

An Introduction to PRME at CBS

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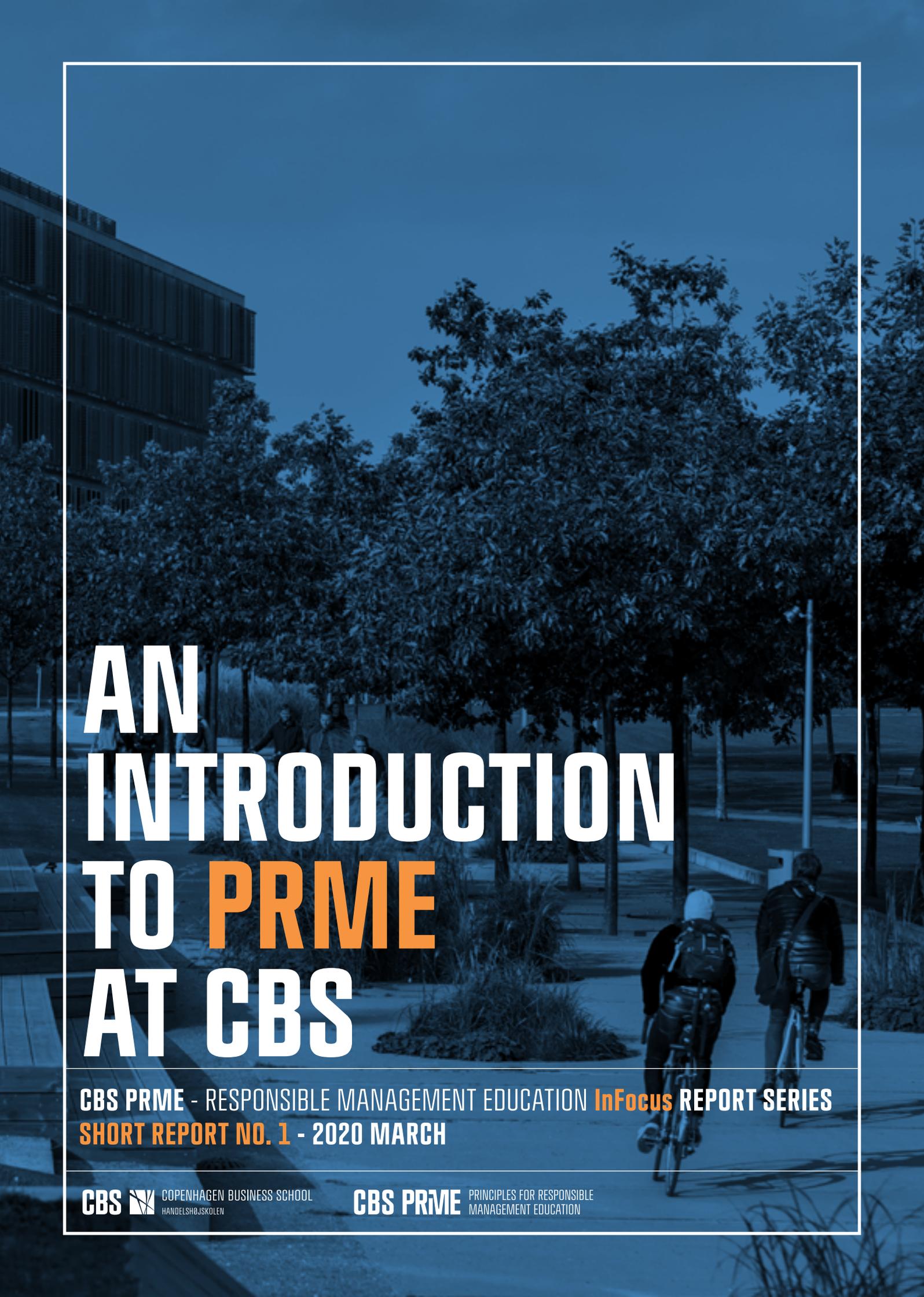
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AN INTRODUCTION TO PRME AT CBS

CBS PRME - RESPONSIBLE MANAGEMENT EDUCATION InFocus REPORT SERIES
SHORT REPORT NO. 1 - 2020 MARCH

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THE ORIGINS OF PRME

SECTION ONE

INTRODUCTION

Businesses are under greater pressure than ever to adapt their traditional modes of production to new, more nimble approaches to address business in a globally challenged environment. Today's educators and graduates are under ever-growing pressure to develop both the mind and skill sets needed to meet these global challenges. These global challenges are highly complex in nature and an ever-moving target and it is highly unlikely that any one institution will be equipped to develop the mind and skill sets required alone. It is now more than ever that initiatives such as PRME are crucial.

BACKGROUND OF PRME

The United Nations Principle of Responsible Management Education (UN PRME) UN PRMEⁱ is an initiative stemming from the United Nations Global Compact (UNGC)ⁱⁱ which brings together over 10,000 companies worldwide in the largest global corporate sustainability initiative UNGC. It is not exactly clear why these UN initiatives came into being when and in the form they did, but as way of a possible explanation, attention to the historical context in which these initiatives came to be might prove fruitful.

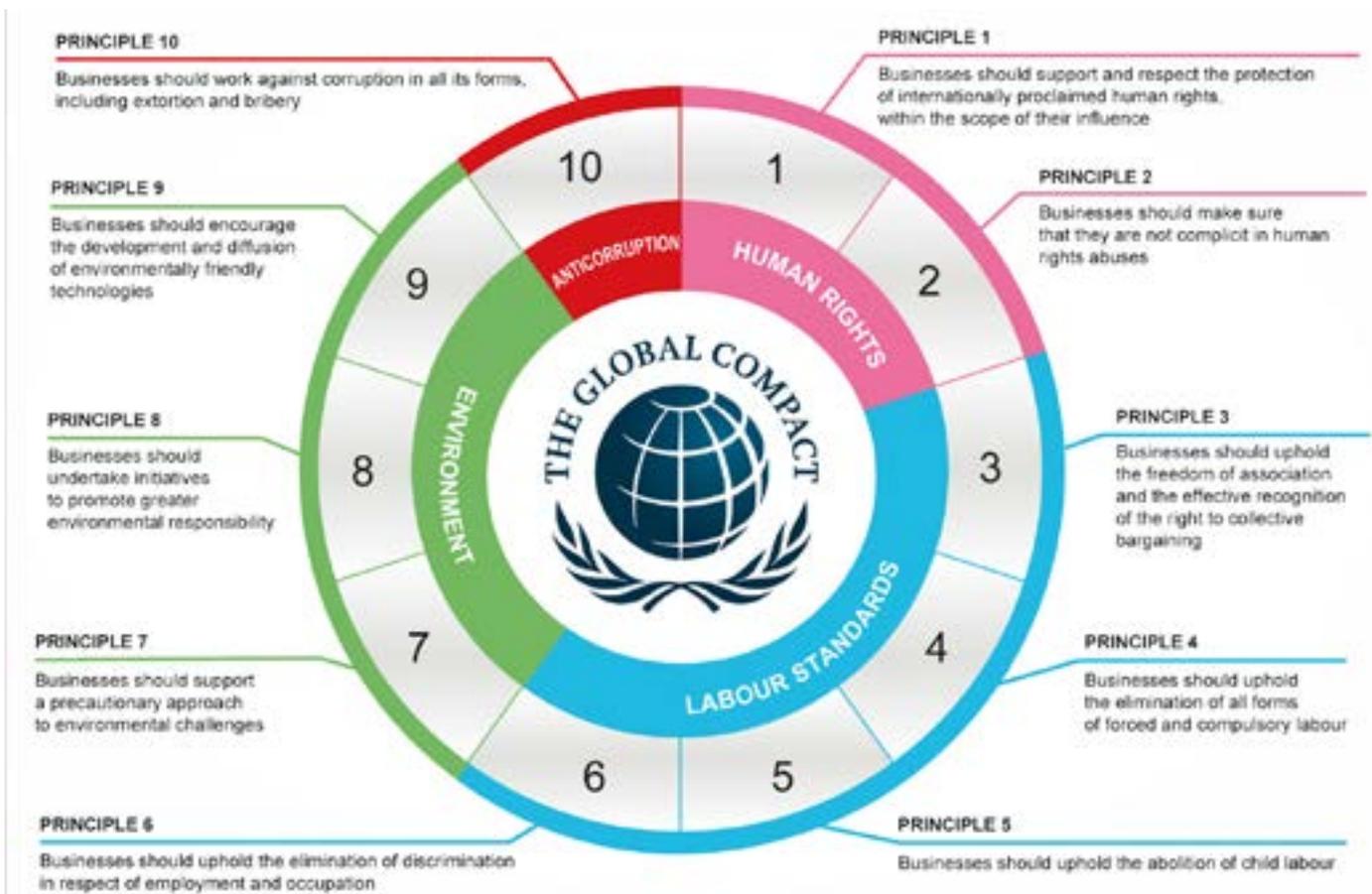


Figure 1 The UN Global Compact 10 Principles Source: <https://globalcompact.se>



United Nations Global Compact

20 years

The UN Global Compact (UNGC) was an ambitious, groundbreaking attempt to actively engage the international business community in the development, implementation, and disclosure of sustainable policies and practices within an inclusive, multi-stakeholder orientation. (Bueno, 2014; Kell, 2012)ⁱⁱⁱ In February 2007, on the publication of its 4th Assessment Report, Intergovernmental Panel on Climate Change (IPCC) pronounced that the link between climate change and industrial activity was “unequivocal.^{iv} This prompted the then UN Secretary-General Kofi Annan’s call to business leaders to work with the UN to “initiate a global compact of shared values and principles” (ABIS & Ashridge Business School, 2013, p. 1) v Launched in 2000, UNGC came on the heels of a decade of excess and extravagance, a time which saw many high-income countries prosper greatly. Companies were looking for cheaper manufacturing opportunities abroad, as well as a time marked with great strides in the globalization of financial markets and information technology. However, along with this prosperity was also a decade fraught with scandals such as the fall of Barings Bank in England in 1995, the burst of the dot.com bubble and backlash from emerging evidence that linked the damage being done to the Earth’s biosphere due to industrial activity. (Heartle et al., 2017).^{vi}

The decades leading to the 2000’s also saw the widespread proliferation of cable news channels such as CNN and their instant news reporting as well as growth of the internet, bringing information in an instant across the globe. The 2000’s also saw the

explosion of the internet and social media, bringing with it far-reaching globalization, connectivity and leaving no corner of the business world able to hide nefarious activities in the shadows.

This greater scrutiny may have been one of the instigators for the UNGC’s formation. As businesses came under the ever watchful eye of the world, there was a need for them to be able to distinguish themselves from the dubious activities of some actors and to be seen to be “doing no harm” though an adherence to principles from a respected body such as the United Nations.

One other noteworthy reflection and perhaps another indication as to why UNGC came in to being, is the now famous Brundtland Report in 1987 produced for the UN. The report, originally entitled *Our Common Future* developed guiding principles for sustainable development. “We came to see that a new development path was required, one that sustained human progress not just in a few pieces for a few years, but for the entire planet into the distant future. Thus ‘sustainable development’ becomes a goal not just for the ‘developing’ nations, but for industrial ones as well.”^{vii} The report serves as the basis for the UNGC and the 10 Principles, adding not just the sentiment but the action plan for doing good and doing no harm and firmly anchoring UNGC in the sustainability agenda.

The UNGC is a voluntary strategic policy initiative for progressive businesses that are committed to aligning their operations and strategies with ten principles for responsible business in the areas of human rights, labor, the environment, and anti-corruption.

An underlying goal is that by committing to the Compact, businesses, which are seen as primary drivers of globalization, can help ensure that their basic activities - focusing on markets, commerce, technology, and finance - will move forward in ways that benefit economies and societies around the world by providing a concrete set of 10 principles for business to follow.^{viii} Following these 10 principles allows for business communities the opportunity to demonstrate to an ever critical and connected world, their commitment to not only do good but also do no harm. From its humble origins of only 44 companies, the UNGC currently stands at 10,453 companies spanning 161 countries.^{ix} In the mid-2000s, the UN Global Compact and its academic community recognized that the business leaders of tomorrow would need to play a critical role in tackling sustainability challenges^x

The United Nations recognized the role of education in equipping the business leaders of tomorrow to tackle these challenges and hence the birth of the Principles for Responsible Management Education (PRME)

“To date, there are 815 business school signatories worldwide and currently headed by the United Nations Secretary-General, Antonio Guterres.

THE BIRTH OF PRME

Launched in 2007, PRME, a UN supported initiative was founded... *“as a platform to raise the profile of sustainability in schools around the world, and to equip today’s business students with the understanding and ability to deliver change tomorrow.”*^{xii}

PRME is the largest voluntary engagement platform for academic institutions to transform their teaching, research, and thought leadership in support of universal values of sustainability, responsibility, and ethics^{xiii}.

In comparison to UNGC whose focus is essentially today’s business professionals, PRME’s emphasis is largely on the next generation of managers, leaders, and business professionals, committed to developing their capabilities to be generators of sustainable value for a more inclusive global economy. PRME requires signatory business schools to adhere to six principles. To date, there are 815 business school signatories worldwide and currently headed by the United Nations Secretary-General, Antonio Guterres.

Similar to the commitment of continuous improvement made by UNGC signatories, PRME signatory schools also commit to ongoing development and enhancement of their approach to responsible management education in their research, curricula and pedagogical innovation, and community activities and campus operations. The goal is to embed a commitment to sustainable, inclusive practice in everything that business schools undertake (Parkes et al, 2017)^{xiv}

But why the need for PRME when the world already has UNGC?

After the devastating financial crisis of 2008/09, the finger of blame was being pointed and among those facing blame were business schools. They stood accused of perpetuating a flawed focus on growth, profit and greed which was perceived by many as the root cause of the financial crash (Heartle et al, 2017).^{xv} This is also argued by scholars such as Sumantra Ghoshal where he contends *“many of the worst excesses of recent management practices have their roots in a set of ideas that have emerged from business school academics over the last 30 years... Since morality, or ethics, is inseparable from human intentionality, a precondition for making business studies a science has been the denial of any moral or ethical considerations in our theories and, therefore, in our prescriptions for management practice.”*^{xvi}

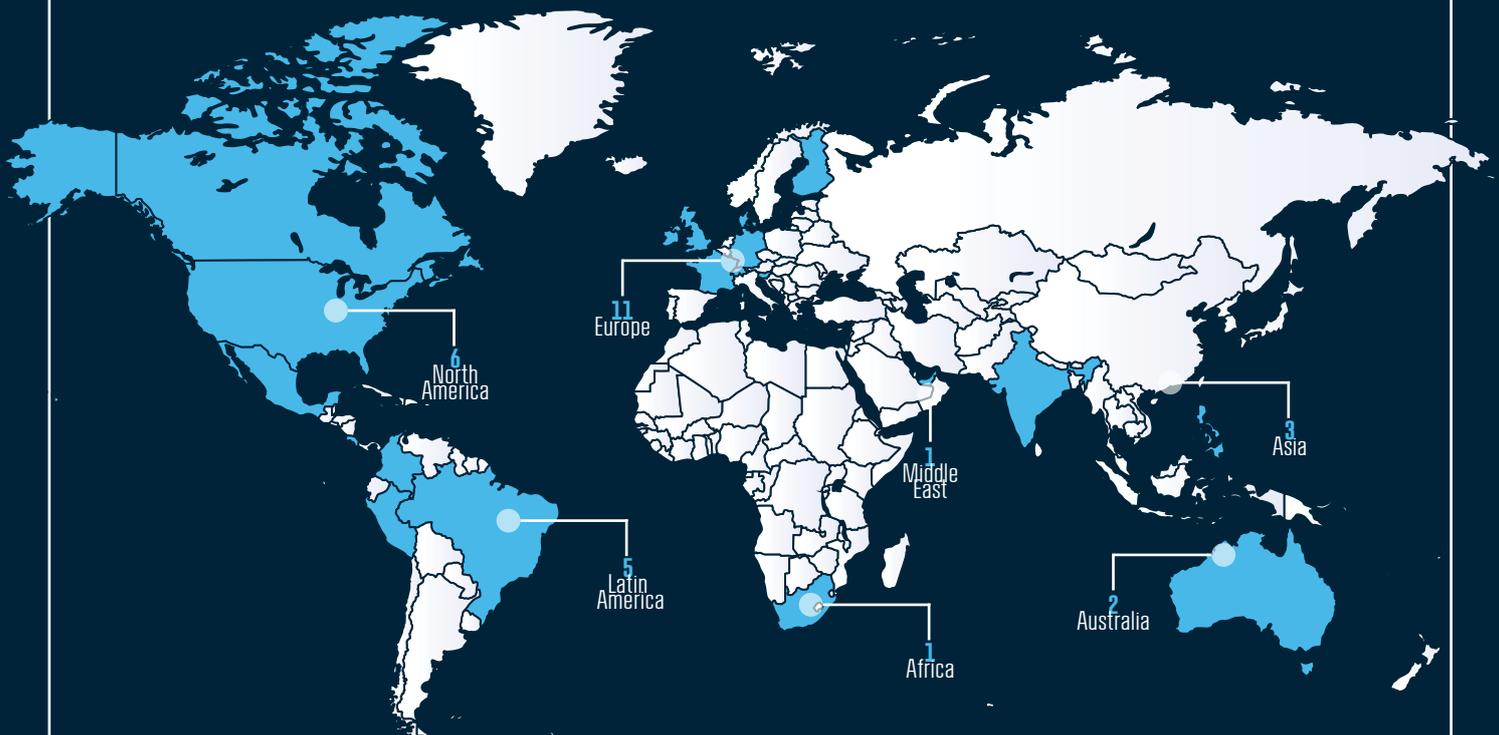


Figure 2 Participants of the PRME Champion schools as of 2016/2017. Source: www.unprme.org/working-groups/champions



“The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals.”

**Antonio Guterres,
United Nations Secretary-General**

MEMBERS OF PRME CHAPTERS

Due to the global reach and varying challenges and interests of the PRME community, PRME has also established a number of regional chapters and working groups. To date, there are fourteen regional chapters representing most of the signatory schools around the world. As part of our commitment, CBS PRME is an active member of one of these fourteen Chapters, namely the Nordic PRME Chapter. The PRME Nordic Chapter consists of PRME signatories from Denmark, Finland, Iceland, Norway and Sweden. The first informal meeting of this group was held at here at CBS in June 2013. <https://www.unprme.org/how-to-engage/chapters.php>

ASEAN+ CHAPTER

AUSTRALIA & NEW ZEALAND CHAPTER

BRAZIL CHAPTER

CEE CHAPTER

DACH CHAPTER

INDIA CHAPTER

LATIN AMERICA AND CARIBBEAN CHAPTER

MENA CHAPTER

NORDIC CHAPTER

NORTH AMERICA CHAPTER

UK & IRELAND CHAPTER

FRANCE BENELUX CHAPTER

EAST ASIA CHAPTER

IBERIAN (SPAIN AND PORTUGAL) CHAPTER

2018 PRME INNOVATION CHALLENGE



ANTI-CORRUPTION IN CURRICULUM CHANGE



BUSINESS AND HUMAN RIGHTS



BUSINESS FOR PEACE



CLIMATE CHANGE AND ENVIRONMENT



GENDER EQUALITY



HUMANISTIC MANAGEMENT



POVERTY, A CHALLENGE FOR MANAGEMENT EDUCATION



SUSTAINABILITY MINDSET



MEMBERS OF PRME WORKING GROUPS

There are also nine working groups spanning interest areas from Gender Equality, Anti-Corruption in Curriculum Change, through to Poverty, a Challenge for Management Education. CBS PRME has been an active member of the Business and Human Rights working group and has also recently joined the working group on Climate Change and the Environment. <https://www.unprme.org/how-to-engage/working-groups.php>



CBS PRIME STRATEGY

SECTION TWO

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission.



Principle 1 | Purpose:

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



Principle 2 | Values:

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



Principle 3 | Method:

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



Principle 4 | Research:

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



Principle 5 | Partnership:

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



Principle 6 | Dialogue:

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

Business schools play a role in ensuring that our students understand the interconnected nature between the actions of business, and their future role in business life against ecological, ethical and social challenges.

CBS PRME STRATEGIC FOCUS 2020-2021

Here we outline how we at CBS PRME plan to operationalize and institutionalize Responsible Management Education (RME) and hereunder sustainability at CBS. We also highlight that the development of KPIs and reporting go hand-in-hand with our strategic focus.

CBS PRME's foundation is to be learning oriented, research-based and connected to the 6 PRME guidelines as well as the global and Nordic PRME community. CBS PRME's strategy reflects a commitment to promote responsible business practices and sustainable value creation.

Advancing the transformation into a sustainable society is one of the great challenges of the 21st century. There has been increasing emphasis on universities and business schools as agents promoting and advancing sustainability. Business schools play a role in ensuring that our students understand the interconnected nature between the actions of business, and their future role in business life against ecological, ethical and social challenges. Stimulating responsible management practices of the future is at the core of the CBS PRME strategic focus. Principles for Responsible Management Education (PRME) have served as a tool for us in this respect since 2008 when CBS signed up with PRME as one of the early signatories showing a clear commitment to responsible management education.



VISION

- 1** Support the development of competencies in students and faculty in alignment with the PRME 6 Principles.
- 2** Address global, regional and local responsible management, sustainability and social issues through RME and through the advancement of the 2030 Agenda.
- 3** Continuous strengthening of CBS's position and contribution as a Champion PRME university.



MISSION

Co-construct responsible management education and support the education of students, faculty and other internal and external stakeholders in responsible management with an aim to increasing responsible management behaviour.

Engage with, and advance, research on responsible management education, to take a leading role in shaping and achieving the 2030 Agenda for sustainable development.

2020-2021 FOCUS

Based on the mission and vision CBS PRME has developed three key strategic pillars. It should be noted that these three pillars do not weigh equally in designing the work-cycle for 2020-21. We envision weighting of work on pillar number 1 as being approximately 50% of our workload while we position (2) at 25% and (3) at 25%. When possible the strategic pillars are to be supported or interlinked with five supporting pillars listed below.

RME INDICATORS

In its work-cycle of 2020-21 (appendix 1) CBS PRME is committed to developing and documenting goals and indicators for RME. Selected indicators will be advanced to support each of the 6 PRME principles. These indicators will serve as the baseline for establishing consistent and comparable reporting in our UN SIP (Sharing in Progress) biennial report. CBS PRME will therefore develop a system to measure and track indicators for main targets under the 6 PRME principles.

REPORTING

- CBS PRME will publish a series of reports relating to RME at CBS
- CBS PRME will make a short bi-annual report on activities carried out by CBS PRME office and/or in direct collaboration with CBS and external stakeholder
- Once every two years CBS PRME publish the UNGC – SIP report (including RME indicators).

COMMUNICATION

Regular contributions to various CBS and relevant external outlets.

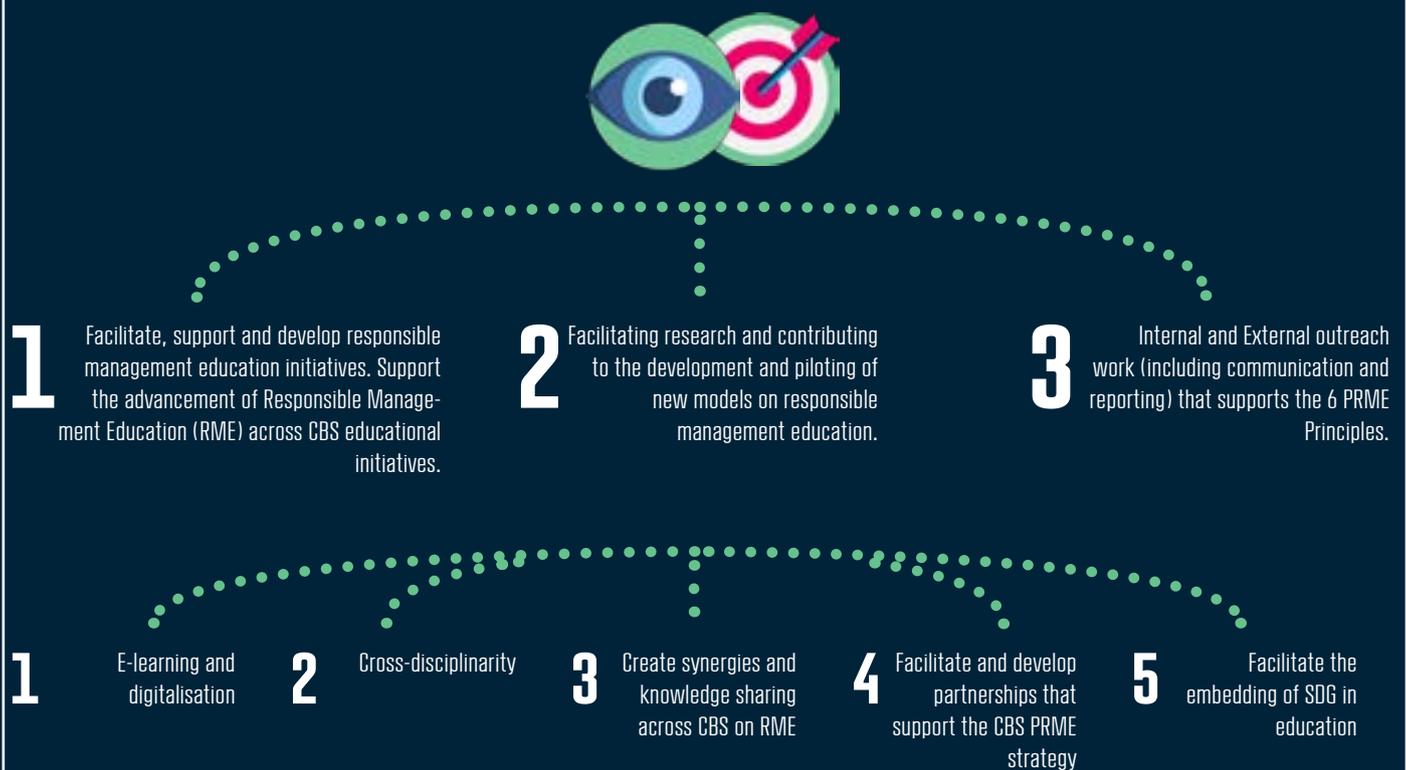


Figure 3 CBS PRME Key Strategic Pillars



CBS PRIME ACTIVITIES

SECTION THREE

WHERE AND WHEN DOES CBS PRME COME IN TO THE PICTURE?

In 2008, CBS became one of the earliest signatories to UN PRME, stepping on board just one year after its official launch. The initiative to join PRME came under the auspices of then President of CBS, Finn Junge-Jensen. In 2013, CBS was invited to join the PRME Champions group, an honour awarded to, at the time, only 32 schools out of over 600+ signatory institutions worldwide. Currently there are 815 PRME signatory institutions worldwide, spanning over 86 countries and 36 select Champions schools, one of which is still CBS. We have maintained this honour since 2013.

SHARING INFORMATION ON PROGRESS: REPORTING OBLIGATIONS

As part of our commitment to PRME, we, as with all signatories, are required to communicate our progress through a report entitled **Sharing Information in Progress or SIP reports**. These must include:

- A letter signed by the highest executive of the organisation expressing continued commitment to PRME
- A description of practical actions (i.e. disclosure of any relevant policies, procedures, activities) that the institution has taken to implement one or more Principles during the past 24 months (since signing up to PRME or since last submission of SIP)
- An assessment of outcomes (i.e. the degree to which previously outlined goals were met, or other qualitative or quantitative evaluation of results)
- Key, specific objectives for the next 24-month period with regard to the implementation of the Principle(s). Concrete strategies and timelines are encouraged. PRME

In 2015, PRME received the Award for Excellence in Reporting for our biennial (SIP) report, and we received this award once again for our 2017 SIP report.





“As today is **Responsibility Day, remember; we all have a responsibility for our common future. It is not a **responsibility we can choose to take**; it is **simply one we have.**”**

Her Royal Highness, Crown Princess Mary

RESPONSIBILITY DAY

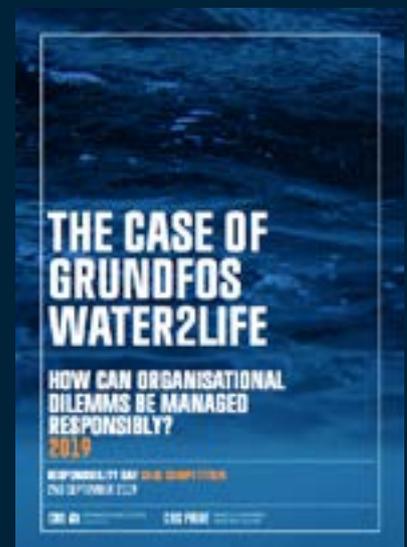
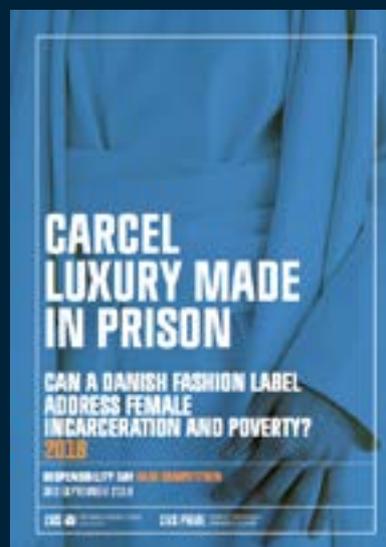
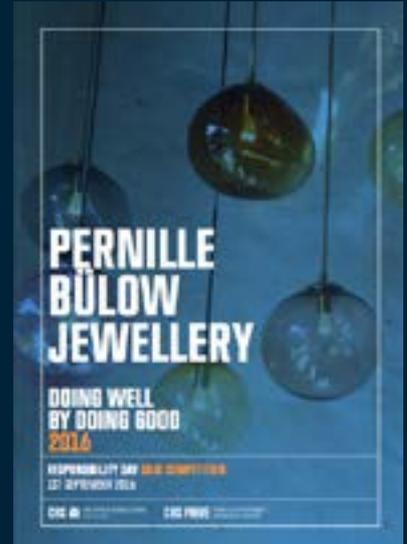
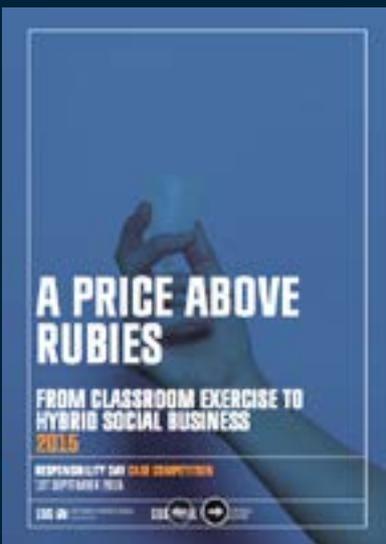
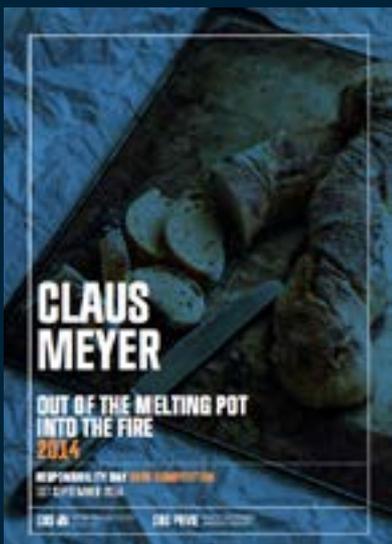
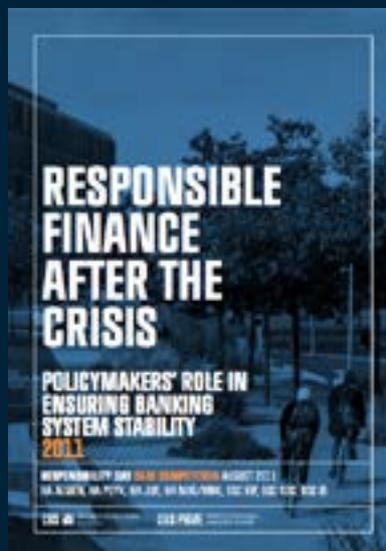
One of our largest activities is Responsibility Day, which is held annually, and is the first day of university for all new bachelor students at CBS. In 2019 we had approximately 2600 new students present during the day. The idea is to introduce the students to CBS by fostering critical thinking and presenting the concept of responsible management. This is enhanced via a Case Competition which is kicked off on Responsibility Day. On the following page you can find the list of cases used throughout the years. See Appendix for a short description of the cases.

Since 2017 CBS PRME has also had the honor of hosting Her Royal Highness Crown Princess Mary and in 2018, she was joined by Margrethe Vestager, the EU Competition Commissioner.

Left: Her Royal Highness Crown Princess Mary during the 2018 Responsibility Day. **Right:** PRME's new visual display of Responsibility Day in 2019. **Below:** the front row of KB Hallen 2019 row of the 2018 Responsibility Day.



RESPONSIBILITY DAY CASE COMPETITION COLLECTION



CURRICULUM DEVELOPMENT

Other activities include the Curriculum Development Project. This makes explicit how each of the 19 bachelor programmes enacts responsible management education from their own programmes' perspectives. This was performed through focus groups and later through an analysis of all course content for each programme, which indicated both explicit and implicit addressing of responsible management.

CASE DEVELOPMENT

Another activity that CBS PRME is responsible for is the CBS Case Collection on Responsible Management Education. Here we support PRME-related writing of teaching cases. To date, this includes 21 cases and teaching notes published on a dedicated CBS section on the Case Center. These cases vary widely in focus yet are all connected to responsible management in some form. Below are three examples. To find out more about the cases please refer to the Case Center via <http://www.thecasecentre.org/educators/casemethod/resources/freecases/CBS>

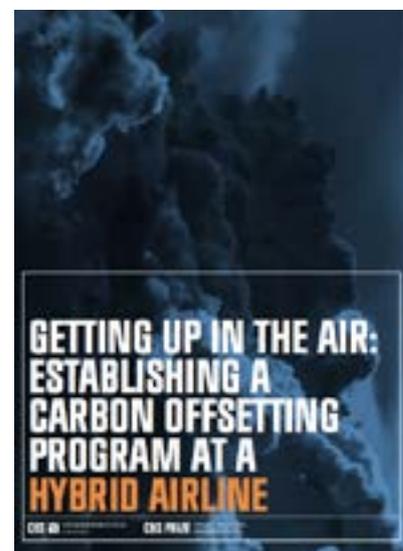
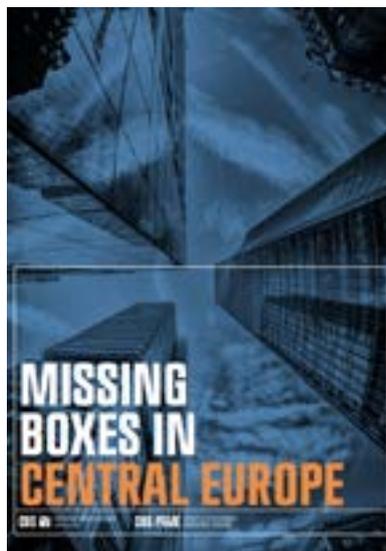
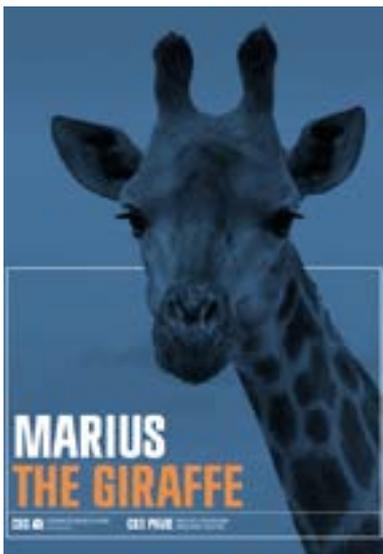
FACULTY SUPPORT

Other activities CBS PRME has conducted in the past with a view to reinstating, is its work with faculty and administrators both internally and externally.

One of these is via the "Responsibilizing Management Education" course, which is part of the schools' Assistant Professor Programme. This course is aimed at assistant professors and PhD students here at CBS who would like to further focus their teaching on responsible management. The course provides an opportunity for faculty to analyze their own course content and reflect on the responsible education aspects of the courses. To date 59 faculty from departments across the school have taken the Responsibilizing Management Education course.

A similar version of the course was offered by the PRME office to external business school staff (both academic and administrative) through the "Launching and Implementing a Responsible Management Education Programme" course, organized in collaboration with the CBS Executive Education. The course was designed to aid new PRME signatories' faculty and administrators implement PRME into their institutions, to take responsible management education from theory into practice. More than 50 participants have taken the course to date, representing schools from more than 15 countries.

The PRME office is currently planning to offer the two courses in 2021 with a new structure adapted to the current developments in responsible management education.



CBS PRME is engaged in many other activities ranging from developing educational materials, research on responsible management education, creating inroads for greater streamlining of the SDGs in curricula, facilitating debates and other events to name but a few.

OTHER ACTIVITIES AT CBS PRME

Starting in March 2019, CBS PRME has organized three Carbon Literacy Workshops. Carbon Literacy is the “awareness of the carbon dioxide costs and impacts of everyday activities, and the ability and motivation to reduce emissions, on an individual, community and organisational basis.” With an increasing number of countries declaring climate emergency, the demand for business school graduates who can address environmental and social issues is high. By partaking in the workshop, participants gain an understanding of the basic science behind climate change and learn how to act, communicate, account and report on the issues, in order to address with future challenges as well as impact decision making at the business level. Upon successful completion of the training, participants can attain Carbon Literacy certification. The interest for the carbon literacy training is increasing and the feedback is consistently positive. From the first workshop in March 2019 with 19 registered participants, this number has grown considerably to at the most recent workshop in February 2020 which saw 38 participants (Picture Below).

In order to show the diversity of responsibility in management education, the PRME office has, in 2019 organized a student hackathon on Disruptive Technology and Responsible Education. Various speakers from industry and academia debated the importance of responsible disruption and technology development

while 8 teams of students worked on specific challenges from three well established organizations on the responsible use of blockchain technology to advance sustainability.

CBS PRME is engaged in many other activities ranging from developing educational materials, research on responsible management education, creating inroads for greater streamlining of the SDGs in curricula, facilitating debates and other events to name but a few. For a full list of our activities and resources, please go to our CBS PRME website.

RESPONSIBLE MANAGEMENT LIBRARY

As well as resources such as the CBS case collection on responsible management education, the PRME office is developing a small library of books on responsible management education that faculty can loan. This will also include a draft of all our current cases at the case center as well as all Responsibility Day cases for faculty to browse through. These will all be accompanied with teaching notes and clear guidance on where and how these can be downloaded.

Beyond the activities undertaken by PRME, there are also a number of activities that address issues such as sustainability which are undertaken among others, by a number of , CBS student organisations. Refer to table to the right.



STUDENT ORGANIZATIONS WITH RME ACTIVITIES

ORGANISATION	ACTIVITIES
AIESEC	<ul style="list-style-type: none"> • “Enable students to develop leadership skills through practical experiences in challenging environments, as they develop into responsible and entrepreneurial leaders” • Youth Leadership movement with an interest in World issues
CBS AID	<ul style="list-style-type: none"> • Empower students in Denmark to take action to help children in need across the world • Collaboration with humanitarian partners • Collaboration with UNICEF to give children in Bangladesh the possibility of schooling
CBS BLOCKCHAIN SOCIETY	<ul style="list-style-type: none"> • Creation and Sharing about Blockchain societies • Creating value for greater blockchain eco-system to create value for the community • Close collaboration to work on and realize full potential of blockchain solutions
CBS CLIMATE CLUB	<ul style="list-style-type: none"> • Emphasizing the importance of addressing climate change in the business world • Increase personal awareness and working towards greener campus • Encourage businesses to implement sustainable and innovative business strategies
CBS DIVERSITY & INCLUSION	<ul style="list-style-type: none"> • Raising awareness about topics and challenges within the different dimensions of diversity • Motivational and social events to positively impact the student environment to create equal and more inclusive access to resources, regardless of gender, age, ethnicity, ability or sexuality
CBS FEMINIST SOCIETY	<ul style="list-style-type: none"> • Create Awareness and address issues of gender discrimination, mainly focusing on business world • Discuss solutions and inspire future leaders to take a stand on the issue • Talks, Debates and Company visits in collaboration with political institutions and companies
CBS MUN	<ul style="list-style-type: none"> • Association for Students with a special interest in international politics and the United Nations • Increase awareness of international problems with an economic, social, cultural, and humanitarian character • Striving to bridge the gap between private sector and intergovernmental institutions dealing with global issues
CBS SUSTAINABLE INVESTMENT CLUB	<ul style="list-style-type: none"> • Broaden the knowledge and involve students from CBS in the possibilities of sustainable investment opportunities • Events, workshops and other activities to get experience and knowledge inside the field of sustainability and investment • Running a student-driven investment fund, investing only in sustainable companies that are approved by ESG criteria
CBS VOLUNTEERING	<ul style="list-style-type: none"> • Promoting local volunteering for good causes • Organising opportunities to volunteer with many different local NGOs and non-profit organisations • Organising public events with non-profit organisations to broaden sense for community and sustainability
FEMALE INVEST	<ul style="list-style-type: none"> • Seeking to engage more women in the world of investing • Organisation of events and workshops in collaboration with professionals • Forum for knowledge sharing and exchanging of experiences
OIKOS COPENHAGEN	<ul style="list-style-type: none"> • Chapter of International student organisation which brings together students and future leaders interested in sustainable economics and management • Bridging gap between sustainability and business, providing a platform for students to think holistically via events
DANSIC	<ul style="list-style-type: none"> • Denmark largest voluntary and non-profit student driven platform for social innovation • Mission to create society that is socially, environmentally and economically sustainable • Focus topic with event each year

CONCLUSION

SECTION THREE

“PRME is entering the Decade of Action to deliver the Global Goals by 2030.”

CONCLUDING THOUGHTS

The PRME Secretariat in New York has expressed that PRME is “entering the Decade of Action to deliver the Global Goals by 2030.” CBS PRME are also working towards this in a number of ways but first and foremost, we recognize the challenges this poses to the already heavy workload of faculty. As such, CBS PRME’s focus in the future will be to create more relevant and programme specific teaching materials that address the global goals and responsible management education.

CBS PRME will step up the number of cases written as well as incentivizing faculty to take a more active part in the case writing initiative but beyond this, it will build on relations with faculty and other stakeholders to co-create these relevant teaching materials. These collaborations include internal faculty and other stakeholders at CBS, but also greater co-creation opportunities with our external partners. This is in line with PRME’s current programme where “faculty members, students and industry leaders will be provid-

ed with a safe space for innovative collaborations and a ‘living lab’ for ambitious new ideas for developing the next generation of sustainability-driven business schools and management-related higher education institutions in support of the SDGs” PRME Newsletter 27/1/2020

Another project in the development of educational materials, is an extension of our collaboration with Nottingham-Trent University and the Carbon Literacy Training. CBS PRME will produce, in the near future, one of the modules for Carbon Accounting. Another initiative is to formally join one of the nine PRME Working Groups, namely the PRME Working Group on Climate Change and Environment. This, together with our greater collaboration with the Nordic Chapter, will hopefully lead to greater partnerships and co-creation possibilities.

This report is intended to serve as a guide and provide a snapshot of UN PRME and CBS PRME.



APPENDIX

RESPONSIBILITY DAY CASES

CASE TITLE	COMPANY	YEAR	ACTIVITIES
Fraud in IT Factory: Who is responsible?	KPMG	2010	The case covers the IT Factory story from the KPMG Denmark perspective as it was in December 2008, when the fraud allegations against Stein Bagger both started to emerge and as it progressed, some of which then exonerated the auditor from legal responsibility.
3 Cases			
1) Responsible Sourcing at Danske Bank: Communicating Codes of Conduct to Suppliers	Danske Bank	2011*	Case 1) delves into whether Danske Bank could be held responsible for the actions of one of its suppliers. In 2007, a news report revealed that A-Vask, a cleaning company, had used asylum seekers as illegal workers. While Danske Bank did not have a contract with A-Vask, two doormats with Danske Bank logo appeared in the report. This was due to Danske Bank's supplier of cleaning, outsourcing the cleaning of the two doormats to A-Vask without first informing the bank. Case 2) revolves around surveys conducted for Danske Bank which showed that financial literacy – or the lack thereof – is rooted in the early childhood. More than one out of five children have a poor understanding of the value of things and where money comes from. For these reasons, Danske Bank wishes to give children a basic understanding of the value of money, of how it is earned and saved, and of how to prioritize spending. Case 3) looks at the financial crisis of 2007-2010. Currently, scholars, representatives from governing bodies, industry players and others are participating in an extensive discussion concerning why financial crises occur and if and how they can be prevented.
2) Educating Children Young Adults about Financial Literacy: A Danske Bank Online Platform			
3) Responsible Finance after the Crisis: Policymakers' Role in Ensuring Banking System Stability			
Karma United: How the Danish Sports Brand hummel wants to "Change the World Through Sport"	hummel	2012	This case looks at hummel the sport accessories company, hummel, and its Karma campaign. The campaign kicked off with the decision to sponsor the first Tibetan national football team in 2001, after it had previously been turned down by Nike, Adidas, and Reebok. The move embroiled hummel in a controversial political debate about the rights of the Tibetan people
Karma United	hummel	2013	See above
Claus Meyer Out of The Melting Pot Into The Fire	Claus Meyer	2014	The case looks at Claus Meyer's setting up of a foundation for his social projects in 2011, called the Melting Pot. One of the first projects concerned a cooking school for inmates with the purpose of resocialization of former convicts. However, the project turned out to entail a much higher level of political and social complexity and generated much critical press

*BA IVK, BA IMK, BA EOK, BA IM, HA COM, ASP

**HA IT, HA FIL, BSc SEM, BLC

***HA ALMEN, HA PSYK, HA JUR, HA MAT/MØK, BSc IBP, BSc SOC, BSc IB

CASE TITLE	COMPANY	YEAR	ACTIVITIES
A PRICE ABOVE RUBIES: From Classroom Exercise to Hybrid Social Business.	Rubycup	2015	This case looks at the social entrepreneurship, Rubycup, In 2011 the women behind reusable menstrual cups moved to Kenya, to distribute the cups to low-income women. However the market segment, underprivileged women and girls, was difficult to target, especially as the Ruby Cup team needed to keep prices low to make the product affordable for their target segment.
Pernille Bülow Jewellery: Doing Well by Doing Good	Pernille Bülow Jewellery	2016	The case follows Pernille Bülow's efforts to expand her jewelry business and simultaneously do good. But the question was how to balance a for-profit business with and doing good? She needed to carefully consider how to proceed in order to meet the needs of the local women in Africa while still maintaining a stable supply to a global market of customers.
YAB YUM CLOTHING COMPANY: Weaving Responsibility into Business	Yab Yum Clothing Company	2017	This case follows a CBS alumni, Nikolaj Madsen, and his family's firm Yab Yum Clothing Company, a manufacturer of jeans. Sales were good but he had noted that some clients had started asking for certain certifications and standards for Yab Yum's products related to Corporate Social Responsibility (CSR) and that the clothing industry was also facing growing demand for more sustainability.
Carcel: Luxury made in Prison Can a Danish Fashion Label Address Female Incarceration and Poverty?	Carcel	2018	This case traces the founder of Carcel, an exclusive clothing brand and a founder's passion to help women in poverty. After returning from Kenya, where Veronica D'Souza had visited a woman's prison, she noted that there was a make-shift factory where the women had access to basic sewing facilities. Veronica toyed with the idea that these informal sewing facilities could be professionalized and so offer not only skills but an income to women in prison which soon saw the birth of Carcel, and its alpaca wool fashion line.
The case of Grundfos Water2Life How can organisational dilemmas be managed responsibly?	Grundfos	2019	The case presents the impact of Grundfos' employee Water2Life programme, which provides clean water solutions to some of the poorest countries in the world. It highlights some of the challenges to this kind of programme such as with limited resources come the impossibility to provide solutions to everybody in need. The case illustrates the 'domino effect', created when some neighbouring communities expressed resentment about the fact that their villages were not selected to benefit from the programme in Kenya.

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PHOTOS

- Bjarke MacCarthy (front & back, page 10, 14)
 Liza Dava (page 15, 17 bottom, 20, 23)
 Jørn Albertus (page 16)
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