PRME and the IMPACT-BASED UNIVERSITY

Dr. Mette Morsing
Head of PRME

Fifth PRME North East Virtual Conference
October 26, 2020

PRME | Principles for Responsible Management Education

an initiative of the UN GLOBAL COMPACT

PRME | Principles for Responsible Management Education

"Transforming Business Education & Practice, 2020" Oct. 26-29, 2020

TRANSFORMATION IS IN OUR DNA

"

"The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals."

H.E. António Guterres
Secretary General,
United Nations

PRME Principles for Responsible Management Education

an initiative of the UN GLOBAL COMPACT

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PRME
… a Global Movement of Responsible Management Education

Today, PRME is the world's largest
UN-supported initiative to engage management schools and management and
leadership development institutions in the advancement of responsible leadership
and
sustainable development.

PRME Principles for Responsible Management Education

an initiative of the UN GLOBAL COMPACT

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THE SIX PRINCIPLES OF PRME

PRME Principles for Responsible Management Education
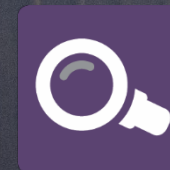
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Purpose

Values

Method

Research
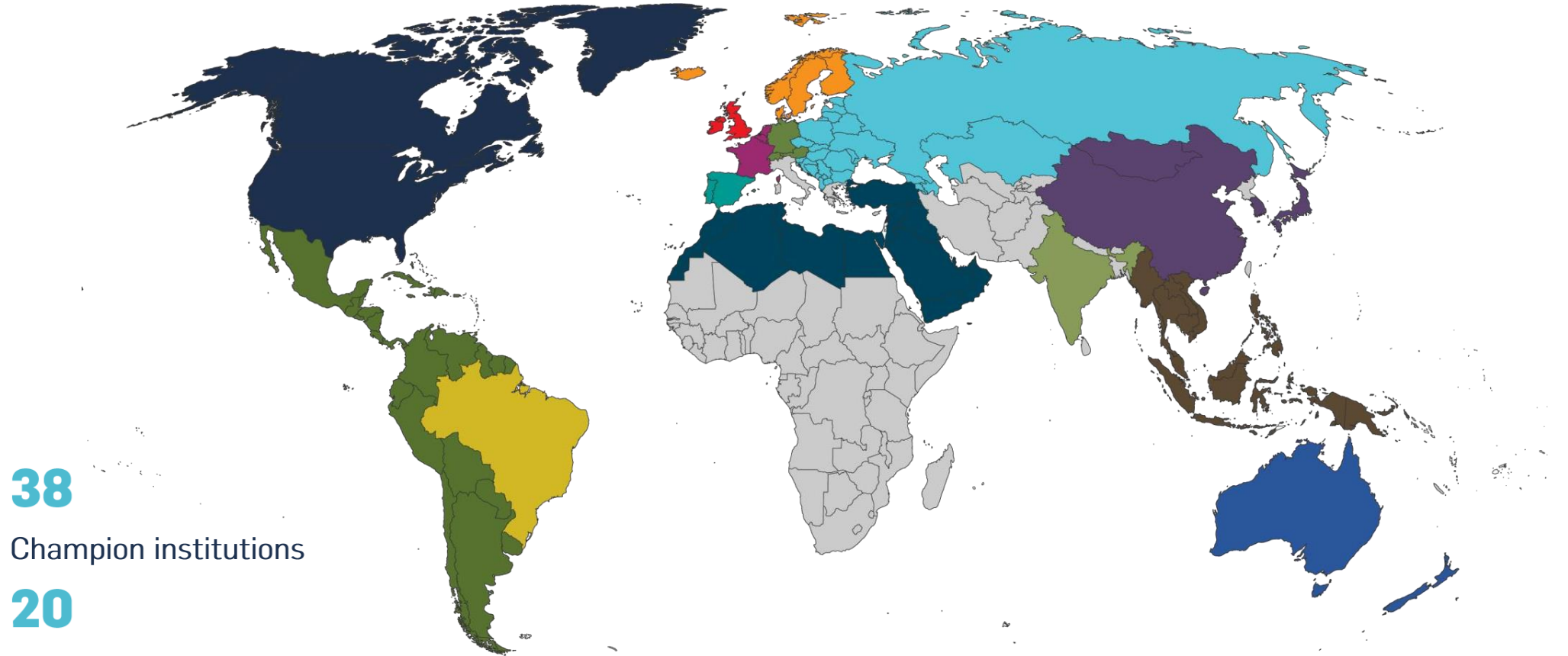
Partnership

Dialogue

PRME CORE PROGRAMMES:

PRME REGIONAL CHAPTERS
PRME WORKING GROUPS
PRME CHAMPION PROGRAM
SIP REPORT (bi-annual Sharing Info on Progress)

PRME ON SOCIAL MEDIA:

PRME Secretariat Website (incl. PRME Chapter info)
TWITTER
INSTAGRAM
LINKED-IN
PRiME BLOG

PRME's GLOBAL PARTICIPATION

38
Champion institutions

20
Countries

100+
Faculty involved

820
SIGNATORIES

95
COUNTRIES

12
PRME REGIONAL CHAPTERS

8
PRME WORKING GROUPS

12 PRME REGIONAL CHAPTERS

1. **PRME Chapter ASEAN**
   - Chapter Chair, Kuperan Vist
2. **PRME Chapter ANZ Australia and New Zealand**
   - Chapter Chair, Belinda Gibbons, Wollongong University of Sydney
3. **PRME Chapter BeNeLux and France**
   - Chapter Chair Eva Geluk, Antwerp University, Belgium
4. **PRME Chapter Brazil**
   - Chapter Chair: Jose Fares, SESI/IEL
5. **PRME Chapter CEE Central and Eastern Europe**
   - Chapter Chair Mik Pindelski, Warsaw School of Economics
6. **PRME Chapter Dach (Germany, Austria, Switzerland)**
   - Chapter Chair, Lisa Fröhlich, Cologne Int. Business School
7. **PRME Chapter India**
   - Chapter Chair, Chandrika Parma, SPJIMR
8. **PRME Chapter Italy**
   - Chapter Chair, Mathias Falkenstein, LUIS
9. **PRME Chapter LAC Latin-America**
   - Victoria Gonzalez
10. **PRME Chapter North America**
    - Chapter Chair, Elizabeth Collier, Dominican Business School University
11. **PRME Chapter Nordic**
    - Chapter Chair, Guénola Nonet, Jåonköping Business School
12. **PRME Chapter UK and Ireland**
    - Chapter Chair, Alec Wersun, Glasgow
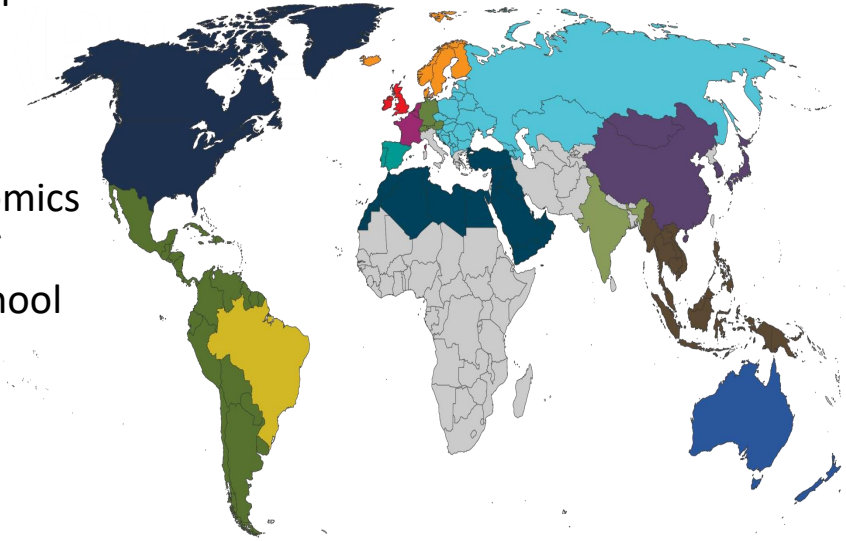
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PRME North America (USA and Canada)

The emerging PRME Chapter North America (USA and Canada) was first discussed at the 1st PRME Canada Meeting /Regional Meeting North America in 2013

The PRME Chapter was created during the 2nd PRME Regional Meeting North America, hosted by University of Washington Bothell School of Business on 10-11 October **2014**

Today: **149 signatory schools and universities**

PRME Chapter Chair: **Professor Dr. Liz Collier**, Brennan School of Business, Dominican University, Chicago, Ill.
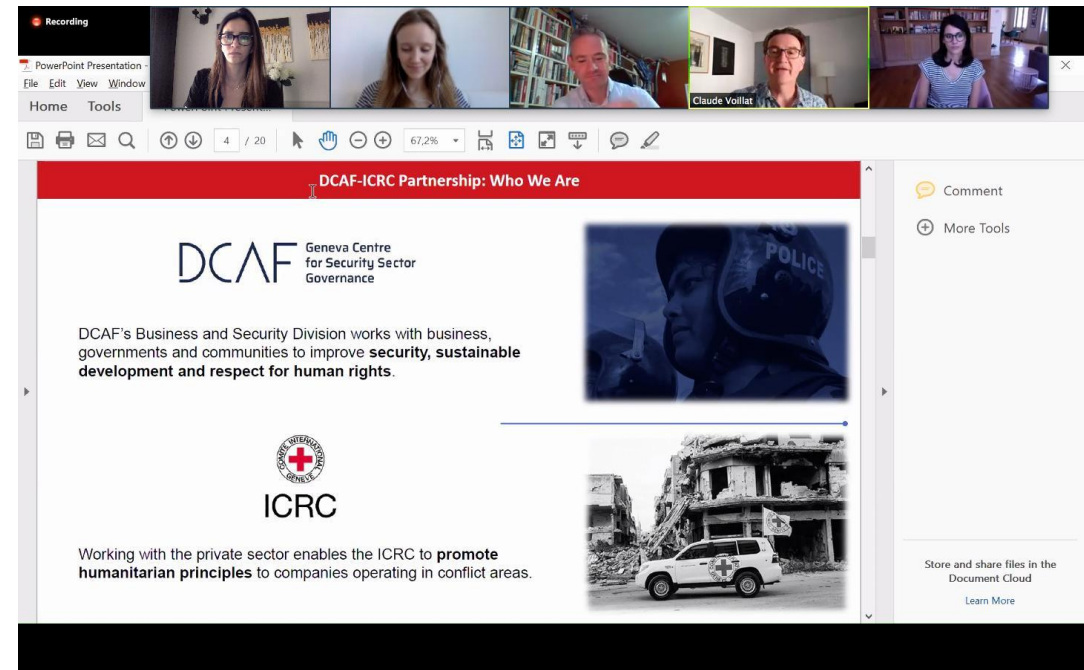
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PRME Working Groups

1. PRME Working Group on Anti-Corruption in Curriculum Change

2. PRME Working Group on Business and Human Rights

3. PRME Working Group on Business for Peace

4. PRME Working Group on Climate Change and Environment

5. PRME Working Group on Gender Equality

6. PRME Working Group on Humanistic Management

7. PRME Working Group on Poverty, a Challenge for Management Education

8. PRME Working Group on Sustainability Mindset

PRME Working Group on Business for Peace webinar with DCAF and ICRC

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PRME Champions 2020 - 2021

- **4th** cycle

- **Two-year journey** of amplifying commitment to the Six PRME Principles and transforming business and management education in support of the SDGs

- The focus of this cycle is on **thought and action leadership, knowledge sharing and peer-learning with the aim of future-proofing participating institutions and demonstrating the impact of their sustainability efforts**

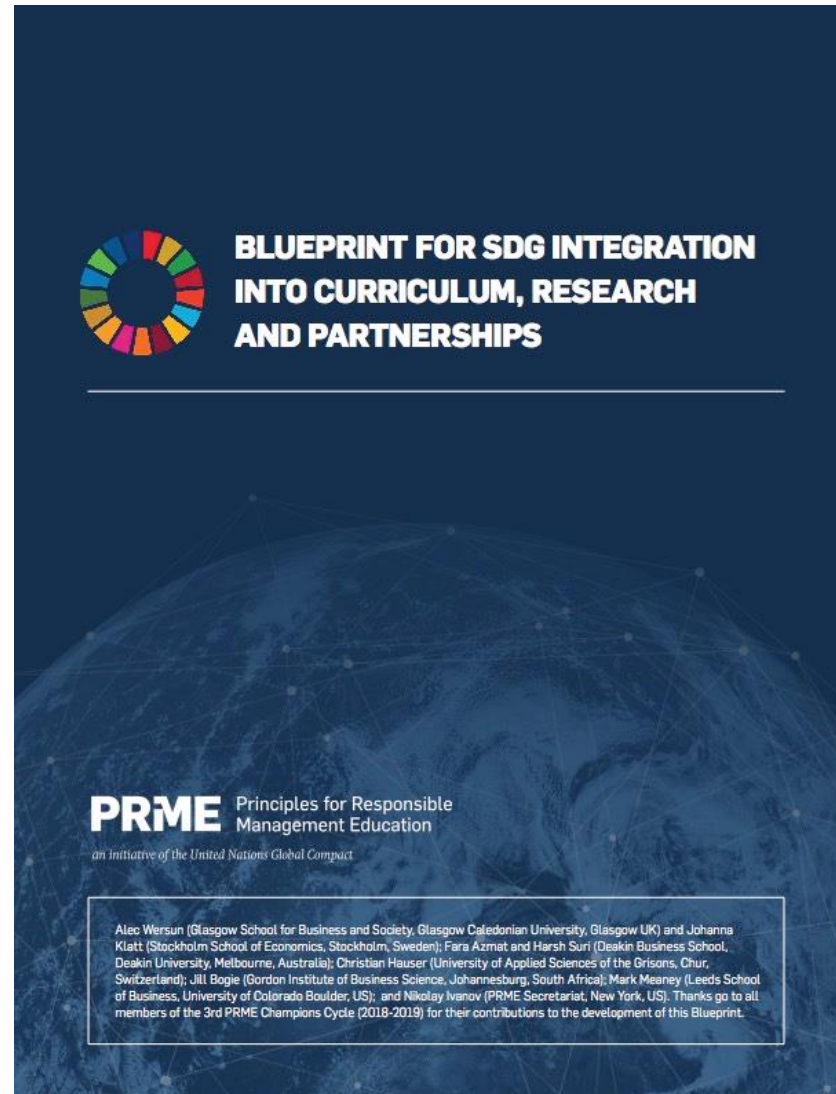- **PRME SDG Blueprint**

38 Schools

20 Countries

14 Project Proposals

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PRME
Principles for Responsible
Management Education

Blueprint for SDG Integration in Business Schools*

- The Blueprint is a tool developed by the PRME Champions group for the PRME Community to "provide concepts and frameworks to support business schools – both PRME Signatories and non-signatories – as they integrate the SDGs into their curricula, research and partnerships [...] [as well as] to provide a practical focus by offering examples of approaches already adopted by business schools."

*A website that will function as an interactive version of the static document is in development. The website will include a repository of cases and allow for forum discussion on relevant topics

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PRME Principles for Responsible Management Education

Mission — To transform business and management education, research, and thought leadership in line with the Sustainable Development Goals

PURPOSE

RESEARCH

VALUES

PARTNERSHIP

METHOD

DIALOGUE

Recent Action:

1. **Virtual PRME Global Forum**: 1080 participants, 70+ speakers, 26 panels and keynote addresses
2. Appointment and first meeting of the **PRME Board and Chair** + new strategic direction
3. Publication of the **Blueprint for SDG Integration** in Curriculum, Research, and Partnerships
4. Launch of the **new PRME website**
5. Webinar series: **'PRME Chapter Talks'** & **'PRME Deans Dialogue'**
6. **PRME Innovation Challenge** Finale (Students + Business)
7. PRME at UNGC Uniting Business LIVE (UNGA) with two sessions on Sustainable Finance Education and 'Impact-Based University'
8. **PRME Global Chapter Forum**
9. **PRME new Chapters** being discussed **(Africa, China, Iberia)** and three Chapters to be re-engaged **(East Asia, MENA, ASEAN+)**

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PRME Board 2020-2023

Ilian Mihov

Dean, INSEAD
Chair, PRME Board

Enase Okonedo

Dean,
Lagos Business
School, Nigeria

Assylbek Kozhahmetov

President,
Almaty University
Khazakstan

Haifeng Huang

Director, Center
for Green
Economy
Peking University
HSBC Business
School, China

Stefania Giannini

Associate
Director-General
for Education,
UNESCO

Norman Arruda Filho

President,
ISAE Brazilian
Business School,
Brazil

Lisa Fröhlich

President,
Cologne Business
School, Germany

James P. Walsh

Professor,
Michigan Ross,
USA
Former President,
AOM
Co-Founder,
AFAM

Paul Polman

Founder,
IMAGINE

Vice-Chair, UN
Global Compact

Belinda Gibbons

Senior Lecturer,
University of
Wollongong;
Chair, PRME
Chapter Australia
and New Zealand

Urs Jäger

Associate
Professor,
INCAE Business
School, Costa
Rica

Tima Bansal

Professor, Ivey
Business School,
Canada
Founder, Network
for Business
Sustainability

Sophie Charrois

President,
oikos
International,
Switzerland

Andrew Main Wilson

CEO, AMBA

Former Chair of
PRME Steering
Committee

Jikyeong Kang

President and
Dean,
Asian Institute of
Management,
Philippines

Ranjan Banerjee

Dean of SPJIMR;
Chair, PRME
Chapter India

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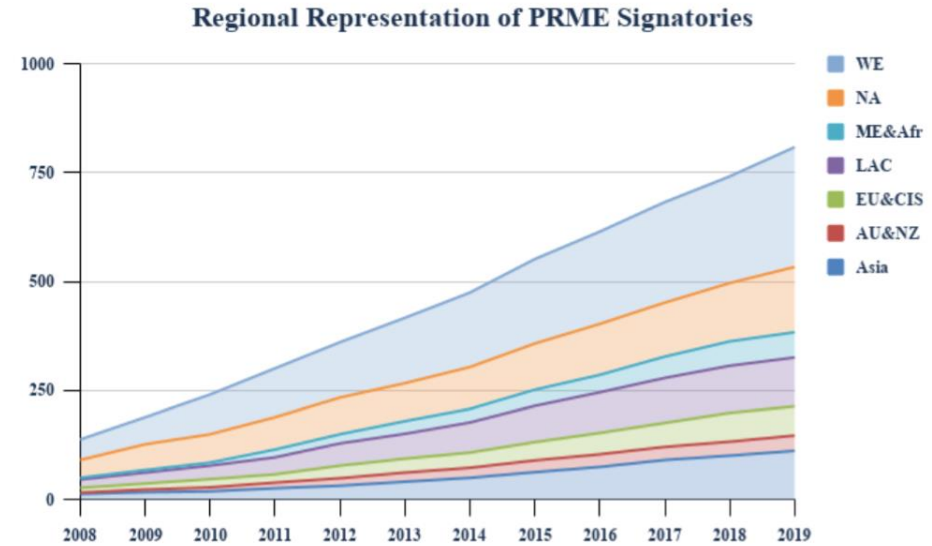
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PRME community in growth …

New Signatories by Chapter region in 2018 and 2019

- **28** North America
- **15** CEE
- **13** UK & Ireland
- **11** France & Benelux
- **10** LAC
- **9** DACH

- **8** India
- **6** Australia & New Zealand
- **5** Iberia
- **3** Nordic
- **2** Italy
- **3** Brazil

Growth by geographic region up until 2019

Regional Representation of PRME Signatories

Year	Asia	Australia and New Zealand	Eastern and Central Europe	Latin America and Caribbean	Middle East and Africa	North America	Western Europe	Total
2008	13	3	11	19	4	41	47	**138**
2009	17	6	14	25	6	59	62	**189**
2010	19	9	19	31	7	65	91	**241**
2011	26	13	19	39	18	74	112	**301**
2012	32	17	29	51	21	84	127	**361**
2013	41	21	32	57	29	87	150	**417**
2014	50	23	35	69	31	96	171	**475**
2015	63	27	42	83	37	106	194	**552**
2016	75	29	49	93	40	117	212	**525**
2017	91	30	55	103	49	124	231	**683**
2018	101	32	66	108	56	134	245	**742**
2019	112	35	67	112	58	150	275	**809**

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THE IMPACT-BASED UNIVERSITY

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THE IMPACT-BASED UNIVERSITY

One Definition of Social Impact

A significant, positive change
that addresses a pressing social challenge.

Creating social impact is the result of
a deliberate set of activities
with a goal matching this definition.

(Business+Impact, Michigan Ross,
https://businessimpact.umich.edu/
about/what-is-social-impact/)

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Standard 9: Engagement and Societal Impact:
The school demonstrates positive societal impact
through internal and external initiatives and/or
activities, consistent with the school's mission,
strategies, and expected outcomes.

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THE IMPACT-BASED UNIVERSITY

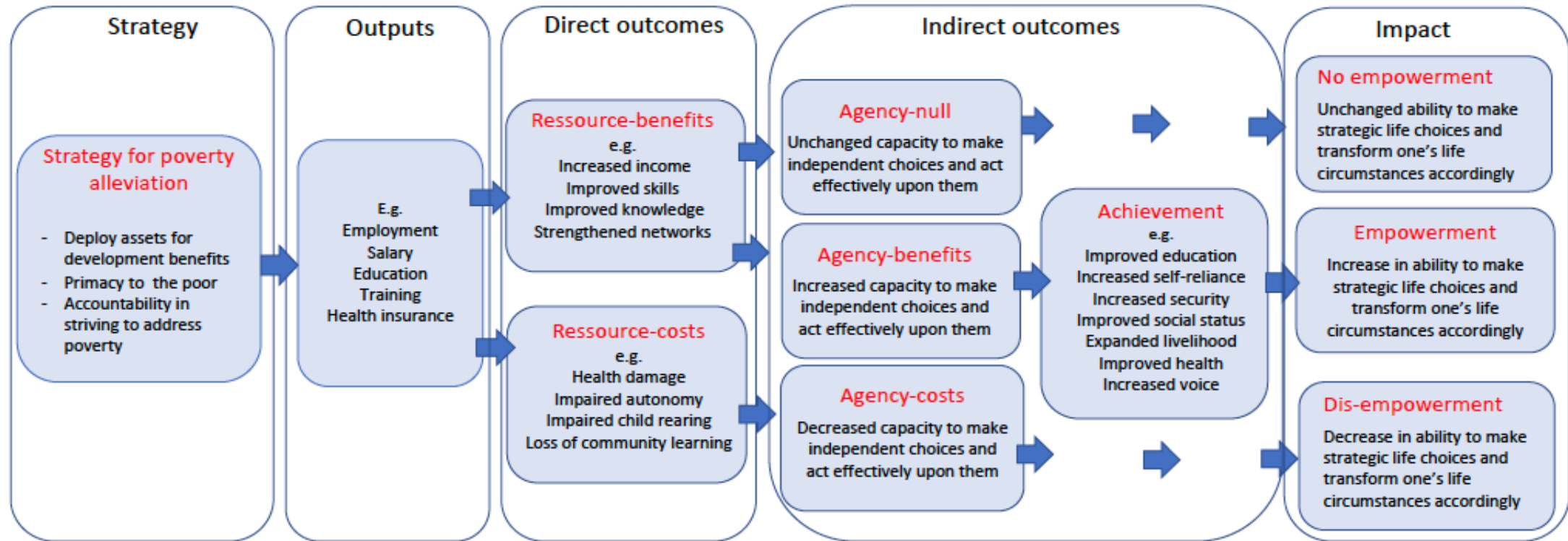"Transforming Business Education & Practice, 2020" Oct. 26-29, 2020

How to assess social impact? (versus outcomes)
Inspiration from a study on cross-sector partnership social impact

Strategy	Outputs	Direct outcomes	Indirect outcomes	Impact
Strategy for poverty alleviation - Deploy assets for development benefits - Primacy to the poor - Accountability in striving to address poverty	E.g. Employment Salary Education Training Health insurance	**Ressource-benefits** e.g. Increased income Improved skills Improved knowledge Strengthened networks **Ressource-costs** e.g. Health damage Impaired autonomy Impaired child rearing Loss of community learning	**Agency-null** Unchanged capacity to make independent choices and act effectively upon them **Agency-benefits** Increased capacity to make independent choices and act effectively upon them **Agency-costs** Decreased capacity to make independent choices and act effectively upon them **Achievement** e.g. Improved education Increased self-reliance Increased security Improved social status Expanded livelihood Improved health Increased voice	**No empowerment** Unchanged ability to make strategic life choices and transform one's life circumstances accordingly **Empowerment** Increase in ability to make strategic life choices and transform one's life circumstances accordingly **Dis-empowerment** Decrease in ability to make strategic life choices and transform one's life circumstances accordingly

Source: Figure 7: 'Impact as Empowerment' Framework for Assessing CSPs as Development Agents (Vestergaard, Murphy, Morsing and Langevang, 2019)

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A Framework to discuss the IMPACT-BASED UNIVERSITY

	Qualitative Impact	Quantitative Impact
High Business School Impact HOW DO **BUSINESS SCHOOLS** ACCOUNT FOR THEIR OWN SUCCESS (the business school case)	**Setting the 'Tone from the Business School Top'** (e.g. b. school visions and strategies, sustainability courses and programs narrated in professional networks associations / accreditations such as PRME, AACSB, RRBM, NBS, AMBA, GBSN, ABIS, a.o.)	**Showing 'Comparable Evidence'** (e.g. by AJG publications (4*), Financial Times/THE/ QS rankings and reputation work, ratings, Google Scholar citations, etc.)
High Societal Impact HOW IS **SOCIETY** TRANSFORMED WITH THE HELP OF BUSINESS SCHOOLS (the society case)	**Defining 'Business School Purpose' as social improvement** (e.g. mechanisms to stimulate and account for unique illustrative examples of how **the world** is changed and improved via business schools education and research)	**Scaling 'Business School Purpose' for social improvement** (e.g. mechanisms to stimulate and account for (i.e. 'measure') with the help of Big Data to illustrate examples of how **all** business schools change and improve the world)

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PRME Principles for Responsible Management Education

A Framework to discuss the IMPACT-BASED UNIVERSITY

	Qualitative Impact	Quantitative Impact
TODAY'S OUTCOME ORIENTATION → **High Business School Impact** HOW DO **BUSINESS SCHOOLS** ACCOUNT FOR THEIR OWN SUCCESS (the business school case)	**1. Setting the 'Tone from the Business School Top'** (e.g. b. school visions and strategies, sustainability courses and programs narrated in professional networks associations / accreditations such as PRME, AACSB, RRBM, NBS, AMBA, GBSN, ABIS, a.o.)	**2. Showing 'Comparable Evidence'** (e.g. by AJG publications (4*), Financial Times/THE/ QS rankings and reputation work, ratings, Google Scholar citations, etc.)
TOMORROW'S OUTCOME ORIENTATION → **High Societal Impact** HOW IS **SOCIETY** TRANSFORMED WITH THE HELP OF BUSINESS SCHOOLS (the society case)	**3. Defining 'Business School Purpose' as social improvement** (e.g. mechanisms to stimulate and account for unique illustrative examples of how **the world** is changed and improved via business schools education and research)	**4. Scaling 'Business School Purpose' for social improvement** (e.g. mechanisms to stimulate and account for (i.e. 'measure') with the help of Big Data to illustrate examples of how **all** business schools change and improve the world)

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THE IMPACT-BASED UNIVERSITY

SOCIAL IMPACT CATEGORIES

1. **Direct and Indirect Impact**
2. **Global and Local Impact**
3. **Qualitative and Quantitative Impact**
4. **Impact Potential** (Vestergaard et.al., forthcoming in World Development)

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Thank you to
PRME North East and
Rutgers Business School

Dr. Mette Morsing
Twitter: @Mette_Morsing

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