# TRANSFORMATIONAL MODEL
## FOR PRME IMPLEMENTATION

**PRME** Principles for Responsible Management Education

*an initiative by the* **United Nations** Global Compact

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# INTRODUCTION

After eight years since the launch of the Principles for Responsible Management Education (PRME), it is time to take stock of the initiative, build on our accumulated experience and develop a systematic approach to the implementation of PRME.

PRME is above all a learning community. In 2007, we started a journey, aiming at the transformation of business school and management-related higher education institutions (HEI) into organizations able to educate the future generations of sustainable and globally responsible professionals, managers, and leaders. We already have a vast repository of reports documenting how participating schools are progressing towards that aim. We have also collectively produced several inspirational guides, presenting examples of ambitious and innovative stories of change. Indeed, above all, PRME is a collaborative, collegial learning community that thrives on the sharing of good practices to inspire and champion responsible management education, research, and thought leadership globally.

What we do not have is a guide on how to systematically advance when embarking on such an ambitious transformation at the organizational school level. This resource helps to fill that void. Participating in PRME must be thought of as a "strategic journey" that evolves over time through different stages. **PRME becomes part of the strategy of the school through a process of continuous improvement**. As the essence of this document, and building on the practice collected so far, the PRME "transformational model" of implementation takes into consideration the complexities and specificities of integrating sustainability values into business and management schools and programmes.

This document should be considered as a "living" document created for and by the PRME community that will be updated through periodic reviews every few years.

# GENERAL FEATURES
## OF TRANSFORMATIONAL CHANGE IN BUSINESS SCHOOLS

The PRME transformational model is based on **five main characteristics**, which set its limits and contours:

## 1 COMMITMENT IS THE MAIN DRIVER

The Six Principles of PRME are about placing the values of sustainability as an explicit and central aspect of the **strategy of a school**.

**Commitment to sustainability** is the most important driver of such strategic change.

PRME will become an integral part of a school's strategy only if there is real **commitment to the values of corporate sustainability.** In order to commit to the values of sustainability, a school must understand its potential. Close contact, partnerships, joint projects and sustained working relations with businesses that are striving to create sustainable value is the primary way to understand the crucial importance of the values and strategies of corporate sustainability, and adopt them as a strategic commitment of the school.

Per Principle 1, this commitment has a primary goal: to develop "**the capabilities of students to be future generators of sustainable value for business**."

## 2 COMMITMENT TO SUSTAINABILITY IS A DUAL PROCESS: TOP-DOWN AND BOTTOM-UP

The **commitment to PRME** by the leadership of the school, who commits the institution to adopt PRME as a core part of its strategy, is a first important step. Without **commitment of the leadership of the institution**, very little strategic transformation can be achieved, and participation in the PRME initiative will remain partial, peripheral, and/or anecdotal.

However, commitment of the leadership is not enough. Usually, top executives of the school are ultimately accountable to a governing body, where the faculty is represented. Further, faculty members operate in a fairly decentralized way, in terms of teaching, pedagogical approaches, research or social impact.

Therefore, implementation has to be deployed through a dual process. Without this explicit commitment of the leadership (**top-down**) on the one hand and the faculty and non-academic staff (**bottom-up**) on the other, PRME will not be effectively implemented.

# GENERAL FEATURES
## OF TRANSFORMATIONAL CHANGE IN BUSINESS SCHOOLS

### ③ GRADUAL CHANGE IS THE ONLY WAY TO IMPLEMENT PRME

Implementation of PRME is critically more than a one-time experience. It should be understood as a process of continuous improvement.

It is necessary to add that academic institutions, as a result of the semi-autonomous way in which faculty, departments, and centres operate, are **complex institutions** where progress is only achieved over time. In addition, the output of academic activities (e.g. research papers, teaching materials and syllabi, new pedagogic approaches), are produced on an individual basis or in small teams and take time to be generated.

Therefore, a **gradual approach to implementation** and a **long-term view of the process of strategic change** has to be adopted, targeting specific steps at a time. A gradual approach does not necessarily imply a slow process. Relative speed of strategic change will depend on several factors, including the:

- level of commitment to sustainability values by the leadership of the school and the degree of commitment to sustainability by its academic and staff members,
- stage of development of the school itself,
- degree of consolidation in the market of management education, etc.

There is room for advancing faster and trying to achieve quick, impactful changes, when launching new:

- academic programmes, particularly at the graduate level,
- executive education offerings, and
- lines of research.

### ④ EDUCATIONAL INSTITUTIONS HAVE LIMITED CAPACITY

While business schools and management-related educational institutions have great potential and are highly influential in society, in business terms they are **small or medium enterprises** and therefore have **limited capacity**. Moreover, they operate in an extremely competitive environment and therefore do not usually have the resources to appoint a full-time point person or team to coordinate PRME-related activities. These circumstances have to be taken into consideration when establishing feasible **dimensions for participation in PRME**:

- Public **commitment** (i.e. signing up to PRME),
- **Implementation** of and **reporting** on activities undertaken, and
- **Engagement** (participation and leadership in PRME projects, such as PRME Working Groups, Chapters, Champions, publications, hosting meetings, etc.).

# GENERAL FEATURES
## OF TRANSFORMATIONAL CHANGE IN BUSINESS SCHOOLS

**(5)** **PRME IMPLEMENTATION IS THE EMBEDDING OF THE VALUES OF CORPORATE SUSTAINABILITY AND RESPONSIBILITY** into the daily activities of a higher education institution through a wide range of potential projects, actions, policies, and structural changes

There are **a number of broad areas of sustainability values**, as captured in the Global Compact Ten Principles, and **several main categories of progress for management schools**, implicit in the Six Principles of PRME:

a) Corporate sustainability, as outlined by international initiatives such as the **Human rights** (which encompass other related issues, such as women's empowerment, children's rights, or indigenous peoples' rights),

   i. **Labour standards** (where there are a set of more specific issues, such as freedom of association, collective bargaining, gender, cultural, religious or age discrimination, child labour, forced labour, modern slavery),

   ii. **Environmental concerns** (which include biodiversity, decarbonization, climate change, air, water, and noise pollution),

   iii. **Anti-corruption and transparency measures** (which also includes related issues like governance), and

   iv. **Development challenges** (which refer to a broad range of more specific issues, from water and sanitation to food and energy issues, community development, or new business models).

However, this list of values and issues **should not be taken as exhaustive**—there are plenty of specific new areas related to sustainability that do not fall into these categories such as rule of law, shared value creation, social innovation, social entrepreneurship, diversity and gender equality issues, sustainable cities, circular and sharing economies, etc.

b) The domains of progress towards sustainability where these values should be applied can also be briefly categorized based on the Six Principles of PRME:

   i. **Purpose** encompasses all those changes aimed at ensuring that the commitment to social responsibility and sustainability is firmly established in the school through strategies, resources, policies and systems

   ii. **Values** include where and how values (as laid out in the previous list) are shared within the organization and become embedded in its main activities

   iii. **Method** concerns "educational frameworks," and those can be defined as curricula and pedagogic approaches (teaching and learning approaches)

   iv. **Research** encourages inclusion of sustainability values and related topics in academia

# GENERAL FEATURES
## OF TRANSFORMATIONAL CHANGE IN BUSINESS SCHOOLS

v. **Partnership** describes collaboration with partners, including business

vi. **Dialogue** refers to facilitating and supporting conversation with relevant stakeholders

vii. **Operations**: the framing text of the Principles of PRME includes a mandate to apply to our institutions the same principles we are advocating, and thereby refers to the schools own operations

These main aspects of activity within schools provide **an extensive and varied framework with a broad range of possible areas of PRME implementation**. It is not expected that each school implement this full scope of change. Rather, this broad range provides a general framework on which different schools can base myriad approaches. Each school should define **its own path of progress towards sustainability**, according to its specific story, development, size, social, cultural, and economic context where it operates, preferences and expertise of its faculty members, its own strategic positioning, etc., undertaking those sustainability practices that are more meaningful and impactful for the school and its stakeholders, like students, business, and local communities and progressing over time towards new issues.

This is particularly relevant across the PRME community, as a truly international initiative: business schools operate in diverse political, cultural, and socioeconomic environments and, therefore, their priorities to become genuine drivers of corporate and global sustainability will differ from place to place and from school to school.

# THE MODEL:
## STEPS OF IMPLEMENTATION OF PRME

The following pages present and explain a transformational model[1] of PRME implementation, summarized in **eight steps**:

1. Top-down commitment from leadership
2. Bottom-up commitment from faculty and staff
3. Long-term planning
4. Resources
5. Implementation for a given time frame
6. Assessing impact
7. Sharing information on progress: reporting and communicating
8. PRME as an explicit part of the school's strategy

**TOP-DOWN COMMITMENT**
Ensure leadership commitment to implement and mainstream PRME at an organizational level

**BOTTOM-UP COMMITMENT**
Support and incentivize faculty and staff to implement PRME through teaching, research, and engagement

**LONG-TERM PLANNING**
Develop a plan for PRME implementation over a given time frame

**STRATEGY**
PRME values become an important, explicit, and effective part of the organizational strategy

**PRME**

**RESOURCES**
Secure and make available necessary resources, both human and budgetary

**REPORTING & COMMUNICATING**
Share progress and engage with key stakeholders for continuous improvement

**ASSESSING IMPACT**
Measure impacts and progress towards goals, qualitatively and/or quantitatively

**IMPLEMENTATION**
Take action, in alignment with the long-term plan and given resources

[1] This model has been inspired by the Global Compact Management Model (see Appendix).

# TOP-DOWN COMMITMENT FROM LEADERSHIP

The PRME initiative offers a framework and a global network of resources and support for implementation. In order for the benefits to be fully realized, it is crucial that the work necessary to commit to and remain active in PRME **be embraced and then implemented by the highest executive** (e.g. President, Principal, Dean, Director General, Pro-Vice Chancellor, etc.) and **senior administration**.

Without such commitment, PRME will remain **peripheral to the institution and its mission**, **resource allocation**, **and activities**. In other words, in a scenario where the highest executive and senior administrators do not have a real commitment to sustainability, PRME may be condemned to become an informal lobby within the institution, without resources or significance to the larger internal and external communities. On the other hand, vision and commitment from the highest executive, who truly believes in the need for a transformation of schools, graduates, and the leadership and vision of business, results in a faster incorporation of the PRME in all endeavours of the institution.

Caution: It is not enough to secure a stamp of approval from the highest executive and senior administration without deep and demonstrable commitment. It may be that for some institutions, affiliation with the UN is attractive for the recognition it brings within the global community, but nothing more: In this way, participation as a signatory in PRME could easily **become a "box-checking" activity** in which the commitment is made, dues are paid, Sharing Information on Progress Reports are submitted but without authentic institutional buy-in to the full expression of that commitment.

In other words, schools may consider **compliance with**, rather than **strategic commitment to** PRME, a state of affairs which limits the transformative potential of PRME within the institution.

Here we focus on **how** and **why** a highest executive may be moved or persuaded to sign on to PRME and to invest the resources necessary to maintain the commitment.

For some, PRME may well align with a pre-existing value set that defines the institutional identity. This may be the case of schools that have been born within a tradition where care for communities and social justice are central to their mission. For such institutions, the Principles of PRME resonate with existing values in a way that makes commitment at the highest levels of the school a natural fit. However, in some instances a pre-existing commitment to humanistic values may act as a deterrent of a systemic, strategic approach to PRME and an obstacle from fully benefitting from the initiative—expressions like "since we have already a set of humanistic values, we may participate in PRME but we do not need additional efforts or changes" portray this type of position.

# TOP-DOWN COMMITMENT FROM LEADERSHIP

## LESSONS LEARNED
### GLASGOW CALEDONIAN UNIVERSITY

*When the Executive Board of Glasgow Caledonian University (GCU) met to discuss PRME in 2011, it decided to make a university-wide, as opposed to a business school only commitment to the principles, on the grounds that PRME resonated strongly with the university's mission to work "For the Common Good," and had relevance in all areas of higher education. This top-down, university-wide commitment to PRME, has been amplified by a number of strategic decisions since then. Amongst these are:*

*Since 2011, and to help deliver its Strategy 2015 and more recently Strategy 2020, leadership has committed to a portfolio of partnerships/affiliations with which it shares similar values, and a common desire to make a positive contribution and impact in society. These include:*

- *Being an active member of the United Kingdom's largest business-led corporate responsibility network, Business in the Community, a Prince of Wales Charity*
- *Being a non-business participant of the United Nations Global Compact, and actively engaging with business partners in European networks*
- *Working with world leaders in social innovation as a designated Ashoka U Changemaker campus, just one of 30 in the world*
- *Providing encouragement to students to engage with the sustainability agenda by providing support and resources to establish and grow a vibrant Enactus Society*

*This portfolio of partnerships, with PRME very much centre stage, demonstrates GCU's strategic approach, with Executive Board support, to ensure it delivers on its mission to work "For the Common Good," and harness its intellectual and social capital to deliver real benefits to the communities, businesses and students it serves in Scotland and beyond.*

*GCU's most recent top-down commitment comes in the form of a newly-designated role of "Lead for the Common Good," which allocates even more time and resources to the university's PRME point person to develop the organization's strategy in relation to PRME, and the sustainability agenda.*

# TOP-DOWN COMMITMENT FROM LEADERSHIP

Even without a specific values-driven framework already in place, a growing number of management education institutions with international scope have or are currently shaping missions that account for the increasingly intense social, environmental, and economic problems faced by graduates.

The **tipping point** in most organizations can fall into one of these two categories:

1. **Some members of the faculty or the administration become interested in PRME** and work to inspire commitment by their organization. In this case, when any member of an educational institution's community begins to imagine participation in PRME, the first step is, of course, to secure the commitment of the highest executive (e.g. Dean, Director General, Provost, Pro-Vice Chancellor, President, Principal, or the like), along with the financial resources to contribute financially to PRME. While this is a necessary step, it represents just the beginning of true commitment, including resources to support curriculum development, research and partnerships, and faculty development in the areas represented by the Principles.

2. The **highest executive or some other senior administrator decides to take the first step**. In this case where Deans themselves initiate the process it has been normal to "test the waters," to check the willingness of faculty before committing the institution to PRME.

## 💡 LESSONS LEARNED
### THUNDERBIRD SCHOOL OF GLOBAL MANAGEMENT

*Thunderbird is a globally oriented institution and therefore began implementing PRME with a vision of the current state of global governance and the rising importance of business in world affairs. The Six Principles provided useful guidance on how Thunderbird should prepare its graduates for these new responsibilities, but the question was how to foster a vision shared across the institution as a whole.*

*While the school's president could unilaterally sign and endorse PRME, it was thought that a broader process of engaging faculty, students, and alumni could help integrate the Principles into the organizational culture. The starting point for the conversation was the recognition of management as a true and honourable profession. As such, professions confer two important things to practitioners. The first is the knowledge and skills needed to perform the professional's duties, something business schools are very good at providing their graduates. But professions also recognise that those skills can be abused and cause harm to society. A doctor's skills can be used to cure or kill, for instance. In recognition of this, professions like medicine and law provide a code of professional conduct to ensure that the profession serves society. Management has no code of professional conduct, yet the consequences of managerial decisions are often far-reaching as they are amplified by the power of corporations to leverage capital, labour, and other resources globally.*

*The discussion was kicked-off by a speech given by the school's president asking students and faculty to consider how we should train professional managers. This challenge fostered a broad debate among students and alumni, and then with the faculty. Students from the Honor Council took the lead on facilitating a discussion. The Honor Council members met individually with each faculty member, seeking their feedback and input on managerial professionalism and PRME. When the time was ripe, the PRME proposal was presented for debate in the faculty senate, which ultimately voted unanimously to become a signatory, thanks largely to the inclusive deliberative process that preceded the vote.*

# TOP-DOWN COMMITMENT FROM LEADERSHIP

## 💡 LESSONS LEARNED
### DEUSTO BUSINESS SCHOOL

*In April 2010, the General Director of Deusto Business School proposed adopting PRME as an appropriate framework to reinforce the international strategic positioning adopted by the school. The proposal was endorsed by the academic governing body of the school, the faculty board, as a means of placing the school in a leading position in the field of corporate sustainability.*

*However, the process of adopting PRME did not stop there. Before the decision to join was finally made, it was presented to the faculty members, thereby, following both a top-down and bottom-up approach.*

*While the decision was first proposed by the General Director and the Dean's office, two one day all faculty seminars were called in June 2010 on the two campuses at Deusto in order to present and discuss the rationale, reasons and commitments implicit in joining PRME. Professors from all departments (Corporate Law, Economy, Finance and Accounting, Human Resources, Marketing, Strategy and Information Systems, Operations and Quantitative Methods) attended the meetings. Deusto invited international experts in responsible management and executive education to these one-day sessions to take part in the discussion. After this exercise, two outcomes became clear:*

- *The faculty favoured the adoption of sustainability as a central dimension of business education and new strategic aspect of the orientation of the school*
- *The faculty considered PRME an appropriate framework to reinforce such a definition of Deusto's approach to business education. The faculty committed to adopting PRME as a framework for the institution's bid to become a leading business school renowned for training responsible, committed, competent, compassionate, and conscientious business leaders.*

*Thus, PRME was adopted to lend clarity to the strategic vision of Deusto Business School.*

There are three **drivers that foster deep commitment** on the part of the highest executive to PRME:

1. **Student demand** for responsible management education:

   Faculty often report that it is their students who challenge them to include pressing social and environmental issues in their courses and who introduce them to new media tools for doing so. The omnipresent push and pull between generations is accelerated within the current global environment, and PRME is positioned to help academic institutions respond to student engagement with such crucial issues of sustainability, responsibility, and inclusivity. For example, "millennials" are more and more prone to creating their own companies (28% of MBA applicants for 2014, according to GMAC), and to base their ventures on sustainability values.

# TOP-DOWN COMMITMENT FROM LEADERSHIP

2. **Business pressure** for a sustainability approach to education:

    While students may push from "below" for inclusion of issues related to responsibility and sustainability, highest executives increasingly feel the need to position their institutions in the field of sustainability in order to gain market share in an ever more competitive educational sector. This positioning is especially important as sustainability issues become more embedded in the strategy and practices of companies, and thereby their recruiting efforts to hire qualified graduates.

3. **Institutional drivers** in the sector:

    Another important driver for highest executives and senior management to consider a commitment to PRME today is the changing requirements of accrediting bodies, which are also beginning to adopt sustainability principles and practices as part of their assessments for international accreditation. For example, EFMD has already included an 11th dimension in the EQUIS accreditation standards, dealing explicitly with ethics, responsibility, and sustainability, and similar efforts exist at AACSB, ACBSP, AMBA, CEEMAN, etc.

A final important aspect related to the top-down commitment is to ensure that PRME is **embedded in the governance of the school.** The average tenure of deans in international business schools is less than five years. Thus, the commitment to PRME by top administrators goes through a period of **critical renewal** when a new highest executive is appointed. The best way to secure long-term commitment to PRME is for the governing body of the school to incorporate PRME as part of its agenda.

## LESSONS LEARNED
### BABSON COLLEGE

*Babson College in Wellesley, Massachusetts changed its mission in 2009 from one focused on educating leaders capable of excelling in the business world to educating leaders capable of creating great social, environmental, and economic value—everywhere.*

*This change in mission was driven partly by students who—as is so often the case—were out in front demanding curricular and co-curricular opportunities related to social and environmental justice, and partly by a President who was able to recognize the power of "the triple bottom line" in a global context and to transform the mission of the school appropriately.*

*It followed easily, then, that the faculty—most of whom were delighted with this progressive new mission— would embrace a unanimous vote to become signatory to PRME, which so closely mirrors their own values and which provides the global resources and networks to support true commitment to this transformation.*

# TOP-DOWN COMMITMENT FROM LEADERSHIP

## LESSONS LEARNED
### THE AMERICAN UNIVERSITY IN CAIRO

*Academic assessment efforts at the American University in Cairo School of Business include instilling the values of 'responsible citizens' at the undergraduate level and 'responsible professionals' at the graduate and post-graduate levels. These two learning goals, which cover all academic programmes at the school, ensure that the school's responsible business theme is actually implemented academically and that students are future leaders who are well aware of their responsibility to their surroundings. Taskforces have been formed and rubrics have been created to set a measurement scheme for both levels.*

*As Dean Karim Seghir stated: "If the popular uprisings in the Arab region and the global financial crisis have taught us anything, it is that in an environment that focuses solely on maximizing shareholders' value, we should not expect individuals to care about critical socioeconomic challenges, such as sustainability, poverty, corruption, social mobility and corporate social responsibility. The School of Business has been working, jointly with corporations, government, and public sector bodies for more than six decades, to create an effective ecosystem that fosters the development of responsible leaders who can create a lasting value for society."*

## LESSONS LEARNED
### HANKEN SCHOOL OF ECONOMICS

*At Hanken, commitment to the principles of PRME is not seen as just another bureaucratic exercise. Rather it is an ongoing effort to bring real value to daily research and teaching activities. As Rector Eva Liljeblom stated: "Responsibility and sustainability permeate Hanken's activities at all levels—from strategy to execution. A social responsibility perspective is included in the sub-strategies for all our key activities—teaching and learning, research, HR, marketing, and executive education."*

*In fulfilling its mission, Hanken fosters values of openness, social responsibility, integrity, and high quality in all its activities.*

*Its PRME work also rests on two cornerstones—creating synergies across functions and a cross-disciplinary approach. Their aim has been to integrate perspectives on sustainability into different subjects and programmes they offer, and pursue multidisciplinary research projects that create new knowledge and new action patterns for sustainable economic, social, and environmental development.*

# BOTTOM-UP COMMITMENT FROM FACULTY AND STAFF

A clear difference between businesses and business schools when committing to sustainability is that academic institutions are highly decentralized organizations.

Tenure, autonomy in teaching and research, and legitimate empowerment of faculty mean that the commitment to PRME by top administrators is not enough to implement genuine change towards sustainability. The buy in from faculty and non-academic staff is equally important. This is why top-down commitment has to be accompanied by a bottom-up process of consolidation.

If faculty members are not engaged, it will be very difficult to change the curricula and syllabi across programmes, to orient research towards sustainability-related topics, to involve students in sustainability-related extracurricular activities, or to keep close links with responsible and sustainable companies.

In addition, keeping up with technological, media, and political change is difficult in the new millennium, and faculty members are indeed stretched thin in their attempts to stay abreast of developments within and across disciplines. Many professors describe feeling overwhelmed by information flows or experiencing a gap between the training they have received in their own advanced studies and the needs of their students entering the globally connected world, with its massive social, political, and environmental challenges.[2]

Even if a school commits to PRME, that does not mean that all faculty members will start overnight introducing significant changes into what they teach and research.

Commitment to PRME by members of the faculty has to be voluntary and, therefore, principally encouraged by peers.

Usually, there is an initial group of professors committed to sustainability—indeed, in many instances this is the first step towards engagement of the organization with PRME—and they may work in "concentric circles," using encouragement to bring on board other colleagues. When dealing with the bottom up approach, **persuasion among peers is a "must."** Three approaches stand out as useful ways of enlarging the number of faculty committed to PRME:

1.  **Sustainability translated into all management disciplines is a basic tool for persuasion:** In all management disciplines—strategy, finance and accounting, marketing, operations, human resources, organizational behaviour, leadership, entrepreneurship, etc.—there are **new up to date sustainability-based approaches** that can help professors to cope with the new challenges faced by business in the areas of managing non-financial risks, creating shared value, or advancing innovation with social impact.

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[2] This is why PRME Champions are developing new resources to support Faculty Development.

# BOTTOM-UP COMMITMENT FROM FACULTY AND STAFF

2. **Interdisciplinary approaches** are another fertile ground to facilitate more and more professors to orient their teaching and research towards sustainability—since sustainability is a dimension that affects all activities in the company. In this area, the creation of interdisciplinary **sustainability centres** often becomes one of the most important driving institutional changes within a school to progress along the path of PRME. These centres, providing sustainability-related teaching materials, case studies and experiential learning, undertaking new research, and catalysing new outreach activities with companies and other stakeholders, usually become the **most natural and organic way** of increasing the number of faculty members committed to PRME and sustainability values.

3. Similarly, **training programmes** on sustainability topics, faculty development programmes centred on the challenges and opportunities of sustainability, or special days, events, or seminars dealing with specific aspects of sustainability teaching and research, are important resources to reach out to colleagues within the faculty as well as non-academic staff.

## LESSONS LEARNED
## ASHRIDGE BUSINESS SCHOOL

*One of the first principles at Ashridge Business School has been to not try to compel any uniform change, but to support innovators. We think that an inclusive process that tries to motivate people to support change, although perhaps slower and patchier in the short term, is more meaningful and enduring in the longer term. Alongside support from the top, there has been consistent effort to connect faculty and staff who are interested in sustainability through a relatively informal learning network. This includes such activities as bringing in guest speakers and sharing one another's experience of innovation. Sustainability specialists on the faculty are acting as coaches to others in disciplines such as marketing, strategy, innovation, and leadership, to help them learn and innovate in their own work.*

*This informal work has only been possible with more structural change at the same time: there are now eight full-time sustainability specialists who have been recruited to the core faculty, and three of these individuals have had their roles designed to give them time to develop and coach others. The faculty performance management and appraisal system has been amended—a new individual balanced scorecard now recognizes and rewards any innovation around sustainability.*

*Formal internal quality assurance processes have also been amended—for example, programme review procedures now include a question on whether and how sustainability features within the curriculum.*

*Ashridge's board of governors, which meets three times a year, reviews an organizational balanced scorecard that now includes the school's carbon footprint as one of its key metrics.*

*All of these structural changes have been made with the intention of supporting innovators to change and maintain that change, rather than to force compliance.*

# BOTTOM-UP COMMITMENT FROM FACULTY AND STAFF

## LESSONS LEARNED
### BENTLEY UNIVERSITY

*The challenge at Bentley, as with many colleges and universities embarking on any cross-institutional initiative, was to seek out and then build on the dedication and creativity of individual faculty members.*

*The launch of Bentley's Alliance for Ethics and Social Responsibility and our institutional commitment to PRME was based on a four-step process that involved a concerted effort to:*

- *Build on the research, teaching and institutional service interests of a core group of faculty members*
- *Involve the campus community in a series of conversations about the significance of ethics and responsible management education*
- *Draw on the capabilities and work of faculty leaders in this area*
- *Embed those practices into programmes and initiatives across campus*

*We began the process by "preaching to the choir," starting with those faculty members who were already committed to PRME's goals, leveraging institutional strengths, drawing on social capital, and creating small wins as a way of building communities of practice. The basic strategy employed can be thought of as management by "talking around," beginning with one-on-one conversations with key players across campus and gradually building to one-on-two, one-on-three, two-on-two (and so forth) interactions. These discussions focused on understanding and honouring the past, conceptualizing potential linkages across campus, and thinking about ways to engage key stakeholders both on and off campus.*

*The underlying idea was to build on these smaller interactions to get to wider community conversations with the goal of "getting the whole system in the room."*

*The next phase—providing context, creating content—focused on ways to enhance individual learning as a foundation for organizational learning and envisioning new ways of thinking about responsible management. In terms of context, early on we determined that faculty would need support if they were going to meaningfully incorporate ethics into their discipline-based courses. As a way of facilitating this process, we created our Business Ethics Gadfly Workshop, with the intent of "seeding" every academic department on campus with "ethical gadflies" who would develop materials for their courses and encourage their colleagues to do the same.*

*The goal of the "Gadfly" workshop was to assist faculty to feel more comfortable with ethics concepts, analysis, and application so that they would be better able to work with our students in raising their ethical awareness and ability to make rational, ethical choices. In the workshop and accompanying readings, an attempt was made to balance exposure to ethical theory with hands-on practice in analysing cases and other teaching materials (such as films, simulations, role plays) from an ethical as well as discipline-based perspective. The mix of faculty from different departments and disciplines—sharing their ideas, experiences, and concerns about these important issues—further contributed to an exciting and rewarding experience.*

*Over time, with more than 160 Bentley faculty who have gone through the programme, it has enabled us to influence the ways in which ethics-related issues and topics are incorporated into courses across the curriculum, from accounting and finance to marketing, operations management, and human resource management, to organizational behaviour and strategy.*

# LONG-TERM PLANNING

Every school or programme, at any precise moment in time, has a limited amount of resources (see next section for more on Resources) and finds itself at **a specific stage of development as an organization**.

Before committing to action, it is appropriate to have an organizational conversation and reach the widest possible consensus on the likely **path of long-term development that makes sense for the school** and the **roadmap** that the school feels is feasible **in the long term**.

In order to facilitate this exercise, the following **long-term reference framework** may be useful in helping to map all possible fronts of PRME-related activities in a school or programme.

## PRME LONG-TERM REFERENCE FRAMEWORK

| PRME / GLOBAL COMPACT | Purpose | Values | Teaching in programmes | Pedagogical learning methodologies | Research | Partnership with businesses | Dialogue with Stakeholders | Operations |
|---|---|---|---|---|---|---|---|---|
| All Sustainability Issues | | | | | | | | |
| Issues related to Human Rights | | | | | | | | |
| Issues related to Labour Rights | | | | | | | | |
| Issues related to Environmental Concerns | | | | | | | | |
| Issues related to Transparency & Anti-Corruption | | | | | | | | |
| Issues related to Sustainable Development | | | | | | | | |
| Other issues | | | | | | | | |

It is very important to emphasize that this Long-term Reference Framework covers **all possibilities** of PRME activities but **no expectation to undertake all of them**.

# LONG-TERM PLANNING

Rather, the purpose of the framework is to help **define a specific path of long-term progress** for a school, consistent with its specificities, strategic positioning, and context. In other words, the framework is a tool that could help to define the **long-term strategy** of the school (see last section for more on PRME as an Explicit Part of the Organization's Strategy).

Some useful tips concerning the use of the Long-term Reference Framework:

- The columns in the framework include the **relevant elements that integrate** the Six Principles of PRME. Two of them, purpose (Principle 1) and values (Principle 2), refer to the structural changes that the school envisions over time (i.e. how to ensure that the **purpose** of PRME is embedded in the vision, mission, and strategy, as well as how to ensure that the **values** of sustainability and responsibility materialize across the organization). The next columns refer to the activities carried out by academic institutions, including teaching and learning methodologies (Principle 3), research (Principle 4), partnerships with business (Principle 5), and dialogue with stakeholders and society at large (Principle 6). The last column refers to operations, since the framing language of the Principles of PRME explicitly states: "We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students."

- **The rows in the framework show the thematic issue areas in which sustainability is more precisely defined**, following the values portrayed by the work areas and Ten Principles of the UN Global Compact. Some organizations may choose to focus on one issue for a given time frame (for instance human rights or environmental concerns), whereas others may prefer to deal with sustainability issues as a whole: this is why the first row presents the option of "all sustainability issues." Generally speaking, it is advisable to consider, with flexibility, the categories of issues according to their contexts—for example, a women's programme could be more related to governance in one context or to human rights or labour rights in another context. This is why the framework includes a last row for "other issues," since there are plenty of specific areas related to sustainability that may fall outside the previous categories—for example, good governance, shared value creation, social innovation, social entrepreneurship, diversity/gender issues, sustainable cities, the circular or sharing economy, etc.
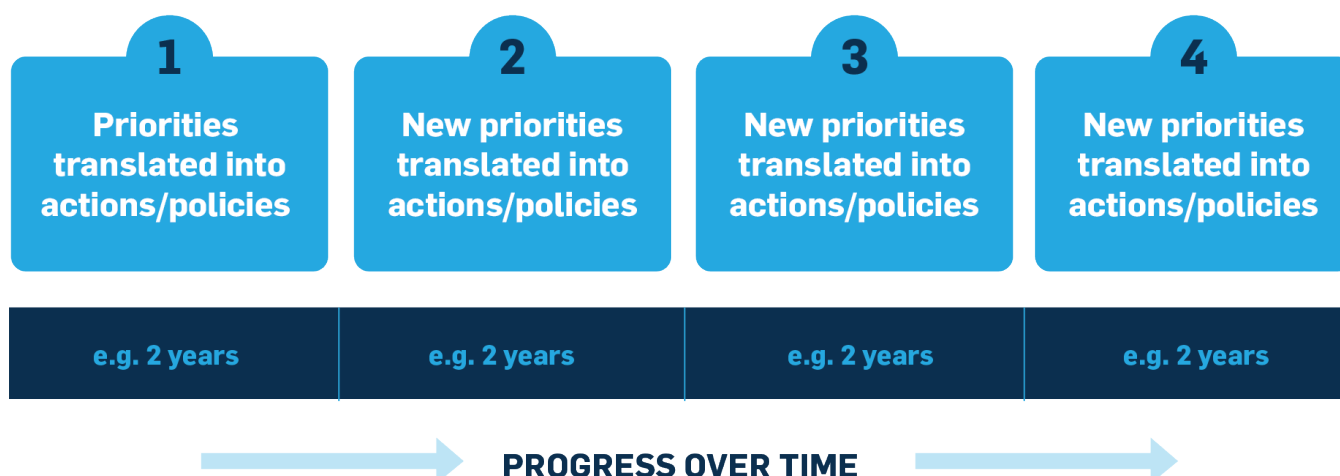
The framework can **facilitate the task of defining** over the long-term the **areas that are more relevant** to the characteristics, context, and foreseen development of the school. Those areas can inform not only **possible actions**, but also **structural change** towards sustainability, namely **policies** (which are often explicitly drafted after the organization has gained experience with previous actions undertaken in that specific area).

The framework should be discussed with the **widest constituency** possible, including at the leadership level and at the faculty and non-academic staff level, as well as with key stakeholders. Once the Reference Framework, and therefore the sustainability/PRME strategy for the long-term has been considered and defined, it is time to draw the PRME **roadmap for the school**.

# LONG-TERM PLANNING

The Roadmap **prioritizes goals for specific time frames, showing which ones are to be achieved when** (such as during different academic years). It is essential to bear in mind the **gradual** nature of progress, as well as the amount of human and financial resources that may be required to start new sustainability-related activities during different time frames. PRME implementation is at its essence a process of continuous improvement.

## PRME ROADMAP

| **1** | **2** | **3** | **4** |
|---|---|---|---|
| **Priorities translated into actions/policies** | **New priorities translated into actions/policies** | **New priorities translated into actions/policies** | **New priorities translated into actions/policies** |
| e.g. 2 years | e.g. 2 years | e.g. 2 years | e.g. 2 years |

**PROGRESS OVER TIME**

An organizational **roadmap should not be decided once and for all**. Circumstances vary, and it is advisable to **revisit the agreed roadmap each time that the full circle is closed**—that is, when a new SIP report has been drafted and a new "round" with new specific goals is about to start. Read more about Reporting later in this resource.

# LONG-TERM PLANNING

## LESSONS LEARNED
### ESADE BUSINESS SCHOOL

*The figure below summarises the strategic process undertaken by ESADE for the definition of its Social Responsibility Master Plan (RS-ESADE), which encompasses several projects, actions, and policies within the eight areas of activity shown in the right side of the figure. The fundamental purpose of the RS-E Master Plan is to contribute towards the achievement of the vision for 2020 and its aspiration to progressive make ESADE a socially responsible and sustainable academic institution in all its areas of activity.*
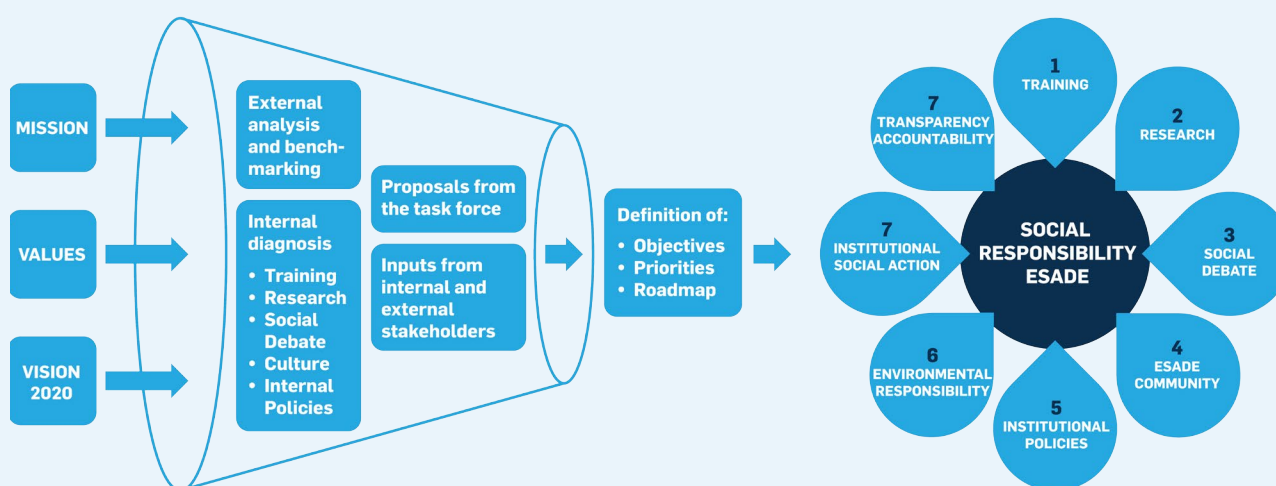


*Following completion of the proposal for the RS-E Master Plan, with its objectives, priorities, and roadmap, a series of presentations to the main stakeholders were held with the Executive Committee, Corporate Units Committee, Management Board, Board of Trustees, ESADE Alumni Board, and students (delegates and representatives of the student associations), among others, who made comments and suggestions that served to enrich the Plan. Following approval by the Executive Committee, priority went to awareness-raising and communication of the RS-E Master Plan. To date, 43 sessions have been held with the participation of 1027 members of the internal community and stakeholders.*

*Another priority has been the implementation of the first projects. One key initiative has been the creation of aliaRS-E, an informal network open to all faculty members and administrative and services staff. To date, it is made up of 115 allies, and three forums have been held with the aim of listening to allies' needs and expectations, and also to evaluate, provide feedback, and celebrate the progress made, and together to decide what projects should be given priority for implementation in the next academic year.*

# LONG-TERM PLANNING

## 💡 LESSONS LEARNED
### LA TROBE UNIVERSITY

*The embedding of sustainability at the core of the strategy of a university certainly implies a planned process. In the case of La Trobe University, in 2009 the Vice-Chancellor began establishing and evolving management structures for developing, fostering, and embedding sustainability within the organization. In 2011, La Trobe developed a Sustainability Plan 2013-2017 as an important component of the university's planning framework to support faculty and service area business plans. To help achieve the university's vision, goals, and quantified targets, the Sustainability Plan was divided into sections dealing with each of the key sustainability impact areas — sustainability management and governance, education for future generations, research for future generations, environmental impact, social impact, and economic and supply chain impacts.*

*Key social, environmental, and economic sustainability risks facing the university lie in failure to behave in a responsible manner and failures in the governance system. Accordingly, the following table describes the potential sustainability risks considered by La Trobe.*

| MAJOR SUSTAINABILITY RISKS CONSIDERED BY LA TROBE UNIVERSITY IN 2013 | |
|---|---|
| Resilience | • Failure to protect the health and wellbeing of staff and students <br> • Failure to provide a safe and secure environment <br> • Unplanned cost impacts of losses due to external corrupt or fraudulent activities <br> • Disruption of core operations due to effects of increasing adverse natural events and utility interruption <br> • Lack of preparation to address an aging workforce |
| Reputational | • Greenwash: overstating positive impacts and actions, while understating or omitting negative ones <br> • Impact of perception of listing as a major carbon emitter <br> • Loss of status as an employer of choice for women <br> • Significant negative publicity on poor environmental or social performance of a supplier/contractor <br> • Perception of changes to sustainability governance and management <br> • Perception of poor accountability for use of public funds <br> • Perception of poor governance/corruption <br> • Poor performance on equal opportunity, gender and cultural diversity issues leading to an inability to attract and retain quality staff <br> • Poor performance on social, environmental and economic sustainability key performance indicators <br> • Public transport availability and access <br> • Potential for discrimination incidents |
| Financial | • Failure to invest in infrastructure improvement, resulting in impaired reliability and increasing waste <br> • Increase in energy prices, travel and cost of goods that emit carbon in production/transport <br> • Lack of investment in reducing energy consumption, travel and other emissions <br> • Uncertainty around carbon pricing, coupled with projected price rises in energy costs in future |
| Regulatory | • Potential legal action resulting from non-compliance with relevant environmental legislation (e.g. Emissions) <br> • Regulatory actions resulting from serious compliance breaches |

*Controls put in place by La Trobe to manage the above key risks include:*

- *A suite of policies and procedures, including professional codes of conduct*
- *A system of oversight, including senior management committees, project development and project control committees for major investments, regular meetings of the University Council and its subcommittees (including the Corporate Governance and Audit Committee)*
- *Formalized management reporting against strategic and operational objectives*
- *Verification of controls (including an annual internal audit programme, and a fraud and corruption investigation capability)*

# RESOURCES



The PRME **roadmap and resources** to be allocated for each time frame **are closely interrelated**. It is important to **adjust plans and actions to existing resources**. Feasibility is a crucial feature in the implementation of PRME—in the end, what matters is not what is planned, but what is achieved.

Engaging with PRME as an exercise of strategic change is an **ongoing journey** that evolves and progresses over time along a path of continuous improvement. The **necessary resources** required to keep moving along will **vary at different stages**:

- As an organization commits to PRME, administrators need to consider the resources required at different stages of implementation. These **may start as more obvious resources**, such as time and money for activities, reporting, attending meetings, etc.

- But as the realization of the transformational effect on the organization becomes more apparent, further resources, such as space and increased human capacity, may become inevitable—the '**institutionalization**' of PRME (i.e. embedding responsible management education across programmes, research, activities, and the school's operational practices) requires a different level of resources for faculty and staff awareness, engagement, and training.

- **As stakeholders take ownership** of PRME and start their own initiatives—a fact that in itself is a measure of success—they may require different resources, which could be as minimal as voice/inclusion, recognition, a slot in a busy activity calendar, or space in a school newsletter, and could also include additional staff and funding. Hosting PRME regional and international events requires resources as well, while also giving the initiative visibility and raising awareness of faculty.

It is important to note that consideration should not only be given to internal resources required but also **external resources that can be leveraged**. These could come from local and international networks, such as resources developed and published by the PRME and Global Compact communities, for example the PRME Anti-Corruption Toolkit or the Global Compact's Guide to Corporate Sustainability.

Further, **adding individuals with specialized expertise** in sustainability and responsible management to teaching and research staff or school advisory boards can provide access to a wealth of insights and resources.

Below are some **building blocks** that will hopefully be useful as each organization charts its own journey.

# RESOURCES

## 1. HUMAN RESOURCES

Concerning human resources, there are two important provisions:

a. Empower at least **one person responsible for PRME implementation** to serve as the point person in the organization

b. Establish an **executive body** to oversee PRME implementation and track progress

Both the point person and the executive body are crucial agents of strategic change, but their roles vary according to the development of PRME within a school.

Frequently, during the initial stages of PRME implementation, individuals are selected in informal ways, and therefore the resources, institutional support, tasks, and roles are less defined. The transition to a more formal, institutionalized stage marks an important point of maturity in PRME implementation with roles, tasks, and resources being more defined and recognized at an organizational level.

Across all stags of PRME implementation, the tasks and roles of point person(s) and executive bodies have **dual dimensions**:

i. **Internally**, **ensure continued commitment** of leadership over time, the engagement of an increasing number of faculty and non-academic staff, and the transversal effort to achieve the goals established in the roadmap for each time frame

ii. **Externally, network and collaborate** locally, nationally, and internationally to ensure continuing and fruitful engagement with the wider PRME community, including collaboration with fellow signatories, such as on joint projects undertaken by PRME Working Groups, Chapters, Champions, etc., partnership with Global Compact companies, and gaining visibility through UN projects, such as the Higher Education Sustainability Initiative (HESI)

Some signatories have found it practical to **assign both a faculty member and an administrative staff member** as point person(s) for PRME. Further, leveraging existing resources is more straightforward if a point person also heads a centre, department, office, etc., that already has access to administrative assistants, interns, budget, etc. It may also be helpful to consider rotating academic leadership for the initiative among disciplines or departments to create greater understanding through hands on experience and a more shared sense of ownership of PRME implementation across the organization.

# RESOURCES

## 2. BUDGETARY RESOURCES

**Implementing PRME involves some costs**. At the minimum, even in the first years of PRME implementation, some of the workload of the point person has to be recognized and accounted for. Additionally, optional but highly encouraged costs include a nominal annual PRME service fee to help support the administrative costs of the PRME Secretariat as well as travel expenses to participate in PRME meetings. In stages when PRME implementation is more advanced, additional economic resources will have to be allocated to help realize planned actions for a given time frame

With no material resources, commitments and actions will not be achievable. Therefore, when defining the implementation of PRME for a given time frame, it is advisable to **identify resources** needed and **secure explicit approval** from organizational decision makers.

### LESSONS LEARNED
### THE AMERICAN UNIVERSITY IN CAIRO

*The American University in Cairo School of Business started its PRME implementation by nominating a faculty member as PRME point person. With time, a senior staff member was added as a second contact person. As interest and activities grew, an informal responsible business working group was formed with nine faculty members from three departments. The coordination and secretariat of the working group was incubated in the institutional development division of the school. Eventually, responsible business became an explicit main theme in the school strategy and the implementation of tasks was formally assigned to different units.*

*Implementing PRME became part of what the School of Business does every day and not a separate add-on. For example, including learning outcomes related to responsible business across academic programmes was assigned to the accreditation office. Developing case studies was the task of the case centre. Overseeing overall engagement in PRME sits with the institutional development division and the centre for civic engagement. At least three new members of the Dean's Strategic Advisory Board are experts in responsible management education. The umbrella of the informal responsible business working group allowed for experimentation with new initiatives, such as the Women on Boards programme, the Sustainability Literacy Test, and joining the Bottom of the Pyramid Global Labs Network.*

# RESOURCES

## LESSONS LEARNED
### COPENHAGEN BUSINESS SCHOOL

*Copenhagen Business School (CBS) realized that responsible management education was already being practiced before the school signed up to PRME, but saw PRME as an opportunity to make this practice systematic and visible and therefore set up a PRME office with an administrative manager and academic director with a separate budget.*

*The process of signing up to PRME was initiated by the Centre for CSR, which started discussions on responsible management education with the support of 12-20 committed staff members. The discussion was then raised to 40 top managers, including heads of departments, where it was soon realized that responsible management education already had a strong presence at CBS. As such, the decision to sign on to the PRME initiative became a way of streamlining this work through a formal anchor under the Office of the Dean of Education and making it visible as one of CBS's unique selling points.*

*Management support has been crucial to:*

- *Spreading out PRME in a systematic way throughout the organization*
- *Setting up a PRME office and creating positions for an administrative PRME manager and an academic director of PRME at CBS*
- *Allocating a PRME budget, which helped to kick-start transformation projects for internal staff and students, and allowed the PRME office to initiate the streamlining of responsible management education throughout the organization and to involve faculty more broadly*

# IMPLEMENTATION FOR A GIVEN TIME FRAME

Without action, PRME implementation cannot be realized, and there will be no strategic change towards sustainability. The formulation of the action should be SMART (specific, measurable, achievable, realistic, and time-bound), thereby allowing proper monitoring and evaluation.
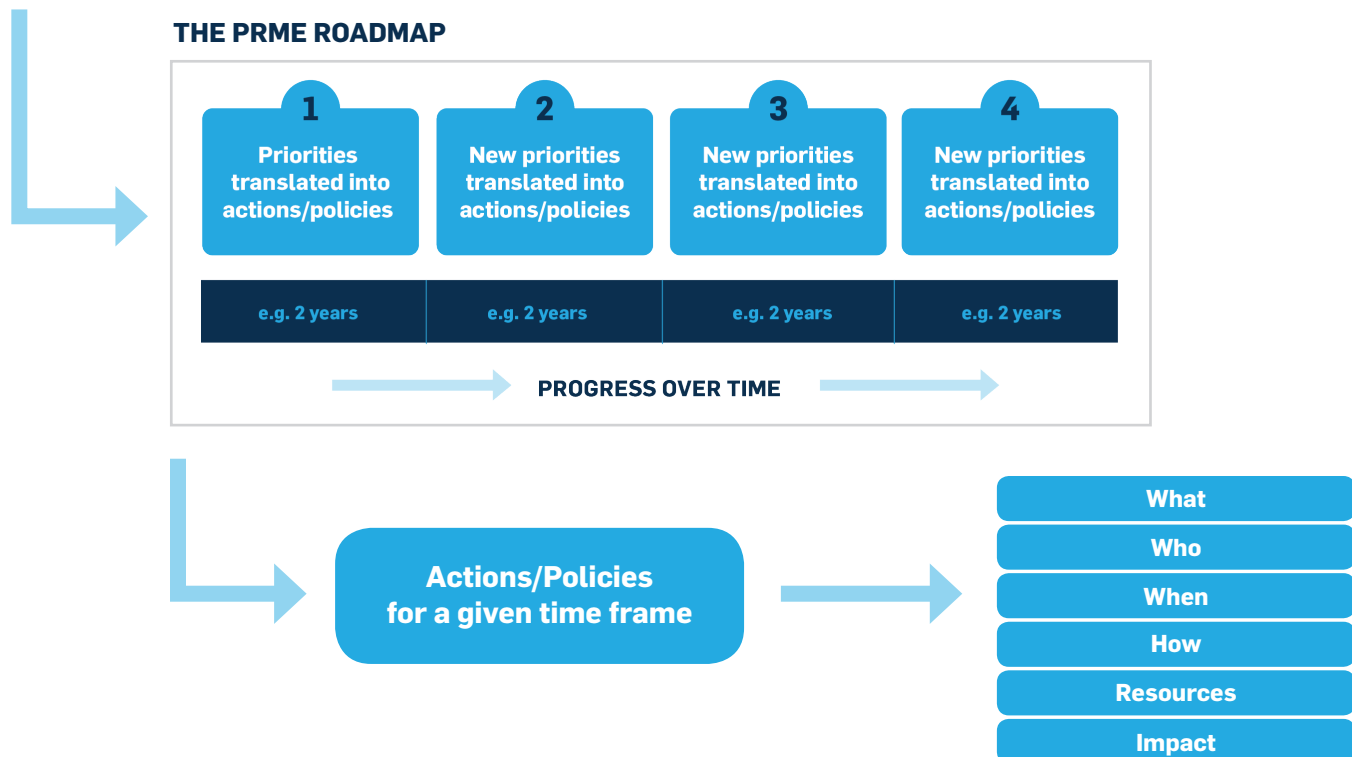
Implementation must be both clearly defined and achievable—what is being done by whom, when, and how. While this section covers Implementation, you can find additional information on Resources in the previous section and on Assessing Impact in the next section).

- **What**: It is advisable to start by laying out the **actions and policies to be implemented**. There is no specific rule as to how many actions or policies should be undertaken in a given time frame, since this depends on the phase of PRME implementation, the human and budgetary resources needed and available, etc. However, given that the PRME reporting time frame is every two years, **it is recommended that at least 3-4 central actions and/or policies** be undertaken during each reporting cycle. For more on reporting, visit the Sharing Information on Progress section.

- **Who**: Identifying and appointing the **people responsible for the implementation of agreed projects** is crucial. Since many actions and policies will be of a collective nature, it is essential that at least one project lead be designated. Leads should agree to undertake the project and be empowered by relevant administrators. **Incentives and/or recognition** (material or intangible) for project lead(s) and participants should also be put in place.

- **When and How**: The organization's PRME executive body must work jointly with relevant administrators and the project lead(s) in order to clearly **define actions** needed to support implementation. Draft an expected **timeline**, estimates of **budgetary and human resources**, and other **indicators to assess progress and final impacts**, and ensure that relevant bodies/administrators within the organization give **explicit approval** for them. Throughout implementation, it is important to **communicate internally and to stakeholders** the actions that are being undertaken and what has been achieved.
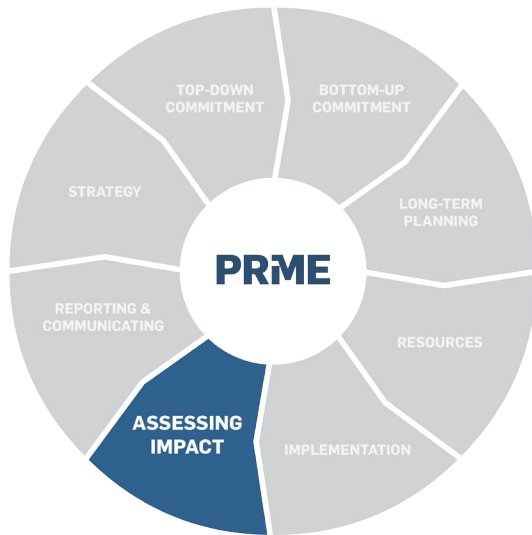
## PRME LONG-TERM REFERENCE FRAMEWORK

| PRME / GLOBAL COMPACT | Purpose | Values | Teaching in programmes | Pedagogical learning methodolo-gies | Research | Partnership with businesses | Dialogue with Stake-holders | Operations |
|---|---|---|---|---|---|---|---|---|
| All Sustainability Issues | | | | | | | | |
| Issues related to Human Rights | | | | | | | | |
| Issues related to Labour Rights | | | | | | | | |
| Issues related to Environmental Concerns | | | | | | | | |
| Issues related to Transparency & Anti-Corruption | | | | | | | | |
| Issues related to Sustainable Development | | | | | | | | |
| Other issues | | | | | | | | |

## THE PRME ROADMAP

**1** Priorities translated into actions/policies

**2** New priorities translated into actions/policies

**3** New priorities translated into actions/policies

**4** New priorities translated into actions/policies

| e.g. 2 years | e.g. 2 years | e.g. 2 years | e.g. 2 years |

PROGRESS OVER TIME

**Actions/Policies for a given time frame**

- What
- Who
- When
- How
- Resources
- Impact

# ASSESSING IMPACT

One of the challenges that academic institutions face when embedding sustainability and responsibility is **how to monitor, evaluate, and assess the impact** of initiatives that have been undertaken for a specific time frame, **both in terms of qualitative and quantitative measurements**. This impact assessment includes, but is not limited to impact on:

a.  **Students** of the institution—it is necessary to remember that the overriding concern of PRME is to educate the next generation of sustainable and responsible business leaders and professionals. Therefore, the first group to be considered when undertaking this assessment activity should be students.

b.  **The institution itself**—since the **continued commitment** of leadership, faculty, and staff is crucial, the second important aspect to assess is whether selected initiatives have had a positive impact on strengthening this continuous commitment. Also, when a school is part of a larger university, the impact on the larger academic institution should be considered.

c.  **Business community**—business schools serve the business community and help to form their future leaders and professionals. Therefore, considering the impact of PRME actions, projects, and/or policies on the business community should be another important aspect of the assessment.

d.  **Society at large** and supporting its various stakeholders (e.g. governments, civil society, consumers, NGOs) is the overall aim of any sustainability initiative, and impact assessment can be helpful in showing legitimacy for a school's activities.

More schools are exploring key performance indicators (KPIs) to help measure not just the impact of their initiatives but also to track that impact over the years.

## LESSONS LEARNED
### COPENHAGEN BUSINESS SCHOOL

*Copenhagen Business School has developed a number of key performance indicators that they have been tracking and report on since 2011. Their KPIs are organized by principle and include the numbers of cases written on the topic, of faculty trained, of peer-reviewed articles related to responsible management, and of alumni who are part of the Sustainability Alumni Network.*

# ASSESSING IMPACT

A number of schools use or adapt the Global Reporting Initiative (GRI) indicators and use these to report on how they are doing from an organizational standpoint. The GRI indicators are not tailored for academic institutions, and therefore do not provide guidance on curriculum or research, but can be useful in reporting on campus operations.

## LESSONS LEARNED
### FUNDAÇÃO DOM CABRAL AND LA TROBE BUSINESS SCHOOL

*Fundação Dom Cabral in Brazil and La Trobe in Australia, among others, have published reports that follow the guidelines set out by the Global Reporting Initiative.*

In their Sharing Information on Progress (SIP) reports, schools are recommended to monitor progress on their initiatives and report on **previously identified ways of measuring their impact**. The next section focuses specifically on reporting.

Most schools are still experimenting with which indicators work best for them, but **regardless of whether they are final or not**, initial indicators can still provide an important tool to get a sense of the progress achieved.

When trying to assess the impact of PRME actions, projects, and/or policies, it is important to "**keep it simple**:"

- If there are no quantitative indicators available, **simple measurements**, such as percentage of goals achieved or **qualitative indicators** can be used
- Unless you are doing a comprehensive review, **use mainly indicators that are directly relevant** to the goals established for a given time frame
- Out of all possible indicators, use only those that are **highly informative**

The following table provides a series of suggestions of qualitative and quantitative indicators to help guide signatories.[3]  It is not meant to be exhaustive, but rather to serve as a starting point for further refinement.

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[3] This table is based on the table in A Basic Guide to the Sharing Information on Progress (SIP).

# ASSESSING IMPACT

| PRINCIPLE | SUGGESTIONS FOR INDICATORS |
|---|---|
| **Principle 1: Purpose**<br><br>*We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.* | • Description of how PRME is embedded into institutional strategy or into a stand-alone sustainability strategy<br>• Statement of the school's vision, including the school's interpretation of what responsible management education means<br>• Description of taskforces/offices/personnel responsible for implementation of strategy and PRME-related activities<br>• Description of capacity development programmes on PRME-related topics for students, staff, and faculty<br>• Description of funds available internally and externally for PRME-related activities<br>• Reference to methods of collecting and tracking information on PRME-related activities<br>• Reference to goals from previous SIP (or if first SIP, new goals) |
| **Principle 2: Values**<br><br>*We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.* | • Reference to institutional values and principles, ethical guidelines, mission statements, codes of conduct, oaths, and pledges<br>• Exploration and analysis of how values are discussed and assimilated into the culture of the institution and the channels through which these values are shared with the community<br>• Exploration and analysis of which issues are most material to your academic institution and stakeholders<br>• Description of systems in place (e.g. surveys undertaken and results) to determine student and staff knowledge and awareness of values<br>• Transparent reflections on the extent to which PRME-related topics are integrated across the institution, and what is being done to address this |
| **Principle 3: Method**<br><br>*We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.* | • Overview of programmes and personnel dedicated to teaching on PRME-related topics<br>• Description of strategy and systems in place to develop PRME-related course content and assess its collective impact on students and alumni<br>• Assessment of the extent to which PRME-related topics are integrated into programmes/courses/curricula, as well as the percentage of students participating in related core courses and electives<br>• Overview of different PRME-related programme offerings, certificate courses, minors, majors, specializations, etc.<br>• Description, and assessment, of methods used in the classroom (e.g. lectures, co-teaching, case studies, activities, service learning, field trips, competitions, simulations, e-learning, blogs, virtual communities)<br>• Description of faculty development (e.g. workshops, resources, publications) on teaching sustainability, as well as incentives to facilitate faculty work in this area |
| **Principle 4: Research**<br><br>*We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environ-mental, and economic value.* | • Overview of research strategy and focus areas relating to PRME, including centres, projects, publications, etc.<br>• Explanation of the extent to which the PhD programme incentivizes graduates to focus on PRME-related research themes<br>• Assessment of the extent to which students are involved in PRME-related research<br>• Overview of interdisciplinary research projects and current or potential impact<br>• Description of sponsorship, funding, and partnerships for PRME-related research<br>• Description of how PRME-related research is promoted and disseminated internally and externally to different stakeholders<br>• Exploration of the internal and external impact of the research and programmes<br>• Highlights or summaries of recently published research on PRME-related issues |

# ASSESSING IMPACT

| PRINCIPLE | SUGGESTIONS FOR INDICATORS |
|---|---|
| **Principle 5: Partnerships**<br><br>*We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.* | • Description of strategy for stakeholder engagement and partnerships (including but not limited to community, government, and business)<br>• Overview of select networks organized by the academic institutions around PRME-related topics<br>• Overview of programmes that involve stakeholders outside of the institution (e.g. with business, government, NGOs), such as case competitions and student projects<br>• Joint projects within the university or with other universities<br>• Description of engagement with PRME networks, such as Chapters, Champions, or Working Groups |
| **Principle 6: Dialogue**<br><br>*We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organiza-tions and other interested groups and stakeholders on critical issues related to global social responsi-bility and sustainability.* | • Description of strategy to foster dialogue on PRME-related topics across the organization (e.g. across departments and disciplines) and externally<br>• Description of PRME-related co-curricular activities, extra-curricular activities, and student organizations<br>• Highlights of prominent or impactful events (e.g. forums, workshops, roundtables, conferences), including an assessment of their impact<br>• Overview of PRME-related magazines, newspapers, blogs, and other non-peer reviewed thought leadership produced<br>• Description of alumni engagement on PRME-related issues<br>• Description of career placement programmes (e.g. internships, advising, resources) and other career resources and opportunities around PRME-related topics |
| **"Principle" 7: Organizational Practices**<br><br>*We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.* | • Description of strategy and programmes to promote environmental and social sustainability<br>• Environmental assessments, certifications, and awards received<br>• Evaluation of environmental and social impact (including how students, staff, and faculty are engaged) and reporting on goals related to:<br><br>**ENVIRONMENTAL**<br>• Carbon emissions and climate change<br>• IT greening (computers, printers, etc.)<br>• Buildings and renovations<br>• Transportation options and strategy<br>• Responsible purchasing/locally sourced products<br>• Energy strategy and consumption<br>• Water consumption<br>• Biodiversity<br>• Waste (paper usage, printed material, recycling, reuse)<br><br>**SOCIAL**<br>• Diversity in staff recruitment and promotions<br>• Health and safety<br>• Quality of life<br>• Support services<br>• Training and development |

# SHARING INFORMATION ON PROGRESS: REPORTING AND COMMUNICATING



A central commitment of signatories participating in PRME is to regularly share, with their peers in the PRME community and with stakeholders, information on the progress they have made in implementing the Six Principles through Sharing Information on Progress (SIP) reports. These public reports are a requirement to remain communicating participants of PRME and must be submitted at least every two years.

However, these reports are also an important **tool to communicate to the public** how management education is taking on the crucial role of embedding sustainability and responsibility into curricula, research, and organizational practices, all of which shape how they train the next generation of professionals, managers, and leaders.

Throughout this resource, the basic steps to implement PRME have been highlighted. This section encourages organizations to **consider reporting as more than a communication strategy**, but also as a useful approach to track progress in a systematic way. Accordingly, communication should not be envisioned as an isolated event, but rather as a process.

## THE MULTIPLE BENEFITS OF A CONTINUOUS REPORTING PROCESS

Both the value and challenges of reporting are widely recognized by signatories, big and small, public and private, across all continents. A SIP report can:

- Be a crucial communication tool for an organization and its stakeholders, **providing opportunities to further connect and collaborate** with outside partners.

- Be a toolkit for students and staff to **understand what is currently happening across campus and in the curriculum** and where they can engage.

- Most importantly, give a **concise and comprehensive overall picture of relevant activities**. Many organizations are surprised when they realize the breadth and scope of the PRME-related activities on campus.

- Help to further **define the direction and strategy** that an organization has outlined and **track the impact** of actions and policies.

- Bring this all together in an accessible and well-organized report and provide a tool to let others know what the organization is working on, thereby **inspiring others**.

# SHARING INFORMATION ON PROGRESS: REPORTING AND COMMUNICATING

## COLLABORATING WITH A WIDE RANGE OF STAKEHOLDERS

Reporting on progress should be a **team effort**, engaging as many individuals and groups across the organization and beyond as possible.

It is key to **ensure that senior management is actively engaged and supportive of the process**—during the preparation stage, throughout the drafting process, and in distribution of the final product.

It is also important to **allocate responsibilities** and provide opportunities for faculty, students, and staff to contribute content, present further insights, and review drafts.

Some organizations also engage a larger group of stakeholders, including individuals and groups from across departments as well as representatives from the local community, government, business, NGOs, and alumni.

However, since schools have limited resources, it is crucial, wherever possible, to **take into account other reporting initiatives happening on campus and create synergies with them**.

## BRINGING TOGETHER THE INFORMATION

Data collection and analysis are crucial to assessing impact and identifying areas for improvement over time.

One of the biggest challenges that organizations face is determining what data to include and what not to include in their reports. Even if concentrating on the actions/policies that were established as the goals to be achieved in a given time frame, once data collection is started, many institutions are surprised by the wide range of activities that fit under the heading of responsible management education and may become overwhelmed by how to bring them all together into one report. **It is important to decide what is most important to communicate, to identify the key information that stakeholders want/need, and to include additional information that can be provided through appendices or links to other sites**.

In terms of collecting information, schools have a range of different mechanisms in place to bring together relevant information throughout the year leading up to submission of the report. **Previously defining the indicators that should be used and putting in place systems to track inputs through shared folders and online databases** can help to keep track of information throughout the year.

When brining this information together, schools choose **different formats** for reporting. Many organize the information **by Principle** while a growing number organize reports **as relates to their strategy or audience**.

# SHARING INFORMATION ON PROGRESS: REPORTING AND COMMUNICATING

## CREATING AN ENGAGING REPORT

A SIP report is not meant to be a research document or long list of everything happening on campus. It is meant to be a communication tool on the progress achieved during the time frame and, as such, should be **presented in a way that will best communicate key messages, strategies, and initiatives to intended audiences**.

While there is significant flexibility in drafting a SIP, there are a number of items that are required, including:

  i. A **letter from the highest executive of the organization** expressing continued commitment to PRME

 ii. A **description of practical actions** (i.e. disclosure of any relevant activities, projects, policies, procedures) 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)

iii. **An assessment of outcomes** (i.e. the degree to which previously outlined goals were met, or other qualitative or quantitative evaluation of results)

 iv. **Key, specific objectives** for the next 24-month period with regard to the implementation of the Principle(s). Concrete strategies and timelines are encouraged.

Other items that may increase readability can include **an executive summary** that provides a brief overview of the report, summarizing the major accomplishments, lessons learned, and future goals, which can be shared more widely than your report. **An overview of the organization's sustainability strategy** or approach can also provide an important base. **Including the perspective(s) of stakeholders, in particular students**, can enrich the understanding of the progress made to date.

The report should also be used as an opportunity to reflect not only on progress made, but **also to note challenges that have been encountered** and how the organization has worked (or will work) to overcome them.

# SHARING INFORMATION ON PROGRESS: REPORTING AND COMMUNICATING

## SHARING THE REPORT

Once the report is finished, it is important to **share and utilize it throughout the year**.

It is helpful to create a targeted list of stakeholders with whom to share the SIP report and determine different ways to engage these groups, which can include:

- **Current and prospective students** who can use the report to decide whether they want to go to attend a programme and, once there, how to engage further.
- **Visitors as well as current and prospective partners and employers** can be introduced to the organization and its work.
- **Faculty and visiting faculty** can use the report to see how they connect with each other on different initiatives and projects.

Beyond putting a copy on your website, explore ways to **promote the report online** through social media and engage the media in promoting your key messages by **creating a press release and kit**. Take the report apart and **share smaller parts and stories**, having faculty and students available for interviews and presentations. Use the report to create conversations, both online and in person, to trigger additional engagement and interest across the organization and beyond. Some schools are also exploring how to create **interactive websites** that can regularly be updated with progress on goals.

## KEEPING UP MOMENTUM

The reporting process should be an ongoing endeavour throughout the year.

**Inviting feedback from stakeholders**, including alumni and students, on the report as well as its content and long-term plan can be helpful. Review both this feedback and any progress (and challenges) with your team regularly throughout the year, **working to build the process into the fabric** of the organization.

In between reports is also a good time to **find a peer or mentor in another academic institution with which to share lessons learned** and to collaborate at the regional level to share experiences.

For more information on reporting, see the more detailed Basic Guide to the Sharing Information on Progress as well as the Reporting section of the PRME website at www.unprme.org/sharing-information-on-progress/index.php, which is regularly updated with relevant resources.

# PRME AS AN EXPLICIT PART OF THE ORGANIZATION'S STRATEGY



Responsibility, corporate sustainability, equity, inclusivity, peace—solidly into the new millennium, business school and management-related higher education institutions are increasingly discovering that these terms, and the problems they represent, no longer exist under the purview of a handful of interested faculty, staff, or students. Rather, they have, of necessity, become part of the strategic core of institutional operations, manifesting in curriculum, research, and external partnerships. These new demands are at the very centre of the concerns of those organizations that want to remain relevant and competitive in the education of business professionals, managers, and leaders.

PRME was born with a clear goal: embedding of the values of corporate sustainability and responsibility into the daily activities of management-related higher education institutions. These values are meant to become an important, explicit, and effective part of their strategy, permeating all aspects of the organization.

Implementing PRME must be thought of as a "strategic journey" that evolves over time, through different stages.[4]

**Stage 1 | Denial**: PRME, or sustainability and responsibility, is treated as just a fad, under the argument that companies do not specify this type of approach when recruiting MBAs or designing customized executive education.

**Stage 2 | Compliance**: Management of the school will comply with criteria that accreditation bodies require (it should be noted that accreditation schemes, and even some rankings, are set to become more demanding in regard to ethics, responsibility, and sustainability).

**Stage 3 | Formal Approach**: The school may have specific courses, student clubs, specialist faculty, and/or initiatives. At this stage, the school may have become signatory to PRME and submitted an initial SIP report. However, these activities are not strategic, but rather "add-ons" to the main efforts of the school, which are oriented around gaining market share.

**Stage 4 | Strategic Approach**: PRME, or sustainability and responsibility, is built into the school mission, governance, and purpose. It is integrated into research, teaching, and practice. Each discipline defines what sustainability means for them.

**Stage 5 | Leadership Approach**: The school has a strategic approach to PRME, as well as a global centre of expertise; it runs joint research and teaching with other schools, globally or locally; it contributes to capacity-building through general and dedicated networks; it shares learnings on how to embed PRME in the organizations; it exercises a role of thought leadership through research and other initiatives.

[4] These stages are based on those formulated by David Grayson, CBE, Director, The Doughty Centre for Corporate Responsibility, Cranfield University School of Management.

# PRME AS AN EXPLICIT PART OF THE ORGANIZATION'S STRATEGY

**Thus, PRME becomes part of the strategy of the organization through a process of continuous improvement**:

a. For many, in the **early stages**, PRME implementation unfolds as an informal strategy.
b. With time and consolidation, PRME becomes **a central pillar** of the organization's strategy.

As part of its strategy, the **values** of PRME may be reflected explicitly by the organization:

a. In the **vision** statement, outlining goals and objectives for the future,
b. In the **institutional values and principles**, ethical guidelines or codes of conduct,
c. In the **mission** statement, as a declaration of operations and daily activities.

PRME provides a **framework for organizational change**. This is also achieved through a gradual process:

a. In the initial stages, progress through **projects and actions**,
b. When those activities have been tested and well established, they are scaled up and become practices of the whole organization in the form of **new policies**,
c. And policies gradually transform **structural features** of the organization over time.

Since the launch of PRME, there have been many examples of a diverse range of organizations **embracing a successful strategic approach** to implementing PRME.

## LESSONS LEARNED
### LA TROBE BUSINESS SCHOOL

*Sustainability and values form a core part of La Trobe University's strategic plan "Future Ready" that states, 'we will continually enhance our intellectual, physical, and financial resources so that future generations of scholars can continue the advancement of knowledge for the public good.' In line with this, La Trobe Business School produces research projects and publications that reflect this.*

*The school restructured its degrees to provide students with a well-rounded perspective of real-world issues (including Global Citizenship, Innovation, Entrepreneurship, and Sustainability Thinking) and, to enhance this, incorporated experiential and work-integrated learning. In addition, an Indigenous Participation Strategy has been developed to build on work on educational facilities and support programmes.*

*"The true test of the university must be based on the achievement of its graduates at the height of their careers, when they have assumed the responsibilities of leadership in the solution of the wider and more far reaching problems of civilization. The true meaning of a university's greatness is the total effect it has on human welfare and progress." Professor David Myers, La Trobe University: Opening Ceremony and Inaugural Lectures*

# PRME AS AN EXPLICIT PART OF THE ORGANIZATION'S STRATEGY

## LESSONS LEARNED
### ASTON BUSINESS SCHOOL

*In 2008, Aston Business School was one of the first UK business and management-related schools to sign up to PRME. In 2012, the commitment to PRME was extended 'Beyond the Business School' to all schools and departments across the university. The Aston 2020 strategy is divided into eight strategic aims, one of them is Sustainability and Social Responsibility.*

    i.   *Improving the integration of sustainability and responsibility by embedding activities in this area into all aspects of university life. The rationale for this development is that responsible management education is important for all professions (not just business).*

    ii.   *Social responsibility and sustainability literacy: Extending across the university curriculum changes aimed at enabling all graduates (regardless of discipline) to be 'literate in social responsibility and sustainability.'*

*Aston's Ethics Framework aims to facilitate the embedding of the university's ethical values and principles into all activities and to guide behaviour of members of the university. The framework outlines the key areas in which ethical considerations may arise and sets out the responsibilities of individuals, groups, committees, and other bodies in these areas. The Framework is not intended to address or anticipate all potential ethical dilemmas, but rather to guide members of the university in how to act properly with impartiality, integrity, good conscience, and judgment at all times. It provides information about where individuals facing ethical dilemmas can seek further assistance and more detailed guidance in relation to particular spheres of activity. The Framework is designed to become part of the way Aston operates as a university and to provide support and guidance to staff, students, members of its governing body, and other stakeholders in their consideration of ethical issues arising from university activities.*

*"Sustainability and social responsibility are issues our staff, students, and stakeholders feel passionately about and are central to how we work at the university and how we relate to the world around us. Sustainability and social responsibility are based on ethical values and underpinned by the idea of economic, social, and environmental obligations to our range of stakeholders." Professor Dame Julia King, Vice Chancellor*

# PRME AS AN EXPLICIT PART OF THE ORGANIZATION'S STRATEGY

## LESSONS LEARNED
### KYUNG HEE UNIVERSITY SCHOOL OF MANAGEMENT

*The first strategic action with PRME began with the re-establishment of Kyung Hee University's School of Management vision, mission, and core values. Right after signing on to PRME in 2009, an entirely new set of the school's mission statements came into life in 2010 as a result of the enthusiastic collective efforts of the Committee for Responsible Management Education. The vision is to become a world class business school based on the humanistic management paradigm. While creatively visualizing this vision, the school set its mission: to educate the next generation of creative and responsible global business leaders based on PRME.*

*The school's catch phrase, "Doing RIGHT things right in Business," nicely summarizes the five core values of Kyung Hee University's School of Management, which provide both professors and students with a solid platform towards accomplishing its mission. The core value RIGHT stands for Responsibility (i.e. responsible business education and responsible business school itself), Integration (i.e. business education transcending narrowly differentiated functional expertise and providing an integrated approach in understanding the holistic interdependence of business activities), Glocalization (i.e. putting the perspective of going global with indigenous wisdom in business education), Humanity (i.e. business education with humanistic and ecological perspectives), and Transversality (i.e. highlighting the importance of openness in higher education with stakeholder participation).*

*Since its founding in 1949, Kyung Hee University has been distinctly committed to its mission, Creation of a New Civilized World, and its philosophy is based on humanity, democracy, and world peace. The long history of international peace activities initiated by Kyung Hee University, in collaboration with world's leading universities and the UN, has been a solid basis for the School of Management's commitment to innovative pedagogy and research, embedding in its ideology creative, ethical, and socially responsible business leadership throughout the curriculum and research agenda. One notable example of such leadership includes the fact that Kyung Hee University's School of Management hosted the first PRME Asian meetings in 2009 and 2010, which inspired PRME meetings in other regions.*

# PRME AS AN EXPLICIT PART OF THE ORGANIZATION'S STRATEGY

## LESSONS LEARNED
### CENTRUM CATÓLICA GRADUATE BUSINESS SCHOOL

*CENTRUM Católica Graduate Business School in Peru is among the first 60 signatories of PRME, becoming a signatory in 2008. The first thing that CENTRUM did right after joining PRME was to draft a change strategy, beginning with a revision of its mission, vision, institutional values and principles, institutional interests, institutional policies, and code of ethics, which included a wide range of transformations at the school.*

*That strategy included the creation of a high-level PRME Committee, which is chaired by the director general and CEO of the school, as well as the inclusion of all Six Principles of PRME in 100% of the MBA and DBA course syllabi, restructuring the curricula, creation of a PRME Student Chapter, and an ambitious PRME-related competence development programme involving all faculty and collaborators. CENTRUM also reoriented the research portfolio, including ten themes that are intimately related to PRME. This included reorienting the themes of conferences, workshops, and seminars, such as the week-long, annual International Week covering PRME-related themes, which involves approximately 600 alumni and executives from Peru's largest corporations. CENTRUM also created new magister orientations targeted to expand the application of PRME beyond the school, in fields such as responsible leadership, corporate social responsibility, responsible marketing, responsible consumption, creating shared value, and responsible entrepreneurship.*

*Professor Fernando D'Alessio, director general and CEO of CENTRUM Católica, said in 2014 that the ultimate purpose of the adoption and implementation of PRME is the transformation of business as we know it today: "We seek to transform the business graduates to then transform the raison d'etre of business, through responsible and transformational leadership that has a positive impact on the economy, markets, society, and planet Earth."*

*Today, the Principles of PRME are embedded in every programme at CENTRUM Católica, including MBAs, DBAs, Executive Education, online programmes, all MOOC-based education, in research, and all think-tank-like work, seeking to accelerate change in business and society within the framework of responsible leadership and sustainable development.*

# APPENDIX

## THE SIX PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

**As institutions of higher education** involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

**Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

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

**Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

**Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

**Dialogue:** We will facilitate and support dialogue 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.

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

# APPENDIX

## THE TEN PRINCIPLES OF THE UN GLOBAL COMPACT

The United Nations Global Compact's Ten Principles enjoy universal consensus and are derived from the:

- Universal Declaration of Human Rights
- International Labour Organization's Declaration on Fundamental Principles and Rights at Work
- Rio Declaration on Environment and Development
- United Nations Convention Against Corruption

The UN Global Compact asks companies to embrace, support, and enact, within their spheres of influence, a set of core values in the areas of human rights, labour standards, the environment, and anti-corruption.

### HUMAN RIGHTS

**Principle 1:** Businesses should support and respect the protection of internationally proclaimed human rights; and

**Principle 2:** make sure that they are not complicit in human rights abuses.

### LABOUR

**Principle 3:** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

**Principle 4:** the elimination of all forms of forced and compulsory labour;

**Principle 5:** the effective abolition of child labour; and

**Principle 6:** the elimination of discrimination in respect of employment and occupation.

### ENVIRONMENT

**Principle 7:** Businesses should support a precautionary approach to environmental challenges;

**Principle 8:** undertake initiatives to promote greater environmental responsibility; and

**Principle 9:** encourage the development and diffusion of environmentally friendly technologies.

### ANTI-CORRUPTION

**Principle 10:** Businesses should work against corruption in all its forms, including extortion and bribery.

# APPENDIX

## THE SUSTAINABLE DEVELOPMENT GOALS



In September 2015, the 193 UN Member States adopted a set of 17 global goals and 169 targets to **end poverty**, **protect the planet**, and **ensure prosperity for all** as noted in *Transforming our world: the 2030 Agenda for Sustainable Development.*

Learn more at www.un.org/sustainabledevelopment/sustainable-development-goals.

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

# APPENDIX

## UN GLOBAL COMPACT MANAGEMENT MODEL: FRAMEWORK FOR IMPLEMENTATION

This practical yet comprehensive tool was published in 2010 to help companies evolve their sustainability efforts. Comprised of six management steps, it guides companies of all sizes through the process of formally committing to, assessing, defining, implementing, measuring and communicating a corporate sustainability strategy based on the Global Compact and its principles. The model draws on widely accepted and understood management practices and is designed to maximize corporate sustainability performance.

Note the scope of the UN Global Compact Management Model focuses on the steps companies take once having made the commitment to the UN Global Compact. In addition, please note that this is a dynamic and continuous process designed to assist companies in achieving higher levels of performance over time.