**PRME** Principles for Responsible
Management Education

*an initiative of the United Nations Global Compact*

# PRME Sharing Information on Progress (SIP) Virtual Writing Retreat

## Tuesday 15 March 2022

**Caroline Aggestam Pontoppidan (Copenhagen Business School)**
**Martiina Matharu Srkoc (Copenhagen Business School)**
**Alec Wersun (Glasgow School for Business and Society)**
**Laura Steele (Queen's Management School)**

# Session Overview

**10.00 - 10.10am** Welcome and Introductions

**10.10 - 10.25am** An Overview of Reporting Requirements, Alec

**10.25 - 11.10am** Our Experiences of Preparing a SIP Report and Q&A, Caroline and Martiina

**11.10 - 11.20am** Coffee Break

**11.20 - 12pm** SIP Report Clinic: Addressing your Questions and Concerns, Laura + All

# Welcome and Introductions

**Copenhagen Business School & PRME Nordic Chapter**

• Caroline Aggestam Pontoppidan, Associate Professor and Academic Director of PRME

• Martiina Matharu Srkoc, Head of Section CBS PRME Secretariat

**Glasgow School for Business and Society & PRME UK and Ireland Chapter**

• Alec Wersun, Senior Lecturer and School Lead for the Common Good

**Queen's Management School & PRME UK and Ireland Chapter**

• Laura Steele, Senior Lecturer and PRME Champion

**Objective for this morning:**

• To make meaningful progress on developing your SIP report and collaboratively address any questions or concerns…

# What do you need from this session?

According to the pre-session questionnaire:

o A good understanding of the SIP Report structure and content, including how to present a coherent narrative.

o How to meet the requirements/expectations of PRME, while still being unique.

o What changes to SIP reporting may be introduced.

o How to approach and demonstrate the full cycle of progress (evaluation, feedback, revision, implementation, etc.).

o What evidence is considered 'powerful'.

o How to demonstrate impact!

# An Overview of Reporting Requirements

**Alec Wersun**

# SIP Policy and Structure

SIPs must include each of the following elements:

○ **A letter signed by the highest executive of the organisation expressing continued commitment to PRME**;

○ **A description of practical actions** (i.e., disclosure of any relevant policies, procedures, activities) that the institution has taken to implement one or more of the Principles in the past 24 months (since signing up to PRME or since last submission of SIP);

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

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

**Beyond these points, there is a high degree of flexibility!**

One of the first – and most important – decisions concerns how to structure your report.

**A popular option is to use the Six Principles of PRME.**

# Our Experiences of Preparing a SIP Report

## Caroline Aggestam Pontoppidan and Martiina Matharu Srkoc

SIP Reporting Clinic

Laura Steele

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## Support (or Lack Thereof!)

- *"Doing all the work on my own"*
- *"Preparing to produce the report on my own"*

## Content and Structure

- *"Not clear on what to include"*
- *"To be in line with what is required"*
- *"What does a good SIP report look like?"*
- *"Making sure we meet PRME's expectations"*
- *"Understanding the criteria and requirements"*
- *"How long or short"*
- *"Simple but comprehensive"*
- *"Completing the report and dealing with the invisible seventh Principle (Organization)"*
- *"What kind of information should we include? Extension. Include general university policies or just business school policies?"*
- *"To report on everything and in an attractive, related way"*
- *"How to draw a balance between listing as many outcomes and providing detailed narratives on one to two events"*
- *"Organization of the information (standards)"*

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## Collecting and Managing Data

- *"Collection of Data. To decide what to include and what not to"*

- *"Data collection and developing our narrative according to the PRME principles"*

- *"Resources to track and gather updates for reporting on progress"*

- *"We have a lot of work in progress so I want to shine a light on this, but we are still building some of our baseline data"*

## Demonstrating Progress, Impact, and KPIs

- *"Gathering data on impact"*

- *"Demonstrating impact"*

- *"How to ensure SIP reporting is impactful rather than merely serving as a reporting mechanism"*

- *"Setting meaningful KPIs for the future"*

- *"Reporting on Progress and Achievement of KPIs"*

- *"Focus on relevance, and evaluation of outcomes"*

- *"How to set up effective feed forward on achieving goals"*

## Any other questions or concerns?

# Thank you and Feedback Request

Thank you for taking the time to attend this session. We hope you found value in the discussions. There was overwhelming support for the idea of a SIP peer review workshop. We will be in contact about this!

# 1. Purpose

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

o Description of how PRME is embedded into institutional strategy or into a stand-alone sustainability strategy.

o Statement of the school's vision, including the school's interpretation of what responsible management education means.

o Descriptions of taskforces/offices/personnel responsible for implementation of strategy and PRME-related activities.

o Description of capacity development programmes on PRME-related topics for students, staff, and faculty.

o Description of funds available internally and externally for PRME-related activities.

o Reference to methods of collecting and tracking information on PRME-related activities.

o Reference to goals from former SIP (or, if first SIP, new goals).

**What information do you need to include under 'Purpose'? (e.g., school and/or institutional strategy; definition of 'responsible management'; key people and committees; financial and non-financial support for PRME/the SDGs; data collection methods; reference to previous SIPs, etc.).**

# 2. Values

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

o Reference to institutional values and principles, ethical guidelines, mission statements, codes of conduct, oaths, and pledges.

o Exploration and analysis of how values are discussed and assimilated into the culture of the institution and the channels through which these values are shared with the community.

o Exploration and analysis of which issues are most material to your academic institution and stakeholders.

o Description of the systems in place (i.e., surveys undertaken) to determine student and staff knowledge and awareness of values (including results).

o Transparent reflections on the extent to which PRME-related topics are integrated across the institution, and what is being done to address this.

**What information do you need to include under 'Values'? (e.g., school mission, vision, and values, and how these are embedded; which issues are most material to your institution and key stakeholders; (critical) reflection on how PRME/SDG related topics and being integrated across the school).**

# 3. Methods

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

o Overview of the programmes and personnel dedicated to teaching on PRME-related topics.

o Description of strategy and systems in place to develop PRME-related course content and assess its collective impact on students and alumni.

o Assessment of the extent PRME-related topics are integrated into programmes/courses/curriculum.

o Overview of different PRME-related programme offerings, certificate courses, minors, majors, specialisations.

o Description, and assessment, of methods used in the classroom (i.e., lectures, co-teaching, case studies, activities, service learning, field trips, competitions, simulations, e-learning, blogs, virtual communities).

o Description of faculty development (i.e., workshops, resources, publications) on teaching sustainability as well as incentives to facilitate faculty work in this area.

**What information do you need to include under 'Methods'? (e.g., quantitative and qualitative data on modules and programmes addressing PRME and the SDGs; strategy and/or systems in place or under development to broaden and/or deepen coverage of PRME and the SDGs).**

# 4. Research

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

o Overview of research strategy and focus areas relating to PRME including centres, projects, publications, etc.

o Assessment of the extent to which students are involved in PRME-related research.

o Overview of interdisciplinary research projects and their current impact or potential.

o Description of sponsorship, funding, and partnerships for PRME-related research.

o Description of how PRME-related research is promoted and disseminated internally and externally to different stakeholders.

o Exploration of the internal and external impact of the research and programmes.

o Highlights or summaries of recently published research on PRME-related issues.

**What information do you need to include under 'Research'? (e.g., quantitative and qualitative data on research addressing PRME and the SDGs; strategy and/or systems in place or under development to broaden and/or deepen coverage of PRME and the SDGs; student research related to PRME).**

# 5. Partnership

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

o  Description of strategy for stakeholder engagement and partnerships (including but not limited to community, government, and business).

o  Overview of select networks organised by the academic institutions around PRME-related topics.

o  Overview of programmes that involve stakeholders outside of the institution (i.e., with business, government, NGOs), such as case competitions and student projects.

o  Joint projects within the university or with other universities.

o  Description of engagement with PRME networks, such as Chapters, Champions, or Working Groups.

**What information do you need to include under 'Partnership'? (e.g., details of local, national, and international partnerships with organisations in the private, public, and thirds sectors that address PRME and the UN SDGs).**

# 6. Dialogue

**'We will facilitate and support dialogue and debate amongst educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability'.**

o Description of strategy to foster dialogue on PRME-related topics across the organisation (i.e., across departments and disciplines) and externally.

o Description of PRME-related co-curricular activities, extra-curricular activities, and student organisations.

o Highlights of prominent or impactful events (i.e., forums, workshops, roundtables, conferences), including an assessment of their impact.

o Overview of PRME-related magazines, newspapers, blogs and other non-peer reviewed thought leadership produced.

o Description of alumni engagement on PRME-related issues.

o Description of placement programmes and other career resources and opportunities on PRME-related topics.

**What information do you need to include under 'Dialogue'? (e.g., description of opportunities for dialogue between the various groups outlined above, such as seminars/webinars, workshops, panel discussions, training, website and social media, etc.**