

3RD GLOBAL FORUM FOR RESPONSIBLE MANAGEMENT EDUCATION: The Future We Want

PARTICIPANT GUIDE

Setting the Context: Developing the 3rd PRME Global Forum

The 3rd PRME Global Forum on 14-15 June 2012 will be the official platform for management-related Higher Education Institutions (HEIs) at **Rio+20** – the United Nations Conference on Sustainable Development – and the **UN Global Compact Corporate Sustainability Forum**.

Marking the 20th anniversary of the 1992 United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro, the Rio+20 Earth Summit will bring the world together in Rio de Janeiro, Brazil, to discuss and decide how to accelerate action for a *healthier, more equitable and prosperous world for all*. **The Forum and Summit provide us with an opportunity to plan for the future we want.**

As Rio+20 will highlight, critical action is required from all major actors in business, government, and society to build the foundation for a sustainable *global economy, society, and biosphere*. Business schools, management-related academic institutions, and universities have a unique role to train current and future generations to lead this process. However, as a global sector, management education must make considerable change to be at the forefront of innovation and progress for sustainable development.

This guide is intended to facilitate your participation in the Global Forum. We ask that you carefully read and reflect on the first 6 pages of the document; an Appendix is also included that provides further information on the background discussions that led to the creation of this guide.



Figure 1: 3rd PRME Global Forum in the context of Rio+20

Global Forum Outline

Guiding Question(s)

Organized by the Principles for Responsible Management Education (PRME) Secretariat of the UN Global Compact Office, with the active support of PRME participant institutions, the PRME Steering Committee and strategic partners, the 3rd Global Forum (GF) will provide a space to discuss and mobilize action around two fundamental questions:

- 1. What is the role of management and leadership education in society for the future we want?**



2. How can the PRME initiative facilitate individual and systemic change within higher education as the community mobilizes action toward achieving the Rio+20 vision on sustainable development?

Goals of the Global Forum

As the main meeting for the PRME community taking place every two years, the 3rd Global Forum for Responsible Management Education aims at taking stock of the PRME initiative, ensuring that the voice of signatories is heard as genuine owners of the initiative, generating traction and outreach, and providing overall direction to the initiative. The main goals of the 3rd Global Forum are to generate:

1. An agreed concrete plan of action on how to move forward for:
 - Individual schools to start and/or lead initiatives within their own organizations;
 - Groups of schools and their stakeholders to collaborate together on projects; and
 - PRME as an initiative to further enhance its value as a learning and action network.
2. A statement (1) highlighting the contributions and commitments of the management education sector for actions for sustainable development over the next decade, and (2) outlining support required from governments and industry to enable this action. The GF Outcomes Document will be presented to the Rio+20 Corporate Sustainability Forum, Rio+20, the Education for Sustainable Development agenda, and governments.

Methodology

As in previous years, our goal is to maximize the interaction of participants at the Global Forum and to build an action-oriented program. The overall design of the two-day GF agenda follows the format of “Sustainable Strategy Inquiry,” which is based on “Pragmatic Inquiry[®]” (see <http://pragmaticinquiry.org/>). This approach requires the active engagement of all participants and their openness to hands-on learning.

In preparation for the Global Forum, we ask that you read this Participant Guide and think about preliminary responses to the questions that will be posed during the Forum itself – and specifically about the strategy challenges, barriers and issues you face; and your preliminary answers. As a way of maximizing the value of the Forum, be prepared to work with these strategy issues within your own organization (your business schools or department of management as appropriate), and for PRME as an initiative.

The forum will be divided into **three 60-minute plenary sessions featuring expert panel discussions** conducted in “Question & Answer style. Each session will be followed by a **60-minute facilitated table discussion, with focused feedback to the plenary to ensure knowledge sharing among participants. Feedback is sought on concrete action plans** which you would like to initiate or continue at your school, within a partnership of schools and/or other partners, as well as for PRME as an initiative. A summary of the proposed action plans will be presented at the closing session. There will be 30 tables with ten participants each and a Table Discussion leader. Participants will be randomly assigned to a table for Session I, with the opportunity to select focused table discussions in Sessions II and III.



At the conclusions of the Forum, there will be time to compare and reflect on your beginning thoughts with what you have learned in the Forum – leading to new strategies and action plans for us all.

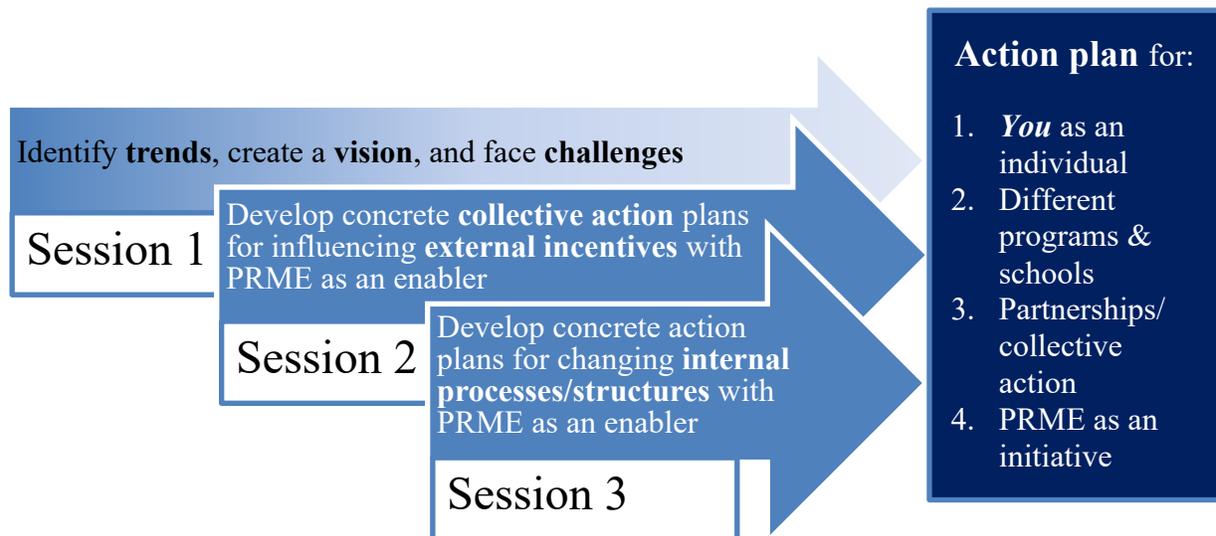


Figure 2: The Flow of Three Sessions

The 3 sessions and discussion questions are as follows:

SESSION I: BUSINESS PRACTICE FOR ACHIEVING SUSTAINABLE DEVELOPMENT

Session description: *To set the stage, this session will examine current trends and potential pathways to achieve sustainable development. Global leaders will help identify top priorities for the next twenty years and make the case for urgent change and collaboration necessary to achieve the future we want. HEIs have a unique role to spearhead this process by providing thought leadership and training responsible leaders for the future we want.*

The main question of Session 1: How should sustainable development affect the management education sector?

- **Question 1:** What is the role of management and leadership education in society in achieving/attaining the future we want?
- **Question 2:** Given the envisioned (future) role of management education, what major issues and challenges do you see in implementing the answers/responses to Question 1?

<p>1. <u>Role of management/leadership education</u></p>	<p>2. <u>Major issues & challenges</u></p>
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SESSION II: SETTING THE INCENTIVES FOR RESPONSIBLE MANAGEMENT EDUCATION

Session description: Following the previous afternoon's discussion, and building on the insights from previous PRME meetings, Session II revolves around the external factors that encourage change within the global business/management school system and the challenges of managing those change processes. This session will look at some of the key drivers, including: accreditation and rankings; student demand; political /legislative change affecting curricula, and funding at the national level.

Building on the concrete outcomes from Session 1, participants will have the opportunity to select a focused table discussion on a specific external incentive, with the goal of identifying ideas for collective action, needed resources and support, and specific action steps that could enable this external incentive to become a driver for responsible management education.

The main questions of Session 2: What are the external incentives (e.g., accreditation, rankings of business schools), and how can they further support the values of sustainable development and responsible management education?

- **Question 1:** What are the possible collective actions to influence and to (further) align this external incentive (see explanation above) to implement responsible management education?
- **Question 2:** What assets, leverage points, and capabilities of PRME and other partnerships and actors (e.g. governments, companies, others) can be tapped?
- **Question 3:** What specific action steps should be taken to implement these solutions?



1. **Your ideas for collective actions**

2. **Capabilities, assets & leverage points of PRME & other partners**

3. **Specific action steps**

SESSION III: INNOVATION IN PRACTICE: INTEGRATING (CORPORATE) SUSTAINABILITY INTO EDUCATION, RESEARCH, BUSINESS MODEL AND CAMPUS LIFE

Session description: *Once a Higher Education Institution starts to integrate the values of the UN Global Compact and PRME, challenges and opportunities arise around how to adapt its core business model, teaching methods, research, and campus practices. This session will highlight inspirational examples as well as resources and tools for successful implementation of the Principles.*

Building on the outcomes from Session 1 & 2, participants will have the opportunity to select a focused table discussion on a specific dimension of individual school activity (e.g., faculty development, curriculum, research, pedagogy), with the goal of identifying ideas for individual



school action, needed resources and support, and specific action steps that could enable this internal incentive to become a driver for responsible management education?

The main questions of Session 3: What are the challenges, opportunities, and successes by individual schools to (further) implement responsible management education? How can PRME help in this process?

- **Question 1:** What are the solutions/activities that individual schools have used (or can use) to implement responsible management education?
- **Question 2:** What assets, leverage points, and capabilities of PRME and other partnerships and actors (e.g. governments, companies, others) can be tapped?
- **Question 3:** What action plans are you prepared to take as an individual, in your organization, and what could PRME do to support your initiative?

1. Your ideas for & experience with individual schools

2. Capabilities, assets & leverage points of PRME and other partners

3. Specific action steps

We appreciate your willingness to engage actively in the 3rd Global Forum and to work with colleagues of the PRME community to create the future we want!



Appendix: Background Discussion Points

Below is a list of 5 core questions – structured around the three plenary sessions – that have guided us in developing the Participant Guide. This document has gone through several iterations with the GF Steering Committee and the Table Discussion Leaders during two Webinars (March 13th and 14th), with subsequent consultations by email. Our goal was to develop a guide that would facilitate the table conversations and analyses during the forum.

Each table will be facilitated by a Discussion Leader. Discussion Leaders have been invited based on (1) active engagement in a PRME working group or project (2) with a view to provide regional and stakeholder balance. The 5 questions and issues that follow are based on our previous and ongoing work in the PRME community and on key reports and work streams that will be presented at the 3rd Global Forum.

As you read this document prior to the 3rd Global Forum (such as on the flight to Rio...), please build on the ideas outlined or revise them as you see fit by drawing on your own experience, from the:

1. vantage point of the role you have in your school (e.g., PRME contact person, “change agent”); *and*
2. perspective you have in PRME projects (such as a PRME working group, etc.).

PLENARY I: BUSINESS PRACTICE FOR ACHIEVING SUSTAINABLE DEVELOPMENT

Session description: *To set the stage, this session will examine current trends and potential pathways to achieve sustainable development. Global leaders will help identify top priorities for the next twenty years and make the case for urgent change and collaboration necessary to achieve the future we want. HEIs have a unique role to spearhead this process by providing thought leadership and training responsible leaders for the future we want.*

QUESTION 1: VISION FOR MANAGEMENT AND LEADERSHIP EDUCATION FOR THE 21ST CENTURY

What is the role of management and leadership education (teaching, research, thought leadership, service, partnership and dialogue) in society in achieving/attaining the future we want?

ILLUSTRATIVE ISSUES/QUESTIONS

- **The traditional role of management education** has been frequently understood as helping managers and organizations to become more effective and efficient, to steward the learning of current and next generation leaders in business, and to create and disseminate new knowledge about management and organizations in ways that influence both theory and practice. How should management education’s vision, roles and purposes be defined for the future we want? What does the term *responsible management education* mean in terms of our understanding of the roles and purposes of management education?



- **Responsible management** for a sustainable company reflects (1) long-term growth of the company in (2) ways that cause positive impacts and benefits for the company, society and the planet, (3) through innovation in products, services and processes, and (4) in dialogue with company shareholders and stakeholders.
- What broader roles do/should company leaders and managers play in the transformation of society, particularly given the power that many companies have today? How does this differ for small and medium-sized enterprises (SMEs)?
- What role should the wider range of **business-related functional areas** – marketing, finance, operations – play in education for responsible management? Do we need to transform the content of traditional management disciplines – Strategy, Finance, Accounting, Operations, Management Systems, Human Resource Management, Marketing? What role can/should the **arts and sciences** play?
- Do we need renewed effort in terms of **applied research** in order to give theoretical underpinnings to a new definition of the role of management and the firm? Given the prevailing incentives structure and paths for research publication in the management education sector, what steps are needed to ensure highly regarded and influential research on sustainability and globally responsible organizations? What role might PRME play in helping to shape this fundamental and core concern for the future of management education?
- Management educators and our research can also help **shape and influence public debate**, through thought leadership. What role should business school faculty play in the role of “public intellectuals,” through their publications and contributions to public dialogue and debate outside the classroom? How might business school faculty help to influence broader cultural norms and the consensus about what is commonly expected of businesses and business leaders?
- Business schools are also uniquely placed to convene **dialogue and partnership** between organizations in different business sectors, and across different actors in society like governments, civil society organizations, consumers, media, students and other interested stakeholders. What role should business schools play? What role should business schools play within the context of the larger university?
- **As the world and our desired goals and objectives change**, the context for doing business changes as well – which aspects of the past are still relevant and what needs to be rethought or thought anew?
 - How should the **purpose of the firm** be defined for the future we want? To what extent is it necessary to re-conceptualize the theoretical underpinnings of corporate strategy (e.g., deconstructing theories such as shareholder value maximization or agency theory in a world where sustainability is central, defining what it takes to be an effective leader, manager and business professional in the future we want)? How do ideas about business purpose differ in developing/emerging nations and how should these be incorporated into our understanding of business purpose in the future?



- What constitutes management education’s “**social license**” to operate? Has it been undermined by the recent financial and economic crises? Is a universal definition of the purpose and social license of management education possible? To what extent does the definition depend on national or regional contexts? Are there universal values of sustainability and globally responsible leadership that, although shaped by diverse cultural influences, can provide legitimacy for management education everywhere?
- What should be the core emphases of management education for the future we want? Currently much of the management education establishment focuses on educating for analytical and technical skills – how can we ensure that “**softer**” and **systems thinking skills** are sufficiently covered (e.g., interpersonal skills, emotional and cultural intelligence, communication, leadership abilities)?
- **Pedagogy**: What is the appropriate mix of traditional approaches – case studies, simulations, lectures – with more experiential and action learning approaches? Novel approaches?
- **In creating the future we want**, *responsible management education* can play a crucial role in helping today’s and tomorrow’s business leaders understand and make sense of a changing world: 1) helping them develop a view about the “future we want” and 2) equipping them with the strategic/critical thinking skills to lead the way.
- **PRME 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.” In other words, who do we want our students to become?
 - What does being “**future generators of sustainable value**” encompass? How can we guide our students toward that leadership path? What types of education and educational experiences enhance the capacity to generate future sustainable value? How do we capture these goals in the learning outcomes in our programs?
 - What **types of enterprise** do we need to create the future we want?
 - What is our **vision of a global inclusive economy** (both the “why” and the “what”), where corporations are part of the solution? What analytical and operational tools are needed to facilitate long-term shared value creation for the company, society and the planet?
 - What types of **skills** do we want our students to develop – complex decision-making in interconnected and uncertain environments, innovative leadership, mediation skills, collaboration, cooperation to compete, and so forth? Which personal competencies are needed (e.g., integrity, creative and critical thinking, reflectivity)? How can we identify and collaborate with our internal and external stakeholders in this process?
- *Other points, issues and questions . . .*



Your points & thoughts ...**QUESTION 2: CHALLENGES AND BARRIERS**

Given the envisioned (future) role of management education, what major issues and challenges do you see in implementing the answers/responses to Question 1?

(NOTE: Preliminary answers to this question take into consideration points raised at previous PRME meetings; see in particular the issues raised in the PRME 2011 Summit Outcomes Document – challenges, and learning from PRME projects and working groups.)

ILLUSTRATIVE ISSUES/QUESTIONS

- **Faculty:** There is a need (1) to shift mindsets and culture, experience, skill sets and awareness of the broader functions and purpose of management and leadership education in society, (2) for faculty to reflect on the changing purpose of management education and its implications for their own research and teaching, and (3) for reflective engagement among faculty members.
 - Should we focus on working with **active change agents** and the vast middle ground who are open to change? This notion suggests following a “preaching to the choir” approach: at this stage invest our time effort and resource in faculty who are already motivated to change but are not yet changing, and try to enroll those who are interested by providing engagement opportunities, new course materials and pedagogical strategies, and research opportunities in arenas related to the future we want.



- For those not interested in engaging at this point, ensure ongoing **opportunities for dialogue**, both as a means to keeping lines of communication open and as a way to test and refine the positions of those faculty who are engaged.
 - How can we foster a **systemic approach to faculty engagement** on sustainability and corporate responsibility teaching and research? How can we overcome the frequent lack of resources to encourage and assist faculty in developing new materials?
- **Deans:** It is essential that deans provide leadership and support, recognizing faculty accomplishments in the responsible management arena, and provide institutional support for committed and motivated faculty, as well as facilitating the voluntary engagement of students. How can deans be engaged, informed, and enrolled in developing management education that evolves toward the future? How might we approach those situations in which a dean may lack interest but there is bottom-up awareness/demand from faculty and students? How do we approach situations in which deans actively resist change?
- **Research standards:** How can we facilitate faculty need for research publication in A and B Journals and the lack of legitimacy of such new topics as sustainability or social entrepreneurship? What role can responsible management research play in adding to our knowledge, beyond the small universe of published journal articles? How do we shift attention away from criteria such as A and B journals and citation counts to more meaningful measures of impact, such as impact on practice, real contribution to knowledge, and a broader array of scholarly approaches than A/B article production (e.g., books, policy reports, blogs, public appearances)?
- **Other incentive structures:** Both internal and external incentive structures commonly do not support and reward the innovation we need for the future we want. How can we build on those incentive structures (e.g., the past Beyond Grey Pinstripes rankings) that focus on these areas?
 - **Internal:** faculty performance management systems, what counts for promotion / tenure, and so forth
 - **External:** rankings, accreditation, journals, and so forth
 - **Institutional:** expectations placed on business schools by the universities of which they are part
- **Corporate demand:** While many prominent business leaders are now vocal advocates for a new kind of business leadership, which requires new mindsets and new skills (see in particular the issues raised in **PRME Document “Leadership in a rapidly changing world”**), it remains the case that this view is largely not featured in key attributes in recruitment and when procuring executive education. How can “demand” from corporations for leader-managers with the skills businesses claim they want actually be developed?
- **Student demand:** While a growing number of students express an interest in having the kind of management education needed for the future we want, it remains the case that many do not and many others are skeptical or indoctrinated into the existing dominant paradigm. How can student engagement in building the future we want be generated? How do we identify and engage with those firms that can provide us with a “proof of concept” (e.g., closer cooperation with GC companies and PRME schools)?



- **Integration:** Implementation of responsible management only at the graduate level may not be enough. How can we influence education at all levels, from undergraduate to graduate to executive, ensuring that management and leadership education is focused on the future we want?
- *Other points, issues and questions . . .* Should we be working on developing future leadership in forums other than business schools in the recognition that leaders come from all disciplines? What types of life-long learning curricula would be helpful as leaders and managers progress through their careers?

Your points & thoughts...



PLENARY II: SETTING THE INCENTIVES FOR RESPONSIBLE MANAGEMENT EDUCATION

Session description: Following the previous afternoon's discussion, and building on the insights from previous PRME meetings, Session II revolves around the external factors that encourage change within the global business/management school system and the challenges of managing those change processes. This session will look at some of the key drivers, including: accreditation and rankings; student demand; political /legislative change affecting curricula, and funding at the national level.

QUESTION 1: COLLECTIVE ACTION FOR CHANGING EXTERNAL INCENTIVES

What are the collective solutions to influence and to (further) align this external incentive to implement responsible management education?

*(NOTE: Preliminary answers to this question should take into consideration points raised at previous PRME meetings, see in particular the issues raised in the **PRME 2011 Summit outcomes document - solutions**)*

ILLUSTRATIVE ISSUES/QUESTIONS

- **Stakeholder Engagement:** What do we need to do to more fully engage with our key stakeholders to raise awareness and action related to corporate sustainability?
 - **Corporate:** How can we facilitate UNGC and other companies in partnering in research to sustainability-related issues as well as helping develop teaching case that build toward the future we want?
 - How can we influence expectations that UNGC companies will make more effort to vocally advocate the need for future leaders to have a different mindset and skill (e.g., recruiting criteria, executive education decisions)? What types of engagements between management educational institutions and businesses will help build these necessary connections?
 - How can we ensure that UNGC companies add their voice to debates calling for change in accreditation and rankings and other external structures (e.g., national government structures) so that the future we want prominently figures in their descriptions of their needs and desires?
 - **Students:** How can we make the value argument with our students? How do we capture the value of being a “sustainable executive” or show the value of sustainable companies (e.g., in negotiations, reducing risks of environmental and social crisis)?
 - What types of “smart tools” will best facilitate student engagement (e.g., case or project competitions, internships or jobs with best practices companies, presentations by former students working on corporate sustainability initiatives).
 - **Accreditation Bodies, Rankings Providers, Government Regulators:** How can we engage with these bodies (and the stakeholders that influence them) to promote change in the external incentives regimes of business schools to support and promote greater and faster embedding of the PRME principles across the management education sector?



- **Professional Associations:** How should professional associations (e.g., the Academy of Management, Academy of Marketing, Strategic Management Society) be engaged on the question of developing the type of leaders needed for the future?
- **Other Stakeholders ...**
- *Other points, issues and questions . . .*

Your points & thoughts ...

QUESTION 2: PRME'S ROLE

What assets, leverage points, and capabilities of PRME and other partnerships could be tapped?

ILLUSTRATIVE ISSUES/QUESTIONS

How can PRME continue to:

- Complement our mission/align with our values
- Provide a framework/structure
- Help secure support and coordination internally
- Serve as an effective learning tool
- Create a community to share ideas and learn from
- Facilitate dialogue externally, particularly by convening key stakeholders that can influence system change in management education
- Provide legitimacy for chosen strategy and increase visibility
- Provide credibility as a UN initiative
- Challenge us to think about things differently



- Help us stay relevant and up to date
- Convene deans and faculty change agents within business schools on global level and connect change agents across schools to share learning and offer mutual support
- Bring greater visibility to efforts and initiatives at member schools
- Reach out to non-PRME schools and universities to achieve the goal of 1,000 PRME schools by 2015 (as declared at the 2nd Global Forum)
- Provide a platform for “public conversations” about the changing role of business and business education?
- Create value to schools, students and organizations
- *Other points, issues and questions ...* Given that there are some 13,000 business and management education programs today, how can/should PRME reach out to the vast majority that are not associated with this initiative? What, if anything, should PRME do about non-business school providers of management education (e.g., consulting firms, independent actors, businesses)?

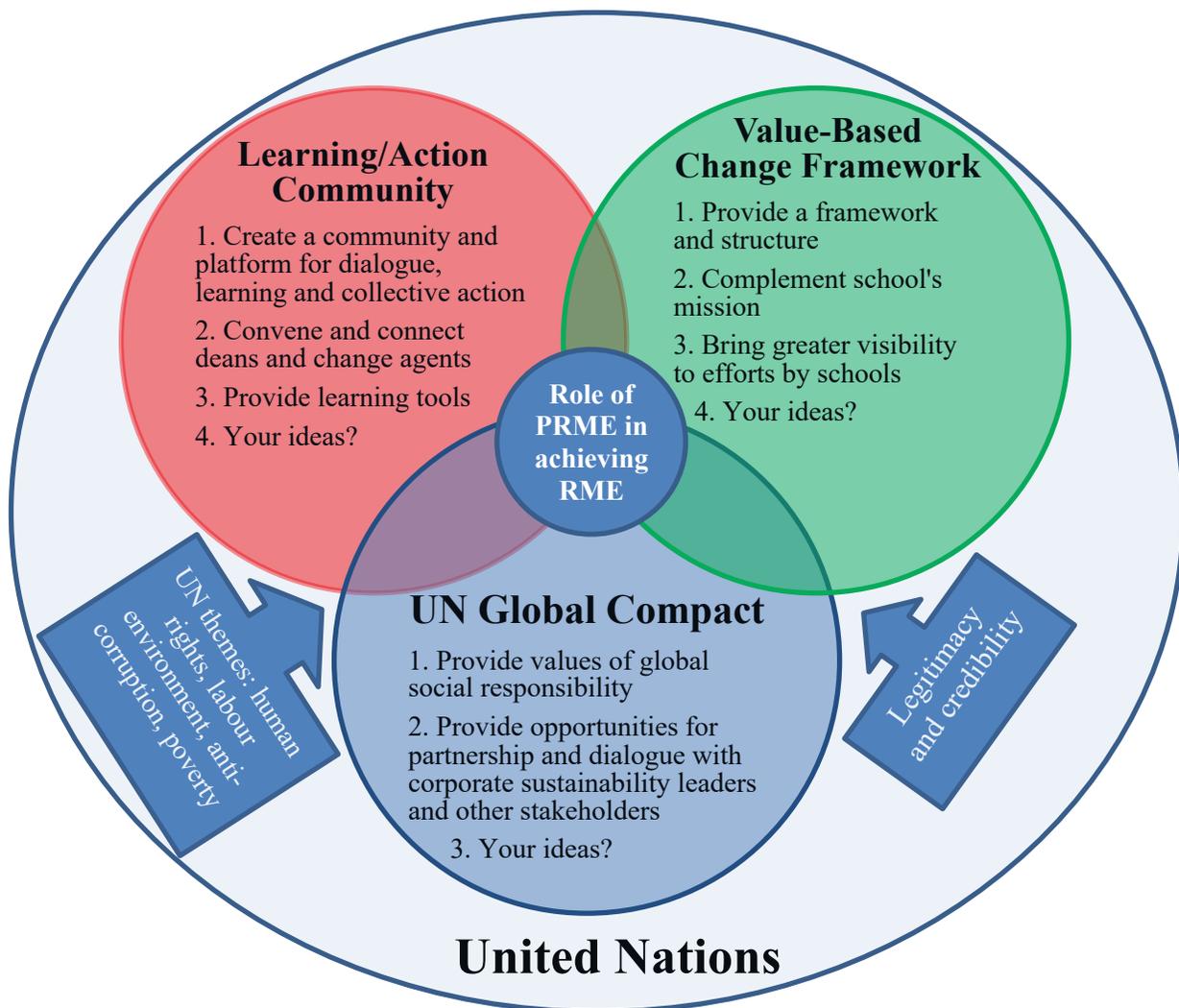


Figure 3: PRME's Assets and Leverage Points



Your points & thoughts ...

QUESTION 3: ACTION PLANS

What specific action steps are necessary to implement these solutions (as outlined in answers to Question 1 of Plenary II)?

*(Note: This part of the discussion should focus on **collective action**. A goal is to generate specific ideas and recommendations that individuals through their programs or schools are willing to plan and/or act on, laying out the details of what needs to be done.)*

Your points & thoughts...



PLENARY III: INNOVATION IN PRACTICE: INTEGRATING (CORPORATE) SUSTAINABILITY INTO EDUCATION, RESEARCH, BUSINESS MODEL AND CAMPUS LIFE

Session description: Once a Higher Education Institution starts to integrate the values of the UN Global Compact and PRME, challenges and opportunities arise around how to adapt its core business model, teaching methods, research, and campus practices. This session will highlight inspirational examples as well as resources and tools for successful implementation of the Principles.

QUESTION 1: ACTION AT VARIOUS LEVELS FOR CHANGING INTERNAL PROCESSES/STRUCTURE

What are the solutions for individual schools to implement responsible management education?

ILLUSTRATIVE ISSUES/QUESTIONS

METHOD (PRINCIPLE 3)

- **Faculty development/training:** How does doctoral education need to shift to prepare faculty for teaching for the future we want? How can/should faculty be prepared to do research for the future we want? What elements of the faculty reward system need to shift and how? What steps can be taken in the short- and longer-term to effect these changes? How can/should current faculty be re-oriented and retrained so that their efforts product both teaching and research oriented toward the future?
- **New learning methods:** What types of educational/learning experiences incorporate the type of learning needed to help future leaders/managers develop appropriate mindsets, skills, and capabilities to build the future we want? How can faculty be encouraged/rewarded for engaging in these types of learning experiences with their students? What institutional shifts will be needed to support these types of learning experiences? What types of teaching materials would be useful? How can we make these materials easily available to faculty across different institutions?
- **Curriculum:** What curriculum shifts will be needed to truly prepare learners for the future? Should we continue to teach predominantly discipline-based skills or should more integrative orientations be built into curricula? How should curricula be oriented and/or changed based on the level of the learner (e.g., undergraduate, graduate, executive, lifelong learners)?
- *Other points, issues and questions . . .*

RESEARCH (PRINCIPLE 4)

- **Research and Research Standards:** What type of change strategy can be developed that will shift the emphasis in research toward rigorous yet practical, theoretically



informed research and broad-based scholarship that fully embraces what Ernest Boyer called the scholarships of discovery, teaching, integration, application, and engagement?

- What can be done about A-journal and citation “mania” that characterizes much of our scholarship today, with too little emphasis on the practical relevance of research in actual organizations?
- What steps can be taken toward developing rigorous and fully-formed models and frameworks for responsible management?
- **Faculty as Public Intellectuals and Thought Leaders:** How can we facilitate management educator thought leadership, engagement in public debate, and public intellectual status, which have been missing in much of the debate around sustainability, the global financial crisis, the numerous scandals facing enterprise, and the jobs crisis over the past several decades? What can be done to bring forward the views, ideas, and insights of management scholars into the public arena?
- *Other points, issues and questions . . .*

INTERNAL STRUCTURE

- **Internal Business School Systems/Structures:** What specifically can be done to address internal structures within business schools (e.g., faculty performance management systems) to provide reward and recognition for those faculty who innovate in this area (e.g., merit reviews, conference support)? How can we influence promotion and tenure standards to recognize the contributions of faculty members engaged in building the future we want through their research and teaching? What can be done to address internal quality assurance systems (e.g., periodic program reviews, curriculum change initiatives) for the future we want? How can we enroll deans and department chairs in this process? How should we engage in dialogue with university administrators so that expectations in relationship between business schools and their parent universities encourage and reward responsible management education?
- *Other points, issues and questions . . .*

Your points & thoughts ...



QUESTION 2: PRME'S ROLE

What assets, leverage points, and capabilities of PRME and other partnerships can be tapped? (See pages 13 & 14 in the Appendix)

Your points & thoughts ...

QUESTION 3: ACTION PLANS

What are the action plans you are prepared to take as an individual, in your organization, and what should PRME do as an initiative to implement your solutions?

(Note: This question focuses on individual schools, groups of schools, and PRME as an initiative, drawing on innovative programs and initiatives. A goal is to generate specific ideas and recommendations that individuals through their programs or schools are willing to begin acting on, or least beginning to lay out in some detail what needs to be done.)



ILLUSTRATIVE ISSUES/QUESTIONS

- **Individual schools** engaging in PRME:
 - What investments are needed to ensure dedicated faculty resources to act as coaches/change agents to help encourage and support faculty motivated to innovate?
 - How can we create learning networks, linking faculty interested in this area, providing opportunities to develop and share pedagogy and research?
 - How should internal structures (e.g., faculty performance management, quality assurance processes) be modified to accommodate responsible management education for the future we want? What types of training and development on responsible management is necessary?
 - How can we best share information and learn from initiatives of PRME and related actors (e.g., PRME Working Groups, *Inspirational Guide for Implementing PRME*, 50+20 project)?

- **Collective actions** by groups of schools engaging in PRME:
 - How can we encourage and facilitate schools to work together to speak with a common voice to influence companies to be more vocal in advocating the need for future leaders to have a different mindset and skill set?
 - How can schools be brought together to jointly call for change in accreditation and rankings to align reward and recognition mechanisms behind the innovation required for the future we want?
 - How can we best work together on strategic issue areas, utilizing PRME working groups (e.g., anti-corruption, anti-poverty, gender equality) and related projects (e.g., 50+20 agenda, Conscious Capitalism) to enhance understanding on how to mainstream responsible management education in teaching and research.

- **PRME** as an initiative:
 - How can PRME and related initiatives influence accreditation agencies (e.g., AACSB, EQUIS, AMBA, CEEMAN) and ranking systems (e.g., Financial Times, BusinessWeek, Economist)?
 - How can PRME most effectively act as a convener of change agents in business schools to facilitate learning and mutual support? Convener of other stakeholders to influence systemic change in the management education sector?
 - How can PRME most effectively act in ways that bring greater visibility to PRME schools and initiatives (e.g., *Inspirational Guide*, PRIMEtime blog)?
 - In general, how can PRME continue to enhance a sense of ownership of PRME signatory schools and vibrancy of PRME? Encouraging signatories in various regions to work toward establishing PRME regional chapters? Creating a leadership group of committed signatories?

- **UNGC** as PRME's founding organization:
 - How can the UNGC encourage its participants, both collectively and individually, to call for higher education institutions to join and actively participate in PRME and the UNGC (e.g., *A Practical Guide to the UN Global Compact for Higher Education Institutions*)? Advocate for change in rankings and accreditation criteria?



- How can the UNGC work with PRME to explore innovative ways to more closely align the two initiatives, mutually supporting and enhancing the activities and initiatives of both?
- **Public policy recommendations:**
 - What role should UNGC and PRME play in helping shape a global agenda in support of Education for Sustainable Development (proposed at the World Summit on Sustainable Development 2002).

Your points & thoughts ...

