Sharing Information on our First Progress Report 2017-2018

Educating responsible professionals and conducting research with high societal impact

PRME
an initiative of the
United Nations Global Compact

Handelshögskolan
Karlstad Business School

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Karlstad Business School's Sharing Information on First Progress Report

Karlstad Business School (KBS) hereby submits its first Sharing Information on Progress (SIP) report for the period 2017 to 2018 to the PRME Secretariat.

Our mission is to *educate responsible professionals and conduct research with high societal impact.* We define a responsible professional as a person who makes an impact in society through knowledge, shared thoughts and actions with consideration given to following sustainable social, environmental, and economic values. Our mission is reflected in our motto: "*Knowledge is worth nothing without the ability to use it.*"

To achieve our mission and live up to our motto we have to challenge ourselves in our day-to-day actions. We have chosen AACSB's framework for continuous improvement but have also added the parameters of gender equality, sustainability, and partnership. And PRME is our platform for that. We also need to equip our students with proper tools. A student graduating from KBS is characterized by strong theoretical knowledge as well as the ability to apply it. Our graduates have good skills in communication, both spoken and written and have the ability to apply a critical approach. They are also trained in responsible, equal, and sustainable leadership.

The sustainability work of KBS has been done partly within the frame of AACSB where the sustainability perspective is integrated in our education. It is done also through PRME, where joint knowledge development is ongoing with, among others, efforts in courses such as Sustainability Day – an event that highlights and deals with sustainability aspects within research, education, and practice. A joint book project and a webpage (hub), for networking and the dissemination of results, have begun. Sustainability, through the skill responsible behavior, is introduced, reinforced, and examined in almost every program offered by KBS.

The undersigned, Head of KBS, hereby renews our institutional commitment to the Principles for Responsible Management Education.

Associate Professor
Martin Grimberg Löfgren
Head of Karlstad Business School

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1 Introduction

This progress report is about sharing information on how the PRME idea is meeting Karlstad Business School's (KBS) vison and mission statement in daily practice searching for a new meaning in a continuous learning process. KBS has been a member of PRME since February 2017 and this is our first progress report for 2017-2018.

1.1 PRME

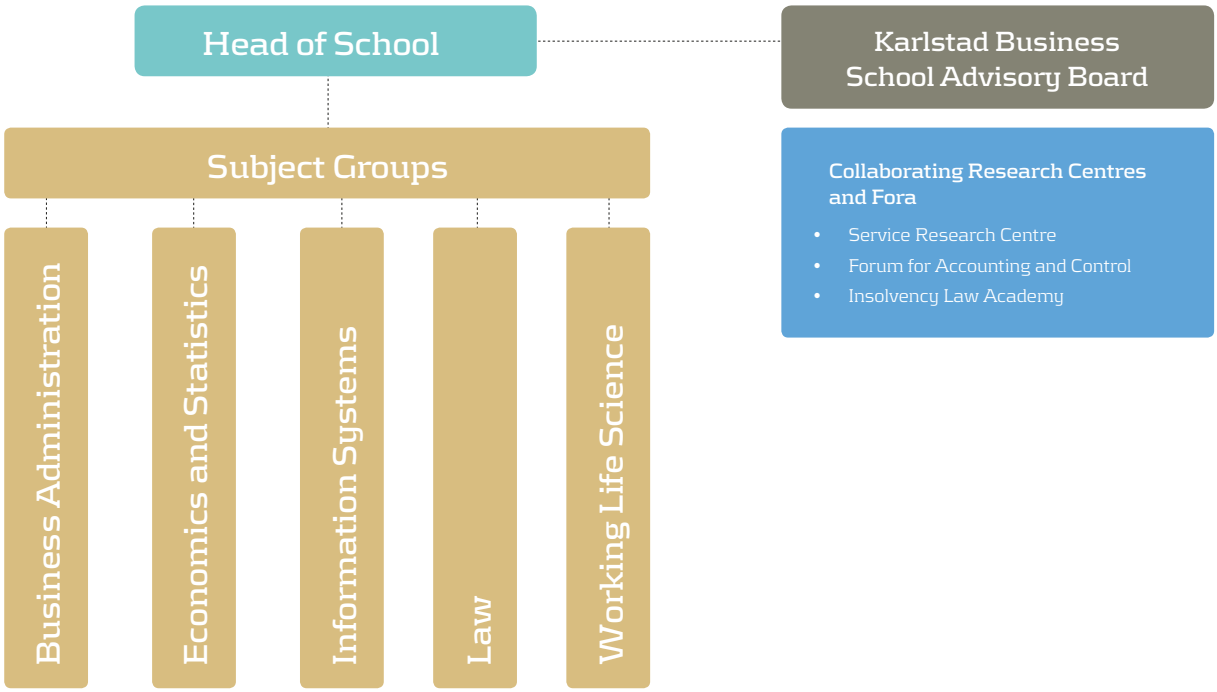
PRME stands for "Principles for Responsible Management Education". This initiative is sponsored by the UN Global Compact that seeks to establish a process for continuous improvement among institutions of management education to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

The PRME idea is a framework for change for business schools in the area of business and societal ethics and responsibility. In the PRME guide for progress reporting there is a description of the voluntary challenge with PRME.

The PRME serves as a framework for progressive, systemic change in higher education institutions, namely business schools. The preamble of the principles for Responsible Management Educations states: "As institutions of higher learning involved in 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 stakeholders and exchanging effective practices with other academic institutions."

A central commitment of any institutions participating in PRME is to share information regularly 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.[1]

[1] PRME SIP guide, p. 4



Organizational chart

1.2. Karlstad Business School (KBS)

Since 1st January, 2019 KBS decided to work with four of the Agenda 2030 SDGs:

- Quality Education;
- Gender Equality;
- Responsible Consumption and Production
- Climate Action

Karlstad Business School was established in 2009 as part of Karlstad University, Sweden.

VISION:

"Karlstad Business School is influential and highly visible in society - the first choice for students, employees, and partners."

MISSION:

"Educating responsible professionals and conduct research with high societal impact."

MOTTO:

"Knowledge is worth nothing without the ability to use it."

The close connection between research and education allows KBS to meet the vision and deliver a high quality education to our students. Lecturers carrying out research and students on master's programs often participate in research projects. The research carried out at KBS, is in-line with an international perspective and often at the international forefront. It means collaboration with researchers internationally and an opportunity not only to contribute to knowledge globally but also an in-depth exploration of research questions which interest us and is of high relevance to society. Transparency, ethical conduct and making research results accessible to business and society are important to KBS. This is why collaboration with business and society is one of KBS most important driving forces.

KBS has approximately 130 employees. What brings KBS together is a deep interest in economics and business. Every year, about 2 500 students apply to study programs or courses at KBS, either first cycle (8 programs), second cycle (9 programs) or third cycle (doctoral studies). Many of the teachers also conduct research, in one of the multidisciplinary research centers or in the different discipline areas. KBS has five discipline areas:

- Business Administration
- Economics and Statistics
- Information Systems
- Law
- Working Life Science

KBS is connected to one research center and two fora, they are; Service Research Center, Forum for Accounting and Control; and Insolvency Law Academy (see organizational chart above)

Karlstad Business School is part of Karlstad University. To understand the Business School's vision, mission and strategy it is important to understand the policy and strategy for the whole university, which is also important for KBS' PRME implementation.

Here follows key details from Karlstad University regarding these issues:
As an institution for higher education and research, Karlstad University has a great responsibility for contributing to long-term sustainable development. The university will work to ensure a healthy and good living environment for present and future generations and a sustainable resource consumption, in a global perspective.

The basis for the environmental work is the current legislation, the action program adopted by the Government and a willingness to be a leading player in the work for a sustainable society.

What does this mean in practice? Between 2016 and 2018, the sustainability policy of the university was characterized by the following goals.

- An awareness of environmental issues and sustainable development must be communicated to both students and staff, with the aim of initiating new ways of thinking and stimulating concrete actions that promotes sustainable development.
- The university must consider environmental factors in decisions concerning all activities, i.e. education, research, administration and collaboration with the surrounding society. The most important environmental aspect for the university is education.
- In accordance with the university's strategic plan, environmental and sustainability issues should be integrated into 80% of the programs.
- In its physical activities, the university shall work to minimize the environmental impact and carry out continuous environmental work.
- Environmental considerations should be taken into account when procuring and purchasing, the use of environmentally hazardous substances and finite natural resources are limited.

Green Key

The Conference and Event unit at Karlstad University is the first of the country's Higher Education Institutes (HEI) conference facility's to receive a Green Key label. A conference facility with Green Key labeling works actively to minimize its environmental impact and makes the business sustainable, for example through well-defined environmental measures. Green Key is a leading international label that currently exists in 50 countries and includes almost 2,400 facilities. The label is supported by the World Tourism Organization and the United Nations Environment Program, UNEP.

The geo-energy plant at Karlstad University made the university area the first in Europe to be self-sufficient with heating and cooling system to its buildings. With this facility, Karlstad University is producing all its heating and cooling locally. This was done via 270 drilled holes, 200 meters down the ground. The environmental benefits is many, among other things, emissions of carbon dioxide are radically reduced and the energy consumption for heating and cooling the buildings dropped by approximately 70 percent. The target includes reducing the amount of purchased energy by 50 percent by 2025 compared with 2000. In order to further reduce the climate impact, a number of solar cell panels have been placed on the campus area.

Geoenergy plant at Karlstad University.
Illustration by Akademiska Hus.

1.3. What Sustainability and responsibility means to KBS

KBS has made an important commitment to institutionalize the learning process and and to continuously make improvements in the spirit of PRME and its six principles.

PRME COMMITMENT:

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 six 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.

KBS joined the PRME initiative

When we joined PRME in February 2017, the school committed to sharing information with its stakeholders on our progress in a PRME progress report (SIP). The school is required to prepare a SIP at least once every two years. During the first two years, we have started our journey towards a more systematic learning and development process at KBS in the spirit of PRME and its six principles:

- Purpose
- Values
- Method
- Research
- Partnership
- Dialogue

Early in the process, we recognized we already had many good examples from education and research that aligned with the six principles. However, our self-evaluation identified that the school had no systematic process to tackle issues to advance corporate social responsibilities through the incorporation of universal values into curricula and research.

The purpose of writing the first progress report is to visualize state-of-the-use of the PRME principles in KBS' day-to-day-operations and institutionalize the learning process to make continuous improvements. In our investigation for this SIP-report, we have found that we have many good examples from the field showing that KBS will meet the PRME requirements. Looking at the past two years, by implementing the PRME principles in our school, we now have better coordination in place to develop a new generation of business and societal members capable of managing the complex challenges faced by business and society in the 21st century.

The Head of Karlstad Business School, Associate Professor, Dr. Martin Grimberg Löfgren is together with the Deputy Head Dr. Marie-Therese Christiansson in charge of the PRME commitment. Dr. Samuel Petros Sebhatu is managing the PRME-commitment implementation at KBS, and Professor Bo Enquist has a mentorship role for the implementation process as a senior advisor. The KBS SIP for 2017-2018 is mainly a joint effort with Dr. Samuel Petros Sebhatu and Professor Bo Enquist as the leading authors and contributions from different KBS stakeholders: Faculty, Researchers, Partners, Students, Alumni, International research networks.

It is a straightforward answer to that how PRME helps KBS as a modern business school to meet Business and Societal Challenges of Tomorrow Today. By using PRME as a tool to meet Karlstad Business School's vision and mission statement in daily practice is an excellent way to coordinate our ambition towards sustainable development. However, this is not a quick fix. KBS has been investigating joining the PRME initiative for about two years. KBS's PRME journey can describe as follows:

- An investigation into state-of-the-art on the Ethics and Sustainability Work at KBS presented in June 2015 to the KBS Advisory Board, who approved taking the next step towards PRME membership
- The pre-work for PRME application supports KBS ongoing accreditation implementation process
- Further investigation about state-of-the-use has been done during 2016: Curriculum footprints, Alumni footprints, Research footprints
- The 1st Sustainability Day at KBS held on October 19th, 2016 as a signal that KBS was ready to apply the PRME idea and principles.
- KBS' PRME application was ready late 2016
- KBS become a member of the PRME community on February 25th, 2017
- KBS attended the PRME Nordic Chapter Meeting at Stockholm School of Economics in Stockholm, Sweden, on September 8th, 2017, as an advanced member of PRME
- The 2nd Sustainability Day at KBS held December 1st, 2017
- Progress has been made during 2018 in the implementation of the six principles to Day-to-Day operation
- PRME Sustainability Hub at KBS introduced in May 2018 not only as a tool for following up progress and SIP reporting but also as a tool for sharing information and good practice.
- KBS attended the PRME Nordic Chapter Meeting at the Norwegian Business School BI in Oslo, Norway on September 17th, 2018.
- Co-creating and writing KBS PRME Progress report 2017-2018 during autumn 2018
- The 3rd Sustainability Day at KBS held on December 3rd, 2018

From Left to right: Prof. Gene Laczniak, Prof. Bo Enquist, Dr. Samuel Petros, and Prof. Patrick Murphy at Marketing ethics and CSR symposium, Notre Dame University, USA. – April, 2017

1.4. Agenda 2030 vision is our inspiration

The PRME implementation for KBS during 2017-2018 has been focusing on adoption of the PRME six principles, as presented in this report. For the next PRME period 2019-2020 KBS is ready to focus on four SDGs goals: 4 Quality Education; 5 Gender Equality, 12 Responsible Consumption and Production; and 13 Climate Action.

KBS has made a commitment to four SDG goals, the implementation process was commenced on 1st of January, 2019. During the Sustainability Day, on the 3rd of December, 2019, the participants voted on which of the most relevant UN SDGs should be implemented at KBS. The four SDGs are number 4, 5, 12 and 13.

"We believe that the KBS culture –how we work and what we value – is fundamental to achieving our vision. In other words, it is not only what we do, but how we do it that matters."

The 17 Sustainable Development Goals demonstrate the scale and ambition of this new universal Agenda. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. United Nations Global Compact has a clear message of a New Era for Responsibility Business adopting this plan[2]:

The adoption of the United Nations Sustainable Development Goals (SDGs) and the Paris Climate Agreement has provided a powerful common agenda for achieving peace and prosperity on a healthy planet by 2030 – with an essential role spelled out for business. The SDGs provide a blueprint for how to address the complex challenges the world faces.

We aware that "the devil is in implementation"[3] where SDGs goals have to be implemented as a systemic thinking with a holistic approach.

2 United Nation Global Compact – Making Global Goals Local Business

3 von Weizsäcker, E. and Wijkman, A., (2018) *Come On! Capitalism, Short-termism, Population and the Destruction of the Planet – A Report to the Club of Rome.*

PRME Principles

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

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

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

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

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

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

2. Purpose and Values

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

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

A new landscape: *"Today´s business landscape is characterized by an unpresented, accelerating and complex mix and opportunities. Every industry and every sector – in every country – is facing new challenges, which they must confront in a changing operating environment"*[4]

The biggest challenge in signing up to PRME is how to implement the six principles throughout the school to make us ready *to meet this new landscape*, which is an ongoing and never-ending process.

Operationalizing principle two will contribute to one of PRME purposes: Provide a framework for academic institutions to advance corporate social responsibility through the incorporation of universal values into curricula and research. KBS has, from the beginning, strong curricula and research in many fields.

KBS is part of Karlstad University and the KBS purpose and values are guided by Karlstad University Vision and Strategy 2030 as follow:

Karlstad University – we challenge the known and explore the unknown. Our students and staff develop knowledge and skills for individual enrichment and to contribute to a sustainable society. Our creative academic environments are characterized by curiosity, courage and persistence. By taking a critical approach, we safeguard the scholarly and artistic foundations of our operations. Karlstad University is characterized by welcoming proximity and trust. We always promote democratic values, equality and diversity.

KBS will with its PRME commitment be in the frontline to contribute to implementing Karlstad University's Vison and Strategy 2030.

Narrative about PRME pre-work

The interest to do some investigation and pre-work to sign up for PRME was started through good inspiration of Bo Enquist and Samuel Petros' membership of the network "*International Marketing Ethics and Corporate Social Responsibility: An Academic Symposium*". The founder of the network is Professor Pat Murphy, Mendoza College of Business, University of Notre Dame, USA and a fellow member of that network is Professor Gene Laczniak, Graduate School of Management, Marquette University, USA. These two professors are world leading in the field of Marketing Ethics and both have contributed to our PRME process. Both were KBS' guests at the first Sustainability Day in October 2016 here in Karlstad.

The purporse of the network *International Marketing Ethics and Corporate Social Responsibility: An Academic Symposium* is to learn and reflect by sharing our latest research with the symposium members about how business and ethics cannot be separated and the need for transformation to go from a narrow firm centric view to a broader societal perspective. This is an insight well connected by PRME ideas. Samuel Petros and Bo Enquist have attended all six symposiums from 2013-2018. The symposiums have been held by leading Universities/ Business Schools as follows: University of Notre Dame London Global Gateway, London, UK 2013; University College Cork (UCC), Cork, Ireland 2014; University of Notre Dame Rome Global Gateway, Rome, Italy 2015; EDHEC Business School, Lille, France 2016; University of Notre Dame, Notre Dame, Indiana, USA 2017; Nottingham Business School, Nottingham, UK 2018. In April 2019 the symposium will be held in Karlstad Sweden hosted by KBS.

Karlstad University - an overviw

4 "A new era for Responsible Business", UN Global Compact, 2017

Sustainability Day 2016

12:30 - 12:35 **Introduction**
Samuel Petros Sebhatu, PhD – *Karlstad Business School /CTF*

12:35 – 12:45 **Word from the Business school**
Berndt Andersson, PhD – *Head of Karlstad Business School*

12:45 – 13:00 **Transformation agenda**
Bo Enquist, Prof. – *Karlstad Business School /CTF*
Samuel Petros Sebhatu, PhD - *Karlstad Business School /CTF*

13:00 – 14:00 **Marketing and Sustainability**
Patrick Murphy, Prof. - *Mendoza College of Business, University of Notre Dame, USA*
Gene Laczniak, Prof. - *Graduate School of Management, Marquette University, USA*

14:00 – 14:20 **COFFEE BREAK**

14:20 – 14:50 **IKEA - Transformation agenda and Innovation**
Angelina Degerman - *Project Leader Range & Supply Communications*
Iina Vuorivirta - *IKEA in-house designer*

14:50 -15:20 **Löfbergs – Transformation agenda (Coffee and Climate Initiative)**
Kathrine Löfberg, - *chairman of the board*
Eva Eriksson - *Director Sustainability*

15:20 – 15:35 **Research Agenda – Agenda 2030**

15:35 – 16:10 **Panel discussion**
Bo Enquist – Moderator
Panelists
Martin Löfgren, *Asct. Prof.- Deputy Head of Karlstad Business School*
Anders Hultqvist – *Professor of tax law / finance*
Birgitta McEwen, *Asct. Prof. - Science Education and sustainability coordinator at Karlstad University*

16:10 – 16:15 **Closing**

SERVICE RESEARCH CENTER
CTF | CENTRUM FÖR TJÄNSTEFORSKNING

Handelshögskolan
Karlstad Business School

Sustainability Day 2016

"Transformational change to meet the Agenda 2030 challenges"

19th October, 2016

A very important moment for KBS in our PRME pre-work was the Sustainability Day 2016 to which we had invited key people from two well-known enterprises that KBS has close relationship with: IKEA and Löfbergs. IKEA, the world leading furniture enterprise; and Löfbergs, a family-owned coffee roaster in North Europe that is also a global actor in coffee and climate transformation. Both IKEA and Löfbergs have high ambitions to meet growth and achieve prosperity but also face ethical, societal and environmental challenges with the insight that business and ethics cannot be separated. These two organizations have one thing in common. Each of them has a Transformation Agenda for an innovation-driven transformational change to meet the Agenda 2030 challenges through sustainable business practices.

Before the Sustainability Day event, we had a T-lab (Transformation/Transition) together with the chairman, representing the family owner, and the Director of Sustainability from Löfbergs, as well of one designer and one project manager from the global design and supplier chain company from IKEA, IKEA of Sweden and the two professors in business ethics and corporate and sustainable responsibility (CSR) from two distinguished American universities Pat Murphy and Gene Laczniak at the Innovation Park in our Service Innovation Lab environment. In the lab session, we sought to discern the transformation agenda for meeting the Agenda 2030 challenges and learn from IKEA and Löfbergs specifically and to engender a more general discussion about stewardship and hyper norms to meet Agenda 2030 for global society.

The first Sustainability Day became a role model for our next Sustainability Days. IKEA and Löfbergs, can be seen as values-based organizations and each of those two enterprises has over time developed its own sustainable business practices driven by transformative change, service innovation, value co-creation networks and sustainability/CSR practices. During the Sustainability Day we try to bring together good examples from research, curriculum as well as partnership/dialogue with society.

Sustainability Day 2017

"Solving Global Challenges in Practice"

12th December 2017

Once is no time, twice is a habit. If the expression is correct, the Sustainability Day at KBS has become a tradition. It is was exciting to hold the Day for the second consecutive year, and PRME membership first year under the heading "Solving Global Challenges in Practice".

At the second Sustainability Day, Lars Sandberg, Innovation Manager on Research & Development at BillerudKorsnäs, talked about the company's work towards increased sustainability and consideration for the environment in terms of packaging primarily for the food industry. It was a theme that Dr. Helén Williams also raised. She is a senior lecturer in environmental and energy systems, researcher at CTF, and a leading expert in the field of packaging and food. She has, among other things, studied the connection between packaging design and the amount of food waste. Almost half of all food produced in the world is discarded. According to reports from the National Food Administration, an ordinary Swedish person throws more than 50 kilos of fully edible food each year. A large part of the waste takes place in commerce or with consumers, which could be reduced through smarter packaging.

As part of PRME work Bo Enquist and Samuel Petros, both researchers in business administration, talked about the global work for increased sustainability and the School's participation in PRME. They explained the role of PRME and its contribution to raising the awareness of sustainability issues in education, economy and leadership.

KBS has been accepted in the "beginner class" and we now have two years to show that PRME's principles make an impression on our business. It is about an economically, environmentally and socially sustainable way of working in both education and research and in our external relationships. A first step is to map what is already being done, for example, research in public transport, a sustainable working life and good examples from the teaching. This is a work that connects directly to the School's goals to educate a responsible leadership in all its forms," says Samuel Petros.

Sustainability Day is a way of working according to the PRME principle to offer an arena for conversation and exchange of experience on sustainability issues. Students of the course Sustainable Business and Leadership were also part of the day.

Sustainability Day 2018

"Orchestrating Transformation to meet Global Challenges - in the light of Agenda 2030"

3rd December, 2018

"Orchestrating Transformation to meet Global Challenges - in the light of Agenda 2030" was the heading for the third annual Sustainability Day at (KBS) held on December 3, 2018. The day was aimed at putting sustainability issues in focus and discussing how the UN's global goals for sustainable living can be translated into practically manageable new habits for organisations, companies and individuals. The event was open to students and the general public alike. Sustainability Day is a part of the course Sustainable business and leadership, 15 credits, at the advanced level. Ngala Jeroline, from Cameroon, studies on the Master program in Service Management and believes that sustainability issues are part of business thinking today. –"Knowledge about sustainability issues is a must today and companies have an important role to play. It affects business operations, organisation and how new services and products are developed", says Ngala Jeroline.

Victoria Svanberg, Co-owner and Board member of the newspaper NWT and Honorary Doctor at Karlstad University, and Malin Pellborn, head of sustainability and market at SBAB, were two of the invited guest speakers. – "In these times, our democratic mission of independent and credible journalism is more important than ever. We aim to contribute at local and regional level so that news of high journalistic quality will reach the citizens", said Victoria Svanberg. The bank SBAB, with a focus on the mortgage market, provided further examples of how structured work with the global sustainability goals can be driven. Extensive work internally has contributed to several of the goals now being part of the bank's own strategic goals. – "We have had a process with discussions in the management team and workshops with about 50 of our employees. We assumed that we can do something - even though we cannot solve all the global goals of course. But what is reasonable, possible and feasible in our business? We now have an action plan with clear follow-up set up, and can also help to highlight various aspects of sustainability within our industry and to our customers. One example is the debate article and the working group we coordinate with actors from the construction industry to strengthen collaboration and overcome black wages, tax evasion and wage dumping. Here, the banks and the financial system with its demand position have an important role to play", says Malin Pellborn.

Welcome to Sustainability Day 2017

Solving Global challenges in practice

Friday 1st of December 2017
13:15–16:00
Lagerlöfsalen 1A 305, Karlstads universitet

Lars Sandberg

Helén Williams

Key Note Speakers

Lars Sandberg
Innovation Manager on R&D, BillerudKorsnäs AB
"How to deliver Packaging Sustainability in the food industry"

Helén Williams
CTF-Service Research Centre, Karlstad University
"Sustainable Packaging"

The program is also filled with presentations of **Bo Enquist** on "PRME and Our Journey" and a panel discussion.

Moderator: **Samuel Petros Sebhatu**

PRME Principles for Responsible Management Education
an initiative by the United Nations Global Compact

Meeting the challenges of tomorrow today

Karlstad Business School
Handelshögskolan vid Karlstads universitet

Welcome to Sustainability Day 2018

Orchestrating Transformation to meet Global Challenges – in the light of Agenda 2030

Monday 3rd of December 13.15–16.15
Lagerlöfsalen 1A 305, Karlstad University

Meet among others:

- Malin Pellborn, Head of Sustainability and Communication at SBAB
- Victoria Svanberg, Anderfoundation, NWT Group and Honorary Doctor at Karlstad University
- Margareta Friman, Pro-Vice-Chancellor at Karlstad University
- Per Kristensson, Director of CTF, Service Research Centre at Karlstad University

Moderator: Samuel Petro Sebhatu

All presentations will be in English. This event is open to everyone who is interested and you do not have to sign up in advance. Welcome!

Meeting the challenges of tomorrow today

PRME Principles for Responsible Management Education
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AACSB

Handelshögskolan
Karlstad Business School

CTF researchers Per Kristensson and Margareta Friman also attended the event, to inform about their research related to the global goals and Agenda 2030. – "Right now, we put most effort on the goals 9: Sustainable industry, innovations and infrastructure, 11: Sustainable cities and communities, and 12: Sustainable consumption and production", says Per Kristensson on CTF's research in relation to the sustainability goals. Kristensson mentioned the research on service innovation with a focus on sustainable development in Swedish industry, as well as research on reduced food waste and how we can create sustainable production and consumption, as some examples.

Margareta Friman, Professor of psychology at CTF and Pro-Vice-Chancellor at Karlstad University, gave a presentation on the theme "Transport policies" which was about generating decisions that shape societies. One challenge that she raised was the need to develop policies that promote sustainable travel and that do not push for unnecessary and unsustainable travel. Her research shows in what ways transportation affect people's well-being. – "A sustainable future requires us to change our view of transport. An overall goal for all nations should be sustainable travel that is accompanied by a sustained or increased well-being of people", says Margareta Friman. In her own research on travelers' experience of public transport, she notes that it must be simple - and valuable - for people to travel collectively. – "It's not just about getting from home to work and back in the fastest way. Research results point to the importance of well-being and that many appreciate their work commuting, when it works and maintains high quality. High quality can, for example, be about being able to work during parts of the journey. Contrary to what many might think, young people with many contacts on social media travel more than others", Margareta Friman stated.

During the Sustainability Day UN SDGs 4, 5, 12 and 13 were voted by the participants as the most relevant goals for KBS to focus on during 2019/2020

3 Method

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

KBS was granted approval to start the process for accreditation with AACSB in 2015. It was the start of quality assurance work for the entire department. The first analysis, which was an extensive initial self-evaluation according to 15 standards, was sent in June 2017. In this accreditation process the PRME principles implementation assured KBS's commitment to sustainability issues. The parallel process of implementing PRME and AACSB allows us to put curriculum and research together. We have learned that the journey to implement PRME is fundamental a way of understanding our commitment. The positive response that the Business School was approved to move ahead in process came in the autumn. In a letter to the Head of the Business School, AACSB wrote:

"*The faculty, students, administration and other stakeholders of Karlstad University are to be congratulated on their efforts. The Initial Accreditation Committee commends the progress that your school has made toward earning AACSB International business accreditation and looks forward to working with your school in achieving its goals.*"

AACSB is the abbreviation of The Association to Advance Collegiate Schools of Business. The organization works globally with quality assurance and development of the education of economy and has over 1600 members. An accreditation process includes a quality development work expected to take five to seven years. During this time, KBS has a mentor from the organization to support the work ahead. At KBS, work on sustainability has been increasingly highlighted through the work with PRME and through the accreditation work within AACSB. Professor Ian Clarke from the University of Edinburgh, is the appointed mentor for KBS. –"The work with AACSB – accreditation is less about the aim itself, the actual quality stamp, but is more of a systematical quality assurance work to reach the aim that the Business School sets up for themselves", says Ian Clarke. During the visit to KBS, the mentor also received information regarding the work of the Business School within PRME.

3.1 Assurance of Learning

The program leaders together with course instructors have prepared and communicated what skills and abilities are to be defined as common learning goals for KBS, to be followed up in a measurement during upcoming years. Students, employers and alumni gave input along the way. In March 2018, a workshop was run to understand what expectations employers have of newly graduated students and which important abilities from their studies do they transfer into their working life. KBS gathered an external reference group, with practitioners from the Consumer Agency, the Labour Office, Karlstad University, the Project engagement PE, SBAB and Grant Thorton to meet with the KBS Student Teams and representatives from the student associations Karlekon, Mexika, Linda and Pelikan, to participate in the workshop. The concept of Professional Skills has long been a course made up of modules, where the students have practiced skills parallel to their program or within the frame of certain programs. However, in the Assurance of Learning (AoL) process, the idea is that general skills such as - *application of business knowledge*, *conduct critical thinking*, *communication*, *responsible behavior*, *teamwork* and practice *leadership qualities* are to be integrated in all degree programs and work as a systematic development work. –"The purpose is to strengthen the students on the job market and to live as we learn according to the motto "Knowledge is worth nothing without the ability to use it"" says the deputy head at KBS. The students who participated in the workshop agreed and said that different skills can be practiced and used in different parts of the course, rather than for an entire course. –"It is better to, ahead of a group work, to go through group dynamic and how to work with handling conflicts for instance and analyze the work after. The abilities should be prevalent throughout the whole program, or else there is a risk with only doing it once or at few occasions – at which time you will forget", explained Lovisa Österberg, president of Mexika.

Workshop with students and employers. March 2018.

During the discussion, it also appeared that different skills are emphasized for different programs. To be a feature for KBS it could be useful that these abilities, "skills", are also lifted from the daily business. Perhaps a combination of securing the student learning and abilities during a program and the modules/courses that the students can take extra? There are several possibilities. Other angles of approach where lifted from the employers was knowledge and training in leadership and that leadership is not only about management, but also to be able to lead yourself in your own development. Digital ability was something that was obvious for the employers, who also brought up the importance of being customer oriented in your actions and more personal abilities that you can develop and train, such as a healthy dose of humbleness.

I. Sustainability and gender mainstreaming within the AoL process

KBS links the work with sustainable development and gender equality to its mission that stresses *responsible professionals* and *research with high societal impact*. The focus on the 4 SDGs will be implemented within the AoL process for quality education (SDG 4) based on gender equality (SDG 5), responsible production and consumption (SDG 12) and climate action (SDG 13). In addition to national learning goals and program learning goals KBS identified six learning goals for KBS (KBS LG) and seven learning objectives/outcomes (KBS LO) to observe in education in order to support our mission. In the AoL work, sustainability and gender equality are integrated and linked to KBS learning goals for all programs within KBS, such as *responsible behavior*. In the assessment rubric, a generic trait of *Insight* is described as *"the student shows awareness/ can make assessments within the area of knowledge with respect to relevant scientific / social / environmental / economic / equality-/ diversity-related conditions and solutions"*. For each measuring point (course activity/assignment/exam/PM/thesis/etc…) during the program, the individual number of students that exceeds, meet or does not meet expectations are marked. The AoL measurement is a direct measure and together with indirect measures such as students course evaluations, alumni suggestions and external requirements works as basis for programs' further development. Course elements and modules needs to be consciously developed: topics and abilities must be introduced, deepened (introduced, reinforced), and in some programs examined. Sustainability and equality could also be taken into account in connection with *critical thinking skills* and *application of knowledge*, as well as in the quality aspect (equal treatment).

II. AoL process

The backbone of the systematic work in education is the AoL process. The unit of analysis and improvement is the whole study period in a program to ensure that our students get the knowledge and skills that we have set up in our program goals and KBS LGs. The work with the accreditation process, means that KBS is showing the ability to build a quality management system to support a continuous development. An accreditation is important, not least to KBS internal processes, to ensure that the School is doing the right things in the right way. It also has a significance for international cooperation, where an accreditation is often a precondition. For current students, it is important that the reputation of KBS among employers gives them good career opportunities. An accreditation might also increase the opportunities to attract new students and staff that share the same ambition and commitment to the principles of PRME.

III. AoL measuring plan

The measures were all embedded in existing assessments or further developed assessment and/or assignment briefs. An example of an AoL measuring plan is displayed below in Figure below for the degree program IT-Design: Enterprise Systems and Economy. The measuring plans are used to indicate where the LOs will be introduced (I), reinforced (R) and assessed

Dr. Marie-Therese Christiansson Vice Head of Karlstad Business School and coordinator of the AACSB accreditation process

(A). Thus, the latter is when the skill will be measured. Based on the AoL result, joint efforts at a School level will develop course materials and modules to support development. Films, assignments, cases, tasks, quiz etc. with sustainability and gender perspective are shared between staff on the digital platform KBS_Canvas. The plan is to use films, quizzes, and cases across our programs to support student active learning on sustainable matters and strengthen the national program learning goal (PLG8) to make assessments in the main field of study, informed by relevant disciplinary, social, and ethical issues as a part of our defined responsible behavior. Minor changes based on AoL results and indirect measures are embedded in the standard routine of course improvements. Major changes in courses and programs that are now occurring as a result of AoL, amongst other things, are logged and reported by Program Leaders. Where appropriate, Course Instructors will update course syllabi and Program Leaders their program study plans. The following general statement will be added to all of our program study plans in order to implement KBS LG with a steering document as a driver: *"A student graduating from the X program at Karlstad Business School will be characterized by strong theoretical knowledge as well as the ability to apply it. Our graduates will have good skills in communication, both spoken and written, have the ability to apply a critical approach, be trained in responsible, equal and sustainable leadership, and be trained to work in teams"*.

IV. AoL design plan

In the curricula mapping we have used the design plan for each program to explain the link from our national learning goals based on degrees at bachelor and master level from the Higher Education Ordinance (Högskoleförordningen). We have used the design plan (see one example in the Figure below) in dialogue with

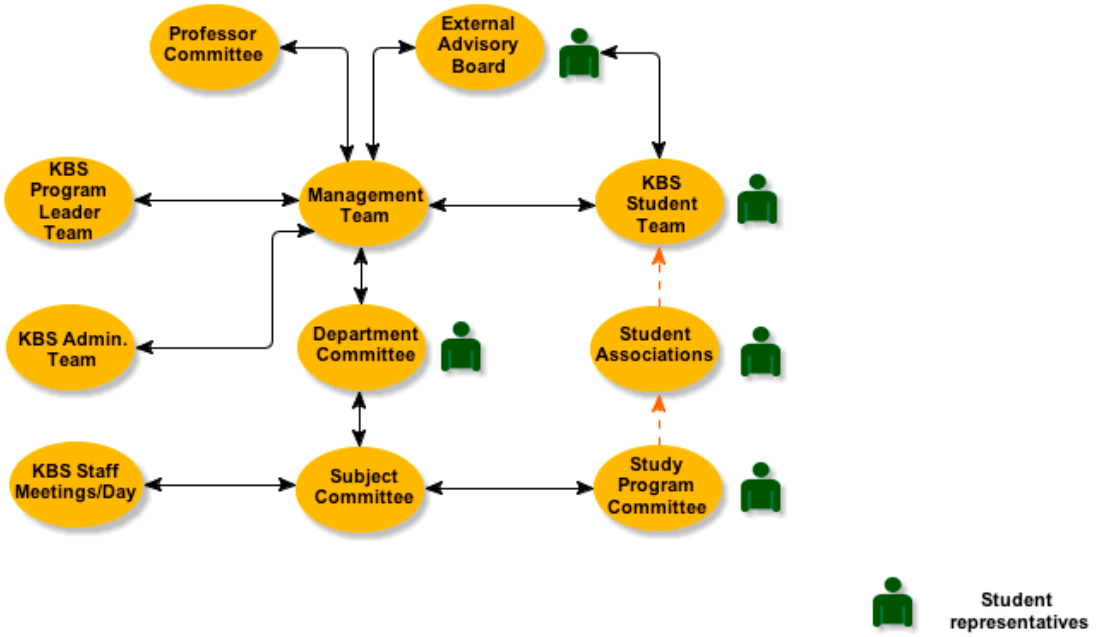
Program leaders and Directors of study to demonstrate how the KBS Learning Goals and Learning Outcomes and the Program Learning Outcomes (both national and local) connect together and into the course curriculum. We are also working in partnership with the University and Faculty of Arts and Social Sciences to develop and thread three "perspectives" (Gender Equality, Sustainability and Collaboration - including connections to industry and international connections) through our programs. The perspectives are connected to both the University and KBS' strategies. The three yellow columns to the right of the plan will show where in the courses the three perspectives are embedded. Currently, Program leaders and Course instructors use the AoL mechanism of I, R and A to map activities into our curriculum. This mechanism has also been recommended to the rest of the University as good practice to demonstrate the curriculum mapping. The Design plans have also been used to highlight the inter-disciplinary nature of our teaching, courses are highlighted according to which subject

Design Plan - Bachelor IT Design

Handelshögskolan
Karlstad Business School

Course Code	Course	ECTS	Course Level		KBS LG	Business knowledge	Communication skills	2. Communication skills	3. Critical thinking skills	Responsible behaviour	5. Leadership skills	6. Teamwork skills			
					KBS LO	Application	Oral communication	Written communication	Analytical, critical and reflective	Responsibility	Leadership roles and tools	Collaborate productively	Gender equality	Sustainability	** Collaboration/ co-production
	Year 1		**Semester 1**	**Autumn**	**Prog LG**	1, 2, 8	4	4	2, 3, 8	5, 6, 7, 8	5, 8				
ISGA90	*** Introduction to IT Design**	7,5	Introductory					I		I			I	I	x
ISGA02	*** Enterprise and Information Technology**	7,5	Introductory				I		I						x
ISGA03	*** Acquisition of Information Systems**	7,5	Introductory			I/R/75%					I	I			x
DVGA01	*** Programming Techniques**	7,5	Introductory												
			Semester 2	**Spring**											
FEGA01	*** Business Administration I**	30	Introductory												
	Year 2		**Semester 3**	**Autumn**											
ISGB01	*** Database Design**	7,5	Intermediate												
ISGB03	*** Object-Oriented Modeling**	7,5	Intermediate												
	Elective Courses	15													
			Semester 4	**Spring**											
ISGB05	*** Enterprise Systems I: Models for Analysis,**	7,5	Intermediate											R	x
ISGB06	*** Enterprise Systems II: Development Models**	7,5	Intermediate			R		R	R	R			R		x
FEGB24	*** Management Control**	6	Intermediate												
FEGB25	*** Business Benefits of IT Systems**	3	Intermediate												
FEGB45	*** Corporate Finance**	6	Intermediate												
	Year 3		**Semester 5**	**Autumn**											
ISGC07	*** Service Management & Information Technology: e-Business**	15	Advanced			60%	R				R	R			x
ISGC01	**Interaction Design**	7,5													
ISGA97	**Business by Web and Web Analytics**	7,5													
PLGA01	**General Project Management Methodology**	7,5													
ISGC00	**Informations Systems: Practical Training**	7,5													
ISGC08	**Design Patterns, Java, and UML**	7,5													
	Internship/Practical training or Study Abroad	15													
			Semester 6	**Spring**											
ISGC09	*** Information Systems - Bachelor thesis**	15	Advanced					100%	98%	96%					x
ISGC06	*** Business Development from a Process & Partnership Perspecti**	7,5	Advanced				96%				95%				x
ISGC15	*** Systems Integration**	7,5	Advanced									100%			

AoL Design plan for the program IT-Design: Enterprise Systems and Economy



Karlstad Business School fora

group within the Business School or which Department from the rest of the University provides the teaching. Thus, for each measuring point we will have the opportunity to obtain a systematic reflection, i.e. the Program leaders overall picture of possible improvements based on the national requirements and the additional skills expressed in KBS LGs as well as our perspectives on sustainability, gender and collaboration/co-production.

V. Fora or communicating quality assurance, sustainability and gender equality

New fora have been implemented since June 2017 (turquoise ellipses) to support the dialogue with faculty members in different roles, see KBS fora Figure below. Students are represented (green symbol) in both education and study social activities as well as the quality assurance and development of KBS. Sustainability and gender equality are on the agenda in all fora.

In order to tie the Program Leaders at KBS closer to management and quality assurance work, we have, during the spring of 2018, established the *KBS Program Leader Team* which is being led by the Deputy Head of School with an aim to coordinate, support and implement the overall issues of the institution regarding AoL, education, collaboration and internationalization. The fora *KBS Administrative Team*, which is led by the Head and Deputy Head of School, is established with the aim to make sure that problems and strengths that will impact on education and research are identified and handled. To obtain support in strategical issues we have, during the autumn semester of 2018, established a *Professor Committee,* which is led by the Head. Its purpose will be for seizing the opportunities for a more concerted collaboration and the direction of will as a driver for better decisions and opportunities to make our mark and profile. In addition, goals and consequently outcomes are continually reviewed in parallel with our KBS strategy as well as the University strategy. An 'outside-in-perspective' from partner organizations and companies in terms of surveys to prepare workshops and in alumni relations, has suggested not surprisingly, that innovation/entrepreneurial thinking skills and digital skill are required by future employees. Hence, it is on our agenda but at the moment not a common Learning Goal. The management and faculty staff discussed our mission, strategy and learning goals at our annual *KBS Staff Day* on 31 May 2018. Thus, KBS learning goals and outcomes are regularly and continually reflected upon by our stakeholders to define and show how KBS makes a difference.

The work now continues towards building a robust and sustainable quality management system as a support for a continuous development of the School. -We have come far, but there is still much to be done, among other things, to strengthen the systematics in our measurements. I am extremely proud and happy over the committed work that the co-workers at the Business School are doing, says Martin Löfgren, Head of the Business School.

3.2 Courses and Programs

We have developed courses that are directly related to sustainability and ethics. As well, most of our programs directly and indirectly associations to sustainability, societal responsibility, and ethics.

I. Courses

At KBS, we have courses directly related to sustainability and ethics at both undergraduate and graduate levels. The courses are designed to meet the different needs of students with diverse backgrounds and programs.

Courses Undergraduate Level:

Business ethics and sustainable business
Course Code: FEGB34
Course Title: Business ethics and sustainable business
Affärsetik och hållbara affärer
Credits: 7.5 ECTS
Degree Level: Undergraduate level
Progressive Specialisation: First cycle, has less than 60 credits in first-cycle course/s as entry requirements (G1F)

Design for Sustainable Development I
Course Code: EMGA94
Course Title: Design for Sustainable Development,
Credits: 6.5 ECTS
Design och hållbar utveckling,
Degree Level: Undergraduate level
Progression Level: A
Prerequisites:60 ECTS credits in areas of technology or design

Design for Sustainable Development II
Course Code: EMGA95
Course Title: Design for Sustainable Development,
Credits: 7.5 ECTS
Design för hållbar utveckling
Degree Level: Bachelor
Progressive Specialization: G2F (First cycle, has at least 60 credits in first-cycle course/s as entry requirements)
Prerequisites: 60 ECTS in the field of engineering or design

Sustainable Development for Engineering
Course Code: EMG121
Course Title: Sustainable Development for Engineering
Hållbar utveckling för ingenjörer
Credits: 7.5 ECTS
Degree Level: Undergraduate level
Progressive Specialisation: First cycle, has only upper-secondary level entry requirements (G1N)
Major Field of Study:MEI (Environmental and Energy Systems)

Environmental and Natural Resource Economics
Course Code: NEGB20
Course Title: Environmental and Natural Resource Economics, 7.5 ECTS Credits
Degree Level: Bachelor
Progressive Specialisation: G1F (First cycle, has less than 60 credits in first-cycle course/s as entry requirements)
Major Field of Study: NAA (Economics)

Labour Economics
Course Code: NEGB21
Course Title: Labour economics, 7.5 ECTS Credits
Degree Level: Bachelor
Progressive Specialisation: G1F (First cycle, has less than 60 credits in first-cycle course/s as entry requirements)
Major Field of Study: NAA (Economics)

The course covers the theory and practice of:

- The supply and demand for labour
- Wage formation: compensating wage differences, human capital and efficiency wages and labour market organisations
- Education and the labour market
- Gender differences in the labour market
- Migration, integration and discrimination in the labour market
- Causes and consequences of unemployment
- Active and passive labour market policy

Course Graduate Level:

Quality Management and CSR (Corporate social Responsibility)
Course Code: FEAD47
Course Title: Quality Management and CSR
Credits: 7,5 ECTS
Degree Level: Master's level
Progressive Specialization: Second cycle, has only first-cycle course/s as entry requirements
(A1N)

Sustainable Business and Leadership
The course is a compulsory course for all of our masters' students at an advanced level on sustainable development and leadership.

Course Code: FEAD47
Course Title: Sustainable Business and Leadership
Hållbara affärer och ledarskap
Credits: 15 ECTS

Degree Level: Master's level
Progressive Specialization: Second cycle, has only first-cycle course/s as entry requirements
(A1N)
The course has three modules on:

- Sustainable Development and CSR
- Leadership
- Corporate governance

The course deals with economic, social and ecological sustainability and the leadership and management required to achieve sustainable operations in organizations. Achieving sustainable business often involves an extensive restructuring of the individual organization. Many businesses today lack basic knowledge of what is required. The course provides a broad understanding of how ethics, core values, corporate social responsibility and sustainable development influence and create new scenarios for business development and leadership

Corporate governance entails that rights and obligations specified for members of an organization or those who influence it: management, department heads, shareholders and other stakeholders. Corporate governance is shown to build on interdisciplinary knowledge of financing, economics, accountancy, law, leadership, and organization culture. The business also described from a management perspective in terms of sustainable leadership, where leadership and managing service enterprises, using personal resources, diversity issues and leadership styles (including authentic/ethical leadership) have treated. Students are required to analyze, identify and formulate a problem or a current event or phenomenon holistically related to course content.

Examination: The examination in this course is designed on engaging students in co-creating knowledge. Assessment of the learning outcomes are based on individual and group hand-in assignments, which present and discuss every Friday (week) in mandatory seminars.

II. Program

We are also starting to assess at the program level to see how sustainability and ethics have embedded in some programs. Real Estate Management is one of these programs.

Within the Real Estate Management program, there are no courses that directly target sustainability and ethics. However, the sustainability and ethical aspects integrated into several courses in the program, some examples below:

- Building technology basics / technical inspection and valuation of properties - energy consumption (which buildings account for about 40% of the total energy consumption in the world), material selection, and construction processes are studied to avoid people being adversely affected by staying in unhealthy buildings
- Investment and financing - here the form of funding "green bonds" is addressed, which aims to increase and clarify green investments for both companies and lenders
- Property valuation - the value of environmentally certified buildings studied to assess how these differ from conventional buildings in terms of both function and value. Furthermore, the assessment of contaminated properties has also be calculated.
- Ethics and sales techniques - here the importance of an ethical approach in a customer relationship covered.
- Property management - sustainability has addressed in the aspects of environmental classification systems of green buildings. Green leases are also listed where property owners and tenants jointly design a contract on how to reduce their environmental impact. Sustainability is also one of four subject areas the students write their assignments/tasks.
- Property management assessments - here the students examine a housing company's sustainability report based on the company's strategy and operations to analyze what they do well and what they can do better.

The students are also encouraged to write their thesis in the sustainability and ethics related contexts. Students have thought that these issues are interesting when choosing a topic, examples of what has written in the sustainability field over the past two years are:

- Seniors' preferences - a survey of the factors that influence the elderly's choice of accommodation
- The importance of environmentally certified office premises for employees' perceived health, productivity and image.
- Green residential buildings - Real estate companies' perception of the economically positive factors
- Green rental agreements
- Decisions basis for the Construction of a green building

4 Research

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.

The different disciplines in KBS have a good interaction between curriculum and research. In this SIP-report we highlight footprints in research from Service Research Center and Working Life Science which fit well with PRME ideas. Besides, every department is engaging in research that uplifts the education, but also related to sustainability thinking. Some of the research areas are also briefly described.

I. Footprints from service logic for business and society

The Service Research Center, CTF is one of the world's leading research centers focusing on value creation through service. Already in 2012, international external reviewers ranked CTF within the top five service research centers in the world. CTF has a widespread reputation for quality research that is both academically rigorous and even relevant for societal problem solving. CTF is involved in research, undergraduate and graduate education, and close cooperation with leading business and public organizations in various areas of service research. CTF also arrange highly appreciated external seminars and conferences, both for practitioners and academics. CTFs efforts to develop groundbreaking theoretical knowledge currently fall into four multidisciplinary and intentionally partly overlapping research areas: Service Innovation, Service Experiences, Service Management and Transformative Service Research.

Service Innovation: How to develop new service and service innovations from a customer perspective.

The purpose of the research conducted at CTF is to build a better understanding of what a service innovation is and to develop applicable tools, techniques and processes suitable for developing a new and innovative service. Examples of research: Methods that capture customer in situations when value is created; Processes for service innovations; Customers/users role in service innovations; Simulation of different types of experiences

Service Experience: Understanding the service operations on the basis of 'the person the service exists for' is very essence of our service perspective.

Customers' perceptions and experiences of a service are not only influenced by the company's current operation, but also by factors beyond the implementation of the service. These can be of a technical, psychological, and social nature.

Understanding the service operation on the basis of 'the person the service exists for' is something that constitutes the very essence of the service perspective, thus also being a theme which explicitly or implicitly reoccurs in many of CTF's research projects. The research conducted at CTF has contributed to advance our understanding regarding psychological mechanisms of subjective wellbeing. This is about what constitute attractive service in different domains and how customers predict their future satisfaction with a service. Examples of research; Perceived satisfaction and service supply; User involvement; Customer behavior

Service Management: Focuses on studying public and private service operations from an organizational and/or an employee perspective.

The research conducted at CTF has contributed to advancing our understanding regarding organizing, management and employment relations in service. What type of dominant logics permeates service firms and how do they facilitate and impede action? What is the nature of service quality and how can it be implemented? How is the aesthetic aspect of employees controlled in service firms? What are the barriers to collaboration between service organizations? These are examples of questions that have been addressed by researchers at CTF. Examples of research: Management logics; Inter-organizational collaboration; Skills in service occupations; Innovation management

Transformative Service Research: Transformative Service Research (TSR) investigates how and why service exchanges may promote or create transformational changes and improvements in the well-being of for example individuals (consumers and employees), societies, and ecosystems.

This research is important and needed as services play a significant role in our world and have the ability to

impact the lives and welfare of individuals, groups, and society as a whole. The significance and interest in TSR is linked to well-known societal challenges such as demographic change and human welfare; integrated and green transport and inclusive and safe societies. Examples of research: Innovation and design of services for a sustainable society; CSR for sustainable service business; Subjective well-being.

In the holiday greetings from CTF´s director Per Kristensson, he highlighted key-events and actions in CTF for 2018:

During the year, we had five PhD defenses, which is eight in total if we also count 2017. It is a clear indication that CTF is an academic environment to count on. We have hosted several events, for example the Service-Dominant Logic Day, and the conferences: Nordic Relationship Dynamics and Service Convention Sweden 2018. Next year we organize QUIS16, The 16th International Research Symposium on Advancing Service Research and Practice, here in Karlstad. When I look back at the research conducted at CTF during the year, I notice that our research meet several of the global goals in Agenda 2030. Also, several of our researchers have been very successful in attracting new research projects, which is promising for the future.

CTF, with its multidisciplinary approach where CTF researchers are involved in research, undergraduate and graduate education, and close cooperation with leading business and public organizations in various areas of service research, has a very good ground for PRME implementation. In this PRME-report there are examples of that in many narratives from this quite widespread research group. With CTF focusing on Agenda 2030 for 2019 the PRME-implementation will be of even more importance for CTF as part of KBS.

II. Sustainable working conditions

Working Life Science is the study of work at the level of the individual, organisation, and society, centering on areas such as the organisation of work and its consequences, the development of the labour market and the meaning of work in our lives.

Working Life Science offers education at all university levels including the doctoral level and contract courses. The discipline carries out research projects and cooperates with external partners and the students have continual contact with professional practice through mentorship companies. The head of discipline professor Ann Bergman gives two examples of footprints from the discipline below.

Roads to a sustainable digital work life is an ongoing research project 2017-2019, financed by AFA-insurance. The project is a joint collaboration between Ann Bergman Karlstad University, Kristina Palm Karolinska Institute and Calle Rosengren Lund University. The aim is to develop guidelines for how organizations' can work to promote sustainable working conditions in a working life in which boundaries between work and private life are redefined and redesigned. Research questions are: 1) What strategies do employees use to handle the demands on and possibilities that the digital technology creates for being available to work and family? 2) How do the employee, its partner and children experience the effects of digital technology on family life? 3) How do managers and human resources management handle the digital technology in relation to a sustainable working environment? The project contributes to improving organizations systematic work on work environment according to the Swedish work environment authority. It also contributes to the research-based knowledge on how to meet and handle digitalization and its consequences for the relation between work and family/private life. The digitalization is one of the major challenges associated with future working life and society. Three companies are connected to the project Astra Zeneca a science-led biopharmaceutical business, Valmet a developer and supplier of technologies, automation and services for the pulp, paper and energy industries, and Södra Cell a forest and pulp production company.

Arbete & Välfärd: Ledning, personal och organisationsmodeller i Sverige (Work & Welfare: Management, personnel and organization models in Sweden) is a book edited by Åke Sandberg, where each chapter, different parts of reality is illustrated by leading Swedish working life researchers. All in all, there are 28 authors from different disciplines where Professor Ann Bergman and Professor Jan Ch. Karlsson, both at Working Life Science at Karlstad University Business School has each co-authored one chapter. In the book as a whole, the relationship between the individual, the workplace level and society is central. The distinctive character of Sweden is highlighted – both models and reality. Hence, it is a basic book about employees, work environment, organization, management and welfare. At the same time, it offers exciting, critical and questioning perspectives and issues. Aspects such as power, gender, class and ethnicity are central in order to investigate the books different themes. One important theme is the conditions for sustainable, decent and developing work with fair working conditions and with possibilities to cooperation and influence. Karlsson and Skorstad's chapter is about employees'

different acts of resistance towards different technological systems in a male dominated industry in order to maintain decent and sustainable working conditions. Also, Bergman and Eriksson Ulfsdotters's chapter is focusing on sustainable and decent working conditions in female dominated service occupations – cabin attendants, restaurant waiters and shop assistants. In their chapter, they argue that the core of the working class is shifting from the traditional male dominated blue-collar industrial workers to low paid female dominated pink-collar service workers. The book was one out of two that were awarded in 2018 for its extraordinary contribution and qualities as a textbook.

III. Tax Law and Corporate Social Responsibility

In the first Sustainability Day of KBS Professor Anders Hultqvist in the discipline of Law talked about the interconnection between Tax Law and Corporate Social Responsibility and the cooperation with the The Swedish Tax Agency. In the first Sustainability Day of KBS Professor Anders Hultqvist in the discipline of Law talked about the interconnection between Tax Law and Corporate Social Responsibility and the cooperation with the The Swedish Tax Agency. The discussion derives from the UN Business report Guiding Principles on Business and Human Rights – Implementing the United Nations "Protect, Respect and Remedy" Framework (United Nations. 2011), the OECD Guidelines for Multinational Enterprises (2011) and the EU Platform for Tax Good Governance. The Swedish government's interpretation and mission to the Tax Agency has been scrutinized and discussed at seminars together with the Agency at Karlstad University and with enterprises in Värmland.

IV. Regional differences in health care utilization

In the research project "Regional variation in health care utilization: explaining the large differences using evidence from regional migration", researchers from KBS and University of Gothenburg, will address what explains and drives the increasing and large regional variations. The project will use an empirical approach were individuals moving between regions in Sweden will be compared to non-movers in terms of health care seeking behavior. By analyzing a large number of movers over time using Swedish register data, it will be possible to capture if the difference in health seeking behavior between regions is mostly explained by health care need and demand or by place-specific factors (such as supply and access to care). - The results will be important to understand if and to what extent there is (in)equity in the regional differences, and as an input to legislators for potential health policy reforms", says Niklas Jakobsson, Associate Professor in Economics at KBS. Questions such as why is primary health care utilization per person almost twice as high in for example the Stockholm region compared to the Östergötland region? The difference in health care utilization between Swedish regions is large and has increased over time. Researchers from KBS, Gothenburg and Verona will be searching for the answers between 2019 and 2021.

V. Packaging for saving food and planet

The research group Packaging for sustainable development combines service thinking and consumer insights with environmental assessments. In a world with climate change, diminishing water supply and lack of land areal, there are no doubts that securing the volumes and the quality of food for the world population is one of our grand challenges. Packaging initiatives that save food will be important to fulfill the UN Sustainable Development Goals to reduce hunger and halve global per capita food waste. The group have shown that it often is environmentally advantageous to develop packaging that help consumers waste less food, a kind of unconscious nudging. They have identified fifteen packaging functions that influence food waste in households. In order to move towards a sustainable development, there is an urgent need to understand if and how environmentally preferable behavior can be made convenient and attractive.

5 Partnership

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

Partnership is a mark for all KBS disciplines and the service research center. Some of the most advanced developed partnerships we have:

I. Sustainable service and marketing orientation to make difference

SAMOT (the Service and Market Oriented Research Group) VINN Excellence Center as part of CTF and attached to Karlstad University was an established research center, between 2006 and 2017, in public transport. This was a 20 MEUR program. The unique strength of the center was its combination of leading-edge applied research and its active collaboration with industry. The competences is still there from this program but the business model has changed with research projects instead of a whole program.

On December 3 2018, KBS at Karlstad University organized the annual Sustainability Day, available for students and the general public. Margareta Friman, Professor of Psychology at CTF, earlier Director of SAMOT and now Pro-Vice Chancellor at Karlstad University, held a presentation on the theme "Transport Policy", were she talked about generating decisions on how to form societies. One challenge she spoke about was the need to develop policies that promote sustainable travel.

"A sustainable future requires us to change our view of transport. An overall goal for all nations should be the sustainable journey that is accompanied by sustained or increased well-being for people", says Margareta Friman.

An important success factor for SAMOT was the partnership with key stakeholders from society and industry. SAMOT partner strategy determines the need to engage different types of stakeholders. Four main groups of partners were identified: (1) national policy actors, (2) local and regional government agencies, (3) producing/service-providing companies, and (4) other actors. These play different roles, contributing in different ways and with different resources. This type of collaborations with partners driven by citizens and societal needs open up for new research project for CTF.

Another result from SAMOT platform is SAMOT Service Innovation lab. The SAMOT service innovation lab was established in 2013. Here, participants from industry, society and academia provide support, an organizational platform, and the physical facilities for developing new and innovative services based on the knowledge created in the research projects. Situated in a stimulating environment and populated by researchers from various applied fields, as well as numerous business start-ups in different industries, the lab is a resource for new forms of implementation-focused collaboration. In addition to this collaborative infrastructure, there are several different clusters and networks managed by SAMOT.

In competition with others, SAMOT researchers were entrusted with supporting the Swedish Transport Administration's internal development work (2013-2016) toward becoming a modern agency. This development work focuses on the Administration's portfolio of services and their role in multi-party collaboration, focusing on accessibility in metropolitan regions and regional public transport programs. The development work resulted in the launch of our Service Innovation Lab, a distributed collaboration platform, located at the Karlstad Innovation Park. During 2017 and 2018 two of SAMOT´s researchers Dr Mikael Johnson and Professor Bo Enquist have together with other researchers at CTF continuously supported Swedish Transport Administration with several projects which focusing on proactive use challenge driven service innovation, co-creation and sustainable practice as part of its development work to become a modern agency.

Swedish Transport Administration's new Research and Innovation Development Plan for 2019-2024 asks for solutions in the new plan period for Agenda 2030 implementation, climate change challenges and more knowledge how a sustainable transport system get an impact for more accessible cities and regions. Some CTF researchers are now, with accumulated knowledge grounded from the SAMOT period, coming up with new potential partnership research projects during spring 2019 for three years period inspired by PRME principles and Agenda 2030 implementation.

II. Customers with benefits: #Me-Too

A new CTF research project has its background in #Me-Too led by Dr Anna Fyrberg Yngfalk and Associate professor Markus Fellesson in partnership with service organizations:

The project seeks to generate more knowledge about the work environment in service organizations by focusing on customers sexual harassment that is both more extensive and frequent in the service context compared to other businesses. The aim of the project is to investigate how customer orientation interacts with power and gender structures with a particular focus on the implications for the work environment; how can it legitimize customers sexual harassment but also constrain employees' abilities to take action. This is conducted by broadening the analysis of customer discourse and how it is interrelated with broader structures of power and gender. In contrast to previous research on misbehaving customers, which mainly has a micro and inter- organizational perspective, we view the idea of the sovereign and self-realizing customer as part of a discursive system that involves power relations and in which the employee is subordinated the customer's needs and wishes that leads to problematic consequences for the work environment.

The project is based on 70 interviews in the service setting and more specifically into clothing/fashion and restaurants that comprehend regular and intimate customer interactions. We will analyze employees' experiences of situations with customer harassment but also their reflections on customer service, power and gender in customer interactions. We will also analyze secondary data by reviewing published stories within current #Me-Too campaigns. The project contributes to previous research on service work, both empirically and conceptually by highlighting how power is exercised and how gender structures are (re)produced in customer-oriented service settings. Such perspectives are also lacking in contemporary management-oriented service research.

The project also contributes with practical knowledge of the negative consequences of customer orientation for the service work environment, including suggestions of action strategies.

III. Structural Influences on Successful Transitions to Sustainable Working Lives

The project involves the UK and Australia to make a Comparative Study of the Long Term Experiences of Restructuring. It is focusing on the response to job loss due to industrial restructuring, which is a key societal and policy challenge. Tripartite support programs and Active Labour Market Policies have had celebrated success in short term responses to labour market re-entry; however, less is known about the longer term consequences of restructuring for individuals and families affected by job loss, and thus the effectiveness

of restructuring support viewed over the longer term. The purpose of the study is to identify mechanisms that explain successful post-restructuring transitions, viewed 7-10 years after the restructuring event. Earlier studies have focused on the effects for displaced workers at the point of termination or tracked statistics on labour force destinations. Little is known about how interaction with support provision, and other social structures, contributes to transitions to jobs, retirement and alternate activities.

The study is based on the steel industry, which has experienced a major degree of restructuring, and contributes to a comparative project involving the UK and Australia. The study is using work-life biographical interviews to track the longer term experiences of displaced workers, purposively sampled by age and gender. Analysis will be extended beyond the individual by the inclusion of partners/spouses, to gain insight into the impact of restructuring on families/households and their role in transitions. Focus groups, documentary evidence and semi-structured expert informant interviews with key labour market actors are utilising.

In this research, the role of labour market actors is explored using institutional theory in relation to restructuring regimes. Individual worker trajectories will be analysed using life course theory. Combining these theoretical frameworks will bridge the examination of the respective, and complementary, roles of formal labour market institutions with other social structures, notably family, social networks and occupational community.

IV. CriseIT

The project CriseIT aims to develop tools, methods, and educational material enabling this. The envisioned new forms of training support are meant to supplement traditional exercises by adding virtual tools that make it possible to practice crisis management "anywhere and anytime" via computers, tablets, and smartphones. This will provide the conditions needed to practice more often, with more persons involved, and in shorter sessions. The vision is to develop an easy to use, cost-efficient, and flexible crisis exercise concept which creates safety in Inner Scandinavia – now and in the future. Primarily, the project deliverables are directed to civil servants and politicians having responsibility for crisis management and preparedness in an area. It should also be possible to include other groups – professionals and public – in some of the exercises. The results of the project will support joint (both synchronous and asynchronous) exercises across organisational and national borders, but also individuals' training of their own roles will be supported. The project is financed in equal parts by the involved partners and the Interreg Sweden-Norway program, Inner Scandinavia, under the name "Preparing for Future Crisis Management."

The goals of the project are to provide:

- an analysis of needs and prerequisites for IT based crisis training
- software to support the entire process from the defining of needs for crisis training to bringing back the experiences into the organizations
- a website offering tools for exercises and individual training
- a method that supports an effective application of the IT tools for analysing, planning, conducting, and evaluating exercises
- educational material that facilitates the use of the method and tools

Dr Monika Magnusson and dr Emelie Hindersson are coordinators of CriseIT

New funding for the project CriseIT 2 - Implementing Future Crisis Management Training

(2019-2021) involves Monika Magnusson (Project leader), Peter Bellström, John-Sören Pettersson and Malin Wik from information systems in KBS. Partners are the municipalities in Arvika and Årjäng in Sweden and Hamar and Våler in Norway. In addition, County Board in Värmland, Fylkesmannen i Innlandet, Norskt utdanningscenter, NUSB, AppieMode, EON Reality and Exigentia.

http://www.criseit.org/

For extra information: https://www.kau.se/hhk/nyheter/forskning-om-krisberedskap-far-ny-eu-finansiering

6 Dialogue

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

I. M4D 2018 – A Karlstad conference in Uganda

A decade ago it became apparent that the developing world did not have to pass through all the technological steps the industrialised world had gone through: the mobile phone revolution had already revolutionised communication in most of the resource constrained parts of the world. ”M4D” – mobiles for development – became an often used phrase, just as ICT4D had been for a long time, in spite of the obvious fact that electricity and service maintenance made computerisation more of a burden than a facilitator.

At Karlstad University, engaged scholars and PhD candidates summoned a conference which was attended by researchers and practitioners from all over the world: the Mobile Communication Technologies for Development, or M4D 2008, conference. This developed into a biannual series of conference held in developing regions of the world. In 2018, long-lasting ties between Information Systems disciplines at Makerere University and KBS resulted in the M4D 2018 conference.

This conference had many papers focusing on the sustainability factors. Papers were presented under titles such as “Role of mobile phones in encouraging public participation in municipal solid waste management”, “Diminishing parallels: avoiding peripheralization in ICT4D settings”, “Mobile Money at the intersection of m-inclusion and m-livelihoods”, “A mobile artefact for collecting and availing indigenous knowledge to farmers for food security enhancement”, “Building a low-cost obstetric equipment and supplies prediction system using mobile web technologies”, and “Using mobile phones to improve veterinary service delivery and provision of first aid information for livestock owners.”

It was also interesting to hear from a young Ugandan who had been a participant at the previous M4D conference, which was held in Maputo, that Mozambique governmental attendants had approached him to have his app for livestock tracking translated into Portuguese for nation-wide deployment in their country. Thus, it is important to mix practitioners and researchers, and to have conference series ambulating in the developing world. Also, the conference committee was keen on guiding less experienced authors to improve their papers rather than rejecting at once. Thus tries the M4D conference series contributes to a sustainable academy in resource-constrained countries.

M4D 2018 conference in uganda

II. Citizen Centered Governmental Services build upon trust

Prosperity services and critical management view is part of CTF research where value creation have a broader view than only economic value.

The two researchers Associate professor Johan Quist and Dr. Martin Fransson have during the last decade built up a network of governmental agencies and eGovernance service providers. Quist and Fransson are coordinating “Academy for Citizen Centered Government Services”, which is an arena for researchers and governmental agencies for mutual developing of public service in a public management/governance context meeting future societal challenges. In their book Service logic for public management/governance for public prosperity service (Quist and Fransson, 2014) they introduce the service logic thinking and understanding value creation not only as customers but also in a broader view for citizens and society.

Researchers Johan Quist and Martin Fransson have for several years together with different authorities conducted research on how the public sector can be better, more relevant and appropriate for citizens. Now the Government Offices of Sweden take help from the researchers.

During part of 2018 and 2019, Johan Quist and Martin Fransson at CTF, Service Research Center at Karlstad University, are part-time assigned to The Delegation for Trust-Based Public Management at the Government Offices. In their assignment as research directors in the Delegation for Trust-Based Public Management, Johan Quist and Martin Fransson will conduct experiments on design methodology, system theory and professionalism in the government agencies. The researchers will carry out their assignment together with Katarina Wetter-Edman, Research Director at Research and Development, County Council of Sörmland, and former employee at CTF. They have assumed their new assignment from September 1, 2018. ”We have been accustomed to conduct our research in close cooperation with different authorities for many years, and this task strengthens that focus”, says Johan Quist, Associate Professor of Business Administration.

Associate Prof. Johan Quist and Dr. Martin Fransson

In June 2016, the Government appointed a Public Inquiry - The Delegation for Trust-Based Public Management - to conduct investigative activities and eventually propose new control models for the public sector. The aim is for the management of public administration on a greater extend become more based on trust. Employees’ knowledge and experience will be better utilized so that public services generate higher value and quality for citizens.

In December 2018 Fransson and Quist published a three year research study, which has been a collaboration between Försäkringskassan (a governmental agency for social insurance) and Service Research center, with the title: “Free as a bird”. This is an experimental study to see what happen when the front line employees get more empowerment and freedom to use its knowledge and experience to design its own processes in smaller groups to deliver relevant citizen public service offerings.

From a PRME point of view, the Quist and Fransson platform has proved how the public sector can be better, more relevant and appropriate for citizens by using three of PRME principles: research, partnership and dialogue in a proactive way to come closer to the citizens’ need of governmental social services build upon trust.

III. The Process orientation in practice network

Process orientation in practice (PoP) is about using common methods for business process management that applies basic principles for process orientation. PoP methods give a platform on how the “thinking” process, describing, visualizing and spreading knowledge on business operations in order to explain, understand and improve. By using common methods, the chances of cooperating, communicating, and exchange experiences in business development increases. Methods are also focusing on the alignment between the top management strategies and initiatives (as for example sustainability and digitalization) and the business practice. The methods are developed and spread through an extensive collaboration in different networks, a way of working that was rewarded with the 2016 Karlstad University’s collaboration scholarship award. The PoP network met for their annual workshop on the 8th March 2018 hosted by the network coordinator Marie-Therese Christiansson, Deputy Head and Senior Lecturer in information systems at KBS. The purpose was a joint knowledge development on *sustainability and quality as perspective in business process management*. The focus was on business- and operational implicational reasons to work with quality and sustainability in business process management as well as on methods on how to identify and value different perspectives in operational processes. The purpose of the workshop was exchange of experience and a joint learning, where the students of the course “Business development from a process

and partnership perspective" also participated in the discussions. There were representatives from Karlstad Univeristy, MSB, SJ Götalandståg, Grums municipality, Karlstads municipality, Skövde municipality, Preem AB, Valmet AB, Valbruna Nordic AB, HEXPOL TPE AB, County Council of Värmland, the Karolinska institution, Qvalify AB and Qualifier Sweden AB.

Sustainability, quality and other perspectives are mostly on the agenda in order to integrate and implement these in business practices. "-A business process-oriented development can provide the mindset and tools to capture and visualize the business operation knowledge which is needed to be able to align strategical intentions with business practice end individuals – close to our daily life", says Marie-There Christiansson. During the workshop, Helén Williams, Professor in environment- and energy system and researcher at CTF, gave a short lecture on knowledge on sustainable development and how this can and should affect individuals and companies to act in direction towards economic, social and environmental goals. Also, Peter Landin, assessor in ISO 90001 and ISO 14001 at Qvalify AB, contributed with a certification perspective on the commitment of the management and many examples on effective operational development. Two valuable contributions to the following discussions.

From a PRME point of view, the Christiansson platform has proved how the public and private sector can co-produce knowledge and methods between academics, education and practice.

7 KBS Organizational Practice

7.1 Continuing PRME implementation for KBS under 2019 and 2020

Our main focus with the PRME principles work over the next two years is to continue embedding the four SGDs into the Schools' daily activities, teaching and research. The activities which we have decided to prioritise are: to integrate the PRME principles within KBS'quality work; the Sustainability Day and Symposium; the Sustainability Hub; to integrate Karlstad University sustainability policy; and to develop a partnership with stakeholders.

I. Implementation Agenda2030 as a Proactive driver

The AoL Day with focus on the 4 SDGs
One of the main ambitions was to start as soon as possible, in January 2019 we established a basis for the implementation of the four SDGs. KBS already uses a systematic approach to make where we integrate the sustainability goals visible, in an AoL design plan and in the definition of responsible behaviour.

At the AoL Planning Day held on January 15, 2019, employees of the KBS gathered to discuss sustainable development. The day began with information on progress with the international accreditation process, AACSB, and on how this work was linked to KBS's mission and our other development initiatives, such as PRME. Based on this, the day was devoted to jointly identifying a plan for how KBS can work with sustainable development in accordance with the commitments we have. Therefore, in the morning session of the AoL Planning Day, the participants actively participated in group discussions on how KBS can work systematically with sustainable development in line with the 4 SDGs during 2019.

In the discussions, the question was also asked whether or not there is a risk that inclusiveness leads to lower quality of the education, and ways to mitigate that if that is the case. Suggestions, which came up during the discussions were improved student recruitment processes and preparatory courses where skills such as critical thinking are practiced. Lifelong learning, which is part of SDG 4, can be encouraged by adding more focus on teaching reflective skills, rather than merely subject knowledge. Working in close collaboration with working life is a motivating factor for students but is also a good basis for professional lifelong learning. Workshops and shorter courses aimed at alumni were identified as other paths to lifelong learning.

On gender equality, SDG 5, the need for proactive work towards more equal recruitment of students to university courses and programmes was mentioned. A more equal gender ratio can be accomplished by targeted efforts to encourage the underrepresented gender of a course/programme to apply. The ITQ network, which is a network for women who study IT at Karlstad University and practitioners in the industry, was mentioned as a good example of how this can be done. A network of female researchers at KBS will be established in the spring of 2019. One group highlighted out that current work to forward the education' saccessibility through offering different learning platforms also helps support gender equality. There has been a shift in the gender balance of some study programmes recently, perhaps due to a difference in attitudes achieved from such targeted efforts. In the project management field, which was previously predominantly by older men working in the industry but the opposite is the case for studies, the male-female ratio is now 20-80, the same ratio is to be found in the Law program and the opposite numbers, 80-20, is to be found in the IT programs. Regarding the gender ratio of the employees in KBS, a call was made for more female guest lecturers, and a self-reflective question on whether there might be a structural problem behind our low representation of female associate professors and professors was raised.

Regarding SDG 12, Responsible Production & Consumption and SDG 13, Climate Action, which were considered to have many points of contact, it emerged that the programmes/courses/ lectures have varying abilities to influence these goals in practice, but that all can contribute to a sustainable life style through inspiration, attitude, knowledge transfer and by example. Ideas for different methods of practical environmental work included considering whether it is necessary to distribute paper materials to the students, the possibility of arranging Clothes Swap Days and of developing a gamification app where scores would be given in the areas of travelling, eating, and shopping, to encourage staff members and students to lead more environmentally friendly lives, were also shared. Sustainable development constitutes an important part of KBSs commitments and it is therefore natural to also align our research to the goals by including sustainability aspects in research applications and by writing research

papers that explicitly include our goals and that can make a difference in the professional world. Business Administration, Economics, Information Systems and Working Life Science, for example, are already conducting research in the field.

The AoL Day attendees also identified structural strategies for how to move forward in our efforts to meet the sustainable development goals. KBS already uses a systematic approach to make where we integrate the sustainability goals visible in an AoL design plan and in the definition of responsible behaviour. Efforts will also be made to apply a sustainability perspective to business process development and to embed the 4 goals across the curriculum. Idea sharing is another powerful tool to make progress in our work towards a sustainable school, and events like the AoL Planning Day, where KBS employee's work together across subjects to learn from each other is one way to accomplish that. Student ideas can be drawn on by highlighting good examples of sustainable development found in student project assignments, for example on the KBS website.

Some examples of other ideas from the discussions on the AoL Day as well as from the gender coordinator at the Faculty of Arts and Social Sciences, are to:

- provide the students with opportunities in the courses – they are driven by the issues. We can design course assignments on the topic without being experts in the area – embed sustainability in subject-specific contexts. Issues related to sustainability and gender perspective can also be developed for use when
- students meet/work with companies / during study visits. Or collected in the empirical environments.
- provide student opportunities to gain insight to their future work situation through workplace experience. Prepare students and cooperation partners on the rapid changes in the labour market.
- acknowledge students' achievements at the Sustainability Day, e.g. thesis of the year, poster exhibitions – identify the recipient of student contributions.
- define and apply "responsible" on different levels: individual, organisational, societal as well as to state indicators/traits.
- define a list of current issues (as well as theories) per subject linked to gender equality in order to contribute to the programs' development. For example: discuss the Allbright report and gender budgeting in business administration, judiciary and gender neutrality /current cases /gender equality as a law issue in Law.
- provide an interactive workshop regarding current gender issues related to each program and how these can be included. On this occasion, the gender staircase can also be introduced for discussion on the processing and use to different programs/subjects.
- to develop and disseminate a common conceptual ground in gender to share / discuss.
- to provide training for teachers / staff who want to be more knowledgeable in gender theory before using gender and gender equality perspectives in courses. Staff members themselves needs to be educated on the subject to be able to walk the talk and to lead by example.
- to learn from good practice and how others at different universities work with gender mainstreaming.
- to disseminates examples of the study plan, syllabus and learning outcomes for inspiration.

II. Sustainability Day

The Sustainability day is a tradition at KBS. On the Sustainability Day, the first Monday of December, sustainable development is in focus. It is a day on sustainability, business ethics and CSR - Corporate Social Responsibility. Partners, stakeholders and students meet together with leading researchers in this area. KBS's mission is to educate future responsible profes-

Four SDG goals KBS is inplementing.

sionals, of which sustainability issues are an important part. The PRME principles and SDGs always underpinning the Sustainability Day. We are highlighting societal responsibility when we talk about sustainability, most people think about the environment. It is important to see sustainability in a broader perspective and think about both the social and economic aspects. A holistic thought that involves everything that concerns us a society. The Sustainability day is not only an opportunity for students and staff to obtain valuable external input, but also an opportunity to gather all the expertise that is available around the PRME principles and the challenges of implementing the SDGs at KBS. There is a great commitment to these issues in the school, but we can always be better at learning from each other. This is a perfect opportunity to further sharpen our work.

KBS already use a systematic approach by making visible where we integrate the sustainability goals in an AoL design plan and in the definition of responsible behaviour

III. Sustainability Hub

Creating an online platform to integrate all the work and efforts in relation to sustainability is one of the main works of PRME at KBS. We have created a webpage (hub) to communicate all the activities of PRME and SDGs; report academic publications including masters and bachelor theses; publish reports; and communicate our courses. It will also include good examples of sustainable development found in student project assignments, on the KBS website for example. The Sustainability hub will be a place where we at KBS communicate with our stakeholders and other external parties.

See: https://www.kau.se/en/hhk/about-us/karlstad-business-school/karlstad-business-school/sustainability-through-responsible

IV. Partnership

One of the PRME missions is to develop a partnership with local organizations who are working on sustainability and CRS activities, for instance CSR Värmaland. KBS will also work on extending its partnership with the PRME Nordic chapter and other business schools. Another important focus is on research and curriculum development. KBS is working on organizing symposiums and workshops to increase the knowledge and practice of the SDGs.

V. Karlstad University sustainability policy

KBS, as part of Karlstad university, is working towards implementing the environmental policy of the university for 2019 -2021. As an institution for higher education and research, Karlstad University has a great responsibility for contributing to long-term sustainable development. The university is also carrying out a systematic audit in assessing the University's progress towards sustainability. One mechanism is to make an audit of the waste and the recycling programme. This allows the institution to analyze its policies and make continuous improvements. The audit from 2017 and 2018 shows progress, as indicated in the table below.

Karlstad University will work to ensure a healthy and good living environment for present and future generations and sustainable resource consumption, in a global perspective.

The basis for the environmental work is the current legislation, the action programme adopted by Parliament and a willingness to be a leading player in the work for a sustainable society. Karlstad University shall strive to integrate environmental and sustainability issues in all programmes where this is possible. The university should stimulate research focused on analyzing and solving environmental and development issues.

- An awareness of environmental issues and sustainable development must be communicated to both students and staff, with the aim of initiating new thinking and stimulating concrete actions that promote sustainable development.
- The university shall consider environmental considerations in decisions concerning all activities, both education and research and administration. Environmental considerations should be taken into account when procuring and purchasing.
- In the physical activities, the university shall work to minimize the environmental impact and continuously work for a continuous improvement. The university will also work to limit the use of environmentally hazardous substances and finite natural resources.

As a reference the university gives high priority on implement the policy. Based on the last two years work, on November 29-30 2018, Karlstad University completed the first audit of three within the framework of the internal environmental audit plan, as indicated below.

A. Karlstad University Environmental Management Revision

Goodpoint AB was commissioned to lead the internal audit of the environmental management system,

which must comply with all requirements in SFS 2009: 907 (Regulation on environmental management in government agencies). During this first audit cycle, the University management and the Faculty of Arts and Social Sciences and three of the departments belonging to the faculty were reviewed; Department of Artistic Studies, Department of Geography, Media and Communication, and KBS. During the audit, 10 positive observations, 13 observations and 16 deviations were identified.

The auditors strive to:

- Educate and inform managers and employees
- When necessary, investigate how work tasks are performed, how a particular issue is handled, if the existing working method is adapted to achieve the environmental goals
- Identify the need to change working methods by finding improvements

Positive observations mentioned as good examples at the time of the audit, were the following 6 out of the 10 positive observations of activities and initiatives identified in total:

1. KBS has identified different ways of following up integration of sustainable development into the education programmes. For example, they will follow up on how many papers in each subject deal with topics in sustainable development in 2018. The follow-up will be repeatedly annually.
2. In 2018, KBS initiated a questionnaire for the department's students regarding gender equality, the students' experience of integration and implementation of gender equality in education. In 2019, the survey is planned to include other aspects of sustainable development.
3. At the Faculty of Arts and Social Sciences, a workshop was conducted in November 2018 with the aim of sharing good examples from the education programmes that deal with sustainable development and/or have integrated learning outcomes in the education plan or in the syllabus. Programme Leaders from the KBS's degree programme contributed with their experience of the AoL process work.
4. KBS is working to become accredited according to AACSB, which is an international accreditation for Business Schools. This means quality work according to specific criteria and KBS has chosen sustainable development as a guiding principle. KBS has taken the initiative to integrate the Principles for Responsible Management Education (PRME), which consists of six principles: Purpose, Values, Method, Research, Partnership and Dialogue.
5. Several initiatives to put sustainability on the agenda of Staff Days, e.g. an expert was invited to give a lecture on the theme of sustainable development at the KBS's Staff Day in May 2018.
6. At the KBS, there are several foras (KBS Staff Meetings/Days/Fika, The Management Team, Department Committee, Subject Committee, KBS Student Team, KBS Programme Leader Team, Study Programme Committee, Professor Committee, forum where all administrators are included, councils where all student associations are

Descrption - Type of waste	Year in kgs. 2017	 2018
Corrugated cardboard	10 100 kg	11 420
Paper	49 950 kg	39 320
Plastic	1 465	855
Colored glass	840	660
Non-coloured glass	960	600
Metal	10 580	12 900
Wood -	245	499
Mixed scrap	11 340	10 280
Mixing chips	677	76
Flammable	100 220	85 000
Deposit -	1 630	1 375
Electronics	376	124
Hazardous waste: * electronics is included in Hazardous waste	8 740 *6 231	7 387 *6 544

Total waste reduction plan for Karlstad University

represented, and KBS's External Advisory Board) to discuss the integration of sustainable development in the education and to analyse the results of the surveys that were sent out in 2018 and are planned to be sent out in 2019.

Observations are areas where KAU has potential for improvement. Out of 16 observations in total for the Faculty of Arts and Social Sciences, the 8 observations related to KBS's activities forms the basis for the following points, to be managed and incorporated into the management system:

- KBS to include Agenda 2030, focusing on four of the SDGs (4, 5, 12 and 13) on the agenda at all forums. Definitions of what the SDGs refers to in KBS business performance have been discussed with staff and defined on the AoL Day in January and will be further discussed with students, and at joint events with partners in the public and private business sector. A workshop is planned in March with the KBS Student Team and an external reference group of practitioners.
- KBS will prepare an internal communication process and systematics about how the work with the 4 SDGs goals will be communicated and made available internally. We currently use the Sustainability Hub and our digital platform, KBS_Canvas, and the weekly event for staff, Handelsfika. E-mails are also sent out to staff but are of mixed nature, which means that the sustainability work can disappear in the noise. In step 2, efforts will be made to quality assure our external communication.
- KBS will ensure that KBS's strategy and goals are followed up with relevant indicators that indicate the effect and feedback that engages.
- KBS will communicate and continue working on the AoL process with the most significant environmental aspect, i.e. in order to be able to carry out the environmental work in an efficient manner, it must be known that education is the most important environmental aspect that can also have a positive impact on the environment.
- KBS will clarify employees and students' responsibilities and tasks within the role of the environmental coordinator as an expert support/resource available to those who are appointed as responsible for implementing an action plan for achieving agreed environmental goals.
- KBS must follow and implement KAU's environmental work and make demands that this be communicated via the Faculty of Arts and Social Sciences, i.e. follow-ups of environmental goals at faculty and department level.
- KBS already has a systematic procedure and methods for measuring whether or not sustainable development is integrated into the education within the framework of the AoL process in place.
- KBS's annual event Sustainability day can be broadened to also invite students from other parts of Karlstad University.

Appendix - PRME-relevant publications and thesis

Articles, reviewed conference papers and book chapters

2018

Arvidson, Markus; Axelsson, Jonas (2018) Exploring self-loyalty in the context of social acceleration : Theorising loyalties as emotions and resistance. *Book chapter*

Arvidson, Markus; Axelsson, Jonas (2018) Arvidson, Markus; Axelsson, Jonas. *Utmaningar och möjligheter i det komplexa arbetslivet*, Malmö 18-19 oktober 2018

Arvidson, Markus; Axelsson, Jonas (2018) The Cole-Guetzkow-view on loyalty conflicts in organizational and everyday life. *The Nordic Work Life Conference 2018,* Oslo 13-15 June

Axelsson, Jonas; Karlsson, Jan Ch; Skorstad, Egil J (2018) An infiltrating solidarity : The worker collectivity today. *The Nordic Work Life Conference 2018, Oslo 13-15 June*

Bolton, R. N., McColl-Kennedy, J. R., Cheung, L., Gallan, A., Orsingher, C., Witell, L., & Zaki, M. (2018). Customer experience challenges: bringing together digital, physical and social realms. *Journal of Service Management*, Vol. 29(5), pp. 776-808.

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The journey

The journey to be a member of PRME was started some years ago with a need for integrating sustainability research and education at our business school. The vision and mission with strong commitment of the KBS management set up the foundation for implementing PRME at the school. Our international network on marketing ethics and CSR had an inspiration and role in realizing PRME as a means for assessing our engagement and communication to our stakeholders. Before and after February 2017, the school worked in implementing the six principles: Purpose; Values; Method; Research; Partnership and Dialogue. Even though, we had realized early in the process that many good examples from education and research aligned with the six principles. Our self-evaluation identified that the school had no systematic process to tackle issues to advance corporate social responsibilities through the incorporation of universal values into curricula and research. Therefore, this first progress report will allow us to visualize the state-of-the-use of the PRME principles in KBS's day-to-day-operations and institutionalize the learning process to make continuous improvements. Looking at the past two years, KBS has better coordination in place to meet its mission and nurture a new generation of business and societal members capable of managing the complex challenges faced by business and society in the 21st century.

The KBS SIP for 2017-2018 is mainly a joint effort of stakeholders: Faculty members, Researchers, Partners, Students, Alumni, and International research networks. We would like to thank everyone who have involved in this journey and contributed to this SIP report.

Professor Bo Enquist

Dr. Samuel Petros Sebhatu

5 GENDER EQUALITY
4 QUALITY EDUCATION
13 CLIMATE ACTION
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
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