

Louvain School of Management

The role of business schools in the education of future responsible leaders for sustainable development

Analysis of the initiatives taken by the Louvain School of Management for its Master students on the Louvain-la-Neuve Campus and their impact

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PART 1 : INTRODUCTION

In current times of global and multiple crisis (in health, economy, climate, migration, inequalities and many more), mindsets are changing (Serafeim, 2020). The world is questioning current systems and their sustainability, especially the younger generations which understand that the coming challenges they will face, need for profound change in the functioning of the society (North, 2019). The capitalist economic system, being a major driver of society's behaviours, has been greatly influencing those crises and is now, more than ever, being reconsidered (North, 2019). With this in mind, we can trace back some root causes of this phenomenon, to education. And particularly to the one forming future leaders and main actors of the business world.

Gradually, a new form of capitalism has emerged, namely the 'stakeholder capitalism' (Pryce, 2019). Instead of considering only shareholders' return or financial performance as valuable for a company, this system makes sure to value satisfaction of employees, customers, the communities and the planet and to take responsibilities accordingly. Where most business schools considered it as a 'new trend' and responded by offering an elective course related to corporate social responsibility, it is now considered as not enough (Pryce, 2019). Indeed, MBA were in the 1990's a way to have access to a job in top consultancy firms, banking or finance, but new expectations from students arose (Jack, 2020). Today, a considerable part of the students sees management education as a way to be part of the economy's transition and to mobilise organisations.

It should be however noted that this reflection is not new. Indeed, already in the 1960's, the Club of Rome, a group of renowned scientists, gathered with the hope to come up with solutions to address the challenges of our world and ensure a long-term future for humanity and the planet (Club of Rome, 2020). In 1972, they released a report 'The Limits to Growth' proving that factors like the population, agricultural production, non-renewable resources depletion, industrial output and pollution will eventually limit growth on earth (Club of Rome, 2020). This major report has been shared worldwide and triggered the global sustainability movement. The question is thus: why has a change in business schools' education, which has its fundamental ideas based on profit maximization and financial performance, only recently been noticed if it has been proven, already 50 years from now, that this system is not sustainable?

A response to this question can include three main issues around the conceptualization of sustainability, its measurement and validity, and, finally, its roots. First, basic misunderstanding in the literature often refers the concepts of sustainability to passive limitation, regulation of human actions or to determine what is allowed or not (Vogt & Weber, 2019). It is a false and narrow view that has led to controversial opinions around the subject, slowing down the awareness about the urgency of the matter and actions for change (Bray, 2010). In this context, how can we expect sustainability principles to be part of the

education system and question fundamental principles of the economy, if they are not globally understood?

Secondly, this fact can be related to measurement and validity issues in this field. The objectives of sustainable development are broad and unclear for many; What does it concretely mean to ensure *«development that meets the needs of the present without compromising the ability of future generations to meet their own needs»* (World Commission on Environment and Development, 1987)? How to measure society? It is difficult to measure performance for which we do not have any benchmarks. To measure the role of business schools in education of future responsible leaders for sustainable development, issues are similar. Indeed, it first requires defining the competences of these future leaders to responsibly manage unknown future challenges, still considered as absurd by many.

Thirdly, the roots of education for sustainable development have often been focused on specific dimensions of sustainability, such as the preservation of the environment. Indeed, damages caused by the humankind on the environment have been the main trigger to raise awareness about sustainable development. Therefore, the scope of integration of sustainability in educational system can sometimes be limited to environmental-focused rhetoric (Monroe, 2012).

However, much research has been done on the subject, guidelines have been provided by the United Nations and by prominent organization striving for relevant educational systems (they will be further developed in this thesis). It led to changes and best practices around the world ensuring the rise of education for sustainable development and the exploration of new ways of doing business.

1. Need, research question, scope of the research

It is nowadays less relevant to focus on the need for change towards sustainable development, since recent crisis have raised awareness and proved the unsustainability of current system. And, as previously mentioned, business schools are in the front line of discussions; students pro-actively ask their institutions for measures to be taken in order to address the sustainability matter (Pryce, 2019). It is, however, time to understand how a transition can happen and what is the role of business schools in responsible management education.

This subject is very broad and can be, in the field of business education, very subjective. Depending on the values of the school, management practices can be taught in very different ways or have different focuses. It is why, in the spirit of a comeback to local development advocated by sustainability practitioners, it has been decided to bring the focus, in this thesis, on the practices of the Louvain School of Management (LSM). To fully understand the role in education for responsible management the LSM has opted for, different research questions have been covered.

First, in this context of education for responsible management and sustainable development, we can analyse the values the school is standing for, where they come from and what the ambitions of the LSM

are for future development. Once the big picture is depicted, other questions arise: how are these values concretised? Which initiatives has the school been taking accordingly? Which departments or fields of the faculty are concerned? Finally, with those actions and initiatives in mind, we can ask ourselves what their impact is. Therefore, after questioning the best way to measure it, we could determine a benchmark for the school.

The scope of the research has been limited to the analysis of the master programs offered by the LSM on the Louvain-La-Neuve Campus, which ensured a relatively easy access to information, being myself a student from this campus. The focus on the Louvain-La-Neuve campus should not be a major bias in this research since only a very small part of the activities linked to the Master Program take place in Mons.

Finally, it has been decided to only use information that is considered as non-confidential, in order to open the access of this thesis to the public. Therefore, the analysis performed might be restrained but at the same time, it is an opportunity for the school to realize the perception its stakeholders could have of their initiatives for responsible management education.

2. Expected contribution of the work

This work is expected to give the LSM a view on the role it takes, as business school, in responsible management education for sustainable development. Indeed, the analysis is focused on what is aimed to be done in this regard, what has been done so far and what is the impact. But, a comparison between the LSM aims and actions was added in order to identify the potential gaps jeopardizing the aimed outcomes of the school. Not only should it give an overview to the LSM which would raise awareness about its current positioning, but also, the performed analysis could be used as benchmark for further development. And finally, with the hope to further engage the school in its development of education for responsible management and the raise awareness about the possibilities for change, the noticed areas for improvement have been complemented with some best practices' ideas from business schools around the world. Performing a targeted analysis was a conscient choice. Indeed, addressing such matters in a general sense might not be as efficient as making a direct link with the affected institutions.

3. Structure & methodology of the work

The first part of this report consists of a literature review, that will be, on the one hand, setting the context of education for sustainable development, its integration modes, challenges, assessment tools, the requires competences of responsible leader and the latest trends in this field. On the other hand, the Louvain School of management will be presented through an overview of its historical background in education for responsible management, its related mission, vision and values and finally the challenges and future development perceived in that matter, explicitly mentioned in its reports. This part is thus depicting the aim and the promoted positioning of the school in education for responsible management.

Secondly, a field research will cover the initiatives taken by the school for responsible management education around five areas of interest: the academic curriculum, the organisation and structure of the system, the research, the community engagement and finally the cross-institutional leverage. In these sections, information has been retrieved in different ways. Information coming from the LSM's website and reports constituted the bones of the material, based on which questions for interviews, to relevant internal parties of the school, have been designed. Indeed, three persons have been consulted: Valérie Swaen, who is teacher at the LSM, president of the LouRIM¹ and the person managing the CSR-related initiatives of the LSM; the current dean, Per Joachim Agrell and the Marketing and CEMS academic Director, Isabelle Schuiling. These discussions made sure to refine the information retrieved online, gave access to implicit data and gave a subjective view on the taken initiatives.

The field research also includes a part assessing the impact of the taken initiatives. It first consists of an analysis of the impact of sustainability integration in the academic curriculum. Secondly, students' impression about the LSM commitment to education for responsible management have been asked. Moreover, teachers have also similarly been solicited for their perception on the situation. Finally, an overview of the Students sustainability literacy is presented. Here, quantitative and qualitative analysis have been performed based on results of surveys sent to the professorial body and the students of the LSM.

With the two previous parts, answers to the research questions will then be further developed. A recap table, serving for a gap analysis between LSM's ambitions and related taken actions will conclude on the results of the research. At the same time, the discussion around areas for improvement will be completed with concrete ideas from best practices around the world.

Finally, limits of this thesis and ideas for further research will jointly be mentioned and followed by a conclusion depicting the performed analysis and its main findings.

¹ Louvain Research Institute in Management

PART 2 : LITERATURE REVIEW

1. Responsible Management Education for Sustainable Development

1.1. Education for Sustainable Development and Responsible Leadership

According to an essay published by the European University of Madrid in 2014, *sustainable development* consists in «*finding the balance between the development of human societies and the natural cycle dynamics*» (Fernández-Sánchez et. al., 2014). The article further says that sustainability can be derived under three dimensions – social, economic and environmental – which are commonly accepted and considered to be of similar importance (relevance & impact). Indeed, this concept is sometimes called the ‘**Triple Bottom Line**’, and says that sustainable development concerns financial, ecological and social development simultaneously or the three P’s (people, planet and profit) (World Commission on Environment and Development, 1987; Saadatian et al. 2011). The interrelations between those factors can be discussed. One could say that **environmental** impact can put the limit on all decisions aiming to meet the **social and cultural** needs of the population and supported by the **economic** activities. Another point of view would be to consider economic support as the determinant for environmental, social and cultural development. Or else, that social and cultural needs are leading the way to economic and environmental efforts, and, shaping their respective developments... Either way, sustainability is about how we live together on earth in a way that respects the environment and ensures the preservation of resources for the next generations. In this sense, not only short-term but also long-term consequences are taken into account when a decision is being made in a sustainable way.

Sustainability and sustainable development have, not so long ago, joined the path of education. The Stockholm Declaration of the United Nations Conference on the Human Environment, in 1972, mentioned the interrelatedness of education and sustainable development and its relevance. Moreover, the literature, published in the 2000’s, proves that there is a global consensus about the impact of higher education on sustainable development efforts (Fernández-Sánchez et. al., 2014).

Humans face a challenge in learning to live in a manner that does not endanger the Earth. We contend that universities are in a unique position to address this challenge. What is education for, if not to play a fundamental role in how our society moves forward in meeting its many challenges? (Uhl et al., 2001)

Scholars support this idea saying that most of tomorrow’s economic, social, political and cultural leaders pass through higher education in their educational path. It, therefore, seems to be the most effective place to disseminate sustainability values, knowledge, skills and attitudes, hoping they would shape the future by integrating these takeaways into their work environment. (Sylvestre et al., 2014; Saadatian et al., 2011; Ceulemans et al., 2011; Lambrechts et al., 2013; Leicht et al., 2018).

Later, the term of *Education for Sustainable Development* (ESD) appeared and, according to Fernández-Sánchez et. al. (2014), was defined as «*a paradigm shift in curricula development to meet future social*

needs» or, by the Sustainable Development Education Network, as «*the process of acquiring the knowledge, skills and attitudes needed to build local and global societies that are just, equitable, and living within environmental limits of our planet, both now and in the future*» (Environmental Association for Universities and Colleges, 2013). This shift in education promotes behaviours based on long term interests, solidarity and on a correct perception of the world. It teaches to integrate diversity and responsibility in the decision-making process for sustainable development (Fernandez-Sanchez et. al., 2014).

In 2002, the United Nations adopted a resolution to start the Decade of Education for Sustainable development [2005-2014]. After having made it clear, through the Johannesburg Plan of Implementation, how indispensable education is to lead and achieve sustainable development, the goal was to implement the change. It was led by the UNESCO, in all educational systems and ensuring that present and future generations can enjoy social justice. (UNESCO, 2019)

Four major thrusts of ESD	Seven strategies for ESD
1. Improving access and retention in quality basic education	1. Vision-building and advocacy
2. Reorienting existing educational programmes to address sustainability	2. Consultation and ownership
3. Increasing public understanding and awareness of sustainability	3. Partnership and networks
4. Providing training to advance sustainability across all sectors	4. Capacity-building and training
	5. Research and innovation
	6. Use of Information and Communication Technology (ICT)
	7. Monitoring and evaluation

Figure 1: The Four Major Thrusts for ESD and the Seven Strategies for ESD, UNESCO (2005)

Universities have a role to play in the equipment of future leaders with the required knowledge, competences and values to meet the challenges of our society and find constructive solutions (Fisher et al. 2015; Saadatian et al., 2011). The ultimate goal of ESD is to trigger an attitude and value change in the society, and to encourage people to connect their actions to the long-term consequences these could have on our ecosystem (cf. Figure 1). According to Katherine D. Arbuthnott (2008), education should not only focus on values and attitude changes because it has been shown that behaviour is not only related to attitudes and intentions. Contextual and personal factors also influence our doings and have to be considered in ESD. Because the required efforts for change can be inconvenient or unusual for some, people need to be convinced of the importance of behavioural change in the direction of sustainability in order to adapt their way of living. They need to be demonstrated that sustainable living is in the best interest of us all. (Arbuthnott, 2008)

Knowledge of ecological maintenance processes and their interference by human activities is important, especially to motivate changes in values, attitudes, and behavior associated with ESD. However, because there is a weak correlation between intention and behavior, education related to factors that influence behavior, regardless of our attitudes and intentions, can make

the efforts of ESD educators more effective. Such strategies may serve to more quickly move us toward the goal of global sustainability. (Arbuthnott, 2008)

The author further concludes that universities, business schools, having the role of educating future responsible leaders will accomplish their mission by adapting not only their educational system (or implementing ESD programs) but also the way their institution is functioning, creating an environment that relies on the core principles of sustainability and turning responsible intentions into responsible actions. Another research about fostering sustainability in higher education (McNamara, 2010) supports the previous point and mentions not only the important educative role of schools for future leaders but also that becoming sustainable requires change from every individual within the institution (faculty, staff and students).

More concretely, a research performed on sustainability assessment tools for universities has identified that key components leading universities to play the role of a change agent: *«awareness raising and the promotion of acceptance, motivation and knowledge within the broader society, on the one hand, and providing high-quality research that enhances the knowledge base and leads to innovations necessary for sustainable development»* (Fischer et al., 2015).

Since the end of the 20st century, educational institutions committed themselves to taking these roles into account and adapt their system accordingly, through the signing of charters and declarations (Lambrechts et al., 2013; Lozano et al., 2010). Universities and higher education schools have, over the years, achieved progress towards sustainable development education in the field of:

- Curricula education: creation of courses or majors in SD and new pedagogical methods have been put in place;
- Research: increasing number of researches related to sustainable development and system changes;
- Outreach and operations: campus management projects to reduce ecological footprint;
- Reporting: creation of sustainability assessment tool for regular reporting on progress and best practices.

Again, even if it is commonly accepted that education is a key factor driving the change towards a sustainable lifestyle (Yasin & Rahman, 2011), higher education and universities haven't really made the effort to fully integrate ESD in their proposed curricula and infrastructures (Ceulemans et al., 2011; Carteron et al., 2019; Lambrechts et al., 2013). During a PRME² meeting in Brussels, Philip Vergauwen (Dean of Solvay Brussels School of Economics and Management), mentioned that sustainability is

² Principle for Responsible Management Education, 4th meeting of the France – Benelux Chapter, 30-31 January 2020 at Solvay Brussels School of Economics & Management. PRME The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow. (PRME, 2020)

already being taught and researched in universities and schools but there is a global need and challenge to communicate and organize sustainability better. Moreover, a study on the performance of universities throughout the Decade of Education for Sustainable Development (DESD) supports the idea that higher education institutions have done efforts in incorporating sustainability initiatives into their physical operations but not enough in their curricular, pedagogical and management structures (Sylvestre et al., 2014).

1.2. ESD Integration mode

1.2.1. Who is concerned by ESD integration?

It is crucial to understand how universities and higher education systems can be concerned by ESD and to what extent the integration of ESD can have an impact on the intended sustainable operating mode. Higher educational systems interact with different stakeholders that each play a role in the delivery of knowledge and tool for acquiring relevant capabilities and competences. Scholars' opinion about the scope of the integration of ESD vary but the importance of ESD across 6 pillars has generally been accepted: education, research, community outreach, campus operations, institutional framework (mission and vision) and reporting & assessment (Lozano, 2013). In this sense, all stakeholders – students, staff, community, employers, university, faculty, funding bodies, administrations – should be considered (Quist & Tukker, 2013). For the change towards a sustainable institution to be effective, the new concept has to be embedded in the culture of the environment. The stakeholders, being the main actors of the creation of the school environment, have thus an important role to play. Analysing the stakeholders' link with the concept of education for sustainable development is a first step required for understanding how to frame and communicate about sustainability (Sylvestre et al., 2014). This concept of multi-stakeholder consideration can be further referred as the '**whole-school approach**' which includes every person on the way of the educational path provided by the institution; from the school governance to the cooperation with partners and the broader communities (Leicht et al., 2018).

1.2.2. What is the goal of ESD integration in terms of competences?

In order to determine the best way to integrate ESD, it is relevant to look at what is the expected outcome from this integration. Or, to look at the required capabilities and competences of future responsible leaders, often overlooked in traditional educational systems (Ceulemans et al., 2011). SD competences are often mentioned in an implicit and fragmented way. It requires extra effort from educators for these to be fully and clearly integrated in the cursus (Lambrechts et al., 2013; UNESCO, 2009). Another reason why SD competences are neglected could be that educational systems are functioning according to a competence-based learning (focuses on clear competences to be defined, assessed and acquired during the study period). It can be in contradiction with the integration of sustainable development competences since those are based on ethics and fundamental values (responsibility, emotional intelligence, system orientation, future orientation, personal involvement, and action taking)

(Lambrechts et al., 2013; Roorda, 2010), that are acquired since we are born, within our culture. The United Nations mentioned in its final report of DESD (Buckler et al., 2014) that actually, key issues of sustainable development are integrated in learning and teaching. And particularly: «*ESD requires participatory teaching and learning methods like critical thinking, imagining future scenarios and making decisions in a collaborative way in order to empower learners to take actions for sustainable development*» (Buckler et al., 2014).

Future responsible leaders have to learn to ask critical questions, to clarify one's own values, to envision more positive and sustainable futures, to think systematically, to respond through applied learning and to explore the dialect between tradition and innovation (Buckler et al., 2014). The United Nations have later, in a recent report on ESD, mentioned the key competences required in order to think and act sustainably: «*systems thinking competency, anticipatory competency, normative competency, strategic competency, collaboration competency, critical thinking competency, self-awareness competency, and integrated problem-solving competency*» (Leicht et al., 2018).

The literature seems to agree on general competences and learnings that should be developed but less is said about their description, their required level of expertise, their learning processes, etc. (Fernández-Sánchez et al., 2014; Lambrechts et al., 2013). However, researches start covering the teaching methods that are efficient for sharing sustainable development knowledge, skills, values and attitudes. Indeed, the United Nations mention that the holistic and transformational character of ESD requires an action-oriented transformational pedagogy which can be done through «*self-directed learning, participation and collaboration, problem-orientation, and inter and transdisciplinarity*» (Leicht et al., 2018).

Finally, the pressing need for actions towards sustainable development have led to prioritization of problems to solve. The United Nations have thus, through the SDG's, identified key areas for ESD to tackle. They are listed as: climate change, biodiversity, sustainable production and consumption, global justice and reduction of poverty. Moreover, emphasis is put on the importance of addressing these themes jointly and, recognize their inter-relations, between them and with other sustainability topics. This can be assured through specific learning environment, such as action- or enquiring-based projects, that would put the learner into realistic situations, forcing him to consider all aspects of sustainability-related matters. (Rieckmann, M. in Leicht et al., 2018)

1.2.3. How can ESD concretely be integrated?

The integration mode of sustainability in educational systems vary according to 2 variables: first, the amount of change (maintenance or creation) in the general structure of the curriculum and secondly, the intended degree of focus on sustainability in the programs (specific for each subject or interdisciplinary) (Rusinko, 2010).

Under the firstly mentioned variable and in hierarchical organizations like higher education institutions, change can occur according to a top-down or bottom-up approach. A top-down approach ensures

commitment and support from the management level, while the second relies on lower rank incentives, gradually brought to management (Ceulemans et al., 2011). Both approaches have their drawbacks; for example, if the integration happens top-down, some reticence to change can arise from the staff. Alternatively, it has been proven that even in a bottom-up approach, support from the management level is necessary for SD integration and is not systematically present (Peet et al., 2004; Velázquez et al., 2005). Therefore, and in a more general sense, pushing the integration of sustainability inside educational institutions is said to be the most efficient when a bottom-up and a top-down approach are combined (United Nations, 2019; Velázquez et al., 2005; Ceulemans et al., 2011).

Secondly, depending on the intended focus on sustainability, the integration of the competences for SD can be done according to a vertical strategy, where sustainable development is presented as a specific subject and detached from the other courses. Or, according to a horizontal strategy, where each subject is then adapted to be consistent with sustainability concepts, impacting all competences implicitly. A last option to consider is the combination of the previously mentioned strategies; integrating SD both transversally and specifically into the curriculum. (Lambrechts et al., 2010; Ceulemans et al., 2011)

1.2.4. The major steps of the integration

Independently of the integration modes chosen, some primary steps, retrieved from the literature by Fernández-Sánchez et al., (2014) and hereunder mentioned, should be followed and will serve as solid basis for the transition towards ESD. They may seem obvious but are often neglected by educational institutions or tackled at the wrong time. Indeed, schools take initiatives but do not structure them, which makes those ‘one-time efforts’, difficult to repeat, organize and pass on (we can say that they are not sustainable...).

First, the institution should clearly define ‘sustainable development’ within its walls and explicitly mention its meaning at a general (institution) level and at a more specific (school and faculty) level. Secondly, sustainability criteria previously mentioned should be implemented in the activities of the institution and accordingly to its mission and vision. Since we are talking about change in an educational system, it is important to define knowledge, skills and values related to sustainable development. Accordingly, the teaching methods have to be adapted to the new objectives: *«focus on transdisciplinary, problem-based education and project-based learning, self-regulated learning, interactive and participative techniques, and action oriented and research-based methods»* (Fernández-Sánchez et al., 2014). Furthermore, skills acquisition levels and knowledge requirements about sustainable development should be defined in order to be able to measure progress, to observe improvement areas and to benchmark the taken initiatives. On top of those, one should recognize the importance of informing and guiding students through *«feed-up, feed-back and feed-forward»* (Fernández-Sánchez et al., 2014). Finally, continuous review and improvement of ESD integration is a major criterion for the success of the initiative. It could be done through evaluation, reporting, certifications and accreditations.

1.3. ESD Challenges and Barriers

Different barriers to the transformation of educational system towards sustainability can be noticed and identified. They are usually coming from three different levels of educational institutions; the teaching staff, the management staff and the educational structure (Ceulemans et al., 2011).

To start at the bottom of the pyramid, an obvious first difficulty is directly related to the teaching process. Teachers lack knowledge about ESD but also about the tools and behaviours that need to be adopted for its implementation. They also lack awareness about the importance of integrating sustainability issues in higher education. Indeed, if SD is not perceived as core matter, or if it is perceived as irrelevant to some courses, it can severely hinder its integration. (Ceulemans et al., 2011; Lidgren et al., 2006).

At the management staff level, the same problems arise; commitment to the integration and drive of ESD initiatives, is often limited (Ceulemans, 2011). ESD requires strong back-up from top-level. It is often present with a top-down integration approach but is also fundamental for a bottom-up integration mode (Velázquez et al., 2005). Here, 'back-up' would include the dimensions of support, interest and funding. These can be delivered if the institution sets-up a well-developed and clear strategy, involving all the stakeholders and, if the school communicates about it (Velázquez et al., 2005).

Finally, the structure of an educational system can also be an important barrier to SD integration. The multidisciplinary character of SD integration is often contradictory to the disciplinary way in which higher education is being organized (Everett, 2008; Godemann, 2006; Mulder & Jansen, 2006). Curricula are often already compact and full, which makes it difficult to find room for integration of a new dimension into the courses (Martin et al., 2006).

To go even further in the analysis of barriers standing in the way of ESD integration, there might be a psychological barrier in the head of stakeholders that are not ready to implement change if they cannot directly enjoy the benefits of their actions (Gifford, 2011). Sustainable development requires immediate effort while the results and impact of the initiatives will come out in the relatively long term (no direct view on positive consequences). In this context, another crucial challenge appears; it is still difficult to assess whether the performed initiatives have led to the desired changes. A solution would be to better define and understand the required ESD competencies to, in turn, be able to quantify them (Buckler et al., 2014).

After having analysed the main barriers for integrating SD in education, it can be seen that, from the analysis of the results of the Decade of Education for Sustainable Development, the United Nations has identified 3 main remaining challenges of ESD in the context of higher education (Buckler et al., 2014):

- Behavioral change requires coordinated transformations at multiple levels: governance, planning, academic programs, facility management and financial systems.
- To transform the pedagogy, a deeper innovative progress is required at the staff development level and across the institution.
- Major barriers to the development of the competency to address current and future complex problems are the disciplinary boundaries³.

What are the biggest challenges you will face in integrating the SDGs across your whole institution?

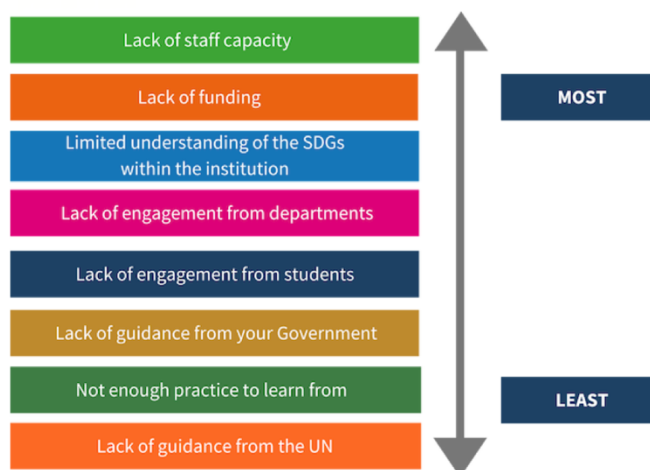


Figure 2: Biggest reported challenge to holistic integration of the SDGs in universities and colleges, United Nations (2019).

This is supported by the UN Global Compact, a 20 years old voluntary initiative, striving for the implementation of universal sustainability principles and supporting the achievement of the United Nations goals (UN Global Compact, 2020). In a report on higher education sustainability initiative, they say that the main challenges for institutions wanting to integrate the SDG's in their activity were: the lack of staff capacity, funding and the limited understanding of the SDG's within the institution (United Nations, 2019).

1.4. Trends and latest breakthroughs in Education for Sustainable Development

Globally, over the years, improvements in defining the competencies needed to become responsible citizens have been made. Indeed, it can be said that today's and tomorrow's challenges ask to understand the complexities, uncertainties, risks, trade-offs of the world we live in. But also, to engage in and foster social, economic, cultural and environmental movements towards positive impact (Leicht et al., 2018).

More specifically, in their last report on Issues and Trends in ESD (Leicht et al., 2018), the United Nations mention, as part of the Global Action Program on ESD, 5 key focus areas of today, for the switch in education to happen quickly, effectively, globally. The report identifies underlying key issues, as being weak scaling up of good practices and weak development of progress monitoring systems. The

³ «The extent to which the tacit assumptions, attitudes, conceptualizations, epistemologies, and values of an academic discipline (such as chemistry) give it and its community identity and internal cohesion, but which also distinguish and separate it from disciplines (such as sociology)» (IGI Global, 2020).

next paragraphs cover an explanation of the 5 key focus areas their remaining issues (Leicht et al., 2018).

The first focus of ESD should be on advancing policy. For the scale up to happen, structural change is needed. Simply adding sustainability topics to an existing and already overcrowded curriculum will not assure the complete inclusion and uptake of sustainability in the proposed education. Moreover, the setting up of policies will help define clear objectives and targets for ESD. In this sense, ESD could also be a trigger to achieve SDG's targets.

Secondly, transformation of learning and training environments should be considered structurally and in terms of pedagogical methods. The structure of learning and training environments should be organised according to the 'whole school approach'. It can be a trigger for a raise in awareness. Indeed, not only teaching content and methodology are considered in this transformation, but also the school governance, the campus and facilities management, the cooperation with broader communities, etc. Moreover, change in the pedagogical methods would consider the transfer of new competences, by encouraging participatory, reflexive and learner-led teaching approaches. These were previously constrained by traditional educational system, often because of the formality requirements and the obsolescence of the systems.

Thirdly, building capacities for educators and trainers is crucial for them to be able to implement change and transformation in their teaching. It consists in informing them on transformative pedagogies in ESD, the trends and best practices. Finally, those advices should be directly implemented in the teachers' training program to give them a concrete experience with the taught methodology.

Furthermore, empowering & mobilizing youth becomes the new trend. Indeed, today's millennials are directly impacted by irresponsible behaviours of the society and are given an increasing voice around these concerns. A new differentiation between the sustainable initiatives **for** youth and the ones created **by** youth arise. An example of it is the Positive Impact Rating of school which will be further discussed in the assessment tools part.

Finally, accelerating sustainable solutions at local level is also a key factor for having a sustainable impact. Education has here a key role to play, at four different levels: *«relevance to local context, contribution to the common good through co-engagement and the development of skills and competencies for sustainability, inter-sectoral cooperation and cultivation of hope»* (Leicht et al., 2018).

The five above mentioned key focus areas for ESD are accompanied by the following key issues, also requiring consideration.

Scaling up and monitoring the progress of ESD keeps being recognized as a crucial element of the transformation, although the mystery of the perfect assessment and monitoring tool has not been solved

yet. We still need to look for creative way to measure, quantify and benchmark the initiatives impact and progress. (Leicht et al., 2018).

As for the future, the world can be expected to keep on going in path of digitalization and interconnectedness. Schools are not the only source of knowledge anymore, which leads them to rethink their role in society, as educational system. Instead of teaching formal education, nowadays accessible for all, there is a global need for learning to think critically.

Finally, sustainable development is being recognized as a constantly changing challenge, in which agility of actors will play an important role. The future of ESD will thus have to be developed in that context, requiring for constant re-evaluation of- and adaption to the needs of our society. A concrete example of this uncertainty has been highlighted by the UNESCO (Leicht et al., 2018): *«Among other things, ESD will have to be responsive to changing contexts and emerging trends such as the recognition of sustainable development as a chosen lifestyle among the young generation rather than a series of environmental or related challenges»*.

1.5. Responsible Management Education

Management education has a broad impact on the way businesses are functioning. After graduating, business students influence the organisation they work for and their environment. Business schools are, therefore, particularly important in the context of education for sustainable development. They can be used as leverage in engaging people and organisations to opt for sustainable solution, but also in creating knowledge and research around the subject. (Weybrecht, 2015).

Courses in management education are generally uniformized around the world. They are traditionally based on theoretical frameworks and simplified, outdated, business cases. (Weybrecht, 2015) However, the approach of business schools is gradually changing. It is related to the fact that institution recognize the importance of sustainability integration as an inherent part of business in the courses. But also, business students are actively engaged in requesting for a transition in the way they are formed.

Some organizations were created with the aim to help business school throughout the transition toward responsible management education. Usually, they take the form of network and platforms for business schools to exchange best practices. One of the major international actors in this field is PRME (Principle for Responsible Management Education), which was launched in 2007. They have today more than 650 signatories worldwide, contributing to their vision of responsible management education (PRME, 2020). Other institutional actors in this field will be further developed in this thesis, in the assessment of LSM's initiatives for sustainability integration.

1.6. Sustainability Assessment tools for Higher Education

Before analysing the different existing assessment tools for sustainability in higher education, it is interesting to question the reason why schools would implement those. Four categories of reasons stand out (Stough et al., 2019; Fisher, 2011). A school can assess its sustainability level with the goal to be **accredited** or **certified** by a particular organization (e.g.: EQUIS, STARS). Also, it can be used for **cross-institutional comparisons**, that will then enable to establish rankings between schools. In this case, it could be a way to attract student having to make a choice between different institution. Thirdly, the sustainability assessment can be used to **report** and communicate on practices. Or for the best of those to be shared and leveraged (e.g.: PRME, GRI...). Finally, schools can assess themselves for **internal learning** and development. Even if the reason why a school would assess its sustainability can be an indicator of its motivation to make an effort, it does not take away the fact that in every situation, sustainability assessment can be a point of change. It can give a first view on where the programs stand and the possible improvement areas (Lozano and Young, 2013). Assessment tools for sustainability in higher education can thus become facilitators for change processes but also serve as benchmark. It can help schools set standards for the sustainability issues they want to focus on (Fischer et al., 2015). And later, implement and evaluate measures that have to be developed in order to reach sustainability goals. It is also a way to define clearly what it means to be a ‘sustainable university’ (Fischer et al., 2015).

Multiple assessment tools exist and differ in terms of emphasis, criteria, methodology, broadness and their interpretation of ‘sustainability’ (Stough et al., 2019).

1.6.1. Assessment tools designed by youth

The **positive impact rating** is a new sustainability assessment tool that was launched in 2019, for business schools to be able to be rated by their students on how they contribute in solving current and future societal challenges. This initiative was taken by international students’ organizations (Oikos, AIESEC, and Net Impact) together with the help of Global NGO’s (WWF Switzerland, OXFAM International and UN Global Compact Switzerland). It aims at becoming a trigger for change of the business school environment according to three levers:

- Help student have a global measurement of the schools that will help them acquire the needed competencies and skills for today’s and tomorrow’s challenges;
- Create a network of business schools, organizations and civil entities advising each other to make a positive impact;
- Serve as benchmark and development tool for internal business school improvement.

Across 3 areas (Energizing, Educating, Engaging) and 7 dimensions (Governance, Culture, Programs, Learning Methods, Students Engagement, Institution as Role Model, Public Engagement), students are able to assess how they perceive their school’s current ability to have and create a positive impact. (The Positive Impact Rating, 2020)

To understand the utility of a rating for business schools, the difference with a ranking must be pointed out. Indeed, school **rankings** classify individuals in order to compare them with each other. It introduces a differentiation between schools that is sometimes not meaningful at every level, that can lead to unconstructive competition or fool the decision makers. A **rating** classifies individuals into different groups, which allows for best practices to be exchanged (The Positive Impact Rating, 2020; Pitt-Watson et al., 2019).

The results from the first edition of the positive impact rating were released in January 2020. They show that the dimension on which schools have the lowest score is the perception of the student of their school as a role model. Or in other words, the perception of their schools' level of engagement (The Positive Impact Rating, 2020). Leading by example is, however, a crucial criterion for schools to enable their students to become responsible leaders and deal with tomorrow's challenges. The PIR is intended to be used as a best practice guide, developed thanks to the rating methodology. For example, it has been showed that the more engaged a school is in public, the higher it scores on the role model dimension (The Positive Impact Rating, 2020).

1.6.2. Assessment of the impact of sustainability-oriented programs

The Sulitest (Sustainability Literacy Test) was initially designed as a tool to raise awareness and improve understanding of the United Nations Sustainable Development Goals (SDG's) among today's and tomorrow's decision makers. It assesses via a 15 minutes long online quiz, the knowledge (awareness and understanding) of individuals on sustainability matters across the 17 SDG's. Even if initially the Sulitest was designed as a simple assessment tool, its success allowed to develop a learning platform and to extend the services beyond academic reach.

The last Sulitest report supports this holistic view of the people concerned and mentions a saying from a SAB advisor, Debra Rowe (Carteron et al., 2019): *«Especially now, students, faculty and staff as well as the larger community need to understand the SDGs and how they can help create solutions via the Sulitest.»*

1.6.3. Curricula assessment

The previously mentioned vertical and horizontal integration modes of sustainability into institutional systems, apply for curricula development as well. However, sustainability integration into the academic curriculum can be further detailed and divided into four categories (Lozano et al., 2013):

1. An existing course can cover some sustainability related material (Thomas, 2004);
2. A specific sustainability course can be added to a program (Abdul-Wahab et al., 2003; Thomas, 2004; von Blottnitz, 2006)
3. Sustainability can be considered and integrated across all existing courses (Abdul-Wahab et al., 2003; Boks and Diehl, 2006; Peet et al., 2004; Quist et al., 2006)
4. A sustainability specialization or major can be developed in the faculty (Kamp, 2006)

Few tools focus on assessing sustainability integration into curricula, and the two major ones are the STAUNCH (Sustainability Tool for Assessing UNiversities' Curricula Holistically) and the STARS models (Lozano et al., 2013). Those curricula assessment tools differ from each other in terms of information gathering (STAUNCH is based on free and accessible information to gather data used by the test while the STARS model allows for broader scope) and criteria for assessment. The STARS assessment model, however, is commonly being recognized as being one of the strongest and best tools of its kind in terms of novelty, comprehensiveness and popularity (Saadatian et al., 2011).

1.7. Literature review 2.0

The above literature review describes and depicts, in a very scientific, formal and traditional way, the concepts, definitions, barriers, trends around education for sustainable development and responsible leadership. But it remains a fuzzy set of concepts, which makes the shift towards ESD slow and inefficient. Parts of the reasons for this remaining blurriness probably come from the fact that the methodology of research around ESD and its best practices is contradictory to the essence of this shift. Indeed, the shift towards ESD requires a shift in mentalities! Therefore, some scholars, experts and citizens have, in 2012, taken this initiative, known as «*The 50 + 20 Agenda, Management Education for the World*» (Muff et al., 2012), a collaborative between the GRLI, WBSCSB and PRME. The aim of the project was to approach ESD differently.

This section will be dedicated to the development of their agenda⁴ as it is revolutionary compared to what has been done elsewhere. It reunites most of the current experts and major stakeholders of management education, but also encompasses a multistakeholders' view and a collaborative approach on the subject.

They have realized how silly the current systems we currently live in are; how silly is the fact that it is commonly accepted to educate future leaders around the idea that the primary goal of businesses is to maximize shareholders' economic value, while we know that the resources of the earth we live in are finite (Muff et al., 2013). Happiness is measured in terms of financial means, while forgetting a crucial element to ensure our presence on earth. Are leaders equipped to solve complex global issues that lie ahead? How can the society reach a common goal of happiness? Current behaviours (overconsumption, individualism, growth, etc.) and, in this case, management education (based on the "take, make, throw away" philosophy and profit maximization), fail to answer those questions. They have nourished a lost battle, based on competitiveness and limited resources, having led to global crisis (climate, migration, economic, health, political, environmental, etc.). Based on these facts, the *50 + 20* came to the conclusion that we have two choices: either we go on living this way and wait for the luckiest to stay

⁴ Which means that «*The 50 + 20 Agenda, Management Education for the World*» (Muff et al., 2012) will almost be the only source.

alive, a situation which they compare to the game of the musical chair... Either we change our mentalities and try a new way of living that is fundamentally different than the current one, developing global well-being while respecting the limits of the planet. (Muff et al., 2012)

The 50 + 20 choose for the second option and collectively brainstormed on the design of responsible management education for sustainable development. In turn, they shared their vision of an alternative to current management education and of an agenda for management education for the next 20 years, contributing to a world worth living in (Muff et al., 2012). Their name relates to a junction in time; at the time of their initiatives, it had been 50 years since the agenda for management education had been set (Datar et al., 2010) and 20 years since the Rio+20 Earth Summit, where governments were urged to rethink the economic system and stop the destruction of finite natural resources.

The question is now: where to begin?

1.7.1. The collaborative proposes a new thinking process

Indeed, they point out the need to start with a clear identification of the future requirements, for which management education can have a role to play. The transformation towards a sustainable world will require global responsible leadership to manage and build new systems. In this sense, global responsible leadership is anchored in a culture of responsibilities, collectiveness and globality. It starts at an individual level with reflected awareness, critical thinking, morality, multidimensionality, multiculturalism and societal wisdom. This requires opening a space for new ideas and projects which are often problematic with existing beliefs and systems. Then it gradually engages groups of different stakeholders. It develops into shared leadership and later into organizational leaderships creating a new system of collaboration between states and cultures. This first identification step enables, in a way full of sense, to identify the qualities of a responsible leader and to characterise globally responsible leadership. In this picture, management education must be a help to society. It should provide its students with the competences of citizens enabling the above-mentioned transformation.

Secondly, the collaborative proposes a review of the challenges and obstacles management education is facing in the current situation. To put it in its context, management education is still very profit maximization and customer-centric while the world is disenchanting about this business way and is living crisis as a result. Therefore, challenges for business schools would not only be their re-legitimization among a society that is putting them a lot of pressure; it would also consist in the redefinition of their fundamental purpose.

Thirdly, the thinking process has reached the design phase of concrete actions and potential opportunities to tackle the previously mentioned challenges. The collaborative gives, in this sense, three roles to business school (Muff et al., 2012):

- “EDUCATING and developing globally responsible leaders”;
- “ENABLING business organisations to serve the common goods”;

- “ENGAGING in the transformation of business and the economy”.

These roles are interconnected but they each require a different level of engagement. The two last roles will be shortly presented, but not in details, since they are not the main focus of this thesis. Enabling business organization to serve common goods can be supported by initiatives such as doing “research in service of society, supporting companies toward stewardship and accompanying leaders in their transformation” (Muff, 2012). Engaging in the transformation of business and society can be fostered by providing an “open access between academia and practice, consider faculty as public intellectuals and institutions as role model” (Muff et al., 2012).

In this master thesis, the focus will be on the first one, the role of business schools in the education of future responsible leaders. It will be, hereunder, further developed.

Business schools have been criticised for not providing the right tools for students to face, as responsible leaders, the challenges of tomorrow. Most of those tools and competences are being considered as ‘soft skills’ and, are often seen as secondary by conservative scholars and scientists. This view is supported by Philippe de Woot, a fellow emeritus professor of the Louvain School of Management and frontrunner of the fight towards ESD integration in higher education. He mentioned, in an interview about the new management and the schools of tomorrow (De Kemmeter, 2014), that current education system in business schools and universities are very formalised and lie mostly around the mental. According to him, higher education was designed for the creation and diffusion of knowledge to the society. But giving a sense to education was, for most of the scholars and academics, not the role of business schools. Philippe de Woot further developed that schools and universities have to bring reflexion on the sense, meaning and outcomes of the knowledge they diffuse. They should also take the opportunity of having access to real-life experience of the current leaders, linking theory to practice. Indeed, he added that you only really learn something once you have lived it. Therefore, some business schools still have a long run before achieving a fundamental change in education.

However, the $\overline{50 + 20}$ collaborative proposes three enablers to support education for global responsible management.

The first critical enabler is **transformative learning**, a concept that has emerged from Jack Mezirow’s thoughts, in the late 1970’s (Alhadef-Jones, 2011). An example of transformative learning would be to put students in a challenging situation, within the existing frame and beliefs built by themselves and their environment. In a second instance they would be asked to critically reflect on the sense, morality of the situation and on the behaviours, they would opt for. It emphasized the introspective confrontation: the sensitive or even sometimes painful connections existing between the student, his inner self and his environment (Biasin, 2018). It pushes the student to consider people, one-self, as a whole (with character signs and a living experience), to have empathy, to change perspective and to understand their environment. It will in turn enable the participants to accept and live transformation or change (Muff et al., 2012).

Secondly, **issue-centred learning** would revolutionize the current organisation of courses in business school, which is disciplinary-based. Since problems are by definition multi- and transdisciplinary, it would be more logically to organize learning according to societal, economic and environmental issues, at a local and global level. (Muff et al., 2012)

Thirdly, **reflective practices and fieldwork** is a must to acquire the relevant skills of a global responsible leader. It provides students with experiential learning, which cannot be replaced by any books. The collaborative stresses the existence of a consensus between stakeholders of management education: they say that becoming a responsible leader requires solid work experience foundation. Experiential learning via internships or project groups leads to feed-back and also feed-forward practices, pushing the teachers to assume the responsibility of their teaching students of their learning. (Muff et al., 2012)

Finally, the last step of the thinking process toward a renewed management education is the choice of engagement. Every schools and universities are at their own stage of development and integration phase of initiatives for responsible management education and sustainable development. Therefore, the collaborative proposes an implementation format starting at a gap analysis between what is done and what is expected, following the thinking process previously depicted. It enables each school to contribute accordingly to its capacities and choose where/how to engage.

1.7.2. The Collaboratory

The Collaboratory is an open space for discussion, joint learning and research about the three roles of management schools and their enablers presented in this vision. It can be created everywhere, at small or large scale. Moreover, it is based on the opposite concept of traditional learning classes and auditorium, where a teacher, of 'higher' knowledge, diffuses it thoughts to the students. Indeed, the Collaboratory is based on the idea of giving a voice to everybody, embracing transdisciplinary, multi-perspective knowledge sharing.

1.7.3. Priorities

The 50 + 20 presents six priorities for implementation of their agenda. The first is the faculty training to the new vision adapted by the schools. It is determinant for the success of the vision's implementation. Secondly, setting up and creating prototypes of the different initiatives can be considered as a test phase for how the stakeholders react to a new system. Adjustments could be made accordingly. Here the Collaboratory can be of great use to discuss and share incubation phases. Moreover, encouraging collaborative research in the direction of the vision is also a priority to implementation. Furthermore, new measures and criteria's for assessing management education should be designed and put in place. Additionally, celebrating the success of initiative is an important driver for change. This should be early considered since it ensures communication and gives a sense of

engagement. Finally, the development of executive programs will allow fellow students and current leaders to be part of the change and to be supported in their leadership.

2. Presentation of the Louvain School of Management

This section is dedicated to shortly present the LSM's background, mission, vision, values and the openly communicated challenges around education for responsible management and sustainable development. The hope is to give the reader a sense of context and the explicitly mentioned aims and goals of the school, related to the subject of this thesis. Indeed, at the end of this paper, a comparison will be made between those statements and the actual initiatives put in place.

2.1. Historical background

The Louvain School of Management (LSM), previously called the IAG (Institut d'Administration et de Gestion) is one of the prestigious business schools of Belgium offering Master and Bachelor Programs for business students on 2 different campuses, located in Louvain-la-Neuve and Mons⁵ (UCLouvain, 2020 [A]). It should be noted that the Bachelor programs is provided by LSM Mons only. The LSM is also the International Management faculty of the UCLouvain, a historic research and public university engaging in the path of transition towards a sustainable university. Because the link between the UCLouvain and the LSM might have an impact on LSM's initiatives of education for sustainable development, it is interesting to also look at the historical background of the university and cross the information with the LSM.

Fifteen years ago, the LSM existed under the name of IAG and was the institute of Administration and Management of the UCLouvain. This affiliation, of the IAG to the UCLouvain, enhanced, in the institute, the university values which were in accordance with humanism, ethics and sustainable development, according to Valérie Swaen⁶ (cf. Appendix 1). Isabelle Schuiling, director of the marketing department at the LSM and CEMS academic director, supports this view by saying that sustainable development was part of the DNA of the UCLouvain (cf. Appendix 3). Therefore, at that time, a majority of the professors willingly included notions of humanistic values and the human position in businesses, in the courses (cf. Appendix 1 & 3). It was the way alumni talked about the IAG when comparing it with other business schools, like the Solvay Brussels School of Economics and Management. They would say that the IAG was less in a competitive approach or market logic, and more in a reflexive approach (cf. Appendix 1 & 3). Nowadays, it has evolved, and those topics are very

⁵ Note that, in this thesis, the focus will be on master program education and for the sake of accessibility and the gathering of information, the analysis of the LSM will be concentrated on the main campus, Louvain-la-Neuve.

⁶ Director of LouRIM (the research institute in management of the UCLouvain), professor in CSR (Corporate Social Responsibility) & marketing and person in charge of the initiatives for sustainable development and CSR at the LSM.

tangible. But it is true that back then, stakeholders and partners of the IAG would mention ethics and sustainable development as differentiation areas of the school thanks to the different activities that were put in place. (cf. Appendix 1). If we look at today's competitive landscape, the LSM is in front of the KU Leuven, the Antwerp management School (AMS), Solvay Brussels School of Economics and Management and Vlerick Business School in terms of international influence (Eduniversal Group, 2020). The financial Times (The Financial Times, 2019) has put, in 2019, Vlerick at the 22nd position. It is followed by AMS at the 46th position. The third Belgian business school from the ranking is Solvay at the 61st first position and the LSM sits at the 81st. Regarding education for responsible management, the Positive Impact Rating is the only rating that could give an idea of a comparison. However, only one Belgian business school participated: the Antwerp Management School is rated as a transforming school (Muff & Dyllick, 2020).

In 2005, the IAG changed name to become the Louvain School of Management and in 2010 really became an independent faculty of the UCLouvain (cf. Appendix 2). Indeed, the UCLouvain is organised in faculties, managed by a dean, and in research institutes, directed by a president. After its change in name, the positioning, mission and vision of the LSM on ethics and sustainable values, became even more clear. The school was now directly and explicitly related to the UCLouvain university. (cf. Appendix 1)

Philippe de Woot, previously cited in the literature review, has had a big impact on the research and academic level of the LSM. He pushed existing boundaries, academics, students and professionals to question the economic system, and to consider developing a vision of the economy and the business world that put humans at its heart. For more than 38 years, as teacher at the LSM, he sensitized students to the ethical dimension of their future responsibilities. But he also made an impact on other teachers' visions. Indeed, in the tribute made for him by the LSM, many teachers and colleagues expressed their gratitude to Mr. de Woot for having been the engine driving their reflexion, understanding and integration of sustainable development practices and responsible management, as well for their personal development as for the adaptation of their teaching methods. (Deventer, 2016). Luc Van Liedekerke, co-organiser of the Philippe de Woot Award in 2016, mentioned:

What always struck me in Philippe de Woot is his capacity --even at high age-- to talk to young people that lived in such a different world and yet fell silent and listened, just like I had done when I was a student. Often, he talked about the leader as one who inspires because she or he has a vision, who points to a future instead of being driven by the past, who is able to communicate because she or he speaks with the heart. He was all that. In a university driven by knowledge transfer, he gave meaning to this knowledge. This is undoubtedly the reason why he was respected and revered by so many people. (cited in Deventer, 2016)

Just after the 2008 worldwide economic crisis, a criticism movement rose against institutions, CEO's, politicians but also against business school. Indeed, the latter were blamed for the education they give to their students. They were said to be partly responsible for creating the conditions that have led to the economic collapse. According to The Independent (Green, 2009), Séan Rickard, director of the full-

time MBA programme at Cranfield School of Management, recognized, just after the crisis, that some educational institutions might have *«lost sight of what MBA were created for: teaching advanced business techniques to mature individuals with plenty of experience»* (cited in Green, 2009). Instead, they were encouraging students to turn to finance careers and earn the most money. It would boost their positions in rankings comparing schools according to the salary earned by its graduates.

By taking people who are relatively inexperienced and encouraging them to study so they can move into the financial sector, we are overlooking some of the more subtle learning that was supposed to be associated with an MBA, such as ethics and how to build the value of a business over the long term. Séan Rickard (cited in Green, 2009)

Not everyone agreed with the fact that business school should bear part of the responsibility for the crisis. However, it still triggered change in business schools' curricula to include courses related to ethics in business, which were prior to the 'Great Recession' very much overlooked (Palin, 2013). Valérie Swaen mentions that the LSM's commitment to sustainability matters and education for responsible management was initiated long before the 2008 crisis (cf. Appendix 1). Indeed, she had been hired by the school in 2005 for a related position, after having written a thesis on social responsibility. At that time, thus well before the crisis, she and her colleagues created mandatory CSR courses. However, the 2008 collapse still showed that the link of business schools and the finance world was still a weakness. According to the current dean of the LSM Per Joachim Agrell, whose mandate started in 2018 but who is a faculty member since 2000, this has raised consciousness at the UCLouvain (cf. Appendix 2). Notably in the faculty of economics; students reacted to the crisis and asked questions about its consequences. It led to the introduction of new courses, at the Bachelor level, related to the critical aspect of management and the economic system. In this context, teachers use active pedagogy to question the paradigms of the economic and management system. The dean sees it as a preparation towards more critical reflexions across different domains in the master programs. Therefore, it can be said that further initiatives were the natural consequence of those reflexions triggered by the crisis. At the UCLouvain, it is really after 2008 that ideas related to responsible management for sustainable management became mainstream. Whereas it was, before, a more tangential trend. However, the LSM, thanks to Philippe de Woot, prepared itself for such thoughts for the past 20-30 years (cf. Appendix 2). Later, in 2012, Valérie Swaen created the Louvain CSR Network. This happened after the UCLouvain signed the Rio+20 statement of higher Education for sustainable development and committed to teaching concepts of sustainable development, encouraging the research about it, reducing the environmental footprint of the university, supporting sustainable development initiatives of neighbouring entities and finally sharing the results of these initiative (UCLouvain, 2020 [D]). The Louvain CSR Network brings together academics, scientists and professionals aiming to help young people wanting to put responsible leadership, sustainable consumption and production at the heart of their visions, learnings and behaviours. It also helps the LSM in developing its strategy and missions for responsible management education according to 3 axes (education; research and service to society)

and six principles based on the PRME principles of education for responsible management (UCLouvain, 2020 [D]):

Principle 1 – Purpose: Develop Students ability to become future value generators of sustainability for enterprises and the society in its whole, and work for an inclusive and sustainable world economy.

Principle 2 – Values: We integrated in our activities and university curricula the values of social worldwide responsibility described by international initiatives like the UN Global Compact.

Principle 3 – Method: We create educational frames, resources, processes and environments that will enable learning experiences for responsible leadership.

Principle 4 – Research: We commit to conceptual and empirical researches that will allow to better understand the role, dynamic and impact of enterprises in the creation of social, environmental et economic values.

Principle 5 – Partnerships: We connect with managers/persons of the business world with the aim to deepen our knowledge on the challenges they face, with to respect their social and environmental responsibilities, and together explore the most efficient ways to face them.

Principle 6 – Dialogue: we will facilitate and support dialogues and debates between the different stakeholders, relevant to the current and important challenges related to worldwide social responsibility and sustainability.

The different initiatives taken by the Louvain CSR Network will be further developed and analysed in the field research part of this thesis.

At the university level, currently the UCLouvain takes part different initiatives like the Shift, the Sustainable Development Solutions Network and the SDG's targets. Those help the governance find the right direction for sustainable development. But also, the university has created internal and external initiatives like the set-up of the CODD (Conseil du Development Durable), launched in 2016, which evokes reflection and sharing of best practices, coordinates and encourages actions around SD. Amongst created events, there is the 'Move for Tomorrow' which reassembles every year more than 600 students, faculty members and SD experts to exchange and generate together ideas for SD (UCLouvain, 2020 [B]). More importantly, the university has recently announced the setting up of a concrete transition plan in favour of sustainable development, for the next five years, around 3 themes sustainable education, research and campuses. It will be launched at the beginning of the schoolyear 2020-2021. The university is now working on the construction of the plan through collective intelligence open workshop, group work or online platforms. It allows for the different stakeholders to share ideas and come up with objectives and concrete actions to put in place for the transition. It should be noticed that it is already a big step to have created a place for ideas sharing, discussion and collaborations between the different stakeholders. It re-joins the previously mentioned idea of the Collaboratory developed by the $\overline{50 + 20}$. In a second instance, the pro-rector will, with the gathered information, propose a plan to the governance team of the university. Once the initiative has been launched, annual reports will keep stakeholders updated on the plan and its progress. Moreover, an annual carbon footprint analysis will be performed. This information will be transparently and regularly

shared among the stakeholders of this transition, for them to feel concerned as actors of this change. (UCLouvain, 2020 [C]).

What it means for UCLouvain's faculties is yet to be determined and will be announced when the concrete plan of actions will be shared. Therefore, it is difficult, at the moment, to make the link with the LSM through concrete requirements and expectations, but the ties with the LSM will be further investigated in the field research. It can already be noticed that the university realizes the need for a change in education. Meaning that UCLouvain will be supportive of initiatives taken by its faculties and related to sustainable development.

2.2. Mission, vision & values

The mission of the LSM is:

To create and diffuse knowledge and best practices in the field of responsible management in an enriching and stimulating working environment to the benefit of our main stakeholders, our students, with the ultimate aim of developing the skills and competences that national and international private and public organizations need to thrive in terms of excellence and ethics in business. (Swaen, 2018)

It directly points out its engagement towards responsible management education and indirectly mentions the utility of this education for businesses and organisations (UCLouvain, 2020 [D]). Indeed, Valérie Swaen, when asked about the motivation of the LSM for such a positioning, mentions a need for differentiation in a very competitive market but also, a need for recognition of the impact the school can have on society. Business schools have the motivation to stay in phase with the job market waiting for their students. Enterprises are looking for such competences (systemic approach, critical sense, etc.) implicitly mentioned in the mission of the LSM. Finally, there is a pressure from students for the schools to go in that direction, not only at the LSM level but in general at the university level. (cf. Appendix 1 & 2).

LSM's vision is: «*To become the preferred international management school in Belgium and one of the leading responsible management schools in Europe focused on people and corporate citizenship, as well as an active player on the international scene.* » (Swaen, 2018). This vision, when we first read it, seems very much centred on the reputation of the school, aiming at reaching a certain perception in the eyes of the society... Valérie Swaen confirms (cf. Appendix 1) it is the right analyse. The notion of 'preferred' refers to encouraging student to come to the LSM rather than anywhere else. It also reflects LSM's motivation for having a good reputation at an international level. This can be controversial, because it could mean that the school measure itself in comparison with other business schools rather than with an absolute quality criterion. But she recognises that it is true that, for some, the name of the business school still has a big importance on the CV.

«*The LSM, Excellence and Ethics is Business*», the slogan of the school, is said to encompass LSM's values. 'Excellence' is understood in terms of scientific rigor, openness to the world and

entrepreneurship, while 'Ethic's stands for humanism, critical thinking and responsible citizenship (Swaan, 2018; UCLouvain, 2020 [D]). In order to depict LSM's ambition for education for responsible management, it is important to deeply understand the used wording. Therefore, the following paragraphs are the theoretical and detailed explanation of those concepts, retrieved from the LSM's website (UCLouvain, 2020 [D]).

The school values scientific rigor. It means that the learnings are fact-based and rely on high-level specialization and quality sources. But also, that the School uses active teaching methods and provides students with experiential learning and testimony from actors in the business world.

Secondly, the school mentions openness to the world with the aims to provide its students with multidisciplinary exchanges. Those are ensured by the school environment, composed of very diverse faculties and including all disciplines. The school is also encouraging international exposures and multiculturalism, thanks to the construction of a global exchange network and in particular via the organization of interactions with the corporate world.

Thirdly, the school considers the spirit of innovation and entrepreneurship as crucial for social and economic progress. It aims at fostering this spirit in students' mindset and actions via the setting of special related programs and projects.

The LSM ensures the transmission of humanistic values, intrinsically, by being part of the UCLouvain, having a long tradition of open-mindedness and humanism.

Through critical thinking, the LSM wants to form leaders who are «*free, respectful of the talent of others and deeply honest and tolerant*» (UCLouvain, 2020 [D]). But also, encourage dynamism, motivation and a sense of ethics, surpassing simple integrity.

Finally, responsible citizenship is valued by putting interpersonal skills and know-how on the same high level of importance. The school wants to teach students to be aware of their responsibilities. It is ensured by the fact that the business world is presented as part of its societal environment.

According to the dean (cf. Appendix 2), Per Joachim Agrell, the LSM's positioning of 'Excellence and Ethics' is twofold.

On the one hand, excellence relates to teaching of ambition and rigor, in decision making processes, that goes beyond the goal of employability of the students. It sometimes forces adaptation, for example, in the choice of guest speakers and partnerships. Indeed, the dean encourages rigor in reflexion by providing a system that surpasses current practices and that does not rely on predefined standards only. The chosen standard is high as the LSM is management faculty in a research university. The goal is not to please a particular clientele, but to compare itself with the bests across different sectors. Excellence also refers to the fact that the LSM will not commit to a situation that does not fit its values, or where excellence cannot be demonstrated. To illustrate this aspect of the mission, the dean gives the example

of the selections of the students. Contrarily to other business schools, the LSM aims to give a chance to people to get their diploma based on excellence rather than socio-economic criteria. The school gives the opportunity to underprivileged students, meeting the set standards, to have access to similar diploma's and experiences as others. It can directly be linked to the social and ethical aspect of the mission.

On the other hand, ethics should be considered as a chosen mode or a chosen purpose of the school. Students are trained to question existing practices in order to become vectors of change for organisations. This particular positioning has a cost, since it can be controversial with the expectations of some enterprises. However, according to Per Joachim Agrell, it is appropriate for the students in the long run (cf. Appendix 2).

2.3. Challenges & the Road Ahead

In its last sustainability report (Swaen, 2018), the LSM shared the encountered challenges and priorities related to its sustainable development, which will be hereunder presented. It should be noted that they have been imagined and defined by Valérie Swaen, the author of the report (cf. Appendix 1).

The first challenge is about finding more financial resources to support the LSM's initiatives in education, research and services. And more specifically, re-enforcing the Philippe de Woot chair in corporate social responsibility. It could be done via new collaborations with companies, sponsorships or donations. Indeed, the aim of the use of these financial resources gathered via the chair is threefold:

1. The first goal of the chair is to continue developing the Phillippe de Woot Award⁷ on the international sphere and ensure its sustainability. In 2018 the award received 48 applications from students from 21 different nationalities whereas in the previous edition only 25 applications were received. (Swaen, 2018; UCLouvain, 2020 [E])
2. Secondly, the Phillippe de Woot Chair supports the development of the Phillippe de Woot major in corporate sustainable management, founded in 2017. It has the purpose of developing responsible leaders creating sustainable value for businesses and the society, in an inclusive and global economy. The major will be further explained in this report, but it can already be said that it is a great success so far, with 65-80 students registered per year (cf. Appendix 1 & 2). Moreover, it is, according to the dean the most popular major in the master programs (cf. Appendix 2). The school would like to further develop it in terms of teaching methods and course content (flipped classrooms, co-creation between students, teachers and business actors of course content, company visits, group activities, ...) (Swaen, 2018). Indeed, those kind of teaching methods require sometimes smaller classrooms to be effective. More professors and assistants are needed to coordinate the courses (cf. Appendix 1).

⁷ Award for master thesis covering sustainable development topics, developed in more details in the field research part.

3. Thirdly, financial resources also serve at creating MOOCs (Massive Open Online Courses, a new form of online education) around Corporate' Sustainable Management, and, at continuing developing the two already existing online courses on Communicating Corporate Social Responsibility. The aim is to give access to sustainable practices, in the management field, to employees, managers and young talents who would like to re-orient themselves. (Swaen, 2018) Indeed, according to Valérie Swaen (cf. Appendix 1), future curriculum approaches will be modulatory, enabling the students to combine modules from different fields in an interdisciplinary way, all along their career. It re-joins the idea for the school to become a privileged interlocutor for continuous learning. Instead of transferring this task to consultants, which have the competences but sometimes miss the critical perspective and research knowledge provided by universities and schools.

Another challenge and goal for the school, is to pursue the development of its network of academic partners covering sustainability issues. The LSM intends to keep on (or start) being an active member in academic partner networks, aiming at changing mentalities around management education, and making sustainable and responsible management education the norm. (Swaen, 2018)

Moreover, the LSM would like to encourage and support research and interdisciplinary research around sustainability issues, as well as research in the field of management contributing to society. To do so, the school put efforts in increasing the number of specialists in sustainability and ethics present across all its departments (Swaen, 2018). Valérie Swaen, as the president of the research institute LouRIM – which is closely linked to the LSM, as the researches are in the field of management but remains an independent entity inside the UCLouvain – aims to create collective projects with teachers and researchers around the sustainability and CSR concepts. These people would then be committed to form a community towards a common goal (cf. Appendix 1).

Finally, the last challenge mentioned by the LSM is related to the preservation and the development of dialogue. Ensuring awareness raising among the different stakeholders (students, staff members, corporate partners, etc.) and the diffusion of the LSM values.

PART 3 : FIELD RESEARCH

The field research is divided into two parts. A first section is devoted to the indication and explanation of the responsible management education and sustainability initiatives taken by the LSM. In a second section, the impact and outcome of those initiatives will be analysed.

1. Assessment of LSM's Sustainability Initiatives

This section gives an overview of LSM's Sustainability Initiatives across five dimensions: Academic Curriculum, Systems and Operations, Research, Community Engagement and Cross-Institutional Leverages. The information is retrieved from the LSM's website, hosted by the UCLouvain. The aim is to list and detail the different initiatives put in place. Moreover, in order to get insider's information and subjective views on the subject, we relate three interviews performed with crucial actors of the LSM and in relation with education for responsible management: the current dean, Per Joachim Agrell; Valérie Swaen, professors and director of the Louvain Research Institute in Management and Isabelle Schuiling, director of the Marketing department of the LSM and CEMS academic director (cf. Appendix 1, 2 & 3). The statements made in this section are derived from these discussions.

1.1. Academic curriculum

1.1.1. Presentation of the programs

1.1.1.1. General organisation

The LSM proposes two different master programs of 120 credits: Master's in Management and Master's in Business Engineering. Within their program, students can then choose a major (option courses) and have other opportunities to add value to their programs. It could be done by spending a semester abroad, participating to the CEMS program to have an extra Master degree in international management, participating to the International Business program, spending one year abroad and getting the international Business certificate, doing a double degree, etc. (UCLouvain, 2020 [I])

More concretely, for every program, students have 30 credits of professional focus (Business engineering or management courses), 30 credits of major (option courses), 30 credits of core study (master thesis and internship) and 30 credits in exchange program (or 15 credits of LSM courses and 15 credits of a minor). (UCLouvain, 2020 [I])

The academic curriculum of the students at the LSM has been designed with the aim to accomplish the mission described by principle 1 of the PRME Principles: *«Develop Students ability to become future*

value generators of sustainability for enterprises and the society in its whole and work for an inclusive and sustainable world economy» (UCLouvain, 2020 [D]). The LSM has throughout the LSM Compass, designed a competence framework. It depicts the key competences to be developed (at a more or less high level, depending on the student's project after graduating) by graduated master students from the LSM (independently of the chosen major), and thus the objectives to reach by

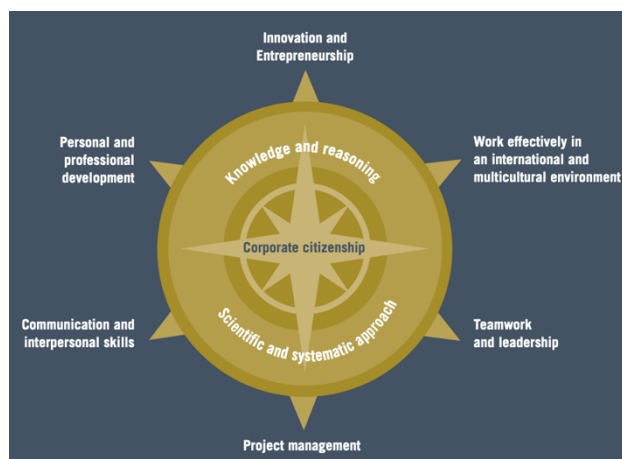


Figure 3: LSM Compass (UCLouvain, 2020 [R])

current students by the end of their studies. It allows for teachers to orientate their cursus accordingly, and for students to understand where to concentrate the learning efforts (UCLouvain, 2020 [D]). Valérie Swaen indicates that the compass has to be understood at a program level. Each course will not tackle every competence, but after a two-year master at the LSM, the challenges mentioned should have been covered, and the related key competences developed (cf. Appendix 1). Under these competences, the LSM declines the different elements that need to be integrated in the courses. Per Joachim Agrell mentions (cf. Appendix 2) that, every year, a meeting is set-up with the advisory council to review the courses across specific areas, and to make sure that every program reaches the goal determined by the LSM Compass. This year in May, the discussion with the advisory council will cover the revitalisation of the relationship between the LSM and enterprises around CSR, in order to provide courses aligned with the expectations of the students and the perception of the companies. Once areas of improvement and requirements of the compass are unveiled, small changes can be concretised by the teachers themselves; they focus more on the area of concern and partially modify their courses. More prominent changes are, however, implemented via the introduction of new courses.

The page of the Louvain CSR Network mentions that, in order to behave as socially responsible actors, students need to be aware of their responsibilities by putting human and ethical considerations at the heart of their reflexion. It can be done through (UCLouvain, 2020 [J]):

- *developing intellectual independence in reasoning, having a critical and reflective view of their knowledge (academic and of common sense) and of management practices, while keeping into account their context of emergence and consequences.*
- *making decisions and acting while integrating ethical, humanistic, integrity, compliance, citizenship and sustainable development values.*
- *making decisions and acting responsibly, while taking into account social, economic and environmental consequences in the short- and long-term. Even if it can sometimes be at the antithesis of their act and decisions for the different stakeholders.*

1.1.1.2. Responsible management education integration choice

The LSM started the integration of sustainability and CSR into its curriculum by creating a mandatory course on the principles and practices of Corporate Social Responsibility for all master students. It is taught in English, Dutch or French. That choice of integration was made because it has to start somewhere, and because horizontal integration is more difficult to put in place. Indeed, according to Valérie Swaen (cf. Appendix 1), even if teachers say that they do cover the topic in their courses, it has to be verified. Teachers are free to choose the themes addressed during their courses, says Isabelle Schuiling (cf. Appendix 3). Also, some teachers would have to be trained and would have to show interest in the subject. It is therefore the role of the school to give the necessary trainings and tools to the teachers, in order for sustainability and social responsibility to be integrated in all disciplines. Creating specific CSR or sustainability courses ensures that these subjects are tackled as important concepts, facts and numbers that need to be taught. It also gives a knowledge basis in the field of sustainability, in a broad sense (cf. Appendix 1 & 3). Of course, Valérie Swaen continues by saying that it is not sufficient, as it probably will not help for the integration of sustainability and CSR in all management disciplines. Therefore, in a second phase, management disciplines have to be revisited, questioned and reflected upon, according to sustainability and social responsibility matters (cf. Appendix 1 & 3). It is where the LSM differentiates itself, compared to other schools, like Solvay, which directly choose to have simultaneously both kinds of integration. Solvay provides academic branches connoted with education for sustainable development. The LSM choose to proceed differently. The school wanted to first have specific knowledge about sustainable and responsible development, in order to after, be able to integrate it in all management courses.

On the one hand, the dean, Per Joachim Agrell states that professors at the LSM are all aware of the values of CSR (cf. Appendix 2.). He further says that teachers are capable of integrating, in all the programs, clear elements regarding the decision-making process related to CSR issues that students will face in their professional lives. On the other hand, Mrs. Swaen confesses that the current weakness in the academic curriculum is teacher's training on sustainability and CSR (cf. Appendix 1). Teachers have at the moment a lot of freedom in the development of their courses. It enables some of them to constantly update their content, including on sustainability and CSR aspects, but it is not guaranteed that everyone is interested in doing so. When it concerns economical and financial aspects of the management education, Valérie Swaen is still struggling with course contents more oriented towards questions of sustainability and responsibility. But she considers it as a global struggle; the world has difficulties stepping out of the short-termism and standardised methods of finance. When asked about her view of the potential difficulty of sustainability integration in some courses, Isabelle Schuiling recognised that it might be easier in some subjects, such as the one she is teaching (Marketing), where ethical problems are systematically addressed. However, she is sure that there exists a way of integration for every type of course (cf. Appendix 3). The LSM organises no trainings or gatherings to exchange

and communicate on the matter. No expert committee is helping the teachers to reinvent their courses. It is true that some trainings are organised for the teachers, but they tackle the pedagogy method, not the content. Even if the pedagogy method can have a big impact on the way sustainable development and responsibility competences are transmitted, currently, the weakness of the school sits in the ‘what’ (cf. Appendix 1). Isabelle Schuiling has an opposite opinion on that matter (cf. Appendix 3). She considers that it is the teacher’s responsibility to take initiatives if he/she feels limited by a lack of knowledge or resources in education for responsible management. *«Teachers have a considerable freedom; the key is to want change to happen»*, says Mrs. Schuiling (cf. Appendix 3).

Moreover, in 2017, the Phillippe de Woot major in corporate sustainable management was launched. This option offers 6 English taught courses aiming at educating competent and responsible leaders, having a transversal vision of the different management branches and linking them to corporate social responsibility. The name ‘Philippe de Woot’ was given to this major in honour of the fellow teacher of the LSM who wrote and developed a lot in the field of corporate social responsibility, as previously mentioned. Via this major, students are given the tools to (UCLouvain, 2020 [K]):

- *analyse how organizations can learn to use their resources in an efficient but also responsible and regenerative way.*
- *identify how the change towards responsible management thinking can contribute to more efficiently deal with economic problems and challenge in terms of sustainability (climate change, humans rights, etc.)*
- *design and develop policies, strategies and action plans contributing to the sustainability of the organization but also to the long-term societal well-being.*

The 6 courses proposed cover a large range of the management functions panel, while make the link with sustainable practices (UCLouvain, 2020 [K]):

- *Business ethics and compliance management*
- *Finance and responsible investment practices*
- *Sustainable management and value chains*
- *Social and sustainable entrepreneurship*
- *Sustainable human resource management and leadership*
- *Corporate sustainability reporting and marketing strategy*

Valérie Swaen, who is at the origin of this major, says that instead of focusing on, for example, ‘responsible marketing’ courses, ‘sustainable finance’ courses, etc., it has been thought of in a transversal way. The major proposes traditional management disciplines while including the aspects of responsible management and sustainable development in all of the courses. It aims to be a micro evolution test of the LSM at a more integrated level. The major is where the ‘Excellence in Ethics’ aspects of the LSM are condensed. (cf. Appendix 1)

As it has been mentioned in the presentation of the LSM, so far, this initiative can be considered as a success. Every year 65-80 students register for the option and follow the six courses during their first year of master (cf. Appendix 1). If we consider the students who take the courses as minor, the incoming exchange students and the CEMS students, the number of students following the courses every semester can reach 120. According to the dean, it is the most popular option in master programs (cf. Appendix 2). Competition between the majors to get the most students is said to be tough. In this case, active communication and presentation of the Philippe de Woot must have played a role in its success. Valérie Swaen sees this good news as bad too, because the LSM expected to have around 20 students registered in the first years (cf. Appendix 1). Therefore, active pedagogy methods that were designed for the courses had to be urgently rethought of, to match with bigger audiences.

1.1.1.3. Online Courses and Executive Education

An online course on communicating corporate social responsibility has been created in the MOOC (Massive open online courses) format (UCLouvain, 2020 [L]). This course is not mandatory for LSM Students and is openly available to everyone who is interested (students, teachers, managers, employees, etc). It is also part of a 'Micro Master in Management' available on Edx, a worldwide platform for online courses from top universities. It aims at supporting current and future managers in their efforts to ensure a responsible leadership, a sustainable production and consumption at the heart of their strategic vision. But also, at helping citizens play more efficiently their role of alert, knowledgeable citizen and responsible consumers. Participants analyze different real-life enterprise cases. It enables to understand the different challenges faced by managers who try to communicate on- and develop their corporate social responsibility initiatives. (UCLouvain, 2020 [L]).

Moreover, the Louvain CSR Network has, in collaboration with Belgian business schools, created a virtual campus for management education ('Campus Virtuel en Gestion'). It offers an 'Online Executive Master in Management' (OEMM) which has the objective of engaging participants to evolve professionally towards position with managerial responsibilities and to become tomorrow's managers.

Finally, also in the field of executive education, in 2017, the LSM launched a continuous executive formation in Business Ethics and Compliance. It enters a continuous learning approach which is, according to Valérie Swaen, a challenge for the university in the coming years. Institution have to stepping out of the education from 18-23 years old only, because it will not be the market of tomorrow. Today's leaders are already looking for continuous formation to new techniques, approaches, questions, theories, debates and critical reflexion (Appendix 1). In this sense, an important vector of the current dean's mandate has been the set-up of a new strategy regarding executive education. Indeed, Per Agrell confesses (cf. Appendix 2) that for many business schools, it is a source of profit and an extremely lucrative area of the management education business. But the LSM has chosen for a different view on the matter and stands by the idea that universities should not end the relationship with the students after their studies. Instead, the school opts for a 'lifelong learning' strategy. Because a person has multiple

professional lives and needs different competences and capabilities, the LSM wants to be an actor in their formation. The clear objective for executive education is to have its own aim and not to be considered as a source of funding for the faculty. It can be considered again as an extra step towards responsible management education⁸.

1.1.2. Statistical view on Sustainability integration in the curriculum

1.1.2.1. Methodology

This section is dedicated to the assessment of sustainability and ERS integration in the curriculum of Master students at the LSM. The courses provided by the LSM will be assessed, according to the goals sketched through the LSM Compass. We can analyse three dimensions of education that will develop the three main competences of the LSM Compass: the course content for knowledge and reasoning, the methodology for scientific and systemic approach, and the learning outcomes for corporate citizenship. The STARS Assessment tool developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) gives an assessment methodology for these 3 dimensions. Therefore, based on the criteria defined by the STARS model, the master courses of the LSM on the Louvain-la-Neuve campus have been evaluated in terms of sustainability integration, on the grounds of the course files available online. Those files have been filled out by the teacher(s) of the concerned course and can influence students when choosing for a program, a major or for specific courses.

The first dimension that will be assessed is related to the course content. Indeed, the STARS model tells that every course can fit into one of the following mutually exhaustive definitions⁹ (AASHE, 2019):

- The course is considered as **sustainability-focused** if *«the primary and explicit focus of the course is in the field of sustainability and concerns a major sustainability challenge»*.
- The course is considered **sustainability-inclusive** (or ‘sustainability-related’) if *«the primary and explicit focus of the course is on a topic other than sustainability, but where sustainability challenges, issues, and concepts are clearly incorporated into course content»*.
- There is **insufficient evidence** to qualify the course as a sustainability course offering, *«although the course provides knowledge that may be useful to sustainability practitioners, the description does not indicate that sustainability challenges, issues, and concepts are integrated into the course»*.

⁸ This matter will not be further analysed in this thesis as it concentrates, as previously mentioned, on Master Education.

⁹ The word by word and complete definitions from the STARS methodology guide on which the analysis of the courses has been performed can be found in Appendix 4, in order to avoid wording biases.

Similarly, the second and third dimension, methodology and learning outcomes for scientific approach and corporate citizenship, can be assessed, according to the STARS model, via the non-exhaustive criteria¹⁰ (AASHE, 2019):

- **Sustainability-focused learning outcomes**¹¹ *«explicitly address the concept of sustainability through an explicit focus on the interdependence of ecological systems and social/economic systems».*
- **Sustainability-supportive learning outcomes** *«include specific intellectual and practical skills (and/or attitudes and values) that are critical for addressing sustainability challenges, but do not explicitly address the concept of sustainability (e.g., systems and holistic thinking, change agent skills, interdisciplinary capacities, social and ethical responsibility) ».*

As previously mentioned, those criteria have been evaluated for each course. They receive the score '1' if consistent with the information in the course file and '0' if irrelevant. The course content dimension has been evaluated according to, in a first instance, the 'course name' and the 'course description', which are usually the only ones that are really reviewed by the students. It can be referred to as the **ECTS Scan**. In a second instance, the same evaluation has been performed while taking into account an additional source of information, which is the 'addressed topics'. It can be referred to as the **Course File Scan**. The second and third dimensions (methodology and learning outcomes) have been evaluated based on the competences provided by the course, the teaching methods and the assessment modes used and described by the professors in the course file.

The above presented data collection and analysis have enabled to create a **data set** (cf. Appendix 5). The different course numbers form the population. Each course is characterised via **existing variables** such as the course name, the major, the program, the number of credits, etc. Courses are also characterised via **newly created variables**, previously presented, and determinant for the assessment of sustainability integration.

A statistical analysis has been performed using Excel Pivot Tables to retrieve:

- the total percentage of sustainability course offering according to the different criteria;
- a ranking per major of their sustainability integration level;
- the percentage of sustainability course offering according to the different criteria per program.

¹⁰ The word by word and complete definitions from the STARS methodology guide on which the analysis of the courses has been performed can be found in Appendix 4, in order to avoid wording biases.

¹¹ Learning outcomes are defined by the UNESCO as: *«Statements of what a learner is expected to know, understand, and be able to demonstrate after completion of a process of learning as well as the specific intellectual and practical skills gained and demonstrated by the successful completion of a unit, course, or programme».* (UNESCO, 2015; cf. Appendix 4.)

Before interpreting the results, it should be noted that some limitations and biases exist in this model and are linked to the fact that:

- some teachers didn't fill in their course file, or only partially;
- the course files have been humanly (and as objectively as possible) interpreted to evaluate the different criteria;
- the way the course is effectively given can have an impact on the key takeaway received by the students;
- courses given on the Louvain-la-Neuve campus only, have been analysed.

1.1.2.2. Results

The results of the analysis show, first of all, that even if only 28% of the courses propose some sustainability-related content (sustainability-focused [13%] or sustainability-inclusive course offerings [15%]), the majority of them [62%] provides the students with sustainability-supportive outcomes and 15% with sustainability-focused learning outcomes (cf. Figure 4). It can be noticed that no difference is made between the results from the ECTS Scan and the one from the Course File Scan, because of their similarity. This shows that, usually, the teacher is precise enough in the course description and the course title. As far as the mention of sustainability-related course content is concerned, information filled in the area for 'addressed topics' in the course file does not add value.

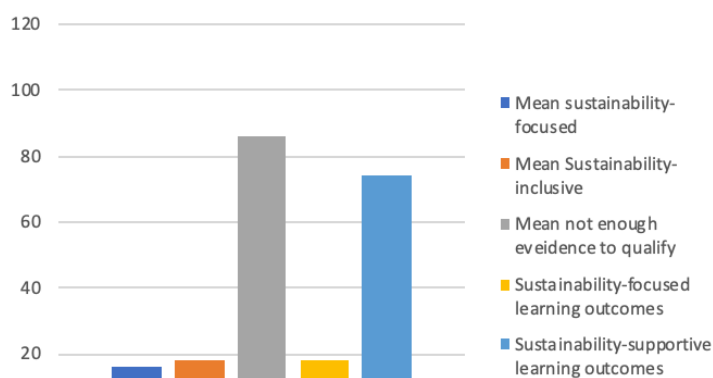


Figure 4: Total number of courses responding positively for each criterium

The LSM shows thus low performance in terms of integration of sustainability in the content of the courses. Even if the aim of the school is not to have only sustainability focused courses offering, the inclusiveness of sustainability thematic could be improved, in order to be consistent with the mission that is promoted. However, the school seems to master sustainability-supportive learning outcomes. Those are expected to be the skills helping students to act responsibly while solving sustainability related matters. From this first analysis, it can be concluded that, even if the LSM is on the right track in providing the students with the competences of responsible leaders in order to solve sustainability challenges, students might miss the explicit connection between what they learn and how it is related to sustainability matters and challenges.

Secondly, based on the same results and according to each criterium, the Majors have been ranked from low to high percentage of sustainability integration (cf. Appendix 6.2, 6.3 & 6.4).

While explicitly sustainability majors, such as the Philippe de Woot Major or the Human Management Major logically, show the highest score in sustainability-related content integration, they are surprisingly followed by the Major in International Finance. Indeed, it is surprising because the finance sector, being very pragmatic and based on established frameworks, is often said to be more difficult to associate with sustainability. According to Valérie Swaen, even in the Phillippe de Woot Major, this association is an area of struggle (cf. Appendix 1). Moreover, it can be notice that 8 of the 14 Majors comprise more than 30% of courses having sustainability-related content. And finally, this percentage can be divided by two (15%) when it concerns the core courses. This means that the students' choice of Major has a considerable impact on the amount of sustainability-related knowledge acquired throughout the master. (cf. Appendix 6.2)

If the sustainability-focused learning outcomes course offerings are divided between half of the Majors (cf. Appendix 6.3), all Majors, apart from the one in Finance Engineering, count at least 30% of their courses proposing sustainability-supportive learning outcomes (cf. Appendix 6.4). The Philippe de Woot, Human Management and Consumer Insight Majors even show a 100% score on this criterium. And, surprisingly, the score of the CEMS Major is relatively low (around 45%) compared to the other options. It is unexpected because the 2 of the 5 main learning objectives of the CEMS program are said to be responsible citizenship and comprehensive leadership (CEMS, 2020).

Overall, the Majors scoring really low in general are Finance Engineering and Supply Chain. It should be noted here, that the current dean of the LSM is teaching two of the six courses of the Supply Chain Major. Moreover, the core courses are also in the low sustainability integration segment. (cf. Figure 5).

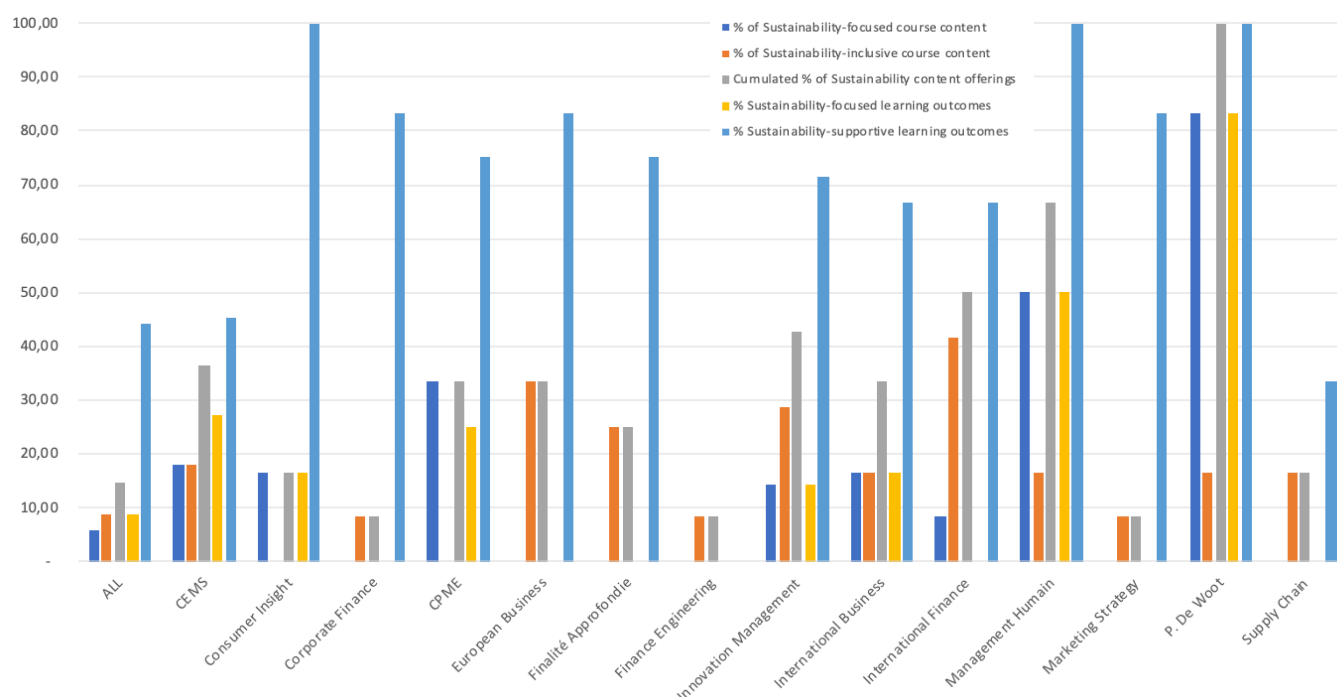


Figure 5: Recap of percentage score on all criteria per major

N.B.: 'ALL' represents the core courses followed by the students whatever the chosen major.

Thirdly, a comparison in terms of program has been performed, by distinguishing the course accessible to students doing a Master in Business Engineering from the ones accessible to students doing Master in Management (cf. Figure 6). If overall, their score is very similar, the Management program scores almost 20% higher for the integration of sustainability-supportive learning outcomes. This can be related to the fact that courses given in the Business Engineering program sometimes have a more scientific, framework-based approach and rely on hard skills. While, the so called ‘soft skills’ provided in the management field allow for greater scope of expression and learning methods.

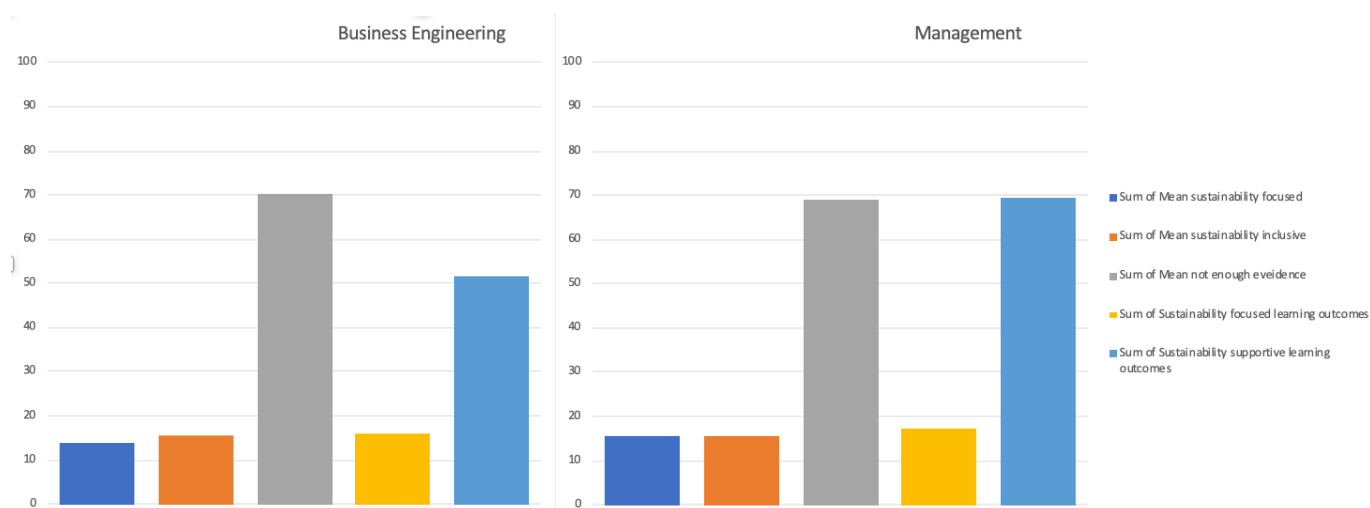


Figure 6: Percentage courses responding positively to the different criteria for courses accessible in the Business Engineering and Management program

1.2. Organisation and Management Systems

1.2.1. Infrastructure around CSR, education for responsible management and sustainable development

Valérie Swaen is the person, at the LSM, in charge of the development of activities linked to sustainable development and education for responsible management, even if no explicit function has been tagged to her for this job (cf. Appendix 1). Indeed, this responsibility is everything but formal. It implies, first, the updating of the Louvain CSR Network page. Secondly, Valérie Swaen writes, every two years, the PRME sustainability report of the LSM, in consultation with her colleagues. In this context, she asks an introduction letter to the dean who then reads and signs the document. The Louvain CSR Network has no legal or structural existence. It is simply an online page, where activities around education and research for sustainable development are gathered and collected. Valerie Swaen wanted it to be so, in order not to have obligations attached to it. Indeed, if it was a research centre, you would have publication, research outputs obligations. The research team on the LouRIM is under-resourced to do so. If it was a department of the LSM, a person in charge of the department and some personnel would be needed, where in reality there is no human resource available. The members of the Louvain CSR

Network, mentioned on the page¹², are professors, researchers and practitioners that have shown interest in what the LSM is doing in that sphere, and who accepted for that their name, contact and information to be mentioned. The aim of the Louvain CSR Network is to gather initiatives at one common place, to communicate on CSR events and to give content to the people that are interested. This without having the drawbacks of a structure. In the same logic, the advantages brought by a structure are also absent: Valerie Swaen has no financial resources for the development of the Louvain CSR Network and its management is being organised in her usual agenda. (cf. Appendix 1)

Recently, an assistant, Sabrina Courtois, has been appointed by Per Joachim Agrell (cf. Appendix 2) to support Valerie Swaen. She is dedicated to research around CSR and she assist the Philippe de Woot Major. However, her position at the LSM is not clearly defined since she does not really belong to any existing team or department. The dean recognizes the necessity of having stable resources in research and education in the domain of sustainability.

To sum up, everything that is related to the sustainable development of the school is totally unformal at the LSM; there is no CSR domain or department, there was not, until recently, any personnel dedicated to such activities, there is no person in charge, no formal recognition of the success of some activities, and no strategy behind. Valerie Swaen even goes further by saying that questions related to CSR, education for responsible management and sustainable development are neither integrated nor regularly discussed collectively; they are not on the agenda of the executive committee (cf. Appendix 1). There is obviously improvement to be made in the explicit dedication of resources for sustainable development initiatives and in the general understanding of the goal and objectives of the school in that sense.

1.2.2. Budget

The dean is the person in charge of the allocation of the budget. Ironically, it means that he tries to secure the support of activities that are ‘out of budget’ (cf. Appendix 2). Indeed, for the different activities of the faculty, a certain part of the budget is fixed, and its allocation cannot be modified. To give an idea, for the administration and the personnel, this fixed part accounts for two third of the budget. For teachers and assistants 85% of the budget is always guaranteed. All the other activities taken by the LSM are out of the regular budget allocation. Therefore, in times of crisis, those activities can greatly be jeopardized. For the past years, the LSM has been investing in new services in the international and communication sphere which are financed at large. Therefore, according to the current dean, Per Joachim Agrell, the 2020 crisis will be a real challenge. Students will need to be reassured about the continuity of those services. (cf. Appendix 2)

As previously mentioned, the informality of the commitment of the LSM for responsible management education and sustainable development, is a consequence of the absence of financial resources allocated

¹² Link to the page: <https://uclouvain.be/fr/facultes/lsm/people-0.html>

for such initiatives. But Valerie Swaen (cf. Appendix 1) is not even sure that it is a problem at the sustainability or CSR level only. There is a global financial resources shortage at the whole Belgian education level. Since there are not enough resources for everything that is wished to be done, the development strategy of the LSM should focus on some key areas and, ideally, among others, sustainable development. However, the school tend to have a strategy focusing on more than just key areas, which results, according to Valerie Swaen, in an energy loss.

Valerie Swaen, being also part of some UCLouvain organs, knows that the UCLouvain is planning on entering some rankings linked to sustainable development. If it becomes real, a choice in terms sustainable development goals will need to be made, in order for the university to be able to differentiate itself. The choice can be to focus on SDG areas where the university is already good at. This would not really make a big difference internally. Or the choice could be a challenging option, consisting in focusing on the development new initiatives that are important for the society and the future of education. In this case, Mrs. Swaen considers that the LSM could possibly receive some financial resources form the UCLouvain to act in this direction. (cf. Appendix 1)

1.2.3. Strategy

LSM's action plan is designed in accordance with a global vision (cf. Presentation of the LSM). The yearly report written by the dean and the EQUIS report could be said to constitute the global strategy of the LSM. The dean sees the EQUIS accreditations as a general regulator. It forces the LSM to be clear on means that are affected to the different initiatives and goals (cf. Appendix 2). Related tasks are then delegated to different actors of the LSM. Those are weekly actualised by the strategic board, monthly by the executive committee and every semester by the school council. (cf. Appendix 2)

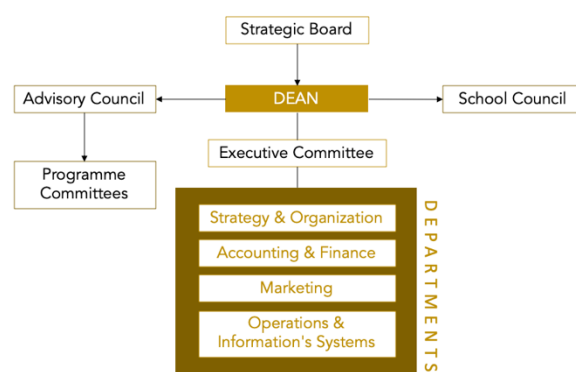


Figure 7: Governance Structure of the LSM

In terms of education for responsible management and sustainable development, no formal strategy has been set up, discussed or collectively approved by the executive team or other stakeholders of the LSM (cf. Appendix 1). Valérie Swaen states that if colleagues of hers were asked about the strategic plans, actions, KPI's resources existing for sustainable development and education for responsible management, nobody could answer. The dean mentions (cf. Appendix 2) indeed, that CSR is not a department in itself at the LSM but is considered as an orientation, a research and education field.

However, Valerie Swaen brings to life, sometimes with the help of colleagues, initiatives, and has some vision and aim for their development. Those are derived from her interview (cf. Appendix 1) and will be hereunder depicted.

With regards to the Louvain CSR Network, she would not like it to change at the moment, for the simple reason that it already represents too much work, especially without additional resources. But, the idea, in the long term, would be to create a community, interacting around the taken initiatives and supportive of everyone's contribution to CSR. Showing to people they are not alone on this development path, fighting against a slow and bureaucratic system. Proving that, together, big projects could see the light, that it could all make sense.

Under the hat of president of the LouRIM, Valerie Swaen would also like to develop the research team and the professorial teams around the themes covered by the Louvain CSR Network, and increase the number of publications in this field.

The main purpose of the PRME report it is to present what has been done during the two previous years, in terms of sustainability at the LSM. Valerie Swaen always dedicates the last page to direction the school is taking for further development. But this part is always "touchy", she says. It does not commit anyone to anything, she is the only author of it. Indeed, the dean reads and approves the report; so, it could be said that he committed to the mentioned engagements. But if there are no resources behind to implement those, what is the document worth?

As far as the Philippe de Woot major is concerned, the unformal strategy lying behind is that, if the project is successful at an option level, it could be developed at the level of a program. It would be re-designed to provide education for responsible management, or sustainability would be presented as the unifying thread or red wire via transversal branches (in the sense that a variety of disciplines would be represented in a single program). What is developed in the Major could be integrated at a larger level for the whole LSM.

In terms of curriculum education, the vision would be to make sure teachers integrate sustainability and CSR matters in their courses. It is a formation objective, but nobody inside the LSM would have the ability to train professors in that direction. Therefore, an increase in communication on the different tools existing for teachers to educate themselves would be more realistic.

Another objective consists in reconnecting with society. It could be done by answering to journalists, by being present in the medias and by triggering debates and reflexions with new actors of the society than the usual ones (students and colleagues).

The informal strategy depicted by Valerie Swaen also includes some actions to keep doing with. Such as the development of an assistant team around Sabrina Courtois. However, it can be considered as utopic for the moment because the resources are limited. Before the arrival of Sabrina Courtois, Valérie Swaen had been 'borrowing' the help of assistants from the different departments for the management of the mandatory CSR course, without authority. Whereas, it is THE course that is attached to the slogan of the school: 'Excellence in Ethics'. Moreover, she would like to keep working on the development of a network, in order to have relationships with a variety of enterprises and public/private partners.

All of the above-mentioned points imply to find sources for financial means. Therefore, Mrs.Swaen is currently presenting the taken initiatives to enterprises and asking them to support further development of her ideas, in the form of sponsoring or in the form of a research chair. The focus of the current strategy is thus to find external sources of financial support, among enterprises but also among public institutions.

1.2.4. Decision making process and staff engagement

The LSM decision-making process works in a collegial way. It can be said that the persons who hold the last word are the dean and the executive committee. Indeed, every decision taken by the dean is supposed to pass through the executive committee first. If changes need to be made, programs committees are being consulted to give suggestions back to the executive committee. Those propositions are then validated by the council (all the academic members, representatives of assistants, administrative staff and students) twice a year. So, strategic axes cannot be developed by the dean on its own, without having been validated by the council. However, it has to be noted, according to Valérie Swaen (cf. Appendix 1), that if a person of the council does not approve a proposition, he will have to bear to consequences of delay, of finding something else to propose, etc.

The LSM elects a new dean every two years, which could jeopardize the commitment of the school in education for responsible management education and sustainable development if the elected person does not show much interest in the field. Indeed, Valerie Swaen believes that having a leader that is a true believer of an idea, will make it easier for the institution to follow it (cf. Appendix 1).

Once Phillippe de Woot was gone, there were professors, including of course Valerie Swaen, who took up the torch and made sure to continue the contribution of time and energy towards those matters. Valerie Swaen mentions the existence of a heritage that is made as lively as possible through, among others, the Philippe de Woot Major and Award. Moreover, the younger generation, the assistants are much more aware and conscientized by the subject, and they question the educational system in that matter. Therefore, it is a mix between heritage and new forces that currently drive this kind of approaches at the LSM.

Furthermore, Per Joachim Agrell, as the current dean, and being the person responsible for matters related to resources and policies, states that positions in the human resources and sourcing & communication department have been earmarked 'CSR' and that it creates a recruitment base for professors reflecting upon these subjects (cf. Appendix 2).

1.2.5. Limitations and obligations

Per Joachim Agrell points out (cf. Appendix 2) the heaviness of being part of a public university such as the UCLouvain. For example, when changes are to be implemented in courses, it is being planned a year and a half in advance. Every year in October, modifications are proposed to the different councils

for September of the following academic year. But since this context ensures the continuity of a quality education that is financed and subsidised, those constraints have to be accepted.

Inversely, the decisions and commitment of the UCLouvain are linked with its faculty, and thus the LSM. However, there is no imposition impact. It is not because, for example, the UCLouvain committed to the Rio+20, that the dean of the LSM is being imposed changes. It is often in consultation and concertation that stakeholders discuss, with room for adaptation, how the faculties can put in place new initiatives. Usually, that takes a lot of time. Therefore, the UCLouvain can take a standpoint, but before it concretises into actions, it could take years. The procedures for the proposal of an initiative is thus, on the one hand, very bureaucratic. But, on the other hand, because there is still a link, the faculties must consider the commitments of the UCLouvain, even if nothing is really imposed. No imposition also means no resources allocation to projects related to sustainable development. Indeed, at the University level, as for the LSM, such initiatives and approaches are not financially supported.

The faculties have no leverage in the daily operations organisation (waste sorting, energy consumption, etc.). It is being handled at the UCLouvain level, which has very clear policies about it.

Currently, as previously mentioned in the presentation of the LSM, there is a strategic plan for sustainable development that is being developed at the university level by the CODD (Conseil en Développement Durable) and Valérie Swaen among others (cf. Appendix 1). It will impact the faculties, and thus the LSM, but it is not clear how.

1.2.6. Further hurdles

Some hurdles also sit in the collaboration and collective approach that can be difficult to create. An example of that is when Valérie Swaen, every two years, contacts her colleagues to add their input into the PRME sustainability report and gets only very few respondents... LSM teachers, staff and researchers have not yet managed to create a collective around the matter, to collectively question the actual system and to think of development areas in the proposed program towards responsible management education (cf. Appendix 1).

Moreover, Valérie Swaen argues the people need time (cf. Appendix 1). Time is needed for teachers to change their approach, to understand how they can adapt their courses, to innovate their methods. Per Joachim Agrell recognizes that, currently, professors are subject to many solicitations and tasks in research, development, citizenship and education. Therefore, it is one of his duties, he says, to filter the different actions and activities performed, to put priorities where needed. Indeed, when arriving in the dean's position in 2018, one of his missions was to put the focus back on 'Core Business', to review the implications of the school and to alleviate those to its fundamentals. The dean continues by revealing that this year, 600 teaching hours have been deleted, which is normally subject to a lot of resistance. It took a lot of time to establish this strategy. But he says that to build something new, existing and out-

dated parts have to be removed. The faculty tries to give room to creativity and renewal. (cf. Appendix 2)

1.3. Research

1.3.1. Link between the school and the institution

Research at the LSM is organised and performed by the previously mentioned LouRIM (Louvain Research Institute in Management) directed by Valérie Swaen. (cf. Appendix 1). Moreover, all faculty members are also active participants in research institutions of the UCLouvain (Swaen, 2018). Part of the research at the LouRIM is oriented towards corporate social responsibility, according to PRME Principle 4: «*We commit to conceptual and empirical researches that will allow to better understand the role, dynamic and impact of enterprises in the creation of social, environmental et economic values*» (UCLouvain, 2020 [F]). Projects analyse:

- the development of the theoretical ‘back-end practices ‘of CSR through a multidisciplinary approach (stakeholders’ management, governance practices, importance of the values, etc.)
- the culture and tools developed by companies to show the importance of their CSR integration, across different countries;
- the integration of CSR in the enterprises’ strategy (best practices, communication practices, etc.)

Researchers at the LSM also work for chairs. Members of the schools contact enterprise, establish and coordinate the projects. In that case, subjects are oriented towards the need of the enterprise providing the financial support, which can be CSR related in some cases. In general, research at the LouRIM is in applied management. It means that in most cases, the research topic is anyway based on real-life situations.

1.3.2. Master Thesis

The supply and demand curve of the Master thesis subjects which currently show an increasing demand coming from students, for themes linked to CSR and sustainable development (cf. Appendix 1). It is, according to Valérie Swaen, one of the consequences of the fact that the new generations are looking for sense, questioning current systems. The master thesis is often a first project where they can position themselves in the society and choose where to give sense. Often, it happens through sustainable development, CSR related causes or ‘purpose-driven’ companies. However, there is also an increase in the related subjects proposed by professors. Another factor that plays a role in the same direction is the increased number of companies that come forward with proposal of projects-thesis, around the same questions. (cf. Appendix 1).

The current problem with the master thesis is the lack of teaching staff available to supervise the students. Valerie Swaen confesses to have, this year, 30 master theses under her personal supervision.

It is more than twice the average number of the theses handled by her colleagues (cf. Appendix 1). She had to deny additional demands, most of those related to subjects further away from her application domain. Indeed, supervising theses directly related to her daily work is the only way she could accompany such a high number of students every year.

It has been noticed that many of the Master thesis supervisors for themes in connection with Sustainable Development and CSR are ‘guest’ teachers, surely for the above stated reason. Teachers are presented as ‘guest’ when they are not part of the regular academic staff of the school, but still teach course and engage in the school activities. When asked about the difference between having a ‘guest’ teacher as supervisor and a regular academic member, Valérie Swaen says that it sits at the quality level of the supervision (cf. Appendix 1). Indeed, ‘guest’ teachers usually have not had the educative background to know how to supervise master theses or how to conduct research-master theses. Not all of them have a PhD and thus conscience of the existing scientific literature that students should be encouraged to read. There might also be different expectations in terms of desired outcomes and thus in terms of guidelines provided to the student. Of course, guest professors receive guidelines from the school, but still, some supervision skills are being acquired through practice, experience and discussions. (cf. Appendix 1)

Again, under Valérie Swaen’s believes, it might be a problem at a larger level, for every kinds of subjects. However, there might also be a specific difficulty linked to subjects related to sustainable development or CSR, since those are often interdisciplinary. Indeed, transversal works are being evaluated with the same criteria as other kinds of theses. Therefore debates, at the university level, are entertained around the needed competences and skills needed to evaluate transversal works. (cf. Appendix 1)

1.3.3. Research in education for responsible leadership and sustainable development

There exists, in the school environment, subjects of research around the education responsible leaders. Sabrina Courtois is currently starting a research on adult education for social responsibility. Otherwise, research around education is mostly at the psychology research institute of the university, where a whole team is focused on education sciences for sustainable development (cf. Appendix 1).

1.3.4. Use of internal research for practices and teaching methods improvement

The research developed by the LouRIM is being used in the courses by the professors who are interested in doing so. Such as Valérie Swaen, who mentions that her courses can sometimes be used to gather data via the students. Or, inversely, students are presented articles and research outcomes, and are asked to reflect upon them (cf. Appendix 1). But research is not used to train the teachers on CSR, sustainable development and responsible management education, because no mechanism is put in place. The knowledge acquired through the researches could be shared and leveraged. The conclusions from the researches in sustainability could serve as basis to link sustainability with management practice in

students' management education. Teachers could be informed and updated about responsible management practices and provide students with top notch education. There is room for improvement in that area at the LSM.

Furthermore, the LouRIM is part of an ARC program¹³ (Programme d'Action de Recherche Concertées) which financially supports four researchers to work around themes linked to the utilization of MOOC's in education (UCLouvain, 2020 [M]). This project is managed by Pauline de Montpellier. She is working on CSR MOOC's and thus makes the connection with the development of responsible leadership competences. (cf. Appendix 1)

Valerie Swaen tries to nourish her reflection and daily work by reading and using research made by students around corporate social responsibility, sustainable development, responsible leadership (cf. Appendix 1). It has, in the past, in some cases, helped to develop the PRME reports and give advices the dean of the LSM on those bases. The Louvain CSR Network is also used as a platform where all the master theses and researches, related to themes of interest in this paper, are being gathered and published. It provides everyone that is interested and the teachers with easy to find and sub-sectioned resources. Moreover, the Philippe de Woot award, for the best master theses around CSR and sustainable development, is another way to promote researches made at the LSM around these themes and to give the opportunity to some students to extend the lifetime of their thesis. (cf. Appendix 1).

1.4. Community Engagement

1.4.1. Philippe de Woot Award

In 2010, the Phillippe de Woot award was launched with the aim to promote sustainability and corporate social responsibility. This was done under the initiative of Charles de Liedekerke, Philippe de Woot's son in law. He decided to gather private investors wanting to honour Philippe de Woot's name in recognition of his work, showing gratefulness and proudness (cf. Appendix 1).

Every 2 years, master theses, contributing to the understanding and reflection around the subject of corporate social responsibility, are being rewarded. The award is open to graduated students from any university or Business School with a master's degree. Students can receive an award that is 3000 € worth. One half of this amount will go to the award-winning student and the other half will be donated to an environmental or social project of his or her choice. (UCLouvain, 2020 [E])

The award was thought to be an inter-university initiative, while managed by the UCLouvain, says Valérie Swaen (cf. Appendix 1). Indeed, financial supports are collected at the UCLouvain, but the

¹³ ARC is a way for the Wallonie-Bruxelles Federation to grant subsidies to universities for the development or their research centres in domains considers as fundamental by the concerned academies. ARC unites researchers from different background and with complementary competences to work on a common predefined subject. (Fédération Wallonie-Bruxelles, 2020)

event is organised at a different university every year. From the start, this award was aimed to be international. Therefore in 2014, a partnership with the CEMS was created to be able to communicate its existence and make promotion at an international level (cf. Appendix 1). Other networks from different universities and the web page of the Louvain CSR Network are also used for communication. In the last edition (2018), 46 master theses, written by students from 21 different countries, participated in the contest (UCLouvain, 2020 [E]).

Teachers and other stakeholders of the LSM who are interested in the subject can use this opportunity to discuss and exchange on sustainability practices and learn about the subject. It is also a way to promote researches made by the students.

1.4.2. Faculty Associations

Since its mandate, Per Joachim Agrell has promoted a ‘teaming-up’ environment. The goal is to create a community around the faculty and to have a bigger stakeholder group (alumni, associations, researchers, etc.) providing knowledge, rather than simply the teaching faculty (cf. Appendix 2). In this sense, the school actively collaborates with its related associations. One of them is, for example, the LSM Conseil, a junior enterprise exclusively composed of students. It advises, among other firms, the LSM on the organisation and planning of its activities and ensure for the students the development of competences that are not acquired during classes (LSM Conseil, 2020). Another association actively supported by the LSM and which plays an important role in the development of young leaders is UStart, an incubator for young entrepreneurs. The two previously mentioned initiatives and others are in close collaboration with the LSM, which also makes sure to provide rooms in the LSM infrastructure for their development and activities. The dean effectively mentions that a priority has been put to ensure that those associations would be valorised within the faculty. They would be presented to the faculty council and committee, in order to integrate a maximum of their performances in the students’ journey. In exclusivity, Per Joachim Agrell reveals the ongoing process of a rehabilitation of the LSM’s building. The aim is to create a place where students, professors, associations, researches, alumni could physically gather, meet and co-work in the ‘teaming-up’ spirit.

1.4.3. Environmental Footprint

Environmental footprint initiatives at the LSM exists, firstly, at an institutional level. They are managed by the UCLouvain. Valérie Swaen is part of the university committee in charge of these actions and helps in their development, says the dean (cf. Appendix 2). At the level of the LSM, the reduction of the use of paper, the dematerialization of the master thesis and other similar eco-friendly but marginal actions have been put in place. Moreover, to follow the path of the city of Louvain-la-Neuve, which has placed plant pots all over the city centre, the LSM started using its inner courtyard to establish the LSM Garden. The dean says that for the moment, an independent gardener has been hired to take care of this vegetable and fruit cultivation, because it is difficult for the staff and professors to arrange time to do it

themselves. Therefore, he further notes that the organisation of the LSM Garden could be re-thought of and optimized, to better engage LSM's stakeholders in the initiative. The idea is there, but concretely it is the positive impact is minor.

1.4.4. Awareness raising

Via the Sulitest, that would be proposed to the staff and the professor on top of the students, the LSM hopes to raise awareness about sustainable development among its stakeholders (cf. Appendix 2).

Secondly, Per Joachim Agrell sees another opportunity to raise awareness when communicating about the development of the faculty and its priorities. Some elements of environmental and social responsibility are then put forward. (cf. Appendix 2)

Finally, the dean affirms that in the courses, sustainable development and social responsibility is always mentioned as something important. (cf. Appendix 2)

1.5. Cross-institutional leverage

1.5.1. Reports and communication

1.5.1.1. Reports

As previously mentioned, two of LSM's reporting activities are linked to responsible management education and sustainable development. They force the school to evaluate its initiatives and seek for improvement. The first is the PRME report, published every two years and written by Valérie Swaen. Secondly, the EQUIS re-accreditation of the LSM that just happened, which is valid for the next five years, required the set-up of a self-assessment report. This report is confidential and, therefore, will not be used in this thesis.

1.5.1.2. Documentation

Reports and articles, internally developed, related to sustainable development and responsible management education, are published on the Louvain CSR Network. Research and ideas of its members are thus shared. Moreover, it is a way to show and applaud the progress of the LSM on responsible management education for sustainable development (cf. Appendix 1).

1.5.1.3. Events

It is via the creation of events, that the LSM engages dialogue between its stakeholders. Seminars and conferences around sustainable development topics encourage debates and discussion between teachers, scholars, students, business actors, etc. For example, lately, a research seminar on business & society and a conference on Whistleblowing have been organized. (UCLouvain, 2020 [Q])

1.5.2. Accreditations and rankings

1.5.2.1. Rankings

Valerie Swaen explains (cf. Appendix 1) that once a school or university decides to take part in a ranking, it can either be stuck with the ‘obligation’ to perform well on the criteria assessed, or forced to take a strong position by saying why it wants to withdraw from it. Otherwise, people could think it is because the school is not performing well on the criteria of the ranking that it is not part of it. The criteria used in rankings can sometimes have very negative consequences on the education provided by schools. For example, the financial times compares schools according, among other, to the salary of the graduates. In this particular case, if a professor teaches and promotes the functioning of NGO’s and voluntary work, leading to students wanting to work for such organization, it will impact the position of the school in the ranking. What would the school do in such situation? Unfortunately, some rankings like this, even if obsolete for some, have turned to be the norm. Not being part of it could somehow be bad for the school’s reputation and image. Here is where it becomes dangerous: when strategies are put in place and actions are taken, just to get a higher position on the list, or to compete with other schools. Isabelle Schuiling has another point of view (cf. Appendix 3). She stressed the importance of being part of those rankings and of having a good position. Because Management Schools’ environment is highly competitive, she says that being well ranked ensures the quality of the students applying for the school and defines the value of its diploma. Information retrieved from the web serve as basis for the student to make up his mind. Also, ranking influence the choice of teachers for practicing in a particular institution.

Valerie Swaen is currently pushing the UCLouvain to enter the TIMES ranking. It is a ranking, organised by the Times Higher Education, that assesses the performance of universities on the SDG’s (The World University Rankings, 2020). Indeed, Mrs. Swaen mentions that the plus point of being part of a ranking is that, whoever the current dean/chancellor is, the criteria of the ranking will stay on the agenda of the faculty or university. It forces the institution to continue investing specific areas, to maintain a certain position. In the case of the TIMES, it would encourage the most reluctant members to still engage in sustainable development and responsible education. Also, such rankings enable universities to identify potential partners for collaboration in the development of related initiatives.

1.5.2.2. Accreditations

The EQUIS accreditation (EFMD Quality Improvement System) is, for another 5 years, benchmarking the LSM against international standards in terms of governance, programs, students, faculty, resources, research, internationalization, ethics, responsibility and sustainability, as well as engagement with the world of practice (EMFD GN, 2020 [B]). The EFMD says to set the standards of management education. By being EQUIS accredited, the LSM contributes to this vision of management defined by the evaluation criteria of the EFMD.

Generally, sustainable development, according to EQUIS, is a criterion where the LSM is very positively evaluated. It can be considered as a good or bad point, says Valérie Swaen, depending on the level of the analysis. Indeed, if a school is easily high rated on sustainability, it will not be a driver for further initiatives. However, the encouraging side is that it obliges schools – at least the LSM – to regularly audit their progress, which would not be done otherwise (cf. Appendix 1). Moreover, EQUIS is, according to Valerie Swaen (cf. Appendix 1), very much ‘international’ oriented. Therefore, the accreditation highlights other weaknesses of the school. These diminish the focus on sustainability related improvements, since EQUIS assesses efforts in that matter as being already good.

1.5.3. Partnerships

The partnerships that will be hereunder presented are mostly handled by Valerie Swaen. Information about those can be found on the Louvain CSR Network page (UCLouvain, 2020 [N]). The LSM partners with enterprises, public enterprises and NGO’s to be integrated in its socio-economic environment. But also, with institutions and research centres by connecting with them on the domain of corporate social responsibility.

1.5.3.1. Institutional partnerships

A. La Maison du développement durable

This institution gathers any moral and physical persons on the path of transition towards sustainable development, to exchange on the subject via conference, debates, discussions, workshops or other formats. It also provides interested people with documentation on environment, responsible actions, eco-consumption, eco-construction, etc. Valerie Swaen thinks (cf. Appendix 1) that the potential of this partnership is unexploited at the moment. Professors from other schools and universities are much more active than LSM members in the initiative. They participate in conferences, events in collaboration with the citizens, applied research, and other po-active actions. Valerie Swaen keeps having a direct relationship with the Maison du DD but increasing efforts could be made at an institutional level.

B. European Foundation for Management Development (EFMD)

EFMD is an international network of schools, companies and non-profit organizations, based in Brussels, focusing on management development. It is also an accreditation body for business schools, business school programs and corporate universities. EFMD runs the EQUIS Accreditation. This network works as a forum for information, findings, networking and debating on innovation and best practices of management development. (EFMD GN, 2020 [A])

Valerie Swaen resumes the current relationship between the LSM and the EFMD, to the EQUIS Accreditation. There is no direct link, apart from the fact that Eric Cornuel, by being a teacher at the LSM and CEO of EFMD, might sometimes help at a political level (cf. Appendix 1).

C. CEMS

The Global Alliance in Management Education, commonly called CEMS (Community of European Management Schools and International Companies), assures cooperation between leading international business schools & universities, multinationals and NGO's. On top of that, the schools and universities of this cooperation have jointly created a master's degree "CEMS Master in Management". This program aims at being a reference for excellence in Management Masters and playing an important role in the development and direction of enterprises in a global context. The relationship between the LSM and the CEMS cannot really be considered as a particularly strong partnership when sustainable development is concerned (cf. Appendix 1). At the level of the Philippe the Woot award, t access to an international network provided by the CEMS can be a driver and profitable to both parties. Isabelle Schuiling stated that partnerships between the CEMS and the LSM are not common and that if they happen, they are spontaneous (cf. Appendix 3).

As previously mentioned, the CEMS declares having a strong positioning on education for responsible leadership. Isabelle Schuiling says that this vision of management is very important for the community and that a global strategy has been put in place for sustainable development (cf. Appendix 3). The strategy mostly concerns the choice of the themes of the CEMS seminars, even though external speakers are individually chosen by the schools. Also, according to Isabelle Schuiling the CEMS global office is very strict when ethical matters are concerned (cf. Appendix 3). Moreover, since a couple of years, a CEMS Magazine is published every year, which focuses on different societal issues (CEMS, 2018): Sustainable Development (2019), Responsible Leadership (2018), Disruption (2017), Culture (2016). As far as the CEMS Master is concerned, CEMS teachers are not formed differently than LSM teachers and no verification is made in terms of sustainability integration in the CEMS courses, they have freedom in the choice of course content and learning methods. It is mostly in seminars that responsible management concepts are integrated (cf. Appendix 3). Finally, every CEMS School forms, each semester, a CEMS Club composed out of students organizing activities for the local CEMS community. There exists a CSR department in the Club which raises awareness and organizes sustainable development activities, but it is not targeted for all LSM students. These initiatives can be considered as marginal, they have a minor potential for leverage at the faculty level.

D. CSR Europe

The European Business Network for Corporate Sustainability and Responsibility is better known as CSR Europe. It aims at supporting, promoting, contributing to innovating CSR practices and their integration, stimulates new ones. It also encourages the development of common sustainability and responsibility projects between over 10,000 enterprises and their stakeholders at local, European and global level (CSR Europe, 2020). The European Commission, the forum and the engaged partners consider it fundamental for business schools, universities and other educational institutions to play a proactive role in the integration of CSR in traditional courses and specific programs, for future managers

(UCLouvain, 2020 [O]). CSR Europe has been cooperating with the LSM across different projects connected the course on Corporate Social Responsibility. Indeed, the founder of CSR Europe was also at the foundation of the CSR courses provided by the LSM. A partnership with CSR Europe was one of the first to have been put in place, in order to finance 20% of Jan Noterdaeme's time, for helping the LSM to create a CSR course. Since then, the school is still in a relationship with Jan Noterdaeme, via its interventions in the online courses. Moreover, Valerie Swaen sometimes asks him to provide contacts and to regularly update her on the breakthrough and innovations around sustainability. (cf. Appendix 1)

E. Guberna

«*Better Boards, Better Organisations, contributing to a Better World*» (GUBERNA, 2020). Guberna, on top of being a powerful network, is an institution whose mission is to stimulate governance best practices, via the help of experts, in all kinds of organizations. This governance is based on clear roles, quality decision models and ethics and integrity principles. Finally, the ultimate goal of this mission is the creation of sustainable value through governance and leadership practices. (GUBERNA, 2020)

Three members of the LSM (Yves de Cordt, Yves de Rongé and Valérie Swaen) are part of the academic board of Guberna and thus of the consulting committee. They advise and comment on the development of knowledge and research in the domain of corporate governance and CSR. This relationship also serves as an exchange platform for information as well as for brainstorming on research projects (of researchers and thesis writers) in the sphere of corporate governance. (UCLouvain, 2020 [O])

F. The Global Responsible Leadership Initiative (GRLI)

The GRLI is a network playing the role of an interface between education, businesses and society with the aim of facilitating a systemic and global change in how we live, learn and lead. It offers a knowledge center to share ideas, information, learnings and best practices. Secondly it helps and supports its members in the development of initiatives fostering the change towards a sustainable and responsible world. Thirdly, it organizes events to advocate on global responsibility and to present the initiatives of its members. (GRLI, 2020)

Philippe de Woot has been an active member of the GRLI Initiative since he was one of its founders, together with John North. He contributed to the affiliation of the LSM, among other things, through the organization of conferences for PhD students. Valerie Swaen sees this partnership, today, as a way to exchange information but nothing more (cf. Appendix 1).

G. PRME

PRME, supported by the United Nations, is a voluntary initiative that has been created in 2007, to develop responsible management education for sustainability around the world. The aim is to give the right tools to business schools, to equip their students with the right abilities and knowledge to deliver

change. Antonio Guterres, the United Nations Secretary-General mentioned: «*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals.* » (cited in PRME, 2020).

The link between the LSM and PRME is quite strong, thanks to the sustainability report written by Valerie Swaen every two years. But also, via the PRME France Benelux Chapter, a local adaptation of the PRME initiative, which is currently developing an SDG barometer as well as an agenda for the transition towards responsible management education for sustainable development. In regard to this commitment, the LSM was more implicated last year than it currently is, for resource shortage reasons. Indeed, Valérie Swaen is usually the person assisting to the meetings and delegates the task to the dean or Carlos Desmet whenever possible (cf. Appendix 1). It appeared, however, to be difficult for them too, in terms of time allocation. It should be noted that Carlos Desmet is a guest professor. Therefore, when he takes part in those meetings, it is on his own time and energy. Finally, the LSM has decided, as previously stated, to develop its education for responsible management education around the 6 PRME Principles.

1.5.3.2. Partnerships with enterprises

Since 2006, the LSM partners with companies through the formation of chairs, helping the LSM in the development of sustainability across the faculty and helping companies to understand best practices in sustainable and responsible management. ‘Chair’ is a term used to speak of companies that sponsor or finance (in this case with return on investment expectations) activities performed at the university. The last created inter-companies chair, which is still in progress, is dedicated to perpetuating Phillippe de Woot’s spirit, ideas and mindset. As previously explained in the presentation of the LSM, the objectives of this chair are threefold: developing the Phillippe de Woot award, the Phillippe de Woot Major and the MOOCs related to CSR and sustainable development. For the moment, Solvay and Spadel constitute the member companies. But other companies are welcome to contact the school to join the initiative. (UCLouvain, 2020 [G]).

At the LSM, it is usually Valerie Swaen that is in charge of sustainability related chairs. It means that she approaches the companies, negotiates and manages the partnership. Some other professors are also developing chairs, such as Yves de Rongé, with a partnership around circular economy which is about to see the light. But, creating a chair requires time and effort in networking, which is not possible for many professors. The most difficult, according to Valérie Swaen, is to create the first chair. In general, it comes with babies afterwards. (cf. Appendix 1).

1.5.3.3. Research partnerships

A. Chair Hoover

This Chair exists at the level of the UCLouvain and is organised by the faculty of economic, societal and politique sciences and the faculty of communication. Their activity is to engage debate, research and discussion around ethics across the different departments of the faculty. A representative of each department joins debates two or three times a year to determine the themes of ‘Les Midis de l’éthique’¹⁴ and contributes to the selection of the research centres that will benefit from the chair. Valerie Swaen has been this person for years. Recently, she has been replaced by Ina Aust and Carlos Desmet, but the question on who is going to perpetuate the initiative, remains. (cf. Appendix 1).

B. ICoR

The LSM is also part of an initiative developed by the IESEC school of management. ICoR exists as a collaborative platform to diffuse, share and discuss knowledge about education for responsible management best practices and researches. The partnership mostly relies on Valerie Swaen, being also teacher at the IESEC, and on some of her PhD students that are also part of the movement.

1.5.4. External Speakers

External speakers are invited by the LSM and its members to intervene in classes, conferences, reunions, school gatherings, etc. It is interesting to analyse the procedures and objectives around those interventions in the context of this thesis, because they can be a direct relation for the students with the actual business world and its challenges. Valerie Swaen and Isabelle Schuiling support this point by saying that letting business actors share their experience shows students that what is taught in class are not empty phrases (cf. Appendix 1 & 3). It relates the theoretical knowledge to real-life cases. Another point is that it enables students to enter in debates, discussion and practice critical thinking skills. Difficulties are, however, sometimes encountered by students who don not dare to speak-up in front of the classroom. (cf. Appendix 1).

On the other hand, teachers should be aware, when inviting intervenors to talk on behalf of their company, of the potential inappropriate reaction students could have. To illustrate this, Valerie tells us that she could never invite Exxon Mobile to her CSR classes, even if it might be interesting for students to have the point of view of one of the biggest Oil and Gas Company on how to establish CSR. Engaged students might be aggressive and very negative in their comments. It could, in turn, create an uncomfortable and difficult to manage situation or even result in students’ boycott. Still, Valerie Swaen mentions that an important criterion for the intervention to be successful is to clearly explain to student the reason for the company choice. Emphasise should be put on the fact that it is not because a company

¹⁴Lunch time session organized to reflect on the sense of ethics behind hot topics. (UCLouvain, 2020 [H])

is invited to intervene in class, that it is per se an example to follow. Indeed, academic stakeholders might still have difficulties to integrate this in the educational culture. (cf. Appendix 1). Isabelle Schuiling agrees with the fact that students should be given all the elements relating to a particular intervention to have a critical view on it (cf. Appendix 3).

On a similar topic, the question of greenwashing can be touchy in some cases. Some external speakers come just to present and talk about the CSR strategy of the firm they work for. Does that really give an impression of the real-world business challenges? Does that provide the students with the aimed outcome? What if the students, after being presented CSR strategies of greenwashing firms, believe that it is the actual way to solve responsibility and sustainability matters in businesses? Valerie Swaen and Isabelle Schuiling answer those questions by saying that it is somehow part of the exercise for students to be able to detect and critically reflect on such practices (cf. Appendix 1 & 3). Another responsibility stands in the choice of the intervenors and the themes addressed. Indeed, most of Valerie Swaen speakers are asked to speak frankly and share difficulties encountered in their work and how they faced them. It is then less probable to encounter greenwashing, since it is an experience sharing moment which cannot be read anywhere or predefined. For Isabelle Schuiling, it is important to have speakers having something interesting to bring to the students, discussing hot topics, coming from relevant companies for the students or good orators (cf. Appendix 3). Finally, greenwashing is sometimes just a communication misunderstanding and not negatively intentioned even if it can be difficult to verify that. (cf. Appendix 1)

Generally, external speakers come from private enterprises. Sometimes, intervenors come from NGO's, but the proportion is often relatively lower. Even tough, Isabelle Schuiling sees the offer as diversified (cf. Appendix 3). When CSR related courses are concerned, the proportion between multinationals and positive impact enterprises and organisation is more equal (UCLouvain, 2020 [J]). The CSR Network page gathers names and contact of intervenors, upon their approval, and is free of access for any member of the LSM who would want to contact them. When applicable, an indication of their performed intervention and related information is also included. (UCLouvain, 2020 [P]).

2. Assessment of the impact of the taken initiatives

The previous section depicted the initiatives taken by the LSM towards education for responsible management and sustainable development. The retrieved information allowed for some subjectivity and personal opinion via the interviews performed with Valérie Swaen and Per Joachim Agrell. In order to have a more complete analysis, the following part will focus on the impact of the previously mentioned practices. The impact can be measured across different angles and among various stakeholders. As previously stated in the literature review, its measurement is still a global challenge, but some assessment tools have recently been developed.

For accessibility reasons, assessment of the impact of the taken initiatives has been measured among the two major stakeholders of education: the students and the teachers. A third group representing the alumni was considered but could, unfortunately, never be reached. However, for further use and research, the survey designed for alumni has been put in appendix (cf. Appendix 7).

In total, 4 assessments have been performed. The first is a data crossing between the students' and the teachers' perception of sustainability integration in the courses, based on the definitions of the STARS Model previously described. Secondly, a survey has been taken by students, with questions retrieved from the Positive Impact Rating. This rating was designed by students and for students, to assess their school's sustainability and responsible management performance. Thirdly, the questions of the Positive Impact Rating have been adapted to target the teachers and get their opinion on similar aspects. Finally, the results of the Sulitest, taken by every student of the LSM in the context of the mandatory CSR course, have been analysed to get an idea of student's sustainability literacy and awareness.

2.1. Sustainability integration in the curriculum: Data Crossing

2.1.1. Methodology

The previously described analysis of the academic curriculum, in terms of sustainability integration, was based on the course files filled out by the teachers. It can be seen as an analysis of the input provided. However, it would be interesting to compare it with their output i.e. the results of the actual perception of the students. It is also a way to take into account another important dimension of sustainability integration: the way the course is given. Indeed, we could imagine an ethics class considered on paper as a sustainability-focused course offering. But during which the teacher presents ethics notions as intangible, and authors saying as irrefutable, instead of using them as basis for reflection. Or, we could go even further, by imagining the case where this same teacher discriminates or bullies a student in front of the class. Would the perception of the students match the formal sustainability integration statement of the teacher, in that case? In order to answer those kinds of questions, surveys have been sent to students of randomly chosen courses in order to assess their point of view on exactly the same criteria that have been evaluated on basis on the course file (cf. Appendix

8). Moreover, for the results to be reliable, courses from the first semester only, have been considered. It makes sure that the learning experience is still fresh in students' mind.

To compute the required number of courses for which to consider the students' experience, ideally, a multilevel analysis should have been performed. Indeed, the population is nested: we want to get the perception of students within courses. However, because of a restricted access to information (such as the number of students participating to each course) and because of the difficulty of the statistics in that case, it has been decided to calculate a reasonable sample among the total number of potential respondents. It is a way to justify the number of courses considered in this experiment. But, knowing that it is in reality a multilevel dataset, the results should be carefully interpreted. If we know that the LSM accounts 1600 master students and that each of them follows around 6 courses per semester, we know that 9600 responses could be given to the survey. Therefore, to compute a reasonable sample size on this population, the acceptable error interval of confidence interval and a standard deviation have to be determined.

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N}\right)} \quad \text{with} \quad \begin{array}{l} z = z \text{ score} \\ e = \text{margin of error} \\ p = \text{strandard deviation} \\ N = \text{population size} \end{array}$$

If we allow an error of 10%, a confidence interval of 90%, and opt for a standard deviation of 0,5 that assumes an unknown proportion of the population to have the expected attributes, the required sample size is 68 (SurveyMonkey, 2020). Assuming that we can get in average 6 responses to the survey per course, we need teachers from minimum 11 different courses to forward the survey to their students.

In reality, forwarding demands have been sent to teachers from sixteen randomly chosen courses from the first semester and twelve of the demands have been accepted. In total, the survey received 86 answers, and 11 of the courses have at least 4 students' answers. It might be argued that having 4 students' response for one course isn't enough to be representative. However, since the questions are closed and relate to facts and not on subjective interpretation, even a small sample can be insightful. Indeed, student are expected to have a uniform answer when asked if the course includes sustainability-related content or not.

In parallel, teachers, having forwarded the survey to their students, have received the results of the responses linked to their course. There is hope that they can find utility in having access to the perception of their students with regard to the tackled subject. Ideally, this data crossing should have been performed on all course, because every case is independent and can be relevant. But limitation in time and resources could not enable such field research. An idea, for further research and assessment, would be for the professors, at the end of their class, to make the students take the 'assessment of

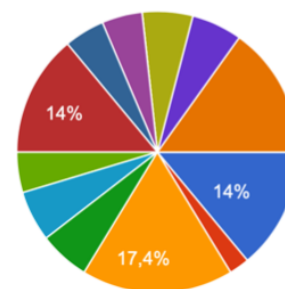


Figure 8: Repartition of the amount of responses per course (one colour=one course)

sustainability integration in the courses' survey. It could give a benchmark and overview of the current take-away of the students for the school in terms of sustainability. It could also help the teachers to align their performances, by comparing what they intent to communicate, with what the students actually perceive.

To gather and analyze the answers to the survey, they have been transferred to a table where the students note was equal to 1 if the percentage of positive responses ('I agree') to the assessed criteria was equal to 50 or higher, and 0 otherwise (cf. Appendix 9). This way, a comparison could be made with the note previously given during the sustainability integration analysis of the courses based on the course file. Mismatches of opinions have been highlighted in orange when the teachers' note is 1 while the students' is 0, and in blue inversely.

2.1.2. Results

Results show that, in terms of **sustainability content integration**, students' perception is generally aligned with teachers' statements. There is only one course where the description matches a sustainability-inclusive course offering, but where 3 out of 4 students perceived that there was not sufficient evidence to say so.

Generally, it was expected to have relatively uniform answers from students from the same course as we speak about content. But, quite surprisingly, it was not always the case, even for courses having a higher response rate. For example, if we take the course having the highest response rate (15), we notice that while 11 students do not have enough evidence to qualify it as a sustainability-related course content offering, 2 of them rated the content as sustainability-inclusive and 2 other as sustainability-focused. It means that questions of the survey are not easily received by the students. This could be related to an insufficient understanding of the subject. Indeed, this confusion is less present in the 'on paper' sustainability-focused courses that were part of the sample.

From another point of view, if we consider the assessment of the perception of **sustainability-focused outcomes** of the courses, and compare it with the teachers' vision, it can be noticed that in 5 of 11 cases, the evaluations do not match. However, they usually do not match in the sense that a majority of the students see sustainability integration when teachers do not¹⁵. Even if those results should be interpreted with a high level of precaution and in awareness of the limits of this analysis, it might be an indicator of confusion, again, around the meaning and application of sustainability in the courses.

The crossing of the data shows even more important mismatches when the question of **sustainability-inclusive outcome** is discussed. Indeed, for 8 of the courses, teachers' and students' views are

¹⁵ N.B.: the courses in question received 4 or 5 responses from students which is relatively low and could lead in a biased interpretation of the results.

contradictory. However, the percentages are usually more extreme, which shows a higher consensus between the students in their responses on this criterium.

Finally, only five percent of all the questions answered received ‘I don’t know’ as an answer. This number shows that most of the students have an opinion on the matter. However, this does not ensure that they all interpret the questions in the same way. The mentioned confusion in the conglomerated answer can thus be assigned to a non-uniformity of the understanding of the concepts linked to sustainability and their application in life.

2.2. Students’ experience

The assessment of students’ experience at the LSM, in terms of education for responsible management, has been based on the previously mentioned Positive Impact Rating (PIR). Indeed, even if the survey actually used by the organization could not be accessed, the different kinds of questions are broadly mentioned on their website (The Positive Impact Rating, 2020). The survey forwarded to the master students of the LSM comprises thus similarly 20 closed statements, where the respondent can answer on a scale from 1 to 5 if he agrees or not¹⁶ (cf. Appendix 10.1). Moreover, 3 optional open questions, also based on the PIR, have been added at the end of the questionnaire. They give the opportunity to have a personal input from the students and to gather ideas about what the school should start, stop and continue doing in order to have a positive impact (cf. Appendix 10.2).

In total, 71 students filled in the survey. It corresponds to a sample with a confidence interval of 90% and an error rate just under 10% for a population of 1600 students¹⁷ (SurveyMonkey, 2020).

The first section of questions, ‘Energizing’, is related to the perception of the governance and culture established by the school. Most of the students agree, in terms of governance, that the school includes sustainability and societal engagement, even if they are not sure if it is a driving force of the institution. On a cultural dimension, the school is generally perceived as aligned with its mission and vision, as innovative friendly and as supportive of personal development. When asked if people in the school are motivated beyond self-interests, the students do not seem to find consensus, nor to be very extreme in their position. Finally, a striking fact is that a quarter of the respondents did not know what to answer to those questions¹⁸.

Secondly, a section on ‘Educating’ enabled the respondents to evaluate the master program. They seem to agree on the fact that it integrates concepts and provides skills linked to responsible management and sustainable development. However, more than the half of the students are not sure if the faculty listen to their suggestions for change. Those results might not forcibly show that the school does not take into

¹⁶ If the middle position is chosen (‘3’) it means that the respondent does not know what to answer.

¹⁷ This computation is based on the same formula as the one used for the data crossing sample size calculation.

¹⁸ They ticked for ‘3’.

account students' opinion, since we have seen that relevant infrastructure is provided for such exchange. But it could be the consequence of a lack of knowledge from the students on how to discuss change. Moreover, the analysis of learning methods dimension reflects controversial responses to whether students are trained to solve societal challenges, and on their innovative character. It could look like students lack real-life application of the learnings in their programs, but it should be specified that here again, more than a quarter of the students ticked for the 'I don't know' box. Finally, students generally evaluate their engagement with society as poor, even if they show a high will for improvement. It means that the motivation is there, but that students might lack of tools to engage. It highlights the fact that there is an opportunity to use the school context to promote societal initiatives which could be a real trigger for students' actions.

The last section relates to the engagement of the school. Firstly, the evaluation of the role model dimension is once more highly controversial since 32 to 40% of the students show inability to give an opinion. Still, 46% of the students tend to say that LSM's graduates are prepared to deal with sustainability challenges in their jobs. Secondly, students do not agree on the level of public engagement in the field of responsibility and sustainability of the school or do not have an opinion. This reflects that students might miss information. It is not per se the consequence of an insufficient effort from the faculty, because the communication department seems quite active from the previously made analysis. However, it could be that the information is not communicated through a format that maximizes the targeting of students.

Extra open questions at the end of the survey allowed the students to give their personal input. Twenty-four students gave ideas for what the LSM should start doing in support of its commitment to providing responsible management education. Many students encourage the LSM to start inviting firms, whose activities are sustainable or more focused on societal change, to share their knowledge and experience and organise practical activities with those. A second shared opinion from the students is that CSR could be better incorporated in their program. For example, by adding a CSR part in each course, including a social and environmental dimension to the concept of value creation, being more open to new and sustainable business models in class or even creating extra sustainability courses that students could follow in addition to their regular program. Finally, students propose to start reviewing the professors' classes in order to make sure they are up to date, encouraging local non-profit organisation by promoting them among students, reducing waste and being transparent in communication and governance.

When asked about what the LSM should stop doing, 12 students gave their opinion, which is, hereafter, summarized. On top of asking to invite more socially responsible firms to courses and LSM's events, many of them think that the school should also stop inviting irresponsible multinationals. In terms of the program and of the course content, students seem to agree that teachers should stop teaching in a 'classical' way, based on obsolete (or not up-to-date) frameworks and concepts, that does not integrate

current situations and challenges. Lastly, the amount of paper used is still considered as unnecessary even though the Dean and Valérie Swaen both mentioned that there has been a diminution in that field (cf. Appendix 1 & 2). Also, some students agree that the LSM should stop allowing unethical or irresponsible behaviours inside its walls.

A last question, regarding what the LSM should continue doing, points out that the Philippe de Woot major is very much appreciated. Despite their previous comments, students recognise that the LSM has put effort in integrating responsible management education and sustainability (via taking concrete actions, getting certifications, organising environmental friendly events, having some knowledgeable professors on sustainability topics, providing well organised seminars, having a strong relationship with the students, etc.), and encourage the school to further continue on that path.

2.3. Teachers' experience

As explained in the beginning of this chapter, assessing the impact of the taken initiatives of the LSM towards education for responsible management, teachers have received an adapted version of the survey sent to the students with many questions based on the PIR and additional questions that were considered as relevant (cf. Appendix 11.1). The three same open questions about what the LSM should start, stop and continue doing have also been asked to the teachers (cf. Appendix 11.2). If the number of respondents in the students' population allowed for statistically reliable results (cf. '2.3 Student's experience'), it was however not the case for the teachers. Indeed, the LSM has 37 core professors teaching on the LLN campus and around 120 guest professors. On a total population of 157 potential respondents, only 15 filled in the survey. Could it be interpreted as a lack of interest in the subject? The results cannot be considered as representative of the global perception of this stakeholder group, but it can give an idea of potential areas of interest or concern.

In the first section, 'Energising', teachers agree, across the governance dimension, that sustainability and social engagement are a driving force of the school. But they are not sure to be, as teachers, constantly updated on its mission and vision. This shows that communication in that field could be improved. Culturally speaking however, the school is very much seen as aligned with its vision and mission, and as considering change and innovation as natural. According to the most, people are motivated beyond self-interest. As it was the case for the students, it should be noted that here as well, a considerable number of teachers ticked for the 'I don't know' box, which might be a sign of confusion around these topics.

Secondly, in the 'Education' section and in the program dimension, consensus around the answers is much clearer. Teachers agreed that ethics, responsibility, sustainability and societal stakeholders are integrated in their teaching programs, that they develop skills for students to become responsible leaders and that they listen to students' suggestion for change. Students, being the receptive parties of the teachers' input, seemed less sure about those facts. A reason for this mismatch could be that teachers'

results are biased by the fact that only a small part of them took part in the survey, gave it precious time. Those are, moreover, probably the ones who show interest in the sustainability subject. Therefore, they generally positively correspond to those statements, whereas it was less the case for students since they were assessing their global course offerings. Having a higher number of respondents, in this situation, is crucial to be able to make any comparison with the students' perception.

As far as the learning methods are concerned, the same issue is met as teachers were asked to assess their personal input and students the general output. However, we can see that teachers generally affirm to train students, in co-creation with societal stakeholders, to apply tools and methods to societal challenges. More uncertainty is noticed around the innovative character of their teaching methods. Which does not prevent the fact that students are considered as receptive of innovative teaching methods.

On the support dimension, the school seems to give the teachers the right infrastructure to adapt to responsible management education but not really the related methods and material. This is a sign that trainings and formations could be helpful to trigger such actions and changes from the professors, with the aim to provide education for responsible management. A last striking observation in this section is that teachers very much disagree around the question of the most efficient integration mode of sustainability in the courses.

'Engaging' is the last section assessed by the teachers, before an extra part with open questions. Generally, a small majority of the respondents recognize to actively engage with societal stakeholder and to be aware of how to form responsible leaders. There is room for improvement, because education for responsible management can be difficult to instore if a considerable part of the teachers is not sure to know what it is about. Moreover, a striking observation is that teachers agree that accreditations modify the way the school is functioning but reply, in a very controversial way, to the fact that the EQUIS accreditation received by the school will have an impact of their teaching method and material. In this case, the school should review its aim behind striving for accreditation and should assess if it is aligned with that situation. Finally, teachers agree on the public engagement dimension saying that the school members actively engage in the field of sustainability and responsibility, and that is it recognized by the public. However, even if the teachers mainly say that LSM's graduate are prepared to deal with sustainability challenges, in terms of role model dimension, the LSM is not considered by the majority to report comprehensively on its responsibility and sustainability performance. Which is surprising, at the sight of the PRME report depicting every two years the school's performance and initiatives in those fields. Further effort on communication around this report could, on its own, help those teachers change their mind.

Half of the respondents answered to the open questions (cf. Appendix 11.2). When asked about what the LSM should start doing in support of its commitment to providing responsible management education, remarks about putting in place experience sharing and providing of trainings from experts in

the domain of responsible education, were multiple. Moreover, some teachers agree that the school should start pushing the integration of sustainability in all of the courses, in addition to the separate course on CSR. Which is very much in line with what the students proposed. It could be that both stakeholder groups are ready for this change but waiting for the institution to make it concrete. Finally, a few comments around a better communication on the taken initiatives popped up. Similarly to what has been noticed for the students, the issue lies maybe in the communication format and not in the content, which seemed to be existing via the Louvain CSR Network managed by Valérie Swaen (cf. Appendix 1).

Teacher seem more or less on the same page as students when asked about what the LSM should stop doing. Indeed, the acceptance of unethical or irresponsible behaviours and partnerships are the main subjects.

Finally, the LSM is encouraged by its professorial staff to keep supporting teachers in the adaptation of their courses towards more responsible practices, and to keep striving for excellence, even in the field of sustainability.

2.4. Sulitest Results

During the mandatory CSR course, students are invited to take the Sulitest, an online survey assessing the sustainability literacy of the participants. The goal is here to deepen students' knowledge of sustainable development.

The last available data on the results of the Sulitests, taken once at the beginning and once at the end of the CSR course of fall 2019, have been provided by Zaidouni Bouchra, the CSR student monitor, and posted on the CSR course Moodle page¹⁹ (cf. Appendix 12). An increase of 6 points of percentage can be noticed between the two tests, to reach a score of 63% for the core international module. The numbers of this year are very similar to the ones from last year, analysed in depth by Juliette Mabardi in the context of her Master thesis (Mabardi, 2018). Moreover, to compare the students' performance with benchmarks, the Sulitest provides data that enables the school to notice that scores from the first test are almost similar to the worldwide score, while a few percentage points lower than the one at the country level. However, the second test score surpasses both.

If we consider the results of the second test only, highest scores are on SDG 11 (Peace, justice and strong institutions), 14 (Life below water) and 16 (Sustainable cities & communities) while lowest scores concern SDG 3 (Good health and well-being), 5 (Gender equality), 7 (Affordable & cleaner energy), 9 (Industry, innovation & infrastructure), 10 (Reduced inequalities) and 13 (Climate action).

¹⁹ Moodle is the online platform used by the LSM to ensure distance communication around the courses between the students and the teachers.

However, even the lowest scores on particular SDG's are usually very close to the average score of Belgium.

The conclusion that can be drawn from this information is that there is still room for improvement, and that the Sulitest can be a powerful tool in this regard. Indeed, according to the study performed by Juliette Mabardi (Mabardi, 2018) the Sulitest is, in the case of the LSM, relevant for building awareness, educating and measuring student's literacy on sustainability.

The next question is: why not make the professors take the test? As previously stated, the LSM is thinking about it. It could as a matter of fact be used to evaluate teachers' sustainability literacy, increase awareness about it and identify weaknesses and strengths, to in the end take relevant actions. However, questions marks remain about whether it is a good idea to do it in the current situation. Valérie Swaen highlights negative consequences of the test if no guidance towards tools and training for improvement is provided to the professors who would wish to evolve. Indeed, if no follow-up is put in place, the test can be pointless and even discourage some of the participants showing a weak knowledge. Therefore, Sulitest for the teachers has to be planned and supported by three to four events per year nourishing the interest ones and covering the gaps, according to Mrs. Swaen (cf. Appendix 1).

PART 4 : RESULTS

1. Recap Table and Comparison with Best Practices

This last chapter is dedicated to the gathering and sum-up of the information retrieved from the above analysis. In order to have a clear overview of LSM's current situation, a recap table has been composed. The first column depicts LSM's ambitions towards education for responsible management, according to the 6 PRME Principles, the challenges for LSM's future development of education for responsible management and other areas of interest retrieved from the LSM's last PRME report (Swaen, 2018). Next to those, there is a column for the different actions and initiatives that have been taken in response to that aim. A third column has been added to notice gap between the previous two and thus the areas of improvement. But also, ideas for improvement coming from the different stakeholders that have been consulted in the context of this thesis (teachers, students, Valérie Swaen and Per Joachim Agrell), and from best practices around the world. While this table can be found in full in appendix (cf. Appendix 13), its main points will be hereunder presented and discussed.

1.1. Recap according to the PRME Principles at the LSM

LSM'S AMBITIONS	LSM'S ACTIONS	GAPS AND IDEAS FOR IMPROVEMENT
Principles for responsible management education		
Principle 1 - Purpose: Develop Students ability to become future value generators of sustainability for enterprises and the society in its whole and work for an inclusive and sustainable world economy.		
In all its programme, promote critical thinking on ethical, social and environmental issues raised by contemporary organisations (programme content and pedagogical approach)	<ul style="list-style-type: none"> - CSR related programmes development: mandatory CSR courses, Philippe de Woot Major, Online education (MOOCs), Executive education (lifelong learning strategy) - Yearly Meeting with the Advisory council to review the courses across specific areas to make sure to reach the goal determined by the LSM Compass - Faculty member actively involved in CSR-related research and practical activities (within school and personal) - Outside the classroom: Plan International Belgium's competition to develop an innovative partnership project between NGO and the Business World, LSM Cup (Europe's biggest CSR Business Game) 	<ul style="list-style-type: none"> - Concretely integrate CSR subject in all courses (focus on horizontal integration) - Give even more opportunity to the teachers to have access to information about ERS. Best practice from Antwerp school of management (Geluk, 2019): 'Onboarding day' to train students to question teachers' content and methods in relation with sustainability and responsibility (concept of academic freedom!) - Looping by Sulitest: reverse pedagogy (Decamps, 2019) - Align faculty members on sustainability integration choice and create assemblies between teachers to uniformize their practices. Creating Pathways (Solvay) - Some student proposed to start reviewing professor's classes in order to make sure they are up-to-date - Encourage local non-profit organizations by promoting them among students

According to principle 1, 'Purpose', the faculty aims to promote critical thinking around ethical, social and environmental issues raised by contemporary organisations, across all its programmes (regarding the content and the pedagogical approach). Therefore, we have seen that CSR has been integrated in the programmes via a mandatory course, the Philippe de Woot major, the MOOCs and in executive education. Moreover, yearly meetings with the advisory council to adapt the course offerings, faculty's

member involvement in CSR-related practical and research activities, and the organisation of CSR-related international competitions (e.g.: LSM Cup and Plan International Belgium), make sure to complement the response to that aim. Nevertheless, comments from students and best practices around the world have put forward improvement areas in that field. First of all, the success of the Philippe de Woot Major and the enthusiasm of the main stakeholders (teachers and students) around sustainability and CSR integration in the curriculum, show readiness for the second phase of integration (horizontal integration). Which would consist, according to Valérie Swaen (cf. Appendix 1), in questioning, revisiting and reflecting on all management disciplines, regarding sustainability and responsibility matters. As seen in the academic curriculum analysis, students might miss the explicit connection between what they learn and how it is related to sustainability matters and challenges. Indeed, it has been discussed as a global observation during the France Benelux 2020 PRME Meeting²⁰ that teachers are often talking about sustainability related subject without realizing or mentioning it clearly. The training of teachers, in this case, would be minimal since it would mean that they are missing the ‘how’ but already know the ‘what’.

Secondly, since this change in course offerings requires to give the opportunity to teachers to have access to information about ERS; an idea from the Antwerp Management School (AMS) could help, in that sense. Indeed, they organise an ‘Onboarding Day’ at the beginning of the academic year, which consist in an introduction to sustainable transformation and to how it applies to businesses and related activities. The aim behind is, from the start, to train students to question teachers’ contents and methods in relation with responsibility and sustainability. According to AMS, a teacher will be much more inclined to change his teaching if the demand comes from the students; they call it the concept of ‘academic freedom’ (Geluk, 2019). In the same spirit, Sulitest has recently launched a new interface, ‘Looping by Sulitest’, which functions according to reverse pedagogy, by giving the possibility to students to create Sulitest-like questions (Decamps, 2019).

Thirdly, our analysis showed that faculty members cannot be said to be aligned on sustainability integration choice, nor on their practices. Therefore, another best practice comes from the LSM’s main competitor, Solvay, who has presented their idea of creating ‘pathways’ during the last France Benelux PRME Meeting²¹. The idea is for professors to work together and discuss the same topics (circular economy, energy, human development, etc.), but from different perspectives. The aim to create links between the courses through sustainability.

²⁰ Principle for Responsible Management Education, 4th meeting of the France – Benelux Chapter, 30-31 January 2020 at Solvay Brussels School of Economics & Management.

²¹ Principle for Responsible Management Education, 4th meeting of the France – Benelux Chapter, 30-31 January 2020 at Solvay Brussels School of Economics & Management.

Finally, some students proposed via the survey (cf. Appendix 10.2) to go back to the idea of reviewing professors' classes in order to make sure they are up-to-date. They also proposed to encourage local organizations by promoting them in classes.

LSM'S AMBITIONS	LSM'S ACTIONS	GAPS AND IDEAS FOR IMPROVEMENT
Principles for responsible management education		
Principle 2 - Values: We integrated in our activities and university curricula the values of social worldwide responsibility described by international initiatives like the UN Global Compact.		
<p>Excellence in Business through:</p> <ol style="list-style-type: none"> 1) Scientific rigor 2) Openness to the world 3) Entrepreneurship spirit and innovation 4) Encourage rigor in reflexion by providing a system that surpasses current practices 	<ol style="list-style-type: none"> 1) Active teaching methods, close contact with practical needs of company life, team projects 2) University environment ensuring multidisciplinary exchanges, international exposure through global exchange network (140 universities, 44 countries and 5 continents), feedback from the corporate world (internships and business projects) 3) CPME programme; Students associations (LSM Cup, Ustart, LSM Conseil) 4) Choice of guest speakers and partnerships goes beyond the goal of students' employability thanks to the fact that management faculty is within a research university. 	<ol style="list-style-type: none"> 1) Give training to professors for active teaching methods 3) Communicate better on entrepreneurship initiatives 4) Demand for more responsible firms
<p>Ethics in Business</p> <ol style="list-style-type: none"> 1) Humanism 2) Critical thinking on ethical, social and environmental issues raised by contemporary organizations 3) Responsible citizenship: Equal emphasis on interpersonal skills and "know-how", educate managers who are conscious of their responsibilities 4) Alignment of practices and values 	<ol style="list-style-type: none"> 1) Long-tradition of open-mindedness and humanism 2) Students are trained to questions existing practices in order to becomes a vector of change: Students opinion is included and counts in the faculty decisions and teachers' programmes 3) CSR-related courses and major 4) LSM will not commit to situations that do not fit their values or where excellence cannot be demonstrated (e.g.: selection of students in non-discriminative and based on competences) 	<ul style="list-style-type: none"> - Open the classes for outsiders (idea from the France Benelux PRME Meeting 2020) - Show stricter prohibition of unethical and irresponsible behaviours inside the LSM Walls (teachers and students)
<p>These values are very well known to and share by our stakeholders</p>	<ul style="list-style-type: none"> - They have long shaped the school's identity - The LSM Compass was created to design a competency framework allowing teachers to orientate their cursus according to the LSM's objectives and values 	<ul style="list-style-type: none"> - Review the best way to communicate on those values, mission and vision for each of the stakeholder's group, as research performed in this thesis reflects areas of confusion - AMS has created the AMS Mission Award, that recognizes and stimulates students who live their lives according to the mission of the school (Self-Awareness, global perspective, societal consciousness) - Create a global leadership course for all programs (AMS): The AMS Leadership Skills Course centres on the three building blocks of the mission: self-awareness, global perspective and societal consciousness
<p>Train future entrepreneurs:</p> <ul style="list-style-type: none"> - Develop vision about possible innovation - Convincing others to enter the new game - Taking risks - Driving change 	<ul style="list-style-type: none"> - Entrepreneurship courses - CPME formation - minor in Entrepreneurial Spirit - new student status developed by the UCLouvain - Start-Up Incubators 	<ul style="list-style-type: none"> - Provide students with the opportunity to work on projects for their local communities: Institute of Management Technology in India has put in place the 'I am the change initiative' (Weybrecht, 2018)
<p>Train future leaders: ethical leader formation</p>	<ul style="list-style-type: none"> - Whole person learning approach 	
<p>Train Statesmen: concerned citizen and design of new political governance</p>	<ul style="list-style-type: none"> - Encouraging students to attend conferences around ethical issues in business (Hoover chair) - LSM participates in various networks (PRME, GRLI, UN Global, EFMD) reinforces this mission 	<ul style="list-style-type: none"> - Create a simulation of a Cop (Cooperation of Parties about the climate) (KEDGE, 2019)

The second principle, 'Values', includes LSM's ambition to provide excellence in business, ethics in business, to be sure that those values are well-known by its stakeholders and to train future entrepreneurs, leaders & statesmen.

Excellence in Business translates, at the LSM, in active teaching method, in multidisciplinary university environment, in specific programmes and activities promoting entrepreneurship spirit and innovation (CPME, LSM Cup, Ustart, LSM Conseil, etc.), in and the choice of guest speakers going beyond the goal of student's employability. The analysis performed in this thesis shows a demand from the professors for trainings on active teaching methods, and from students for the intervention of more responsible actors (cf. Appendix 10 & 11). Moreover, a better communication on entrepreneurship and innovation initiatives could allow the stakeholders to realize the effort made by the faculty in this matter and enjoy those services.

Ethics in Business is ensured by a long tradition of open-mindedness and humanism (Swaen, 2018), by the training of students in vector of changes (cf. Appendix 2), by the CSR-related course and major, and, finally, by the fact that the LSM will not commit to situations that do not fit their values. An idea from the discussions that took place during the last France Benelux PRME Meeting, to go even further on that factor, was to open classrooms for outsiders. Indeed, so many people do not have the means to afford going to the classes and acquire the required knowledge to make a change. Moreover, students and teacher have pointed out the fact that the LSM should be stricter on the prohibition of unethical and irresponsible acts in the school context (cf. Appendix 10 & 11). A great idea for this matter comes from the KEDGE Business School which has set up a kind of whistleblowing system and more particularly a *«reporting channel for incidents of sexual harassment, sexual assault and discriminatory, sexist or homophobic behavior»* (KEDGE, 2019).

In terms of diffusion of those values to its stakeholders, the LSM counts on the fact that they have long shaped the school identity and also on the LSM Compass to orientate the cursus accordingly. However, it does not seem that the ambition is fully fulfilled, since respondents of the survey (teachers and students) were not so sure when asked about those (cf. Appendix 10 & 11). Therefore, it might be relevant to review the best way to communicate on the values, mission and vision of the faculty, for each of its stakeholders' group. In this sense, another best practice coming from AMS is to create a mandatory global leadership course for all programs, which is based on the school mission of raising self-awareness, global perspective and societal consciousness (Geluk, 2019). Moreover, the AMS has also put in place the 'AMS Mission Award'. It rewards, recognizes and stimulates students living in accordance to the mission of the school (Geluk, 2019).

Finally, to train future entrepreneurs, leaders and statesmen, on top of the current actions taken by the LSM in terms of related formation and activities, some best practices of other business schools could also be taken into account. For example, the Institute of Management Technology in India has created the 'I am the change' initiative, which consist of an experiential learning course providing students with

the opportunity to work on projects for their local communities (Weybrecht, 2018). After identifying a challenge in society, students are asked to propose an implementation plan for solutions (Weybrecht, 2018). Stanford University has a similar activity called ‘My Cardinal Green Program’ which aims at actively engaging school members in sustainable development projects (Stanford University, 2020). Also, with the aim to train future statesmen, the KEDGE Business School and its related students associations have created a simulation of a Cop (Cooperation of Parties about the climate) where students could debate and share ideas (KEDGE, 2019).

LSM'S AMBITIONS	LSM'S ACTIONS	GAPS AND IDEAS FOR IMPROVEMENT
Principles for responsible management education		
Principle 3 – Method: We create educational frames, resources, processes and environments that will enable learning experiences for responsible leadership.		
Promote student work (courses, theses, internships, associative projects, etc.) on subject related to ethics, social responsibility and sustainability	<ul style="list-style-type: none"> - Sulitest and its review for LSM's adaptation - MOOC: explore new forms of teaching and learning 	<ul style="list-style-type: none"> - SDG Students ambassadors to create sustainable mindset (AMS)

Principle 3, ‘Method’, says that the LSM wants to promote students work on subjects related to ethics, social responsibility and sustainability. In this context, actions such as the set-up of the Sulitest for students and the creation of MOOCs explore new ways of teaching and learning for responsible management education. An interesting idea from the Antwerp Management School was to appoint ‘SDG Students Ambassadors’ in order to create and promote sustainable mindsets (Geluk, 2019). Those students would carry a project, linked to the SDG’s, throughout the year and engage their fellow schoolmates. The school has even recently made it a mandatory project in all the programs, providing the students with a certificate at the end of their studies and after successful completion of their projects.

LSM'S AMBITIONS	LSM'S ACTIONS	GAPS AND IDEAS FOR IMPROVEMENT
Principles for responsible management education		
Principle 4 - Research: We commit to conceptual and empirical researches that will allow to better understand the role, dynamic and impact of enterprises in the creation of social, environmental et economic values.		
Interaction between the school (which delivers the programmes) and the institute (which organises research in specific domains)	<ul style="list-style-type: none"> - Every faculty member or research assistant belongs also to a research institute - Louvain CSR Network gathers and supports researchers and practitioners striving for CSR practices - Co-Development of the Belgian sustainable development goal barometer - Growing number of students' researches linked to sustainability and CSR - Corporate chair around CSR - Organization of debates, seminars and conferences with regards to CSR 	<ul style="list-style-type: none"> - Harvard business school research centre has «written more than 700 business and environment teaching cases that helped integrate findings into management practice» (Jack, 2019)

Around principle 4, 'Research', the LSM wants to ensure interactions between the school and the related research institute (LouRIM). Therefore, every faculty member of the LSM is also a member of a research institute of the UCLouvain. The Louvain CSR Network, managed by Valerie Swaen, serves as a platform to gather and support researchers and practitioners striving for CSR practices. Moreover, there is a global increase in the number of CSR-related researchers performed by the professors and students of the LSM. Next, the Philippe de Woot corporate chair helps with the development of CSR initiatives of the LSM. Debates, seminars and conferences on the subject are being organized. However, a gap could be noticed if we consider the link between the researches performed and their inclusion in the students' curriculum, even though Valérie Swaen mentioned that some teachers do integrate it (cf. Appendix 1). Harvard Business School research centre has therefore *«written more than 700 business and environment teaching cases that helped integrate findings into management practices»* (Jack, 2019). It provides a solution for some comments made by the teachers in the survey (cf. Appendix 11), proposing to stop spending time and money on research papers that nobody reads, but it also serves as tool for teachers who do not know how to integrate sustainability or responsibility matters in their courses.

LSM'S AMBITIONS	LSM'S ACTIONS	GAPS AND IDEAS FOR IMPROVEMENT
Principles for responsible management education		
Principle 5 - Partnerships: We connect with managers/persons of the business world with the aim to deepen our knowledge on the challenges they face with to respect their social and environmental responsibilities and together explore the most efficient ways to face them.		
Collaborate with one another and proactive companies, to develop and participate in the most advanced networks with respect to CSR, entrepreneurship, globally responsible leadership, and sustainable development	<ul style="list-style-type: none"> - Institutional and research partnerships (Hoover chair, GRLI, Icor, etc.) - Partnership of the UCLouvain (The Shift, the SDG's, Rio+20, etc.) - The school encourages and collaborate with students' associations (CEMS Club, LSM Conseil, Ustart, etc.) 	<ul style="list-style-type: none"> - Take ideas from the other university to design change implementation in education, operations and research inside the LSM (France Benelux PRME Meeting, 2020) - Exploit the potential of the partnership with 'La Maison du Développement Durable', actively participate in the PMRE meetings

Principle 5, 'Partnerships', enounces LSM's ambition to collaborate and develop its networks with respect to CSR, responsible leadership and sustainable development. Institutional and research partnerships like the Hoover chair, PRME, the GRLI, etc., have helped for that goal. Also, LSM's relationship with the UCLouvain is not negligible. The university engages in the Shift, the SDG's, Rio+20, and is currently developing a transition plan for sustainable development. Finally, the encouragement of student's associations (CEMS Club, LSM Conseil, Ustart, etc.) also contributes to that aim. However, areas for improvement have been noticed in the context of institutional partnerships. Valerie Swaen talked about unexploited potential with 'La Maison du Développement Durable' and a lack of resources that jeopardizes the continuity of other partnerships, like for example LSM's involvement in the France Benelux PRME Chapter (cf. Appendix 1). To support that point, it should be mentioned that during the last France Benelux PRME Meeting, different business schools stressed the

importance of taking ideas from other universities, to design and implement change in education, operations and research.

LSM'S AMBITIONS	LSM'S ACTIONS	GAPS AND IDEAS FOR IMPROVEMENT
Principles for responsible management education		
Principle 6 – Dialogue: we will facilitate and support dialogues and debates between the different stakeholders relevant to the current and important challenges related to worldwide social responsibility and sustainability.		
Stimulate dialogue and debate among educators, researchers, students, business and civil society	<ul style="list-style-type: none"> - CSR course - LSM members speaking on CSR at broader events and forums (lately Valérie Swaen, Carlos Desmet and Laurent Taskin) - Organisation of CSR related events like the Philippe de Woot award, CSR workshops, the Business and society seminar - CSR Network is a place where CSR initiatives of the LSM are gathered and can serve as basis for discussion and dialogue 	<ul style="list-style-type: none"> - Better communicate on the existing initiatives - Communicate on external initiatives that could be relevant for students, staff, teachers to follow. It would be a not so costly way to train your stakeholders to responsible management practices - Continue developing the LSM infrastructure with the aim to increase dialogue between stakeholders

With respect to the last PRME principle (6), ‘Dialogue’, the LSM wishes to stimulate dialogue and debate, among educators, researchers, students, business and civil society. It already happens thanks to the CSR courses, the presence of LSM’s members at broader events related to such practice, the organization of the Philippe de Woot award, CSR Workshops and the Business society seminar. And finally, also thanks to the CSR Network which gathers information that can serve as a basis for discussion and dialogue around CSR. However, some areas for improvement exist in the communication around these ways to stimulate dialogue. The LSM could benefit from communicating on similar initiatives taken by people or organizations which would be interesting for the students, for the staff and for the faculty members to follow. Indeed, it is a way to train people from the LSM to responsible management practices, at a limited cost. Finally, the LSM is encouraged to continue developing the LSM’s infrastructure in a way that fosters dialogue between students, staff, teachers and associations.

1.2. Recap according to future challenges for ESD at the LSM

LSM'S AMBITIONS	LSM'S ACTIONS	GAPS AND IDEAS FOR IMPROVEMENT
The road ahead		
Find more financial resources	<ul style="list-style-type: none"> - Multi-company chair (Philippe de Woot Chair) - Possible financing from the UCLouvain to achieve the Rio+20 objectives 	<ul style="list-style-type: none"> - Encourage faculty members to create and set up new chairs in the field of sustainable development (cf. Appendix 1).
Pursue the development of our network of academic partners around CSR issues	<ul style="list-style-type: none"> - Development of the France Benelux PRME Chapter - Exploring potential for creating a new double degree 	<ul style="list-style-type: none"> - See in other business schools who is responsible for assisting to PRME meetings!

<p>Research: focus on developing research directly addressing ethics and CSR issues as a focus but also continue to support the development of research projects in all management fields that have clear contribution to society</p>	<ul style="list-style-type: none"> - Reinforce the presence of specialist in ethics and social responsibility areas (recruitment) across all departments - Encouragement of interdisciplinary research around SD issues - Valérie Swaen, president of the LouRIM makes the connection with CSR and the LSM 	
<p>Dialogue: Raising stakeholders' awareness about its CSR related initiatives and contributions to society, diffusion of LSM values</p>	<ul style="list-style-type: none"> - Development of existing dialogue: re-arrangement of the school's infrastructure to include associations and create a place where the different stakeholders can exchange ideas and work together → 'teaming-up' spirit - Organization of conferences, seminars and events - Philippe de Woot award promotes research in the files of Sustainability - The Louvain CSR Network gathers internal and external researches around CSR - Sulitest is planned for teachers and staff - Put forward elements of social responsibility when communicating on the developments of the faculty 	<ul style="list-style-type: none"> - Create insights by sending out a survey to students, faculty members and staff (AUAS: Amsterdam University of applied science) and use data as input for a roadmap → Positive Impact Rating Survey - Ask the teachers about the percentage of sustainability that is integrated in their course and force them to include this number in their syllabuses - Ask students to rate the sustainability integration of each course - SDG's Student Ambassadors projects mentored by staff member (AMS)

The first challenge mentioned by the LSM, for the road ahead in terms of education for responsible management, is to find more financial resources. Currently, CSR initiatives are mostly supported by the Philippe de Woot chair. Moreover, the school might receive additional funding from the UCLouvain in order to achieve the Rio+20 objectives. These initiatives are, however, still considered as “not enough”; it is why Valérie Swaen mentioned that faculty members should be encouraged to create and set up new chairs in the field of sustainable development (cf. Appendix 1).

Secondly, the school wants to pursue the development of its network of academic partners around CSR issues. The LSM is currently working on the development of the France Benelux PRME chapter, but as previously said, the lack of resources might jeopardize this commitment. In most of the business schools taking part in the PRME initiative, a specific person or department is in charge of entertaining the relationship. Therefore, it could be interesting for the LSM to look at how other similar business schools are organized in that matter and, in a second instance, explicitly appoint someone to be in charge of making the connection between the LSM and PRME.

Thirdly, it is for many business schools still a challenge to increase the focus of the researches in directly addressing ethics and CSR issues, across all management fields, because most of the scholars did not have any basic training including those topics. Nevertheless, the LSM is therefore reinforcing the presence of CSR in all departments by recruiting specialists in the subject and by encouraging an interdisciplinary approach in researches. The dean has mentioned the creation of positions having a CSR twist in the Human Resources and Sourcing & Communication departments (cf. Appendix 2). Moreover, Valérie Swaen, as president of the LouRIM and manager of the Louvain CSR Network, makes the connection between the schools (as provider of the academic program), CSR and the research.

The last challenge mentioned in the PRME report relates to raising stakeholders' awareness about LSM's initiatives around CSR, its contribution to society and the diffusion of its values. The current dean, Per Joachim Agrell, further developed this idea with the creation and promotion of a 'teaming-up' spirit. Also, the Sulitest is planned for the staff and the teachers, and communication about LSM's activities include a part on CSR, sustainability or education for responsible management. Finally, other previously mentioned initiatives like the organization of conferences, the Philippe de Woot award and the Louvain CSR network also contribute to increase the dialogue among stakeholders. Nonetheless, other ideas could be worth taking into account. Similarly to what has been done throughout this thesis but also according to best practices from the Amsterdam University of Applied Science (AUAS), insights could be created by sending out a survey to students, faculty members and staff. The retrieved data could then be used as input for the creation of a roadmap for education for responsible management. Alternatively, the university of Nancy asks teachers about the percentage of sustainability that is integrated in their course and forces them to include that number in their syllabi; it fosters teachers reflection and makes them support their answer without pressure (because it is just about asking a question) (France Benelux PRME Meeting, 2020). Another idea would be, at the end of a course, to make the students take the 'assessment of sustainability integration in the courses' survey used in this analysis (cf. Appendix 8). It could give a benchmark and an overview to the school of the current take-aways of the students in terms of sustainability, but also help the teachers align their performances by comparing what they intent to communicate with what the students actually perceive. Furthermore, the previously mentioned idea from AMS to create SDG's Student Ambassadors could be further developed by integrating another stakeholder group in the initiative. Indeed, once AMS transformed the project of the SDG Student Ambassadors into a mandatory task for a course, they decided that every project would be mentored by a staff member (Geluk, 2019).

1.3. Other areas of interest for ESD at the LSM

Other areas of interest, that were not mentioned in the previous categories but addressed in this thesis and present in many best practices, are the ambition of the school to become a role model and the development of a strategy around education for responsible management.

LSM'S AMBITIONS	LSM'S ACTIONS	GAPS AND IDEAS FOR IMPROVEMENT
Other aspects of interest		
Become a role model	Environmental initiatives: <ul style="list-style-type: none"> - LSM Garden - Dematerialization of the master thesis 	<ul style="list-style-type: none"> - AMS organizes activities to reassemble Staff, students and faculty members to strive for common goals and enhance well-being: 'salad Thursday, Antwerp 10 miles, etc.) - The KEDGE Business School has set-up a reporting channel for incidents of sexual harassment, sexual assault and discriminatory, sexist or homophobic behaviour. (KEDGE, 2019)

<p>Develop a strategy around education for responsible management</p>	<ul style="list-style-type: none"> - Valérie Swaen via the CSR Network and the PRME Report - Sabrina Courtois has been appointed as assistant for the CSR major and helps Valérie Swaen - EQUIS accreditation as tool for strategic development (at a general level for the LSM) - Strategic plan developed at the level of the UCLouvain by the CODD - PRME Principles used as basis for the implementation of education for responsible management 	<ul style="list-style-type: none"> - ASAP Plan of the AMS: because there is a need for strategy and guidelines to implement sustainable and relevant change - Design a 3 years' timeline to show the urgency of the matter (AUAS): 'Reset' <ul style="list-style-type: none"> o Appoint specific people to be the change agent, considered as crucial for change (AUAS) o Challenges require patience, to get management support (top-down/bottom-up approach) and educating students requires educating educators (AUAS) - The Stockholm Business School has appointed a strategy group in charge of their accreditation and PRME commitment (Stockholm Business School, 2019) - Take part in Sustainability oriented rankings like the TIMES (cf. Appendix 1) - Munich Business School which offers internship to high school students, playing the role of support to their different departments. (Munich Business School, 2017)
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As far as the role model dimension is concerned, the LSM has taken some marginal environmental initiatives such as the dematerialization of the master thesis and the LSM Garden. Further improvement could be done, for example, by organizing activities to reassemble the staff, the students and the faculty member around common environmental and well-being goals. With this in mind, the AMS organizes salad Thursdays, Antwerp 10 miles, etc. (Geluk, 2019).

Last but not least, as analyzed throughout this report, we can state that no clear strategy around education for responsible management has been developed at the LSM, even if some initiatives are going in this direction. Valérie Swaen is building a basis for reflection via the CSR Network and the PRME report. Sabrina Courtois has recently been appointed to assist the CSR major and Valérie Swaen in CSR-related initiatives. The EQUIS accreditation can be considered as a strategic tool for the LSM at a general level. The UCLouvain is currently developing a strategic plan for a sustainable transition with the CODD. And Finally, the PRME principles are used as a basis for the implementation of education for responsible management. However, multiple ideas for improvement in that area can be provided and few of them will be hereunder cited.

Important practices and drivers have been discussed during the last France Benelux PRME Meeting. The AMS has put in place an ASAP plan, because they mention a need for strategy and guidelines to implement sustainable and relevant change (France Benelux PRME Meeting, 2020). And they presented the different questions the business school asked itself at different steps of the transition:

Step 1: How to sensitize, raise awareness? How to do a CSR scan?

Step 2: How to define priorities? Benchmarks? (include all stakeholders)

Step 3: Align CSR vision & mission with the current values of the school

Step 4: How to set bold strategic goals, targets, KPI? (look at the PRME principle)

Next step: How to integrate the goals? How to communicate about the process? How to provide dialogue with your stakeholders? How to anchor changes into organizational systems?

Also, according to AUAS who has designed a 3-years' timeline (called 'Reset') showing the urgency of the matter, appointing specific people to be the change agent is considered as crucial for change. They further mentioned that challenges require patience to get management support via a top-down and bottom-up approach and that educating students requires educating educators.

In terms of organization of operations, the LSM could take example on the Stockholm Business School which appointed a single strategy group in charge of their accreditation and PRME commitments, with the aim of monitoring and developing strategies for the areas of sustainability and accreditation on the basis of a comprehensive data basis (Stockholm Business School, 2019).

Moreover, as mentioned by Valérie Swaen, taking part in sustainability focused rankings like the TIMES could help in having a structured development of initiatives and could engage the less motivated (cf. Appendix 1).

Finally, in order to support the development of the ESD strategy of the school and take into account the current lack of resources (cf. Appendix 1), the LSM could take the lead from the Munich Business School which offers internships for high school students. Indeed, they play a role of support for the different departments of the school. (Munich Business School, 2017)

2. Limits & Further Research

The scope of the performed research was limited to the activities of the LSM on the Louvain-la-Neuve Campus and for the master students only. Further research could include aspect from the Mons Campus, the bachelor program that is there being held and finally the executive education part of the faculty. Executive education is particularly of importance since the Per Agrell clearly stated its aim to develop this service of continuous education to accompany leaders throughout their careers (cf. Appendix 2). And also, because of technology development and changes in the way businesses operates, content is evolving quickly (Leicht et al., 2018). Moreover, as stated at the beginning of this report, confidential information (such as the report on which the EQUIS accreditation has been based) has not been used and could, if consulted, uncover the existence of other practices or areas for improvement in the field of responsible management education.

Furthermore, some of the ideas for improvement, presented in the recap table and considered as relevant for the LSM, were chosen on a subjective basis and, with the acquired knowledge of the situation of the school (in terms of current needs and resources) and the existing practices. However, some of these could be considered as unrealistic to executive parties of the LSM. Indeed, because I am still a student and have not benefited from substantial practical experience, so far, in organisations, my interpretations might be biased.

Besides, the curriculum assessment of sustainability integration has been based on the course files, which leave room for interpretation biases and other limitations previously stated. Therefore, it would

be relevant, for further research, to gather similar data by asking the questions directly to the professors. Which in turn could also serve as tool for awareness raising and actions taking towards responsible management education. Indeed, representatives of Amsterdam University of Applied Science mentioned, during the last France Benelux PRME Meeting (2020), that simply asking professors once a year to reflect on sustainability integration in their course can trigger changes in their teaching methods and content. Furthermore, in the continuity of the idea of the data crossing that has been performed on few courses, teachers could ask their students at the end of their courses to give their own perception of the provided learning by evaluating the same criteria. On the one hand, the teachers will then be able to reflect on actual data. On the other hand, the faculty could, with the gathered results, identify the areas of weakness in the academic curriculum and also set up benchmarks and key performance indicators for future development and reviews.

In a similar perspective, benchmarks could also be created by making every main stakeholder of the school (students, professors, staff members) take the PIR survey or an adapted version similarly to what has been done for the professors (cf. Appendix 11).

Other sustainability assessment tools, presented in the literature review, could be used to further understand the different aspects of LSM's positioning and its role in the formation of future responsible leaders. It would allow to, in turn, go a step further in the analysis that has been here performed and design clear and relevant recommendations for further development of the school.

Similarly, to what has been performed in this thesis, targeted analysis of the executive education part of the school might be insightful. In turn, continuous education might become the norm.

Finally, today's pandemic crisis has, in a very short amount of time, turned upside down most of the traditional ways of functioning of the school. But also, triggered mentality changes all over the world. It is too soon the state what is concretely means for further development of the society and education. Further research could analyse the consequences of the crisis and maybe redefine the role of business schools accordingly.

PART 5 : CONCLUSION

We are in a world of crisis, as a consequence of utopic systems based on unlimited growth, triggering mentalities changes and in that sense, slowly redefining the purpose of higher education in management. Indeed, education is a major piece of the puzzle when it comes to creating future responsible leaders, capable of ensuring a sustainable development of the society.

With this master thesis, I wanted to go at the heart of the matter, questioning not only the general role of business schools in responsible management education for sustainable development but focusing on analysing the role of a particular business school in which I have myself followed my business education. Indeed, guidance and literature exist in that field. But, for institutions to feel directly concerned by a possible change, confronting them with an overview of their current situation and targeted possible areas for improvement, might be needed. The aim of the work was to provide an overview to the school of its current situation and raise awareness about the existence of possibilities for improvement.

Therefore, this thesis has been constructed across gradual research questions. First, a review of the literature on the subject provided guidance on how to assess a business school's integration of sustainability. The next phase consisted in analysing why the LSM would be interested in such integration or what are the school's ambitions. To give it an answer, the LSM and its related vision and mission have been presented. They showed a strong ambition to commit towards education for responsible management, based on historically intrinsic values. Then, in accordance with the ideas of structure given by the literature and the LSM, the field research, has, in a first instance, been performed across 5 primary aspect of school. The aim was to assess and provide an overview of the different initiatives taken for sustainable development and responsible management education. From this part, we can state that, even if LSM's actions for offering responsible management education are not organised following a defined plan, strategy nor given an official infrastructure, the school has been active in the matter. The set-up of the Philippe de Woot major in corporate sustainable management and the mandatory CSR course for all master students are obvious initiatives. But the faculty's research, partnerships and community engagement around the development of CSR, education for responsible management and sustainable development, are also appreciable.

The second part of the field research was dedicated to the assessment of the impact of the taken initiatives. If further effort could be delivered in the gathering of data for providing even more reliable results, some highlights of the findings could already be stated. An assessment of the perception of the integration of sustainability in the course offerings was done by crossing results of the previous academic curriculum assessment (performed in the first part of the field research) with students' opinion, for eleven randomly chosen courses. Areas of confusion appeared and probably come from a lack of explicit link between sustainability concepts and their application in real-life business cases.

Moreover, students and teachers filled out surveys with questions based on the Positive Impact Rating initiative. Insightful responses were gathered and allowed to highlight areas of satisfaction as well as areas for improvement according to these two main stakeholders' groups. Combined with the analysis performed on the results of the Sustainability literacy test, taken by the students in the context of the mandatory CSR Course, consolidated observations could be summarized in a recap table.

The table gave an overview of the results in the format of a gap analysis between what is aimed at, what has been done and what could be improved for each of the areas of interest of the school in the field of responsible management education. The main takeaways of this analysis are threefold. First, students and teachers seem to be ready for the school to horizontally integrate sustainability concepts in the course offerings, and best practices show rather easy and straightforward solution to achieve this aim (e.g.: the creation of pathways like Solvay, reverse pedagogy techniques from the Antwerp Management School, etc.). Secondly, improvement in dialogue between the stakeholders could help achieve many other goals for the development of responsible management education. Indeed, sending out survey to stakeholders to get their opinion or directly encouraging stakeholders to engage and collaborate around sustainability related matters (such as it is done through the Students SDG ambassadors' projects at AMS), help raise awareness, creates benchmarks for further improvement and uses collective intelligence to increase performance. Finally, a general comment would be for the school to keep pro-actively nourishing institutional partnerships and connecting with business school around the world, in order to be constantly fed with ideas for improvement.

This research has proved that, once engaged, and with a clear overview of the situation, it often requires less than we think for change to happen. The LSM is in on the right path for the achievement of its goals and the role it wants to play in responsible management education. However, a more structured and harmonised organisation around its initiatives could accelerate the change in mindsets and actions that are still lagging behind.

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