

SUCCESSFUL STRATEGIES FOR CURRICULUM CHANGE

Copenhagen Business School, Copenhagen, Denmark

MAKING THE SCANDINAVIAN APPROACH TO RESPONSIBLE MANAGEMENT EDUCATION EXPLICIT

Introduction



**Copenhagen
Business School**
HANDELSHØJSKOLEN

society and a comprehensive range of degrees in various business disciplines. In 2011 the Aspen Institute ranked CBS ninth in its global ranking of CSR research.

Copenhagen Business School – where university means business

Founded in 1917, Copenhagen Business School (CBS) is one of the largest business schools in Europe with more than 18,000 students and 1,500 staff. CBS offers an innovative research environment to ensure value for

Challenges

When carrying out an initial survey of responsible management education (RME) content in CBS study programmes, the Principles for Responsible Management Education (PRME) team realised that RME content was included unsystematically and unevenly between the 17 study programmes taught at CBS.



My advice is to have extensive talks with faculty and get internal backing for curriculum change (bottom up approach) and then go to the management, making them set clear targets for where they want this to go (top down approach). I believe that this dual approach is what got us where we are today.
Kai Hockerts, Professor and Academic Director of Responsible Management Education, Copenhagen Business School

Actions taken

In order to streamline the RME activities at CBS and to make them more explicit, it was decided by the dean of education to launch an extensive curriculum-change initiative. As part of this initiative, the syllabus of each core course in a given study programme was analysed for RME content and meetings with the lead faculty were arranged. The initiative was launched in CBS with the full-time MBA during 2008/2009 and at present is currently being rolled out across 17 bachelor study programmes.

During the personal meetings the PRME team has three aims:

1. Identify existing RME content and make it explicit in the syllabus and where possible in the learning objectives.
2. Offer support in identifying readings, cases and other material to increase the explicit RME content in the class.
3. Propose optional background readings to be included in the syllabi to allow interested students to study RME issues beyond the primary content of the class.

Results

An obvious outcome of this process has been a more explicit way of working with and thinking of RME. A clear result from this is CBS's improved positioning in the Aspen Institute's Beyond Grey Pinstripes review and ranking where CBS placed 43rd on the global list, having leapt 20 places from the last ranking in 2009. Moreover, CBS holds the eighth place among the European institutions on the list.

Why PRME is/was important

- Creating management support, which sends a strong message throughout the institution.
- Creating the position of a PRME manager and PRME director who report directly to the dean of education, with the mandate to go out and incentivise these changes.
- Providing a clear international framework for working with RME.