Progress on Responsible Management Education:

Report from TSM Business School within the framework of
Sharing Information on Progress (SIP) PRME / Global Compact United Nations

1. Introduction

In 2008, TSM joined PRME, having developed various activities since then in order to
shape the Principle for Responsible Management Education.
It has been decided to also include these principles in the existing management cycle and
as such they form part of the business report. An initial informal report was drawn up upon
registration with the EABIS (Academy of Business in Society).
This report forms the beginning of this new management and control method.

2. Declaration

TSM Business School endorses the PRME initiative as it is based on the Global Compact
of the United Nations.

TSM Business School acts in accordance with the six principles of Responsible
Management Education.

TSM therefore acts in accordance with the best interests of the organisation, its faculty, its
students and clients. TSM will share the knowhow it has built up in that respect with
others, and it will involve others in its own development. TSM also declares that these
aspects will be structured in a transparent process, in the course of which the different
stakeholders will be notified about the intentions, results and activities yet to be realised.

Enschede, 20 January 2012

Ivo Matser
CEO TSM Business School
3. General overview of the structure of the principles

The objective of TSM is to contribute to a better world through the customised development of talent, as managers and future managers are encouraged to take sustainable decisions.

Purpose: what it’s all about.

Sustainability is embedded in TSM’s vision. TSM integrates this aspect in the personal development of participants, which is characterised by personal responsibility. The development of sustainable leadership and entrepreneurship forms the basis for the design of the learning environment. It comprises three phases: awareness, gathering knowledge and applying that knowledge, making it possible to structure everyone’s own role and their personal visions with actions.

It is TSM’s vision that learning processes are structured in accordance with the valuing approach, and that individuals take their own initiative in terms of sustainability. TSM believes that sustainability is not a choice, but something that is integrated in the curricula. This vision is also integrated in the internal values within TSM Business School’s organisation.
Values: our vision on creating value.

At TSM, this vision is integrated in the curricula in a variety of ways, informing the personal development of participants, conveyed via the lecturers and reflected in the customised programmes developed for clients. These aspects are specified in business projects of individual participants in open programmes, and in business projects that create changes among clients in customised in-company programmes. Within TSM, this vision is also translated into the HR policy and into the management & control cycle in business operations.

Method: the way we approach things.

TSM invests a great deal in effective teaching methods, allowing theory and practice to reinforce each other instead of bridging the gap, so that sustainability can be used in a very practical way. Applying effective teaching methods means there is much variation, that the context and terms of reference are leading, and that collective and individual learning styles and needs are taken into account.
In open programmes this approach focuses on the individual, and for customised in-company programmes also on the client or the context of that client. Along with the client, TSM shapes the development process combining co-creation and co-development. TSM is developing a knowledge platform that enables students and the faculty to share knowledge and to achieve better insights together. The TSM knowledge platform focuses on sustainable innovation. Knowledge is also made available to outsiders, as we are convinced that 'sharing' is an important value to sustainable development. In addition, our vision is translated into diversity. TSM aims for the greatest degree of diversity among the groups of students that study together. Diversity is not aimed solely at gender, cultural background and age, but also at the individual. TSM represents inclusion, which means we allow students to develop in an open dialogue. Shaping diversity is not always easy, as it depends on the intake for open programmes, but it is an important issue that demands attention. For clients of customised programmes diversity is included in the design process.

Research: the way we extend ourselves

As already indicated under 'Method', TSM is developing an organic and accessible knowledge platform in which sharing is the core value. This sharing increases the value of knowledge, creating knowledge productivity. TSM believes in sharing and productivity rather than in knowledge management. Research from the flexible faculty (from several universities at home and abroad) is used in TSM curricula and provides direction for the research to be undertaken by supervised students. This research focuses on leadership, entrepreneurship and sustainable innovation.
Partnerships: the way we work together

TSM Business School students follow their graduate programme on a part-time basis, as a result of which TSM has close-knit networks on the corporate market. This means TSM takes responsibility to spread its vision and knowledge on a larger scale than just among students. To that end, TSM regularly organises events and conferences. TSM takes part in several networks of businesses, public bodies and (university) business schools. Furthermore, TSM makes a substantive contribution to professional networks and it has a close-knit and focused network of international partner business schools through which programmes are executed jointly.

Dialogue: we share to improve as a team

TSM has a modest core of 40 employees and acts as a network organisation. Internally, TSM members of staff take part in one of four peer review/working groups, i.e. Innovation, Leadership, Entrepreneurship and Sustainability. The latter group takes initiatives in order
to raise awareness among colleagues about taking sustainable action and to convert this
into specific activities.
The networks are brought together in the activities which TSM carries out in networks by
means of the aforementioned conferences for instance. This makes it possible to set up a
dialogue between the different types of networks, each with their own interests. In this
instance too, diversity has proven to lead to greater insight.
At TSM, dialogue is more than just connecting people and networks: it is also a format
(see methods) that really connects people. Several methods are used, which can
contribute to innovation and change among students and clients.

4. Important results of the past 18-month period

Purpose

During the past few years, TSM has put much energy in the continued tightening of its
mission and vision. This has led us to conclude that our focus is on 'the customised
development of talent, in the field of management or otherwise, for a better world'. The
development is directed at 'leadership, entrepreneurship and innovation'. As such,
sustainability is fully integrated in our mission and vision, and is no longer a separate
issue for TSM. After all, there is no alternative. As we feel this aspect focuses on
behaviour, we have also translated it into our own organisational development. We want
all employees of TSM to behave in a way that is consistent with our vision, and to exude
that to our students and other contacts as a matter of course. This has led to a number of
core values:

- Acting judiciously
- Focusing on inclusion
- Taking responsibility for your own actions
- Listening
- Acting ethically.

These core values still form a source of dialogue and a continuous insight into the TSM
organisation. The core values are the guiding principle for the internal organisation and
also serve as a guideline for our primary process of developing and executing
programmes with students and clients.

Values and Curriculum

The Centre for Personal Development at TSM was recently given a separate and
independent position. The reason for this is that personal development forms the heart of
all programmes, where unambiguity, identification of vision and continued improvements
are vital. To date, it has mainly been a matter of organising, developing a policy and
achieving uniformity.

Due to its focus on sustainability and as such, substantively, on the context, external or
otherwise, of the student, TSM received a special accreditation for its MBA. The Dutch-
Flemish Accreditation Organisation (NVAO) has accredited the MBA as a scientific Master
with the following particular qualities: context-driven and with personal development as a
central theme. During the next few years, this unique accreditation will be incorporated in
other TSM programmes. The context is included in customised programmes. More
naturally, as there is always an external client who asks for a TSM programme specifically because of the context.
Especially with regard to sustainability, it is important to note that both students in the MBA programmes and in the in-company programmes are working on socially relevant projects. For the MBA this is a fact, for in-company programmes it is strongly encouraged. During the past two years, very important projects in the fields of the environment, wellbeing, sustainable innovations and even combinations thereof were completed. These social projects provide an extra study dimension to those students who themselves indicate to learn most from it.
We have also worked on a staff policy that ties in with the vision of customisation, focus on talent and development: practice what you preach. The traditional valuation system with job descriptions, under which everyone is supposed to fit within a contrived position, was abandoned a few years ago and replaced with a valuation system where growth and development are key in the roles assumed by TSM members of staff. Performance/assessment interviews have been replaced with development interviews during which employees take responsibility.
Under this system, others encourage and reward your personal growth and your ability to teach.
This is also encouraged by training and by keeping working conditions at the highest possible level.

Method

TSM is not a knowledge institution in the traditional sense of the word, such as universities and research organisations. TSM is a knowledge-intensive design organisation that executes created programmes in a(n) (educationally) professional manner. As such, most of the knowledge of TSM can be found in translating needs into educational objectives, in designing programmes and in the effective execution thereof. It is typical process knowledge. There have been many PM days during which the programme managers share this expertise and discuss casuistry with each other. TSM has also been actively promoting the importance of programming and didactics. Business schools generally do not excel in applying effective educational concepts; TSM is the Dutch market leader.
We have been thinking lately about how to shape the knowledge platform. We have concluded that it does not require a separate organisation, but that it will all be virtual by means of an accessible website, part of the TSM website. Based on this bundling of knowledge and research, we will organise events in the future where people can meet on the basis of a certain theme and continue the dialogue face to face. So we now know how we wish to organise the knowledge platform. The organisation will have priority in the next few months.

Research

TSM Business School hardly has any tradition in in-house research. The reason for this is that TSM has a flexible faculty, and as such implicitly includes research when deploying a lecturer. The school executes a lot of research, but does not conduct any itself. This will remain the same, but in an active way, with the TSM deanship in a leading role. That is also why a virtual organisation is being set up. Other strategic choices taken during the
past period include those for initiating research. Research will always be aimed at context, not subject, unless it concerns educational issues (the core of TSM). Also, TSM will always conduct research as part of a network, it will never employ its own researchers. During research, studies carried out by students and research conducted by the faculty is linked up to the greatest possible extent. By concentrating research on context and development, TSM wants to contribute to a wider social paradigm of managers, enabling them to take sustainable decisions and to encourage sustainable innovations. After all, the direction of research is always determined by the themes of leadership, entrepreneurship and innovation.

**Partnerships**

TSM has a diverse and strong network. First of all, lifelong learning is vital to TSM, and it has a close relationship with the MBA alumni association (TSM2Connect). Each year, TSM organises an alumni event for them, and performs many support activities. One achievement of the past period is that everyone now automatically becomes a member of the association.

TSM traditionally has a lot of ties with professional networks (ELP, NVO2, Drucker Institute, NIMA) and with client and employer networks (VNO-NCW, IKT, ELP, Bouwcuratorium). TSM also has networks of fellow business schools (EFMD, CEEMAN, @DBS). During the past year, TSM joined EABIS to strengthen the ties between the business industry and business schools, and to share knowhow with colleagues.

TSM also entered into a partnership with Warchild, to set an example, to learn from it and to make a social contribution.

TSM offers Warchild management development. No fee is charged and the employees involved do this in their spare time. The high TSM quality standard does of course apply here as well.

Co-creation and co-development of programmes has led to a partnership with every client of in-company programmes. TSM does not assume the role of supplier of programmes in the traditional client/contractor relationship, but as a partner in learning processes. This is also structured in the organisation of a programme, for instance by setting up steering groups.

**Dialogue**

During the past few years, TSM developed and executed many master classes, which dealt with relevant development-related themes. The approach always is exciting and confronting, seductively and captivatingly enticing guests to come up with new ideas.

These activities were started four years ago. Currently, between 200 and 250 guests visit the larger events, such as the annual super master class during the summer and the annual New Year's event on the second Wednesday of January. Themes of the past few years have included ‘setting the tone’, ‘brain learning’, ‘leadership and change happens all the time’ and ‘making the difference’.

We have also started encouraging the programme managers to move among networks more. The ELP network is very suitable for that.
5. Perspectives and goals for the next 18 months

During the next period, TSM will focus more on innovation. We have optimised many aspects and enhanced our positioning during the past periods. Now is the time for rapid steps towards innovation. This concerns both substantive and business innovation, and it should ultimately lead to more impact on the sustainable development of the world around us. This requires substantive and didactical innovations, and it also demands a business concept that is stable, faster and more flexible. Along those lines, TSM's visions and intentions will come into their own even better, and TSM staff will be encouraged more, as they will have a growing sense of the meaning of their work.

Purpose

Our mission and vision, in which sustainability is integrated, is finally translated into the TSM core values. These core values will determine the internal collaboration at TSM and dealings with students, faculty and other stakeholders. The core values serve as a basis to improve our feedback to each other, because we are convinced that only feedback will facilitate change. Beautiful plans without agreements about feedback will certainly yield overly slow progress, or even little or no progress at all.

Values and Curriculum

TSM's vision will not change. It is more about the increasingly correct implementation of that vision. This means for instance, that we will have to substantively professionalise the Centre for Personal Development in order to be able to offer a greater variety of services, at a higher level and with better qualified people.

Given TSM's vision on context, a boost will also be given to curriculum development, to involve more social subjects in a set of programmes that at the moment is still too managerial.

As of spring of 2012, the sustainability orientation will be integrated in the core modules of the MBA programmes.

As mentioned before, TSM is market leader in terms of educational approach, which also is a reason to devote extra attention to the continuous process of innovation. This will be effectuated by looking for best practices internally and for suitable benchmarks from abroad.

The qualities of TSM are often presented somewhat modestly, which is better than the other way round, but we are not doing our environment and our students any favours by not focusing on those qualities more. We will give more publicity to the social projects, enabling outsiders to learn more from them as well. The (web) knowledge platform will provide a framework for our publicity and the exchange of knowledge.

Quality naturally also involves accreditations. TSM currently holds the programme accreditation for the MBA, but it would be better for the entire organisation to be accredited. Particularly where structural implementation of the sustainable vision is concerned, accreditation is highly instructive. TSM will prepare the international QA accreditation.

Within that framework, the TSM management and control system will also become more sustainable. Despite our sustainable vision, performance indicators are too much
financially supported. The recently developed EABIS models will serve as a basis for more balance and coherence between financial and non-financial parameters. Finally, as indicated under ‘Purpose’, the HR policy requires further refinement by means of the core values, and personal growth will also be directly linked to it.

**Methods**

The short term will see the introduction of the digital knowledge platform, making it possible to take that first step towards giving direction to research activities ourselves. The preconditions and direction have been outlined earlier in this document. We will also prepare a business model that will enable us to develop programmes faster, in synergy with the MBA system and enabling use of the knowhow from the demand-oriented model of our in-company programmes. It is important for TSM to be constantly able to provide inspiration with new activities in order to continue to follow the learning process to a better world. Within the context of lifelong learning, for alumni too it is important to be continuously able to use TSM’s services. In order to be able to provide major incentives, control of TSM has since 1 January been divided into the deanship for content and into management for business control of TSM. BIT gatherings, where both approaches meet, have been organised. Both the university board and supervision remain unchanged.

**Research**

For the first time in its 25-year history, TSM will also make a difference in research in the next few years. As indicated earlier, this will be in a network context and without ‘in-house researchers’, but more actively and initiating. As an independent business school, TSM is able to link up various research projects, as the faculty does. It fits in with today’s world, where organisations often grow on the basis of network contexts. Research will further strengthen TSM’s social importance, and it will also be able to give more meaning to existing social projects. Research will also be important to permanently link up faculty, students, clients and alumni. TSM’s sharp focus will generate sustainable innovations again and again. From the virtual knowledge platform, it will be interesting to effectively structure knowledge productivity and ‘knowledge for free’.

**Partnerships**

The main activity with regard to partnerships is with TSM2Connect, the alumni association of the TSM MBA people. A new board will be installed in the spring, heralding a period of growing involvement with policy-making and lifelong learning at TSM. The flourishing partnership between TSM and Warchild will of course continue to grow.

**Dialogue**

In 2012, TSM will celebrate its 25th anniversary, with extra master classes being organised to further intensify the dialogue with stakeholders. Sustainable change will receive much
attention. Not only is this aspect important, it is also highly urgent given the crises the world is in today (summarised as a 'values' crisis).

6. Useful support

TSM will need others for the ambitions it has imposed on itself. We cannot fulfil our ambitions all by ourselves. We will need our own faculty, but also fellow schools and businesses from the PRME, EABIS and ELP networks. On the other hand, TSM will make its knowhow available to others and assume an active role in discussions about the future of management education at EFMD, EABIS, CEEMAN and the Drucker Institute.

7. Conclusion

The 2012 anniversary theme for TSM will be 'making the difference'. This does not just apply to TSM. Our society demands more flexibility, and that requires a lot. TSM is ambitious in supporting these developments, and as said before, it will unabatedly continue with the course it set years ago. It will also continue to intensify the ties within the organisation, as giving meaning together connects people and creates continuity.

8. Summary

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<th>Principle</th>
<th>What has been achieved</th>
<th>What are we going to do</th>
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<tbody>
<tr>
<td>Purpose</td>
<td>Mission and vision focused on integral approach of sustainability.</td>
<td>Further develop values as a basis of feedback among TSM staff and in programmes with students and faculty.</td>
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<td></td>
<td>Values developed for both the internal organisation and learning processes.</td>
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<tr>
<td>Values and curriculum</td>
<td>Providing a framework for Centre for Personal Development.</td>
<td>Substantive professionalisation of Centre for Personal Development.</td>
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<td>Context-driven university accreditation with personal development as a central theme.</td>
<td>Start institute accreditation according to IQA.</td>
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<td></td>
<td>Produced a lot of social projects, which impacted on both students and society.</td>
<td>Development of MBA curriculum to more social disciplines.</td>
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<td>Give more publicity to social projects.</td>
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<td>Further professionalisation of</td>
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<tr>
<td>Method</td>
<td>Developed and implemented staff policy, consistent with vision on learning in primary process. Practice what you preach.</td>
<td>didactical concepts through a system of best practices and benchmarking.</td>
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<td>Further refine staff policy, and explicitly link development lines to TSM purpose and vision.</td>
<td>Management system according to EABIS model of financial and non-financial.</td>
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<td>Research</td>
<td>Set up and implemented structure of sharing experience among programme managers. Opted for web-based knowledge platform.</td>
<td>Allow programme managers to learn more from each other. Develop business model in which development cycles are considerably reduced responsibly, to be able to anticipate developments faster. Set up digital knowledge platform.</td>
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<td>Opted for active role in research and for focus on context and development with leadership, entrepreneurship and innovation as themes.</td>
<td>Develop distinctive knowledge within TSM frameworks, which clearly make a difference in the creation of sustainable innovation, and which are valuable to TSM stakeholders.</td>
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<td>Partnerships</td>
<td>Boosted member numbers of alumni association.</td>
<td>Involve alumni association in TSM policy-making process.</td>
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<td></td>
<td>Joined EABIS.</td>
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<td>Partnership with Warchild.</td>
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<tr>
<td>Dialogue</td>
<td>Organised events, where contacts are encouraged to start a dialogue about relevant themes, with growing visitor numbers. PM colleagues more closely involved in networks such as ELP.</td>
<td>2012 is the 25th anniversary of TSM. Extra money has been made available to organise more dialogue events this year. Further intensify the relationship with ELP.</td>
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