

## 2013 PRME Summit Roundtable Discussion Output

### The data gathered from the 2013 PRME Summit has been indexed in four unique ways:

- According to the Six Principles of PRME and related themes
- According to the group\* of people who generated the responses
- According to the session and question (S# Q#)\*\*
- According to the theme tags\*\*\* generated during the forum

\*Groups were assigned alphabetically (A-Z) to correspond to written responses which appeared together on the same response sheet. The A-Z designations signify correlation within sessions, and among sessions (though some variation in group composition occurred). In the room, tables were labelled by number and where available, the number is noted in parentheses next to the group letter below. Tweets reference table numbers.

\*\*Group responses are organised according the Initial and Concluding thoughts (based on response sheet organisation): Q1 refers to Initial, Q2 to Concluding. If note taker did not distinguish between the two, responses are listed under Q2 column.

\*\*\*Theme tags include the self-selected themes of the Session 4 Tables (see below).

### Theme aggregation by PRME Principle (Spreadsheet Tabs):

#### PRME Principles 1 & 2: Purpose & Values

definition of sustainability/responsible management education/CSR/CR  
values associated with RME/CR  
role of business in society

#### PRME Principle 3: Method

method, curriculum, experiential learning  
resource availability (syllabi, case studies, resources)

#### PRME Principle 4: Research

research, publish or perish, A/B journals  
faculty incentives, funding, grants

#### PRME Principle 5: Partnership

corporate  
GC companies  
inter-school, intra-school  
NGO, community, UN

#### PRME Principle 6: Dialogue

systemic incentives/enablers  
government policy/funding  
accreditation, ranking

### Group Label and Corresponding Table Number (if given)

A	K (8)
B	L (9)
C	M (13)
D (1)	N (15, 17, 19)
E (2)	O (18)
F (3)	P (21)
G (3 & 5)	Q (22)
H (4)	R (23)
I (6)	S (25)
J (7)	

### Session 4

#### Self-Selected Themes

#### Groups

management institutions/bschools	B
individuals	C
private sector/business	N

### Themes (tags/categories)

PRME community/initiative	faculty development/engagement
UN, UNGC	involving communities, govt
pedagogy, tools	technology
individual action	research (challenges/solutions)
internal/institutional structures	ranking organisations
media	involving corporations
student engagement/demand	accrediting bodies
journals, publications	curriculum development

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<b>2013 PRME Summit (Spreadsheet Columns):</b>	
S1 Q1	NOTE - Inspiration: Although this initial session will not have a focused roundtable discussion session, we ask that you think about what might be “captured” from other fields that can help us develop a generation of responsible managers and leaders for the future we want, and that can facilitate the creation of new and innovative approaches to management education
S2 Q1	Innovation: What innovative approaches are currently being used within the PRME community in developing the leaders we want? What might be done? What are possible collective actions that will facilitate these efforts?
S2 Q2	<i>What role should we, as individuals, our institutions and partnerships, and the PRME initiative play? What role could/should PRME Champions play in this respect?</i>
S3 Q1	Implementation: What action plans are you prepared to take as an individual, in your organisation, and what could PRME do to support your initiative? <i>What role could issue area PRME Working Groups play to facilitate this? And PRME Chapters and PRME Champions?</i>
S3 Q2	
S4 Q1	Impact: What can we do as individuals, management development institutions, their associations, including through partnerships with our stakeholders, to ensure a deeper and persistent impact on the new role of business, responsible leadership and sustainable development?
S4 Q2	

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S1 Q1		group	line
Use art, music to create space for reflection	S1 Q1	F	line 2
Having Mohamed Yunus as chancellor is in itself an inspiration; founding of microfinance scheme in Scotland – linked to research in an interdisciplinary way	S1 Q1	F	line 3
S2 Q1		group	line
Ethical issues in Hollywood movies that students have to watch and discuss afterwards	S2 Q1	A	line 2
Students organizing debates between companies and NGOs; encourage critical thinking	S2 Q1	A	line 3
Students debating on controversial topics	S2 Q1	A	line 4
Connecting students with local charities in the community (e.g. marketing or accounting issues from NGOs), isn't charged for NGOs, employability	S2 Q1	A	line 5
Robust analysis, peers do 360°-surveys, gets students prepared for a learning experience	S2 Q1	A	line 6
Bringing faculty members from different topics together discussing the "bad impacts of good teachers"	S2 Q1	A	line 7
Embedding gender equality content in every (!) course	S2 Q1	A	line 8
Giving a topic to someone who doesn't actually think, it's his/her topic (e.g. finance & ethics)	S2 Q1	A	line 9
Challenge of finding the right faculty members - how can people be invited to join?	S2 Q1	A	line 10
Cross cultural/cross country dialogue	S2 Q1	A	line 11
Constraint: Nobody is aware of tomorrow's environment	S2 Q1	D	line 12
Leaders cross-discipline	S2 Q1	E	line 13
Innovation through accreditation	S2 Q1	E	line 14
CBS – "Responsibility day" case	S2 Q1	E	line 15
Green week	S2 Q1	E	line 16
Challenge to build on "day" so it's not stand-alone	S2 Q1	E	line 17
"micro-insertion" Integration of ethics	S2 Q1	E	line 18
Faculty development	S2 Q1	E	line 19
No common understanding of what it is to be responsible teacher and management	S2 Q1	E	line 20
Staff development needed	S2 Q1	E	line 21
Focus groups of faculty - what is irresponsible management and teaching (no consensus)	S2 Q1	E	line 22
Initially developing the person before working with business	S2 Q1	F	line 23
Process at U. of Limerick working with teenagers	S2 Q1	F	line 24
Ashridge helped SMEs in South Africa in an 8-week action research project to engage with sustainability -working with a chain of pharmacies, saving energy initially, and then accepting waste medicine. Learned about local barriers and then accepting a changes in law	S2 Q1	F	line 25
University of Dar es Salaam worked to start a center for entrepreneurship, also microfinance and green tourism 60% subsidized by the Dutch government	S2 Q1	F	line 26
Importance of making these activities integrated into the "business" of business schools. MBAs do a group CSR project at the end a programme (Flipped classroom concept)	S2 Q1	F	line 27
Ability to integrate and connect with PRME principles and values	S2 Q1	H	line 28
Interdisciplinary	S2 Q1	H	line 29
Learn from failure	S2 Q1	H	line 30
Ethical dilemmas	S2 Q1	H	line 31
What is important for the students?	S2 Q1	H	line 32
No need for revolution, can evolve – not all is bad	S2 Q1	K	line 33

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S2 Q1 (continued)		group	line
Innovation needs a purpose drawn from inspiration, we hope	S2 Q1	K	line 34
Need students to be self-confident and inspired when they leave the university	S2 Q1	K	line 35
Need to train people to judge reality and critically analyse	S2 Q1	K	line 36
A strong desire to understand the world	S2 Q1	K	line 37
Management education needs to include coaching for students to understand and unlock themselves	S2 Q1	K	line 38
Consider more coaching staff for reflection with students	S2 Q1	K	line 39
More flexible in offering wider range of electives, possibly reducing core topics?	S2 Q1	K	line 40
More freedom for students to find themselves	S2 Q1	K	line 41
Student demand: need to better understand mind of 19 yr old	S2 Q1	N	line 42
Central to education/University mission: How to diffuse to staff and faculty – like all change management challenges	S2 Q1	N	line 43
Dialogue outside of business school to inform us	S2 Q1	N	line 44
Integration into the curriculum—core course, how to get to embeddedness, compulsory? How do we div./dev(?) faculty though?	S2 Q1	N	line 45
Corp connection—PRME and GC	S2 Q1	N	line 46
Mechanism to show success and failures of PRME Signatories?	S2 Q1	N	line 47
Inspiration – to transformation	S2 Q1	Q	line 48
Inspired but frustrated structures are in place and these drive strategy	S2 Q1	Q	line 49
Universities are not focused on transformation	S2 Q1	Q	line 50
Faculty lack courage to follow through on innovation	S2 Q1	Q	line 51
Faculty need to change how we think	S2 Q1	Q	line 52
Not giving students a map, but how to read a compass	S2 Q1	Q	line 53
Encourage and accompany military veterans to create their own company	S2 Q1	R	line 54
Work with public services development and communities	S2 Q1	R	line 55
Drug and alcohol related services	S2 Q1	R	line 56
Work with service users and service providers to create development guidelines. Bottom up incentive	S2 Q1	R	line 57
Responsible citizen initiative – well-off communities spend time working in city communities teaching children. Raises awareness about injustice. (compulsory)	S2 Q1	R	line 58
Benefits: One third of people involved in the responsible citizen initiative said it was useful and they would want to continue, and create volunteerism. Some become passionate teachers	S2 Q1	R	line 59
Produce reports at the end of projects (students)	S2 Q1	R	line 60
Foundation supporting children and parents in need. Activities organized, village visits	S2 Q1	R	line 61
School cases: bottom-up incentives: Student discussions and brainstorming in class	S2 Q1	R	line 62
Local partnerships	S2 Q1	R	line 63
Partnerships with other schools	S2 Q1	R	line 64
Virtual simulations games in mixed multicultural teams	S2 Q1	R	line 65
Project: American and Romanian teams	S2 Q1	R	line 66
Decide on financial issue together	S2 Q1	R	line 67
Teachers to work and make decision	S2 Q1	R	line 68
Compromise (with teams?)	S2 Q1	R	line 69
“Seeing is believing” – activity – E-MBA going to Greenland and looking at the development, and questioning the sustainability of it	S2 Q1	S	line 70
Taking students to developing countries. Working with NGOs, local community	S2 Q1	S	line 71
Experiential learning	S2 Q1	S	line 72

## 2013 PRME Summit Roundtable Discussion Output

S2 Q2		group	line
We have to prepare today	S2 Q2	D	line 2
Integrate professionals, students and researchers	S2 Q2	D	line 3
Exposing students to reality through visits to ... poor quarters, etc.	S2 Q2	D	line 4
All the disciplines 'battlefield' not just ethics/CSR	S2 Q2	E	line 5
Managers in industry don't necessarily have 1 <sup>st</sup> degree; don't ask for ethics/CSR/sustainability	S2 Q2	E	line 6
Get better examples from business world of case studies	S2 Q2	E	line 7
Innovate by getting managing directors to want this and then work with faculty team who integrate	S2 Q2	E	line 8
Get students involved; can be source of innovation	S2 Q2	E	line 9
More objective evaluative skill (ex. expert evaluation team like Olympics - panel of judges)	S2 Q2	E	line 10
Seminar CSR – intensive 1-week	S2 Q2	E	line 11
Overload, too much "crap"	S2 Q2	E	line 12
Need a visual of integration of disciplines	S2 Q2	E	line 13
Need to feel empowered	S2 Q2	E	line 14
Activities need to be embedded in real issues, and integrated into research, teaching, sharing of practices	S2 Q2	F	line 15
Example of student work developing an apps for phones	S2 Q2	F	line 16
Partnerships needed between PRME students as well as between schools	S2 Q2	F	line 17
Version of Inspirational Guide within UK and Ireland as various chapters. Also a way of getting to know each other within chapters and drawing out more schools in each region. Would keep local context	S2 Q2	F	line 18
Inspirational Guides by Topic/theme (e.g. poverty, and another topic each year)	S2 Q2	F	line 19
Producing/compiling Inspirational Guides gives purpose to chapters	S2 Q2	F	line 20
Producing/compiling Inspirational Guides provides a map of what issues are important regionally	S2 Q2	F	line 21
Producing/compiling Inspirational Guides provides a real learning resource for students	S2 Q2	F	line 22
Champions should: Help globalize reflections and experiences	S2 Q2	F	line 23
Champions should: Generate links between regions	S2 Q2	F	line 24
Champions should: Work on journals/accreditation bodies	S2 Q2	F	line 25
Champions should: Share curriculum, making it less skewed	S2 Q2	F	line 26
Concern about communication of champions group	S2 Q2	F	line 27
Barriers to anchoring PRME in business school, where there is a bottom-up approach	S2 Q2	G	line 28
Incentives necessary for faculty	S2 Q2	G	line 29
Chapters should seek to create publishing opportunities in CSR/Sustainability (eg. Lists of journals, resources online from PRME)	S2 Q2	G	line 30
Data sets – more general research resources	S2 Q2	G	line 31
Highlight journals that would be career-enhancing	S2 Q2	G	line 32
PRME might help engaging students in sustainability & CS	S2 Q2	G	line 33
More UN Clout (from PRME)	S2 Q2	G	line 34
New working group to engage with business – especially Global Compact companies	S2 Q2	G	line 35
Chapters should engage with business more. Supply chain could be a focus	S2 Q2	G	line 36
Need to connect UNGC companies with business schools on a general level	S2 Q2	G	line 37
PRME could help develop a vision to move from RME to Responsible Institution, including ranking and accreditation bodies	S2 Q2	G	line 38
Measure of impact of including PRME principles into curriculum, to evaluate teacher's own performance – to gauge the investment that schools are making	S2 Q2	G	line 39
Counter-incentives linked to ranking	S2 Q2	G	line 40
SIP working group may address concern of the impact evaluation	S2 Q2	G	line 41
Developing countries have different goals/foci, so perhaps different goals are needed	S2 Q2	G	line 42

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S2 Q2 (continued)		group	line
English as working language makes it difficult to contribute. Ask speakers to be slower, have translator	S2 Q2	G	line 43
Wider set of journals and practice impact	S2 Q2	G	line 44
Incentives at institutional level should also focus on business impact	S2 Q2	G	line 45
Innovation in systems: Not just what happens in the class, but how to get it there	S2 Q2	H	line 46
Increase cross-cultural integration	S2 Q2	H	line 47
CSR should be very first course to influence students mindset	S2 Q2	H	line 48
Attitudes and surfacing values are crucial	S2 Q2	H	line 49
Hire faculty not for content but for attitudes and mindsets (hire for attitude, train for skill)	S2 Q2	H	line 50
Cross cultural integration – more awareness/exposure to different perspectives/cultures	S2 Q2	H	line 51
“live” case studies	S2 Q2	H	line 52
Use failure as learning exercise – learning greater from failure but we seem to only accept success – link with systems thinking to dissect issue	S2 Q2	H	line 53
Individual identity linked to whether they feel proud of who they work for so positive CSR helps this	S2 Q2	H	line 54
Need a PRME university based on MOOCs	S2 Q2	H	line 55
Launch dialogue with Global Compact Firms about PRME Executive Education Project	S2 Q2	I	line 56
PRME Executive Education Project idea: Format: Distance programs; Short 3-day course; Implement in each of core courses; Company specific program	S2 Q2	I	line 57
PRME Executive Education Project idea: Content: CSR in health, safety, environment, and equality; Philanthropy; Human Rights; Compulsory CSR legislation	S2 Q2	I	line 58
PRME Executive Education Project idea: Teachers Profile: Competency Center as basis for developing curricula	S2 Q2	I	line 59
PRME Executive Education Project idea: Attract Participants: Best Practice stories; Challenge that individuals are not ready to spend time/money	S2 Q2	I	line 60
Interest in sustainability is high on the agenda	S2 Q2	I	line 61
Economic circumstances difficult	S2 Q2	I	line 62
Team building course: • 7-day project to fundraise for a social cause (CBS model) • Leadership development track (Antwerp Management School) • Implement project for community (PWC Argentina Corp University)	S2 Q2	I	line 63
Activate Alumni: • Alumni day supports social causes (IPN, Belarus) • Donate money from art sale • Spend time with orphans	S2 Q2	I	line 64
Teach teachers from business schools about business topics (International academy of business)	S2 Q2	I	line 65
Infrastructure: e-learning, more involvement and more interactivity	S2 Q2	J	line 66
Delivery – teacher as a coach, integrator, moderator	S2 Q2	J	line 67
Teach through life cases, cases based on local environment	S2 Q2	J	line 68
Engage in social entrepreneurship projects that have social impact	S2 Q2	J	line 69
We aim to build character	S2 Q2	K	line 70
CSR starts with personal belief and commitment – implying the importance of self-awareness and behavioral development	S2 Q2	K	line 71
Asian and Turkish education is valued more widely, seen as a privilege by students who work harder	S2 Q2	K	line 72
Some suggestions of ‘real life’ experience and adding to society prior to management education	S2 Q2	K	line 73
Think about needs of future students, not just those currently enrolled	S2 Q2	K	line 74
What is “leadership”?	S2 Q2	L	line 75
Individual initiative and responsibility are important	S2 Q2	L	line 76
Working in teams/collaboration (in addition to individual responsibility)	S2 Q2	L	line 77
Avoid too ambitious ideas of leadership for our (Bachelor) graduates.	S2 Q2	L	line 78

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S2 Q2 (continued)		group	line
Emphasize “thought leadership” (AACSB) and serving the common good	S2 Q2	L	line 79
Experiential learning is an effective approach for developing leadership skills. It is already well established in some schools in the form of company projects. However, it should be extended to projects with other stakeholders / civil society – beyond the direct job perspective	S2 Q2	L	line 80
Jobs in SMEs seem to have more direct impact, however SMEs are often struggling harder – with the consequence of exploiting young potential leaders. How would the economic framework conditions (tax system, regulation ...) have to be changed in order make SME more attractive to innovative CSR/SD pioneers?	S2 Q2	L	line 81
General conclusion: Students need to better understand the economic framework. It is not enough to train their individual integrity and their skills within the company. As academics they should also be trained to critically analyze macroeconomic issues – and don't be surprised if an unregulated financial market will eventually produce negative external effects	S2 Q2	L	line 82
Raise the question and discuss with students what return on investment companies/investors can expect, looking beyond financial aspects and also including social impact (the good purpose)	S2 Q2	L	line 83
In rating / ranking (and even accreditation) other measures for evaluating (long-term) “success” should be developed and implemented. One crucial criterion for the success of a program / school is the salary which graduates earn. There is a pressure to train them and to support them (carrier services) to get into the high-paying jobs. This needs to be corrected	S2 Q2	L	line 84
Direct action (low hanging fruit): Create a CSR/SD award for students (faculty) at your school to increase visibility and incentive for working on these subjects	S2 Q2	L	line 85
Model of learning – games, role-play, simulations	S2 Q2	L	line 86
In Cuba, they measure success in terms of indices other than profit. For example, waste management, job creation, staff turnover, etc. Perhaps others can do the same	S2 Q2	M	line 87
Could be writing cases that give data for analysis of these other indices rather than only financial return indices for decision-making	S2 Q2	M	line 88
Adding responsibility indices to the measures of success has been a good experience for faculty who wanted to embed ethics in their courses but didn't know how	S2 Q2	M	line 89
There is a need to inspire students to be interested in the truth so that it will be easier for them to understand why they should be ethical. This will also help us to combat the new norm of self-interest that has crept up on the world and caught us unaware	S2 Q2	M	line 90
In a school, it was convenient to call the 'ethics' course global leadership and this was defended by pointing out that all the other courses are not labeled non-ethical. This helped to avoid possible biases in the audience	S2 Q2	M	line 91
Faculty seminars and bringing up these topics (ethics, responsibility indices, attracting student interest in RME) in faculty meetings has helped	S2 Q2	M	line 92
Listen more to students—create space for dialogue	S2 Q2	N	line 93
Faculty development—passionate faculty, incentives, sharing	S2 Q2	N	line 94
Curriculum development—PRME principles as core course	S2 Q2	N	line 95
Corporate engagement—use current corporate leadership to connect and influence our faculty/institution	S2 Q2	N	line 96
GC Engagement Architecture = Innovation, Inspiration	S2 Q2	O	line 97
Innovation has a Concept, Design, and Implementation; all of which must have decided leadership	S2 Q2	O	line 98
Components in Innovation Process: Leadership; Concept; Design	S2 Q2	O	line 99
Case Study Research Informing Teaching (Bristol Business School, Uni of West of England): Concepts: How Sustainability is taught; What themes required; How will we know student is learning.	S2 Q2	O	line 100
From all angles sustainability: Sociological; Psychological; Org. management specialization; lawyer			
(Case study) Natural Resources—River Danube: Impact of projects given to students: Natural ???, Target (??) Agency, Etc.;	S2 Q2	O	<a href="#">line 101</a>
Collaboration: Cultural, Political, Social, Legal			
Why not Environmental Specialist in the research: Each ??? had a little of it	S2 Q2	O	line 102

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S2 Q2 (continued)		group	line
What was leadership Characteristic: Deep belief in Emotional – Sustainability; Ability to reconcile intellectual difference – challenge in different groups (students were from 14 countries); Trust/Respect o Which one: Change; World; Student ????; Institution ???? o How can one change another when they cannot change themself	S2 Q2	O	line 103
Sustainable business: Ways to make money – class to teach how to keep money; Sustainability focuses idea – work on general well being; Shared value concept – De???? maker important	S2 Q2	O	line 104
Sustainability Risk & Ethics Focus: Students, and Experience; Practical (“real-life”) experience	S2 Q2	O	line 105
Leadership Characterization(???): On-going; Cultural/Political/Social/Legal	S2 Q2	O	line 106
Innovation begins with Innovator:: Commitment; Trust/Respect	S2 Q2	O	line 107
Transparency of all work involved	S2 Q2	O	line 108
PRME relevant to all students, not just Business Schools	S2 Q2	P	line 109
Embed the sustainability in different courses in University (Coventry)	S2 Q2	P	line 110
Use sustainability “literacy test” as tool	S2 Q2	P	line 111
Make use of the Gender Equality, website with Repository of course material, (PRME global repository gender equality) (Bentley)	S2 Q2	P	line 112
Sustainability included in curriculum by law in Brazil at all levels, also in national exams. In all disciplines and levels.	S2 Q2	P	line 113
AUC center for sustainable development, interdisciplinary MSc (AUC)	S2 Q2	P	line 114
Sustainability integrated in a number of modules in Open University	S2 Q2	P	line 115
Management of sustainability and carbon footprint professional master program (Ca’ Foscari)	S2 Q2	P	line 116
It is easier integrate sustainability issues into economic and management than into humanities, language studies. As of the 2012/13 academic year all students may acquire competencies in sustainability by adding extracurricular activities to their course programme, offered by each department as an in-depth study of the themes of social, economic and environmental sustainability (Ca’ Foscari)	S2 Q2	P	line 117
Student-organized workshops for credit	S2 Q2	P	line 118
Need to be transformational	S2 Q2	Q	line 119
Is the business school defined by its MBA	S2 Q2	Q	line 120
What can be done to get support of senior leadership?	S2 Q2	Q	line 121
How can we instill courage to innovate and experiment?	S2 Q2	Q	line 122
Once we have courage, how do we get the strength (resources and support) to change/innovate?	S2 Q2	Q	line 123
Accreditation should be a consequence NOT the purpose of b-school	S2 Q2	Q	line 124
B-schools have forgotten who client is	S2 Q2	Q	line 125
Universities exist to be building future leaders	S2 Q2	Q	line 126
Need to co-create value	S2 Q2	Q	line 127
Expose students/faculty to diversity (different cultural perspectives, backgrounds)	S2 Q2	R	line 128
Create a psychologically safe environment to encourage experimentation	S2 Q2	R	line 129
Transversal – share with other schools (MOOCs)	S2 Q2	R	line 130
Forget about management education, go back to the economics department/basic education	S2 Q2	S	line 131
Use the potential within business schools/universities to research the fundamentals “getting back to basics”	S2 Q2	S	line 132
Internship supervisor should go to the workplace and be the link between the business school and businesses, NGOs, etc.	S2 Q2	S	line 133
Engage people in the workplace to be more engaged in internship	S2 Q2	S	line 134
Stop acting and go back to find meaning	S2 Q2	S	line 135
Train students to listen, see, observe. We are too focused on the idea that business school will solve the problem. In developing countries, populations are catering to westerners, but when they leave, people can go back to doing things their own way	S2 Q2	S	line 136
Focus on long-term vs. short-term	S2 Q2	S	line 137



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S2 Q2 (continued)		group	line
Focusing on rankings and paper production impedes innovation and teaching (i.e. taking students to developing countries, engaging in civil society)	S2 Q2	S	line 138
Set up incentives in structure	S2 Q2	S	line 139

S3 Q1		group	line
In Guelph each faculty can access \$2000 to integrate sustainability – part of university better planet project in UK	S3 Q1	B	line 2
Question relating to integrating ethics and sustainability included in module review annual reports 5 year program reviews	S3 Q1	B	line 3
Put poster about joining UN PRME which each member of staff signs as a symbol of their commitment-get media involved	S3 Q1	B	line 4
Part of mission teaching CSR and ethics courses as compulsory courses and anti-corruption an elective	S3 Q1	B	line 5
Faculty meeting – how to embed sustainability	S3 Q1	B	line 6
Possible resistance	S3 Q1	D	line 7
Mind change is a challenge	S3 Q1	D	line 8
External pressure facilitates change	S3 Q1	D	line 9
What incentives can PRME provide for staff to engage?	S3 Q1	F	line 10
PRME Secretariat: facilitate overview of possible outlets for PRME-related topics	S3 Q1	F	line 11
PRME website to provide clearer picture of academic journals for CSR, Ethics	S3 Q1	F	line 12
Help with vision on: from responsible management education to responsible institution (as whole system)	S3 Q1	F	line 13
How does/how can PRME help accreditation bodies to change paradigm?	S3 Q1	F	line 14
How does an institution measure progress? Can PRME develop metrics?	S3 Q1	F	line 15
Can PRME collect ideas on how institutions can make engagement career-enhancing (...)	S3 Q1	F	line 16
Use of English by PRME inhibits take-up? Participation?	S3 Q1	F	line 17
Can PRME help to pick-up how different contexts impact approaches to PRME in developed and developing countries?	S3 Q1	F	line 18
What do you do for new coordination?	S3 Q1	F	line 19
Move from top-down to bottom-up approach	S3 Q1	F	line 20
Incentives: What are they for a faculty member?	S3 Q1	F	line 21
PRME Secretariat: Provide a list of name of journal (special edition) on PRME related topics	S3 Q1	F	line 22
PRME Secretariat: Broker connections between UNGC and business further	S3 Q1	F	line 23
PRME Secretariat: Toolkit/advice to move from responsible education to responsible institution	S3 Q1	F	line 24
Use resources on PRME website from working groups for curriculum development and faculty development	S3 Q1	F	line 25
Use E-learning toolkit for undergraduates	S3 Q1	F	line 26
Can you bring in UNGC/BITC	S3 Q1	F	line 27
Research: not an issue of resources, an issue of how to implement: Those new to it? Those doing it well?	S3 Q1	F	line 28
Initiatives are part of a continuum in changing culture; This change need to be radical	S3 Q1	H	line 29
Research needs to have links to business to make it real	S3 Q1	H	line 30
PRME should use UNGC to “adopt a business school”	S3 Q1	H	line 31
PRME Chapters can help with link to Global Compact networks	S3 Q1	H	line 32
Provide meditation modules/programmes to aid reflection (tai chi?)	S3 Q1	K	line 33
Corporate yoga – reflective practice	S3 Q1	K	line 34
Derive insight from peace within ourselves	S3 Q1	K	line 35
Definition of sustainability offered in PRME book—chapter on sustainability, responsibility, and ethics	S3 Q1	K	line 36
Continued importance of events to share experiences (more than ideas?)	S3 Q1	K	line 37
Do practical project with students, with incentive/award (that way to raise awareness)	S3 Q1	L	line 38

## 2013 PRME Summit Roundtable Discussion Output

S3 Q1 (continued)		group	line
Involve motivated faculty in student projects for awareness raising	S3 Q1	L	line 39
To get schools signed for PRME, finding synergies between PRME and other organisations and what is the value added?	S3 Q1	L	line 40
Make it clear for schools what the value added of PRME is: UN connected, For business education/management education, kind of current consolidation effort, better alignment between organisations	S3 Q1	L	line 41
Working groups can help to provide resources (eg. Gender equality WG Repository)	S3 Q1	N	line 42
Student/staff exchanges	S3 Q1	N	line 43
Facilitate coming together of schools in S. Africa	S3 Q1	N	line 44
PRME Champions – role?	S3 Q1	N	line 45
Case studies – how are these more effective in implementing ideas?	S3 Q1	N	line 46
Topic-based approach would be interesting	S3 Q1	N	line 47
Implementation resources dependants and process-led	S3 Q1	O	line 48
To activate students and faculty there is a need for projects	S3 Q1	O	line 49
To be efficient in teaching there is a need for standards and achievement indicators	S3 Q1	O	line 50
Field trips abroad need to be supported with financial resources	S3 Q1	O	line 51
Implementing the discussed “case study” need to have the students and faculty abroad. This implies cash, visa, and negotiations with partners visited university (?)	S3 Q1	O	line 52
What does support mean?	S3 Q1	Q	line 53
Educate our stakeholders on PRME principles (Staff, University)	S3 Q1	Q	line 54
Coordinate and Integrate our different initiatives within our university and within our community	S3 Q1	Q	line 55
Where are we headed with PRME? What will be activities?	S3 Q1	Q	line 56
How do we cascade these (activities) across space and time?	S3 Q1	Q	line 57
Communication and Enforcement: Strategies for sustainability	S3 Q1	R	line 58
Current functional and discipline structure of business schools limits integration	S3 Q1	R	line 59
Leadership to create and live the process and importance of sustainability	S3 Q1	R	line 60
Find a common platform for faculty to unite around	S3 Q1	R	line 61
Promote the values we want to demonstrate: When we hire new faculty, in how we measure performance, in what incentives we use	S3 Q1	R	line 62
Facilitate space for business, students, and academics to work better together	S3 Q1	S	line 63
Customize courses to deal with the challenges of business	S3 Q1	S	line 64
Challenge: Focus is still on what students earn/employability	S3 Q1	S	line 65
Challenge: Breaking down silos between departments	S3 Q1	S	line 66
Challenge: Focus on article publications	S3 Q1	S	line 67
Challenge: Companies are making up their own training/hiring processes	S3 Q1	S	line 68
Challenge: What will happen as online learning increases – business school is about networking	S3 Q1	S	line 69

S3 Q2		group	line
We need to believe in collaboration	S3 Q2	A	line 2
Need to be confident of yourself and others	S3 Q2	A	line 3
Need to accept failure of ourselves and others	S3 Q2	A	line 4
Need to be able to be surprised	S3 Q2	A	line 5
Need to be engaged	S3 Q2	A	line 6
Need to think of implementation as a part of a global process: commit / assess / define / Implement / measure / Communicate	S3 Q2	A	line 7

## 2013 PRME Summit Roundtable Discussion Output

S3 Q2 (continued)		group	line
PRME could make posters available	S3 Q2	B	line 8
Monitoring measurement	S3 Q2	D	line 9
Coordinate the efforts	S3 Q2	D	line 10
Informative and promotional efforts to raise awareness (reports) & educate the educated	S3 Q2	D	line 11
External pressure facilitates the change of educational paradigm	S3 Q2	D	line 12
Support from management is crucial for implementation: to have the person responsible for implementation	S3 Q2	D	line 13
Review of strategy	S3 Q2	D	line 14
Implementation of an open school concept (event integrating companies and business schools)	S3 Q2	D	line 15
Lack of communication is issue	S3 Q2	E	line 16
PRME requirement of report and communication with vice chancellor was key - report posted on school intranet	S3 Q2	E	line 17
Key requirement is institutional support; Key leaders: PRME office within school – part of social strategy and brand. Funded by school	S3 Q2	E	line 18
Role of media: PRME could support in this way	S3 Q2	E	line 19
In some places, role of government is key (ex. ministry of education). Role for PRME –could PRME do presentation/conference with governments?	S3 Q2	E	line 20
Accreditation bodies all linked to PRME	S3 Q2	E	line 21
Could schools, faculty introduce PRME to ministries/government?	S3 Q2	E	line 22
Could UNGC help promote PRME with government?	S3 Q2	E	line 23
Scholarship: Fund for CSR – inverted structure (ex. Merit essay on commitment and individual school commitments)	S3 Q2	E	line 24
Wrong accreditation process as Tools to push civic development	S3 Q2	E	line 25
CBS PRME office – faculty developments: Pilot workshop November for assistant professors	S3 Q2	E	line 26
Is PRME tracking/working with academic professional associations? Faith-based institutions, associations	S3 Q2	E	line 27
PRME could do doctoral training programmes: At professional associations	S3 Q2	E	line 28
Action: UK Chapter should do its own inspirational guide	S3 Q2	F	line 29
Key issues: Flesh out how context is affecting take-up of PRME and approach to embedding PRME	S3 Q2	F	line 30
Use UK Chapter inspirational guide as a basis for the annual conference?	S3 Q2	F	line 31
Put up a ??? staff to sign-up to PRME and commit to embedding it	S3 Q2	F	line 32
Practice what we preach: some schools incentive of Euro 100,000 for high place in rankings	S3 Q2	F	line 33
Engage through partnership with UNGC local networks	S3 Q2	F	line 34
Engage through creativity	S3 Q2	F	line 35
Win-win approach (trading knowledge/experience with businesses)	S3 Q2	F	line 36
Involve stakeholders: B2B workshops, Newsletter, Round tables	S3 Q2	F	line 37
Theme-based clubs/communities for an activity outside of the classroom: can utilize informal networks, involve guest speakers, and raise faculty awareness of PRME through activities	S3 Q2	F	line 38
Incentives for faculty engagement—publishing in career enhancing journals	S3 Q2	F	line 39
Incentives for students—translating concepts into managerial practice	S3 Q2	F	line 40
Better PRME implementation could be facilitated: through partnership with UNGC local networks; Creativity, Win-win approach	S3 Q2	F	line 41
Extend PRME beyond the business school	S3 Q2	H	line 42

## 2013 PRME Summit Roundtable Discussion Output

S3 Q2 (continued)		group	line
Open conversations with faculty members resistant to PRME	S3 Q2	H	line 43
We need "managing change" literature for academia (to take account of issues in academia) ie. How do we change?	S3 Q2	H	line 44
What can help to change organisation?	S3 Q2	H	line 45
Open innovation	S3 Q2	H	line 46
Opensource innovation	S3 Q2	H	line 47
MOOCs for education to share practices and strategies (eg. Dutch horticulture example – store seeds know-how)	S3 Q2	H	line 48
Bring in people from different perspectives, open minds	S3 Q2	H	line 49
We should not "fill buckets with content but light fires to inspire"	S3 Q2	H	line 50
Address governance structure of business schools to work on issues of PRME, beyond the Dean and sustainability professor	S3 Q2	H	line 51
Address governance of advisory board, supervisory board, administration, alumni association (represented in the advisory board) with regards to PRME issues	S3 Q2	H	line 52
Governance structure: Chief learning officers in Corporations, model?	S3 Q2	H	line 53
Talk to a resistant faculty member	S3 Q2	H	line 54
Hire even better lecturers	S3 Q2	H	line 55
Maintain relationships with business	S3 Q2	H	line 56
Talk to business in collaborative way to develop live cases	S3 Q2	H	line 57
Contact Mediterranean countries to form a new chapter	S3 Q2	H	line 58
In interviewing for new staff, don't allow for research papers to overtake quality of commitment to shared values and PRME mission	S3 Q2	H	line 59
Use research on CSR to look at more authentic approaches to practice	S3 Q2	H	line 60
Connect to LinkedIn group for PRME	S3 Q2	H	line 61
Improve PRME Global Forum	S3 Q2	I	line 62
Speakers give boring talks that are generally not connected to one another (on global forums)	S3 Q2	I	line 63
Summit should have had speakers that talk about launched PRME projects, tools, books	S3 Q2	I	line 64
(Summit) More presentations of inspirational guide stories in person	S3 Q2	I	line 65
(Summit) More inspiring Global Forum Speakers (ex. AMBA conference in Poland, Speaker astronaut Ron Garan was very inspirational)	S3 Q2	I	line 66
Have a 2-speed PRME Global Forum: one for experienced, one for less experienced (Intro track for newcomers/less active PRME signatories)	S3 Q2	I	line 67
Two track summit with training: one session for faculty, one for administrators	S3 Q2	I	line 68
Faculty Engagement: Have a PRME Representative or chapter representative come to each school to help engage/advertise	S3 Q2	I	line 69
How to engage faculty in school that has a lot of visiting/part-time teachers?	S3 Q2	I	line 70
Integrating reporting: Influence the IIRC	S3 Q2	K	line 71
Follow up with graduates (alumni) and track their ability to fulfil their desire to act sustainably	S3 Q2	K	line 72
Dreams at University get corrupted or polluted in real world	S3 Q2	K	line 73
Importance of interdisciplinary interaction with related disciplines e.g. political science or international relations	S3 Q2	K	line 74
Idea of champions schools – to join the group	S3 Q2	L	line 75
Faculty development	S3 Q2	L	line 76
Workshops on how to incorporate sustainability issues, by PRME, especially for small schools with less resources	S3 Q2	L	line 77
Booklet of common vocabulary – what is sustainability for faculty? – there is one developed by DePaul University which could be shared with PRME members	S3 Q2	L	line 78
In a university in Canada, grants are given to faculty for sustainability projects as part of an institution-wide 'better planet' initiative	S3 Q2	M	line 79
In another institution, to get faculty committed, they put up a poster with the announcement that the School was signing up to PRME and faculty got to sign on the poster and have pictures taken of the signatures	S3 Q2	M	line 80

## 2013 PRME Summit Roundtable Discussion Output

S3 Q2 (continued)		group	line
Example of ethics courses on the PhD programme to prepare future faculty; a managerial anthropology course for MBAs; standalone and embedded business ethics courses; CSR courses; personal responsibility projects for students; etc.	S3 Q2	M	line 81
Should all WGs provide some kind of shared resource?	S3 Q2	N	line 82
Could PRME help facilitate exchanges?	S3 Q2	N	line 83
Can there be an Africa Regional Chapter?	S3 Q2	N	line 84
Can PRME put PRME Champions in touch with school who are just developing PRME initiatives?	S3 Q2	N	line 85
What incentives work for faculty?	S3 Q2	N	line 86
Can conferences be more topic focused, less superficial?	S3 Q2	N	line 87
PRME could help by presenting and providing the outcome of the selected case studies/champion schools	S3 Q2	O	line 88
How to ???? rules (in the definition of responsible management) PRME could help create a framework to help on this issues	S3 Q2	O	line 89
Encourage greater use of technology to teach and spread sustainability.	S3 Q2	P	line 90
Create sustainable development programs; disseminate good practice examples.	S3 Q2	P	line 91
Introduce corporate responsibility and sustainability across all academic fields.	S3 Q2	P	line 92
Encourage use of the Gender Equality Repository at business schools across the globe.	S3 Q2	P	line 93
Have PRME work with business schools to help alleviate the shortfall of women corporate directors. Boards often say they can't find qualified women, but there are many, especially since directors now are often not current or former CEOs.	S3 Q2	P	line 94
PRME should also take steps to encourage and facilitate the return of women to work after maternity leaves.	S3 Q2	P	line 95
Women and Memory Forum taking place in Cairo, with the vision "to look forward to a society in which justice and equal opportunities for men and women would prevail"	S3 Q2	P	line 96
Have transparent and open calls for business-business school collaboration	S3 Q2	Q	line 97
Educate our stakeholders on PRME	S3 Q2	Q	line 98
Plans for integration of Principles into our projects	S3 Q2	Q	line 99
Are SIP reports the best use of time? Are they used for execution or inspiration?	S3 Q2	Q	line 100
Coordinate and integrate within our schools and beyond	S3 Q2	Q	line 101
Can we use social media better?	S3 Q2	Q	line 102
Take each Principle and have videos of people talking about each for 2 mins.	S3 Q2	Q	line 103
Can we have clear examples of impact?	S3 Q2	Q	line 104
Increase personnel resources at PRME to provide more support	S3 Q2	R	line 105
Better communicate what the PRME Champion schools are doing well	S3 Q2	R	line 106
Most important: Continue to lobby the accreditation agencies to make sure that sustainability remains on the agenda	S3 Q2	R	line 107
Find funding for research on sustainability	S3 Q2	R	line 108
The pressure is coming from consumers, companies, but business schools are still behind	S3 Q2	S	line 109

S4 Q1		group	line
Whole school meets monthly to reflect on principles	S4 Q1	B	line 2
Someone gives a presentation on beliefs driving school and issues: eg. Conflicts of interest	S4 Q1	B	line 3
If teaching a course have 1 or 2 cases/sessions relating to ethical issues	S4 Q1	B	line 4
Students have to do personal responsibility project	S4 Q1	B	line 5
If accreditation agencies demand ethics integration, then schools will take notice so AMBA EQUIS AACSD play an essential role.	S4 Q1	B	line 6
New cases that don't just provide financial data, but list how organisation is creating value for all stakeholders and include data, eg. How much waste created from carbon emissions, how many jobs created, etc.	S4 Q1	B	line 7
Consider what the metrics of success are. Try to use non-financial metrics (use social/environmental)	S4 Q1	B	line 8

## 2013 PRME Summit Roundtable Discussion Output

S4 Q1 (continued)		group	line
Get teachers who are not CSR teachers to involve CSR in curriculum	S4 Q1	C	line 9
Whole faculty agreement on the need	S4 Q1	C	line 10
Don't want to change (faculty)	S4 Q1	C	line 11
Students must see value-added in it	S4 Q1	C	line 12
Raise awareness	S4 Q1	C	line 13
Raise commitment	S4 Q1	C	line 14
Change values (if necessary)	S4 Q1	C	line 15
Build confidence of main business	S4 Q1	C	line 16
Translate PRME into a student language	S4 Q1	C	line 17
Business and teaching: to whom, for what?	S4 Q1	N	line 18
Business representation on program design	S4 Q1	N	line 19
Students (MBAs with work experience) use their experience, talk, learn	S4 Q1	N	line 20
Cases-not complex	S4 Q1	N	line 21
Scenarios (with facts missing)	S4 Q1	N	line 22
Good discussion but clear path needed	S4 Q1	N	line 23
Trends—business leadership wants to be respectful	S4 Q1	N	line 24
Internships (Modeled after project schools)	S4 Q1	N	line 25
Live projects	S4 Q1	N	line 26
Submit business reports (non-academic)	S4 Q1	N	line 27

S4 Q2		group	line
PRME could have good case studies on website not just for CSR courses, but for all management modules to help all lectures integrate principle, eg. Lectures on marketing, finance, supply chain management, Human Resources eh, accounting, strategy, innovation, etc	S4 Q2	B	line 2
Lead by example	S4 Q2	C	line 3
Recruit people to change organisational culture	S4 Q2	C	line 4
Role of teacher to create a safe space – put student at center of everything	S4 Q2	C	line 5
Teacher raise moral/Imagination	S4 Q2	C	line 6
Facilitate confidence building	S4 Q2	C	line 7
Engage students outside of classroom	S4 Q2	C	line 8
Engage students in social entrepreneurship	S4 Q2	C	line 9
Opportunity: Corporate funded research, \$\$ in innovation research	S4 Q2	N	line 10
Training platform	S4 Q2	N	line 11
Challenge: We are too untenably focused, politics, lack of understanding how we can really help business	S4 Q2	N	line 12
Who is customer? Student, Company	S4 Q2	N	line 13
Line between consultant and academic dialogue	S4 Q2	N	line 14

individuals C  
 private sector/business N  
 management institutions/bschools B

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 1: Purpose & Values	S#Q#	Line	Group	Theme 1	Theme 2
Having Mohamed Yunus as chancellor is in itself an inspiration; founding of microfinance scheme in Scotland – linked to research in an interdisciplinary way	S1 Q1	line 3	F	involving communities, govt	
“micro-insertion” Integration of ethics	S2 Q1	line 18	E	curriculum development	
Initially developing the person before working with business	S2 Q1	line 23	F	student engagement/demand	
Importance of making these activities integrated into the “business” of business schools	S2 Q1	line 27	F	internal/institutional structures	
Ability to integrate and connect with PRME principles and values	S2 Q1	line 28	H	internal/institutional structures	
Interdisciplinary	S2 Q1	line 29	H	internal/institutional structures	
Learn from failure	S2 Q1	line 30	H	faculty development/engagement	
Ethical dilemmas	S2 Q1	line 31	H	individual action	
What is important for the students?	S2 Q1	line 32	H	student engagement/demand	
No need for revolution, can evolve – not all is bad	S2 Q1	line 33	K	internal/institutional structures	
Innovation needs a purpose drawn from inspiration, we hope	S2 Q1	line 34	K	internal/institutional structures	
Need students to be self-confident and inspired when they leave the university	S2 Q1	line 35	K	student engagement/demand	
Need to train people to judge reality and critically analyse	S2 Q1	line 36	K	pedagogy, tools	
A strong desire to understand the world	S2 Q1	line 37	K	faculty development/engagement	
Central to education/University mission: How to diffuse to staff and faculty – like all change management challenges	S2 Q1	line 43	N	internal/institutional structures	
Inspiration – to transformation	S2 Q1	line 48	Q	internal/institutional structures	
Benefits: One third of people involved in the responsible citizen initiative said it was useful and they would want to continue, and create volunteerism. Some become passionate teachers	S2 Q1	line 59	R	pedagogy, tools	
We have to prepare today	S2 Q2	line 2	D	faculty development/engagement	
Integrate professionals, students and researchers	S2 Q2	line 3	D	involving communities, govt	
All the disciplines ‘battlefield’ not just ethics/CSR	S2 Q2	line 5	E	internal/institutional structures	
Seminar CSR – intensive 1-week	S2 Q2	line 11	E	faculty development/engagement	
Developing countries have different goals/foci, so perhaps different goals are needed	S2 Q2	line 42	G	internal/institutional structures	
CSR should be very first course to influence students mindset	S2 Q2	line 48	H	pedagogy, tools	
Attitudes and surfacing values are crucial	S2 Q2	line 49	H	pedagogy, tools	
We aim to build character	S2 Q2	line 70	K	pedagogy, tools	
CSR starts with personal belief and commitment – implying the importance of self-awareness and behavioral development	S2 Q2	line 71	K	individual action	
Think about needs of future students, not just those currently enrolled	S2 Q2	line 74	K	internal/institutional structures	
What is “leadership”?	S2 Q2	line 75	L	pedagogy, tools	
Individual initiative and responsibility are important	S2 Q2	line 76	L	individual action	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 1: Purpose & Values (continued)	S#Q#	Line	Group	Theme 1	Theme 2
Emphasize "thought leadership" (AACSB) and serving the common good	S2 Q2	line 79	L	pedagogy, tools	
Leadership Characterization(???): On-going; Cultural/Political/Social/Legal	S2 Q2	line 106	O	pedagogy, tools	
Transparency of all work involved	S2 Q2	line 108	O	pedagogy, tools	curriculum development
PRME relevant to all students, not just Business Schools	S2 Q2	line 109	P	internal/institutional structures	
Embed the sustainability in different courses in University (Coventry)	S2 Q2	line 110	P	curriculum development	
Need to be transformational	S2 Q2	line 119	Q	student engagement/demand	
Accreditation should be a consequence NOT the purpose of b-school	S2 Q2	line 124	Q	accrediting bodies	
Universities exist to be building future leaders	S2 Q2	line 126	Q	internal/institutional structures	
Expose students/faculty to diversity (different cultural perspectives, backgrounds)	S2 Q2	line 128	R	student engagement/demand	faculty development/engagement
Focus on long-term vs. short-term	S2 Q2	line 137	S	internal/institutional structures	
Derive insight from peace within ourselves	S3 Q1	line 35	K	individual action	
Coordinate and Integrate our different initiatives within our university and within our community	S3 Q1	line 55	Q	internal/institutional structures	involving communities, govt
Where are we headed with PRME? What will be activities?	S3 Q1	line 56	Q	faculty development/engagement	
How do we cascade these (activities) across space and time?	S3 Q1	line 57	Q	pedagogy, tools	
Leadership to create and live the process and importance of sustainability	S3 Q1	line 60	R	faculty development/engagement	
Facilitate space for business, students, and academics to work better together	S3 Q1	line 63	S	faculty development/engagement	
We need to believe in collaboration	S3 Q2	line 2	A	faculty development/engagement	
Need to be confident of ourselves and others	S3 Q2	line 3	A	faculty development/engagement	
Need to accept failure of ourselves and others	S3 Q2	line 4	A	faculty development/engagement	
Need to be able to be surprised	S3 Q2	line 5	A	faculty development/engagement	
Need to be engaged	S3 Q2	line 6	A	faculty development/engagement	
Need to think of implementation as a part of a global process: commit / assess / define / Implement / measure / Communicate	S3 Q2	line 7	A	pedagogy, tools	
We should not "fill buckets with content but light fires to inspire"	S3 Q2	line 50	H	pedagogy, tools	
Importance of interdisciplinary interaction with related disciplines e.g. political science or international relations	S3 Q2	line 74	K	internal/institutional structures	
Create sustainable development programs; disseminate good practice examples.	S3 Q2	line 91	P	internal/institutional structures	
Introduce corporate responsibility and sustainability across all academic fields.	S3 Q2	line 92	P	internal/institutional structures	
Raise awareness	S4 Q1	line 13	C	faculty development/engagement	
Raise commitment	S4 Q1	line 14	C	faculty development/engagement	



## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 1: Purpose & Values (continued)	S#Q#	Line	Group	Theme 1	Theme 2
Change values (if necessary)	S4 Q1	line 15	C	faculty development/engagement	
Build confidence of main business	S4 Q1	line 16	C	faculty development/engagement	

PRME Principles 3: Method	S#Q#	Group	Line	Theme 1	Theme 2
Use art, music to create space for reflection	S1 Q1	F	line 2	pedagogy, tools	
Ethical issues in Hollywood movies that students have to watch and discuss afterwards	S2 Q1	A	line 2	pedagogy, tools	
Students debating on controversial topics	S2 Q1	A	line 4	student engagement/demand	
Robust analysis, peers do 360°-surveys, gets students prepared for a learning experience	S2 Q1	A	line 6	pedagogy, tools	
Embedding gender equality content in every (!) course	S2 Q1	A	line 8	curriculum development	
Giving a topic to someone who doesn't actually think, it's his/her topic (e.g. finance & ethics)	S2 Q1	A	line 9	pedagogy, tools	
Challenge to build on "day" (like CBS "responsibility day" case) so it's not stand-alone	S2 Q1	E	line 17	curriculum development	
Ashridge helped SMEs in South Africa in an 8-week action research project to engage with sustainability -working with a chain of pharmacies, saving energy initially, and then accepting waste medicine. Learned about local barriers and then accepting a changes in law	S2 Q1	F	line 25	pedagogy, tools	
MBA's do a group CSR project at the end a programme (Flipped classroom concept)	S2 Q1	F	line 27	curriculum development	
Management education needs to include coaching for students to understand and unlock themselves	S2 Q1	K	line 38	pedagogy, tools	
Consider more coaching staff for reflection with students	S2 Q1	K	line 39	faculty development/engagement	
More flexible in offering wider range of electives, possibly reducing core topics?	S2 Q1	K	line 40	curriculum development	
More freedom for students to find themselves	S2 Q1	K	line 41	student engagement/demand	
Student demand: need to better understand mind of 19 yr old	S2 Q1	N	line 42	student engagement/demand	
Integration into the curriculum—core course, how to get to embeddedness, compulsory? How do we div./dev(?) faculty though?	S2 Q1	N	line 45	curriculum development	
Not giving students a map, but how to read a compass	S2 Q1	Q	line 53	curriculum development	
Responsible citizen initiative – well-off communities spend time working in city communities teaching children. Raises awareness about injustice. (compulsory)	S2 Q1	R	line 58	pedagogy, tools	
Produce reports at the end of projects (students)	S2 Q1	R	line 60	pedagogy, tools	
School cases: bottom-up incentives: Student discussions and brainstorming in class	S2 Q1	R	line 62	student engagement/demand	
Virtual simulations games in mixed multicultural teams	S2 Q1	R	line 65	pedagogy, tools	
Decide on financial issue together	S2 Q1	R	line 67	student engagement/demand	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principles 3: Method (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Teachers to work and make decision	S2 Q1	R	line 68	faculty development/engagement	
Compromise (with teams?)	S2 Q1	R	line 69	pedagogy, tools	
“Seeing is believing” – activity – E-MBA going to Greenland and looking at the development, and questioning the sustainability of it	S2 Q1	S	line 70	pedagogy, tools	
Experiential learning	S2 Q1	S	line 72	pedagogy, tools	
Exposing students to reality through visits to ... poor quarters, etc.	S2 Q2	D	line 4	student engagement/demand	
Overload, too much “crap”	S2 Q2	E	line 12		
Example of student work developing an apps for phones	S2 Q2	F	line 16	student engagement/demand	
Increase cross-cultural integration	S2 Q2	H	line 47	pedagogy, tools	
“live” case studies	S2 Q2	H	line 52	pedagogy, tools	
Use failure as learning exercise – learning greater from failure but we seem to only accept success – link with systems thinking to dissect issue	S2 Q2	H	line 53	pedagogy, tools	
Individual identity linked to whether they feel proud of who they work for so positive CSR helps this	S2 Q2	H	line 54	pedagogy, tools	
Need a PRME university based on MOOCs	S2 Q2	H	line 55	technology	PRME community/initiative
PRME Executive Education Project idea: Format: Distance programs; Short 3-day course; Implement in each of core courses; Company specific program	S2 Q2	I	line 57	PRME community/initiative	
PRME Executive Education Project idea: Content: CSR in health, safety, environment, and equality; Philanthropy; Human Rights; Compulsory CSR legislation	S2 Q2	I	line 58	PRME community/initiative	
PRME Executive Education Project idea: Teachers Profile: Competency Center as basis for developing curricula	S2 Q2	I	line 59	PRME community/initiative	
PRME Executive Education Project idea: Attract Participants: Best Practice stories; Challenge that individuals are not ready to spend time/money	S2 Q2	I	line 60	PRME community/initiative	
Team building course: • 7-day project to fundraise for a social cause (CBS model) • Leadership development track (Antwerp Management School) • Implement project for community (PWC Argentina Corp University)	S2 Q2	I	line 63	student engagement/demand	
Delivery – teacher as a coach, integrator, moderator	S2 Q2	J	line 67	pedagogy, tools	
Teach through life cases, cases based on local environment	S2 Q2	J	line 68	pedagogy, tools	
Working in teams/collaboration (in addition to individual responsibility)	S2 Q2	L	line 77	pedagogy, tools	
Avoid too ambitious ideas of leadership for our (Bachelor) graduates.	S2 Q2	L	line 78	pedagogy, tools	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principles 3: Method (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Raise the question and discuss with students what ROI companies/investors can expect, looking beyond financial aspects, also including social impact (the good purpose)	S2 Q2	L	line 73	student engagement/demand	
Model of learning – games, role-play, simulations	S2 Q2	L	line 86	pedagogy, tools	
Adding responsibility indices to the measures of success has been a good experience for faculty who wanted to embed ethics in their courses but didn't know how	S2 Q2	M	line 89	curriculum development	
In one school, it was convenient to call the 'ethics' course global leadership and this was defended by pointing out that all the other courses are not labeled non-ethical. This helped to avoid possible biases in the audience	S2 Q2	M	line 91	curriculum development	
Curriculum development—PRME principles as core course	S2 Q2	N	line 95	curriculum development	
Case Study Research Informing Teaching (Bristol Business School, Uni of West of England): Concepts: How Sustainability is taught; What themes required; How will we know student is learning. From all angles sustainability: Sociological; Psychological; Org. management specialization; lawyer	S2 Q2	O	line 100	faculty development/engagement	
(Case study) Natural Resources—River Danube: Impact of projects given to students: Natural ???, Target (??) Agency, Etc.; Collaboration: Cultural, Political, Social, Legal	S2 Q2	O	<a href="#">line 101</a>	student engagement/demand	curriculum development
Why not Environmental Specialist in the research: Each ??? had a little of it	S2 Q2	O	line 102	involving communities, govt	
Sustainable business: Ways to make money – class to teach how to keep money; Sustainability focuses idea – work on general well being; Shared value concept – De???? maker important	S2 Q2	O	line 104	pedagogy, tools	
Sustainability Risk & Ethics Focus: Students, and Experience; Practical (“real-life”) experience	S2 Q2	O	line 105	pedagogy, tools	
Use sustainability “literacy test” as tool	S2 Q2	P	line 111	curriculum development	
Make use of the Gender Equality, website with Repository of course material, (PRME global repository gender equality) (Bentley)	S2 Q2	P	line 112	curriculum development	
Student-organized workshops for credit	S2 Q2	P	line 118	student engagement/demand	
Forget about management education, go back to the economics department/basic education	S2 Q2	S	line 131	pedagogy, tools	
Stop acting and go back to find meaning	S2 Q2	S	line 135	individual action	
Train students to listen, see, observe. We are too focused on the idea that business school will solve the problem. In developing countries, populations are catering to westerners, but when they leave, people can go back to doing things their own way	S2 Q2	S	line 136	student engagement/demand	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principles 3: Method (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Faculty meeting – how to embed sustainability	S3 Q1	B	line 6	internal/institutional structures	
Move from top-down to bottom-up approach	S3 Q1	F	line 20	internal/institutional structures	
Use resources on PRME website from working groups for curriculum development and faculty development	S3 Q1	F	line 25	curriculum development	
Use E-learning toolkit for undergraduates	S3 Q1	F	line 26	curriculum development	
Initiatives are part of a continuum in changing culture; This change need to be radical	S3 Q1	H	line 29	internal/institutional structures	
Provide meditation modules/programmes to aid reflection (tai chi?)	S3 Q1	K	line 33	pedagogy, tools	
Corporate yoga – reflective practice	S3 Q1	K	line 34	pedagogy, tools	
Do practical project with students, with incentive/award (that way to raise awareness)	S3 Q1	L	line 38	pedagogy, tools	
Involve motivated faculty in student projects for awareness raising	S3 Q1	L	line 39	faculty development/engagement	
Case studies – how are these more effective in implementing ideas?	S3 Q1	N	line 46	curriculum development	
Topic-based approach would be interesting	S3 Q1	N	line 47	curriculum development	
Implementation resources dependants and process-led	S3 Q1	O	line 48	curriculum development	
Educate our stakeholders on PRME principles (Staff, University)	S3 Q1	Q	line 54	pedagogy, tools	
Customize courses to deal with the challenges of business	S3 Q1	S	line 64	curriculum development	
Engage through creativity	S3 Q2	F	line 35	faculty development/engagement	
Win-win approach (trading knowledge/experience with businesses)	S3 Q2	F	line 36	involving corporations	
Theme-based clubs/communities for an activity outside of the classroom: can utilize informal networks, involve guest speakers, and raise faculty awareness of PRME through activities	S3 Q2	F	line 38	involving communities, govt	
Incentives for students—translating concepts into managerial practice	S3 Q2	F	line 40	student engagement/demand	
Talk to business in collaborative way to develop live cases	S3 Q2	H	line 57	involving corporations	
Use research on CSR to look at more authentic approaches to practice	S3 Q2	H	line 60	curriculum development	
Encourage greater use of technology to teach and spread sustainability	S3 Q2	P	line 90	technology	
If teaching a course have 1 or 2 cases/sessions relating to ethical issues	S4 Q1	B	line 4	individual action	
Students have to do personal responsibility project	S4 Q1	B	line 5	student engagement/demand	
Students (MBAs with work experience) use their experience, talk, learn	S4 Q1	N	line 20	student engagement/demand	
Cases-not complex	S4 Q1	N	line 21	curriculum development	
Scenarios (with facts missing)	S4 Q1	N	line 22	curriculum development	
Internships (Modeled after project schools)	S4 Q1	N	line 25	student engagement/demand	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principles 3: Method (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Live projects	S4 Q1	N	line 26	curriculum development	
Students - Submit business reports (non-academic)	S4 Q1	N	line 27	student engagement/demand	
Role of teacher to create a safe space – put student at center of everything	S4 Q2	C	line 5	individual action	
Teacher raise moral/Imagination	S4 Q2	C	line 6	individual action	
Facilitate confidence building	S4 Q2	C	line 7	individual action	
Engage students outside of classroom	S4 Q2	C	line 8	student engagement/demand	
Engage students in social entrepreneurship	S4 Q2	C	line 9	student engagement/demand	

PRME Principle 4: Research	S#Q#	Group	Line	Theme 1	Theme 2
Activities need to be embedded in real issues, and integrated into research, teaching, sharing of practices	S2 Q2	F	line 15	pedagogy, tools	faculty development/engagement
Inspirational Guides by Topic/theme (e.g. poverty, and another topic each year)	S2 Q2	F	line 19	PRME community/initiative	
Producing/compiling Inspirational Guides gives purpose to chapters	S2 Q2	F	line 20	PRME community/initiative	
Producing/compiling Inspirational Guides provides a map of what issues are important regionally	S2 Q2	F	line 21	PRME community/initiative	pedagogy, tools
Producing/compiling Inspirational Guides provides a real learning resource for students	S2 Q2	F	line 22	PRME community/initiative	pedagogy, tools
Chapters should seek to create publishing opportunities in CSR/Sustainability (eg. Lists of journals, resources online from PRME)	S2 Q2	G	line 30	PRME community/initiative	journals, publications
Data sets – more general research resources	S2 Q2	G	line 31	journals, publications	
Highlight journals that would be career-enhancing	S2 Q2	G	line 32	journals, publications	
Wider set of journals and practice impact	S2 Q2	G	line 44	journals, publications	
Could be writing cases that give data for analysis of these other indices rather than only financial return indices for decision-making	S2 Q2	M	line 88	research (challenges/solutions)	
Case Study: Bristol Business School, Uni of West of England, Research Informing Teaching: Concepts: How Sustainability is taught; What themes required; How will we know student is learning; From all angles sustainability: Sociological; Psychological; Org. management specialization; lawyer	S2 Q2	O	line 100	research (challenges/solutions)	
Use the potential within business schools/universities to research the fundamentals “getting back to basics”	S2 Q2	S	line 132	research (challenges/solutions)	
Focusing on rankings and paper production impedes innovation and teaching (i.e. taking students to developing countries, engaging in civil society)	S2 Q2	S	line 138	research (challenges/solutions)	
Set up incentives in structure	S2 Q2	S	line 139	internal/institutional structures	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 4: Research (continued)	S#Q#	Group	Line	Theme 1	Theme 2
PRME Secretariat: facilitate overview of possible outlets for PRME-related topics	S3 Q1	F	line 11	PRME community/initiative	journals, publications
PRME website to provide clearer picture of academic journals for CSR, Ethics	S3 Q1	F	line 12	PRME community/initiative	journals, publications
Can PRME help to pick-up how different contexts impact approaches to PRME in developed and developing countries?	S3 Q1	F	line 18	PRME community/initiative	research (challenges/solutions)
PRME Secretariat: Provide a list of name of journal (special edition) on PRME related topics	S3 Q1	F	line 22	PRME community/initiative	
Research: not an issue of resources, an issue of how to implement: Those new to it? Those doing it well?	S3 Q1	F	line 28	research (challenges/solutions)	
Research needs to have links to business to make it real	S3 Q1	H	line 30	research (challenges/solutions)	
Key issues: Flesh out how context is affecting take-up of PRME and approach to embedding PRME	S3 Q2	F	line 30	PRME community/initiative	
Incentives for faculty engagement—publishing in career enhancing journals	S3 Q2	F	line 39	journals, publications	
Find funding for research on sustainability	S3 Q2	R	line 108	research (challenges/solutions)	

PRME Principle 5: Partnership	S#Q#	Group	Line	Theme 1	Theme 2
Students organizing debates between companies and NGOs; encourage critical thinking	S2 Q1	A	line 3	student engagement/demand	involving communities, govt
Connect students with local charities (e.g. NGO marketing or accounting issues), no charge for NGOs, employability	S2 Q1	A	line 5	involving communities, govt	
Bringing faculty members from different topics together discussing the “bad impacts of good teachers”	S2 Q1	A	line 7	faculty development/engagement	
Cross cultural/cross country dialogue	S2 Q1	A	line 11	pedagogy, tools	
Leaders cross-discipline	S2 Q1	E	line 13	internal/institutional structures	
Process at U. of Limerick working with teenagers	S2 Q1	F	line 24	pedagogy, tools	
Corp connection—PRME and GC	S2 Q1	N	line 46	PRME community/initiative	
Encourage and accompany military veterans to create their own company	S2 Q1	R	line 54	involving communities, govt	
Work with public services development and communities	S2 Q1	R	line 55	involving communities, govt	
Drug and alcohol related services	S2 Q1	R	line 56	involving communities, govt	
Work with service users and service providers to create development guidelines. Bottom up incentive	S2 Q1	R	line 57	involving communities, govt	
Foundation supporting children and parents in need. Activities organized, village visits	S2 Q1	R	line 61	involving communities, govt	
Local partnerships	S2 Q1	R	line 63	involving communities, govt	
Partnerships with other schools	S2 Q1	R	line 64	PRME community/initiative	
Project: American and Romanian teams	S2 Q1	R	line 66	PRME community/initiative	
Taking students to developing countries. Working with NGOs, local community	S2 Q1	S	line 71	student engagement/demand	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 5: Partnership (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Get better examples from business world of case studies	S2 Q2	E	line 7	involving corporations	
Need a visual of integration of disciplines	S2 Q2	E	line 13	pedagogy, tools	
Partnerships needed between PRME students as well as between schools	S2 Q2	F	line 17	PRME community/initiative	student engagement/demand
Version of Inspirational Guide within UK and Ireland as various chapters. Also a way of getting to know each other within chapters and drawing out more schools in each region. Would keep local context	S2 Q2	F	line 18	PRME community/initiative	
Champions should: Help globalize reflections and experiences	S2 Q2	F	line 23	PRME community/initiative	
Champions should: Generate links between regions	S2 Q2	F	line 24	PRME community/initiative	
Champions should: Share curriculum, making it less skewed	S2 Q2	F	line 26	PRME community/initiative	
PRME might help engaging students in sustainability & CS	S2 Q2	G	line 33	PRME community/initiative	
More UN Clout (from PRME)	S2 Q2	G	line 34	UN, UNGC	
New working group to engage with business – especially Global Compact companies	S2 Q2	G	line 35	UN, UNGC	
Chapters should engage with business more. Supply chain could be a focus	S2 Q2	G	line 36	PRME community/initiative	involving corporations
Need to connect UNGC companies with business schools on a general level	S2 Q2	G	line 37	UN, UNGC	
SIP working group may address concern of the impact evaluation	S2 Q2	G	line 41	PRME community/initiative	
Cross cultural integration – more awareness/exposure to different perspectives/cultures	S2 Q2	H	line 51	pedagogy, tools	
Launch dialogue with Global Compact Firms about PRME Executive Education Project	S2 Q2	I	line 56	UN, UNGC	
Activate Alumni: • Alumni day supports social causes (IPN, Belarus) • Donate money from art sale • Spend time with orphans	S2 Q2	I	line 64	involving communities, govt	
Teach teachers from business schools about business topics (International academy of business)	S2 Q2	I	line 65	faculty development/engagement	
Engage in social entrepreneurship projects that have social impact	S2 Q2	J	line 69	involving communities, govt	involving corporations
Experiential learning is an effective approach for developing leadership skills. It is already well established in some schools in the form of company projects. However, it should be extended to projects with other stakeholders / civil society – beyond the direct job perspective	S2 Q2	L	line 80	involving communities, govt	
Corporate engagement—use current corporate leadership to connect and influence our faculty/institution	S2 Q2	N	line 96	involving corporations	
GC Engagement Architecture = Innovation, Inspiration	S2 Q2	O	line 97	UN, UNGC	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 5: Partnership (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Transversal – share with other schools (MOOCs)	S2 Q2	R	line 130	technology	
Internship supervisor should go to workplace and be the link between the business school and businesses, NGOs, etc.	S2 Q2	S	line 133	involving corporations	
Engage people in the workplace to be more engaged in internship	S2 Q2	S	line 134	involving corporations	
What do you do for new coordination?	S3 Q1	F	line 19	PRME community/initiative	
PRME Secretariat: Broker connections between UNGC and business further	S3 Q1	F	line 23	PRME community/initiative	UN, UNGC
Can you bring in UNGC/BITC	S3 Q1	F	line 27	UN, UNGC	
PRME should use UNGC to “adopt a business school”	S3 Q1	H	line 31	PRME community/initiative	
PRME Chapters can help with link to Global Compact networks	S3 Q1	H	line 32	UN, UNGC	
Continued importance of events to share experiences (more than ideas?)	S3 Q1	K	line 37	PRME community/initiative	
To get schools signed for PRME, finding synergies between PRME and other organisations and what is the value added?	S3 Q1	L	line 40	PRME community/initiative	
Make it clear for schools what the value added of PRME is: UN connected, For business education/management education, kind of current consolidation effort, better alignment between organisations	S3 Q1	L	line 41	PRME community/initiative	
Working groups can help to provide resources (eg. Gender equality WG Repository)	S3 Q1	N	line 42	PRME community/initiative	
Student/staff exchanges	S3 Q1	N	line 43	student engagement/demand	faculty development/engagement
Facilitate coming together of schools in S. Africa	S3 Q1	N	line 44	PRME community/initiative	
PRME Champions – role?	S3 Q1	N	line 45	PRME community/initiative	
Educate our stakeholders on PRME principles (Staff, University)	S3 Q1	Q	line 54	faculty development/engagement	
Coordinate the efforts	S3 Q2	D	line 10	PRME community/initiative	
Informative and promotional efforts to raise awareness (reports) & educate the educated	S3 Q2	D	line 11	faculty development/engagement	media
Implementation of an open school concept (event integrating companies and business schools)	S3 Q2	D	line 15	involving corporations	involving communities, govt
Role of media: PRME could support in this way	S3 Q2	E	line 19	media	PRME community/initiative
Engage through partnership with UNGC local networks	S3 Q2	F	line 34	UN, UNGC	
Involve stakeholders: B2B workshops, Newsletter, Round tables	S3 Q2	F	line 37	involving corporations	
Better PRME implementation could be facilitated: through partnership with UNGC local networks; Creativity, Win-win approach	S3 Q2	F	line 41	UN, UNGC	
Maintain relationships with business	S3 Q2	H	line 56	involving corporations	
Connect to LinkedIn group for PRME	S3 Q2	H	line 61	faculty development/engagement	
Improve PRME Global Forum	S3 Q2	I	line 62	PRME community/initiative	



## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 5: Partnership (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Speakers give boring talks that are generally not connected to one another (on global forums)	S3 Q2	I	line 63	PRME community/initiative	
Summit should have had speakers that talk about launched PRME projects, tools, books	S3 Q2	I	line 64	PRME community/initiative	
(Summit) More presentations of inspirational guide stories in person	S3 Q2	I	line 65	PRME community/initiative	
(Summit) More inspiring Global Forum Speakers (ex. AMBA conference in Poland, Speaker astronaut Ron Garan was very inspirational)	S3 Q2	I	line 66	PRME community/initiative	
Have a 2-speed PRME Global Forum: one for experienced, one for less experienced (Intro track for newcomers/less active PRME signatories)	S3 Q2	I	line 67	PRME community/initiative	
Two track summit with training: one session for faculty, one for administrators	S3 Q2	I	line 68	PRME community/initiative	
Faculty Engagement: Have a PRME Representative or chapter representative come to each school to help engage/advertise	S3 Q2	I	line 69	PRME community/initiative	faculty development/engagement
Idea of champions schools – to join the group	S3 Q2	L	line 75	PRME community/initiative	
Workshops on how to incorporate sustainability issues, by PRME, especially for small schools with less resources	S3 Q2	L	line 77	PRME community/initiative	
Should all WGs provide some kind of shared resource?	S3 Q2	N	line 82	PRME community/initiative	
Could PRME help facilitate exchanges?	S3 Q2	N	line 83	PRME community/initiative	
Can there be an Africa Regional Chapter?	S3 Q2	N	line 84	PRME community/initiative	
Can PRME put PRME Champions in touch with school who are just developing PRME initiatives?	S3 Q2	N	line 85	PRME community/initiative	
Can conferences be more topic focused, less superficial?	S3 Q2	N	line 87	PRME community/initiative	
PRME could help by presenting and providing the outcome of the selected case studies/champion schools	S3 Q2	O	line 88	PRME community/initiative	
How to ???? rules (in the definition of responsible management) PRME could help create a framework to help on this issues	S3 Q2	O	line 89	PRME community/initiative	
Encourage use of the Gender Equality Repository at business schools across the globe.	S3 Q2	P	line 93	PRME community/initiative	faculty development/engagement
Have PRME work with b-schools to help alleviate shortfall of women corporate directors. Boards often say they can't find qualified women, but there are many, especially since directors now are often not current or former CEOs.	S3 Q2	P	line 94	PRME community/initiative	
PRME should also take steps to encourage and facilitate the return of women to work after maternity leaves.	S3 Q2	P	line 95	PRME community/initiative	
Women and Memory Forum taking place in Cairo, with the vision "to look forward to a society in which justice and equal opportunities for men and women would prevail"	S3 Q2	P	line 96	pedagogy, tools	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 5: Partnership (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Have transparent and open calls for business-business school collaboration	S3 Q2	Q	line 97	involving corporations	
Educate our stakeholders on PRME	S3 Q2	Q	line 98	involving communities, govt	involving corporations
Plans for integration of Principles into our projects	S3 Q2	Q	line 99	internal/institutional structures	
Coordinate and integrate within our schools and beyond	S3 Q2	Q	line 101	internal/institutional structures	
Can we use social media better?	S3 Q2	Q	line 102	internal/institutional structures	pedagogy, tools
Take each Principle and have videos of people talking about each for 2 mins.	S3 Q2	Q	line 103	PRME community/initiative	
Can we have clear examples of impact?	S3 Q2	Q	line 104	PRME community/initiative	
Increase personnel resources at PRME to provide more support	S3 Q2	R	line 105	PRME community/initiative	
Better communicate what the PRME Champion schools are doing well	S3 Q2	R	line 106	PRME community/initiative	
PRME could have good case studies on website not just for CSR courses, but for all management modules to help all lectures integrate principle, eg. Lectures on marketing, finance, supply chain management, Human Resources EH, accounting, strategy, innovation, etc	S4 Q2	B	line 2	research (challenges/solutions)	

PRME Principle 6: Dialogue	S#Q#	Group	Line	Theme 1	Theme 2
Challenge of finding the right faculty members - how can people be invited to join?	S2 Q1	A	line 10	internal/institutional structures	
Constraint: Nobody is aware of tomorrow's environment	S2 Q1	D	line 12		
Innovation through accreditation	S2 Q1	E	line 14	accrediting bodies	
CBS – “Responsibility day” case	S2 Q1	E	line 15	pedagogy, tools	
Green week	S2 Q1	E	line 16	pedagogy, tools	
Faculty development	S2 Q1	E	line 19	faculty development/engagement	
Challenge: no common understanding of what it is to be responsible teacher and management	S2 Q1	E	line 20	faculty development/engagement	
Staff development needed	S2 Q1	E	line 21	faculty development/engagement	
Focus groups of faculty - what is irresponsible management and teaching (no consensus)	S2 Q1	E	line 22	faculty development/engagement	
University of Dar es Salaam worked to start a center for entrepreneurship, also microfinance and green tourism 60% subsidized by the Dutch government	S2 Q1	F	line 26	involving communities, govt	
Dialogue outside of business school to inform us	S2 Q1	N	line 44	faculty development/engagement	
Mechanism to show success and failures of PRME Signatories?	S2 Q1	N	line 47	PRME community/initiative	
Inspired but frustrated structures are in place and these drive strategy	S2 Q1	Q	line 49	internal/institutional structures	
Universities are not focused on transformation	S2 Q1	Q	line 50	internal/institutional structures	
Faculty lack courage to follow through on innovation	S2 Q1	Q	line 51	faculty development/engagement	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 6: Dialogue (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Faculty need to change how we think	S2 Q1	Q	line 52	faculty development/engagement	
Managers in industry don't necessarily have 1 <sup>st</sup> degree; don't ask for ethics/CSR/sustainability	S2 Q2	E	line 6	involving corporations	
Innovate by getting managing directors to want this and then work with faculty team who integrate	S2 Q2	E	line 8	involving corporations	
Get students involved; can be source of innovation	S2 Q2	E	line 9	student engagement/demand	
More objective evaluative skill (ex. expert evaluation team like Olympics - panel of judges)	S2 Q2	E	line 10	pedagogy, tools	
Seminar CSR – intensive 1-week (faculty/managers)	S2 Q2	E	line 11	faculty development/engagement	
Need to feel empowered	S2 Q2	E	line 14	faculty development/engagement	
Champions should: Work on journals/accreditation bodies	S2 Q2	F	line 25	PRME community/initiative	accrediting bodies
Concern about communication of champions group	S2 Q2	F	line 27	PRME community/initiative	
Barriers to anchoring PRME in business school, where there is a bottom-up approach	S2 Q2	G	line 28	student engagement/demand	
Incentives necessary for faculty	S2 Q2	G	line 29	internal/institutional structures	
PRME could help develop a vision to move from RME to Responsible Institution, including ranking and accreditation bodies	S2 Q2	G	line 38	PRME community/initiative	internal/institutional structures
Measure of impact of including PRME principles into curriculum, to evaluate teacher's own performance – to gauge the investment that schools are making	S2 Q2	G	line 39	pedagogy, tools	faculty development/engagement
Counter-incentives linked to ranking	S2 Q2	G	line 40	ranking organisations	
Incentives at institutional level should also focus on business impact	S2 Q2	G	line 45	internal/institutional structures	
Innovation in systems: Not just what happens in the class, but how to get it there	S2 Q2	H	line 46	pedagogy, tools	
Hire faculty not for content but for attitudes and mindsets (hire for attitude, train for skill)	S2 Q2	H	line 50	internal/institutional structures	
Interest in sustainability is high on the agenda	S2 Q2	I	line 61	internal/institutional structures	
Economic circumstances difficult	S2 Q2	I	line 62	internal/institutional structures	
Infrastructure: e-learning, more involvement and more interactivity	S2 Q2	J	line 66	technology	
Asian and Turkish education is valued more widely, seen as a privilege by students who work harder	S2 Q2	K	line 72	student engagement/demand	
Some suggestions of 'real life' experience and adding to society prior to management education	S2 Q2	K	line 73	involving communities, govt	
Jobs in SMEs seem to have more direct impact, however SMEs are often struggling harder – with the consequence of exploiting young potential leaders. How would the economic framework conditions (tax system, regulation ...) have to be changed in order make SME more attractive to innovative CSR/SD pioneers?	S2 Q2	L	line 81	involving communities, govt	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 6: Dialogue (continued)	S#Q#	Group	Line	Theme 1	Theme 2
General conclusion: Students need to better understand economic frameworks. Not enough to train individual integrity and skills within the company. As academics they should also be trained to critically analyze macro-economic issues; don't be surprised if an unregulated financial market will eventually produce negative external effects	S2 Q2	L	line 82	pedagogy, tools	
In rating/ranking (and even accreditation) other measures for evaluating (long-term) "success" should be developed and implemented. One crucial criterion for the success of a program/school is the salary which graduates earn. There is pressure to train and to support them (carrier services) to get into the high-paying jobs. This needs to be corrected	S2 Q2	L	line 84	ranking organisations	accrediting bodies
Direct action (low hanging fruit): Create a CSR/SD award for students (faculty) at your school to increase visibility and incentive for working on these subjects	S2 Q2	L	line 85	pedagogy, tools	
In Cuba, they measure success in terms of indices other than profit. For example, waste management, job creation, staff turnover, etc. Perhaps others can do the same	S2 Q2	M	line 87	involving corporations	
There is a need to inspire students to be interested in the truth so that it will be easier for them to understand why they should be ethical. This will also help us to combat the new norm of self-interest that has crept up on the world and caught us unaware	S2 Q2	M	line 90	pedagogy, tools	
Faculty seminars and bringing up these topics (ethics, responsibility indices, attracting student interest in RME) in faculty meetings has helped	S2 Q2	M	line 92	faculty development/engagement	
Listen more to students, create space for dialogue	S2 Q2	N	line 93	individual action	
Faculty development: passionate faculty, incentives, sharing	S2 Q2	N	line 94	faculty development/engagement	
Innovation has a Concept, Design, and Implementation; all of which must have decided leadership	S2 Q2	O	line 98	pedagogy, tools	
Components in Innovation Process: Leadership; Concept; Design	S2 Q2	O	line 99	pedagogy, tools	
What was leadership Characteristic: Deep belief in Emotional – Sustainability; Ability to reconcile intellectual difference – challenge in different groups (students were from 14 countries); Trust/Respect o Which one: Change; World; Student ????; Institution ????; How can one change another when they cannot change themself	S2 Q2	O	line 103	pedagogy, tools	
Innovation begins with Innovator:: Commitment; Trust/Respect	S2 Q2	O	line 107	pedagogy, tools	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 6: Dialogue (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Sustainability included in curriculum by law in Brazil at all levels, also in national exams. In all disciplines and levels.	S2 Q2	P	line 113	internal/institutional structures	
AUC center for sustainable development, interdisciplinary MSc (AUC)	S2 Q2	P	line 114	internal/institutional structures	
Sustainability integrated in a number of modules in Open University	S2 Q2	P	line 115	curriculum development	
Management of sustainability and carbon footprint professional master program (Ca' Foscari)	S2 Q2	P	line 116	curriculum development	
It is easier integrate sustainability issues into economic and management than into humanities, language studies. As of the 2012/13 academic year all students may acquire competencies in sustainability by adding extracurricular activities to their course programme, offered by each department as an in-depth study of the themes of social, economic and environmental sustainability (Ca' Foscari)	S2 Q2	P	line 117	pedagogy, tools	
Is the business school defined by its MBA	S2 Q2	Q	line 120	internal/institutional structures	
What can be done to get support of senior leadership?	S2 Q2	Q	line 121	internal/institutional structures	
How can we instill courage to innovate and experiment?	S2 Q2	Q	line 122	faculty development/engagement	
Once we have courage, how do we get the strength (resources and support) to change/innovate?	S2 Q2	Q	line 123	internal/institutional structures	
B-schools have forgotten who client is	S2 Q2	Q	line 125	internal/institutional structures	
Need to co-create value	S2 Q2	Q	line 127	faculty development/engagement	
Create a psychologically safe environment to encourage experimentation	S2 Q2	R	line 129	pedagogy, tools	
In Guelph each faculty can access \$2000 to integrate sustainability – part of university better planet project in UK	S3 Q1	B	line 2	internal/institutional structures	
Question relating to integrating ethics and sustainability included in module review annual reports 5 year program reviews	S3 Q1	B	line 3	internal/institutional structures	
Put poster about joining UN PRME which each member of staff signs as a symbol of their commitment-get media involved	S3 Q1	B	line 4	media	faculty development/engagement
Part of mission teaching CSR and ethics courses as compulsory courses and anti-corruption an elective	S3 Q1	B	line 5	internal/institutional structures	
Possible resistance	S3 Q1	D	line 7	internal/institutional structures	
Mind change is a challenge	S3 Q1	D	line 8	internal/institutional structures	
External pressure facilitates change	S3 Q1	D	line 9	involving communities, govt	internal/institutional structures
What incentives can PRME provide for staff to engage?	S3 Q1	F	line 10	internal/institutional structures	
Help with vision on: from responsible management education to responsible institution (as whole system)	S3 Q1	F	line 13	internal/institutional structures	
How does/how can PRME help accreditation bodies to change paradigm?	S3 Q1	F	line 14	PRME community/initiative	accrediting bodies

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 6: Dialogue (continued)	S#Q#	Group	Line	Theme 1	Theme 2
How does an institution measure progress? Can PRME develop metrics?	S3 Q1	F	line 15	PRME community/initiative	internal/institutional structures
Can PRME collect ideas on how institutions can make engagement career-enhancing (...)	S3 Q1	F	line 16	PRME community/initiative	
Use of English by PRME inhibits take-up? Participation?	S3 Q1	F	line 17	PRME community/initiative	
Incentives: What are they for a faculty member?	S3 Q1	F	line 21	internal/institutional structures	
PRME Secretariat: Toolkit/advice to move from responsible education to responsible institution	S3 Q1	F	line 24	PRME community/initiative	
Definition of sustainability offered in PRME book—chapter on sustainability, responsibility, and ethics	S3 Q1	K	line 36	PRME community/initiative	
To activate students and faculty there is a need for projects	S3 Q1	O	line 49	pedagogy, tools	
To be efficient in teaching there is a need for standards and achievement indicators	S3 Q1	O	line 50	internal/institutional structures	
Field trips abroad need to be supported with financial resources	S3 Q1	O	line 51	internal/institutional structures	
Implementing the discussed “case study” need to have the students and faculty abroad. This implies cash, visa, and negotiations with partners visited university (?)	S3 Q1	O	line 52	involving communities, govt	
What does support mean?	S3 Q1	Q	line 53	faculty development/engagement	
Communication and Enforcement: Strategies for sustainability	S3 Q1	R	line 58	pedagogy, tools	
Current functional and discipline structure of business schools limits integration	S3 Q1	R	line 59	internal/institutional structures	
Find a common platform for faculty to unite around	S3 Q1	R	line 61	faculty development/engagement	
Promote the values we want to demonstrate: When we hire new faculty, in how we measure performance, in what incentives we use	S3 Q1	R	line 62	internal/institutional structures	
Challenge: Focus is still on what students earn/employability	S3 Q1	S	line 65	internal/institutional structures	
Challenge: Breaking down silos between departments	S3 Q1	S	line 66	internal/institutional structures	
Challenge: Focus on article publications	S3 Q1	S	line 67	journals, publications	
Challenge: Companies are making up their own training/hiring processes	S3 Q1	S	line 68		
Challenge: What will happen as online learning increases – business school is about networking	S3 Q1	S	line 69	technology	
PRME could make posters available	S3 Q2	B	line 8	PRME community/initiative	
Monitoring measurement	S3 Q2	D	line 9	internal/institutional structures	
External pressure facilitates the change of educational paradigm	S3 Q2	D	line 12	pedagogy, tools	
Support from management is crucial for implementation: to have the person responsible for implementation	S3 Q2	D	line 13	internal/institutional structures	
Review of strategy	S3 Q2	D	line 14	internal/institutional structures	
Lack of communication is issue	S3 Q2	E	line 16	internal/institutional structures	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 6: Dialogue (continued)	S#Q#	Group	Line	Theme 1	Theme 2
PRME requirement of report and communication with vice chancellor was key - report posted on school intranet	S3 Q2	E	line 17	PRME community/initiative	
Key requirement is institutional support; Key leaders: PRME office within school – part of social strategy and brand. Funded by school	S3 Q2	E	line 18	internal/institutional structures	
In some places, role of government is key (ex. ministry of education). Role for PRME –could PRME do presentation/conference with governments?	S3 Q2	E	line 20	involving communities, govt	PRME community/initiative
Accreditation bodies all linked to PRME	S3 Q2	E	line 21	accrediting bodies	PRME community/initiative
Could schools, faculty introduce PRME to ministries/government?	S3 Q2	E	line 22	involving communities, govt	
Could UNGC help promote PRME with government?	S3 Q2	E	line 23	UN, UNGC	
Scholarship: Fund for CSR – inverted structure (ex. Merit essay on commitment and individual school commitments)	S3 Q2	E	line 24	internal/institutional structures	
Wrong accreditation process as Tools to push civic development	S3 Q2	E	line 25	accrediting bodies	
CBS PRME office – faculty developments: Pilot workshop November for assistant professors	S3 Q2	E	line 26	internal/institutional structures	faculty development/engagement
Is PRME tracking/working with academic professional associations? Faith-based institutions, associations	S3 Q2	E	line 27	PRME community/initiative	
PRME could do doctoral training programmes: At professional associations	S3 Q2	E	line 28	PRME community/initiative	
Action: UK Chapter should do its own inspirational guide	S3 Q2	F	line 29	PRME community/initiative	
Use UK Chapter inspirational guide as a basis for the annual conference?	S3 Q2	F	line 31	PRME community/initiative	
Put up a ??? staff to sign-up to PRME and commit to embedding it	S3 Q2	F	line 32	faculty development/engagement	
Practice what we preach: some schools incentive of Euro 100,000 for high place in rankings	S3 Q2	F	line 33	internal/institutional structures	ranking organisations
Extend PRME beyond the business school	S3 Q2	H	line 42	involving communities, govt	involving corporations
Open conversations with faculty members resistant to PRME	S3 Q2	H	line 43	faculty development/engagement	
We need “managing change” literature for academia (to take account of issues in academia) ie. How do we change?	S3 Q2	H	line 44	faculty development/engagement	
What can help to change organisation?	S3 Q2	H	line 45	internal/institutional structures	
Open innovation	S3 Q2	H	line 46	pedagogy, tools	
Opensource innovation	S3 Q2	H	line 47	pedagogy, tools	technology
MOOCs for education to share practices and strategies (eg. Dutch horticulture example – store seeds know-how)	S3 Q2	H	line 48	pedagogy, tools	technology
Bring in people from different perspectives, open minds	S3 Q2	H	line 49	involving communities, govt	

## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 6: Dialogue (continued)	S#Q#	Group	Line	Theme 1	Theme 2
Address governance structure of business schools to work on issues of PRME, beyond the Dean and sustainability professor	S3 Q2	H	line 51	internal/institutional structures	
Address governance of advisory board, supervisory board, administration, alumni association (represented in the advisory board) with regards to PRME issues	S3 Q2	H	line 52	internal/institutional structures	
Governance structure: Chief learning officers in Corporations, model?	S3 Q2	H	line 53	internal/institutional structures	
Talk to a resistant faculty member	S3 Q2	H	line 54	individual action	
Hire even better lecturers	S3 Q2	H	line 55	internal/institutional structures	
Contact Mediterranean countries to form a new chapter	S3 Q2	H	line 58	PRME community/initiative	
In interviewing for new staff, don't allow for research papers to overtake quality of commitment to shared values and PRME mission	S3 Q2	H	line 59	internal/institutional structures	
How to engage faculty in school that has a lot of visiting/part-time teachers?	S3 Q2	I	line 70	faculty development/engagement	
Integrating reporting: Influence the IIRC	S3 Q2	K	line 71	internal/institutional structures	
Follow up with graduates (alumni) and track their ability to fulfil their desire to act sustainably	S3 Q2	K	line 72	student engagement/demand	
Dreams at University get corrupted or polluted in real world	S3 Q2	K	line 73		
Faculty development	S3 Q2	L	line 76	faculty development/engagement	
Booklet of common vocabulary – what is sustainability for faculty? – there is one developed by DePaul University which could be shared with PRME members	S3 Q2	L	line 78	pedagogy, tools	
In a university in Canada, grants are given to faculty for sustainability projects as part of an institution-wide 'better planet' initiative	S3 Q2	M	line 79	internal/institutional structures	
In another institution, to get faculty committed, they put up a poster with the announcement that the School was signing up to PRME and faculty got to sign on the poster and have pictures taken of the signatures	S3 Q2	M	line 80	faculty development/engagement	
Example of ethics courses on the PhD programme to prepare future faculty; a managerial anthropology course for MBAs; standalone and embedded business ethics courses; CSR courses; personal responsibility projects for students; etc.	S3 Q2	M	line 81	curriculum development	
What incentives work for faculty?	S3 Q2	N	line 86	internal/institutional structures	
Are SIP reports the best use of time? Are they used for execution or inspiration?	S3 Q2	Q	line 100	faculty development/engagement	
Most important: Continue to lobby the accreditation agencies to make sure that sustainability remains on the agenda	S3 Q2	R	line 107	accrediting bodies	



## 2013 PRME Summit Roundtable Discussion Output

PRME Principle 6: Dialogue (continued)	S#Q#	Group	Line	Theme 1	Theme 2
The pressure is coming from consumers, companies, but business schools are still behind	S3 Q2	S	line 109	internal/institutional structures	
Whole school meets monthly to reflect on principles	S4 Q1	B	line 2	internal/institutional structures	
Someone gives a presentation on beliefs driving school and issues: eg. Conflicts of interest	S4 Q1	B	line 3	faculty development/engagement	
If accreditation agencies demand ethics integration, then schools will take notice so AMBA EQUIS AACSD play an essential role.	S4 Q1	B	line 6	accrediting bodies	
New cases that don't just provide financial data, but list how organisation is creating value for all stakeholders and include data, eg. How much waste created from carbon emissions, how many jobs created, etc.	S4 Q1	B	line 7	curriculum development	
Consider what the metrics of success are. Try to use non-financial metrics (use social/environmental)	S4 Q1	B	line 8	internal/institutional structures	
Get teachers who are not CSR teachers to involve CSR in curriculum	S4 Q1	C	line 9	faculty development/engagement	
Whole faculty agreement on the need	S4 Q1	C	line 10	faculty development/engagement	
Don't want to change (faculty)	S4 Q1	C	line 11	faculty development/engagement	
Students must see value-added in it	S4 Q1	C	line 12	student engagement/demand	
Translate PRME into a student language	S4 Q1	C	line 17	curriculum development	
Business and teaching: to whom, for what?	S4 Q1	N	line 18	internal/institutional structures	
Business representation on program design	S4 Q1	N	line 19	involving corporations	
Good discussion but clear path needed	S4 Q1	N	line 23		
Trends—business leadership wants to be respectful	S4 Q1	N	line 24		
Lead by example	S4 Q2	C	line 3	individual action	
Recruit people to change organisational culture	S4 Q2	C	line 4	internal/institutional structures	
Opportunity: Corporate funded research, \$\$ in innovation research	S4 Q2	N	line 10	involving corporations	
Training platform	S4 Q2	N	line 11	faculty development/engagement	
Challenge: We are too untenably focused, politics, lack of understanding how we can really help business	S4 Q2	N	line 12	internal/institutional structures	
Who is customer? Student, Company	S4 Q2	N	line 13	internal/institutional structures	
Line between consultant and academic dialogue	S4 Q2	N	line 14	faculty development/engagement	

## 2013 PRME Summit Roundtable Discussion Output

Themes	# Comments
internal/institutional structures	77
PRME community/initiative	76
pedagogy, tools	67
faculty development/engagement	54
student engagement/demand	31
curriculum development	28
involving communities, govt	24
involving corporations	15
individual action	12
UN, UNGC	10
research (challenges/solutions)	8
accrediting bodies	6
journals, publications	5
technology	5
media	2
ranking organisations	2

