

MBA students around the world and their attitudes towards responsible management

Second annual study, 2013

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Preface



I am delighted to share with you the results of the second annual report on the international MBA study led by Principles of Responsible Management Education (PRME) signatory [Macquarie Graduate School of Management](#) (MGSM) (Australia) and the PRME Secretariat with the support of an advisory committee composed of additional PRME signatory schools (Bentley University, IAE, China Europe International Business School, Kedge Business School [formerly Euromed Management] and Aston Business School).

The aims of the study were to examine responsible management attitudes among business and management graduate students around the world. The first survey was conducted in November 2011 and the second in May 2013. The results of both surveys were very positive and signal the growing interest of our most important stakeholders, the students, in responsible management.

I would like to thank Jonas Haertle and the PRME Secretariat at the United Nations (UN) Global Compact office for their enthusiastic support and their tremendous help; the advisory committee; the signatory business schools who participated in the study; the students who responded to the survey; and the Dean and the team at MGSM whose ongoing support made this study possible.

Dr Debbie Haski-Leventhal, MGSM, Australia, September 2013



The results of the report you are holding are very encouraging. They indicate that the students in PRME signatory schools have positive attitudes towards responsible management, and would like their schools to further introduce them to responsible management education (RME). The data collected by Dr Debbie Haski-Leventhal provide evidence supporting what PRME has been working towards since the day it was established: that students, as well as other stakeholders, demonstrate social responsibility. It is our role, for PRME as an initiative and as education institutions, to meet their expectations.

I would like to thank the PRME signatory schools that participated in this study as well as members of the advisory committee. Without them and their students, this study would not have been possible. I would like to take this opportunity to further encourage all signatory business schools to participate in the MGSM-PRME survey in the future, so we can gain a broader view on the perspectives of students from around the world.

Jonas Haertle, Head, PRME Secretariat

Executive summary

The purpose of this report was to examine responsible management attitudes amongst postgraduate students enrolled in business and management programmes. The study involved students from around the world and follows on from our previous study, conducted in 2011. This research was undertaken by PRME signatory MGSM in Australia and the PRME Secretariat, with the support of additional PRME signatory schools as an advisory committee. A total of 1,285 postgraduate students contributed by responding to an online survey. The collected data were analysed both qualitatively and quantitatively in order to comprehensively assess students' business values, attitudes towards responsible management and the potential preparatory role of their academic institution.

There are several major findings of this study. The respondents demonstrated strong social values and showed a commitment to the community through their volunteer work and donation of money. Students exhibited positive corporate social responsibility (CSR) attitudes and, in contrast to Carroll's (1991) pyramid, indicated that ethical, rather than financial considerations, are the primary responsibilities of a business. When asked about RME, the students reported that their school is preparing them well on issues of business ethics and social responsibility, and that they feel well equipped to apply RME knowledge in real life. In addition, we found that in a number of areas, responses varied significantly by gender and type/stage of programme.

The results of the second PRME report provide some key recommendations for the future. There is evidence to suggest that academic institutions offering postgraduate business programmes would be well served by maintaining and increasing the scope of RME in their curricula. This will require the involvement of a number of key groups. First, business schools must take on a proactive role in RME. They can do this by increasing the integration of CSR and ethical content into their teaching programmes, as well as by focusing on and producing research that is focused on these areas. Second, business schools, through their partnerships with the business sector and in line with broader industry shifts towards CSR, should emphasise the importance of graduates with comprehensive ethical knowledge, and work with each other on mutual research projects and internships. Third, students themselves have a role to play, with their positive attitudes, values and social awareness. They acknowledge the importance of these issues and seek out academic institutions that incorporate CSR content into their graduate programmes, thus creating incentives for schools to change their curricula accordingly or risk losing out on enrolments. Finally, third party initiatives, most importantly the UN PRME, play a crucial role in creating a network of business schools that exemplify responsible management by creating evidence-based knowledge and tools, showcasing schools that lead the way and providing opportunities for dialogue and information sharing. Together, these four key groups – business schools, the business sector, students and third party initiatives – are vital in shaping the future of RME.

Key findings

- **Awareness:** almost one third (32%) of the business students who participated in this study were aware of the UN Global Compact (compared to only 25% in 2011), and 36% were aware of PRME.
- **Values:** the most important values for the students were 'Living a happy and comfortable life' (56% marked it as 'Absolutely essential') and 'Living according to your values' (50%). 'Making a lot of money' came last in the 'Absolutely essential' category.
- **Responsible management education:** the most common core units/subjects in RME were on 'business ethics' (indicated by 47% of the students), followed by 'corporate social responsibility/creating shared value' (39%) and 'ethical decision making' (33%). 'Human rights' (8%) was the least taught as a core unit. Sixty-six percent of students felt well equipped to apply the knowledge acquired in these subjects in real life.
- **Suggested changes to the curriculum:** the most agreed upon suggestions for curriculum changes were 'encouraging critical thinking and analysis in the classroom' (94%); 'bringing in experts and leaders as guest speakers on these topics' (91%); and 'encouraging professors to introduce more applicable case studies in classes' (89%). Only 16% of respondents agreed that no changes were required.
- **CSR attitudes:** 75% agreed that 'Consumer satisfaction' should be the most important item for business leaders; 74% agreed with 'Treating employees fairly and ethically'; and 'The economy and financial markets' came third, but far behind the first two items (45% compared to 58% in the previous survey). Eighty-nine percent of students agreed that 'Social responsibility and profitability can be compatible' and 82% agreed that 'Good ethics is often good business'.
- **Stakeholders:** 73% of students agreed that the most important stakeholders for a company are 'Consumers', followed by 'Employees' (70%) and 'Owners' (42%). As for the pyramid of responsibilities, students ranked 'Ethical' first (32%) followed by 'Legal' (26%) and 'Financial' (24%). 'Social', 'Environmental' and 'Philanthropic' came far behind.
- **Background variables:** in general, females and people in the advanced stages of their studies demonstrated more positive attitudes towards RME and CSR.

Introduction

In facing the challenges of globalisation, poverty and climate change, the world is now expecting for-profit companies to do less harm and more good in helping to address social and environmental problems. For this reason, in 2000 the UN launched the Global Compact, an agency aimed at encouraging companies to be socially responsible and act in alignment with principles on human rights, labour, anti-corruption and the environment. As such, business schools have an important role in proactively educating current and future business leaders about responsible management. The UN-supported PRME was launched to inspire and champion RME, research and thought leadership globally. MGSM is an Australian business school whose mission is to develop leaders with a global mindset who create sustainable value and are good citizens. As such, MGSM and PRME collaborate to enhance evidence-based discussion on RME.

The aim of this study was to examine attitudes and perceptions towards responsible management and RME among MBA students in various nations and cultures. Students are very important stakeholders in business schools and deserve to have their voices heard on matters regarding their business education in general and responsible management in particular. This is the second annual study that has attempted to measure trends in these issues.

Literature review

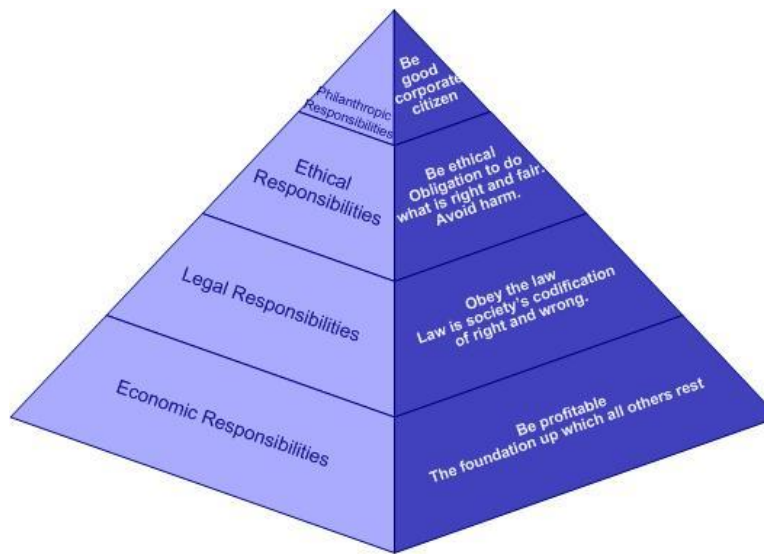
At the 2012 Global PRME meeting at Rio+20, the UN Conference on Sustainable Development, one of the key speakers noted that it is no longer enough to be the *best* in the world. We now have to be the best *for* the world. Indeed, an increasing number of businesses are engaged in demonstrating that they are being good to the world, socially and environmentally. Many of these companies (over 10,000 in 2013) are committed to the UN Global Compact and its principles concerning human rights, labour rights, the environment and anti-corruption. At the same time, business schools are reflecting on their role in developing business leaders who are ethical and responsible. In 2013, over 500 business schools are signatory schools to the UN- supported PRME, which are aimed at inspiring and championing RME, research and thought leadership globally.

Corporate social responsibility

CSR, corporate citizenship (CC), corporate responsibility (CR) and sustainability are terms that became very popular in the 1990s and 2000s to describe corporate behaviour that is socially and environmentally responsible (Carroll, 1991; Lindgreen & Swaen, 2010; Matten & Crane, 2005; Zadek, 2007). For the purpose of this report we will be mainly using the CSR concept, which has many definitions, including Aaronson's (2003, p 310): 'Business decision making linked to ethical values, compliance with legal requirements, and respect for people, communities, and the environment around the world'.

Carroll (1979) identified four dimensions of corporate responsibility: economic, legal, ethical and philanthropic. In his view, corporations must maximize profits in order to survive and also to comply with the law, make fair and impartial decisions, satisfy social values and make social contributions to improve societal welfare. Carroll (1991) later theorised a priority pyramid, with economic objectives forming the foundation, followed by legal and ethical goals, and philanthropic objectives at the top. Carroll described philanthropy as the expectation that businesses contribute financial and human resources to improve quality of life in the community. He posited that maximisation of profit, compliance with the law, acting ethically with fairness, equity and impartiality, and making social or philanthropic contributions to society address the entire spectrum of obligations of business to society (Carroll, 1999, see Figure 1). However, it is important to know if this pyramid is valid in the eyes of business leaders and students today, and what they believe to be the hierarchy of business responsibilities.

Figure 1: Carroll's (1991) CSR pyramid



Carroll's CSR Pyramid

Source: <http://www.witszen.com/how-companies-should-use-social-media-for-better-corporate-social-responsibility/>

As part of the CSR discourse, Freeman (1984) emphasised the importance of stakeholders (anyone who is affected by the company achieving its goals) and managing their expectations. As such, if we were to conduct stakeholder analysis and mapping of business schools, students would receive high priority because they possess, to a greater or lesser extent, the three characteristics that validate their role as major stakeholders, namely, legitimacy, urgency and power (Mitchell et al., 1997). Albaum and Peterson (2006) also argued that students, especially business students who collectively constitute the future leadership of corporations, should be highly prioritised as a stakeholder group. By studying the ethics attitudes of present business students, it may be possible to predict the future ethical behaviour of business (and political) leaders and perhaps even influence that behaviour through appropriate business education.

The discourse on CSR remained within these boundaries until in 2011, when Porter and Kramer suggested a new paradigm for the relationship between the business sector and society. To address social problems, the authors suggested moving from CSR to CSV (creating shared value), which are about businesses acting as businesses (based on their competitive advantage and resources) and not as charities. In this case, financial value and social value can be created simultaneously.

Responsible management education

As CSR and CSV gain importance, it follows that the RME of future business leaders is essential for the effective performance of business graduates in the rapidly changing

business world. Business schools have a responsibility to provide current and future practitioners with training in the basics of ethics, which would ideally act as a catalyst to stimulate socially and ethically managed business organisations (Cornelius et al., 2007). According to Gardiner and Lacy (2005), the question is no longer whether CSR should have a place in the business curricula, but rather how it should be incorporated and what role business schools should play within the wider 'business in society' debate. Students, the marketplace, the community, government and civil society are increasingly demanding that business schools rethink their traditional role. There is a clear demand from business and students for research, education and training on CSR issues (Gardiner & Lacy, 2005).

Several studies were conducted to examine the question of social responsibility education and its components, especially ethics. While business students may need training in ethics and moral reasoning more than most other students (as they face ethical challenges and dilemmas in management), they do not always receive such education, and if they do it is usually not mandatory. Although there is extensive research on CSR, it is usually not included in the business curricula (Gardiner & Lacy, 2005). Furthermore, a study of top business schools in the US found that business school education not only fails to improve the moral character of students, but also potentially weakens it (Segon & Booth, 2009).

In 2003, Cowton and Cummins surveyed business ethics teaching in 105 UK institutions. They found that 58% of business schools taught business ethics, but it was a core subject at only 18 schools. Matten and Moon (2004) studied CSR education – including teaching and research – in Europe. They found that 47% of their respondents offered subjects in CSR, or related fields such as citizenship, governance and business ethics as optional subjects, and 38% embedded the concepts in existing subjects. The authors argued that there was a 'disappointingly low level of CSR scholarship' (p. 334); that the main drivers of CSR had been individual faculty members; and that there will be a need for more institutionalised future drivers, particularly in the form of support from business stakeholders and inclusion in programme accreditation and ranking systems. Cornelius et al. (2007) also found that if present, ethics was being taught in business schools either as a core mandatory programme or as a separate specialist ethics module, but not in combination. A more recent study by Nicholson and DeMoss (2009) showed that from the perspective of curriculum coordinators, there was a significant gap between current and normative levels of instruction on ethics and social responsibility in business school curricula. Social responsibility was rated lower than ethics by all department coordinators (Nicholson & DeMoss, 2009).

On the other hand, Christensen et al., (2007) investigated how the *Financial Times'* Top 50 Global MBA Programmes addressed the topics of ethics, CSR and sustainability. They found that a high percentage (84%) of top MBA programmes required an ethics or CSR component in their curricula, many as a stand-alone course or a combined course of ethics and

sustainability issues. A significant presence of centres and other forms of institutional support dedicated to these topics was also indicated (Christensen et al., 2007). However, Nicholson and DeMoss (2009) argued that regardless of what is happening in the top 25 MBA programmes, there is a trend toward less ethics education overall.

Responsible management education attitudes

As students are major stakeholders of business schools, it is essential to capture their attitudes and perspectives on CSR and RME, to understand their views on their education in these areas and what changes they would like to see in their business education.

In their study, Luthar and Karri (2005) asked students if ethics is good business and if it yields higher performance and market position for the firm. It was found that students saw a significant disconnect between ethics and professional performance or rewards (i.e. it does not pay to be good). However, exposure to ethics in the curriculum had a significant impact on student perceptions of what should be the ideal linkages between organisational ethical practices and business outcomes. Gender-based differences were found, with female students having a higher expectation of what should be the link between ethics practices and business outcomes.

Several recent studies have indicated a change occurring in students' attitudes towards RME, particularly among females. Sleeper et al. (2006) found that business students, particularly women, are indeed interested in CSR education. A substantial sample of business students reacted very positively to business school education on corporate conduct affecting social issues. Female students exhibited significantly higher scores, reflecting a stronger tendency among women than men to agree that business schools should address social issues in their curricula. The authors further found a strong but non-cumulative relationship between donating, volunteering and organisational membership of respondents and their propensity to believe that social issues are appropriate content for business courses (Sleeper et al., 2006).

In 2009, Segon and Booth studied the attitudes of part-time MBA students regarding business ethics and social responsibility. The majority of respondents (73.5%) identified business ethics as a fundamental requirement for good business and a civil society. However, just under half of the respondents agreed that ethical concepts could be taught as a managerial capability, while others thought it should be acquired elsewhere (Segon & Booth, 2009). In 2008, Net Impact and ASPEN conducted a study on the attitudes of business students towards RME, and found that, in general, students expressed positive attitudes towards sustainability content in their curricula (UN PRME, 2011).

International study on students' corporate social responsibility perspectives

Based on the literature review, it is clear that there is a lack of studies assessing perspectives and attitudes towards responsible management of a very important stakeholder group: business management students. The few studies that have focused on this group have yielded mixed results with some showing students are indifferent to responsible management, while others, especially women, demonstrate a growing interest in CSR.

Furthermore, there is no international study on the subject, as most studies in CSR education are North American. While CSR education has been a subject of discussion in business and academia in North America for quite a long time, the debate in Europe has only gained momentum fairly recently (Matten & Moon, 2004). There are some serious differences in the way CSR is perceived and acted upon in various parts of the world. For example, Maignan and Ralston (2002) found that while 53% of US companies mention CSR explicitly on their websites, only 29% of French and 25% of Dutch companies do the same. In other parts of the world, developed and developing, the picture can be completely different.

Therefore, the purpose of this study is to capture the attitudes and perceptions of MBA students around the world towards CSR and RME.

Method

The data were collected through an online survey in four languages: English, French, Spanish and Chinese. An invitation to participate in the study was sent by the UN PRME Secretariat to all 500 signatory schools around the world. In total, 1,285 students answered the survey.

As this was the second time this survey was conducted, we based it on the first survey that was distributed in November 2011 (Haski-Leventhal, 2012). However, based on the previous results, and through ongoing consultation with the International Advisory Committee, with its members based in five continents (North America, South America, Europe, Asia and Australia), the survey was substantially revised to increase validity and cultural sensitivity. The committee also assisted us in translating the survey to three additional languages and to pilot test it in their regions. Owing to these major revisions, comparison between the 2011 and the 2013 studies was difficult. We compared results where possible, with the aim of conducting the same survey in following years for the sake of comparison.

The survey took about 10 minutes to answer, and included 22 items that were grouped as follows:

1. background questions (country of origin, country of business school, gender, age, working status) and questions about the student's MBA programme (specialisation, stage and full-time or part-time);
2. values and community involvement (volunteering and donating money);
3. knowledge of UN Global Compact and PRME;
4. attitudes towards RME; and
5. attitudes towards responsible management.

Some of the sub-questionnaires used in this study were taken from previous studies (Rashid & Ibrahim, 2002; UN PRME, 2011) and others were constructed based on the literature. Some of the items were in Likert-scale format using a five-point response scale, from 1 = strongly disagree to 5 = strongly agree. The data were collected online and were analysed using SPSS. The questionnaire is appended at the end of this report.

Participants

Of the 1,285 MBA and Masters of Business students who answered the survey, 55.2% were males. A total of 13.3% of the respondents were originally from the US, followed by Iceland (12.2%), China (11.9%) Australia (8.5%) Cuba (6.0%), Germany (5.2%), Azerbaijan (4.9%) and India (4.8%), whilst the rest were divided between 79 other countries. Similar results appeared for the location of the respondents' academic institutions: 13.6% were studying in the US, 12.7% in Iceland, 11.1% in China and 9.4% in Australia. This is a major shift from the

previous study in which the biggest group was from Australia and only a small percentage was from the US.

Over one-quarter of participants (26.8%) were enrolled in a full-time MBA, with another 32.0% studying a part-time MBA; 28.9% were studying a Masters degree and 8.4% an Executive MBA; or other (3.9%). Over one-quarter of participants (28.9%) were within the first year of their studies, 33.6% were midway through and 37.5% were going to graduate soon. Students were asked to choose the focus of their MBA and were able to choose more than one option: 41.2% were studying a general MBA; 25.8% were focused on organisational behaviour and human resources; 21.9% on marketing; 19.0% on information technology/systems; 17.5% on finance and accounting; 11.1% on international business management; and 10.6% on strategy and supply chains. Other fields of study yielded less than 10% each.

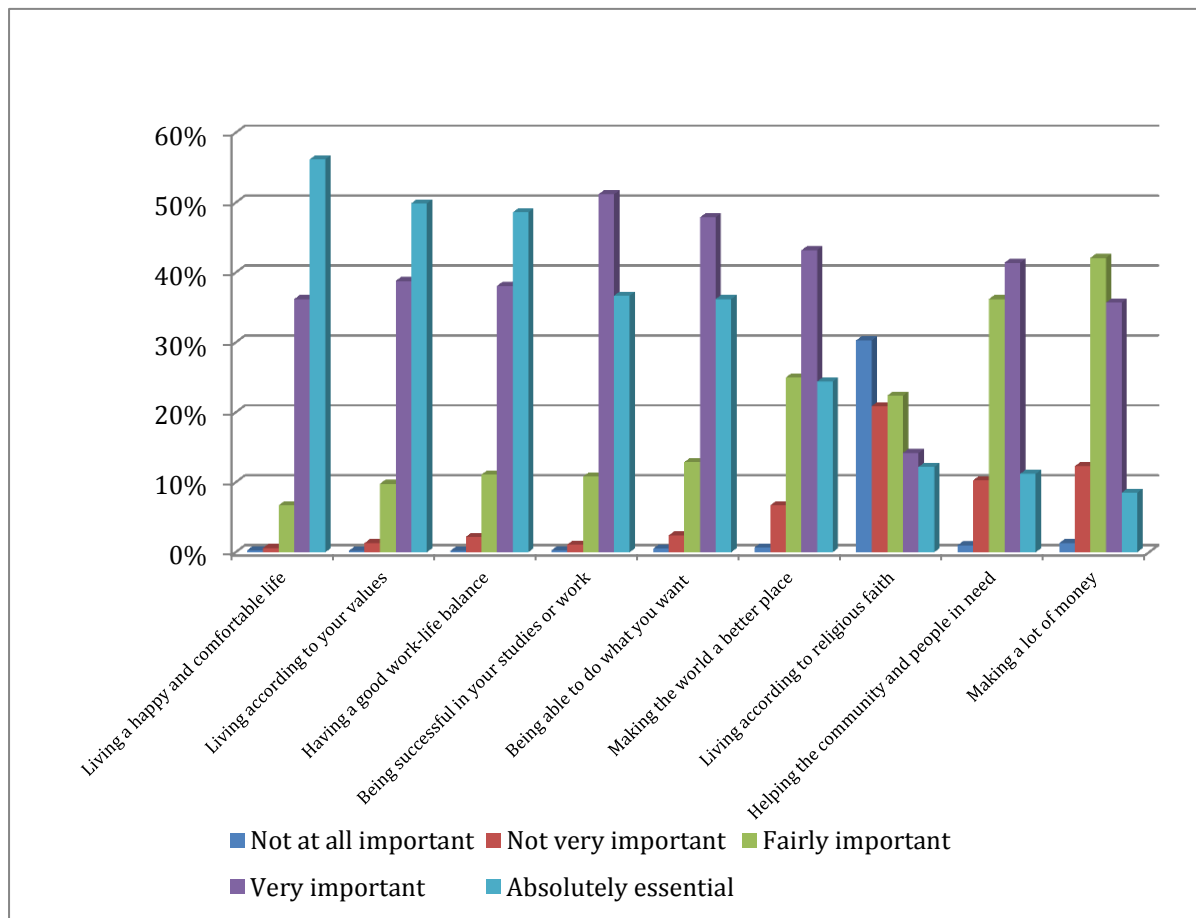
Almost one third of the students (31.5%) were studying full time, whilst the remainder were working full time (57.8%), or part time (11.0%). Of those working, more than half (56.1%) were working in a managerial or executive position.

We also asked participants about their community work and values. In the 12 months prior to the study, 33.6% of the students volunteered, for an average 9.1 hours; 41.6% of students donated money, with an average annual donation of \$71; and 24% participated in social movements.

As for their values, students were asked to answer how important each of the following was to them (from 1 'Not at all important' to 5 'Absolutely essential'): making a lot of money; helping the community and people in need; being successful in your studies or work; making the world a better place; living a happy and comfortable life; being able to do what you want; living according to religious faith; living according to your values; and having a good work-life balance.

Figure 2 shows how students ranked the items according to the number of people who said it was 'Absolutely essential'. Similar to the findings from the previous survey, 'Making a lot of money' ranked last as 'Absolutely essential', but first as 'Fairly important'. The most important values for the business students who participated in this study were 'Living a happy and comfortable life' (56% marked it as 'Absolutely essential') and 'Living according to your values' (50%).

Figure 2: Values ranking amongst MBA students



Findings

Awareness of the United Nations Global Compact and Principles for Responsible Management Education

The aim of the survey was to examine MBA students' attitudes and perceptions about CSR and RME. It was important to know how many had heard of the Global Compact and PRME.

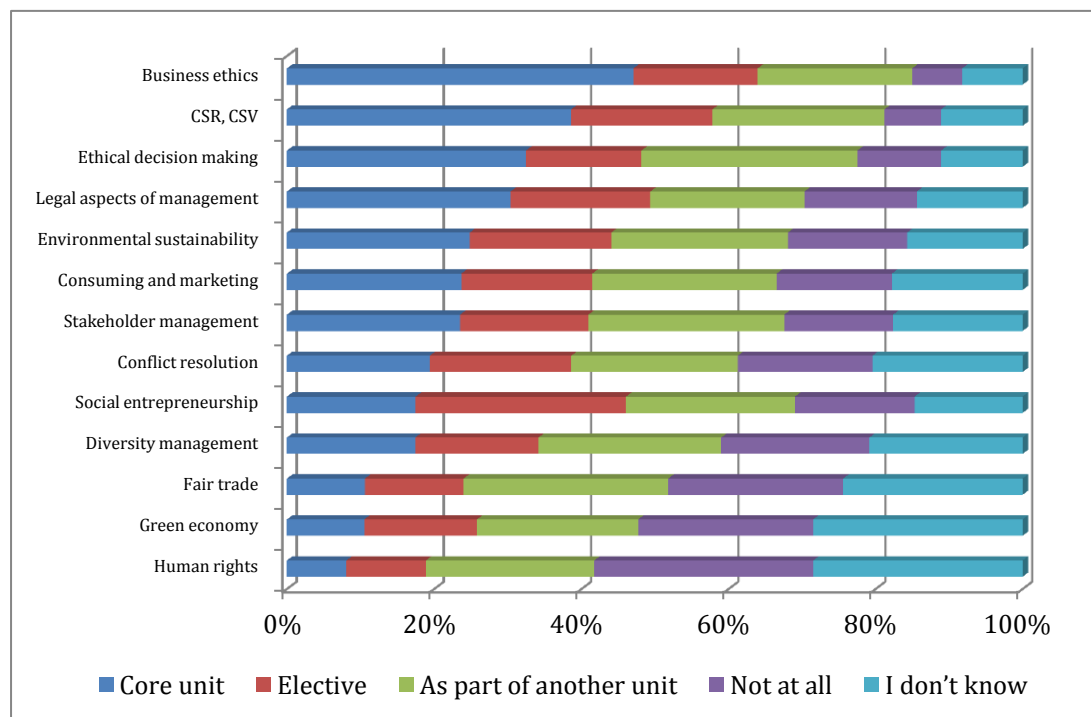
There is an increase of awareness in the UN Global Compact: 13.1% of students who participated in this survey had heard of the UN Global Compact in their current MBA programme. An additional 19.3% had heard about it elsewhere, bringing the total awareness level to 32.4% (compared to only 24.9% in 2011). When asked if their academic institution was committed to the PRME, the awareness rate (36.4%) was much lower than in the previous survey (65%), but it should be noted that during the last survey respondents were reminded that they belonged to a signatory school in their invitation to participate, but for this survey we omitted this reminder.

There were significant differences in regard to these two questions and certain background variables, especially the MBA stage and whether students were studying full time or part time. For example, awareness to the UN Global Compact was much higher among full-time MBAs (19.7% had heard of it in their current MBA programme and 18.0% elsewhere, bringing the total awareness level to 37.7% vs. 31.6% amongst other student types; $\chi^2=16.23$, $df=3$, $p=.001$). However, while 34.7% of part-time MBA students and 36.4% of full-time MBA students knew that their school was committed to PRME, 42.6% of Business Masters degree students were aware of the same information ($\chi^2=19.38$, $df=10$, $p=.036$). Of the students who were graduating soon, 15.3% had heard of the UN Global Compact in their current MBA programme, slightly higher than those who had just started (13.9%).

Responsible management education

The survey further asked participants about their current RME: what does their school offer them and how well prepared do they feel in these areas? Figure 3 indicates whether students' academic institutions offered particular responsible management units as core units, electives, part of another unit, not at all or if the student did not know. The most common core units in RME were on business ethics (indicated by 47% of students), followed by CSR/creating shared value (38.6%), ethical decision making (32.5%) and the legal aspects of management (30.4%). On the other hand, human rights (only 8%), green economy (10.5%) and fair trade (10.6%) were those least taught as core units. The most common elective was social entrepreneurship (28.6%) and the least common was again 'Human rights'. Only 6% indicated that business ethics was not at all taught in their business school, and only 7% indicated so for CSR. Compared to some of the studies reviewed above, this shows a positive trend towards RME.

Figure 3: Responsible management units offered



The students were then asked how well equipped they felt to apply the knowledge acquired in these subjects in real life. One half of the students (50%) felt well equipped and another 16% felt very well equipped, totalling 66% positive feedback. On the other hand, 28.3% felt somewhat equipped and only 5.7% did not feel equipped to apply this knowledge in real life.

Students were able to comment on this topic in their own words. One student wrote in regard to RME: 'best thing I have ever done, personally and professionally'. Other comments were somewhat less positive. For example:

- *Conflict resolution, social entrepreneurship, fair trade and responsible marketing are critical studies that I could not deepen into in the programme. In real professional situations these courses are fundamental.*
- *Focus has been placed in changing values, mindsets and attitudes. Therefore not many practical tools have been taught.*
- *I feel that all business programmes focus too much on theory and today's trends rather than practical application.*
- *It's not teaching me what I conceived a manager/MBA student would need to know.*
- *Many of these issues have been covered by my family and undergraduate education.*
- *Some lecturers don't walk the talk.*

We asked the students how their school could most effectively change the curriculum towards RME. Respondents were asked to tick 'Agree' or 'Disagree' to 15 optional changes. Table 1 shows the levels of agreement to each of the proposed changes towards RME.

Similar to the results from the previous study, 'Bring in experts and leaders as guest speakers on these topics' and 'Encourage professors to introduce more applicable case studies in classes' were quite popular (90.8% and 88.9% respectively). However, a statement that was only introduced this year, 'Encouraging critical thinking and analysis in the classroom' gained the highest level of agreement with almost everyone (93.8%) agreeing that this was the most effective way. Only 16.6% of respondents thought that no changes were required.

As Table 1 shows, there are significant differences (to varying degrees) between these items according to gender; females tended to agree more than males that many of these changes need to be made. There are also some significant differences according to MBA programme type (full-time MBA vs. part-time MBA) and according to studies stage, but they do not create as consistent a picture as gender. Interestingly, 'Educating recruiters on the importance of these themes in the MBA curriculum' was much more important to students in their first year than to those who were approaching graduation.

In addition, students over the age of 45 were significantly more likely to agree with educating recruiters regarding important themes in the MBA curriculum than those under the age of 25. Those in the 35–44 age group were significantly more likely than those under the age of 25 to agree with integrating social and environmental themes into the core curriculum. Students who were also working were significantly more likely than non-workers to agree with changing the timing of units/courses towards the beginning of the degree, and full-time workers were more likely than non-workers to agree with encouraging professors to introduce case studies.

The students offered additional suggestions on how their school could most effectively change the curriculum towards RME in their comments. Most of them suggested integrating ethics and responsibility into every course taught:

- *Ethics should not necessarily be a separate course – that's not the point. It should be a habit and practiced in every course.*
- *I think most people (including myself) would not choose to take an elective focusing only on social and environmental themes. I believe it is best to integrate these topics into core classes. I had a professor integrate Environmental Sustainability into his Operations Management class because it is a passion of his.*
- *The school should set an example by being an institution that operates on responsible management principles, and communicates its efforts clearly and transparently.*
- *As the only person in my cohort representing the non-profit sector, I was encouraged during our induction session to speak out as much as possible and to raise questions in order to share a different perspective with my peers. While there were some supplementary sections in our textbooks, the connection between business and society is sorely lacking in my programme. CSR is still seen as an add-on and discussions on responsible business were scoffed at by some of my classmates.*

Table 1: Effective changes to the curriculum

| | Level of agreement in general | Gender | | Programme type | | Stage of studies | | |
|--|-------------------------------|-------------|---------------|----------------|---------------|------------------|----------------|-----------------|
| | | Among males | Among females | Full-time MBA | Part-time MBA | First year | Midway through | Graduating soon |
| Encourage critical thinking and analysis in the classroom | 93.5% | 92.2% | 95.2% | 92.0% | 95.1% | 95.8% | 92.5% | 92.4% |
| Bring in experts and leaders as guest speakers on these topics | 90.8% | 88.5%** | 93.7%** | 90.9% | 91.8% | 93.0% | 89.9% | 90.3% |
| Encourage professors to introduce more applicable case studies in classes | 88.9% | 86.2%** | 92.4%** | 86.4% | 91.5% | 90.4% | 88.7% | 87.5% |
| Experiential learning and field learning | 84.9% | 81.9%** | 88.7%** | 87.7% | 83.3% | 84.8% | 84.5% | 86.0% |
| Integrate social and environmental themes into the core curriculum | 84.3% | 81.6%* | 87.6%* | 83.1% | 87.9% | 89.4%* | 80.8%* | 83.7%* |
| Provide students with internships related to corporate responsibility/sustainability | 74.9% | 72.0%* | 78.4%* | 77.3%* | 74.3%* | 76.7% | 72.6% | 76.4% |
| Create a concentration on sustainability and CSR | 74.8% | 72.2%* | 78.0%* | 71.4% | 79.3% | 78.0% | 72.2% | 74.9% |
| Educate recruiters on the importance of these themes in the MBA curriculum | 73.1% | 72.1% | 74.8% | 74.3%* | 78.8%* | 78.9%* | 70.6%* | 71.8%* |
| Increase the number of electives that focus on social and environmental themes | 60.7% | 59.5% | 62.1% | 65.9% | 63.6% | 66.1% | 57.2% | 60.1% |
| Increase the number of core units that focus on social and environmental themes | 53.7% | 49.2%** | 59.1%** | 53.1% | 53.1% | 56.7% | 50.6% | 54.1% |
| Change the timing of these units/course towards the end of the degree | 46.5% | 45.9% | 47.0% | 51.0% | 45.2% | 49.8% | 45.2% | 45.6% |
| Change the timing of these units/course towards the end of the degree | 34.1% | 34.6% | 33.8% | 36.3% | 33.1% | 32.1% | 34.2% | 35.7% |
| No changes are required | 16.6% | 16.4% | 16.6% | 15.4% | 17.4% | 17.8% | 15.3% | 16.6% |

N=1285 * significant at the .05 level; ** significant at the .005 level; *** significant at the .001 level

Attitudes towards responsible management

To assess students' attitudes towards responsible management and CSR, we presented them with four sub-questionnaires on attitudes towards CSR.

Importance of business aspects to leaders

The first sub-questionnaire asked: 'If you were in a position of power in a business organisation how important would the following issues be for you?' Students were given a list of 11 items and were asked to rate them from 1 (Not at all important) to 5 (Very important). Table 2 shows how the students ranked each item according to its level of perceived importance. The last column compared the applicable items with the findings from 2011.

Table 2 demonstrates that 74.8% agreed that 'Consumer satisfaction' should be the most important item for business leaders, with 'Treating employees fairly and ethically' (73.8%) ranking second and 'The economy and financial markets' third, but with a big gap (45.2% compared to 58.4% in the previous survey). 'Making profit for shareholders', which Milton Friedman asserted as the only responsibility of a business, came fourth with less than 40% ranking it as 'Very important' (another decrease compared to 48.1% in 2011). Interestingly many students thought that as business leaders they should care about local and national peace and the reduction of violence (35.2% said it was 'Very important' and 33.1% said it was 'Important', totalling 68.3% with a 5% increase from the previous study). However, while the community was deemed 'Very important' (36.4%), CSR practices such as philanthropy or corporate volunteering ranked in the last two places, without a significant increase from 2011.

Some of these items yielded significantly different levels of agreement according to background variables. Full-time and part-time MBA students agreed more than others that 'The economy and financial markets' were very important, as was 'Making a profit for shareholders', 'Philanthropy and donating to charity', and 'Local and national peace and the reduction of violence'. In addition, 'Trading fairly with suppliers' was related to the stage of study: people who were about to graduate attached less importance to this than people who had just started their MBA. Age differences led to different results regarding the importance of 'The economy and financial markets' (more important to those between 25 and 44 than those under 25), 'Making a profit for shareholders' (more important for those between 25 and 44), 'Trading fairly with suppliers' (more important to those 35 and over), and 'Engaging with various stakeholders' (more important to those 25 and over).

Table 2: Importance of aspects to business leaders (%)

| | Not at all important | Of very little importance | Somewhat important | Important | Very important | Very important (2011) |
|---|-------------------------|------------------------------|-----------------------|-----------|-------------------|-----------------------------|
| Consumer satisfaction | 0.4 | 1.1 | 2.3 | 21.3 | 74.8 | 73.5 |
| Treating employees fairly and ethically | 0.5 | 0.6 | 3.6 | 21.4 | 73.8 | N/A |
| The economy and financial markets | 0.2 | 2.1 | 9.0 | 43.5 | 45.2 | 58.4 |
| Making a profit for shareholders | 0.9 | 2.6 | 12.7 | 44.3 | 39.5 | 48.1 |
| Trading fairly with suppliers | 0.6 | 2.3 | 11.6 | 46.4 | 39.1 | N/A |
| Engaging with various stakeholders | 0.5 | 1.4 | 15.0 | 44.6 | 38.5 | N/A |
| Developing the community we operate within | 1.0 | 2.7 | 15.2 | 44.6 | 36.4 | 37.4 |
| Local and national peace and the reduction of violence | 2.8 | 6.8 | 22.0 | 33.1 | 35.2 | 26.8 |
| Environmental concerns and climate change | 1.1 | 3.7 | 17.7 | 44.2 | 33.3 | 29.5 |
| Employer-supported volunteering and giving | 2.0 | 7.8 | 28.1 | 42.3 | 19.7 | 16.8 |
| Philanthropy and donating to charity | 2.5 | 11.2 | 34.7 | 38.3 | 13.4 | 14.1 |

However, the most dramatic differences were found in the relationship between gender and items related to social responsibility. Females attached higher importance to community issues. While 85.1% of females agreed that ‘Developing the community we operate within’ should be ‘Important’ or ‘Very important’ to business leaders, only 77.6% of males thought so ($X^2=11.76$, $df=4$, $p<0.05$). Similarly, 72.0% of females thought that ‘Local and national peace and the reduction of violence’ should be ‘Important’ or ‘Very important’ to business leaders, compared to 65.5% of males ($X^2=9.94$, $df=4$, $p<0.05$). Two thirds of females (68.8%) agreed that ‘Employer-supported volunteering and giving’ were ‘Important’, compared to 56.4% of males ($X^2=18.45$, $df=4$, $p<0.005$). Even greater differences were found in regard to philanthropy and donating to charity (59.8% of females versus 44.7% of males, $X^2=29.68$, $df=4$, $p<0.0005$).

Stakeholders

The second CSR questionnaire that was presented to the participants of this survey asked: 'Please rank the following stakeholders and their importance for a business company'. Students were given a list of 10 potential stakeholders (randomised by the computer) and were asked to rate them from 1 (Not at all important) to 5 (Absolutely essential). Table 3 shows how the students ranked each item according to level of perceived importance.

Students agreed that the most important stakeholders for a company, based on answers of 'Absolutely essential', are 'Consumers' (72.8%), followed by 'Employees' (69.8%) and 'Owners' (41.7%). The least important stakeholders were 'Unions' (8.1%), 'Members of the general community' (15.1%) and 'Employees' families' (15.7%).

Table 3: Stakeholder importance (%)

| | Not at all important | Not very important | Fairly important | Very important | Absolutely essential |
|---|-------------------------|-----------------------|---------------------|-------------------|-------------------------|
| Consumers | 0.1 | 0.4 | 3.3 | 23.4 | 72.8 |
| Employees | 0.1 | 0.2 | 4.0 | 25.8 | 69.8 |
| Owners | 0.2 | 0.9 | 14.2 | 43.0 | 41.7 |
| Shareholders | 0.5 | 2.5 | 19.7 | 45.1 | 32.3 |
| Suppliers | 1.1 | 0.0 | 15.8 | 51.0 | 32.1 |
| The environment | 1.0 | 3.4 | 21.2 | 44.0 | 30.3 |
| Governments | 1.5 | 5.0 | 22.5 | 43.7 | 27.3 |
| Employees' families | 06 | 7.4 | 33.6 | 42.7 | 15.7 |
| Members of the general community | 0.9 | 6.3 | 36.3 | 41.3 | 15.1 |
| Unions | 5.3 | 14.8 | 34.3 | 37.5 | 8.1 |

In line with the previous questions, certain background variables and CSR variables were significantly related. Full-time MBA students were more likely to rank shareholders as 'Absolutely essential' than students studying other Masters degrees, while Executive MBAs were more likely to rank 'Governments' as 'Absolutely essential' than all other students. Full-time workers were more likely than part-time workers or those studying to view 'Owners' as 'Absolutely essential' stakeholders.

Once more, the strongest differences appeared to be determined by gender. For example, 36.9% of females agreed that 'Suppliers' are 'Absolutely essential' stakeholders, compared with only 28.2% of males ($X^2=10.284$, $df=3$, $p<0.05$). Also, 61.8% of females saw 'Members

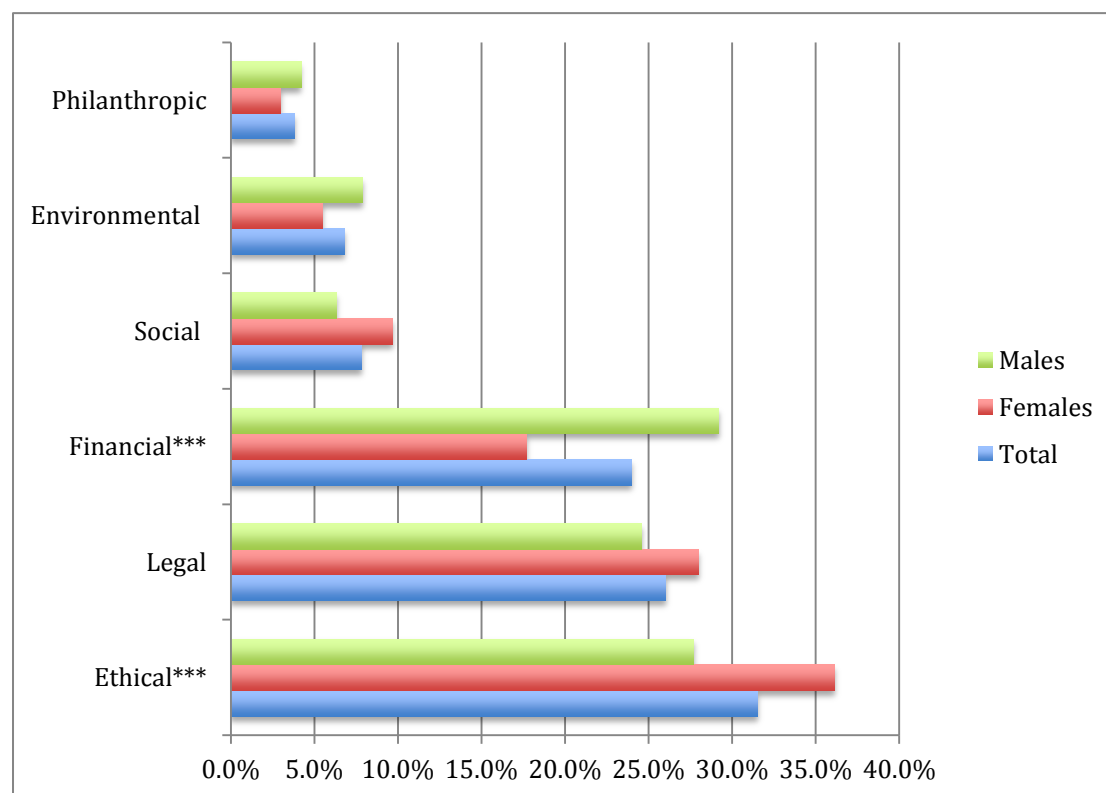
of the general community' as 'Very important' or 'Absolutely essential' stakeholders, but only 52.0% of males did ($X^2=15.73$, $df=4$, $p<0.005$). Females also saw 'Unions' as 'Very important' or 'Absolutely essential', more so than males (54.4% vs. 37.9%, $X^2=29.09$, $df=4$, $p<0.0005$), with similar results regarding 'The environment' (80.6% of females vs. 69.0% of males, $X^2=20.13$, $df=4$, $p<0.0005$).

Interestingly, as well as gender influences, the importance of 'Unions' as stakeholders also varied significantly according to age (they were most important to those under 25); MBA type (less important to part-time MBA students compared to all other students); MBA stage (most important to those midway through their studies); and work status (more important to those just studying than to those also working).

Pyramid of responsibilities

Carroll's pyramid (1991) showed that businesses have four responsibilities: financial (or economical), legal, ethical and philanthropic. To capture the pyramid students would present, we asked participants to rank these four responsibilities, together with an additional two (social and environmental), from 1 (most important) to 6 (least important). The items were shown in random order.

Figure 4: Pyramid of responsibilities



N=1285; *** significant at the .001 level

Figure 4 shows that the students in PRME signatory schools disagreed with Carroll's (1991) pyramid. Respondents placed 'Financial' in third place, with 31.5% agreeing that the most important aspect was 'Ethical', followed by 'Legal' (26%). 'Social', 'Environmental' and 'Philanthropic' ('discretionary aspects' according to Carroll), came far behind.

However, when comparing the results according to gender, it is obvious that males and females have a completely different pyramid. Males followed Carroll in placing 'Financial' first (29.2%), but reversed 'Ethical' and 'Legal'. Females, on the other hand, ranked 'Ethical', 'Legal' and 'Social' much higher than males, and 'Financial' much lower.

Corporate social responsibility attitudes

The fourth and final question on responsible management included seven statements on social responsibility, both positive and negative, and the students were asked to state their level of agreement with each of them, from 1 (Strongly disagree) to 5 (Strongly agree). Table 4 shows the percentages of agreement at levels 4 and 5, according to the items mostly agreed to. The right-hand columns also show significant differences influenced by gender, age, and MBA stage and type.

The business students who participated in this study agreed most on the 'Social responsibility and profitability can be compatible', 'Good ethics is often good business' and 'Business has a social responsibility beyond making profits' categories. In other words, they agreed that being good can help one do well and that it is also the right thing to do. They strongly disagreed that 'The most important concern for a firm is making a profit, even if it means bending or breaking the rules'.

Four items demonstrated significant differences according to gender, with females consistently showing more a positive attitude towards CSR than males. For example, while 23.8% of females strongly agreed that 'The overall effectiveness of a business can be determined to a great extent by the degree to which it is ethical and socially responsible', only 17.8% of males did ($\chi^2=25.72$, $df=4$, $p<0.0005$). In addition, three items varied according to age, and one item according to MBA type, with older employees (35 and over) consistently showing more positive CSR attitudes, and part-time MBA students showing more positive attitudes than Masters of Business students.

Table 4: CSR attitudes (% of agreement)

| | Agree | Strongly agree | Age | MBA stage | MBA type | Gender |
|---|-------|----------------|-----|-----------|----------|--------|
| Social responsibility and profitability can be compatible | 44.8 | 44.0 | | | | |
| Good ethics is often good business | 42.2 | 39.5 | * | | * | * |
| Business has a social responsibility beyond making profits | 44.2 | 38.9 | | | | |
| Business ethics and social responsibility are critical to the survival of a business enterprise | 45.5 | 33.0 | * | | | * |
| Companies should do a lot more for society and the environment | 52.0 | 29.1 | | | | * |
| The overall effectiveness of a business can be determined to a great extent by the degree to which it is ethical and socially responsible | 48.4 | 20.5 | | | | *** |
| The most important concern for a firm is making a profit, even if it means bending or breaking the rules | 7.2 | 2.6 | ** | | | |

N=1285; * significant at the .05 level; ** significant at the .005 level; *** significant at the .001 level

Discussion

Summary of findings

This report on the second MGSM-PRME global survey (2013) shows that MBA students, at least in PRME signatory schools, demonstrate social awareness and positive attitudes towards CSR and RME. While this survey is similar to the first one conducted in 2011, the instrument underwent major revisions to better capture students' attitudes while being more culturally sensitive.

The 1,285 students who participated in the survey demonstrated strong social values, with 'Making a lot of money' ranking last in the 'Absolutely essential' category, and showed a commitment to the community through their volunteer work and donation of money. While the general awareness of the students to the UN Global Compact can be improved, there is a positive increase from the previous study. However, there is a decline in awareness of PRME, although this may be attributed to the fact that PRME was mentioned in the invitation to participate in 2011 but not in 2013.

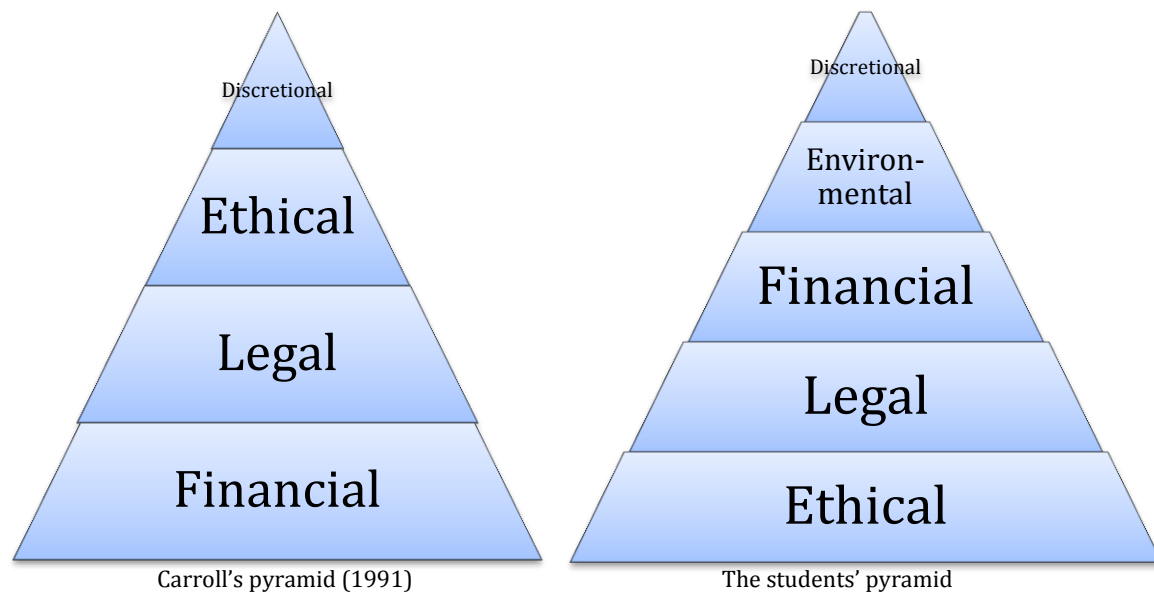
When asked about RME, the students reported that their schools were preparing them well on issues of business ethics and social responsibility, most of them reported having these topics as core units or electives, and they felt well equipped to apply RME knowledge in real life. The best way to improve responsible teaching education, according to the respondents of this survey, is through encouragement of critical thinking, bringing in experts and using real case studies. In some open comments students said they would like to see their schools and teachers present consistency in the curriculum, integrate ethics and responsibility into all of the subjects and 'walk the talk'. This demonstrates that the students are very keen on issues of RME, to a much higher level than was present in previous studies (Luthar & Karri, 2005; Segon & Booth, 2009; Sleeper et al., 2006).

Through their responses to the four questions on CSR, the students demonstrated very positive attitudes toward CSR. First, the students agreed that the main responsibilities of a business are 'Consumer satisfaction' and 'Ethical management of employees'. 'Making profit for shareholders', which Milton Friedman asserted as the only responsibility of a business, came fourth with less than 40% ranking it as 'Very important'. Consistent with the above, the students ranked the most important stakeholders of business as 'Consumers', 'Employees', 'Owners' and 'Shareholders'.

Pyramid of responsibilities

In the 2011 survey the students indicated through their answers that they did not agree with Carroll's (1991) pyramid, and so this survey asked them directly to rank the four responsibilities of a business with an additional two. The students' ranking is presented in Figure 5.

Figure 5: Carroll's pyramid versus students' pyramid



It is interesting that 'Philanthropy' is ranked low in most of the responses to the questions, but 'Ethical behaviour' is ranked high. One could say that this is more aligned with the idea of CSV (Porter & Kramer, 2011), which asserts that businesses should stop acting as charities and use their competitive advantage, knowledge and resources to address social problems in conjunction with their stakeholders.

The role of gender and MBA stage/type in responsible management education

There were significant differences in responses that were influenced by gender, with females consistently demonstrating more positive attitudes towards responsible management. Females tended to agree more than males that many of the potential curriculum changes for RME should be made. Females attached higher importance to community issues, peace, corporate volunteering and philanthropy. Females further ranked some stakeholders, such as suppliers, unions and the community, higher than males. They further demonstrated more positive attitudes towards CSR and its importance for the success of the business as well as society. Finally, their pyramid of responsibilities was very different to males, and much more socially responsible. This aligns with previous studies (Feldman & Thompson, 1990; Luthar & Karri, 2005; Sleeper et al., 2006), reflecting a stronger tendency among women than men to value social and ethical issues (Sleeper et al., 2006). As workplaces and business schools shift towards gender equality, such perceptions can become more widespread in the business sector.

Another important variable was the exposure of the students to the business schools' curricula. It was found that, in some cases, full-time MBA students and students towards the end of their degree experienced higher awareness of RME and demonstrated more positive

attitudes towards responsible management and CSR education. This actually contradicts some older studies which show that business schools can have a negative effect on students' ethical views (e.g. Feldman & Thompson, 1990), turning them into narrow-minded profit makers (Matten & Moon, 2004).

In summary, the students in PRME signatory schools do not ascribe to the narrow view of Milton Friedman (1970), according to whom the only social responsibility of a business is to make a profit to its shareholders. Further, they do not agree that the only responsibility of business schools is to teach how to make a profit. But, interestingly, students do not necessarily agree with Carroll's (1991) pyramid of a firm's responsibility either (economic responsibilities first, legal second, ethical third and philanthropic last). Further, in general, students agree that the highest priority should be given to consumer satisfaction. While consumers are important for revenue generation, they can also be perceived as important stakeholders that are not shareholders (Freeman, 1984) and this demonstrates a multi-stakeholder perspective.

Comparison to previous findings

There are a number of similarities and differences between this year's report and our previous one. Students on the whole demonstrated social awareness and positive attitudes towards RME and CSR in both reports, and whilst there has been a large increase in UN Global Compact awareness from the last report, there is still room for improvement. There has also been a decline in PRME awareness from the last report, perhaps due to the fact that this year we did not mention PRME in the invitations for the current report. However, the use of the revised version of the survey has allowed us to further investigate important issues surrounding RME.

For students overall, encouraging critical thinking and analysis in the classroom, a new item in this year's survey, is the most crucial change to the curriculum. This outranked the two most important changes from the changes which came second and third in this year's survey: bringing in expert guest speakers and encouraging professors to introduce more applicable case studies in the classroom.

In both reports, full-time MBA students and students towards the end of their degree experienced higher awareness and more positive attitudes towards RME. In the previous report, these students saw bringing in expert guest speakers and increasing the number of electives focusing on social and environmental themes as being most important. In the current report, emphasis is placed instead upon educating recruiters on the importance of these themes in the MBA curriculum. Both cohorts found the integration of social and environmental themes into the core curriculum, as well as providing students with internships related to CSR, as being important curriculum changes.

By explicitly asking students about Carroll's (1991) pyramid in this year's report, as opposed to implicitly in the prior report, we have been able to show a shift in students' thinking about corporate responsibilities. In the current report, students ranked ethical and legal responsibilities, respectively, as the most important considerations for a business.

In both reports, females have consistently demonstrated more positive attitudes towards responsible management. In the current report, these gender differences have expanded to include: more agreement for curriculum changes; attaching higher importance to community issues, peace, corporate volunteering and philanthropy; attaching higher importance to certain stakeholders (i.e. the community, suppliers and unions); and demonstration of different pyramid structuring.

Finally, regarding students' CSR attitudes, we can see a dramatic increase in positive attitudes towards CSR and away from the narrow financial review. This year's students placed less importance on the economy and financial markets and making a profit for stakeholders, instead placing more importance on local and national peace and the reduction of violence.

Practical implications

If these indications that business students want to learn more about the needs and benefits of corporate contributions to social problems are representative, a seemingly strong argument can be made that schools should maintain and increase RME. For this to happen, at least four groups of players need to be involved.

1. **Business schools** must not only react to the growing awareness and demands of students, but they must also take a proactive role in RME, in both teaching and research. The results of this survey show us that students believe that CSR and ethics should be embedded in all core units/subjects, but can also be taught as a separate core subject. The broad range of research on CSR and business ethics needs to be included in the curricula. Human rights, one of the main principles of the UN Global Compact, is the least taught subject in this area, and could be better introduced as a core unit, elective or embedded in other units and courses.

Students expressed the desire to have more critical thinking introduced in the classroom as the number one curriculum change they seek. Students may feel that they need to be able to criticise and reflect on the existing business management paradigms in order to become more responsible and accountable. In addition, similar to the previous survey results, they wish to be introduced to real life cases and examples.

Furthermore, business schools can have an important role in enhancing research about CSR and CSR education, through various actions such as having research centres,

recruiting faculty who focus on CSR issues and offering PhD programmes in the subject. Becoming a PRME signatory school and sharing information on progress helps schools to focus on RME and signal to their students the importance they attach to these matters.

2. **The business sector** has been a great supporter of business schools around the world. Business schools provide managers with tools and education, and the business sector supports, partners and sponsors these schools. The shift that is occurring in the business sector towards CSR may also find its way into this partnership, as firms start looking for graduates with broad ethical knowledge and co-work with business schools on mutual research projects and internships. More encouragement of the business sector towards this shift would be valuable.
3. **The students**, with their positive attitudes towards CSR, will draw the demand from the suppliers of their management education to include social and ethical management issues and courses. They will act upon their attitudes and values by searching for schools that teach responsible management and by creating their own organisations such as Net Impact.
4. **The third party** initiatives mentioned in this report, and most importantly the **UN PRME**, have a role in creating a network of schools that exemplify responsible management, creating evidence-based knowledge and tools, showcasing schools that lead the way, and introducing opportunities for dialogue and information sharing. Other important third parties are accreditation bodies (such as the AACSB [the Association to Advance Collegiate Schools of Business] and EQUIS [European Quality Improvement System]), who demonstrate their commitment to RME; international and not-for-profit organisations such as the Aspen Institute; and publishers of books and academic journals who can spread knowledge on RME and CSR.

Further research

While the findings of this study contribute to the understanding of CSR and CSR education from the point of view of MBA students, it has some limitations, in particular its sample. The sample only represents students in PRME signatory schools, which may explain the tendency towards more positive attitudes among participants. Participation was fully voluntary, and it is possible that there is a bias towards more positive attitudes, as students who valued this subject may be more likely to respond to the survey. The study needs to be replicated in more schools and in more regions around the world.

We plan to continue and run the survey annually. Participation and support from PRME signatory schools and other business schools will assist us greatly in doing so.

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1. Responsible Management Survey

Thank you for taking part in this international survey on responsible management perspectives of business students, initiated by Macquarie Graduate School of Management (MGSM) and the United Nations-supported Principles for Responsible Management Education (PRME). The aim of the study is to examine attitudes of business students towards responsible management and responsible management education.

The survey will only take about 10 minutes to complete. Your answers will remain strictly confidential and will be used for research purposes only. Business students from all around the world are taking part in this important survey and we hope you can do it too.

Participation is voluntary and you can withdraw at anytime, without having to give a reason or adverse consequences. Please complete all questions, however, if you feel uncomfortable answering a particular question, you can skip to the next question.

If you have any questions about this survey please contact Dr. Debbie Haski-Leventhal from Macquarie Graduate School of Management at Debbie.Haski-Leventhal@mgsm.edu.au

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspects of your participation in this research, you may contact the Committee through the Director, Research Ethics (telephone +61-2-9850 7854, fax +61-2-9850 8799, email: ethics@mq.edu.au). Any complaints you make will be treated in confidence and investigated, and you will be informed of the outcome.

This survey will close on May 30th 2013.

1. Do you consent to participate in this research?

- ☐ Yes
- ☐ No (choosing "no" will lead you to the end of the survey and you will not participate in this study)

2. What is your country of usual residence?

country

Please choose your
country

3. 2. In which country is your current academic institution located?

country

Please choose the country
of your academic
institution

4. What is your gender?

- ☐ Female
- ☐ Male

5. What is your age?

- ☐ Under 25
- ☐ 25-34
- ☐ 35-44
- ☐ Over 45

6. Are you studying:

- ☐ Full time MBA
- ☐ Part time MBA
- ☐ Executive MBA
- ☐ Masters of Business
- ☐ Another Masters Degree
- ☐ Other

7. What stage of your studies are you at?

- ☐ Within first year
- ☐ Midway through
- ☐ Will graduate soon

8. What do you currently focus on in your MBA (find the one that is closest to what you study. Select all that apply)

- ☐ General MBA
- ☐ Organisational Behaviour, Human Resources, people in organisations
- ☐ Finance, Economy, Accounting
- ☐ Information systems, Information technology
- ☐ Marketing, Communication, PR
- ☐ Strategy or Supply chains
- ☐ Law
- ☐ International business management
- ☐ Specific type of industry (hospitality, health, not for profits etc.)

Other (please specify)

9. Are you also working?

- ☐ No, just studying
- ☐ Yes, working part time
- ☐ Yes, working full time

10. Are you in a managerial/executive position in your current role?

- ☐ Yes
- ☐ No

11. Please tell us how important each of the following is to you (please tick one option in each row):

| | Not at all important | Not very important | Fairly important | Very important | Absolutely essential |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Making a lot of money | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helping the community and people in need | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Being successful in your studies or work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making the world a better place | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Living a happy and comfortable life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Being able to do what you want | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Living according to religious faith | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Living according to your values | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Having a good work-life balance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. How many hours on average do you volunteer (providing unpaid services freely) each month?

Please write monthly hours. If you do not volunteer, please write 0

13. How much money on average do you donate to charity every month?

Please estimate in \$US. If you do not donate, please write 0

14. How many hours on average do you participate in political activities/social movements each month?

Please write monthly hours. If you do not participate, please write 0

15. Have you heard of the United Nations Global Compact?

- ☐ Yes, in the current MBA program
- ☐ Yes, elsewhere
- ☐ No
- ☐ I am not sure

16. Is your school part of the Principles of Responsible Management Education (PRME)?

- ☐ Yes
- ☐ No
- ☐ I am not sure

17. Does your business education include the following topics (please tick one option in each row):

| | Yes, as a core unit | Yes, as an elective | Yes, as part of another unit | Not at all | I do not know |
|---|-----------------------|-----------------------|------------------------------|-----------------------|-----------------------|
| Business Ethics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Corporate social responsibility (CSR, CSV) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ecological/environmental Sustainability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethical decision making | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Legal aspects of management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conflict resolution/peace and reconciliation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Multi-stakeholder management/engagement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social entrepreneurship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Responsible consuming and responsible marketing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Human rights | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diversity management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fair trade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Green economy/blue economy/circular economy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

18. If you look at the topics that are covered in your business management education, how well equipped do you feel to apply this knowledge in real life?

- ☐ Very well-equipped
- ☐ Well-equipped
- ☐ Somewhat equipped
- ☐ Not very well-equipped
- ☐ Not at all equipped

Comments:

19. How can your school most effectively prepare you towards responsible management?

| | Agree | Disagree |
|--|-----------------------|-----------------------|
| Integrate social and environmental themes into the core curriculum | <input type="radio"/> | <input type="radio"/> |
| Encourage professors to introduce more applicable case studies in classes | <input type="radio"/> | <input type="radio"/> |
| Bring in experts and leaders as guest speakers on these topics | <input type="radio"/> | <input type="radio"/> |
| Increase the number of electives that focus on social and environmental themes | <input type="radio"/> | <input type="radio"/> |
| Increase the number of core units that focus on social and environmental themes | <input type="radio"/> | <input type="radio"/> |
| Experiential learning, field learning | <input type="radio"/> | <input type="radio"/> |
| Create a concentration on sustainability and corporate social responsibility | <input type="radio"/> | <input type="radio"/> |
| Provide students with internships related to corporate responsibility / sustainability | <input type="radio"/> | <input type="radio"/> |
| Educate recruiters on the importance of these themes in the MBA curriculum | <input type="radio"/> | <input type="radio"/> |
| Change the timing of these units/course towards the end of the degree | <input type="radio"/> | <input type="radio"/> |
| Change the timing of these units/course towards the beginning of the degree | <input type="radio"/> | <input type="radio"/> |
| Encourage critical thinking and analysis in the classroom | <input type="radio"/> | <input type="radio"/> |
| No changes are required | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

20. If you were in a position of power in a business organisation, how important would the following issues be for you: (please tick one option in each row)

| | Not at all important | Of very little importance | Somewhat important | Important | Very important |
|--|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| The economy and financial markets | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making profit to share holders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Consumer satisfaction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Environmental concerns and climate change | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Philanthropy and donating to charity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employer supported volunteering and giving | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Treating employees fairly and ethically | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engaging with various stakeholders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Trading fairly with suppliers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developing the community in which we operate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Local and national peace and the reduction of violence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. Please rank the following stakeholders and their level of importance for a business company:

| | Not at all important | Not very important | Fairly important | Very important | Absolutely essential |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employees' families | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Suppliers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Governments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Owners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Consumers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Unions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employees | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shareholders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Members of the general community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. Please rate the following responsibilities of businesses according to their level of importance. You will need to rank the below six responsibilities according to their level of importance from 1 - most important to 6 - least important.

| | |
|----------------------|---|
| <input type="text"/> | Philanthropic (donating time and money) |
| <input type="text"/> | Environmental (sustaining the ecological environment) |
| <input type="text"/> | Legal (obey the law) |
| <input type="text"/> | Social (the community and society) |
| <input type="text"/> | Ethical (doing what is right and fair) |
| <input type="text"/> | Financial (maximizing shareholder value) |

23. To what extent do you agree with the following statements on corporate responsibility/corporate sustainability (please tick one option in each row):

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The most important concern for a firm is making a profit, even if it means bending or breaking the rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Companies should do a lot more for society and the environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The overall effectiveness of a business can be determined to a great extent by the degree to which it is ethical and socially responsible | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social responsibility and profitability can be compatible | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business ethics and social responsibility are critical to the survival of a business enterprise | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business has a social responsibility beyond making profits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Good ethics is often good business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6.

Thank you for taking the time to answer this survey.

Your answers will be analysed together with answers of business students around the globe and a report will be published in the UN PRME website.

For further information please contact Dr. Debbie Haski-Leventhal:
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If you pressed "no" at the beginning of the survey and still wish to participate, please press "Prev". If you finished answering the survey, please press "Done"