

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

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

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# Global Responsibility at Audencia

## “Making sense of management”

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

# Global Responsibility at Audencia

## Acting as a pioneer

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

# Global Responsibility at Audencia

## Believing in the benefits of networks

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

# Learning through reporting

## Need for learning with stakeholders

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

# Where to engage stakeholders

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

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

# Learning through reporting

## Transparent reporting as a condition for learning with external stakeholders

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

# Learning through reporting

## Reporting as a trigger for learning with internal stakeholders

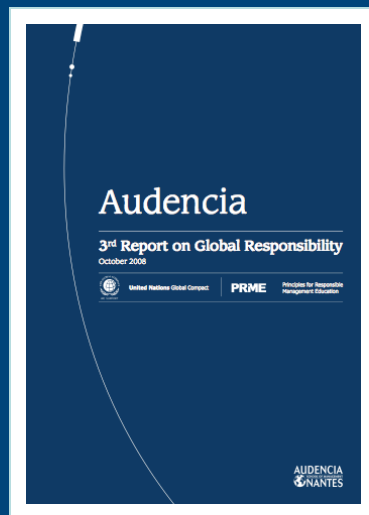
- Internal stakeholders are invited to contribute to reporting and thus reflect on the link between their activity and the PRME
- Internal stakeholders are offered the opportunity to highlight their achievement which may help them to overcome barriers to change
- Internal stakeholders are informed and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



# Learning through reporting

## Different ways of reporting

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



Thank you for your attention!

