

**Themed Plenary: I**

- Iztok Seljak, President
- Prof. Thierry Grange, Ecole de Management
- Māris Šlēziņš, Chairman, Workout & Calisthenics
- Chourouk Haisni, student



New Ways of Developing Leaders for the Future We Want

Inspiration • Innovation • Implementation • Impact

2013 PRME Summit 5th Annual Assembly

New Ways of Developing
Leaders for the Future We
Want



2013 PRME Summit – 5th Annual Assembly

25-26 September 2013

Bled, Slovenia

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Welcome



Danica Purg

Good afternoon ladies and gentlemen,
Good afternoon dear friends,

As the president of CEEMAN, and as the president of IEDC Bled School of Management, it is my great honor and pleasure to welcome you all to this PRME Summit and Fifth Annual Assembly. I would like to wish you a beautiful after-

noon and a beautiful day tomorrow, when the CEEMAN conference starts. I hope that you will all stay here as long as you can and enjoy all three events that we are organizing: the PRME Summit, the Challenge:Future gala event, and CEEMAN's Annual Conference with the celebration of CEEMAN's 20th Anniversary.

The title of this summit is "New Ways of Developing Leaders for the Future We Want". When I showed this title to somebody, he asked me: "Who are we?" And I answered: "All the business schools that signed for the PRME principles". The next question was: "And do they know what future we want?" We cannot assume that every individual citizen in the world has been heard and has expressed an opinion on this topic. However we arrived at these principles by translating basic human rights into business practice and invited educational leaders not only to sign this declaration but also to implement its contents into their organizations and environment.

I realized that to answer these intriguing questions it is necessary to continue to communicate with all stakeholders about these principles and their implementation and impact. But I am sure that at this summit a lot of attention will certainly be given also to another question: "For whom and for what?" I suppose that the same will happen in the break-out sessions tomorrow. Concept principles are of great importance. However they are useless without implementation. Therefore we shall give a lot of attention to implementation and impact. As it is sometimes difficult to discern the most interesting or surprising outcomes, particularly in the dynamic discussions that we are going to have, we also have keynote listeners who will analyze the outcomes of the sessions from the angle of their own thinking and experience.

Finally I hope that the 2013 Prime Summit Declaration will be a leading document and a source of inspiration for implementation and impact.

Welcome and Presentation of the Post-2015 Business Engagement Architecture

George Kell, Executive Director, UN Global Compact Office

Good afternoon.

It is a real pleasure to speak to you. It is wonderful that you have gathered again for this PRME Summit to take stock of the commitment that you made in the past, and plan your next steps for the future. I want to thank CEEMAN for hosting this conference and Danica Purg, personally, for her dedication. Thank you for making this happen.

I have to tell you how delightful it is that you have managed to launch regional PRME Chapters worldwide. You are spreading the good news about sustainability in management education curricula and research. We are also very pleased that a PRME Champions group was created last week, at our 2013 Global Compact Leaders Summit. We think that this can be a powerful way to spread the message.

I also want to share with you what happened last week here in New York at our Leaders Summit with more than 1,000 executives from over 100 countries. The main contribution was to show how to close the gap between UN goals and long-term private sector success through the launch of the new Post-2015 Business Engagement Architecture. The Architecture which UN Secretary General Ban Ki-Moon announced also has the potential to catalyze and drive forward our common aspiration to promote sustainability and universal principles in education curricula and research. I would like to encourage you to study the Architecture. PRME and the academic community at large are critical for its success.

We are well-positioned now to bring the private sector much more forcefully to the United Nations as we are gearing up for the post-2015 agenda. This is a historic opportunity for all of us to set global development goals. By aligning corporate strategies and operations with UN priorities, the academic community and the private sector have a unique opportunity to lead the way forward for the future we want.

I also want to encourage you to keep up your good work. It is the academic community that helped the Global Compact to take off in the first place. You have the power to inform and develop the next generation of leaders and we depend on you. Our partnership is very strong now and our collaboration spans many different areas. Our team and the PRME Secretariat led by Jonas Haertle is ready to deepen this relationship even further.

I wish you a very successful conference and hope that you will double your commitment to PRME. I also hope that you will be able to work on the issues concerning the Architecture and that the momentum that you have created will soon influence all business schools in the world. Best wishes for a very successful conference.



Themed Plenary: Innovation



Nadya Zhexembayeva

I remember the time that PRME was born and its roots took hold. That happened in Cleveland, in the United States, in the fall of 2006. It happened at the closure of a summit on Business as an Agent of World Benefit, when George Kell was sitting next to the president of the Academy of Management and they were exchanging ideas. They

agreed that it would be great if something like the Global Compact principles could be embraced by the faculty that the Academy brings together so that they apply them in management education. That was the birth of the PRME community. This is a community that does real things.

We have some news from PRME. The global leaders' summit of Global Compact was held a few days ago. The architecture that Jonathan Gosling and George Kell referred to was one of the big outcomes of that summit. Also, at the last PRME summit in Rio de Janeiro, it was decided that local PRME chapters would become very important. We are happy to report that the first seven chapters have been working very hard. Their work has laid the foundation for the creation of more chapters. The chapter network is growing. If you have a chapter nearby, please engage. If you want to start a chapter, that is wonderful; please connect with the secretary. There is also continuous work around regional meetings. Many of you have organized such meetings and are familiar with them. They are moving ahead full steam.

There are two other communities that are present here today. It is our immense pleasure to celebrate CEEMAN's 20th Anniversary. CEEMAN is an association of business schools and dynamic societies. You are welcome to it.

You may have noticed that there are some young people around you, wearing very colorful dresses. They were selected from a vast community and invited to come and join us today. They are members of the Challenge:Future community. Each of these young people has done a lot for a particular local community and many have done international projects. You are going to listen to their inspirational stories this evening. We hope that they will learn from you and that some of their ideas will catch on and spread further afield.

It is my real pleasure now to invite Professor Nancy Adler of McGill University in Canada to take the floor. She is accompanied by Australian pianist Diana Baker.

Jonathan Gosling

Welcome to this PRME summit. These gatherings are collective opportunities to hear what is coming out of the United Nations movement and the international scene. Also, they are an opportunity for exchange of grass-roots activities so that we formalize them in case studies on innovative implementation. The excellent case studies that

some people in this audience have produced, in written and video formats, are an example of that. The next 24 hours will be a terrific opportunity for us to learn from each other and set agendas for ourselves and PRME so that we can figure out how PRME can best pursue its goals.

I want to introduce the flow of the summit briefly and tell you what we will be doing here and how it will work. The principle logic is expressed in the four I-s that Danica mentioned: Inspiration, Innovation, Implementation, and Impact. The logic is that we are really moving toward what we, and the organizations that we are working with, can do to make a difference. We are moving beyond trying to make the case for more principled management education. We are now showing how we actually do it. That, of course, is a matter of commitment and organization. This is the reason that we are here.

We have a number of presentations this evening, as well as performances, panels, and celebrations, concluding with a reception. Tomorrow we are also going to have roundtable discussions, after which we will gather here for some feedback from the discussion group leaders. At the end of the day, we will have some keynote listeners. Our goal will be to share our collective wisdom on what we can do to make a difference in the world and use those ideas. We will have some very active and dynamic key-note listeners who will be doing just that, setting an example for us about how people can use these ideas in their own agendas.

George Kell referred to a new architecture just published by the UN Global Compact. It is an architecture for engagement, explaining how the private sector can get engaged with the emerging post-2015 development goals. Of course, it is very important to us in business education as it is at the same time a structure and a guideline for how can engage with the UN Global Compact companies. Therefore, I encourage you to check this out; it is online and can be downloaded easily.





Iztok Seljak

Thank you for inviting me to this forum. It is always a pleasure for me to come to these events in Bled.

Perhaps I can make a contribution if I explain some important steps that my company, Hidria, has taken in the last nine years. These steps have made us the most innovative company in Europe

in 2013 according to the European Commission.

As I look back in time, I see 2004 as a very important year for us. At that time, we were a mid-range company in many respects. However, we felt that we possessed many competencies and capabilities. We had gathered enough self-confidence to decide that we should not worry any longer about the insecure and unknown future. That future did not exist yet and had not been created by anybody. We believed that it was up to us to start creating it. We became very courageous and decided that our mission should be very bold: to save the world. We realized that we could not do this fast; it would take us a long time and a lot of effort.

We also realized that we would need some very serious technological innovation. Our goal was to create modern green mobility that will not produce any harmful impact on the environment. Another part of our mission is to create buildings that are completely integrated into nature. They should live with nature, breathe with it, and feel it. They should provide an unprecedented in-door well-being based on natural and renewable resources.

We invested 40 million euros and this resulted in some breakthrough products. However, we realized that despite our beautiful mission and our initial success, our company would never be large enough to attract all the best talent from the globe. Around 2006, we started thinking of open innovation and we discussed it with Henry Chesborough and others in 2007. Through that method, we started attracting talented people from around the globe. They worked in all sorts of public or private institutes, schools, universities, and companies. Some of these are with NASA in the United States or Airbus in Toulouse, France. We were interested in every little piece of knowledge that we could use.

We used this knowledge for our cold-start systems in Diesel engines and high-temperature-resistant aerospace materials. This project is coming to an end, having produced 12 patents. It will slash the CO₂ emissions of Diesel engines by 30 percent. We are a company of 2,500 people that is likely to help reduce the world's CO₂ emissions by two or three percent. We have also achieved breakthroughs in solar air-conditioning which is going to change the industry completely.

By now there are principles of open innovation in the field of technology. I have applied some of those in my work and I know that they work as they streamline your thinking. I hope that somebody will develop such principles for other fields as well.

We have heard people speak of business model innovation. It was a buzz word in 2007-2008. At that time, we started thinking what we could do in a completely new way in sales, marketing, or purchasing logistics. We started giving awards for business models, in addition to those for product innovation. Business model innovation had to be integrated with technological innovation. Our success encouraged us to believe that this combination yields excellent results in terms of growth and profitability. Nevertheless, we were not fully satisfied and thought that more could be done. We studied the

available literature but realized that there were no answers there. Then we embarked on an academic journey ourselves. This includes me taking a PhD in business model innovation here in Bled.

Through a profound empirical study of automotive companies in the last 150 years, we figured out that the companies with the highest speed of growth in market share and profitability are not champions in technological innovation. In fact, they have low capabilities in that field and do not invest there. They invest primarily in business model innovation while imitating the products of others.

We have also set up a consortium of construction companies from former Yugoslavia that builds green buildings. This happened with the support of the presidents of the states of Southeastern Europe. In fact, we simply put together what already existed in bits and pieces. We brought together 50 companies from Bosnia, Montenegro, Serbia, and Slovenia, with total annual sales of six billion euros. That consortium can carry out a project of any scale anywhere in the world: Russia, North Africa, or the Middle East. We are using that channel to sell our products successfully and get very quick returns. Achieving this takes all the creativity and innovativeness that you possess. You have to be able to see in greater depth and farther away than others can.

I think we are successful because we are focused. We are working in particular niches. But to discover these niches, you need to understand the global economy in its depth and width. For instance, the computer technologies and the Internet are still in the Stone Age. In 2100, people will look back at our time and make fun of our backwardness in those domains. There is still an awful lot to be discovered; we just need to look in the right direction. This is our social responsibility if we want to work for the creation of a better world.

I will end here. I do not want to talk more because I need to have something to share with you in 2018 when I hope to be able to tell you how Hidria graduated from being a European champion in innovation to being a global champion in that.

We say that we dream about the future in the next 20 years. That is what we envision and that is what we hope to achieve through our product and business model innovation. The core of my PhD theses is that embedded business model innovation is not about organization, structure, or the reward system. It is about some processes and it is definitely about mission and vision. Our philosophy should be "To teach is noble but to inspire is divine". Danica Purg likes to say that we should take the best from the West and leave the rest. We are now at a stage when we can share some experience with the West but keep the best that we have to ourselves.



Chourouq Haisni

I am a student of finance. I discovered Challenge:Future last year when one of my teachers introduced me to the concept. Last year's competition was about fun: innovating in fun ways in volunteering or any other domain. We did a very funny project. We tried to shift the paradigm. We turned the classroom around: the students became teachers, teach-

ing our lecturers.

You know that everybody says finance is boring. And it is true. Our courses are so boring that you cannot imagine. The reason is that there is no connection between the teacher and the students. The students are exposed to graphic designs and websites, and all sorts of other digital products. But you cannot connect to them emotionally. Not only do the students lose their interest in the subject, but the teacher suffers as well because it is so hard to make the students listen.

We decided to try to reduce this gap between the students and the teachers. We proposed courses for our teachers on Facebook and Twitter and MySpace. We selected the most active students on each of these websites. The teachers who were interested signed up for the classes and learned about the social media. We had our IT teacher open his first Facebook account in our classroom. The results were really good. We now have our teachers on our Facebook accounts. The PowerPoint presentations are still black and white and the classes are still boring, yet we managed to change something. We managed to connect at some level.

This year's topic of the competition was unemployment. We were hesitant when we heard it as we wondered what we could do about that. It is an economic problem. Governments are not creating jobs and companies are not hiring. What can students do to change that? But the problem is not just in governments and companies. There is a general misunderstanding of markets on the part of students. They think that just because they hold a degree they deserve a job. They do not realize that they have to do something to earn one. Many do not want to start their career at the bottom of the ladder and work their way up. They want to become executives right away and have high salaries.

We started forums and worked with these students, trying to make them understand that everything in life must be earned. Your excellent exam grades do not automatically entitle you to a well-paid job. You have to earn it. We try to teach this lesson through success stories. We bring in successful executives and entrepreneurs and have them talk to the students. They share their stories and the hardships that they went through before they achieved their current status.

I think that we have a communication problem here. I do not want to accuse anybody but I feel that those who are supposed to educate us do not tell us the whole truth and, as a consequence, we grow up with unreasonable expectations. Communication is very important.

Also, I think that young people have a need to connect to somebody. This may happen in the digital world or in real life. We feel alone although we are surrounded by so many people. We need to have connections with people to understand each other and live in harmony with each other.

We have a common problem: a lack of vision and mission. This is not only a problem of business schools; it is also a students' problem. I am afraid that we

will not get anywhere in this way. Young people graduate, get their degrees and ask, "Now, what am I supposed to do?" Part of the problem stems from the fact that students are not allowed, or do not have a chance, to do what they want to do. Schools do not help them discover who they are, what talents they have, and what area they are good at. We should not wait until college, or even high school, for that. These things have to be done at a very early age. We need a paradigm shift to achieve that.

Thierry Grange

I am going to talk about innovation and accreditation standards. How can the education of leaders become more efficient so that they become corporate social responsibility (CSR) champions? That is the question of the day and an important question for this panel.

Business education is no longer a specialized knowledge. It is a commodity. Right now, 200 million people are sitting somewhere, learning something about business. Business has transformed in the biggest educational domain in the world in less than 30 years. Business schools have different missions but the vast majority of them have lost their purpose. They are very good in bureaucracy, in the good old sense defined by Max Weber, but they are not good in justifying their contribution to the society. CSR is definitely not a hot topic at the management level of business schools today, neither in the classrooms nor in the cafeterias.

We need to start a debate on the purpose of business schools and ask to their governance, what they do to build a better world. If they can explain how they can contribute to the creation of a more sustainable world, they will be able to make the right academic decisions to provide better training and better intellectual contributions in the field of CSR.

Business schools have no conscience, they are only organizations. Their governance consists in administration and faculty staff that are responsible of what they decide and do. Corporate social responsibility is also an individual behavior. Therefore, we should ask individuals at business schools what they have done and what they intend to do for a better world. If CSR would be a matter of debate at business schools, many things would improve.

What do accreditation standards do in that regard? There are two main institutional accreditations: EQUIS and AACSB. They do not focus on business schools purpose for the moment but CSR is part of the expected priorities but it is framed in a specific standard. Instead, they ask a strategic question: "What do you do in terms of innovation, impact, and engagement (for a better world)?" So far no school has declared that they don't care about this topic.

I co-chaired during two years, the AACSB Blue Ribbon Committee, that worked on the 15 new 2013 standards. By definition, standards are formal. If you impose a standard, everybody will satisfy it at one moment. "All soldiers know that people do not do what you expect; they only do what you inspect". So, if you inspect what business schools do in terms of CSR, you will find a number of activities that are not bad but that are far from what is expected for a better world. Positive actions are good and nice but it is not certain that they will result in a better world. This goal should be reflected in the statement of the purpose of each school.

PRME is doing the right thing: finding champions that have already launched relevant activities and are willing to share this experience with others. But the



ultimate thing is to invite the students to be more formal in their demand for responsible education. The Y generation is definitively more centered on CSR than their seniors. "We are the world, we are the people". If students will say to a business school leadership, that they are interested in a more focused and concrete CSR education, the school will definitely provide what they expect.

I hope that this will happen very soon because we live in a world that is changing very rapidly. My generation of old deans is experiencing what nobody in the history of mankind has ever experienced: the world's population has tripled during their lifetime. This will force everybody to be more mindful of CSR. Consequently, students will put pressure on schools and the administration and faculty will implement changes with or without written standards.

A lot of people think that accreditation is normative. They think that the idea is to impose Western culture, and especially Anglo-Saxon culture, in all the schools of the world. But even if somebody had such a stupid plan, it would not be implementable. The accreditation process simply asks to describe what schools do in a specific format that everybody can understand. That process does not have a consciousness of what is bad or good. It is just a convention that makes you describe yourself to your peers with this objective of "universal understanding". It is a peer-review, not an audit and the peers come from all the countries in the world. It is like in international reporting for accounting. It involves a presentation of the documents with a series of common rules used to describe the financial situation of a company.

Almost 30 percent of business schools today say they do not have a formal mission statement. They are wrong. They have a mission even if they do not know it by heart. Otherwise they could not know if they are acting correctly. Standards do not create the mission. The standard guidelines help the school to write about their activities and how they are aligned with the mission. If all schools were allowed to describe themselves with local semantic, they would produce something that people from other parts of the world would find incoherent. The international standards are a consequence of globalization and of the success of AACSB accreditation world-wide.

The idea of innovation is not simply to come up with something new. It should include an effort to serve the community so that a better world can be built. Business schools should embrace the idea of contributing to a better and more sustainable world by educating young and senior executives. At present, this topic is not enough a core part of their curricula.

I agree with Chourouq Heisni that this type of education should start from a very early age. But it is not an easy task. I have two daughters and they both have children. My daughters are highly educated. And yet they waste about half of the food that they buy for their children. This is not an economic problem as they are both well off. In fact, the problem is that they do not consider it a bad practice. In the Western society where I grew up it is hard to explain to people that wasting resources is a sin. That is why it is so difficult to teach CSR and business ethics. All of the crooks that have MBA degrees have taken a business ethics course as elective. And guess what; they all had an A at the exam!

Maris Slezins

I spent my childhood in the streets and I was a member of a street gang. I grew up in a normal family but when the Soviet Union broke up, they were very busy as they needed to work a lot and did not have time to take good care of me. I was basically left on my own and joined a street gang.



Fortunately, I had a chance to become a sportsman. That saved me from prison and enabled me to finish school and even graduate from a university. Looking back at my past, I realize that young people who live on the street lack many things. It is not just cell phones that they do not have. Many do not have parents and cannot get a good education. They do not have dreams and hopes. But they do possess a lot of negative energy. We have discovered a way to discharge this negative energy in a harmless way while creating a positive emotion. The solution is provided by sports. It is a very easy solution. It gives you an opportunity to spend your energy by running, jumping, or swimming. By doing that, you experience positive emotions. In that way, you can make new friends and get social support.

We came up with a new street workout style: a combination of sit-ups, pull-ups, and various free-style movements that you can practice anywhere. Children do not believe in words. They believe in what they see. We started traveling across Latvia and gave performances, showing our workout. We demonstrated how you can work out, spend your time usefully, and get a strong body. We showed the kids how you can be cooler than those who have a new smart phone.

After we had traveled all around Latvia, I remembered a statement by Thor Heyerdahl: "Borders? I know that they exist in the human mind but I have never seen them". I chose this as my motto for the rest of my life. In 2011, I decided to join the world street workout community that was setting up the first world championship. I used the social media and wrote messages to a lot of people around the world. At present we have 50 countries in our federation and more than 20 are going to join soon. We pool our efforts to set up sports events and social projects. Our events are now shown on the Eurosport channel. Our next goal is to make the street workout an Olympic sport.

Our efforts involve creativity. Once I asked the mayor of Riga to support us but he refused. We decided to set up an international event anyway and when the police came and asked us what we were doing in the street, we said "This is a world championship!" After I explained what this was all about, I paid a fine of 10 euros although this kind of offense would have normally carried a fine of thousands of euros. Now that our movement has gained momentum, we have lawyers and we manage to stay within the law as we organize events. Nevertheless, you need to be tough in this kind of work and knock down bureaucratic barriers. You should not take "no" for an answer. When somebody says "no", we say "yes". If he says "no" again, we say "yes" again.

We hope that our efforts will help street kids see the bright side of life and will produce many leaders. Most important, we hope that they will have fun, be happy, and have a family. We try to use sports to teach the kids that they can devote their energy to a good cause and do some good things. It is really happening! This is our contribution to the creation of a better world.

I think that the problem of young people nowadays is that they have no passion at all. Or, if they do, it is for video games. Or it is a passion for doing nothing. The main task of business education, and all education for that matter, should be to help young people discover some real and useful passion.

Challenge:Future Gala and Award Ceremony Address



Andreja Kodrin

The motto of Challenge:Future is "Step out of your comfort zone and do something!"

The challenges of Challenge:Future youth are getting bigger while the generation that needs to address with them is getting weaker. We must not to forget that 50 percent of the world's popula-

tion is younger than 26. Unfortunately, unemployment is growing the fastest precisely among this generation.

What do we do at Challenge:Future to address this problem? We believe in entrepreneurial mindset which is "We all have problems but an entrepreneur is somebody who not only find the solution to these problems but also does something about that". We integrated this attitude into all what we organize: the competitions, conferences; we rely on collaboration and commitment. An only all these activities lead to the so much needed change.

We launched Challenge:Future four years ago, on September 24, in Riga, the capital of Latvia. A month later, the project had been already joined by 81 countries. At the moment we are all around the globe in 216 countries and territories. This year only we have received two global awards: The Global Youth Summit Award and the SEA Excellence Award. This proves that we are truly global and sustainable in all aspects of our work.

We invent a new challenge each year, which results in new projects by youth in multiple countries. This year, the main theme across all of our activities was Youth unemployment. The competitions attracted 1380 teams and generated more then 500 multi months projects. The first competition challenge "What are the jobs of the future?" implied a hidden question: "What education should we have to satisfy the needs of the jobs of the future?" This competition was run in partnership with the University of Maribor in Slovenia. A second competition was organized jointly with A. T. Kearney; "The Future of Work". We asked young people worldwide what we could do to enhance the competitiveness of Eastern Europe. Unfortunately, this region is characterized by lower innovation and productivity than the West and a higher labor cost than the East. The results of the research and from all projects could be found on http://www.challengefuture.org/static/upload/uploads/ATK_The_Quest_for_Eastern_Europe_competitiveness.pdf.

The third competition was organized in cooperation with PRME and CEEMAN. The topic of that challenge was "What can YOUth do to fight youth unemployment?"

Finally, 38,000 young people participated in 41 events in another employment-related competition, co-organized by Zavarovalnica Triglav.

In spite of all this mass engagement, global collaboration we can reward only the best of the best projects. However, we must acknowledge many of the rest that were also extremely creative and practically useful. Regretfully,

many young people could not come to Slovenia for this event also because they could not obtain Schengen visas or because of other impediments.

The Challenge:Future Summit creates also connections. These are global liaisons that we need so that we can collaborate across the world. We need to cooperate, cocreate and co-exist. This is the supreme goal that Challenge:Future is pursuing.

Through past six days we all discovered that young people around the world share the same problems and the same pain. One participant shared with us that she flew 22 hours to come to Slovenia from Indonesia to make this discovery that we are not alone.

One of the greatest strengths of Challenge:Future is that it enables young participants to work together with experienced chief executive officers of leading companies, government officials, social entrepreneurs and other leaders of change. However, I would like you all to remember that the greatest power is already inside all of you. We all look around, seeking encouragement and support but it is ultimately our abilities that we must rely on. Therefore, be in charge of your destiny and your future. If you will not make the necessary changes, who else will? What I have in mind is not just changes in corporations or governments. Change starts in everyday life.

Welcome Words to the Winners of the Challenge:Future Awards

Tjasa Kolenc Filipcic

I am here as a representative of Zavarovalnica Triglav. We are delighted to be a sponsor of the Challenge:Future project for the second year in a row. However, "sponsor" is not a good word. We believe that we are partners since Challenge:Future is about global partnerships. It is about breakthrough ideas and initiatives for a better tomorrow. Thank you, young people, for accepting the challenge that we set up for you. Now it is time to see the results and celebrate. In a while, we are going to see who has won this year's awards.

Violeta Bulc

It is a special privilege and honor to announce the winners of this exciting competition. I was also privileged to be a judge of the fantastic projects that were submitted to Challenge:Future. I have learned a lot from them and they inspired many of my speeches this year. They also helped me formulate the core message that I shared with the participants of a global conference on systemic thinking in Vietnam. The participants in our project have approached their challenge in a very systemic way. I extracted some strong messages from this project and I would like to share some of them with you.

My first observation is that young people are worried about their future. Second, they are asking us to stop giving them school projects. They want real-life projects to work on. They want to spend their energy on real challenges. Since I am a teacher, I promise to have this in mind.

Branko Zibret

At A.T. Kearney we are always searching for something new and it is important to us that we interact with our communities and share ideas with them. That is why we decided to participate in the Challenge:Future project on the competitiveness of Eastern Europe. We know that it is hard to define Eastern Europe but we accepted the challenge nevertheless.

I would like to tell you that we did a survey of young people's views of Eastern Europe and its future. We collected answers from 599 young people from 87 countries. We identified three main themes in their answers. Although the situation is not good, it is seen as improving. Second, Eastern Europeans want to stay in their home countries. This statement was made by more than three quarters of our respondents. They see their future in Eastern Europe. The third important discovery was that most young people want to work in a knowledge organization. They are motivated by innovation and entrepreneurship. This is important as it is a requirement for the creation of jobs in the knowledge sector.

I would like to use this opportunity to greet you all and express my gratitude to my colleagues at A.T. Kearney who worked on this challenging assignment.

Metka Glas

I represent Studio Moderna since our president Sandi Cesko is in the United States. I greet you all on his behalf. It was really hard to select the best project. We see you all as winners.

I have the privilege of having a brilliant boss - Sandi Cesko - who hired me 12 years ago and has constantly encouraged me to do better. I also have the privilege to work for a great company - Studio Moderna - which constantly instills young people with lots of energy and passion. Together with all judges, we decided to do something different. Of course, there will be financial awards as promised. But we think that financial stimuli are not always the most important thing for the success of young people. You have plenty of energy and big hearts. Therefore, we decided to volunteer and donate time to be your mentors. We want all the projects that will be awarded today to become reality.

Special Address



Ichak Adizes PhD, Founder, Adizes Institute, Santa Barbara, California

I have come to celebrate CEEMAN's 20th Anniversary and applaud and acknowledge Danica Purg's leadership. I have known Danica for 40 years. I met her in Dubrovnik, at a conference on self-management and I immediately realized that she was a live wire. She has developed something that is

absolutely amazing. I am proud to be her friend and I am always available if I can help as I think that she is doing a fantastic job.

CEEMAN's celebration is tomorrow. Unfortunately, I cannot attend it as I have to leave for another event. But never the less, today, let me share my thoughts on developing future leaders, the topic of this gathering.

We have three words in our topic: "developing", "future", and "leaders". Let me first talk about the future and then about what it means to be a leader in the future. Finally, I will address the issue of leadership development.

I have been in the field of change management for 40 years and I have come to a very sad conclusion. You should not try to predict the future. Although there are 20 Nobel Prize winners in economics in the United States, none of them managed to predict the economic crisis from which we are emerging just now. Who would have believed that the Lehman Brothers would go broke? Who would have believed that if the US government had not helped the country's banks they would have all gone bankrupt? This would have resulted in a total economic disaster across the world. Remember how arrogant General Motors used to be, saying that what is good for General Motors is good for America. That company would have also gone down the drain without the support of the US government. Nobody predicted that.

Why are we unable to predict the future? Because the world has become extremely complex. It is not atomistic anymore. Its different parts are all interconnected and overlapping. Technology advances have sizable social repercussions, which in turn have political and economic repercussions. It is one big bouillabaisse.

Is it not strange that nobody went to prison for the financial crisis? Do you know why? Because nobody can find who is the culprit. Even the government did not know what to do. They were changing their policies every 24 hours. "Let us do this!", "No, wait; let us do that", "No, no; that is not a good idea. Let us do something else". Why was that? Because they did not know what to do. Even the Federal Reserve admitted that the crisis was unpredictable.

We are becoming increasingly confused. Do we really know what is going on? And because of accelerated change we are becoming older at a younger age. Some people are old at the age of 40. They are considered too old to be given a job. They are too old for the new technologies that are in vogue at that time. I am ready to bet that the age at which people are

considered old is going to fall even further. In some fields, like rock music, you are too old at 23.

What are we supposed to do?

Two things to start with. First, You cannot be educated in one particular field and assume that this will be enough for the future. You have to have a multidisciplinary education. That is why I told the International Academy of Management that our business education is wrong. We teach Marketing, Finance, Sales, Supply Chains, Human Resources, and Accounting, and we assume that we can manage the totality. But there is no course that teaches anything about the totality. How do you integrate all elements of the system? How do you think in a systemic, integrated way?

Business education should have a much wider scope. It should provide a background in political science and sociology among others. You have to know multiple disciplines so that you are not lost in one.

Training of future leaders has to be systemic. At the Adizes Graduate School, the most important courses for future leaders are not Finance, Strategic Planning, or Human Resources. It is Epistemology and Systemic Thinking. Epistemology has to do with knowing what you know.

Second, please, do not ever graduate. The diploma that you get from the Adizes Graduate School does not say that X, Y or Z completed his studies. A good diploma should say "Allowed to continue studying". The day you stop learning, you stop changing, and unless you change fast, you die slowly. This happens to persons, companies, cities, and countries. The world is changing so fast that you should never assume that you know enough. As you study, you do not discover how much you know but how much you do not know.

Let me tell you a story, even though some of you know it because I like to tell it. I got my doctorate from Columbia University. I worked hard for it and made tough sacrifices. I was walking down the hallway with my diploma in my hands, very proud of myself. I had finally made it. I had the doctorate in my hand. I was very arrogant. At that point, a door opened and two students came out. They had just taken their Qualifying Examination for a doctorate degree. That is the exam that you take before writing your dissertation. I asked them if I could see the exam questions. I was shocked. I would have failed that exam if I had sat for it. The day that I got my doctorate, I was already obsolete.

To be leaders of the future do not be dogmatic - "I have a plan, I know which way I am going and that is it!" No! You have to be extremely flexible. You have to be extremely humble. You must admit to yourself that you do not know. This means that you are willing to learn from others all the time. And from whom do you have to learn the most? From the people down below. The workers. The people on the line. The rule of health is "Listen to your body". The day you stop listening to your body, you become sick. Managers, listen to your organization! Leaders, listen to the organization! The higher you climb up the company's hierarchy, the smaller your mouth should be and the bigger your ears!

Listen because you do not know. That will be your strength. Good education should teach you how much you do not know rather than how much you know. The more you know, the more you should realize how much you do not know. That is good education. That means that good management education is not about teaching you to know but teaching you to be: Open-minded, humble, a good listener. Willing to admit mistakes. Willing to surround yourself with people that are better than you.

I am very disappointed with management education as practiced today. We have to change our education. I was a professor at UCLA, Columbia, and Stanford, as well as in Tel Aviv and Jerusalem. And I gave up. I gave up my professorship and my tenure because I was disgusted with management education. The reason is that the natural sciences have penetrated the social sciences in a dysfunctional way. The prevalent logic is that if you cannot measure something it does not exist. Therefore, everything must be measured. People get promoted on the basis of statistical analyses of answers to questionnaires. This is totally useless. After that, they will get a doctorate and ask "What do I do with this degree now?" I have no idea. The quantitative approach has penetrated education so deeply that it has put an end to

thinking. People are not thinking anymore. Developing questionnaires and doing statistical analyses is not thinking.

A quantitative analysis is fine but it can only be a tool, not a purpose. What we need is qualitative thinking although qualitative thinking is fuzzy. There is nothing precise about it. That is why management and leadership are not only a science. There is very little science in it by the way. It is mostly art. You have to spend sleepless nights and make judgments and evaluations. You have to suffer because there is no clear answer to your problems. You just have to bite the bullet.

I observe that the discipline of General Management has actually disappeared from management education. There is only one course called Strategic Planning. But that is only one little piece of what is known as General Management.

Many years ago I came to the conclusion that the excellent manager of an organization does not exist. We are trying to produce something that does not exist. It is a *fata morgana*. Why is that so? To manage any organization, be it a city, a country, a company, or a family, you need to produce results. You have to do that efficiently so that you do not waste resources. At the same time, you must think about the future and prepare the organization for it. This means that you have to be entrepreneurial. But you should also surround yourself with competent people and make them work as a team so that they do not waste energy fighting with each other. You want a constructive culture in your organization.

This means that we want a leader who is task-oriented, efficient, active, organized, systematic, motivated, ambitious, detail-oriented, creative, innovative, inspirational, sensitive...

In the prevalent management education that today is called leadership development we try to produce that person. There are not many of us around that fit this description, right? Because it does not exist. And I have to tell you that the worst clients that I have had as a consultant are those that graduated from Harvard Business School. They are arrogant. They end up in private equity firms and consulting companies and start putting on airs.

What makes a good leader? Think of a family. It is very difficult to raise a child as a single parent, is it not? It takes a family; a man and a woman. It takes masculine and feminine energy. They have to complement each other.

Building a company is like building a family. You need a team whose members complement each other. You cannot do it on your own. That is why dictators destroy countries. That is why democracy is better. So who is a good leader? Somebody who is not afraid of working with people who are different. A leader must not be afraid of differences. A leader must not curse a rose because it has thorns. Try to learn something from the differences that you observe rather than being afraid of them. This takes mutual respect and trust. Team members should be like the fingers of a hand: different yet united. And they should not be united despite of being different but because of being different. When we are different, we learn from each other. Our differences make us stronger.

Can you command respect and trust? Are you a person who can work with different people? If you are, you can be a leader of the future. That leader is not one who has a degree and is knowledgeable. If you think you know everything and you can predict the future, you are in trouble.

There is another problem with education. What does it teach you? How to maximize Profits. As a consequence, profit has become a religion in our education. That is what we teach in finance, strategic planning, marketing... It is all about how to measure and achieve profit. That is the ultimate goal.

Milton Friedman got a Nobel prize for turning profit into a religion. But do you know what this is doing to us? It is destroying our environment. By trying to obtain more and more profit, we produce more and more things that we do not need. In California, where I live, people have enormous houses and three cars each in their garages, and they are still miserable because it is not enough. They want more. But more is not better. It is worse. By trying to have more we destroy the world that we live in.

I do not mean to say that profit should be ignored. I have been a consultant to several socially conscious organizations, like the Body Shop. They all got in serious trouble because they ignored profit. Do not ignore profit! But accept that there should be a limit to it. You need it so that you can survive and grow. The real goal must be different: make a better world. Make it a better place to be.

I just came from Montenegro where I was an advisor to the Central Bank. The bank's executive director took me to his village where he was born, in the north of the country. He introduced me to his brother. I asked him how he felt in that small mountain village of 3,000 people. He said, "Great!" I wondered how one can feel great in such a small place. He answered, "I have a roof over my head. I have food. I have rakia to drink. What am I missing?"

I hear more laughter in a developing country in one day than in a whole year in a developed country. As the standard of living goes up, the quality of life goes down. Which of the two is more important?

The leaders of the future must have a different set of values. We need a new value system in which less is beautiful. Less is better. Small is wonderful.



Jernej Pikalo

It is extremely difficult to address this audience after Ichak Adizes's excellent speech. I find it hard to tell you how much I agree with him. I agree on most of what he said although I should not. That is what makes it difficult to talk after him.

On the way to this conference, I thought about what I should say to you. I asked myself what kind of employer I am. I am not a big employer as I do not have too many people working for me but I do have a cabinet. I have people that I chose myself and I have people that I inherited from my predecessor. What do I look for in a person in my employment? Do I care about formal education? Yes, I do. But perhaps not as much as you expect from a minister of education. If you have a good education, that means that you have energy and stamina, that you are capable of delivering results. This is what formal education means to me.

Second, I want to have a team. I do not need single individuals. One person will have a particular quality whereas somebody else will bring another useful quality to the team. Put together, they will complement each other. I follow this philosophy as I choose my team.

I also look for energy. I expect dedication, motivation, and broad general knowledge. This is what counts when I employ people. Are you determined to push things through? Can you learn? Can you follow? Are you innovative? There are people that are good in some areas and people who are good elsewhere. That is why I always look for a team.

It is also important that you can follow my pace. It is rather strenuous. We work from seven in the morning to... whenever the work ends. I am not saying this to illustrate how stressful my life is. I am saying it because I want to teach by my personal example. I want to be a role model to young people.

I am sure that I can find people who are better than me. They can do things much better than I can. My job is to see people's strengths and weaknesses and manage them. Among them there are potential future leaders.

I was asked to say something about employment and how we tackle it. I am not going to bore you with details. I will just say a couple of words about how

I see the link between education and employment. You may have noticed that what matters is not just formal competencies. Informal competencies are becoming increasingly important. These are the things that you have learned by doing, outside the formal curriculum. These include your hobbies, the sports that you have practiced, and your other pastimes and recreational activities. As an employer, I am interested in these as well.

I do not see education as a piece of paper plus some good memories. It also gives you a social network. This includes your professors and fellow students. This network matters a lot in dealing with unemployment. You can call up a friend and ask "Do you have a job for me?" Or somebody who has thought of you will call you up and ask you if you can help.

Finally, to be successful you need to have self-esteem and a good image of yourself. And I absolutely agree with Ichak Adizes that quantitative knowledge is not as important as it is said to be. We need more quality.

Themed Plenary: Implementation

Antonio Freitas

Implementation involves people. This is what makes it difficult. Also, we cannot have development without sustainability. All development should be sustainable.

I also think that the most important part of implementation is planning. You have to have a well-defined goal that you want to achieve. Let me give you an example.

We want to implement sustainability in Brazil. I was a member of the National Board of Education. We had a huge discussion with faculty from all over Brazil and finally came up with a project. It resulted in a law, according to which sustainability must be taught from kindergarten throughout high school. The law is fine but we need to talk to the people; otherwise it would be just wishful thinking. We need appropriate planning, as well as marketing, so that we get people to believe in what we do. We also have to give them incentives. Enforcement should come at the end.

We have a national school examination and, since all schools must teach sustainability, the exam covers that subject as well. This is how it is enforced. Without enforcement, it is very hard to achieve sustainability.

Upon graduation from a university, students must take another national exam. This exam also includes sustainability. It is another example of enforcement.

In Brazil, companies that have corporate social responsibility portfolios perform better than the rest. They have environment-friendly and equal opportunity policies. They realize that this is possible and at the same time it is profitable.

Five years ago, a representative of the Brazilian government visited our university. He asked our dean what we did in terms of sustainability. His answer was that we had separate garbage disposals. That was all that he knew about sustainability. Now we teach it in our business school and our law school. They do not do that because they were forced to but because they believe in it.

We need to change our education system. How can you teach marketing without ethics? That is why we had a problem on Wall Street and it contaminated the whole world. How can you teach finance without mentioning the impact of business on the environment?

Recently, the Rio de Janeiro municipality introduced fines for littering. This was unthinkable a few years ago. They asked people who were fined for throwing tickets on the ground what they thought of this initiative. Amazingly, they said that it was great and admitted that they deserved the fine because they had done something wrong.



PRME serves as a catalyst in such initiatives. But I think that funding is a major problem for the project. We need the involvement of large private companies, such as those in the insurance business. For a big corporations like IBM, 10 million US dollars is nothing. Currently, PRME depends too much on schools for funding and that is a weakness.

In conclusion, I expect today's children to create a better future. They are growing up in a different world that is full of technology and their mastery of this technology is better than mine. I hope that they will grow with a different value system. They should realize that they do not need three houses and five cars each. They do not need a bank account with three billion euros because in the graveyard everybody has the same amount of money.



Liesbeth van der Kruit

I would like to tell you something about the corporate social responsibility policy of my company, Achmea, which is the largest Dutch insurance company. We have some operations in Eastern Europe and in Turkey but I think that they account for only six percent of our total activities. However, we are a large company by Dutch standards and we

employ 16,000 people. The company is active in all areas of the insurance business, especially in health insurance and bank insurance.

Our corporate social responsibility policy rests on three pillars. We believe that it is not something that needs to be enforced top-down. It is not just an add-on, either. It is something that should be part of the company's strategy, and especially of our core activities.

We try to be innovative in our insurance business. It is also very important that we put the customers' interests first. We have to deal with a number of corporate social responsibility challenges. First, the insurance sector has not demonstrated sufficient transparency or reliability in terms of customer needs. This results in very low trust. Second, the traditional insurance business is becoming less and less profitable. We need to find new ways to create value for our customers and society, as well as for our company. We realize that we still have a long way to go to offer products and services that are good value propositions for our customers. They have to be valuable to us, of course, but the customer always comes first.

Also, a sustainable product portfolio is not yet recognized as a new business opportunity.

We also realize that we are a large and complex company that has grown through mergers. Change takes time. We lack experience with non-financial reporting. We also realize that having engaged employees means plenty of initiatives. How can this process be steered?

Before I took my first steps in the insurance business, I was a journalist for a very long time. I thought sustainability was about ethics, about doing the right thing. Then we started talking about designing principles of sustainable insurance. We already had principles of responsible investment since investment is a big part of our activities. But what could sustainability and insurance have in common? We discussed the subject for two years and we finally adopted some principles at the Rio de Janeiro PRME summit last year. By now, 60 insurance companies from the whole world have signed up to these principles.

What the principles mean is that we recognize insurance as a very important activity for society. It is not because we sell insurance but because we

manage risks. We know a lot about risk and we can use that knowledge to improve society. Let me give you an example. Many safety standards, such as the use of bike helmets or the presence of fire extinguishers in buildings, were developed by insurance companies as they recognize that these safety measures can save lives and minimize damage. One of our tasks is to make people aware of these risks and how they can manage them themselves.

We also talk about emerging risks, such as climate change, aging populations, and billions of people not having access to essential healthcare. Our philosophy is that if we know so much about risk in general, we should also do something about these emerging risks and base our business on that.

Since 2011, Achmea has implemented climate-neutral operations. This is not very hard since we do not have production sites; nevertheless we have achieved some interesting results. With our new printing system, the number of prints made annually has fallen from about 100 million to 80 million, resulting in savings that exceed one million euros a year. What is more, after 2011 all our preferred suppliers have signed and accepted our sustainable purchase conditions.

Another thing that we do for society is that we bring insurance to people who do not normally have access to it. I am talking about poor people at the base of the social pyramid in emerging markets. We have a 10-year experience in India where we helped to insure one million people. We consider this a great success, especially in view of the fact that 100,000 of those people were absolutely destitute and almost starving, but now they are not.

We have also just started a very challenging project in Burundi, together with the Ministry of Foreign Affairs; it is paying part of the costs. We also have projects in Indonesia, Senegal, and Cambodia. Basically, our employees work as volunteers in those projects. They do the marketing and the statistical analyses free of charge. All these activities help poor people in developing countries improve their daily lives and find a brighter future. If they fall ill, they now have an insurance policy. Without such a policy, they would have to borrow money from friends or relatives, or a bank, since they do not have the money that they need to pay for their treatment.

Likewise, we have developed crop insurance and livestock insurance. In this way, if your cow dies, you get a new cow. Of course, before your cow can get insured, it needs to be checked. It should be healthy and it should have the necessary vaccinations. In this way, the insurance process prevents the livestock from getting ill. Again, we see a focus on prevention which is good for society and the insurance company. I am personally very proud of these projects.

There is a large reinsurance company called Munich Re, one of the largest in the world. They have a couple of strategic issues for the next few years. One is solvency. It is not an interesting topic for this audience. The second one is climate change. As a reinsurance company, Munich Re is very aware of the fact that the climate is changing and this creates damage. A reinsurance company is not interested in paying damage but in minimizing it. They have been doing research for the last 25 years and have decided that they must do anything that they can within their core business to address the issue of climate change. They have a policy of investment in highly innovative projects, such as a big solar project in the Sahara desert. They realize that the renewable energy business is a very innovative industry but its technology has not been well tested. Because of the high risk factor, companies and people are reluctant to invest in that business. But without investment, the industry cannot develop. Munich Re decided to deal with that challenge and created a cover for that risk. Since the risk has now been minimized, large companies are more willing to invest in technologies that have not yet proven their profitability. In this way, Munich Re stimulates investment in renewable energy and helps combat climate change. Of course, they and the companies that they insure make money out of it. But at the same time it is good for the planet.

This being said, it is quite hard to convince traditionally thinking people that these initiatives pay off. They find it hard to understand that sustainability can be a new business. We have quite a task explaining this to them. But we have a lot of young people working for us as well. They do not simply want to work for an insurance company. They want to work for a company that they can identify with and be proud of. They are willing to try new things and embrace change.



Irina Sennikova

I come from Latvia, a small country of two million people. Surprisingly, my country has been mentioned many times in the two days that I have been here. Yesterday, I participated in a work group on poverty reduction. We were one of the initiators of that PRME chapter. You also saw representatives of our younger generation yesterday. What

they can do defies imagination.

Latvia has also been mentioned in world news in a very positive light. That happened when we joined the European Union. Back then, we were one of the world's fastest growing economies. But then, when the financial crisis struck, we were among those who sustained the greatest damage. Now, once again, we are cited as an example of how to cope with hardship. Although we are small, we always set some sort of example.

Our departure from the Soviet Union was a painful exercise. We have also gone through a massive privatization program. We got our oligarchs and today we have a wide social gap between the rich and the poor. That gap is not as big as in Russia but it is substantial nevertheless.

When we set up our business school 20 years ago, students came to study because they wanted to get rich. That was considered prestigious. During those 20 years, I realized that this should not be the purpose of our business school. Society has changed. We need a new purpose.

We have a negative demographic trend. The economy is growing, yet the population is decreasing. This creates a serious problem for the education system. As a business school, we see our role in a new light: we have to make a positive impact on society. Corporate social responsibility is one of our core values. What do we do about it?

We are striving to be a socially responsible employer. For the past 20 years, we have had an institutionalized social dialogue in Latvia. This is an initiative of the Confederation of Latvian Employers. RISEBA is the only school that is part of it. We are also happy that we have received a bronze award for our sustainability efforts. This means that we are on the right road.

We are not a business school any longer. We are an entrepreneurial school where business meets the arts. We believe that business is not just about finance, marketing, and human resource management, but about plenty of other things as well. Now our motto is "Where business meets the arts". We teach disciplines such as Media and Communications, as well as Architecture. In our view, this is where innovation lies. We try to ensure that our students are multidisciplinary. All PRME principles that we have adopted should be manifested throughout our activities. We are trying to establish a synergy between business and the arts.

We also have our students work in interdisciplinary teams. We think that it is very important that our students of architecture design their projects together with business students and media students. For example, students of architecture work on the development of a particular Latvian city while the business students make financial projections. The media students produce visualizations and the public relations students help with the marketing campaign. These should be projects that create a friendly environment for everybody. This is where innovation and creativity lie. We realize that bringing business and the arts together unleashes the great potential of business students and endows creative students with business skills. Management is not something

that you learn only at a business school. Many managers have never actually studied at a business school. Some come from a technical university and some come from medicine. Management can be learned in many different ways. But it is important to put future managers in a business school at an early stage of their development as this gives them a head start.

We are often asked why we mix business with the arts. Having arts students in our school has changed the student body significantly as they bring different dynamics. The whole atmosphere is now different. This is very important to us.

I had an interesting discussion with a Russian colleague yesterday who told me that he had come only for the CEEMAN event, not for the PRME forum. The reason for that was that his school had dropped out of the PRME project. It had signed up but then it was asked to submit a report. Writing a report was seen as a waste of time. In fact, writing a report helps you realize where you are and where you want to get. In our case, we are only starting our journey and yet we have achieved quite a lot already.

There are seven signatories to PRME among Latvia's business schools. I was surprised to find out that there is not a single one in Estonia. There are a few in Lithuania, though, which means that we have just about the necessary number to start thinking about setting up a chapter. We should not only boast about our own PRME achievements but also try to involve as many other schools as possible.

Themed Plenary: Impact



Anthony Buono

I am an optimist and one of the things that I pushed for during this meeting was to recognize and celebrate our successes. If you look back, you will see that we have accomplished quite a bit in a relatively short period. We have launched the PRME Champions Group, we have seen the growth of the very impressive work of the regional

chapters across the world, and our meeting in Bled is our fifth annual summit. The number of PRME schools now is over 500 – and we have delisted more than 25 schools, which is a positive sign that reinforces the expectations associated with membership. The membership of Global Compact itself is approaching 8,000 companies.

Until last night, I was also impressed that the EFMD, EQUIS, and the AACSB had changed their accreditation standards to more fully capture the importance of sustainable practice. After listening to Thierry Grange, I am somewhat underwhelmed by these changes, but I still think that this is an important recognition of what needs to be taking place. In sum, there is ample opportunity and reason for us to celebrate and be very proud of what we have done thus far.

However, I am also a contrarian. I am a sociologist and sociologists like to argue with themselves. I think that even though we have accomplished a lot, we are nowhere near where we need to be. I had two opportunities this past year that I will be drawing on in my comments. First, I was part of an international team that undertook an assessment of the LEAD initiative within the Global Compact, the group of 56 leading multinational corporations that have pledged to push the goals of the Global Compact, providing leadership to other signatories. When they started this project two years ago, they committed to an assessment of what they had accomplished and what they still needed to do to move further forward. I was fortunate to be the North American representative on that team. I also worked on the Second PRME Survey of MBA students and their attitudes about responsible management, which was led by the Macquarie Graduate School of Management in Australia. These two initiatives have further informed my thinking about the impact we have had. Referring to what Nancy Adler talked about last night - looking for beauty in a fractured world - if we want to achieve a true impact on our world, we have a long way to go. There is still a significant gap between the present we have and the future we want.

In terms of our impact, I would like to touch briefly on four core areas: our research, what we do in our classrooms, what we do on our campuses in terms of interaction with colleagues and our own behaviors, and what we need to do cross-institutionally. Part of that last area includes the link with the business community.

Let me start with research. I am impressed with the quality and rigor of much of the research that I see today. Clearly, the research that I see coming out of business schools has a direct impact on the reputation of those schools and especially on the reputation of the individual faculty who are putting out this work.

On the other hand, I think we are learning more and more about less and less. The relevance of much of the research that comes out of business schools is questionable. This makes its practical impact unclear. One of the findings arising from the UN LEAD assessment that troubled me is that many companies entered this initiative with very low expectations of business schools – and we didn't disappoint them. These leading companies are not turning to us for thought leadership -- they want to learn and develop based on what other leading companies are doing. I think we have a long way to go to make that connection. We have to start producing the type of research that people in the business community will find useful for what they are doing.

There are some openings that give the PRME community a wonderful opportunity. The LEAD assessment suggested that companies would like to know which business schools and faculty members are doing work in specific areas that reflect the Global Compact's task forces and work streams. They also said that it might be beneficial if they worked with business schools to continue to assess the usefulness of some of the programs that they are running. So, there are opportunities for us to engage more directly with the business community – and the PRME Champions group has the opportunity to provide leadership in this area. But we have a long way to go to gain credibility with our research within the business community.

The second area that I wanted to talk about in terms of impact is what we are doing in our own classrooms. On one level, I am again impressed with the dedication, creativity, and innovativeness of many of the faculty who are involved in PRME. If you have not seen it yet, I urge you to read many of the cases in the Second Inspirational Guide. Many of our colleagues have done some incredibly innovative things in terms of experiential learning and social impact. They are really engaging their students. One of the main findings that came out of the survey of MBA students that I mentioned earlier is that they respond very favorably to the concept of responsible management. They think that this is a very important part of their business education.

As a sociologist, I appreciate a “big picture” perspective – and many of our courses teach responsibility and sustainability at a macro level. While beneficial, this approach makes it especially hard for undergraduates to connect with these topics. I have been wrestling with the question of how we can integrate ethics in business for a couple of decades. One of the issues we like to focus on is major scandals. These problems, however, can overwhelm and overpower our students. In addition to this type of broad focus, I also think we need to talk with them about the ethics of mundane events, what we do on a daily basis. These are the challenges that managers face daily in their jobs. This is what leadership and ethics are all about. You cannot teach one without the other. Ethics is an inherent part of managerial life. We have to make this real for our students. We have to provide them with the skills and the comfort level that they need so that they can make a difference in the world. Mary Gentile's Giving Voice to Values program is a perfect example of what we need to be doing more of – engaging our students and helping them to develop the skills and capabilities to make a difference.

The third area I want to discuss goes beyond our individual classes, our institutional activities and how we interact with our colleagues. Another of the findings that came out of the MBA student survey is that they are looking for more consistency in the message. They hear a lot about ethical behavior, sustainable practices, and corporate social responsibility. Then they go to some other classes and there is silence on those topics. If anything, they hear competing arguments. I am not saying that we have to send exactly the same message across different courses, but we need to think about how we can be more consistent in terms of what we are doing to deliver our message to the students.

Reflecting back to when PRME was initially started, every school that I have interacted with has a number of campus champions who really embrace these ideals. A strategy that I used when starting this journey was to start

working with those faculty members who agree with you – in essence, “preaching to the choir.” The challenge is then to build them into a community, finding support for them and facilitating growth and development. I think that we have reached the time to go beyond preaching to the choir and move out to reaching our other colleagues.

The good news is that many of the people who acted as obstructionists when we started this are now gone. You do not hear their message on campus any more. And still, they are not converts yet. At best, we have what I call minimalist co-existence with them. They will not argue with you openly but they will not really do anything to support you.

Yesterday, we had a wonderful discussion on faculty development. We have to start thinking of ways in which we can work with colleagues in other areas so that they begin embracing these subjects and ideals in their teaching. This past June, I had the privilege of offering the first Business and Society track for CEEMAN's IMTA program. Some of the students had come to study marketing; others were interested in leadership, accounting, or various other fields and disciplines. The program also had plenary sessions during which we discussed responsible management in these different function areas. We need to have more of these interdisciplinary activities, reaching out across our faculty.

Since the early 1990s, I have been grappling with the issue of how you can teach ethics across the curriculum in a business school. How can we get faculty members to talk to each other about how they could teach ethics within the context of their own disciplines? We have to make it clear that we are not asking individual faculty members to do everything. We have to take a curriculum-wide approach. We have very good philosophy professors who can teach ethical theories; they do that extremely well. We are not looking for accounting professors to teach Aristotle. But how can you teach auditing without looking at the ethical responsibility of auditors. How do you make this real? How do you engage students with these activities? The more we move to these spontaneous moments, the more authenticity and impact we will have with our students. We have to do more of this type of cross-disciplinary work to have the kind of impact that we think we can have across our institutions.

I also believe that we need to make many more strides toward the creation of the kind of institution that we talk about in the classroom. Do we have good governance practices? Are we really trying to embrace sustainability on our own campuses? Can we actually be leaders in this realm?

The last thing that I would like to talk about is our relationships across organizations. Here, the PRME Champions can provide great service, especially in terms of the potential impact that we can have. There are scores of other institutions, programs, initiatives, and associations that are part of this. A couple of years ago, the Carnegie Foundation and the Aspen Institute funded a group of scholars to write a book called *Rethinking Undergraduate Business Education*. Part of the issue was how to further integrate the arts and sciences into traditional ways in which we look at business. Many of the things that they talk about are similar to those that come up in our discussions within the PRME project.

I attended a meeting in Washington DC a couple of years ago and I talked to this group. There were roughly 75 people in the audience. I asked them how many of their schools had signed up for PRME. Only two hands went up. I asked them how many knew what PRME was about. Only a few more hands went up. One of the things that we need to do is reach out, not only across our own network but also far beyond. Part of the challenge has to do with the real depth of commitment in our colleges and universities. Although we translated the Macquarie Graduate School of Management questionnaire on MBA student attitudes toward responsible management education into several languages and did our best to engage the PRME community, we had slightly over 1,200 students fill it out. We have 500 PRME schools and they provided only 1,200 respondents. That equates to roughly two and a half students per school? We need to do better than that. I hope that this result is not a reflection of the real commitment to PRME.

There is a small group of committed people that really think PRME is very important but their impact is not sufficient. We need to reach deeper. As part of the LEAD assessment, the people that I talked to about the ideals of the Global Compact assured me of their deep commitment. They and their teams are extremely committed to what is going on. But I felt that this does not run very deep in many of these organizations.

I realize that social change and organizational change take time. But we have to work harder to embed these ideals, not just in parts of the organization but throughout it. I think that if we want to have the impact that we expect to have, and if we want to move from the present we have to the future we want, we need to think about how we can institutionalize this and extend what we are doing beyond our classrooms and our own research programs. We need to think how we can engage with the business community. It is only then that we will really begin to lay the foundation for the development of leaders for the future that we want.

Nikos Koumettis

Although I am here as a representative of business, I also teach. Therefore, I have a view of both worlds: business and academic.

We have a leadership crisis in Europe at the moment. It starts with the politicians and reaches all people. I do not think it is just an economic crisis. Leadership is becoming increasingly critical, especially in this part of the world.

Our company has existed for 126 years. It came to Slovenia in 1967. How can we work together better so that we create an impact? In our company we say that we need to work on the golden triangle: governments, businesses, and non-government organizations. I would extend this triangle to make it a rectangular, so that it also includes academia. It is critically important that we find ways to cooperate all together.

Let me mention some ways in which academia can help business. A major area is innovation. For a big company to get even bigger and keep being successful, it needs to innovate. Some companies, like Apple, create innovation internally but most get it from outside. I can give you an example of an innovation that we have adopted. We have set up a series of eco centers that purify sewage water and make it drinkable, provide electricity, a wi-fi connection, vaccinations, and health education. We are going to set up 2,000 of these centers in very poor communities in Africa by 2015. For this innovation, we are working with Singularity University. The question is how many of the universities present here can help with this substantial and meaningful innovation so that it produces an impact within communities. I would argue that there are very few.

When I took my job a couple of years ago, I saw that people were very demotivated. They had not made their budgets for years and you would hear doom and gloom in the news every evening. I thought that I should set up a top-class leadership program for my people. I believed that they needed to become better leaders amid the prevalent doom and gloom. We set up a program called "Lead to Win". We use different suppliers or agencies for better leadership but in reality universities should work together with companies by incorporating the best practices of leadership training to continue to inspire and motivate people. Some universities do this well whereas others do it less well.



The third area is called Incubators Area. Every company needs some incubators in order to try new things and learn. This also involves developing a willingness to take risks. Some companies do that on their own whereas others use a third party. We work with an organization that emerged from the Global Economic Forum, consisting of very successful entrepreneurs aged 20 to 30 years. We have a very good working relationship with them. A relationship of this kind is possible with other organizations as well, or with a university department. A university can be thought of and used as a think-tank.

Another area is coaching and mentoring. I consider this very important as the next generation of leaders will be created through very committed coaching and mentoring. Again, institutions should help with this. We devote a long time to the development of senior leadership at our company. We do this either internally or through a third party which could be a university.

Finally, I would like to mention internships. Every year we take a few good students onboard and we would take more if we had a clearer relationship.

In summary, I think that there are many areas where we could create a greater impact. But this relationship should not be limited to business and academia. We need to include other parties as well for our collaboration to be more fruitful. However, the academic world should become a little more practical and pragmatic, and less theoretical. Business should value academia not for the theoretical knowledge that it can provide but because it can help solve practical issues.

Nadya Zhexembayeva

These two speeches were an excellent start of our panel. I am struggling with a very basic question. When it comes to responsible management and the leaders that we want for the future that we want, there is a moment of transformation. It is a very individual moment. It seems that by the time people enter the workforce something happens that makes some of them irresponsible managers. At what point should we take action so as to achieve a positive transformation that makes responsible management part of an individual's DNA? And how do we create those moments? Can you think of examples of transformation from traditional management to responsible management? And how did those moments arise?

Anthony Buono

Concerning the timing of the educational experience that is needed for this to happen, I would say "Act as early as possible!" The curriculum should wake students up to the existing possibilities as early as possible. As an example, this became very real to me during what we call the Katrina Project. Back in 2005, the Gulf Coast of the United States was hit by a horrible category-five storm. We are a small business school in Boston. What do we have in common with the Gulf Coast? The chief executive officer of a healthcare clinic that had been devastated by the storm met one of our campus physicians during Renaissance weekend, and shared her concerns. He passed along that conversation to some of our service-learning students, who decided that Bentley needed to do something to help restore the clinic. The initiative came from our students who wanted to do something to help. They began by undertaking an initial analysis to explore what the healthcare center needed.

Katrina hit in the late summer of 2005. A central course on this topic was offered in January 2006. A series of seven courses were integrated with a central course that was focused on "Rebuilding Business Processes." Among the other courses that were linked together included a course on database design, since the healthcare center needed to have its database rebuilt, a web design course, and a science elective that focused on what the clinic should do to prepare for another devastating storm of this kind. There was also an English class focusing on writing grant proposals for the support of healthcare. They also set up a cyber-law class to look at legal aspects of the challenges faced by the clinic.

About 100 students were involved in this. They never left our campus -- all the necessary interaction was virtual -- but the experience had a transformative

impact on the students. They were learning real business skills. They were adapting what they had learned in the classroom in such a way that they could use it to do something good. They felt the power that business could have. They learned that business could be beautiful. We need to inspire students to do more of these projects so that they realize that capitalism can be a positive force.

Nikos Koumettis

Tony stressed the importance of ethics in his speech. We take this for granted but in reality it is not so. I am a member of our company's Central Committee for Ethics. Every week we review cases of people who have lost their jobs for 50 US dollars. It is important to explain to people how important ethics is. If people do not have strong ethics, we should not bother with them.

I have found that good managers and good leaders are people who understand diversity and are capable of managing it, no matter how difficult this is. I started my career in Greece. Then, I was sent to Romania - a very different country. My next posting was Canada - again extremely different from everything I had experienced until then. That is how I got my training in diversity and cultural sensitivity.

Nadya Zhexembayeva

It is clear that personal transformation comes in many shapes and forms. It seems that we need to create a rich buffet of experiences for our current and future managers and hope that one of them will become a transformation catalyst. Can you share some more experiences in which more than one institution and more than one sector have been involved? For example, business and academia, business and media, academia and government, and so forth. Can you think of such a combination of more than one party involved in the creation of a rich buffet of experiences that can help our leaders develop?

Anthony Buono

One of the findings that came out of the LEAD assessment project was that capturing stories about pioneering efforts is a very good thing. But it is time to go beyond that and ask what we can do across institutions. What can we do to have a much greater impact? I think that the same is now true with PRME. I am very encouraged by what I see as more and more regional chapters are coming together. At the same time, I look at my school in the Boston area -- within a thirty-mile radius we probably have more high-quality business schools than virtually anywhere else in the world. Nevertheless, I do not think you will see a Boston area PRME chapter in the very near future. We are extremely competitive toward one another and there is very little institutional sharing. When we start talking about doing something together so that we can have the type of major impact we are envisioning.

One of the main challenges we are facing is how to move beyond our own campuses. Faculty members develop really innovative ideas and activities for their courses. We need to share these innovations across our own institutions and with colleagues from other institutions as well. We have to work together.

Nikos Koumettis

People think that non-government organizations are the biggest threat to companies. The reality is that in our case these organizations have helped us very much raise the bar and adopt higher standards. One example is the World Wildlife Fund. Four years ago, we promised that for every liter of water that we use in production, we would give a liter of water back to the community. At that time, it seemed like an almost impossible target but by now we have gotten very close to it. When the World Wildlife Fund started pushing for that target, we were scared but eventually it helped us very much. I would say that our cooperation could be much more interesting and relevant than what people think of it at the moment.

Nadya Zhexembayeva

Let me ask all participants an important question. Where do you get materials for your classes on responsible management? Is the Internet your primary source? Or do you use any other sources?

Danica Purg

I think that the most important thing is to have a good professor of sustainability and all other areas of ethics. Let me tell you what we do at CEEMAN. We have the International Management Teachers Academy and we have Tony Buono teach on it. He brings his materials with him and shares them with our young faculty. He also instructs them and shows them how they can use them in class.

Let me also mention CEEMAN's accreditation program. We have accredited 19 schools so far. We do not ask the schools just to write some kind of essay on their activities in the domain of PRME. Our rules explicitly state that we have to inspect how PRME-related subjects are taught. How many hours per semester? Are these courses required or not? We do not trust electives. We want to be assured that everybody is taking these very important courses.

As I chair PRME's Steering Committee this year, I can tell you that we are aiming for 1,000 members by 2015. We are encouraged by the fact that our membership has increased from 400 to 500 in just one year. We experienced a bigger boom under my leadership than earlier. We have to become a stronger movement and help each other. Conferences like this one provide great opportunities for sharing. I have learned so much from you. Thank you very much for that.

Nikos Koumettis

There is one thing that universities need to take more seriously. They need to have inspiring professors. I have this debate with my board now; they tell me about a particular professor, "Yes, he is very boring but he has a fantastic PhD". As far as I am concerned, that is not a good argument. When this boring guy with a fantastic PhD comes to talk to me, I have a real problem. He makes me fall asleep within three minutes.

I do not know if accreditation takes this into consideration but it should look at how engaging and inspiring professors are.

Nadya Zhexembayeva

This is a very important point. My PhD course lasted four years and I do not remember a single course on how to teach. None. I did my PhD at Case Western Reserve. It is a great institution but obviously teaching is not a priority for them. You have to do all kinds of things associated with research and then you do a dissertation. Unfortunately, there is no focus on teaching.

It is time to wrap this up and I would like to ask a final question: How did you personally get involved in the subject of responsible management? What was it that made you think it was worthwhile? What made you passionate about it?

Nikos Koumettis

If you ask my team, they will tell you that this is my big passion, indeed. It has been my big passion since I was quite young. I think that what inspires me is to see shiny eyes. By definition, management is good administration. However, this is not enough to be a good manager. If you want to have a high-performing team, you have to have a team with shiny eyes. It also takes inspiring leadership. If you really believe in that, everything else works.

Anthony Buono

I feel that what I do as a professor is a gift. It is a privilege. I love interacting with students. To me, there is no more exciting place than the classroom. We

need to talk about responsible behavior in class. We need to embed this. This is what business is all about – and we need to enlighten and inspire our students.

I have been really inspired by a colleague of mine, Raj Sisodia, and his work on conscious capitalism. Think about the power of purpose and true stakeholder engagement. We can enlighten managers and our students about these possibilities. We can create organizations that can achieve really wonderful things – socially and financially. If we can inspire our students to do that, it is one of the greatest things that we can do.

Feedback Plenary: Feedback on Impact from Roundtable Rapporteurs



Individual Level Impact (Group Leader: Mary Gentile)

We had a very wide-ranging conversation, which even included Lady Gaga. Consequently, it is very difficult to summarize it all. Still, I tried to identify the key theme in our discussion. Based on what we heard in the previous session, as well as yesterday's sessions, we all recognized the huge importance for

educators to find ways to connect and engage with our students. This can sometimes feel daunting especially as we get older and they get younger.

In our group, we had presidents of institutions and individual faculty members, and people with different positions in their organizations. Nevertheless, everybody agreed that the way to engage the students is to see the role of faculty as one of huge opportunity. We should look for opportunities to be role models. We illustrated this in a couple of different ways. If you are in a leadership position, you can be a role model in a very dramatic way. We can also look at ways of transforming local business. We can build a new market for the institution in terms of educational opportunities. These are some of the things that you can do as a role model and show that you can break down barriers.

We had individuals in our group who are not presidents of institutions. They talked about being a role model by going beyond their explicit job task, or creating a curriculum reform report and initiating a discussion with colleagues about such reform. This could be done even if it is not an explicit job task.

One of the participants talked about being a role to the students by being genuine to them and talking about one's passion. One can also explain to the students that they can be leaders no matter where they sit in the organization.

You might think that students on Harvard's MBA program are very powerful individuals. Yet they often talked about how they could not make change until they became chief executive officers. That is a pretty sad story. First of all, we are not all going to be chief executive officers. Also, if you wait that long at the end you will probably not be the same person anymore.

A member of our group pointed out how important it is to act on your own passion and thus be a leader no matter where you sit in the organization.

Institutional Level Impact (Group Leader: Shiv Tripathi)

Nothing new came out of our discussion: It was all old wine in a new bottle.

Regarding the actions that we propose, I have to mention teaching, coaching, and providing cross-functional courses, especially short specialized courses.

We also stressed the importance of research for course creation so that the content that we developed can be utilized to solve resource problems. We also proposed outreach activities such as partnerships with local professional knowledge bodies: accounting associations or procurement and supply chain associations. Partnerships with business companies are also essential. Finally, we proposed integration and delivery using different technological tools in all the programs that we offer.

There are certain challenges. One of these is the alignment between the vision and mission of the institution and purposeful responsible management education. The second issue that we identified is the alignment between an educational institution's mission and program design and delivery. We write one thing in our mission but do something else in reality.

We stressed the role of top management support and that of the UN Global Compact companies. If they do not support us, who else will?



Business Level Impact (Group Leader: Ronald Berenbeim)

We had business people and professors in our group, which resulted in what diplomats like to call a frank exchange of views. First of all we tried to define our customers. Are they the students or the companies that they come from? We shared the view that business schools should retool themselves as national leadership agents.

Twenty percent of my students work for non-government organizations or city governments. I must admit however that I work in New York; therefore this may not be representative of other environments.

With respect to companies, we can paraphrase Freud to ask, "What do companies want?" Companies think that we do some things well but there are other things that we do poorly. What we do well and what they like is the opportunity for exchange that we create. They see room for improvement in our curricula. Asked what the most serious misallocation of resources was, the business representatives said that business schools practically were politically dysfunctional organizations. Henry Kissinger once said that when there is nothing to fight over, people will fight over nothing. They will fight over parking space, office space, and all kinds of ridiculous stuff. In the view of business companies, this takes an awful lot of time.





Impact at the Level of Association (Group Leader: Thierry Grange)

We had a very well balanced group bringing in a lot of knowledge and wisdom. We discussed three main ideas and came up with three concluding thoughts. First, corporate social responsibility is not a new topic. It emerged a long time ago and is an old story at a great number of schools across the

world. Second, in the 1980s and 1990s, a lot of companies went green. This happened because of some major accidents and definitely not because of consumer pressure. Third, schools nowadays have many opportunities to join associations or various projects that promote responsible management. The problem however is that they do not have enough financial resources to sign up for all of these initiatives.

These observations led to the conclusion that associations of business schools and professional associations should converge into a common organization to promote responsible management more efficiently. Having too many organizations and associations to report to is not a sustainable solution.

Second, the PRME initiative is good for mobilizing schools to take this path. A school might ask, "Why should I join this project as I am already involved in other projects of this kind?" This resulted in a heated discussion, leading to the view that the role of PRME should extend beyond that of a typical organization.

Another conclusion was that education for responsible behavior and a better world should start as early as possible, not in college. A key success factor in the education of managers of the future is to select individuals who have been exposed to the idea of responsible management early on in their education.

Finally, we reached the conclusion that business schools should do more to create a purpose such as striving for a better world. Practically, this means that AACSB, EFMD, AMBA and other similar associations should push their members to go beyond their mission statement and assume a broader societal role. At the same time, PRME should convince business school associations to do so. We know that at the moment they do not insist too strongly on this objective. They should respect the diversity of their members. The role of an association is to be like a family and bring all its children together rather than encourage exclusion. PRME should stimulate precisely this.

Impact on Government

This group exchanged personal experiences. One involved the National Health Office of the United Kingdom. They have developed a leadership program to help doctors become more responsible. It is a huge investment as doctors interrupt their professional activities for a year so as to gain a better understanding of the challenges of responsible hospital management. The program has been developed in association with management schools, bringing the public and private sectors together.

Another example came from France. It is a program that gives incentives to small and medium-sized enterprises so that they become more responsible. For example, PhD students have worked on corporate social responsibility criteria that could be integrated in public purchasing policies, resulting in preferential treatment of more responsible companies. Other stimuli are also possible, such as preferential financing from public-private funds for that purpose. Because of that, the role of government at the local, national or international level must not be underestimated.



Impact on Students (Group Leader: Al Rosenbloom)

We were a high-performing team in which a lot of interesting ideas were proposed by different individuals. The group consisted of both students and lecturers and the discussions were lively and fruitful.

Our ideas diverged at the outset, yet we had a common understanding of the issue that we were discussing. As students are different, they require diverse approaches. Some need greater awareness whereas others could benefit from a stronger impact on their thinking, which should ultimately result in new behavior.

To produce an impact on students, a lecturer must be a consistent leader. Whether you teach corporate social responsibility or any other subject, you need to display consistency and integrity. Unfortunately, many lecturers do not fit this profile. This is a recruitment issue that business schools need to think about. They should recruit the right people that can stimulate students to think in the right direction. This will ultimately lead to organizational culture change.

From the viewpoint of students, especially those taking courses in economics and business administration, they are often treated like machines. They have to react to specific stimuli in an expected way. They have to memorize some facts and reproduce them on a piece of paper. They are not asked about their own opinion. It is very important to trust students and let them voice their views. Unfortunately, there are not any students among us anymore. They were here yesterday but not today. Management educators have the challenging task of translating the principles of responsible management education into a language that students understand.

Since management educators are also researchers, they should make extensive use of research tools - such as surveys - to find out what the students value and expect. Unfortunately, this is done extremely rarely. It is a great shame that researchers do not do this type of research on their students.

Nadya Zhexembayeva

After all this feedback from the groups, it would be useful to hear some concluding remarks about what we have learned.

Jonathan Gosling

One of the important issues that came up is the quality of the relationship between business and academia. I think this also relates to the quality of the relationship between academics and students. This means that there should be a location for critical conversations, not just for trying to please each other or trying to be a nice club of people who gratify each other. We need to find ways to articulate that expectation even among ourselves since we, as academics, think that we could do more with business. We sometimes have a feeling that we are prostituting ourselves to business. Vice-versa, business people sometimes have an unpleasant feeling that they are dealing with people involved in irrelevant research. However, a positive is possible. Both sides need to be pushed. At least that is my impression from working with interesting and challenging business people. These interactions make me feel more deeply about my own discipline - leadership studies. But we need

to find ways to be much more explicit about what we expect from these engagements.

In a similar way, I am quite concerned when I think about student-staff engagement. We should not get caught up in the notion of gratification on either side. We do not need to feel loved and appreciated. The students should understand that some things are just not easy to learn and you cannot learn them unless you work very hard. Sometimes it is not fun; it takes a lot of hard work.

On the other hand, I think that in this room there are a lot of experiences of engagements with students. Nadya and I, and some other people, have been involved in some round tables with practicing managers. We get faculty and their students come together and we work together to develop ourselves. We learn how to do new practical things by practicing as it were, challenging each other on how we do it. We would be interested in being joined by people from other schools from around the world.

Antonio Freitas

At forums like this one, we hear a lot of interesting ideas. But we cannot do everything. I think each of us should do one thing at a time but do it really well. It should be a strong commitment.

Nadya Zhexembayeva

I would like to remind everybody that PRME is us. Of course, there is a PRME Secretariat but their role is to provide support. The real power of PRME is in the community that is represented here. If we are all strongly committed, our impact will be sizeable.

Final Plenary: Keynote Listeners and Conclusions

Nick Binedell

It has been a privilege to listen to the speakers these two days. It is good to be thoughtfully reminded about what qualities future leaders should possess and what they should do, not only what Global Compact and all the chapters have achieved. But I think that, most important of all, we heard what we are about. Like most of you, I have spent most of my working life in the business school world. I do it for the same reason as you: because it gives me joy. I have always said that you should do the work that gives you joy.

I come from Africa. One of the extraordinary things that characterize our continent is that the notion of leadership, the notion of institutions, the notion of what we can do as a business school, is still at a very early stage of its development. When I come to Europe, many of the people that I talk to are deeply concerned about their economies, the European project, and the ongoing crisis. But in a way this is a very unrepresentative conversation. If we look back in the last 10 or 15 years, the growth of institutions that provide business education has largely been in emerging countries. The energy of that has certainly been an inspiration for me.

I listen to the wisdom in this room with great interest. Many of you dedicated decades of your professional lives to addressing the question of ethics, sustainability, and leadership. Today I asked one of the participants why he was doing this. He said, "The wind is behind us". It was a nice image. It is true that the wind is behind us. And there is time for introspection about what is happening and what difference we can make, as well as the impending danger if we are not imaginative enough and do not respond faster. As a result of such inaction, business schools and what we do could become irrelevant.

I was a little disturbed by the notion that businesses do not come first to us to get answers to their problems. Instead, they go to each other. I think that this is a very powerful observation. It should make us sit up and think if we are relevant done what we should be doing.

Nevertheless, I heard that we have a structure and a clear process. There is a form of organization. There are some resources. And there are plenty of ideas about how we can ensure that we have responsible leaders. I think that this is the good news.

I am sorry that this room is not too full. I am sorry that this is not too small a venue for this meeting. I would imagine that the idea that we are working on is very central. I think it is a pity that the attendance is not bigger, not just from business schools but also from business and civil society. We also need more young people, like those that we had yesterday. Perhaps that time will come because, as we move forward and make these ideas real, there will be more support for them.



I listened to Nancy Adler's wonderful provocation to us. That reminded me of idealism, inspiration and purpose. We cannot lose sight of that. That is why we are all in this room. We believe in something deeper. This is what this business school movement has always been about. The deeper thing is that companies and individuals will trust us to talk to them and engage with them, stimulate them and teach them how to be leaders. That is what it is all about. I think that the beginning, with a high level of inspiration, was very powerful.

At the practical level, there was one particular thing I heard that made me sit up. A Nigerian person talked about a project at a totally different level: giving students 30 US dollars each and asking them to think of a way to invest that money so as to create a job.

The school that I am at used to be a piece of paper with no campus. Watching it grow in the past 13 years has been wonderful. One of the greatest moments during that time occurred after we got a large building. I was sitting in an office, looking at the cars on the street and I thought, "There is a job for somebody out there!" Now we have three full-time employees whose job is just to clean the cars that come to the school. That is why I liked the idea of giving money to people and asking them to create jobs. It is a very practical idea. We have heard many ideas of this kind during this conference.

Are business schools in trouble? I hear this in some Western countries. Maybe they are. What we do is easily challenged. It is also quite diverse; none of us does the same things. But is the whole idea in trouble? I just cannot believe that the idea of what we are trying to do can be in trouble. If it is, it is only because of our lack of imagination. Fortunately, I have heard a lot of imagination at this forum.

I come from a country that has changed very much in the past few decades. The changes did not happen when we elected our first democratic government and were led by that remarkable man, Nelson Mandela. The change started in the decade prior to that, when the struggle was at its peak. Brave people risked their lives to create a different country. This was followed by the Mandela era when everything was possible. It was like being in Disney Land. The country that we came from no longer existed and a whole new country had emerged. As an Irish poet once said, "Now that the fight for the mountains is over, the fight for the plains can begin". South Africa felt like that for 10 years.

That period was followed by another 10 years in which the deeper structural challenges have become more obvious. It is now clear that it is not so easy to fix a broken country despite the good institutions, the good infrastructure, and the good companies. Why? Because essentially everything that we do is about humanity, relationships, and whether we trust each other, and like each other, and are curious about each other. In that sense, South Africa remains an experiment.

I think that the joy of being in the business education arena is the same wherever you are: in Kazakhstan, Bolivia, Belgium, or India. The joy of it comes from the fact that we create ideas and a place where people can come together and trust each other. They can come and respect each other. I am still inspired by that idea.

I hoped that I would hear some ideas concerning the business school of the future. We all ask businesses, the government, and society in general, what we should be doing. But I did not hear much about what the business school of the future should look like. Maybe the problem is that our memories are stronger than our vision. I think that the excitement of dynamic societies comes from how we can get out of this room, not what we are doing in it. We do need voices to speak to us about this. We teach that the market is not inside the business. It is outside. We have to venture out of the business, into the market, to get the insights that we need. The same is true for us, in business schools. The reality is that the excitement of the next 10 years, and all the challenges that we face all around the world, are not inside our business schools. They are outside.

We are the hot spots. What do I mean by that? We are places that are moving quickly. It may be younger people. It may be small businesses. It may be new ideologies of business. It may be new regions or technologies. That

debate must still come. But I encourage you all to put yourselves in the hot spots. I learned in South Africa in the 1980s that the answer to the political struggle is always in the hot spots.

I read a statement some time ago that the future is history waiting for action. I thought that was a very powerful idea. The question about leadership that occurs to me all the time is why things are moving so slowly. Why did we not foresee the Great Recession? Why did all those brilliant Nobel Prize winners fail to do that? The answer is that the future is history waiting for action. I heard somebody say that because the future is unknowable and uncertain, then the future will be what we do. That is the paradox that we have been talking about these last few days.

I always come to these meetings as a skeptic. We have break-out sessions and double espressos. We check our mail and we meet unknown people. But I always leave with lots of new ideas. There are two of them this time that I would like to mention. The first one is to encourage PRME to keep up the good work. Let us all continue the great work that we have been invited to do. Second, let us follow Antonio Freitas's advice. Let us pick one thing each, go back, and make it happen!

I travel around the world and my motto of a traveling business school dean is "Learn from everyone but copy no one!" Each of us faces a different economy, a different market, a different type of university governance, a different culture, and a different history. That is the beauty of the world that we live in. The beauty of our generation is that we can embrace all of that. Let us each learn from everyone else and copy no one.

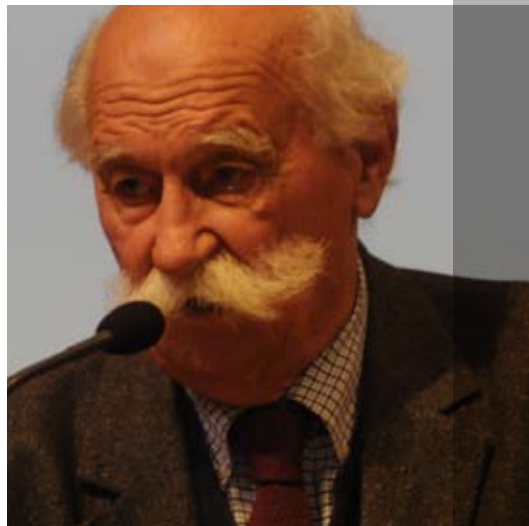
Janez Stanovnik

Murphy's law says "if something can go wrong it will". As far as I am concerned today, everything is going wrong. First, there was a bad accident near Kranj and we had to take a big detour around the town. This explains why I have come late. My friend Danica Purg asked me to prepare a keynote speech. I will not do that now, at the end of this conference. However, I will focus on your Declaration, a copy of which I got from my friend Danica.

I see that this Declaration is about sustainable development. This concept was developed by the World Commission on Environment and Development of which I was a member. Therefore, I feel it my duty to address this issue, even though I am 91. With your permission, I will tell you briefly what happened within that Commission, established by the General Assembly of the United Nations in 1983.

The General Assembly appointed Mrs Gro Harlem Brundtland, the then prime minister of Norway, to chair this remarkable commission. She invited 20 individuals, including myself, to join her in producing a report on "Our common future". This report served as the basis for the first Rio de Janeiro conference on a new concept, of sustainable development. Now let me tell you a little about how this whole concept of sustainable development came about.

There were two main groups within our Commission team. One of them was composed of so-called economists. The other one consisted of so-called ecologists. Let me first explain the approach of "economists" group. The head of that group was Sonny Ramphal of Guyana. There were other members like minister Bernard Shitzero from Zimbabwe, Al Khalid from Somalia,



and from India Nithen Desay. We also had Susana Agnelli with the group. Her name tells you something. She is the sister of the owner of FIAT.

We developed a concept of sustainable development on the basis of the evolution of ideas on development within the United Nations. Destiny decided that I, who am today physically present in this assembly hall, should have personally followed the entire development of the United Nations since 1947. I have attended in person the first 20 sessions of the General Assembly of the United Nations. During this long period of half a century, the concept of development started from the demand for more capital. It was the first phase, much under the influence of the Marshall Plan. The countries of the South asked, "If there was enough money to destroy Europe and then to reconstruct it, how come there is not enough money to help the South, which has been gradually destroyed over centuries?"

I remember well that during one of these heated debates Eugene Black, the then president of the World Bank, came up to me and said kindly, "Look, brother, do not press solely for money. Give me good projects! If you have good projects, I will always find money for them". Today I think he was right!

In the second phase, the West said, "There is not enough money but we can provide technical assistance". As a result, they developed the UN Development Program. The first leader of that institution was Paul Hoffman, the administrator of the Marshall Plan. He was one of the greatest businessmen that I have ever met in my life. He invited Nobel Prize winner Arthur Lewis of Saint Lucia to act as his brain trust and Arthur accepted his invitation. They developed a new concept of how developing countries should mobilize their existing human capital. The idea was to educate these people so that they could serve as effective managers.

From this second stage of technical assistance, we came to the third concept, developed by Arthur Lewis: the Human Development Index. He felt that the gross domestic income index did not really serve the purpose of policy and action of development. At that time, all executive secretaries of regional economic commissions, including myself, were called together to develop the concept of environmentally sound development. Incidentally, our leader, a former chief of the cabinet of the French liberal prime minister Mandes France, would call the European commission "boutique de luxe" because it was the only one in the United Nations that was dealing with East-West problems rather than the real problem - North-South.

In our friendly discussions I argued "At some point, there is going to be a detente between the East and the West and I am working for that". But he was not convinced. He thought that this day is far away. I insisted that it would come and it did. Now we have a different world.

In the early 1970s, the United Nations General Assembly organized a conference in Stockholm. It was attended by Maurice Strong, a Canadian entrepreneur and deputy of the Secretary General of the United States. He was a self-made man; he became a millionaire from nothing. After becoming a millionaire, he devoted himself to the United Nations. His goal was to promote environmentally-friendly development and he became executive director of the United Nations Development Program. This was the time of "club of Rome" and Meadow's report on "limits to growth".

That is how the whole thing got started. At the Commission for Environment and Development, we had a happy marriage of economists and ecologists. As a result, managerial thinking was oriented not only toward profit making but toward what you call responsible management. This kind of management takes the human element into account.

The Preamble of the United Nations Charter says that the organization strives not only for peace but also for social justice, economic equality, and greater freedom for all. These are its four basic principles. Sustainable development is a basic concept that needs to be taken into account in our common efforts to create a better world. Back then, we all worked under a moral slogan, invented by the International Labor Organization: "Poverty anywhere creates a danger for prosperity everywhere".

The question that you are dealing with is a question of managerial education. How can we educate managers so that they can deal with this impor-

tant task? It is a managerial task, as well as a humanitarian one as it is about enhancing human dignity. It can be solved in two ways: by learning and by respecting previous experience.

Learning means transmitting to new generations the tremendous amounts of accumulated knowledge in different areas. Today, more people across the world work in scientific research than the total number of scientists that have ever been born before. We have thousands of scientific reviews and live in a world of science. Therefore, it is tremendously important to transmit all these research findings to the younger generation so that they acquire knowledge. They need a tool: knowledge. But they should also take into account experience because that will give them the wisdom of moderation. The combination of knowledge and wisdom will enable them to take calculated risks. Every decision involves risks. But you can reduce this risk if you offset it with knowledge and experiential wisdom. This is what you should teach the younger generation.

Closing Remarks



Jonas Haertle

First of all, I would like to congratulate all of you on the great work that you have been doing over the past days and, of course, in your institutions. We, the PRME Secretariat at the UN Global Compact Office in New York, are a very small team and we rely on your wonderful contributions to making the initiative effective. Thank you all for your great work.

I believe that each one of you is a change agent. You achieve that through the things that you talked about at this forum and the activities to which you are committed to in your academic institutions. All this is going to have impact on your institutions and, more importantly, your students. The many examples we have heard about during these days here in Bled are a recognition of your achievements.

I want to put some of the new work streams of the PRME Initiative you have learned about in perspective. Most of them are direct outcomes from last year's PRME Global Forum at Rio+20. I would like to highlight three of them.

The first one is the increased attention we are giving to the implementation of the Principles for Responsible Management Education at the level of individual schools and departments. I believe that many of you have seen the second edition of the PRME Inspirational Guide which we launched here at the Summit. If you have not, you can get a free pdf copy from our website. The Guide gives evidence on how you are implementing the Principles in your institutions. Another good source for information is the PRIMETIME blog as well of course your school's Sharing Information on Progress Reports.

Second, at last year's Global Forum, we heard a commitment to develop regional PRME chapters. We are extremely glad that within only one year we have seen the emergence of seven Chapters already. This assures that you are taking the PRME serious and begin to partner with other signatories in your region to give context to the challenges and opportunities of responsible management education.

Last but not least, the PRME working groups have done a great job in creating new resources and the newly formed PRME Champions Group is further evidence of the commitment that you all made last year at the Third Global Forum. At the collective level, we see more and more collaboration going on. Through this collaboration we encourage you to address the common barriers that we have to overcome to make responsible management education a reality. One positive sign in this regard is that as of this year all important accreditation systems, in particular the ones of AACSB, EFMD, AMBA and CEEMAN, now put higher emphasis on responsibility, sustainability and ethics topics.

I want to thank you for your participation in this PRME Summit as well as for your strong commitment to PRME. I also thank the organizers, the team

around Danica Purg. Her leadership of IEDC - Bled School of Management and CEEMAN provided invaluable support. This event became possible after a whole year of hard work and regular communication between our teams. I highly appreciate everybody's contribution and thank you for what you have done.

Danica Purg

It was our pleasure to host this event. It was really a fantastic experience. I would like to thank Nadya Zhexembayeva and Jonathan Gosling who led all the sessions. I also thank all sponsors, all discussion leaders, and all those who contributed to the success of this meeting, including the technicians and all support personnel. I am grateful to all CEEMAN schools that are represented here because they all helped us make sure that this forum would be a memorable event.

As far as I am concerned, the most important thing is that what we are talking about is then taking place in reality. And, as Jonas said, we have to share with others what we have done so that others can learn from our best practices and spread them further afield.

I want to stay in touch with you and I invite you to come again to Bled as visitors and friends. I would also like to invite you to the CEEMAN Annual Conference tonight and all conferences after this one. Thank you very, very much.

2013 PRME Summit Outcomes

Participant Guide

This guide is intended to facilitate your participation in the 2013 PRME Summit. We ask that you carefully read and reflect on this material before coming to Bled so that you will be fully prepared to play an active role during the event.

Setting the Context: The 5th Annual Assembly of PRME

The 2013 PRME Summit on 25-26 September in Bled, Slovenia will be the 5th Annual Assembly of the PRME initiative. Building on the progress made during the 2012 Rio+20 Earth Summit as well as previous PRME Global Forums and Summits, the 2013 PRME Summit will provide us with an opportunity to 1) follow up on commitments and celebrate achievements and 2) focus on appropriate action steps as we move forward, working on the creation of a research-based, teaching-oriented, and institutionally-grounded agenda that will support the development of leaders for the future we want. As the UN's Post-2015 Development Agenda is in the process of being created and implemented, the Summit provides an important opportunity to better position the PRME initiative to deliver the voice of business schools and higher education to this process, while also reflecting on how the Post-2015 conversation challenges us to adapt our institutions.

The UN Post-2015/Sustainable Development Goals Agenda

As a general context for our discussions, the Summit will begin with reflections on the UN Post-2015 development agenda, which will be formally discussed at the United Nations just prior to our meeting in Bled. At Rio+20, governments agreed to develop 'Sustainable Development Goals' to replace the Millennium Development Goals (MDGs), which are due to expire in 2015. These goals, which are intended to guide policy and strategy globally among governments, the private sector and civil society through 2030, are in response to four critical shifts that are predicted to make the next fifteen-year period different from the MDGs (2000-2015) that raise significant questions for sustainable development: a drastically higher human impact on our planet (i.e. population); rapid technological change; increasing inequality and, despite progress on extreme poverty, persisting poverty; and growing diffusion and complexity of governance.

Within this broad context, specific global targets are likely to focus on such areas as hunger, food, nutrition, education, gender equality, health, water, sanitation, energy and climate. These targets will help to define the shape of key markets for years to come – raising significant implications for business and business schools. At the UN Global Compact Leaders Summit 2013 on 19-20 September, an 'architecture' outlining business leaders' perspectives on how to maximise the business contribution to achieving the Sustainable Development Goals will be unveiled, and this will include a call to business schools in general and PRME in particular to work to reform curricula to develop informed, committed and skilled business leaders who can lead companies to more sustainable outcomes.

The Summit will draw together key participants from business schools, management-related academic institutions, and universities who have a unique role to train current and future generations to lead this process. For the first time in the history of PRME, the Summit will also bring together nearly 100 students from all over the world, representing *Challenge:Future Global Youth Think-Do-Tank*, creating an opportunity for immediate feedback on the proposals and actions they submitted to the 2013 Challenge:Future Youth Competition. As a global sector, management education must make considerable change and move from being reactive to the forefront of innovation and progress for sustainable development.

Overview of the Summit

The 2013 PRME Summit will officially commence on 25 September at 17:00.

As part of the pre-programme events, the PRME Working Groups on Poverty will hold a Workshop on Tuesday afternoon, 24 September.

The pre-programme will continue the morning of Wednesday, 25 September with parallel meeting of different PRME Working Groups and projects (potentially there will also be side meetings of PRME Regional Chapters), leading to the opening of the 2013 PRME Summit and the CEEMAN Annual Conference on 27 September.

	Tuesday 24 September	Wednesday 25 September	Thursday 26 September	Friday 27 September	Saturday 28 September
9:00-10:30		8:30 – 13:00 PRME Working Groups Meetings In parallel: 9:00 – 10:30 PRME Steering Committee Meeting	9:30 – 9:45 Roundtable Discussion on Innovation 9:45 – 10:15 Feedback Plenary on Innovation	9:15 – 9:45 Green Economy and Society: Competitiveness and Social Cohesion • Janez Potočnik , European Commissioner 9:45 – 11:00 Company Priorities in Dynamic Societies: Where we stand and Future Actions	Free time, possibility to organise sightseeing trip
10:30-11:00		11:00 – 13:00 CEEMAN Board Meeting	10:15 – 10:45 Coffee	11:00 – 12:30 Responsible Leadership Education in Dynamic Societies and Its Impact on Management Practices	
11:00-12:30			10:45 – 11:30 Themed Plenary on Implementation 11:30 – 12:15 Roundtable Discussion on Implementation 12:15 – 12:45 Feedback Plenary on Implementation	12:30 – 13:00 Leadership Lessons from Arts, Science and other fields and their impact on Management Practices	
12:30-14:00			12:45 – 14:15 Lunch	Lunch	
14:00-15:30	15:00 – 16:30 PRME Working Group Meetings	15:00 – 16:30 CEEMAN Annual Meeting 16:30 – 17:00 Break	14:15 – 15:00 Themed Plenary on Impact 15:00 – 15:45 Roundtable Discussion on Impact	(Break-out sessions) • Educational Programs & Methods • Research and Publications • Institutional Management Practices • Partnership Arrangements	
15:30-16:00	17:00 – 18:30 PRME Working Group Meetings	17:00 – 18:15 2013 PRME Summit Opening and Themed Plenary on Inspiration	15:45 – 16:15 Coffee 16:15 – 17:00 Feedback Plenary on Impact	16:00 – 16:45 Plenary discussion on feedback	
16:00-17:30		18:15 – 19:00 Themed Plenary on Innovation 19:00 – 20:30 Welcome Reception and Challenge:Future Gala & Awards Ceremony	17:00 – 17:45 2013 PRME Summit Keynote Listeners and Conclusion	16:45 – 17:45 How can we make the future we want – Closing	
17:30-20:00			21 st CEEMAN Annual Conference 18:00 – 21:00 Opening Keynote • Borut Pahor , President of Slovenia • Jarvis Quinn , President of the Europe Group of the Coca-Cola Co. 21:00 – 22:00 Cocktail reception and dinner at IEDC	19:30 – 23:00 Gala Dinner and 30 th CEEMAN Anniversary celebration	

Programme Goals and Design

The programme will involve four core sessions – focusing on *Inspiration, Innovation, Implementation, and Impact* – with moderated plenary presentations and panels followed by guided roundtable discussions to facilitate participation, ensure that the voice of diverse stakeholders is heard, and capture the voice of the PRME community. The final session will summarise the full scope of the event and develop a set of *recommendations* for developing the leaders we need for the *future we want*.

The programme is designed to facilitate deep conversations that build on interactions from past PRME meetings, with an emphasis on action and implementation, drawing out next steps for individual participants, PRME signatories, and PRME as an initiative.

Building on the conversation at the 2012 PRME Global Forum at Rio+20, which focused on the role of management and leadership education for the future we want, the 2013 PRME Summit will focus on ways to *develop* the next generation of responsible managers and leaders, starting with the following challenge question:

How can we, as individuals, our institutions, and the PRME initiative, facilitate individual and systemic change within higher education as the community

mobilises action toward achieving the UN Post-2015 commitment to sustainable development?

Goals of the Summit

While the overall aims of the 2013 PRME Summit are to take stock of the PRME initiative to date, to ensure that the voice of signatories and key stakeholders are heard as genuine owners of the initiative, to generate traction and outreach, and to provide overall direction to the initiative, the specific goals of this year's Summit are to generate:

- Reflections on the gap between the leaders we want and where we currently are, drawing out the main challenges and opportunities that will provide the management education community with a foundation for moving forward.
- An agreed concrete plan of action on how to move forward in our efforts to develop the leaders we want:
 - Individual participants and institutions to start, continue and/or lead initiatives within their own organisations;
 - 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.
- A concluding statement (1) highlighting the contributions and commitments of the management education sector toward leadership for sustainable development and achieving the post-2015 SDGs over the next decade, and (2) outlining support required from governments and industry to enable this action. The Summit Outcomes Document will be presented to the wider PRME community including its Steering Committee and the UN Global Compact and its signatory companies.

Participants are encouraged to come to the Summit prepared to work with strategy and implementation issues within their own organisations, in most cases their business schools or departments of management, and for PRME as an initiative.

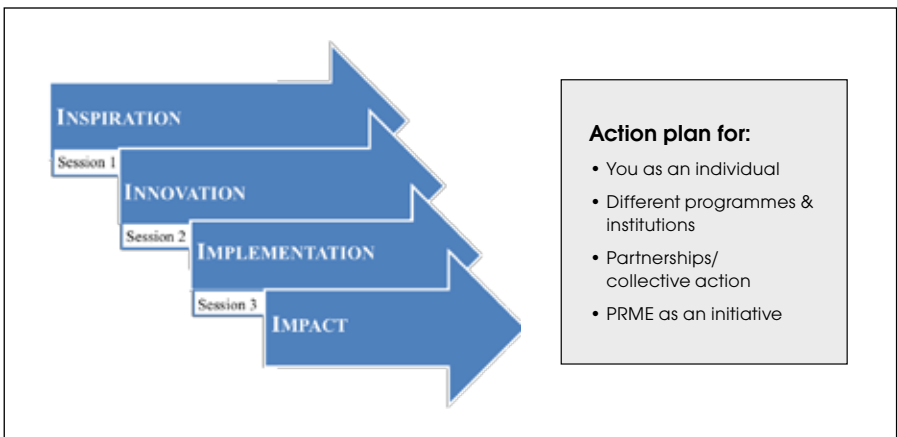


Figure 1: The Flow of Four Sessions

At the conclusion of the Summit, there will be time to compare and reflect on your own arc of inquiry – moving from your beginning thoughts through analysis and reflection, to what you have learned in the programme – leading to new strategies and action plans for us all.

Meeting Methodology

As in previous years, our goal is to maximise the interaction of participants at the Summit and to build an action-oriented programme across the four main sessions:

- Moderated Themed Plenary Sessions to open the respective issues (Inspiration, Innovation, Implementation, Impact) and bring in different perspectives (45 min)
- Individual perspectives captured in:
 - Written case stories, available for review in advance of the event
 - Video case stories, created on-site, and available for viewing after the event
- Guided Roundtable Discussions to hear the voice of all key stakeholders (45 min)
- Moderated Feedback Plenary Sessions with roundtable discussion outcomes (15 min)
- The concluding block will summarise the discussions and suggest a set of recommendations (45 min) with the strategic input of Keynote Listeners

The Moderated Themed Plenary Sessions on Innovation, Implementation, and Impact will be followed by a 45-minute guided roundtable discussion, with focused feedback to the plenary to ensure knowledge sharing among participants. Focusing on developing the leaders we want, this feedback should consist of specific outcomes and concrete action plans that capture envisioned, new and current efforts in individual programmes, within a partnership of institutions and/or other partners, and for PRME as an initiative. A summary of the proposed action plans will be presented at the closing session, with feedback directly informing the outcomes documents, including the official proceedings. Participants will have the opportunity to select focused roundtable discussions in Sessions II-IV.

Case Stories

In addition to the introductory panels and Plenary Session comments, the Roundtable Discussions will also draw on various Summit resource materials, including the Collection of Inspirational Case Stories (available at unprme.org) that were submitted by participants and/or their institutions and competitively accepted for the programme. Participants are encouraged to read these Case Stories, which will be available prior to the Summit, to facilitate the discussion.

Video Case Stories

A new element this year will be video case stories, which are an opportunity for participants to communicate about their contribution to responsible management education through inspirational videos that detail concrete action (organizational, research, teaching) at their business and management schools. A call for video contributions will invite proposals, which will undergo a peer review process. Those accepted will be recorded on site during the Summit. The purpose is to provide a platform for a more diverse, multi-vocal range of contributions to the work of the Summit, in a style that is easy to access and useful in promoting sustainability values in management education.

Keynote Listeners

Keynote Speakers are invited to deliver a particularly important message, to inform and inspire a large audience, to focus a comforting sense of being a crowd of like-minded individuals from around the world, and to reinforce collective identity. The audience of Keynote Speeches may take ideas and insights away for later use but, at the time, they will be relatively passive.

The idea for Keynote Listeners is quite different. The aim is to pick up the key notes arising from the conference, and to work them into broader political and collective agendas. In this sense, the role of Keynote Listeners is to listen actively and respond to ideas arising from the gathering of leadership experts and scholars, to relate these to the emerging foci for the 2013 PRME Summit, and to help accurately reflect these ideas into the outcomes document. Unlike traditional keynote speakers at a conference, these individuals

will not give prepared presentations, but instead respond to the Summit's discussions, helping to facilitate on-going sharing and dissemination of the discussion.

We appreciate your willingness to engage actively in the 2013 PRME Summit and to work with colleagues of the PRME community to develop managers and leaders for the future we want!

SESSION I: INSPIRATION

Session Description: To set the stage of the 2013 PRME Summit, this session will highlight inspirations for developing the leaders we want, and what we can learn from other fields, such as philosophy, history, science, sports, and culture and the arts.

- NOTE: Although this initial session will not have a focused roundtable discussion session, we ask that you think about what might be "captured" from other fields that can help us develop a generation of responsible managers and leaders for the future we want, and that can facilitate the creation of new and innovative approaches to management education.

SESSION II: INNOVATION

Session Description: How we might unlock the next level of management education and leadership development? What role should we, as individuals, our institutions and partnerships, and the PRME initiative play? What role could/should PRME Champions play in this respect?

- Guiding Question: What innovative approaches are currently being used within the PRME community in developing the leaders we want? What might be done? What are possible collective actions that will facilitate these efforts?

INITIAL THOUGHTS & IDEAS	CONCLUDING THOUGHTS & IDEAS

SESSION III: IMPLEMENTATION

Session Description: How can we ensure and facilitate a wider and deeper implementation of PRME, sustainable development and responsible leadership among business schools and their stakeholders worldwide? What role could issue area PRME Working Groups play to facilitate this? And PRME Chapters and PRME Champions?

- Guiding Question: What action plans are you prepared to take as an individual, in your organisation, and what could PRME do to support your initiative?

INITIAL THOUGHTS & IDEAS	CONCLUDING THOUGHTS & IDEAS

SESSION IV: IMPACT

- Guiding Question: What can we do as individuals, management development institutions, their associations, including through partnerships with our stakeholders, to ensure a deeper and persistent impact on the new role of business, responsible leadership and sustainable development?

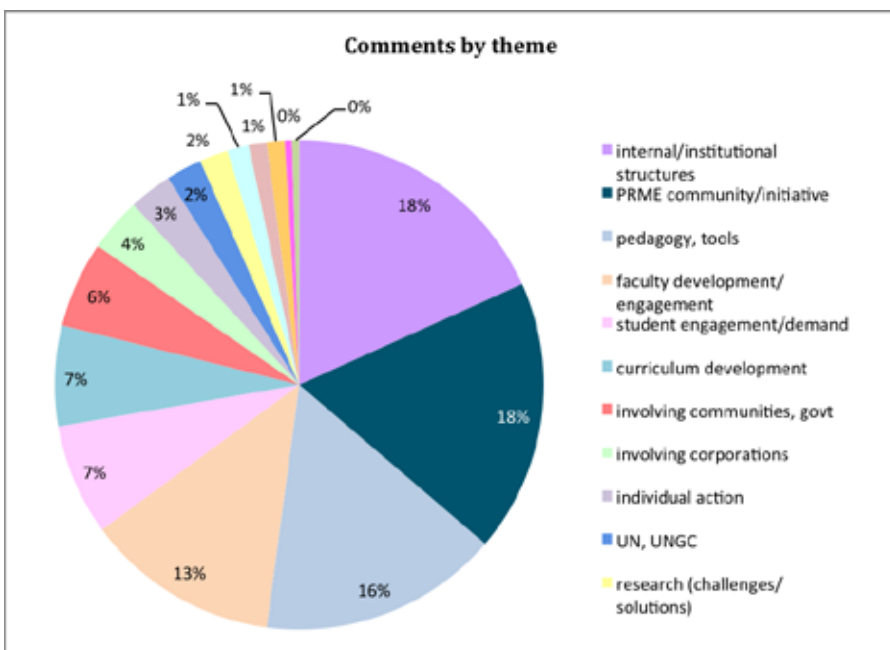
INITIAL THOUGHTS & IDEAS	CONCLUDING THOUGHTS & IDEAS

Roundtable Discussion

Background

During the 2013 PRME Summit, three roundtable (RT) discussion sessions were facilitated by Discussion Leaders who focused the conversations around questions outlined in the *Participant Guide*¹, with the goal of setting the future course of the PRME initiative. Building on interactions from past PRME meetings, the RT discussions identified needs, challenges, and structural (dis)incentives of the RME community in regard to further implementation of sustainability principles (including the Six Principles of PRME) and produced potential action steps for different levels of implementation (individual, institutional, PRME community, greater stakeholder community).

Similar to the RT discussion outputs from the 3rd PRME Global Forum (*Outcomes Background*², raw output data *.xls*³ and *.pdf*⁴), the RT outputs from the 2013 PRME Summit were recorded and translated (verbatim) into raw data, which is freely accessible to researchers (*.xlsx*⁵ and *.pdf*⁶). The data has been aggregated and collated in several ways, first per each of the Six Principles of PRME and then with labels according to sixteen themes. Of these themes, the four most mentioned (in order) were internal/institutional structures, PRME community/initiative, pedagogy, tools, and faculty development/engagement (see graphic breakdown). Reflections on the gap between 'where we are' and 'where we want to be' regarding RME and next steps are discussed primarily around these four dominant themes.



Data from 2013 PRME Summit Roundtable Discussions

Where we are – Challenges

RT participants called for greater engagement across the PRME community at all stakeholder levels, notably relating to collaboration, partnership, and integration of PRME concepts into more courses, programmes, faculties, community activities, and incentive structures. The need for a paradigm shift at the business school level continues to present challenges for progress in implementing RME, and participants were keen to find engagement opportunities for the PRME community to support this shift.

Internal institutional and systemic barriers were cited as underlying challenges to the advancement of RME. For faculty, functional and disciplinary structures, as well as (dis)incentives linked to tenure policies limit time, innovation, and teaching focus. For institutions, pressure from advisory boards and stakeholders to achieve high rankings divert administrative attention from long-term thinking and sustainable outcomes.

A gap between the tools that are needed and those that are available was another frequently mentioned challenge. Participants cited a necessity for identifying measures of sustainability, measures of implementation progress related to PRME (for teacher self-evaluation), measures for evaluating long-term success, and tools for measuring student and community impact.

Where we want to be & how to get there – Action steps

To combat institutional barriers and incentivise greater implementation of RME, participants proposed increasing awareness and promotion of PRME, such as through media attention of institutions' actions in this area. Additionally, the PRME community could work collaboratively to change ranking and accreditation methodologies by lobbying rankings publishers and accreditation bodies to utilise (and even prioritise) sustainability indicators. Participants support increased uptake of sustainability and RME issues by governance/advisory boards, administration, and alumni associations, to further influence institutional change.

It was noted that support for RME often exists in pockets and that gaps need to be filled by faculty and institutions working towards common goals. To galvanise support across the institution, participants suggested engaging resistant faculty, raising awareness through campaigns and community activities (for example, putting up PRME posters/banners or holding a staff signing ceremony), and creating research centres on sustainability topics.

Integrating RME requires increasing student and faculty engagement. To this end, participants suggested a number of action steps, such as holding competitions for students and faculty to increase visibility of corporate (social) responsibility/sustainability; offering faculty seminars on RME; bringing faculty from different disciplines together around common goals; activating and engaging alumni; creating student-staff exchanges; empowering students to organise debates, workshops, and symposia; increasing experiential learning opportunities; using social media strategically to engage and share resources; creating opportunities for cross-cultural exchange to expose students to different perspectives; connecting PRME students—between and across schools; and connecting students with the local community (NGOs, businesses, government, etc.).

To further embed RME concepts across academic fields, participants discussed actions steps for reforming curricula and increasing availability of RME teaching tools. Some suggested embedding RME concepts into courses—under the responsible leadership and management education umbrella—rather than creating separate courses to introduce them (for example, integrating ethics, anti-corruption, and sustainability into all modules). Using sustainability vocabulary, introducing innovations in management, and encouraging students' to contribute examples of innovations, were cited as tools to achieve this integration.

To bolster faculty engagement, greater access to resources needed for research and publishing (data-sets, lists of journals, etc.), as well as funding, are required (for example, grants for faculty work on sustainability). In the long-term, participants suggested that the PRME community take steps towards influencing policy requirements for sustainability curricula. This

would drive uptake of RME, create greater demand for related research, and increase funding opportunities.

Further, higher education institutions must take advantage of the growing interest on the part of the private sector to increase sustainability by producing both responsible managers and tools for businesses to fill the gaps between what companies need and what is currently available. To create such resources, participants cited the need for better measurement mechanisms, as well as access to data, which would also support teaching and research.

Participants suggested that the PRME community could facilitate greater engagement between business schools and the private sector through a number of outlets (for example, creating working groups—possibly through regional PRME Chapters—that focus on collaborative research, partnerships, and/or exchanges; hold transparent and open calls for business-business school collaboration; connect with the struggles of SMEs to lead systems-change, etc.).

Within the PRME community, participants called for more clearly defined roles of PRME sub-groups (e.g. Chapters, Champions, Working Groups); more streamlined ways of connecting PRME signatories to each another; and closer ties to the Global Compact, its participant companies, and networks, as well as connecting regional PRME Chapters with Global Compact Local Networks.

Participants called for improved communication of good practices and learnings from fellow signatories, particularly regarding curriculum and faculty development. There was also expressed interest in the creation of new working groups to generate links between regions and to communicate regional reflections, experiences, and learnings. To focus regional PRME Chapters and engage students in developing learning resources, some suggested that each Chapter write its own Inspirational Guide, thereby contextualising RME regionally and generating themes for conferences or regional meetings.

Finally, in regards to PRME Annual Assemblies (Summits and Global Forums), there is a growing awareness of the variation of exposure to or experience with PRME and RME concepts, which has created demand for a broader range of discussions and offerings.

Conclusion

Major challenges identified by participants at the 2013 PRME Summit come predominantly from institutional and systemic (dis)incentives, a lack of awareness for sustainability and RME concepts, and gaps between tools and resources that are needed and those that are available, and underdeveloped communication channels. In outlining action steps, participants recognised the ability of the PRME community to pool energy and resources into collaboratively tackling shared challenges, calling for even greater community growth, coordination, and mutual support. Teaching and research tools that better connect with the needs of business will serve to increase awareness and shared understanding, shift incentives, and drive deeper and broader implementation of sustainability principles. While substantial progress can be seen, these RT discussions show that there remains broad ground to gain and many opportunities for stakeholders to address these challenges. Output from the roundtable discussions clearly outline a number of challenges, as well as solutions, and the PRME community must now take up the call.

¹ 2013 PRME Summit Participant Guide <http://www.unprme.org/resource-docs/2013PRMESummitParticipantGuide.docx>

² 3rd Global Forum Outcomes Background (2012) <http://www.unprme.org/resource-docs/3rdGlobalForumOutcomesBackground.pdf>

³ 3rd Global Forum Roundtable Discussion Output data (.xls) <http://www.unprme.org/resource-docs/3rdPRMEGlobalForumRoundtableDiscussionOutputData.xls>

⁴ 3rd Global Forum Roundtable Discussion Output data (.pdf) <http://www.unprme.org/resource-docs/3rdPRMEGlobalForumRoundtableDiscussionOutputData.pdf>

⁵ 2013 PRME Summit Roundtable Discussion Output data (.xlsx) <http://www.unprme.org/resource-docs/2013PRMESummitRoundtableDiscussionOutput.xlsx>

⁶ 2013 PRME Summit Roundtable Discussion Output data (.pdf) <http://www.unprme.org/resource-docs/2013PRMESummitRoundtableDiscussionOutput.pdf>

Case Stories Overview

Co-organisers CEEMAN and the PRME Secretariat invited contributions of inspirational case stories for inclusion in the 2013 PRME Summit – 5th Annual Assembly, held 25-26 September 2013 in Bled, Slovenia. The Summit focused on *New Ways of Developing Leaders for the Future We Want*, which was discussed through the four inter-related sessions based on the four hidden 'I's of PRME: *Inspiration, Innovation, Implementation, and Impact*. Based on a blind review process, 54 selected cases across 26 countries can be downloaded as individual PDFs via the links below. The 27 case stories marked with an asterisk (*) are included in the *Inspirational Guide for the Implementation of PRME, Second Edition: Learning to go beyond*, which is available in full online¹, free of charge to the PRME community. View digital versions of both editions at www.gseresearch.com/pages/prme-titles.aspx.

The table below highlights six cases that represent a broad range of inspiring examples, and thus constitute a great place to start reading. Links to all cases, including those selected for the Second Edition of the *Inspirational Guide* can be found below. All case stories can be downloaded at <http://www.unprme.org/news/index.php?newsid=269>.

Copenhagen Business School (CBS), Denmark

Author: Kai Hockerts

*Responsibility Day: A tool for setting expectations of incoming first year bachelor students**

Externado University of Colombia, Colombia

Author: Gustavo a Yepes Lopes

*First Steps in CSR programme: Good managers, better Colombians**

Aston University, UK

Author: Carole Parkes

*PRME beyond the business school**

Aston University, UK

Author: Carole Parkes

*Developing a university-wide ethical framework**

Sabanci University School of Management, Turkey

Author: Melsa Ararat

*More women on boards for decision quality**

Center for Responsible Management Education (CRME), Germany and UK

Author: Oliver Laasch

*Empowering responsible management education through book publishing**

¹ <http://www.greenleaf-publishing.com/productdetail.kmod?productid=3858&affid=prme020913>

Aalto University School of Business, Finland

Author: Armi Temmes

*Improvement of "sustainability literacy" of first year business students through partnerships**

Ashridge Business School, UK

Author: Matthew Gitsam

Exploring how sustainability is being integrated into in-house company leadership development programmes

American University in Cairo – School of Business, Egypt

Author: Ahmed M. Abdel-Meguid

*Who said corporate governance can't be fun? Extracurricular activities as learning tools**

Audencia Nantes School of Management, France

Author: Umesh Mukhi

Audencia's Commitment to Global Responsibility: Self Improvisation Strategy

Babson College, USA

Author: H. David Hennessey

*San Patrignano, Italy – Land of cheese, wine, and self-discovery**

Bentley University, USA

Author: Diane Kellogg

*On-campus social enterprises develop responsible leaders**

Business School Lausanne, Switzerland

Author: Katrin Muff

Bachelor Programme integrates Sustainability & Responsibility

Business School Lausanne, Switzerland

Author: Katrin Muff

Personal development across all programmes (bachelor to doctoral)

Coventry University Faculty of Business, UK

Author: Paul Cashian

*Issues around embedding PRME across a large multi-discipline faculty**

ESADE Business School, Ramon Llull University, Spain

Author: Janette Martell

*Orienting the institution towards social debate**

ESPOL-ESPAE Graduate School of Management, Ecuador

Author: Virginia Lasio

*Broadening views through teamwork**

ESPOL-ESPAE Graduate School of Management, Ecuador

Author: Virginia Lasio

The business school learning from business

Euromed Management, France

Authors: Aurelien Decamps; Isabelle Pignatel

Creation of a CSR knowledge test

Euromed Management, France

Author: Tashina Giraud

Wellness: Improving the quality of life on campus

Glasgow Caledonian University, UK

Authors: Anne MJ Smith; Alec Wersun

A tri-stakeholder approach to collaborative enterprise projects, sustainable business creation, and responsible leadership skills

Glasgow Caledonian University, UK

Authors: Susan Grant; Nathan Tagg; Alec Wersun

Impact through inspirational partnership

Glasgow Caledonian University, UK

Author: Cam Donaldson

Social Business, health, and wellbeing: Researching poverty alleviation through third sector initiatives in Scotland

Glasgow Caledonian University, UK

Author: Liz Frondigoun

*Social science student community engagement**

Glasgow Caledonian University Women in Scotland's Economy (WiSE)

Research Centre, UK

Authors: Ailsa McKay; Alec Wersun

Women in Scotland's Economy

Glasgow Caledonian University Yunus Centre for Social Business and Health, UK

Authors: Barbara Ann Parfitt; Alec Wersun

*Social business innovation in nursing education**

International Academy of Business (IAB), Kazakhstan

Author: Shynar Imangaliyeva; Bakhyt Zhumakayeva

One step forward in building society in peace

IAE Business School, Universidad Austral, Argentina

Author: Matthias Kleinhempel

*Levelling the playing field in the electric power transmission industry in Argentina**

International Institute of Business (IIB), Ukraine

Author: Svitlana Grygorovych; Olga Galushko

Responsible Business Leaders Development as a New Challenge for the Modern Business School

IEDC-Bled School of Management, Slovenia

Author: Mojca Markizeti

*Ethos Initiative anti-corruption task force**

ISAE/FGV, Brazil

Authors: Norman de Paula Arruda Filho; Barbara Dunin

*Forming local leaders-Expanding PRME performance in Brazil**

ISAE/FGV, Brazil

Authors: Shiv K. Tripathi; Ajai Prakash; Wolfgang Amann (Note: authors not affiliated with ISAE)

An Innovative Approach to Responsible Management Education

Istanbul Bilgi University, Turkey

Author: Serap Atakan

Integration of PRME into curriculum and coursework

Ivey Business School, Western University, Canada

Authors: Paul W. Beamish; Yamlaksira Getachew

*Empowering African Business Schools: The 39 Country Initiative**

Lagos Business School, Pan-Atlantic University, Nigeria

Author: Abiola Olukemi Ogunyemi

*Engaging students in action learning about sustainability management**

Leeds University Business School, UK

Authors: Julia Clarke; Sarah Underwood; Matthew Davis

*Developing student understanding of Fairtrade through experiential learning**

Leeds University Business School, UK

Authors: Duncan Ross; Juliet Brown

Fellowships in Clinical Leadership

Mendoza College of Business, University of Notre Dame, USA

Author: Thomas Frecka

*Addressing global challenges with actionable foresight**

Milgard School of Business, University of Washington Tacoma, USA

Authors: Joe Lawless; Jill Purdy

*Teaching responsible leadership in theory and practice**

Nottingham University Business School, UK

Author: Sally Hibbert

*The spirit of leadership-New directions in leadership education**

Pforzheim Business School, Germany

Author: Rudi Kurz

Responsible Management Education: Mission, Strategy, and Implementation

Silesian University of Technology (POLSL) Management and Organisation Faculty, Poland

Authors: Agata Stachowicz-Stanusch; Peter Odrakiewicz

Innovative educational approaches in PRME Anti-Corruption Toolkit implementation

Poznan University College of Business (PWSB), Poland

Author: Peter Odrakiewicz; David Odrakiewicz

Case study design-PRME Anti-Corruption project

Rotterdam School of Management (RSM), Erasmus University, the Netherlands

Author: Guénola Nonet (Note: author not affiliated with RSM)

*Into the wild: Pedagogical innovation for responsible management**

Strathclyde Business School, UK

Author: Katerina Nicolopoulou

The Strathclyde Dialogues

University of Auckland, New Zealand

Author: Ross McDonald

*Inspiring responsibility through the use of positive experiential exercises**

University of Dubai, UAE

Author: Eappen Thiruvattal

The Impact of Implementing PRME

University of Maryland, Robert H. Smith School of Business, Center for Social Value Creation, USA

Author: Kimberlee Robertella

College Park Sustainability Jam: A Design-Based Approach to Changing the World

University of New England Graduate School of Business, Australia

Author: Valerie Dalton; Alison Sheridan

Unanticipated Journeys in Responsible Management Education

University of Southampton School of Management, UK

Author: Denise Baden

Integrating responsible management education into assessment

University of the West of England Faculty of Business and Law, UK

Authors: Svetlana Cicmil; Derek Braddon; Benoit Dutilleul; Fabian Frenzel

*Responsible management education using a study-trip: Pedagogy of risk and ethics**

Winchester Business School, UK

Author: Alan Murray

Fostering PRME Partnerships and Constant Dialogue

Xi'an Jiaotong-Liverpool University (XJTLU), China

Author: Xuanwei Cao

Exploring CSR Teaching Practices through Collaboration

Yalova University Department of Management, Turkey

Author: Cevdet Kizil; Mustafa Kurt

Vision at Global, Action at Local

Video Case Stories

Co-organisers CEEMAN and the PRME Secretariat invited contributions of inspirational individual case stories for inclusion in the 2013 PRME Summit – 5th Annual Assembly, held 25-26 September 2013 in Bled, Slovenia. The Summit focused on *New Ways of Developing Leaders for the Future We Want*, which was discussed through the four inter-related sessions based on the four hidden 'I's of PRME: *Inspiration, Innovation, Implementation, and Impact*. Based on a review process, selected cases were invited to be videotaped at the venue of the 2013 PRME Summit.

The video stories, which detail concrete actions related to the integration of the six principles of responsible management education (purpose, values, method, research, partnerships, and dialogues) are structured in such a way as to describe the 4“I”s of the change process: inspiration, innovation, implementation and impact of the respective individual/institutional achievements.

These video case stories, for which authors provided release, are published online as outcomes of the 2013 PRME Summit and are available at <http://video.ceeman.org/events/172/prme-video-case-stories>.

PRME and CEEMAN encourage all those interested to use and share the video stories freely.

Resources & Deliverable

On the occasion of the 2013 PRME Summit – 5th Annual Assembly, many new resources and tools were launched by a variety of dynamic groups for use by all in the management education community:

Video Recording of 2013 PRME Summit

Watch Plenary, Presentation, and Break-Out Session videos here:

<http://video.ceeman.org/events/170/2013-prme-summit-5th-annual-assembly>.

Inspirational Case Stories on the Implementation of PRME

Co-organisers CEEMAN and the PRME Secretariat invited contributions of inspirational case stories for inclusion in the 2013 PRME Summit – 5th Annual Assembly (25-26 September 2013 in Bled, Slovenia). The focus of the *Summit, New Ways of Developing Leaders for the Future We Want*, was discussed through four inter-related sessions based on the four hidden 'I's of PRME: *Inspiration, Innovation, Implementation, and Impact*. Based on a blind peer review process, 54 selected cases were selected, representing 26 countries. Each can be downloaded as an individual PDF at <http://www.unprme.org/news/index.php?newsid=269>. The 27 case stories noted with an asterisk (*) are included in the *Inspirational Guide for the Implementation of PRME, Second Edition: Learning to go beyond*, which, along with the first edition, is available as a digital version¹ from GSE Research (free for the PRME community) or in hard copy by order through Greenleaf².

Comprehensive Anti-Corruption Toolkit

The PRME Working Group on Anti-Corruption has developed comprehensive anti-corruption guidelines for curriculum change for business schools and management-related academic institutions around the world. The guidelines have been integrated into a single "Toolkit" to provide mechanisms to address the ethical, moral, and practical challenges students will face in the marketplace. The Toolkit integrates different topics in the form of modules that provide a "menu" from which instructors can choose in order to organise stand-alone courses and/or course modules. Access the new online platform at <http://actoolkit.unprme.org>.

Gender Equality Global Resource Repository

The PRME Working Group on Gender Equality continues to update the Global Resource Repository, which is intended to assist faculty in integrating gender issues into management education. Faculty from around the globe have contributed to the ongoing development of the Repository, which provides an inventory of case studies, syllabi, text books, best practices, related research, search engines, organisations that address gender-related topics, etc. The Repository is a searchable web-based resource that encompasses a wide range of disciplines, including business, arts & sciences, and professional fields. Visit the Repository at <http://prmegenderequalityworkinggroup.unprme.wikispaces.net>.

¹ Inspirational Guide for the Implementation of PRME <http://www.greenleaf-publishing.com/productdetail.kmod?productid=3858&affid=prme020913>

² Order hard copies of both the First and Second Editions of the Inspirational Guide at <http://www.greenleaf-publishing.com/productdetail.kmod?productid=3858&affid=prme020913>

Fighting Poverty through Management Education: Challenges, Opportunities, and Solutions

Last year in Rio, the PRME Working Group on Poverty as a Challenge to Management Education launched *The Collection of Best Practices and Inspirational Solutions for Fighting Poverty through Management Education: A Compendium of Teaching Resources*³. Authors who contributed to the second edition of *The Collection* presented and discussed a selection of new best practices, which will be published and circulated in the coming months.

2013 PRME MGSM MBA Student Study

On the occasion of the 2013 PRME Summit, we are happy to release the second edition⁴ of an international survey of MBA students and their attitudes towards corporate sustainability and responsible management education. The first survey was launched in Rio and is also available for download⁵.

E-learning Course on CSR

This first project between Enel Foundation and the PRME Secretariat is an e-learning tool on Corporate Social Responsibility (CSR) for use by business schools. This CSR tool is available online (<http://unprme.org/crtool>) for use by the responsible management community.

UN Global Compact's "Building the Post-2015 Business Engagement Architecture"

On 20 September, the UN Global Compact at its 2013 Global Compact Leaders Summit (www.leaderssummit2013.org), with support by the World Business Council for Sustainable Development (WBCSD) and the Global Reporting Initiative (GRI), put forward a new Architecture to begin a process of engaging business participants and key stakeholders to support the United Nations' post-2015 process.

The United Nations has worked since its founding to achieve a shared, secure and sustainable future for all of the world's people. The vision and aspirations of the first United Nations members in 1945, as they set out to be "architects of a better world", remain a beacon today – not just for Governments, but also for the thousands of companies and civil society organizations that have become key partners in tackling our world's most pressing challenges.

Delivering a better future for all requires action by all – an increasingly clear proposition for businesses everywhere as environmental, social and economic challenges are more relevant and urgent than ever before. Progress has been made within the business community to orient towards sustainability. A growing number of companies are adopting a principles-based management and operational approach, and corporate sustainability is charging ahead as a collaborative and innovative space for action based on the risks and opportunities at hand.

Now, the challenge is to transition from incremental progress to transformative impact on markets and societies. Doing so will require aligning and scaling up corporate sustainability efforts within a global architecture designed to drive business action and partnerships on a massive scale. *Architects of a Better World: Building the Post-2015 Business Engagement Architecture*⁶ is designed as an invitation to organisations, initiatives, and networks working globally to engage on sustainable development and to join forces with the Global Compact, WBCSD, and GRI.

³ The Collection of Best Practices and Inspirational Solutions for Fighting Poverty through Management Education: A Compendium of Teaching Resources <http://www.ceeman.org/publications/collection-of-best-practices-and-inspirational-solutions-for-fighting-poverty-through-management-education>

⁴ 2013 PRME MGSM MBA Student Study <http://www.unprme.org/resource-docs/MGSMPRMEM-BASStudentStudy2013.pdf>

⁵ 2012 PRME MGSM MBA Student Study <http://www.unprme.org/resource-docs/PRMEMBASStudentStudy.pdf>

⁶ Architects of a Better World: Building the Post-2015 Business Engagement Architecture (2013) <http://www.unglobalcompact.org/resources/441>

2013 PRME Summit – 5th Annual Assembly

New Ways of Developing Leaders for the Future We Want

Declaration

We, the representatives and stakeholders of the world's management schools and Higher Education Institutions (HEIs) meeting at the 2013 PRME Summit, the 5th Annual Assembly of the Principles of Responsible Management Education (PRME) initiative, hosted and co-organised by CEEMAN, as 2013 Chair of the PRME Steering Committee, in Bled, Slovenia, on 25-26 September 2013, reaffirm our commitment to the role that management and leadership education will play in society toward achieving sustainable development -- meeting the needs of the present without compromising the ability of future generations to meet their own needs.

We here summarise the agreements and actions taken to date and our agreed roadmap for management and leadership education for the future, and we also outline our commitments and the assistance we request from others to achieve these goals.

Our context: Rising expectations of HEIs and management schools

Our discussions in Bled have taken place while the United Nations General Assembly is in the process of developing a new global framework and goals for sustainable development after the Millennium Development Goals expire in 2015. The decision to develop such Sustainable Development Goals was one of the key agreements reached at the Rio+20 United Nations Conference on Sustainable Development in 2012.

HEIs and management schools are emerging as a core focus in discussions on the required architecture for achieving the proposed Sustainable Development Goals. In his July 2013 report to member states, the UN Secretary General Ban Ki-moon cited the need for partnerships, including academia, to achieve the goals, of which PRME is an example.¹ Then in September 2013 in the document 'Architects of a Better World: Building the Post-2015 Business Engagement Architecture' business leaders cited reforming management

¹ United Nations (2013) *A Life of Dignity for All: accelerating progress towards the Millennium Development Goals and advancing the United Nations Development agenda beyond 2015. Report of the Secretary General*. United Nations, New York. http://www.un.org/ga/search/view_doc.asp?symbol=A/68/202

and leadership education as one of the core building blocks to maximise the business contribution to achieving the Sustainable Development Goals, and specifically called on management schools and PRME to work to reform curricula to provide current and future leaders with the necessary mindsets, skills and knowledge to lead organisations to more sustainable outcomes.²

Our journey so far

At the 3rd Global Forum for Responsible Management Education at Rio+20, taking into account results from previous PRME Global Fora and Summits, and ongoing dialogue with different stakeholders, management educators agreed to an ambitious roadmap to 2020 for management education.³ We pledged to further reflect upon the purpose and role of management and leadership education in society and in achieving sustainable development, and to commit to action, both individually and collaboratively. We also promised to move PRME into a next stage by creating a leadership group and regional chapters, and by de-listing non-active signatories that fail to submit Sharing Information on Progress (SIP) reports in a timely manner. We then requested other stakeholders to take steps to support PRME. For example, we urged major accreditors and ranking organisations to fully incorporate responsible management education paradigms into their standards and criteria.

At our meeting in Bled, we have celebrated much progress on this roadmap since Rio+20, including:

- Ninety one new signatories to PRME since Rio+20, totalling more than 500 active signatories.
- The enhanced accountability of PRME signatories and PRME as an initiative by the de-listing of 27 PRME signatories for continued failure to submit SIP reports, in line with the 2009 SIP Policy.
- The increased ownership of the initiative by PRME signatories through organisational and financial support for PRME.
- The many stories of actions taken to further implement responsible management education at individual HEIs, through partnerships of HEIs working collaboratively as well as with other stakeholders, focusing on *Inspiration, Innovation, Implementation, and Impact*, as shared at the Summit. Twenty-seven of these stories are documented in the second edition of the *Inspirational Guide for the Implementation of PRME*,⁴ presented at the Summit, and numerous others are documented in the 210 SIP reports submitted by PRME signatories since Rio+20.
- The progress made by some leading signatories, as observed in the *Inspirational Guide*, that have combined several principles of PRME to make a qualitative shift in implementation by learning to go beyond past good practices, i.e., beyond knowledge-only, beyond the classroom, beyond the business school, beyond campus introspection, and beyond education-only.
- The launch of PRME Champions at the UN Global Compact Leaders Summit 2013, with an expectation that they will unlock the next level of responsible management education through their activities and sharing their experiences with the wider PRME community.

² UN Global Compact (2013) *Architects of a Better World: Building the Post-2015 Business Engagement Architecture*. UN Global Compact, New York. http://www.unglobalcompact.org/docs/about_the_gc/Architecture.pdf

³ This roadmap is summarised in the Outcome Document from the Third Global Forum for Responsible Management Education: *The Rio Declaration on the Contribution of Higher Education Institutions and Management Schools to The Future We Want: A Roadmap for Management Education to 2020*. This was built on a variety of documents prepared for the 3rd Global Forum, including the *Rio Declaration for Higher Education Institutions*, signed by over 200 leaders of HEIs, the *Guidelines for HEIs on the Implementation of the UN Global Compact Principles in campus operations*, the *50+20 Agenda – Management Education for the World*, and the recommendations of issue-specific PRME Working Groups on Anti-Corruption, Gender Equality, and Poverty as a Challenge for Management Education.

⁴ Principles for Responsible Management Education (2013) *Inspirational Guide for the Implementation of PRME: Learning to Go Beyond*, Second Edition (Sheffield: Greenleaf Publishing).

- The development of PRME Regional Chapters in Asia, Australasia, Latin America, Brazil, UK and Ireland, German-speaking Europe (Switzerland, Austria and Germany), Nordic countries, and the Middle East and North Africa.
- The enhanced vibrancy and contribution of active PRME Working Groups: PRME Working Group on Anti-Corruption in Curriculum Change, PRME Working Group on Gender Equality, PRME Working Group on Poverty, a Challenge for Management Education, and PRME Working Group on Sharing Information on Progress.
- The new accreditation standards announced by EFMD and AACSB that embed a focus on social responsibility and sustainable development, to complement changes already announced and implemented by CEEMAN and AMBA, and the decision by *BusinessWeek* to begin ranking management schools on the quality of their MBA programme's emphasis on sustainable development.
- The launch by the Platform for Sustainability Performance in Education (a new partnership of HEIs and UN agencies) of a reliable, transparent and comparable reporting and assessment tool for improving sustainable performance in HEIs, with a 'sustainability literacy test' for assessing the sustainability-related knowledge of students.
- The decision to extend the work of the UN Decade of Education for Sustainable Development beyond 2014 and to include higher education and management schools within its remit.

Our agreements and commitments

Despite these achievements, we still have a long way to go before responsible management education becomes mainstream. Thus, we agree to continue to strive toward putting Six Principles of PRME into practice, individually through continuous improvement, experimentation and innovation, and collectively through existing and newly created workstreams such as PRME Working Groups, PRME Regional Chapters, PRME Champions and other PRME projects. Specifically:

- We will enhance the quality of the PRME initiative through leadership at many levels: as individuals, as institutions, as groups of institutions, as a whole PRME community, and through collaborating with other stakeholders both locally and globally.
- Individually, as teachers, researchers and faculty members, we will further incorporate the Principles into our activities, especially through education, research, community engagement and organisational reform. We will partner as appropriate with colleagues from other faculties such as natural and social sciences and arts and humanities to advance transdisciplinary education and research for sustainable development.
- Institutionally, as PRME signatories, we will:
 - Provide internal support to our faculty through faculty development and other engagement, matched with appropriate incentives, so that they can work to implement sustainability principles in their individual activities.
 - Advance the organisational and governance changes required in our institutions to systemically embed the Six Principles of PRME and an organisational purpose of working towards achieving sustainable development in society.
 - Continue to regularly share our experiences through SIP reports, and to learn from the experiences of others as set out in their SIP reports and the two *Inspirational Guides*.
- Collectively, through regional and thematic groups, we will:
 - Commit to continually improve the quality of our engagement and develop and utilise tools and resources produced by PRME Working Groups and PRME Champions.
 - Work to enhance the potential of existing and emerging PRME Regional Chapters, recognising that they can enable PRME to evolve as a learn-

ing and action community of regional networks, and localise the Principles of PRME to fit their contexts and demands.

- Call for more management schools and HEIs to join PRME, especially through PRME Regional Chapters and meetings, so that responsible management education can gain further momentum, with the goal of increasing the number of PRME signatories to 1000 by 2015, as stated at the Second Global Forum for Responsible Management Education in 2010.
- We welcome the new post-2015 business engagement architecture developed by companies in the UN Global Compact and supported by the World Business Council for Sustainable Development (WBCSD) and the Global Reporting Initiative (GRI). Accordingly, we commit to take further action in support of the *'Architects of a Better World: Building the Post-2015 Business Engagement Architecture,'* at many levels, including championing the architecture in our teaching, research, partnership and dialogue.

The Help We Request from Others – Working Together

We renew our call to governments, business leaders, accrediting bodies and rankings providers to help us play our role in developing the Architects of a Better World and helping to achieve the Post- 2015 Development Agenda.

Specifically:

- We request that governments support this change through the incentives that are embedded in policy frameworks and national assessment frameworks for higher education, and that they:
 - Recognise the role that management schools and HEIs can play in a post-2015 agenda, and urge them to align their teaching, research and other activities with the post-2015 agenda.
 - Continue to support and implement the Education for Sustainable Development (ESD) agenda, especially partnering directly with educational institutions to advocate for integration of sustainability into the core curriculum of management and leadership education programmes.
 - Require or encourage HEIs to report on ESD in order to enhance accountability, transparency and mutual learning opportunities.
 - Fund teaching programmes and research projects in HEIs that promote responsible management education and corporate sustainability.
 - Ask education ministries to act as a convenor to support and facilitate the exchange of learning among PRME signatories and other HEIs.
 - Act as conveners or supporters of local, national and regional multi-stakeholder partnerships for an inclusive and sustainable development, as called for in the aforementioned UN Secretary General report *'A Life of Dignity for All'*.
 - Encourage transdisciplinary research and teaching that integrates sustainability with all other disciplines.
 - Support PRME globally and locally.
- We request that business leaders recognise the indispensable role that responsible management education plays in corporate sustainability, and that they:
 - Endorse the UN Global Compact's Ten Principles and support PRME as its sister initiative.
 - When recruiting MBA and undergraduate students and selecting executive education, clearly articulate their demand for management school and university graduates who are capable of generating sustainable value for business and society at large.
 - Support management schools and universities in partnering on research and contributing directly to learning programmes, which allows business to make sustainable impact.
 - Work with PRME signatories directly and/or through a relevant PRME Regional Chapter or Global Compact Local Network.

- We request that the accreditation bodies such as AACSB, EFMD, AMBA, CEEMAN and ACBSP evaluate the impact of the changes made to their accreditation standards and continue to push management schools toward adopting responsible management education practice.
- We request that the ranking organisations such as *The Financial Times*, *The Economist*, *QS Stars*, and others follow the lead of *BusinessWeek* and put metrics based on the sustainable development and responsible management education at the heart of how management schools are ranked.
- We request that other UN entities tasked with promoting ESD take note of the contribution PRME signatory HEIs make to addressing ESD in management and leadership education.

We reaffirm our commitment to the Principles for Responsible Management Education as the crucial framework and initiative for organising our individual, institutional and collective efforts in creating the future we want.

Endorsed by the participants of the 2013 PRME Summit - 5th Annual Assembly, 25-26 September 2013.

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CEEMAN

CEEMAN, the international association for management development in dynamic societies, was established in 1993 with the aim of accelerating the growth and quality of management development in Central and Eastern Europe. Gradually CEEMAN has become a global network of management development institutions involved in economic restructuring and social change in dynamic societies. CEEMAN fosters the quality of management development and change processes by developing education, research, consulting, information, networking support, and other related services for management development institutions and corporations operating in dynamically changing environments. Its holistic approach to the phenomena of change and leadership development builds on the specific value platform that celebrates innovation, creativity, and respect for cultural values, and promotes the principles of responsible management education.

CEEMAN's Objectives Are:

- To improve the quality of management education and leadership development in general and particularly in the dynamic societies that are in search of new economic and social responses to the global challenges
- To promote leadership for change, global competitiveness, sustainable development and social responsibility
- To provide a network and meeting place for business schools and other management development institutions in order to promote and facilitate cooperation and the exchange of experience
- To provide a platform for dialogue, mutual cooperation and learning between management development institutions and businesses that are operating in dynamic societies and are willing to grow together by working together
- To represent the interests of its members in other constituencies

CEEMAN's Main Activities Include:

- International conferences and forums
- Educational programs to strengthen teaching, research, management and leadership capabilities in management schools
- International quality accreditation for context-driven, innovative, impactful and responsible business schools
- Promoting and rewarding outstanding achievements in areas that are critical for success in business education and management development
- Support for the development of educational materials
- Promoting and rewarding case writing
- International research relevant for businesses and management development institutions
- Publishing

CEEMAN has 215 members from 53 countries in Europe, North America, Latin America, Africa and Asia.

www.ceeman.org

PRME Principles for Responsible Management Education

Launched at the 2007 UN Global Compact Leaders Summit in Geneva, the Principles for Responsible Management Education (PRME) initiative is the first organised relationship between the United Nations and business schools, with the PRME Secretariat housed in the UN Global Compact Office. The mission of PRME is to inspire and champion responsible management education, research and thought leadership globally. The Six Principles of PRME are inspired by internationally accepted values, such as the Ten Principles of the Global Compact and provide an engagement structure for academic institutions to advance social responsibility through the incorporation of universal values into curricula and research. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century. Further, the PRME initiative serves as a framework for systemic change for business schools and management-related institutions, based on three distinctive characteristics of the initiative: continuous improvement, a learning network, and report to stakeholders. In 2013, over 535 signatory institutions from 80 countries engaged with the initiative. PRME is governed, along with the United Nations Global Compact, by the main business school accreditation bodies and specialised and regional associations, including: AACSB, AMBA, EFMD, GMAC, CEEMAN, AABS, AAPBS, CLADEA, ABIS, and GRLI.

Learn more at www.unprme.org

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