

PRiME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact



2021 RESPONSIBLE MANAGEMENT REPORT

CBS



COPENHAGEN BUSINESS SCHOOL
HANDELSHØJSKOLEN

EXECUTIVE SUMMARY

This report has been created by the Copenhagen Business School Office of Responsible Management Education (CBS PRME). It represents our sixth Sharing Information on Progress (SIP) for the United Nations-supported initiative, Principals for Responsible Management Education (PRME). This report also functions as CBS' second Communication on Engagement (COE), demonstrating continued engagement with the United Nations Global Compact (UNGC).

ABOUT PRME

Principals of Responsible Management Education (PRME) is an initiative of the UN Global Compact, founded as a platform to support increased sustainability in business schools around the world. With over 850 signatories, PRME is the largest voluntary engagement platform for academic institutions to transform teaching, research and thought leadership in support of universal values of responsibility, ethics and sustainability (RES).

PRME aims to equip today's business students with the understanding and ability to deliver change as the next generation of managers, leaders, and business professionals, by developing their capabilities to be innovators of sustainable value for a more inclusive global economy.

THE PRME VALUES

PRME requires signatory business schools to adhere to the six principles of purpose, values, method, research, partnerships and dialogue. In May of 2020, Professor Mette Morsing took on the role as head of PRME, which is located at the UN Global Compact headquarters in New York.

Similar to the commitment of continuous improvement made by UNGC signatories, PRME signatory schools also commit to ongoing development and enhancement of their approach to responsible management education in their research, curricula and pedagogical innovation, community activities and campus operations.

FROM 2019 TO 2020

Since our last SIP report published in March 2019, there have been many important developments that have happened both at CBS, and within the wider global community. An important development at CBS is the release of a new CBS Strategy. Over the summer of 2020, the CBS Board approved the strategy, creating a new framework for positive change and collaboration with a wide range of stakeholders. Responsibility is named explicitly in the Mission Statement, and focuses on the fact that solving pressing local and global challenges cannot be achieved in isolation. The CBS Strategy emphasizes Nordic heritage and seeks to develop disciplinary skills and transformational capabilities. CBS frames the skills and capabilities of its graduating students through the Nordic Nine (N9) embedded in its strategy. The new CBS strategy aims to contribute to these critical transformations. All CBS programmes will now incorporate N9 into their curricular design, teaching goals and the measurement of learning outcomes.

Looking to the global arena, 2020 marked the Decade of Action to achieve the Sustainable Development Goals (SDGs). The Decade of Action calls for accelerating sustainable solutions to all the world's biggest challenges – ranging from poverty and gender to climate change and income inequality. The new CBS strategy aims to contribute to these critical transformations.

COVID-19

2020 was the year that brought COVID-19. This has meant major adjustments to everyone's way of living, working and studying. The pandemic has challenged higher education institutions in new and unexpected ways. CBS had to make rapid and radical measures to slow down the contagious virus. COVID 19 has thus brought about both challenges and opportunities, in particular in relation to digitalisation and digitally enhanced learning and teaching.

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LETTER FROM **NIKOLAJ MALCHOW-MØLLER**

PRESIDENT OF CBS FROM 2019

In June 2020, Copenhagen Business School (CBS) embarked on a new voyage to align our institution with the needs and challenges of our current and those of tomorrow's world. With the launch of our new CBS Strategy, we recognize the need for innovation and resilience for business, government and civil society both globally and locally. At the heart of our priorities lies the exploration of the big questions for societal change, which we do by leveraging our Nordic heritage and with an understanding that our actions and the actions of our students need to be responsible and compassionate.

Our organisations, individuals and society are experiencing both opportunities and challenges that must be addressed. But it is how we address these that will determine our success. We can no longer continue to do "business as usual." We must also recognise our responsibility for developing robust and sustainable solutions to address the opportunities and challenges. It is therefore I am proud to acknowledge the work of CBS PRME and their ongoing efforts to advance and support responsible management education, research and collaboration at CBS and beyond in collaboration with the global PRME community of over 800 signatories worldwide. CBS PRME further wishes to contribute to addressing societal challenges such as global warming in the near future through its recent membership of the UN PRME Working group on Climate Change and Environment.

These have been challenging times for the entire world. The pandemic, struggling economies, scandals and political upheavals have all left their mark both on individuals and society as a whole. But this has also given us an opportunity to take a pause and reflect on how we wish to move forward. One of CBS' strategic priorities is the exploration of big questions and developing incentives and support structures for venturing into and leading transformative, interdisciplinary and collaborative projects. A key area of work of PRME at CBS is supporting the advancement of responsible management education (RME) and the UN Sustainable Development Goals throughout both Bachelor and Master's programmes at CBS. This work provides the essential baseline for understanding where CBS' curricula address these important areas.

CBS PRME is supporting this priority through its collaborative projects with both global PRME via the PRME Champions group and their affiliation with the PRME Nordic Chapter. They use the global, regional and local PRME networks to bring CBS students to leading competitions addressing societal challenges.



Examples of case competitions advanced through our PRME office include the Patagonia Case competition in collaboration with Berkeley-Haas Business, University of California. Another example is the Global University Climate Forum hosted by Yale University, which will culminate in a conference in November 2021.

The new CBS strategy reflects our obligation to develop the transformational capabilities needed to address critical challenges of not only its current students, but also its alumni and business leaders as a whole. This necessitates that CBS provides the educational tools and activities to address the challenges as well as creating opportunities for lifelong learning. CBS PRME have risen to the challenge through their Carbon Literacy Training Programme, through collaboration with the global PRME climate working group. The programme provides training in understanding carbon emissions such that, at the end of the training session, participants can claim to be carbon literate.

CBS is also making strides with global challenges with the introduction of a research centre, Copenhagen School of Energy Infrastructure (CSEI), which is located at the Department of Economics and is dedicated to conducting research in energy infrastructure and the implementation of low carbon technologies. This marks a great opportunity for CBS to be part of addressing the major challenges of climate change by drawing in economics to the green transition agenda. I am also delighted with CBS' strategic partnership with The Danish Technical University (DTU). By bringing together the technical expertise of DTU and the business competencies of CBS, we will collaborate on finding solutions for grand societal challenges. We will do so through joint initiatives within sustainability and green transition, digitisation, technology to name but a few areas.

My hopes and wishes for not only CBS PRME but CBS as a whole is that we continue to develop the expertise and competencies needed to solve the major societal and environmental issues challenging us through transformation and life-long learning.

LETTER FROM GREGOR HALFF

DEAN OF EDUCATION AT CBS



"At CBS we should learn to be competitive in business yet compassionate in society, we should also understand ethical dilemmas yet have the leadership values to overcome them, and we should be critical when thinking yet constructive while collaborating".

2020 has been a very challenging year for the whole world. Hopefully 2021 will bring more stability and better opportunities to meet again physically and share ideas. Nonetheless these times have also shown us the urgent need for developing capabilities that enable us to solve complex and global challenges in new ways. As a business school we need to prepare our graduates for future societies if we want our impact to remain relevant and our graduates to succeed.

Many of the future's grand challenges – especially those in which business can play a large, positive part – require a combination of skills. For example establishing equitable and sustainable growth, integrating human and artificial intelligence or overcoming global health epidemics balancing economic and ethical dilemmas. Navigating such a complex world requires mastering very different capabilities at the same time – adding social and technical skills too.

In the new CBS strategy you will encounter the notion of Nordic Nine which is our understanding of a set of transformational capabilities of the future that everyone graduating from CBS should recognize as a CBS trademark and solidly stand upon when entering into their first and future jobs. These capabilities have been developed together with over 3000 internal and external stakeholders over the past year and consist of nine core capabilities. Some are ambiguous and conflicting others are general and common. And so it should be. For instance, at CBS we should learn to be *competitive in business yet compassionate in society, we should also understand ethical dilemmas yet have the leadership values to overcome them, and we should be critical when thinking yet constructive while collaborating* – and not least should we *recognize humanity's challenges and have the entrepreneurial knowledge to help resolve them*.

So we are now embarking on the next phase where we need to start unfolding the strategy and *Nordic Nine* by asking all programmes to revise their competency profiles describing what the students must master. Then as a next step the courses and the teaching will have to reflect *Nordic Nine* too. It's a process of great transformation which will require interesting as well as important debates in Study Boards as well as with our external partners. Hopefully, in years to come, we'll see CBS graduates setting out for the world mastering diverse capabilities that will enable them to make a real contribution.

To further support the teaching of transformational capabilities we will also launch *Nordic Case House* which will help departments develop and publish business cases for teaching as well as worldwide inspiration. Our students must learn from those businesses setting a great example of change going through green transitions, basing their leadership on Nordic values, or understanding how to make the most of digitalization etc. Case-based teaching is essential to building transformational capabilities that will equip today's students for tomorrow.

I look forward to following the important progress and development of *Nordic Nine* and *Nordic Case House* in the near future and would like to take the opportunity to thank all Departments, Study Boards, Programme Directors and teachers who will be key in moving this important process along. I would also like to thank the team behind CBS PRME who keeps us focused and on track regarding the important matter of responsible management education. It's my hope that CBS PRME will continue its positive contribution to our daily work for the benefit of the future students of CBS.

LETTER FROM **CAROLINE AGGESTAM PONTOPPIDAN**

ACADEMIC DIRECTOR

Since being appointed the Academic Director of PRME at CBS, I have thrived in the richness of knowledge and collaboration that flourishes within the global, regional and Nordic PRME community. The presence of contemporary issues that need to be tackled by humankind are ever growing and include environmental damage, poverty, depletion of natural resources, just to mention a few. It has, therefore, never been more crucial than today to provide higher education that embraces a focus on building a sustainable future. A key challenge is to understand climate risks and the role that higher education can play in mitigating these risks.

A crucial role for higher education is to raise awareness as well as instituting behavioral change for climate change mitigation and its adaption. UNESCO has echoed the critical role of education as a key pillar for achieving all the Sustainable Development Goals (SDGs). This critical role for education was further supported by the appointment of Professor Mette Morsing as the new global Head of PRME. With new strong leadership, the PRME community continues to support and advance its scholarly engagement to strengthen the role of higher education institutions in supporting responsible management education and the SDGs.

In June 2020, CBS introduced a new strategy that embeds a mission to be innovative with regard to dilemmas facing business and society today. Collaborative engagement, coupled with global intellectual leadership form a part of our new vision that seeks to transform society with business, while tackling contemporary challenges. In addition, the new strategy embraces priorities at three levels, the individual, organizational and societal.

These priorities, or the Nordic Nine (N9), that are to be embedded into CBS' educational programmes, clearly mark CBS' commitment to advancing the knowledge and transformational capabilities required to tackle big questions in the sustainability agenda. For the first time, CBS has a strategy that explicitly states that it will develop a structured assessment of societal impact. Moreover, a diversified campus life, focused on increasing inclusiveness of the CBS community, is now formalised in our strategy. With these strategic changes, CBS will press forward with research and education that contribute to the welfare of society, our planet and humankind.



During 2020, and at the time of writing we, in Denmark, and the world are tackling the global Covid-19 pandemic. The pandemic has turned student and university life as we knew it upside-down, creating a demand for a digital transformation at an unprecedented speed. The pandemic has, however, not slowed the movement of corporate sustainability. In 2020, we saw advancements in integrated thinking on financial performance and how it was intertwined with human and social capital and our ecosystems.

The European Union with its European Green Deal and the recently published EU taxonomy seeks to advance an action plan for financing sustainable growth, arguing that the current Covid-19 pandemic has reinforced the need to redirect capital flows towards sustainable projects in order to make our economies, businesses and societies, resilient against climate and environmental shocks and risks.

With this SIP report, we are proud to bring forth key achievements of CBS through the lens of the six PRME principles. PRME is about collaboration and teamwork, across borders and across disciplines, with the aim of strengthening responsible management education. At CBS, we thank every student, every researcher and every staff member who lends their support to advancing this agenda.

In addition, I am grateful to the core PRME team, for their dedicated work with PRME at CBS: Thank you - Martiina Matharu Skroc, Lavinia-Cristina Iosif-Lazar, Heather Louise Madsen, Isabel Denise Kannegiesser, Daniel Geza Szokedencsi and Amalie Wallin Elkjær for supporting the continuation of the PRME agenda. I am very much looking forward to our next cycle of PRME implementation at CBS.

THE CBS PRME OFFICE

It is a great pleasure for the CBS Office of Responsible Management Education to introduce its fifth Responsible Management report, which covers activities related to responsible management education at CBS in 2019-2020.



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THE SIX PRME PRINCIPLES

The six PRME principles constitute the foundation for the work CBS PRME carries out on responsible management education.



UN PRME PRINCIPLE 1 | PURPOSE

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.

PRME




UN PRME PRINCIPLE 2 | VALUES

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.

PRME



UN PRME PRINCIPLE 3 | METHOD

METHOD

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

PRME



UN PRME PRINCIPLE 4 | RESEARCH

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.

PRME



UN PRME PRINCIPLE 5 | PARTNERSHIP

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.

PRME



UN PRME PRINCIPLE 6 | DIALOGUE

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.

PRME

ORGANISATIONAL PRACTICE (NOT AN OFFICIAL PRME PRINCIPLE): We leverage our Nordic heritage to take responsibility for societal challenges – in collaboration with businesses, governments and civil society.



UNITED NATIONS GLOBAL COMPACT PRINCIPLES

The United Nations Global Compact (UNGC) is an initiative for companies to engage in corporate sustainability by aligning with universal principles on human rights, labour, environment, and anti-corruption, as well as taking strategic action to advance the Sustainable Development Goals (SDGs). In May 2018, CBS became a member of the Global Compact.

HUMAN RIGHTS

PRINCIPLE 1 Businesses should support and respect the protection of internationally proclaimed human rights; and

PRINCIPLE 2 Make sure that they are not complicit in human rights abuses

LABOUR

PRINCIPLE 3 Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

PRINCIPLE 4 The elimination of all forms of forced and compulsory labour;

PRINCIPLE 5 The effective abolition of child labour; and

PRINCIPLE 6 The elimination of discrimination in respect of employment and occupation

ENVIRONMENT

PRINCIPLE 7 Businesses should support a precautionary approach to environmental challenges;

PRINCIPLE 8 Undertake initiatives to promote greater environmental responsibility; and

PRINCIPLE 9 Encourage the development and diffusion of environmentally friendly technologies.

ANTI-CORRUPTION

PRINCIPLE 10 Businesses should work against corruption in all its forms, including extortion and bribery.

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

"The Sustainable Development Goals are a blueprint for fighting poverty and hunger, confronting the climate crisis, achieving gender equality and much more, within the next ten years. At a time of great uncertainty, the SDGs show the way forward to a strong recovery from COVID-19 and a better future for all on a safe and healthy planet." United Nations, Agenda 2030

In 2020, the world entered into the Decade of Action for achieving the United Nations Sustainable Development Goals (SDGs). This milestone also represents the five-year mark from the launch of the 2030 Agenda, a span of time in which the SDGs have provided a platform for fighting inequalities, ending all forms of poverty, and tackling climate change.

CBS is a member of the UN Global Compact, and thus we are also required to report our engagement with the 10 UN Global Compact Principles, derived from the Universal Declaration of Human Rights, the International Labour Organisation's Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention Against Corruption.

For this reason, each article in this report is accompanied by a visual reminder of the PRME principles, Global Compact principles, and SDGs it addresses. Articles addressing all SDGs are accompanied by the SDG wheel, featured at the top of this page. In addition, this SIP highlights the SDGs addressed in our activities, where relevant.





ORGANI- SATIONAL PRACTICES



ORGANISATIONAL PRACTICES

CBS CAMPUS SUSTAINABILITY PROGRAMME

Building on our overarching vision, the approach to sustainability at Copenhagen Business School (CBS) focuses on the potential to simultaneously improve both human and environmental well-being. This 'transformative' approach to sustainability is central to our Nordic philosophy.

The CBS Campus Sustainability Strategy embodies the university's commitment to mitigating climate change, improving building sustainability and promoting human well-being within the campus-built environment and surrounding neighborhoods. The Strategy is aligned with our sustainability ambitions across our work in research and innovation, teaching, operations, and student life.

CBS has set up a Campus Sustainability Programme, which has the obligation to fulfill the CBS Campus Sustainability Strategy. The goals of this Strategy are described in a newly published CBS Campus Materiality Report. A Green Committee has also been set up to support these activities and to prioritize and discuss projects suggested by the programme before they are sent to the Campus Portfolio Management for approval and funding

OTHER INITIATIVES

SUSTAINABLE EVENT GUIDE

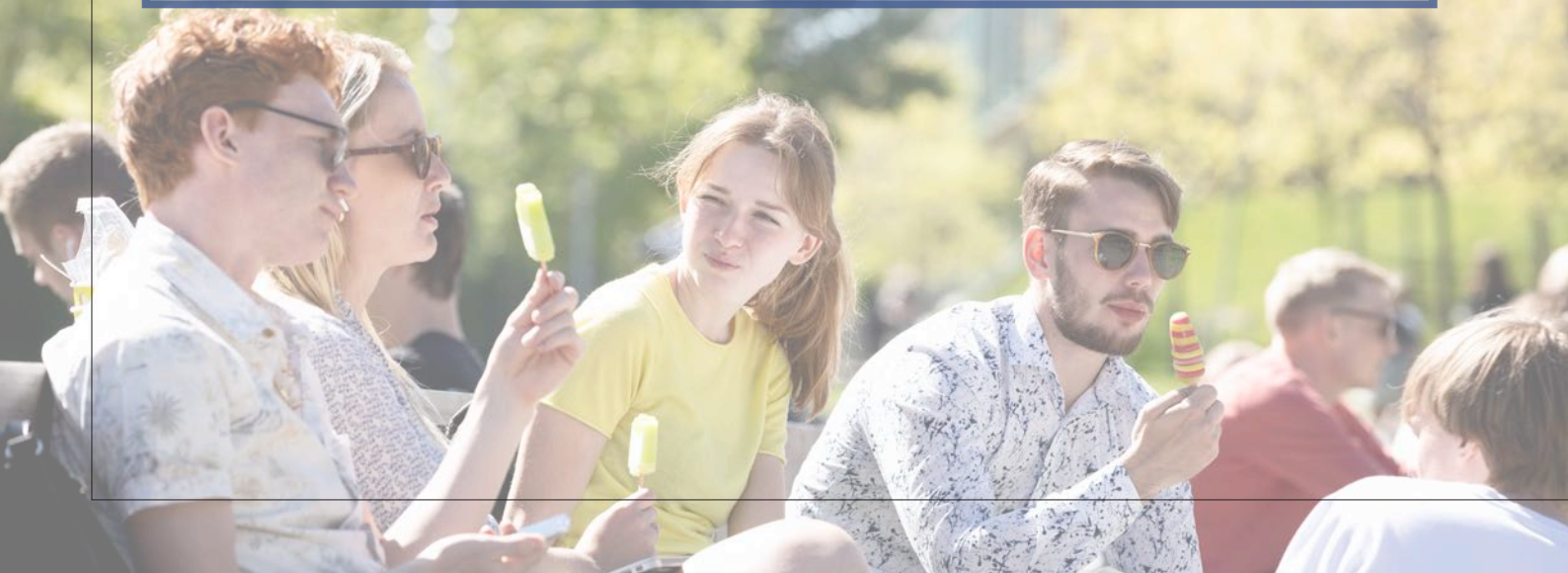
In 2019 CBS published its Sustainable Event Guide. It offers concrete suggestions for sustainable initiatives that you can incorporate into your event. If you are organising an event and want to implement more sustainable solutions, then this guide is for you.

VEGETARIAN DEFAULT POLICY

Selected departments at CBS have implemented the first vegetarian policy at CBS. The vegetarian policy entails that whenever a colleague wishes to order food for an event, only vegetarian food will be served unless otherwise requested.

DEPARTMENTAL SUSTAINABILITY POLICIES

Some departments have also supplemented campus-wide policies by creating department-specific policies focusing on, for example, the calculation of the CO₂ footprint caused by travel, promoting train travel, providing vegetarian food by default at department events, and not using single-use plastics at events.



MATERIALITY REPORT

CBS CAMPUS MATERIALITY REPORT

CBS has produced a Campus Materiality Report. This materiality report represents a crucial step for CBS to achieve smart, sustainable and inclusive development that promotes social justice and environmental sustainability. The Materiality Report maps the Sustainable Development Goals (SDGs) to CBS' Campus Sustainability Programme (Approved in April 2019).

There is strong demand, both from investors and civil society, for clarity about the actual impact of organizational operations. This means that reporting on materiality is a way for CBS to bring more transparency and to set a higher degree of accountability for CBS.

"CBS" stakeholders are now in the position to better understand the organization's true value - it's tangible and intangible assets. With CBS campus goals now being linked directly to the Sustainable Development Goals and SDG Targets, a well-defined account can be formed regarding the organization's impact on society, on the local economy and on the environment, creating the foundation to increase our sustainable impact.

Tore Klitgaard, Campus Services



The materiality report covers the triple-bottom-line including:

SOCIAL WELLBEING

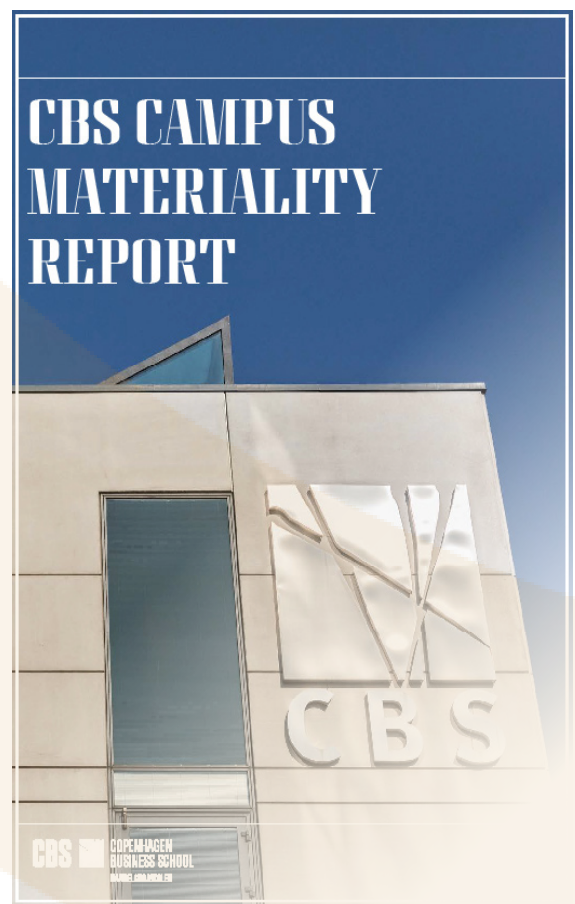
ENVIRONMENTAL HEALTH

ECONOMIC PROSPERITY

SOCIAL WELL-BEING

Pushing against the trend to define sustainability as a purely environmental concept, CBS' social well-being goals focus on issues that include health and well-being, equity and society diversity. These goals aim to ensure that all human beings can fulfil their potential with dignity and equality and in a healthy environment.

The nature of this approach strives to apply a transdisciplinary approach that aims to leverage our built environment. The work focuses strongly on resolving inequity, while fostering an environment that cherishes diversity and social interaction and inclusion. Our social dimension has been further divided into five sub-classifications: Public Areas, Learning and Office Spaces, Indoor Climate, Health and Food.



COVID-19 PANDEMIC AND CBS

“Resilience and transformation. These are two words that characterise Copenhagen Business School in response to the Covid-19 pandemic.”

ADAPTING TO NEW CIRCUMSTANCES

In the face of the worst pandemic the world has seen in over 100 years, life has changed substantially for the majority of people. At CBS, new methods had to be developed in order to adapt to new circumstances (see graph for an example). For example, this has meant moving courses and exams online holding Zoom and Teams meetings for research groups, conducting fully online conferences and events, and even finding inventive ways to have sustainability-related “hallway talks” in the form of podcasts.

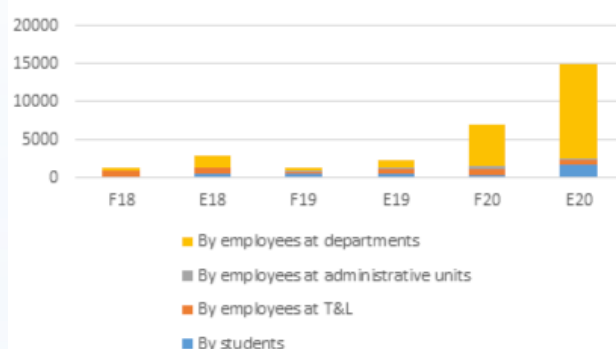
The resilience of both students and staff through this period of rapid transformation has been remarkable, as online teaching and learning has become even more streamlined across campus. While disrupting student and university life, the measures taken to fight the pandemic have also had some positive effects in reducing CBS’ carbon footprint (see table for examples).

Copenhagen Business School has also shown social responsibility by, for example, converting the CBS student café NEXUS into a mobile Covid-19 test centre. This test centre was established around the Christmas holiday season to help with the detection of infection when students and staff have many obligations both to teaching and learning, as well as to family. As stated by CBS President Nikolaj Malchow-Møller, *“It is good to see students, employees and Frederiksberg citizens braving the cold and taking responsibility.”*

REDUCTIONS DURING COVID19

COPENHAGEN BUSINESS SCHOOL	%REDUCTION FROM 1 JAN. - 31 DEC. 2019 TO JAN. - 31 DEC. 2020
WATER	41%
ELECTRICITY	19%
HEATING	5%

Sum number of uploaded videos per semester
(F=Spring term; E=Fall term)
T&L = Teaching & Learning





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.

COPENHAGEN BUSINESS SCHOOL

Copenhagen Business School (CBS) was established in 1917. Today, with an average of 20,000 students annually, and more than 2,000 employees (including Ph.D. students), CBS is one of the largest business schools in Europe and one of the 8 Danish universities. With a 'Triple Crown' accreditation including EQUIS, AMBA and AACSB, CBS is committed to research and research-based education, aiming to strengthen the triangle between education, research and practice.

CBS STRATEGY

"WE TRANSFORM SOCIETY WITH BUSINESS"

On 29 June 2020, the CBS Board approved the new strategy - We Transform Society with Business - for CBS. The strategy is committed to undertaking sustainability initiatives throughout the institution. The strategy creates a new framework and a strategic direction with a focus on creating positive change through collaboration with a wide range of external stakeholders. Transformation serves as the point of departure, ensuring a mindset for the continued development of CBS. Strategic initiatives have also been launched in connection with the strategy, in order to optimise the core business, providing the foundation for CBS to contribute to solving the grand challenges of the world for many years to come.

CBS has a powerful basis to build on which allows us to focus even more on making a positive difference, being curious and ambitious. With our Nordic roots and international reputation, we must assume even more joint responsibility for addressing societal challenges locally and globally through excellent research and education. None of us alone can solve the challenges facing the world and for this reason, the new strategy focuses on strengthening current partnerships and starting new partnerships with other sciences, the business community, authorities and civil society. Curiosity and social responsibility are essential in the new CBS strategy.

MISSION

We are curious, critical and innovative in our approach to major opportunities and dilemmas facing business and society

We leverage our Nordic heritage to take responsibility for societal challenges - in collaboration with business, governments and civil society

We are committed to disciplinary and interdisciplinary excellence in our research and educational programmes

VISION

We will leverage global intellectual leadership to transform society with business by tackling challenges with curiosity, creative new ideas and collaborative engagement.

"TOGETHER WE PURSUE KNOWLEDGE THAT BUILDS VALUES, AND VALUES THAT PREPARE FOR ACTION"

THE NORDIC NINE

The CBS strategy embraces the implementation of the key priorities through the Nordic Nine (N9). N9 focuses on three key components; knowledge, values and action, which are each subdivided into three sub-themes arriving at a total of nine key execution priorities, or core competencies. CBS PRME supports and strives to facilitate the implementation in all three areas by, for example, recognising humanities challenges and activating in-class solutions through activities such as the development and use of Responsible Management Education cases.

Another key priority for PRME is understanding the need and tension in being competitive in business and compassionate in society. It lies at the core of what PRME is, and is reflected throughout all our activities. PRME also reflects the values of the Nordic Nine by promoting activities that create prosperity sustainably. Through N9, Copenhagen Business School will develop disciplinary skills and transformational capabilities.

GRADUATES FROM CBS WILL HAVE GAINED:

KNOWLEDGE

You have deep business knowledge placed in a broad context

You are analytical with data and curious about ambiguity

You recognise humanity's challenges and have the entrepreneurial knowledge to help resolve them

VALUES

You are competitive in business and compassionate in society

You understand ethical dilemmas and have the leadership values to overcome them

You are critical when thinking and constructive when collaborating

ACTION

You produce prosperity and protect the prosperity of next generations

You grow by relearning and by teaching others to do the same

You create value from global connections for local communities

FACTS AND FIGURES

CBS is Denmark's largest educational and research institution within business administration and economics in a wide sense. The university is committed to providing business-related education programmes and continuing education for the public and, in particular, the private sector.

CBS is an international business university that combines elements from conventional business schools and the "full university" model. CBS strives to maintain a focus on how we can use our strong international standing to positively impact on and create value for society, both nationally and globally.

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Student population	19,264	19,999	20819	22,564	22,829	21,703	20,422	19,708	20,359
Non-Danish students	2,942	3,106	3,474	4,046	4,287	3,955	3,928	3,984	3,926
PhD students	210	258	239	239	224	192	192	185	209
Full-time academic staff	614	690	748	736	673	639	633	675	729
Part time academic staff	792	730	712	844	874	882	884	774	782
Administrative staff	617	549	586	610	649	684	700	675	671
Funding (million EUR)	169.3	164.9	164.9	165.6	174.4	181.6	179.2	181.8	190,9

CBS STRATEGIC INITIATIVES

CBS is working intensively to put our strategies into actual projects, through a number of strategic initiatives that can be divided into thematic, structural and cross-cutting strategic initiatives. The issues are interdisciplinary, involving both industry leaders, experts and students.

CBS seeks to strengthen our position as a broad, interdisciplinary business university always maintaining a focus on our impact on society and a commitment to research and research-based education. We wish to contribute to society by finding new answers to societal challenges through academically excellent research and we engage with society through multi-lateral, interactive, continuous relationships that link integrative thinking with societal practices in ways that are mutually rewarding.

THEMATIC INITIATIVES

1	Entrepreneurship and User/Patient Innovation	Pedro Oliveira, Department of Strategy and Innovation Keld Laursen, Department of Strategy and Innovation
2	The Economic Value of Data	Helle Zinner Henriksen, Department of Digitalization Thomas Frick, Department of Digitalization José Parra-Moyano, Department of Digitalization
3	The Future of Food	Keld Laursen, Department of Strategy and Innovation Signe Vikkelsø, Department of Organization Valentina Tartari, Department of Strategy and Innovation Silviya Svejnova Velikova, Department of Organization
4	The Nordic Model of Governance	Mitchell Dean, Department of Management, Politics and Philosophy Mads Mordhorst, Department of Management, Politics and Philosophy, Mathias Hein Jessen, Department of Management, Politics and Philosophy
5	Implementing "Starting a Business" as Transformative Elements for Students	Carsten Ørts Hansen, Department of Operations Management
6	Advanced Seminar on Modern Technology	Mitchell Dean, Department of Management, Politics and Philosophy Morten Thanning Vendelø, Department of Organization Mikkel Flyverbom, Department of Management, Society and Communication Nanna Bonde Thylstrup, Department of Management, Society and Communication Emil Husted, Department of Organization Kaspar Villadsen, Department of Management, Politics and Philosophy
7	Data-Driven Pedagogical Decisions Related to Optimizing Online Teaching and Students' Learning and Well-Being	Adam Lindgreen, Department of Marketing Torsten Ringberg, Department of Marketing Michel van der Borgh, Department of Marketing
8	Ecological Thinking and the Transformation of Business	Attila Marton, Department of Digitalization Andreas Wieland, Department of Operations Management Lavinia-Cristina Iosif-Lazar, Teaching & Learning/PRME office Christian Garman Johnsen, Department of Management, Politics and Philosophy Robin Holt, Department of Management, Politics and Philosophy
9	Enhancing Leadership in Complex, Large-Scale Projects Addressing Grand Societal Challenges	Signe Vikkelsø, Department of Organization Magnus Larsson, Department of Organization Frank Meier, Department of Organization
10	Environment, Social and Governance Network (ESG Network)	Dorte Salskov-Iversen, Department of Management, Society and Communication
11	Leadership, Complexity and Transformation	Dorte Salskov-Iversen, Department of Management, Society and Communication
12	Organizing for Transformative Innovation	Signe Vikkelsø, Department of Organization
13	Stress Prevention and Well-being among Students at CBS	Mitchell Dean, Department of Management, Politics and Philosophy René Kramhøft Jakobsen, Administrative Planning Unit
14	The Business in Democracy Initiative (BiDEM)	Mitchell Dean, Department of Management, Politics and Philosophy Jan Trzaskowski, CBS LAW Maria José Schmidt-Kessen, CBS LAW
15	Transformational Economies and Societies	Mitchell Dean, Department of Management, Politics and Philosophy Poul Fritz Kjær, Department of Management, Politics and Philosophy Mathias Hein Jessen, Department of Management, Politics and Philosophy
16	Transition in Pensions: A European Perspective	Lars Peter Østerdal, Department of Economics, Svend Erik Hougaard Jensen, Department of Economics

STRUCTURAL INITIATIVES		
17	Administrative Support for the Identification of Partnerships in Externally Funded Projects	Nikolaj Burmeister, Deans Office of Research
18	Campus Sustainability Strategy - Next Level	René Steffensen, Campus Services
19	CBS as a Center for Cybersecurity Governance and Analytics	Helle Zinner Henriksen, Department of Digitalization Irfan Kanat, Department of Digitalization Rob Gleasure, Department of Digitalization Raghava Rao Mukkamala, Department of Digitalization Jan Damsgaard, Department of Digitalization
20	CBS-MIT Junior Development Program	Keld Laursen, Department of Strategy and Innovation Dana Minbaeva, Department of Strategy and Innovation
21	Diversity and Gender Balance	Alex Klinge, Department of Management, Society and Communication
22	DVIP - High Quality Part-Time Teachers	René Kramhøft Jakobsen, Administrative Planning Unit
23	Extended Research Data Support	René Steffensen, Campus Services
24	Nordic Case House	Jakob Ravn, Teaching & Learning Caroline Krzton, Teaching & Learning Martina Srkoc, Teaching & Learning Lavinia-Christina Iosif-Lazar, Teaching & Learning Janie Huus Tange, Teaching & Learning
25	PHD Association of CBS (PAC)	PhD Association for CBS
26	Process Management	Kristian Dyhr, Financial Analysis Frank Güsmer, Financial Analysis
CROSS-CUTTING STRATEGIC INITIATIVES		
27	Green Transition	Philipp Alexander Ostrowicz; Research Support Office Hanne Harmsen Executive Support and Communications
28	CBS Leadership Blue Ribbon	CBS Senior Management; Heads of Department
29	E-NERD - European Network of Excellence of Research on Digital Economy	Carmelo Cennamo, Department of Strategy and Innovation Keld Laursen, Department of Strategy and Innovation Søren Hvidkjær, Dean of Research
30	Nordic Nine	Gregor Halff, Dean of Education Karin Tovborg, Office of Education and Quality Bitta Nielsen, Administrative Planning Unit Maria Lind, Academic Affairs Jakob Ravn, Teaching & Learning All Programme Managers; Programme Directors and Study Boards;
31	Programme Portfolio Review	Gregor Halff, Dean of Education Michala Tomra, Office of Education and Quality Maria Lind, Academic Affairs Bitta Nielsen, Administrative Study Unit All Programme Directors; Programme Managers; Study Boards
32	Teaching Appreciation and Quality	Gregor Halff, Dean of Education Jakob Ravn, Teaching & Learning Heads of Department; Teachers; Pro-rector
33	Signature Course Packs	Gregor Halff, Dean of Education Jakob Ravn, Teaching & Learning Heads of Department; Course Coordinators; Programme Directors
34	CBS Kontinuum – Life-Long Learning	Gregor Halff, Dean of Education Ian Rogan, Management Programmes Rasmus Johnsen, Department of Management, Politics and Philosophy Heads of Departments; CBS Executive Foundation
35	Research and Compact Communication	Inger Askehave, Pro-rector Søren Hvidkjær, Dean of Research Research Support Office Executive Support and Communications
36	Ph.d. Placement and Careers	Søren Hvidkjær, Dean of Research Anette Boom, PhD School Heads of Department
37	Strengthened collaboration between CBS and DTU	Gregor Halff, Dean of Education Søren Hvidkjær, Dean of Research Ian Rogan, Management Programmes Jakob Ravn, Teaching & Learning Programme Directors; Department Heads

GREEN TRANSITION

A closer look at one of the cross-cutting strategic initiatives

The Green Transition cross-cutting strategic initiative aims to leverage CBS' contribution to the green economy and society, and to let CBS become a prominent actor as well as preferred partner in national and international efforts to reach this goal.

Starting in 2021, initial activities will focus on bringing together key players, establishing an organisational frame, pursuing external funding, and initiating concrete problem-based research and educational activities with a focus on green transition. The initiative's first steps include strategic stakeholder management and scientific cooperation with universities, businesses & industry, public stakeholders and society.

The initiative aims to establish a scientific steering group with a focus on research in, among others, circular economy, energy economics, regulation and policy; behavioral economics and policy, the governance and political economy of green transitions, green business models and sustainable investing, AI, sustainability and business. The education 'leg' of the Green Transition initiative will link the initiative to the CBS programme portfolio, aiming at graduates having a clear and solid profile to understand, transform – or start – companies on a Green Transitions journey. The education 'leg' will collect, clearly communicate and innovate new educational activities to accelerate student competence development both in full-time programs and executive educational activities.

The campus aspect of Green Transition will link the initiative to the development of CBS' campus where the initiative will foster new ideas to the Campus Sustainability strategy and new sustainable practices for campus life are implemented.

As Green Transition is a global challenge, this strategic initiative will place CBS even stronger on the international business school map with a cross-disciplinary, problem-oriented and ambitious research focus attracting diverse research partners. The Green Transition cross-cutting strategic initiative has been kicked off in 2021 and develop over the course of the next four years.

Ecological Thinking and the Transformation of Business

CBS Local Strategic Initiative

The aim of the Ecological Thinking Initiative at CBS is to transform, through ecological thinking, the first principles of business and business education, such as the conventional distinction between the internal hierarchy and external market, producer and consumer.

Conventional wisdom, striving for efficiency and optimization, has led to tremendous wealth, but also social injustice and environmental destruction. A wide variety of crises, ranging from the COVID-19 pandemic to Facebook's involvement in the Rohingya genocide, not to mention climate issues, bring to urgent attention that, due to everything being connected, a narrow focus on the local success of one system (e.g., firm) can lead to the crisis of another (e.g., Earth system). The conventional principles of business seem to be unable to properly deal with this fundamental reality. We suggest developing ecological thinking as a remedy. Ecological thinking is not only about environmental protection but draws attention to how business is embedded in wider digital social-ecologies, connecting the micro with the macro, the social with the technical and natural, stressing notions of resilience and the health of ecosystems rather than profit maximization and command & control.

GREEN ENERGY

Green Energy Infrastructure

A new research centre in the energy infrastructure needed to make a green transition possible is opening its doors at CBS. Funded by large European energy companies and backed by the European Commission, the research centre is to deliver new insights and knowledge for the Commission and the energy sector at large.

Climate changes and green transition are major challenges to society. One of CBS' contributions to this challenge is a research centre called Copenhagen School of Energy Infrastructure (CSEI). The centre will conduct research in tomorrow's energy infrastructure and how to implement low carbon technologies through research in areas such as regulation, regional decision-making procedures, financial challenges and energy networks.

The new research centre that is placed at the Department of Economics and will serve as a think tank for the European Commission and the energy sector. For many years, sustainability has had an essential role in CBS' research. The opening of Copenhagen School of Energy Infrastructure is according to Malchow-Møller an important step for CBS to contribute to solve the challenges of climate change and to bring economics on the green transition agenda.

Think tank for the European Commission

CSEI is founded as a European research centre and will deliver expertise and new knowledge as well as education in the field of energy economics. CSEI is established with support of the European Commission, The Directorate-General for Energy (DG Ener), and will among other things qualify the discussions at the Commission's annual Copenhagen Energy Infrastructure Forum.

Green research is not just about changing technology – it is also about changing behaviour.

CBS has already established a dialogue with the other Danish universities with the aim of developing a more formal collaboration around green research. This initiative is also related to the green research strategy adopted by the government in autumn 2020 focusing on four so-called green missions. And in 2021 around DKK 750m have been allocated for this purpose. Innovation Fund Denmark will distribute the funds through a number of partnerships.

"To prepare our energy system for the low-carbon future, our infrastructure needs a radical overhaul and expansion. The Copenhagen School of Energy Infrastructure can help bridge the gap between status quo and our vision for the future by providing much needed quality research," says Miguel Arias Cañete, European Commissioner for Climate Action & Energy.

The establishment of CSEI was made possible by a group of major funders from the energy sector. CSEI aims to extend its collaboration to more companies in the industry, the European public sector and research institutions. CSEI's research will focus on areas such as energy infrastructure and finance, energy system integration, regulation, energy markets, future networks, technology and policy, digitalisation of the energy sector and its impact on energy infrastructure, efficient regional decision-making procedures, public acceptance of energy infrastructure projects and financial challenges to energy infrastructure projects.

Internationally renowned scholar is top man

Professor Tooraj Jamasb, Endowed Professor in the field of energy economics and director of CSEI. Professor Jamasb is an internationally renowned scholar in energy economics.



PRME HIGHLIGHTS 2019/2020

KEY ACTIVITIES

	ADVANCING PRME	DRIVE AND FACILITATE PRME RESEARCH	INTERNAL AND EXTERNAL ENGAGEMENT
JANUAR	CBS & Nottingham Trent University agree to develop a Best Practice Carbon Accounting module, publication of the UNGC teaching case, *two new RM teaching cases started		
FEBRUARY			Danske Bank presentation (100 students)
MARCH	1st student Carbon Literacy Training held at CBS; Petra Molthan-Hill, Nottingham Trent University, *CBS pilot review SDG in curricula		Sustainability Influencers at UN City (Martina Srkoc)
APRIL	Students For the Global Goals event (150 students / 5 case submissions), PRME invites CBS students to Grøn Dyst Challenge		Publication of Responsible Management Education Report (SIP Report), PRME at CEMS meeting (CAP)
MAY	Update of 18-19 Bachelor RME Content and Competencies Reports, ABIS Knowledge Into Action Forum, Lavinia Iosif-Lazar presented PRME CARBON accounting project)		Oikos panel event (MMS panelist), Elisabeth Peters, Wirtschaftsuniversität Wien visit PRME (LIL), Doctoral School Lund University researcher delegation visit PRME
JUNE	2nd Student Carbon Literacy Training offered in collaboration with Petra Molthan-Hill, Nottingham Trent University, *New RM teaching case started	Panel on RME in a Rapidly Changing World during Engagement Day pre-AIB conference, Development of the Carbon Accounting Module	Chamber on Education; Head of Economic and Cooperation Section; Mexico visit CBS PRME office, 20 representatives of industries from Mexico (MMS), Visit to PRME Janette Martell from ESADE 25-27 June
JULY	Juelin (Lynn) Yin, PhD, Sun Yat-sen University visits PRME office, PRME has first communication + outreach strategy meeting		
AUGUST			
SEPTEMBER	Responsibility Day (RD team) Hack Responsible Tech event (LIL team)	Teaching Case Award ceremony and event	
OCTOBER	CBS PRME joins Patagonia Case Competition	Responsible Management Education Conference & NORDIC PRME Meeting Jönköping, Sweden (CAP presents RME research model)	PRME Champions meeting in Melbourne, Australia (LIL represents PRME CBS)
NOVEMBER	DJØF plastic change event PRME representation, Collaboration with UNGC: mentoring for the SDG pioneers		
DECEMBER	PRME and Africa Initiative Case Workshop, PRME Innovation Challenge; CBS team among the two finalists, Start of Curriculum Development methodology review		Finalized the PRME 2020-2021 Strategy and high-level project plan

	ADVANCING PRME	DRIVE AND FACILITATE PRME RESEARCH	INTERNAL AND EXTERNAL ENGAGEMENT
JANUARY		Start on data collection and literature review: article on sustainability and e-learning.	Start the InFocus Reports Series
FEBRUARY	<ul style="list-style-type: none"> • 3rd PRME Carbon Literacy workshop • 2nd PRME and Africa Initiative Case Writing Workshop 		<ul style="list-style-type: none"> • Publication of the 1st InFocus Report • Attending the PRME Nordic Chapter webinar • Contribution to EQUIS accreditation report
MARCH	Curriculum Development Methodology and Data collection review	Accepted: Abstract of Article on digital learning for special issue Distance and Online Learning	<ul style="list-style-type: none"> • Publication of 2nd InFocus Report • Publication of 3rd InFocus Report • Attending PRME Champions Web meetings oikos-PRME meeting on Curriculum Development
APRIL	Curriculum Development Methodology confirmed. Start of data collection for Curriculum Development	<ul style="list-style-type: none"> • Accepted: CBS PRME Curriculum Development Presentation at online AASHE Conference. • Submitted: "Business School Resilience and Sustainability after COVID-19 – A Data-Driven Approach" project proposal to Velux Fonden COVID-19 data collection projects 	<ul style="list-style-type: none"> • Attending PRME Champions Web meetings • Signed up for collaboration on 3 Champion Projects • Proposed 2 Champion Projects to the PRME community
MAY	NVivo course taken by Curriculum Development team members	Submitted: Abstract of Article on digital learning to 7th Responsible Management Education Research Conference	<ul style="list-style-type: none"> • Draft of collaboration proposal presented to Global Compact Network Denmark • Welcome meetings with Teaching and Learning unit • Attending PRME Champions Web meetings
JUNE	<ul style="list-style-type: none"> • Coding and data collection continued on CD pilot projects. • Case published under the PRME Case Collection 	Submission: "Transforming Management Education – A Sustainable Ecosystems Approach" project proposal to Independent Research Fund Denmark	<ul style="list-style-type: none"> • Publication of 4th InFocus Report • Attending PRME Champions Web meetings • Attending UNGC online Global Forum • First engagement with PRME Champions Hanken project
JULY	Coding and data collection continued on CD pilot projects	Submission: Full Article on digital learning for Special Issue Distance and Online Learning	Presentation of Case Writing Initiative and Carbon Literacy workshops to Teaching and Learning unit
AUGUST		<ul style="list-style-type: none"> • Start of collaboration on PRME Carbon Literacy Training Book. • Application to two strategic initiatives at CBS. 	<ul style="list-style-type: none"> • Attending PRME Champions Web meetings • Start of UNGC Denmark meetings on collaboration • Start of collaboration on PRME Champions Project
SEPTEMBER	Start data collection and work on CBS PRME SIP report	Start of data collection for Climate Change research group at CBS.	<ul style="list-style-type: none"> • First meetings with engaged PRME Champions in PRME lead projects • CBS PRME invited to participate in the Danish Universities • Sustainability Network Meeting • Attending PRME Champions Web meetings
OCTOBER	Data collection and analysis for CD pilot project completed.	<ul style="list-style-type: none"> • CBS PRME presents digital learning article at RME Research Conference. • CBS PRME presents the CD project and new methodology to AASHE Conference. 	Attending PRME Champions Web meetings
NOVEMBER	<ul style="list-style-type: none"> • 4th PRME Carbon Literacy workshop 1st online delivery of the workshop. • Publication of the 5 CD pilot programmes reports. • CBS PRME assists in the delivery of the Carbon Literacy online workshop given to Yale students. • Data collection for CD project completed and analysis start 	CBS PRME office engaged in two successful strategic initiatives at CBS.	<ul style="list-style-type: none"> • Presentation of PRME activities at oikos student organization meeting • CBS PRME attending PRME Chapter Nordic conference • Attending PRME Champions Web meetings
DECEMBER	Planning of 5th Carbon Literacy workshop started	<ul style="list-style-type: none"> • Preparation for publication of a PRME free teaching case. • CBS PRME engaged in review of best case for Case Centre. • Carbon Literacy Book chapter, HANDBOOK OF CLIMATE CHANGE MITIGATION AND ADAPTATION, 3RD EDITION • Nordic PRME Book chapter 	Attending PRME Champions Web meetings



PRME SDG BLUEPRINT

In 2020, PRME published its Blueprint for SDG Integration. The Blueprint was prepared through a collaborative work effort by Alec Wersun (Glasgow School for Business and Society, Glasgow Caledonian University, Glasgow UK), Johanna Klatt (Stockholm School of Economics, Stockholm, Sweden), Fara Azmat and Harsh Suri (Deakin Business School, Deakin University, Melbourne, Australia), Christian Hauser (University of Applied Sciences of the Grisons, Chur, Switzerland), Jill Bogie (Gordon Institute of Business Science, Johannesburg, South Africa) and Mark Meaney (Leeds School of Business, University of Colorado Boulder, US). The project was, as with other global PRME projects, supported by the PRME Secretariat.

The publication of the SDG Blueprint by PRME marked the five-year anniversary of the launch of Agenda 2030 and the 17 Sustainable Development Goals (SDGs). The PRME Blueprint for SDG Integration has two key objectives:

(1) It aims to provide concepts and frameworks to support business schools – both PRME signatories and non-signatories – as they integrate the SDGs into their curricula, research and partnerships.

(2) It aims to provide a practical focus by offering examples of approaches already adopted by business schools. In doing so, PRME acknowledges that integrating and/or mainstreaming the SDGs into the business school context is a dynamic process with no “one size fits all” solution. Business schools need to create their own SDG pathways, based on their starting points, the prevailing context, their organizational capacity and their needs.

CBS PRME

CBS PRME's foundation is to be research-based, learning-oriented and connected to the 6 PRME guidelines as well as the global and Nordic PRME community. As of 2021, we are also actively engaging with the PRME SDG Blueprint.

CBS PRME is committed to promoting responsible business practices and sustainable value creation. Three key areas of work of CBS

PRME includes:

- Facilitate, support and develop responsible management education initiatives. We focus on the further embedding of ‘responsible’ educational initiatives across CBS and support faculty development for this.
- Facilitating research, develop new models etc. on responsible management education and support piloting of such models.
- More broadly, expanding CBS' role among HEIs and in the PRME community in the field of responsible management education.

In the coming pages, the key activities of the CBS PRME team is illustrated through the lens of three core priority areas of CBS PRME, namely, Advancing the 6 PRME principles, driving and facilitating PRME research and PRME projects and internal and external engagement relating to Responsible Management Education.



PRINCIPLE 3

METHOD

WE WILL CREATE EDUCATIONAL FRAMEWORKS, MATERIALS, PROCESSES AND ENVIRONMENT THAT ENABLE EFFECTIVE LEARNING EXPERIENCES FOR RESPONSIBLE LEADERSHIP.

RESPONSIBLE MANAGEMENT EDUCATION: CURRICULUM DEVELOPMENT

CBS has, for a number of years, been running the Curriculum Development project, a university-wide initiative on the long-term embedding of **Responsible Management Education (RME)** into educational programmes. During the PRME cycle 2019/2020, CBS PRME has further developed the project to include a quantitative dimension, supplementing the qualitative dimension of the methodology. In 2020, the curriculum development project followed a multi-dimensional approach to data collection and analysis of all compulsory Bachelor and Master CBS courses.

1. RME Mapping and Content Analysis

In 2017, CBS PRME published the first RME Competency reports for each CBS Bachelor programme. These reports presented the RME course content and student competencies for each individual programme based on faculty and student focus groups as well as qualitative syllabi analysis. The reports were then updated in 2019. In 2020, the methodology was also updated, and the CBS PRME office began including the use of keywords in the areas of Responsibility, Ethics and Sustainability (RES)¹.

It was also at this time that all course descriptions, learning objectives and competency reports were included and analyzed in NVivo, a mixed data analysis tool, to provide a structured approach to content analysis. By coding in NVivo, CBS PRME can offer easy access to information that can be used to provide statistics, generate reports, and facilitate continual development of curricula. Degree programmes are mapped by academic semester and reported every other year. Findings can then be discussed with faculty representatives to provide capacity building and learning.

2. RESponsibility Reports

RME Competency Reports², developed across all Bachelor programs, serve as an on-demand tool for identifying embedded topics that pertain to Responsibility, Ethics and Sustainability (RES). These three concepts are powerful components of RME. Beginning in 2020, RESponsibility Reports were introduced, linking the analysis of both Bachelor and Master degree programmes to three RME pillars. These pillars consist of the UN Sustainable Development Goals (SDGs), CBS' Nordic Nine, and the CBS Strategy. Each pillar provides a platform which can support the broader objectives of individual degree programmes who wish to align with these pillars. The objective of this work is to analyze and advance the integration of RES into learning objectives and curricula. In this way, CBS PRME has transformed its methodology to become even more robust.

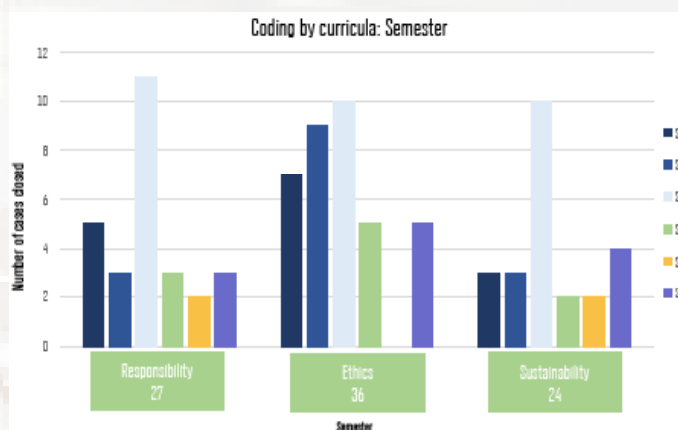
3. RME Workshops, Material Selection & Resource Database

RESponsibility Reports can be further advanced through hands-on workshops for study boards and faculty from each study programme. These workshops can highlight teaching opportunities embracing responsible management.

Examples from Autumn 2019 – Spring 2020 pilot study

To illustrate the type of material that will be available in the RESponsibility Reports, the CBS PRME office has conducted a series of pilot studies. Below are some of the results obtained when looking across all core courses for Bachelors and Masters programmes during the Autumn 2019 and Spring 2020 semesters. Both Course Descriptions and Learning Objectives were coded according to keywords pertaining to responsible management education.

Pilot Study: Fall 2019 Spring 2020 Core Bachelor Courses, Overarching Framework – Responsibility, Ethics & Sustainability (RES)

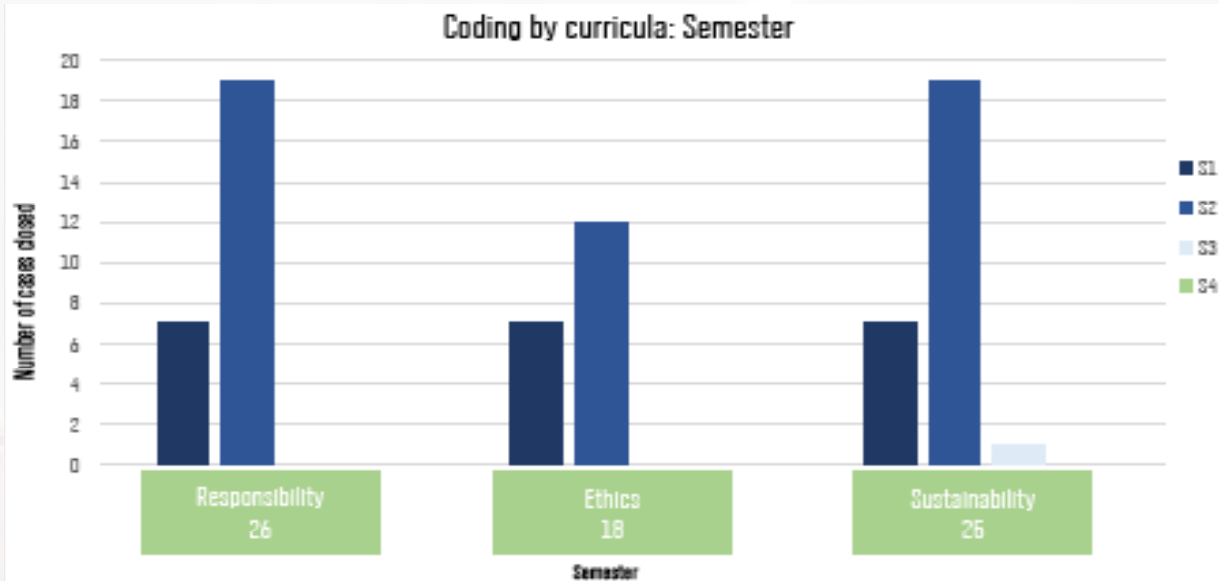


This graph shows that each of the overarching concepts including Responsibility, Ethics and Sustainability (RES) are represented across the core courses of three-year bachelor programmes at CBS. Ethics has a relatively higher (25%) representation across the core courses for the Autumn 2019 and Spring 2020 semesters (as seen in the green boxes above). Each semester is listed with an “s” in the key above (s1, s2, s3, s4, s5, s6). It is also significant to note that the third semester has the highest coverage regarding each of these topics, followed by the first and 2nd semesters.

¹Baseline data from the 2017 and 2019 RME Competency Reports are also coded in NVivo, offering each study program and department comprehensive reporting on the evolution of their Responsibility Profiles.

²education/education/curriculum-development.

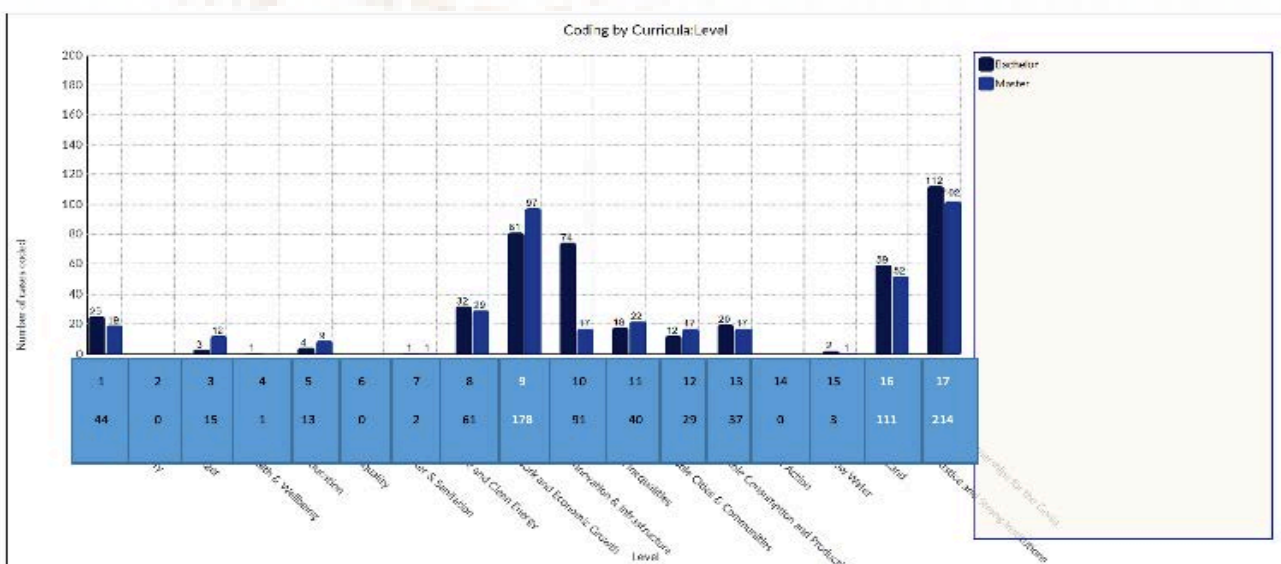
Pilot Study: Fall 2019 Spring 2020 Core Master Courses, Overarching Framework – Responsibility, Ethics & Sustainability (RES)



In the master level courses, Responsibility and Sustainability take a leading role in their representation in courses. While bachelor programmes provide predominant coverage of ethical dimensions, responsibility and sustainability are advanced prominently at the master level, giving graduating students a solid foundation of all three concepts.

Masters programmes are run over a course of four semesters (s1, s2, s3, s4). The second semester has the highest coverage regarding each of these topics, followed by the first semester. It is also important to note that Semester 3 and 4 are reserved largely for student internships, exchange programmes and Master thesis writing, which would explain the lower representation.

Pilot Study: Autumn 2019 Spring 2020 Core Bachelor & Master Courses, SDGs



The graph above shows that for the Sustainable Development Goals (SDGs), the most prominently represented SDGs are SDG 9 – Industry, Innovation and Infrastructure, SDG 16 – Peace, Justice and Strong Institutions, and SDG 17 – Partnerships for the Goals. This outcome can, perhaps, be explained by the fact that topics like innovation, strong institutions, and partnerships are key in the business world and as such are therefore reflected in business education. SDG 10 – Reduced Inequalities has a higher representation within bachelor courses, and SDG 9 – Industry, Innovation and Infrastructure has a higher representation within Master courses. This may be due to a higher degree of specialization in the Master's courses. Overall, however, the SDGs seem to be somewhat evenly distributed between Bachelor and Master courses.

Qualitative Analysis

To the extent possible, Bachelor and Master course Syllabi are also collected through direct contact with the course teachers by the CBS PRME office. From the 163 syllabi collected from the Autumn 2019 and Spring 2020 semesters (amounting to roughly 24% of all syllabi for this period), we can see at least some representation for each of the SDG topic areas, even those SDGs which are not covered in the Course Descriptions or Learning Objectives. This shows that Syllabi have richer data to provide. For example, in relation to SDG 6 (Clean Water and Sanitation), in the Supply Chain Risk Management course in the International Business Bachelor programme, students discuss the scarcity of resources and industries requiring large amounts of crude oil and water to produce items such as personal computers. The class also discusses the uneven distribution of these scarce resources and how the need for water in dry regions can conflict with the production of personal computers.

For SDG 2 (Zero Hunger), the syllabi collected reveal that the International Political Economy course in the International Business and Politics Bachelor programme covers the issue of the food crises caused by “volatility and vulnerabilities of a global food supply and market increasingly concentrated and controlled by fewer and fewer companies”. The course presents the challenges of “a system which has produced over-nourishment in the developed world, undernourishment in large parts of the developing world, and serious ecological consequences from industrialized models of agriculture”. The course further explores “the links between these outcomes and the political and economic arrangements of the sector”. Although the information provided in syllabi varies greatly (from reading lists to detailed descriptions of each lecture), this qualitative data shows that overall, syllabi provide the richest type of data available for curricula. For this reason, syllabi can be a good supplement to the quantitative data collected through Course Descriptions and Learning Objectives which are centrally accessible.

Curriculum Development: Next Steps

Regular internal reporting on RME

Using the NVivo software system, CBS can code keywords across all core courses. This method will provide the opportunity to identify shifts and advancements in RME content over time. Reports can be produced at regular intervals and/or on an on-demand basis.

Workshop and Support to Study Boards

Reports are generated on a programme basis and can give study boards and course coordinators a better understanding of how their individual programmes relate to issues of RME, SDGs, CBS Nordic Nine and CBS Strategy

Collaboration with students

Engaging students is already in place through various partnerships. Such partnerships and collaborations will be advanced over the coming two years.

“This is the second iteration of the Curriculum Development project at CBS, and we continue to learn and develop new tools to report efficiently, align with important strategies and standards, and enable sustainable impact.”

Heather Louise Madsen, Project Manager

The Curricular Transformation Project at oikos Copenhagen has been collaborating with PRME on a pilot project with the Business Administration and Service Management bachelor program at CBS. The pilot project aims to connect the members of the student organization with professors within the study board, and offer assistance in adding, changing, or formalizing the course curriculum to involve more sustainability topics. The project has started with the creation of a student survey, which has received feedback from PRME, that gathers information on the students’ knowledge on sustainable business practices and sustainable development, and their evaluation of each of the courses that are specific to their concentration in terms of how relevant these topics are and how much more they would like to see.

The survey results will be one of three elements in a profile that will be created for each of the evaluated courses. The second element will be including a review of the course and program through the lens of the SDG mapping over SEM course offerings at CBS that was conducted in 2020. This will provide an objective perspective over the written content of the program in its relation to specific SDGs, where we will be focusing on SDG 13. Oikos will work closely with PRME to report on the overlaps between student survey results and the SDG mapping, as well as comparing the data from SEM with other programs at CBS. The final element will be some initial proposals of content that could be relevant to incorporate into the materials, as well as the variety of changes Oikos can help support professors with (lecture slide creation, finding case studies, formalizing course objectives, etc.).

Helena Abrams, Project Manager / Curricular Transformation, OIKOS CBS

PRME RME CURRICULA DEVELOPEMENT AMBASSADORS

To support the advancement of Responsible Management Education CBS PRME has a network of RME Development ambassadors.

Program	Ambassador	Position	Department
HA Almen	Trine Pallesen	Associate Professor	Organization
HA fil.	Steen Vallentin	Associate Professor	Management, Society and Communication
HA it.	Tina Blegind Jensen	Professor with Special Responsibilities	Digitalization
HA pro.	Anne-Marie Søderberg	Professor Emerita	Management, Society and Communication
HA kom.	Lena Mygdam Zwisler	Teaching Associate Professor	Management, Society and Communication
HA jur.	Christina D. Tvarnø	Professor	CBS LAW
HA mat.	Dorte Kronborg	Associate Professor	Finance
HA psyk.	Mia Kaspersen	Associate Professor	Accounting
IBP	Leonard Seakbrooke	Professor	International Economics, Government and Business
	Edward Ashbee	Professor with Special Responsibilities	
EB	Minna Paunova	Associate Professor	Management, Society and Communication
IMK	Henriette Lungholt	External Lecturer	Management, Society and Communication
ASP/IBA	Lisbeth Clausen	Associate Professor	Management, Society and Communication
BLC	Kevin McGovern	Teaching Associate Professor	Management, Society and Communication
IB	Bersant Hobdari	Associate Professor	International Economics, Government and Business
IST	René Taudal Poulsen	Associate Professor	Strategy and Innovation
SOC	Sine Nørholm Just (until June 2019, new ambassador TBE)	Associate Professor	Management, Politics and Philosophy
SEM	Adriana Budeanu	Associate Professor	Management, Politics and Philosophy



ELECTIVE COURSES AT CBS: AN OVERVIEW OF RME CONTENT

A wide range of electives is offered each semester at Copenhagen Business School. New to this report is the fact that CBS is now measuring all bachelor and Master Electives against Responsible Management Education, including Responsibility, Ethics and Sustainability (the RES framework), the SDGs, CBS Strategy and Nordic Nine. This measurement and reporting will enable CBS to better understand the contribution to responsible management over time and also serve as a guidepost for continual improvement and re-learning. (For the list of keywords used for measurement purposes, please see the annex of this SIP).

“Rethinking content: Given the complexity of the SDGs, there is a need to emphasize systems thinking by studying organizations in their wider societal context, as opposed to a narrow business and management context”.

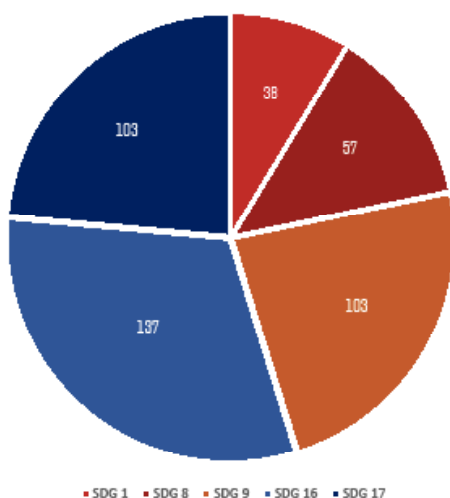
PRME (2020) BLUEPRINT FOR SDG INTEGRATION INTO CURRICULUM, RESEARCH AND PARTNERSHIPS

Bachelor Electives 2019-2020

The most highly represented SDGs in Bachelor Electives for Autumn 2019 and Spring 2020 (in order of course prevalence) are SDG 16 – Peace, Justice & Strong Institutions; SDG 9 – Industry, Innovation & Infrastructure; SDG 17 – Partnerships; SDG 8 – Decent Work and Economic Growth; and SDG 1 – No Poverty.

The most prominently represented SDG 16 covers issues such as justice, governance, peace and human rights, all of which are closely regulated and discussed in Danish society.

Top 5 SDGs for Bachelor Electives Fall 2019 - Spring 2021



In addition to the quantified coding approach for understanding RESponsible Management (including SDG) coverage in CBS electives, this report also provides qualitative insights through selected examples such as the following.

Examples of Responsible Management Concepts of Responsibility, Ethics and Sustainability (RES) in Bachelor Electives

For the elective course [BA-BBLCV1160U Marketing – The Essentials and the Trend Drivers](#), one of the Learning Objectives covered the topics of both [responsibility](#) and [sustainability](#), stating that students would come to “Understand the increasing importance of various driving forces in the marketplace, such as a focus on **sustainability** and **CSR**, intercultural differences etc. and how these drivers impact on company options.”

In the elective course [BA-BBLCV1401U Negotiation Skills and Conflict Management – Drivers of Success and Complexity](#), [ethics](#) was focused upon in the Learning Objective stating that students would learn to “Understand, analyze, map and actively use insights to drive a successful negotiation or conflict resolution, including 1) obstacles to and drivers of expedient communication, and 2) intercultural differences and how to turn them from stumbling blocks into building bricks, and 3) trust and ethics and how such elements can make or break fruitful negotiations and relationships.”

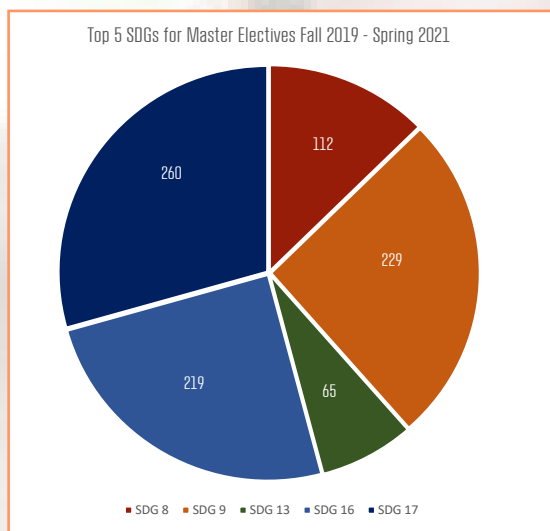
Examples of Sustainable Development Goals in Bachelor Electives

Industry, Innovation and Infrastructure ([SDG 9](#)) is covered, for example, by the elective course [BA-BHAAV5006U Innovation Management](#), which emphasizes “Developing innovations for ‘Bottom of the Pyramid’ markets.” The elective course [BA-BHAAV6048U Human Resource Management](#) covers Peace, Justice and Strong Institutions ([SDG 16](#)) with a focus on the topic of “fairness and organizational justice.”

In the elective course [BA-BPOL01287U Political Economy of Development](#), the topic of No Poverty ([SDG 1](#)), Reduced Inequalities ([SDG 10](#)) and Peace, Justice and Strong Institutions ([SDG 16](#)) are all addressed in the same course by discussing “the interplay between states and markets in driving economic (under)development, the politics of economic development, and the roles of various domestic and international actors, **institutions**, and structures in this process. The causes and consequences of **poverty**, **inequality**, and development will be approached from a comparative perspective using data and case illustrations from, e.g., Africa, Asia, and Latin America. In doing so, the course will address a number of salient issues in contemporary debates on economic and political development, such as the roles of international trade, foreign aid, corruption, and democratization in the developing world.”

Master Electives 2019- 2020

The most highly represented SDGs in Master electives for Autumn 2019 and Spring 2020 (in order of course prevalence) are SDG 17 – Partnerships; SDG 9 – Industry, Innovation & Infrastructure; SDG 16 – Peace, Justice & Strong Institutions; SDG 8 – Decent Work and Economic Growth; and SDG 13 – Climate Action. Many of these most prominent SDGs align with those in the Bachelor electives. One difference, however, is that for Master electives one can see that Climate Change is one of the prominent topics covered. Climate Change is also front and center for many businesses today who are working with issues such as greenhouse gas reduction, zero emissions and do-no-harm environmental impact.



Examples of Responsible Management Concepts of Responsibility, Ethics and Sustainability (RES) in Master Electives

For the electives course KAN-CVBLV1032U- Environmental and Social Governance (ESG) data, accounting and reporting the learning objectives cover the topic of sustainability by centering around voluntary and mandatory standards and regulations that govern carbon accounting, ESG reporting and disclosures. One of the learning objectives is e.g. to “Explain differences between sustainability assurance and traditional financial auditing.”

Examples of Sustainable Development Goals in Master Electives

The second module of the electives course KAN-CCBLV1033I- Harnessing Heterogeneity, Community and Individuality in Human Development for Sustainable Innovation relates to Decent Work and Economic growth (SDG 8) and Reduced Inequalities (SDG 10), as the module considers “the intersectionality of race and gender in development, for example, through a focus on the labor of low-income in the global South and its place within development approached.”

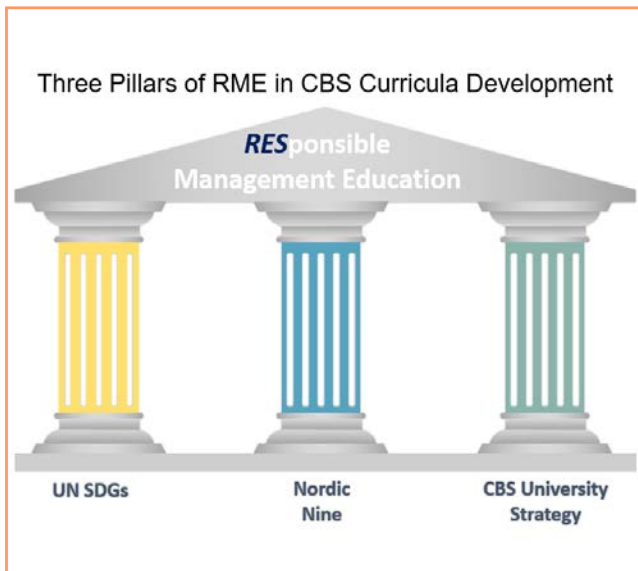
The electives course KAN-CCMVV1731U- The Energy Industry in Transition: Markets Innovation and Strategies discusses Climate Action (SDG 13) and Affordable and Clean Energy (SDG 7) by building upon on the recognition that “Energy is essential for the functioning of modern economies, yet at the same time, CO2 emissions from energy production are by far the largest contributor to global warming. In a Danish context, carbon-reducing energy technologies such as wind turbines, district heating, and insulation, account for a significant proportion of our exports (over 60 BDKK, or 7% of exports in 2017) and employ about 75.000 persons. To ensure a sustainable future, the entire system of energy production and consumption will have to be transformed in the decades ahead from fossil fuels to renewable energy sources.”

The content of the electives course KAN-CCBLV1021U- Ethical Consumption, Celebrities and Development includes examining the issue of Partnerships (SDG 17), stating that “Ethical consumption is one of the fastest-growing trends in contemporary societies, as individuals find the marketplace provides a public opportunity for performing their personal values. We are all consumers: people in the global North and South alike increasingly rely on market transactions for their basic staples, their luxuries and even their lives. We are also citizens: purchases have material and symbolic meaning and understanding the marketing of values is important for understanding political power.”

Analysis of Responsible Management in CBS Electives: Fall 2019 – Spring 2021

When looking at the data collectively, both the CBS Bachelor and Master electives represent a substantial amount of responsible management education. With relation to the overarching framework of Responsibility, Ethics and Sustainability (RES), between 25 – 30% of elective courses covered this material each semester. With both responsibility and ethics now being represented in the new CBS Strategy and Nordic Nine, the use of these concepts may also increase in the future. With relation to the Sustainable Development Goals, 90% of all 2019 and 2020 electives covered issues related to at least one of the SDGs. In particular, decent work and economic growth (SDG 8), industry, innovation and infrastructure (SDG 9), peace, justice and strong institutions (SDG 16) and partnerships for the goals (SDG 17) were all very strongly represented in CBS Bachelor and Master electives. Interestingly, there was also a strong focus on no poverty (SDG 1) in Bachelor electives, and climate action (SDG 13) in Master electives.

The methodology that CBS PRME works with, will allow, tracking of the development of these issues over time.



CBS PRME Coding Structure and Purpose

To the right is a basic structure for the CBS PRME NVivo coding of Curricula at Copenhagen Business School. The overarching framework for this structure is Responsible Management Education (with key concepts Responsibility, Ethics and Sustainability), under which there are three initiatives that provide pillars for analysis. The three pillars consist of 1) the UN Sustainable Development Goals (SDGs), 2) the Nordic Nine, and 3) CBS University Strategy. With this coding in NVivo, CBS PRME will be able to offer study boards, departments and other internal actors easy access to information on Responsible Management Education that can be used to provide statistics, create marketing and communications material, and generate reports.

CBS Strategy – some examples

In relation to the Mission and Vision of the new CBS Strategy, the key themes of innovation and responsibility were highlighted, for example, in the Bachelor elective course BA-BBLCV1160U Marketing – The Essentials and the Trend Drivers. In this course, students were introduced “to BtB and BtC markets and the factors influencing both markets, i.e. the driving forces affecting the company’s options in the marketplace, such as shifting consumer preferences and the need for continuous innovation, social responsibility, the relevance and importance of emerging markets etc.”

Core Themes of the new CBS Strategy such as transformation and collaboration were also covered by elective courses such as the Master’s course KAN-CCMV1726U Circular Economic thinking in competitive businesses, which provided students with an economic perspective that is “regenerative and restorative by design... demanding cross-sectoral collaboration, having a higher complexity than linear business models and value chains and constituting the potential to decouple monetary economic growth from growth in virgin resource extraction,” further constituting a “transformation of socio-technical-systems and processes.” These are just two examples out of the 473 Bachelor and Master electives in 2019 and 2020 that covered the key concepts provided by the new CBS Strategy.

Nordic Nine – some examples

The Nordic Nine, an integral part of the new CBS Strategy, identifies key competencies for students that are steeped in Nordic heritage and values. In the Bachelor elective course BA-BEOKV1002U Language of Negotiations, the Nordic Nine competencies of being both critical when thinking and constructive when collaborating were covered. This course gave students “a perspective on the approaches to various negotiation techniques by helping them sift through diverse theories and evaluate their importance, developing critical skills to work with negotiations by giving them the competence to decide on the correct style, approach, and form of language within a particular cultural context.” This course also required students to “listen openly and constructively, reframe disputes to potentially common ground, and reach the win-win resolution.”

The Nordic Nine competencies of creating value from global connections for local communities were also covered by the Master elective course KAN-CCBLV1702U Creative Industries and Creative Work, by focusing on “Danish and Scandinavian variations of different creative industries and their functioning vis-à-vis local/regional/global business and cultural policies. The strategic role of creativity in knowledge economies, future competitiveness, innovation, research and development will also be explored by study excursions/visits to acclaimed and award-winning Danish creative companies and engaged conversations with creative professionals.”



THE CBS MINORS: A GREAT LEARNING OPPORTUNITY

WHAT IS A CBS MINOR?

A minor is a complete package of single courses in a specific academic area, which complements the knowledge and competencies the student receives in their chosen study programme. A minor typically consists of 3 - 4 courses. Taking a minor gives the student a specialisation in the minor's academic area as it consists of a number of interconnected courses with a similar academic focus. Since 2010, CBS has gradually extended the offer of minors to students, and in 2020 CBS offered 20 minors.

A FEW EXAMPLES ON CONTENT

Minor in Data in Business

The focus of the minor is on Data Analytics in general and strategic, innovative, collaborative, communicative, analytical, governance and regulatory aspects of data usage in business settings. As such, the minor is interdisciplinary with topics drawn from the digital economy, computational social science, innovation, communication, governance, regulation, and business analytics. The minor consists of the three courses: Big Data Analytics, Datafication: Regulation, Governance, Security, Privacy and Ethics and Innovation and Strategy in the Digital Economy.

Minor in Sustainable Business

Sustainability is receiving increasing attention as a societal issue and a rapidly growing number of companies now recognize it as a major driver of competitiveness. Yet sustainability is not a simple concept, nor is it straightforward to translate sustainable business practice into attractive business models. At the root of the issue is the fact that sustainability is a systemic phenomenon – to assess whether a particular product, service, or business practice is “sustainable” requires consideration of how it fits into a larger system of production of raw materials and components, manufacturing, distribution, usage, and, ultimately, disposal.

To turn sustainability into an effective business driver, companies must develop a clear business case for it and it must become part of the core business functions. Moreover, since the issues transcend internal and external company borders, the firm must develop effective means of communicating with and involving multiple stakeholders. The purpose of this minor is to equip students with theories, concepts, and methods to develop effective sustainable business strategies.

Minor in Circular Economy

The Minor in Circular Economy provides students with knowledge and insights that are applicable and needed for companies who want to change their linear business model into a circular economy business model. Skills gained from this minor enables students to facilitate change towards CE internally and among stakeholders. The competencies can be utilized in both private and public companies, and will be applicable at a strategic as well as a tactical level within the organization.

“In the Minor Strategic Procurement, we touch upon ethics in relation to compliance and maverick buying. Vis-à-vis suppliers, procurement managers possess a powerful position, so bribery and other kinds of unethical behaviour must be avoided at “all costs”. The minor further discusses sustainability and CSR in relation to the management of suppliers and the supply chain as a whole. Case companies like Vestas and Leo Pharma present their approaches to sustainability that is then perspectivized through theory.”

Professor Britta Gammelgaard

The Responsible Minor in Operations and Innovation Process Management

Operations have a major impact on the environment. Operations transform inputs such as material, information and customers and use energy and other resources to create outputs such as products and services. The impact is unavoidable and calls for responsible managing of operations. A triple bottom line perspective is applied and comes into operations strategy, system design such as supply chains, quality management and more.”

Professor Christer Karlsson

“Finance is well-positioned to support the sustainable transition we all require. Critically, these institutions have a key role in protecting biodiversity, upholding human rights, and ensuring that ethical governance within firms is maintained.

The Minor in Environmental, Social, Governance (ESG): Metrics, Reporting and Sustainable Investments is a set of three courses designed to immerse students into the global sustainability challenges embarked upon by institutional investors, investment firms and innovative companies. Graduating students leave CBS with the understanding of how to leverage ESG as a firm-led strategy, evaluate and develop management systems, assess metrics, data quality and ESG reporting. Students gain a sound theoretical understanding in the area of ESG accounting and reporting together with technical understanding that will equip students to understand, among other things; carbon accounting, materiality matrixes and voluntary versus mandatory ESG disclosures.”

Associate Professor Kristjan Jespersen

TITLE OF MINOR	COURSES IN THE MINOR	MINOR COORDINATOR
Accounting and Finance	Financial Statement Analysis, Cost and Management Accounting, Corporate Finance	Yanlei Zhang Department of Accounting
Behavioral Neuroscience and Economy	Neuroeconomics, Neuromarketing, Neuro Research Design	Jesper Clement Department of Marketing
Bioentrepreneurship	Innovation Challenges in BioBusiness, Bio-Markets, Bioentrepreneurship	Palle Høy Jakobsen Department of Strategy and Innovation
Business and Development Studies	Business Strategy in Developing Countries and Emerging Markets, International Business and Economic Development, Governance and Development, Responsible Value Chains – a Path to Sustainable Development	Michael Wendelboe Hansen Department of Management, Society and Communication
Business Law and Economics – Contracts	Strategic Management, Negotiation: Theory and Practice, Contracts and the Value Chain, Common Law and Contracts	Henrik Andersen Department of Law
Business Law and Economics – Management	Strategic Management, Law and Management, International Taxation of Corporate Groups, Digital Transformations and the Law	Henrik Andersen Department of Law
Circular Economy	Circular Economic thinking in competitive businesses, Transitioning from linear to circular supply chains, Circular economies – towards a global shift?	Jesper Clement Department of Marketing
Data in Business	Big Data Analytics, Datafication: Regulation, Governance, Security, Privacy and Ethics, Innovation and Strategy in the Digital Economy	Raghava Rao Mukkamala Department of Digitalization Lars Bo Jeppesen Department of Strategy and Innovation
Digital Business Development	A Digital Battlefield: How to transform a new business venture to a sustainable digital business?, Transforming IT Management for Digital Business, Delivering Digital Business	Stefan Henningsson Department of Digitalization Philipp Hukal Department of Digitalization
Digital Ventures and Entrepreneurship	Foundations of Digital Ventures (B), Digital Entrepreneurship (B), Service Design and Innovation (T)	Michel Avital Department of Digitalization Philipp Hukal Department of Digitalization
Entrepreneurial Marketing for Corporate Business	Customer Experience and Business Model Innovation, Open Innovation and Branding, Market Dynamism and Marketing Excellence	Karin Tollin Department of Marketing
Entrepreneurship	Entrepreneurial Strategy, Business Planning and Development, Entrepreneurial Finance	Toke Reichstein Department of Strategic Management and Globalization
Environmental, Social, Governance (ESG) Metrics, Reporting and Sustainable Investments	ESG, Sustainable and Impact Investments, Critical Cases in Environmental Social and Governance (ESG) and Sustainable Investments, Environmental Social and Governance (ESG): data, accounting and reporting	Kristjan Jespersen Department of Management, Society and Communication Caroline A. Pontoppidan Department of Accounting
European Business Studies	International Strategic Management, Cross-Cultural Management, Advanced European Business and Politics: A Case-Based Approach	Simon Ulrik Kragh Department of International Business Communication
Financial Decision-Making in a Social Context History, Sociology, Behavioral Finance and Corporate Finance	Modern Finance and Corporate Finance, Behavioural Finance, Historical Foundations of Financial Institutions and Markets, Social Studies of Finance: From Financialization to Algorithmic Trading	Christian Garmann Johnsen Department of Management, Politics and Philosophy
Maritime Business	Developments in International Shipping, Global Transportation and Maritime Logistics, Management of Maritime Operations within Supply Chains	Leonardo Santiago Department of Operations Management
Operations and Innovation Process Management	Operations and Process Management, CASES in Strategic Management of Innovation and Technology, Managing product development and innovation	Christer Karlsson Department of Operations Management
Quantitative Methods in Economics, Business and Finance	Econometric Analysis of Firm Data, Time Series for Economics, Business and Finance, Data Science: Data Driven Decision Making	Ralf Andreas Wilke Department of Economics
Strategic Procurement	Global Sourcing Management, Performance Measurement in Procurement Organizations, Procurement Value Creation	Britta Gammelgaard Department of Operations Management Bente Kildemose Department of Operations Management

SDGs COVERED IN MASTER THESES AT CBS - A FIRST GLANCE

I spent my fifth semester at CBS doing an internship for CBS PRME (Copenhagen Business School Principles for Responsible Management Education). The aim of my internship report was to find out how changes that have taken place at CBS over the last 10 years have affected the number and ratio of Master theses that deal with the topics of Sustainable Development.

Daniel Geza Szokedencsi

Top 5 SDGs covered in Master theses		
Rank	2019	2020
1	SDG 3	SDG 3
2	SDG 8	SDG 8
3	SDG 16	SDG 16
4	SDG 4	SDG 12
5	SDG 12	SDG 4

Coding was based on Bruggmann et al., (2019)

EXAMPLES

Institutional Isomorphism and the Sustainable Development Goals: The Co-Creation of Models and Norms in a Network of Professionals. A Case Study of How the SDG Project 'FN's verdensmål - fra Filantropi til Forretning' Facilitated the Mechanisms of Mimetic and Normative Isomorphism by Anna Julia Katarina Svedjemo & Julie Schroll Andersen

Supervisor: Susana Borrás

Abstract: This thesis studies the case of the SDG project 'FN's verdensmål - fra Filantropi til Forretning' initiated by the Confederation of Danish Industry (DI). The SDG project was developed in order to make the SDGs relevant in a business context for the 21 project participants, DI's members and Danish businesses more broadly. With the project coming to an end, this thesis set out to study DI and the participating companies' experiences of the project. By applying the new institutionalist perspective by DiMaggio and Powell (1983), the thesis studies how the SDG project facilitated the mechanisms of institutional isomorphism. Based on qualitative interviews, the empirical analysis sheds light on how the mimetic and normative mechanisms have been facilitated in the project through the diffusion and establishment of models, and by enabling a network of professionals to form and engage in a process of professionalization. Further, the empirical analysis suggests that the DI and the project participants are spreading the models and norms established in the project in a wider SDG field. In relation to the empirical findings, the paper opens up a discussion of the maturity of the SDG field and how the SDG project facilitated a space within which the mechanisms did not only occur separately but also intertwined in a co-creation process of models and norms. Thus, the thesis concludes on how the SDG project facilitated mimetic and normative isomorphism through the diffusion models, the creation of a network of professionals and by allowing a space for the co-creation of models and norms.

Storebrands Role in Reaching the SDGs: Investing in a Future Worth Looking Forward To by Celine Topper & Hanne Bjoernslett Nielsen

Supervisor: Svend Peter Malmkjaer

Abstract: This study investigates the Norwegian financial industry's work with sustainable investments and was inspired by how investors, both public and private, have a crucial role in the channelling of cash flows toward

sustainable projects. It aims to identify how the case company Storebrand is working systematically with sustainable investments and evaluates whether other companies can follow their lead to support United Nation's Sustainable Development Goals. Based on interviews with representatives from the industry and documentary secondary data, we mapped success factors and potential challenges for the work with sustainable investments. The in-depth study of Storebrand found that Storebrand's success derives from four essential elements: (1) integration of sustainability into everything they do, (2) perception of sustainability as a competitive advantage, (3) size, and (4) expertise. By comparing Storebrand to our peer group of institutional investors, we identified and addressed four main challenges that hinder the work of integrating sustainability into asset management: (1) perception of sustainability, (2) lack of information, (3) lack of shared definitions, and (4) how size matters. The research concludes that parts of Storebrand's success can be challenging for peers to imitate, but that several findings can be used as inspiration for their own approach. We hope that the research contributes as a valuable insight into the topic of sustainable investments, and that it highlights the crucial role that the financial industry has in reaching the Sustainable Development Goals by 2030.

Value Creation Through SDG Reporting: An Empirical Analysis of SDG Reporting in the Nordic Region by Niclas Dahl Moeller

Supervisor: Caroline Aggestam Pontoppidan

Abstract: The purpose of this study has been to analyse the potential of corporate SDG reporting to create value for Nordic companies and societies. By exploring current reporting practices of actors in the region, the study also aims to assess how the value of observed disclosures on the SDGs can be improved in order to foster the collective creation of shared value. Through a content analysis of the present SDG reporting of 50 Nordic companies, the study initially explores the patterns of recent disclosures, i.e. by investigating how companies are presently reporting on SDG priorities. Subsequently, a comparison has been made between these focus areas and the elicited national priorities for the SDGs within the Nordic societies. Building on this analysis, the study moves on to examine how relevant societal parties are perceiving the value of current SDG reporting. Based on 12 interviews with a broad spectrum of SDG stakeholders in Denmark, the study outlines the types of value offered by corporate reporting on the goals and the prevailing stakeholder expectations to the phenomenon.

In general terms, the study finds the SDG reporting of Nordic companies to largely deviate from national agendas, and that the value of current disclosures is perceived as inadequate and of principally low quality. However, the study also finds that SDG reporting holds great potential to create value through various strategy and reporting aspects. Hence, this study develops ten distinct recommendations regarding comparability, reliability, materiality and impact, which aim to holistically improve the value of present SDG reporting in the Nordics.



CBS AND MASSIVE ONLINE OPEN COURSES (MOOCs)

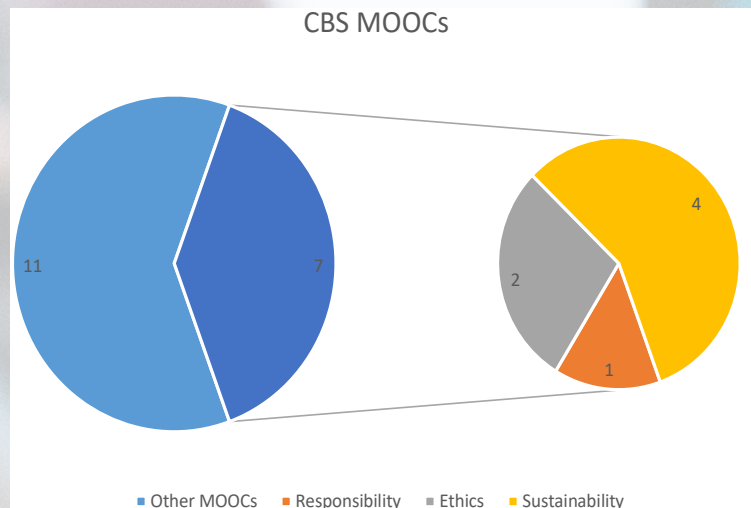
Copenhagen Business School offers massive online open courses (MOOC) via the Coursera online platform.

Courses are open to the wider society and are free of charge to all. Official certifications are subject to payment, but the educational content of the courses remains freely accessible to everyone wishing to take the courses.

In 2021, CBS offered 18 MOOCs via Coursera.org, two of them in partnership with the Danish Technical University (DTU and University of Copenhagen (KU).

Using the RES (responsibility, ethics and sustainability) methodology applied in our Curriculum Development project, we have looked at the public content and information of the CBS offered MOOCs and have highlighted the ones with a responsible management education content.

Out of the 18 open online courses offered, 7 (38.8%) have RES content as shown in the graph below. The graph also illustrates the breakdown of RES courses into their corresponding RES fields.



Spotlight MOOC: Sustainable Fashion

Launched in 2019, this course provides an overview of business model theory and discusses business models as essential tools in the transformation towards more sustainable businesses. The course uses business model theory as a foundation to look at how real-world fashion brands are adopting more sustainable ways of doing business and provides learners with a rich opportunity to examine their efforts and consider strategies for their own organisation. Course organizers encourage learners to share experiences and local examples from their own country and discover new ways of addressing sustainability. The aim of the course is to provide learners with the ability to think about business model theory in new ways and apply strategies to manage business model innovation towards sustainable practices. The course has over 30.000 active learners and has seen an increase of learners during the pandemic months.

<https://www.coursera.org/learn/sustainable-fashion#about>

Course responsible: Kirsti Reitan Andersen: kra.msc@cbs.dk

Spotlight MOOC: Business Models for Innovative Care for Older People (In collaboration with University of Copenhagen)

Aging has been coined as one of the major societal challenges. The fact that we simply live longer, is in itself not a problem but rather a triumph. However, this unprecedented demographic change significantly affects individual life histories through an increased number of lifestyle-related chronic diseases and the like. These extra life years, also have a massive impact on the organization of welfare institutions and the financial sustainability of the welfare system.

This course introduces learners to healthcare innovation within the field of healthy living and active aging. By following two specific cases on diabetes and rehabilitation, this interdisciplinary course introduces key theories, tools and concepts for analyzing and developing viable innovative solutions for aging populations. The lectures cover demographic, biological, economic, social and cultural aspects of active aging and healthy living, along with lectures on current innovation theories and methods.

<https://www.coursera.org/learn/business-models-innovative-care?#about>

Course responsible: Finn Valentin: fv.si@cbs.dk

Spotlight MOOC: An Introduction to Consumer Neuroscience & Neuromarketing

This course provides learners with an introduction to some of the most basic methods in the emerging fields of consumer neuroscience and neuromarketing. Learners are also presented with the basic brain mechanisms in consumer choice, and how to stay updated on these topics. The course gives an overview of the current and future uses of neuroscience in business.

The Neuroethics and Consumer Aberrations module focuses on both the ethics of neuromarketing, as well as aberrant consumer behaviours. We see that consumer choice can sometimes become the central focus in a person's life, be it pathological gambling, "shopaholism" or digital dependencies. This module focuses on some of these issues, and combines them with the ethical aspects that we face when talking neuro.

Link: <https://www.coursera.org/learn/neuromarketing>

MOOCs offer a good opportunity for CBS faculty to develop open-access educational content in collaboration with colleagues from partner universities thus creating easily accessible and high-quality courses that meet the current demands of business and society.

Below is a list of all CBS offered MOOCs as of March of 2021:

MOOC Title	Instructor (s)
Digital Competition in Financial Services	Jonas Hedman; Stefan Henningsson
Sustainable Fashion	Esben Rahbek Gjerdrum Pedersen, Ana Lucia Diaz Schiavon
An Introduction to Consumer Neuroscience & Neuromarketing	Thomas Zoëga Ramsøy
Leadership in 21st Century Organizations	Robert Austin; Shannon Hessel
Strategy Formulation	Marcus Møller Larsen
Digital Transformation of Financial Services - Capstone Project	Stefan Henningsson; Jonas Hedman
Identifying Social Entrepreneurship Opportunities	Kai Hockerts
Business Models for Innovative Care for Older People (In collaboration with University of Copenhagen)	Rudi Westendorp; Finn Valentin
Patenting in Biotechnology (in collaboration with Technical University of Denmark)	Frederico De Masi, Peter Ulvskov, Karin Beukel, Claus Bøttcher Jørgensen, Finn Valentin
Strategy Implementation	Nicolai Pogrebnyakov
Sustainable Vikings: Sustainability & Corporate Social Responsibility in Scandinavia	Robert Strand
The Neuromarketing Toolbox	Jesper Clement
Innovation Strategy: Developing Your Fintech strategy	Jonas Hedman; Stefan Henningsson
Strategic Management - Capstone Project	Nicolai Pogrebnyakov
Social Business Model and Planning for Social Innovation	Kai Hockerts
Unleashing the Impact of your Social Enterprise	Kai Hockerts

A BLENDED LEARNING INITIATIVE (2020)

Responsible Business - A SIGMA Virtual Team Work Elective

This course discusses how sustainable development has become a key imperative for businesses. The Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development, adopted by world leaders in 2015, showcase universally applicable targets intended to mobilize efforts to end all forms of poverty, fight inequalities, and tackle climate change. Businesses are supposed to play an integral part in contributing to the Agenda 2030. However, these developments imply radical rethinking of established business practices, models, approaches, and paradigms.

This course encourages students to rethink international management. It is a blended course, combining online and face-to-face sessions. The six-module online component embeds the virtual Responsible Business Course, jointly designed by six universities in the SIGMA Alliance (Copenhagen Business School, ESADE, Singapore Management University, Université Paris-Dauphine, University of St. Gallen, and WU Vienna).

In addition to completing all online modules, students work in virtual cross-national, cross-institutional teams, to develop a best-practice case study on a selected company or organization. Teams receive guidance from assigned supervisors from any of the participating universities.

Course responsible: Kai Hockerts, kho.msc@cbs.dk

Education Without Borders: Open access online teaching SUSTAINABLE BUSINESS MODELS – SUSTBUS

Sustainable Business Models is an open access, online teaching program developed jointly by Copenhagen Business School, ESADE Business School and NHH Norwegian School of Economics. The program is supported by Erasmus+, the EU's program to promote education, training, youth and sport.

The Sustbus programme shows how to design and implement more sustainable business models. It comprises of six modules of 32 videos that are freely accessible online (<https://www.nhh.no/en/sustbus/>). The project organizers plan the launch of a new Massive Online Open Course (MOOC) in 2021 based on the material and experience accumulated during the project, an initiative that will lead to participants having the option to obtain certification upon completion of the course.

The three partners collaborating closely in this project come from different countries, are among the top schools in their regions and bring in wide and diversified areas of expertise towards delivering innovative high-level education that is open and freely available.

Copenhagen Business School (CBS) is one of the largest business schools in Europe. With the distinctiveness of its diversity, CBS aims to offer strong research and education programs in classical management disciplines and in disciplines that place business in a wider social, political and cultural context.

ESADE ranks among the top ten business schools in Europe in the most important International MBA, Executive Education and university programme polls. The institution's main objective is to train individuals to be highly competent professionals, fully conscious of their social responsibility.

NHH Norwegian School of Economics was founded in 1936, and is the first and most prestigious business school in Norway. Together with its affiliated foundations, the NHH Group constitutes the largest concentrated centre of research and study in the fields of economics and business administration in Norway.

Programme responsible: Esben Rahbek Gjerdrum Petersen, ergp.msc@cbs.dk

TEN YEARS OF RESPONSIBILITY DAY AT CBS

In 2010, CBS launched its very first Responsibility Day and we are proud to announce that we have just celebrated our ten-year anniversary. Responsibility Day is one of the largest activities and takes place annually at the beginning of the semester start. The day not only celebrates the first day for all new bachelor students but, together with CBS' entire senior management, lays the foundation for the responsible management education students will encounter during their education.



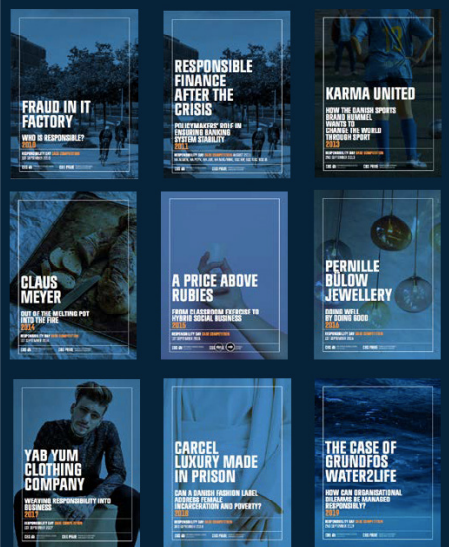
Responsibility Day underscores CBS' dedication to PRME and, more specifically, our obligation to be a leading light for the PRME community in our capacity as members of the select PRME Champions Group. The day strives to introduce an understanding of business and its responsibility to society by encouraging innovative and critical thinking as well as highlighting the importance of questioning the status quo when learning about how to conduct business both locally and globally.

This we do through inviting a case company to present a real-life sustainability or the like challenge or opportunity the company is facing. This is reinforced with a case competition launched on the day.

Since its inception, Responsibility Day has introduced cases ranging from responsible finance, ethical business, and equal opportunities to doing good by doing well. The array of companies and businesses are also very diverse spanning from small social enterprises to large, international organisations. The day has grown from just over a thousand students to 2600 in 2019 and has seen not only leaders of industry but also distinguished guests such as Her Royal Highness Crown Princess Mary and Margrethe Vestager, the EU Competition Commissioner. In 2019, Responsibility Day showcased Grundfos, the global water technology company, as the case company. The case presented the impact of Grundfos' employee Water2Life programme, which provides clean water solutions to some of the poorest countries in the world. The case illustrated the 'domino effect', created when some communities in Kenya expressed resentment that their villages had not been selected for the water programme which then spread to other neighbouring villages.

As with most other parts of the world, Denmark and CBS have had to adapt to the many challenges created by the Corona pandemic and Responsibility Day is no exception. The pandemic resulted in the cancellation of Responsibility Day in 2020 but it also allowed time for reflection and what Responsibility Day might look like going forward. 2021 will see the first semi-virtual Responsibility Day with Ørsted, the Danish multinational and largest power company in Denmark, as the case company. 2021 also sees the establishment of a four-person committee charged with embedding the Responsibility Day case further into the upcoming semester and beyond. The expectation is to create a more sustainable "red thread" that follows through from the day and throughout the new student's education at CBS.

RESPONSIBILITY DAY CASE COMPETITION COLLECTION



HOW WE WENT FROM SUBMITTING A CASE COMPETITION SOLUTION TO ATTENDING A CONFERENCE ON SUSTAINABILITY IN BERLIN

**From Responsibility Day
Case Competition to ABIS
conference in Berlin**

**By Janna Birr-Pedersen,
Karoline Egede Nylander
and Kathrine Nguyen**



Excited and nervous, we entered KB Hallen to attend Responsibility Day 2019. This was our first day at Copenhagen Business School (CBS), just like the almost 3.000 other students attending the event. The day involved panel discussions from top leaders from Danish firms, students at CBS and H.R.H. crown princess Mary. The topic of the day was how to be responsible, which was nice because it showed us how sustainability and acting responsible are important for CBS as a school. It was an exciting way to start a new chapter of our lives and even more exciting to hear about case solving. Together we had the opportunity to start off our years at CBS by solving a case for the company Grundfos. In the case, we had to solve a problem for Grundfos' employee initiative Water2Life on how to act responsibly.

We had only known each other for less than two weeks, and we were now about to solve a case together. It is always challenging to solve cases in teams, but maybe even more challenging when you do not know the people you are working with. However, it turned out that the three of us worked great together and we had such a good time trying to come up with solutions for the case question. We were trying to figure out how Water2Life could choose countries where they should implement their project. We each found our strengths and were good at making each other better in the process. The whole process was a great learning experience: Listening to each other's ideas, writing together... and before we knew it, presenting together. When we got the news that we were among the finalists to present our case in front of judges and an audience, it was both thrilling and nerve-racking. We prepared for the final presentation and built up the courage to present our solution. The two other finalists had both chosen to solve a different dilemma that came with the Water2Life case. It was a great honor when the judges announced we were the winners of the Responsibility Day Case Competition 2019. Besides a valuable learning experience, we also won a trophy and a basket full of gifts.

Amongst the gifts, we won a trip to Berlin to attend the 18th ABIS Annual Colloquium Conference. Part of Responsibility Day is to put focus on sustainability and ethical choices for businesses, but also to focus on sustainability for us as individuals.

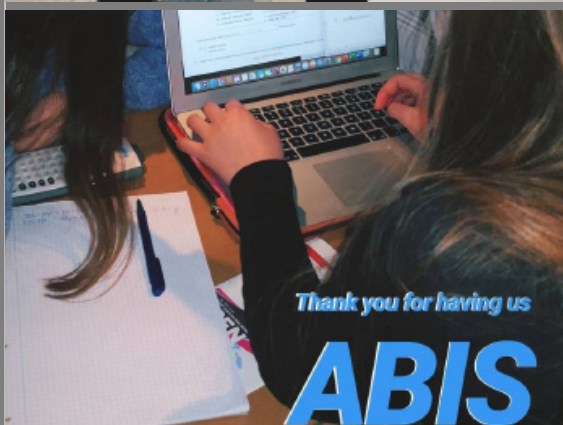
PRME is very passionate about limiting the amount of carbon emitted due to transportation, so employees have to travel by train whenever the trip can be made in under ten hours. The same rule goes for case competition winners, and a trip to Berlin takes approximately eight hours by train. At first, we were very sceptical about this means of transportation, as the trip would only take under two hours by airplane. However, we had so much fun! Our time on board the train was spent on card games and microeconomics exercises. We also got to talk with one of our fellow passengers. He shared with us how he hadn't owned a car in 30 years and always took the train from Sweden to Germany when commuting between the two - which he did often. The whole train ride turned out to be a great bonding experience since we had only known each other for about two months at this point.

In Berlin, we participated in a two-day conference where we attended multiple presentations and interactive sessions. The goal of the conference was to put focus on the importance of measuring impacts, the challenges that academia and businesses are facing to maximize their impact. Furthermore, the conference gave us the possibility to engage in discussions to share best practices that create positive change for reaching the Sustainable Development Goals (SDGs).

We didn't quite know what to expect from the conference since all three of us were first-time attendees to a conference, but looking back at the conference we found it to be very educational. We got greater insight into the process that businesses go through working on their strategy concerning sustainability, and how academia is still debating a standardised way to measure its impact.

We were happy to win this trip to Berlin as part of our prize for winning Responsibility Day. As new students, we got to expand our network internationally, and we learned about the ways of working for the academic world. Furthermore, we learned a great deal about both academia and the business world in their search for the best way to be responsible. It is reassuring to experience that sustainability and responsibility in business is taken seriously among relevant people!

CELEBRATING 10 YEARS OF RD CASES



Case Title	Case Company	Year	Case Description
Fraud in IT Factory: Who is responsible?	KPMG	2010	A two-part case: Part I IT Factory story from the KPMG Denmark perspective as it was in December 2008. Part II addresses the current KPMG Denmark perspective.
1) Responsible Sourcing at Danske Bank: 2) Educating Children Young Adults about Financial Literacy: 3) Responsible Finance after the Crisis:	Danske Bank	*2011	Case 1: A-Vask, a cleaning company's, use of asylum seekers as illegal workers and Danske Bank Case 2: Surveys conducted for Danske Bank show that financial literacy – or the lack thereof – is rooted in the early childhood. Case 3: The financial crisis of 2007-2010. Why did the financial crisis occur and how such a crisis can be prevented?
Karma United: How the Danish Sports Brand Hummel wants to “Change the World Through Sport”	Hummel	2013	Hummel sponsors the first Tibetan national football team in 2001. The move embroiled Hummel in a controversial political debate about the rights of the Tibetan people
Claus Meyer Out of The Melting Pot Into The Fire	Claus Meyer	2014	In 2011, Claus Meyer established a foundation for his social project Melting Pot. One controversial project concerned a cooking school for inmates with the purpose of re-socialisation of former convicts.
A PRICE ABOVE RUBIES: From Classroom Exercise to Hybrid Social Business	Ruby Cup	2015	In 2011 3 former CBS students launched a social enterprise/hybrid business to distribute menstrual cups to low-income women – the Ruby Cup...
Pernille Bülow Jewelry: Doing Well by Doing Good	Pernille Bülow Jewellery	2016	How to balance a for-profit business with CSR? Can the needs of local women making glass beads for Ms. Bulow's jewelry business be met while maintaining a stable supply to a global market of customers?
YAB YUM CLOTHING COMPANY: Weaving Responsibility into Business	Yab Yum Clothing Company	2017	Yab Yum was under increasing pressure from stakeholders to “green” their business through certain certifications and standards. But what was the best way forward?
Carcel: Luxury made in Prison Can a Danish Fashion Label Address Female Incarceration and Poverty?	Carcel	2018	The founder of Carcel, Veronica, was driven by her passion to change the lives of women living in poverty by employing female prisoners in Bolivia to produce alpaca wool products.

CBS FREE CASE COLLECTION: THE CASE CENTRE

CBS PRME has continued its work that supports the development of teaching cases with a Responsible Management Education (RME) angle. These cases are offered under the Free Case Collection on The Case Centre Platform.

In 2021, the Free Case Collection initiative will become part of the broader Nordic Case House strategic initiative. CBS faculty are engaged in developing cases for the free case collection. CBS PRME and Nordic Case House assist faculty and students who wish to publish teaching cases under the Free Case Collection with financial support for data collection, case development, proof-reading or translations as well as offering mentorship and facilitating workshops throughout the case development process, editing and publication.

Over the course of 2019 and 2020, three cases were developed and published under the Free Case Collection. These, as well as all other cases under the CBS Free Case Collection, are available free of cost to any faculty, teaching staff or student wishing to use the cases in their classes.

Case title:	Case Authors:	Year of Publication:
Sexual Harassment in the University Context	Bontu Lucie Guschke; Kaitlin Busse; Farhi-ya Khalid; Sara Louise Muhr	2020
<p>Case Short Abstract: The case deals with the issue of sexual harassment. It is set at a Danish university in 2018. In the wake of the #MeToo movement in 2017, there had been critique concerning the university's reaction to sexual harassment. The university's diversity officer considers how to deal with the situation better. The case consists of three main parts: (1) Background knowledge on the extent and relevance of the problem of sexual harassment, in society in general as well as specifically in study environments (including official definition(s) of sexual harassment, prevalence of it, problem of underreporting). (2) Quantitative and qualitative insights into the current situation at the university (including how students define sexual harassment, which behavior they perceive as (un)acceptable, experiences with sexual harassment). (3) Six short stories, outlining different experiences of students with situations of (potential) sexual harassment (including ambiguity on how to judge the (potential) act of sexual harassment, the responsibilities of the people involved, and potential next steps). The case provides insights to reflect on the organizational challenges involved in dealing with diversity and organizational change in the context of sexual harassment.</p>		
<p>Link: https://www.thecasecentre.org/programmeAdmin/products/view?id=169178</p>		

Case Title:	Case Authors:	Year of Publication:
FairCoop: The Global Cooperative and its Collaborative Cryptocurrency	Ester Barinaga; Juan Ocampo	2019
<p>Case Short Abstract: The case is about today's crypto-activists' efforts to organise a cooperative global economic system that is an alternative to the State and to market capitalism. Through the vantage point of FairCoop, the reader gets an insight on the necessary elements needed to consider when organizing an economic system for the commons: a community that produces, a market in which products can be exchanged, and an infrastructure that enables the exchange of products. Readers are then presented with some of the challenges the initiative faces as it needs to interact with the global capitalist economy around it. The case ends at the moment the cooperative needs to decide on how to relate its currency to other currencies in the crypto-market.</p>		
<p>Link: https://www.thecasecentre.org/programmeAdmin/products/view?id=165942</p>		

Case Title:	Case Authors:	Year of Publication:
LookOut: Visionary Entrepreneurship in a Digital World	Attila Marton; Whitney Bryn	2019
<p>Case Short Abstract: John Johansson is the founder of LookOut (LO), a company developing and offering a mobile app (of the same name) helping the blind and visually impaired with their everyday chores. The app connects blind people with a global pool of volunteers. Using the built-in A/V functionalities of the smartphone, the volunteer can see the blind person's problem (such as reading the expiry date of canned food) and give assistance as needed. The idea goes back to 2012, when John won a start-up prize for his idea, which attracted funding organizations. The actual company was founded a year later, the first version of the app was internationally released in January 2015. The big challenge now is how to turn this fledgling enterprise into a mature and sustainable business without abandoning the social mission and character of the company.</p>		
<p>Link: https://www.thecasecentre.org/programmeAdmin/products/view?id=165944</p>		

In the SPOTLIGHT - CBS PRME Free Case Collection cases in top 10 most used cases.

In 2020 five of the top 10 Most Popular Free Cases on The Case Centre platform were cases published under the PRME Free Case Collection. We would like to congratulate Jacobo Ramirez and Sven Modrow, Torben Andersen and Christine Bang Andersen, Kamoliddin Saliev and Kai Hockerts, Lisbeth Clausen and Mikkel Kruuse, Dana Minbaeva and Maral Muratbekova-Touron on their achievement and contribution to case teaching and development. The entire list of most popular cases can be found here: <https://www.thecasecentre.org/educators/casemethod/resources/popularfreecases>

In the SPOTLIGHT - Dana Minbaeva and Maral Muratbekova-Touron win Best Case Award

In 2019, case authors Dana Minbaeva and Maral Muratbekova-Touron received the Case Centre award for Best Case in the Free Case category for their teaching case on "The Acquisition Experiences of KazOil". The award was handed to them by Case Centre Director, Richard McCracken during an event hosted at CBS: "Our annual awards recognise the impact that case writers have on teaching in the classroom. The cases that we're recognising today are particularly strong, and this is not just my opinion, it's the opinion of colleagues around the world who have chosen to use these cases in their own classrooms during the past year." Link to the winning case: <https://www.thecasecentre.org/educators/products/view?id=127747>

Case Title	Case Author	Link
British Petroleum: From Texas City to the Gulf of Mexico and Beyond	Torben Andersen; Christine Bang Andersen	https://www.thecasecentre.org/educators/products/view?id=120595
Building a 'Milky Way' from Denmark to Latin America and the Caribbean	Jacobo Ramirez; Sven Modrow	https://www.thecasecentre.org/educators/products/view?id=127241
Karma United: How the Danish Sports Brand Hummel Wants to 'Change the World Through Sport'	Kamolidden Sali-ev; Kai Hockerts	https://www.thecasecentre.org/educators/products/view?id=118713
Securing the Workforce: Diversity Management in X-tech, a Japanese Organisation	Lisbeth Clausen; Mikkel Kruise	https://www.thecasecentre.org/educators/products/view?id=131513
The Acquisition Experiences of KazOil	Dana Minbaeva; Maral Muratbekova-Touron	https://www.thecasecentre.org/educators/products/view?id=127747

Best Case in Strategy and General Management

In 2019, the case "Apple and its Suppliers: Corporate Social Responsibility" written by CBS Professor of Strategic and International Management, Michael Mol and co-authored by Sun Hye Lee from the School of Business and Economics, Loughborough University, and Warwick Business School's Kamel Mellahi, won the best case award in the Strategy and General Management category. On the case's popularity Michael commented: "The case focuses on one of the most valuable companies in the world, and this will always generate a lot of interest from students. But what's interesting about our particular case is that it deals with a set of issues about Apple that haven't been analysed as much, the 'shadow' side of Apple. It looks at some of the problems they have experienced in their supply chain in China, and at the issue of corporate responsibility."

During the awards presentation Richard McCracken, the Case Centre Director said: "Our annual awards recognise the impact that case writers have on teaching in the classroom. The cases that we're recognising are particularly strong, and this is not just my opinion, it's the opinion of colleagues around the world who have chosen to use these cases in their own classrooms during the past year."

Link to the winning case: <https://www.thecasecentre.org/educators/ordering/selecting/featuredcases/CompetitionWinners/apple>

Casebook

Lisbeth Clausen (2021) Team Dynamics and Diversity. Japanese corporate experience. Copenhagen: CBS Press 2. Edition.

This case book addresses team dynamics and diversity in business management in multinational businesses in Tokyo.

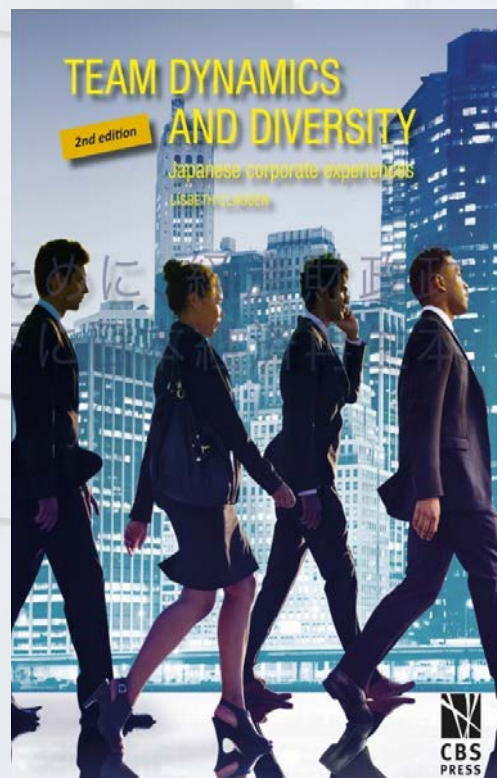
The dynamics concern the teams' business challenges of staying competitive and sustainable in terms of profit, people and planet. The diversity challenges concern collaboration in teams with different cultures, leadership styles, resources, capabilities, drivers and performance goals.

The case corporations are Bang & Olufsen, Ecco, Coloplast, Novo Nordisk, Microsoft, Sony and Huawei. The Danish companies are outstanding in their advanced values of work-life balance, while American companies have explicit and detailed diversity policies, and Chinese corporations inspire with an unprecedented drive for results and straightforward pragmatic business ways. All are concerned with sustainability, competitiveness and the well-being of their employees. The first interviews and Tokyo team talks are in 2012 and again in 2021 thus providing a rare longitudinal perspective.

Although the teams could represent any global business unit, Japan provides an interesting local setting for studying teams, particularly in light of its contributions to management history. The Japanese are world-renowned for their teamwork, with attention to detail, efficiency, and work philosophy of continuous improvement (Lean).

Tokyo-based multinational teams also provide a platform for studying the effects of the Japanese government's initiatives of going green as well as including international talent and the female workforce in their drive for progress in the circular economy.

The book aims at bachelor, master, MBA and executive students in management studies with a focus on organization, communication and competence. Business professionals will also find inspiration and insights applicable to their own organizations concerning high-performing team dynamics and cross-cultural management.



NORDIC CASE HOUSE

In 2020, CBS centralized and intensified its efforts towards more case-based education by merging all case-related activities into Teaching & Learning, which is headed by the Director, Jakob Ravn. This has resulted in a new PRME and case support team consisting of four full-time employees and three student assistants. CBS' engagement in PRME continues under the leadership of Academic Director, Caroline Pontoppidan, however all responsible management education case-related activities will be managed as part of a new Nordic Case House initiative.

The aim of the Nordic Case House is to create a Nordic-based, globally inspired case house for case development, case competition and case teaching excellence. Nordic Case House builds on already existing case activities such as Responsibility Day, PRME Case Collection and the participation in international case competitions. With all case resources under one roof, CBS hopes that this consolidation will increase the development and publishing of teaching cases and broaden the usage of case-based teaching across CBS.

The scaling up of case development activities is twofold. Firstly, there is great potential to expand the free PRME Case Collection on the UK-based Case Centre with even more responsible management education cases. The growing focus on sustainability, diversity and the SDGs is creating a need for more teaching cases addressing issues on, for example, sustainable business models and green transformation. Secondly, the ambition is to establish a Nordic Case Collection with CBS-developed cases covering opportunities and dilemmas from a Nordic business perspective. There is a lot to learn from the way we do business in the Nordics such as our strong leadership values and approach to innovation, digitalization and sustainability.

Teaching cases addressing big questions in society aligns well with CBS' strategic focus on transforming society with business and equipping CBS students with transformational capabilities of the future. And a diverse collection of teaching cases will not only benefit CBS it also seeks to inspire students and teachers around the world in the global effort of creating positive change.

The activities within the Nordic Case House can be divided into three focus areas:

- 1)** Support faculty in the development and publication of teaching cases
- 2)** Support teachers in the design of case-based teaching activities
- 3)** Co-creation of case-based learning activities in collaboration with faculty and business society

With a team of dedicated case professionals, all CBS teachers have access to support and sparring on case development and case-based teaching methods. We are highly supportive of innovative and digitalized approaches to case development and teaching and encourage the use of experiential learning, for example, with multimedia and simulation cases.

Despite the Corona lockdown and increased pressure on teaching, the Nordic Case House has come off to a good start. The team is already engaging in fruitful collaborations with teachers and study programmes and there is a growing interest in case development and publication support. In the spring of 2021, we are kicking off a new case initiative, "CHANGE'21" where 64 students practice problem-solving and find solutions to wicked problems. In the autumn semester, we will be introducing a Case Excellence Award recognizing CBS' best case teacher and case developer. For the autumn study start of 2021, we also have a redesigned Responsibility Day in-store. Additionally, we plan to participate in a range of international university case competitions throughout the year.

We are excited to further the case agenda at CBS and contribute to even more case-based learning in the coming years. -Caroline Krtzon, Nordic Case House, ck.tl@cbs.dk



DO YOU SPEAK CARBON?

CARBON LITERACY FOR BUSINESS SCHOOL STUDENTS

Carbon Literacy: "An awareness of the carbon dioxide costs and impacts of everyday activities, and the ability and motivation to reduce emissions, on an individual, community and organizational basis."

The Carbon Literacy Project (CLP) was founded by Cooler Projects. Cooler Projects create and deliver projects that work towards a low carbon culture. Currently, the CLP is Coolers' biggest project. To date, over 14,000 individuals and 40 organizations have taken part in the training.

The CLP aims to make carbon literacy learning accessible to everyone. As the accreditation body, the CLP does not deliver training directly, but rather training is delivered in-house by organizations and education establishments or by external carbon literacy trainers or training organizations. Find out more at: www.carbonliteracy.com.

2020 marked the year when all top 5 global risks evaluated by the World Economic Forum were dominated by environmental challenges, with climate action failure being deemed as having the highest impact. Increased climate-related risks have also prompted business leaders to rethink their strategies in order to achieve a climate-resilient development.

Understanding the impact of carbon emissions and planning potential actions to mitigate climate change effects are expected to become part of the business school's graduate knowledge and skill portfolio. In order to provide graduates with such competencies, the business school curriculum will have to rise to the challenge.

While a considerable number of courses at CBS have integrated elements of climate change as part of the curriculum, the CBS PRME office has also facilitated and delivered extra-curricular workshops on Carbon Literacy (CL).

Through the PRME Working Group on Climate Change network, CBS offered the first CL workshop in March 2019, delivered by Dr. Petra Moltan-Hill from Nottingham Trent University. The workshop provided students with the possibility of gaining Carbon Literacy certification alongside their CBS degree. The workshop quickly grew in popularity amongst CBS students. Over the course of 2019 and 2020, CBS PRME delivered three more workshops, with 146 registered participants and 69 certified students by the end of 2020.

The Carbon Literacy Workshop provided participants with an understanding of carbon and its effects on the climate by offering a foundation for tackling climate change. Participants were asked to critically reflect on their actions at work, in their community and in everyday life and received knowledge and tools to reduce their carbon footprint.

DATE	Nr. of registered participants	Nr. of certified participants
NOV 20*	54	36
FEB 20	56	22
JUN 19	17	8
MAR 19**	19	3

*First workshop delivered online, **Certification body: Nottingham Trent University

In order to receive the Carbon Literacy certification, participants were asked to elaborate on three questions on societal actions to become carbon neutral, personal actions impacting CO2 savings and group action that could significantly impact CO2 savings.

Looking forward, CBS plans to host more workshops with the possibility of becoming certified as a trainer, consultant, or facilitator. In doing so, CBS would have the opportunity to increase the reach of the workshops by tailoring the content to different audiences such as faculty, university staff and a greater diversity of students. The Carbon Literacy training or parts of the training may also be offered as teaching material or modules integrated into course and or degree programmes.

Carbon Literacy aims to establish a common baseline understanding of the relevance and impacts of carbon dioxide costs and our carbon footprints with the special focus on enacting high impact climate solutions" (Exploring Carbon Education for all: The Carbon Literacy Project).





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.

PUBLICATION HIGHLIGHTS



When looking at the last SIP reporting cycle (2017-2018) compared to this SIP reporting cycle (2019-2020), there has been an increase of 80 published peer-reviewed articles covering responsible management topics. This corresponds to a 43% increase in the number of peer-reviewed articles covering RESponsible Management topics during this SIP reporting cycle.

43%

INCREASE IN NUMBER OF PEER REVIEWED ARTICLES COVERING RESPONSIBLE MANAGEMENT TOPICS.

Methodology

RESponsible Management topics (covering Responsibility, Ethics or Sustainability) were identified in either: title, subtitle, abstract or keyword from articles in PURE (peer-reviewed articles, submission year 2016-2020). These keywords coincide and extend our CBS PRME methodology. It should be noted that the methodology is being further advanced. Any updates to the methodology are always treated retroactively so that the numbers presented are comparable over time.

Responsibility - Search terms: responsib*; csr*; Stakeholder management* [and]; triple bottom line* or TBL*; human right*; non-financial reporting*

Ethics - Search terms: ethic*; fraud*

Sustainability - Search terms: Sustainab*; Sustainable Development Goal*; SDG*; global goal*; 2030 Agenda*; ESG*; Environ*; "Environmental, Social, and Corporate Governance"; 'Environmental, social, and governance' impact investing; impact*; climate*; CO2*; carbon*; disaster*; ocean*; green*

	2016	2017	2018	2019	2020
Total number of peer-reviewed articles	501	439	517	517	639
Peer-reviewed articles covering RESponsible management content (RES - Responsibility, Ethics & Sustainability)	71	77	110	120	147

We conducted a further search within the articles with RESponsible management content. This shows responsibility-related topics remaining stable over time while ethics and sustainability-related topics having increased. In particular, as shown in the table, sustainability-related topics increased by 41.5% during the reporting cycle (2019-2020) in comparison to the 2017-2018 period.

	2016	2017	2018	2019	2020
Peer-reviewed articles covering responsible management topic - Responsibility	28	27	32	37	32
Peer-reviewed articles covering responsible management topic - Ethics	6	8	22	26	22
Peer-reviewed articles covering responsible management topic - Sustainability	44	56	72	74	107

SDG MAPPING OF CBS' RESEARCH PUBLICATIONS

The objective of the SDG mapping was to explore the publications that address sustainability. The keyword search shows that 1,499 publications relate to at least one SDG, making up 19.07% of all 7680 publications at CBS. It is important to mention that the data includes publications from 1985 - 2020 (though less than 50 publications before 1999).

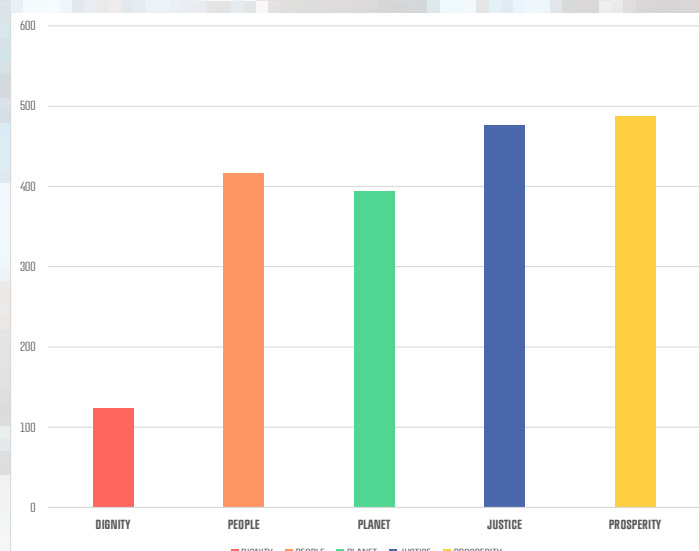
DISTRIBUTION AMONG ALL SDGs AND THE PUBLICATIONS THAT ADDRESS THE SPECIFIC SDG

SDG	KEYWORD	NUMBER
Goal 1	poverty, income distribution, wealth distribution, socio economic	26
Goal 2	agriculture, food, nutrition	11
Goal 3	health, well being	210
Goal 4	educat*, inclusive, equitable	195
Goal 5	gender, women, equality, girl, queer	98
Goal 6	water, sanitation	30
Goal 7	energy, renewable, wind, solar, geothermal, hydroelectric	67
Goal 8	employment, economic growth, sustainable development, labour, worker, wage	101
Goal 9	infrastructure, innovation, indstui*, buildings	67
Goal 10	trade, inequality, financial market, taxation	183
Goal 11	cities*, urban, resilien*, rural	70
Goal 12	consum*, production, waste, natural resources, recycl*, industrial ecology, sustainable design	291
Goal 13	climate, greenhouse gas, environment, global warming, weather	49
Goal 14	ocean, marine, water, pollut*, conserv*, fish	2
Goal 15	forest, biodiversity, ecology, pollut*, conserv*, land use	22
Goal 16	insitution, justice, governance, peace, rights	476

SDGs WITH THE HIGHEST SHARE OF SUSTAINABILITY PAPERS

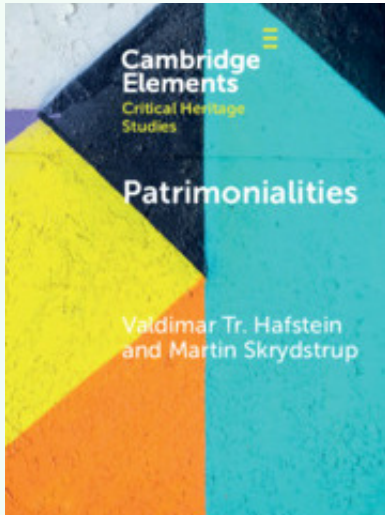
SDG	NUMBER OF PUBLICATIONS	% OF ALL PUBLICATIONS (7680)
SDGs with highest share of sustainability papers		
SDG 16 (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels)	476	6,2%
SDG 12 (Ensure sustainable consumption and production patterns)	291	3,8%
SDG 3 (Ensure healthy lives and promote well-being for all at all pages)	210	2,7%

GROUPING OF THEMATIC AREA, AND THE NUMBER OF SUSTAINABILITY PUBLICATIONS WITHIN EACH



Based on work conducted by Associate Professor Kristjan Jespersen (2020)
 PRME InFocus Report SDG MAPPING OF CBS' RESEARCH PUBLICATIONS
<https://www.cbs.dk/viden-samfundet/strategiske-indsatsomraader/principles-responsible-management-education/resources/other-resources>

SELECTED RME-RELATED BOOKS PUBLISHED BY OR IN COLLABORATION WITH CBS FACULTY



Patrimonialities: Heritage vs. Property (2020)

Department of Management, Society and Communication
Valdimar Tr. Hafstein, Martin Skrydstrup;
msk.msc@cbs.dk

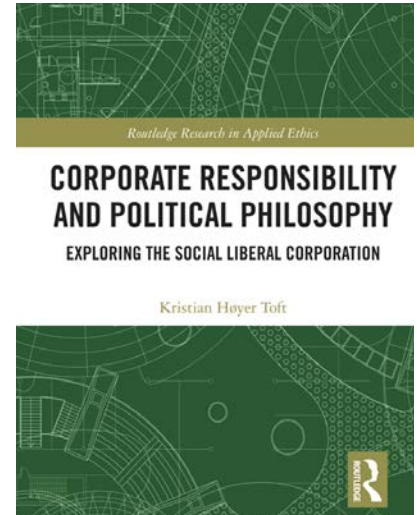
With empirical touchstones from Europe, North America, Africa, Asia and the Pacific, the authors argue that heritage and property represent different approaches to subject formation, produce distinct bodies of expertise, and belong to different rationalities of government in a global patrimonial field: that cultural property is a technology of sovereignty, part of the order of the modern liberal state, but cultural heritage a technology of reformation that cultivates responsible subjects and entangles them in networks of expertise and management. (...)



The Rise of Responsibility in World Politics (2020)

Department of Organization
Hannes Hansen-Magnusson, Antje Vetterlein, av.ioa@cbs.dk

The concept of responsibility has emerged as central to the study of international politics. This book explores the integral role of responsibility within the context of global crises such as the responsibility to address climate change, manage financial crises, and intervene with political conflicts. (...)



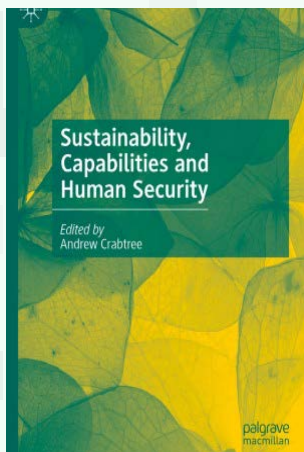
Corporate Responsibility and Political Philosophy - Exploring the Social Liberal Corporation (2020)

Department of Organization
Kristian Høyer Tofft

This book argues for the inclusion of the corporation as an integral element of political philosophy. (...) Corporate Responsibility and Political Philosophy will appeal to political philosophers, political theorists, and applied ethicists, as well as scholars in other disciplines working on issues related to business ethics, organizational ethics, sustainability and corporate social responsibility.

As it provides a comprehensive introduction to corporate responsibility it is also relevant to sustainability professionals who seek an overview of the theoretical debate on corporate responsibility.





Sustainability, Capabilities and Human Security - Capability approach, Human development, Equity, Human security, Social sustainability, Critical natural capital (2020)

Department of Management, Society and Communication
Andrew Crabtree, ac.msc@cbs.dk

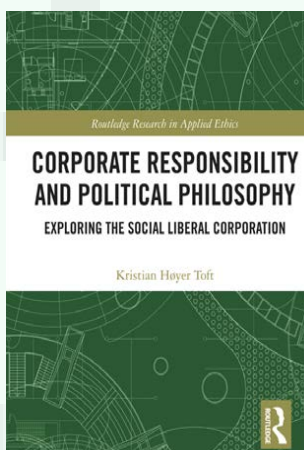
Amartya Sen and Martha Nussbaum have made major contributions to development studies and social philosophy, yet sustainability issues have largely remained outside their domain despite sustainability's significance and complex relation to their central value of freedom. This volume explores sustainability from a capabilities perspective, with the motif of human security, inviting a lively discussion within the human development family. (...)



Sustainable Investing- A Path to a New Horizon (2020)

Department of Management, Society and Communication
Herman Brill, Georg Kell, Andreas Rasche, ar.msc@cbs.dk

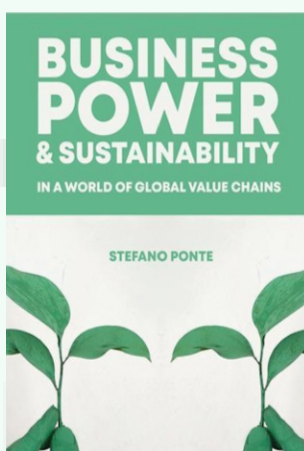
This book tells the story of how the convergence between corporate sustainability and sustainable investing is now becoming a major force driving systemic market changes. The idea and practice of corporate sustainability is no longer a niche movement. Investors are increasingly paying attention to sustainability factors in their analysis and decision-making, thus reinforcing market transformation. In this book, high-level practitioners and academic thought leaders, including contributions from John Ruggie, Fiona Reynolds, Johan Rockström, and Paul Polman, explain the forces behind these developments.(...)



Corporate Responsibility and Political Philosophy - Exploring the Social Liberal Corporation (2020)

Department of Organization
Kristian Hoyer Toft

This book argues for the inclusion of the corporation as an integral element of political philosophy. (...) Corporate Responsibility and Political Philosophy will appeal to political philosophers, political theorists, and applied ethicists, as well as scholars in other disciplines working on issues related to business ethics, organizational ethics, sustainability and corporate social responsibility. As it provides a comprehensive introduction to corporate responsibility it is also relevant to sustainability professionals who seek an overview of the theoretical debate on corporate responsibility.



Business, Power and Sustainability in a World of Global Value Chains (2019)

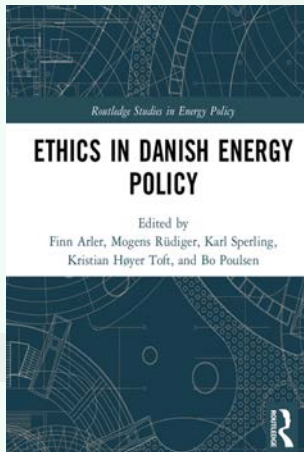
Department of Management, Society and Communication
Stefano Ponte, spo.msc@cbs.dk

(...) Based in over 15 years of theoretical engagement and field research, Business, Power and Sustainability draws from both labour-intensive value chains, such as in the agrofood sector (coffee, wine, fish, biofuels, palm oil), and from capital intensive value chains such as in shipping and aviation, to discuss how sustainability governance can be best designed, managed and institutionalized in today's world of global value chains (GVCs). (...)

ISBN : 9781786992581

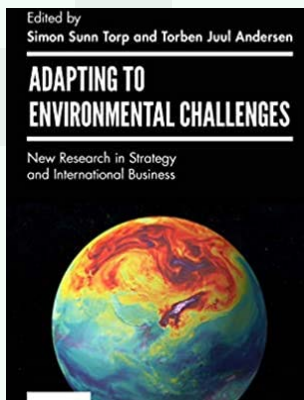
Special Issue: Sustainable Taxation - Global Challenges and Legal Solutions (2020)

CBS LAW, Department of Management, Politics and Philosophy
Yvette Lind, yl.law@cbs.dk



Ethics in Danish Energy Policy (2020)
 Department of Organization
 Finn Arler, Mogens Rüdiger, Bo Poulsen,
 Kristian Høyer Tøft

(...) During the latest fifty years Western energy politics have been faced with a series of ethical challenges including rapid growth, oil crises, security of supply, nuclear power and climate change. Combining philosophical, historical and planning approaches into one narrative, these dilemmas are explored using Denmark as the key case study. Drawing on contributions from several experts in the field, the ethics of energy is investigated from multiple perspectives at the individual, corporate, local and national levels, focusing on concrete decisions where different ethical considerations are weighted against each other. (...)



Adapting to Environmental Challenges - New Research in Strategy and International Business (2020)
 Department of International Economics,
 Government and Business
 Torben Juul Andersen, tja.egb@cbs.dk
 Simon Sunn Torp

Adapting To Environmental Challenges: New Research In Strategy And International Business provides new perspectives to understand strategic adaptation in international business contexts based on corporate responsible behavior and cultural sensitivity as the ingredients for agile operations and a resilient multinational organization.



Danish Shipping in the 21st Century - Navigating Troubled Waters (2020)
 Department of Strategy and Innovation
 Martin Jes Iversen, mji.si@cbs.dk,
 Jesper Buhl

Spurred by global macro-economic shifts, commercial and financial turbulence, as well as technological leaps in the early years of the new millennium, the Danish shipping industry has changed dramatically since the turn of the century. This book provides a new understanding of how rapid business environmental changes frame strategic choices and industry structures. The authors combine a conceptual chapter with three selected business history cases to apply a methodical approach to their study. Together, the five chapters unveil patterns in the development of Danish shipping which are historical and, at the same time, consider questions that address the present situation and the challenges of our time. In other words, this short book uses history for the purpose of understanding the present and to develop thinking for the future.

DIVERSITY IN ORGANIZATIONS

CONCEPTS AND PRACTICES

EDITED BY HEIKE MENSI-KLABACH
AND ANNETTE RISBERG

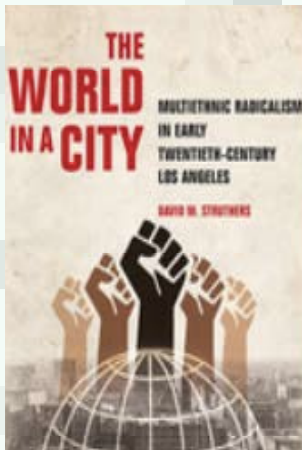
SECOND EDITION



Danish Shipping in the 21st Century - Navigating Troubled Waters (2020)

Department of Strategy and Innovation
Martin Jes Iversen, mji.si@cbs.dk,
Jesper Buhl

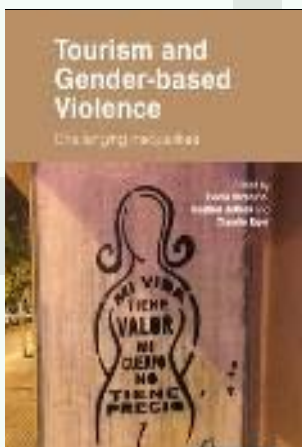
An exciting new edition of our core textbook written specifically for students studying diversity management, it explores all of the key areas of managing diversity in modern organisations. Written by a team of leading experts drawn from nine different countries it provides an authoritative yet accessible and engaging account of the realities of diversity in the workplace and equips students with the frameworks, tools and techniques to understand and help develop and sustain inclusive and diverse organizations. (...)



The World in a City- Multiethnic Radicalism in Early Twentieth-Century Los Angeles (2019)

Department of Management,
Society and Communication
David M. Struthers

A massive population shift transformed Los Angeles in the first decades of the twentieth century. Americans from across the country relocated to the city even as an unprecedented transnational migration brought people from Asia, Europe, and Mexico. Together, these newcomers forged a multiethnic alliance of anarchists, labor unions, and leftists dedicated to challenging capitalism, racism, and often the state. David M. Struthers draws on the anarchist concept of affinity to explore the radicalism of Los Angeles's interracial working class from 1900 to 1930. Uneven economic development created precarious employment and living conditions for laborers. The resulting worker mobility led to coalitions that, inevitably, remained short lived. As Struthers shows, affinity helps us understand how individual cooperative actions shaped and reshaped these alliances. It also reveals social practices of resistance that are often too unstructured or episodic for historians to capture. What emerges is an untold history of Los Angeles and a revolutionary movement that, through myriad successes and failures, produced powerful examples of racial cooperation.



Tourism and Gender-based Violence- Challenging Inequalities (2020)

Department of Management, Politics and
Philosophy
Paola Vizcaino-Suárez, Heather Jeffrey,
Claudia Eger; ceg.mpp@cbs.dk

Gender-based violence (GBV) in travel and tourism is embedded within the wider social structures of gender inequality and discrimination. This book focuses on the multiple and interconnected manifestations of violence that women and girls encounter in tourism consumption and production, such as physical, sexual, emotional or socio-economic abuse. (...)



Ligebehandlingsloven med kommentarer
Law of Equality (2019)
 Department of Management, Politics and Philosophy
 CBS LAW
 Ruth Nielsen,
 rn.law@cbs.dk

Law of equality with commentary.



Ligestillingslovene med kommentarer. Bind 1 Forskelsbehandlingsloven, den etniske ligebehandlingslov, ligestillingsloven, kønsbalance i ledelse, særlige ligebehandlingsorganer og generelle spørgsmål (2020)
 Department of Management, Politics and Philosophy
 CBS LAW
 Agnete L. Andersen, Ruth Nielsen
 rn.law@cbs.dk, Kirsten Precht, Christina D. Tvarnø, cdt.law@cbs.dk

In the 8th edition, the commentary on the Gender Equality Acts is divided into 2 volumes as in the previous two editions. This first volume reviews the Discrimination Act, the Ethnic Equality Act, the Gender Equality Act, the Gender Balance in Management in the Private Sector Act, the laws on special equal treatment bodies (Equal Treatment Board and the Department of Human Rights) as well as the basic concepts. There has continued to be a development in the number of decisions both from the European Court of Justice, the Danish courts and the Equal Treatment Board. A number of troublesome questions have thus been clarified, and come the commentary sheds lights on these issues. Since the 7th edition the discrimination criteria of age and disability has given rise to many cases. (...)



Ledelse af køn - Hvordan kønsstereotyper former kvinders og mænds karrierer (2019)
 Department of Organization
 Sara Louise Muhr, slm.ioa@cbs.dk

Based on its historical efforts for women's rights, Denmark has a reputation as a pioneering country when it comes to gender equality. New international studies show, however, that Denmark has dropped significantly in the gender equality rankings. This book analyzes why this has happened and makes suggestions for what we can do to change the trend. (...)



Festival and Event Tourism Impacts (2021)
 Department of Marketing
 Dogan Gursoy, Robin Nunkoo (Visiting Researcher at CBS), Medet Yolal

Festival and Event Tourism Impacts provides a comprehensive review and analysis of the multi-faceted impacts that festival and events have on a host community, whether positive or negative, and offers recommendations for communities for the successful management of this kind of tourism. (...)

SELECTED RME-RELATED PUBLICATIONS BY CBS FACULTY

Comparing Conventional and Machine Learning Approaches to Risk Assessment in Domestic Abuse Cases

Accounting (ACC)
Tom Kirchmaier; tk.ccg@cbs.dk
(Jeffrey Grogger, Sean Gupta, Ria Ivandic)

We suggest using the predictions based on criminal histories to prioritize incoming calls for service, and devising a more sensitive instrument to distinguish true from false positives that result from this initial screening.

The Challenges of Assurance on Non financial Reporting

Accounting (ACC)
Caroline Aggestam Pontoppidan; cap.acc@cbs.dk
(Amanda Sonnerfeldt)

The analysis highlights that the fragility of the conceptual foundations of assurance, the broad-based nature of standards and diversity in practice contribute to the persistent challenges of sustainability assurance.

Unpacking the Black Box of Trade Credit to Socially Responsible Customers

Accounting (ACC)
Yanlei Zhang; yz.acc@cbs.dk
(Juan M. Garcia Lara, Josep A. Tribo)

We investigate whether suppliers value customer firms' socially responsible activities by examining the relation between corporate social responsibility (CSR) and firms' access to trade credit.

Lockdowns and COVID-19 Deaths in Scandinavia

Accounting (ACC)
Steen Thomsen, st.ccg@cbs.dk
(Lerong He, Martin J. Conyon)

We estimate the impact of non-pharmacological interventions (NPIs) on COVID-19 deaths in Scandinavia. We exploit policy variation between Denmark and Norway on the one hand and Sweden on the other.

Enrolling Citizens as Informed Consumers in Quasi markets

Digitalization (DIGI)
Helle Zinner Henriksen; hzh.digi@cbs.dk
(Agneta Ranerup)

The purpose of this paper is to focus on the marketing devices that are used to enroll citizens to choose technologies in a context with large penetration of quasi-market arrangements. (...)

Planning and Positioning mHealth Interventions in Developing Countries

Digitalization (DIGI)
Rob Gleasure; rg.digi@cbs.dk
(Emmanuel Eze, Ciara Heavin)

The objective of this paper is to develop a framework for the planning and positioning of mHealth interventions in developing countries. (...)

How Should We Understand the Digital Economy in Asia? - Critical Assessment and Research Agenda

Digitalization (DIGI)
Robert J. Kauffman; rk.digi@cbs.dk
(Kai Li, Dan J. Kim, Karl R. Lang Maurizio Naldi)

By Asian digital economy, we refer to high-tech developments, business and social transformations, and information-driven changes in the region's growth. We discuss its background and foundations, significance in Asia and contribution to removal of historical barriers in traditional business.

Inequality in the Aftermath of Financial Crises

Economics (ECON)
Annaig Morin; amo.eco@cbs.dk
(Gunes Gokmen)

Analyzing 70 countries over the period 1973-2006, we empirically show that, in the aftermath of financial crises, income inequality exhibits no general pattern of change. This holds for both advanced and emerging economies.

Assessing Private Investment in African Renewable Energy Infrastructure

Economics (ECON)
René Taudal Poulsen; rtp.si@cbs.dk
(Helen Sampson)

Energy poverty remains prevalent in many African countries, hindering economic development and exacerbating social inequalities. Simultaneously, population growth throughout the continent is expected to perpetuate the already high demand for basic energy services into the coming decades. The findings indicate that non-financial drivers contribute to understanding Africa's private energy investment challenges.

The Role of Institutions and Immigrant Networks in Firms' Offshoring Decisions

Economics (ECON)
Dario Pozzoli; dp.eco@cbs.dk
(Simone Moriconi, Giovanni Peri)

The offshoring of production by firms has expanded dramatically in recent decades, increasing their potential for economic growth. In this paper, we use a rich dataset on Danish firms to analyze how decisions to offshore production depend on the institutional characteristics of the country and firm-specific bilateral networks. (...)

Longevity Adjustment of Retirement Age and Intragenerational Inequality

Economics (ECON)
Svend Erik Hougaard Jensen; shj.eco@cbs.dk
(Thorsteinn Sigurdur Sveinsson, Gylfi Zoega)

We find that segments of society that have shorter life expectancy can expect a lower income from their pensions and lifetime utility due to the longevity of other groups participating in the same pension scheme. Linking the pension age to average life expectancy magnifies the negative effect on the lifetime utility of those who suffer low longevity.

The Contagious Nature of a Vaccine Scare: How the Introduction of HPV Vaccination Lifted and Eroded MMR Vaccination in Denmark

Finance (FI)
Mette Gørtz, Noel T. Brewer, Peter Reinhard Hansen, Mette Ejrnæs

Human papillomavirus (HPV) vaccine coverage was high in Denmark until it plunged following negative media coverage. We examined whether the decline in HPV vaccination undermined uptake of another adolescent vaccine, measles, mumps and rubella (MMR).(...)

Resilience of HPV Vaccine Uptake in Denmark: Decline and Recovery

Finance (FI)
(Peter R. Hansen, Matthias Schmidtblaicher, Noel T. Brewer)

Immunization programs' resilience to shocks is central to their success, but little empirical evidence documents resilience in action. We sought to characterize the decline of HPV vaccination in Denmark after negative media coverage and recovery during a national information campaign.

Responsible Investing: The ESG-efficient Fron-tier

Finance (FI)

(Internet Publication)

Lass Heje Pedersen; lhp.fi@cbs.dk

(Haun Fitzgibbons, Lukasz Pomorski)

The experience in Denmark offers one of the first opportunities to document how a nation grappled with negative media coverage of HPV vaccination and the steadying impact of action by national authorities.

Women's Descriptive Representation and Gendered Import Tax Discrimination

International Economics, Government and Business (EGB)

David Fortunato; df.egb@cbs.dk

(Timm Betz, Diana Z. O'Brie)

We identify a form of gender-based governmental discrimination that directly affects billions of women on a daily basis: the setting of import tariffs for gendered goods.

The EU's Work-life Balance Directive: A Lost Opportunity for the UK in Gender Equality?

International Economics, Government and Business (EGB)

Caroline de la Porte; cdip.egb@cbs.dk

Dorota Szelewa; ds.egb@cbs.dk

Adequate leave policies can enable men and women to combine labour market participation and childrearing responsibilities.

The Immigrant Income Gap

International Economics, Government and Business (EGB)

Mary Yoko Brannen

Researchers don't know a lot about how immigrants fare in the workplace. At a high level, the general impression that first-generation immigrants suffer downsides, but that their children do fine, has some evidence to back it up.

The Importance of Discretion for Welfare Services to Minorities: Examining Workload and Anti-immigration Attitudes

International Economics, Government and Business (EGB)

Carolin Schütze; cs.egb@cbs.dk

(Håkan Johansson)

Migration influx in Western countries resulting in increasingly diverse societies results in more complex situations for bureaucrats in their client interactions in welfare organizations.

The COVID-19 Crisis as an Opportunity for Escaping the Unsustainable Global Tourism Path

Marketing (MARKTG)

Szilvia Gyimothy; sgy.marktg@cbs.dk

(Dimitri Ioannides)

The COVID-19 pandemic has halted mobility globally on an unprecedented scale, causing the neoliberal market mechanisms of global tourism to be severely disrupted. [...] The crisis has, therefore, brought us to a fork in the road – giving us the perfect opportunity to select a new direction and move forward by adopting a more sustainable path.

Review of Green and Sustainable Public Procurement: Towards Circular Public procurement

Marketing (MARKTG)

Sönne Dahl Dönnichsen; sds.marktg@cbs.dk

Jesper Clement; jc.marktg@cbs.dk

This paper provides a comprehensive literature review of preliminary publications on green and sustainable public procurement from the year 2000 until now.

Narcissistic CEOs and Corporate Social Responsibility: Does the Role of an Outside Board of Director Matter?

Marketing (MARKTG)

Alexander Josiassen; aj.marktg@cbs.dk

Florian Kock; fk.marktg@cbs.dk

(Jin Sun Ahn, A. George Assaf, Melissa A. Baker, Seoki Lee, Mike G. Tsionas)

During recent years, there has been a growing interest in CEO narcissism across disciplines. This study explores the relationship between CEO narcissism and two distinct facets of CSR (stakeholder management and social issue participation), while taking into account the moderating role of outside board of directors. (...)

Global Value Chains and Supplier Perceptions of Corporate Social Responsibility: A Case Study of Garment Manufacturers in Myanmar

Marketing (MARKTG)

Peter Lund-Thomsen; pl.msc@cbs.dk

Adam Lindgreen; adli.marktg@cbs.dk

To explain supplier perceptions of corporate social responsibility (CSR) in GVCs, in this article, we develop a new typology by integrating buyer governance modes in GVCs and forms of supplier embeddedness (societal, network, and territorial). (...)

Co-creation: A Key Link Between Corporate Social Responsibility, Customer Trust, and Customer Loyalty

Marketing (MARKTG)

Stefan Markovic; sm.marktg@cbs.dk

(Oriol Iglesias Mehdi Bagherzadeh, Jatinder Jit Singh)

To address these shortcomings in the literature, this paper examines the influence of CSR on customer loyalty, considering the mediating roles of co-creation and customer trust. It also investigates the influence of co-creation on customer trust. (...)

Sustainable Procurement Initiatives and Their Risk-related Costs: A Framework and a Case Study Application

Operations Management (OM)

Kim Sundtoft Hald; ksh.om@cbs.dk

(Sofia Wiik Anton Larssen)

The purpose of this paper is to contribute to a better understanding of the economic consequences of aiming for sustainable procurement.

Mapping the Supply of Ship Recycling

Operations Management (OM)

Juliana Hsuan; jh.om@cbs.dk

Cristiana Parisi; cp.om@cbs.dk

Ship recycling refers to the process of dismantling vessels with the purpose of extracting and recovering materials for reuse, particularly the steel. The aim of this paper is to map the supply chain of ship recycling.

Sustainability as an Ecology of Learning, Thinking and Acting: Using the World Health Organization's Six P's as an Action-research Intervention to Create Public Value with Multiple Bottom Lines

Operations Management (OM)

Christa Breum Amhøj; cbra.mpp@cbs.dk

This paper elaborates on how sustainabilising entails rethinking about areas that include rationality, organisations, knowledge, leadership and value and about transforming these areas into an ecological way of thinking, learning and acting.

Social Accounting in the Context of Profound Political, Social and Economic Crisis

Operations Management (OM)

Muhammed Al Mahameed, malm.om@cbs.dk

(Ataur Belal, Florian Gebreiter, Alan Lowe)

This paper explores how social accounting operates in the context of profound political, social and economic crises. Specifically, it examines how companies constructed strategies of action to produce and organise social accounting practices under different sociopolitical and economic contexts prior to and after the Arab Spring.

Mapping Corporate Climate Change Ethics Organization (IOA)

(Kristian Høyer Toft, Mogens Rüdiger)

This article develops a mapping tool for how corporations can approach the ethical aspects of climate change based on a literature survey.

(Mis)taking Social Responsibility? Implementing Welfare State Reform by Private and Non profit Organizations

Organization (IOA)

Susanne Boch Waldorff; sbw.ioa@cbs.dk

(Nicolette Van Gestel, Jean Louis Denis)

This article relates institutional theory to the concept of organizational legitimacy with cognitive, moral, and pragmatic dimensions, to analyse how a Dutch national policy reform – aimed at expanding the social responsibility for sick leave and disability toward non-state organizations – is understood and enacted locally.

Power and Politics in Plastics Research: A Critique of 'Whither Plastics? Petrochemicals, Plastics and Sustainability in a Garbage riddled World

Organization (IOA)

Jacob Hasselbach; jha.ioa@cbs.dk

(Bregje van Veelen)

The article 'Whither Plastics? - Petrochemicals, plastics and sustainability in a garbage-riddled world' discusses a number of recent issues around plastics, including plastics' dependence on fossil fuels, its contribution to ocean waste, and its possible impact on human health.

Varieties of Green: On Aesthetic Contestations Over Urban Sustainability Pathways in a Copenhagen Community Garden

Organization (IOA)

Jakob Laage-Thomsen; jala.ioa@cbs.dk

(Anders Block)

In this article, we deploy a case study of a civic-driven permaculture garden in Copenhagen in order to suggest a novel analytical grid of the imaginative and material domain of public aesthetic norms shaping current-day tensions over interventions in and valuations of the fabric of multifunctional green-spaces in the city. (...)

The Bureaucratic Vocation: State/Office/Ethics

Organization (IOA)

Paul du Gay; pdg.ioa@cbs.dk

This paper seeks to indicate how and why public bureaucracy has been and remains a cornerstone of the modern state and of representative democratic governmental regimes.

Introducing the Missing 11th Principle of the United Nations Global Compact to Reach Sustainability

Management, Politics and Philosophy (MPP) & Law (LAW)

Kalle Johannes Rose; kr.law@cbs.dk

This paper addresses the necessity to include anti-money laundering in the core principles to reach the overall goal of sustainability by the UN Global Compact.

Taxation, General Anti-Avoidance Rules and Corporate Social Responsibility

Management, Politics and Philosophy (MPP) & Law (LAW) & Management, Society and Communication (MSC)

Peter Koerver Schmidt; pks.law@cbs.dk

Karin Buhmann; kbu.msc@cbs.dk

It is discussed whether CSR can or should (still) play an important role with respect to measuring and guiding MNEs' tax planning behaviour. (...)

Untimely Welfare Technologies

Management, Politics and Philosophy (MPP)

Anders la Cour; al.mpp@cbs.dk

(Holger Højlund)

Welfare technologies are introduced to increase the quality and efficiency of the delivery of welfare services, due to its 'time-saving' capacities. This study will examine that even though this might be the case, new technologies such as electronic floors, intelligent beds and electronic diapers, do more than this, they also introduce a time perspective of their own.

Toward a Novel Theory of Rational Managerial Deliberation: Stakeholders, Ethical Values, and Corporate Governance

Management, Politics and Philosophy (MPP)

Johan Gersel; jge.mpp@cbs.dk

Rasmus Johnsen; ri.mpp@cbs.dk

We argue that if genuine ethical deliberation is to become prevalent within management, then we must conceive of managerial deliberation as a creative, yet rational, learning process, while we assure that this process is adequately constrained to allow for managerial accountability.

Green Aspirations and (Un)sustainable Detours

Management, Politics and Philosophy (MPP)

Gitte Vilstrup Holm; dvh.mpp@cbs.dk

This article constitutes a qualitative, reflexive analysis of the processes of developing the artwork with a particular emphasis on the reasons why it failed to develop the ambitious project it originally envisioned. (...)

Equality and Gender at Work in Islam

Management, Politics and Philosophy (MPP)

Claudia Eger; ceg.mpp@cbs.dk

This article investigates how religion-based social norms and values shape women's access to employment in Muslim-majority countries.

Sustainability Centres and Fit: How Centres Work to Integrate Sustainability Within Business Schools

Management, Society and Communication (MSC)

Jeremy Moon; jm.msc@cbs.dk

(Rieneke Slager, Sareh Pouryousefi, Ethan D. Schoolman)

This article examines how academic sustainability centres try to overcome barriers to integration by achieving technical, cultural and political fit with their environment (Ansari et al. in Acad Manag Rev 35(1):67-92; Ansari et al., Academy of Management Review 35(1):67-92, 2010).

The Role of Style versus Fashion Orientation on Sustainable Apparel Consumption

Management, Society and Communication (MSC)

Wencke Gwozd; wg.msc@cbs.dk

(Shipra Gupta, James Gentry)

The fashion industry is responsible for bringing some of the worst consumption practices out of individuals by reinforcing tendencies for over-consumption throughout society. Based on the findings, the paper emphasizes the need for the collective effort of different actors, especially the role of government, in creating a more sustainable fashion system.

Green Capitalism and Unjust Sustainabilities

Management, Society and Communication (MSC)

Stefano Ponte; spo.msc@cbs.dk

Climate change and other global environmental challenges are pushing societies and political systems to critically reflect on the role of business as a problem and as a solution to these crises.

Is Mandatory Non-Financial Reporting an Effective Regulatory Strategy for Advancing Responsible Business Conduct? Observations on Human and Labour Rights Reporting in Denmark 2008-2018

Management, Society and Communication (MSC)

Karin Buhmann; kbu.msc@cbs.dk

Through a contents analysis of reporting in Denmark during 2008-2018, this article examines the transformational effect of mandatory NFR as a regulatory strategy.

Policymakers' Views on Sustainable End user Innovation: Implications for Sustainable Innovation

Management, Society and Communication (MSC)
Kristian Roed Nielsen; krn.msc@cbs.dk

This paper seeks to ascertain why the role of end-user (consumer) within sustainable innovation remains largely overlooked by policymakers in spite of their significant potential in driving socio-technical transitions.

Assessing the Legitimacy of "Open" and "Closed" Data Partnerships for Sustainable Development

Management, Society and Communication (MSC)
Andreas Rasche, ar.msc@cbs.dk
Mette Morsing
(Erik Wetter)

This article examines the legitimacy attached to different types of multi-stakeholder data partnerships occurring in the context of sustainable development.

Managing Digital Transformation: Scope of Transformation and Modalities of Value Co-generation and Delivery

Strategy and Innovation (SI)
Carmelo Cennamo, cce.si@cbs.dk
(Giovanni Battista Dagnino, Alberto Di Minin, Giovanni Lanzolla)

The diffusion of digital technologies has enabled a notable transformation in the firms' boundaries, processes, structures, roles, and interactions.

Orchestrating Corporate Social Responsibility in the Multinational Enterprise

Strategy and Innovation (SI)
Christian Geisler Asmussen; cga.si@cbs.dk
Andrea Fosfuri

Multinational enterprises (MNEs) invest significant resources in corporate social responsibility (CSR), but their attempts to build a global "social brand" may clash with the execution of operational strategies at a subsidiary level.

Follow The Money: Online Piracy and Self-Regulation in the Advertising Industry

Strategy and Innovation (SI)
Jörg Claussen; jcl.si@cbs.dk
(Michail Batikas, Christian Peukert)

In this paper, we study the effects of a self-regulatory effort, orchestrated by the European Commission, that aims to reduce advertising revenues for publishers of copyright infringing content.

Peer Adoption and Development of Health Innovations by Patients: National Representative Study of 6204 Citizens

Strategy and Innovation (SI)
Pedro Olivera; po.si@cbs.dk
(Leid Zejnilovic, Salomé Azevedo, Ana Maria Rodrigues, Helena Canhão)

There is growing evidence that many patients and caregivers innovate by developing new solutions to cope with their health disorders. The aim of this paper was to study the development and peer-to-peer adoption of user innovations in health care and identify individual-level factors associated with these processes.

A Swift Turnaround? Abating Shipping Greenhouse Gas Emissions via Port Call Optimization

Strategy and Innovation (SI)
René Taudal Poulsen; rtp.si@cbs.dk
(Helen Sampson)

Waiting times for trucks, trains, airplanes and ships in service represent apparent transport system inefficiencies, and measures to reduce these may have the potential to abate transport GHG emissions. We explore the potential for GHG abatement through port call optimization, focusing on crews and their employers - the shipping companies. (...)

Sexual Harassment in Higher Education: Experiences and Perceptions among Students at a Danish University

Organization (IOA)
Bontu Lucie Guschke; blg.ioa@cbs.dk
Sara Louise Muhr; slm.ioa@cbs.dk
Sine Nørholm Just; snj.mpp@cbs.dk
(Kaitlin A. Busse, Farhiya Khalid)

We find a wide-spread normalization of certain potentially offensive acts and behaviours. In addition, students report varying degrees of acceptability of certain acts, depending on context. (...)



SELECTED RME-RELATED PHD THESES

Year	Title	Author	Description
2020	The Role of Economic Ideas in Sustainable Finance: From Paradigms to Policy	Andreas Dimmelmeier	This thesis investigates how economic ideas have shaped the evolution of sustainable finance between 1998 and 2018. Sustainable finance has become an ever more salient topic as financial institutions, governments and central banks have looked for ways to integrate sustainability concerns.
2020	Impact Investing Strategies	Anirudh Agrawal	The field of impact investing is growing, and multiple players populate it. They provide substantial capital to projects and social enterprises with a strong social mission and promising financial return capability.
2019	The Comparative Dynamics of Private Governance - The case of the Bangladesh Ready-Made Garment Industry	Erin Leitheiser	This study investigates how and why companies engage in private governance in varied ways and the implications thereof.
2020	Environmental and Social Issues in Global Supply Chains. Emission Reduction in the Maritime Transport Industry and Maritime Search and Rescue Operational Response to Migration	Vasileios Kosmas	This Ph.D. project focuses on complex environmental and social global supply issues in line with the United Nations' 2030 Agenda for Sustainable Development.
2020	Essays on Macroeconomic Implications of Demographic Change	Thorsteinn S. Sveinsson	Demographic change is becoming increasingly important to the economic wellbeing of industrialized countries. These changes bring with them a set of implications, among which are the sustainability of public finance, pension- and social security systems.
2019	Essays on Pensions and Fiscal Sustainability	Filipe Vieira	The overarching topic of the thesis is pensions and fiscal sustainability. An overriding problematic throughout the different chapters is that of demographic ageing.
2020	Ethics as Practice: An Ethnographic Study of Business Ethics in a Multinational Bio-pharmaceutical Company	Anna Kirkebæk Johansson Gosovic	Today's business world is increasingly globalized and increasingly complex and therefore requires companies to operate across multiple countries, cultures and modes of work.
2020	Reconstruction in Strategy and Organization: For a Pragmatic Stance	Catherine Casler	Better organizational theories, increased practical and public relevance, a greater appreciation for ethics and responsibility, a radical reimagining of the business school and management education.
2020	Queering organisation(s) - Normcritical Orientations to Organising and Researching Diversity	Jannick Friis Christensen	This PhD dissertation develops norm critical orientations to organising and researching diversity.
2020	Revisiting the Standard Organization of Multi-stakeholder Initiatives (MSIs) - The Case of a Meta-MSI in Southeast Asia	Luisa Murphy	This thesis examines how the organization of multi-stakeholder initiatives (MSIs) as metaorganizations (MOs) influences their governance processes and impacts. The thesis primarily focuses on the corporate social responsibility (CSR) and issues of anticorruption.
2019	Essays in Labor Markets: Gender, Fertility and Education	Philip Rosenbaum	This PhD thesis analyzes different economic problems within the field of labor economics

SELECTED RME RELATED EVENTS HOSTED AT CBS

Title & Date	Contact Person at CBS	Short description
Department of International Economics, Government and Business (EGB)		
Euroscepticism and the Future of the EU March 5, 2019	Mads Dagnis Jensen, Associate Professor mdj.egb@cbs.dk	In this mini-conference organized by the University of York and Think Tank EUROPA, scholars of Euroscepticism and Neuropolitics presented their latest findings and discussed the implications for the future of the EU: What are the key drivers of Euroscepticism? How to understand the impact of recent crises in the EU on public attitudes? And how are emotions, such as anxiety or indifference, influencing people's preferences towards European integration? Danish Minister of Foreign Affairs, Mr. Anders Samuelsen, closed the conference with a keynote speech reflecting on the future of the union.
Department of Management, Society and Communication (MSC)		
Urban Challenge Conference April 25, 2019	Isabel Froes, Postdoc. ifr.msc@cbs.dk	The Urban Challenge Conference was a one-day conference that took place at CBS. It showcased the results from the Urban Challenges partnerships and had several practitioners as speakers. "From urban mobility to carbon emissions, today's global challenges demand our attention. The Urban Challenge Programme has brought together academic institutions, municipalities, and corporations to address urgent challenges and sustainability issues across urban settings. (...)."
Sustainable Business Models – SUSTBUS Seminar April 26, 2019	Esben Rahbek Gjerdrum Pedersen, Professor, ergp.msc@cbs.dk.	Countries worldwide have seen a marked increase in income and wealth inequality in the past decades. While the top 1 percent is capturing much of the rewards, the income growth for the majority of people in the western world has been stagnant. Mark Stable focused on the causes, consequences and solutions to these changes in his talk. The talk was part of the National Science Festival 2019.
Tackling Modern Slavery in India through Innovation, Collaboration and Best Practice May 13, 2019	Peter Lund Thomsen, Professor with Special Responsibilities, pl.msc@cbs.dk Saira Latif Mian, Teaching Assistant, slm.msc@cbs.dk	The session discussed the legal and business context in India with a focus on issues of supply chain, forced labor and anti-trafficking. The speakers highlighted the innovative approaches they have taken to tackle these issues with a specific focus on supply chains. Thereafter, a brainstorming session covered the synergies and collaborations on the work needed for 2019.
Environmental Upgrading in Global Value Chains May, 23, 2019	Stefano Ponte, Professor, spo.msc@cbs.dk	The workshop intended to extend the discussion of upgrading (and downgrading) beyond its economic and social aspects to unpack its environmental dimensions and explore the interconnectedness of the three. By bringing together academics across disciplines, the workshops aimed to nuance, reconceptualize and provide new empirics on environmental upgrading, in terms of GVC and international business literature – while also linking it to broader debates on sustainable development and green growth and addressing emerging trends.

Department of Management, Society and Communication (MSC)

<p>Competition, Industrial development and Structural transformation: Lessons from South Africa</p> <p>May 28, 2019</p>	<p>Stefano Ponte, Professor, spo.msc@cbs.dk</p>	<p>This event included two sessions. Session 1 with the title "Competition, Productivity and Industrial development". Session 2 was titled "Business power and regulation".</p>
<p>Three Day Virtual Workshop on Corporate Tax Practice and Inequality</p> <p>June 24-26, 2020</p>	<p>Jeremy Moon, Professor jm.msc@cbs.dk</p> <p>Mogens Kamp Justesen, Professor with Special Responsibilities, mkj.egb@cbs.dk</p>	<p>The workshop aimed to bring together scholars from a variety of disciplines to explore issues that arise at the intersection of tax practice of multinational enterprises (MNEs) and business in society."</p>
<p>The Sustainable Fashion Research Agenda</p> <p>May 13th, 2019</p>	<p>Esben Rahbek Gjerdrum Pedersen, Professor, ergp.msc@cbs.dk</p>	<p>The aim of the Sustainable Fashion Research Agenda (SFRA) event was to take stock of the current state of affairs regarding sustainable fashion. In the last decade, numerous fashion brands, industry associations, and private consultancies have celebrated the concept of sustainable fashion. However, there is often an absence of concrete information about the actual progress towards sustainability. SFRA hopes to remedy this neglect by facilitating a research-based discussion on the current scale and scope of sustainable fashion initiatives.</p>

Department of Management, Politics and Philosophy (MPP)

<p>Movements and Morality Conference</p> <p>May 28, 2019</p>	<p>Anders Sevelsted, Assistant Professor, ase.mpp@cbs.dk</p> <p>Jonas Toubøl, jt@soc.ku.dk</p>	<p>The impetus for the conference stemmed from the feeling for a need to revisit the normative foundations of collective action and research in social movements in light of a societal development that has been described as a return to the US' 'gilded age': An age of increasing material inequality and concentration of power and influence within a small elite. At the same time, the financial crisis and the climate crisis, as well as war and conflict and the displacement of millions of people has led to mobilization and 'populism' on both the right and the left in the US and Europe.</p>
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Department of Operations Management (OM)

<p>Online Conference: 9th Supply Chain Leaders Forum 2020 – Green Supply chains: From Plan to Action</p> <p>September 9, 2020</p>	<p>Andreas Wieland, Associate Professor, awi.om@cbs.dk</p>	<p>The coronavirus has drastically forced everyone into new ways of working, digitalizing our every interaction and making drastic changes in our lives in a very short timeframe. Just imagine if similar transformations can be made to our supply chains to mitigating harmful impact of business and supply chain operations to Mother Earth? The supply chains are on fire and need salvation. We need to act now and move from plan to practice. The online conference addressed significant sustainability changes in various supply chains already done by successful companies, organisations and governments to secure a green future via real supply chain changes.</p>
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Diverse

Department/ CBS Organization	Title & Date	Contact Person at CBS	short description
CBS in Collaboration with KVINFO	Fight the Myths about Gender at International Women's Day 2019 March 8, 2019	Sara Louise Muhr, Professor with Special Responsibilities, slm.ioa@cbs.dk (Henriette Laursen, Director, KVINFO)	For the 2019 International Women's Day, CBS has teamed up with KVINFO to address the myth of gender equality in the Danish labor market. The aim of the day was to investigate the gendered norms head-on, and how they bar both men and women from unfolding their full potential at work. At the event the first GenderLAB was launched.
CBS Circularity	Election Event on Circular Economy March 12, 2019	cbs.circularity@cbs.dk	In light of the upcoming parliamentary election in spring 2019, CBS Circularity invited a panel of politicians and representatives from the business community to discuss political ambitions for circular economy and its meaning for Danish companies.
Copenhagen School of Entrepreneurship	CSE Start-Up Friday: The Power of Diversity March 29, 2019	info.cse@cbs.dk	This event was part of a line of CSE Start-up Friday event. Following the theme of 'The Power of Diversity', the programme was centred around three talks in which the various speakers described a journey on how to achieve and deal with a diverse workplace.
CBS Inequality Platform	Professor Mark Stabile of Wealth Inequality (at INSEAD) visiting CBS April 25, 2019	inequalityplatform@cbs.dk	While the top 1 percent is becoming richer, the income growth for the majority of people in the Western world has been stagnant. Professor from INSEAD, Mark Stabile, in a talk with journalist and TV host Lotte Folke from DR Deadline focused on the causes, consequences and solutions to changes in inequality worldwide.
Event organized by CBS and Sino-Danish Center	Beijing Impact Investing Days May 22-24, 2019	Kai Hockerts, Professor, kho.msc@cbs.dk	The discussions during the Beijing Impact Investing Days critically reflected upon current impact investing practices in Asia by inquiring into essential topics such as the actual impact of social impact measurement, the need for high quality longitudinal datasets on financial performance, and the role that education has to play in sharing effective methods and approaches.
CBS Alumni	Alumni Day 2019: Responsible Leadership of the Future May 23, 2019	alumni@cbs.dk	The program included several talks from various Alumni, centred around the theme of responsible leadership of the future.
CBS Sustainability	Festival for the Global Goals September 13-14, 2019	sustainability@cbs.dk	The festival for the Global Goals programme included workshops, activities, debates and various other fun and educational events to inspire people of all ages to engage and learn more about the SDGs.

CBS BiS Platform Digital Transformation in collaboration with The Danish Institute for Human Rights and Information's Forlag	A Conversation With Shoshana Zuboff on Surveillance Capitalism In The Age Of Digital Transformations September, 30 2019	transformplat- form@cbs.dk	Author Shoshana Zuboff talked about her book "The Age of Surveillance Capitalism". The introductory lecture talked specifically about how digital transformations- propelled by shadowy forces- shape our lives and societies.
Management, Society & Communication Management, Politics and Philosophy	CBS Diversity Day 2019: Diversity Drives Innovation October 8, 2019	Masters of Ceremo- nies: Alex Klinge, Associate Professor Ak.msc@cbs.dk Florence Villesèche, Associate Professor	"Moving innovation together" CBS Diversity Day 2019 on diversity and innovation engaged with scholars, practitioners, students, and a diverse audience and addressed questions such as what is the link between diversity and innovation? How to manage diversity for innovation? How can entrepreneurs leverage diversity for innovation? What does diversity look, taste and sound like in innovation?
Management, Politics and Philosophy	International Women's Day 2020 Working and Living in a Post - #Metoo World? March 6, 2020	Florence Villesèche, Associate Professor fv.mpp@cbs.dk	The programme of the event was centred around the theme 'Living and Working in a Post-'Metoo-world'. Talks included 'Femi- nist politics in and around organisations', 'An artistic perspective on women's objectification' and 'Gender-based violence and intersectionality'.
International Econo- mics, Government and Business	3rd Nordic Challenges Conference ReNEW conference 2019 March 6-8, 2019	Caroline de la Por- te, Professor with Special Responsi- bilities, cdlp.egb@ cbs.dk	The ReNEW conference 2019 on 'Nordic challenges' focused on how democratic institutions and practices as well as culture and values are changing in response to the multiple global challenges faced by Nordic countries. (...). The intensification of global challenges has political and cultural repercussions, which were discussed in the two semi-plenaries of this conference.
Teaching & Learning	Study Board Semi- nar 2019: Business Schools' Duty toward Society: Building Future Capabilities April 8, 2019		This year's topic was CAPABILITIES. Together we discussed how CBS can build future capabilities in order to prepare our graduates for future societies. We define capabilities as the combination of skills needed for specific challenges. Societies of tomorrow will require fewer simple skills and instead more complex capabilities.
Management, Society & Communication	Copenhagen Impact Investing Days September 23-25, 2019	Kai Hockerts Pro- fessor, kho.msc@ cbs.dk,	The Copenhagen Impact Investing Days invite impact investors, philanthropists, social entrepreneurs, and policymakers to jointly discuss research needs and priorities for inquiry.
Law	Online Conference: Inequality within Inter- national Taxation September 14-15, 2020	Yvette Lind, As- sociate Professor, yl.law@cbs.dk	The conference sought to bring together researchers who are at the forefront of their respective fields in order to identify, discuss, and perhaps most importantly, to underline future challenges associated with inequality in the international tax context. The conference was not limited to tax scholars or legal scholars in general but is instead open to all fields that cross into the core of international taxation, including political science, economics, sociology and philosophy. (...)



RESEARCH IN RESPONSIBLE MANAGEMENT EDUCATION AT CBS

At CBS, a number of researchers are engaging in research that explicitly relates to responsible management education. Below is an extract of 2019-2021 studies that address responsible management education.

Blasco, M. (2021) "We're Just Geeks": Disciplinary Identifications Among Business Students and Their Implications for Personal Responsibility. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-021-04759-7>

This research shows how business students' disciplinary specializations can affect their sense of personal responsibility by providing rationalizations for moral disengagement. It thereby conceptualizes business students' disciplinary specializations as a key dimension of the business school responsibility-learning environment.

The research is based on secondary data, specifically focus group interviews conducted with undergraduate students at a major Scandinavian business school in connection with the implementation of the UN Principles for Responsible Management Education (PRME) initiative. The implications for management education include the need to strengthen students' 'disciplinary reflexivity,' and to explicitly address the tension between students' disciplinary solidarities and their faith in their own individual moral infallibility.



Blasco, M. (2020): The Hidden Curriculum: can the concept support responsible management learning? In Laasch, O., Parkes, C. & Brown, K.G.(eds.), *The SAGE Handbook of Responsible Management Learning & Education* (pp. 459-482). London: SAGE Publications. <http://dx.doi.org/10.4135/9781526477187.n29>

My overall goal is to raise awareness about the strengths and weaknesses of the Hidden Curriculum (HC) concept among scholars and teachers interested in Responsible Management Learning (RML). The chapter is structured as follows. First, I present key definitions of the HC concept, and I offer a brief account of its history, development and theoretical underpinnings. This paves the way for the following section, in which I outline how the concept can prove insightful for current RML scholarship, and I present examples of how it has been deployed in the field. I then address some critiques of the HC concept and explain their relevance for RML research. Finally, I tackle the question of what a Responsible Hidden Curriculum (RHC) might look like, and whether and how business schools and other organizations might implement such a RHC. I conclude by outlining some avenues for future research through which I believe the HC concept may support the RML agenda.

Høgda, C; Rasche, A; Schoeneborn, A; Scotti, L (2021): Exploring Student Perceptions of the Hidden Curriculum in Responsible Management Education. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-019-04221-9>

This exploratory study analyzes the extent of alignment between the formal and hidden curricula in responsible management education (RME). Based on case study evidence of a school that has signed the United Nations Principles for Responsible Management Education (PRME), we found poor alignment between the school's explicit RME claims and students' lived experiences. While the formal curriculum signaled to students that RME was important, the school's hidden curriculum sent a number of tacit messages that led students to question the relevance and applicability of responsible management. The tacit messages that students received occurred along three "message sites" related to (a) how the formal curriculum was delivered, (b) how students and lecturers interacted, and (c) how the school was governed. On the basis of these findings we develop a proposition that can guide further research in this area, i.e., the connotative level of language use is an important site of misalignments between what lecturers say in relation to RME (e.g., in a syllabus) and how students interpret the meaning of their lecturers' words. We also discuss further implications of our findings for strengthening the alignment between schools' formal RME claims and their hidden curriculum.



Rasche, A; Gilbert, D.; Schormair, M. (2020): The Institutionalization of Responsible Management Education. The SAGE Handbook of Responsible Management Learning & Education (pp. 426-438), Moosmayer, D; Laasch, O.; Parkes, C.; Brown, K. (eds). London: SAGE Publications. <http://dx.doi.org/10.4135/9781526477187.n27>

Based on institutional theory in general and organizational institutionalism in particular (Meyer & Rowan, 1977; Zucker, 1988), this chapter discusses the institutionalization of RME in business schools and theoretically frames consequences of its widely diffused nature.

We believe this analysis is important and timely for at least two reasons. First, it helps us to better understand why schools respond to this emerging agenda and the manifold changes in the institutional context. The institutionalization of RME and its influence on organizational practices is not a natural process. Rather, it is the result of (a) the existence of different types of institutional pressures that make the implementation of an emerging practice like RME seem inevitable for an organization to appear legitimate and (b) the work of different types of institutional entrepreneurs who leverage resources to either transform existing institutions or to create new ones (Battilana, Leca & Boxenbaum, 2009). Second, an analysis of the institutionalized nature of RME also highlights whether or not schools actually 'walk their talk' and engage in substantive or only symbolic adoption of the practice (Høgda, Rasche, Schoeneborn & Scotti, 2019; Rasche & Gilbert, 2015). Such an analysis is important, as the institutionalization of a practice by itself says little about its actual impact on adopting organizations. We argue that there is always a risk that schools will decouple formal structures (e.g. committees and new policies regarding RME) from their everyday organizational practices.

Hueske, A-K; Aggestam Pontoppidan, C. (2020): GEROCCO: A Model for Integrating Sustainability in Management Education at HEIs. Leadership Strategies for Promoting Social Responsibility in Higher Education. Emerald Group Publishing (p. 93-109). <https://doi.org/10.1108/S2055-364120200000024009>

This chapter addresses how sustainability is integrated into management education at higher education institutions (HEIs). It is based on a systematic literature review that teases out governance, education, research, outreach, and campus operations (GEROCCO) as key elements for embedding sustainability in management education. In addition, it identifies the important role of having an overall governing strategic direction that serves to anchor sustainability.

A photograph of two men walking away from the camera in a modern office hallway. The man on the left is wearing a light blue button-down shirt and blue jeans. The man on the right is wearing a light blue checkered shirt, a grey vest, and dark blue jeans. They are walking on a light-colored tiled floor towards a bright, open area at the end of the hallway.

PRINCIPLE 5 PARTNERSHIP

WE WILL INTERACT WITH MANANAGERS OF BUSINESS CORPORATIONS TO EXTEND OUR KNOWLEDGE OF THEIR CHALLENGES IN MEETING SOCIAL AND ENVIRONMEN-TAL RESPONSIBILITIES AND TO EXPLORE JOINTLY EFFECTIVE APPROACHES TO ME-ETING THESE CHALLENGES.

CBS LED PRME CHAMPION PROJECT

"For the most recent PRME Champions cycle (2020-2021), the 38 member schools were given the opportunity to collaborate on projects they felt were particularly important for Responsible Management Education and the entire PRME community. CBS proposed, and is now leading, two projects. CBS is also participating in two projects that are led by other PRME Champion schools."

Linking Curricula Development to the SDGs and University Strategy: Applying a New Coding Approach

"The objective of this sub-project is to test the broader applicability of CBS PRMEs new Curricula Development coding approach for its distribution within the wider PRME community."

In 2020, with a focus on 'the decade of action' to deliver the Sustainable Development Goals (SDGs), CBS developed a new methodology and measurement approach, connecting curricula to the SDGs and University Strategy. This PRME Champion sub-project gathers nine PRME Champion business schools to test this new approach in their own institutions' educational environment.

University Strategy keywords (unique to each project participant) and SDG keywords that have been agreed between participating universities are coded using NVivo or other similar software tools. Data collected can then be used to:

- 1) highlight areas where university strategy and the SDGs align,
- 2) highlight the responsible management skills that students are gaining, and
- 3) work with study boards and faculty to provide resources for the integration of Responsible Management into learning objectives across campus.

Through knowledge sharing and peer-learning, this project aims to demonstrate the impact of sustainable development efforts as well as provide a better understanding of the alignment of curricula to university strategy. This project falls within the objectives of the 2020-2021 PRME Champion cycle.

Developing a KPI framework for impact measurement in Responsible Management Education

"The aim of this project is to create and select a core group of key performance indicators (KPIs) for assessing responsibility, ethics and sustainability in management education for PRME institutions."

Together with 9 PRME Champion partner business schools, this project is contributing to the creation (and in some cases redesign) of a standard set of KPIs that can be adapted where needed, and used by all PRME members. Drawing on the 6 PRME principles and models such as the GEROCO Model (Huske & Aggestam Pontoppidan, 2020), a 'core' set of up to five KPIs is being identified in each of the four areas including 1) Education, 2) Research, 3) Outreach and 4) Campus Operations.

Adhering to the 'Core and More' principal, additional KPIs are also being selected on an ad hoc basis depending on the individual reporting needs of participant business schools.

This project is establishing a common methodology, terminology, rationale and scoring criteria for the core KPIs identified. When identifying KPIs, the point of departure has been the AASHE STARS Technical Manual, which provides an extremely comprehensive overview of rationale, applicability, criteria, scoring, reporting fields, measurement, as well as standards and tools. All core KPIs are also linked directly to a primary sustainable development goal (SDG) and SDG Target.

CBS PARTICIPANT PRME CHAMPION PROJECTS

As part of the PRME Champions group for cycle 2020-21, CBS is engaged in two project collaborations with PRME business schools.

Creating digital learning content on SDGs

CBS is collaborating with seven other PRME Champion business schools (Hanken School of Economics in Finland, TA Pai Management Institute in India, INCAE Business School in Costa Rica, Institute of Business Studies RANEPA in Russia, Glasgow School of Business and Society in Scotland, IÉSEG School of Management and Audencia Business School in France) in developing open-access learning modules on sustainability and the Sustainable Development Goals in an effort to capture diverse geographical contexts to various sustainability challenges. The project lead by Hanken Business School aims to develop open-access learning materials available to people worldwide, contribute to the advancement of responsible management education and maximise the societal impact of research in sustainability and responsible management.

Responsible Management Education in the Age of Artificial Intelligence

This project proposes to create a suite of learning resources, including slides and mini case studies, focused on ethics and social responsibility in the fields of AI, Machine Learning (ML), and Big Data. The project lead by Queen's Management School, Belfast, Ireland proposes to develop high-quality materials to support student learning regarding the ethical and social responsibility concerns arising from the increased use and integration of digitalized tools and services in business and society.







THE WORK OF THE SDG TASKFORCE

The 17 UN Sustainable Development Goals (SDGs) and 169 accompanying Targets comprise a platform and common language to not only discuss sustainable development, but also to take action and achieve long-term profitability, social justice and environmental sustainability. At Copenhagen Business School, the SDG Taskforce is meeting this call to action head-on, with engaged faculty, staff and students.

The SDG Taskforce is open to all, and currently has active members from 7 departments across campus: Accounting; Strategy and Innovation; Management, Society and Communication; Organization, Management Politics and Philosophy; Campus Estate; CBS Business as well as the Student & Innovation House and oikos Copenhagen.

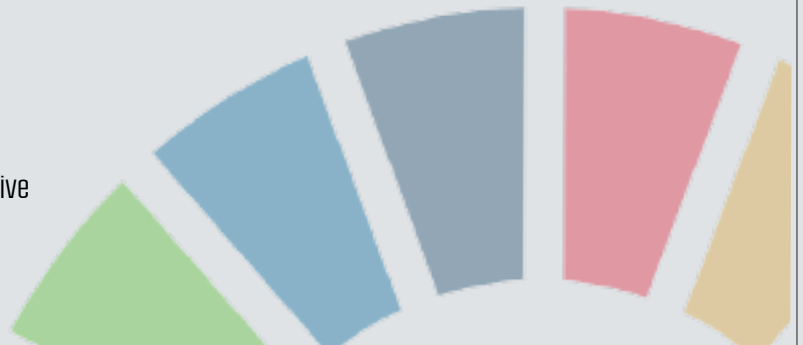
Over the 2019-2020 period, the Taskforce worked on the following projects:

- Carbon Footprint Scope 3 Analysis
- Waste Reduction and Recycling Pilot Project
- Sustainable and Plant-Based Food Options Initiative
- UN PRME SDG Blueprint Alignment
- SDG Materiality Assessment

THE MATERIALITY REPORT

In connection with this last project, the CBS Campus Materiality Report was released at the end of 2020. This report maps the 27 goals of CBS' Green Programme directly to the Sustainable Development Goals and its Targets. Moving forward, this Materiality Report will be used as a strategic tool by the SDG Taskforce, in order to align the work of the Taskforce with the strategic goals of CBS' Campus Services.

Action areas are grouped into social wellbeing, environmental health and economic prosperity, each of which the SDG Taskforce will be addressing in the coming years. Projects that are currently being implemented with help of the SDG Taskforce include the roll-out of waste reduction strategies and the reduction of GHG emissions.



CBS AND DTU JOIN FORCES TO OVERCOME SOCIETAL CHALLENGES

RETHINKING PEDAGOGY: INNOVATIVE WAYS OF TEACHING AND LEARNING

SDG 4 (Quality Education) specifically aims to enhance access to quality education. The vision is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” While systems thinking requires educating students about all SDGs and their interrelatedness, SDG 4 lays out the main aspects and processes that are critical for “sustainability education.”

PRME (2020) BLUEPRINT FOR SDG INTEGRATION INTO CURRICULUM, RESEARCH AND PARTNERSHIPS.

A new strategic partnership between Copenhagen Business School (CBS) and the Technical University of Denmark (DTU) has been designed to strengthen the relationship between the two universities in terms of education, research and innovation.

The two universities will contribute to Denmark's position as frontrunner in the digital and green transition by educating graduates together and devise research-based solutions across academic environments. The collaboration is focused on joint initiatives within areas such as digitalization, technology, sustainability and green transition and will become a reality over the course of 2021.



Per Falholt, Chairman of DTU's Board of Governors, says about the collaboration, “In order to achieve the UN Sustainable Development Goals we have to collaborate across universities and with the business community and authorities to make research and innovation into new concrete solutions. Increasingly, companies demand graduates with an eye for both technology and business so by merging DTU's technology competencies with CBS' business competencies we can bring the various strengths of the universities in terms of research and education into play.”

Torben Möger Pedersen, Chairman of the CBS Board of Directors, says, “Among the Danish universities, CBS and DTU deliver most graduates for private-sector companies. These companies need graduates with strong interdisciplinary competencies in technology, innovation, economics and leadership. We need joint research efforts to deliver solutions to the grand challenges and possibilities presented by the digital transformation and green transition to the Danish business community.”

WHAT IS THE COLLABORATION ABOUT

- Collaboration on Master programmes

Students will be able to take a ‘technology semester’ at DTU or a ‘business semester’ at CBS as part of their Master's studies. Students completing such a semester will receive a joint diploma from CBS and DTU.

- Joint Executive Master programmes

Additionally, CBS and DTU wish to establish two new joint Executive Master programmes in Green Transition Management and Digital Transformation Management. The two initiatives within the continuing education area have each their own focus but will both offer courses within the subjects of digitalisation, technology, business community and society. In contrast to classic MBA studies, these executive masters can be structured flexibly in terms of execution and content and this will meet the demand of the business community.

- Student project collaboration

The Master programme collaboration is supplemented by several large, joint and credit-bearing projects the students can join. In addition, CBS and DTU will launch a new joint grand challenge where a group of CBS and DTU students can work with large societal challenges such as green transition, artificial intelligence or pandemic control. The projects are created in collaboration with the business community.

- Joint research projects

CBS and DTU will also boost the joint research efforts, particularly research contributing to the green transition. In the near future, the universities will identify the areas where they can apply jointly for large national and international research funds.

CBS STUDENT TEAM FINALIST IN THE PRME INNOVATION CHALLENGE

In 2020, a team of four CBS students reached the final stage of the PRME Innovation Challenge and presented their solution to the case company during the 75th Annual UN General Assembly Week and as part of the UN Global Compact's Uniting Business LIVE events.

The PRME Innovation Challenge brought together students from PRME Signatories to engage with companies and build sustainable business solutions addressing their Sustainable Development Goal (SDG)/Corporate Social Responsibility objectives. The programme aimed to connect companies with next-generation innovators and entrepreneurs to catalyze innovation for the advancement of the SDGs.

The two participating companies in 2020, Manitou Group and Rockwell Automation, defined a challenge specific to their own business. CBS PRME participated with one team, Sara Rolén, Ida Kristine Hansen, Axel Jerre Larsson and Laura Hönig (who gave themselves the team name 'Conscious Consulting').



The CBS team picked up the Rockwell Automation challenge that asked for answers on the following questions:

Question 1. What kind of innovative methods and technologies could be used to help minimize the carbon footprint of our sales team member visits to customers?

Question 2. What is the best way to implement a phased and prioritized roll out of the iTRAK AR demonstration around the world with the biggest customer impact, while maintaining customer intimacy and reducing our CO2 footprint related to the demonstration?

Rockwell Automation, Global PRME Challenge

The Rockwell Challenge

A Sustainable Approach to Rockwell's Sales Strategy and Customer Visits in EMEA



Laura Hönig



Ida Kristine Hansen



Sara Rolén



Axel Jerre Larsson



CONSCIOUS CONSULTING

The CBS team was successful in becoming one of the two finalists to further work with the company challenges. The CBS students were mentored by Caroline Krzton, Case Project Lead-Teaching & Learning at CBS. The team collaborated with Rockwell Automation throughout a year marked by pandemic lockdowns and sudden changes in university and business settings. The other Challenge finalist was a student team from AIM (Asia Institute of Management) who collaborated with Manitou Group on their specific challenge.

The CBS students delivered a presentation of their innovative solution at the live online finale event in spring of 2020. The two student teams virtually presented in front of a five-member jury panel and an audience of over 400 online viewers from the wider PRME and UN Global Compact communities. The first prize in the PRME Innovation Challenge ultimately went to the AIM student team.

Participating in an international case competition and working closely with the case company provided a rewarding academic and professional experience for all students involved. The competencies gained by the CBS student team participating in the PRME Innovation Challenge will undoubtedly become part of their unique skills set of CBS graduates. CBS PRME will continue to support student engagement initiatives and international case competitions across PRME universities, and assist in the development of hands-on capabilities and the application of theory in practice that students gain throughout their years of study.

"By participating in the PRME Challenge my team and I were challenged to be innovative while offering realistic solutions, in order to find a way to make Rockwell Automation's sales force in the EMEA region more sustainable. We had to analyze their current operations to find what initiatives could be implemented while not compromising on Rockwell Automation's core capabilities. We got to know Rockwell Automation as an organization and could interact closely with several employees to gain important and interesting insights. This challenge provided my team and I with a broader understanding of an industry which was new to us, and we gained knowledge in how to make feasible recommendations that were anchored in the SDGs and with a holistic sustainable focus."

Sara Maria Cecilia Rolén



YALE CLIMATE CHANGE GLOBAL UNIVERSITY CLIMATE FORUM

GLOBAL UNIVERSITY
CLIMATE FORUM



empowering students to take action

The Global University Climate Forum is focused on empowering students to take action to mitigate the negative effects of climate change. Nearly 500 students from over 120 universities in 44 countries joined the Global University Climate Forum in November 2020. The 2020 round of the Climate Forum is hosted and led by Yale University and their unit that is dedicated to sustainability in the United States. The Global University Climate Forum is an initiative of the International Alliance of Research Universities (IARU), which was established in 2006, and is a network of eleven international research-intensive universities from nine countries across the globe¹. CBS has one student team participating in the Global University Climate Forum.

The Global Forum brings students together to share ideas, learn, connect, and act on the global imperative of addressing climate change. Completed projects will be featured in a publication to be released during the 26th Conference of Parties to the **UN Framework Convention on Climate Change in Glasgow in November 2021**.

CBS STUDENTS VALERIA BORTOLETTO & FELIX NILS WIEST PROVIDE INSIGHTS INTO THEIR 2020 GLOBAL UNIVERSITY CLIMATE FORUM

In this year's Global University Climate Forum organized by Yale University we, Valeria and Felix, set out to create a solution that will have a positive impact on environmental, social and economic sustainability.

As students in our final year of the Organizational Innovation and Entrepreneurship master program at Copenhagen Business School, we will work over a six-month period to analyze and create solutions for Torsö, a small harbor village in the south of Sweden. To achieve sustainable impact, we aspire to preserve natural heritage by providing innovative solutions for tourism management. To deliver on this, we will work towards a self-sustaining Go-To-Market business plan. While achieving economic goals, this project will contribute to the awareness of how conscientious eco-tourism can help local communities to flourish while safeguarding natural habitats for current and future generations.

THE CHALLENGE

The Corona crisis has served to magnify tourism in many local areas, particularly in small rural locations where a heavy influx of tourism is difficult to manage due to the lack of decent infrastructure or manpower to uphold sanitary standards. This has left many locations with no other option than to let tourism flow uncontrolled, resulting in previously spotless beaches being littered, and natural habitats being damaged.

Together with CBS, and through the Global Climate Forum, we are working on solutions that benefit the natural habitat, but also local communities, and not least the tourists that come to these hidden gems to enjoy a relaxing day at the beach. Together with all other participants of the Climate Forum, we publish monthly updates on Yale's Climate Forum, keeping everyone updated on our progress. This forum is also a great place to get inspired or seek help if needed. Having monthly reports also helps us to keep a record of where we are, and see what still needs to be done in the coming months. The Climate Forum concludes on the 15th May 2021, where we will present our final solution which can be put into practice.

Deliverables for this Climate Challenge project include:

1. Increased activity on local Facebook page: We will encourage community participation, advertising on Facebook and measuring clicks and views
2. Petition Signatories: Local community members are asked to sign a community petition and give support to the project
3. Feedback to stakeholders: We have direct contact with the harbor community, which is responsible for the management of the harbor and related tourist areas. We are providing feedback and support during the 6 months of this project.
4. Tailored Go-To-Market Business Strategy: We are conducting in-depth interviews to understand attitudes of community members and tourists, which will help to create a socially equitable and ecologically sustainable strategy that meets the needs of those involved.



I am very fortunate to be the advisor for the Copenhagen Business School student group participating in this year's Global University Climate Forum. The Forum was launched in November 2020 by Yale University, and brings together both students and faculty to take action toward addressing the pressing issues surrounding climate change. Students from around the world were invited to submit action-based project proposals in one of four tracks: 1) Inspiration and Empowerment, 2) Ideas into Action, 3) Governance and Policy Innovation or 4) Innovation and imagination.

In order to participate, each of the 134 multidisciplinary teams from 44 countries identified an advisor from their Higher Education Institution (HEI) and submitted an action-oriented and SMART (Specific, Measurable, Attainable, Realistic and Time-bound) project description. This year's CBS students are participating with an entry in track 4 - Innovation and Imagination. This Forum is an excellent opportunity to exchange ideas, learn and connect with activists around the world who are dedicated to finding solutions to the many pressing climate challenges now facing our global society.

Heather Louise Madsen, PhD CBS PRIME Strategy Manager

THE PATAGONIA CASE COMPETITION

University of California - Berkeley Haas School of Business' Center for Responsible Business.

Copenhagen Business School participated for the first time in 2020 challenge on "Waste Not, Want Not: Eliminating Patagonia's Pre and Post-Consumer Textile Waste".



Since its onset in 2016, the Patagonia Case Competition had traditionally been a competition limited to students in the USA. However, in 2019 the competition was opened up to an international student audience and CBS was among the many participants who took part in this prestigious event. The Patagonia Case Competition is an annual competition and is hosted by the outdoor clothing company, Patagonia, renowned for being an industry leader in sustainability. The case is developed in partnership with the University of California - Berkeley Haas School of Business' Center for Responsible Business. Each year students are charged with addressing a particular real world, sustainability-related challenge that Patagonia is experiencing. The case theme is released in the Autumn and runs through to the following Spring/Summer. Prizes include \$15,000 USD for the 1st-place winning team as well as the top two teams having the opportunity to work with Patagonia executives to discuss the implementation of their idea.

The challenge for 2020 "Waste Not, Want Not: Eliminating Patagonia's Pre and Post-Consumer Textile Waste," was looking for innovative solutions to the problem of waste in the apparel industry.

CBS participated with its 'Team Nordic' including Prajakta Patil; Yichi Zhang; Katriine Raaberg Funder, Emilie Rosenørn and Adithya Sailesh. Here is what one of the CBS participants had to say about participating in this competition: "When you are passionate about sustainability and admire Yvon Chouinard, getting the

chance to participate in the Patagonia case competition the very first year it was opened up for European universities was the best thing for me! And the case this year was absolutely close to my heart. I got to tackle recycling and circular fashion with a great team from across CBS programmes with various backgrounds, which really helped us through the case solving process. Definitely one of my most favourite experiences during the full-time CBS MBA."

Prajakta Patil

The 2020 Patagonia case engaged and challenged the participants to work on solutions that would support Patagonia to achieve its goals related to eliminating pre- and post consumer textile waste. The case discloses that innovation must occur throughout the entire lifecycle of Patagonia's products: from design and manufacturing, to consumer behavior – buying high-quality and durable products that they truly need, as well as creating alternatives to landfill disposal upon end-of-life.

TEAM NORDIC

"Less than 1% of the materials used to produce clothing is being recycled into new garments. While several methods already exist to effectively recycle fabric and enable the reuse of garments, it is important to do this in an efficient way. This paper will address the key questions posed in the case of eliminating textile waste, influencing consumer behaviour, and scaling these solutions to the rest of the apparel industry through the lens of supply chains and technology."

"130 teams submitted applications and six finalist teams were selected with the top two having the opportunity to meet with Patagonia executives to discuss the implementation of their ideas. Although we were not selected as finalists, our participation supported a learning journey on innovative solutions to help Patagonia solve textile waste."

Team Nordic

PROPAGATING SUSTAINABILITY ACROSS THE APPAREL INDUSTRY

Extending the Symbiosis

Corporations are increasingly rising up to meet the impending climate crisis. While some understand their responsibility as resource takers and how it affects the environment, many are joining the bandwagon due to industry and consumer pressure, and this is also increasingly true for the apparel industry. In this case, industrial symbiosis becomes a great driver for bringing different actors in the apparel industry together to solve the textile waste problem.

Patagonia's ethos and initiative in saving the environment acts as a beacon for other companies with a similar passion and business model to follow. Industrial symbiosis can furthermore be extended to other apparel companies that are already working on reducing their carbon footprint. Given its feasibility and scope, even fast fashion companies can adopt this model thus creating a larger symbiosis.

As opposed to other years, the finalists were unable to present in person due to the covid-19 pandemic but did so virtually.



HACK RESPONSIBLE TECH

HACK RESPONSIBLE TEACH: RESPONSIBLE USE OF BLOCKCHAIN TECHNOLOGY.

Denmark and the international community have placed a large emphasis on technological developments and disruptive innovation for sustainable development, for example, blockchain technology, machine learning, Internet of Things (IoT) and big data. Initiatives from the Danish government and International Institutions (such as UNOPS, UNDP, WEF, the European Commission) have recently been centered on the impact the exponential development of technology has or will have on society and whether it can lead to attaining the UN Global Goals at a faster pace. This very warranted attention has quickly spread within business school curricula and activities, with new programmes being offered to meet the increased focus and importance of disruptive technologies within business and society.'

As part of an extra-curricular offer to students, CBS PRME initiated in 2019 a new project on responsible management and technology. It was aimed at raising awareness among students, academia and practitioners on the impact, potential and challenges that technologies have on Danish businesses, society and the planet, leading the discussion from disruptive innovation to responsible disruption.

The project was designed as a multi-day event consisting of a Debate Day attended by 50 participants, a three-day hackathon where 23 students participated, as well as a Bachelor and Master thesis competition in the area of technology for sustainability where 9 theses were presented.

Students enrolled in any Danish university were invited to participate and hack the challenges put forth by three sponsoring organizations: Oxfam IBIS, IKEA and Vestas dealing with the usage of blockchain and sustainable development/responsibility.

The project relied on a close collaboration between CBS, DTU (Denmark Technical University) and KU (University of Copenhagen), as well as organizations such as Dare Disrupt, Ecofolio, Aryze and funding institutions such as Tuborg Fondet.

The event concluded with a Finale Day where the student teams presented their solutions to the judging panels consisting of members of the participating organizations. Students received feedback on their presentations and solutions and judges identified one winning team for each organizational challenge.

The event concluded with a Finale Day where the student teams presented their solutions to the judging panels consisting of members of the participating organizations. Students received feedback on their presentations and solutions and judges identified one winning team for each organizational challenge. The Master and Bachelor thesis winners were also identified during the Finale Day.

The hackathon provided an opportunity for students from diverse backgrounds and fields of study to collaborate intensively over a period of three days and deliver a solution to the organization challenges. At the same time, the event also presented a critical approach to the "tech hype" and highlighted the pitfalls along with the opportunities new technologies bring for the stakeholders involved, be those businesses, public institutions, civil society or international organizations.

Overview of Study Programmes of Hackathon Participants

UNIVERSITY	STUDY PROGRAMME
CBS	MSc Strategy, Organization and Leadership
University of Ljubljana, Slovenia	MSc Computer and Information Science
Aalborg University	MA Sustainable Design
CBS	PhD in Management
CBS	MSc Business and Development Studies
DTU	BSc Manufacturing Engineering
DTU	MSc Industrial Engineering and Management
Dhirubhai Ambani Institute of Information and Communication Technology, India	MSc Information Technology
Copenhagen Business Academic	BA Marketing Management
CBS	MSc Organizational Innovation and Entrepreneurship
DTU	MSc Sustainable Energy Engineering
KU	MSc Agricultural Development
TU MUNICH /CBS	Exchange student in MSc Management
CBS	MSc Service Management
CBS	Cand.merc. International Business
CBS	MSc International Marketing Management
CBS	MSc International Business and Politics
DTU	BSc Mathematics and Technology
Nanyang Technological University, Singapore/CBS	Exchange student in MSc Business Analytics BSc Computer Science and Business
KU	BSc Computer Science and Business
DTU	MSc Engineering, MSc Eng. Physics and Nanotechnology

"A techie walks into Copenhagen Business School..."

This week, I have been to CBS on multiple occasions in relation to their Hackathon on the responsible use of blockchain technologies. Besides participating in their Bachelor thesis competition, I had the pleasure of mentoring the teams, providing feedback and technical know-how before the final presentations. I had a lot of fun working with the groups, maybe the business folks are not that bad anyway".

UNIVERSITY AND LEVEL	THESIS TITLE
Bachelor Thesis, Denmark's Technical University (DTU)	Bitflow: A Blockchain Solution Making Real-time Cash-flow Evaluations a Reality
Bachelor Thesis, Copenhagen Business School (CBS)	Tax Governance & Automatisk Momsrapportering: Et Indblik I Blockchains Muligheder og Begrænsninger
Bachelor Thesis, Denmark's Technical University (DTU)	Blockchain Based Approach to Distributed LoRaWAN Message Handling
Master Thesis, Copenhagen Business School (CBS)	Heart of Brightness: Diamonds, Technology and Desire
Master Thesis, Copenhagen Business School (CBS)	Regulating and Taxing Platform Businesses: An Innovative Blockchain Solution for Personal Transportation in Denmark
Master Thesis, Copenhagen Business School (CBS)	Blockchain for Social Good: A Critical Insight into Current and Potential Use Cases
Master Thesis, IT University (ITU)	Blockchain in Supply Chain: Identification of Opportunities with Blockchain as a Platform of Traceability, Information and Documentation Sharing regarding Extra Virgin Oil
Master Thesis, Copenhagen Business School (CBS)	Rights on the Block: Music - Blockchain - Copyright Management
Master Thesis, Copenhagen Business School (CBS)	A New Era for Digital Art: An Empirical Case Study Analysis of Value Enabled for Digital Artists by Art Platforms using Blockchain Technology

Hackathon Challenges

Oxfam IBIS Challenge: Using Blockchain technology for streamlining operations. Transferring money to the partners around the world is a cumbersome, overly bureaucratic process for Oxfam IBIS and the development sector as a whole. Despite the pressing need of the aid project to get regularly funded, the complex governance structure of Oxfam makes it impossible to complete the operation without securing all the necessary signatures - a process that can take up to 8 months. We need to rethink the way the sector works and explore how technology can ensure that our worldwide confederation of partners will receive money in a fast and transparent way to support inclusive democracy, social rights and gender equality.

Oxfam IBIS

Circular IKEA Challenge: Blockchain Technology for Enabling Circular Economy Model.

With finite natural resources being depleted and several planetary boundaries being at risk, companies like IKEA are looking into circular economy models to address these challenges. How can blockchain technology be used to enable retailers to transition to more circular customer offers?

Circular IKEA

Vestas Challenge: Using Blockchain Technology for Advancing Sustainable Renewable Energy Production

Raising concerns about the negative impact of climate changes have fuelled an increased focus on consuming renewable energy.

How can blockchain technologies be used to accelerate the transition from fossil fuels to renewables? Could the technology help in creating new energy markets?

One of the challenges related to the renewable energy market is guaranteeing the origin of the produced power. How can the traceability of renewable production be improved by using blockchain?

Vestas



PRINCIPLE 6 DIALOGUE

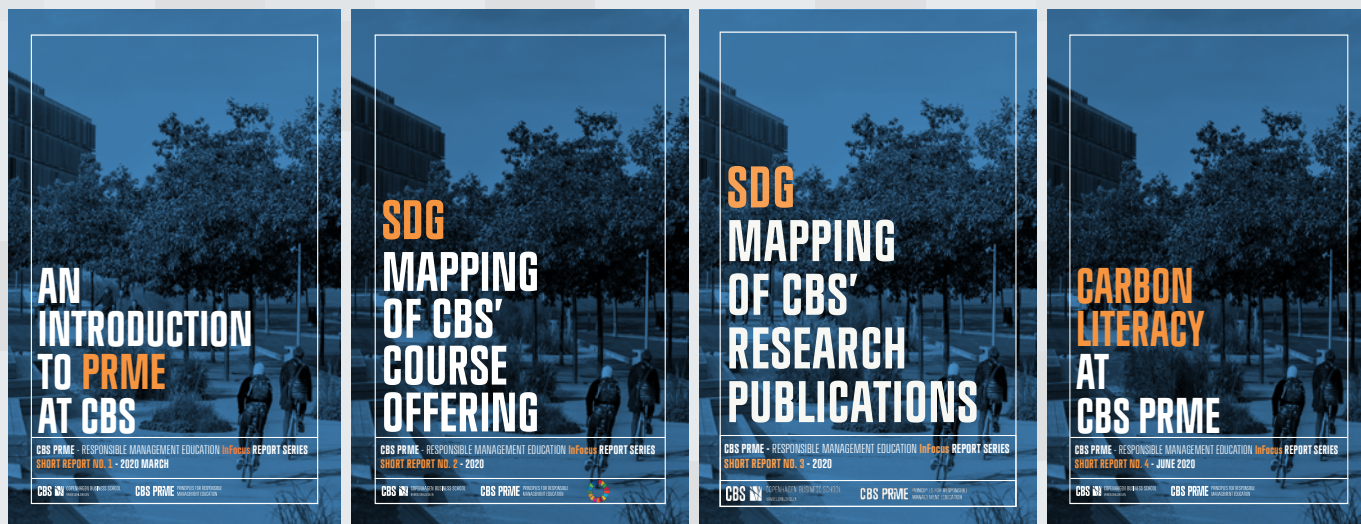
WE WILL FACILITATE AND SUPPORT DIALOGUE AND DEBATE AMONG EDUCATORS, STUDENTS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY ORGANISATIONS AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.

CBS PRME LAUNCH OF INFOCUS REPORTS

In March 2020, CBS PRME saw the launch of a new series of short reports that highlighted the PRME related activities taking place at CBS. The driving force behind this initiative was the acknowledgement that while many PRME related undertakings were taking place at CBS, information was unconsolidated. This is perhaps not surprising with an institution of CBS' size and numerous campus sites.

The CBS PRME InFocus reports were thus launched in 2020 to address this issue as well as provide our stakeholders, both internal and external, with concise, abridged reports of CBS PRME-related activities, research and curricula. This has indeed proved invaluable with, for example, information required by students and specific enquiries from stakeholders.

To date, there are four reports available online with a number in the pipeline. The first report published was, rather aptly, an introduction to PRME. Here the emphasis was on providing a concise overview of the history of UN PRME, CBS PRME as well as what PRME activities are taking place at CBS. In this instance, the CBS PRME Office generated the report; however, the objective is also to encourage all CBS faculty to develop InFocus reports exemplifying their own PRME-related activities. This was indeed demonstrated by the next two reports published in Spring/Summer 2020 both of which were developed by a faculty member from the Department of Management, Society and Communications. The reports cover the SDG mapping of course offering and research publications at CBS. It also provides the methodology used for the mapping.



One of the forthcoming InFocus reports focuses on student-related activities. With over 100 student organisations at CBS, understanding what activities were taking place and by what student organisation was somewhat of a challenge. The new InFocus reports clearly identifies the student organisations at CBS whose activities address responsibility, ethics and/or sustainability. Our main purpose for this report was to identify these organisations that risk falling under the radar of potentially interested stakeholders as some organisations are perhaps self-evident, while other are more obscure. This can be illustrated, for example, with the organization CBS Case Competition who hosts an annual case competition while others are less evident such as, for example, CBS MUN or AISEC.

STUDENT ORGANISATIONS AND RESPONSIBLE MANAGEMENT EDUCATION - COLLABORATIVE EFFORTS

CBS has a large number of student organisations that engage in supporting the advancement of responsible management education, the SDGs and more broadly sustainability.

Extra curricula activities of student organisations are of great relevance to business schools and society as a reflection of students' current and future interests. With the very many student organisations, clubs and societies here at CBS, it can be challenging to know what activities are undertaken and by whom. But it is perhaps significant that, according to one of the Presidents of CBS Students, the umbrella for all student-led organisations at CBS, Helene Schulz, noted that there has been a growing interest in the number of students wishing to start activities addressing sustainability issues.

Through a survey and interviews with CBS student organisations, CBS PRME located the key activities that our students have carried out that support the sustainability and responsibility agenda.

The first table provides a list of current national and international student organisations at CBS with a short description of their respective activities.

180 Degrees Consulting	<ul style="list-style-type: none">• Founded in 2007, it is the world's largest consultancy for non-profits and social enterprises. Its primary aim is to help those who cannot typically afford management consulting services.To improve their business models and consequently increase their social impact members work on social impact cases e.g. helping a company to improve its environmental footprint.
Aiesec	<ul style="list-style-type: none">• Founded in 1946, Aiesec provides young people with opportunities to develop themselves via international internships and volunteer programs such as the Youth Leadership Movement
CBS MUN	<ul style="list-style-type: none">• Founded in 2012, MUN is an association for students with a special interest in international politics and the United Nations. It allows students to participate in UN simulations (Model UN) across the world.• Striving to bridge the gap between private sector and intergovernmental institutions dealing with global issues
oikos Copenhagen	<ul style="list-style-type: none">• First established in 2012, oikos Copenhagen is a chapter of this international student organisation. This is a student-led, non-profit organization for sustainability in economics and management• Bridging gap between sustainability and business, providing a platform for students to think holistically and become responsible leaders• Organisation of relevant events such as Green week

"I believe it is important to put focus on sustainable finance and investments during academic studies for two reasons; partly because it is evident that the consumer demand is shifting towards more sustainable products and services and partly because it is becoming a risk factor that is necessary to take into account." **Magnus Trampe Broch, President of CBS Sustainable Investment Club, 2020**

"Blockchain technology has a huge potential in developing and third world countries".
Jakub Wejskrab, President of CBS Blockchain Society, 2020

"Sustainable fashion is the youth's new passion."
Clara Holm Møller, President of CBS fashion, 2020



Sustainability and Responsibility-related Student Organisations and Activities at CBS.

ORGANISATION	EVENT/ACTIVITY 2018	EVENT/ACTIVITY 2019	EVENT/ACTIVITY 2020
180 Degrees consulting		Beyond the SDG's 180 Degrees final event where student consultants give presentations on how their work has/will benefit(ed) the companies they have consulted for. Participants: 100+/-	All activities postponed due to covid-19
Aiesec			
Dansic	"Rethink ability" conference on how people with disabilities can get better access to the work market Participants: 200+/-	"Sustainable Travelling" by creating an Idea Lab based on the hackathon format. Goal: To inspire young European people make changes in their travel behaviour to travel more sustainably Participants: 84 (inc. partners)	
CBS Model United Nations (MUN)	NMUN New York, representing Kenya in 9 committees. Participants: 19 CBS delegates out of a total 5000+ delegates worldwide	NMUN New York, representing the Republic of Ghana in 10 committees topics under the theme of "Building a Climate for Peace" Participants: 20 CBS delegates out of a total of 6,353 delegates worldwide	All in-person activities postponed due to covid-19
oikos Copenhagen	Green Week: A 3-day event hosted at CBS with the aim of providing a platform of high-profile actors from different fields, to raise awareness and enhancing students' knowledge of the Danish and international sustainability ecosystem. Participants: 1000+/-	Green Week: A 3-day event hosted at CBS with the aim of providing a platform of high-profile actors from different fields, to raise awareness and enhancing students' knowledge of the Danish and international sustainability ecosystem. Participants: 1000+/-	All in person activities postponed due to covid-19
CBS Blockchain Society	An event about how blockchain can be used to achieve the SDGs. Part of the event was the "design sprint" where participants proposed possible use cases	Business Blockchain with Deloitte Participants: 80-100 Women in Tech – an event celebrating International Women's Day Participants: 80-100	All in person activities postponed due to covid-19
CBS Sustainable Investment Club	CBS Sustainable Investment Club was first established in 2019	2-day series of events with Bloomberg. Purpose: Teaching students how to access and leverage ESG data from Bloomberg terminals Participants: 40 participants to presentations, 20 participants to a workshop	3 webinars on how sustainable finance is impacting finance with Nordea, Mærsk Drilling and Axcil Participants: 144 sign-ups, 92 unique session ID's and max 52 people in the event at the same time
CBS Business Unusual		SDG Day at CBS at an event entitled Circular Economy in Practise Participants: 40	N/A
CBS Diversity & Inclusion	Queer Pub Crawl (several throughout the years). A pub crawl open for everyone. Queer pubs in Copenhagen are explored with brief activities in the different bars for people to get to know each other. Participants: 70 attendees and 6 team members	Drag as part of the CBS Pride program, CBS D&I organised a Drag Bingo with 2 drag performers together with CBS Students at Nexus (CBS' student bar) Participants: 80 attendees and 4 team members	Drag Bingo sold-out event held at Nexus Participants: 100+/-
CBS Climate club		An event focusing on sustainable investments and invited the CEO of Nordea Invest to CBS to give an exciting lecture on how investments can play a role in creating a more sustainable future. Participants: 130	A panel debate on how businesses and other institutions can implement solutions that will help mitigate climate change. Participants: 150+/-
CBS Aid	Panel debate in collaboration with UNICEF + Boston Consulting on Doing Business in Developing Countries Also held 2 quiz nights at The Little Green Door bar and raised 2.500 DKK Participants: 50+/-	Quiz Night at the Little Green Door bar Participants: 60+/-	Planning (3) events for Sept + Nov 2020 on 1) Sustainable investment, 2) the future of food, 3) social entrepreneurship
CBS Volunteering	Julehjælpen project to give Christmas presents to underprivileged children + teenager in DK Participants: 91 presents given	Julehjælpen project to give Christmas presents to underprivileged children + teenager in DK Participants: 96 presents given	N/A

BOS BLOG - CBS SUSTAINABILITY

BOS means “Business of Society”. The BOS blog provides a platform to discuss and inspire people to reflect and take part in the discussion on issues related to corporate social responsibility (CSR), corporate sustainability, sustainable consumption, and government’s impact on corporations, to name but a few. As the name indicates, the focus is on how business and society interrelate, especially when considering businesses’ responsibilities towards society. BOS features not only colleagues from CBS Sustainability but also other colleagues from CBS and beyond. While usually displaying a wide range of topics, the blog frequently showcases several blog posts on a dedicated theme, such as the “March for Gender” series in March 2021. To mark International Women’s Day 2021, the University of Bath’s Business and Society blog and Copenhagen Business School’s Business of Society blog teamed up to present “March for Gender”, in order to explore research focusing on gender, or research findings that have specific implications for women.

BOS is hosted at Copenhagen Business School’s Department of Management, Society and Communication (MSC) and run by business school academics at CBS Sustainability. The blog was launched in January 2015 as part of the MSC World Class Research Environment (WCRE) ‘Governing Responsible Business’, which ran from 2014 to 2019. The ambition of this initiative was to create a thriving context for research located at the intersection of socio-economic governance and responsible business. The WCRE built upon the Department of Management, Society and Communication’s strong research performance in this area and strengthened this performance to reach international standards of excellence.

<http://www.bos-cbscsr.dk/>



A modern office interior with pink walls and a large indoor tree in a white planter. Several people are sitting at tables, working on laptops. The floor has a black and white checkered pattern. The text "KEY PERFORMANCE INDICATORS" is overlaid on the left side of the image.

KEY PERFOR- MANCE INDICA- TORS

UN GLOBAL COMPACT

Assessing outcomes

Academic institutions play an important role in shaping business practices. Business schools can, through education, advance responsible, sustainable management and leadership. Below we report on selected initiatives through CBS support the UN Global Compact.

1: Conducting applied research and thought leadership to advance best practices

Below are two examples of CBS applied research that advances best practices in the broader fields of responsibility and sustainability:

The article on 'Payments for Ecosystem Services: RifeWith Problems and Potential—For Transformation Towards Sustainability Payments for Ecosystem Services: RifeWith Problems and Potential—For Transformation Towards Sustainability' published in 2017 is part of a set of core articles used when designing policy recommendations concerning Canadian Biodiversity for the National Biodiversity Policy, Canadian Wildlife Service, Environment and Climate Change Canada of the Government of Canada.

The CBS Sustainability-GRB project 'Do people like nudges' has produced several publications that have initiated talks, by the authors, to different governments worldwide, including Mexico, South Africa, India, Japan, Germany, Flanders, the Netherlands. The research work underlying the publications is used by the Behavioral Groups of the OECD, the EU JRC in Brussels, the Inter American Bank in Mexico City, the World Bank in Washington DC. The authors have been invited by cities, regions, and companies to consult on behavioral policies, mostly for sustainability policies (healthy cities; active mobility), most recently for Dr. Ing. h.c. Porsche AG, Stuttgart; LIDL Germany.

(2019) [Cass R. Sunstein & Lucia A. Reisch]. Trusting nudges: A bill of right for nudging. London: Routledge.

(2019) [Cass R. Sunstein, Lucia A. Reisch & Micha Kaiser]. Trusting nudges? Lessons from an international survey. Journal of European Public Policy, 26(10), 1417-1443. DOI:10.1080/13501763.2018.1531912 (published first online 11 October 2018)

In addition to the research listed above, it should be highlighted that the current SIP report is the first to include a quantified breakdown of CBS research outputs broken down by SDGs.

2: Promoting the UN Global Compact Ten Principles and educating a variety of audiences about sustainability

As illustrated in this SIP report, the new 2021 CBS strategy alludes to advancing responsible and sustainable business life. A cornerstone is CBS' commitment to the Green Transition, set up as a sub-mechanism to implement the new strategy.

3: Supporting UN Global Compact business participants in implementing and reporting on their sustainability effort

CBS PRME acts as the repository of UN Global Compact initiatives at CBS. CBS PRME supports colleagues at CBS, as well as our partners in business in implementing and reporting on their sustainability efforts through collecting information for our Responsible Management reports, published every two years. In addition, CBS PRME has launched the InFocus reports, to allow for more frequent updates on matters pertaining to responsible and sustainable business.

This benefits both CBS PRME, as well as our colleagues and external partners, not only in reporting on the sustainability efforts, but also serves as a regular reminder of the focus on sustainability and responsible management here at CBS.

4: Lending capacity to Global Compact Local Networks

In 2020-2021, CBS (CBS-PRME) advanced collaboration with UN Global Compact in Denmark by offering its Carbon Literacy (8 hours of carbon education) to UN Global Compact members.

5: PRME Membership

CBS has a long-lasting and continuous membership of the PRME initiative. CBS has also been a proud member of the PRME Champions group for the past three cycles and is actively engaged in further supporting the UN Global Compact by promoting Responsible Management in CBS education.

2019-2020 OBJECTIVES

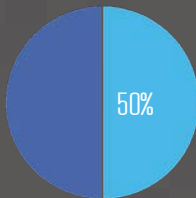
The 2019 SIP report presented five targets for the following SIP reporting cycle. In this section of the report, each objective is linked to the respective PRME principle. Subsequent to this section, you will find the set targets for the coming cycle. Estimates on reaching targets are expressed in % (limited 25%, partly 50%, to a large extent 75% and in full 100%).

2019 Objective met?



Responsible Management Teaching Materials

PRME Principle 1 & 3



Partly

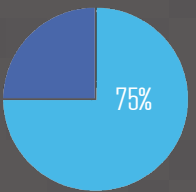
With PRME products, such as Carbon Literacy, we have been able to advance our range of responsible management-related teaching materials. In addition, we continue to publish RME cases in the CBS PRME Free Case Collection with the Case Center. In addition, CBS is coordinating a SIGMA Alliance Free Case Collection on the Case Centre focused on developing cases with a clear SDG focus.

In 2020, CBS PRME conducted research on 'Sustainable Development in Higher Education in Nordic Countries: Exploring E-Learning Mechanisms and SDG Coverage in MOOCs'. This is an integral part of establishing better knowledge on the role of E-learning mechanisms for developing Responsible Management teaching materials.



Engagement with PRME Champions Group

PRME Principle 4 & 5



To a large extent

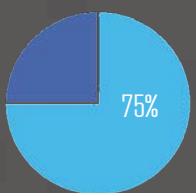
For the most recent PRME Champions cycle (2020-2021), the 38 member schools were given the opportunity to collaborate on projects they felt were particularly important for Responsible Management Education and the entire PRME community. CBS proposed, and is now leading, two projects. CBS is also participating in two projects that are led by other PRME Champion schools. In addition, global PRME collaborations have resulted in a book chapter;

Srkoc M.M.M., Pontoppidan C.A., Molthan-Hill P., Korbelt P. (2021) Exploring Carbon Education for All: The Carbon Literacy Project. In: Lackner M., Sajjadi B., Chen WY. (eds) Handbook of Climate Change Mitigation and Adaptation. Springer, New York, NY. https://doi.org/10.1007/978-1-4614-6431-0_154-1



Strengthened Ties with Nordic Partners

PRME Principle 3, 4 & 5



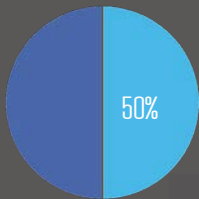
To a large extent

PRME Nordic Network is a strong platform for collaboration. CBS PRME joined the PRME conference in Jönköping, Sweden in 2019, presenting research on; 'Towards a framework for impact measurement of sustainability management education' (Anne-Karen Hueske and Caroline Aggestam Pontoppidan). In 2020, we joined the online annual Nordic PRME symposium presenting research on; 'Sustainable Development in Higher Education in Nordic Countries: Exploring E-Learning Mechanisms and SDG Coverage in MOOCs' (Anne-Karen Hueske, Caroline Aggestam Pontoppidan and Lavinia-Cristina Iosif-Lazar). Finally, research on 'Advancing SDG competencies in higher education: Exploring an interdisciplinary pedagogical approach' is a research engagement between two Nordic PRME champions (CBS and University of Kristianstad).



Further Develop Student Engagement

PRME Principle 1,5 & 6



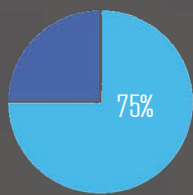
Partly

In 2020-2021 CBS PRME prepared an InFocus report mapping student engagement across CBS. In addition to the broader work through student organisations, CBS PRME collaborates with students on the Carbon Literacy education project. Student engagement has been more challenging during the COVID pandemic.



Engage in PRME Related Research

PRME Principle 4



To a large extent

CBS PRME continues to work on supporting colleagues to take part of research activities in regards to responsible management education.

In addition, CBS PRME engages in a variety of PRME network activities. Below are selected research outputs associated with CBS PRME engagement in the wider PRME network.

Hueske, A.K. and Aggestam Pontoppidan, C. (2020). GEROCO: A model for integrating sustainability in management education at HEIs. Leadership and Strategies: International Perspectives on Civil Society and Social Responsibility in Higher Education, Eds. Enakshi Sengupta, Patrick Blessinger and Craig Mahoney. <https://doi.org/10.1108/S2055-364120200000024009>

Srkoc M.M.M., Pontoppidan C.A., Molthan-Hill P., Korbel P. (2021) Exploring Carbon Education for All: The Carbon Literacy Project. In: Lackner M., Sajjadi B., Chen WY. (eds) Handbook of Climate Change Mitigation and Adaptation. Springer, New York, NY. https://doi.org/10.1007/978-1-4614-6431-0_154-1
Forthcoming work

Blasco, M. (2021) "We're Just Geeks": Disciplinary Identifications Among Business Students and Their Implications for Personal Responsibility. Journal of Business Ethics. <https://doi.org/10.1007/s10551-021-04759-7>

Høgda, C; Rasche, A; Schoeneborn, A; Scotti, L (2021): Exploring Student Perceptions of the Hidden Curriculum in Responsible Management Education. Journal of Business Ethics. <https://doi.org/10.1007/s10551-019-04221-9>

Blasco, M. (2020): The Hidden Curriculum: can the concept support responsible management learning?. In Laasch, O., Parkes, C. & Brown, K.G.(eds.), The SAGE Handbook of Responsible Management Learning & Education (pp. 459-482). London: SAGE Publications. <http://dx.doi.org/10.4135/9781526477187.n29>

Rasche, A; Gilbert, D.; Schormair, M. (2020): The Institutionalization of Responsible Management Education. The SAGE Handbook of Responsible Management Learning & Education (pp. 426-438), Moosmayer, D; Laasch, O.; Parkes, C.; Brown, K. (eds). London: SAGE Publications. <http://dx.doi.org/10.4135/9781526477187.n27>

Karin, A.; Melen, M.; Pontoppidan, C. (2021): 'Advancing SDG competencies in higher education: Exploring an interdisciplinary pedagogical approach', International Journal of Sustainability in Higher Education. <https://doi.org/10.1108/IJSHE-10-2020-0417>

Pontoppidan, C. A., Iosif-Lazar, L-C., & Hueske, A-K. (2020). E-Learning Mechanisms for Embedding Sustainable Development in Higher Education. Paper presented at Annual Nordic Chapter PRME Symposium, Karlstad, Sweden.

2023 OBJECTIVES

1

Responsible Management Teaching Materials

Increase amount and subject scope of teaching materials. This will be done in collaboration with faculty and CBS Teaching & Learning.

2

Engagement with PRME Champions Group

Maintain engagement and support in the global PRME Champions group. Participate, support and lead PRME projects on an as-needed basis.

3

Strengthened Ties with Nordic Partners

Further collaboration across Nordic PRME partners. Focus is on collaboration in regards to; 1) research on responsible Management Education; 2) Producing Nordic teaching cases; 3) producing other RME related teaching materials and tools and 4) support the strengthening of cross-Nordic collaborations among students.

4

Further develop student engagement

Maintain strong engagement across our student clubs and organisations. Continue and increase collaborations with students to advance Carbon Literacy.

5

Engage in PRME Related Research

Further increase research and the scope of research in the area of Responsible Management Education.

KPI's

Higher education, and more specifically management education, plays a critical role in ensuring that the next generation of graduates is equipped to respond to global societal and environmental needs. Achieving Sustainable Development means that sustainability and sustainability education needs to be diffused throughout the entire university system. We structure our KPIs into these key pillars of a higher education institution:

- **Governance** (including strategic direction)
- **Education**
- **Research**
- **Outreach**
- **Campus operations.** Note that CBS reports on sustainability targets for its campus operations in its Annual Report.

This is visualised in the model below. CBS seeks to advance KPIs (measurable indicators) for each of the pillars of a higher education institution. (In this process, we are consulting the STARS* measurement system.)



Sustainability and responsibility need to be embedded in each of the pillars. The governance and strategic aspects of embracing responsibility and sustainability are covered in the narrative part of this SIP report.

*STARS The Sustainability Tracking, Assessment & Rating System by AASHE is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

EDUCATION KPI's

	Education Focused KPIs (Academics: AC) – primary link to SDG 4.7	Metric	Focus Area	STARS Scoring	CBS Data for reporting period Fall 19 – Spring 20
KPI 1	Bachelor core courses offered are sustainability (RES)-focused or sustainability (RES)-inclusive SDG 4.7	% of courses (could also be #)	Academic Courses	AC-01 p.2	26% 71 courses
KPI 2	Master core courses offered are sustainability (RES)-focused or sustainability (RES)-inclusive SDG 4.7	% of courses (could also be #)	Academic Courses	AC-01 p.2	28% 135 courses
KPI 3	Minor programs offered are sustainability (RES)-focused or sustainability (RES)-inclusive SDG 4.7	% of programs (could also be #)	Academic Courses	AC-01 p.2	Fall19 & Fall20 31% 11 programs
KPI 4	Institution has submitted case studies or teaching cases to a higher education sustainability resource center. (In the future this will include other RME cases as well, with one CBS author involved) SDG 16.6 (SDG focused on transparency)	# of cases	Inter-campus collaboration	EN-11 p.1	3 cases

RESEARCH KPI's

	Research Focused KPIs (Academics: AC) - primary link to SDG 9 & 16	Metric	Stars Focus Area	STARS Scoring	CBS Data for reporting period 2019 - 2020
KPI 4	Number of sustainability (RES) research articles published in peer reviewed journals SDG 9.5	# of research articles	Research and Scholarship	AC-09 p.2	174 Articles (15%)
KPI 5	Number of PhD employees who conduct and are engaged in sustainability (RES) research. SDG 9.5	# of PhD employees	Research and Scholarship	AC-9 p.1	Measure to be added in 2022

OUTREACH KPI's

	Partnership Focused KPIs: Public Engagement (Engagement: EN) - primary link to SDG 1, 4, 8, 11, 12, 16 & 17	Metric	STARS Focus Area	STARS Scoring	CBS Data for reporting period 2019 - 2020
KPI 6	Institution addresses sustainability challenges in the broader community by engaging in community partnerships that are: 1) financially or materially supported by the institution, 2) multi-year or ongoing, 3) sustainability-focused and 4) inclusive and participatory (can select 2 or more that are relevant for your institution). SDG 11.b	# of community partnerships	Community Partnerships	EN-10 p.2	1. DTU Partnership 2. Global Compact Network Denmark Partnership 3. SDG Forum Partnership
KPI 7	Institution is a member of national or international higher education sustainability network, and actively participates in the network. SDG 16.6	# of networks	Inter-campus collaboration	EN-11 p.1	1. PRME 2. Global Compact 3. 4. Nordic University Alliance (NUAS)
KPI 8	Institution has employees or students serving as peer reviews of another institution's sustainability data. SDG 16.6	# of peer reviews	Inter-campus collaboration	EN-11 p.1	1. SIP Reviews
KPI 9	Institution offers continuing education courses that are sustainability-focused or sustainability inclusive. SDG 4.7	# of continuing education courses	Continuing Education	EN-12 p.2	1. Carbon Literacy 2. MBA
5	CBS - Institution hosts sustainability (RES) research conferences or events SDG 16.6	# of conferences or events	Inter-campus collaboration	EN-11 p.1	41

Campus Operations KPIs

Please see CBS Annual Report(s) for data and KPIs on-campus operations.

Some highlights: CBS Campus KPIs: 2019 & 2020

1. Achieve a 100% reduction in Scope 1 and Scope 2 GHG emissions by 2050 and align CBS' greenhouse gas emissions with Frederiksberg municipality's climate strategy – reducing GHG emissions per user to 65% below 2005 levels by 2025.
2. Increase amount of clean and renewable energy to contribute to reducing GHG emissions per user to 66% below 2005 levels by 2025.
3. Reduce General Waste from 1/3rd to 1/5th by 2025 per campus user.

CONTACT CBS PRME

CBS PRME has an established presence on digital platforms and through social media on accounts such as LinkedIn, Facebook, Twitter and Instagram. Through this presence we seek to continuously engage students, academics, staff and alumni in topics related to responsible management education and responsible business practices, sustainability, the UN Global Compact, and the SDGs.

By making our work visible we can offer case study competitions in topics related to responsible management education, provide resources, share research and create exposure for student organisations and colleagues managing sustainable events.

FIND US AT:



CREDITS

Thank you to all contributors.

PHOTOGRAPHY

Bjarne MacCarthy: p. 1, 2, 3, 4, 6, 8, 9, 12, 15, 18, 19, 20, 21, 22, 23, 29, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 48, 49, 58, 60, 61, 69, 70, 74, 76, 77, 78, 80, 89, 91.

Jakob Boserup: p. 7, 11, 17, 24, 25, 26, 27, 28, 67, 68, 83, 87, 94

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CBS Sustainability: p. 82

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