

List of Abstracts

PRME/CBS International Conference on Responsible Management Education: Sustainable Leadership in the Era of Climate Change

23-24 November 2009, Copenhagen Business School

Anthony Buono

Title: “Revamping the Curriculum: Innovative Approaches to Curriculum Change in the Era of Climate Change”

Abstract: Moving beyond the creation of individual courses focused on issues of climate change and sustainability, the presentation will spotlight two innovative curriculum initiatives at Bentley University focused on weaving these concerns throughout the students’ course of study: the Liberal Studies Major (LSM) and a new pilot program, the Complex Problems/ Creative Solutions initiative (CP/CS). The LSM is intended to help students increase the value and meaning of their liberal arts education by combining selected required courses in the general education curriculum with arts and sciences electives and business electives, whereas the CP/CS enables students to study a globally important, difficult problem from the perspectives of both business and arts and sciences disciplines integrating classroom and extracurricular learning as well as disciplinary approaches to problem solving by including guest speakers, corporate site visits, and film viewing.

Carole Parkes

Title: “Engaging different communities with sustainability”

Abstract: The research investigates how engagement with sustainability initiatives may differ within and across communities according to their socioeconomic status and seeks to identify socioeconomic variables that may impact groups' access to the language and practice of 'sustainability'. In summary it is building up a picture of how people see sustainability in action at work, or in their community. This is important as to meet the challenging targets that inform the sustainability agenda, behaviour change at the community, not just individual, level is needed. The main contribution expected is firstly to gain an insight into the differential impact of sustainability across different groups and secondly to inform targeted future planning of sustainability initiatives in the city communities and businesses that reflect local experiences and aspirations.

Christoph Hienerth & Frederikke Kroon

Title: “co-creating Sustainable Business Models with industry”

Abstract: This course has been developed and is offered as cooperation between Copenhagen Business School, Lund University, Øresund Entrepreneurship Academy and Marketing Consulting Services. It is inspired by current important topics like the reduction of CO₂, microfinance, improving the living standard of the bottom of the pyramid, the development of new energy sources and clean technologies. This course teaches students how to find, evaluate and develop innovative ideas for the benefit of individuals, companies and the society (resulting in sustainable innovations). In this course students get to learn the models and tools taken from theory on sustainability and corporate social responsibility, innovation management and entrepreneurship literature. Students take part in an “instant innovation camp” where they learn to reflect and apply theories and models. In this camp (which takes 12 hours in a row for all participants, including the course organizers and company partners!) we experience the generation of ideas “live”. We work on real projects and come up with sustainable ideas and solutions right at the end of the camp, involving well known companies (e.g. in prior semester: Nestle, SAS or Novartis).

The relevance of this course results from a common dilemma in industries that depend on the generation of sustainable innovations. There is a high number of ideas to be identified and evaluated. From the mass of ideas only few will survive to become ready solutions. We meet this challenge and search for ideas, evaluate them and select the most promising ones. All this is done on real cases with innovative Danish and international companies that care about sustainable business processes. Once we have experienced the essential tools and methods to identify and evaluate ideas in class we test the abilities during the highlight of the course: the Instant Innovation Camp. Student teams, course coordinators and company partners meet for 12 hours to develop innovative solutions for real products. The type of exam used in this course (individual project exam/home assignment) allows the students to follow the development of the course in writing in their projects and to reflect on their experiences over the whole duration of the course, including the innovation camp and the co-creation of real solutions for real companies.

Daniela Beck & Susanne Kaldschmidt

Title: “The Values of Sustainability in the Era of Climate Change: Propagating Supporting Values in Communities of Practice”

Abstract: In the era of climate change, leaders should be encouraged to define strategies which ensure that their organizations act responsibly regarding impacts on the environment and society. One way to encourage sustainable leadership is to help (future) leaders set personal value priorities which aid in recognizing the link between business activity and climate change, strengthen the belief that business leaders have the ability to make a positive difference in minimizing climate change and to support leaders' acceptance of responsibility for making this difference. Social science has established that values are at the core of all social cultures and that the society in which a (future) leader grows up influences individuals' personal value priorities. In communities, the values of individuals come together, collide and/or foster the raising of new understanding and practice. Responding to climate change implies observing and actively building on social learning processes in communities of practice. The proposed presentation identifies values which foster responsible practices and examines the relevant social places for interaction, including business activities and the “Business School” as a place for constructing value priorities and responsible practices

David Levy

Title: “Corporate Decision Making on Climate Strategy: Understanding the Institutional Context”

Abstract: Mobilizing the financial and technical resources of business is essential to address climate change, but to do so we must understand the managerial decision processes behind corporate strategic decisions regarding investments in energy efficiency and low-carbon technologies. In that context a behavioral approach that locates decision making in an institutional context that varies by industry, country, and company history is required. The presentation will also briefly describe an environmental and climate change education initiative at the University of Massachusetts, Boston, recently funded by the state, due to the fact that the development of appropriately trained professionals is an important part of a strategy to shift corporate practices and attitudes on climate change.

Elmar Friedrich & Rolf Wüstenhagen

Title: “a unique learning experience for Business Students”

Abstract: We believe that tomorrow’s business leaders should be educated on the key elements of climate change – the science, the evolving policy, and role of business. They can become an essential part of the solution, but only if armed with a keen understanding of the challenges at hand and the processes by which new policies are constructed. The proposed presentation reports on an innovative approach to teaching climate change to European business students.

Emily Huc, Daniel Arenas & Jérémie Fosse

Title: “Greening the Business - Learning from Sustainability Leaders”

Abstract: Companies which show vision and leadership have the opportunity to change their business models and work towards a more sustainable future; based on energy and resource efficiency, the development of eco-innovation and the empowerment of people. Those businesses leading a “green economy” will benefit from a competitive advantage and will be recognized as leaders by customers and within their sector. Exploring the reasons behind their success can only inspire future leaders to follow their example. The presentation will be focused on the following questions: How do leading companies transform themselves to create integrated models of sustainability and what can we learn from the strategic change processes implemented by sustainable leader businesses? The underlying objective of this study is to inspire businesses and future leaders to integrate environmental sustainability.

Ernesto Luna

Title: "Developing Sustainable Leaders Through Individual Motivation"

Abstract: The needed young leaders in sustainability will not be handcrafted in school. New approaches to provide the fertile environment for the future of business should keep in mind that global issues need global mindsets. This calls for culturally-aware leaders that can reach agreements by engaging with different stakeholders. Business schools are a key to ensure a positive interaction between academia, the public and private spheres, and civil society. In our view, to address environmental issues in a timely and efficient manner, acknowledging the work carried out by other organizations will better respond to the intellectual needs of today's youth, instead of forcing climate change to fit into an already squeezed academic agenda. Business schools are the place to acquire the right tools and theoretical knowledge. In AIESEC, we put theory into practice. The focus is on the individual, where we aim to confront the youth with life-changing experiences. We allow individuals to take innovative approaches to problem-solving by offering unique opportunities through our Internship and Leadership Programmes. Leading companies and organizations already recognize the added-value of our members' experience - it is time for business schools to do the same. In this presentation, we will expose how AIESEC inspires educational approaches that foster sustainable leadership, by working with personal motivation. We argue that to prepare the youth towards a low-carbon economy, we need a closer integration of student organizations into business schools. In sum, it is about acknowledging the students' experiences gained in extracurricular engagements.

Jacob Park

Title: "Sustainable Business Strategies in China, Japan, and South Korea: Responding to Global Climate Governance, Public Policy and Regulation"

Abstract: The thrust of the presentation will focus on how climate change/governance is changing not only the policy and regulatory dynamics, but also the organizational and firm level strategies in these three Asian countries. A good illustration of this is to look at the "green" component of the economic stimulus packages announced in various countries over the past 12 months, which shows that South Korea's (a country that is not known for its innovative environmental practices) economic stimulus package is not only larger than the EU but it is also greener in terms of percentage.

Julia Clarke, Stephen Probert & Kathryn Blythe

Title: “An Inter Disciplinary Approach to Corporate Responsibility in the UK Higher Educational Curriculum: A Case Study”

Abstract: This paper explores the approach to embedding corporate responsibility and business ethics in the curricula taken by Leeds University Business School. The School is a member of the Centre for Excellence in Teaching and Learning in Applied Ethics (IDEA CETL) which was established in 2005. The model brings together business and environment subject specialists and philosophers, enabling students to consider ethical concepts in a business context rather than locating corporate responsibility as a sub-discipline of business subjects. Students work with mentors from business and public sector organisations providing an opportunity to use ethical theory to analyse real life business problems. As well as the benefits we have identified from this interdisciplinary approach (from deeper student learning to improving cross department relations) the case study explores some of the problems associated with the model and how we have sought to manage these. We also consider the sustainability of the model and whether and how it might be adapted to other institutions. The Business, Management, Accountancy and Finance Subject Network (BMAF) is one of 24 Subject Centres of the (UK) Higher Education Academy - which has identified Education for Sustainable Development (ESD) as a strategic priority. BMAF will help to facilitate good practices in teaching business ethics and ESD by drawing on its extensive network of key contacts located throughout UK Higher Education Institutions (HEIs) – particularly in Business Schools. By working closely with the Leeds IDEA CETL, BMAF will develop a series of resources and events to facilitate the appropriate teaching and learning of ethical and sustainable management – initially by focussing on the developments that have already taken place in the University of Leeds IDEA CETL and the Business School. The complementarities between what has already taken place in Leeds and the PRIME principles will be analysed, and we will conclude that a country-wide approach (to implementation) may be based on sound practices that have already proven their effectiveness in an HEI, suitably modified to cater for the local and specific needs and contexts of other UK HEIs.

Jonatan Pinkse

Title: “Challenges in corporate innovation for climate change”

Abstract: The international debate on addressing global climate change increasingly points at the role that companies can play by using their innovative capacity. However, up till now companies have been rather cautious in taking decisive steps in facilitating an innovation-based transition towards a low-carbon economy. This presentation explores some key challenges related to innovating for climate change, in the broader context of technological change, capability development and sociotechnical systems to point at trade-offs to be made by companies. From a firm-level perspective I will discuss a) how companies strike a balance between further development and deployment of emissions-reducing technologies, in view of the fact that there is no ‘silver bullet’ solution for climate change yet; b) how and in what way low-carbon solutions are brought to the market, by targeting consumers in either mainstream markets or niche markets; c) to what extent the success or failure of climate change innovations depends on companies’ bargaining power and willingness to cooperate with others. The presentation shows directions for further research on corporate innovation for climate change by specifically focusing on potential avenues for companies in dealing with the uncertainty created by the current ‘climate policy deadlock’.

Neil Marriott, Mark Lowman, Pru Marriott

Title: “Revalidating and Validating Business Management, Event Management and Accounting Undergraduate Degrees Using PRME”

Abstract: This paper describes how a small UK University has been able to respond positively to the modern business management environment, by radically changing the undergraduate curriculum and teaching strategy to fully integrate the principles of responsible management education (PRME). The aim of the paper is to encourage other Business Schools across the globe to embrace PRME and to indicate the advantages of following this strategy. The paper provides some context by describing the University in more detail, before outlining the strategic imperatives that led to the fundamental reform of the academic offering. Some detailed discussion of the fundamental and far reaching curriculum changes and outlines of some of the new modules are then presented along with the benefits that have resulted. These include increased applications, including new international partners sending their students to participate in the programmes. The method of teaching has also developed with the use of Web 2.0 capabilities to encourage international co-operation without impacting on the carbon footprint. The results of experiments with synchronous and asynchronous collaborative classrooms and the potential for education-based social networking software to teach the new programmes are described. This includes “on-line” tutorials as well as electronic assessment and marking using “voice emails” to provide quick and extensive feedback. Finally, the paper looks ahead to the future challenges that remain in terms of developing the research agenda, revalidating the portfolio of postgraduate programmes, including “on-line” modes of delivery. The engagement with business community through dialogue and dissemination choices is also outlined, including the formation of new “enterprise networks” that link students, faculty and businesses. These have fostered consulting opportunities for students to engage in action learning projects with private, public and not-for-profit organisations. A new centre for responsible leadership is also being established in this academic year to focus on executive education in the form of short courses and other CPD events.

Patricia Mesquita

Title: “students as educational entrepreneurs”

Abstract: Although sustainability issues have become increasingly important for decision makers in economics and management, today's education systems frequently do not equip future leaders with critical thinking and action competences for sustainability. These competences would entail awareness for sustainability issues in combination with an entrepreneurial spirit and the ability not only to analyse long-term economic, environmental and social trends, but also to implement sustainability driven innovation. This paper intends to contribute to two different topics proposed by the PRME/CBS International Conference. The first one is sustainable leadership and climate change and the second concerns to experiences with changing management curricula to reflect climate concerns. The paper will do so by exploring how a growing number of students are acting as “educational entrepreneurs”, who overcome their classic role as information receivers and actively pursue educational innovations on issues and competences not covered by the established education system. Such innovation entails the integration of sustainability as a topic into established curricula and methodology and new forms of learning that are more participatory, engaging and action-oriented. The first part of the paper outlines the concept of student

entrepreneurship and the potential impacts of students acting as social entrepreneurs. It then develops insights on the special conditions in the field of promoting sustainability within management education. For this objective, a specific project developed by oikos International, the oikos Climate Curricula Challenge (oikosCCC), will be analysed, exploring challenges and opportunities of integrating climate concerns into mainstream management curricula. The article will conclude with a wider outlook on the future development of students as 'educational entrepreneurs'

Patricia Plackett & Mattias Dinnetz

Title: "CleanTech clusters: Bringing synergy into economic growth strategies"

Abstract: The global rise of cleantech clusters aimed at climate change mitigation, which includes Denmark's Copenhagen Cleantech Cluster,¹ presents social scientists with an opportunity to revisit the potential of clusters as drivers of economic growth. Although various theoretical models have focused on the 'triple helix' of government, industry and university relationships found in such clusters, all appear to be more or less silent on the matter of *synergy*, the '2 + 2 = 5 effect' denoting collaborative performance greater than the sum of its parts. To date synergy has largely been treated as static snapshots of visible *ex ante* complementarities without attention to the dynamics involved in realizing their latent synergistic potential.

We offer a conceptual model intended to provide insights about synergy creation among scientists, business people and politicians in cluster-based collaboration. Issues considered include *the paradoxical nature of collaboration* – the diversity of perspectives that is potentially of such great value can present significant management challenges and *the valence of relationships* – those beneficial for one type of goal may be a liability for another type of goal, as well as *the level of investment in collaboration* – overinvestment and underinvestment may both be damaging to synergy. Also considered are measures of creativity that reflect both novelty and value for clean technology ventures and perceived payoffs for the three actor groups. This model can be subjected to detailed and extensive empirical testing in Denmark and elsewhere through a series of hypotheses in order to contribute to the design and implementation of a meaningful research agenda on synergy and collaboration dynamics in cleantech clusters. The empirical findings should provide a much fuller picture of the functioning of synergy as well as practical direction, resulting in an important and timely contribution to responsible management education in our view.

Richard Brubaker & Lydia Price

Title: "Building a Sustainable Curriculum for Sustainable Leadership"

Abstract: With the sustainability of global economies and environments being tested, there has never been a more important time for academic institutions to examine how they are developing the future leaders of the world. The transition from offering the traditional management MBA to one that incorporates social responsibility is a necessity for understanding the complex problems the world faces today. The China

¹ The Copenhagen Cleantech Cluster is a partnership that includes Copenhagen Capacity, Scion DTU, Confederation of Danish Industries, Risø DTU and the University of Copenhagen as well as a number of municipalities and companies such as Dong Energy, Vestas, Haldor Topsøe, Novozymes, Siemens and Better Place. It aims to ensure that cleantech companies in Denmark have the best possible conditions under which to meet global competition.

Europe International Business School (CEIBS) has made great strides towards integrating Sustainable Leadership into its MBA curriculum, which was spurred by a 'bottom-up' effort from its students. This transformation towards “Responsible Leadership” was catalyzed by the Being Globally Responsible Conference (BGRC) in 2006, an event entirely student led and organized that showcased new thinking about sustainability in China. The success of that conference sparked a transformation in CEIBS’ thinking about the role of business schools in shaping its students and since then CEIBS has taken steps to develop a curriculum that integrates social responsibility concepts and harnesses individual passion while still putting them in the context of business decision-making. It was a transformation that started from the bottom, but has now expanded throughout to the entire school:

- Administration: Incubate and provide seed funding for student initiatives and research
- Faculty: Hire faculty members specializing in ethics, sustainability, and social entrepreneurship
- Curriculum: Courses include sustainability, ethics, and corporate governance; complete a Responsible Leadership Project (required)
- Student Activities: CSR , Green campus, and Energy and Environment clubs

As programs have become a more integrated component of the school’s offering to students, the commitment of CEIBS to lead this new and important field has helped to attract new students and harness their enthusiasm. Furthermore, through its cooperation with the business community and local government in China to further integrate the programs, it has provided further proof that transitioning MBA programs towards developing responsible leaders is not only desired by companies and local communities, but is also the best chance we have for developing a more sustainable economic model.

Robert Strand

Title: "Engaging Students as Curriculum Change Agents"

Abstract: The debate about how to “fix” business schools is intensifying where the related discussions entail the need for future business leaders to generate sustainable value for business and society through responsible leadership. This is a call for PRME. Business students represent the greatest resource available to achieve PRME’s commitment to integrate the values of global social responsibility within business school curricula. This session explores the essential role that engaged business students can play to effectively implement PRME. Particular attention will be paid to the PRME signatory organization Net Impact, which is comprised of over 10 000 business student members who share the collective mission of using the power of business to create a more socially and environmentally sustainable world. Net Impact represents an unmatched global network of foot soldiers ready to drive PRME initiatives at business schools throughout the world. A challenge, however, is that while Net Impact enjoys widespread presence across US business schools, awareness of Net Impact is relatively limited outside of the US. Therefore an objective of this session will be to familiarize participants with the Net Impact organization and discuss how engaged Net Impact student members can be leveraged to promote PRME. This session will be led by Robert Strand, a recent MBA graduate from the US and long time Net Impact member. Robert is currently a PhD fellow at the Copenhagen Business School Center for Corporate Social Responsibility and is the Net Impact fellow to Europe.

Sigvald Harryson

Abstract: Abstract responding to two of the target-topics:

1. How social science may contribute to increasing carbon efficiency using existing technologies
2. How social science may further innovation and the adoption of new clean tech technologies

We are all living on the same Planet so it is only natural that each institution, organization, function and individual explores how to best contribute to solving the climate issues. CBS offers a great base for making such contributions possible. In a new elective on “Innovation Leadership” and in our new master program on “Organizational Innovation and Entrepreneurship” (OIE), we actively engage our students in taking new leadership roles in creating and implementing a strategy for innovation in clean energy. We run business plan sessions together with industry experts, while also letting students form *Innovation Squads* to attack climate-related innovation challenges in small and large companies. The students are encouraged to build networks beyond the class to tap into the technical disciplines in which friends and family may specialize and in which universities and companies are hosting arrays of new and old technologies that deserve to be evaluated for commercialization – possibly through new business model innovations. An extensive module on Business Intelligence grounds the student teams in customer intelligence, competitor intelligence and technology intelligence – all of which contributes to the building of new innovation strategies that respond to the climate challenge in new ways and through new networks of technology and brainpower.

To provide theoretical frameworks and tools to drive innovation and entrepreneurship, we combine organization, networking, knowledge creation and innovation, while also addressing how to best share and/or protect IP.

The business plans that are created, reviewed and improved throughout the course constitute an empirical business platform in the final exam papers. Through the theoretical framework, the business plans are analyzed in ways that help the students understand how to distinguish a new business from a born global business and how to capture new blue oceans in clean energy.

The proposed contribution to the conference is to explain in more detail how we address the climate challenge through innovation in education, and how this can be improved by:

- More proactively allowing for educations in business and technology to cross-fertilize in joint master programs
- More proactively giving climate-related business clear roles in our educational programs
- Re-inventing class and exam formats to accelerate learning and catalyze positive change.

Terri Friel & Josatta McLaughlin

Title: “Bringing Sustainable Development and Climate Change Materials into the Curriculum: Assessing Current Practices”

Abstract: Though committed to disseminating valid and reliable information about the environment, many faculty members in colleges of management are concerned about their lack of training in the content areas of sustainable development and climate change. Understanding and using the relevant scientific concepts and technical language creates a significant challenge to instructors and potentially acts as a barrier to successful course design and modification of curriculum. The purpose of this research is to identify the initiatives being implemented by colleges of business that successfully address these problems and enhance the likelihood of successful implementation of courses containing content materials on sustainable development and climate change. The objectives are to:(1) identify successful modifications in curriculum development that incorporate content on sustainable development and climate change;(2) identify appropriate methodologies for either retooling current business faculty or acquiring faculty from outside the discipline who have the necessary skills for educating future business leaders about sustainable development and climate change. Data are collected using exploratory survey methodology. Participants are surveyed based on their affiliation with a PRME college or school of management. Responses are analyzed to identify strategies currently being utilized to develop curriculum that incorporates content on sustainable development and climate change and to determine whether new faculty are being hired or current faculty members are being retooled to understand the content materials. Questions range from inquiries about the types of courses, curricula, programs or degrees being implemented that deal with climate change to inquiries concerning whether there is a trend toward use of multidisciplinary approaches in course design. Information is also sought on whether the content materials are incorporated into a single course or into modules in multiple courses. The information gathered from the survey is intended to help shape practices that support successful incorporation of content on sustainable development and climate change into the curriculum. The primary practices of interest include course design, curriculum modification, and recruitment and/or retooling of instructors. The results will be validated through contrast and comparison of published descriptions of current initiatives at a wide range of colleges of business reporting activities through AASHE.