

A BASIC GUIDE TO THE

# Sharing Information on Progress (SIP)

*For Current and Prospective Signatories of the  
Principles for Responsible Management Education*

VERSION 1.0

**PRME** Principles for Responsible  
Management Education

## About the Principles for Responsible Management Education

The Principles for Responsible Management Education (PRME) is a UN Global Compact-backed initiative with the mission to inspire and champion responsible management education, research, and thought leadership globally by bridging relationships and catalyzing collaboration among the United Nations, the Global Compact, and academia.

The Six Principles of PRME are based on internationally-accepted values endorsed by UN Member States and provide an engagement framework for higher education institutions to embed responsibility and sustainability in education, research, and campus practices through a process of continuous improvement.

Higher education institutions that become signatory to PRME make a public commitment to knowledge creation and education that supports and develops leaders who are capable of managing the complex challenges faced by business and society in the 21st century.

Similar to the Global Compact, PRME is multi-stakeholder platform with a dynamic network of local and global learning communities, including thematic working groups and regional chapters, which collaborate on projects and events. Since its official launch in 2007 by UN Secretary-General Ban Ki-moon, the PRME initiative has grown to more than 600 leading business schools and management-related academic institutions from over 80 countries across the world. Learn more: [www.unprme.org](http://www.unprme.org)

## Acknowledgments

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## FOREWORD

Dear PRME Community,

*A Basic Guide to the Sharing Information on Progress (SIP)* is a simple but powerful tool that aims to inspire the responsible management community and help you to take the next step in reporting on your progress in implementing the Principles for Responsible Management Education (PRME), with the ultimate goal to facilitate more integrated, sustained action in our efforts towards a sustainable future.

The UN Global Compact's PRME initiative strives to serve as a platform for higher education institutions to learn from one another and to engage in a process of continuous improvement, and this guide is a testament to the advancements that the PRME community has made in reporting since the launch of the SIP Policy at the 1st Global Forum for Responsible Management Education in 2008. Since then, the number of SIPs has grown under a simple, accessible framework that provides flexibility for PRME's signatories, with the guidance from our colleagues on the UN Global Compact Reporting Team.

As you will see throughout this guide, the value of reporting is widely realised among all types of signatories: big or small, public or private, and across all regions. Whether they build the signatory's reputation as a leader in responsible management education or provide opportunities for different stakeholders to come together and define the institution's future direction, SIPs produce an array of important benefits for our signatories.

Since it had become clear that the PRME community would gain from additional resources to support the reporting process, the PRME Working Group on SIP was re-activated in 2014 in advance of the 2015 Global Forum for Responsible Management Education – 6th PRME Assembly, with the goal to help signatories better capture the benefits and overcome the challenges in reporting. Under co-facilitators Giselle Weybrecht and Jose Manuel Alcaraz-Barriga, with the coordination of Kathleen Simon and Florencia Librizzi from the PRME Secretariat, the PRME Working Group on SIP researched the opportunities and limitations of the current SIP Policy and resources, and crafted a strategic plan to improve the PRME reporting process. Along with this guide, the Working Group on SIP institutionalised a platform for excellent SIPs to be globally recognised and updated the SIP Policy—in consultation with the PRME Advisory Committee. We encourage our community to continue to work together and create avenues to advance this key aspect of our initiative. We welcome the community to discuss and reflect on the next generation of SIPs.

Looking ahead, it is our hope that this guide will shed light on good reporting practices and will inspire not just more consistent and higher quality SIPs, but also better use of SIPs in a way that enables dialogue that affect institutional change in line with the Six Principles of PRME. In the end, we are confident that this guide will contribute to PRME's mission to equip future business leaders with the tools and understanding of how environmental, social, and governance factors affect business, and how business in turn shapes society.

With warm regards,



Jonas Haertle  
Head, PRME Secretariat  
UN Global Compact

## SHARING INFORMATION ON PROGRESS

The Principles for Responsible Management Education (PRME) serves as a framework for progressive, systemic change in higher education institutions, namely business schools. The preamble of the Principles for Responsible Management Education states: “As institutions of higher learning involved in the education of current and future managers, we are voluntarily committed to engaging in a continuous process of improvement of the following Principles, reporting on progress to all our stakeholders and exchanging effective practices with other academic institutions.”

A central commitment of any institution participating in PRME is to regularly share information with its stakeholders on the progress made in implementing the Six Principles through Sharing Information on Progress (SIP) reports. As a key integrity measure, the main objective of voluntary reporting is to serve as a public vehicle for information on responsible management education. In addition, the SIP can be an effective tool for facilitating stakeholder dialogue and building a learning community among PRME signatories.

### SIP POLICY

In order to maintain a “communicating” status within the PRME community, a signatory must fulfill the following requirements:

1. **Signatories are required to communicate their progress at least every 24 months.**  
Yearly communication is encouraged.
2. **SIPs must include each of the following elements:**
  - a. **A letter signed by the highest executive of the organisation expressing continued commitment to PRME**
  - b. **A description of practical actions** (i.e. disclosure of any relevant policies, procedures, activities) that the institution has taken to implement one or more Principles during the past 24 months (since signing up to PRME or since last submission of SIP)
  - c. **An assessment of outcomes** (i.e. the degree to which previously outlined goals were met, or other qualitative or quantitative evaluation of results)
  - d. **Key, specific objectives** for the next 24-month period with regard to the implementation of the Principle(s). Concrete strategies and timelines are encouraged.
3. **SIPs are to be submitted online via the PRME website**, either by providing a hyperlink to an existing document on the signatory’s website or by uploading an electronic document.
4. **Signatories must complete a brief self-assessment that summarizes the content of the SIP.**

For the full SIP Policy, please visit [www.unprme.org](http://www.unprme.org)

## THE 6 STAGES OF REPORTING

Whether you are new to the reporting process or have been reporting for some time, this guide will provide some tips and tools to help the PRME community produce higher quality reports through a process that benefits your institution and facilitates better sharing of information across the institution, between signatories, and with the wider community.

The underlying philosophy of voluntary reporting is one of flexibility—a way of giving account, in the most concise and action-oriented way, of your academic institution’s progress towards implementation of sustainability under the framework of the Six Principles. It is an opportunity for your academic institution to bring together, showcase, and challenge your work, both internally and externally.

This guide breaks down the reporting process into six stages listed below, further outlined in each of the following chapters.

1. **COMMIT:** Exploring *why* you are reporting and how to get the most out of the process
2. **COLLABORATE:** Identifying and engaging key internal and external stakeholders in preparing your report
3. **COLLECT:** Determining what information and data to collect, and how to collect and analyse it
4. **CREATE:** Designing a report format that works for you
5. **COMMUNICATE:** Sharing and using your report
6. **CONTINUE:** Keeping track of achievements, goals, and targets in between reporting periods, through a process of continuous improvement



## STAGE 1: COMMIT

As you start your reporting journey, we encourage you to think critically about why you are reporting, beyond the requirement as a signatory, and how you can get the most out of the reporting process.

Your SIP can provide great value, both to your institution and to the global PRME community. This guide can help you and your institution to understand the potential benefits of preparing, producing, and sharing an SIP, as well as to identify your unique commitment to your stakeholders. To help guide your institution as you begin to think about the value of sustainability reporting, listed below are some benefits that signatories note having gained from reporting.

### THE VALUE OF REPORTING

1. **Creating awareness of the mission of PRME and your commitment to it:** “We believe that the actual preparation of the report itself can serve as a powerful catalyst for continued change and further recognition of the influence of PRME on campus. The more that people on campus know about how PRME relates to our mission, the more likely they are to take steps to shape activities and programmes that will be aligned with and driven by the Principles.”

*Babson College, United States*

2. **Giving a concise and comprehensive overall picture of your activities:** “Preparation of the report has brought to light the impressive number of activities in our College that are PRME-related. Although I track many of these programmes and initiatives, it is always surprising, when seeing it all accumulated, to realise the breadth and scope of these activities, and the large number of faculty, students, administrators, and staff involved.”

*Peter J. Tobin College of Business, St. John's University, United States*

3. **Boosting visibility and reputation:** “Preparing the PRME report has had tremendous benefits. We have found that the process of gathering data regarding progress and commitments in relation to PRME has made visible very powerful backstage initiatives that are definitively making changes when educating future managers. Therefore, for us PRME has been an instrument of public and social recognition of creative and treasured initiatives that colleagues have silently designed and implemented in order to form socially responsible managers and citizens.”

*Universidad EAFIT, Colombia*



## STAGE 1: COMMIT

4. **Organising and connecting relevant people across your institution:** “The reporting process has been exceedingly good at organising people who impact sustainability indicators. Because of the reporting process, regular meetings occurred between some of these parties and continue to occur with the future goal of improving our environmental management system.”

*KU Leuven Faculty of Economics and Business, Belgium*

5. **Defining direction and strategy:** “This process has enabled valuable critical discussions on the topic of responsible management education and its role across the institution. Putting the report together creates involvement and the final report serves as a proof that PRME activities are conducted beyond the CBS Office of Responsible Management Education and across the organisation. It helps us define our direction and strategy.”

*Copenhagen Business School, Denmark*

6. **Tracking and benchmarking progress:** “Completing the SIP report on a yearly basis has facilitated our ability to track our activities, capture, and benchmark the breadth of initiatives across campus, and motivate faculty, staff, and students to build on these experiences, encouraging them to take them to the next level.”

*Bentley University, United States*

7. **Identifying where more can be done:** “We have been able to see the gaps and areas of improvement towards achievement of the Principles and set out improvement plans where we are not doing well. This has also created more awareness and closer engagement with the Principles.”

*KCA University, Kenya*

8. **Fostering a sense of achievement:** “Our first audience for the report was internal; it was a way of documenting and celebrating some of the excellent work in which our colleagues are engaged. The more we all learn about the work of our colleagues, the greater the opportunities are for new collaborations between us, and this is at the very heart of our inter-disciplinary School.”

*Glasgow Caledonian University, United Kingdom*

9. **Creating new synergies and collaborations:** “Our baseline report gives [readers] a primer on all of the various social impact initiatives and programmes at Berkeley-Haas, which accelerates the conversations we’re able to have with our employees, advisors, and students. We’re able to spend less time explaining who we are and more time focusing on areas of collaboration and growth.”

*Haas School of Business, University of California Berkeley, United States*

10. **Promoting PRME’s impact globally:** “Public reporting ensures the credibility of the PRME initiative and facilitates the exchange of good practices among the PRME network and beyond.”

*Monash University Faculty of Business and Economics, Australia*

## STAGE 2: COLLABORATE

Once you have understood the value of reporting, you will be better positioned to communicate this value to stakeholders, and to mobilise them throughout the reporting process.

Creating your SIP should be a team effort, engaging as many individuals and groups across the institution as possible. Signatories take a variety of approaches to bringing together various stakeholders. Listed below are some good practices on how to promote collaboration throughout this SIP process.

1. **Ensure high-level support:** Ensure that senior management is actively engaged and supportive of this process—at the beginning, throughout the writing process, and in distribution of the final product.
2. **Allocate responsibilities:** Put together your team, assigning roles and responsibilities. This could include designating a handful of people to manage the reporting process, such as data collection and drafting of the SIP. Opportunities should be presented for faculty, students, and staff across your academic institution to provide further insights and content, and to review draft reports.
3. **Involve different stakeholders:** Develop a strategy for who will be involved in the report, and how and when they will be involved. Explore opportunities to involve a range of stakeholders from across your academic institution including faculty, staff and students. Ensure that they understand the link between their individual contributions to the report, and the university's unique goals with respect to sustainability and responsible management education. In addition, it is important that reporting is an inclusive and open process across the institution. Contributions should be invited and collected not only from across the academic institution, but also from a variety of other stakeholders such as individuals engaged in the local community, government, business, NGOs and alumni associations

“Do not approach this as another bureaucratic exercise—think creatively and positively in terms of how the reporting can link to other activities. Have faculty centrally involved in the production of the report rather than outsourcing it to administrative support. Use the report as a tool not only for affirming existing practice, but also for questioning your normalised practices.”

Hanken School of Economics, Finland



# Your First Report... or Your Fifth Report

## *The Evolution of SIPs*

**Your first report is typically a baseline report—**assessing current activities, establishing baseline figures, and determining the objectives against that you will report in the future. The first report is also an opportunity to introduce your academic institution to the PRME community by explaining why and how you are committed to the Six Principles. Further, your report is an invaluable tool to promote PRME to the wider community and show the impact of responsible management education. Signatories use sub-sequent reports as opportunities to challenge themselves—reporting on successes as well as challenges, developing and reporting on specific metrics and targets, and identifying which areas need more work.

“We have only submitted one report and I suspect that the process will take on a different approach for the next report, as the goal for the upcoming years is to develop metrics to measure our progress. When writing our first report, the most important step was getting an overview of everything that was being done and talking to all the stakeholders during that process. The second most important step was developing key future objectives, which will allow us to be more focused in the next couple of years.”

Reykjavik University Business School, Iceland

## STAGE 3: COLLECT

Data collection and analysis is crucial to assessing your academic institution's impact and identifying areas for improvement over time, and is thus an important step in the SIP development process. In this section, we provide some suggestions on what kinds of data to collect and how to collect it.

### WHAT TO COLLECT

One of the biggest challenges for an academic institution is determining what data to include, and what not to include, in their SIP. Once the process is started, many institutions are surprised by the wide range of activities that fit under the heading of responsible management education, and may become overwhelmed by how to bring these together into one report.

An important piece of advice that signatories have shared on SIPs is to start early. Creating a process to collect data continuously throughout the year will aid not only in efficiently and effectively putting together your SIP, but also in communicating progress on your institution's strategy on an ongoing basis.

Information about how your institution is implementing the different Principles should be included throughout the document. However, SIPs do not need to be formatted by Principle; they should be formatted in whichever way best communicates your institution's strategy and efforts. On the following pages are some tables with some suggestions of the types of information that can be collected and included in your report under each of the Principles.<sup>1</sup>

“If the goal is to embed this kind of change across the whole of an institution's programme of educational and research activity, then it is really important to try to find a way to quantitatively track the extent to which these case stories of innovation are just isolated examples, or whether they are starting to become the norm.”

Ashridge Business School, UK

<sup>1</sup> In these tables, PRME-related topics encompass topics relating to sustainability, responsible management education, corporate responsibility, ethics, and other UN Global Compact-related topics.



## STAGE 3: COLLECT

### PRINCIPLE

### SUGGESTIONS

#### 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.*

- Description of how PRME is embedded into institutional strategy or into a stand-alone sustainability strategy
- Statement of the school's vision, including the school's interpretation of what responsible management education means
- Description of taskforces/offices/personnel responsible for implementation of strategy and PRME-related activities
- Description of capacity development programmes on PRME-related topics for students, staff and faculty
- Description of funds available internally and externally for PRME-related activities
- Reference to methods of collecting and tracking information on PRME-related activities
- Reference to goals from former SIP (or if first SIP, new goals)

#### 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*

- Reference to institutional values and principles, ethical guidelines, mission statements, codes of conduct, oaths, and pledges
- Exploration and analysis of how values are discussed and assimilated into the culture of the institution and the channels through which these values are shared with the community
- Exploration and analysis of which issues are most material to your academic institution and stakeholders
- Description of systems in place (i.e. surveys undertaken) to determine student and staff knowledge and awareness of values (including results)
- Transparent reflections on the extent to which PRME-related topics are integrated across the institution, and what is being done to address this

## STAGE 3: COLLECT

### PRINCIPLE

### SUGGESTIONS

#### Principle 3: Method



*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*

- Overview of programmes and personnel dedicated to teaching on PRME-related topics
- Description of strategy and systems in place to develop PRME-related course content and assess its collective impact on students and alumni
- Assessment of the extent PRME-related topics are integrated into programmes/courses/curriculum, as well as the percentage of students participating in related core courses and electives
- Overview of different PRME-related programme offerings, certificate courses, minors, majors, specialisations, etc.
- Description, and assessment, of methods used in the classroom (i.e. lectures, co-teaching, case studies, activities, service learning, field trips, competitions, simulations, e-learning, blogs, virtual communities)
- Description of faculty development (i.e. workshops, resources, publications) on teaching sustainability as well as incentives to facilitate faculty work in this area

#### 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.*

- Overview of research strategy and focus areas relating to PRME including centres, projects, publications, etc.
- Explanation of the extent to which the PhD programme incentivizes graduates to focus on PRME-related research themes
- Assessment of the extent to which student are involved in PRME-related research
- Overview of interdisciplinary research projects and their current or potential impact
- Description of sponsorship, funding and partnerships for PRME-related research
- Description of how PRME-related research is promoted and disseminated internally and externally to different stakeholders
- Exploration of the internal and external impact of the research and programmes
- Highlights or summaries of recently published research on PRME-related issues

## STAGE 3: COLLECT

### PRINCIPLE

### SUGGESTIONS

#### Principle 5: Partnerships



*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.*

- Description of strategy for stakeholder engagement and partnerships (including but not limited to community, government and business)
- Overview of select networks organised by the academic institutions around PRME-related topics
- Overview of programmes that involve stakeholders outside of the institution (i.e. with business, government, NGOs), such as case competitions and student projects
- Joint projects within the university or with other universities
- Description of engagement with PRME networks, such as Chapters, Champions or Working Groups

#### Principle 6: Dialogue



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

- Description of strategy to foster dialogue on PRME-related topics across the organisation (i.e. across departments and disciplines) and externally
- Description of PRME-related co-curricular activities, extra-curricular activities and student organisations
- Highlights of prominent or impactful events (i.e. forums, workshops, roundtables, conferences), including an assessment of their impact
- Overview of PRME-related magazines, newspapers, blogs and other non-peer reviewed thought leadership produced
- Description of alumni engagement on PRME-related issues
- Description of career placement programmes (i.e. internships, advising, resources) and other career resources and opportunities around PRME-related topics

## STAGE 3: COLLECT

### PRINCIPLE

### SUGGESTIONS

#### Principle 7: Organisational Practices



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

- Description of strategy and programmes to promote environmental and social sustainability to promote environmental and social sustainability
- Environmental assessments, certifications and awards received
- Evaluation of environmental and social impact, reporting on goals in relation to (including how students, staff and faculty are engaged in):

#### Environmental

- Carbon and climate change
- IT Greening (computers, printers, etc.)
- Buildings and renovations
- Transportation options and strategy
- Responsible purchasing/ locally sourced products
- Energy strategy and consumption
- Water consumption
- Biodiversity
- Waste (paper usage, printed material, recycling, reuse)

#### Social

- Diversity in staff recruitment and promotions
- Health and safety
- Quality of life
- Support services
- Training and development

“Developing your own indicators and metrics, which you collect and report on regularly, will help your school. The indicators we’ve managed to come up with so far for education and research are inevitably blunt, but nevertheless we think it’s important to try to get some sense of the proportion of faculty that are engaging in research and new thinking in this area, and the proportion of educational programmes that have some focus on themes to do with sustainable business”

Ashridge Business School, United Kingdom

## STAGE 3: COLLECT

### HOW TO COLLECT IT

After you determine the types of data you would like to collect for your SIP, the next step is determining how to collect them. Below are some practices that educational institutions use to collect their data.

- ❑ **Host regular in-person meetings:** Have regular meetings throughout the reporting process with key faculty and staff in each department to collect their valuable insights.
- ❑ **Send surveys:** Survey relevant groups to collect data on PRME-related activities. Some signatories send surveys to important external stakeholders to gather their reactions and to identify perceived benefits and drawbacks of current initiatives.
- ❑ **Conduct one-on-one interviews:** Ask questions and engage colleagues and students in dialogues, which helps not only with data collection, but also with promoting PRME and your initiatives across your organisation. Because of the wide-ranging nature of PRME, it is unlikely that all of the potentially relevant information would ever be held in any existing central repository. Thus, interviews provide a way to capture nuanced information about stakeholders' experiences with your initiatives.
- ❑ **Put in place a system to track inputs throughout the year:** Explore opportunities to create internal repositories where all stakeholders can regularly add relevant information. Some signatories provide mechanisms for faculty to self-report on whether or how their current courses, research or projects are PRME-related. Signatories use excel spreadsheets and shared folders online to keep track of what data they have—contact persons, the status of initiatives— and what needs to be followed up on.
- ❑ **Explore synergies:** Connect with individuals in your institution who may be responsible for bringing together different parts of the information you need, such as for a grant proposal, research project, accreditation report, etc.

“My first advice is to have a concept that conveys the culture of the place. Best practices tend to be localised, embedded, even customised to the history and the future outlook of each school. Without a clear sense of time and place, a report is just that—an inert document. SIP reports, on the other hand, underscore the importance of learning from one another and I think business schools have a great deal more to learn from their cultures than from their activities. I also think stakeholders reading the SIP reports can better appreciate the purpose, passion, all in all authenticity of what a school does if they can touch and feel the fabric that links different innovations together.” ”

Ivey Business School, Western University, Canada

## STAGE 4: CREATE

Once you have collected and analysed the relevant data, it is recommended that you explore how to best bring together and present that information in a report that can be used as an important communication tool. This section provides some suggestions as to how to structure your report.

### WHAT TO INCLUDE IN YOUR REPORT

While the SIP Policy provides flexibility in the report's structure, the following are suggestions on what should and could be included in the report. Elements that are required per the PRME SIP Policy are marked with an asterisk (\*).

- ❑ **\*Letter of continued commitment by the highest executive of the organisation:** Provide a letter by your institution's highest executive expressing continued support for PRME. Many PRME signatories also take this letter as an opportunity to point out some of the highlights from the report and introduce the institution's approach to responsible management education.
- ❑ **Letter from PRME Representative/Team:** Include a letter or statement from the PRME or sustainability representative at the institution, which further highlights the strategy and direction the institution is taking and introduces those responsible for implementing that vision.
- ❑ **Executive Summary:** Incorporate an executive summary, which gives a brief overview of the report summarising the major accomplishments, lessons learned, and future goals. This can then be used for marketing the report internally and externally. Some institutions use their letter of continued support as a sort of executive summary.
- ❑ **Brief introduction to the institution:** Provide an introduction to your academic institution, which gives some relevant context for readers who may not be familiar with your organisation.
- ❑ **Overview of the institution's sustainability strategy/approach:** Describe your organisation's approach to sustainability and responsible leadership. This can include, where relevant, mission statements, vision, and core values, strategic documents, committees, and individuals responsible.
- ❑ **\*Overview of practical actions:** Describe your institution's initiatives to promote responsible management education. There is a lot of flexibility as to how to organise the core part of your report. It is important that you organise your information in the way that: 1) makes the most sense to your organisation and 2) will be most useful to your stakeholders and readers. Include specific examples of how your approach and strategy is being implemented across your programmes and organisation throughout the report.
- ❑ **\*Assessment of progress made in the past reporting period:** Include in your report clear references to goals made in previous report (if applicable) and progress made, or not made, against those goals.
- ❑ **Perspectives of other stakeholders:** Include in your report reflections from other stakeholders, particularly those from students, on the progress made by your institution.



## STAGE 4: CREATE

- ❑ **Reference to any metrics being developed and used:** Include an overview of specific key performance indicators being used internally to determine your institution's progress and how these metrics were developed.
- ❑ **Reflection on challenges and how these are being overcome:** Use the report as an opportunity to reflect not only on where progress has been made, but also on what some of the challenges have been and how your organisation has worked (or will work) to overcome these challenges.
- ❑ **\*Future objectives:** Report on future objectives for the short, medium or long term, which may be mentioned either throughout the document or consolidated at the end of the report. Future objectives can be accompanied with a timeline, strategic plan, and key personnel responsible.
- ❑ **Contact information:** Provide contact information at the end of the report for stakeholders should they like more information. Where possible, provide contact information throughout the different sections so that individuals internally or externally can contact those responsible if they are interested in a particular initiative highlighted in the report.
- ❑ **Appendices:** Include lists and additional information in the appendix in order to make the report more complete, readable, and user friendly.
- ❑ **The PRME Logo:** Include the PRME logo in the document, hyperlinked to [www.unprme.org](http://www.unprme.org). You can download a jpeg version of the logo from the PRME website.

## CHOOSING A FORMAT

Once you have brought together all the information you want to communicate through your SIP, choosing the best way to organise that information is key. The way that you choose to organise and format your report will be based on the kind of information you have collected, who your audiences are, and how you would like them to use your report

A quick overview of some of the SIPs submitted on the PRME website will show that there is a wide range of different approaches to structuring your report. These include but are not limited to:

- ❑ **By Principle:** Many educational institutions choose to organise their initiatives as they fit into each of the Six Principles. See 'Collect' stage for some suggestions as to what this would look like.
- ❑ **As it relates to your strategy:** Signatories structure their reports according to the way they approach responsible management education internally. This may include having separate sections on research, curriculum, student engagement, and, events. Further, these topics can be connected to the Principles they most relate to, visualised using a table or another type of visual representation.

“Incorporating broader indicators into the sustainable development matrix allows for a better understanding of the complex relationship between financial and extra-financial performance. It also serves as a management tool so that we have a clearer vision of the risks and opportunities of our strategy. We firmly believe that quality reporting leads to better decision making and more sustainable performance.”

KEDGE Business School, France

## STAGE 4: CREATE

- ❑ **Global Reporting Initiative:** A steadily growing number of signatories use the GRI guidelines as a tool to help them in creating reports with more, advanced metrics
- ❑ **UN Global Compact:** As many PRME signatories are also participants of the UN Global Compact, some signatories choose to submit one comprehensive report as both their Communication on Engagement (COE) and SIP. The UN Global Compact requires non-business participants, including academic institutions, to provide information related more to the operational aspects and engagements related to the UN Global Compact's Ten Principles once every two years through a COE. If not currently a participant, your organisation may want to consider joining the UN Global Compact as an Academic Participant.
- ❑ **Integrated Reporting:** Some signatories are creating integrated reports—reports that combine and link the organisation's strategy, governance, and financial performance to the social, environmental and economic context within which it operates.
- ❑ **Tools specifically aimed at educational Institutions:** Several countries have developed their own national frameworks for reporting on sustainability aimed at higher education institutions. For example, France's Green Plan provides a framework for French universities to assess the implementation of sustainability across the institution around topics such as governance, climate change, transportation, biodiversity, public health, and demographics.
- ❑ **Tools tailored for the private sector:** A growing number of tools are being developed for use by the private sector to report on specific topics, which, although not specifically developed for educational institutions, can be used as guidelines. For example, some signatories use the Carbon Disclosure Project's reporting guidelines for measuring, managing, and disclosing greenhouse gas emissions and climate change data.

“The GRI is also interesting for the faculty because we teach this tool in our CSR management courses (along with ISO series and other similar tools). By using GRI, we can use our report as a hands-on learning tool in the classroom and bridge the gap between operations and education, which higher education institutions often struggle with.”

KU Leuven Faculty of Economics and Business, Belgium

# General Tips on Writing SIPs

**START EARLY:** *“In order to paint a full picture of a business school’s initiatives and achievements, the team or the person responsible for the school’s SIP should start early enough and get the school’s strong support so as to be able to come up with a meaningful and high-quality SIP.”*

Tsinghua University School of Economics and Management, China

**USE VISUALS:** Tables, charts and matrices all provide clear and engaging ways to communicate relevant information in your report. These can also be used in additional other communication channels as well, such as presentations.

## DON'T FORGET THE BIGGER PICTURE:

*“Much was going on, and internally we could see the big puzzle and the fine-grained pieces. Conveying this externally however was something else—to help third parties understand how so many efforts fit seamlessly into a greater whole, a report had to catch a glimpse of the way of thinking, learning and being Ivey is known for.”*

Ivey Business School,  
Western University, Canada

## BE HONEST:

Speak about not only your successes, but also your challenges and lessons learnt.

## FOCUS ON WHAT'S IMPORTANT:

Determine early on what information is most relevant to your stakeholders. *“We tried to focus on the ‘so-what’ and explain the linkages between teaching-research and practice.”*

Ivey Business School, Western University, Canada

## BE INSPIRED:

Explore other signatories’ SIPs for inspiration on different approaches. Signatories also look at company sustainability reports to provide inspiration for creating a short and focused report.

## QUANTIFY WHERE POSSIBLE:

Provide numbers and statistics, where possible, to enable you to benchmark your progress on initiatives moving forward. Even if these metrics are not perfect, they provide a starting point from which you can build your efforts and track progress.

## GO BEYOND JUST CREATING LISTS:

*“While assessment tools for sustainability in higher education ask for inventories of courses on sustainability, assessing the content of courses is still rare. Looking beyond just the courses titles, although more time consuming, can really change the picture—and the institution’s perspective—on how sustainability is integrated into education.”*

KU Leuven Faculty of Economics and Business, Belgium

## USE STORIES:

Examples and stories of the work you have done help to engage the reader in your work and are more likely to be remembered and shared.

## MAKE THE MOST OF LIMITED RESOURCES:

Explore using in-house resources to create the report, such as students who have the design skills to layout the report. *“Do not assume that a comprehensive and usable report requires significant financial support—we have been working on a shoestring budget to produce a report that has become an excellent tool both for internal improvement and external communication.”*

Hanken School of Economics, Finland

## THINK CAREFULLY ABOUT LENGTH:

SIPs can be as long or as short as you like. It's important to think about what your goals are and what information you will use the report for.

## CONSIDER YOUR LANGUAGE:

There is no preferred language for your SIP. Just bear in mind that the language chosen implies a pre-selection of the audience you want to reach through your SIP. While English will make it more accessible to share, it should be in the language of your primary stakeholders. If your report is not in English, you may want to consider writing an executive summary in English to reach a broader audience. Some signatories prepare their reports in two languages, either written as two separate reports or including the two languages within the same report.

## STAGE 5: COMMUNICATE

Once your SIP is submitted, it is important to explore how the report, and more importantly, its messages will be communicated and used throughout the year. Taking time early on in the process to determine whom your core audience is and how you hope for them to use the report will help you to create a report that is complete, engaging, and useful.

### WHO TO SHARE IT WITH

Create a targeted list of stakeholders to share your SIP with and determine the ways to engage these different groups. Listed below are some types of stakeholders that you may want to consider sharing your report with.

- ❑ **Current and prospective students:** Actively encourage students to read and use the report as a reference for not only what is happening in your organisation, but also on how they can become engaged. Several signatories involve their students in the reporting process by requesting their feedback as to how the report could be strengthened for the following cycle. Even more, clearly presenting your vision as a responsible educational institution can help to attract top prospective students.
- ❑ **Visitors, including visiting faculty:** Include executive summaries of your SIP in material given to visitors and VIPs, as it provides an organised overview of your institution's strategy, direction, and its commitment to responsible management education.
- ❑ **Alumni:** Share the report with alumni as a way not only to keep them updated about your institution's PRME-related initiatives and direction, but also to invite their support and partnership in furthering these initiatives.
- ❑ **Current and prospective partners:** Share your report with different organisations, NGOs, government bodies and businesses locally and internationally to keep them up to date on your PRME-related work. Your reports can also be used as starting conversations on how your organisations could work together.
- ❑ **Prospective employers:** As employers are increasingly looking for employees who can offer long-term, strategic thinking skills and demonstrate values and character, promote your sustainability initiatives to potential employers as a way to incentivize them to recruit your students.
- ❑ **The wider community:** As many of your institution's initiatives are of interest to a broader array of groups in your community, locally or even internationally, share your report with these groups and with different media organisations. This can help spread the word about your sustainability initiatives, and generate further support and feedback.

“We are currently creating a targeted list of stakeholders to send the report to. This first time around we decided to print a limited number of copies. Next year we hope to deliver more of an interactive webpage or something of the kind and send it electronically.”

Reykjavik University, Iceland



## STAGE 5: COMMUNICATE

### HOW TO SHARE IT

Once you have determined which stakeholders to share your report with, the next step is strategizing how to share your report and further engage them. Listed below are some good examples of ways that PRME signatories have shared their report.

- ❑ **Promote it online and through social media:** Highlight your report on your institution's main website, as well as any special webpages focused on PRME-related topics. PRME signatories also share their reports on Facebook, LinkedIn, Twitter, and other social media platforms. These online mediums can provide opportunities to continually update your stakeholders on progress relating to the report's outlined goals and indicators.
- ❑ **Hold a launch event:** Organise an event to launch your SIP, which will bring the report to life by highlighting progress, introducing initiatives, and presenting future key objectives.
- ❑ **Leverage media coverage:** Create a press release and provide resources for local and national media to share key messages from your report. Create a press kit and have staff, faculty, and students involved in different initiatives available for interviews.
- ❑ **Explore different formats that are more likely to be shared:** Format your report as a newsletter or magazine, or create a short PowerPoint presentation to be used by staff and faculty in presentations to internal and external audiences.
- ❑ **Create a shorter version for distribution:** Create an abridged version or executive summary of your report, which can be disseminated more widely and included in other reports.
- ❑ **Take it apart:** Break the report into parts and use these as blog posts, articles in the media or for social media.
- ❑ **Create a poster:** Develop a poster with your report's key findings, targets, and goals and post it at the entrance or at another popular site in your organisation.
- ❑ **Discuss it in the classroom:** Have students analyse the report and make suggestions for subsequent reports, for example in relation to indicators chosen.
- ❑ **Create an interactive website:** Host a website or app which regularly provides updates on progress of the goals and targets presented in your SIP.
- ❑ **Receive recognitions:** Look into several local and national organisations that provide recognitions on reporting and communication efforts around sustainability, such as national and international accounting organisations.
- ❑ **Create conversations:** Use the report as a tool to trigger conversations across your organisation about PRME and your institution's commitment to responsible management education.

SIPs are regularly featured in different PRME communication channels, including the blog *PRiMETIME*. Get in touch if you would like to share your experiences or specific projects.

## STAGE 6: CONTINUE

While you have succeeded in preparing, writing, and sharing your report, the reporting process is not over. Rather, continuing reporting as an ongoing process will help you to strengthen and gain momentum for your institution's PRME-related initiatives.

It is important to ensure that the reporting process for your next SIP starts as early as possible—or even develops into a continuous process—in order to have adequate time to engage the community, collect information, reflect on your findings, and share them. Here are some recommendations on how to continue your efforts throughout the year in preparation for your next report.

- ❑ **Get stakeholder feedback:** Contact other PRME signatories, academic institutions, local organisations, and businesses and request feedback on your report and specifically, suggestions as to how to strengthen it for next time. This consultation could be through one-on-one conversations or even a more formalised external advisory council.
- ❑ **Review feedback and progress with your team:** Meet with your team after submitting your SIP to explore lessons learnt, things you would like to do differently next time and how you will gather information throughout the year.
- ❑ **Monitor its usage:** Keep track both of the number of individuals reading the report (i.e. the number of downloads and printed copies). Stories of how the report is being used and shared should also be collected.
- ❑ **Keep track and share progress made in between reports:** Maintain public folders or documents that your PRME representatives can update as initiatives develop. Continually engage colleagues: Regularly hold PRME-focused meetings and use these, and other meetings, as opportunities to discuss the SIP and its importance, and to share information on major developments.
- ❑ **Develop specific metrics to help guide your institution forward:** Explore opportunities to discuss and develop specific metrics and key performance indicators to help measure your institution's progress towards its stated goals.
- ❑ **Work to build the SIP into the fabric of the institution:** Work with senior management to ensure that the SIP is an important tool for your institution to mobilize around and incorporate in its overall strategy.
- ❑ **Find a peer or mentor:** Identify other academic institutions in your city, region or another country to share successes and challenges relating to your SIP and your organisation's wider sustainability strategy with, and support each other in the creation of your future reports.
- ❑ **Work together at the regional level to share experiences and learn from others:** Share with the PRME community and regional PRME Chapters what kind of support would help you most in achieving your key objectives. Work with your regional PRME Chapter to organise a SIP session at upcoming meetings and to provide additional reporting support at the regional level.



# The 6 Principles for Responsible Management Education

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:

## 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.

## 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

## METHOD



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

## 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.

## PARTNERSHIPS



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.

## DIALOGUE



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

## ORGANISATIONAL PRACTICES



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