

PRIME

Principles for Responsible Management Education (in Swinglish)

Based on the UN Global Compact

<http://www.unprme.org/index.php>

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bakgrund - principer - processen - SLUs resa - utgångspunkter - lärdomar

Outline

- Lite **bakgrund**
- **Sex principer**
- PRME- **processen**
- **SLUs resa**
- **Pedagogiska utgångspunkter**
- **Lärdomar**

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PRIME- Six principles in support of sustainable development

Principle 1 | Purpose capabilities of students

Principle 2 | Values academic activities and curricula

Principle 3 | Method educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

Principle 4 | Research conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 | Partnership interact with managers of business corporations to extend our knowledge of their challenges

Principle 6 | Dialogue facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

<http://www.unprme.org/the-6-principles/index.php>

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PRIME

Certification- our **management program** that is geared towards *sustainable development*

Triple bottom line: social, environmental and economical values & UN Declaration of human rights

Certified in Sweden so far: Jönköping International Business School, The School of Business, Economics and Law at GU and Lund Univ. School of Economics and Management...



A Guide to the Sharing Information on Progress (SIP)

A Training Presentation For Prospective and Current Signatories

Principles for Responsible Management Education



PRME Principles for Responsible Management Education

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Objectives

1. To serve as an engaging accompanying presentation to the Basic Guide on the SIP
2. To familiarize PRME signatories with the SIP and its policy requirements
3. To prepare PRME signatories to share progress with a high level of quality and transparency
4. To help PRME signatories better understand the benefits of reporting



An Introduction to the SIP:

Requirements to Maintain 'Communicating' Status

1. Signatories are required to communicate their progress at least every 24 months.
2. SIPs must include each of the following elements:
 - a. A letter signed by the highest executive of the organisation expressing continued commitment to PRME
 - b. A description of practical actions (i.e. disclosure of any relevant policies, procedures, activities) that the institution has taken to implement one or more Principles during the past 24 months (since signing up to PRME or since last submission of SIP)
 - c. An assessment of outcomes (i.e. the degree to which previously outlined goals were met, or other qualitative or quantitative evaluation of results)
 - d. Key, specific objectives for the next 24-month period with regard to the implementation of the Principle(s). Concrete strategies and timelines are encouraged.

An Introduction to the SIP

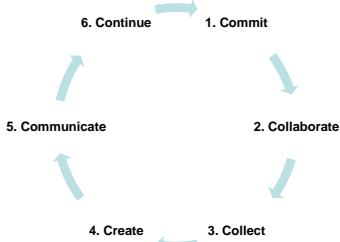
The mission of PRME is to inspire and champion responsible management, education, research and thought leadership globally.

A central commitment of any institution participating in PRME is to regularly share information with its stakeholders on the progress made in implementing the Six Principles through the SIP.

Objectives of the SIP:

- To make public information on responsible management education
- To serve as a tool for stakeholder dialogue
- To facilitate a learning community among PRME signatories

How to Prepare an SIP: The Six Stages of Reporting



2012

SLU - we have

matching objectives with PRiME... (!)

... "develops the understanding and sustainable use and management of biological natural resources."

This is achieved by research, education and environmental monitoring and assessment, in collaboration with the surrounding community."



Motives - why get certified?

- ✓ It is a "best in class" – grounds for differentiation
- ✓ Students with interest in sustainable development will see SLU on the list
- ✓ We already fulfill the requirements (for the first step in the certification process)
- ✓ Little monetary cost for certification (about £400)
- ✓ The certification of what we do in terms of sustainable development at a time when SLU as a university is going to be environmentally certified (ISO 14001)



We have done the first step in a certification process ...



Below is the list of organizations that have signed up to the PRME initiative. There are 307 in total.

* Communicating Participant (has submitted Sharing Information on Progress Report)

[New Participant](#)

Name	IP	Parent Organization	Type	Country
Hult Business School	*	University Hult	Business School	USA
Copenhagen Institute of Management	*	University of Copenhagen	Business School	Denmark
The School of Business, Technology and Law at University of Gothenburg	*	University of Gothenburg	University	Sweden
Lund University School of Economics and Management (LUSEM)	*	Department of Economics	Business School	Sweden
Göteborg University of Agricultural Sciences	*	Department of Economics	University	Sweden
Jönköping International Business School	*	Jönköping University	Business School	Sweden
Göteborgs School of Economics	*	University	Business School	Sweden
Uppsala University	*	University	University	Sweden

2013



2013

Communicating PRME certification

Requires engagement at all organizational levels at SLU

- ✓ An example: Glasgow School for Business and Society

<http://www.acu.ac.uk/asbs/aboutus/professionalaffiliations/prme/>

 I am delighted the university has become a participant in PRME, the mission of which is to inspire and champion responsible management education, research and thought leadership globally. PRME is in part a response to the fact that corporate responsibility and sustainability are not really embedded in the mainstream of business-related education. This needs to be addressed and we are very well-placed to make a significant contribution given the university's distinctive mission and the innovative combination of business with law and social sciences. "

Professor John Wilson, Executive Dean and Pro Vice-Chancellor of the Glasgow School for Business and Society



The SLU PRME - report

Aims, objectives and outcomes

- Educational programs
- Courses
- Modules in courses
- Thesis projects (advisory roles)
- Research projects and output
- Equal opportunities

Let's be inspired by Lund, Göteborg, Cranfield, Cornell and the many other universities that are PRME certified!

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But before we communicate PRME we have to make sure we deserve to be certified

The next step in the PRME certification process requires additional awareness of **ethical choices we make in our teaching, advisory and research activities** – and ability to account for these choices in a **written report**.



2015 grace letter (extension)

December 2016 – funding from the Climate fur

2nd step in the certification

Report completed, April 2017

<https://www.slu.se/institutioner/ekonomi/om-oss1/prme/>

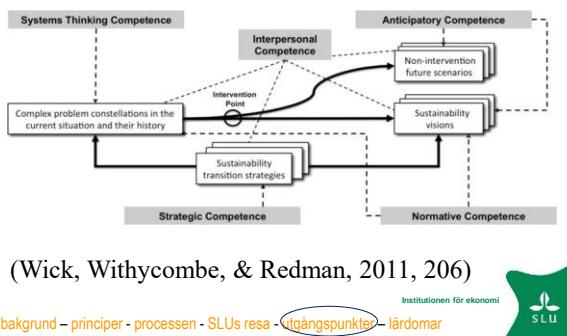


Next:

- anchoring
- motivating continued work
- follow up...



Sustainable development –related competencies



(Wick, Withycombe, & Redman, 2011, 206)



Företagsekonomi – marknadsföring

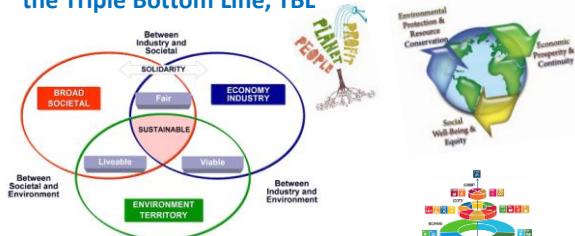
Epistemologisk utveckling

?	Från	Till
Vad?	Snäv, definition av värdeproduktion (monetära värden)	Bred värdedefinition, (finansiella, sociala och miljö-värden)
När?	Korta tidsramar (transaktionsfokus)	Längre tidsramar (relationsfokus)
Vem?	Begränsad intressentdefinition (ågare, anställda, leverantörer...)	Bred intressentdefinition (samhälle i bred bemärkelse inklusive icke-humana aktörer)
Hur?	Maximerande	Inkluderande (Corporate Social Responsibility (CSR), Creating Shared Value, CSV)



Hur? *Epistemologisk utveckling*

Sustainability / Sustainable development the Triple Bottom Line, TBL

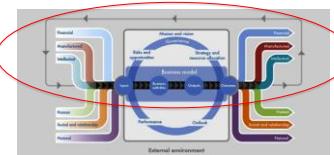


Elkington, J. 2004. Enter the triple bottom line. (1-16) In *"The Triple Bottom Line – Does it all add up?"* Henriques, A. & Richardson, J. (Eds.) Earthscan, London.



Hur? *Epistemologisk utveckling*

Från linjära till cirkulära affärsmodeller



Från

statiska, eller linjära modeller, baserat på ett fåtal intressenters behov

Til

Dynamiska/ cirkulära modeller, baserat på ett större antal intressenters behov



SB, Sustainable Brands, 2017, Reporting 3.0

Varför? Epistemologisk utveckling

100 largest world economies (in terms of revenues)

Sources
World Bank, 2017, August 17th, 2017 (<https://blogs.worldbank.org/publicsphere/world-s-top-100-economies-31-countries-6>)

Institute for Policy Studies, 2000, June 2, 2001, <http://www.corporations.org/system/top100.html>

Institute for Policy Studies, 2000, June 2, 2001, <http://www.corporations.org/system/top100.htm>

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graph TD
    A[2000:  
51 countries  
49 corporations] --> B[2017:  
31 countries]

```



Metoden

- **Problemlösning**, kontextbundna förutsättningar, förändring
 - **Aktiva lärandemetoder**, mer forskningsnärt i de högre kurserna

Kompetenser	Fokus på...	I t.ex. ...
<i>System thinking</i>	Kontextbundna fenomen	Case
<i>Interpersonal</i>	Delat lärande	Föreläsningar, Projekterbaten
<i>Strategic</i>	Kritiskt granskade av t.ex. empiri	Övningar (t.ex. SWOT), Projekterbaten
<i>Anticipatory</i>	Scenarier	Case, seminariedialog
<i>Normative</i>	Jämförelser (policy-effekter, organisationers målbilder)	Seminarium



Metoder - Syntes

- **Lärarroll** – fokus på färdigheter, coach för en lärprocess som är engagerande och rolig
- **Interaktion** – aktiva roller i lärandet, nya färdigheter Gamification (Langendahl *et al.*, 2017), skarpa case, reflektion, integrerande av praktik och kurser...
- **Multipla examinationsformer (progression)**
- **Forskningsnärlhet i undervisningen** (Healy, 2005)
- **Etiska aspekter** – en del av förutsättningarna för att bli medveten om ställningstaganden ("wicked problems")
- **Individualiserad lärande – lära för livet**
- **Mång-disciplinaritet** - gränser för ämnesidentitet suddas ut... Vad innebär det ?!...

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Literature

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Healey, M. 2005. "Linking Research and Teaching: Exploring Disciplinary Spaces and the Role of Inquiry-Based Learning" in R Barnett (ed.) *Reshaping the University: New Relationships Between Research, Scholarship and Teaching*. Maidenhead, United Kingdom, Open University Press

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Regleringsbrev för Sveriges lantbruksuniversitet 2017 (available at: <http://www.esv.se/statliggaren/regleringsbrev/?RBIID=17986>)

Wick, A., Withycombe, L. & Redman, C. 2011. Key competencies in sustainability: a reference framework for academic program development. *Sustainable Science*, 6: 206-2018 (DOI 10.1007/s11625-011-0132-6).

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