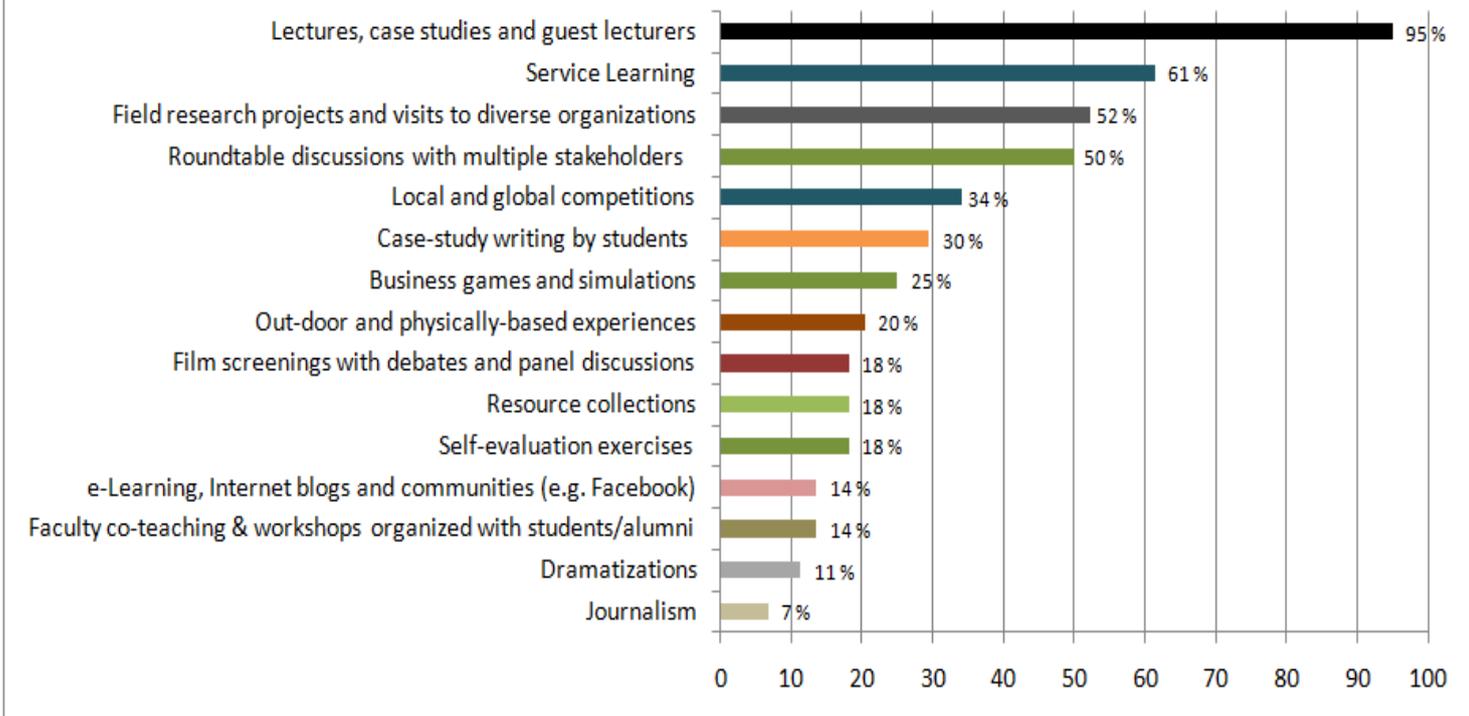
**Self-evaluation exercises on managerial responsibility:** Several business schools have arranged exercises in which MBA and EMBA students are asked to identify and develop the competencies necessary to reconcile their personal values with the sometimes conflicting ones of their bosses, co-workers, firms and societal groups (e.g. International Business School Budapest).

**e-Learning, on-line blogs and Internet communities (e.g. Facebook):** Several business schools (e.g. IESEG; McCoy College of Business) have promoted the creation of student blogs and Internet communities around sustainability-related topics (among these, the GRLI Ambassadors Facebook Community). “Web 2.0” applications - tools that facilitate interactive information sharing, interoperability, and collaboration on the World Wide Web - are expected to have a more prominent role in the near future: video-sharing sites, web-based communities, hosted services, web applications, social-networking sites, blogs, wikis, etc.

**Resource collections (specialized DVDs, books etc.) and on-line materials:** A number of PRME signatories have arranged dedicated resources to make it easier for students and researchers to locate publications and multimedia on responsible management.

**HIGHLIGHT** One business school organizes ‘The Global Responsibility Award’ in which students identify and award companies that have adopted innovative practices in the field of Global Responsibility. Trained by faculty members and coached by sustainable development consultants from an auditing company, students rely on audits and interviews that they organize in the companies and with their stakeholders. The innovative nature of this project is mainly linked to the pedagogical approach in so far as it offers students that are not specializing in this field the opportunity to acquire concrete experience in the field of Global Responsibility by placing them in the situation of auditors or consultants

**Principle 3: (Method and Learning Approaches) %**



## *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**

### Overview

PRME signatories have been involved in diverse initiatives to support, encourage or initiate research on Responsible Management-related topics. These have involved faculty and student-based efforts, such as re-aligning current research centers, or even creating new ones, with research on PRME topics; creating multidisciplinary research teams to understand pressing issues (such as the relationship between business and climate change); participating in national and international research networks; competing for grants with proposals on PRME-related proposals; involving students in field research; offering regular faculty seminars etc. Ultimately, this has resulted in the production of publications on a broad scope of topics that have appeared in the popular press and, mostly, in diverse peer-reviewed journals - a few of them of new creation.

### Faculty and students encouragement for research on Responsible management

Encouraging academic staff and PhD students to devote more research capacity to business topics with a Responsible Management focus has been one of the main efforts of PRME signatories. Many business schools have actively encouraged these groups to focus on corporate governance, corporate social responsibility, industrial relations, not for profit organizations, climate change, SME enterprises, ethics, the global financial crisis drivers and impacts, and similar research themes. Some schools have offered earmarked *scholarships* for students to be involved in these issues or have organized workshops to bring together promising young doctoral researchers and world-leading experts, for the purpose of fostering these young researchers' talents (e.g. Bentley College). Many signatories have manifested their intention to make additional efforts to identify industry partners for future collaborative empirical, case and action research initiatives.

### Creating new research centers or re-aligning current ones with a Responsible Management agenda:

Some signatories have opened new research centers with a Responsible Management focus (e.g. Altis), sometimes with moderate budgets but active efforts from deans or the faculty itself (some centers have been created in alliance with other organizations, e.g. *Observatories for CSR*). Most of the PRME signatories already had units for research on Responsible Management related topics - among these, and just to mention a few, are Wittenberg Research Center for Global Ethics, IESEG Centre for Responsible Leadership, University of Nottingham Institute for Enterprise and Innovation (UNIEI), Thunderbird Lincoln Center for Ethics in Global Management, and the Sustainable Business Institute of the European Business School. PRME seems to have acted as a catalyst and endorsement for impactful research in the field of Corporate Social Responsibility (CSR) and related issues. Some of the signatories report having formed multi-disciplinary research teams to tackle

urgent problems and issues which arise as a result of climate change and the global crisis. In some schools senior research positions and chairs (e.g. at Martin Luther University's School of Economics and Business) are being occupied by scholars with a significant background on sustainability.

### **Taking advantage of and fostering national and international research networks**

Diverse organizations have made efforts to strengthen research on responsible management within national networks (e.g. Hanken School of Economics and the Finnish University Partnership for International Development), or internationally (e.g. Nebrija Business School and the Iberoamerican Foundation for Culture; ISAE/FGC in Brazil with other European partners; Asian Institute of Management with multiple organizations across South-East Asia). Many signatories emphasize the need to identify further collaborative research opportunities within the PRME network itself and PRME working groups.

### **Competing for national and international research grants with Responsible Management proposals.**

A few schools have competed for national and international (e.g. at a European level) research grants with PRME-related initiatives and gained research funding (e.g. Audiencia).

### **Involving all-grade students in research**

Many signatories have promoted or published research carried out by undergraduates, intended to foster students' real-world knowledge and assist the companies under study. A significant number of these initiatives have been field-research projects in collaboration with diverse stakeholders. Some of them have a truly international scope - e.g. La Trobe GSM students taking a for-credit research project in Hanoi, Vietnam and Dijon, France once a year.

### **Regular research seminars**

Some business schools have established regular faculty seminars (multi-disciplinary in nature) with the aim of sharing progress and follow-up on PRME research (e.g. University of Dubai).

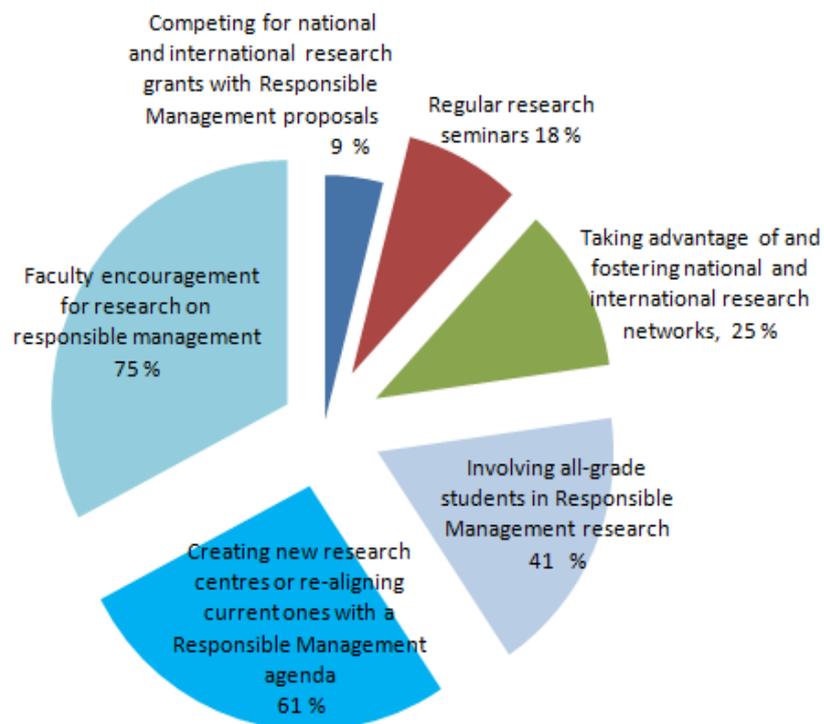
### **Research topics and publications**

Although there have appeared some contributions in the mass media and popular press, most of the research efforts have targeted refereed international conferences and journals. The research initiatives have covered a very wide range of disciplines and topics. Just to mention a few: **Global Issues** (e.g. the politics and economics of climate change), **Corporate Social Responsibility** (conceptual and implementation challenges - e.g. how to make CSR a value creation and strategic tool), **International Business Management** (e.g. multi-stakeholder engagement, cross-cultural management and post-colonial approaches), **Accounting** (e.g. responsible practices and ethics in auditing), **Corporate Governance** (e.g. committee organization, employee representation on company boards), **Economics** (e.g. institutions and the global economy), **Finance** (issues related to the recent crisis), **Management and Organisation** (e.g. gendering, Human Rights violations), **Marketing** (e.g. reputation management), and **Supply Chain Management and Corporate Geography** (e.g. Corporate environmental responsibility in the supply chain). Interestingly, some work has also appeared on **Critical Management Studies** bringing healthy critical self-reflections on CSR as well as on the Global Compact and PRME itself.

Some PRME signatories have also been engaged in the organization and publication of new journals with a focus on responsible management-related issues (e.g. *The Journal of Global Responsibility*, *Accounting for Sustainability*). A few journals have also organized special issues on PRME (e.g. *Journal of Management Education*). Some efforts have materialized in dedicated books (e.g. on 'Peace Through Commerce' initiatives) or book chapters (e.g. on Value-Based Management). Most of the research has seen the light in various already established journals. Just to mention a few: *Academy of Management Learning and Education*, *Accounting Horizons*, *Supply Chain Management*, *Journal of Behavioral Finance*, *Business & Society Review*, *Journal of Business Ethics*, *British Journal of Management*, *Personnel Review*, *Strategic Management Journal*, *Sociology*, *International Entrepreneurship and Management Journal*, and *Harvard Business Review*.

**HIGHLIGHT** In the current environment of pressing issues and urgency to act, one business school promotes research with an impact and uses it to propagate sustainable leadership practices. Faculty aims to embody a kind of '*leadership brand*': "Benefiting from the non-attached (but not detached!) viewpoint of the academic, we also see ourselves as *agents provocateurs*, striving to point at problematic issues and to think - and argue - "out of the box".

**Principle 4: Research (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**

### Overview

Among the diverse partnership initiatives developed by PRME signatories were the following: industry professionals with expertise in sustainability have been appointed to university governance bodies; partnerships with CSR-related centers and networks have been reinforced; collaborations with company departments dealing with CSR have been established; clubs, associations and institutes have been created; executive education, consultancy and in-company programs with significant contents on Responsibility have been delivered; forums, workshops, working-breakfasts, round-tables with executives (often alumni) have been widely offered.

### Appointing industry professionals (with expertise in sustainability) to university governance bodies

As previously stated in principle one, diverse organizations have included specialists or business people with a background in sustainability on the boards of trustees, boards of directors, and industry advisory boards - moves intended to create a higher sensitivity about Responsible management, to be cascaded-down from the top.

### Reinforcing partnerships with centres and networks

Multiple PRME signatories have established partnerships with specialized CSR centers. Often, the idea has been to allow students to combine cutting-edge theories provided at the business school with the latest in management techniques delivered by practitioners.

### Collaborations with firms' departments dealing with CSR

Diverse universities have established agreements with CSR departments in local industry. Sometimes these have been formal collaboration arrangements, while others were informal relations that led to helpful participation of professionals in guest lectures etc. Some schools aim to develop courses in conjunction with companies (e.g. Hanken School of Economics). Other signatories (e.g. University of Dubai) aim to create "Manager for a Day" initiatives in which faculty will "shadow" executives in CSR departments to learn from their day-to-day challenges.

### Creating clubs, associations or institutes (involving executives and alumni)

Diverse associations have been formed to establish regular forums for thought and exchange on practices, in order to understand the challenge of integrating social and environmental issues with economic performance (e.g. Audiencia's Alumni *Club for Global Responsibility* aims to do so while favouring opportunities for employment in the local area).

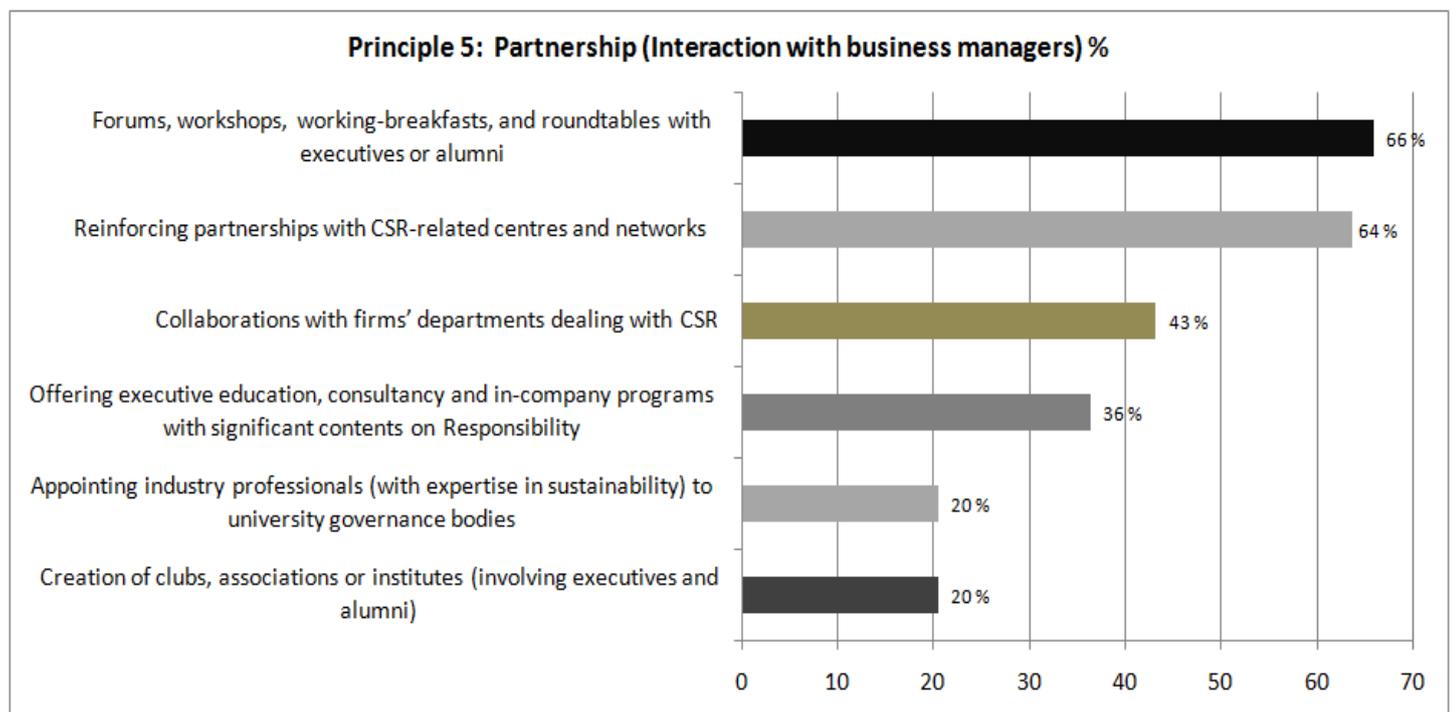
### Offering executive education, consultancy and in-company programs with significant contents on Responsibility

Multiple PRME signatories have helped company executives with their business challenges, bringing a Responsibility focus to their educational, consultancy and in-company training activities (e.g. Centre for Social Impact). For many this was a mutually enriching experience, as well as an opportunity to obtain up-to-date knowledge of industry challenges and practices. Some organizations have created voluntary advisory initiatives, such as ISAE/FGV with *The Sustainability Office*, that aim to provide consulting services to top management professionals (administrative council and board of directors), focusing on the development of corporate sustainability strategies.

**Forums, workshops, working-breakfasts and round-tables with executives or alumni**

From morning breakfast meetings to night forums, many organizations involved in PRME are trying to have a daily and continuous dialogue with executives (e.g. London Business School). Among the many initiatives, some have managed to create significant visibility (e.g., Bentley and TIME Magazine have partnered to address critical issues in an annual leadership forum, to spotlight issues in business ethics, leadership and social responsibility across a variety of industries).

**HIGHLIGHT** A PRME signatory has established a Responsibility Club where members meet every two months for specific workshops during which an expert or a faculty member gives theoretical input first and then organizes a debate with different experts or stakeholders. At the heart of the meetings is usually a debate where expectations and questioning about how to implement Responsibility, personally and professionally, are discussed.



## *Principle 6*

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

### Overview

Beyond the interactions with business managers, PRME signatories have been engaged in many kinds of events to foster dialogue with multiple stakeholders (forums, multi-sectorial meetings, mini-labs, round-tables, panel discussions, symposiums etc.). They have also closely collaborated with governments, regional networks, commercial, industrial and agriculture associations, trade unions, NGOs, watchdog organizations, media organizations, etc.

An interesting although still incipient trend appears to be the growing inclusion of diverse stakeholders in practices that are usually managed exclusively internally by business schools. For example, in one school all EMBA students engage in a personal leadership development exercise in which surveys on their leadership-style are sent to at least 10 stakeholders to gain honest assessment of their strengths and areas for improvement. Another school aims to create an interdisciplinary pool of experts to supervise and support students writing their theses on topics related to sustainability.

### Organizing events to foster dialogue: forums, multi-sectorial meetings, mini-labs, round-tables, panel discussions, symposiums etc.

Multiple events have been organized to bring together industry leaders, senior government officials, renowned academics, the media etc., to discuss and debate hot issues (e.g. College of Business at Illinois State University; Peter F. Drucker and Masatoshi Ito Graduate School of Management). Often, these included the participation of alumni. Most of the time, faculty acted as moderators in forums with experts representing diverse stakeholders. Other meetings have been organized after student-based research that nurtured and led to the events. Among the many events organized by the signatories have been events with the following titles: 'Energy Week', 'Leadership Summit', 'Sustainability Workshop', 'Ethical Dimensions in Business', 'Credit Crisis', 'Climate Change and Corporate Finance', 'Multi-Stakeholder Forum on CSR', 'Global responsibility in Times of Crisis', 'Companies and NGOs: Sustainable Relationship?', 'Financial Communication and Global Responsibility', 'Can Social Responsibility Be Profitable?', etc.

### Collaborating with governments

Some schools are involved with various policy advisory groups and have been actively involved with government-related committees, mostly at regional or local levels. For example, Maharshi University of Management has faculty, staff and student bodies among representatives of the local community who are helping the City of Fairfield, Iowa, in the development of a sustainability plan; ISAE/FGV has participated in diverse initiatives with the State of Paraná's Human Rights Special Bureau (Ministry of Education) and with the Committee for the Inclusion of Disabled People (Ministry of Labor). Other signatories have

developed a close relationship with ministries. For instance, Pforzheim University professors act as academic advisors for different ministries, e.g. for the Federal Ministry of Education and Research (BMBF), and for the Federal Ministry of Labor and Social Affairs.

### **Joining and fostering regional multi-stakeholder networks (international, national and regional)**

Some signatories have joined or promoted regional multi-stakeholder networks of global reach (e.g. those of the PRME co-convenors, as illustrated before). Others have joined national networks (e.g. Association Française des Managers de la Diversité, Finnish Business and Society, German Student Network for Ethics in Economics and Practice) or are part of networks of regional scope. Sharing best practices has been the main aim of most of these efforts.

### **Aligning efforts with commercial, industrial and agricultural associations**

Some signatories have been actively involved with chambers of commerce, often joining forces to create visibility and dialogue on Responsible Management-related topics (e.g. CEIBS with both the European Union and the American Chamber of Commerce in China).

### **Working with trade unions or labour organizations**

A few signatories have partnered with trade unions. Some have invited them to the 'Welcoming Days' (e.g. Arthur Lok Jack Graduate School of Business, Leipzig Graduate School of Management invited some from the German chemical sector: the Bundesarbeitgeberverband Chemie, BAVC, IGBCE etc.). Other PRME signatories have joined forces to promote diversity at work (e.g. Audiencia and the Confédération Française Démocratique du Travail in France). Some projects (Audiencia/Catholic University of Louvain) have researched on Transnational Social Dialogue (on the links between international framework agreements on Global Responsibility negotiated at various levels).

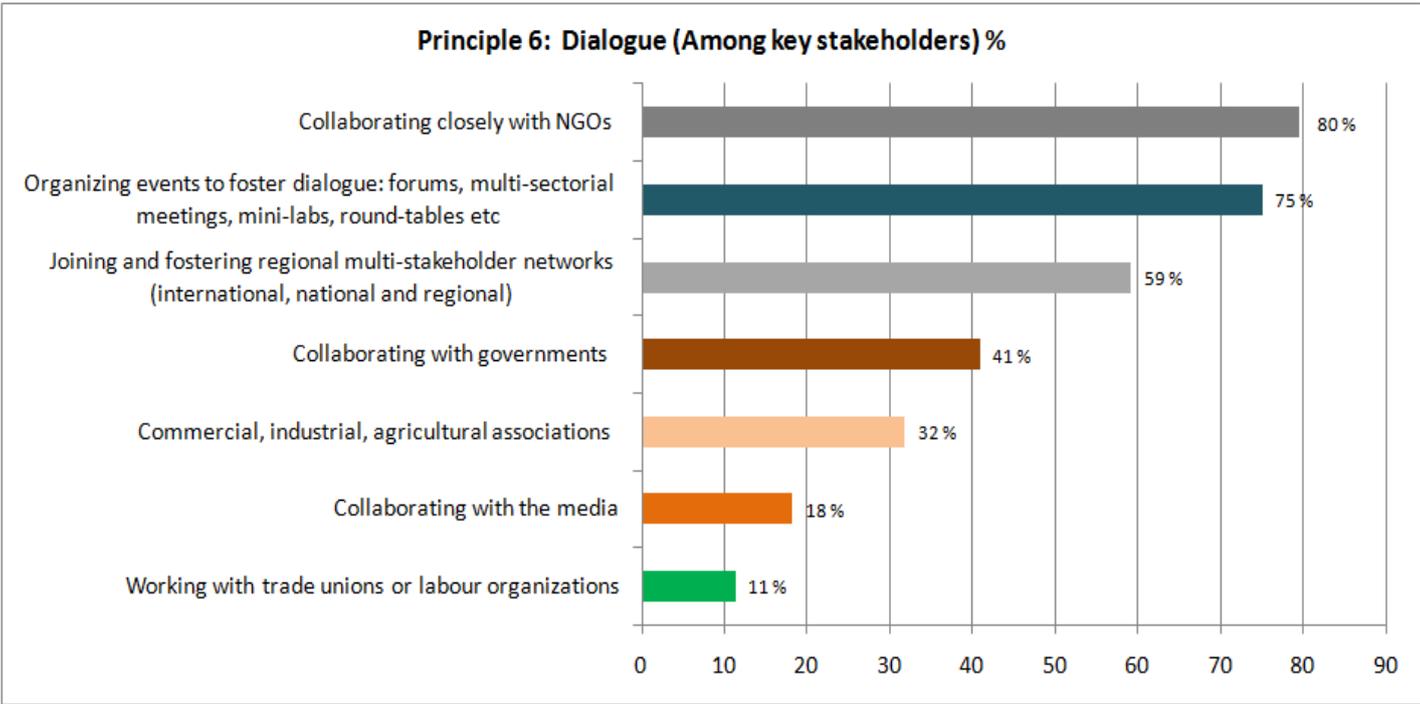
### **Collaborating closely with NGOs**

A large number of signatories have collaborated with NGOs and watchdog organizations (e.g. The Robert H. Smith School of Business, Merrick School of Business). Often they have aligned their efforts with major NGOs such as Amnesty International and WWF. Other efforts have been coordinated with smaller organizations, such as Mercy Corps. Repeatedly, initiatives have aimed to denounce social injustice, environmental dangers and threats to bio-diversity due to industrial activity. Also, some business schools have engaged with NGOs with affinity to the United Nations (e.g. United Generations, an NGO aiming to foster intergenerational programs; or UNICEF, centered on poverty, violence and disease). In a significant number of cases, as described previously in principle three ('Method'), these activities have been linked to service learning.

### **Collaborating with the media**

A few signatories have collaborated closely with the media on issues related to Responsible Management (e.g. ISAE/FGV participated in the RTVE Social Forum on "Companies' Social Responsibility"; Pforzheim University research results on "Rising income in Germany's Top Management: Causes and Consequences" were discussed in detail in different media - TV, radio, newspapers - in Germany and in neighboring countries).

**HIGHLIGHT** One business school, for the last few years, has assigned to the incoming freshman class a “class book” raising questions of ethical and socially responsible behaviour . Entering students are expected to read the book during the summer and complete a 3-page essay on the issues raised in the book, to be handed in when they come to campus. The book is discussed in first-year courses and serves as the focus of a series of activities, including a visit by the author, panel discussions, community conversations, a film series and web site. Class books have included King Leopold's Ghost, The Lexus and the Olive Tree, Fast Food Nation, Travels of a T-Shirt in the Global Economy, etc.



## 2. Suggestions/Recommendations on PRME Implementation

PRME signatories are finding that Responsible Management has the potential to help them position themselves as innovators and leaders in the educational field.<sup>5</sup> Beyond just raising awareness of the risks and responsibilities of management in social and environmental terms, beyond the imperative of “let’s be good to be legitimate”, signatories are trying to take advantage of implementing Responsibility and its potential in a *value creation* agenda for the business school.<sup>6</sup>

Often PRME has been a catalyst for initiatives already in progress within the business school. In other cases it has created a new framework and invitation for incipient efforts led by isolated or teamed enthusiastic faculty. Sometimes the dean himself/herself has been the driver of the program. Both approaches (bottom-up and top-down) are needed, as well as constant “broadening the coalition” efforts. In the bottom-up approach, establishing a center (or any other type of institutional arrangement within the business school) that is the focal point of PRME efforts can be of help. It should give some continuity to professors who are committed, and provide them with the opportunity to radiate their ideas - a kind of spillover effect to the rest of the faculty. This will need to go hand in hand with the top-down approach - that is, the leadership and conviction of administrators and deans who set the tone for the institution. Often the faculty may need to excite administrators with ideas about sustainability, and challenge them to lead sustainability-related initiatives. It is desirable that both faculty and deans be prepared to communicate their enthusiasm and take initiatives without waiting for ideal circumstances, or for the whole institution to be in agreement, before proceeding.

Ultimately, PRME signatories are involved in significant change-management efforts and the transformation of their *organizational cultures*. Establishing multi-disciplinary PRME-related internal taskforces and widening the presence of sustainability experts on external supervisory boards are, thus, valuable and strategic investments - as is the training of the faculty itself - to produce the kind of paradigm change and the new role of business in society that we advocate. Doing initial and rigorous assessments on where are we now in terms of teaching and research, partnerships and dialogue with multiple stakeholders on Responsible Management issues, and brainstorming on options and priorities to move forward with those principles that are most relevant to the signatory’s capacities and mission may be a solid start. Possibilities are numerous: “greening the campus”; transforming gradually the curriculum; offering regular academic events on Responsible Management; exploring learning methodologies that help to build deep impact (and affect the way students think, act and feel); engaging in conceptual and (truly) practical research; establishing PRME regional chapters; creating or joining PRME working groups on specialized topics, such as climate change, anti-corruption, executive education, and poverty (or joining other organizations

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<sup>5</sup> Some of the ideas of this section are inspired by (and are complemented by) an interview with Manuel Escudero (Alcaraz & Thiruvattal, 2010).

<sup>6</sup> Michael Porter’s (2006) award-winning article continues to be a valuable inspirational source.

such as PRME co-conveners); engaging with business partners that “feel in their skin” the challenges and opportunities that lie in the implementation of Responsibility in ‘the-world-out-there’; engaging in dialogues with other stakeholders and the media (which implies scholarly efforts that go far beyond self-interested efforts to publish in peer-reviewed journals) etc. PRME aims to provide a framework for dialogue and a global learning network about these plentiful options.

Rigor, conviction, commitment, resilience and dialogue are powerful tools to make transformation happen. They can drive scholarly agendas on curriculum, teaching, research, partnerships and multi-stakeholder dialogue. And they can be accompanied and reinforced with organizational practices such as facilities management, faculty development and HR policies (incentives management, promotion etc.) aligned with the new sustainability agenda. Progress may be anchored in drastic changes or “small wins” that point the organization in the Responsible Management and sustainability direction. PRME is a global and urgent call, but the tone it sets is one of gradualism, a constant spirit of improvement. A rigorous and serious commitment to walk the talk is what is important here. From a self-interested point of view, those who innovate towards sustainability are going to be among the leaders of tomorrow, and that is a window of opportunity for any business school. And future generations deserve nothing less.

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## 4. Appendix I. Recommendations on SIP Reporting

The following are some tips on how to draft and submit future SIP reports:

### A. Two important conceptual aspects:

a) The drafting of an SIP should not be a complicated, time-consuming and difficult task. The SIP's underlying philosophy is one of flexibility and simplicity - just a way of giving an account, in the most concise and action-oriented way, of the progress of your institution towards sustainability under the framework of the Principles.

b) Your SIP can have great value, both to your institution and for the whole global initiative. It is valuable for your institution because it is the best way to illustrate your school's progress in its sustainability efforts and, therefore, the best way to showcase publicly your competitive advantage. Also, it constitutes the best way to define for your sustainability core team, and disseminate within your faculty, your main achievements so far and the next steps in the central concern of sustainability. For the initiative overall, SIPs are essential in making PRME the growing learning community that we need in a world where management education is changing towards the sustainability imperative.

### B. Some helpful tips to get you started on your SIP:

#### *THE REPORT'S GENERAL STRUCTURE*

It is usually useful to structure SIP reports around the Principles on which you want to report progress (you do not have necessarily to report on all the six principles if you are focusing on some specific ones for the moment). It may be useful to structure your SIP as follows:

#### *I. Letter of renewed commitment*

#### *II. Concerning the Principle/s you are going to report on:*

##### *1. PRME Principle description*

*2. Brief overview.* Here it may be useful to share briefly the rationale of the principle in regards to the school's strategy, activities and/or vision/mission. For example, how the principle fits with the school's current priorities, motivation, etc.

*3. Major achievements.* Here it may be useful to indicate in detail specific actions taken or achievements (completed or ongoing). These can be major actions or valuable "small wins". Small actions can be enormously significant if they set a tone and direction which has an impact, are visible to others, or provide the basis for a future path.

III. **Future perspectives/key objectives.** Here it can be useful to highlight main activities planned for the near - or long term - future.

IV. **Support that may be of help from other PRME signatories or from the PRME Steering Committee.** Here it may be useful to highlight key initiatives from the PRME community, which could help you most in achieving key objectives - e.g. for the next 18 months.

#### *ILLUSTRATIONS AND REPORT READABILITY*

Participants can highlight actions taken that they consider especially useful for other PRME signatories, mentioning difficulties encountered or initiatives that worked particularly well - or not so well. Sharing these aspects can make the reading more inspiring for others, and enjoyable for participants and stakeholders in the initiative (companies, prospective students, media...). It can be useful to highlight some of these through diverse editing options (e.g. in text boxes).

#### *LANGUAGE*

Finally, remember that there is no preferred language for your SIP. Just bear in mind that the language chosen implies also a pre-selection of the audience you want to reach through your SIP.

While you are not required to follow these suggestions, we hope you find this information useful as you begin drafting your SIP and uploading it onto the PRME website.

**NOTE: In the case that your school submits a Beyond Grey Pinstripes (BGP) report to the Aspen Institute (<http://www.beyondgreypinstripes.org/index.cfm>), please notice that 50% of your SIP is already done if you use the BGP report for the purposes of drafting your SIP. Please refer to the PRME and Aspen Institute websites for more details.**

## 5. Appendix II. List of Organizations

Below is the list of organizations that have uploaded their SIPS and have been included in this 1<sup>st</sup> Analysis Report.

<b>Name</b>	<b>Country</b>
ALTIS Postgraduate School Business & Society	Italy
Arthur Lok Jack Graduate School of Business	Trinidad And Tobago
Asian Institute of Management	Philippines
Audencia Nantes School of Management	France
Bentley University	United States
Centre for Social Impact	Australia
China Europe International Business School (CEIBS)	China
College of Business at Illinois State University	United States
Crummer Graduate School of Business	United States
Davis College of Business	United States
Educatis University	Switzerland
ESPAE-ESPOL	Ecuador
European Business School EBS	Germany
Grenoble Ecole de Management	France
Groupe Sup de Co Montpellier - FSCM Montpellier Business School	France
Hanken School of Economics	Finland
Helena Kaushik Women's P.G. College	India
HHL - Leipzig Graduate School of Management	Germany
IAE Business School	Argentina
IDEC	Spain
IESEG School of Management	France
Indira School of Business Studies, Pune	India
Institute of Productivity & Management	India
Instituto de Estudios para la Sustentabilidad Corporativa	Argentina
International Business School Budapest	Hungary
ISAE/FGV	Brazil
La Trobe University Graduate School of Management	Australia
London Business School	United Kingdom
Maharishi University of Management	United States
McCoy College of Business Administration	United States
Mendoza College of Business	United States
Merrick School of Business	United States
Multitech Business School	Uganda
Nebrija Business School	Spain

**Name**

Nottingham University Business School  
Peter F. Drucker and Masatoshi Ito Graduate School of Management  
Pforzheim University Business School  
San Francisco State University College of Business  
School of Economics and Business  
Talal Abu-Ghazaleh College of Business  
The Robert H. Smith School of Business  
Thunderbird School of Global Management  
Universidad del Norte  
University of Dubai

**Country**

United Kingdom  
United States  
Germany  
United States  
Germany  
Jordan  
United States  
United States  
Colombia  
United Arab Emirates