



Sharing Information on our Progress Report 2019-2020

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Word of the head of the school

Karlstad Business School (KBS) hereby submits its second Sharing Information on Progress (SIP) report for the period 2019 to 2020 to our stakeholders.

This SIP report is published one year after we celebrated our 10th year anniversary and during a year when the world has been impacted by the COVID-19 pandemic. Even though the pandemic has created a complex challenge, we have worked on tackling it in a sustainable way, and sustaining a high standard. During the last 10 years we have been successful in integrating sustainability and responsibility at the business school. KBS is proud to be one of the first choices for students, employees and partners.

We understand that globalization, new eco-system and new challenges for society entail new and complex expectations from our stakeholders. To maintain these expectations, KBS is contributing to socially, environmentally, and economically sustainable societal development in a responsible way. We believe in our statement "With great knowledge comes a great responsibility". This is rooted in our mission "Educating responsible professionals and conduct research with high societal impact". A social impact to creating a balanced growth while measuring the concrete impact – Societal Value embedded in our Values.

The work on sustainability at KBS is conducted under the motto 'The responsible business school'. This means that we live by our values - principles, standards, ethics, and ideals; where education and other activities can, in various ways, contribute to making a difference in society. We use the PRME principle as a platform to achieve our mission and fulfil our motto. KBS is adopting the UN Sustainable Developmental Goals (SDGs)-Agenda 2030. We are working on linking our courses and research to the UN's global goals. So, most important of all, the students at KBS learn to include sustainability as part of their future professional life.

We have also chosen AACSB's framework for continuous improvement with additional parameters of gender equality, sustainability, and partnership. PRME is our platform for these additional parameters.

After setting the stage in our first SIP report, we have during the last two years worked on institutionalizing the PRME principles to transform our business school. The institutionalizing is part of implementing

and mapping the SDGs in our everyday activities on joint knowledge development efforts. KBS also institutionalizes the annual recurring theme day – Sustainability day. Sustainability Day is an event that highlights and deals with sustainability aspects within research, education, and practice. Furthermore, we are publishing an edited book on PRME Series. These efforts coupled with the dialogues thorough two international symposiums and engagement in PRME Nordic Chapter sets a ground for our Responsible Management Education (RME).

KBS is now starting the next phase in the PRME engagement on further assessing and integrating the SDGs. We are mapping and assessing the impact of all our courses and research projects against the SDGs. Our plan to involve more in the PRME champions' activities is part of RME work. We are also working on linking research with education for research led and research-based impact of our Intellectual Contributions (ICs) in education.

The undersigned, Head of KBS, hereby renews our institutional commitment to the Principles for Responsible Management Education.



A handwritten signature in black ink, appearing to read 'Martin Grimberg Löfgren'.

*Associate Professor
Martin Grimberg Löfgren
Head of Karlstad Business School*

I. Introduction

Karlstad Business School (KBS) at Glance

Karlstad Business School (KBS) was established in 2009 as part of Karlstad University. Although it is one of the youngest business schools in Sweden, KBS has its roots from 1968 as part of the then-Karlstad university collage, which was branch of Gothenburg University.

KBS is working to be “The responsible business school”. This means that all the programs and courses, as well as other activities, should benefit sustainability and responsibility education. The aim of being the responsible business school is reflected in the vision and mission of KBS, and driven by the motto:

“Knowledge is worth nothing without the ability to use it.”

KBS’s vision:

*“Karlstad Business School is influential and highly visible in society
– the first choice for students, employees, and partners.”*

KBS’s mission:

“We educate responsible professionals and conduct research with high societal impact.”

Karlstad Business School offers a broad degree program in business and economics, law, human resource management and working life science, tourism, IT, and web development with a first cycle (nine programs), second cycle (nine programs), and third cycle (doctoral studies). KBS has a staff of approximately 150 with around 2,800 students, approximately 150 of whom are international students. The close connection between research and education allows KBS to meet its vision and deliver high-quality education to its students. Many of the KBS lecturers also conduct research in one of the multi-disciplinary research centers or one of its five subject groups: business administration, economics and statistics, information systems, law, and working life science. Also connected to KBS is a research center, the Service Research Centre, and two fora: the Forum for Accounting and Control and the In-solvency Law Academy. The people at KBS are brought together by a deep interest in economics and business. Lecturers carrying out research and students on master’s programs often participate in re-search projects. One of the key strategic goals is:

*Our research is competitive with leading business schools in our areas of expertise
– To identify challenges that exist at a local, national, and global level that we should be addressing in our research.*

Research carried out at KBS always involves the cooperation of different businesses and organizations with an international perspective. This means collaborating with researchers internationally and having an oppor-

tunity not only to contribute to knowledge globally, but also an in-depth exploration in research questions that interest us and are of high relevance to society. This is why collaboration with business and society is one of KBS’s most important driving forces.

The PRME initiative has also contributed to this integration of research and education. Responsible management education is one of the initiatives that KBS is working on as part of the PRME initiative and commitment.



Second SIP report

Institutionalizing PRME and implementing the SDGs

The KBS case provides a good example of challenge-driven transformation. PRME is a tool that allows KBS to meet its vision and mission statement by coordinating its ambition towards the SDGs. The school has investigated transformative change by assessing the needs of its students, staff, and stakeholders to implement the SDGs and look to develop its curriculum based on sustainability and responsibility. Another ambition is to integrate its distinctive ongoing curriculum development, studies, research, stakeholder dialogues with its responsible management education, and accreditation.

This journey to be part of the PRME Initiative started well before the first “Sustainability Day” in October 2016, and it took about two years before KBS was ready to be a PRME member. KBS joined PRME in February 2017, four months after its first Sustainability Day, and published its first SIP report in 2019. KBS realized early in the process that many good examples from education and research were already aligned with the six PRME principles. Therefore, this first progress report was useful in visualizing the status of KBS’s day-to-day-operations with regard to its embedding of the PRME principles and institutionalizing the learning process in pursuit of continuous improvements.

During 2017–18, KBS focused on the adoption of the six PRME principles. In the next stage, 2019–20, KBS focused on implementing the SDGs. The main emphasis is given to four SDGs: Quality Education (number 4); Gender Equality (number 5); Responsible Consumption and Production (number 12); and Climate Action (number 13). These four SDGs were voted for on the 3rd Sustainability Day, on December 3, 2018, with the participants choosing what they believed to be the most relevant SDGs to be implemented during the following years, and which are seen as drivers for the other SDGs. KBS has committed to these four goals as a driving force for the overall achievement, and the implementation process commenced on January 1, 2019.



The implementation of PRME principles, over the last two years, has been embedded in the SDG goals. This has allowed KBS better coordination and a close connection between research and education to meet the vision while delivering high-quality and responsible management education and research (see Principles 4, 5, and 6).

KBS is built on a culture of responsibility: how we work and what we value is fundamental to achieving our vision. In other words, it is not only what we do, and what we achieved, but how we do it that matters. For instance, KBS works with *student-active learning*. Besides student-active learning models, KBS provides a number of student–student as well as student–faculty/real life opportunities for any teaching/learning model employed (see Principle 3).

KBS's vision and mission reflect the engagement on the SDGs as a blueprint for how to address the complex challenges of the society. PRME is a tool that allows KBS to meet its vision and mission statement in daily practice, and an excellent way to coordinate its ambition towards the SDGs. However, it is not a quick fix. The main challenge of the SDGs is that they require systematic thinking and a holistic approach. The departments/ subject groups at KBS are key for implementing the four SDGs at different levels, as outlined below.

I. Business Administration

The largest subject group, Business Administration has one overall coordinating head of the subject group, Asst. Prof. Anna Fryberg Yngfalk within a team of three subject leaders, who are responsible for the subject tracks of accounting and control, Assistant professor Johan Lorentzon; marketing and organization, and service management, Assistant professor Carolina Camén; and Industrial engineering and business, Professor Peter Magnusson, respectively. Sustainability is at the heart of Business Administration in a number of ways to increase the awareness of sustainability challenges and to make students aware of the main societal sustainability challenges. Our goal is for all of our students to become aware and conscious of how their future actions and decisions as consumers, producers, and as managers and decision makers will have an impact on the climate and our environment, but also that their actions will affect social and economic conditions and wellbeing amongst groups of people. This includes emphasizing the fact that many of our students will have positions of power in organizations, which raises issues of ethics and responsibility and that they should be aware of how their actions impact others.

This further means that we seek to highlight the linkage between business administration as a subject and what is being reproduced in terms of knowledges and ethics that comes with our perspectives and theories. This is something we seek to highlight in much of our educational activities, including individual courses and programs, but also in many of the ongoing research projects. Also, it is often a requirement that projects on ethics, gender, and sustainability are clearly defined in major research applications.

Goal 4

Quality education



- **Life-long learning:** An important part of the pedagogical achievements is providing students with tools or methods for their personal development in reference to, for instance, critical thinking and reflexivity. Students are trained to analyze the consequences or effects of actions of leadership, of what it means to prioritize one discourse or another, and the importance of being conscious when it comes to prioritizing, for instance, how the more hegemonic discourse of consumer choice may support or not support actions of sustainability. Our ambition is:
- **To educate responsible leaders and professionals** to critically reflect and develop their capacities in relation to the decisions they make in organization, as citizens and as consumers.

Goal 5

Gender equality



- **Gender mainstreaming:** We are in the process of working systematically with gender mainstreaming and, at the moment, work is being done to identify and map how gender equality is mirrored in current education. So far, we can see that:
- **Gender, diversity, and norm-critical perspectives** are being introduced to students on all levels (that is, from the first primary course in BA to the master's level).
- **Developing and re-framing course syllabuses:** Taking action for the next level to make sure that gender and diversity are part of learning outcomes and examination, which then also demands improvements in content and in literature lists (seeking to have a more gender-balanced list).
- **Research projects on gender** to critically examine the presence of sexual harassment towards female service workers. The project works to identify how consumer harassment and abuse becomes normalized in reference to discourses of consumer sovereignty and that the consumer's needs and wishes are being prioritized at the cost of service workers' wellbeing, and that consumer choice is being promoted in the market rather than notions of equality.

Goal 12

Responsible consumption and production



- **Integrated in courses:** A number of courses have integrated this goal – for instance, “sustainable leadership” and/or “advanced service management” – on how the management and organization leads to possibilities to work for a more responsible consumption and production. Consumption refers to how to act on the market and to critically examine consumption patterns or behaviors. Production refers to how to work with sustainability mechanisms that are leading to less waste or more sustainable techniques; for instance, in relation to service design.
- **Responsible act:** Working with students to reflect on how they will act as future leaders and decision makers and how they could act responsibly, not only in terms of being cautious of recourses, but also the responsibility and power that they will gain (as decision makers and business managers) and how their actions will affect, both positively and negatively, the norms and conduct amongst others.

Goal 13

Climate action



- **Sustainable and responsible lifestyle:** Educating our students about a more sustainable lifestyle by facilitating discussions on the relation between individual actions and norms in a number of ways. For instance, we address how norms and conducts are diffused and reproduced in society through individual practices governed by the “societal” expectations that we as consumers, or as producers, should act to confirm current norms. Thus, an important assignment for us as educators is to make students aware of how norms are established and reproduced, but also how they could be opposed and re-framed and involve less exploitative manners and have more focus on actions that include and promote a more sustainable lifestyle.
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II. Working Life Science

Working life science is the study of work at the level of the individual, organization, and society, focusing on areas such as the organization of work and its consequences, the development of the labor market, and the meaning of work in our lives. The subject group carries out research projects and cooperates with external partners, and the students have continual contact with professional practice through mentorship companies. The head of the subject group, Professor Robert MacKenzie, provides some examples of footprints below.

Sustainability issues are central to the subject area of working life science. The sustainability goals articulated by the United Nations resonate strongly with our core research and teaching activities, particularly Goals 4 (Quality Education), 5 (Gender Equality), and 12 (Responsible Consumption and Production). Gender and sustainability are mainstreamed into the bachelor, master's, and doctoral programs. Students are introduced to themes and theories through courses such as *Working and Forms of Work*, *Introduction to Organization Theory*. They were then developed further through courses such as *Strategic HRM*, *Operative HRM*, and *Inclusive and Sustainable Work Environment*. Similarly, at the doctoral level, the course *Classic Workplace Studies*, for example, is weighted towards key contributions by female researchers and studies of women at work. Gender is an issue that is central to our subject area and, therefore, mainstreaming gender perspectives is a longstanding and established approach in our teaching and research. Goal 12, regarding responsible consumption and production, is reflected in a chapter that a group of colleagues have written on HRM and sustainability for a forthcoming textbook on international HRM. This is a growing area in the HRM debate, covering issues such as CSR and the environment; green HRM practices in terms of recruitment, training, appraisal, performance management, etc.; and the potential role of the HRM function as the strategic champion of sustainability within organizations. The chapter provides a critical review of such debates and will provide the basis for building more sustainability into the teaching programs in the coming period.

In terms of research, there are a number of ongoing projects in Working Life Science that directly address sustainability issues. Kristin Palm and Lars Ivarsson are part of a project entitled *Roads to a sustainable digital work life* (a joint project with Lund University and the Karolinska Institute, funded by AFA-insurance). The project is looking at the impact of digitalization on the working lives of management and employees. The aim is to develop guidelines for how organizations can work to promote sustainable working conditions in a working life in which boundaries between work and private life are redefined and redesigned as a consequence of digitalization. Another project, involving Carin Håkansson, is looking at the impact of digitalization on the work environment. Findings from this study have shed light on the dangers of social isolation

from digitalized remote working and homeworking, which are especially relevant in light of the current pandemic. Josef Ringqvist is working on international comparative research relating to trade union members attitudes towards environmental policies, which debunks the widely held assumption that unions are an obstacle to climate action. Finally, Robert MacKenzie is leading a FORTE-funded project entitled *A Comparative Study of the Long-term Experiences of Restructuring: Structural Influences on Successful Transitions to Sustainable Working Lives*. The project takes a life course approach, looking at how people forced into changing jobs through redundancy can be supported in making transitions in the labor market. The project aims to identify factors that contribute to a sustainable working life when long-term employment is disrupted, or perhaps cannot be taken as the norm.

III. Information Systems

The information systems (IS) subject group includes technical, financial, and educational aspects of information systems. The teaching and research embrace both traditional areas of e-services to new phenomena related to information system research, including strategies and business processes at the organizational level and individual-level usability and privacy. E-services can increase organizational efficiency, reduce costs, attract new customers, and improve customer service in both private and public organizations. However, there are numerous challenges to tackle, both in practice and in research. We work closely with business and public administration to develop usable solutions to practical problems.

During the COVID-19 pandemic it has become clear how much information technology can offer individuals and the society at large when it comes to thriving while consuming less resources. The main focus of the IS department is to provide quality education and conduct research with societal impact. The department also works to integrate the SDGs.

The SDGs are well integrated in the global goals for sustainable development (especially Goal 12 on Responsible Production and Goal 13 on Climate Action).

For many decades, the Information Systems group has provided distance undergraduate courses up to bachelor level, and the distance program *IT, Project Management, and ERP Systems* (started in 2007) had the forums for dealing with social distancing in a proven way, which have also helped the other programs when adapting distance education forums for learning (Goal 4, Quality Education). The distance program has also been a leader among Swedish IT programs when it comes to providing a gender-neutral offer (Goal 5 Gender Equality), as the percentage of women is considerably higher than in other IT programs, and often little more than 50 percent. Gender equality as a topic is found in some of the courses, such as *Interaction Design*, which most undergraduate students take, and in other courses on user-centered systems develop-

ment, both at undergraduate and master's level. Moreover, the methods for Process-orientation in Practice (PoP), co-produced with organizations and businesses to support efficient process-oriented business, have resulted in a course book (see Principles 4 and 5). The department also developed courses in data analytics, which are good grounds for including data from UNDP's (Swedish) web service www.globalamalen.se and national service such as <https://kolada.se>. This work is related to the SDGs no. 12 (on Responsible Production and Consumption) and 13 (on Climate Action).

In relation to research, an ongoing initiative on the digitalization of crisis management training can be mentioned. This initiative have investigated the crises management together with the Centre for Societal Risks at Karlstad University and a Norwegian university. The project integrates different stakeholders in identifying a problem and arranging crisis exercises to coordinate responses to a crisis. In distance learning, guided by stakeholders, a number of concepts on facilitating individual and group development were put on trial during 2019 and 2020 within the *CriseIT* project. One of the projects that paused during the pandemic is the Mobile for Development (*M4D*) biannual conference of 2020.



II. PRME Principles



The Business School Ranking for the 21st Century¹ report posted an important question: “Are Business Schools prepared to meet this new era?” Implementing and institutionalizing the six PRME principles and throughout the school is the challenge we are working on at KBS. The implementation is part of KBS’s strategy, as a business school, to meet its mission and vision, which is an ongoing and never-ending process. As a medium-sized business school, we must be humble regarding the result, but we have the aim of contributing as a proactive PRME member to the global PRME community.

KBS celebrated its 10th anniversary in 2019, shortly before the new reality of the COVID-19 pandemic. One of its main challenges has been to contribute within Principle 1 during the 2019–2020 period, which has been characterized by the impact of COVID-19 on education. The pandemic has highlighted the urgent need to rethink the whole ecosystem. It has an impact on the human ecosystem, the relationship between humanity and nature, and, more specifically, the service ecosystem, which also implies the impact on the a strategic commitment of KBS. As a responsible business school, the social and ecological value has a direct impact in KBS activities. The purpose and values are part of our responsible management education (RME) and research that highlights the commitment to the implementation of SDGs for societal impact and transformation.

1. Purpose and Values – Implementation of the SDGs



Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Principle 2 | Values: We incorporate into our academic activities and curricula the values of global social responsibility, as portrayed in international initiatives such as the United Nations Global Compact.

In Principles 1 and 2, we assess and reflect on the milestone of KBS and stakes for 2030 and the COVID-19, and the institutionalization of the PRME through Responsible Management Education (RME) - sustainability day with other related works and activities.

A special magazine, “*Decade – ten years since start*”, dedicated to its 10-year anniversary, highlighted this milestone and also reflected on how KBS is taking stock for 2030. We have selected three voices from three key actors in KBS; those voices will give a deeper meaning to the challenges KBS faces in meeting the purpose of Principle 1.

“We are proud to be part of Karlstad University and want to be one of the first choices for students, employees and partners. The business schools in Sweden have historically played an important role in the country’s development. The labor market, business and research have for many years relied on the schools to educate the foremost competence in a number of different areas. But with new times mean new expectations – and new challenges for society. With great knowledge comes a great responsibility. The goal for today’s schools must contribute to a socially, environmentally, and economically sustainable societal development. Our School of Business conducts its work on sustainability under the motto ‘The responsible business school’. This means that both education and other activities can, in various ways, contribute to make a difference in society. It is noticeable both in word and deed – from research and courses that are linked to the UN’s global goals to an annual recurring theme day. And, most important of all, the students who study with us also learn to include sustainability as part of their future professional life.”
(Martin Grimberg Löfgren, head of KBS)

¹ Pitt-Watson, D., and Quigley, E. Under the Aegis of United Nations Global Compact (2019). Business School Ranking for the 21st Century.



Per Kristensson is director of the Service Research Center (CTF), which is one of the world's leading research centers on value creation through services. He emphasizes that CTF's mission is to conduct research that makes a difference for society, organizations, and people. Many of the researchers are also teachers at KBS at Karlstad University. Today, CTF consists of researchers from Sweden and of international visiting professors from countries such as the USA, Finland, Austria, and Japan. International contacts are important for research and CTF. Kristensson says: *"The research asks relatively similar questions around the world, but the perspectives are different and we want that in our research. The climate issue is important globally, but researchers from other countries can contribute with new perspectives, for example regarding social sustainability."* The future looks bright for CTF. More and more companies need services and many have problems. Kristensson makes his voice heard because CTF has a role to play in this change: *"There are higher demands on organizations today. Digitization is increasing, more people need to become more sustainable in their business and society is changing rapidly. The research we conduct must be relevant and contribute to the sustainable development of organizations, people and society."*

Ann Bergman, professor of working life science, presented her research program in the 2019 magazine on digitalized working life. She conducted the program together with one researcher from Lund University and one from Karolinska Institutet. The research

is about how digitalization affects the relationship between work and other life, and what a digitally sustainable working life can look like. It is a research that has gained even more relevance with the pandemic. The painful thing is that Ann Bergman is no longer among the researchers at KBS. She died of an incurable disease in the summer of 2020. Ann talked about her research project as follows: *"In our research, we have, among other things, studied employees' digital border management strategies in three companies. The people have been allowed to keep a logbook of whether and to what extent they engage in cross-border digital activities for a week around the clock. We have identified seven different strategies. They are based on different combinations of cross-border or setting boundaries in time and space and whether it is work performed in the private sphere or whether private activities are performed in the work sphere."* She also stated: *"Which strategy is best varies. Some individuals prefer to integrate work and other life with floating boundaries in different ways. Others want to separate them. A challenge for organizations is to be able to both handle employees' different digital border management strategies and at the same time work for a sustainable work environment with a reasonable workload and the opportunity for recovery both inside and outside work."*

Another challenge is COVID-19 implementation within Karlstad University (KAU), which KBS is part of. KBS is working within the mission statement and the PRME principles to align, implement, and integrate strategies, development initiatives, and perspectives within KAU and the expectations/needs from external and internal stakeholders in a holistic way and with dialogue.

KAU has reflected on the impact of the COVID-19 pandemic at the university level, which has also reflected KBS's state. *Kris & Kunskap* (Crises and Knowledge) is a specially made magazine from Karlstad University about the 2020, with the subtitle *Collected thoughts from a temporarily deserted university*. The magazine has tried to gather experiences and events regarding how the university, along with its researchers, teachers, and students, have had to change, think in new ways, and adapt. Karlstad University's vice-chancellor, Johan Sterte, expressed it as a different year that has been completely dominated by COVID-19. University services are more in demand than ever; with the crisis comes progress, and the pandemic has led to development in several areas, not least in terms of distance education. In the wake of the pandemic, the university has been given an extended educational assignment. Karlstad university rector's final reflection is that COVID-19 may be something we simply have to learn to live with and, with the help of a vaccine, it should go well.

KRIS & KUNSKAP

Ett magasin från
Karlstads universitet om
coronakrisen 2020



Below we have selected from that magazine voices from another three researchers from Karlstad University. Those voices will give a deeper meaning of the challenges for the university to meet the purpose of Principle 1 purpose in the light of the pandemic period.

The first voice comes from Helén Williams, associate professor of environmental and energy systems and researcher at the Service Research Center, which is part of KBS.

"... If the corona pandemic has contributed anything positive, it is the knowledge that when people understand that it is a real crisis, then we are ready to act. In a few months, large parts of the world changed and began to think and do things differently to protect people's lives. Perhaps we will soon realize that the climate crisis is here, that it is at least as real as the corona pandemic and that we must deal with it as the crisis it is."

Another voice is that of Associate Professor Kristian Petrov, who reflected on the philosophical dimensions of the corona crisis.

"What happens then on the day when the vaccine finally arrives? Perhaps we have not at all learned the lessons we should have learned, and people continue their restless predation as not connected with the rest of life on the planet? If the experience of the corona crisis does not immediately lead to any positive consequences, however, the impulses remain. The experience showed that a different world is possible, what a reality looks like when people stress the ecosystem to a lesser extent, that it was not vital to constantly make long business and holiday trips, and that the world did not actually collapse

when growth came to zero, which has been a mantra as old as modern society itself."

Finally, a third voice was that of Malin Rönnblom, professor of political science, on COVID-19 and the university's politics.

"... The pandemic has made me realize that even though I work a lot myself, it is based on the fact that I basically always work with others. That I am dependent on others. That I stand smooth without colleagues. That the university, through its independence and its critical voice, is a central institution for safeguarding the community that forms the basis of our society. And that universities are also needed as a physical place, where gazes meet and positions are explored. Where disagreement is protected and polarization is counteracted. It is as if the university itself has been taken away from me, at a time when the university's task is perhaps more important than ever, in order to safeguard democratic values such as equal value, collaboration, and equality of all people."

I. Narrative

Institutionalizing the PRME work

The main mantra of KBS is built on a culture of responsibility: "How we work and what we value is fundamental to achieving our vision. In other words, it is not only what we do, but how we do it that matters." KBS vision and mission reflect the engagement on the SDGs as a blueprint for how to address the complex challenges of the society.

Beyond the exact nature and extent of the effect of COVID-19 on business and society, the need for inclusiveness and sustainability transformation influences our engagement and activities at KBS within the implementation of the SDGs for **Responsible Management Education (RME)**, and achieving our mission.

RME is a mantra for institutionalization at KBS. Sustainability Day is one of the RME activities.

Sustainability Day

KBS's annual Sustainability Day is institutionalized in the vision of the business school and becomes a tradition for multi-stakeholder dialogue, and as a meeting place for students, industry, public organizations, and the teaching staff. Sustainability and the SDGs are complex and dynamic phenomena, and our focus is on transformation, based on proactive and innovative thinking, which results in both a societal and an environmental impact.

The Day is also part of the master's level course on Sustainable Business and Management, but is open to anyone interested in such issues. The event takes place on the first Monday in December every year.

I. Sustainability Day 2019: The 4th Sustainability Day was centered on the art of moving from talking to

acting, turning ideas and plans into speed and action, since knowledge means nothing without the ability to use it. A case in point is Ikea, a company that tests different climate-friendly and lifecycle solutions for all products, from the Billy bookcase to the salad served in the restaurant.

The event started with a video of Greta Thunberg's emotional speech at the UN, which emphasized the urgent need for action. Samuel Petros Sebhatu, the PRME manager at KBS and the event organizer/moderator, presented the activities and work undertaken during the year. *"The Business School's strategic efforts include a clear ambition to educate our students to act responsibly in their future professional lives, both in terms of knowledge and to act and influence"*, said Martin Grimberg Löfgren, head of the KBS when welcoming the attendees.

Fix, reuse, and produce in a smart way

The program included international perspectives as well as concrete examples. Daniel Haltia, circular business designer, Anny Edenvik, customer relations, and Julia Bergman, recovery co-worker, who represented various parts of Ikea, presented the furniture giant's efforts towards circular and sustainable operations.

"Like all others, Ikea is both a part of the problem and a part of the solution. We are optimistic and believe that we can contribute to change. We want to take the lead and cooperate with others on sustainable development – from 'mass consumption to mass circularity'. It's also about social sustainability and in Sweden we work with the Swedish Church to support financially vulnerable families," said Haltia.

His colleague Julia Bergman works hands on with sustainability and reuse at the department store in Karlstad:

"It's about fixing broken things in the store, for example, and ensuring that products can be completely recycled or are preferably totally produced from recyclable materials."

Welcome to the fourth Sustainability Day 2019

Transformation and Implementation of the Sustainable Developmental Goals - Agenda 2030

Monday 2 of December, 13:00-16:30,
Karlstad University Lagerlöfsalen 1A 305

This afternoon aims at focusing a little bit extra on the Sustainable Developmental Goals and how we can work to implement them.

Among the speakers are:

- Daniel Haltia, Circular Business Designer, IKEA GROUP
- Marie Stenseke, Deputy Dean at the School of Business, Economics and Law, University of Gothenburg and Co-chair, Multidisciplinary Expert Panel of Intergovernmental Platform on Biodiversity & Ecosystem Services (IPBES).

Our expert panel will give their view of today's challenges in implementing the sustainable development global goals:

- Malin Lindquist Skogar, Head of the Sustainability unit at The Swedish Consumer Agency (Konsumentverket)
- Maria Hollander, CEO The Paper Province
- Johan Sterte, Vice-Chancellor Karlstads University
- Bo Edvardsson, professor, Karlstads University
- Moderator Samuel Petros Sebhatu

The programme is in English. This event is free of charge and no pre-entry is required. All interested are welcome. Coffee is served.



Handelshögskolan
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Lectures were also given by Marie Stenseke, vice dean of Gothenburg Business School and co-chair of the Intergovernmental Platform on Biodiversity & Ecosystem Services (IPBES), and by Marie-Therese Christiansson, vice dean of Karlstad Business School, together with Salman Yousaf-Grocer, a student. The event concluded with a panel discussion involving Malin Lindquist Skogar, head of the sustainability unit at the Consumer Agency; Maria Hollander, CEO of The Paper Province; Johan Sterte, vice-chancellor of Karlstad University; and Bo Edvardsson, professor at CTF, Service Research Center at Karlstad University.



II. Sustainability Day 2020: The Fifth Sustainability Day centered on the multi-stakeholder dialogue for transformation between different actors during the global challenges and the COVID-19 pandemic.

The event started with a video of “The Great Reset” from the World Economic Forum. “The clip underlined an urgent need for global stakeholders to cooperate in simultaneously managing the direct consequences of the COVID-19 crisis. It is time for transformation,” said Sebhata.

Martin Grimberg Löfgren, head of KBS, welcomed the attendees by saying, “The annual sustainability day focuses on our ambition implantation of sustainable development goals ... Sustainability and business ethics are integrated at all levels at KBS – undergraduate, Master’s, and doctoral levels. These courses are also linked to the research conducted at Karlstad Business School and take a multidisciplinary approach.”

A region with impact: Region Värmland was taken as a case to underline the role of local engagement, not only by the local government but also the role of business and institutions including university for transformation – the high visibility of the business school in society.

The county governor of Värmland, Georg Andén, started his keynote speech with an example of assessing and understanding the social dynamics and the resources different regions have. He provided an example that was originally given by an economist from Stockholm School of Economics and public speaker Kjell A. Nordström, who referred to Värmland as a ‘wasteland’. “I thank him for that since it has urged us to prove him wrong,” said Andén, who highlighted the need for the students as a younger generation to engage in the social dynamic and play a role in sustained future and make a societal impact rather than wait.

Sandra Sundbäck, CEO of the cluster organization The Paper Province, gave the second keynote speech. In it, she said, “For Paper Province and the forest industry, the global goals of the agenda 2030 are highly relevant. By getting more people to work towards a more sustainable society, the forest bio-economy can benefit.” The event concluded with a panel discussion between Erik Sundström, Ph.D. and senior research coordinator at MSB (Swedish Civil Contingencies Agency); Robert MacKenzie, professor at KBS; and Anna Fyrberg Yngfalk, associate professor at KBS and Researcher at CTF.

2. Method



Principle 3 | Method: We create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible professionals.

The culture at KBS is built upon our core values, which are responsible, sustainable, competitive, value-adding, collaborative, and innovative in thinking and actions. We aim to base all our actions on solid, sustainable, and ethical principles in a sharing environment.

I. Doing the right things

KBS was granted approval to start the process for accreditation with AACSB in 2015. Parallel KBS also started work on engaging with the PRME initiative in 2016. Accreditation is important, not least to KBS internal processes, to ensure that the School is doing the right things in the right way. An accreditation process increases the opportunities to integrate the PRME principles. It also has significance for international cooperation and opens the way to wider multi-stakeholder engagement, where accreditation and engagement in responsible management education initiatives are often preconditions. These recognitions have impact for our school and current students. It is important to note that the reputation of KBS among potential employers gives students good career opportunities. It might also increase the opportunities to attract new students and staff who share the same ambition and commitment to the principles of PRME.

Work within the framework of AACSB is governed by KBS’s mission driving our actions: *We educate responsible professionals and conduct research with high societal impact.* In our implementation, we defined School Learning Goals (LG) with learning objectives that are to be supported with high-quality teaching and learning activities.

Determining and Revising School’s Learning Goals:

The first set of KBS LGs was prepared by program leaders together with course instructors defining relevant skills and abilities for KBS students. This is

Sustainability day at Karlstad business school - december 7
Transformation and multi-stakeholder dialogue in the light of Sustainable Developmental Goals (SDGs) - Agenda 2030

Key note speakers 2020

Georg Andén
County Governor of Värmland County

Sandra Sundbäck
Sandra Sundbäck is CEO of the business cluster Paper Province since August 2020. With a broad background in communication and sustainability in various industries, she sees collaboration as the main success factor in the transition to a sustainable future.

Panelists

Erik Sundström, Ph.D.
Senior Research Coordinator at MSB (Swedish Civil Contingencies Agency)

Robert MacKenzie
Professor at Karlstad Business School, Karlstad University

Anna Fyrberg Yngfalk
Asst. Professor - CTF - Service Research Center / Karlstad Business School, Karlstad University

Moderator:
Annika Sebhata

PRME **AACSB** **CTF** **Center for Transformation Research**

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also done by considering the engagement and implementation of the PRME principles. Students, staff, alumni and other stakeholders provided input along the way. In March 2018, a workshop was conducted to understand what expectations future employers have of newly graduated students and which important abilities from their studies they transfer into their working life. The findings from the workshop were integrated into the school's LGs, in all degree programs, in a systematic development work that defined in an Assurance of Learning (AoL) process. The findings include students' ambitions to develop different skills, and employers' expectations of knowledge and training in leadership that leadership is not only about management and digitalization. Hence, the revision of LGs is more of a discussion about definitions and traits to assess, which was an ongoing discussion in all of KBS fora during 2020. The AoL Committee made a decision to continue using the same LGs for the period of 2021–2025, with suggestions for updates in some traits. Thus, KBS's learning goals and outcomes are regularly and continually reflected upon by our staff and stakeholders to define and show how KBS makes a difference.

The AoL days are now established as a KBS staff event twice a year, focusing on sharing our own good examples of teaching effectiveness and possibilities to connect academic and professional experiences in meaningful ways by academic and professional settings in education. The engagement from staff has increased for every AoL day, from 66 participants in 2019 to 167

in 2020. Teachers' shared experiences can be used to develop their own pedagogical portfolio in support of application for promotion to distinguished university teacher, and certificates on teaching and learning effectiveness are earned by participating in presentations and dialogue. Apart from the topics described earlier on KBS sustainability and gender-mainstream work, the agenda at the AoL day has included lessons learned to share regarding:

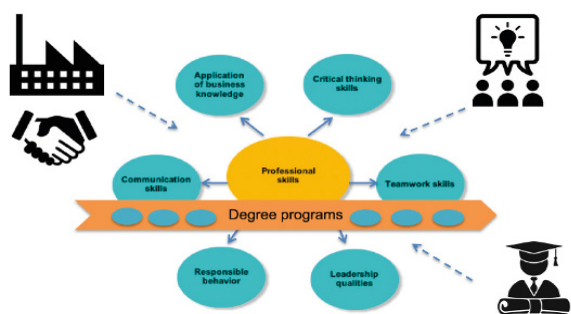
- Student academic and professional engagement and opportunities to connect academic and professional experiences in meaningful ways by academic and professional settings in education.
- How to achieve student active teaching and learning online. This includes digital teaching and examination, as well as a hands-on tutorial during our Zoom session. Hence, a lot of features were demonstrated to involve students in the online classroom and to gain student–student and student–faculty interactions.

Through discussions and workshops with KBS's stakeholders (students, staff, advisory board, and collaboration partners), a responsible professional is defined as a person who makes an impact in society through knowledge, shared thoughts, and actions, with consideration given to following sustainable social, environmental, and economic values. We defined the characteristics and skills of a responsible professional as follows:



Responsible	Self-management, equal and sustainable behavior (LG/LO 4), reflective and critical thinking (LG/LO 3)
Professional	Applying business knowledge (LG/LO 1), spoken and written communication (LG 2/ LO 2 a and b), leadership qualities (LG/LO 5), and teamwork abilities (LG/LO 6). These attributes define a KBS graduate who will be a responsible professional when they successfully complete their education. Each characteristic and skill is translated into a set of six KBS-level learning goals (LG) and seven learning objectives/outcomes (LO) with corresponding assurance of learning (AoL) rubrics.
Application of business knowledge	Demonstrate broad general knowledge/considerable degree of specialized knowledge about business theories, laws and regulations, and methods, as well as demonstrating substantial knowledge and understanding in their main field of study/the major. The aim is to translate knowledge of business into practice. Many course assignments have the character of case studies and aim to apply knowledge to real-world situations and even real-life cases together with practitioners.
Communication skills	Ability to communicate effectively in a wide variety of business settings, in writing and orally (being able to deliver speeches and discuss business issues within the main field of study/the major). All degrees will end with the writing of a thesis of 15 or 30 credits, depending on the degree. Academic writing skills are taught and practiced from the first semester in all degree programs. Almost all courses include compulsory assignments resulting in essays being presented, defended, and discussed orally at a seminar.
Critical thinking skills	Ability to interpret information and act analytically, reflectively, and critically in order to solve problems and argue for the best decisions supported by appropriate analytical techniques. Critical thinking skills must be both analytical and reflective to frame problems related to a real-life business case scenario and in the context of society. Courses covering scientific quantitative and qualitative methods are offered in close connection to the thesis writing and will develop thinking skills. The teachers at KBS have a reputation for being available for students and involved in the students' work.
Responsible behavior	Behaving responsibly. Their decisions will be based on high-quality academic and professional knowledge, demonstrating the importance of behaving ethically and showing social responsibility to be able to contribute to an economic development that is sustainable for the company as well as society at whole. Ethical understanding and reasoning are present in courses where specific issues are discussed, such as business auditing, marketing of certain products, advertising design, online interfaces, GDPR, and relations to the staff in human resource management. More generally, in all degree programs ethical behavior in research is introduced in courses about scientific method.
Leadership qualities	Ability to exercise leadership in work situations requiring collaboration. This may include the individual acts with the intention of taking responsibility for the graduate's own and the team performance, situations that require initiative to be taken in complicated conversations and negotiations; the ability to act in leadership roles and perform using appropriate tools; and the ability to handle diverse and multicultural work environments.
Teamwork skills	Ability to collaborate productively with others, functioning effectively as team members. They understand how diversity in skills and spontaneous group role behavior contribute to team performance, they are aware of their own impact on team collaboration, and they have basic tools for providing and receiving feedback on behavior.






The motto “*Knowledge is worth nothing without the ability to use it*” is clearly embedded within the implementation of KBS’s LGs, in line with our mission to educate responsible professionals. *Professional skills* are used as a concept to consolidate and communicate expectations from the school’s efforts in the AoL process towards the mission. By embedding KBS LGs under the umbrella term professional skills within courses, we enhanced our course content to include all the skills on all of our programs and for all our students; see Figure of KBS Learning Goals 2016-2020 below.



Karlstad Business School Learning Goals 2016-2020

KBS works with *student-active learning*. Twenty-nine different learning approaches that actively engage student with experiential learning in academic and professional settings were identified during our work with the Self Evaluation Report for AACSB – published in October 2020 (see https://www.kau.se/files/2021-01/SER_AACSB.pdf). Besides student-active learning models, KBS provides a number of student–student and student–faculty/real-life opportunities for any teaching/learning model employed. Our close cooperation with practitioners offers the opportunity to learn about the needs and preferences of the labor market. We cooperate with businesses, the public sector, and non-governmental organizations at local, regional, national, and international levels.

The student-active learning and the professional skills development are working with integrating the sustainable development needs and embedding the Agenda-2030 SDGs as part of our commitment to implement them at every level and program. The four tables below present examples from degree programs with sustainability introduced and reinforced in courses, rubrics to assess students’ abilities, AoL measurement results, and improvements in curricula content and program design.

Degree program	SDGs
Business and Economics	<p>FEGB01 Business Administration II and in the course Investing and Financing, we briefly go over what green financing and green bonds mean.</p> 
	<p>NEGB19, Financial Markets, Risk and Insurance. We discuss the motivation behind social security systems and an in-depth discussion of the financial sustainability of state sponsored pension systems in different countries.</p> 
	<p>NEGB20 Environmental and Natural Resource Economics. Students study how to economize with non-renewable resources, on the one hand, and renewable resources such as forest and fish, on the other. The concept of sustainable development is discussed and compared to the result of pure market economization. This is followed by discussions on pure environmental economic problems (or problems with detrimental external effects). The role of the state in correcting such problems and available means of control are treated. Students present their own analysis of environmental economic problems and how best (most cost-effectively) to solve them.</p>  
	<p>NEGB21 Labor Economics covers the theory and practice of the supply and demand for labor, wage formation, compensating wage differences, human capital and efficiency wages and labor market organizations, education and the labor market, gender differences in the labor market, migration, integration and discrimination in the labor market, causes and consequences of unemployment, and active and passive labor market policy.</p> 








FEGC45 External Accounting III includes a section on sustainability reporting. Large companies must include a sustainability report in their annual report (legal requirement based on EU directives).



FEGC49 Management covers the emergence and later developments of knowledge regarding management, including both the manager's role in the organization and in society and the manager's role in relation to employees. The manager is expected to work towards the goal of the organization, a role that includes managing employees with different backgrounds, cultures, and values, and encourages them to contribute to the goal. Differences often result in conflicts that the manager needs to handle well in order for the organization to function optimally.



SDGs integration in the business and economics program

Degree program	SDGs integration in the courses
International Business	<p>NEGA10 Microeconomics & International Trade – This course discusses how the public sector can influence a market through taxes and regulations, as well as how taxes and regulations can be used as a means of increasing welfare in terms of information problems, environmental problems, and in cases of limited competition such as monopoly and oligopoly.</p> 
	<p>FEGC02 Marketing Strategies, Gender is part of the introduction session when talking about the pedagogical style of the course and how to work in teams. It might also revisit gender equality and ask for feedback from the students later on in the course to see if and how we need to work more on this.</p>  
	<p>FEGB33 International Business Environment. This course introduces globalization and issues that international companies must address in this context. In addition, international business in theory and practice and the international business environment and its institutions are treated. Instruction is in the form of lectures/lessons, seminars, group assignments and individual study. The course includes an industry-related project.</p> 
	<p>FEGB34 Business ethics and Sustainable Business (<i>AoL Measurement Point for KBS LG 4 Responsible Behavior</i>) – Economic, social, and ecological sustainability in organizations are treated to prepare students for achieving equality, considerations and sustainable businesses. Achieving this often involves an extensive process of adaptation for the organization regarding business development and marketing communication. Many organizations lack basic knowledge of what is required. Students develop a broad understanding of how this can be achieved. From a holistic viewpoint, students analyze, identify, and formulate an ethical problem in relation to a current event or phenomenon with relevance to course content.</p>   

SDGs integration in the international business program

Degree program	SDGs integration in the courses
<i>Business and Economics</i>	FEAD47 Sustainable Business and Leadership (<i>AoL Measurement Point for KBS LG 4 Responsible Behavior</i>). We discuss the importance of norms, what this means for our society and business, and the question of male and female leadership, as well as why we should focus on gender equality and how this is both an ethical and economic issue. We have a specific lecture on gender equality and the students do an assignment on this topic.
<i>Master Accounting & Control</i>	The course deals with economic, social and ecological sustainability, and the leadership and management required to achieve sustainable operations in organizations. In these lectures, all 17 SDG goals are addressed and can be measured. Achieving sustainable business often involves an extensive restructuring of the individual organization. Many businesses today lack basic knowledge of what is required. The course provides a broad understanding of how ethics, core values, corporate social responsibility, and sustainable development influence and create new scenarios for business development and leadership. Corporate governance entails that rights and obligations are specified for members of an organization or those who have influence on it: management, department heads, shareholders, and other stakeholders. Corporate governance is shown to build on interdisciplinary knowledge of financing, economics, accountancy, law, leadership, and organization culture. The business is also described from a management perspective in terms of sustainable leadership, where leadership and managing service enterprises, using personal resources, diversity issues, and leadership styles (including authentic/ethical leadership) are treated. We go into these topics in depth and, in addition to the inspirational lectures, the students reflect – both on their own, through assignments, and also in seminars/group discussions – on their opportunities to increase their social responsibility for a more sustainable development. The message is that together we can make change happen, that we can help and support each other in these efforts to live more resource-efficiently. The students' conclusions are usually that they can do much more to live more responsibly and resource-efficiently than they initially thought. This does not mean that they have to give up things, but rather that there is an added value, a certain satisfaction, with a changed way of living and prioritizing. We also have a sustainable development day, where students in FEAD47 have a compulsory attendance and in an assignment must reflect on the mini-conference, Agenda 2030, and the business school's PRME participation. To a large extent, the mini-conference takes its starting points in Agenda 2030 and SDG, as well as how business and various organizations can or actually link their development work to Agenda 2030/SDG.
<i>Master Marketing</i>	
<i>Master Service Management</i>	



SDGs integration in the business and economics master's programs

Degree program	SDGs integration in the courses
<i>Real Estate</i>	<p>FEGB45 Corporate Finance/Financial accounting. Here the “green bonds” form of funding is addressed, which aims to increase and clarify green investments for both companies and lenders.</p>  <p>FEGB50 Ethics and sales techniques. Covers the importance of an ethical approach in a customer relationship.</p> 

FEGB53 Real Estate valuation. The value of environmentally certified buildings is studied to assess how these differ from conventional buildings in terms of both function and value. Furthermore, the assessment of contaminated properties has also been calculated.



FEGB55 Property management. Sustainability is addressed in the aspects of environmental classification systems of green buildings. Green leases are also listed, where property owners and tenants jointly design a contract on how to reduce their environmental impact. Sustainability is also one of four subject areas the students write their assignments/tasks.



FEGC41 Appraisals in Real Estate Management (*AoL Measurement Point for KBS LG 4 Responsible Behavior*). Students examine a housing company's sustainability report based on the company's strategy and operations to analyze what it did well and what it could do better. An account of means of control for achieving economic goals and analyzing the position and future of a real estate company, parameters affecting the value of a property, make an estimate and reflect on the result, and communicate situations and phenomena in the real estate market to an audience in English. Assignments focus both on gender and sustainability issues.



BYGA93 Elementary Building technology. Technical inspection and valuation of properties' energy consumption (buildings account for about 40 percent of the world's total energy consumption), material selection, and construction processes are studied to help prevent people being adversely affected by staying in unhealthy buildings.



BYGA94 Technical Evaluation of Property is divided into three modules.

The first module treats ventilation and heating systems that can maintain the thermal climate of a property and produce good air quality, and also water and drainage systems. The principles and different technical solutions for each technical sub-system are treated along with advantages and disadvantages, design, and control systems and their functions. Common risk constructions related to small houses are included. The second module focuses on analyses and calculations: LCC analyses, estimation of energy and effect needs and humidity analysis of the climate shell. Transfer and energy inspections are also treated. The third module is in the form of a project in which students describe and assess technically all systems in a property, and perform transfer and energy inspection and energy-efficient measures based on LCC analysis.



SDGs integration in the business and economics program

Degree program

SDGs integration in the courses

Industrial Economy

IEAD01 Quality Management and CSR covers various perspectives on quality management and CSR as a global phenomenon to create a framework for sustainable and quality development. KBS work within the framework of AACSB and PRME is used as a real-life case in which KBS management, KBS faculty, and students take part.



SDGs integration in the industrial economy program

Final Thesis – Students have the option to plan and carry out relevant studies in an area of their selection, analyze the results and present conclusions, with the support of seminars and individual supervision throughout the process. Students defend their thesis at a final seminar and serve as a peer reviewer. KBS students are encouraged to write their thesis in the sustainability-related contexts. Students have shown great interest in the sustainability field, resulting in more than 90 theses at graduate/master's, and undergraduate/bachelor levels during 2019–2020 (see appendix for list).

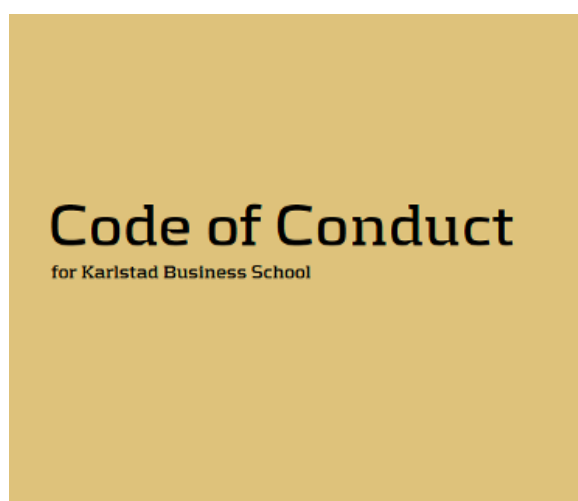
The backbone of the systematic work with curricula mapping and continuously improvement in education is the AoL process. The unit of analysis and improvement is the whole study period in a program to ensure that our students get the knowledge and skills that we have set up in our national program goals and KBS LGs. The program leader, together with the director of studies, are responsible for providing a *design plan* to indicate where the LOs will be introduced (I), reinforced (R), and assessed (A). The skill is measured at the assessment stage. An assessment rubric with traits for each LG is used to evaluate students' abilities. In the assessment rubric, a generic trait such as insight is described as "the student shows awareness/can make assessments within the area of knowledge with respect to relevant scientific/social/environmental/economic/equality-/diversity-related conditions and solutions". Thus, the course level and measuring point in the course activity/assignment/exam/PM/thesis, etc. will give meaning to the general definitions and allow tailoring according to relevance in each degree program. Sustainability and equality could also be considered in connection with critical thinking skills and application of knowledge. The AoL measurement is a direct measure and, together with indirect measures such as students' course evaluations, alumni suggestions and external requirements works as basis for the further development of programs.

In the design plan, KBS LGs and LOs are connected to the program LGs. We are also working in partnership with the University and Faculty of Arts and Social Sciences to develop and thread three "perspectives" (gender equality, sustainability, and collaboration in our work, including connections to industry and international connections) through our programs. The

perspectives are connected to both the university's and KBS's strategies. Columns to the right of the plan will show where the implementations are embedded. Currently, program leaders and course instructors use the AoL mechanism of I, R, and A to map activities into our curriculum. The design plans have also been used to highlight the inter-disciplinary nature of our teaching. Courses are highlighted according to which subject group within the business school or which department from the rest of the university provides the teaching. Thus, for each AoL result, we will have the opportunity to obtain a systematic reflection – that is, the program leaders' overall picture of possible improvements based on the national requirements and the additional skills expressed in KBS LGs – as well as our implementation on sustainability, gender, collaboration/co-production, and internationalization.

II. Doing things right

Hence, with a mission to *educate responsible professionals*, the quality in education (SDG 4) means that our learners need to be able to apply knowledge on challenges in practice, in roles, context and environment, etc. to be prepared for an employment with opportunities on *societal impact*. Implementing SDG 4 means ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. KBS's efforts and strategy towards SDG 4 are to work within the framework for an AACSB accreditation and our motto. In addition to professional skills, our graduates also need to behave responsibly. In spring of 2019, a common *Code of Conduct* was composed by KBS management, faculty members, and the KBS Student team (see https://www.kau.se/files/2020-10/HHK_Uppforandekod_2020.pdf)



kau.se/en/hhk



kau.se/hhk



KBS Code of Conduct

The purpose was to contribute to a good working environment for employees and students and to support the work on systematic quality development. Responsible and ethical attitudes and actions are part of good scientific practice and part of the school's mission. As an employee and/or student, in physical and digital meetings and on social media, expectations regarding responsibilities and behaviors are made explicit. In addition, as a result of a student survey on gender mainstreaming in the beginning of 2019, the code of conduct also clarifies how to act and who to contact in case of violation, harassment, or derogatory treatment. As a consequence of implementing the code of conduct, complaints are handled directly by the head of school, as reported both from students and faculty members. Without exception, reported cases are always prioritized and handled immediately.

A. Sustainability within the AoL process:

In the KBS environment, context and part of the world, *Quality Education* (SDG 4) is our responsibility and opportunity to shape and make an indirect impact through our graduate and employable students. Sustainable development is about the planet's resources, and the actions we take as companies and individuals are connected with the distribution and consumption of these and its effects with a global dimension. Thus, focus on *Climate Action* (SDG 13) is not handled as a content in many of our degree programs; instead, the focus is to raise awareness and important insights regarding the state of our planet. In line with awareness and behavior to reduce the climate footprint, KBS conducted a short baseline survey among staff in 2018 and a slightly modified survey among students in 2019. The results were presented in staff meetings and discussed at the staff day in May 2019. The baseline showed a need to raise the level of content and awareness, both among KBS faculty and, even more so, in our courses. Thus, the work became even more engaging. The same idea of a baseline in gender mainstreaming and equality was a result of the student survey in 2019. *Gender Equality* (SDG 5) in terms of social sustainability is a main content integrated in the degree program HRM and Working Life and more of a perspective used in our programs within information systems. The SDG 12 – *Responsible Consumption and Production* is a topic that is suitable as content and as a case in assignments in most of our programs. Thus, in the second round of curricula mapping we have identified different degree of implementation in our programs and good examples from program leaders and course instructors' integrating the four SDGs in education.

In order to share and learn, KBS faculty worked on the topic of implementing the four SDGs in the *AoL Day in January 2019* within the principles in PRME. In the *AoL Day in January 2020*, the agenda covered gender mainstreaming and equality. Maja Herstad, a researcher on gender, led the discussion and group work. She also summarized the subject group's work on the issue and talked about the next step in KBS's work. Results from some Mentimeter questions in discussion were collected as input to management. In addition, several exercises were tried and evaluated from our collaboration partner SBAB Bank's digital "respect ladder", to use in teaching and/or in further work on SDG 5:

- Exercises that broaden perspectives and increase understanding of workplace differences
- Knowledge that creates self-confidence to challenge prevailing standards in the workplace
- Conversations that strengthen cohesion in teams and organizations

The first AoL measurement cycle (2016–2020) saw both major and minor improvements as a result of direct and indirect measures; the latter also include

action plans from a national quality assessment for all subjects at KBS and alumni surveys. Changes and improvements, such as a new master's program in Innovation and Service Development (from fall 2020), major restructuring, and a new program syllabus for the HRM & Working Life program (from fall 2019), new content in several courses, new learning approaches, assignments, and assessments would be most relevant to highlight in the upcoming dialogue with students and external stakeholders in different channels.



Based on the AoL result, joint efforts at a School level will develop course materials and modules to support development. Films, assignments, cases, tasks, quizzes, etc. with a sustainability and gender perspective are shared between staff on the digital platform KBS@Canvas. The plan is to use films, quizzes, and cases across our programs to support student active learning on sustainable matters and strengthen the national program learning goal (PLG8) to make assessments in the main field of study, informed by relevant disciplinary, social, and ethical issues as a part of our defined responsible behavior. In addition, all material from KBS events, staff days, and AoL days to be used in the implementation of KBS LGs and SDGs are collected and shared on KBS@Canvas. Thus, KBS faculty are able to follow, join, and contribute to the PRME implementation.

3. Research and Partnership



Principle 4 | Research: We engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.



Principle 5 | Partnership: We interact with managers of business corporations, professionals, and researchers to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meet these challenges.

These two principles of PRME go hand in hand at KBS, as part of our strategic goal: Our researchers are

co-producing knowledge and abilities that make an impact in private and public organizations.

A. Service Innovation for Sustainable Business - SISB

SISB is one of the CTF research profiles that was completed in 2020. As a research profile, SISB, together with our partners, creates a platform for developing knowledge service innovation embedded in sustainable business. It also allows us to better understand what service innovation is and how it influences different sectors, companies, and employees.

The SISB project aims to unfold knowledge about service innovation through understanding generic resource constellations and value co-creation mechanisms. Three research themes were focused on: stimulation, realization, and value capture. These three themes cover important issues related to the creation of sustainable business based on service innovation. The three research themes will be studied in two empirical contexts: manufacturing companies and retail companies.

The more specific purposes of the research profile are to develop theoretical and empirically grounded knowledge on:

- Service innovation and the service innovation process.
- The driving forces (stakeholders/actors, enablers and hinders) and resource prerequisites for the stimulation, realization, and further development of service innovation.
- The role and importance of customer and employee integration in service innovation projects and processes.
- Different ways of capturing value, including new business models, service-level agreements, and outcome-based contracting.

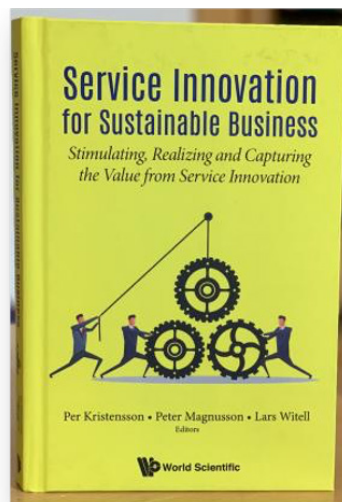
The researchers worked on understanding and mapping the components of service innovation, and how service innovation can make changes to the industry. Throughout the course of the research profile, the partners have, besides the changes in interests, contributed to this study as partners. Each company in the research profile has specific areas of interests related to service innovation. SISB's research context is focusing on three different perspectives: stimulation, realization, and value capture.

Academia and industry in collaboration: The research profile was financed by The Knowledge Foundation, Karlstad University, and a number of Swedish companies: Ikea, Ericsson, Volvo, Löfbergs, ICA, Valmet, Stamford, and Tetra Pak (in the first two years).

As part of this research profile, an edited book entitled "Service Innovation for Sustainable Business: Stimu-

lating, Realizing and Capturing the value from Service Innovation” was published in 2019. The book has covered the research context and the different areas of SISB. The book discusses and explains service innovation based on contemporary research at CTF, Service Research Center at Karlstad University.

The book is based on research results generated within CTF’s research profile “Service Innovation for Sustainable Business”, which aims to describe and understand the DNA of service innovation, the mechanisms in the development and functioning of service innovation.



“Together with partner companies and international researchers, we have written a book on the most burning issues on service innovation. The book reflects the knowledge we have developed in recent years, and shows the breadth of knowledge needed to understand what service innovation is”, said professor Lars Witell, project leader of the research profile and one of editors of the book.

B. Digital Assistive Technology in health and elderly care – DAT

The digital assistive technology (DAT) project is one of the research projects conducted at KBS and CTF Service Research Centre. The project aimed to study the user experiences of elderly and care personnel at an assisted living facility, which is about an automatic shower solution designed and developed by Robotics Care. The shower solution was designed to allow the elderly to become more independent while showering. The project is focused on mobility and strength, giving the elderly independence and autonomy, which in many ways are the structural keys for quality of life, and wellbeing.

One way to help elderly people and people with functional impairments keep or regain their independence and autonomy is by means of DAT: digitalized tools that help with everyday tasks. DAT is thought to be the answer to the declining resources for the elderly due to population aging; not only will the monetary cost of taking care of them increase, but there is also a diminishing workforce to pay for this increased cost.

In other words, the needs exceed the resources and DAT is considered a solution. However, so far, we know little about if and how DAT can help solve the elderly’s problem of restricted independence and autonomy, or how this will affect the care situation for both the elderly and the care personnel. Thus, it is imperative that we study the effects of different DAT on both the elderly and the care personnel.

The study showed that even the smallest changes could transform the user experience of the care situation. For example, whilst the personnel did not experience the new shower situation with the automatic shower solution as very different from the previous shower situation, it had great consequences for the elderly. The care personnel described a work situation that mainly remained the same. It did have some perks, such as not having to dry off the floors after the shower or not having to wear the protective clothes in the shower, but the personnel still experienced that the elderly needed their help, and therefore remained dependent. The elderly, on the other hand, felt empowered and enjoyed the new showering situation. They recognized that they still need help, but did not consider this to be dependence; it was just assistance. This implies that the experience of the care situation was transformed for the elderly despite very small changes in the care situation.

The project had a direct impact in the implementation of the Agenda 2030 SDGs. DAT has an impact on SDG 3 (health and wellbeing – quality of life) in the sense of being able to stay independent and to feel empowered throughout life. Of course, the result of this study is being used in the teaching as a research-driven study that impacts quality education – SDG four. In a sense that DAT will help women not be the unpaid care taker, as in most of the households, for the older generation – SDG 5. Equality in that the women who live longer will have the right and the opportunity to live a good life. Although no one can dispute the weight of cost effectiveness, this study shows the significance for independence and autonomy, and the importance of studying the users’ experiences to fully understand how the introduction of DAT can transform a care situation.

DAT was done in close collaboration with personnel and management at Karlstad Municipality, and co-funded by DigitalWell Research and Karlstad Municipality by means of the EU project (Support Quality of life, SOL). We also met and discussed features and limitations of the prototype of the automatic shower (Poseidon) with its innovator Thomas Ryberg (Robotics Care).

C. ServzChall – servitization

Globalization and increased competition have led to many manufacturing companies increasing their service offers, not least in terms of advanced services. The term servitization is used to describe this process; that is, when manufacturing companies change focus

and begin offering services linked to their products, thus creating new value together with their customers.

Working with our industrial partners, we have learnt that there is a clear link between servitization and sustainability. A goal of this project with servitization is to have an impact on sustainability as a result of the services provided to better improve the effectiveness of the products manufactured. This will result in better utilization of delivered products, which will benefit not only the involved companies but also the environment. Through servitization, companies can broaden their perspective of their environmental footprint by also treating the society and the natural environment as stakeholders affected by their business. This can open up new opportunities for value capture.

To succeed with servitization, norms and rules of how to conduct business often have to be updated. During the ongoing project we have seen traces of a need for more “human skills” rather than technological skills in manufacturing companies. This could open the way for more diverse capabilities and maybe also contribute to gender equality within manufacturing companies that often have a traditional of focusing on male-dominated occupational categories.

The project also contributes with illustrative empirical examples that feed into teaching. Several of the involved industrial partners have also been engaged in KBS’s education through being guest lecturers and, in that way, interacting and giving our students real-life examples.

Within the CTF research project “ServzChall” the research group led by Dr Maria Åkesson works closely with their industrial partners: BillerudKorsnäs AB, Kongsberg Marine AB, Voith Hydro AB and Cellcomb AB. The purpose of the project is to create understanding and knowledge about servitization and how this process can be translated into practice and provide competitive advantages.

D. Digitalization and its effects during the Corona pandemic

Digitalization within auditing is one research area that has been developed recently in the accounting department. The use of digital technologies within accounting and auditing has been going on for some time, but interest increased dramatically due to the pandemic. Thus, this period of time has offered a unique possibility to study the use of digital technology as well as its consequences. Digitalization also has an impact on sustainability, which has a direct impact on climate action through lower emissions.

There are two set of research projects going on in relation to digital transformation. The first set of projects are conceptually oriented. One article has been published, the other is under review.

The first study, focused on “The impact of Digitalization on future Audits”, examines the future impact of digitalization on auditing by synthesizing empirical studies, relating them to surveys conducted by accounting bodies, and analyzing these findings in relation to extant literature. Based on the synthesis, this study proposes a transitional framework to enable the audit profession to remain competitive. The results show that digitalization may significantly affect the audit profession in the future. However, the impact is likely to be incremental rather than radical. To remain competitive, the audit profession must adopt new metrics, capabilities, and skills and evolve its business models to incorporate digital technologies.

The contribution of this study is multi-faceted. The propositions and research agenda presented in this study will be beneficial to academics, practitioners, audit regulators, and the general public as they have the potential to form a foundation for addressing future research questions and for the theorization and empirical testing of audit digitalization.

The second study, on “*Critical audit expectation gap issues in the era of audit digitalization*”, examines how a paradigm shift from traditional to digital audits could affect critical issues of the expectation gap. This study uncovers possible new areas of the expectation gap. The findings suggest that audit digitalization will result in the audit profession transitioning from the defensive approach of educating users on auditors’ duties to a constructive approach of using digital tools to perform some of the duties that users expect of auditors. Specifically, digital technologies have the potential to enhance internal controls and facilitate fraud prevention, thus narrowing the expectation gap in relation to these critical issues. The potential benefits of switching to the constructive approach are lower cost to audit firms, enhanced audit quality, and improved user perception of the audit profession. This study underscores the likely benefits of audit digitalization in terms of narrowing the expectation gap.

The second set of projects are empirical studies in collaboration with Swedish audit firms, such as PWC in Karlstad. The first project, “Digitalization and its effects during the Corona pandemic”, aims to examine the extent to which the Corona pandemic has increased the use of digital tools within auditing, and how this has affected the efficiency of audits and the clients. The study also focuses on how this will affect the future use of digital tools within auditing.

The second project, “Digital Inventory Audit as an alternate Audit Evidence measure to Physical Observation during the Coronavirus (COVID-19) Pandemic”, aims to examine the use of digital technology in external inventory audits as an alternate audit evidence from an evidentiary viewpoint. The use of digital technologies in inventory audits can enhance the accuracy inventory counts, enhance the timeliness of reporting, strengthen fieldwork efficiency, reduce

travel demands and disruption to the audit client, and provide more documentation and audit evidence.

There is a wide range of research relating to accounting and several research projects are going on. Further, we have cross-border research projects with the law department and we collaborate with researchers from countries such as Cameroon and Germany. The research is integrated in the education where possible. Three areas that are new are digitalization within auditing, accounting for climate change, and information in management's report according to IFRS. The digitalization project has started and the other two are coming. The research project is led by Dr. Johan Lorentzon, head of the Accounting fora.

E. Transformative Packaging design for Sustainable Development

In 2020 a collaboration project started with Lidl Sverige, which has founded a research project of 3.8 million kr. The project has focused on two huge environmental challenges: the waste of plastic and the waste of food. The purpose of the research is to ensure that more of the produced food is consumed by humans in the end. This is important an ethical perspective to reduce the food hunger (SDG 2). However, reducing the amount of food waste is also crucial for reaching all of the SDGs for the planet (6, 13,14,15) and especially to reduce climate impact. The food that is wasted globally causes about 10 percent of the total climate impact every year, causing both unnecessary environmental impact and suffering for the ones that are hungry. Plastic packaging plays an important role for protecting a lot of the food from its way from producer to consumer and we need to calculate how much material that can be used for this protection if food waste can be reduced.

In the work of reducing the environmental impact of plastic packaging, the EU's waste hierarchy is often followed. This means reducing the amount of material and then increasing recycling. Unfortunately, packaging functions are seldom included in this work. If a reduced use of packaging materials leads to increased food waste, the total environmental impact usually increases. The aim of this project is to produce a guide on how to design a package to reduce the total environmental impact (SDG 12). Designing a packaging solution for food items that considers both the packaging's own environmental impact and how the packaging can affect food waste throughout the distribution chain and making a balance between these is a complex task. If you also add how the collection and recycling systems look and are used by consumers, the task becomes even more extensive. In addition, the actors involved must comply with laws and policies. Our goal with this project is to make this process as simple as possible by designing a guide that helps users to "think right" throughout a qualitative process. In later stages, life cycle analysis data should also be used for quantitative assessments.

Many environmentally committed consumers have a lack of understanding about the function of packaging to protect food. This can lead to a lack of acceptance for packaging solutions where plastic is used or when more material is used, but leads to reduced amount of food waste. In the project, we will also address how this problem can be solved. This includes more knowledge about packaging's functions to reduce food waste in households. Better understanding of the consumer knowledge and their interaction with packaging and how they can be "nudged" in a direction that reduces the environmental impact will be examined.

The project requires interdisciplinary competence, where people with in-depth knowledge in environmental system analysis in the packaging and food area, service development, actor analysis, design processes, and psychology collaborate.

The research group is led by Association Professor Helén Williams and Associate Professor Fredrik, Fredrik Wikström. Within the project, we also want to continue to spread knowledge about the role of packaging in reducing food waste.

F. CriseIT

"CriseIT" is a project focusing on collaborating with companies and municipalities to develop efficient models for the digitization of crisis management training. Funding for a new project, CriseIT 2 – Implementing Future Crisis Management Training, was granted for 2019–2021 by the Interreg board for Inner Scandinavia. The envisioned forms of training support are meant to supplement traditional exercises by adding virtual tools that make it possible to practice crisis management "anywhere and anytime" via computers, tablets, and smartphones. This will provide the conditions needed to practice more often, with more persons involved, and in shorter sessions.

From a concept and networking phase in previous years, the present project has focused on conducting pilot exercises with partners (mainly external to the project) to better understand the effects of implementing the earlier-developed concepts and tools. In this period, six pilot exercises with real trainees and trainers have been conducted, as well as one demonstration exercises for stakeholders in the project and its reference board, mainly experienced safety coordinators and security managers. During 2020, the COVID-19 pandemic and the ensuing strive for physical distancing had a notable "digitizing" effect on crisis management when ordinary office videoconferencing applications were put into service for crisis management team meetings all over the world. Another effect was that management exercises on other crisis types came to a halt in most organizations. In autumn of 2020, the project was contacted by a hospital property manager in the Stockholm region that serves 10 hospitals; two exercises of their staff could be pursued and the mutual exchange of experienced has continued in 2021.

The results of the project will support joint (synchronous, asynchronous, and mixed) exercises across organizational and national borders, but also individuals' training of their own roles has been studied in these pilots. These trials will result in several research papers, and also a handbook for practitioners that will be crafted during the project's final year.

The project is financed in equal parts by the involved partners and the Interreg Sweden-Norway program, Inner Scandinavia, under the name "CriseIT 2 – Implementing Future Crisis Management Training." During 2020, CriseIT 2 was highlighted as good example by Interreg. The main funder of project CriseIT 2, the EU Interreg program, was celebrating "30 Years Together" during 2020. The CriseIT2 project is highlighted under the theme of Neighbor Cohesion during this 30 years together celebration.

Associate Professor Monika Magnusson was coordinator of CriseIT 2 during 2019–2020. CriseIT 2 – Implementing Future Crisis Management Training (2019–2021) involves Monika Magnusson, Peter Bellström, John Sören Pettersson, and Malin Wik from information systems in KBS; and Erik Persson and Emelie Hindersson from the Centre for Societal Risks at Karlstad University. On the Norwegian side, the Inland Norway University of Applied Sciences is the academic part. Partners are the municipalities in Arvika and Årjäng in Sweden and Hamar and Våler in Norway, as well as the County Board of Värmland, the County Governor of Innlandet, National Educational Centre for Societal Safety and Contingency Planning – NUSB, AppieMode AB, and Fynd Reality AS.<http://www.criseit.org/>

G. Education - ISE, Improving value creation through service education

The vision for the overall ISE (improving value creation through service education) graduate professional development program is based on previous or current research. The aim is to equip Swedish companies with knowledge and skills to explore, exploit, and benefit from understanding the service challenge, including service transformation service development and innovation, service management, servitization, and customer experience. These areas all contribute to value creation through the logic of service and our vision is to increase the competitiveness of businesses in this way.

Today, pressures regarding globalization, urbanization, and digitalization, combined with the expectation of sustainability, are forcing companies to become more customer-oriented and focus on how to best provide service and create value for customers. The ISE program will establish such competence and skills, including supplying tools for how it can be used to develop businesses. Based on our analysis of interviews and conversations, the companies described a need for employees to embrace customer orientation grounded

in a whole new set of skills, theories, methods, and tools. A new mindset logic – a service logic – for how to carry out their daily duties in practice is required.

At the national level, ISE aims to establish an education and learning program containing a diverse set of courses that attracts, engages, and educates key employees within manufacturing, B2B, IT, and software firms, as well as companies within the service experience economy. The basic pedagogic model used in developing and conducting the courses involves:

- (i) Discovering the value of specific knowledge and insights. This is grounded in research and/or "best practice"
- (ii) Discussing how theory, knowledge, models, and tools can be used.
- (iii) Utilizing the tools above to work on real-world business problems or cases that engage the participants in the learning process. This can include problems in their own company.

The project's contribution to the research and education environment

Contribution to the research and education environment CTF was established as the result of calls from both firms and public service organizations. The service research that grew out of the Research Center, as well as many other centers around the world, over more than 30 years has resulted in the development of new theories, models, and frameworks, as well as management principles. The understanding of service used to be considered theories for a specific business sector, now providing knowledge to all kinds of businesses, and has thus moved from being a niche field to having a dominant position in businesses and organizations. The technological expansion has increased rapidly in the last couple of years, not only by means of mobile phone apps, but also service robots and all kinds of technology in areas where such solutions used to be unthinkable. Due to 5G, IoT, and AI, many things are connecting rapidly and new ways of doing business are formed and becoming institutions. The ISE project is positioned within this new digital era; the idea is that, together with partners and international research centers, we will be able to address relevant competence needs. We expect that the ISE project will enhance knowledge in areas such as service, innovation, customization, and digitalization and how it will transform business organizations.

The ISE project will provide researchers at CTF the opportunity to conduct teaching within their specific research area. The interactions with business professionals within the new courses will also form new collaborations that may open opportunities for new research questions. In addition, the ISE project will strengthen the national and international positioning of CTF as a leading center on value creation through service research and will help to streamline internal

admission processes to cater for an important target group: business professionals. The project will also contribute by advancing new courses that are built on the careful identification of needs, as well as the thorough design of a pedagogical and cutting-edge evidence-based solution to these needs. In doing so, several new courses will be developed, which enables improvement to the existing undergraduate education at Karlstad University and Karlstad Business School.

The partner companies be classified into three sectors: business to business, experience/retail and IT companies. Even if these companies operate in different sectors, they all provide service to customers. We have also engaged cluster organizations. The involvement of these organizations is extremely valuable due to their extensive networks, knowledge of competence needs, and experience with how different business sectors operate. The following companies and organizations are part of the ISE project: Almega, Attityd, BillerudKorsnäs, Cellcomb, Compare, Effect Management, Färjestads BK, Ikea, Industriråd Värmland, Live Nation Nordic AB Löfbergs, NWT, Region Värmland, RISE, SMA Mineral AB, Stål & Verkstad, Uddeholm AB, Unionen, Volvo Bus Corporation.

4. Dialogue



Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

PRME implementation for RME and schools societal impact through multi-stakeholder dialogue:

Our main focus with the PRME principles work is to continue embedding the four SGDs into the Schools' daily activities, teaching and research. As part of the dialogue, we organized and facilitated symposiums and workshops at international, regional and local levels. Our teachers and researchers have also worked on integrating research and education. In this part we present some of the activities and work done.

I. Research Symposiums and seminars/workshops on RME

A. Research Symposiums on Marketing Ethics and Corporate Social Responsibility

Researchers from Europe and North America met at Karlstad University to discuss the broader perspective of marketing ethics and CSR, with a focus on the role of positive and normative marketing ethics, and the change in business ethics due to artificial intelligence (AI) and blockchain technology at "The 7th Pat Murphy International Symposium on Marketing Ethics and Corporate Social Responsibility". More than 25 researchers from countries in Europe and

North America attended this year's symposium, which was arranged by CTF and Karlstad Business School, on April 7–9.

It was the first time the symposium had been held in the Nordic Countries, and there are two main reasons why the researchers decided to arrange this symposium in Karlstad. The first is that having this symposium, with world-leading researchers in the Nordic countries for the first time, will have a positive impact on the RME work. The second reason implementing PRME in the business school. PRME is becoming 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. The symposium extends the work on integrating sustainability research and quality education at our business school. This symposium was an inspiration from the beginning and had a significant role in realizing PRME as a means for assessing our engagement towards sustainability and our communication with the stakeholders. Therefore, this symposium is contributing to our work on PRME and setting up a foundation to implement the Sustainability Developmental Goals of Agenda 2030.

The symposium is initiated by Professor Patrick Murphy, The Nanovic Institute and Mendoza College of Business, University of Notre Dame, USA, to create a bridge and discuss the progress of business ethics and CSR, and to encourage young researchers in this area of study. The idea is also to develop a continuous association and networking between the North American and European researchers. The first and third symposiums were held at the Notre Dame Global Gateways in London, UK, and Rome, Italy, respectively. The second symposium was held at University of Cork, Ireland, the fourth at EDHEC in Lille Campus, France, the fifth at University of Notre Dame, USA, and the sixth at Nottingham Business School, UK. Samuel Petros Sebhatu, and Professor Bo Enquist researcher and lecturer respectively at CTF, Service Research Center, and Karlstad Business School, arranged the symposium.

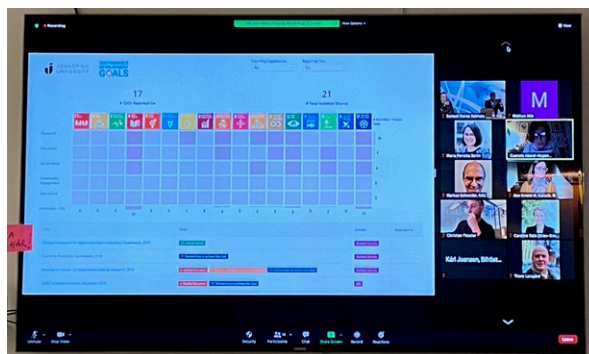


- A post-symposium open seminar on "The role of marketing ethics, CSR and gender equality towards understanding the SDGs" was also held

to the staff and students on the 9th of April, 2019. The seminar was focused on the role societal practice towards understanding and implementing of the SDGs.

B. Nordic PRME chapter research symposium

Researchers and educators from the Nordic region met virtually at Karlstad Business School/ CTF – Service Research Centre to discuss the broader perspective of sustainability in the Nordics. The virtual RME symposium has organized and hosted the 2020 virtual research symposium on RME on the 16th of November, 2020. The symposium preceded the Nordic PRME Annual Meeting was by Karlstad Business School and initiated and organized the RME symposium by welcoming researchers and educators to discuss “Sustainability and the Nordics”. The focus of this virtual symposium is to bring different discussions on the role of Nordic business schools towards sustainability with keynote speakers Professor Atle Midttun, BI Norway; Professor Mette Morsing, head of UNGC PRME; and Professor Robert Strand, executive director at University of Berkeley, Haas Business School’s Center for Responsible Business, USA. The PRME Nordic chapter members also contributed different papers to the agenda, with the participation of BI – Norwegian Business School, Norwegian University of Life Sciences, and School of Business and Economics, from Norway; JIBS, and Karlstad Business School Sweden; Copenhagen Business School Denmark, and Technische Universität Dresden Germany. Samuel Petros Sebhatu, researcher and lecturer at CTF, Service Research Center, and Karlstad Business School, arranged the symposium.



Annual Nordic Chapter PRME Symposium



Prof. Atle Midttun Prof. Mette Morsing Prof. Robert Strand

II. Books with an impact on RME

A. What does higher education have to do with honor-related violence and oppression?

Within the framework of the undersigned’s assignment as goodwill ambassador for Never Forget Pela and Fadime (GAPF) in 2020, an interdisciplinary collaboration and dialogues was started at Karlstad University that focuses on the following question: What does higher education have to do with honor-related violence and oppression? Collaborating subject disciplines are public health science, law, teacher education and social work. During this relatively short period of time, research collaboration has resulted in an anthology consisting of 12 chapters.

The anthology has a broader focus with three purposes. The *first* is to draw attention to and contribute with knowledge support about the new degree objective in the Higher Education Ordinance regarding men’s violence against women in close relationships. The focus is on providing overall picture of honor-related violence and oppression and on contributing knowledge about the way violence is expressed and its consequences. The anthology is based on the victims’ perspectives. The *second* purpose is to raise awareness of the problem of honor-related violence and oppression for students and professionals. The *third* purpose is to provide solid advice and tips to university teachers who are responsible for teaching and examination regarding men’s violence against women in close relationships in higher professional education.

To point out some of the studies, first, the government’s educational requirements at higher education institutions regarding men’s violence against women and the government’s and other authorities’ action plans are described. In addition, UKÄ’s survey of vocational education is described. Some advice is given to the university teachers for the implementation of the new degree scheme and the importance of the university management in the implementation of new tasks. Furthermore, the study described the higher education institutions’ current educational needs. The Gender Equality Authority has conducted an empirical study of the needs for educational initiatives and knowledge support that the higher education institutions have in integrating the new degree objective into their professional educations. With regard to challenges and opportunities to take on education in the field, the education managers described a number of complex challenges and difficulties that they had to consider and deal with while integrating the degree objective into the educations, including the lack of and need for broadened competence. Many concepts are included in the new degree objective regarding men’s violence against women and violence in close relationships. The question is how should we understand these concepts. Chapter 4 of the anthology attempts to explain the concepts of the various forms of violence. When working with the new degree goal,

whether it is course development, teaching, or examination, knowledge and understanding of the various forms of violence is necessary. What makes it even more difficult is that there is no consensus in the research community about the concepts that are included. Chapter 5 describes what it is like to be exposed to honor-related crime. In order to understand the type of violence that the legislation focuses on, knowledge of the specific forms of violence that are often characteristic of honor-related violence and oppression is needed. This chapter follows a description of the expression of violence and the consequences of violence. For professional, it is about having enough knowledge to make visible, pay attention to, and assist victims of honor violence when it comes to issues concerning genital mutilation, child and forced marriage, abducted children and young adults, and to protect individuals who are exposed to everyday restrictions that may move to extreme control. Chapter 6 describes the prevalence and consequences of honor-related violence and oppression. Honor-related violence and oppression (HRV) is a serious global and national public health problem that violates human rights.



The World Health Organization (WHO) has estimated that, each year, approximately 200 million girls and women worldwide are genitally mutilated each and approximately three million girls aged 0–14 are genitally mutilated (WHO 2020). Forced marriage is also common in many parts of the world. Violations of the criminal law regulation against honor-related violence and oppression are also described in the anthology. The concept of honor-related violence and oppression is also described in a criminal law context. Furthermore, the child marriage offense, the travel ban, and the meaning of the special penalty increase provision are described. Chapter 8 of the anthology also deals with balcony girls. Apart from the possibility of avoiding punishment, it cannot be ruled out that the purpose of balcony murder may be to send a signal

to other girls in the family about what awaits them if they behave like the (in a double sense) fallen girl. It is marked for everyone in the family how unacceptable it is to behave like the victim. Chapter 8 deals with the problems of proving covert honor killings, which police and prosecutors suspect involves children being urged by family and relatives to take their own lives. In close proximity to the honor-related crime are virginity checks of girls. Chapter 11 describes Human Rights in Higher Education, with the aim of preventing men's violence against women, including honor-related violence and oppression. The chapter draws attention to the importance of human rights education in vocational education for occupational groups that, in their future professional practice, may encounter men's violence against women and honor.

The editor of the anthology is Marie Karlsson-Tuula, professor of civil law. Other authors are Helén Olsson, senior lecturer in social work, Carolina Jernbro, senior lecturer in public health science, and Nina Thelander, senior lecturer in pedagogical work and vice dean for teacher education, all of whom are active at Karlstad University, plus senior lecturer Annika Noré, associate professor of criminal law at Stockholm University.

B. Business Development Methods for Process Orientation in Practice

The book titled above contributes to the on-going challenge of integrating research and education on the topic of business process orientation as an approach in business development. To be effective, business development must be carried out with the right focus and reflection and should be guided by the organization's vision, goals, and opportunities to achieve synergies between different development initiatives. Making business processes visible within and between organizations is a way to achieve an overall picture of both customer and stake-holder views.

In process mapping, a horizontal overall picture can be gained of the resources consumed and created in operations, where the different dimensions can be evaluated (calculated) and improved. The role of the business developer is supported by process mapping when analyzing inter-organizational activities where insights into resource consumption can form the basis for controlling operations, production, transportation, and circulation. A "close-to-business-related" basis is a prerequisite for a range of digital transformations, circular business models, and automated services. This book is about why and what, which highlights a need for methods to perform business-process orientation in practice (PoP) based on principles in business process orientation and a plan for business process management.

As an example, the PoP method on Perspectives provides a guide for identifying, analyzing, and improving resource utilization and ways of working with business processes in a sustainable way. The method

supports roles that work with sustainability development and have an impact on the social, economic and environmental dimensions. The book further provides concrete examples of the different sustainability related activities with a focus on the SDGs, such as planned and designed in the form of learning/education (SDG4), gender and equal value distribution (SDG5), use and allocation of resources (SDG12), and ways to combat climate change (SDG13).



The book can be used in digitalization, business process management, and business management to be aligned in order to provide synergies between development initiatives, the right focus, and a business development based on reflection. The book is aimed at students and professionals in the area and is a co-production of methods between research, education and professional life.

The author of the book is assistant professor Marie-Therese Christiansson, assistant professor in information systems.

III. Research on RME

- **“Visions of knowledge systems for life on Earth and how to get there”** : How should formalized knowledge systems, including universities, research institutes and education, transform to keep pace with wider and inevitable societal transformations associated with accelerating global change? What kinds of changes are needed in these knowledge systems and how can they be encouraged?

These questions were explored by participants of the Transformations 2017 conference and in subsequent research (Fazey et al., 2020) - <https://doi.org/10.1016/j.erss.2020.101724>. This included highlighting current challenges, envisioning future systems and the policy and actions required for the transition. The project assessed: Challenges of current knowledge systems; What we envision for future knowledge systems; and What policies and actions are required to support transformation from current to future knowledge systems?

The article was written by 178 authors as part of a project, which our researcher Samuel Petros Sebhatu participated and authored.

- **“Business Transformation for a Sustainable Future”**: This a book project initiated by KBS’s three teachers and researchers. The project is part of developing a text book as an edited book by integrating the interdisciplinary knowledge on sustainability and RME.

This book project is where research meets real-world business and societal practice. The chapters are grounded in business research, specifically the interdependencies between *sustainability*, *innovation*, and *transformation*, which makes for a robust basis for describing, explaining, and understanding the complex challenges faced by business and society in the 21st century. The book is intended for graduate- and postgraduate-level students and executive education with implications for practitioners. Furthermore, it contributes to multidisciplinary research in the field of interaction between business and society with a view to extend the firm-centric view to encompass a broader, systemic

This book focuses on business transformation meeting global challenges. The aim is to understand how sustainable societal practices can contribute to a broader view of business transformation, and vice versa, in a globalized world. A global transformation agenda that is already in place today is the UN’s Agenda 2030, SDGs in which nations, cities, companies, and civil society are encouraged to make the transformation to sustainability.

The book will also discuss the impact that PRME has made in the last decade with its ongoing fostering of the business transformation process.

The book will be published as a PRME Series by Routledge, and edited by Samuel Petros Sebhatu, Bo Enquist and Bo Edvardsson with 17 authors.

- **“Next Practice”** a societal practice project by Löfbergs coffee roster. As part of the on-going research and dialogue with businesses, two researchers from the Service Research Center/KBS, Bo Enquist and Samuel Petros Sebhatu, have further investigated the concept sustainability in the light of the SDGs to give the concept a more regenerative and societal meaning. During 2019–2020, a book chapter published.

In this chapter, the concept of a sustainable business is used to assess and understand situations where sustainability is the key driver for innovation and transformation, embedded in the core values of the organization. The chapter provides a new

sustainable business practice described as “next practice” for value co-creation through service, which is consistent with interactive research for business and managerial implications. It introduces values-driven service innovation, in which broader transformative and sustainability thinking brings ethical, social, and/or environmental dimensions into service innovation research. The chapter illustrated these concepts with a case study of an enterprise: the coffee company Löfbergs. The chapter explores both the contextual and managerial sides of Löfbergs, where the enterprise is seen

as a values-driven family business driven by practicing goodwill and by the climate change challenge, which is a driver for sustainability service innovation solutions, leading to transformational change in its business practices.

Sebhatu, S. P. & Enquist, B. (2019). Values-driven service innovation for transformational change. In: Per Kristensson, Peter Magnusson, Lars Witell (Eds.), *Service Innovation for Sustainable Business: Stimulating, Realizing and Capturing the value from Service Innovation*: (pp. 203–223). World Scientific.

III. KBS Organizational Practice

Our main focus with the PRME principles' work over the next two years (2021-22) is to continue embedding the four SDGs into the schools' daily activities, which are teaching and research. The activities that we have decided to prioritize are: to integrate the PRME principles within KBS's quality work; the Sustainability Day and Symposium; the Sustainability Hub; integrating Karlstad University's sustainability policy; and developing a partnership with stakeholders.

The challenge of implementing and institutionalizing the SDGs – Agenda 2030 have an impact to our focus on Responsible Management Education (RME), and achieving KBS's mission and vision. From the perspective that life after the coronavirus never fully will be the same, and we will not go back to "business as usual", the COVID-19 crisis has highlighted the urgent need to rethink the human ecosystem. The relationship between humanity and nature, and, more specifically, the service ecosystem. While it is clear that the crisis will contribute to a transformation of the world as we know it, dare we hope that it can be transformed into one that is more inclusive and sustainable.

The nature and extent of how RME affects business and society, and the need for inclusiveness and sustainability transformation, is an influence for our engagement and activities at KBS. In this section, we are highlighting the different activities and research works that focus on creating dialogue with our stakeholders.

I. Institutionalizing SDGs as a Proactive driver for RME

"University teaching in 2030 – how will it be done?": Karlstad Business School got off to a flying start, in August, 2019, after the summer by focusing on educational issues at the joint one-day kick-off workshop. The event was part of efforts towards obtaining AACSB accreditation, but also an opportunity to share experiences of teaching and integrating the four SDGs. The workshop focused on teaching in relation to how students can be motivated to be more active learners as well as more active in combining knowledge and its application in cooperation with professionals. As to the staff meeting in May, 2019, teaching staff, researchers and administrative officers discussed the issue of teaching in the future. How do we teach in 2030? This discussion was used as a basis for further development efforts.

In sum, within some programs there are courses that directly target subjects, theories, topics, and abilities; in relation to business ethics, leadership, and management required to achieve sustainable operations in organizations, and CSR as a global phenomenon to create a framework for sustainable and quality development and sustainability reporting. In other

programs, sustainability aspects are common within the Real Estate Management program, but there are no courses that directly target sustainability and ethics from business administration, instead students can take courses from either subject areas or programs. However, the sustainability, gender, and ethical aspects are integrated into modules and assignments in several courses related to relevant skills, work tasks, and professional context to be trained in the program. In addition, the learning and teaching models used in courses are provide, for example, co-production with organizations and internationalization – two important aspects.

To ensure that our programs are attractive to both students and our teaching staff, we will provide *competitive learning opportunities* (one indicator of success in KBS strategic plan), including:

- Content, assignments and awareness on challenges for sustainability (critical) analysis, solutions, and abilities
- Combine disciplines and subject areas in modules relevant to meet identified challenges in society
- Professional skills (such as leadership qualities) in education (KBS LGs)
- Collaboration with organizations, which facilitates interaction and co-production (for example, real-life cases and tools, methods, models, services, and ways of working) between students and practitioners and supports students' career opportunities, networking, and work experiences
- Global class-room opportunities
- The use of KBS intellectual contributions (ICs) in the sustainability field; for example, during the last PRME period (2019–2020) there were more than 140 publications (see appendix) from KBS faculty in articles, reviewed conference papers, reports, book chapters, and dissertations. Thus, these are ICs with potential to be used in different form and shapes in our education.
- Flexible forms (campus and/or online), blended learning, and approaches for student-active learning that actively engage student with experiential learning in academic and professional settings.

We also need better channels and processes in communicating our efforts in PRME to our students and external stakeholders. To achieve this commitment and assess the societal impact. Thus, the next steps are:

1. Curricula mapping to further analyze the balance and content in our degree programs based on SDG course analysis (see an example of *Mapping the Business Ethics and sustainable business course against*

and Fanny Olsson, who studied the Human Resource Management and Working Life programme at Karlstad Business School.

The winning essay in HR studies centres on organization culture and loyalty and has a societal impact. The jury's citation was, among other things, that the essay is valuable for the HR profession. The authors Emma Hammarberg and Fanny Olsson, however, did not even know that they had been nominated.

The prize was SEK 5000, a gift card and free membership in the Region West HR Association. Emma and Fanny both think that organization culture and loyalty is a field many can relate to, which made it a natural choice for them.

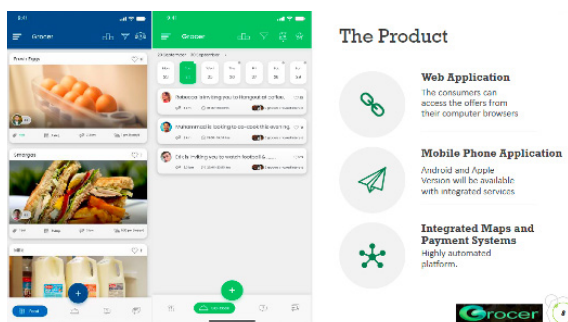


Start-up Business: Grocer - "network of food saviors"

Student Salman Yousaf initiated a start-up business called "Grocer" that developed from his master thesis.

Grocer is a platform that contributes to cope with the phenomena of food waste by introducing social media network of food saviors and improving the wellbeing together. It is an app based solution for food sharing. This application is the 'one stop solution' that endeavors to bring all the actors on single platform and making it as "network of food saviors".

To reach to the early market, the project got the initial help from Innovation Park, DriveHuset, Karlstad University, and Life Academy.



Grocer is one of these student projects looking at creating a direct societal impact.

B. Doctoral Student Day: In the spring of 2019, the KBS PhD day was introduced as an event to gather doctoral students across subject groups in the school to share experiences regarding being a PhD student in general and at KBS in particular. The aim was to support and shape their research towards our mission and intellectual contributions (ICs) to be used in our education, private and public organizations, and society at large. During the second occasion, in spring 2020, the idea was raised to establish a more settled forum, namely a *KBS academy* led by senior researchers from across the school, in English.

The KBS management are "a node" to collect and communicate close-to-business operation knowledge as well as strategic directions in discussions in and between all fora at KBS, the faculty, and the university. With this inclusive model, the student representatives are able to provide valuable input and their stakeholder experiences into the continuous improvement work and the better version of their future at KBS. An important part of the student-faculty interaction is the opportunities to engage students in the KBS strategic work in a dialogue and stakeholder analysis with suggestions for improvements by using KBS as a real-life case in courses.

C. Students Project work: Students are engaged in KBS development during courses such as the Marketing Strategies (FEGC02) course in fall 2019 and 2020 and the Quality Management and CSR course in spring 2020 and fall 2020. KBS was the real-life case and students acted as consultants and presented ideas about, for example, how to improve KBS marketing communication, customer involvement, and quality in education from the customer perspective. Thus, student groups analyzed the school's competitive environment (global, national, local), developed marketing communication plans, and implemented the Quality Management System (QMS) with a focus on PRME. Thus, a rather extensive resource and source from students in courses with engagement in KBS's continuous improvement work has resulted in a number of recommendations – from the valuable customer view.

D. Student Ambassadors – PRME Nordic chapter: Our students will be part of the PRME Nordic Chapter student ambassadors initiative led by the Stockholm School of Economics students. This engagement will also part of our idea of starting a student engagement in PRME works.

IV. Sustainability Day

The Sustainability day is a tradition at KBS. We had our 5th Sustainability day on 2020. On the Sustainability Day, the first Monday of December, sustainable development is in focus. Partners, stakeholders and students meet together with leading researchers in this area. KBS's mission is to educate future responsible professionals, of which sustainability issues are an important part. The PRME principles and SDGs always

underpinning the Sustainability Day. We are highlighting on the impact and challenges of the SDGs on societal responsibility and transformation, when we talk about sustainability, most people think about the environment. It is important to see sustainability in a broader perspective and think about both the social and economic aspects. A holistic thought that involves everything that concerns us a society. The Sustainability day is not only an opportunity for students and staff to obtain valuable external input, but also an opportunity to gather all the expertise that is available around the PRME principles and the challenges of implementing the SDGs at KBS for RME. There is a great commitment to these issues in the school, but we can always be better at learning from each other. This is a perfect opportunity to further sharpen our work by integrating some co-lab days in the coming two years.

V. Partnership and Dialogue

KBS's PRME missions is to develop a partnership through multi-stakeholder dialogue within the university community and local businesses and organizations who are working on sustainability and CRS activities. One of the immediate plans is to engage in dialogue with other on-going sustainability related initiatives at the university. At Karlstad university different faculties and departments are engaged in different local, national and international sustainability initiatives, for instance the United Nations Sustainable Development Solutions Network - SDSN. KBS will also work on extending its partnership with the PRME Nordic chapter and other business schools. Another important focus is on RME and SDG impact assessment. KBS is working on organizing symposiums and workshops to increase the knowledge and practice of the SDGs.

VI. Karlstad University Sustainability work

KBS, as part of Karlstad university, works towards implementing the university's environmental policy for 2019-2021. As an institution for higher education and research, Karlstad University has a great responsibility to contribute to long-term sustainable development. The foundation for the environmental work are the 17 UN-SDGs with their 169 milestones, and the desire to be a leading player in the work for a sustainable society. The environmental supports positive environmental impacts and have the following goals:

- There should be an awareness of environmental issues, systematic environmental work and sustainable development that is communicated to students and employees. This will initiate new ways of thinking and concrete actions that promote sustainable development.
- The University shall take environmental and sustainability issues into account in decision-making processes. Decisions on our training are of particular importance, as they make up the majority of the business.

- In accordance with the University's vision and strategy document, the University shall work systematically for social, economic and environmentally sustainable development.
- In physical activities, the university will work to minimize environmental impact and carry out systematic environmental work. The use of environmentally hazardous substances and non-renewable resources shall be restricted.
- Environmental considerations shall be taken into account in procurement and procurement.

The environmental aspects of the university can be described either as direct, i.e. impacts that occur in connection with activities in their own operations, or as indirect, which means that the environmental impact takes place outside Karlstad University's direct control, for example through the influence of the government decisions that are made in research and education.



Direct and indirect environmental aspects

The environmental objectives and action plan aim to address the shortcomings, so that a fully functioning environmental management system will be in place by the end of 2021.

The university is also carrying out a systematic audit in assessing the University's progress towards sustainability. Karlstad University has joined klimatramverket (Climate Framework), which places additional demands on the university's commitment to environmental and sustainable development issues.

Environmental work at Karlstad university is systematically monitored and continuously improved through:

- Annual internal environmental audit
- Training and information
- Education on learning for sustainable development
- Compliance with travel policy – reduce foot print
- Communication plan for environmental work
- Eco-labelled conference activities
- Waste Management and Re-use

- Energy Consumption
- Procurement/purchase
- Chemical Management

One mechanism is to make an audit of the work. This allows the institution to analyze its policies and make continuous improvements. The report from 2019 and 2020 shows progress, as indicated below:

WASTE MANAGEMENT AND REUSE

Reuse – The routine for reusing furniture is well established at Technical Service. All furniture of value is reused.

Reduction of combustible waste - According to the target, the amount of combustible waste will be reduced by 10 % in 2019-2021; therefore, no evaluation is now taking place. However, the first measurement (after the introduction of organic waste sorting) shows a decrease of 16 %. The figures for 2020 show a 40% reduction in combustible waste*.



The environmental aspect's connection to Agenda 2030 and the national environmental goals

ENERGY CONSUMPTION

Evaluation of whether the university has reduced its energy consumption is carried out according to plan after the end of 2021. However, energy consumption has decreased by 15% in 2020 compared to 2019*

The university is used 100% renewable energy in 2019 and 2020



The environmental aspect's connection to Agenda 2030 and the national environmental goals

CHEMICAL MANAGEMENT

The new chemical management system has been implemented in 2020.

TRAVEL Compliance with travel policy

The new rules for business travel at Karlstad University were adopted on 2020-02-24, so an evaluation is

its effects are not reliable yet. In addition, the corona pandemic has greatly reduced the number of business trips.

Business travel - Co2 emissions from business travel have decreased by 82%*.

The proportion of private cars used in the service compared to rental cars has decreased by 11 %*

The cycle-to-work campaigns in May and September were carried out in a slightly different vintage than usual due to the corona pandemic, when employees were encouraged to cycle at home instead of to work. The number of places for safer storage of bicycles has been increased on campus Karlstad by 32 places. Approximately 45 employees signed up for the benefit cycle in 2019. Subscription periods have also existed during the spring and autumn of 2020, when 47 employees have signed up.



The environmental aspect's connection to Agenda 2030 and the national environmental goals

PROCUREMENT/PURCHASING

The introduction of an e-commerce system at the university in autumn 2020 has meant safer statistics for direct procurement. However, it is difficult to read anything from the statistics that have only been available for a few months in autumn 2020. Next year's report will provide more reliable figures.

Karlstad University will work to ensure a healthy and good living environment for present and future generations and sustainable resource consumption, in a global perspective.

The basis for the environmental work is the current legislation, the action program adopted by Parliament and a willingness to be a leading player in the work for a sustainable society. Karlstad University shall strive to integrate environmental and sustainability issues in all program where this is possible. The university should stimulate research focused on analyzing and solving environmental and development issues.

ECO-LABELLED CONFERENCE ACTIVITIES

The University's meeting and conference activities are eco-labelled according to Green Key since 2016. This includes, among other things, increased environmental management requirements. Environmental aspects are taken into account in the development of information materials, the use of water, waste, energy and food.

Maintaining the eco-label requires that conference activities continuously develop and improve environmental work.

In the conference activities, the basic range of dietary products must be vegetarian, but fish and/or meat alternatives should be offered.



APPENDIX

Publications

2019

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- Gustavsson, T. (2020), Inter-team Coordination in Large-Scale Agile Software Development Projects, Karlstad University Studies, 2020:30
- Lindroos-Moll, S. (2020), Värdering vid upprättande av kontrollbalansräkning: En aktiebolagsrättslig och redovisningsrättslig studie, Karlstad University Studies, 2020:16

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Student Thesis

2019

Bachelor Thesis (C-level)

- Albin Lundgren (2019), Cultural differences in business that influence the establishment process of Swedish firms in Laos
- Atoor Yokhina Gorgis & Alexander Måblad Aliabadi (2019), The impact of the petrol tax on consumer's purchasing behaviour & option of utilizing either sustainable or unsustainable transportation.
- Hanna Lundgren & Tilda Gustafsson, (2019), Motivationsfaktorer till investeringsbeslut i miljöcertifierade fastigheter: Hur inverkar olika motivationsfaktorer vid fastighetsbolags investeringsbeslut i miljöcertifierade fastigheter?
- Ian Mattsson & David Bergmar, (2019), Ledarskap i offentlig sektor: "Värdegrudens betydelse genomslår egentligen allt jag sagt
- Ludvig Essebro & Peter Blachowski, (2019), Marknadsföra ett medlemskap
- Mark Chamoun & Eddie Johansson (2019), Hållbarhet i fastighetsbranschen
- Max Börjesson & Philip Claesson (2019), Hållbarhet i fastighetsbranschen
- Mervenur Özalp & Malin Maajaakkola (2019), Consumer attitudes towards environmental marketing: A study regarding consumer attitudes towards environmental marketing within the milk- industry
- Moa Hollstedt & Lovisa Österberg, (2019), Kvinnorna som valde att lämna: En studie om varför kvinnor väljer att lämna mäklaryrket
- Patrik Larsson & Adam Johansson, (2019), Ekonomistyrning i kommunal verksamhet
- Simon Throgen & Albin Hallberg, (2019), Värdeskapande faktorer och hinder i samband med investeringar i miljöcertifierade byggnader
- Viktor Andersson & Alexandra Mets (2019), Cross-Cultural Business Negotiations: The Impact of Business Cultures from a Swedish Perspective
- Viktor Sandström, (2019), Hållbar konsumtion i e-handelsresan

Master Thesis (D&E - level)

- Anna Wallin & Agnes Söderqvist (2019), Verksamhetsstyrning och hållbarhet: Hur företag inom klädbranschen styr sina anställda mot att arbeta hållbart

- Asim Zametica & Julia Johansson (2019), GRI-quality and financial performance: A quantitative study on the impact of sustainability reports' quality on firm performance and firm value in the Swedish manufacturing industry
- Barry Paul Spaan & Marcus Kjellberg (2019), Relationship marketing: an ethical perspective
- Delaney Middlebrook & Stefanie Könemann (2019), The implementation of sustainability within organizations' management control systems
- Emilia Dahlström (2019), Sport Management in Swedish football: A qualitative study of changes in Swedish football clubs
- Gustav Olin Månsson & Filip Owen (2019), Green Accounting / gröna räkenskaper
- Jarvis Fongha Ngu (2019), CSR Communication and Awareness: A qualitative evaluation of shared meaning between students and Karlstad Business School
- Linn Öfverström & Paulina Öhlin (2019), Hållbarhet
- Lisa Larsson & Fanni-Sofia Vuorinen (2019), Värdering av biologiska tillgångar (levande djur) till verkligt värde
- Mathilda Johansson & Julia Benzon (2019), Kvinnors karriärmöjligheter inom revisionsbranschen: En kvalitativ studie om kvinnors underrepresentation på partnernivå
- Mattias Runsten & Johan Eriksson (2019), Verksamhetsstyrning för hållbar utveckling: Integrering av ekonomisk, social och miljömässig hållbarhet i verksamhetsstyrningen
- Oscar Eriksson & Carl Abrahamsson (2019), Hållbarhetsredovisning
- Pascal Hamrin Svanborg & Vera Mäkela (2019), Bakom draperiet- Agenda 2030's roll i verksamhetsstyrningen (Behind the curtain-The SDGs role in management control systems)
- Patrik Åkerdal & Ömer Tunc (2019), Styrning mot hållbarhet på operativ nivå inom klädbranschen
- Salman Yousaf (2019), How Sharing Economy Co-creates Transformative Value: The Case of Food Sharing in Sweden.
- Vendela Broman & Amanda Broomé (2019), Hur kommer artificial intelligence påverka revision/redovisning i framtiden?
- Ebba Sundberg & Mikaela Arvidsson (2019), Developing Energy Key Performance Indicators
- Fridal Longnell (2019), Environmental Performance from Circularity in Products: A Case Study on LED Lighting Fixtures
- Janna Dervisic (2019), Climate neutral public procurement in the construction industry: Possibilities, obstacles and current actions
- Moa Laredius & Petra Wennberg (2019), Nät-nyttosättnings utformning: En fallstudie på elnätbolaget E.ON Energidistribution (Producers compensation and its formation A case study at the electrical company E.ON Energy Networks)
- Sara Westlund & Patrick Engström Roxendal (2019), Increasing transparency in the supply chain with blockchain technology-A case study of small and medium sized South African wine producers
- Tobias Söderbom Olsson, (2019), An Evaluation of Pharmaceutical Removal Technologies and Business Model Strategies: from a waste water treatment plant and supplier perspective

2020

Bachelor Thesis (C-level)

- Andreé Ryberg & Frida Staxäng (2020), The cultural differences between IKEAs global expansion in different countries
- Carl Annerberg & Kristoffer Mattsson (2020), Kommunal resultatstyrning: En studie om resultatstyrningens utformning i svenska medelstora kommuner
- Clara Hedlund & Anna Marble (2020), Vad motiverar unga vuxna till att arbeta ideellt?
- da Blomqvist & Anna-Karin Wallinder (2020), Gröna Obligationer: En studie om investerares motiv till att köpa gröna obligationer
- David Olsson & Christian Jonsson (2020), Dark Patterns ur ett företagsekonomiskt perspektiv: Dark Patterns påverkan på varumärkeslojalitet
- Emilia Haggärde (2020), Hur fungerar samarbete mellan konkurrenter?: En studie om coopetition i det alternativa matnätverket REKO-ring
- Emma Norberg & Amanda Falk (2020), Legitimitetsstrategier i praktiken: Hur negativa händelser kan påverka vd:ns kommunikation i vd-ordet
- Erik Oom & Victor Dewoon (2020), Värdering av miljöcertifierade byggnader (I doubt the topic, not on diva and no topic on the score list)
- Frida Hjerpe & Fredrik Lundqvist (2020), Hur bolånerådgivare arbetar för att hålla kunder lojala: En kvalitativ studie om efterköpskänsla, återköpsbeteende och kundlojalitet

Industrial Economics Masters Thesis

- Charlotta Wenner, (2019), The implementation and the transformation as a process of the Sustainable Development Goals from a Sustainable Business Practice perspective

- Frida Nyström & Mimmi Forsberg (2020), Is Sexism in Advertising really Necessary?: A quantitative study about Women's Attitudes towards Quality Attributes within the Female Fast Fashion Industry
- Henrik Adolfsson & Waranya Gustavsson (2020), Corporate social responsibility inom livsmedelsbutiker
- Julia Envall & Lisa Norgren (2020), Kundförtroende inom digital bankverksamhet
- Julia Lilja (2020), I men inte av världen: En kvalitativ studie om marknadsföring i svenska kyrkor
- Karl Hagen Larsson & Torkel Örtengren Björnstad (2020), Reward or Punishment? What is most sustainable
- Michelle Felixson & Evelina Levin (2020), Hur mäklare arbetar för att skapa ett hållbart liv
- Oscar Edström & Jakob Fors (2020), Fastighetsföretagens samhälls- och Miljöansvar
- Oskar Lysér & Viktor Sylén (2020), Ger IFRS 9 bättre beslutsunderlag?: En dokumentstudie ur en investerares perspektiv
- Rebecca Lennartz & Jessica Gustafsson (2020), Belöningssystem inom revisionsbyråer (I doubt the topic, not on diva and no topic on the score list)
- Sebastian Bergström Jonsson & Jesper Tellström (2020), Resursbegränsningar, en motivationsbegränsare?: En studie om belöningssystem och dess påverkan på motivation och arbetstillfredsställelse inom kommunal- och privat skolverksamhet
- Victoria Hjerpe Östlind & Matilda Rådström (2020), Diamanter eller empati: En studie om monetära och icke-monetärelöningssystem inom offentlig sektor
- Josefina Ericson & Linnea Leiviskä (2020), Värdeskapandet av hållbarhetsarbete i företag: En kvalitativ studie om vilka icke-monetära värden som hållbarhetsarbete kan skapa
- Laila Lundvall & Josefine Svärd (2020), Uppförandekodens betydelse: En hierarkisk jämförelse av kännedomen kring uppförandekoder inom organisationer
- Nathalie Skär & Elin Nicolaisen (2020), "Jag kan spendera fyrtio minuter bara på att scrolla" -Den nya digitala konsumenten
- Ngala Jeroline Musa (2020), Assessing customer loyalty towards child labor abolition efforts in the chocolate industry
- Rebecca Hedman Danielsson & Josefine Sträng (2020), Miljömedvetenhet och dess påverkan på konsumenter vid köp av flygresor
- Sandra Fröberg & Emma Elfström (2020), Värdesamskapande och värdesamförstörande vid onlineshopping: En kvalitativ undersökning om konsumenters perspektiv på onlineshopping

Industrial Economics Master

- Angelica Hammargren (2020), Affärsmodelldesign för tjänstefiering på en reglerad marknad: En fallstudie inom försvarsindustrin
- Anton Jansson & Gustaf Hjærtmyr (2020), Analys av en entreprenörskapsfrämjande organisation: Fallstudie av Drivhuset i Karlstad
- Ebba Öhlin (2020), The decision behind outsourcing New Product Development: An exploratory case study in the context of technical products
- Jesper Nilsson (2020), Nudging for social good: Blockchain tokenization as an incentive model (No result)
- Martin Jansson (2020), Hållbar Offentlig Upphandling: En analys av hållbarhetskriterier och standarder
- Sara Jalalian & Victoria Lindell (2020), Är cirkulär ekonomi vägen till hållbar framgång?: En explorativ fallstudie
- Tobias Bergqvist & Jonathan Lannö (2020), Managing Sustainability Transformations: Barriers for Implementing Recycled Plastics in the Automotive Industry

Master Thesis (D/E-level)

- Alice Omolola Dada (2020), Effective implementation of restitution programs as CSR of a corporation
- Axel Almqvist & Andreas Alfredsson (2020), Supportrar, en tillgång eller risk?: En kvalitativ studie om ishockeysupportrarers medverkan i värdeskapande och värdeförstörande aktiviteter
- Catharina Carlqvist, (2020), Value co-creation through online interactions in cancer care

Thank you for all those who contributed to this report. The PRME team
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