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GOOD PRACTICES FOR IMPLEMENTATION OF PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION FRAMEWORK – RESEARCH RESULTS

Summary. In recent years ethical problems became the subject of special interest in academic and business environment as the risk connected with unethical behaviors of corporate leaders is visible in the light of crises caused by corruption scandals. For this reason many scholars draw increasing attention to the needs for the appropriate educating process of future managers.

However, there are some initiatives dedicated to improve the process, such as Principles for Responsible Management Education (PRME) which seems to be a useful instrument for business schools to develop their educating activity towards fulfilling ethical objectives.

In the paper author presents some organizational and educational practices applied by entities that adopted Principles for Responsible Management Education and published in Sharing Information on Progress reports. The analysis was based on over a hundred reports from 34 countries and was conducted in terms of over 50 criteria.

Keywords: responsible management education, ethical behavior, PRME

DOBRE PRAKTYKI WDRAŻANIA ZAŁOŻEŃ PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME) – WYNIKI BADAŃ

Streszczenie. Liczne skandale korupcyjne ostatnich lat zaowocowały wzmożonym zainteresowaniem problemami etyki biznesu zarówno w środowisku akademickim, jak i w środowisku biznesowym. Coraz więcej uczonych zadaje sobie pytanie o rolę szkół biznesu w kształceniu przyszłych pokoleń liderów i zwraca coraz większą

uwagę na potrzeby zapewnienia odpowiedniego (etycznego) procesu kształcenia przyszłych menedżerów.

Istnieją już pewne inicjatywy poświęcone usprawnieniu procesu nauczania odpowiedzialnych, etycznych przyszłych liderów biznesy, jak Principles for Responsible Management Education (PRME), które wydają się być użytecznym instrumentem dla szkół biznesu (zarządzania), umożliwiającym rozwijanie ich działalność edukacyjnej w kierunku wypełniania celów etycznych.

W artykule autorka prezentuje organizacyjne i edukacyjne praktyki stosowane przez podmioty, które przyjęły zasady Principles for Responsible Management Education i opublikowane swoje osiągnięcia w tym zakresie w raportach informujących o postępach we wdrażaniu PRME. Analiza została oparta na ponad 100 raportach z 34 krajów i została przeprowadzona pod względem ponad 50 kryteriów.

Słowa kluczowe: zachowanie etyczne, odpowiedzialne nauczanie, PRME

1. Introduction

The beginning of the current decade abounded with numerous corruption scandals and a financial crisis which became an inspiration to question the goals, position, and curricula of business schools.

This business ethics debate has resulted in a lively discussion about responsible management education and has been the subject of much scholarly attention in recent years (Moon & Shen 2010; Lane & Bogue 2010; Miller 2009; Christensen et al. 2007; Crane & Matten 2004; Matten & Moon 2004; Nicholson & DeMoss 2009; Swanson & Fisher 2008) as a sine qua non for responsibility in the world of business.

The universities have always played a major role in discovering the best ways leading to a good life for all. However, over the last years, business schools and business education were immersed in a wave of criticism as being responsible for moral ignorance of the business world.

Mitroff (2004) offers a particularly scathing assessment, saying business school faculty are “guilty of having provided an environment where the Enrons and the Andersens of the world could take root and flourish ... we delude ourselves seriously if we think we played no part whatsoever” (Mitroff 2004:185). Ghoshal (2005) provides one of the most discussed critiques of business school education. His primary thesis is that today’s business education, with its foundations in agency theory and economic liberalism, contributed significantly to the recent stream of unethical business practices (see: Neubaum et al. 2009).

As a consequence, business schools have had to provide their students not only with deeper understanding of such phenomena as globalization, innovation, etc., but also with ability to think and act wisely and morally.

Higher education is still perceived by the society in terms of its mission of discovering the truth, developing knowledge and educating citizens who will make this world a better place.

The quest for integrity in the business world and the educational system is not only a response to recent business scandals and new demands in the global business environment. It is also a result of the development of a new human-oriented perspective on business education in the twenty-first century. This new perspective is based on positive psychology where profit needs to be grounded in human flourishing (Dutton & Glynn 2008; Amabile et al. 2005; Rhee 2006; Carnevale & Isen 1986; Walsh, Weber & Margolis 2003; Stachowicz-Stanusch 2010a), spiritual aspects of individuals (Chakraborty & Chakraborty 2008; Harter & Buzzanell 2007; Rodriguez 2001; Williams 2003; McGuire 2010; Mitroff & Denton 1999; Barbee 2005; Lecker 2010; Sharma 2010; Wigglesworth 2006) and fascination of management science with the human brain and intelligence (see Keating 1978; Riggio, Messamer & Throckmorton 1991; Silvera, Martinussen & Dahl 2001; Cronin & Davenport 1993; Goleman 1995; Barling, Slater & Kelloway 2000; Cherniss & Adler 2000; Lennick & Kiel 2005; Gardner 1999).

Thus, although it is generally acknowledged that integrity “is at the heart of what effective business and education is all about,” executives seem ill-prepared to cope effectively with the challenges of leading with integrity in a global stakeholder environment. Furthermore, relatively little is known about how management education can prepare managers and professionals for those challenges. The author of this paper put forth the global initiative entitled Principles for Responsible Management Education (PRME) as the most compelling initial step to management education for integrity.

The main objective of this paper is to identify the best practices of implementing the Principles for Responsible Management Education basing on the analysis of 101 reports published by schools and universities that include actions undertaken in order to adapt six Principles.

2. PRME – its purpose and content

The Principles for Responsible Management Education (PRME), supported by the United Nations, is a global platform and an urgent call for business schools and universities

worldwide to fill that gap – and gradually adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities¹.

Those principles are:

- **Principle 1** 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.
- **Principle 2** 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.
- **Principle 3** Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
- **Principle 4** 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.
- **Principle 5** 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.
- **Principle 6** Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

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

More about the Principles of Responsible Management Education see: Stachowicz-Stanusch (2010b) and at website: www.unprme.org.

3. Research results

The research sample consists of 115 reports of Sharing Information on Progress being a part of the Principles for Responsible Management Education (PRME) initiative. The

¹ The PRME initiative is in significant part the result of the efforts led by the UN, AACSB International, EFMD, the Aspen Institute's Business and Society Program, EABIS, GMAC, GRLI, Net Impact, and other institutions. These organizations have conducted some of the major learning and educational initiatives on responsible management worldwide. The PRME project consolidates, frames and gives new momentum to this joint initiative, framing it entirely by internationally accepted values such as those portrayed in the United Nations' Global Compact on *Human Rights, Labour, Environment* and *Anti-corruption*.

original sample of 129 reports was constrained as some of the documents available on the source website were submitted in several parts. Moreover, a few of them were prepared in national languages. Those reports prepared in the have not been analyzed. As some schools submitted more than one report, there were analyzed publications of 101 schools and institutes. Reports come from 34 countries and most of them from USA (see: table 1).

Table 1

Research sample structure according to country

Country	Number of participating schools/institutes	Number of report submissions
USA	38	41
United Kingdom	9	9
France	6	8
Germany	3	7
Spain	4	6
Canada	4	4
Italy	4	4
Australia	3	3
Brazil	2	3
India	2	3
China	1	2
Finland	2	2
Turkey	2	2
Argentina	1	1
Colombia	1	1
Costa Rica	1	1
Denmark	1	1
Ecuador	1	1
Greece	1	1
Hungary	1	1
Ireland	1	1
Japan	1	1
Jordan	1	1
Lithuania	1	1
Monaco	1	1
Netherlands	1	1
Phillipines	1	1
Poland	1	1
South Africa	1	1
Switzerland	1	1
Trynidad & Tobago	1	1
Uganda	1	1
United Arab Emirates	1	1
Venezuela	1	1
TOTAL	101	115

Source: Authors' own study.

Reports analysis was based on six Principles being a framework for the PRME initiative that were extended into 54 criteria of report assessment. The criteria formulation was based on the in-depth analysis of organizational practices published in reports and matched with the appropriate Principle. In addition structures of reports were also analyzed and used for articulating four general info criteria. There are two general criteria within Principle one, extended in seven detailed categories. Within Principle 2 there were defined three general criteria and six categories for curricula content. Third Principle included four general criteria and seven examples of practices. Principle four was analyzed according to two criteria but extended in seven categories in total. Principle on Partnership included six criteria developed into fourteen detailed categories. There are two main criteria within Principle 5, which has seven detailed categories in total. All of the criteria are included in table 2.

Table 2

Criteria for Sharing Information on Progress reports analysis with examples

	General criterion	Detailed category	Example
Principle 1	Through students' initiatives	student clubs and organisations	<p><i>STUDENT INITIATIVES</i> <i>Net Impact</i> The Net Impact Chapter at Duquesne is made up of 23 active members, including night-time MBA, MBA Sustainability and graduate students of the Bayer School of Natural and Environmental Science. The goal of the club is to align business and environmental interests of students with a wide-range of activities and campus greening initiatives. Duquesne University, Palumbo-Donahue School of Business (USA)</p> <p><i>Students in free enterprises (SIFE) is one of the largest student organisations and is active in more than 40 countries. Since 2006 the EBS has had its own SIFE team.</i> European Business School (Germany)</p>
		students' participation in conferences, workshops, competitions and other events	<p><i>MICANVAS Colloquium International Business Competition is an annual competition hosted by Mudra Institute of Communication, Ahmadabad (MICA), India. The theme of the November, 2009 competition was the promotion of a new type of eco-label as a way to raise awareness about green products. Contestants were required to conduct marketing research and, based on the results, design a series of marketing strategies and communications plans to promote the eco-label locally.</i> <i>CEIBS MBA students Bobby Deng and Yuyu Chang bested five other international teams in the final round to win this years MICANVAS Colloquium International Business Competition.</i> China Europe International Business School (China)</p>

		students' organization of conferences, workshops, competitions and other events	<p><i>The 2009 Being Globally Responsible Conference (BGRC) was held June 6 and 7, 2009 on the Shanghai campus. Approximately 200 participants from business schools, universities and organizations across the globe, and members of the media attended this 4th annual event. The two-day, student-organized event included debates, speeches, workshops and panel discussions focused on various aspects of corporate social responsibility and sustainable business practices.</i></p> <p>China Europe International Business School (China)</p>
		case studies in curriculum	<p><i>Each course director has been encouraged to incorporate PRME within their course learning objectives, and to reflect this in recommended reading and the cases to be taught.</i></p> <p>Cranfield School of Management (United Kingdom)</p>
		(team) projects in curriculum	<p><i>The course provides experiences in leadership and teamwork against a clear set of criteria. Participants learn new methods for making decisions, working in teams, affecting and leading change.</i></p> <p>The Albers School of Business and Economics (USA)</p>
	Through curricula solutions (different ways for gaining capabilities)	projects for a company (or other organization)	<p>for companies:</p> <p><i>The ALTIS network of companies, financial institutions, industry clusters and Chambers of Commerce allows for the structuring of an Action Project customized to the specific interests of each participant. In particular, students will be involved with Italian firms that are operating or are planning to operate in their countries of origin. Our first group of students were given the opportunity to learn and develop professionally both in the class room and through internships in a variety of sectors, in businesses of different sizes, chosen on the basis of the student's individual interests: great names of industry, finance and Italian and international consultants such as Artsana, Perfetti, Telecom Italia, Auchan, Deloitte and Price Waterhouse Coopers.</i></p> <p>ALTIS the Postgraduate School Business & Society (Italy)</p> <p>for other organization:</p> <p><i>In 2008, a new graduate elective in our MBA program, MG799 — Business Sustainability□ was introduced. A major component of the course was student team projects involving the creation of sustainability plans for local not-for-profit organizations.</i></p> <p>Bentley University (USA)</p>
		other curriculum elements	<p>service learning:</p> <p><i>[The] course aims to view low income consumers in a different light, and discuss business practices and tools that enable companies to understand and address the challenges of serving this market. Field visits to poor communities are required to pass the course. Includes visits to firms serving this market and homes of poor consumers. Students must prepare a business plan to serve new markets.</i></p> <p>IESA (Venezuela)</p>

Principle 2	In curricula (content)	ethics and/or CSR courses in curriculum	<p><i>AIM is organized into schools offering master’s degree and non-degree programs. Since 2006, CSR has been integrated in AIM’s degree programs.</i></p> <p style="text-align: right;">Asian Institute of Management (Philippines)</p>
		legal responsibility issues in curriculum	<p><i>The Non-Executive Director Course: This seminar covers the following: the legal responsibilities of a NED; corporate governance (including the roles of the audit and remuneration committees); the dynamics of effective top teams; the characteristics of effective boards and NEDs; personal style in resolving boardroom disputes and finding NED positions; and the governance of responsibility and sustainability.</i></p> <p style="text-align: right;">Cranfield School of Management (United Kingdom)</p>
		financial (and fiscal) responsibility issues in curriculum	<p>financial responsibility: <i>ALBA offers academic programs and executive development programs. Social responsibility and sustainability values have been incorporated in both types of programs. The main aspects of the dissemination of knowledge and skills on social responsibility through education include: (...) integration of the concept of Corporate Social Responsibility in individual courses, such as Financial Accounting</i></p> <p style="text-align: right;">ALBA Graduate Business School (Greece)</p> <p>fiscal responsibility: <i>Particularly with its SMBA program, Duquesne incorporates the bedrock elements of ethics and fiscal responsibility into a global-minded program with environmental and human capital considered part of a multi-dimensional bottom line.</i></p> <p style="text-align: right;">Duquesne University, Palumbo-Donahue School of Business USA)</p>
		environmental responsibility issues in curriculum	<p><i>This course sets the groundwork for the strong economics teaching that the SOM provides throughout the MBA. A key case study based in China specifically addresses the dynamics of business growth and environmental resource scarcity, both of which affect the local economy’s ability to improve both economic and social sustainability. This course also includes a growth/environmental restriction question in its examination.</i></p> <p style="text-align: right;">Cranfield School of Management (United Kingdom)</p>

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		special programs for MBA	<p><i>The full time MBA programme is organised to provide an integrative learning experience, with the core areas of strategy, finance, marketing, operations, leadership and human resources approached in an integrated way through compulsory modules that focus on crosscutting themes.</i></p> <p><i>Since 2005, one of these cross-cutting themes has been sustainable business – a compulsory module for all MBA students. In the 2010 programme, informed by our ‘creating sustainable value’ learning framework, MBAs first engaged with a wide variety of people and different inputs, including social entrepreneurs from the Bromleyby-Bow Centre in east London, practising managers from FTSE100 companies, and investors from the City of London.</i></p> <p>Ashridge Business School (United Kingdom)</p>	
		practicum, internships	<p><i>The Sustainability Practicum (Spring and Summer) is the capstone experience of the 12-month MBA Sustainability program – an opportunity to integrate learning from coursework, consulting, international travel and professional development on a systemic level.</i></p> <p>Duquesne University, Palumbo-Donahue School of Business (USA)</p>	
	values in strategy		<p><i>The 2009-2012 strategy for Aarhus School of Business defines ‘sustainable growth through innovation’ as a core value and focus point for the entire business school – our research, study programmes, organisation and culture.</i></p> <p><i>In 2010/2011, we will continue to work on the implementation of the strategy and further develop our activities.</i></p> <p>Aarhus School of Business, Aarhus University (Denmark)</p>	
	values in code of conduct/ethics		<p><i>AIM’s Career Management Services Office continues to follow and implement the Placement and Internship Code of Ethics established in 2006. This aims to put in perspective deliverables from both students and recruiters, and to ensure that students and recruiters comply with placement rules.</i></p> <p>Asian Institute of Management (Phillipines)</p>	
	Principle 3	Institutional solutions	unit or person responsible for responsible management education	<p><i>The Centre for Responsible Leadership at IESEG has been created by members from all academic departments and our administration in order to bring our school to an internationally recognised high level of teaching and research in the field of Corporate Social Responsibility (CSR).</i></p> <p>IESEG School of Management (France)</p>
			procedures and norms connected with social responsibility implemented within educational process	<p><i>Student interest in CSR: An indicator of our accomplishments is the increased interest among students in CSR, which is reflected by the number of bachelor and master’s theses written on the topic.</i></p> <p>Aarhus School of Business, Aarhus University (Denmark)</p>

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	Evaluation	indicators, committees, surveys focused on evaluating responsibility of educational processes	<p><i>A longitudinal survey on ethics and corporate responsibility among Hanken students has been carried out by students within the subject Supply Chain Management and Corporate Geography.</i></p> <p>Hanken (Finland)</p> <p><i>Griffith MBA program has been ranked 27 in the Global 100 by The Aspen Institute Centre for Business Education for the Beyond Grey Pinstripes (BGP) research survey.</i></p> <p>Griffith Business School (Australia)</p>
	Infrastructure	laboratories, libraries, databases containing resources on resposable management	<p><i>Further to the implementation of various distance tools in 2005 (such as Cyberlibris, the virtual library) and in 2007 (virtual courses to be downloaded through Crossknowledge), Euromed Management has decided in 2009 to expand the use of its own distance learning systemic tool : Innovation School (...).</i></p> <p><i>Innovation School is also mainly a knowledge database, including over 300 inter-related concepts of management and includes a powerful semantic engine. Whenever needed, whether for a specific module, for an assessment, for a pro-act or for an internship, each student can browse through this global tool accessible from wherever in the world, and check his/her own level of understanding and acquisition of these concepts. Each student can therefore personalize his/her own learning path, by deciding individually to deepen his/her expertise in a special area whenever he/she feels so or needs so.</i></p> <p>Euromed Management (France)</p>
	Educational practices	conferences, seminars, symposia, discussions as educational practice	<p><i>This intensive ten-day seminar provides students with a broad understanding of the ways in which business strategies can create value at the base of the economic pyramid.</i></p> <p>Boston University School of Management (USA)</p>
e-learning, webinars as educational practice		<p><i>All the programs included online seminars (...).</i></p> <p>Educatis University and its Graduate Schools of Management (Switzerland)</p>	
study tours as educational practice		<p><i>Student Study Tours: Our Student Study Tours to Brazil and Chile in 2009 were arranged to ensure that students gained experiences and cross cultural awareness of business practices in dealing with sustainable development with hands on experience in terms of social responsibility and good corporate citizenship. Thus the role of business in society was underscored and our students were exposed to how private sector entities can facilitate societal development in a sustainable manner, particularly in developing economies / societies.</i></p> <p>Arthur Lok Jack Graduate School of Business (Trinidad & Tobago)</p>	

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Principle 4	Internal support	research unit (e.g. institute) focused on ethics/responsibility	<p><i>ESADE has five important research units that focus their activities specifically on the subjects of this fourth principle:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Institute for Social Innovation <input type="checkbox"/> Institute of Public Governance and Management <input type="checkbox"/> Institute for Labour Studies <input type="checkbox"/> Research Group in Entrepreneurship <input type="checkbox"/> Chair in LeadershipS and Democratic Governance <input type="checkbox"/> Center for Global Economy and Geopolitics <p style="text-align: right;">ESADE (Spain)</p>
		(financial) support for research teams	<p><i>Jacksonville University is currently offering (Fall 2009) a special topics course, EPA P3 Special Topics Course: Residence-To-Garden Greywater Delivery System. An interdisciplinary team of students and faculty is working together to design a system to capture rainwater, air conditioning water, and laundry wastewater to irrigate a garden on campus. Funding was secured by a grant.</i></p> <p style="text-align: right;">Davis College of Business, Jacksonville University (USA)</p>
		(financial) support for research projects	<p><i>The Applied Research & Innovation Department was established in 1995 and has conducted since then more than 30 research projects. Most of the applied research projects are financed by Public Funding Bodies such as the EC or Greek Ministries. However, there is a number of research activities which are self-funded by ALBA and focus on the creation of new knowledge for the societal well-being.</i></p> <p style="text-align: right;">ALBA Graduate Business School (Greece)</p>
		research agenda/plan focused on ethics/responsibility	<p><i>The current Chairholder has implemented a research agenda related to the follow for research areas and questions:</i></p> <ol style="list-style-type: none"> 1. <i>The Chinese firm of the future (...)</i> 2. <i>The Euro-China business relationship (...)</i> 3. <i>Global governance and the role of China (...)</i> 4. <i>The role of management education and training as an instrument of change (...)</i> <p style="text-align: right;">China Europe International Business School (China)</p>
		publications and conference presentations	<p><i>Major achievements in relation to the implementation of one or more Principles during the last 18 months:</i></p> <ol style="list-style-type: none"> a. <i>a significant number of publications on managerial responsibility and ethical governance (see attachment; Principle 4)</i> <p style="text-align: right;">IESEG School of Management (France)</p>
	Research results	gained awards for research activity	<p><i>The active research on corporate responsibility at the Discipline of Organizations and Management was rewarded with two significant awards in the year 2009. The leader of the group, Professor Minna Halme received a personal award of the Academy of Finland for her merits in improving the societal impact of science through participation in public discussions and distributing understanding of her field e.g. by popular writing (thus also serving the principle 6). The whole research group received an award of the Foundation of the School of Economics for good scientific quality and significant societal impact on a demanding field.</i></p> <p style="text-align: right;">Helsinki School of Economics (Finland)</p>

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		<p>currently conducted research on ethics/responsibility</p>	<p>Through CEREBEM and the Chairs, the School has been involved in a process of applied research since 2008:</p> <ul style="list-style-type: none"> - A project to guide sustainable development strategy for the store Auchan (in Gironde) was begun in 2008 by the E-Commerce and Retail Chair and the "Sustainable Development and Corporate Global Responsibility" (SD&CGR) Chair. In September 2009, the contract was renewed for three years. - Begun in August 2008, the action research project with the company Aquitanis was set up on the theme of: "Analysing decision-making processes and preparing a GCR framework" (SD&CGR Chair). This was renewed in 2009. - From 2007 to 2009, the SD&CGR chair, in partnership with the Caisse d'Epargne, worked on the creation and launch of a Foundation of companies on the theme of entrepreneurship and North-South cooperation. - In collaboration with Bordeaux IV University, the SD&CGR chair is participating in the ADAGE project, on the theme of "Sustainable Development, factor for sustainable regional attractiveness". - Since 2009: redefinition of the SATEL strategy (Société d'Economie Mixte landaise) based on sustainable regional development and discussions around a new form of governance (SD&CGR Chair). <p>BEM Bordeaux Management School (France)</p>
<p>Principle 5</p>	<p>unit or person responsible for contact with stakeholders</p>		<p>A new Executive in Residence –job was founded at the School in the beginning of the year 2010 in order to further develop the contacts of the school to business corporations.</p> <p>Helsinki School of Economics (Finland)</p>
		<p>educating executives</p>	<p>A series of Executive Training Workshops on Corporate Governance were offered to executives in Private and Public companies.</p> <p>Arthur Lok Jack Graduate School of Business (Trinidad & Tobago)</p>
	<p>Partnership with business</p>	<p>joint projects with business</p>	<p>In September 2008, Audencia concluded a partnership with the French Association of Diversity Managers (AFMD -Association Française des Managers de la Diversité) to conduct action-research involving Audencia's faculty and managers from AFMD's member companies, to organize common events to promote diversity and raise to awareness among students and alumni on the challenges of diversity management. Since September 2008, Christine Naschberger, in charge of diversity management in Audencia's Institute for Global Responsibility heads the AFMD's working group on the maintenance of handicapped employees in their jobs together with Dominique Bellion in charge of diversity management at the French bank BNP Paribas.</p> <p>Audencia Nantes School of Management (France)</p>

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	including business in educating process (e.g. leader speakers series)	<p><i>ALBA organized a special lecture at its premises in the framework of the "Meet the Architects of the Management Excellence Lecture Series", on February 12, 2009. Guest speaker was Mr. Yiannis Kalogirou, Marketing Director of P&G Beauty of Procter & Gamble Hellas S.A.</i></p> <p>ALBA Graduate Business School (Greece)</p>
	awards and other (financial) support for business	<p><i>FamigliaLavoro Award: A competition with the aim of highlighting the best projects implemented by companies in Lombardy for the reconciliation of work and home life and, for the business sector as well as for the public sector. The aim of the competition is highlighting the work undertaken by businesses and public bodies in Lombardy to devise and implement projects for their employees or the community in integrating working life with family life. The competition implies the following:</i></p> <ul style="list-style-type: none"> - Involving organizations in an in-depth informative campaign on this subject. - Supporting them in a process of growth towards greater awareness and advanced policies. - Incentivizing work-family integration policies and practices in Lombardy. <p>ALTIS the Postgraduate School Business & Society (Italy)</p>
Partnership with science and other schools	joint projects with science and schools	<p><i>SGH is actively participating in public discussions and dialogue on sustainability and CSR among various groups and stakeholders both at local and international level. Among them it is worth mentioning one of the largest conferences on CSR organised by SGH in cooperation with Wroclaw University of Economics resulting in joint publications.</i></p> <p>Warsaw School of Economics (SGH) (Poland)</p>
Partnership with (local) government	educating officials	<p><i>Professor Liebowitz conducted a workshop for the Western Pennsylvania Diversity Initiative in June 2010 on Implementing a Diversity and Inclusion Plan for managers in the Pittsburgh region. He also serves on the advisory committee of the Local Government Academy. This organization provides training and guidance to local township governments regarding governance practices, specifically on how to become an "employer of choice."</i></p> <p>Duquesne University, Palumbo-Donahue School of Business (USA)</p> <p><i>This one-day conference attracted scholars, business people and government and civil officials from several countries to explore the impact of CRS on corporate performance in China and in Europe.</i></p> <p>China Europe International Business School (China)</p>
	joint projects with government	<p><i>Alliances with National Government Agencies</i></p> <p><i>AIM has forged partnerships with the Department of Education for its personnel training; the Department of Energy, which designated the Policy Center as its key research and strategic partner; and the League of Cities of the Philippines for the City Competitiveness Program.</i></p> <p>Asian Institute of Management (Philippines)</p>

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Partnership with students	co-operation with student organizations	<p><i>EcologIE & the Net Impact Chapter, as students clubs have led a number of workshops to engage people across campus. We are involving them & the administrative staff in a mini film that promotes the activities of sustainability. Along with that, we are programming to show in our intranet the “advice of the week”, to promote actions of better practices among staff.</i></p> <p style="text-align: right;">Instituto de Empresa (Spain)</p>
	awards and other (financial) support for students	<p><i>The College of Business sponsored its first Ethics Essay Competition in 2010, awarding scholarships of \$1500 and \$1000 to the top winning entries. It is expected to continue this scholarship opportunity through the coming years.</i></p> <p style="text-align: right;">Business School University of Colorado Denver (USA)</p> <p><i>Hanken has offered financial support for Net Impact Hanken members to take part in the annual Net Impact conference in North America both in 2007 and 2008. Net Impact Hanken, a subchapter of the international non-profit MBA organization Net Impact (www.netimpact.org), is a student organization that works towards engaging future business leaders to improving the world.</i></p> <p style="text-align: right;">Hanken (Finland)</p> <p><i>The school’s Career Services team plays a critical role in helping IESE students identify job opportunities in the responsible business and development sector. Some 36 percent of job postings for corporate internships in the sector were in the area of social entrepreneurship, 17 percent in NGOs and 13 percent in micro-finance.</i></p> <p style="text-align: right;">IESE Business School (Spain)</p> <p><i>We support our student societies in a variety of ways including financial resources, access to information and advice, and we also encourage all staff and students to attend their events and activities (...).</i></p> <p><i>In 2009/10 we introduced a new scheme to promote friendship and support between students of different cultures and this is known as the Student Buddy Scheme. The aim of this project is to enhance students’ experiences within the University of Hull by providing opportunities for promoting cross-cultural communication and friendships across diverse groups of students.</i></p> <p style="text-align: right;">Hull University Business School (United Kingdom)</p>
	student exchange	<p><i>SFU Business and the Learning Strategies Group (Executive Education) have a history of partnering internationally, from student exchange programs and field schools to customized executive programs tailored specifically to organization and Government needs. In the previous year, the School hosted an executive program for Nigerian senior leaders, with a key theme being business sustainability and ethics.</i></p>

			SFU Business Simon Fraser University (Canada)
			con. tab. 2
Principle 6	Partnership with other organizations	networking, discussions and other of views exchange with students	<p><i>In order to facilitate the discussions between engaged students and responsible business leaders the EBS Institute of Business Ethics has started a Business Ethics Roundtable in 2007. It meets twice a year and provides an open forum for the exchange of ideas and concepts regarding ethics and corporate responsibility between committed business leaders, faculty members and students of EBS.</i></p> <p style="text-align: right;">European Business School (Germany)</p>
		joint projects with other organizations (NGOs)	<p><i>A good example for an ongoing dialogue between EBS and NGO's is rendered by the student association Make A Difference e.V. (M.A.D.). It was founded at European Business School in 2005 after 15 students had spent one week of their first semester in a ghetto and build a house for and together with an impoverished family. Since then, the association has grown to a total of over 100 members, with an increasing proportion of EBS' alumni. Five house building trips have been made, funded by the participants and their engagement in fundraising activities. In addition to the house building trips M.A.D. is also concerned with other projects that promote the association's objectives.</i></p> <p style="text-align: right;">European Business School (Germany)</p> <p><i>Joint Seminars: The Centre for Corporate Responsibility partnered with the local chapter (Trinidad & Tobago) of Transparency International and hosted public seminars on the business principles for countering bribery in organizations.</i></p> <p style="text-align: right;">Arthur Lok Jack Graduate School of Business (Trinidad & Tobago)</p>
		awards and other (financial) support for organizations	<p><i>CSI has joined PricewaterhouseCoopers and the Institute of Chartered Accountants to organise and sponsor the 2009 Transparency Awards, designed to recognise the quality and transparency of reporting in the third sector. The Transparency Awards give third sector organisations a valuable opportunity to prove that they take seriously the issue of accountability for financial and organisational management. All award entrants received scholarships to the CSI advanced executive course on financial management and reporting in the third sector.</i></p> <p style="text-align: right;">Centre of Social Impact (Australia)</p>
	Communication tools	symposia, conferences, seminars as communication tool	<p><i>Ever since the school was established, we perceive ALBA as a Global Citizen, physically in one location but interacting with communities and stakeholders globally. This aspect of our operations has been one of the key characteristics of our development expressed and continuously enhanced through international faculty, international students, international research, international research collaborations, international memberships and participations, international</i></p>

			<p>conferences and contests. ALBA Graduate Business School (Greece)</p>
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	blogs, newsletters, websites as communication tool		<p><i>The objective of the Global Responsibility blog created in December 2004 is to diffuse widely the practices and research of the Institute for Global Responsibility of Audencia. The blog makes it possible to discover, through the observation of Audencia faculty, innovative practices set in place by firms, and to become informed of the latest publications in this domain. Since its launch, the blog has had more than 35,000 visitors.</i></p> <p>Audencia Nantes School of Management (France)</p> <p><i>The ALBAnac is a quarterly newsletter including information and news about any new ALBA activities, ALBA alumni and other ALBA stakeholders. The ALBAnac is circulated to the newsletter receivers by e-mail. It is also available through the ALBA website (www.alba.edu.gr/newsletters).</i></p> <p>ALBA Graduate Business School (Greece)</p>
		magazines, reports as communication tool	<p><i>Publishing Articles about Responsible Management Education: ISBS publishes articles in Newspapers of repute in India about Responsible Management Education and role of PRME in signifying the relevance of its Principles, thereby creating awareness in the general public about sustainability.</i></p> <p>Indira School of Business Studies (India)</p>
	Best practices (exemplification)	use of renewable energy, emission reduction, etc.	<p><i>Our Director of Facilities, Shelley Kaplan, has worked tirelessly on our Green Campus Initiative, which has worked to improve lighting to reduce lighting levels and energy use, better exhaust and ventilation rates to meet industry standards, and optimizing computer usage. As a result of these simple practices alone, Babson's energy use was down 6 percent in one year.</i></p> <p>Babson College (USA)</p> <p><i>The Campus has received numerous awards for environmental sustainability and recently won the 2009 Times Higher Education Awards - Estates Initiative of the Year. The recent campus expansion has achieved significant carbon savings through several green technologies and University-wide recycling rates have improved from 4% (2004/5) to 29% (2007/8). Water saving measures have been introduced (e.g. replacement of water dispensers with mains drinking water outlets). There is a green energy procurement policy. Transport measures include free inter-campus shuttles; additional bus routes to City; green estates transport; strategy for cycling (including expansion of bicycle parking space; and a tax free cycle purchase scheme).</i></p> <p>Nottingham University Business School (United Kingdom)</p>

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		<p>responsible HR policies</p>	<p><i>We are focusing on our own use of resources, CO2 emissions, waste, management of subcontractors, HR policies and our overall contribution to society.</i></p> <p>Aarhus School of Business, Aarhus University (Denmark)</p> <p><i>On top of what the Greek Employee Legislation specifies about the employee rights, an additional number o benefits have been applied for our employees:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>An additional private program, to cover expenses for health issues both for our employees and their family members</i> <input type="checkbox"/> <i>A pension fund program, whose invested funds can be obtained upon the employee's departure or retirement from the Organization</i> <p>(...)</p> <p><i>In addition to the above mentioned policies, ALBA has been supportive to its people in every aspect of their professional and personal life. Many employees (more than 12 during the last three years) have got full scholarships to study at the ALBA Master programs, or full funding for their undergraduate studies at other Universities. The personal and professional development for both our employees and our students is a top priority.</i></p> <p>ALBA Graduate Business School (Greece)</p>
		<p>contributions to society</p>	<p><i>Each year, for instance, curriculum based service-learning courses are offered in South Africa and Ghana, respectively, in which students study the economies, histories, and cultures of the countries while teaching entrepreneurship to youth in disadvantaged areas (South Africa) or to community members (Ghana).</i></p> <p>Babson College (USA)</p> <p><i>Another initiative is Frankfurt School Charity which raises funds to support a foster child in a children's home in Bolivia. The society hosts a number of events each year: a charity run, a cake-sale and a Christmas jamboree. The proceeds are used to pay for the foster child's toys, clothes and books. Typically, at least one of the students would visit the foster child during travels or the semester abroad and bring back personal stories of the child's development. In short, the members of the society agree to accept responsibility for the wellbeing of another, less well-off individual.</i></p> <p>Frankfurt School of Finance & Management (Germany)</p>

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		<p>other examples of campus best practices</p>	<p>a car-sharing station on the university campus <i>Responsible transport:</i> <i>Setting up a Car-sharing service at BEM, in partnership with the cooperative AutoCool: since October 2009 BEM has had the first car-sharing station on the Bordeaux university campus.</i> BEM Bordeaux Management School (France);</p> <p>film festival on global responsibility <i>In order to raise the awareness of the current economic, social and environmental challenges, the students of Audencia's Global Responsibility Track organize an annual film festival in the area of Global Responsibility.</i> Audencia Nantes School of Management (France)</p> <p>or fair-trade products at the school's cafeteria <i>One of Audencia's first priorities when implementing the Global Compact was to promote fair-trade products. The school has decided to act as an example. Since the end of 2005, it is possible to buy fair-trade coffee and tea at the school's cafeteria. All coffees, teas and orange juices the school offers to its numerous guests are fair-trade products.</i> Audencia Nantes School of Management (France)</p>
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Source: Author's own study based on research analysis.

4. Conclusion

Why is it worth to implement Principles for Responsible Management Education? There are some reasons, such as:

- **Sustainability and corporate responsibility have become business-critical:** 93% of respondents believe that sustainability issues are important or very important to the future success of their business.
- **Recent crises have increased the business value of sustainability:** 80% of CEOs believe that the economic downturn has raised the importance of sustainability as an issue for top management, while 74% say that they have aligned it more closely with core business.
- **Management education has a vital role to play in driving progress:** 88% of CEOs surveyed believe that to reach a “tipping point” – the point where sustainability is embedded within the core business strategies of the majority of companies globally – it is important that educational systems and business schools equip future leaders with the mindsets and skills needed to manage sustainability.

- **More content and discussion of business ethics and corporate responsibility in core MBA courses are needed:** MBA students are concerned about how well their business schools are preparing them to manage value conflicts, as evidenced by the fact that one out of five respondents felt that they were not being prepared at all (www.aspenbe.org).

John Russell mentioned that “students at top schools can still complete their degree without ever contemplating the notion of corporate social responsibility” (www.ethicalcorp.com; Ethical Corporation 2006). In 2006 and 2007, Net Impact applied surveys to undergraduate and MBA students in order to analyse their perspectives on the relationship between business and social environmental concerns. The results revealed that 73% of undergraduates, compared with 78% of MBA students, agree that the subject of CSR should be integrated into required classes in college business/ management programs; 74% of undergraduates, compared with 70% of MBA students, believe that universities should place more emphasis on training socially and environmentally responsible individuals than they currently do; 49% of undergraduates, compared with 60% of MBA students, agree that CSR makes good business sense because it leads to financial profits; and 78% of undergraduates, compared with 82% of MBA students, believe that CSR is the right thing for companies to do (www.netimpact.org).

The Principles for Responsible Management Education initiative supports these efforts by²:

- Providing a framework for business schools and other academic institutions to position themselves as innovators and leaders in integrating sustainability and long-term value creation into management curricula and research. Participating in PRME helps to be “ahead of the curve” in the race to the top.
- Giving participants access to a global learning community of like-minded academic leaders and faculty.
- Serving as a means to recognize an organization’s efforts to incorporate sustainability and corporate responsibility issues in teaching, research and internal systems.

Rigor, conviction, commitment, resilience and dialogue are powerful tools to make transformation happen. PRME is a global and urgent call, but the tone it sets is one of gradualism, a constant spirit of improvement³. A rigorous and serious commitment to walk the talk is what it is important here.

² Source: <http://www.unprme.org/resource-docs/PRMEBookletIndividualpagesFinalHIREScropmarks.pdf>.

³ Source: <http://www.unprme.org/resource-docs/PRMESIP1stAnalysisReport2008June2010.pdf>.

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