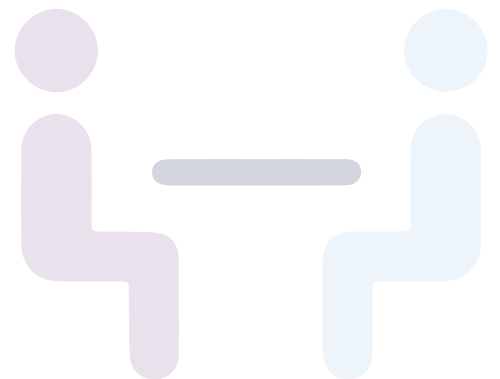


# LEARNING IN A SOCIAL CONTEXT

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**PRME** Principles for Responsible  
Management Education

*an initiative of the*



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Special thanks to the PRME Champions pilot group for sponsoring and leading the development of this document, namely ESADE Business School, co-lead of the PRME Champions Sub-group on Curriculum Development. Additional thanks to those schools that completed the survey and contributed examples.

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# FOREWORD

It has been said that business education is at a crossroads, but the problem is not simply that it finds itself at this crossroads. The problem, and the challenge, is knowing where to go from here. This study shows us not only that it is possible to find viable paths that make sense, but also that these paths can be an inspiration to others. Beyond the specific experiences reflected herein, this resource shows that innovation in business education—especially as relates to integrating responsibility and sustainability criteria—requires that we simultaneously take into account two parameters: content and context.

In the pages that follow, readers will encounter major changes with regard to content. The idea is not to improve an existing discipline or to incorporate a new one, but rather to enable students to integrate lessons that they often learn on their own, and to develop capacities and competencies that directly link to responsibility and sustainability. Readers will also find major changes with regard to context: the core of learning and the accumulation of experiences no longer take place in the classroom but in the “social” environment, where the very reality in which students act is a main catalyst of learning.

What we should be concerned about today is the quality of students’ educational experiences. Business schools face the challenge of carefully reexamining the educational experience provided by our institutions. “Experience” does not mean doing entertaining things—as if the idea were solely to provide stimulating situations without incorporating reflection and knowledge; in fact, quite the opposite. At the same time, however, “educational” does not merely refer to a transfer of information in the classroom that strengthens only the cognitive dimension. Therefore, if the various proposals grouped in this study under the title of “Learning in Social Context” have one thing in common, it is the fact that they are true educational experiences that are sure to have a lasting, meaningful impact on participants’ training.

I believe that the PRME values—which ESADE shares completely—require precisely this: building and facilitating educational experiences that encourage business school students to see PRME as not just a series of general principles but also a way to situate themselves intellectually, emotionally, and vitally in relation to companies and organizations.

I’m certain that all the experiences described in this study are high impact, in the sense that they encourage the personal—and personalized—internalization of the principles of PRME. To the extent that this is the case, our contribution as management educators will make more sense and, in some sense, have greater legitimacy.

I hope that these initiatives inspire more schools to commit to PRME. At ESADE, we believe that collecting and producing material, like this resource, if nothing else help to make this commitment possible.

**Eugenia Bieto,**  
**Director General ESADE**

**ESADE**

RAMON LLULL UNIVERSITY



# INTRODUCTION

“

*Where is the life we have lost in living?  
Where is the wisdom we have lost in knowledge?  
Where is the knowledge we have lost in information?*

**T.S. Eliot**

The debate on the role and the contribution of management education is the order of the day. The word rethinking is often repeated as a prerequisite for talking about business education. A substantial change is also taking place in the setting in which business schools operate and the expectations they raise. All this is relevant and substantive, and we believe that it is inseparable from what could probably be described as a crisis of purpose—a crisis of why and for what affects all business schools to some degree or another. Hence, the concern about encouraging responsible management and leadership is not reduced to merely covering shortcomings or oversights in the training on offer. It is not just a matter of content, although it is that too. It is not just a matter of learning processes (what is learnt and how it is learnt in a business school), although it is that too.<sup>1</sup> Nor is it just a matter of consistency between the explicit curriculum and the hidden curriculum, although it is that too. When we say that the debate affects the need to rethink the purpose of business education, we mean that it is necessary to review the mindset and the frameworks from which the content, the learning processes, and the curricula are proposed.

What sort (or what model) of management and leadership do business schools promote? It is not only about what knowledge they disseminate, what techniques they teach, or what skills they develop. What understanding of management and leadership is catalyzed beyond that which is proposed by the various pigeonholes that academic disciplines have so often become? If the raw materials of management and leadership are relationships, what place is occupied in the training process by the development of the ability to relate ideas, people, perspectives, methodologies and, most importantly, the ability to know oneself better and see oneself in a network of relationships, rather than as the centre towards which all relationships converge?

What model of excellence and business success do business schools reinforce? If there is anything that appears throughout the training offered by business schools, it is the continuous presentation of an idea (or an image) of professional and business success. Through case studies, guest lecturers, chosen speakers, selected topics, examples, references, etc., some idea of success is continuously

<sup>1</sup> Additional background on the hidden curriculum can be found [Faculty Development for Responsible Management Education: Results from a Survey among PRME Signatories](http://www.unprme.org/resource-docs/FDReportFinalWeb.pdf). <http://www.unprme.org/resource-docs/FDReportFinalWeb.pdf>

communicated. Yet how success is understood, evaluated and identified hardly ever forms part of the proposed object of analysis and reflection. This is curious indeed, because the impact and the use of knowledge, techniques, and skills imparted by business schools depend not so much on those same knowledge, techniques, and skills imparted as on the ideal of professional success that the graduates choose to serve.

Therefore, insofar as business education is actually that—education and not just business—it would seem reasonable to expect it to incorporate a certain capacity to be critical of the dominant culture in the business world, and not simply to reproduce it.

What model of enterprise do business schools help to foster? The word “enterprise” is often used as if it had only one meaning. And precisely because, in practice, this term covers highly varied organizational forms, the debate cannot be glossed over. And, of course, here the question is not based on the assumption that there should be one single model to propose but simply casts doubt on the assumption that there is no need to ask the question.

What relationships do business schools strengthen between enterprise and society? Often we talk as if social, political, and cultural realities were no more than companies’ landing strip or just potential obstacles or points of support for their activities. People live in societies, not markets; and through their business activity, companies build one or another type of society. And at the same time social systems can strengthen or obstruct various types of enterprise. Insofar as this is the case, it obliges us to ask ourselves three questions: 1) whether it is possible to be a good manager without the capacity to understand the social reality in which that manager operates; 2) whether the training of skilled professionals does not also involve the training of professionals who are aware that by practicing their profession they are exercising their citizenship; and 3) whether any approach to business that is divorced from the analysis of its contribution to society is ultimately a bad approach to business.

**There is no responsible management, then, without an answer to these four questions:**

1. WHAT MODEL OF MANAGEMENT AND LEADERSHIP?
2. WHAT MODEL OF EXCELLENCE AND SUCCESS?
3. WHAT MODEL OF ENTERPRISE?
4. WHAT RELATIONSHIPS BETWEEN ENTERPRISE, SOCIETY, AND THE ENVIRONMENT?





Nevertheless, we must not forget—although it might seem obvious—that there is no responsible management without responsible individuals. There is no responsibility—or responsible management—without people who have developed the capacity to act with purpose in a particular context, without people capable of understanding themselves and the purpose that moves them in the contexts in which they act. Sometimes we talk of responsible management as a sort of abstraction that exists independently of people who embody it. This is why, when we talk about a holistic management education,<sup>2,3</sup> we talk about the integral development of particular individuals, not the acquisition of ideas on globality and globalization.

In other words, if our goal is “to enable students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means to engage responsibly with the life of their times,”<sup>4</sup> we also have to address the issue of what personal and professional experiences and what social situations and contexts help to advance in this direction. Many of the reflections made above have served as the reference framework for this resource. But, unlike other approaches, our intention has not been to focus on it in a deductive, top-down manner, as if progressing from the “definition” of responsible management to its “application.” Instead we have gathered together experiences being conducted out of concern for proposing a kind of business education that is oriented towards responsible management connected to social reality, and on the basis of these experiences we strive to draw some conclusions. To one degree or another, these experiences lie beyond conventional approaches, and we believe that they can serve as a source of inspiration and a stimulus for innovation. They are not presented, then, with any claim to setting standards, but rather to stand as inspirational examples, among other possible ones, of how to go about pinning down commitment to the principles of PRME in business schools.

We would not wish to end this introduction without expressing our gratitude for the relationship we have wrought as the project advanced with Carey Weiss of the Fordham University School of Business and everything this has brought with it. We would also like to acknowledge the unfailing support we have received from Jonas Haertle and Merrill Csuri and the comments made on the first draft by Jürgen Volkert of Hochschule Pforzheim and Aline Polipowski of Audencia Nantes School of Management. And it goes without saying that we are grateful for all the contributions and encouragement afforded both explicitly and implicitly in the various dialogues that have taken place within the PRME Champions pilot group.



2 Waddock, S.; Lozano, J.M. (2013): Developing More Holistic Management Education: Lessons Learned from Two Programs. *Academy of Management Learning & Education*. 12(2): 265-284.

3 For "holistic education" we refer to those focuses that aims to integrate fragmented disciplines into a holistic understanding of enterprise, promote systems thinking, and instill a sense of the larger business purposes, with the aspiration of developing a new type of leader/manager able to take steps within business enterprise to "make a difference" in the world.

4 Colby, A.; Ehslich, T.; Sullivan, W.M.; Dolle, J.R. (2011): *Rethinking Undergraduate Business Education*. San Francisco: Jossey-Bass, p. 60.

The challenge of developing responsible management is not resolved solely on the basis of generalist debates, as was mentioned in the introduction. It requires reflection and learning through the specific practices and experiences implemented by those business schools that are seeking to advance in this direction. We also need to share practices, learn from them, and reflect on them, because no definition of responsible management is complete unless it takes into account the learning processes that identify it and make it possible.

In this respect, we believe that practical learning experiences of a social nature are of paramount importance—experiences that open up the classroom towards the community as a source of significant learning and practice applied to the solving of real problems, where the student learns by doing socially useful things and is trained at the same time as an informed and responsible citizen. These experiences are optimal for developing not only particular curricular content but also many of those competencies that are related above all to the social and values-based dimension of the individual.

Notwithstanding its widespread use in the technical and higher education fields, there is no one common definition of the term “competency.” Different disciplines and different contexts generate a variety of understandings. This is not the time to go into this debate. It is sufficient to bear in mind that the notion of competencies encompasses cognitive but also motivational, ethical, social, and behavioural components. It combines stable traits, learning outcomes (e.g. knowledge and skills), belief-value systems, habits, and other psychological and relational features.

This explains why several international institutions<sup>5</sup> have made an effort to propose and evaluate the set of competencies that should be developed in students in order to train—at the same time—highly qualified professionals and responsible citizens. Examples include the Delors Report<sup>6</sup> (1996), the DeSeCo project<sup>7</sup> (1997-2002), and the Tuning project<sup>8</sup> (2000-2003). The last of these proposed classifying competencies into instrumental, interpersonal, and systemic. All these approaches insist on the need to focus on a holistic and integrated education, without giving exclusive priority to knowledge acquisition to the detriment of other forms of learning.

<sup>5</sup> The UNO, UNESCO, the OECD, the Commission of the European Communities, and the European Parliament, among others.

<sup>6</sup> <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/rethinking-education/visions-of-learning/>

<sup>7</sup> <http://www.oecd.org/education/skills-beyond-school/definitionandselectionofcompetenciesdeseco.html>

<sup>8</sup> [http://www.unideusto.org/tuningeu/images/stories/documents/General\\_Brochure\\_Spanish\\_version.pdf](http://www.unideusto.org/tuningeu/images/stories/documents/General_Brochure_Spanish_version.pdf)

## COMPETENCIES NEEDED FOR RESPONSIBLE MANAGEMENT

Several studies have been carried out in order to know what competencies are required of leaders in the 21<sup>st</sup> century to meet current and future needs, to succeed in a changing societal context, and to be able to manage the increasingly complex sustainability factors impacting companies. Such is the case of the studies carried out by Accenture (2010<sup>9</sup> and 2013<sup>10</sup>), PwC (2014<sup>11</sup> and 2014<sup>12</sup>), Ashridge (2006<sup>13</sup>, 2009<sup>14</sup>, and 2012<sup>15</sup>), and Frisk and Larson (2011<sup>16</sup>), which have proposed certain key competencies in corporate responsibility and sustainability.

In general, the various studies coincide in stating that in order to successfully integrate corporate responsibility and sustainability into organizations, there needs to be a focus on developing responsible leaders, rather than simply introducing new policies and procedures. And also that it is critical to develop key competencies and qualities through management education and leadership development in order to change mindsets more broadly— change that must go hand in hand with the development of knowledge, skills, attitudes, and behaviours to manage sustainability issues as an integral part of the way they think about business.

The studies have coincided in singling out a number of required competencies: systems thinking, critical thinking, dealing with uncertainty, problem-solving capacity, taking a long-term perspective, understanding of global impact of local decisions, change agent skills, emotional intelligence, ethics and integrity, stakeholder engagement, valuing diversity, collaboration, networking and developing alliances, empathy, compassion, and solidarity. For the development of many of these competencies, there is a strong need for greater use of experiential learning, exposing students directly to different situations and giving them the opportunity to reflect and experiment through experience.

The research that we have conducted focuses on analyzing the approaches and the impact of the learning carried out in experiences promoted by several business schools around the world—experiences that connect directly with the educational tradition known as service learning, although not all of them identify wholly with it.



9 Accenture (2010). A New Era of Sustainability. UN Global Compact-Accenture CEO Study 2010. Last retrieved: 4 March 2015, from: [http://www.accenture.com/SiteCollectionDocuments/PDF/Accenture\\_A\\_New\\_Era\\_of\\_Sustainability\\_CEO\\_Study.pdf](http://www.accenture.com/SiteCollectionDocuments/PDF/Accenture_A_New_Era_of_Sustainability_CEO_Study.pdf)

10 Accenture (2013). Architects of a Better World. UN Global Compact-Accenture CEO Study on Sustainability 2013. Last retrieved: 4 March 2015, from: <http://www.accenture.com/SiteCollectionDocuments/PDF/Accenture-UN-Global-Compact-Acn-CEO-Study-Sustainability-2013.pdf>

11 PwC (2014). Good to grow. 17<sup>th</sup> Annual Global CEO Survey. US Report. Last retrieved: 4 March 2015, from: <http://www.pwc.com/us/en/ceo-survey-us/2014/assets/2014-us-ceo-survey.pdf>

12 PwC (2014). The talent challenge. Adapting to growth. 17<sup>th</sup> Annual Global CEO Survey: Transforming talent strategy. Last retrieved: 3 February 2015, from: <http://www.pwc.com/gx/en/hr-management-services/publications/assets/ceosurvey-talent-challenge.pdf>

13 Ashridge (2006). Leadership Qualities and Management Competencies for Corporate Responsibility. A research report for the Academy of Business in Society, July 2006. Last retrieved: 4 March 2015, from: <https://www.ashridge.org.uk/Media-Library/Ashridge/PDFs/Publications/LeadershipQualitiesAndManagementCompetenciesForCorporateResponsibility.pdf>

14 Ashridge (2009). Developing the Global Leader of Tomorrow. This research is part of the Academy of Business in Society Corporate Knowledge and Learning Programme. Last retrieved: 4 March 2015, from: [https://www.google.es/webhp?sourceid=chrome-instant&rlz=1C1EODB\\_enES533ES533&ion=1&espv=2&ie=UTF-8#q=developing+the+global+leader+of+tomorrow+ashridge](https://www.google.es/webhp?sourceid=chrome-instant&rlz=1C1EODB_enES533ES533&ion=1&espv=2&ie=UTF-8#q=developing+the+global+leader+of+tomorrow+ashridge)

15 Ashridge (2012). Leadership in a rapidly changing world. How business leaders are reframing success. Project led by International Business Leaders Forum and Ashridge. Produced on behalf of the United Nations Global Compact and PRME for the Rio + 20 Conference on Sustainable Development.

16 Frisk, E. and Larson, Kelli L. (2011). Educating for Sustainability: Competencies & Practices for Transformative Action, Journal of Sustainability Education, Vol. 2, March 2011.



## SERVICE LEARNING

There are hundreds of definitions of service learning.<sup>17</sup> The term “service learning” has been used to characterize a wide array of experiential education endeavours, from volunteer and community service projects to field studies and internship programmes.

In 1979, Robert Sigmon defined service learning as an experiential education approach that is premised on “reciprocal learning.”<sup>18</sup> He suggested that because learning flows from service activities, both those who provide service and those who receive it “learn” from the experience. In Sigmon’s view, service learning occurs only when both the providers and recipients of service benefit from the activities.

Later, Sigmon (1994)<sup>19</sup> broadened his “reciprocal learning” definition to include the notion that “service learning” occurs when there is a balance between learning goals and service outcomes, which makes it possible to establish clear goals for learning and service and to work efficiently to meet both.

The Alliance for Service-Learning in Education Reform (1993)<sup>20</sup> defines service learning as a method of teaching by which people learn and develop through active participation in thoughtfully organized service experiences that:

- ▶ meet community needs,
- ▶ are coordinated in collaboration with college and community,
- ▶ are integrated into each person’s academic curriculum,
- ▶ provide structured time for a person to think, talk, and write about what they did and saw during the actual service activity,
- ▶ provide people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities,
- ▶ enhance what is taught in the classroom by extending student learning beyond the classroom, and
- ▶ help to foster the development of a sense of caring about others.

<sup>17</sup> Tapia, M.N. (2000). *La Solidaridad como Pedagogía*. Buenos Aires, Ciudad Nueva.

<sup>18</sup> Sigmon, R.L. (1979). *Service-learning: Three Principles*. Synergist. National Center for Service-Learning, ACTION, 8(1), pp. 9-11.

<sup>19</sup> Sigmon, R.L. (1994). *Serving to Learn, Learning to Serve*. Linking Service with Learning. Council for Independent Colleges Report.

<sup>20</sup> Definition adapted from the Alliance for Service-Learning in Education Reform 1993. Last retrieved 21 October 2014, from: <http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1001&context=slceslgen>

The following ten principles were created by Jeffrey Howard (2001),<sup>21</sup> Associate Director for Service Learning at the University of Michigan's Edward Ginsberg Center for Community Service and Learning. Howard believes that, in order to fully understand and authentically integrate service learning into coursework, faculty must adhere to each of these principles equally.

1	ACADEMIC CREDIT IS FOR LEARNING, NOT FOR SERVICE.
2	ACADEMIC RIGOUR IS UNCOMPROMISED.
3	SET LEARNING GOALS FOR STUDENTS.
4	ESTABLISH CRITERIA FOR THE SELECTION OF COMMUNITY SERVICE PLACEMENT.
5	PROVIDE EDUCATIONALLY SOUND LEARNING STRATEGIES (MECHANISMS) TO HARVEST THE COMMUNITY LEARNING.
6	PREPARE STUDENTS FOR LEARNING FROM THE COMMUNITY.
7	MINIMIZE THE DISTINCTION BETWEEN THE STUDENTS' COMMUNITY LEARNING ROLE AND CLASSROOM LEARNING ROLE.
8	RETHINK THE FACULTY INSTRUCTIONAL ROLE.
9	BE PREPARED FOR VARIATION IN, AND SOME LOSS OF CONTROL WITH, STUDENT LEARNING OUTCOMES.
10	MAXIMIZE THE COMMUNITY RESPONSIBILITY ORIENTATION OF THE COURSE.

Kaye (2004)<sup>22</sup> emphasizes that one of the main benefits of service learning lies in the fact that all its actors (students, faculty and the organization or community involved) are better off for the experience, as they all derive some sort of improvement from their participation in the activities and the service learning process.

In the opinion of Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS),<sup>23</sup> with this methodology the university recovers, firstly, its essential mission of integral training of people and professionals, by combining academic excellence with a social responsibility that ceases to be simply declaimed and becomes teaching content and a format for institutional management. Furthermore, it takes an active role at the service of the transformation of social reality. One key aspect of this approach is that the university recognizes itself as part of the community and, at the same time, opens up to social demands that make sense in the context of the university's mission.

21 Howard, J. (2001). Principles of Good Practice for Service-Learning Pedagogy. Michigan Journal of Community Service Learning, Service-Learning Course Design Workbook, University of Michigan: OCSL Press, Summer 2001, pp. 16-19. Last retrieved 2 September 2014, from: <http://usf-community-engagement.org/wp-content/uploads/2014/09/2d.Principles-of-Good-Practice-for-Service-Learning-Pedagogy.pdf> and the text modified by the Center for Teaching, Division of Community Engagement, Virginia Commonwealth University. Last retrieved 12 December 2014, from: [http://www.servicelearning.vcu.edu/wp-content/uploads/sites/734/2012/02/ten\\_principles.pdf](http://www.servicelearning.vcu.edu/wp-content/uploads/sites/734/2012/02/ten_principles.pdf)

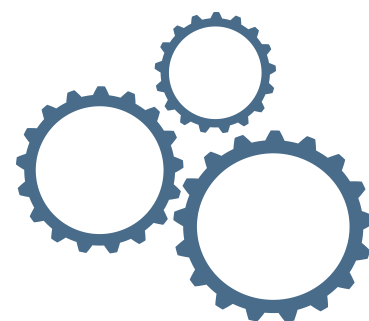
22 Kaye, C.B. (2004). The Complete Guide to Service Learning, Minneapolis, Free Spirit, p. 2-3.

23 Universidades Solidarias. Programa de Apoyo y Fortalecimiento de Proyectos de Aprendizaje-Servicio Solidario para Universidades de América Latina. Buenos Aires, Mayo de 2014. Centro Latinoamericano de Aprendizaje y Servicio Solidario (CLAYSS). Last retrieved 16 December 2014, from: [http://www.clayss.org.ar/04\\_publicaciones/UniversidadesSolidarias.pdf](http://www.clayss.org.ar/04_publicaciones/UniversidadesSolidarias.pdf)

From the viewpoint of the analysis of the impact of this type of project on the students, we can highlight the fact that they take on a leading role—they apply the knowledge acquired in the classroom at the service of concrete needs of a community and, at the same time, they are trained in the values of solidarity and democratic participation through action. According to Martínez (2008),<sup>24</sup> students who take part in a service learning experience in which they see, live, and act on reality, in all its complexity and with all its problems, never see their studies or their career in the same way again. Furthermore, they are provided the opportunity to grow as individuals, to broaden their social and professional gaze, to give meaning to academic knowledge, and to experience values such as solidarity, respect, and commitment.

Eyler, Giles, Stenson, and Gray (2001)<sup>25</sup> conducted a literature review on the effects of service learning on college students, faculty, institutions, and communities. The various studies have found positive effects on students, in several fields:<sup>26</sup>

- ▶ academic and cognitive development,
- ▶ civic development,
- ▶ professional and vocational development,
- ▶ ethical and moral development,
- ▶ personal development, and
- ▶ social development.



The dimensions of personal and social development stand out as having most positive impact, principally in the areas of self-confidence, empowerment, pro-social conduct, motivation, and commitment to the activities. In other words, committed participation by the students in the various activities, be they social or academic, of the community.

In short, students who undergo this experience feel better about themselves and as a result feel more confident. Service learning teaches them to work together and to develop positive and responsible social relationships. However, long term evaluations of service learning are lacking; the great majority of studies have been conducted on students upon completion of the experience, whereas it would be very useful to be able to appreciate its impact later on in their career.

We believe that the experiences we present and analyze below may provide a source of inspiration to generate new experiences that, depending on each context and the mission of each business school, can become processes for learning about everything that is required to gain a deeper understanding of responsible management.

24 Martínez, M. (2008). Aprendizaje servicio y responsabilidad social de las universidades. Educación Universitaria. Ediciones Octaedro.

25 Eyler, J., Giles, D., Stenson, C., and Gray, C. (2001). At a Glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000: Third edition. Funded by the Corporation for National Service Learn and Serve America National Service Learning Clearinghouse. Last retrieved 17 November 2014, from: <http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf>

26 For further information on the bibliography of the various studies regarding the positive effects on students in the six fields listed, see Furco, A. (no date). El impacto educacional del aprendizaje-servicio. ¿Qué sabemos a partir de la investigación? Last retrieved 11 November 2014, from: <http://roserbatlle.files.wordpress.com/2009/02/resultats-investigacio-aps-furco-modo-de-compatibilitat.pdf> and Eyler, J., Giles, D., Stenson, C., and Gray, C. (2001). Last retrieved 17 November 2014, from: <http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf>

The research presented here aims to identify and analyze the different experiences and models of Learning in a Social Context (LSC) developed by PRME signatories. Its purpose is also to identify and define strategic guidelines for developing responsible management skills/competencies when learning is conducted in a social context.

This report shows the results of the information collected from several PRME signatory schools. They have graciously submitted their information in order to help us with the analysis, which aims to:

- ▶ identify and analyze the different LSC experiences and models developed by PRME signatories; and
- ▶ define strategic guidelines for the responsible management skills/competencies that are developed when learning is conducted in a social context.

This resource analyzes the degree to which LSC activities have been established as part of educational practices in management education institutions and whether LSC has been shown by these institutions to be effective in creating these competencies.

## a. METHODOLOGY

This study is based on a review of the PRME [Sharing Information in Progress \(SIP\) reports](#) (2014) and PRME [Inspirational Guides](#), the results of a survey sent to all the PRME signatories, and learning from in-depth interviews with some of those in charge of LSC activities, provided in Annex 1.

Initially, then, all 500+ PRME signatories (including the PRME Champions<sup>27</sup>) were approached to complete a survey via several channels facilitated by the PRME Secretariat. A total of 29 responses from 24 different schools worldwide were submitted. The factsheets provided in Annex 1 describe the LSC activities analyzed. Table 1 describes stages of the research and data collection process.

**Table 1. Stages of the research and data collection process**

<p><b>The first stage</b> <b>1</b></p> <p>included reviews of the <a href="#">Sharing Information in Progress (SIP) reports</a> (2014) and PRME <a href="#">Inspirational Guides</a> to identify LSC activities.</p>	<p><b>The second stage</b> <b>2</b></p> <p>involved sharing and checking the working LSC definition and survey contents with the Champions schools through webinars.</p>	<p><b>The third stage</b> <b>3</b></p> <p>included collection and systematization of the learning goals, methodologies, and assurance learning applied in the LSC programmes by launching a survey.</p>	<p><b>In the final stage,</b> <b>4</b></p> <p>in-depth interviews were conducted with several of those in charge of LSC activities.</p>
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Source: authors' compilation

<sup>27</sup> <http://www.unprme.org/working-groups/champions.php>

In-depth personal interviews were carried out in ten cases following a geographical distribution, primarily to clarify, qualify, or complement the information received. The personal interviews also enabled us to go into greater depth on more qualitative issues, such as the motivations that bring a business school to implement activities of this sort, students' and companies' perceptions on the subject, and further details about the competencies fostered and the trends glimpsed by the various schools at a global level with regard to this type of learning.

### Proposed LSC conceptual framework

In line with the preliminary definition afforded by the initial literature review and the first round of contacts between the PRME Champions and the Curriculum Development Sub-group, we worked on the basis of the following conceptual framework:

Learning in a Social Context is a designation that encompasses education proposals at all course levels and share at least four characteristics:



It takes place  
outside the  
classroom



It has a strong  
experiential  
component



It requires  
integrating  
specific sets of  
skills



It is conducted in a  
social rather than  
a business-oriented  
environment

Furthermore, LSC programmes usually:

- ▶ recognize students for integrating community engagement into their educational experience
- ▶ encourage students to simultaneously pursue their interests, meet their educational goals, and make a difference in their community
- ▶ provide students with a foundation of analytical, reflective, interpersonal, emotional, and values-based leadership skills through real-world experience
- ▶ support the school's mission of public engagement and outreach by fostering connections between the school, its students, and their community

LSC involves participants who are applying management skills and abilities in a non-company context. It comprises a wide array of programmes that are increasingly being offered by business schools under a variety of descriptions, such as: service learning, social internships, community engagement, social mentoring, support for social entrepreneurs and social incubators, and University Development Service.

In the Table 2 below we describe some of the characteristics of the various types of activities mentioned here.

**Table 2. Types of LSC activities<sup>28</sup>**

<b>SERVICE LEARNING</b>	<p>Service learning is a method of teaching that combines classroom instruction with meaningful community service. This form of learning emphasizes critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility.</p> <p>Bentley University's Service Learning Center (BSLC), established in 1990, is among the pioneers in developing programmes that promote academic learning through service in the local, regional, or international community.</p>
<b>SOLIDARITY PROFESSIONAL INTERNSHIPS</b>	<p>These are internship programmes that allow students to complete their training through engaging in practical professional experience in impoverished countries.</p> <p>The University Development Service Programme (SUD), set up in 2003, is a training programme run by ESADE and aimed at fourth-year Management and Law students. It offers "Socially-oriented Professional Internships" carried out in various types of organizations in Latin America. This activity requires the application of the knowledge acquired and involves a considerable degree of personal and professional responsibility, since students are generally considered to be true professionals by their hosts in the countries they travel to.</p>
<b>COMMUNITY ENGAGEMENT</b>	<p>Activities aimed at contributing to development and regeneration at a local level through knowledge transfer, innovation, and voluntary activities. It can involve academic and or extracurricular activities.</p> <p>La Trobe Business School is providing the Community Development Internship CDP as an elective for MBA students. The CDP encourages students to combine their academic knowledge with practical work experience.</p>
<b>SOCIAL MENTORING, SUPPORT FOR SOCIAL ENTREPRENEURS AND SOCIAL INCUBATORS</b>	<p>These activities focus on the student's entrepreneurial initiative in order to foster entrepreneurial skills that can provide sustainable values to society.</p> <p>Babson and Olin Colleges jointly offer Affordable Design and Entrepreneurship. This is an international, experiential social entrepreneurship and design course where students work in partnership with communities in India, Ghana, Morocco, and Alabama to co-create and test innovation concepts and sustainable business models. The focus is on income generation and meeting daily human needs through new product and service design and development but the scope considers the cultural appropriateness of design choices and their impact on social venture success.</p>

Source: authors' compilation

<sup>28</sup> Source: 2014 SIP reports. Examples are chosen randomly in order to illustrate the nature of the activities.



These categories do not represent isolated types of activities but rather intertwined areas that sometimes refer to the same kind of area of activity. For instance, service learning can take the form of community engagement in a particular case. Thus, the reason for this categorization is merely to offer a description of some LSC activities identified in this resource.

## b. SURVEY RESULTS

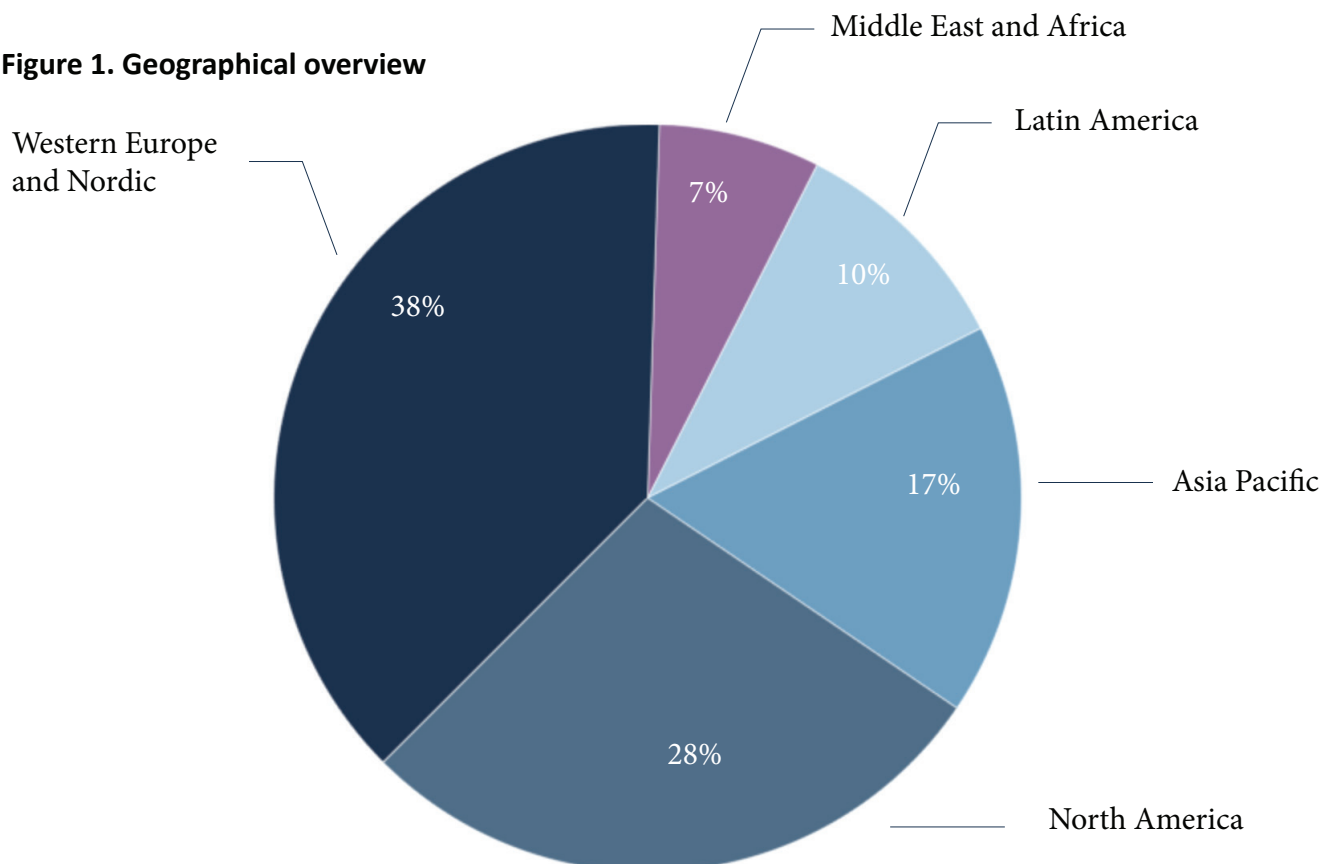
### Geographical overview

Overall, 29 responses were submitted from 24 different business schools around the world. A majority of regions are represented with more than one school.

Responses are distributed by region as shown in Figure 1: over a third of respondents come from Western Europe and Nordic, more than a quarter from North America, almost a fifth from the Asia-Pacific region, and the remaining fifth divided equally between Latin America and the Middle East and Africa.

We have responses from both Champions and other PRME signatory schools. Seventeen schools out of 24 (+ 1: Stellenbosch) belong to the Champions group and the remaining seven are other PRME signatories.

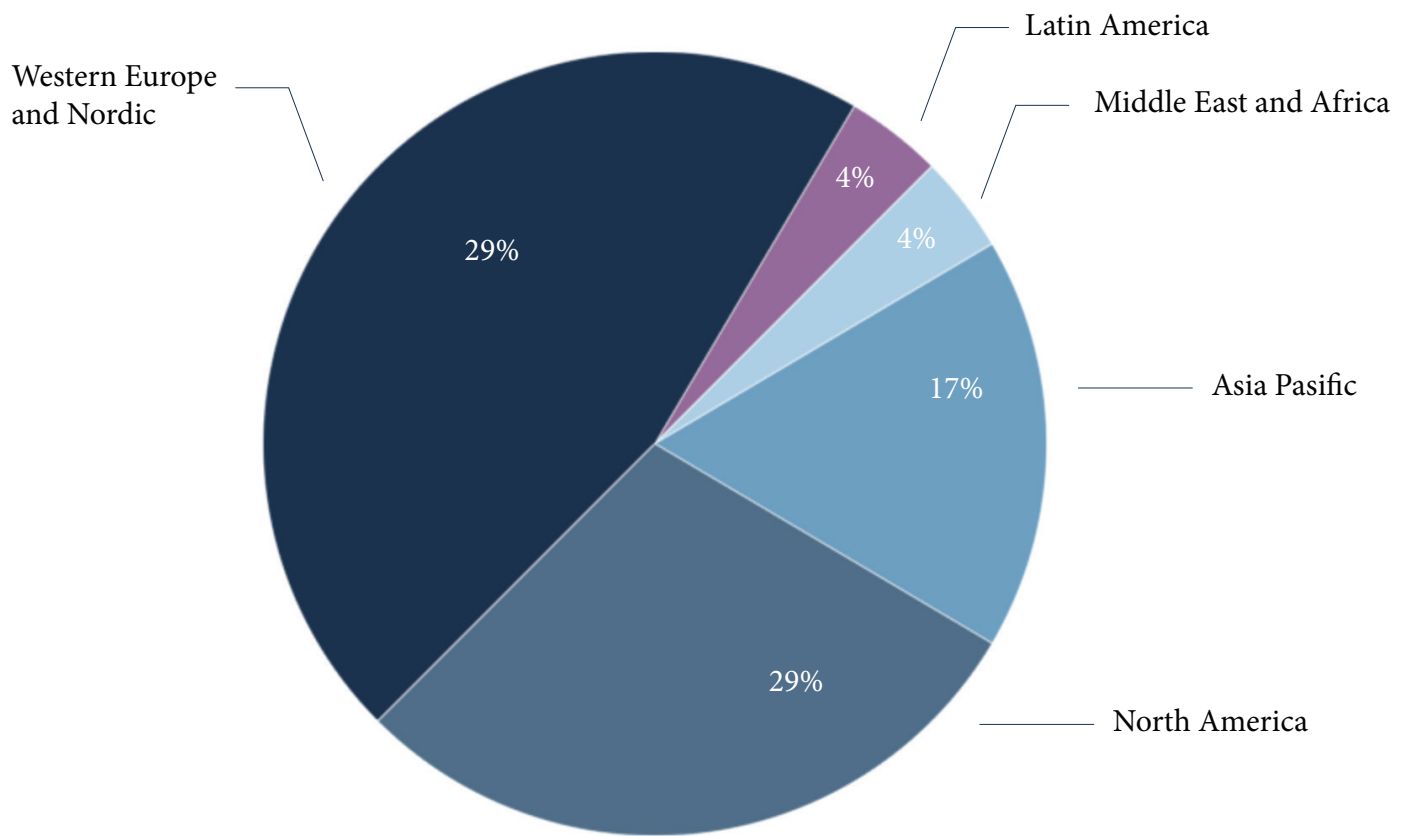
**Figure 1. Geographical overview**



An initial analysis enables us to discern those that have submitted an activity that fully meet LSC criteria—and so constitute this report’s main interest—and those that, despite sharing some of these characteristics, fail to completely do so in general terms.

Hence, out of the 29 responses submitted only 24 can be positively considered as LSC activities. Pforzheim University Business School (Germany) is the university with most LSC activities carried out simultaneously, a total of four. Figure 2 shows LSC activities according to region.

**Figure 2. LSC activities according to region**



Source: authors' compilation

Overwhelmingly, most PRME Champions schools' activities fall into the LSC category. Although a relatively larger number of Champions than other PRME signatories that responded have carried out LSC activities (14 as compared with 5), there is evidently little point from a statistical standpoint in comparing Champions with other signatories due to the limited sample of the total answers received (29 responses from 24 schools).

Table 3 shows the list of Champions schools and other PRME signatories with LSC activities.<sup>29</sup>

<sup>29</sup> For further details on each individual activity, the annex provides a thorough exposition of received data.

Table 3. Champions Schools and other PRME signatories among respondents

REGION	CHAMPIONS SCHOOLS	OTHER PRME SIGNATORIES
ASIA-PACIFIC	<b>ASIAN INSTITUTE OF MANAGEMENT (PHILIPPINES)</b> - Social Enterprise Immersions <b>KYUNG HEE UNIVERSITY SCHOOL OF MANAGEMENT (KOREA)</b> - Fundamentals of Responsible Management <b>LA TROBE BUSINESS SCHOOL (AUSTRALIA)</b> - Community Development Internship	<b>GOA INSTITUTE OF MANAGEMENT (INDIA)</b> - GiveGoa Project <b>SOGANG BUSINESS SCHOOL (KOREA)</b> - Service Learning Programme in Indonesia
MIDDLE EAST AND AFRICA	<b>SABANCI UNIVERSITY (TURKEY)</b> - Civic Involvement Projects <b>UNIVERSITY OF DUBAI (UAE)</b> - CSR/Environmental Field Trip	
LATIN AMERICA	<b>EXTERNADO UNIVERSITY OF COLOMBIA</b> - Plan Padrinos <b>ISAE/FGV (BRAZIL)</b> - Perspectivação	<b>UNIVERSIDAD DEL ROSARIO (COLOMBIA)</b> - Business internship
NORTH AMERICA	<b>FORDHAM UNIVERSITY SCHOOLS OF BUSINESS (USA)</b> - Fordham Social Innovation Collaboratory - Fair Trade Program <b>MENDOZA COLLEGE OF BUSINESS (USA)</b> - Social Internships - Business on the Frontlines	<b>BENTLEY UNIVERSITY (USA)</b> - Service Learning <b>GUSTAVSON SCHOOL OF BUSINESS (CANADA)</b> - Mission Impossible <b>LEEDS SCHOOL OF BUSINESS (USA)</b> - Certificate in Socially Responsible Enterprise <b>WEATHERHEAD SCHOOL OF MANAGEMENT (USA)</b> - Sustainable Value and Social Entrepreneurship Practicum

<b>WESTERN EUROPE AND NORDIC</b>	<b>COPENHAGEN BUSINESS SCHOOL (DENMARK)</b>	
	- Entrepreneurship and Private Sector Development: Field Study in Uganda	
	<b>DEUSTO BUSINESS SCHOOL (SPAIN)</b>	
	- Service Learning	
	<b>ESADE (SPAIN)</b>	
	- Solidarity Internship Programme	
	<b>HANKEN SCHOOL OF ECONOMICS (FINLAND)</b>	
	- Project course in social and environmental responsibility	
	<b>KEMMY BUSINESS SCHOOL (IRELAND)</b>	
	- President's Volunteer Awards	
	<b>UNIVERSITY OF APPLIED SCIENCES HTW CHUR (SWITZERLAND)</b>	
	- Global Brigades	
	<b>PFORZHEIM UNIVERSITY BUSINESS SCHOOL (GERMANY)</b>	
	- Research-based service learning at the Pforzheim Family Centre	
	- Vrygrond Community Lab	
	- Bayer CropScience Model Village Project	
	- Project Child Indonesia	
	<b>AUDENCIA NANTES SCHOOL OF MANAGEMENT (FRANCE)</b>	
	- Concours Feeling—'Feeling' Competition	

Source: authors' compilation

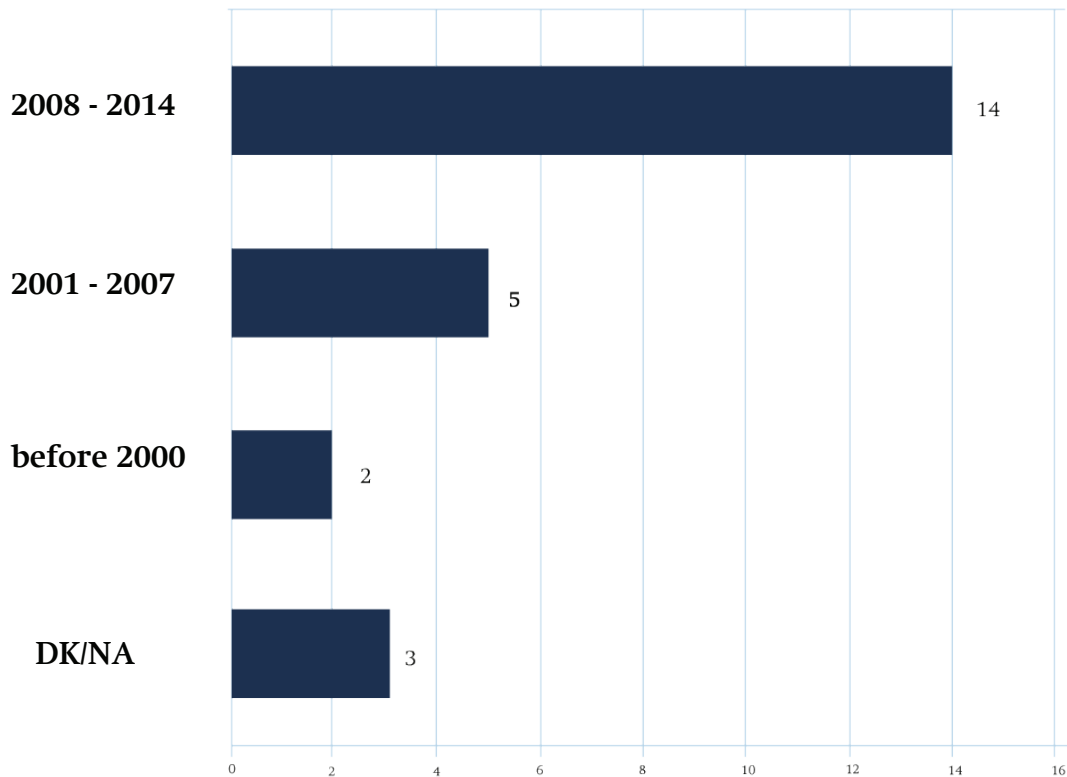
As for the five activities that do not completely meet the criteria, there are two main elements that were taken into account:

▶ those LSC activities that were not carried out entirely in a social context, but rather represented a business-oriented programme.

▶ those that were not conducted outside the classroom or represented a very short-lived activity.

It is important to bear in mind that some of the LSC activities analyzed here existed long before the PRME initiative. For example, the Bentley University Service Learning Center (BSLC) was established in 1990, and ESADE's University Development Service in 2003. Survey data shows a notable increase in recent years, particularly in the 2010s. This proves a consistent fact across all data. We can see the starting year of submitted activities across several groups in Figure 3, referenced to 2007, the PRME launch year.

**Figure 3. Starting year of the LSC activitiet**



“

*The ability to effectively run each of the 80 plus programmes run by the BSLC while maintaining a level of planned flexibility is essential in order to effectively respond to shifting dynamics.*

**Bentley University**

In this regard, it is interesting to consider whether or not these activities grant students credits and, if so, what kind of curricular recognition they entail. As was found throughout the data and the interviews, the fact of earning credits is an important motivation for students.

The study sample shows that a majority of activities give student credits and that about half of the curricular recognition is elective, while the other half confers core credits, as Figures 4 and 5 shown. Some of the trends we can highlight are:

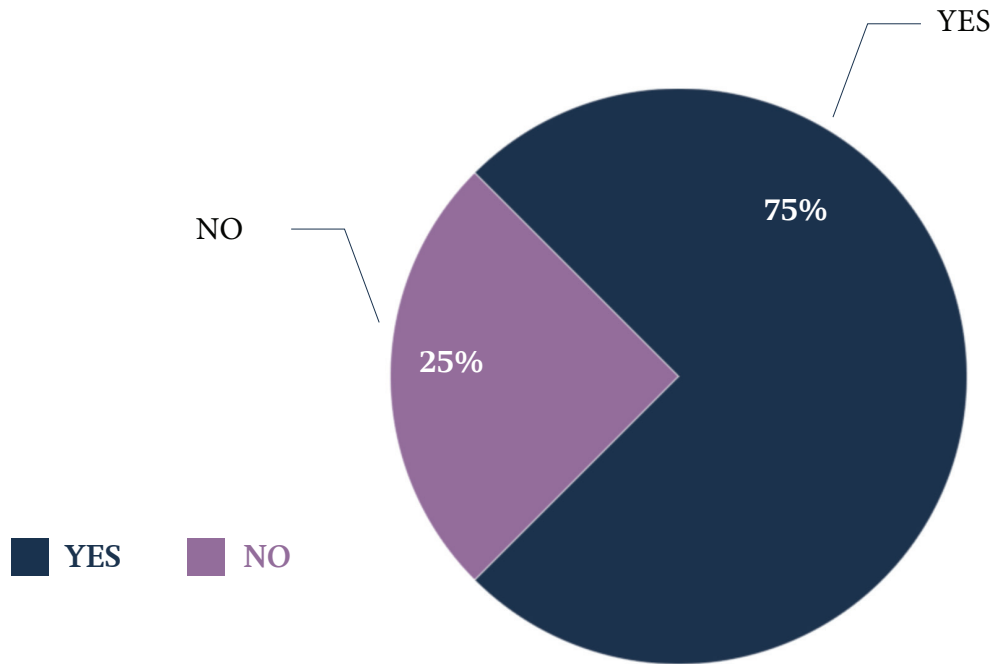
- ▶ Most of the activities intended for undergraduate students do not grant credits, whereas most activities offered to MBA students do
- ▶ All activities intended solely for MBA students give credits
- ▶ Only few activities in Western Europe, Asia, and in the Middle East and Africa do not give credits, the reason being that the programme involves a more experiential volunteer component rather than an academic one





**Figure 4. Type of credits granted**

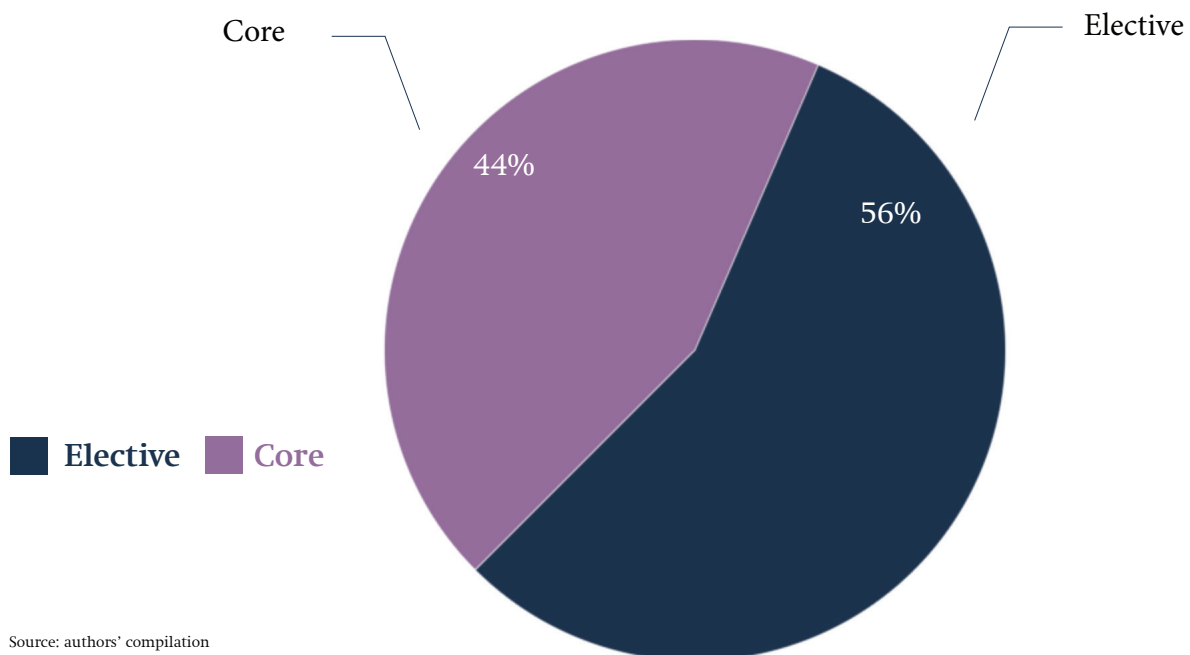
DO STUDENTS GET CREDITS?



Source: authors' compilation

**Figure 5. Type of curriculum recognition**

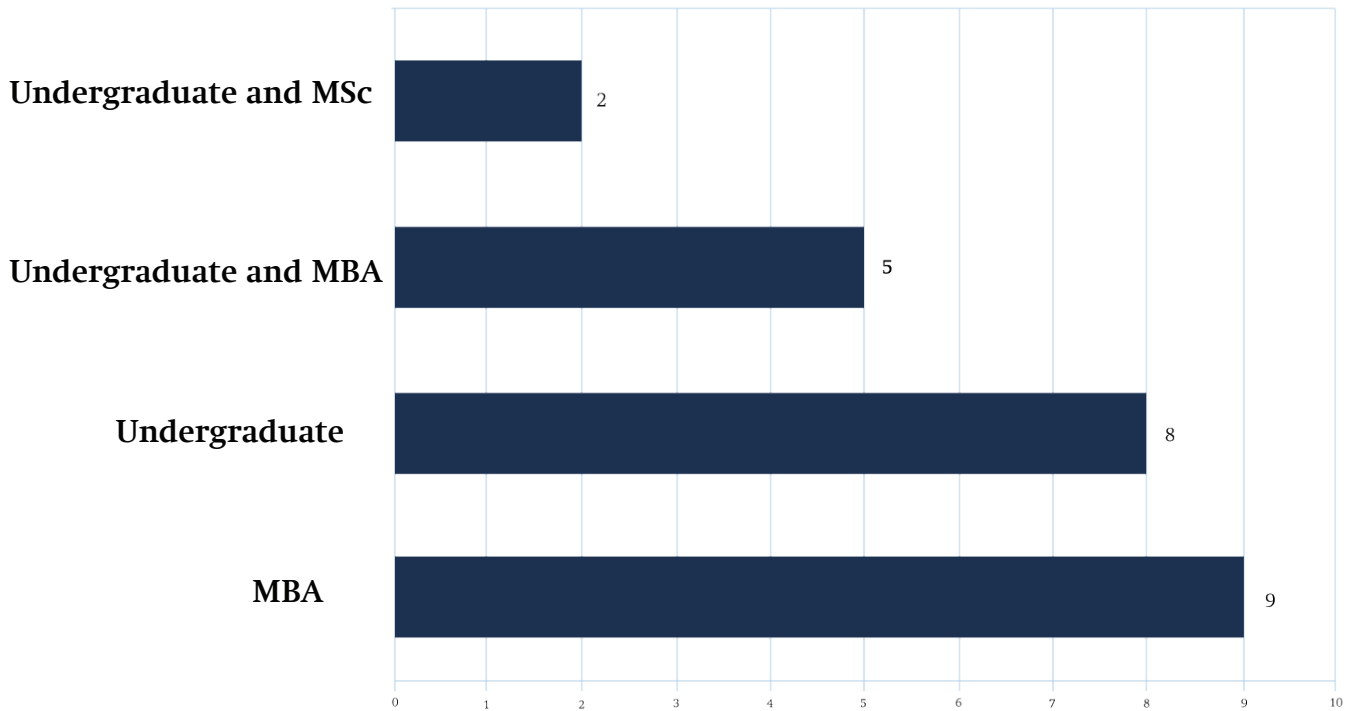
WHAT KIND OF CURRICULUM RECOGNITION?



Source: authors' compilation

Figure 6 shows the course level of the LSC activities.

**Figure 6. Course level (LSC)**



Source: authors' compilation

Another significant yardstick identified in the interviews is the high participation of students as initiators, supervisors, and/or coordinators of LSC activities. A relatively large number of business schools have opted for supervision and orientation by students who had previous experience with an LSC activity or are in more senior years. In these cases, priority is given to peer learning and the transfer of knowledge and skills among the students themselves by delegating to them the responsibility to achieve the expected results in the work to be done.

Regarding the participation of staff and faculty members, we can conclude that, the older the activity, the more staff and faculty members involved and also the greater number of students participate. We can establish that, on average, around ten faculty members take part in the management of this type of activity. The number of staff members is notably lower.

## Structure of the LSC activities

There appears to be a common architecture for the LSC activities, which are usually divided into three broad stages that can intertwine, but the following always seem to be present: a preparatory part, an experiential part, and a reflective part in which the results of the experiences are evaluated or presented. Sample results show that almost two thirds of LSC programmes involve several phases that weight differently in the final evaluation, depending on the school's perspective, but that maintain a similar structure. In this regard it is possible to develop a model common to most activities that divides them into three distinctive phases:



### PHASE 1: PREPARATION

All activities require some preliminary in-class learning and a process for the correct identification of the demands of the organizations with which the participants are going to work. The preparation consists of introducing and familiarizing the students with the particular real world context in order to enable them to identify what their particular contribution to the project is going to be. This preparation phase usually involves weekly work for a concrete period of time. This period includes visits to the organizations concerned and identification of needs and possible work options.

Students are normally required to obtain information about the project they are about to undertake by way of in-class credits, personal research, and/or supportive readings. They also outline the main strategies alongside academic coordinators and, in many cases, with the stakeholders themselves. This phase might last between two and eight weeks, depending on the credits earned.

“

*Students take two weeks of classroom lectures. The lectures are about civil society in Turkey, Turkey's social causes that they should deal with as a university student. After that, we introduce our 60 social projects.*

**Sabancı University**

## PHASE 2: FIELD TRIP OR ACTIVE SERVICE

The first feature of an LSC activity as expressed in its definition requires it to include time to be spent outside the classroom, and closer to real world problems, whether they are local or global. All activities in the annex meet this requirement.

Whether schools are focused on addressing local community needs or send their students abroad, this phase is the one that proves critical in terms of its experiential component.

“

*Very positive impact on students, particularly when they work in groups on well-defined tasks which allow them scope for creativity and imagination. As a broad rule, they get from it what they put in.*

**Kemmy Business School**

”

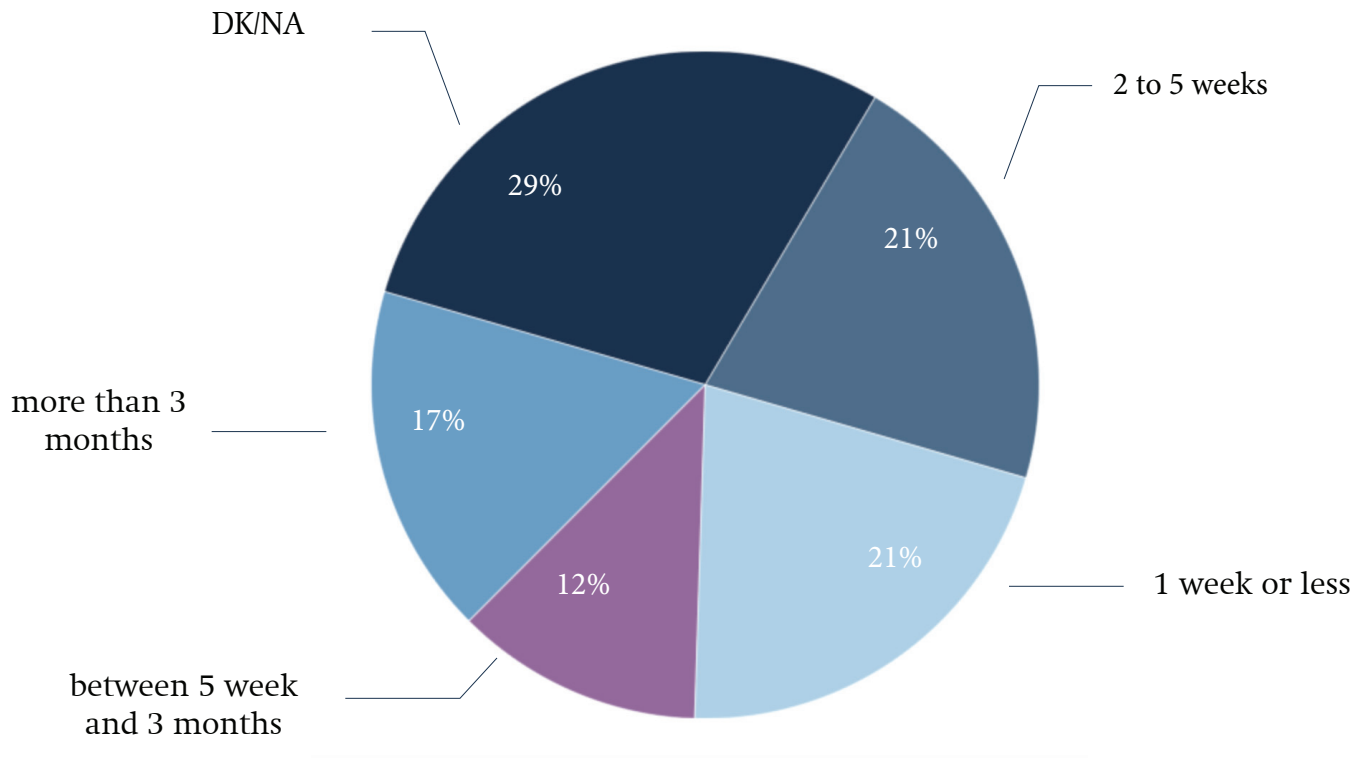
*There can be mismatches, and the initial setting of expectations is critical to the success of the process.*

**Kemmy Business School**

This phase is constantly monitored by the academic staff via students' reports, logs, and/or directly through communication with stakeholders. Since it normally involves a team, rather than an individual student, it is also subject to peer review.

Survey data shows that most LSC activities require the student to spend an average of two to five weeks working outside the classroom. When this involves moving to a foreign country, the preparation phase is longer, as is the time spent outside the classroom. See Figure 7.

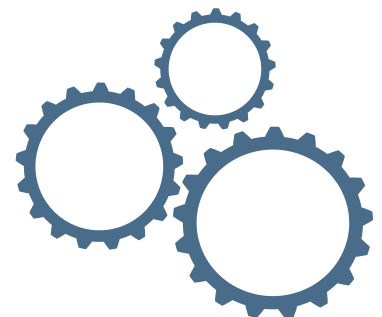
**Figure 7. Time spent outside the classroom**



Source: authors' compilation

The type of work involved can vary depending on the programme objectives. There are three main categories:

- ▶ service tasks: tutoring, production, fund raising
- ▶ academic tasks: in-field research and methodology
- ▶ business-related tasks: consultancy and networking



### PHASE 3: REFLECTION

The reflection stage actually happens at different times during the process. Learning assurance usually entails that several means of evaluation and assessment are carried out throughout the programme.

Generally it is mandatory for students to keep a log or a diary and, at certain times to produce essays on the activity. During the time the programme takes place, faculty members monitor the student's activity, as do the stakeholders and other students. When the activity is carried out in close cooperation with a stakeholder that acts as a promoter, the student must face assessment from both ends. So, an important part of the work revolves around networking and contacts with stakeholders, which can prove to be one of the most challenging aspects, as many respondents mentioned.



*Establishing our credibility among the stakeholders was not easy. Partner organizations needed time to understand how our objectives could be aligned with their needs.*

**GOA Institute of Management**

At the end of the programme the student is generally expected to write a report. This can also be done in oral form as a presentation, so as to foster the student's communication skills.

### LSC Goals and Competencies

As stated in the criteria, LSC activities seek to foster certain skills and sets of values in students, and hence appear in the goals and key competencies submitted by schools.

By and large, students are expected to apply their theoretical knowledge in a real world environment. In this regard, understanding the different areas of business (e.g. IT, finance, human resources) and seeking to improve local and global problems through business and social development are fundamental. Alongside some activities aimed at providing social benefits to a particular local community or underserved group, developing entrepreneurship, and bringing social value to the communities and society are amongst the core aims of the majority of business schools. Targeted beneficiaries are social entrepreneurs, children, young people, women, impoverished groups (such as farmers), or local communities in general.

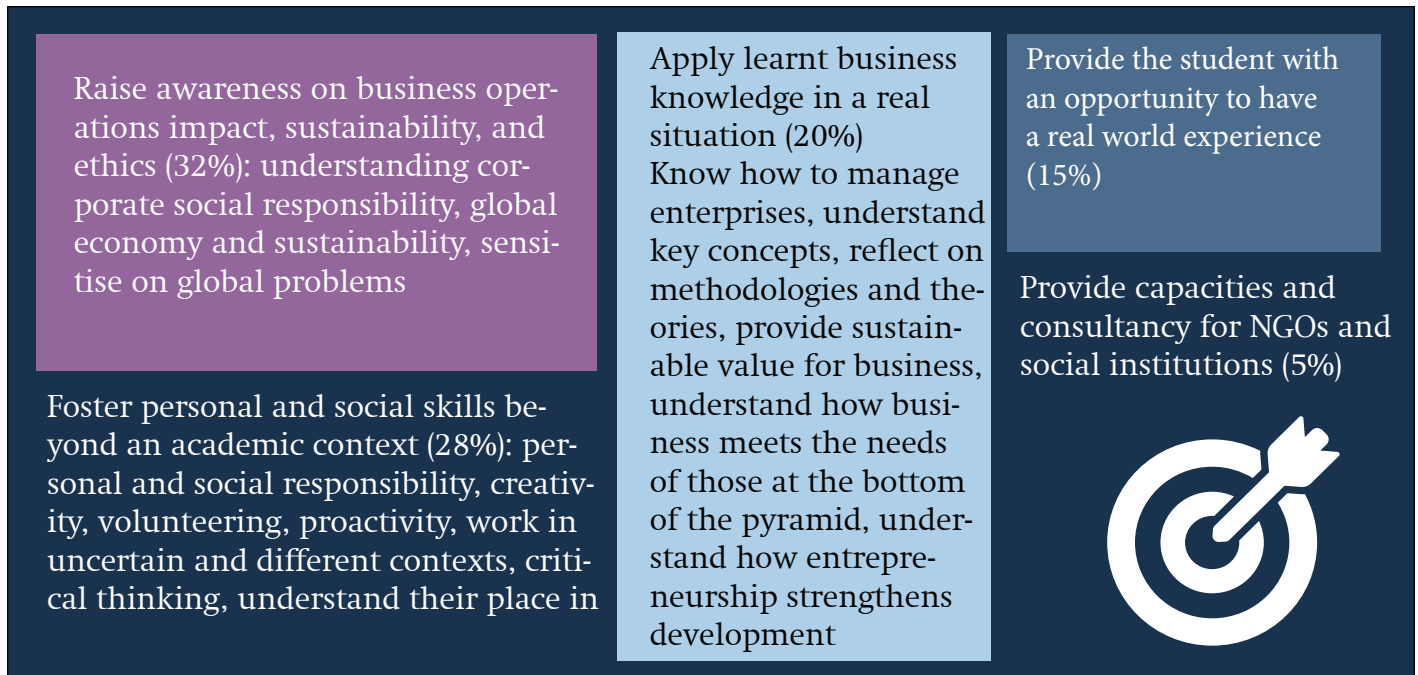
Furthermore, the social nature of the activities brings about a different mindset that requires understanding business in terms of its social impact and of companies' social responsibility. Also, at a personal level, the experience requires students to address different aspects of the self, especially towards others. All activities are carried out in a teamwork environment and most times subjected to peer review. According to the interviews, communication skills, empathy, decision making, imagination, and tolerance are all dimensions fostered by these programmes.



## GOALS

The information suggests that there are several fundamental goals common to all LSC activities, as reflected in Graphic 1 below.

**Graphic 1. Main goals mentioned**



Source: authors' compilation

The following tag cloud illustrates the main concepts stated by respondents as goals.

See Figure 8:

**Figure 8. Learning goals of the activity**

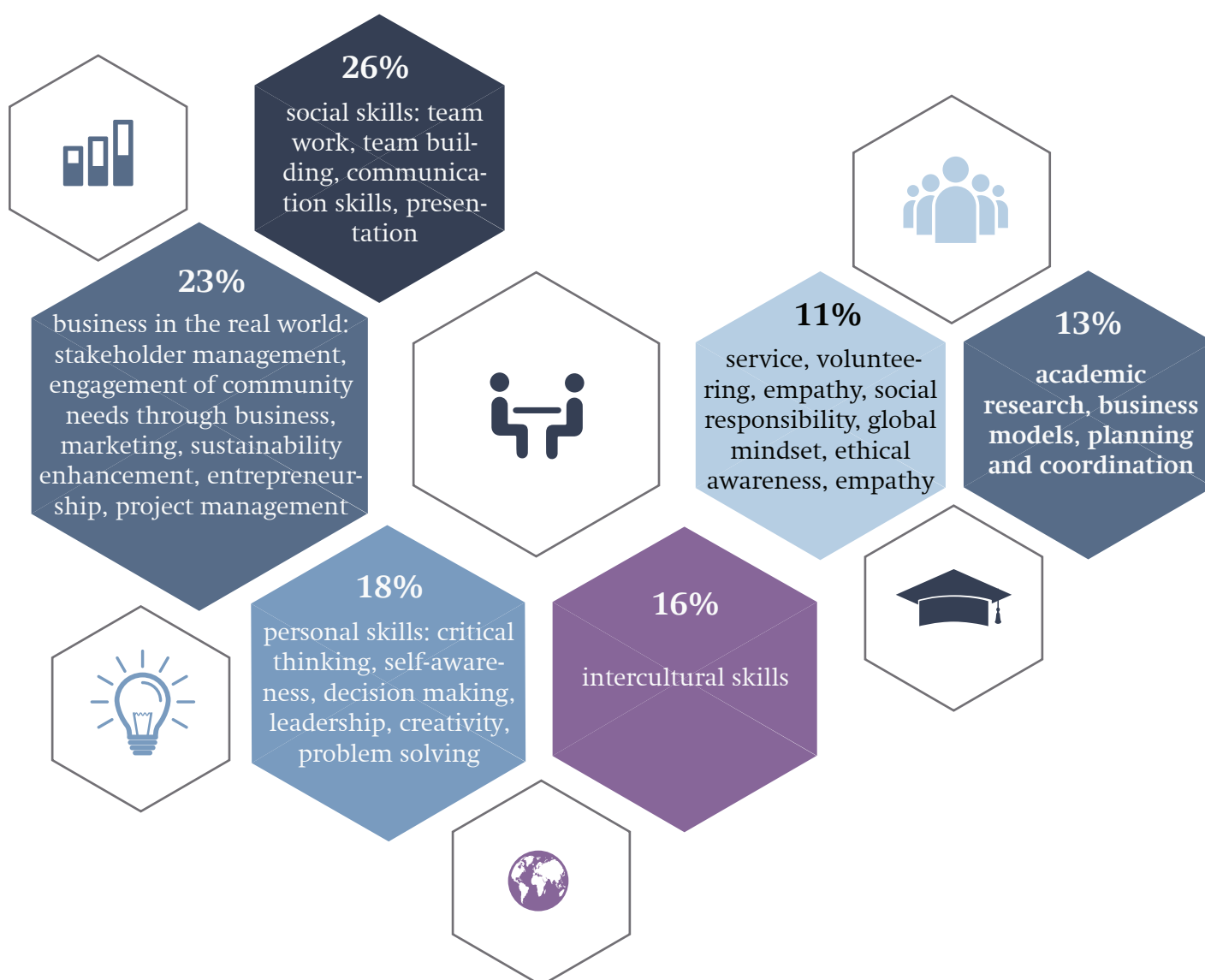


Source: authors' compilation

## Key competencies fostered

Through these activities, schools seek to foster a number of skills in their students, here grouped across six areas. See Graphic 2:

**Graphic 2. Key competencies fostered**



Source: authors' compilation

The following tag cloud illustrates the main competencies expressed by respondents. See Figure 9.

**Figure 9. Key competencies fostered**



Source: authors' compilation

### Type of activity and stakeholders

LSC activities are usually conducted in collaboration with non-profit organizations or local governments. However, a few specific activities have been developed in close collaboration with a partner that acts also as a supporter.

For example, Pforzheim's Bayer CropScience is supported by Bayer, who finances a model village project in India, and students have the chance to participate in its development.

Those universities that have an explicit religious identity usually have their own organizations dedicated to poverty relief and development, and their activities are coordinated at a level that involves the whole network, as is the case at Sogang Business School and the Mendoza College of Business.

Other major promoters of activities apart from the institutions themselves are other universities, especially in developing countries. Activities are then carried out within an academic framework, as at Pforzheim University Business School and Copenhagen Business School.

In some cases, institutions provide global NGOs with students to help implement their already existing projects, thereby creating an opportunity for students to gain experience in the field of cooperation development.

Internships for ESADE students are carried out in various organizations: companies, NGOs, universities and, in general, public and private institutions working in Latin America.

## LSC areas of activity

We have identified five main areas of activity in which LSC activities are carried out. Most activities take place in more than one of these areas at a time, and the typology is not intended to be selective. Figure 10 shows schools' names grouped within these areas:

**Figure 10. LSC areas of activity**



The general assessment of activities by schools was clearly positive. All respondents mentioned significant positive impact of these programmes, particularly on students. We can see how frequently respondents mentioned a positive impact, whether it was on students, the schools, or stakeholders.

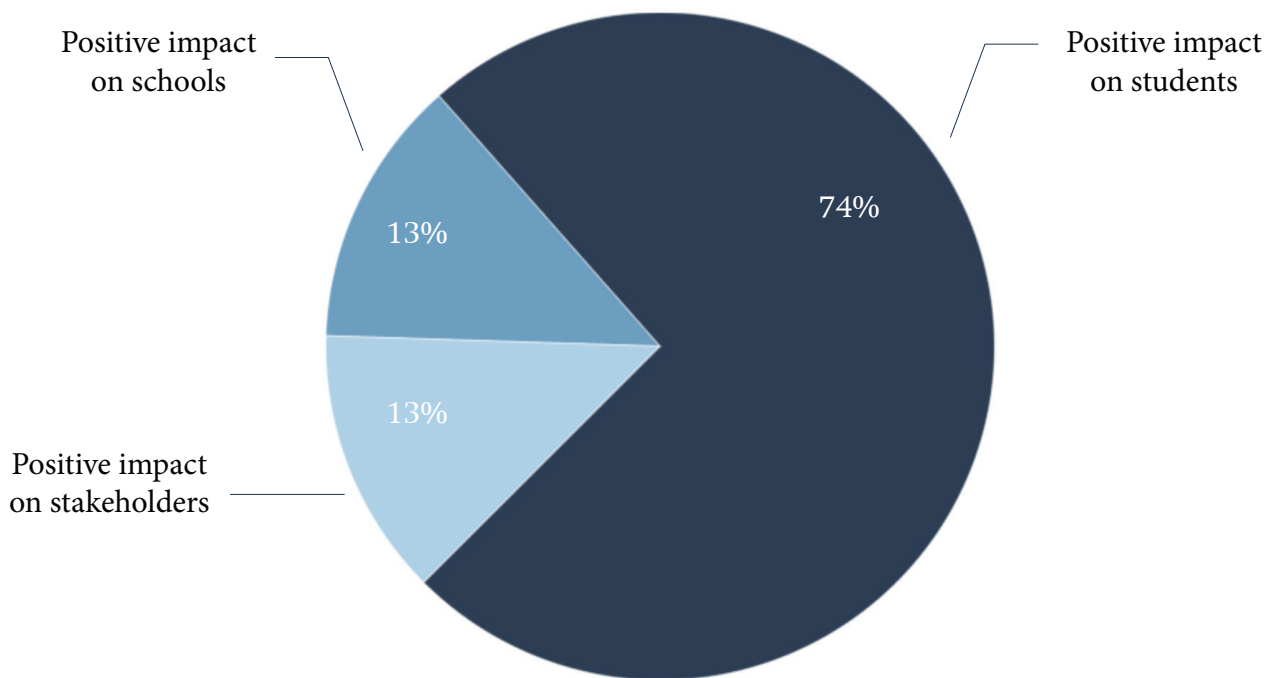
A vast majority of comments (74%) mentioned some positive impact on students, whereas in 13% of cases, respondents pointed out positive impact related to the schools themselves and to other stakeholders, as can be seen in Graphic 3.

“

*The [programme] accelerates self-knowledge. I discovered a lot of things about myself in very little time, by exposing myself to situations I'd never experienced before.*

**ESADE Student**

**Graphic 3. Impact on students, schools and stakeholders**



“

*Very positive impressions – and students seem to value and appreciate this opportunity that is considered very different from the rest of the curriculum.*

**Hanken School of Economics**

”

*It was a very positive experience for our students to learn about the difficulties in rural areas in India.*

**Pforzheim Business School**

“

*Excellent learning experience in terms of values and assumptions.*

**La Trobe Business School**

Figure 11 shows the responses regarding students grouped according to the frequency with which they were mentioned.

**Figure 11. LSC achievements: Impact on students**

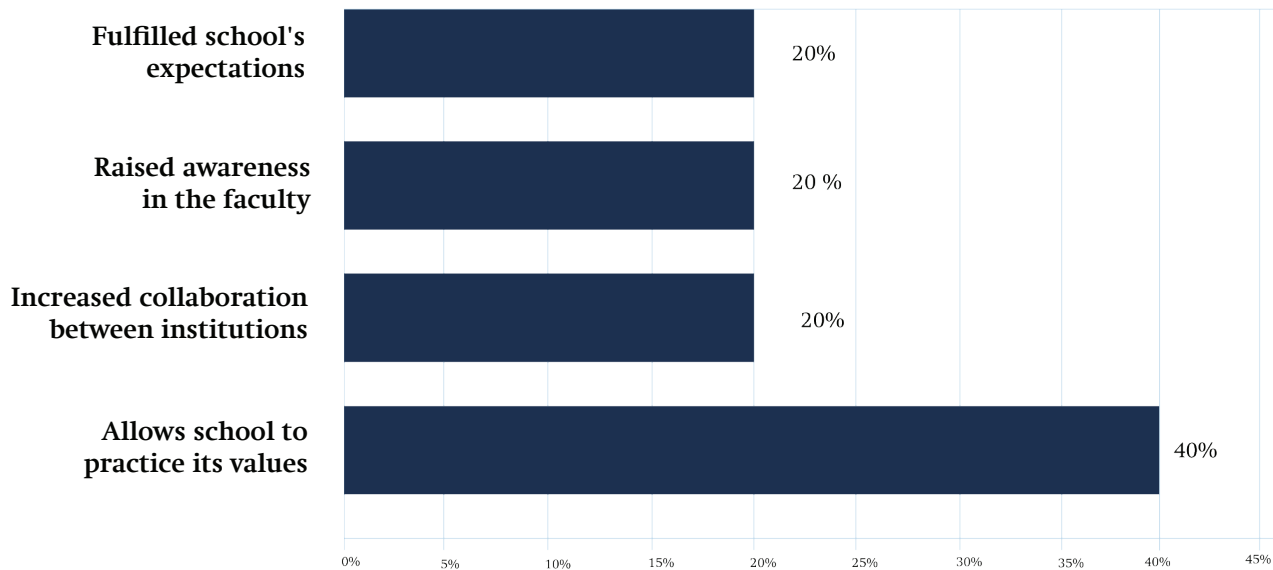


Source: authors' compilation



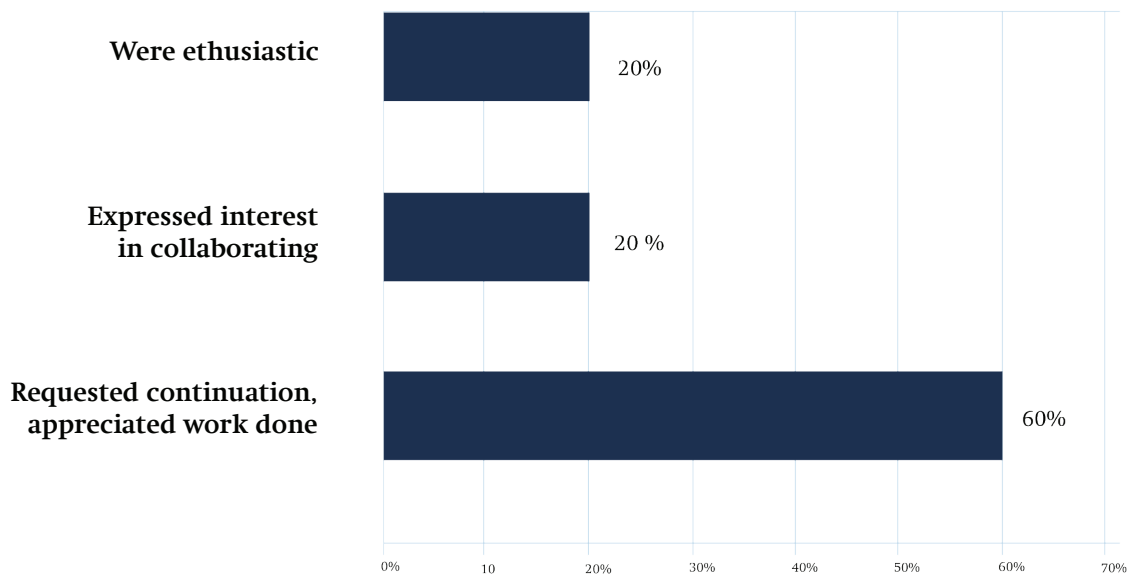
Figures 12 and 13 shown the responses mentioning positive impacts on schools and stakeholders, according to the frequency with which they were mentioned regarding students.

**Figure 12. LSC achievements: schools**



Source: authors' compilation

**Figure 13. LSC achievements: stakeholders**



Source: authors' compilation

“

*The internship is a good showcase of the collaboration between and among Jesuit business schools in Asia. The programme may be regarded as practising the Jesuit educational principles, in particular, helping people in need.*

**Sogang Business School**

## Challenges

Despite the increasing adoption of LSC programmes, organizing and managing them is proving to be challenging, as there can still be gaps between schools, stakeholders, and students.

Most challenges mentioned involve students and schools (4), and a fifth relates to stakeholders. Figure 14 shows challenges that refer to students.

**Figure 14. Challenges related to students**

### Social and cultural differences

Great challenge, especially related to the cultural and social differences students had to cope with.

In interacting with disadvantaged groups, taking the initiative can be challenging

### Complexity

Understanding tasks/projects in host organizations.

Difficulties associated with real-time problem solving in ambiguous situations

### Expectations

Small scope can make students confuse ends with means.

Expectations from the organizations are not always very aligned with some of the expectations or framing used to ground students, so that the course is giving comparable study points to other courses—thus the students sometimes feel a contrast or even double work.

Initial setting of expectations is critical to the success of the process.

Students' expectations before the project may clash with the reality they find in situations.

### Teamwork

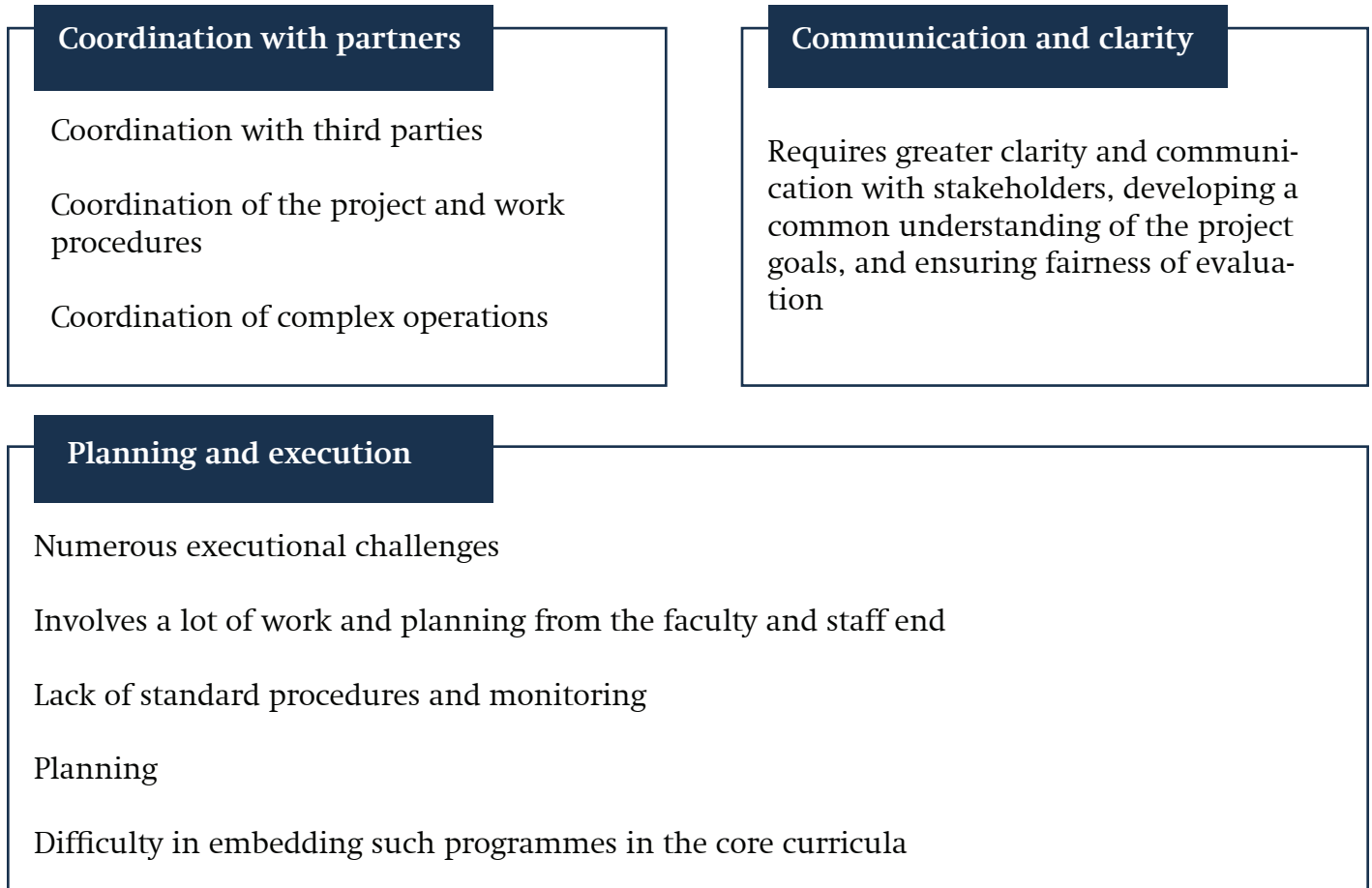
There is also ample ground for tensions within small groups.

### Scepticism

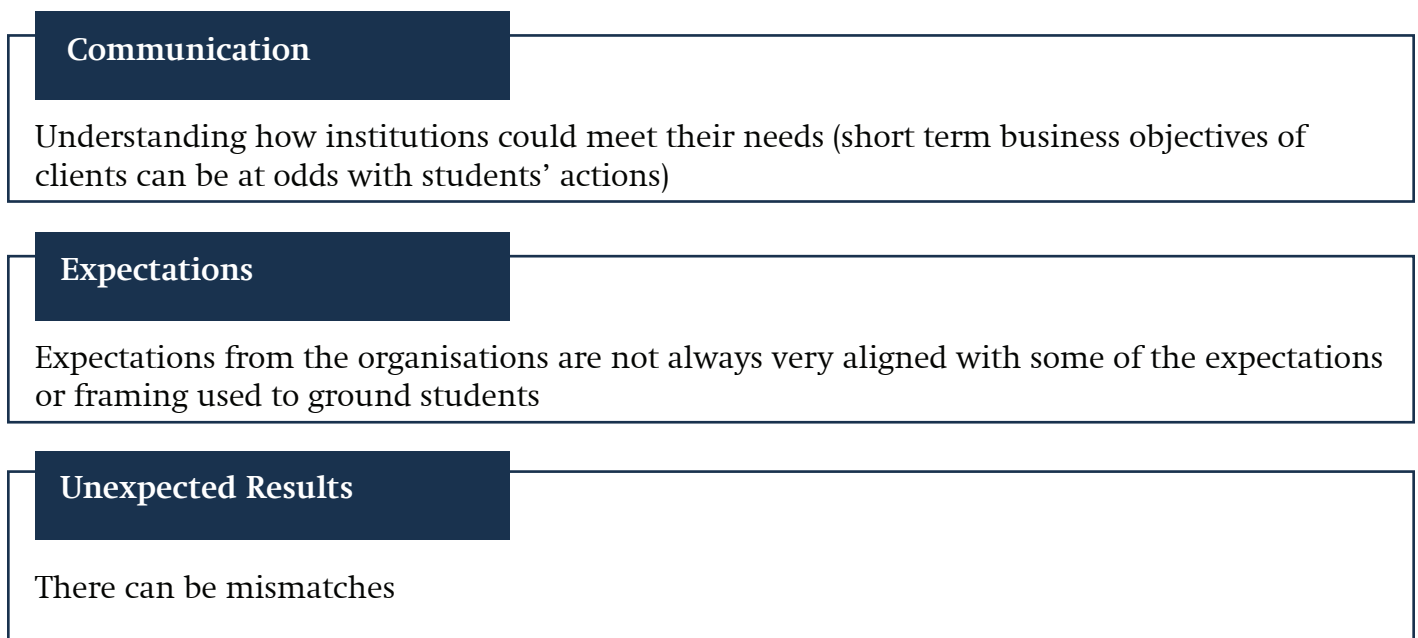
Some students believed this was a public relations initiative to get mileage for the institute (some felt that the project should not be graded).

As for institutions and stakeholders, Figures 15 and 16 show the responses received grouped by category.

**Figure 15. Challenges related to institutions**



**Figure 16. Challenges related to stakeholders**



As the PRME [Inspirational Guides](#)<sup>1</sup> point out, the full richness of experiences submitted by respondents can only be captured by reading the wealth of LSC practices found in each response received. Each individual case presents a unique path towards progress. But it is also true that they display an air of affinity and, in some cases, certain elements in common. It is from this perspective that we wish to underscore and highlight some elements that we consider to be particularly interesting, and which we believe can serve as a basis for a dialogue enabling us to continue investigating and innovating in this direction.

## The presence of LSC in business education



Since the launch of the PRME initiative, its principles and values have been increasingly adopted by business schools worldwide as a framework for a variety of programmes and activities. Adopting PRME often leads to the fostering of initiatives that are consistent with this fact. This is a clearly growing tendency according to the interviews undertaken. However, some LSC activities, especially those that respond explicitly to a service learning approach, predate PRME. It would be interesting to investigate—not only in LSC—in which cases PRME has been a factor for change, in which cases it has reinforced preexisting practices, and in which cases it has had no specific impact.



Along these lines, as we have stated in connection with LSC, the ratio of Champions schools that have developed LSC activities is higher than that of other PRME signatory schools. Although, as mentioned before, the size of the sample does not allow us to draw conclusions, it could be regarded as a positive sign of Champions schools' effort towards PRME implementation. We do not mention this out of a desire to compare and classify, but rather to stress once again the importance of being able to identify the factors that help to internalize the principles of PRME in business schools.



From a time perspective, there appears to be a significant increase in the number of LSC programmes offered by business schools. The interviews do not offer conclusive data as to whether this is or is not in fact a new trend in business education. However most respondents consider that this type of activity will become consolidated and gain importance in its own right, even if sometimes it only reaches a small number of students and in some cases is still voluntary.

<sup>1</sup> <http://www.gseresearch.com/pages/prme-titles.aspx>



As mentioned earlier, many programmes have been operative for only a few years, and therefore some aspects are still being reassessed as growing data is gathered from all actors involved. Nevertheless, as we will insist later on, assurance learning seems to be one of the most difficult elements to assess by the various schools. Despite some common traits, there is the need for a more systematic evaluation process for both students and the other stakeholders involved.



Although it might seem obvious, looking to the future, it is worth noting that programmes launched before show more clarity and stability in terms of goals, credits, number of students, personnel involved, and relationship with stakeholders.

### The role and the contribution of LSC in the educational process



LSC allows for an internal connection between mission discourse, competencies to develop, and practices or activities implemented. In this respect, many business schools state that LSC initiatives respond to their institutional convictions, and as such regard them as a differentiation factor.

One of the points most worthy of note is the positive impact exerted by carrying out LSC initiatives in the educational process. These impacts are both internal and external.

- ▶ In the internal sphere, LSC helps to break down academic pigeonholes and compartmentalization. It encourages collaboration between professors in different faculties and between departments. The need to integrate different dimensions of the training received in LSC projects fosters and strengthens interdisciplinarity. It also favours student involvement and, in some cases, students who have already completed an activity play a supporting or mentoring role
- ▶ In the external sphere, LSC helps to make the walls between higher education and society more porous. Through actions and experiences, it is conveyed that what happens “inside” is not separate from what happens “outside.” And more still, LSC activity that is conducted outside academic bounds can help to give meaning and horizon to regular training activity.



Another issue that is highlighted by LSC is the importance and the impact of working by project. This point is particularly highly valued at all levels. Working by project (all the more so if the project has social impact) is valued both as a learning process (learning by doing, experiential learning) and for the fact that the project is the meeting place of faculty, students, and stakeholders. The process of embedding sustainability issues in the core of management education is leading to increased exploration of new learning methods and environments that are more suitable for teaching these complex issues, by addressing them not only in the classroom, but also through a real experience. LSC, then, confirms that working by project can be a key component for change in business education.



Spending time outside the classroom is challenging for both students and faculty members. Nonetheless, it has the greatest impact among students, as has been pointed out by almost all respondents. By working on LSC projects, it is possible to talk about responsibility, taking into account the impact of one's own actions on those affected and taking a more holistic perspective not through the imagination—analyzing cases—but by assuming responsibilities in the present that affect other people's lives. LSC is not a discourse on social responsibility but an experience of taking a social responsibility. Because the point is not just for the students to have interesting experiences but also for the activity they carry out to improve the community and connect intrinsically with their learning. The interviews also reveal that some of these activities arise precisely where a business school seeks to connect with the reality of a nearby area with widespread socioeconomic exclusion or vulnerability of certain social groups.



One hypothesis to be considered on the basis of the survey results is that schools in developing countries are mainly focused on local community work and on the development of entrepreneurship. This can take the form of volunteer or consultancy work. On the other hand, schools from developed countries tend to offer internships that allow students to experience the realities of impoverished societies. However, a larger sample would be necessary to verify this hypothesis.

### The impact of LSC on the approach to business education



Management schools that have started this transformation are also establishing a great variety of partnerships with stakeholders, including businesses, non-governmental organizations (NGOs), local communities, other management schools, and other schools and departments within their own universities; new co-creation processes are emerging as partnerships, with students becoming more deeply involved and more dynamic. However, given the relatively small span of time since the launch of the PRME initiative, it is conceivable that some schools are still striving to effectively integrate LSC-like activities into their curricula, develop a reliable network of partners, and assess the impact of these programmes accurately. In fact, activities are subject to yearly changes and improvement—even those that are academically well established—as increasingly useful feedback data mounts.



In any event, LSC represents a new way of learning, highly valued by the students who take part, among other reasons because finding oneself in situations in which one has to solve real problems, resolve conflicts, and overcome obstacles is more challenging than analyzing and discussing cases in the classroom. Furthermore, LSC provides the possibility to explore the link between social responsibility, sustainability, and innovation through personal experience. It also enables students to develop the capacity to connect professional activity with the needs of the community. Both these factors are directly related to some of the dynamics of change currently at work in business culture.



Looking to the future, we must not ignore one of the key components of LSC: its aspiration to promote a more holistic education, mindful of the integral development of the individual. LSC is built on the desire to train (at the same time) professionals and citizens, the desire to integrate technical training with personal and human development. Naturally, education is not only about transmitting knowledge but also about developing certain competencies. But LSC goes beyond that and cannot be fully understood without taking into account that its intention also includes that of nurturing attitudes and incorporating the values of service, justice, and solidarity through experience.



It is true that the transformation of mentalities and attitudes and the transmission of values are not always “objectivizable,” and we who promote LSC practices are aware of this. But it is also true that one of the points on which there is most agreement is the need to improve its assessment. This resource shows us that there is indeed an opportunity for improvement, especially in regard to LSC-linked competencies. The presentation of results above has already highlighted the key competencies that are linked to LSC, as well as having noted that many of them are not specifically “social,” but in fact overlap with some that are nowadays regarded as indispensable in business environments. This leads to the belief that some work can possibly still be done in regards to incorporating various organizations—especially corporations—in the identification of specific competencies that are sought (before the experience is undergone) and the evaluation of results (after the experience).

To finish, a finding that should be seen as an opportunity for the future is the great potential afforded by everything to do with sharing practices, refining ideas and intuitions, learning from a diversity of experiences, and perhaps collaborating from a global perspective. If the intersection between the global and the local can be found anywhere it is in LSC experiences. PRME can provide a platform for this shared learning among several business schools committed to the training of responsible managers. We would be happy if this resource helped to take a step in that direction.

AUDENCIA NANTES SCHOOL OF MANAGEMENT

ASIAN INSTITUTE OF MANAGEMENT

BENTLEY UNIVERSITY

COPENHAGEN BUSINESS SCHOOL

DEUSTO BUSINESS SCHOOL FACULTAD DE CIENCIAS ECONÓMICAS Y EMPRESARIALES

ESADE BUSINESS SCHOOL

FORDHAM UNIVERSITY SCHOOL OF BUSINESS

GOA INSTITUTE OF MANAGEMENT

HANKEN SCHOOL OF ECONOMICS

ISAE/FGV

KEMMY BUSINESS SCHOOL, UNIVERSITY OF LIMERICK

LA TROBE BUSINESS SCHOOL

LEEDS SCHOOL OF BUSINESS, UNIVERSITY OF COLORADO BOULDER

MENDOZA COLLEGE OF BUSINESS, UNIVERSITY OF NOTRE DAME

PFORZHEIM UNIVERSITY BUSINESS SCHOOL

SABANCI UNIVERSITY

SOGANG BUSINESS SCHOOL

UNIVERSITY OF APPLIED SCIENCES HTW CHUR

WEATHERHEAD SCHOOL OF MANAGEMENT, CASE WESTERN RESERVE UNIVERSITY



# AUDENCIA NANTES SCHOOL OF MANAGEMENT

FRANCE



**Audencia Nantes**  
School of Management

## **Name of activity: Concours Feeling – ‘Feeling’ Competition**

Audencia Nantes School of Management has developed an elective track on corporate social responsibility. Each year 60 students can integrate it over three semesters. This elective track is offered both to students of Audencia’s Master in Management Program and students of Centrale Nantes, Engineering School. Each semester contains eighteen teaching hours focused on specific projects. Each project lasts one semester.

The ‘Feeling’ Competition is an innovative learning activity, organized during the first semester of this track, with the support of Ferrero France. In small groups, students have to meet different stakeholders to build a solidarity project whose beneficiaries are children or the youth within the region. They then have to defend their project in front of professors and representatives of the Ferrero Company as well as members of an NGO. The winning team receives €5000 from Ferrero to implement the project they imagined during the following year. All the lectures of this elective are conceived to offer added value for the project.

Indeed, students have 18 hours of courses during which they focus on subjects such as child education and human rights, local policies on education, and relationships between corporation and NGOs. They also have a course on how to market a solidarity project in order to develop the best arguments for their own project.

One of the particularities of this learning activity is that students are learning by doing and by meeting stakeholders (local associations, schools, and administration) to get more information and understand issues related to childhood and youth.

More broadly, this track has been opened to engineering students since September 2014. Thus, students from both schools learn to build cross-skills projects; they understand better how to work together and to listen to others. Beyond this specific competition, they also share courses on corporate and social responsibility. They examine how social and environmental impacts are connected and sustainable solutions take into account both aspects.

The assessment is based on the consistency of the project deliveries (explanation of the context, the issue, the project’s objectives, the strategy, the action plan, timelines, the budget, and the ideas to make the project last). After the written part, those selected (by professors) have to prepare an oral presentation where they need to convince practitioners. Within one year, the winning team implements the project in collaboration with local associations. In order to help them during this phase, students are supported by Audencia’s Institute for Corporate Social Responsibility as well as Ferrero’s CSR team. Concretely the winning team in 2015 helped a local association in charge of

isolated underage foreigners. Weekly, the students will organize workshops (homework support, theater workshop, sport games, etc.), the objectives are to develop their self-confidence, make them aware of environment codes, help inform them about the institutions, and to encourage them to attend studies.

**COURSE LEVEL:** Undergraduate  
**FACULTY MEMBERS INVOLVED:** 3  
**STAFF MEMBERS INVOLVED:** 3  
**TYPE OF CURRICULUM RECOGNITION:** Elective  
**NUMBER OF STUDENTS PARTICIPATING:** 60  
**% OF PARTICIPANTS/TOTAL STUDENTS:** 10%  
**ACTIVE SINCE:** 2007



**URL:** <http://www.responsabiliteglobale.audencia.com/index.php?id=2125>

### Learning goals

- ▶ To identify and leverage opportunities
- ▶ To understand organization's expectations and its environment
- ▶ To define a plan of action
- ▶ To manage operational implementation
- ▶ To act as a team

### Key competencies fostered

- ▶ Anticipate
- ▶ Analyze
- ▶ Decide
- ▶ Act

### Learning assurance (methods and techniques of the assessment of learning and competencies)

- ▶ The learners analyze specific issues of an organization to help with appropriate actions
- ▶ The learners plan resources into their written support to manage operational implementation
- ▶ The learners act as a team to bring a wider range of skills to beneficiaries
- ▶ The learners report what they undertake to gain trust and to communicated

## Business School Mission

“Increasing its influence both in France and internationally from its territorial roots, Audencia Nantes School of Management educates and accompanies the development of competencies of students and managers of diverse origins and backgrounds who are attentive to giving meaning to their projects and commitments.

“Guided by the values of innovation, cooperation, and responsibility, Audencia produces and disseminates knowledge useful to society, designed to develop management education and inspire new business practices.”

## Business School Vision

Audencia aims at being a world reference in CSR, innovation, and dual competencies in order to inspire new business models and those who create them.

# ASIAN INSTITUTE OF MANAGEMENT

## Philippines



### Name of activity: Social Enterprise Immersions

Each year, MBA students are immersed in Gawad Kalinga, a Social Enterprise Incubator that has several franchises applying real time business decisions in the social enterprises they are involved with. Students act as business consultants, helping the entrepreneurs grow their businesses by applying principles they learn in the Development of Enterprise (DE) course at AIM.

The immersion takes place on-site for the first three days as students get to meet the community members and the social entrepreneurs they are working with. As a follow up to this three day immersion, the students produce output that is submitted to Gawad Kalinga and is used to improve the businesses involved. Some examples are videos that were made by students to show how they simplified certain business processes or power point presentations that highlighted key assumptions that needed revisiting. The results of these outputs were improved operations by the various social enterprises and ideas that were implemented right away by the social entrepreneurs.

AIM believes that by offering projects like these that connect students to various stakeholders within the community, it is able to teach students about social justice accompanying the usual corporate objectives. AIM believes that the next wave of leaders will be armed with tools to make a difference for people, and that economic progress may actually directly benefit the marginalized sectors if the proper business frameworks are applied. The Gawad Kalinga immersion project is an example of AIM's commitment to positively impacting ASEAN societies.

## PROGRAMMES

**Bridging Leadership Programme on Community Sustainable Development:** By putting together Bridging Leadership, Rural and Social Entrepreneurship, and Community Fund Raising into a single training programme, the project aims to provide communities with an intervention that goes beyond rural electrification.

**Bridging Leadership for Renewable Energy:** The programme aimed to enable Renewable Energy and Community Development Associations to build the capacity of key community leaders to engage with stakeholders and set up their own micro-enterprises.

COURSE LEVEL: MBA  
 FACULTY MEMBERS INVOLVED: 1  
 STAFF MEMBERS INVOLVED: 1  
 TYPE OF CURRICULUM RECOGNITION: Core  
 NUMBER OF STUDENTS PARTICIPATING: 60  
 % OF PARTICIPANTS/TOTAL STUDENTS: 10%  
 ACTIVE SINCE: 2012



URL: <http://gk1world.com/gkenchantedfarm>

## Learning Goal

- ▶ To understand how to effectively manage social enterprises using a Development of Enterprise (DE) framework
- ▶ To effectively integrate the various disciplines (marketing, finance, operations, etc.) in managing social enterprises

## Key Competencies Fostered

- ▶ Planning
- ▶ Coordination
- ▶ Stakeholder Management
- ▶ Marketing and Sales

## Learning Assurance

- ▶ Presentations are given to the social entrepreneurs involved and they are scrutinized by the faculty instructor. Revisions are made after improvement iterations.
- ▶ Videos are made documenting the process.
- ▶ Financials are examined in order to evaluate the real effects of the consultants' (students') recommendations.

## Business School Mission

AIM is committed to making a difference in promoting the sustainable development of Asian societies by developing professional, entrepreneurial, and socially responsible leaders and managers.

## Business School Vision

To be the global source of ASEAN talent, insights, and wisdom.

**BENTLEY UNIVERSITY**

USA



**BENTLEY**  
UNIVERSITY

## Name of activity: Service Learning

Service learning at Bentley University takes place through a variety of strategies and pedagogical approaches. The two main types of service learning are direct service activities such as mentoring and tutoring, and organizational enhancement projects where students utilize the skills they obtain in the classroom to advance the operations of non-profit community partners. An essential component of the service-learning experience is careful consideration of the design and implementation of the service activities in which students will engage. This process takes place in close collaboration with a properly vetted community partner agency with whom students will be working. As part of the design process, supervision, communication protocol, agreed upon tasks and activities, as well as logistics, are established between the faculty member and the Bentley Service Learning Center; the faculty member and the student; and the Center and the community partner. Poorly designed and managed service learning projects run the risk of reinforcing stereotypes, being a drain on non-profit community partner agencies, strain university—community partner relationships, dilute the social and civic learning opportunity, and negatively impact student learning of core course objectives.

Well-designed service learning experiences enhance student learning across course, personal, and professional competencies. An essential component of the learning process is focused reflection facilitated by the instructor, as well as trained student leaders, on the social and civic impact of

the service in which students are engaged. The critical reflection process should be ongoing and designed to help students make meaning out of their experiences, challenge opinions, beliefs, and values, and enhance critical thinking and questioning. The reflective process can be done through group discussion, one-on-one meetings with the instructor and/or community partner representative, journaling, formal papers, presentations or projects, blogging, etc.

The service learning programme encompasses: (1) a service project that meets identified community needs, and (2) structured reflection and other academic assignments that promote greater student understanding of the subject matter, civic needs, and the students themselves. At BSLC, student service projects generally fall within one of four clusters: technology, skills development, non-profit organizational enhancement, and business and the arts. Illustrative projects include tutoring Waltham residents in computer skills, developing marketing plans and visual design and communication strategies, teen mentoring, and consulting for non-profit business operations.

**COURSE LEVEL:** Undergraduate  
**FACULTY MEMBERS INVOLVED:** 90  
**STAFF MEMBERS INVOLVED:** 4  
**TYPE OF CURRICULUM RECOGNITION:** Elective  
**NUMBER OF STUDENTS PARTICIPATING:** 1000  
**% OF PARTICIPANTS/TOTAL STUDENTS:** 25%  
**ACTIVE SINCE:** 1994  
**URL:** [http://www.bentley.edu/centers/servicelearningcenter/](http://www.bentley.edu/centers/servicelearningcenter/programs)  
<http://www.bentley.edu/centers/servicelearning-center/academicservicelearning>



## Learning Goals

Learning goals vary depending on the associated service learning course. At the root, the service in which students engage must enhance a further understanding of key course learning objectives while advancing student understanding of how course content relates to them and their civic and social responsibilities.

## Key Competencies Fostered

- ▶ Better understanding of core learning objectives of the associated course
- ▶ Inter and intra cultural communication
- ▶ Critical thinking and questioning
- ▶ Self-awareness
- ▶ Relationship/team building
- ▶ Management of self and others
- ▶ Social and civic awareness

## **Learning Assurance**

The Bentley Service Learning Center strives to provide resources to faculty to develop service learning experiences of the highest quality. Faculty assess student work based on the quality of academic deliverables and demonstration of course content mastered. Faculty are also encouraged to take into account the quality of service performed by their students when assigning final grades. The assessment methods utilized are at the discretion of the sponsoring faculty member with guidance and deep input by the Center, which is run by a respected member of the faculty community.

## **Business School Mission**

To educate creative, ethical, and socially responsible organizational leaders by creating and disseminating impactful knowledge within and across business and the arts and sciences.

## **Business School Vision**

By its centennial celebration in 2017:

- ▶ Bentley University is known nationally and internationally as a business-focused centre of learning that operates in an ethical and socially engaged environment.
- ▶ It distinctively integrates business and arts and sciences to produce graduates respected for their professional and societal contributions throughout their lives.
- ▶ Its identity is based upon promoting principled and transformative enterprise through education and impactful research, building on its historical strengths in accountancy, business ethics, and information technology.
- ▶ Thanks to its achievements, Bentley University is highly sustainable in resources and scale and an attractive partner for global centres of teaching and research excellence.

# COPENHAGEN BUSINESS SCHOOL

Denmark



## Name of activity: Entrepreneurship and Private Sector Development: Field Study in Uganda

The Copenhagen Business School (CBS) Entrepreneurship and Private Sector Development: Field Study in Uganda course is intended to provide MBA students an option of applying and extending their theoretical and practical knowledge of research methodologies and methods, e.g. through participation in relevant courses (in particular on methodology relating to emerging market and developing country contexts).

Furthermore, the course provides an opportunity to apply relevant theories from courses, including business strategies, entrepreneurship and development cooperation dealing with developing and emerging country issues to a practical setting. The students also have the opportunity to develop and extend their competencies in intercultural teamwork during the field trip as they will work together with local students (from Makerere University Business School, Kampala, Uganda). In sum, the course seeks to strengthen the qualifications of the students prior to the writing of their masters' theses and provide students, who intend to do field research as part of this, new and/or extended tools.

COURSE LEVEL: MBA  
 FACULTY MEMBERS INVOLVED: 2  
 STAFF MEMBERS INVOLVED: 2  
 TYPE OF CURRICULUM RECOGNITION: Elective  
 NUMBER OF STUDENTS PARTICIPATING: 40  
 % OF PARTICIPANTS/TOTAL STUDENTS: 12%  
 ACTIVE SINCE: 2012  
 URL: [http://kursuskatalog.cbs.dk/20142015/KANCBL\\_FSEU.aspx](http://kursuskatalog.cbs.dk/20142015/KANCBL_FSEU.aspx)



## Learning Goals

- ▶ Outline and reflect critically on a range of methodologies and theories of relevance to field research in a developing country settings related to the field of entrepreneurship and private sector development
- ▶ Discuss strengths and weaknesses of the empirical results in the light of the methodologies and theories
- ▶ Assess the strengths and weaknesses of different approaches to intercultural team/group work in the light of practical experiences from the field
- ▶ Plan and execute social scientific research, including field research in a developing country context



## Key Competencies Fostered

This course provides students the opportunity of applying theoretical knowledge of research methods to a practical, empirical situation. The course focuses on key issues relating to growth, employment, and poverty reduction, namely entrepreneurship and private sector development in a developing country context. The course elaborates on research methodologies and research methods with an emphasis on doing field work in developing countries. The purpose of the course is to sensitize students to the challenges of doing field work and data collection in a developing country setting, including expanding their intercultural communication skills by doing group work with students from the local partner university in the chosen country.

## Learning Assurance

- ▶ Preparatory lectures prior to the field trip, including student presentations and group work
- ▶ Supportive lectures, company presentations, and group work during the field trip
- ▶ Follow-up lectures, student presentations, and group work after the fieldwork
- ▶ Oral exam based on written mini-project
- ▶ Mid-term evaluation in Denmark, written evaluation at end of field course in Uganda, and final evaluation in Denmark at the end of course

## Business School Mission

CBS has a particular responsibility to bring knowledge and new ideas to companies and business organizations, to the next generation of business leaders, and to society as a whole. Specifically, and drawing upon our Northern European background and history, we will play a major role in the discussion of innovative and entrepreneurial business models, sustainable organizational forms, and economic practices within the perspective of responsible management and leadership. We will nurture an entrepreneurial spirit within our university, encouraging new ideas, open to local initiative, and flexible in responding to new possibilities.

The CBS Business in Society strategy recognizes the vital role of business in shaping society—and the equally important manner in which business practices and processes are shaped by society. Our major contribution takes the form of research-based education. Accordingly, investment in research and scholarship provides the foundation for our future development.

## Business School Vision

With a distinctiveness of its diversity, Copenhagen Business School aims to become a world-leading business university with teaching and research excellence in classical management disciplines (including finance and economics, accounting and operations management, marketing, strategic management and organization) and in disciplines that place business in a wider social, political, and cultural context.

# DEUSTO BUSINESS SCHOOL

Spain



## Name of activity: Service Learning

Service Learning is a credit-bearing educational experience that requires participation in an organized service activity that meets identified community needs. Nobody can be a successful 21st century executive without having experienced the challenge of development and the poverty stricken and precarious living conditions of millions of the planet's inhabitants. Students will have to deal with the impact of corporate operations in vulnerable communities. Participants will be invited to choose specific locations for this period from developed or developing regions.

The programme extends the scope of work to the management of corporate impact in the everyday life of communities in developing or emerging countries. These field examples offer participants a unique, transformative and vital opportunity to put into practice lessons learnt in the classroom throughout the MBA, inviting them to become competent, conscious, committed, and compassionate future leaders and professionals.

The Service Learning is an individual project although in some cases may be carried out by a group of students (no more than three) and will depend on each specific project. Before going to the project, students can choose the type of project and country. Then, there is a phase where collaborating institutions brief and work with students regarding the specific projects. During the project, the Service Learning academic coordinator interacts with students and institutions to ensure the quality of the project. Once the students are back, the experience is shared amongst students, faculty, and collaborating institutions.

**COURSE LEVEL:** MBA

**FACULTY MEMBERS INVOLVED:** 2

**STAFF MEMBERS INVOLVED:** 4

**TYPE OF CURRICULUM RECOGNITION:** Core

**NUMBER OF STUDENTS PARTICIPATING:** 9

**% OF PARTICIPANTS/TOTAL STUDENTS:** 100%

**ACTIVE SINCE:** 2013

**URL:** <http://www.dbs.deusto.es/cs/Satellite/dbs/es/deustobusinessschoolhealth/deustomba/programa>



## **Learning Goals**

- ▶ Develop student's ability to apply learnt knowledge and developed competencies during the programme in a real problem in a social context
- ▶ Provide students with a hands on experience where they can develop their critical thinking and ethical behaviour
- ▶ Develop the project management skills gained during the course

## **Key competencies fostered**

- ▶ Intercultural team work
- ▶ Dealing with unknown and uncertain context
- ▶ Project management
- ▶ Global and responsible mindset

## **Learning assurance**

- ▶ Content of written case study: the case must show how students approached the problem from a managerial perspective and included the social context
- ▶ Feedback of the organization: The feedback will be provided to the Programme Director that, if needed, will pass feedback on to the student
- ▶ Presentation of the project to their peers

## **Mission**

To contribute to a more prosperous, fair, and caring world through comprehensive education of people capable of leading, with professional and personal excellence, sustainable business ventures with economic and social value.

## Name of activity: Solidarity Internship Programme

In the training of a manager, for ESADE it is essential to gain insights into the context of a global economy, and specifically focusing on the situation of citizens living below the poverty line, most of them in impoverished countries.

Solidarity Internships (Pràctiques Professionals Solidàries or PPS) are undertaken in poor countries in Latin America, Africa, and Asia and consist of a minimum of twelve weeks of consultancy work on the ground, working with organizations or local partners to help them fulfil their social goals. These internships constitute the In-Company Project and require the application of knowledge and skills acquired during the course and the assumption of considerable personal and professional responsibility. Once back at ESADE, the project will be defended before a panel of examiners who will assess the rigour and quality of the work done and of the participant's reflections and what he or she has learnt from the experience.

The Solidarity Internship Programme uses service provision as an educational methodology. The students, the professors who supervise them, and the institutions themselves have to work and learn together to solve the specific needs of the community. Furthermore, these internships afford experience of solidarity in action, which involves reflexive participation and compassion. Participants discover different social realities, thus reaching a better understanding of professional responsibility in the global world in which they do their work.

The internship period is divided into four phases: **training, action, reflection, and evaluation.**

**1. Training:** "Managing Development in Poor Countries" has the following objectives:

- ▶ To provide insight into inequality and poverty in today's world, and how they affect the everyday lives and fundamental rights of individual citizens
- ▶ To present an analytical model to understand the dynamics of developing countries (multi faceted approach: techno-economic, sociopolitical, and cultural) To take a close-up of this analysis on three particular areas: Asia, Africa, and Latin America
- ▶ To provide learning skills and examples of management and leadership in developing countries

Once they have successfully completed this subject, interested students submit an application for a place in the programme. All applicants are assessed in terms of motivation and maturity by the programme organizers. Before starting the internship, successful candidates take a week-end training course to develop their personal and professional skills and help them to work as a team, and at the same time to give them tips for how to cope during moments of personal shock.

**2. Action:** For a minimum of twelve weeks, participants work as consultants on the assigned project. Throughout this time, and up until the presentation before panel of examiners, students receive support from their personal faculty adviser, who guides them both in their professional work and in the process of writing their In-Company Project.

**3. Reflection:** This process guides the students to examine individually the critical issues related to their projects and the learning process they have followed, at the same time encouraging them to review their experience, thus giving personal relevance to their action (what), the way it is done (how), and to what end (why).

**4. Evaluation:** Students are required to submit their In-Company Project and also a report evaluating the lessons learnt, personal experiences, and the role played by the host partner.

The programme helps students to develop the qualities that define ESADE graduates, according to the statement included in the Guiding Framework of the ESADE Educational Model: competent, aware, committed, and compassionate people—individuals who offer the best of themselves for the common good.

The programme reinforces the knowledge and skills acquired in the classroom and also develops areas such as teamwork, critical thinking, awareness of personal limitations, entrepreneurship, creativity, perseverance, leadership, a sense of civic responsibility and distributive justice, empathy, respect, solidarity, and global awareness.

**COURSE LEVEL:** MSc

**FACULTY MEMBERS INVOLVED:** 2

**STAFF MEMBERS INVOLVED:** 2

**TYPE OF CURRICULUM RECOGNITION:** Core

**NUMBER OF STUDENTS PARTICIPATING:** 15

**% OF PARTICIPANTS/TOTAL STUDENTS:** 4%

**ACTIVE SINCE:** 2003 (2014 for MSc students)

**URL:** <http://www.esade.edu/homesite/eng/sud>



## Learning goals

- ▶ A new usefulness: The management tools and knowledge conveyed during the course are useful for traditional Western business sectors, as well as for improving the lives of people in impoverished environments.
- ▶ A new gaze: We alter the gaze that the participants cast over the world in which they have to make decisions, to include the majority of the population who live in developing countries.
- ▶ A new purpose: When the time comes for students to complete their studies and make decisions about their careers, we introduce doubts about what they will do with their lives, taken holistically as both individuals and professionals. Through examples of strong commitment of exemplary individuals and work projects on the front line of global injustice, participants consider alternatives for professional purpose, encompassing the personal aspect.

## Key competencies fostered

Abilities to:

- ▶ Appreciate and understand diversity
- ▶ Understand the complexity of the context in its local and global dimension
- ▶ Acquire, understand and structure knowledge critically
- ▶ Develop strategic thinking and systemic thinking
- ▶ Communicate information and/or knowledge
- ▶ Help organizations to assume corporate citizenship
- ▶ Be committed to collective causes: Socially-oriented empathy, educating one's gaze in tune with human pain and problems
- ▶ The ability to do one's job with a spirit of service
- ▶ Implement a project independently

## Learning assurance

Several elements contribute to students' learning assurance. First, the Solidarity Internship Programme is a practical example of service learning, in which the participants learn through the action of serving. It is an experimental method that involves the student taking an active role. It is precisely this active participation that fosters and encourages a reflexive component in which the student is the active subject of his or her own learning process, rather than a passive one.

Secondly, the participants are assessed by the counterparts who receive them and with whom they work. Although the students carry out their consultancy tasks independently, they do so in the framework of an organization that sees this professional work first hand, and the assessments it makes are useful for the students' learning processes.

Thirdly, there is the role of the professor/adviser, not only while “Managing Development in Poor Countries” is running, but also during the participants’ stay in the host country, where they carry out their professional tasks. Throughout these weeks, the personal faculty adviser guides, monitors, and also assesses the student.

Fourthly, the report prepared by the participants upon return is a way of encouraging reflection (and therefore the consolidation of what they have learnt) by making them put down in words their thoughts about the experiences they have had and the personal lessons they have drawn, from the beginning of the study subject through the selection process and the consultancy work on the ground to the presentation of the In-Company Project.

Lastly, it is important to bear in mind that the In-Company Project will be assessed by a panel of examiners for rigour and quality. The project is therefore decisive for obtaining the Master’s degree and imposes the need to review the usefulness of the work done and relate it to the knowledge acquired in the classroom.

### **Business school mission**

- ▶ The comprehensive training of professionally competent and socially responsible people
- ▶ Knowledge creation relevant to the improvement of organizations and society
- ▶ Contribution to the social debate regarding the building of free, prosperous, and just societies

ESADE develops its mission inspired by the humanist and Christian traditions, within a framework of intercultural dialogue.

### **Business school vision**

To be a globally recognized academic institution that inspires and prepares individuals and organizations to develop innovative and socially responsible leadership to build a better future.

## FORDHAM UNIVERSITY SCHOOL OF BUSINESS

USA



### Fordham Social Innovation Collaboratory

The Fordham Social Innovation Collaboratory is a network of the Fordham University Schools of Business students, faculty, administrators, alumni, and community members working together to promote social innovation for the achievement of social justice, social entrepreneurship and environmental sustainability. The Collaboratory activities come from many partners in academic programmes, centres, institutes, and student groups. These activities all focus on engaging members of the Fordham community (students, faculty, administrators, alumni, community members) across all schools to promote the Jesuit ideals of caring for the whole person, educating men and women for others, and caring for nature. The Collaboratory does so by providing a platform that engages audiences to promote multidisciplinary projects, cross-audience collaboration (e.g. students, faculty, alumni), cross-school collaboration, and community engagement with the goal of social innovation towards social justice and environmental sustainability.

The Collaboratory successfully connects people across multiple schools and disciplines within the university that have a similar propensity to engage in social innovation, social entrepreneurship, and environmental sustainability. Students, faculty, and staff express satisfaction knowing that there is a university network to help them pursue their social passion. In 2014, due to the presence and strength of this network, Fordham University was designated as an AshokaU Changemaker Campus. This globally recognized label is granted to only the most engaged and dynamic academic institutions worldwide—those that are seen as supporting faculty and students to positively impact society's most tenacious problems. Fordham is honoured to be one of the 30 schools awarded this prestigious designation in the past seven years.

**COURSE LEVEL:** Undergraduate, MBA, Executive, Other

**FACULTY MEMBERS INVOLVED:** 15

**STAFF MEMBERS INVOLVED:** 5

**TYPE OF CURRICULUM RECOGNITION:** Elective

**NUMBER OF STUDENTS PARTICIPATING:** 100

**% OF PARTICIPANTS/TOTAL STUDENTS:** 6.6%

**ACTIVE SINCE:** 2014

**URL:** [http://www.fordham.edu/info/21420/social\\_innovation\\_collaboratory](http://www.fordham.edu/info/21420/social_innovation_collaboratory)





## Learning Goals

- ▶ The Fordham Social Innovation Collaboratory aims to build awareness and capacity for change around big social problems by integrating across schools and disciplines to promote a mutual exchange of ideas.
- ▶ In addition to fostering collaboration, the programme hopes to build conceptual and practical skills needed for Fordham community members to be effective change agents.

## Key competencies fostered

- ▶ Develop a self-awareness of the values that inspire them
- ▶ Understand the issues and worldview of all sectors of society
- ▶ Learn to respond to societal challenges with empathy
- ▶ Learn creative ways to design novel solutions to longstanding societal problems
- ▶ Gain employability skills that meet the needs of employers who embody a global sustainability perspective

## Learning assurance

Comprehensive working meetings, faculty and staff advising, and other collaborative programming ensure the effectiveness of the Fordham Social Innovation Collaboratory.

## Fair Trade Program

This highly successful international programme allows students from the Gabelli School of Business to import and sell global Fair Trade products in the United States. Products are purchased from Kenya, Bolivia, and India, among other countries. In doing so, they receive real-world experience in marketing, accounting, and other business skills, while also fostering important business ethics values. Fair Trade offers students the opportunity to run a functioning business on campus that benefits developing nations overseas. The courses also count towards the minor in sustainable business. The courses focus on developing the skills necessary to run small businesses while keeping in mind the foundational values associated with business ethics. All profits from the business are recirculated into further orders from our Fair Trade suppliers.

Students are inspired by Fair Trade courses such as “Fair Trade and Micro-Finance,” which examines the structure of Fair Trade as an alternative form of commerce that specifically expresses solidarity with the poor. Courses like these allow students to think about how Fair Trade products can play a bigger role in the Fordham community and in the world around us. Due to the efforts of students at Fordham, Fair Trade products are now available at every retailer on campus. Students, faculty, and staff continue in their efforts to grow the Fair Trade Program at Fordham.

**COURSE LEVEL:** Undergraduate  
**FACULTY MEMBERS INVOLVED:** 1  
**STAFF MEMBERS INVOLVED:** 0  
**TYPE OF CURRICULUM RECOGNITION:** Elective  
**NUMBER OF STUDENTS PARTICIPATING:** 75  
**% OF PARTICIPANTS/TOTAL STUDENTS:** 5%  
**ACTIVE SINCE:** 2014  
**URL:** [http://www.fordham.edu/info/20462/realworld\\_business\\_programs/3045/fair\\_trade](http://www.fordham.edu/info/20462/realworld_business_programs/3045/fair_trade)



## Learning Goals

Fair Trade is part of Fordham's curriculum in sustainable business, which aims to balance “people, planet, and profit.” Fair Trade is well aligned with the university's mission to “promote research and education that assist in the alleviation of poverty, the promotion of justice, the protection of human rights, and respect for the environment.” It also has an international focus: Though different Fair Trade courses may be offered each semester, they always involve a travel component to nations such as India.

## Key competencies fostered

Students learn to:

- ▶ Identify Fair Trade products that will sell well in the United States
- ▶ Develop comprehensive marketing plans
- ▶ Import goods to New York
- ▶ Sell products online, on campus, and around New York City
- ▶ Return the profits to the business owners in countries such as Kenya, Bolivia, and India
- ▶ See firsthand how the Fair Trade model benefits underprivileged communities and the environment, and promotes economic and social justice
- ▶ Learn about the benefits of both Fair Trade and microcredit loan systems in developing countries

## Learning assurance

Course instructors assess students using examinations, evaluation of writing and business plans, and group projects. Furthermore, students involved in the programme work with faculty advisers to maximize student competencies. Students have academic freedom in the semester-long project where they can choose to participate in a number of initiatives. In the past, students have used this opportunity to work at internships for small Fair Trade startups or have worked with the national

organization, Fair Trade USA, to spread awareness and advice to other colleges, or worked at the Fair Trade store on campus.

### **Business School Mission**

The mission of the Fordham Schools of Business is to develop business leaders who are equipped for continuous growth in the changing global environment. Located in New York City, the commercial capital of the world, the Schools of Business are uniquely positioned to offer students the opportunity to participate in both regional and international economies. Their reputation will continue to be built upon excellence in teaching and scholarship. Our students are enriched by a dedicated faculty and by the larger university community of undergraduate, graduate, and professional schools and nourished by its intellectual and Jesuit traditions. Consistent with these traditions, the Schools of Business are committed to serving students in their lifelong learning endeavours.

### **Business School Vision**

Fordham's Gabelli School of Business will be recognized as the premier Catholic undergraduate school of business. Drawing from the solid foundation of a distinctive liberal arts core curriculum that nurtures curiosity and fosters a love of learning, its business programmes will reflect a strong sense of values, concern for people, a commitment to lifelong learning, and a strong connection to the New York business community. The programmes will support a culture of living and learning and will thrive in teaching communities that draw from the rich intellectual resources of the liberal arts colleges at Fordham. Our students will continue to be not only rigorously trained in functional areas of global business, but also nurtured to become leaders for a new millennium: morally reflective, values oriented, critical thinkers committed to the Jesuit pillars of self-awareness, ingenuity, love, and heroism. We will achieve this goal by adopting a curriculum that draws from the best of Jesuit traditions and from our own commitment to the Jesuit principle of *cura personalis* (developing the whole person). Our students will carry the Gabelli School of Business education as a lifelong badge of honour.

## **GOA INSTITUTE OF MANAGEMENT**

**India**



### **Name activity: GiveGoa Project**

From its early years, the Goa Institute of Management's (GIM) educational philosophy has emphasized the development of socially responsible managers. Recent business scandals acted as a wakeup call to business schools in general and to GIM in particular. The Governing Board of GIM felt it was time to further emphasize social responsibility through the curriculum. Such an emphasis could potentially help the institute differentiate its students from those of other institutions.

A socially responsible manager would willingly incorporate social and environmental considerations into his/her decision-making and be accountable for the impact of his/her business decisions on society and the environment. As a first step, students preparing to be socially responsible managers need to become aware of the social and environmental challenges facing society and be positively inclined towards taking responsibility for them.

The question is how to inculcate such an attitude. Literature suggests that one of the powerful ways of inculcating social responsibility among students is to provide them with an opportunity to take responsibility for others. An experiential approach to learning therefore seems appropriate. GIM decided to experiment with the service learning approach to inculcate such an attitude of social responsibility.

Service learning is a pedagogical practice that enables learning through service to the community. We hope that the service learning approach will (a) increase awareness of and inclination towards addressing the complex social and environmental problems facing the community, and (b) promote better (more practical) understanding of management. The service learning initiative GIM is named as 'GiveGoa.'

**Design:** GIM introduced a compulsory four credit course, "Social Responsibility and Action," in the first year of the Post-Graduate Diploma in Management (PGDM) programme. The course has two components: a one credit classroom learning experience and a three credit service learning project with partner organizations (such as banks and NGOs). Classroom discussions provide the contextual rationale for being socially responsible. The project includes (a) an action component, where students serve the community, and (b) a reflection component, where students reflect on the learnings from the experience. The experience of taking responsibility for others and reflecting on the experience are considered essential for inculcating responsible behaviour.

The institute has made the course compulsory for two reasons: (1) the goal of creating socially responsible managers requires that all students have opportunities to be responsible; (2) unless the institute highlights (through word and deed) the importance of the course, students might not be motivated to expend effort. This lack of motivation among students could adversely affect the institute's reputation among stakeholders.

**Organization:** Our partner organizations—such as banks, government organizations, and NGOs—provide projects that address the partner's managerial problems while offering students an opportunity to take responsibility for a segment of the community, usually the relatively disadvantaged segments. Projects are offered in the fields of education, social welfare, agriculture extension, and/or public health. A coordination team finalizes the projects in consultation with the client organizations, faculty members, and the students of GIM.

Student groups choose their top three preferences from about 50 projects on offer. Projects are allotted to groups largely on the basis of their stated preferences. Groups are guided by faculty members from GIM and mentors from the partner organizations. Faculty members, the partnering organiza-

tions, and teammates play a role in monitoring and evaluating performance. Progress is regularly monitored through weekly discussions and progress reports. An essential requirement of the project is that student groups reflect on and document their experiences and outcomes.

**COURSE LEVEL:** Undergraduate  
**FACULTY MEMBERS INVOLVED:** 1  
**STAFF MEMBERS INVOLVED:** 0  
**TYPE OF CURRICULUM RECOGNITION:** Elective  
**NUMBER OF STUDENTS PARTICIPATING:** 75  
**% OF PARTICIPANTS/TOTAL STUDENTS:** 5%  
**ACTIVE SINCE:** 2014  
**URL:** [http://www.fordham.edu/info/20462/realworld\\_business\\_programs/3045/fair\\_trade](http://www.fordham.edu/info/20462/realworld_business_programs/3045/fair_trade)



	2011	2012	2013	2014
Number of Projects:	40	41	42	40
Number of Students:	240	247	247	245
Number of Partner Organizations:	21	14	16	18
Number of Faculty involved:	18	19	22	26
Number of hours of Work:	2410	2480	2480	Not yet reported

## Learning Goals

The purpose of the GiveGoa project is to promote social responsibility through service to less privileged communities and thereby contribute to a more inclusive society. The project aims to help students become more socially aware and inclined towards taking responsibility for community welfare. We hope that students would be better able to:

- ▶ describe “real world” problems and circumstances faced by the community
- ▶ help them to implement changes that improve the livelihoods or lives of the community, and realize the need for (and feel inclined towards) addressing problems of the community.

## Key Competencies Fostered

The following competencies can be developed to an extent:

- ▶ Concern for underserved others

- ▶ Greater awareness of the social and environmental problems facing society
- ▶ Positive feelings towards addressing social and environmental problems
- ▶ Soft skills such as team building, management of diversity, persuasiveness, communication
- ▶ Practical understanding of business concepts such as marketing, supply chain, sales, accounting, motivating people
- ▶ Result orientation and management of diverse stakeholders

## Learning Assurance

We require students to understand and describe the problems faced by the target community. They are often encouraged to systematically gather evidence about the frequency and criticality of problems faced by the target community. Based on this understanding and in the light of the time constraints, they evolve project objectives in consultation with their guides and mentors. This understanding and the project objectives form the basis for subsequent interventions to improve the community's lives/livelihoods. While the changes introduced are small, they remain important to the community.

We encourage students to build close relationships with the target community partly to build trustful relations. The emotional bonds with several members of the community contribute to positive feelings towards helping them in the future. Continuous sharing of progress with the faculty guide and (to an extent) the mentors in the partner organizations ensures that students can provide valuable inputs to the community.

Evaluation by multiple stakeholders (faculty guide, mentor, independent faculty members, and the team members) encourages students to put in the requisite effort.

Groups make midterm presentations indicating their understanding of the community's circumstances/concerns and progress against objectives. They also make presentations at the end of the project indicating (a) their learning about the community, (b) accomplishment of objectives and reasoning, (c) outcomes for the community, and (d) personal learnings. They also submit reflection reports where they share their reflection on the experience of doing the project.

At the end of the project, we survey a representative sample of students for their perceptions about the experience of doing the project (from a project management perspective) and learnings from the experience. We also explore partner organizations' perceptions of the project outcomes. In future, we intend to systematically explore the perceptions of the faculty guides also. Reports of the findings are shared with the Board as well as with other stakeholders. They form the basis for subsequent improvements in the design and conduct of the projects. We are still on the learning curve.

## Business School Mission

GIM's mission is to:

- ▶ Educate managers with the knowledge, skills, and creativity to manage our nation's enterprise competently and confidently, with personal integrity and social responsibility and so provide value to and for the organization for which they work
- ▶ Discover, share, and apply management knowledge in every field of human endeavour
- ▶ Enhance the learning of students, colleagues, and practicing managers
- ▶ Improve the effectiveness of organizations through research, teaching, and the practice of management

## Business School Vision

GIM's vision is not only to benchmark with the "Best in Class" but to anticipate and "Next Mark" our targeted improvement.

# HANKEN SCHOOL OF ECONOMICS

Finland



**Name of activity:** Project course in social and environmental responsibility (to be renamed Project course in social responsibility and humanitarian logistics as of 2015-2016)

Students are immersed in questions related to social and environmental responsibility by using, analyzing, and solving real world problems provided by case organizations (companies, NGOs, and network organizations). The students form groups of three to four persons and work on a project for an organization. Depending on the nature of the project, this will entail work at the organization (e.g. half a day every week over eight weeks). During the project period, students will gather valuable working experience and knowledge about a specific issue in relation to social and/or environmental responsibility.

**COURSE LEVEL:** Undergraduate, MSc  
**FACULTY MEMBERS INVOLVED:** 2  
**STAFF MEMBERS INVOLVED:** 1  
**TYPE OF CURRICULUM RECOGNITION:** Elective; to be mandatory within 'International Strategy and Sustainability' track (15 students) of master's programme in Business and Management  
**NUMBER OF STUDENTS PARTICIPATING:** growing every year; 20 in 2014-15, ~25-30 in 2015-16  
**% OF PARTICIPANTS/TOTAL STUDENTS:** ~10 % of master's students at Hanken  
**Active since:** 2014  
**URL:** <https://www.hanken.fi/en/course/project-course-corporate-social-responsibility-and-humanitarian-logistics>



## Learning goals

Students are, at the end of the course, expected to have improved their:

- ▶ Understanding of how concepts related to social and environmental responsibility are put into practice
- ▶ Knowledge in terms of relevant decision support models
- ▶ Ability to work on projects and team work
- ▶ Knowledge of methods needed to collect and assess information
- ▶ Ability to orally present projects and their results

## Key competencies fostered

- ▶ Teamwork
- ▶ Project management
- ▶ Decision support
- ▶ Moral imagination

## Learning Assurance

The course involves two introductions of three hours each with students and organizations, eight hours of mentoring sessions between student groups and faculty members, eight hours of presentations and feedback sessions, forty hours of individual work (research, diaries, etc.), sixty hours of teamwork for academic purposes and 100 hours of teamwork for the organization.

It requires the student to produce: individual learning diaries, a list of academic works relevant for their project, a midterm, and final reports and presentations. The students are also evaluated by the organization and by their peers in their groups.



## Business School Mission

The mission of Hanken School of Economics, a leading autonomous business school in Northern Europe, is to advance new knowledge in business and society through:

- ▶ Research and teaching activities that are characterized by academic excellence and corporate world relevance,
- ▶ A programme portfolio that is targeted to an international student body, simultaneously safeguarding Hanken's statutory responsibility for educating business graduates who are fluent in Swedish,
- ▶ Current research-based management education that fosters analytical and critical thinking as well as managerial competencies, and
- ▶ Executive education and lifelong learning that have a profound impact on management practice.

In fulfilling its mission, Hanken School of Economics fosters values of openness, social responsibility, integrity and high quality in all activities.

## Business School Vision

Hanken School of Economics is an acknowledged research-intensive business school with a distinctive profile in research and education. Hanken is well known for its international orientation, its creation of new knowledge, its internationally competitive graduates, and its close interaction with the global academic and business communities.

**ISAE/FGV**

**Brazil**

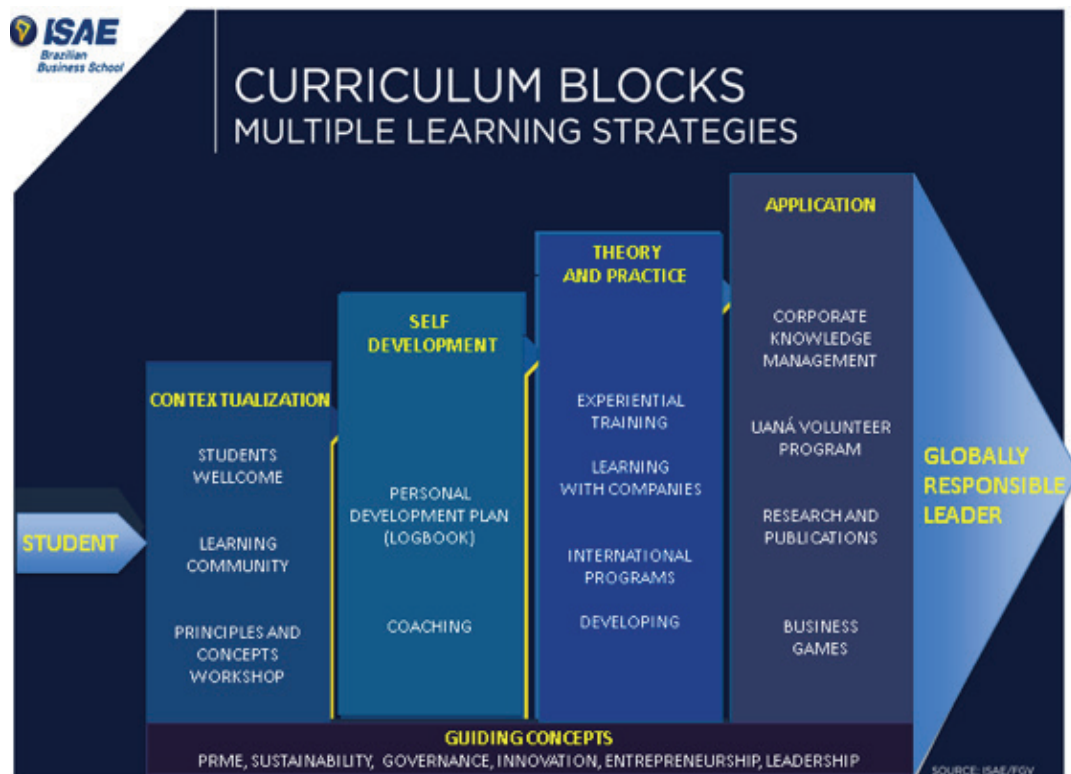


### **Name of activity: Perspectivação**

ISAE/FGV has been using the Perspectivação (“Perspectivaction”) educational framework for ten years, as a complementary learning system for the curricula of post-graduate, master's, short, medium-term and in-company courses. It is composed of interdependent activities that altogether represent a new way to accomplish the education of leaders and managers.

This set of activities is distributed in four curriculum modules (contextualization, self-development, theory and practice, applicability), structured to accommodate the multiple strategies of learning, as shown in the following figure.

Contextualization begins with the maturation of the decision of the student in relation to the course. It allows decision-making to be actually based on information. It emphatically seeks to integrate the student into the business school context. Students are guided through the most appropriate courses for career and life.



Self-development offers support for the student to effectively advance self-knowledge and feel as part of a greater whole, integrated through the Personal Development Plan, coaching, and mentoring.

In Theory and Practice, the set of activities prioritizes the experiences of the student in workshops, simulations, and visits to national and international companies, aiming to develop knowledge and skills for the implementation of a theoretical basis in the company's daily activities.

Applicability focuses on the student's achievement of effective actions of "authorship" and "cooperation" in the creation and development of sustainable enterprises with colleagues and other partners. Opportunities arise as incubation of projects, business games, voluntary consultancy, research projects, real cases, and business plans for startups.

COURSE LEVEL: MBA  
 FACULTY MEMBERS INVOLVED: 50  
 STAFF MEMBERS INVOLVED: 6  
 TYPE OF CURRICULUM RECOGNITION: Elective  
 NUMBER OF STUDENTS PARTICIPATING: 964  
 % OF PARTICIPANTS/TOTAL STUDENTS: 47%  
 URL: <http://www.isaebrasil.com.br/perspectivacao.aspx>



## Learning Goals

Perspectivaction is composed by a set of optional activities that permeate the student experience from the beginning to end of the course, with a main focus on faculty training. With professors acting as promoters and stimulators of the educational process, students go through modules, workshops, courses, and experiences related to several themes, specifically sustainability.

## Key Competencies Developed

The framework is focused on the integral education of the human being/leader/agent who changes reality into multiple perspectives, and is responsible for self-education. It is composed of interdependent activities that, taken as a whole, represent a new way to accomplish the education of leaders and managers.

## Learning Assurance

Main activities:

- ▶ **Student Guidance:** At ISAE, guidance is the student's first contact with the institution, and it happens before enrolment. The objective is to align expectations according to the student's interests and needs.
- ▶ **Student Reception:** It is an academic approach throughout all stages of the course and the main academic policies or regulations between student and institution. In addition, the PRME initiative is presented as an advantage for the students, who have access to content focused on sustainability and corporate responsibility through Perspectivaction activities.
- ▶ **Learning Community:** The learning community is a dynamic process where students commit to sharing their experiences and knowledge and contributing best practices to the learning platforms. The objective is to seek integration and alignment with ISAE's educational principles, in addition to promoting a living contract, with a participation approach focused on a systemic vision for the set of course activities and an approach of the educational framework and Delors' learning principles (2010).

- ▶ **Personal Development Plan:** It is a structured process that helps students to develop individual skills to reflect on their own learning, achievements, education, and career planning. It focuses on the development of the person as a professional, citizen, and global leader.
- ▶ **Coaching:** Coaching is a powerful tool for supporting people in their processes of growth, helping them to maximize their potential and performance. The coaching process in a business school aims to assist students in the implementation of their Personal Development Plan, with emphasis on the professional axis, but also considering them as citizens and their participation in society. Issues related to corporate social responsibility are also covered, valuing and empowering aspects of the economic, social, and environmental commitment—the social management of human resources, solidarity, sustainable and responsible management, among others.
- ▶ **Corporate Knowledge Management:** The main purpose of this activity is to progressively build new knowledge, skills, and attitudes necessary for the scientific production of business, technical, human, and cultural solutions. This goal is fully fulfilled with the production and presentation of works at the conclusion of the course.
- ▶ **Company Learning:** Technical visits promote a teaching-learning process that allows for the connection of knowledge developed in classroom with real life, the community, and innovative practices of the business world. These visits are held at large and medium-sized companies and contribute to connect theory and practice, academy and society. This helps in the process of reviewing concepts when assessing business practices identified by students. The visits specifically favour the understanding that business challenges in the current scenario have to be thought of in a global context, extending the view of corporate purposes far beyond financial results, by assuming ethics and corporate social responsibility as strategic values in organizations.
- ▶ **Business Games:** Business games simulate corporate management situations and processes, generally in the form of a business. They seek to maintain the players' attention, through the exact simulation of real life events by using algorithms, and also to create a close bond among players who make decisions during actions, suffering consequences and results. ISAE has included special modules of business games in MBA courses, aiming to reproduce reality with simulations of real situations faced by a company and the market, combining the students' knowledge on business management and encouraging experience exchange in all disciplines.
- ▶ **International Programmes:** An international programme provides a comprehensive view of economic, financial, corporate, educational, and managerial elements that have been composing the process of advanced international fields in the world market, offering conditions for business managers to assess and improve a company's performance standard under ongoing changes. In addition, participants have the opportunity to evaluate the internal and external situation—regarding the current stage of integration and interaction of the Brazilian economy in the global scenario—and to identify the organizational behaviour of internationalized companies within a macro and microeconomic scenario.
- ▶ **Main activities include:** promoting scientific exchange among faculty and students in the technological, cultural, and philosophical fields, (between ISAE and other national and international institutions), negotiating development of cooperative international projects, implementing and evaluating international cooperative projects, disseminating academic

research and information regarding national and international educational opportunities among the institution's community, realizing events focused on responsible management education in partnership with national and international institutions.

- ▶ **Learning Workshops:** The workshops are “living” experiences for reflection on current knowledge, necessary for everyone. They facilitate self-knowledge and stimulate individual and collective reflection and the acquisition of complementary skills for professional development. The main objectives are to expand personal, professional and career skills guided by ethics, responsibility, and sustainability and to promote networking between students and companies. Students are expected to understand that changes in management frameworks reveal the challenge to think and act in a global context. Companies' sustainable and ethical values have to be balanced with financial results. Methodology emphasizes knowledge construction through participation and questioning based on the reality of situations, facts, and life stories related to business management.
- ▶ **Uaná Programme—Volunteering:** In order to create a field to strengthen theoretical, practical, and professional knowledge acquired by students in graduate, post-graduate, and extension courses, in 2002 ISAE created the Uaná Programme of Voluntary Consultancy in Management, inspired by a similar programme developed by the Massachusetts Institute of Technology (MIT). Uaná, in the Tupi Guarani indigenous language, means “firefly”—a being that illuminates paths with its own light. This is how the institution sees the volunteers that participate in the project. The overall objective of the programme is to facilitate participation of the institution's community in voluntary consultancy projects, contributing to learning, social participation, sustainable development and poverty eradication. Its specific objectives are to provide consultancy in management and promote a culture of competent entrepreneurship, stimulating an increase in income generation and jobs in the country; to promote research, development of works at the conclusion of the course, and other scientific production involving subjects related to the programme; to offer students, alumni, graduates, and the internal community the opportunity to contribute to the eradication of global poverty through volunteering programmes in management; and to encourage the participation of students in the Voluntary Professional Consultancy in Business Management programme, which focuses on micro-entrepreneurs and the third sector.
- ▶ **New Experiential Challenges:** Concepts like ethics, respect, and responsibility with people and the environment are included in activities, which are deeply experiential. The initiative aims to place the student in situations outside his/her comfort zone (either physically or emotionally), strengthening cognitive, social, and psychomotor abilities—factors of extreme importance for high performance teams in pursuit of common objectives. Experiential challenges include ballooning, rafting, and theatrical dramaturgy. These activities encourage participants to develop skills, such as collaborative leadership, interpersonal communication, planning, team work, collaborative spirit, decision making, and self-knowledge.

## Business School Mission

Being a protagonist of sustainable development, inspiring globally responsible leaders through a transformative education.

## Business School Vision

Position ISAE as a reference business school in transforming education, innovative solutions, and sustainable results.

# KEMMY BUSINESS SCHOOL, UNIVERSITY OF LIMERICK

Ireland



## Name of activity: President's Volunteer Awards

Under the supervision of a staff/faculty member, each student commits to spend up to three hours per week in a defined volunteering role with an external community-based

group. In general, these are charitable organizations, but they may also be schools, community groups, groups of learners at primary or secondary level, etc.

Students maintain both an hourly log and a reflective portfolio, both of which are signed off by an assigned leader in the stakeholder group. Each student has access to a staff or faculty member who can act as an informal mentor in the process, as well as to a central university-based office which provides general support.

At the end of the assignment, depending on the length and depth of engagement, the students are awarded bronze, silver, or gold awards.

**COURSE LEVEL:** Undergraduate  
**FACULTY MEMBERS INVOLVED:** 8  
**STAFF MEMBERS INVOLVED:** 1  
**TYPE OF CURRICULUM RECOGNITION:** None (recognition at an annual awards ceremony)  
**NUMBER OF STUDENTS PARTICIPATING:** 20  
**% OF PARTICIPANTS/TOTAL STUDENTS:** 4%  
**ACTIVE SINCE:** 2010  
**URL:** <http://www.ulpva.ie>



## **Learning Goals**

The President's Volunteer Awards (PVA) aim to give students the opportunity to develop key competencies in partnership with the wider group of community-based stakeholders of the university as a whole, and within Kemmy Business School. They link to the University of Limerick Graduate Attributes, specifically the goals to produce graduates who are proactive, responsible, collaborative, and creative.

## **Key Competencies Fostered**

The students learn teamwork, leadership, and project planning as they engage in a volunteering role with local or international community-based organizations. In addition, they may apply specific business skills learnt in the classroom, such as brand development, budgeting, social media, IT management, etc.

## **Learning Assurance**

The learning assurance is largely self-assessed by the students in the form of a reflective portfolio and verified by the supervising individual in the stakeholder group. Feedback is generally sought from students on the process and on how the awards might be modified or improved in the future. Feedback is also sought and offered from the stakeholder groups.

## **Business School Mission**

As a leading Irish business school in a public university system, Kemmy Business School is committed to excellence in teaching and to fostering knowledge and understanding of business and society within a diverse, research-active, and socially engaged environment.

## **Business School Vision**

Our vision is to be a business school that delivers an outstanding educational experience, is research active, internationalized and socially engaged, with an international reputation for specialist areas of expertise.



# LA TROBE BUSINESS SCHOOL

Australia



## Name of activity: Community Development Internship

Students will be offered a one week internship placement in a business, community, NGO or non-profit enterprise. This placement will provide the students with an opportunity to shadow a leader who operates in the community sector or to work with a leader in any sector that operates across sectors, thereby allowing both to learn, to mentor, and to collaborate with each other. An internship is a learning experience that builds on what has been learnt in the university classroom setting. The goal of an internship is to offer students an opportunity to apply their theoretical background and skills to an experiential situation. Although the intern is expected to make a significant contribution to the workplace, university-level learning is a central focus of all internships. The workplace leader and university supervisor have two distinctly separate sets of responsibilities. An orientation of one day will be offered to students before taking up the work placement.

**COURSE LEVEL:** MBA

**FACULTY MEMBERS INVOLVED:** 1

**STAFF MEMBERS INVOLVED:** 1

**TYPE OF CURRICULUM RECOGNITION:** Elective

**NUMBER OF STUDENTS PARTICIPATING:** 2

**% OF PARTICIPANTS/TOTAL STUDENTS:** Negligible

**ACTIVE SINCE:** 2011 (Removed as an elective in 2014)

**URL:** <http://www.latrobe.edu.au/mba/course>



## Learning Goals

To demonstrate:

- ▶ Understanding of the organization and its sector
- ▶ Capabilities to be a future generator of sustainable value for business
- ▶ Ability to work towards an inclusive and sustainable global economy
- ▶ Advanced skills in teamwork, leadership, communication, problem solving, and critical thinking



## Key Competencies Fostered

- ▶ Writing and speaking
- ▶ Inquiry/research
- ▶ Critical thinking
- ▶ Creative problem solving
- ▶ Teamwork
- ▶ Information literacy
- ▶ Ethical awareness

## Learning Assurance

- ▶ Research essay
- ▶ Personal reflection journal
- ▶ Individual report and presentation
- ▶ Work-based skills assessment

## Business School Mission

La Trobe Business School is committed to excellence in business education and research in order to make a difference to the communities we serve. We will achieve this through:

### ▶ Innovation

We aim to be innovative in our approach to education in terms of curriculum design and delivery across our various campuses, supported by the appropriate use of technology. Our teaching will be based on research that focuses on current and emerging issues of local, national, and international importance.

### ▶ Engagement

We seek to engage with our various external stakeholders in order to enable our graduates to better contribute to their employers' success and to the wider community, as well as to generate research that is both rigorous and relevant to the needs of organizations and society.

### ▶ Responsibility

In our work, we will combine the need for sustainable economic value for organizations with a social and environmental responsibility that emphasizes the importance of both individual and societal wellbeing.

# LEEDS SCHOOL OF BUSINESS, UNIVERSITY OF COLORADO BOULDER

USA



## Name of Activity

**Undergraduate:** The Certificate in the Socially Responsible Enterprise

**Graduate:** The MBA Sustainability Specialization

Through the Center for Education on Social Responsibility (CESR), the Leeds School of Business offers LSC activities at both the undergraduate and graduate levels.

## Undergraduate level

At the undergraduate level, CESR offers a Certificate in the Socially Responsible Enterprise (SRE) to business students who seek to distinguish themselves in the field of socially responsible business. Students who complete the certificate develop the practical knowledge and marketable experiences that will distinguish them as business professionals who strive to make a positive social or environmental impact. SRE has three kinds of LSC activities:

- ▶ Internship with an organization (for-profit or non-profit). Appropriate internships are characterized by substantive work that adds value to the organization and contributes to the student's learning. By partnering with organizations with a social mission, students learn how business (for-profit, social business, NGOs, social entrepreneurs, etc.) can meet the needs of the poor and operate sustainably.
- ▶ Volunteerism. Within SRE, volunteerism is the concept of traveling abroad for the purpose of volunteering for a development-related project. In order to gain credit for such a trip, students must show that the project or major activity for the trip is related to social responsibility (such as environmental sustainability or social development)
- ▶ Service Learning through Study Abroad. The study abroad component of the SRE focuses on service learning. These programmes generally span one academic quarter or semester in the host country, during which students participate in, and gain credit for, working with local institutions and NGOs on service projects that promote community development.

## Graduate level

At the graduate level, the Leeds School of Business offers a sustainability specialization through CESR in the MBA programme. MBA students with a declared specialization in sustainability are required to participate in either Impact Catalyst or the Leeds Social Impact Consultancy.

- ▶ Impact Catalyst is an MBA impact consulting effort in partnership with B Lab. Students work with companies to complete the B Lab B Impact Assessment towards B Corp certification and recommend strategies for improvement and alignment with core competencies, thereby creating value and growing the B Impact movement.

- ▶ The Leeds Social Impact Consultancy (LSIC) is also an MBA impact consulting effort. Each year Leeds MBA students source, select, scope, and deliver projects for impact organizations. While students in Impact Catalyst focus on for profit organizations, students in LSIC focus on non-profit organizations.

**COURSE LEVEL:** MBA

**FACULTY MEMBERS INVOLVED:** 8

**STAFF MEMBERS INVOLVED:** 4

**TYPE OF CURRICULUM RECOGNITION:** Core

**NUMBER OF STUDENTS PARTICIPATING:** 100+

**% OF PARTICIPANTS/TOTAL STUDENTS:** 100%

**ACTIVE SINCE:** 2007

**URL:** <http://www.colorado.edu/leeds/CESR/cesrlearning>  
<http://www.goo.gl/Tb8lHI>



## Learning Goals

Explore business opportunities primarily to meet the needs of those living at the base of the economic pyramid.

## Key Competencies Fostered

By partnering with organizations such as the Peace Corps and businesses with a social mission, students learn how business (for-profit, social business, NGOs, social entrepreneurs, etc.) can meet the needs of the poor and operate sustainably.

## Learning Assurance

The experiential learning component is meant to give students the freedom to gain practical experience working in a field of social responsibility or sustainability. Students must meet with advisers to gain preapproval for their proposed experiential learning experience. Upon completion of the experience, students and their instructors complete a brief form that documents the student's service.

To complete course requirements, students reflect on their learning and draft a short reflection paper and a statement of purpose, setting out the values that will guide their conduct and their careers. They then meet with instructors to discuss their experience. This final requirement is to remind students why they took the course and how it will continue to have an impact on their lives during and after college. Students are encouraged to truly "live" the statement of purpose.

## Business School Mission

To develop socially conscious, values-driven leaders capable of critical ethical inquiry.

## MENDOZA COLLEGE OF BUSINESS, UNIVERSITY OF NOTRE DAME

USA



### Name of activity: Social Internships

Social Internships are bridges between theory and reality, between half-formed dreams and life changing experience. During eight week sessions in places such as Cape Town, Jamaica, or even New York, these summer internships give undergraduate and graduate students the opportunity to further their understanding of the complexities and challenges of entrepreneurial ventures in developing countries. They also learn about sustainable and responsible development. The experience can be rigorous, but the work performed by the intern helps partner organizations extend their missions and has greater impact on surrounding communities.

This internship provides an international experiential learning opportunity for students, examining how businesses are launched in different global contexts and including discussion of global and national support agencies, market feasibility and cultural issues. Students will become involved in a practicum in which they provide consultative service to a startup or NGO in a less developed country setting during the summer months. Prior to participation in the practicum, students will gain an understanding of the general and specific community guidelines to ensure their personal safety.

**COURSE LEVEL:** Undergraduate, MBA

**FACULTY MEMBERS INVOLVED:** 1

**STAFF MEMBERS INVOLVED:** 3

**TYPE OF CURRICULUM RECOGNITION:** Elective

**NUMBER OF STUDENTS PARTICIPATING:** 26

**% OF PARTICIPANTS/TOTAL STUDENTS:** Not available (NA)

**ACTIVE SINCE:** 2001

**URL:** [http://business.nd.edu/Gigot\\_Center/Social\\_Entrepreneurship/Social\\_Internships/](http://business.nd.edu/Gigot_Center/Social_Entrepreneurship/Social_Internships/)



## Learning Goals

Following the completion of the internship, the students will be able to:

1. Explain the role entrepreneurial development plays, in general and in their specific country environment, as well as the linkage between rising growth rates and greater development in nations whose institutions, policies, and culture promote entrepreneurship
2. Understand the role business plays in preventing illegal commerce and promoting positive long term community development
3. Explain the needs of people living in the “Bottom Billion” and how market-driven solutions can promote empowerment
4. Provide capacity-building and consultative services to a NGO/non-profit whose mission is to promote entrepreneurship/development in a disenfranchised or developing country setting

## Key Competencies Fostered

- ▶ Critical thinking
- ▶ Analysis
- ▶ Team cooperation and coordination
- ▶ Presentation skills
- ▶ Problem solving
- ▶ Business model feasibility and strategic planning

## Learning Assurance

Personal reflections, business plans and/or case studies, partner projects

## Name of activity: Business on the Frontlines

Business on the Front Lines (BOTFL) is a unique course that provides students in the Mendoza College of Business, The Notre Dame Law School, and The Kroc Institute for International Peace Studies with the opportunity to learn and serve in post-conflict societies. The course is composed of a carefully developed curriculum and a project responding to a problem defined by Catholic Relief Services. In past years the teams have visited Rwanda, the Philippines, Egypt, Guatemala, Bosnia, Lebanon, Ethiopia, Uganda, and Kenya to work on problems ranging from agriculture to microfinance. The goals are twofold, both i) to provide students with the opportunity to learn about business in a post conflict country and ii) to provide our partners with research on and recommendations for the problem at hand.

In many classes learning occurs throughout the semester, and the exams and projects aimed to assess learning occur at the end of the term. In contrast, BOTFL is a substantially frontend-loaded class.

Of the total workload in this class, at least 70% of the total will take place during the first seven weeks in class and two weeks in country. A great deal of this work will take place outside of class time. It is vital that students develop early routines and build sufficient time outside of class to meet regularly with their teams, their faculty advisers, and their discussion leading groups.

### **Phase 1: Deep Dive**

**Philosophy:** Phase 1 is based on the philosophy that complex problems must be approached by multiple angles and that these must be considered in the unique context of each country. In this phase we tackle the complex challenges driving each project by considering how different theories and perspectives might inform the particulars of each context. In-class sessions will cover economics, philosophy, political science, law, peace studies, and business perspectives. Students will bring their independent research on the in-country contexts and the projects to bear upon these theories.

In this phase, materials are approached on a number of fronts. Even before class, students will be expected to build a knowledge base regarding the country and the projects that they will be undertaking. This may consider the reading of the history of countries, biographies of individuals who lived or worked in those areas and building expertise in areas of health, agriculture, mining, or any other topic that relates directly to the project assigned.

In class and through the preparation of readings, the course will consider how perspectives on peace, business, law, and political science can build a picture of the challenges and opportunities of doing business in post-conflict societies.

### **Phase 2: In-Country**

**Philosophy:** The projects tackled in this course are complex and multifaceted; they concern real lives, and their full nature cannot be understood by reading a book. The second phase is based on the philosophy that, in order to truly understand the challenges facing a particular context, one must first walk with and learn from those s/he hopes to serve.

The second phase takes place during inter-term. Although much research can be done on the problem early, time in the country provides the most opportunities for fact-finding and research to take place. The concept is for a total immersion into a complex situation, at the end of which the BOTFL team forms a tentative recommendation that they will present in-country on the last day.

During the first day in the country, partners will overview safety and security, the full itinerary, and the project overall. The first week's itinerary will contain all the meetings and interviews that focus on the overview of the project and of business in that country. This can include meeting with business, religious, political, and academic leaders, and in a typical day, students may be able to interview up to five different people. In the past, it has been helpful to have the team travel further in-field in its data gathering during the first week. This allows the team to build upon this knowledge throughout their visit. The second week will be scheduled with some flexibility for the joint partner-BOTFL team to make adjustments as needed. It is possible for the team to be split to cover

more interviews. However, the teams will be in the same location at the end of the trip to develop their initial recommendations. It is recommended that students find a cultural or leisure activity unrelated to the project to undertake over the weekend while in-country. During the final few days, the team will have the opportunity to present initial findings to partners. This will be scheduled with time for group questions and discussion and then followed by a private meeting with the country representative or project leader to gain their feedback and discuss and agree upon the post-trip expectations and deliverables.

It should be noted that, although the problems are defined and researched by the team in Phase 1, problem statements frequently change as the problem is further examined and understood. These changes could be a shift in focus from one area of the organization to another, a narrowing of the scope of the project, or even finding that the problem statement needs to change entirely. In addition to maintaining flexibility on the ground with respect to projects, it is also important to note that the pace of life in many of the countries that we visit may be different than a typical American business environment. As a result, students and faculty should expect to be flexible with respect to the timing of responses to requests from partners. For example, in a number of countries, interview schedules were not fully solidified in advance, but rather were planned at the beginning of each day, because the context would not have supported such advance planning. In other cases, travel to distant places required students to spend a significant portion of each day in traffic being transported to sites. Adjusting gracefully to these unknown unknowns is a natural part of the BOTFL in-country experience.

### **Phase 3: Return and Reflect**

**Philosophy:** The third phase is based on the philosophy that there are no quick solutions to the challenges that partners face, and time must be taken to both individually and collectively reflect on the lessons learnt, on how we can drive value for our partners and how we might give back to those who enable these opportunities.

Phase 3, upon return from in-country experiences, has three parts. The first is the completion of the project. This typically consists of both in-class and outside of class activities. In-class activities include two presentations to solicit feedback from classmates and the delivery of the final project. Outside of class, continued contact with our partners will include periodic conference calls to communicate progress and gain additional feedback before formulating final recommendations.

The second part of this phase of the course involves giving back to all those who invested time and energy into the BOTFL course.

The third part of this phase involves reflection. The in-country experience is one that is likely to leave a lasting impression. This is a unique experience that often takes a great deal of time for its full impact to be realized. It is during this third stage that students and faculty have the opportunity to individually and communally digest the experience.

COURSE LEVEL: MBA  
 FACULTY MEMBERS INVOLVED: 8  
 STAFF MEMBERS INVOLVED: 4  
 TYPE OF CURRICULUM RECOGNITION: Elective  
 NUMBER OF STUDENTS PARTICIPATING: 30  
 % OF PARTICIPANTS/TOTAL STUDENTS: 3%  
 ACTIVE SINCE: 2008  
 URL: <http://botfl.nd.edu/>



### Learning Goals

- ▶ Define a problem in highly uncertain environments from a set of ambiguous information
- ▶ Work effectively and professionally in different cultural environments
- ▶ Drive impact on business and peace-related problems working with a world class NGO
- ▶ Develop increased sensitivity towards the impact of business in society

### Key Competencies Fostered

- ▶ **Investigative Research:** Teams have the ability to do research around specific industries, problems, or issues, both in-country and out of country, to provide varying viewpoints on the issues.
- ▶ **Interviewing:** Teams are equipped and skilled to meet and interview individuals in various industries. Past teams have given partners the opportunity to meet with individuals and organizations that they might not normally interact with.
- ▶ **Analysis:** Teams have the skills necessary to do financial analysis on various business opportunities. The output of these has provided partners with initial decision metrics, possible partnership opportunities, and benchmarks.
- ▶ **Business Model Development:** Teams can develop business and partnership models for partners within specific opportunity areas. These models help show different avenues and methodologies that partners can take to doing business or working with a partner.
- ▶ **Developing New Perspectives:** Teams provide a new and different perspective that partners might not develop internally.
- ▶ **Training:** Teams provide an opportunity for training and experience for partners' local staff.



## **Learning Assurance**

The deliverables during Phase 1 include those specific to each team role as well as two country presentations (country overview, pre-visit project presentation), country issue tree and project plans, in-class boot camp presentation, two short reflection papers, and other day to day class responsibilities.

## **The Phase 2 deliverable is the in-country presentation**

Phase 3 deliverables include a memo detailing the problem statement, in-country findings, analysis, and final recommendations to be delivered within four to six weeks of the team departure date, and a final conference call with partners to review final recommendations and answer any questions about the memo. Additionally, teams are required to present the projects around campus and at their headquarters, improving the course for the next BOTFL, writing case studies, and properly thanking all supporters.

The third and fourth reflection papers, as well as class discussions revisiting earlier questions, will aid in this reflection.

## **Business School Mission**


To build a premier Catholic business school that fosters academic excellence, professional effectiveness, and personal accountability in a context that strives to be faithful to the ideals of community, human development, and individual integrity.

## **Business School Vision**

Our positioning statement "Ask More of Business," is carried out in the classroom, experiential and service learning, research, etc.

# PFORZHEIM UNIVERSITY BUSINESS SCHOOL

Germany

HOCHSCHULE PFORZHEIM 

## Name of activity: Research-based service learning at the Pforzheim Family Centre

Student volunteers from Pforzheim University interact and cooperate with children from less privileged social backgrounds, e.g. helping them to do their school homework, playing with them, etc. In doing so, they are guided by the director of the Pforzheim North Family Centre, Petra Patotschka.

Based on this, students carry out a research project to assess what children perceive to be most important for a good life, guided by their academic advisers, in cooperation with the Centre's director. Research designs include storytelling, and narrative approaches, as well as photo-voice techniques, children's painting, and questionnaires created by the children on the topic.

**COURSE LEVEL:** Undergraduate

**FACULTY MEMBERS INVOLVED:** 2 (1 from Pforzheim University, 1 in cooperation with the University of Tuebingen)

**STAFF MEMBERS INVOLVED:** NONE

**TYPE OF CURRICULUM RECOGNITION:** None

**NUMBER OF STUDENTS PARTICIPATING:** 14

**% OF PARTICIPANTS/TOTAL STUDENTS:** Not available (NA)

**ACTIVE SINCE:** 2010

**URL:** [http://www.hspforzheim.de/Dede/Hochschule/Presse\\_Oeffentlichkeitsarbeit/Pressearbeit/Pressemitteilungen/Seiten/FamilienzentrumNordstadt.aspx](http://www.hspforzheim.de/Dede/Hochschule/Presse_Oeffentlichkeitsarbeit/Pressearbeit/Pressemitteilungen/Seiten/FamilienzentrumNordstadt.aspx)



## Goals for students:

- ▶ Gain practical experience by directly supporting children and young adults
- ▶ Acquire social learning experiences from a practical mentoring project as volunteers and to make a social and ethical reflection on the project
- ▶ Become informed, experienced, and competent regarding intercultural and social challenges of children with a migration background in Germany
- ▶ Learn more about research methods, insights, and challenges of applying Amartya Sen's capability approach to children's wellbeing and to child poverty

## Key competencies fostered

- ▶ Intercultural and social skills and understanding
- ▶ Learning experience of personal and social responsibilities

## Learning assurance

Project and research discussions prior to and during the project and preparation of documentation.

Some professors of Pforzheim University do research based on the capability approach of Nobel prize laureate Amartya Sen. To assess individual wellbeing by involving those who are affected in deliberate participation is a major issue in the capability approach, because it helps to learn more about the beings and doings that diverse people value most for a good life (capabilities). This is the basis for understanding more about the opportunities and restrictions to achievement that different people face in diverse domains of wellbeing that they personally perceive to be most valuable for a good life. As such, the capability approach conceptualizes poverty as multidimensional capability deprivation, which may substantially differ from income poverty. More recent research on children has emphasised the need to also involve children as much as possible in projects that aim at assessing and improving children's realities.

The city of Pforzheim is facing challenges with respect to providing fair equality of opportunities to primary school children of migrant families, who make up the majority of children in the city. Family centres in the city of Pforzheim provide lunch, learning assistance after school, and a safe and inspiring space to play and interact in the afternoon for children aged six to eleven years.

To assess children's wellbeing from a capability approach perspective, the children should determine and state what they value most for a good life. The young age of the children requires motivating methods that are appropriate for this age group.

In a first stage, students of Pforzheim University, guided by their academic advisers, designed an interactive story about a sad queen. The children engaged passionately in answering which dimensions of a good life they feel to be most important, and what the reason might be that the queen did not have a good life. It was important to have children also explain the reasons why they value highly domains like education. For instance, one boy said that school was most important to him, not because of the learning, but because it served as a place to be protected from domestic violence. Moreover, children were asked to highlight those domains of a good life that they feel to be most important. The projects has been extended because more than half of the children who had participated expressed the wish to deal with these issues further.

Therefore, in a second stage, children decided their own way to explore what is important for them but also in which domains they are restricted. The children decided to produce a "book" together. In the end, contributions into the book, titled "what is really important for us," comprised short narrative and photo stories, pictures painted with the painter's explanations, interviews based on photo-voice techniques, and questionnaires put together by the children, who started with the di

mensions that they felt most important and afterwards discussed and added dimensions that they had not mentioned but also felt important. Moreover, the questionnaire also asked whether children are able to achieve their most important domains of wellbeing or whether they are restricted, so that capability deprivation and need for action could be identified from a child's perspective. The questionnaires were used for interviews in the family centre and in a school.

### **Potentials and benefits:**

#### ► **Children, as primary stakeholders**

They were passionately engaged, showed and reported to be having fun, appreciated being taken seriously in what they felt to be most important, and gained self-confidence. Some children had no idea what a university was. Two excursions by the children to Pforzheim University, where they were guided by students, made them aware of exciting opportunities for continuous and successful learning.

#### ► **Family centre**

Reported to highly appreciate the joy and inspiration that children showed as well as the insights the project provided on the children's priorities and restrictions.

Students of Pforzheim University

Emphasised that they gained a most valuable experience based on open-minded creative interaction; were fascinated and said they also learnt from the children's surprising reflections on society. Confirmed they improved the mentioned key goals. Gained insights into modern capability approach research and in methods needed to guide the children in their book project.

#### ► **University of Pforzheim**

Researchers gained enriching personal experiences, but also methodological insights into how to explore the capabilities of young children, and they may further explore perceptions of other stakeholders, e.g. parents. The university implemented research-based service learning for students and could contribute as a citizen of the city of Pforzheim.

### **Name of activity: Vrygrond Community Lab**

Professors and students of Pforzheim University run a Community Computer Centre in the South African township of Vrygrond in cooperation with the University of Cape Town. Starting in February 2012, volunteers from Pforzheim University were in charge of the required technical, organizational, and educational preparations. The Centre was opened in March 2013. Volunteers often stay for six months in the township to support children and young adults in the Community Centre. In order to be able to permanently contribute to the centre's activities, a group of some 20-25 Pforzheim University students strengthen the project with donation activities, as well as organizational and technical support. They create websites, exchange and communication platforms, video documentations, etc.

**COURSE LEVEL:** Undergraduate, MBA  
**FACULTY MEMBERS INVOLVED:** 4  
**STAFF MEMBERS INVOLVED:** NONE  
**TYPE OF CURRICULUM RECOGNITION:** Core (as interdisciplinary project) or None  
**NUMBER OF STUDENTS PARTICIPATING:** 18 have volunteered in South Africa; together with supporters in Germany, a total of 40 students have been involved in the project  
**% OF PARTICIPANTS/TOTAL STUDENTS:** Not available (NA)  
**ACTIVE SINCE:** 2012  
**URL:** [goo.gl/6Qyrkh](http://goo.gl/6Qyrkh) , [goo.gl/XUtA3L](http://goo.gl/XUtA3L) , [goo.gl/t1I2Dj](http://goo.gl/t1I2Dj)



### Learning goals

To gain practical experience in supporting children and young adults. To carry out social learning experiences in a practical project as volunteers and acquire the skills to reflect on the project socially and ethically.

### Key competencies fostered

- ▶ Intercultural and social skills
- ▶ Social responsibility

### Learning assurance

Project and research discussions prior to and during the fieldwork stages and preparation of documentation.

The township of Vrygrond, located 30 kilometers south of Cape Town, South Africa, is one of the oldest townships of the Western Cape. About 40,000 citizens live there, many of whom are among of the poorest migrants from various African countries. Most of the inhabitants live in slum conditions and dwell in shanty constructions. More than half of the people in this township have already become victims of violent crimes. Healthcare, educational, and recreational facilities are inadequate or absent, and some 80% of people are estimated to be unemployed. Children and young adults are highly vulnerable to drug abuse, crime, etc.

In the light of these living conditions, which are particularly challenging for children and adolescents, the Vrygrond Project aims at achieving goals on three levels, notably practice, teaching, and research. On the practice level, the aim is to directly support children and young adults and drive forwards community development in Vrygrond. Cooperation with local NGOs contributes to this. Teaching level goals include the provision of global social learning experiences to bachelors and masters students and PhD graduates of Pforzheim University and of the University of Cape Town, who engage as volunteers in a practice and research project. Both universities see this as a contribu

tion to responsible management education of future managers. On the research level, the multiyear research cooperation between both universities results in joint research and expertise creation opportunities with respect to computer learning and community development.

Since 2012, more than 500 children and young adults have participated in the project's educational activities. More than 20 computer and internet courses have been given to enhance the computer and internet skills of children and youth. In September 2014, an advanced learners' course was initiated in cooperation with the Mentec Foundation South Africa. Accredited by Microsoft, this course not only helps participants to deepen their software experience and knowledge, but also trains them to apply for jobs professionally. Furthermore, together with cooperation partners, the project supports a child care centre and an institutionalized provision of art therapy and courses.

A survey has shown encouraging first results and feedback from the project participants. Participants in the computer training programmes regard the training methods used as a holistic approach to learning. They particularly appreciated developing good working relationships with other participants in the programme. Respondents valued the focus on using the skills learnt in the training programmes to find future employment. It is particularly notable that the computer training programmes have incentivized some young community members to aspire to return to school to continue their education.

Pforzheim University student volunteers report to have gained a "unique experience." Some of them consider spending more time in a second fieldwork and research activity. Having been engaged in the computer lab as well as in the child care centre, other student volunteers returning from Africa highlight the excellent insights that were provided into real world opportunities and challenges in South Africa. Student volunteers returning to Germany emphasize that they see the project as a very recommendable and worthwhile opportunity to gain valuable personal and professional experiences. In 2013, student volunteers returning from the Vrygrond project founded InitiAid, a new student initiative at Pforzheim University. InitiAid focuses on establishing more and improved ways for students to engage practically in these kinds of social learning projects.

The team of professors/researchers who direct and guide the project on behalf of Pforzheim University say they find it stimulating to explore how the support and personal development of participating individuals may spill over into the community. If spillover effects allow for community development, it will be promising to explore whether and how the Vrygrond concept and experiences can be rolled out to other township development projects. Furthermore, it is notable how volunteers, after their return to Germany, were able to reflect on their experiences (in a structured feedback and reflection process) and develop their social and personal competencies in this very special form of service learning.

### **Name of activity: Model Village Project of Bayer CropScience**

By 2009, Bayer CropScience AG had successfully overcome child labour issues in their Indian cotton seed production. The solution included regular training of farmers as well as annual internal and external monitoring of compliance with Bayer's no child labour policy by four to five unannounced

visits on the fields of every farmer. Consequently, Bayer CropScience AG started to discuss whether contacts with their cotton seed farmers could be further developed into a closer cooperation to improve the situation of Bayer and its suppliers in poor Indian villages. One idea was to introduce a Model Village Project to explore whether social and economic corporate initiatives might have the potential to contribute to a win-win situation for the company and for farmers. Thus, the project aims at the development of villages in a clear win-win context by fostering economically sustainable business from a triple bottom line perspective, i.e. by also providing and preserving social and environmental bottom lines. In close cooperation with the company until 2011, Pforzheim University students analyzed and proposed steps to establish the Model Village Project. Later, other students have contributed to the evaluation.

**COURSE LEVEL:** Undergraduate, Masters, and MBA

**FACULTY MEMBERS INVOLVED:** 3

**STAFF MEMBERS INVOLVED:** NONE

**TYPE OF CURRICULUM RECOGNITION:** Core

**NUMBER OF STUDENTS PARTICIPATING:** 21 since 2010 (6 students on the ground in rural India, 15 students contributing in Germany (theses, company projects, interdisciplinary studies, etc.)

**% OF PARTICIPANTS/TOTAL STUDENTS:** Not available (NA)

**ACTIVE SINCE:** 2010

**URL:** [goo.gl/vVhq3c](http://goo.gl/vVhq3c), [goo.gl/LzLBWj](http://goo.gl/LzLBWj)



### Learning goals for students

- ▶ Knowledge about the challenges of globally sustainable development
- ▶ Knowhow regarding the risks and opportunities of corporate decisions, especially in emerging markets
- ▶ Knowledge and skills related to potentials, possibilities and instruments of corporate social responsibility (CSR)
- ▶ Critical analysis of the limits of strategic corporate social responsibility
- ▶ Acquisition of diverse learning experiences of individual and social responsibility in emerging markets



## Key competencies fostered

- ▶ Social and intercultural skills
- ▶ Knowledge and competencies related to sustainable human development and CSR

## Learning assurance

Group papers, presentations and discussions, interdisciplinary studies, oral exams, thesis projects.

In our MBA in International Management programme we have the opportunity to directly combine PRME-relevant company contacts, teaching, and research into one project line, building on the module “Sustainable Globalisation.” In their second semester, students learn about global economic integration and the challenges of global sustainability. Afterwards, one to two students have the opportunity for an internship. Back in Pforzheim, in their third semester they can implement their practical experience in a “company project” together with other MBA students where, in direct co-operation with a company, they draw conclusions for the further development of the company project from a strategic management point of view. Further input is provided for them in this semester through the “Corporate Responsibility and Sustainability Management” course. Finally, thesis projects provide the opportunity for applying students’ strategic management knowledge and skills in practice at Western headquarters or in developing countries.

For example, students of Pforzheim University’s MBA in International Management, many of whom come from emerging markets and developing countries, contributed to preparation and development of the Model Village Project. In 2010, an Indian student did an internship at Bayer India after his second semester, through which he learnt more about responsibilities for sustainable development. His task was to explore the potentials and challenges of such a model village project by doing field studies in potential model villages. In his third semester, he joined an MBA company project on behalf of Bayer CropScience’s German headquarters. Together with two Chinese and two Indian MBA students he aimed at further developing the practical insights into a corporate model village project plan and at identifying potential model village activities that might be most helpful to create a win-win situation. The group’s proposal attracted German and Indian Bayer managers who visited the final presentation at Pforzheim University. They decided to use the proposal as a first input for the model village.

A second MBA company project provided proposals in the field of water management issues. Also in 2011, three economists from Pforzheim University were tasked by Bayer to perform external evaluation of the future Model Village Project. To avoid any conflict of interest, other Pforzheim University students and staff are supporting the evaluation of Bayer’s project implementation and do not work on project strategy proposals. Instead, students engage as assistants and coordinators of the research teams (which are staffed by an independent Indian NGO) for quantitative or qualitative studies.

**Benefits for the company:** The company has gained support for developing a project concept and for assessing project outcomes.



Benefits for Pforzheim University students: Students gain learning experiences on the ground and in group projects or discussions. Students involved in the project say the practical focus and learning experiences are helpful to better understand the real challenges and requirements of international business. International MBA students have the opportunity to experience both the Western (headquarters) positions and the challenges and perspectives in their home countries. Indian students report to have had insights into their home country's base of the pyramid, which they had not imagined before. Pforzheim University's student initiative "sneep" (student network for ethics in economics and practice) has invited a Bayer headquarters representative to discuss corporate potentials, challenges, and risks associated with its core business. Finally, one MBA company project group received the best paper award for their study. Moreover, as the Model Village Project still has a strong focus on corporate social zero-loss/zero-subsidy social activities, it provides a good opportunity to experience the potential role of social activities and how companies may benefit from them in the long run.

Benefits for Pforzheim University research and teaching: The quantitative and qualitative evaluation of the Model Village Project provides excellent opportunities for research on development economics and corporate impacts on human development, as the base for scientific studies presented at international conferences and published in international journals. Students have reported to benefit from the abundant practical examples that illustrate lectures in a practical and attractive way. Based on this, students have initiated teaching awards for two of the project researchers in 2012 and 2013.

### **Name of activity: Project Child Indonesia**

The cooperation with Project Child Indonesia has been introduced as a new learning experience opportunity in Indonesia in the 2014-2015 winter semester. The aims of Project Child Indonesia are to improve community development in a poor riverside quarter of Yogyakarta (Indonesia). We have started a cooperation that provides our students with research-based experiential learning and with volunteering opportunities in diverse community development fields.

**COURSE LEVEL:** Undergraduate  
**FACULTY MEMBERS INVOLVED:** 1  
**STAFF MEMBERS INVOLVED:** None  
**TYPE OF CURRICULUM RECOGNITION:** Core  
**NUMBER OF STUDENTS PARTICIPATING:** 3  
**% OF PARTICIPANTS/TOTAL STUDENTS:** Not available (NA)  
**ACTIVE SINCE:** 2014-2015  
**URL:** <http://www.projectchild.info/en/>



### **Learning goals for students:**

- ▶ To gain practical experience by directly supporting children
- ▶ To carry out research-based social learning experiences in a practical project as volunteers
- ▶ To learn to reflect on the project socially and ethically
- ▶ To acquire knowledge and understanding of realities in poor areas

### **Key competencies fostered**

- ▶ Intercultural and social skills
- ▶ Social responsibility

### **Learning assurance**

Project and research discussions during the project and preparation of a research study.

### **Learning assurance**

Group papers, presentations, and discussions.

Pforzheim University students regularly benefit from exchange programmes with partner universities in Indonesia. One of our German alumni, Marvin Kiefer, had also studied and later worked in Indonesia, before he decided to establish Project Child Indonesia together with Indonesian partners whom he knew from his studies in Indonesia.

Pforzheim University also awards grants to successful students who study at partner universities in developing countries, choose courses focused on responsible management education there, and jointly discuss their experiences in a capstone seminar after their return to Germany. In summer 2014, a grant recipient returning from Indonesia reported that she had found out about Project Child Indonesia, which she recommended for cooperation. Having established contact with Marvin, we realized that cooperation in the field of learning experiences for our students was very promising. The main community development activities of Project Child cover the fields of education, health, environment, and emergency preparedness in the most vulnerable areas of Yogyakarta. The organization's goal is to empower people through education. A major focus of project child is on weekly learning classes for some 50 poor children aged six to twelve years. The courses offer learning opportunities in a wide range of enriching experiences that include learning by playing, dancing, singing, painting, crafting, and field trips (e.g. "Green School"). Project Child also supplies pencils and learning material, provides healthy food and drinks during the sessions and carries out awareness raising initiatives. These and further activities reflect a wide range of experiential learning opportunities for Pforzheim University students to volunteer during their studies abroad. More opportunities may emerge in the future as Project Child will expand their educational programmes to at least two more communities in Yogyakarta and also start further activities in poor communities in the coastal region of Pacitan in 2015.

We have started our cooperation with a research-based experiential learning project for three of our students. These students evaluate the concept, strategy, and activities of Project Child. For their evaluation the students have, inter alia:

- ▶ acquired information about the aims of Project Child,
- ▶ put forwards their own concept, based on a search for relevant development economics literature and on guidance by a Pforzheim University academic adviser, of how they would proceed to achieve the initiative's goals,
- ▶ participated in major activities of the initiative, e.g. various weekly classes with children,
- ▶ analyzed strategies and activities of comparable social organizations,
- ▶ carried out focus group discussions with parents, and
- ▶ produced a final evaluation study.

In the future students may have the opportunity to acquire research-based learning experiences by performing analyses and proposals for strategies and activities linked to the diverse areas of community development, for future social investment, fundraising, etc.

### **Business school mission**

- ▶ To provide a high level of academic education in applied business to prepare students for sustainable and successful professional and managerial careers in a dynamic global environment and enable them to deal with the associated responsibilities.
- ▶ To capitalize on the potential of the many attractive companies to mutually benefit both the students and the companies themselves.
- ▶ To make intellectual contributions based on research that can be applied to contemporary business issues, for classroom instruction or to enhance the knowledge base of the faculty's disciplines.
- ▶ To provide career-enhancing continuing education.

Our guiding principles to accomplish our mission and goals:

- ▶ To develop critical-thinking skills by considering business theory and its application, exploring complex problems, creative problem solving, decision-making, personal responsibility, and leadership. Thus students will acquire lifelong learning capabilities (critical thinking).
- ▶ To prepare students for the challenges of global business by developing an international culture within the school and by facilitating international exchange. We encourage teaching and learning in at least one foreign language as well as participation in exchange programmes to study and work in other cultural environments (international culture).
- ▶ To create a collaborative environment for students and faculty that emphasizes communication, mutual respect, innovation, individual initiative, service, and pursuit of excellence (collaborative environment).
- ▶ To encourage and support student initiatives that are in tune with the school's mission (student initiatives).
- ▶ To appreciate the critical importance of the administrators and support staff in achieving the school's mission (appreciate support staff).
- ▶ To commit to continuous improvement in teaching, research programmes and processes (continuous improvement).
- ▶ With a view to the practical requirements, to ensure that our students are prepared to face the challenges of economically, socially, and ecologically sustainable development in a global environment (sustainable development).

### **Business school vision**

The Business School of Pforzheim University is a well-recognized business school in Germany. For high achieving, motivated students, it is a first choice among public universities in Germany. For employers, it is a primary source of qualified employees.

### **Research-based social learning/service learning:**

Colleagues of Pforzheim University's faculties (Design, Engineering, Management, Economics and Law) regularly meet and cooperate in order to set up an experiential learning centre in the near future. Driven by a voluntary bottom-up approach of interested academic colleagues, this centre fosters social responsibility projects, innovative learning and didactics, transdisciplinary cooperation and synergies, and integrates students more intensively in highly motivating practical projects.

# SABANCI UNIVERSITY

Turkey

Sabancı  
Universitesi

## Name of activity: Civic Involvement Projects

Civic Involvement Projects (CIP) 101 course is a hands-on programme. Students take two weeks of classroom lectures. The lectures are about civil society in Turkey, Turkey's social causes which they should deal with as a university student. After that, the students are introduced to 60 social projects and choose one of them through the online course registration system. They work on their chosen projects every week. They're working with children, the elderly, and handicapped or for awareness about the environment, human rights, animal rights, and gender. There are 100 team supervisors and approximately 15 students in every team for which two supervisors are responsible.

Also note that these projects are not specific to business school but they're available for all undergraduate students. Therefore, the number of participants include all students not just business students. The number of business school students would be around 15-20% of total participants each year.

## Goals

This programme for Participatory Democracy is designed to give students an understanding that every individual not only can, but also has a responsibility to contribute positively to society. Through the Civic Involvement Projects, young people learn that they can make a difference individually as well as collectively as a team. This is a required part of Sabancı's curriculum, which embodies learning as an active role in understanding life's realities by addressing them as an essential aspect of high-quality higher education.

COURSE LEVEL: Undergraduate  
FACULTY MEMBERS INVOLVED: 1  
STAFF MEMBERS INVOLVED: 5  
TYPE OF CURRICULUM RECOGNITION: Core  
NUMBER OF STUDENTS PARTICIPATING: 900  
% OF PARTICIPANTS/TOTAL STUDENTS: 25-30%  
ACTIVE SINCE: 1999  
URL: <http://cip.sabanciuniv.edu/>



### **Key Competencies Fostered**

- ▶ Motivation for “creating difference”
- ▶ Personal initiative for social causes
- ▶ Teamwork and collaboration for social responsibility
- ▶ Team leadership

### **Learning Assurance**

- ▶ Report
- ▶ Evaluation survey

### **Business School Mission**

Sabanci School of Management’s mission is to contribute to the knowledge and practice of management in Turkey, as well as the world, through the quality of the school’s research, programmes, and graduates. In this vein:

- ▶ Conduct and disseminate rigorous, relevant, and internationally recognized research.
- ▶ Deliver a range of challenging and innovative programmes that are responsive to the current and potential needs of business and society.
- ▶ Graduate confident, socially responsible individuals with the knowledge and skills to succeed in the global arena and who are poised to impact society.

# SOGANG BUSINESS SCHOOL

Korea



## Name of activity: Service Learning Programme in Indonesia

As one of the most important global internship programmes of Sogang Business School, the Service Learning Programme, organized and offered by Sanata Dharma University in Yogyakarta, Indonesia, has been providing our participating students a valuable opportunity of living in the rural Indonesian households that produce handmade batik cloths and souvenir items made mostly by hand.

Sogang Business School has run this programme since 2009. Every summer, ten of thirty students are selected and sent to rural parts of Indonesia, accompanied by the professor responsible for the programme. Students spend two weeks with host students and families helping them produce handmade products and giving advice on marketing and/or production activities.

This two week internship in a rural village in Indonesia is a rare opportunity for students to experience the rural life and learn the traditional batik production techniques and marketing the products. This internship, in particular, aims at fostering the spirit of understanding a different ethnic culture and living standard. The programmes for the internship include teaching English and math skills to young school girls and boys in the rural community. Thus, the internship takes the form of social service for the people living in the countryside of the Southeast Asian nation.

**COURSE LEVEL:** UNDERGRADUATE  
**FACULTY MEMBERS INVOLVED:** 2  
**STAFF MEMBERS INVOLVED:** 1  
**TYPE OF CURRICULUM RECOGNITION:** 3 credits  
**NUMBER OF STUDENTS PARTICIPATING:** 10  
**% OF PARTICIPANTS/TOTAL STUDENTS:** 4%  
**ACTIVE SINCE:** 2009  
**URL:** [www.biz.sogang.ac.kr](http://www.biz.sogang.ac.kr)



## Learning Goals

This programme gives an opportunity for students to connect classroom theory with practical experience in the community.

### Key Competencies Fostered

The programme enables students to use service to act responsibly in the communities and in their lives as well. The school offers projects that involve working with community organizations on sustainability enhancement initiatives.

### Learning assurance

Although this programme is not intended to give participating students any academic credit, each student is required to submit a report. The reports are documented and posted on the Sogang Business School website, albeit in Korean.

### Business School Mission

The mission of Sogang Business School is, first, to provide outstanding education grounded in the Jesuit tradition that cultivates students to become socially responsible leaders of the global business community through a devoted contribution to the promotion of the welfare of mankind and, second, to open up deeper layers of management knowledge for advancement of the academic and business communities by emphasizing top quality scholarship and research.

## UNIVERSITY OF APPLIED SCIENCES HTW CHUR

Switzerland



### Name of activity: GlobalBrigades

A self-led team of about 20 students travels to Ghana to implement their project in the area of water and sanitation in a rural village. They form part of GlobalBrigades.org, an initiative founded in 2004, which has expanded to become the world's largest student-led global health and sustainable development organization. Since its inception, Global Brigades has mobilized tens of thousands of university students and professionals through skills-based programmes that work in partnership with community members to improve quality of life in under-resourced regions while respecting local culture. Its mission is "to empower volunteers and under-resourced communities to resolve global health and economic disparities and inspire all involved to collaboratively work towards an equal world."

Prompted by the clear commitment of HTW Chur to become a leading institution in adopting and implementing PRME, a first step to initiate a pioneering Global Brigades chapter in Switzerland was made in 2010. After an intense preparatory phase of more than a year, in 2012 the first student brigade travelled from Chur to Ghana in order to implement a microfinance project in a rural community. This project sparked the foundation of a student-led enterprise at HTW Chur that is currently preparing its third venture in Ghana in the field of drinking water provision.

As the first Global Brigades team in Switzerland, its projects are about giving—student teams take concrete, measurable action in underprivileged communities while transferring knowledge gained from their university education in the fields of, amongst others, entrepreneurship, marketing and sponsoring, multimedia production, project management, architecture, and civil engineering, to carry out field work that directly contributes to poverty relief.



Over about six months, students prepare their trip to Ghana, where they spend two weeks in a rural village to realize their project plan. In the preparation phase, project management includes recruiting, team development, communication and marketing, fund raising, and organizing travel. The activities in place are accommodated by Global Brigades staff in order to maximize impact. After the field trip the team is responsible for project reporting and organizing events for sponsors.

**COURSE LEVEL:** Undergraduate, and students  
**FACULTY MEMBERS INVOLVED:** 2  
**STAFF MEMBERS INVOLVED:** Not available (NA)  
**TYPE OF CURRICULUM RECOGNITION:** None  
**NUMBER OF STUDENTS PARTICIPATING:** 20  
**% OF PARTICIPANTS/TOTAL STUDENTS:** Not available (NA)  
**ACTIVE SINCE:** 2011  
**URL:** [www.globalbrigades-chur.ch](http://www.globalbrigades-chur.ch)



## Learning Goals

- ▶ Experience development work at the bottom of the pyramid, thereby understanding the context of third-world country (Africa)
- ▶ Grow entrepreneurial mindsets
- ▶ Develop intercultural competencies
- ▶ Experience team building in practice

## Key Competencies Fostered

- ▶ Entrepreneurial and intercultural
- ▶ Social skills
- ▶ Communication
- ▶ Project management

### Learning Assurance

No specific techniques are in place. Academic staff are in constant exchange with team members to support their activities. During and after the implementation phase students are interviewed about their experiences in the form of self-appraisal according to “What has worked well?” and “What could be improved?” Based on this, improvement measures are discussed and prepared for implementation.

### Business School Mission

The mission of the University of Applied Sciences HTW Chur is to turn our students into highly qualified, responsible personalities by our closely connected practice-oriented teaching and research. Through our teaching, research, services, and continued education we are sustainably delivering high value to business, institutions, and society.

## WEATHERHEAD SCHOOL OF MANAGEMENT, CASE WESTERN RESERVE UNIVERSITY

USA



### Name of activity: Sustainable Value and Social Entrepreneurship Practicum. 2014-2015

This course covers the fundamentals of “sustainability for business advantage”—why sustainability is a growing concern and strategic priority for companies in every sector, what leading companies are doing about it, and how they are doing it. It also addresses personal sustainability, with attention to the individual practices that foster wellbeing and the ability to effectively adapt to change.

Global issues such as energy and food security, water scarcity, and social justice are introducing greater levels of complexity into business strategy and operations, with far-reaching implications for customer satisfaction and employee engagement. Effective handling of these issues can lead to new sources of revenue generation and cost efficiency, as well as reputational value, while failure to do so can lead to financial and competitive risk.

**COURSE LEVEL:** MBA

**FACULTY MEMBERS INVOLVED:** 1

**STAFF MEMBERS INVOLVED:** 1 (teaching assistant)

**TYPE OF CURRICULUM RECOGNITION:** Full time MBA 6 credit (70 contact hours) elective course designated as one of two thematic tracks

**NUMBER OF STUDENTS PARTICIPATING:** 43

**% OF PARTICIPANTS/TOTAL STUDENTS:** 78%

**ACTIVE SINCE:** 2010

**URL:** Web link not public



## Learning Goals

The second semester, 430B, is an applied sustainability field experience where teams work with companies on real life sustainability and social entrepreneurship opportunities.

## Key Competencies Fostered

- ▶ Understand sustainability trends from a value creation perspective
- ▶ Apply widely used management frameworks and tools (e.g. Porter, Christensen, Blue Ocean Strategy, Scenario Planning, and Appreciative Inquiry) to develop successful sustainability strategies for value and profit
- ▶ Analyze an organization's current situation and diagnose stakeholder-related business risks and opportunities, creatively envision new business solutions, and make the initial business case using a variety of tools
- ▶ Develop systems thinking and bolster creativity to drive innovation
- ▶ Understand how to manage oneself in situations of high challenge and chronic stress
- ▶ Be able to more effectively engage others in an increasingly complex workplace

## Learning Assurance

- ▶ Has the means to formulate a business strategy that embeds sustainability
- ▶ Able to lead a sustainability project in support of the company's existing business priorities and strategic goals
- ▶ Adopts new behaviours and decision-making skills to drive sustainability-led innovation and business value into day to day operations

## Business School Mission

Developing transformational ideas and outstanding leaders for the advancement of business and society.

## Our Values

- ▶ We believe that management is a noble profession committed to the advancement of human life.
- ▶ We value our strong ethical foundation and strive to promote a culture rich in ideas and reflection. We are committed to increasing individual creative and critical capacities, nurturing new and expansive patterns of thought.

- ▶ We value learning that is active and collaborative. Students, faculty, and staff together engage important management problems with an innovative, knowledge-creating approach.
- ▶ We are responsive to the needs of our students.
- ▶ We consider alumni our important partners and strive to add value to their personal and professional lives.
- ▶ We value partnerships with the business community and other organizations. We value meaningful service to society and strive for outcomes that influence and positively change the way people and organizations conduct themselves.
- ▶ We are a cohesive learning organization with an international outlook. We value diversity, characterized by open dialogue and mutual respect among individuals with different specializations, backgrounds, cultures, and perspectives.
- ▶ We are results-oriented and judge our contributions by actions taken and outcomes achieved.

## **Vision**

The Weatherhead School is respected, locally and globally, for research of enduring consequence. We are recognized for attracting and educating managers to design novel solutions to the most complex issues facing business and society. Our learning environment is a hub of creative thinking, innovative teaching, and transdisciplinary research, filled with excitement and a strong sense of community.

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:



Principle 1 | **Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Principle 2 | **Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



Principle 3 | **Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



Principle 4 | **Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



Principle 5 | **Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



Principle 6 | **Dialogue:** We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

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

## APPENDIX 3: THE TEN PRINCIPLES OF THE UN GLOBAL COMPACT

The United Nations Global Compact's Ten Principles enjoy universal consensus and are derived from the:

- ▶ Universal Declaration of Human Rights
- ▶ International Labour Organization's Declaration on Fundamental Principles and Rights at Work
- ▶ Rio Declaration on Environment and Development
- ▶ United Nations Convention Against Corruption

The UN Global Compact asks companies to embrace, support, and enact, within their spheres of influence, a set of core values in the areas of human rights, labour standards, the environment, and anti-corruption,

### Human Rights

Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and

Principle 2: make sure that they are not complicit in human rights abuses.

### Labour

Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

Principle 4: the elimination of all forms of forced and compulsory labour;

Principle 5: the effective abolition of child labour; and

Principle 6: the elimination of discrimination in respect of employment and occupation.

### Environment

Principle 7: Businesses should support a precautionary approach to environmental challenges;

Principle 8: undertake initiatives to promote greater environmental responsibility; and

Principle 9: encourage the development and diffusion of environmentally friendly technologies.

### Anti-Corruption

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.