



Lee Kong Chian  
School of  
**Business**

PRME SHARING INFORMATION ON PROGRESS (SIP) REPORT

July 19, 2013

## I. Renewal of Commitment to PRME

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The Lee Kong Chian School of Business (LKCSB), Singapore Management University (SMU) is committed to the Principles of Responsible Management Education (PRME). We believe that business schools today have an important role to play in moulding students into socially responsible managers and in responding to the social and environmental challenges that the world is confronted with.

This report offers examples of past initiatives as well as ongoing ones that have been undertaken in support of the aforementioned beliefs. We are proud to be a PRME signatory and hereby express our continued commitment to PRME principles.



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*Professor Howard Thomas  
LKCSB Chair in Strategic Management and Dean  
Lee Kong Chian School of Business*

## 2. Major achievements in relation to the implementation of one or more Principles during the past 24 months

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### Principles 1 & 2

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

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

### Undergraduates

The undergraduate business programme has, since inception in 2000, required students to complete 12 weeks of internship. Out of this, 2 weeks (or 80 hours) must involve community service with a voluntary welfare organisation. This was guided by the larger vision of wanting to imbue in students a sense of responsibility to the larger community and to produce graduates who are socially aware.

Service to the community was given greater emphasis in 2010 with the setting up of the Centre for Social Responsibility (C4SR). The Centre serves as a central coordinating unit with oversight of community engagement initiatives at the University, and whose mandate is to support the development of social responsibility as a prized attribute for SMU students. It guides and mentors students as they undertake projects, ensures that these projects are meaningful and sustainable, and provides insights into best practices.

The Centre has had significant success in encouraging volunteerism among students. Rather than view community service as but a degree requirement or a chore than one simply needs to get over with, the average undergraduate business student goes above and beyond what is required for graduation. Based on statistics provided by the Centre as of April 2013, the average undergraduate business student completes 112.2 hours of community service, well beyond the 80 hours imposed by the programme. The proportion of students who go beyond the 80-hour requirement stands at 77.4%.

For the academic year 2011-2012, C4SR helped 4,754 students undertake community service activities, with 3309 students helping in local projects and 1,445 in overseas projects. Two hundred and fifteen overseas community service projects, covering 21 countries, were organized. We present two examples of these projects below:

### *Project iConserve*

Project iConserve is an annual project initiated by SMU students in 2011 to raise awareness for environmental conservation and sustainable use of natural resources, and to promote convenient alternatives to options that are detrimental to the environment. The team conducted several activities, including a newspaper collection drive and a drawing corner for children aimed at promoting environmentally friendly behaviours among the young. The finale and highlight of the project was an exhibition of the "Largest House Made of Newspaper"; a project that used more than 60,000 copies of newspapers, involved 120 participants, and that made it to the Singapore Book of Records.

In 2012, the students also curated an art exhibition featuring sculptures made from collected recyclables. The exhibition presented the public with a new perspective on recycling and showed how creativity can breathe new life into scrap metal.

### *Project Gazaab*

Founded in 2009 as an overseas community service project in Nepal, Project Gazaab's aim is to alleviate poverty by helping the poor start their own micro-enterprises. Adopting the format of a high school business competition, teams of SMU students first equip Nepalese students with business know-how by conducting basic lessons in marketing, economics, and finance, among other subjects, before guiding them through developing a business plan. Winning teams are given S\$300-S\$700 grants each to start a business to both help themselves and to create employment for others in the community.

In 2009 and 2010, teams also constructed libraries for these schools, so that Nepalese students might have a ready base of knowledge that they can reference. In 2011, Project Gazaab achieved a milestone – its success inspired other students in SMU to replicate the Gazaab model in other locations, including two in India.

### **EMBA participants**

The EMBA programme was launched in 2011 and is distinctive for the attention it devotes to issues of integrity, ethics, and social responsibility. Participants are required to take a course in *Corporate Governance and Ethics* and to work with a company in developing a Corporate Social Responsibility (CSR) plan that is submitted at the end of the programme. This is complemented by a CSR speaker series that hosts thought leaders who impart insights and share their experiences in CSR efforts.

### Principle 3

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

In May 2013, the University launched a values-based education programme, called *SMU LifeLessons*, that is implemented through co-curricular activities. Undergraduate students are the target audience and all students are expected to participate in the programme throughout their years at the School. Various topics (e.g. *Personal Values, Purpose, Mission, and Vision, Values and Conflict Management, and Developing a World View*) are covered across different years using instructional methods that include case studies, journaling, and group discussions. Co-curricular activities, such as orientation camps, community service initiatives, and intra- and inter-varsity competitions, are the fora in which the programme will be delivered.

The planned progression for each student is as follows: In the first year of his/her undergraduate programme, the focus is on developing an awareness of one's personal values and purpose, and how these determine one's behaviours. In the second year, in line with the preponderance of second year students taking on positions in clubs, associations, and teams, the general focus is on the relationship between one's values and that of the team/group. Given that most students embark on internships and go on student exchanges in their third year, the focus will be on the larger community and other social/global issues. In the fourth year, a select group of students with the right disposition and skill set are invited to extend their development by participating in a coaching and facilitation skills module. They will then be given the opportunity to apply these skills with his juniors in some of the platforms of the first three years.

### Principle 6

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

## The Lien Centre for Social Innovation

The Lien Foundation is a philanthropic organisation that invests in innovative solutions and mobilises action on social and environmental challenges. The Lien Centre for Social Innovation, a partnership between the Lien Foundation and (SMU), is supported by a

generous donation from the Foundation. It was established in 2006 with the vision of being a thought leader and catalyst for positive social change in Singapore and beyond.

The Centre connects with the community through its publications, its education programmes, open forums, and competitions. For example, its Social Conversations speaker series features social entrepreneurs, not-for-profit leaders, and socially responsible organisations and individuals who have had an impact on society, and is a forum where ideas and innovations in the sphere of social responsibility are shared.

Another example is a programme called iLeap, a professional education course for non-profit leaders. Run annually since 2010 and consisting of 14 modules covered over 14 weeks, the course is designed to enhance the strategic leadership, governance, and operational management capabilities of non-profit executives. It also provides a platform for the interaction and exchange of ideas among participants and leaders in the sector. By conducting modules at the premises of selected community partners (e.g. Singapore Red Cross Society, Samaritans of Singapore), the programme also provides an immersive environment for first-hand case studies of 13 different organisations. Faculty from the School are involved in the Lien Centre and the iLeap programme as board members, curriculum director, and classroom facilitators.

### International Conference of the Society for Global Business and Economic Development (SGBED)

The School and SGBED jointly organised the society's 12<sup>th</sup> international conference. Held in July 2011 on SMU's campus, the conference had the theme "Building Capabilities for Sustainable Global Business: Balancing Corporate Success & Social Good". More than 240 abstracts were received from over 30 countries, with topics strongly focused on sustainability. The conference programme included sessions on topics such as "Sustainability and Business Performance" and "Sustainable Urban Development".



### 3. Key objectives for the next 24-month period with regard to the implementation of the Principles

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The revision of the undergraduate curriculum is currently underway and launch of the new curriculum is expected in the academic year 2015-16. An important aim of this revamp is to ensure that we nurture students to become socially aware and responsible future leaders. To do this, however, students need to also understand the region and the world in which they live and to have a good appreciation of contextual factors, such as culture. Thus, four of the core learning principles that guide this revision effort are as follows:

- Provide students with a contextual knowledge of the history, culture, art and values of Asian civilizations past and present
- Provide students with a situated knowledge of the regional history, politics, international relations, and economics of South East Asian countries (including Singapore)
- Provide students with a critical insight into global and systemic changes in technology, the economy, the environment and the geopolitics of today's world
- Offer students the opportunity to identify, test and refine their ethical standards and commitments to society

The revision will see the addition/deletion of courses, as well as a refinement of existing courses.

### 4. Desired support from the PRME community that would be most helpful in achieving key objectives over the next 24 months

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The School values the support provided by the PRME community and it is, thus far, fully adequate in helping us achieve our objectives.