

Special Issue: The UN Global Compact and the PRME Initiative: Principles for Responsible Business and Responsible Management Education, Edited by Anthony F. Buono, Bentley University

Setting the Stage: Facilitating Global Partnerships for a Better World 4

The UN Global Compact (GC) and Principles for Responsible Management Education (PRME) reflect an ambitious, groundbreaking attempt to actively engage the international business community and business schools in the development, implementation, and disclosure of sustainability-related programs, policies and practices within an inclusive, global multi-stakeholder orientation. The introduction to the Special Issue briefly examines the nature and orientation of the GC and PRME, their possibilities and criticisms, and the focus of the journal's five articles.

Anthony F. Buono

Seven Years of Development: United Nations Principles for Responsible Management Education 8

Launched in 2007, PRME is a partnership between higher education institutions, particularly management and business schools that endorse the PRME Principles and the United Nations Global Compact. The article traces the seven year growth and development of the initiative, from 100 initial signatories with a Steering Committee and a Secretariat, to a network of more than 550 signatories with a variety of work streams and collaborative projects around the world. The authors suggest that this growth and expansion were made possible by: (1) the continued relevance of the PRME Principles; (2)

sustained institutional support from influential stakeholders; and (3) a move toward a multicentric governance structure. The discussion concludes with a reflection on the key challenges, which are inextricably linked with one another, that lie ahead for PRME's further development.

Jonas Haertle and Satoshi Miura

Designing Effective Multi-Stakeholder Collaborative Platforms: Learning from the Experience of the UN Global Compact LEAD Initiative 18

Created in 2011 to challenge and support prominent companies within the UN Global Compact in reaching higher levels of corporate sustainability performance, LEAD is a leadership platform within the GC that provides a "blueprint" intended to further advance corporate sustainability as a universal norm. Drawing on an assessment of the 2-year pilot of this initiative, this analysis reflects on the design and management of such multi-stakeholder collaborative platforms, focusing on the importance of building trusting relationships and a sense of common purpose among participating organizations, creating legitimacy through the nature of the initiative's membership, and ensuring effective governance and accountability of the platform.

Matthew Gitsham and Nadine Page

MBA Student Values, Attitudes and Behaviors: A Cross-Cultural Comparison of PRME Signatory Schools 29

It is important to look at responsible management education from the vantage point of a critical stakeholder group – our students – as the values, attitudes and community engagement orientation of these future business leaders will go a long way toward determining the kind of society we will live in. Drawing on an online international survey conducted in collaboration with PRME, the analysis focuses on MBA students in four countries – Australia, China, Iceland and the U.S. The findings indicate that the students in the study report non-materialistic (though self-centered) values, highly positive attitudes towards CSR and ethics, and high rates of volunteering. The discussion focuses on the implications for business schools and business education.

Debbie Haski-Leventhal

Giving Voice to Values: An Action-Oriented Approach to Values-Driven Leadership 42

Giving Voice to Values (GVV) is an innovative, cross-disciplinary, action-oriented pedagogical approach for developing the skills, knowledge and commitment required to implement values-based leadership. Going beyond the typical focus on developing ethical awareness and analysis, GVV focuses on action – “what would I say and do if I were going to act on my values?” The article provides an in-depth look at the rationale underlying GVV and how it is being applied in both the classroom and the corporate

world. Emphasizing the program’s “fit” with the intent and orientation of the UNGC and PRME, a unique aspect of the article is the inclusion of a corporate perspective, exploring how GVV has been used in a variety of contexts in three well-known organizations.

Mary C. Gentile

Education for Sustainable Development, the UNGC PRME Initiative, and the Sustainability Literacy Test: Measuring and Assessing Success 51

One of the lingering questions about responsible management education is “Are we having an impact?” Moving beyond simple input measures (e.g., number of mandatory and elective courses dealing with responsibility or sustainability), the article’s basic premise is that we need to focus on the actual impact of our efforts – do our students have the knowledge to act responsibly? Discussion focuses on the rationale and development of a “Sustainability Literacy Test” and its potential application as a type of monitoring system, enabling faculty, higher education leaders, policy makers and other interested parties to track changes in different countries, regions and continents, enhancing our ability to assess how education for sustainable development might be advanced.

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