

# Responsibility for Competitiveness

Stockholm School of Economics  
Sharing Information on Progress Report  
2013-2015

**PRME** Principles for Responsible  
Management Education



*Handelshögskolan i Stockholm*  
*Stockholm School of Economics*



*For further information regarding this report please contact:*

Associate Professor Lin Lerpold  
Executive Director and Acting Professor  
Mistra Center for Sustainable Markets (MISUM)  
Stockholm School of Economics  
E-mail: [Lin.Lerpold@hhs.se](mailto:Lin.Lerpold@hhs.se)  
Phone: +46-8-736 9736

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Göran Lindqvist

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**PRME**

This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the Principles for  
Responsible Management Education



## A word from the President

# SSE's commitment to PRME

The Stockholm School of Economics hereby submits its first Sharing Information on Progress (SIP) Report for the period 2013-2015 to the PRME Secretariat.

The School became a member of the PRME in 2013. In this our first SIP report, we report on developments since signing up to PRME and key objectives for the coming 24 months. I am proud to highlight three especially significant and strategically important initiatives since SSE joined the PRME.

Firstly, the Mistra Center for Sustainable Markets (MISUM) started on January 1st, 2015 with a foundation grant of SEK 55 million (USD 6.4 million). This new center of excellence had been in the making for three years and already includes some 17 researchers with diverse research backgrounds. In addition to research, MISUM has an equally important mission to ensure that sustainability research is integrated throughout SSE educational programs and has a wider outreach to society stakeholders.

Secondly, SSE has received a grant of SEK 40 million (USD 4.7 million) from the Global Challenges Foundation to redesign the flagship Bachelor program around our times' biggest sustainability challenges. Significant redesign plans are being prepared and the program starting in 2016 will focus on a number of global challenges throughout the three-year Bachelor program.

Finally, it has been decided that all SSE programs (BSc, MSc, MBA Executive Format and PhD) will either have mandatory courses in Corporate Responsibility and Sustainability or have clearly articulated integrated sessions in all courses. Thus, responsibility and sustainability will be integrated into all SSE programs by 2016 and all graduates from that time will be able to address responsibility and sustainability challenges in their future careers.

The undersigned, President of the Stockholm School of Economics, hereby renews our institutional commitment to the Principles for Responsible Management Education.

Stockholm, June 2015



Professor Lars Strannegård  
President





# Ranking

2014 Financial Times ranking of  
European business schools  
SSE Nordic rank – 1  
SSE European rank – 26

2014 Financial Times global rankings  
Master in Management – 33  
Executive MBA – 95

2015 Financial Times global rankings  
Master in Finance – 12  
Executive Custom Programs – 31  
Executive Open Programs – 37

# SSE facts and figures

## Employees

Number of employees	252
of which PhD student teaching assistants	34
Administrative staff	105
Faculty	147
full professors	35
associate professors	33
assistant professors	32
adjunct professors, lecturers and other	47

## Students

Bachelor and Master students, FTE	1,770
Number of students, headcount:	
Bachelor (44% female, 56 % male)	1,181
Master (42% female, 58 % male)	777
Executive MBA	83
PhD	134
Exchange students 2014-2015:	
incoming	173
outgoing	205
Placement: Master students with jobs within 3 months of graduation or earlier	93%

## Programs

Bachelor programs	2
(Business and Economics, Retail Management)	
Master programs	5
(International Business, Finance, Business & Management, Economics, Accounting & Financial Management)	
MBA Executive format program	1
Doctoral programs	3
(Business Administration, Finance, Economics)	

Double degree collaborations	3
(Bocconi, St Gallen, Sciences Po)	
Executive Education programs	137
participants	approx. 4,000

## Research

Departments	6
Research institutes	8
Research centers	14
Publications, 2008–2012	
excl. research institutes	1,116
incl. research institutes	1,493
Articles in international peer-reviewed journals, 2008–2012	
excl. research institutes	342
incl. research institutes	415
PhD dissertations, 2013–2014	34
Research collaboration, 2010–2012	
international universities	199
in countries	38
companies, public agencies and non-academic institutions	201

## Internationalization

Member of CEMS, PIM, APSIA, ARCS, PRME	
Partner Universities	74
Offshore activities: EMBA and executive education at SSE Russia, Bachelor and EMBA education at SSE Riga, executive education together with Hanken School of Economics, Finland.	

## Corporate connections

Corporate Partnership Program partners	113
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# Embedded in responsibility to society for over 100 years

**T**he Stockholm School of Economics (SSE) is situated in one of the most dynamic and vibrant cities of Europe. With a rapid annual growth, the city of Stockholm is the political, cultural and economic center of Sweden. The Swedish economy is among the most international in the world, with truly global companies like Ericsson, Astra Zeneca, Ikea, Sandvik, Skanska, H&M as well as newly started innovative companies such as Klarna, Skype and Spotify. With its many global headquarters, its world-class universities, its cultural institutions and creative industries, Stockholm has become an internationally recognized innovation center. In 2013, *The Economist* presented Sweden as a global role model regarding social organizing and economic policy. The Nobel Foundation is headquartered in Stockholm and the rate of innovation is very high in the Stockholm region.

SSE is deeply embedded in this environment, where it plays a significant role as an intellectual center for thought on business, management, economics, finance and policy. The School is very much involved in the Nobel activities. We have a Nobel Prize laureate of its own (Bertil Ohlin), and current members of the faculty are members of the Nobel Committee. Among Swedish listed companies, 18% of the members of the senior management teams and 27% of the board members have a degree from SSE. SSE graduates also have influential positions in the media, government, policy-making and civil society organizations. Yet, SSE only educates 4% of the total number of business and economics graduates in Sweden! Additionally, graduates become international entrepreneurs or accept international positions in business or in

multilateral policy organizations such as the EU, IMF, UN, and OECD.

SSE is an institution that just celebrated its 106th anniversary. (For major milestones, see Appendix 1.) It was founded in 1909 as an independent, private institution in response to the dramatic growth of the Swedish economy during the last two decades of the 19th century – a period when GDP increased by roughly 70%. Companies such as Atlas (today Atlas Copco), Ericsson, Asea (today ABB), and Scania were founded and also becoming increasingly active in international markets, not only as suppliers of raw materials but also as exporters of manufactured goods. The need for advanced business education that should be directly relevant for running complex businesses led to the start of SSE in 1909 when a number of key individuals in the Swedish industry raised a substantial sum of private capital, the city of Stockholm made a substantial donation, and the Swedish government promised to support the School with an annual grant. This century-old funding model is still in place.

The SSE mission statement, first formulated in 1909 in the School's founding charter, and still as valid today:

### **SSE's mission:**

“The objective of the Stockholm School of Economics is to, through scientific teaching and research, strengthen Sweden's competitiveness.”

*SSE Charter, Section 1*

Hence, the School's *raison-d'être* has been and continues to be to support the business community and industry of Sweden by providing research and

academically based education. SSE has always worked closely with the business world and society at large and the business community has been intimately involved with the School's development.

**SSE's vision:**

The SSE vision is to firmly establish itself as a member of the top tier of European business schools and to be recognized as a global benchmark for industry collaboration and for thought leadership in selected knowledge fields.

The work of the School has been based on rigorous academic research reflected in its teaching and the close links with business and society have been preserved. This focus on rigorous research allied to the very close involvement with business is what we consider SSE's key differentiating characteristic. Among SSE's core assets are a dedicated alumni base and significant corporate involvement. This vision entails that our assets will be leveraged further and that the business community will be even more systematically involved in SSE's core activities. SSE seeks collaboration with its corporate partners through a focus on their key strategic challenges, which are identified in dialogue. These strategic challenges are addressed by conducting research that is relevant to such challenges. In addition, SSE employs its "Live Learning" pedagogic model, where firm's real problems and

real-time realities are used in learning. The strategic challenges are thus addressed through teaching and research, and when appropriate, the research results can be integrated in teaching as well. SSE also serves as a partner in first securing top talent and then by designing executive training programs that support life-long learning and create strategic change. This strategic cycle creates a structured process for executing SSE's mission in society and realizing the vision of being a global benchmark for industry collaboration. SSE's two founding pillars are academic rigor and relevance to business and society. These are the prime tools for executing on the mission. Our **core values** are: Scientific, Responsible and Transparent. Additional distinguishing values are Inventive, International and Excellent.

The mission and the vision of SSE, already spelt out by its founders, was to provide education and raise the professional capabilities of future managers in the Swedish business community. These capabilities, as conceived by the founders, encompass rich notions of professional responsibility and business ethics. Consequently, since its foundation, SSE has practiced organizational citizenship by giving back to society and supporting its development by engaging with decision makers in industry and government through its education and research activities. Over the years, SSE has worked closely with industry and governmental bodies in many areas of industrial and societal development.



# Responsibility and sustainability at SSE

The SSE professor, Erik Dahmén, was the first economist in Sweden to address the problem of environmental degradation associated with industrial development when he wrote his seminal piece, “Put a Price on the Environment” in 1968. He argued that the cost



*Erik Dahmén*

of this degradation had to be calculated and included in the accounting systems of both societal institutions and corporations, a notion that has now evolved into the polluter-pay principle or what we call internalizing negative externalities. He later attracted followers at SSE, including Professors Karl-Göran Mäler and Lars Bergman, and the research field of ecological economics was started in the 1970s.

Professor Mäler, until his retirement a few years ago, led the Beijer Institute, an internationally renowned research institute in ecological economics. The Beijer Institute also focuses on environmental challenges in developing nations and supports developing countries in building institutions similar to the Beijer Institute, which can monitor and evaluate the impact of economic activity on the countries natural resource stock and human capital from both a long and short-term perspective. Professor Mäler is an internationally known ecological economist and received the European Lifetime Achievement Award in Environmental Economics in 2005. Professor Bergman has concentrated his research

on energy markets and their development. After a long period as SSE’s President, he has now returned to research and was President of the International Association for Energy Economics from 2012.

Another area of research and education that SSE established early on was that of economic geography and development, a research area that has grown to be of central importance in the challenges of global sustainable development. Research and education in development has been conducted at SSE since the 1970s. In 1989, this area was further strengthened with the start of the research and policy center, Stockholm Institute of Transition Economics (SITE). Since its foundation in 1989, SITE has become a leading research and policy center on transition in the former Soviet Union and Central and Eastern Europe. As part of that agenda, the center has pioneered efforts to develop human capital within the region by building innovative, independent think tanks. More recently SITE has also broadened its geographical reach, and now produces research and policy advice that can benefit all emerging market economies. Research and education in and about developing and emerging markets at SSE has also, as a result, benefitted many SSE graduates with skills to develop careers in the aid and development sector.

In comparison to environmental economics and economic geography and development, corporate responsibility, sustainability and business ethics are relative newcomers at SSE. Some 18 years ago, in 1995, the Center for Ethics and Economy was launched and an Adjunct Professor in business ethics, Hans de Geer, was employed. In addition to the research at the Center, two new courses in business ethics were developed and launched in the new SSE



curriculum in 2000. One of them was a mandatory course in the first degree (*civilekonom* – the pre-Bologna four-year program) running throughout the first year of study that introduced basic concepts of business ethics and discussed cases of ethical dilemmas. The other course was an intensive week long Block Seminar in the CEMS program which involved both SSE faculty and exchange faculty and students in the CEMS program.

In the area of business administration, sustainability research began during the early 1990's and has resulted in several doctoral dissertations. As a reflection of the growing number of researchers and studies conducted in the area of corporate sustainability and responsibility, the research group Sustainability Research Group (SuRe) was established at the Department of Marketing and Strategy in 2003. Change and development was created in a dynamic interplay between corporations, civil society, government, academia, the media and other stakeholder groups, and studies examined a wide range of social sectors and actors, as well as phenomena relating to corporate sustainable transformation, sustainable production

and consumption. The projects addressed topics such as CSR in mining, microfinance and poverty alleviation, multinational supply chains and human rights, as well as the creation of sustainable markets. Moreover, in order to support knowledge development in the area of sustainable development and corporate responsibility, researchers led courses on responsibility and sustainability in degree programs, in executive education programs and were also invited to teach courses at CEMS partner schools and to deliver guest lectures at other universities and institutions in the areas of sustainable enterprise and corporate responsibility. The SuRe group was from January 2015 re-organized as a prominent research platform within the new center of excellence, the Mistra Center for Sustainable Markets (MISUM) at SSE.

SSE faculty, staff and students are involved in numerous activities that contribute to the wider community, both nationally and internationally. Individuals themselves take many of the initiatives, while others are organized through our research institutes, centers and departments, or through the SSE Student Association. Thus, both bottom-up

efforts and resources by individuals as well as top-down, more institutional and strategic initiatives are supported. Indeed, since 2011, the SSE tenure track faculty members are evaluated on their professional citizenship both internally at SSE and externally in society at large. This has refocused and incentivized individual faculty members' to engage in society beyond purely teaching and research. SSE members are thus engaged in the wider community and throughout the academic world on a personal basis as well as through numerous honorary assignments. For instance, faculty serve/have served as academic expert members or board members of the Swedish Foreign Ministry CSR advisory group, the International Planning Committee of the Greening of Industry Network, the World Economic Forum, Center for Social Sustainability at Karolinska Institute, Alliance for Research of Corporate Sustainability, the Swedish Prime Minister's Global Deal expert advisory group, and members of numerous international non-profits organizations such as Transparency International.

Since SSE became a member of the PRME, a number of important initiatives with positive outcomes have been achieved. In addition to the strategic decision to ensure that all graduates from all SSE degree programs will from Class of 2016 be able to understand the role of business in society, to articulate major responsibility and sustainability challenges and their interlink to business and their own future leaders' roles and responsibilities, SSE has also worked with integrating ethics and responsibility into our own activities. A school wide Ethics Committee was formed in 2014, including the President and executive management of SSE, along with leading corporate partner representatives such as for instance, Lars Björklund, Vice President Ethics at Skanska and Sasja Beslik, Head of Responsible Investments at Nordea, key researchers and teachers, societal opinion leaders and the president of the SSE Student Association. The committee meets three times per year and has decision making mandate in accepting new SSE corporate partners, along with an advisory role in all SSE operations concerning ethics and responsibility.

Two other strategic initiatives since signing on to the PRME are especially important. These initiatives are schoolwide and relevant to all six PRME principles: MISUM and Global Challenges.

## **Mistra Center for Sustainable Markets (MISUM)**

In January 2015, MISUM started as a new center initially funded by Mistra (The Swedish Foundation for Strategic Environmental Research). Mistra has committed to invest SEK 55 million (USD 6.4 million) over a five-year period to initiate this new center of excellence at SSE. With a brief that extends beyond traditional research, MISUM will generate concrete solutions and processes that will contribute directly to sustainable economic development. MISUM is a cross-disciplinary and multi-stakeholder research and resource center. Research is meant to be collaborative and draw on actors from academia, business and policy to understand and create research-based and business relevant solutions for sustainable markets. MISUM's three areas of activities are research, education and outreach. None of these pillars have supremacy, but activities within all these three pillars are to be developed in concert with each other.

The aim of the Center is to create a world-class, cross-disciplinary center of excellence that will enhance the understanding for, and create new insights, into sustainable markets. MISUM will function as a platform and meeting place for many kinds of actors both national and international: academics, practitioners, firms and other organizations. MISUM's mission also includes providing expert advice to political leaders and policy developers, as well as collaboration with other research centers and draws on research collaborations both nationally and internationally. In addition to practitioner relevant sustainability research, MISUM has an important mission in educating and reaching out with research based education. This regards both students in academic programs at SSE, but also to executive education participants, corporate partners and multi stakeholders in society. Indeed, since its launch in January 2015, some 400 current students have already benefited from MISUM teachers and some 150 practitioners have participated in practitioner multi-stakeholder workshops on sustainability at SSE.

## **Global Challenges**

Higher education shapes young people by providing them with knowledge and skills. It also has the potential to contribute to student's values, which

may be retained throughout their lives. Given SSE's standing, both nationally and regionally, and the influential roles currently held by its graduates, the likelihood is high that changes in SSE's course content will gradually have substantial effects on society.

The curricular changes planned with the assistance of the Global Challenge Foundation grant of SEK 40 million (USD 4.7 million) over 10 years are to especially redesign SSE's BSc in Business and Economics, which enrolls some 300 students every year. This program currently gives students a stable foundation and rather broad understanding of business & businesses, economic processes and their roles in society. Yet we realize that as businesses, economies and societies change the program must evolve; specifically, our graduates need preparation to meet the challenges that await tomorrow's leaders. This preparation provides the impetus for the coming changes to the BSc degree program from

intake 2016.

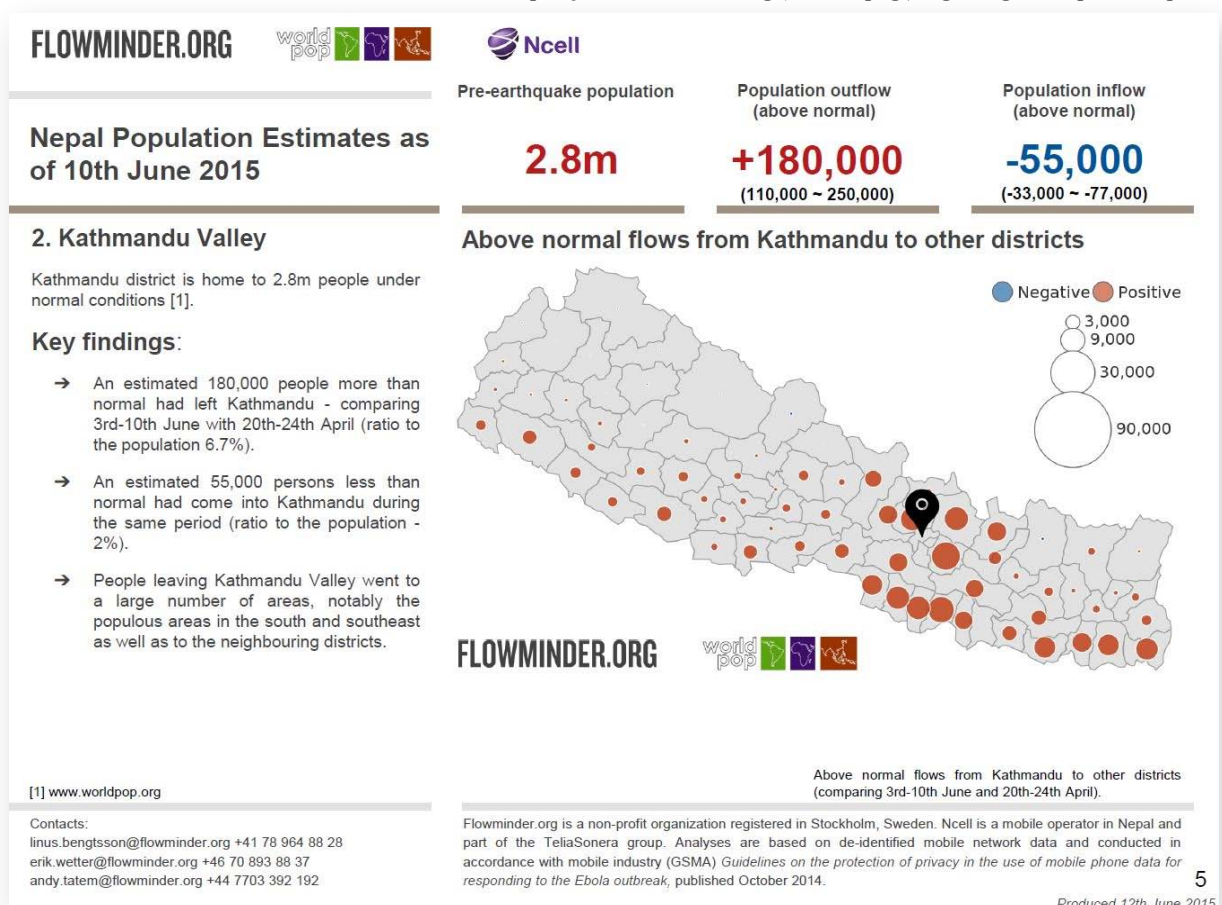
The redesigned curricula will take place in three ways:

*Global Challenges to constitute a fully integrated curricular track.* Each term of years one and two include an obligatory, credit-bearing course that addresses a different aspect of global challenges, progressively moving from understand risk to confronting them.

*SSE's skills training to be linked to global challenges.* Students today take a number of skills courses during years one and two. This skills training will be incorporated into the Global Challenges track and address content relevant to those courses.

*Elective courses in global challenges to be offered in year three.* In their final year, Bachelor's students choose specializations and two elective courses. Courses on specific global challenges will be developed and available as credit-bearing electives.

*A report from Flowminder.org (see next page) regarding the Nepal earthquake*



# Making a difference



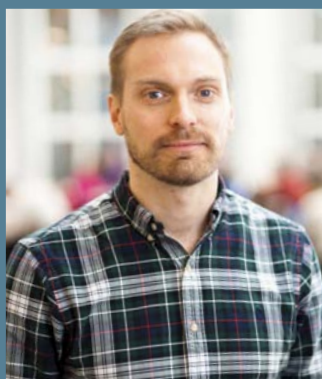
## Student initiative

**Dariy Antonyuk**, MSc student in SSE's Finance Program, was awarded the Global Swede Prize in 2015 at a ceremony overseen by Mikael Damberg, the Minister of Enterprise and Innovation. This prize is awarded by the Swedish Institute, the Ministry for Enterprise and Innovation and the Ministry for Foreign Affairs to non-Swedish nationals studying at a Swedish university. Dariy, who hails from Ukraine, is diplomatic and shows deep understanding and intelligent application of his knowledge. He received the award for being a top student with a passion trying to integrate his quantitative knowledge from his finance studies with social development issues.

## Alumni initiative

**Golnaz Hashemzadeh Bonde** is an SSE alumna and former president of the Student Association at SSE. She is the founder and CEO of Inkludera Invest, an organization which facilitates social entrepreneurship and at the same time serves as a platform for the public sector and encourages this sector to purchase goods and services from social entrepreneurs. The "include model" consist of the following steps: scouting, communication, identify customers, develop the service/goods, facilitate sales and expansion of business, and measure performance. Inkludera Invest is a not-for-profit organization which does not provide capital but rather knowledge and service.

Website (Swedish only): [inkluderainvest.se](http://inkluderainvest.se)



## Faculty initiative

**Erik Wetter**, Assistant Professor at SSE, is currently developing national mobility estimates for Nepal through a non-profit organization in an effort to assist government and UN agencies in the earthquake relieve effort. "Understanding people's movement after a disaster is key for government and relief agencies in order to provide relief supplies, shelter, food, and medicine to the right place," says Erik Wetter who is also co-founder and chairman of the non-profit organization Flowminder.org. The movement and the analyses from Flowminder.org are distributed through the WorldPop project, which provides open access to global demographic data that can be used to help tackle major challenges, including emergency response situations. The work is conducted in collaboration with SSE Corporate Partner TeliaSonera. The results are being distributed via UN official channels to all agencies involved in the earthquake response.

Websites: <http://www.worldpop.org.uk/nepal/>, [www.flowminder.org](http://www.flowminder.org)





In the following sections we describe our current status of responsibility and sustainability at SSE. Since the PRME principles are to some degree overlapping and integrated, our report is also somewhat overlapping and integrated. After describing our status and activities within the principles, objectives, practical actions and key performance indicators are reported on.

# Principle 1: Purpose

**SSE 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.**

The mission and the vision of SSE, as spelt out by its founders, was to provide education and raise the professional capabilities of future managers in the Swedish business community. These capabilities, as conceived by the founders, encompass rich notions of professional responsibility and business ethics. Consequently, since its foundation, SSE has practiced organizational citizenship by giving back to society and supporting its sustainable development by engaging with decision makers in industry and government through its education and research activities. In addition to serving business and society at large, students and alumni are regularly encouraged to reflect on the role and responsibilities of business in society, as well their own individual roles as future managers and leaders. This is accomplished through a number of channels; in courses and programs, in alumni events, practitioner seminars, and not least of all through engagement in a number of SSE supported student organized associations, projects and competitions.

To ensure that all faculty and students understand the universal values of SSE, all entering students in the BSc, MSc, MBA Executive Format and PhD programs, sign a pledge during the formal registration ceremony in which all students promise to adhere to the rules and regulations of SSE, including the respectful treatment of fellow students, faculty, staff and SSE guests. Furthermore, rules and regulations are all detailed in student handbooks – where the relationship between SSE

and the students are elaborated on. Other central policy documents distributed are the Disciplinary Statutes and the Equal Opportunity Policies. There is also an Equal Opportunity plan for staff (see Appendix 2).

As described above, individual faculty and staff members, research centers, departments and students are active with citizenship and positively impacting society at large. Below are a number of Student Association projects supported by SSE that exemplify how we develop the capabilities of students to be future generators of sustainable value for business and society and to work for an inclusive and sustainable global economy:

**Pimp My Grades** is a project run by the Student Association where SSE students visit Hässelbygårdsskolan once a week to help 7-9 grade students with their homework. The project was started in 2007 and has since 2013 gained in engagement. By helping the students with their homework and discussing their future together with them, the purpose is to show these middle school students that studying can be fun and to inspire them to raise their academic ambitions. In 2015, the students from Hässelbygårdsskolan were invited to visit SSE. For some students, this was the first time they ventured outside of Hässelby. At SSE they were given an inspirational lecture about SSE and the many possibilities after graduation. Pimp My Grades is also associated with Teach for Sweden, part of a global organization arranging for new graduates to work with underprivileged schools during two years, resulting in a teacher's certificate at the end of the period.

The **Student Association's Equality Ombudsperson** is elected annually by the

students and works to promote equal treatment of all students and groups of students. This is done through arranging educational sessions, providing information and discussing the issues in various forums, such as the equality forum where representatives from all the different committees within the student association get together to discuss questions of equality. In the past year, the Student Association has adopted two policy documents regulating equal opportunities among SSE students.

**180 Degrees Consulting** is one of the world's largest non-profit student-driven consultancy. The mission is to strengthen the ability of socially conscious organizations to achieve high impact social outcomes through the development of innovative, practical and sustainable solutions. Teams of university students completing studies in relevant fields work throughout the year with worthwhile organizations to identify and overcome specific challenges they are facing. This process is mutually beneficial. Organizations are assisted in the development of innovative, sustainable and practical solutions. At the same time, students are able to contribute to their communities, apply their university studies in a practical environment, and develop valuable life skills. The SSE branch has been up and running since fall 2011. Till now, some 90 students have conducted projects for a range of organizations, including Volontärbyrån, Mattecentrum, Prima Gruppen, RealStars, Svenskar i Världen, Fryshuset

and Stadsmissionen. Feedback from project clients has been that the student consultants deliver sustainable strategies and that the quality of their deliverables is very high.

**Focus CSR** is a project run by students at SSE that aims to increase awareness about corporate social responsibility and sustainability issues in modern business. It takes on a practical approach, showing students what issues companies may face and how to tackle them. The project is sponsored by a wide range of companies from different sectors and consists of a series of lectures and seminars as well as a fair. It has been a recurring event at SSE for several years and has been much appreciated by students and companies alike. Focus CSR assists students in learning about global sustainability challenges and connects students with companies in this endeavor. The project also helps make salient to future employers that a company's responsibility and sustainability agenda matters to current students. The support of SSE and its faculty, gives the students' voice credence and thus their ability to make positive impact magnifies.

In addition to annual reoccurring projects, SSE supports students entering in to a wide range of student competitions. These have included, for instance, the SSE CSR Student Award, the Boeing Sustainability Award, the Hult Prize, and the Nespresso Sustainability MBA Challenge.

### Winning the 2015 Nespresso Sustainability MBA Challenge

86 student teams participated from different business schools and universities all over the world. In 2015, the focus was set on the theme of circular economies. The teams were asked to develop ideas to engage consumers in a circular economy through a dedicated proposition and explore how this could create opportunities for Nespresso. The SSE team competed against finalist teams from Europe International Business School in China and Rollins College, Crummer Graduate School of Business in USA. The SSE team consisted of International Business MSc students. (from left) Clara Nordlander, Sandra Tersluisen, Bob Den Hartog and Chris Royle.





## Principle 2: Values

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

Swedish students are well informed and generally have a genuine interest in CSR, ethics, responsibility and sustainability. Swedish multinationals are also internationally recognized as leading actors in responsibility and sustainability. Since joining the PRME, SSE has even further emphasized and embraced the role that business schools have in educating future leaders in society. However, since 2013 the School has only started the process of making the values of corporate responsibility and sustainability more coherent and clearly transparent in all of SSE's programs and activities.

In its current portfolio of educational programs the School has for a long time had courses, modules and lectures on the broad subjects of responsibility, sustainability and global development, though not always labeled in those terms. For instance, in the Master Program in Economics, a common theme in all courses is the trade-off between efficiency and equity. The focus is on ways in which governments can correct market failures to restore efficiency and on ways in which governments may redistribute resources for equity reasons since wealth and income distributions generated by market forces may not be in line with a society's moral standards. Several courses also emphasize that individuals and firms take on the above-mentioned roles of the government. This could be because of government failures, because of heterogeneity among individuals in that not all views are fully represented in government policies, or because managerial incentives

put more weight on short-term than on long-term performance. One course is fully devoted to analyzing the distinction between formal and informal rules, where a social norm is an example of the latter, and interplay between rules and the functioning of markets and whole economies. Another course is fully devoted to the analysis of how the process of growth goes beyond just economic growth and typically also entails political change, demographic change, and changing social norms. A third course is fully devoted to health, education, and gender in developing countries with the goal of providing an overview of the challenges of world poverty and to study different policy interventions and their effectiveness. A fourth course addresses the mechanism of global economic integration, its consequences on the level and distribution of income within and across countries, and the effectiveness of policy interventions in globalized economies. Another course analyzes how genuine altruism, social preferences, and self-esteem concerns affect economic outcomes and environmental concerns associated with China's economic growth.

A new course introduced into the Master Program in Economics in 2015 focused on challenges faced by firms in a globalized economy; some challenges are traditional economic ones, other challenges include those associated with outsourcing and direct investments in countries with for example different labor regulations and political institutions. Looking ahead, a new course will focus specifically on environmental and energy economics.

In the Business Administration programs, CSR and Sustainability have for several years had a more articulated position and will be further developed with the Global Challenges program

## Global transnational norm guidelines taught at SSE

The SSE MBA Executive Format program has since 2011 connected discipline based courses to responsibility and sustainability through the Sustainability*Live* course that runs throughout the length of the program. The aim has been to expose students to an understanding of responsibility and sustainability in business in a global context, as well as to reflect on how these issues impact business strategies and value creation.

As a part of the Sustainability*Live* courses, students learn about transnational norms through discussions on, for instance, the UNGC principles, the OECD Guidelines for Multinationals, the UK Bribery Act and the Global Reporting Initiative. Students read, compare and discuss major norm setting guidelines, where reflections on the meaning, context and importance are understood.

Practitioners working with the different organizations serve as guest lecturers to further help

students understand and apply the voluntary guidelines to their own industries and challenges.

In the past years, notable dignitaries such as Mary Robinson (Former President of Ireland, Chair Institute of Business and Human Rights), John Ruggie (Harvard University and Special Representative UN) and Angel Gurría (Secretary General, OECD) have given guest lectures to our students.

In addition, in each program, at least 10 guest lectures from sustainability practitioners representing policy, civil society and businesses are hosted in the course.



redesign. In the Master Program in International Business an ethics and responsibility course has been mandatory for students. In addition SSE has several elective courses in the Master programs on the subjects of ethics and sustainability; Corporate Sustainability and Responsibility, Ethics and CSR, Entrepreneurship & Gender, Entrepreneurship in Developing Countries, and Social Entrepreneurship. These courses are open to students from all Master programs at SSE, to CEMS students and to exchange students. As earlier mentioned, the entire CEMS Program incorporates substantial elements of business ethics, and this is also an important subject in the Master Program in International Business. The School also has a long tradition of teaching development economics and elective courses in this field are offered on both the Bachelor and Master level: Development Economics, Economic & Political Analysis of Emerging Markets, and Institutions and Economic Development. Moreover, a selected number of SSE students have had the opportunity to do a minor

field study (eight-week minimum) that relates to global issues and progress in developing countries as part of their thesis work. (For further details see Appendix 3.) Since 2011, the MBA Executive Format is designed with a clear point of departure in CSR and Sustainability. The subjects are taught and frameworks applied from the very beginning of the program and all consecutive discipline based courses are reflected on from both a shareholder and stakeholder lens throughout the remaining program. On the PhD level a new course on CSR theory was developed and delivered in 2013. For more than ten years, IFL (the Executive Education unit at SSE) has offered modules, lectures and seminars in corporate responsibility and sustainability as part of its program offering. These include a one-year diploma program for CEOs, Strategies for Sustainability: Ethically and environmentally driven business development. Beyond that, sustainability and CSR have been integrated as part of several management programs at IFL and several stand-alone seminars and lecture series have been

offered. For example, the Ericsson Sustainability Management Training Program was held for Ericsson's worldwide regional sustainability managers and their HQ sustainability group. These are examples of integrated forward-looking ways in which SSE is developing learning vehicles for responsibility and sustainability.

As mentioned earlier, through the generous support of the Global Challenges Foundation, SSE is in the process of implementing developments to further strengthen the BSc Program in Business and Economics. The proposed changes include a broadening of the program content, and increased teaching of research and communications skills, among other measures. The Global Challenges Foundation works to raise awareness of the greatest threats facing humanity. In particular climate change, other environmental damage and political violence, and how these threats are linked to poverty and the rapid growth in global population. These problems appear insurmountable without an international body with decision-making mandate. The Foundation is therefore working to identify possible solutions and models as to how the United Nations can develop, and initiate new ideas on working global governance. The mission of the Global Challenges Foundation is: "Increasing awareness of global catastrophic risks, while searching for the



## Global Challenges Foundation

governance that can decrease them." SSE has taken the decision to incorporate this mission into our curriculum at the Bachelor level to raise the awareness of our students for these very important issues, give students tools to deal with the issues, make them reflect and finally throughout their careers act on these issues. It will be a compulsory element of the program, running over the initial two years with one course each semester. Key words are: knowing, doing, being and expressing and the knowledge will be summarized by means of a presentation and/or paper. The ambition is for the student to be able to contextually understand the problems to enable the same to try to solve the problems. Coordination and integration with the Student Association's activities within this area will be emphasized, as well as a chance for the student to further develop their areas of special interest.





### A Live Case on Responsibility and Sustainability

The Sustainability*Live* stream in the MBA Executive Format program facilitates an understanding of theoretical applicability to an increasingly complex reality with a multitude of stakeholders. In this way, ethics, responsibility and sustainability are taken from the realm of moral philosophy, values and theory to best practice and application in business.

The live case projects vary from year to year. One year students worked closely with the Swedish multinationals MTG, Metro, Korsnäs, Tele2, and Playing for Change, conducting sustainability analyses along with recommendations on implementing the newly launched UN Business and Child Rights principles. The next, year, students applied theories and frameworks to ESG matters among financial market actors both private, public and civil society; Nordea, SEB, SPP Storebrand, The Ministry of Finance, The Swedish Church Funds, Ethix and FIM Asset Management.

Since 2011, the program has connected discipline based courses to responsibility and sustainability through the Sustainability*Live* course that runs throughout the length of the program. The aim has been to expose students to an understanding of responsibility and sustainability in business in a global context, as well as to reflect on how these issues impact business strategies and value creation.

# Principle 3: Method

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

For many years, the relationship between academic research, professional education and practice has been widely debated in academia, and the relevance of research and education has been a topic for intense reflection among researchers and teachers. SSE tackles this theory-practice gap as a knowledge-production problem, and works to solve it by producing knowledge in a collaborative process that exploits the unique competencies of both academics and practitioners where attention is given both to research quality and practical applicability.

This view of knowledge production guides the School's research and creates the constant challenge to achieve what could be called "rigorance" – a blend of rigor and relevance. SSE's original and enduring mission makes clear that relevance is the ultimate objective of all the School's operations and that academic rigor is the primary vehicle for achieving this relevance. SSE's view of learning and pedagogy has developed in close interaction with practice and research for over 100 years.

Teaching and learning is thus central to the School's existence. SSE's mission requires that the teaching and learning at the School be research-based. It follows that the vast majority of teachers (95%) have earned a PhD and we have an unusually high faculty to student ratio. The strategic intent is that the ratio never exceeds 1:10, which is significantly above the European norm and represents a massive commitment by the School to the quality of interaction between faculty and students. This intent strongly supports the culture of intimacy

created between and among students, faculty and industry. Closeness has always characterized SSE, and its approach to learning.

SSE's pedagogical philosophy and close relationship to industry translates into a strong focus on what we call "live learning", an approach that favors using real organizations for cases instead of relying on only paper-based cases. Using SSE's strong corporate connections, great learning experiences are created for students when they work in teams to solve real problems and to learn in a structured way from that experience. Live learning cases and activities vary in scale and scope: from short live cases during a week to live projects running for several months. For a few examples, see the insert on the previous page.

In addition to the live cases conducted together with company sponsors, faculty and students, more traditional case writing has also been and is encouraged at SSE. An own case series was created in 2010 and cases are also published through case clearing houses, such as Harvard Business Cases and the European Case Clearing House. For instance, a case on the introduction of organic cotton at H&M and a case on microfinance and poverty alleviation have been published in both the SSE case series as well as in the European Case Clearing House. The cases are used in a number of business schools in Europe and even in both South Africa and India. In 2012, researchers at SSE co-edited and co-wrote the managerial textbook, "CSR: a guide to corporate responsibility"<sup>1</sup> including a number of responsibility and sustainability short cases to illustrate theory to practice. This book was

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<sup>1</sup> *CSR – en guide till företagets ansvar* by Tommy Borglund, Hans De Geer, Magnus Frostenson, Lin Lerpold, Sara Nordbrand, Emma Sjöström, Susanne Sweet and Karolina Windell.

publically hailed as the first Swedish CSR ‘bible’ and is widely used in both Swedish and Finnish Universities, among managers and in other executive programs. Popular demand has led to preparations for a second updated edition and a translation to English.

An exciting example of innovative methods created to simultaneously raise the level of critical analysis and contextual, cross-cultural awareness of students within the broad field of CSR and Sustainable Business was the development of a virtual live classroom in collaboration with the Financial Times (FT) in 2014. The SSE designed and developed the platform together with FT and collaborated with faculty and students from Technische Universität München in Germany (TUM), Foreign Trade University in Vietnam, African School of Economics in Benin, and the Darden School of Business in the USA for the course. The collaboration involved using current news articles published in the Financial Times, annotating on the FT platform, then discussing them in real-time with students in Stockholm, Munchen, Hanoi, Akassato and Charlottesville on the SSE MBA Island in the virtual life platform Second Life. The Sustainable Business Virtual Classroom was concluded with a virtual live session on “Building a post-2015 sustainable business world”, where students gave their input to “The Secretary-General’s High-Level Panel of Eminent Persons on the Post-2015 Development Agenda”.

In addition to these new innovations in virtual classrooms across time and space, some SSE programs have required faculty to develop webinars as supporting and introducing lectures and SSE is currently planning for a MOOC on sustainable markets. A number of podcasts have also been developed and have been disseminated to students, alumni and sustainability practitioners.

For instance:

- Michael Lenox, Professor of Business Administration at Darden and Executive Director at Batten Institute for Innovation and Entrepreneurship, talks about investments in green technology and compares these trends with Silicon Valley based Internet start-ups. 



*Mala Chakraborti, Vice President Corporate Responsibility at Atlas Copco, SSE Alumna 2012*

- The current President of SSE, Professor Lars Strannegård and the Chairman of the Board of MISUM, Björn Stigson, talk about a changing world and the rationale for driving markets towards sustainability. 
- Practitioners from the first MISUM multi-stakeholder event focus on how to define sustainable markets, what makes them work better and research areas to explore further. Henrik Sundström, VP Group Sustainability Affairs at AB Electrolux; Mala Chakraborti (above), Vice President Corporate Responsibility at Atlas Copco, Louise König, Sustainability Manager at The Co-operative Group Sweden, and Carl Rosén, CEO Swedish Shareholder’s Association/ Aktiespararna. 
- Affiliated MISUM researcher, Harvard Business School professor Robert Eccles talks about integrated reporting, that is a single report combining an organization’s financial and nonfinancial (environmental, social and governance) performance and illuminate the relationship between the two. Together with MISUM, Eccles introduces the idea of a Sustainable Market Lab, using Stockholm and Sweden as a test-bed for new policy innovations. 



### Sustainable Business Virtual Live Classroom in collaboration with the Financial Times



“This in an exciting new way to bring voices together on global sustainable business issues across the world and to further improve on our learning and education.

Without physically travelling, we will be able to meet and discuss major events pertaining to business and sustainability with business students around the world, thus supporting our students better and prepare them for their future careers in a more complex and globalized world.”

*Lin Lerpold, FT March 2014*



### **Mistra Future Fashion research project**

The purpose of the MISTRA Future Fashion Program is to deliver insights and solutions that will be used by the Swedish fashion industry and other stakeholders to significantly improve the environmental performance and strengthen their global competitiveness.

The program consists of eight research projects, each aiming to generate new knowledge and recommendations that can be used by the Swedish fashion industry.

The program is organized so that it leverages the expertise and networks of leading Swedish and international research institutes and universities. It also aims to build up a national platform for research within sustainable fashion. Other stakeholders engaged in the program include

governmental agencies, voluntary organizations, and companies within the whole textile value chain: forestry; pulping; textile manufacturing; recycling.

To ensure that each research project delivers insights and solutions that can benefit the fashion industry in the near future, the program involves representatives in business, government and civil society as both advisors and in certain cases active partners in the research.

Ultimately the program aims to create a dynamic and robust relationship between the research community and practitioners working in or with the Swedish fashion industry, thus ensuring that Sweden and the Nordic region take the lead within sustainability research and practice related to the fashion industry.



# Principle 4: Research

**SSE 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.**

As mentioned above, since the 1960s SSE has conducted research in environmental economics, energy markets, and international economic development. In the 1990s, corporate social sustainability and business ethics first became topics for doctoral theses at the School, and the subject became established in corporate management studies. SSE researchers actively explore a wide variety of CSR and corporate sustainability issues, such as sustainable transformation of the fashion industry, human rights and supply chains, socially responsible investments, consumers and ecological foods and business in development co-operations, the impact of the UNGC and member signatories in the Swedish population. Researchers also teach in SSE's various programs and create workshops and events for, and together with, businesses, policymakers, students, alumni and other stakeholders to further research within the strategic cycle. Other SSE researchers are also active in the broad areas of responsibility and sustainability. For example, research on business ethics, social sustainability, corruption and money laundering and the role of business in democracy building are ongoing projects at the Department of Management and Organization; researchers at Stockholm Center for Organizational Research study the organization of CSR institutions and professionals; faculty at the Department of Accounting study corporate governance, corporate social responsibility and insider trading. Furthermore,

researchers in economics have focused particularly on gender, poverty and development. In addition to researching in the broad fields of responsibility and sustainability, researchers at SSE have a wide range of supervisory roles for Bachelor, Master and doctoral theses and the number of theses focused on responsibility and sustainability is already relatively large and growing. (See Appendix 4 for examples of relevant publications.)

Another Research Institute at SSE involved in interesting CSR related project is the Stockholm Institute of Transition Economics (SITE). The institute administers a social entrepreneurship project financed by the European Union's SELUSI project, which has a total budget of EUR 1.5 million (USD 1.6 million), of which SITE was awarded EUR 315,000 (USD 342 million). The project was initiated in 2008 and was finalized in 2013. The project brought forward emerging social entrepreneurs as a powerful, yet so far untapped source of 'external' intelligence, ideas and technologies, and it advanced a concrete strategy for how companies can access and leverage this intelligence in their service innovation processes. The ambition was to formulate public policy initiatives in the following four domains: (i) emerging social entrepreneurship at both the EU and member-state levels, (ii) service innovation and competitiveness particularly at the EU level, (iii) emerging social entrepreneurship and services innovation in European welfare states versus emerging market economies, and (iv) the project's "SELUSI"-Innovation Strategy at the global level.

Another more recent example of trans disciplinary, cross-university and multi-stakeholder research is a study on poverty reduction through job creation and sustainability entrepreneurship "Pro-poor

employment growth in Indonesia: Enhancing the capacity of local governments through employment diagnostic analysis” was carried out in cooperation among SIDA (Swedish International Development Cooperation Agency), SSE and Indonesian researchers during 2012-13. This study was presented at a SSE seminar in Stockholm, with an Indonesian research delegation of around ten people present.

The project was generously financed by SIDA, and designed to help provinces and their constituent districts to develop their capacity with respect to evidence based policy formulation. By identifying the nature of the problem facing the local community, including locating the groups most in need of productive employment, the project intended to improve local capacity to design strategies and policies with poverty reduction in mind. As national policies with respect to corporate social responsibility, regional industrial development and cluster formation were also taken into account from the outset, policy could potentially be made more precise and able to capture the effects of global developments at the local level. This is of some consequence as the program intended to sensitize local governments and other stakeholders to the need of

identifying potential conflicts in designing strategies and in reacting to new developments (e.g., developing an industry at the expense of other, potentially more beneficial, activities).

The project was conducted in 2012 and 2013 by the Centre for Regional Development and Community Empowerment at the Institut Teknologi Sepuluh Nopember (ITS), Surabaya, and SSE. It was subsequently transferred to the Indonesian partner at the beginning of 2014. ITS, which along with Bandung is Indonesia’s premier university of technology, was responsible for conducting the training workshops that formed the core activity under the project. This included developing and testing workshop designs with a view to finding the most appropriate formats as the project prepared for scaling up its training activities.

To further enable and support research within these areas, a number of institutional partnerships are supported by SSE. The School is one of the first European members of the Alliance for Research on Corporate Sustainability (ARCS) and retains a seat on the governing board. SSE members are also engaged in the wider community and throughout the academic world on a personal basis as well as through numerous honorary assignments.





SSE recognizes the importance of transdisciplinary research to achieve sustainable development and has through MISUM entered into research partnerships with a number of universities and individual researchers, research groups in Sweden and abroad, as well as businesses, pension funds and other stakeholders in the area of sustainable markets. Research partnerships include collaborations with, for instance, the Swedish House of Finance, KTH Royal Institute of Technology, the Royal Swedish Academy of Sciences, Stockholm Environment Institute, the ICMA Centre at Henley Business School and University of Gothenburg, Swedish Forum for Sustainable Investments (Swesif) and Statistics Sweden, Harvard Business School, London School of Economics, Universität Hamburg, ICHEC Brussels Management School, IESE Business School, Iowa State University, Sustainable Finance Lab, Sociovestix Labs, Forum for Reforms Entrepreneurship and Sustainability

(Fores) and Fortum Värme, the Ethical Council of AP1 to AP4, AP7, Principles for Responsible Investment (PRI), Hermes Equity Ownership Services, Church of Sweden, RobecoSAM, and ReFine Research.

A fine example of a research collaboration is a recent scientific “hackathon” organized by MISUM, the Global Economic Dynamics and the Biosphere Programme, and the Beijer Institute for Ecological Economics in June this year, in Sigtuna, Sweden. The goal of these intensive days was to identify and write up what natural scientists, economists, and management scholars perceived as the three major challenges for sustainable markets in an era of rapid global environmental change. The identification of these challenges will underpin a joint synthesis article framing exciting new research venues to explore through transdisciplinary research, multiple methods, frameworks and empirical cases.

## Dissertations



### Sofia Nilsson Altafi's PhD dissertation

Microfinance has been hailed as a “magic bullet” for poverty alleviation and women’s empowerment, and many believe that microfinance organizations (MFOs) can help the world’s poor climb up the socioeconomic ladder. However, MFOs are also under increasing pressure to demonstrate high levels of organizational efficiency, economics of scale, and strong financials. The expectations are inherently contradictory: MFOs must do good and at the same time do well. In her dissertation, Sofia Nilsson Altafi has focused on the expectations and demands imposed on MFOs by external evaluators. Through their credit recommendations, rating agencies not only direct the flow of resources in the market; their assessments also constitute a type of normative guidance for MFOs, signaling a set of criteria, ideals and priorities.



In her analysis, Sofia Nilsson Altafi identifies three sequential and distinct idealized images which are encoded in the rating reports during the study period. This means that ratings lead to the reinforcement of one particular model conducting microfinance. She also found that prominent raters play a dual role. First, they inform MFOs about the idealized image by codifying what “is out there”, thus explicating institutional pressures. At the same time, they also actively contribute to the construction of idealized images, thereby suggesting which organizations and organizational features should be bestowed with legitimacy.

# Principles 5 and 6: Partnership and dialogue

**SSE 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.**

**SSE 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.**

SSE was founded on the initiative of leading members of the business community to promote business through research-based education. This remains SSE's mission, now interpreted in a modern context that recognizes even more explicitly than in 1909 the international nature of Swedish business and globalized markets. SSE emphasizes that all strategies, decisions, supporting processes and resources are securely anchored in this mission. Furthermore, SSE is strongly committed to the creation and development of multi-level, multi-dimensional two-way relationships with its corporate partners, within which both partners learn from and contribute to the other in a variety of ways. Our outstanding corporate connections are one of the greatest assets of the SSE community.

SSE's Corporate Partnership Program was founded in 1994 to formalize and leverage the School's strong ties to the business community. The program currently represents a network of 113 leading Swedish and international companies from different industries. The cooperation between the School and the business industry is a strong, mutual

relationship, based on a customized collaboration built on each company's individual needs. The core of the Corporate Partnership Program builds on a long-term commitment from the business community and aims to strengthen the dialogue and relation between the School and the business society. Ever since SSE was founded this dialogue has been instrumental in keeping education and research relevant and up-to-date. The program has always had its own Advisory Board, consisting of prominent members of the Swedish business community, including Marie Ehrling (Chairman of Telia Sonera, a telecommunications company, active in 15 countries with 27,000 employees) Stefan Persson (Chairman of H&M, a leading global retail company with 115,000 employees in 59 markets) and Marcus Wallenberg (Chairman of SEB, a European bank present in 16 countries with 16,000 employees). Two other members, Carl-Johan Bonnier and Anders Nyrén, are also members of the SSE Board.

The School, its IFL executive education subsidiary and the Student Association all carefully nurture these relationships to enable maximum benefit for all parties. Several of the SSE faculty members work interactively with managers and students in Live Cases and Capstone projects within the broad areas of responsibility and sustainability. Teachers and managers design cases together based on the interface of ethics and sustainability on one hand and the needs of the companies and their managers on the other. These cases are explored and analyzed with students and offer real insight into and influence on the corporation's social and environmental responsibilities.

More recently MISUM has taken on a university wide responsibility to strategically, and operationally,

## MISUM Multistakeholder Workshop Part 1, March 2015

Some 80 leading practitioners, financial actors and policymakers in a carefully planned half day contributed to giving input on a range of sustainability issues such as whether our current socio-economic system is conducive sustainable development, what a sustainable market is, and how they are organized in specific industries.

The workshop made special efforts to ensure real sustainability practitioner input to the research agenda.

*Blog post by Claire Wigg, consultant at U&W:*

We use the word “sustainable” in connection with many things today: sustainable companies, development, cities, processes, lifestyles, societies and so on. But last week I found myself challenged to think for the first time about sustainable markets. At the stakeholder workshop for MISUM – Handelshögskolan’s new Mistra-funded research centre in Stockholm – 100 business leaders sat down together to define sustainable markets. You might think this would have been easy, but it turned out to be surprisingly difficult.

(Blog: <http://uandwe.se/defining-sustainable-markets/>)



further increase the dialogue between a wide range of stakeholders within the area of responsibility and sustainability. MISUM is a cross-disciplinary and multi-stakeholder research center where research is meant to be collaborative and draws on actors from academia, business and policy to understand and create research-based and business relevant solutions for sustainable markets. To ensure international and business relevance, MISUM features an international board with members drawn from both academia and the business community. The chairman of the MISUM board is Björn Stigson, former President of the World Business Council for Sustainable Development. The aim of the Center, which was launched in January 2015, is to create a world-class, cross-disciplinary center of excellence that will enhance the understanding for, and create new insights, into sustainable markets. MISUM functions as a platform and meeting place for many kinds of actors both national and international: academics, practitioners, public and civil society organizations. MISUM’s mission includes providing expert advice to political leaders and policy developers and collaborating with other research centers.

As emphasized throughout this report, one of SSE’s strengths is its close collaboration with the business community. In the areas of ethics, responsibility and sustainability, this collaboration occurs in many arenas. SSE partner companies actively support research through donations to the SSE Corporate Partnership Program. More specific donations are also made for educational projects, including, for instance the SSE CSR Student Award sponsored by Unilever. Some corporations also partner with SSE directly in support of large research programs in the field of sustainability. One example is the large, ongoing eight year multi-disciplinary and multi-institutional research program, Mistra Future Fashion, where researchers from SSE are active in both research and program management. In this program, as earlier explained, corporations, governmental institutions and organizations work actively with the researchers to create a transformation towards a sustainable fashion industry.

SSE also has close collaboration with international researchers in the field. For example, researchers from SSE are members and founders of the Nordic Center for Corporate Responsibility,

NCCR, where the leading business schools in the Nordic region collaborate in research activities. SSE faculty also serve as members in the CEMS core faculty group on Business and the Environment and faculty members also teach in Block Seminars at other CEMS schools.

Many corporations and organizations also support research by being engaged in outreach and dialogue. An example is a seminar on transparency in reporting arranged in co-operation with Transparency International in the spring of 2013. The Seminar discussed a new study on how the 20 largest companies in Sweden report on their anti-corruption programs, organizational structure and country-by-country revenues. In 2014, the annual Corporate Partner Annual Meeting was decided to sustainable business. Our key note speaker, BMW's CEO Harald Krüger, passionately presented BMW's sustainability strategies. Chairperson of the Board of Telia Sonera, Marie Ehrling, also frankly discussed the challenges of internet integrity and corruption in Tajikistan and Azerbaijan. Another example is a research project currently being undertaken by SSE's Corporate & Donor

Relations unit, faculty and students on the corporate purpose of Swedish publically listed Large Cap companies, "Walking the talk".

Finally, SSE faculty and students are engaged in arranging numerous seminars and lectures, organizing projects, and writing or advising theses on the subjects of corporate responsibility and sustainability. At the annual Almedalen political week, the most significant policy event in Sweden, SSE staff and faculty organize and are panel guests on a number of events. In 2015, a session hosted by MISUM, Stockholm Environment Institute and the Haga Initiative trended on Twitter and another session resulted in a one-page article on sustainability education in the leading Swedish business daily. As mentioned earlier in this report, students with the support of SSE faculty and staff, along with corporate partner sponsors organize the annual project Focus CSR. Each year, Focus CSR has a new theme, and the projects concludes with a trip to a developing country for CSR activities and study visits. Another example is the establishment of the Stockholm chapter of the 180 Degrees Consulting project, also presented in detail earlier in this report.

*Marie Ehrling, Telia Sonera*







# The student perspective

**W**hat do our students think about sustainability and sustainable markets? We asked three students to give their views on the role of sustainability for the next generation of business leaders.

**Elin Hunger** is an administrative assistant at MISUM and a second-year student at the BSc Program in Business & Economics.

*You are a Bachelor student at SSE, the President of the Feminist Society in the Student Association, and an Administrative Assistant at MISUM. Do you think that these roles enrich each other, and if so, how?*

It's somewhat important to me that the things I do create value, since that's what keeps me going. The nature of value varies between people, but to me value appears in the process of learning and in turning this knowledge into practical action. As I define myself as a feminist, the knowledge I seek is usually related to power structures or the prevailing norms in our society. I enjoy studying Economics since the concept of economy is often treated as a guideline for what is possible and impossible today. Furthermore, being engaged in MISUM has broadened my definition of feminism, putting environmental challenges on the agenda alongside other equality issues – I have gained a more global perspective on feminism. Altogether, my different roles interact and create a great possibility to learn, as well as platforms from which I can reach out to others. So yes, I definitely find that my different roles enrich each other.

*What role do you think that a gender perspective will play for the development of sustainable markets?*

I hope that gender equality will play a central role, since different aspects of equality always



interact. When it comes to feminism, I've embraced the concept of intersectionality—coined by feminist Kimberlé Crenshaw in the late 1980's. An intersectional analysis acknowledges that a person will always be affected by different power structures simultaneously, making it impossible to divide oppression into segregated categories to be discussed one at the time. I think a beneficial development of sustainable markets would gain if an analogy of the intersectional analysis is put into practice. That is, sustainable markets would benefit from considering different aspects of unsustainability at the same time, making collaboration and challenging of prevailing power structures a key point.

*Sustainability is becoming an increasingly important component in employer branding. How important do you think that sustainability is for you and your fellow students at SSE when choosing whom to work for in the future?*

I think the vast majority care about sustainability, and since I am one of them I am also a target for this branding. I find this development encouraging, but to me an even more important aspect of sustainability is what kind of business I will decide to enter – like what's the actual nature of the business? Some businesses will never become sustainable

no matter how much improvement spent, and if students were to consequently deselect certain areas it might put sustainability even higher on all companies' agendas.

**Ankit Desai** is a second-year student at the MSc Program in Business & Management, specialization in Marketing & Media Management.

*What do you think is most important to promote sustainability in higher education?*

I think branding plays a huge part. For the sustainability movement itself to be sustainable, it needs to feel fresh and attractive. This is exactly what Tesla Motors have done – they have made driving sustainable cars something the average person aspires to. I think it is also very important to show students a path to success through learning about sustainability. This can be anything from grants and scholarships, to financing study abroad trips, to setting up students with mentors, to sharing alumni success stories, to something as trivial as having fun and engaging names for the individual modules within the class.

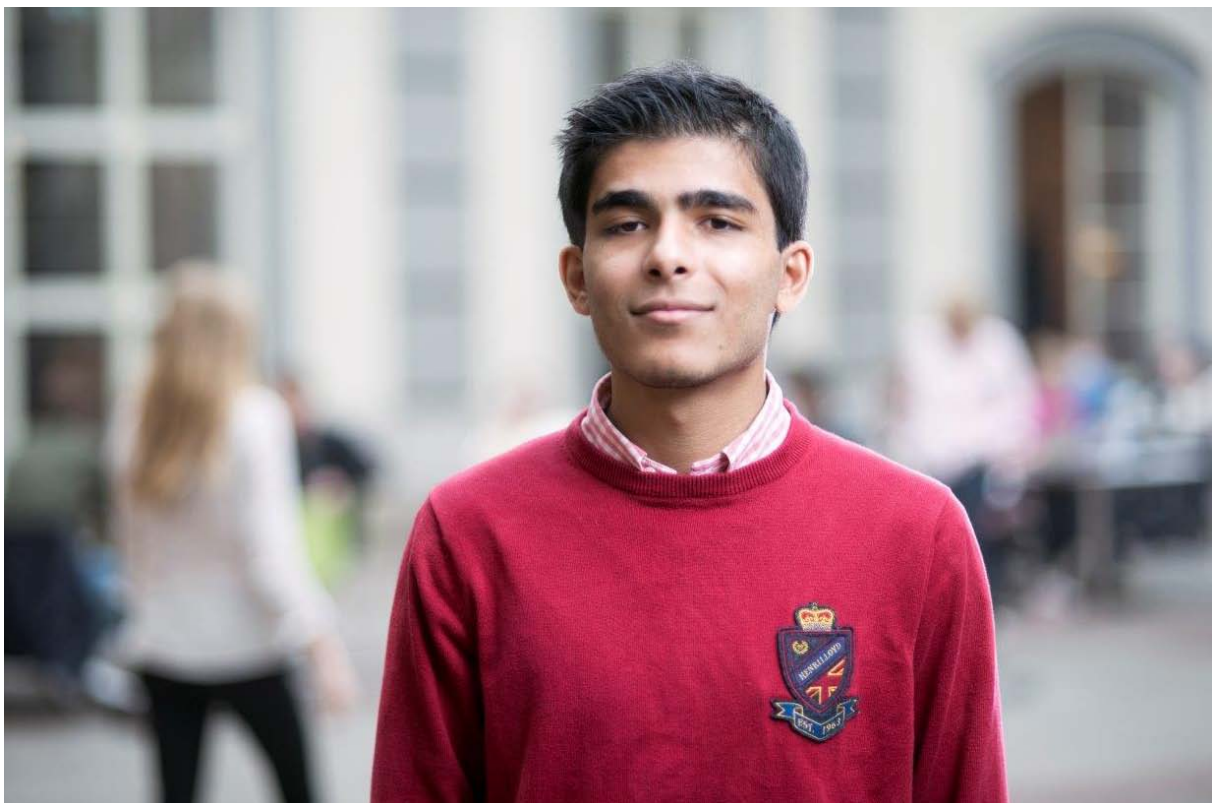
I am a firm believer in the reverse-funnel marketing that the internet has enabled – you start out with a few people at the bottom of the funnel, and

you give them a better experience than they can find anywhere else; then they will talk about it and tell their friends, and so on.

*What can individual students do to facilitate this development?*

I personally believe that as individual students the most important thing we can do is set a good example to our peers. People often want to copy successful people, and SSE has some of the most successful and influential alumni in Europe. I think that if students – the decision makers of tomorrow – were encouraged (and reminded) that they will be a role model for even younger students, and this tradition was nurtured and supported, this will reflect in businesses investing more sustainably in the future, exercising more responsible operations, and maybe even donating to sustainable research centers in the future.

I would also say that having lived in India, the US, France, and now Sweden; Sweden is definitely the most advanced out of the four in terms of sustainability. I had hardly even heard about the term 'fair trade' before I came here, so in addition to setting a great example, I think it is also extremely important that we just simply talk about it with each other, especially since our Facebook friend lists are



getting more and more international.

*You have an interest in clean tech and alternative energy solutions. What role do you think these can play for the development of sustainable markets?*

I have begun to believe that alternative energy solutions will play an absolutely massive role in not just sustainable markets, but markets in general in the future. There are vast markets out there (such as my home country, India) where millions of people in rural villages have, for example never known what it is like to be able to store food in a refrigerator. When we figure out a way to deliver cheap (maybe even self-sustaining) power to people like these, can you imagine the impact such a simple thing could have? Instead of having to worry about food from day to day, people are now able to study, to work, to contribute to growing the economy. And this is just one small part of the things alternative energy will make possible in the developing world. I am extremely excited.

**Fanny Holgersson** is a second-year student at the MSc Program in International Business.

*Do you think that business schools are doing enough to promote sustainability in their educations? If not, what can be improved?*

Generally speaking I believe more can be done as sustainability is a very broad area that can be linked to many different fields of study. For instance there are clear opportunities to include the aspect of sustainability to a broader offering of courses than currently seen. Further, rather than having it as a separate side topic it should be more integrated and interlinked to the main content of the courses.

*Is there a certain aspect of sustainability that you think is the most important?*

In my opinion the long-term outcomes of our actions should be of main focus in the discussion of sustainability. Often too much focus is placed on what the short-term objectives are for acting in a sustainable way. If positive long-term effects are to be seen, then this cannot be of main

influence deciding whether or not to act sustainably. Accordingly, I believe that it is crucial to put the individual short-term agendas aside and to focus on the long-term effects that our actions have on society, nature and the planet as a whole.

*What can individuals in large organizations do to promote sustainable business?*

I believe that each and everyone of us can and should influence sustainability. Throughout the value chains of organizations there are hundreds of processes involved. Individuals should take the responsibility to look at how the processes linked to their own sphere influence can be further improved. Last and perhaps most importantly, the different suggestions of improvements should then be presented to management in order for changes to be implemented.





# Key objectives for the next 24 months

In the following table SSE’s major objectives, along with practical actions and measurable outcomes are listed. A number of them are relevant to several PRME principles, as indicated in the table.

Objectives and relevant PRME principles	Practical actions and measurable outcomes
<p><b>PRME principles 1-6</b> Develop and strategically integrate MISUM as a university wide resource/knowledge center for sustainability in all SSE operations, as well as among external stakeholders</p>	<ul style="list-style-type: none"> <li>• KPI: Significant increase in number of students, alumni, managers and practitioners taught on responsibility and sustainability matters</li> <li>• KPI: Significant increase in number of scientific and practitioner publications in responsibility and sustainability</li> <li>• KPI: Significant increase in media coverage and engagement in external opinion forming channels (e.g., relevant debates, boards, expertise, seminars)</li> </ul>
<p><b>PRME principle 1</b> Increase student understanding of key responsibility and sustainability challenges</p>	<ul style="list-style-type: none"> <li>• Integrate responsibility and sustainability areas into all educational degree programs by program start 2016               <ul style="list-style-type: none"> <li>– KPI: All outstanding programs without stand alone responsibility/ sustainability courses will be required to “show and tell” how they integrate responsibility and sustainability into their programs</li> </ul> </li> <li>• Increase the number of extracurricular responsibility and sustainability related seminars available to students and alumni               <ul style="list-style-type: none"> <li>– KPI: Both in scale and scope (see present list of past events in Appendix 5) 25% increase in open sessions by 2017</li> </ul> </li> <li>• Meaningful support of student engagement projects such as Focus CSR               <ul style="list-style-type: none"> <li>– KPI: Deepen the quality and support through faculty teaching and other support along with administrative and material support for organizing outreach events</li> </ul> </li> </ul>

**Objectives and relevant PRME principles****Practical actions and measurable outcomes****PRME principle 2**

Increase faculty knowledge of key responsibility and sustainability challenges in their disciplines, as well as support curriculum development

- Harness on the momentum built from the Global Challenges Foundation grant to faculty beyond the BSc Business and Economics program redesign. The faculty team (currently consists of 6 teachers) will be charged with championship roles across programs
  - KPI: The number of programs impacted by Global Challenge faculty the next 24 months (one year before redesign and one year after launch)
- Capacity building through “train the trainers” pedagogical workshops
  - KPI: By fall 2016, all program directors will have attended workshops on the PRME, as well as understand a set of the leading global norm setting guidelines (such as the UNGC) and have received support to integrate sustainability into their programs
  - KPI: By fall 2017, all tenured faculty will have attended workshops on the PRME, understand a set of the leading global norm setting guidelines (such as the UNGC) and have received support to integrate sustainability into their courses

**PRME principle 3**

Increase innovation in responsibility and sustainability pedagogy methods for effective impact on student learning

- Incentivize and support faculty in exposure to cross-cultural and cross-actor critical perspectives through current and new partnerships (e.g., CEMS, ARCS, PRME)
  - KPI: Interaction with and between students from different schools in courses, sessions, and projects
  - KPI: Interaction between students and practitioners through programs, courses (e.g., Live Cases) and seminars engaging students
- Develop case study materials within different business and economics fields
  - KPI: By 2017: At least one new teaching case focused on responsibility or sustainability from each SSE department
- Continue pedagogical innovation with web-based and e-learning tools
  - KPI: Increased number of MOOCs and Webinars, virtual live classrooms across time and space, social media tools developed and utilized

**PRME principle 4**

Increase research engagement and dissemination on responsibility and sustainability throughout research and teaching faculty at SSE. Encourage cross-disciplinary, cross-department and cross-university research

- Facilitate and support research on responsibility and sustainability across disciplines, theories, departments and universities
  - KPI: By 2017, 25% increase in responsibility and sustainability publications
  - KPI: By 2017, 25% increase in new research projects initiated
  - KPI: By 2017, 25% increase in new cross-department research collaborations
  - KPI: By 2017, 25% increase in new trans-discipline research
  - KPI: By 2017, 25% increase in new cross-university research collaborations

Objectives and relevant PRME principles	Practical actions and measurable outcomes
<p><b>PRME principles 5 and 6</b></p> <p>Increase interaction and collaboration in responsibility and sustainability across multiple stakeholders in partnerships and through dialogue</p>	<ul style="list-style-type: none"> <li>• Partnerships               <ul style="list-style-type: none"> <li>– KPI: By 2017, increase number of Live case student projects with businesses by 25%</li> <li>– KPI: By 2017, increase collaborative research partnership projects by 25%</li> <li>– KPI: By 2017, partner with other universities (internationally and nationally) to develop a PhD course in responsibility and sustainability</li> </ul> </li> <li>• Dialogue               <ul style="list-style-type: none"> <li>– KPI: By 2017, increase number of guest lectures by civil society and policymakers on responsibility and sustainability in programs by 25%</li> <li>– KPI: By 2017, increase number of practitioner seminars focused on responsibility and sustainability by 25%</li> </ul> </li> </ul>

## Conclusion

We are delighted to have reported on our present position, milestones and 24 months goals according to the six PRME principles. We have also with great interest participated in the PRME Chapter Meeting Nordic at Copenhagen Business School in 2015 where we contributed to the work group on increasing cooperation between PRME and UNGC members in the Chapter Nordic.

We also participated in the Global Forum in New York this year and contributed to the working group on poverty and the discussions on the Flourishes Prizes, to be awarded to social entrepreneurs. In the near future, SSE plans to incorporate the Flourishes Prizes in a blended learning course together with Aalto University and University of Lugano.

This is our first PRME SIP report and the process has been a great organizational learning experience supporting our understanding of where we are strong and where we need to continue

developing and improve throughout our operations. This also includes the physical environment, where SSE has potential to improve. The Housing Department's efforts during 2013–2015 are listed as an example in Appendix 6. Our ambition is to make use of this first SIP report to reinforce the PRME principles among all SSE stakeholders, with the goal to achieve a comprehensive understanding of the PRME concept and goals. SSE sees PRME as a tool, to be used as a strategic and continuous improvement vehicle within the area of ethics, responsibility and sustainability which we have incorporated in the School's overall quality assurance improvement efforts. SSE is firmly committed to contributing positively to the PRME and is also currently in the process of evaluating further engagement such as joining the Chapter Nordic in a more substantial role.

Thank you for this opportunity and your support.

# SSE responsibility and sustainability in media

The collage features several overlapping media items:

- Top Left:** A newspaper clipping from 'KVALITET & FÖRNYELSE' with the headline 'Claudia Olsson lockas av de globala utmaningarna' (Claudia Olsson is attracted by the global challenges).
- Top Center:** A video player titled 'The benefits of a smaller market' from 'BUSINESS SCHOOL'.
- Top Right:** A screenshot of a 'Sustainable Business Virtual Live Classroom' webpage, mentioning a collaboration on ethics and sustainable business with the Financial Times, Technische Universität München, and others.
- Middle Left:** A screenshot from 'SVENSKA DAGBLADET' featuring a white Skoda Octavia RS Edition car.
- Middle Center:** A newspaper clipping with the headline 'Nationalekonomer duckar i debatten' (Economic experts duck in the debate), featuring a photo of Mats Lundahl.
- Middle Right:** A screenshot from 'HÅLLBART KAPITAL' with the headline 'MBA-utbildningar bidrar till kortsiktigt ekonomiskt tänkande - eller?' (MBA programs contribute to short-term economic thinking - or?).
- Bottom Left:** A newspaper clipping with the headline 'Haiti efter jordbävningen "Haiti kan inte räddas om inte USA tar ledningen"' (Haiti after the earthquake "Haiti cannot be saved unless the USA takes the lead").
- Bottom Center:** A newspaper clipping with the headline 'Redan före jordbävningen var Haiti en "failed state", en kollapsad stat, menar Haitiexperten Mats Lundahl.' (Even before the earthquake, Haiti was a "failed state", a collapsed state, says Haiti expert Mats Lundahl).
- Bottom Right:** A screenshot from 'Filosofiska rummet' with the headline 'Vinst. Vinst, en ful motort? Samtal mellan styrelseprofessorn Pernilla Ström, ekonomen Lin Lerpold och filosofen Joakim Sandberg.' (Profit. Profit, a ugly motor? Conversation between the professor Pernilla Ström, the economist Lin Lerpold and the philosopher Joakim Sandberg).
- Bottom Far Right:** A newspaper clipping with the headline 'Hållbarhetsforskare flyr ostbågarna' (Sustainability researchers fly from the cheeseburgers).



# SVENSKA DAGBLADET

Start Nätetgälv Kultur Ledare Mer

## Näringslivets agerande stärker inte varumärket Sverige

Svenska företags kritik mot Margot Wallström och uppdragningen av Saudiavtalet visar ännu en gång att kortsiktiga affärsmässiga överordnade företagens hållbarhetsutställelser. Om Sverige ska uppfattas som en förebild när det gäller etik och demokrati krävs ett tydligare ställningstagande bland svenska företag. Det skriver professor Lin Lerpold.



Margot Wallström Foto: Christian Olsson/TT

**DEBATT / SAUDIARFÄREN**  
Oavsett politiska sympatier, affärsmässiga eller religiösa övertygelser kan vi konstatera att Margot Wallströms utnämning av Saudiarfären inte är lönsam. Det är fel på en regering som systematiskt utskärmar utredningsföretag, kändiser kvinnors rättigheter och följer homofobiska. Dessa delar av omvärlden applicerar när ett land som Sverige tar så tydlig ställning för mänskliga rättigheter och demokrati. Men i Sverige kritiserar Wallström stället för företagare, politiker och stora delar av medborgarna. Detta för att hon placerat etiska och demokratiska kriterier hos arbetsgivarens maktägare. Land som Sverige valt att inte följa ett avtal som i sin reformering i princip var veckningslöst. Spjottvändningen och ljudskapet ska emellertid inte underskattas - Sverige vill inte ha en militär samarbete med Saudiarfären som landet ser ut idag.

Även i det "jämställda" Sverige bedöms en kvinnas anseende som är utrikesminister som är man.

MEET THE DEANS

## Meet the Dean: Lars Strannegård, Stockholm School of Economics

Della Bradshaw

November 28, 2014 3:56 pm



©David Parry

Lars Strannegård is a predictable choice for president of the Stockholm School of Economics, a role he took on in June. On another level his appointment is...

With Swedish academic, Prof Strannegård has an international reputation as a visiting scholar at Stanford University in the US and at Gallen in Switzerland. And although he is a professor of economics, he is a bit of an artist at heart.

Not only is he vice-chairman of the board of the Swedish Arts Council, he is on the board of the Bergman Estate on Fårö island, where Swedish film

di.se

BÄSTA EKONOMISKA SJÄLT 2013

STOCKHOLM 17.30

-0,6% (10,7% i år)

DOW JONES 20.05

-0,8% (1,0% i år)

PREMIÄR 30 JUNI

>> Läs mer här!

Nyheter Opinion Aktiegränser Börsnyckel

Tillbaka

## Debatt: Hög etik har betalat mutor.

Uppdaterad 2012-09-27 09:04. Publicerad 2012-09-27 09:03

Frågan är inte om Telia Sonera har följt lokala lagar utan om den betalat mutor. Frågan är i stället om företaget har följt de globala normer som Telia Sonera åtagit sig. Experterna Parul Sharma och Lin Lerpold.

Händelser som Telia Soneras köp av 3g-licenser i Uzbekistan och tidigare verksamhet i Sudan samt regeringens försvar av svåra illustrationer den svenska dubbelmoralen. Å ena sidan vill vi ha där vi ser oss som självklara globala medborgare, å andra sidan principer inte äventyra företagsvinster eller sysselsättning. För nationella trovärdighet sätts på spel när det marknadsföras hög etik och ageras på motsatt sätt.

# HÅLLBART KAPITAL

OMVÄRLDSBEVAKNING

Home ALLMÄNT FORSKNING INTERVJU BOKTIPS KRONIKA

You are here: Home > ALLMÄNT > Bästa hållbarhetsrapporten utsedd

## Bästa hållbarhetsrapporten utsedd

Postad av Emma Sjöström on May, 2013

Årets bästa hållbarhetsrapport från ett börsbolag har producerats av hygien- och pappersbolaget SCA. Det menar tidningen MiljöRapporten, som tillsammans med en extern jury gått igenom rapporterna från samtliga 58 largecap-bolag på stockholmsbörsen.

En avgörande faktor var det fördjupade fokus på materialitet som SCA har i sin rapport.

SCA:s chef för hållbarhetsfrågor, Kersti Strandqvist, kommenterar:

„Vi har utökat våra mätbara mål från fyra till elva i 2012 års rapport eftersom vi vet att det som mäts också blir gjort. Vi vet också att dagens konsumenter ställer höga krav på hållbarhet och transparens och försöker leva upp till det.“

## CSR en guide till företagets ansvar

av Tommy Björkqvist, Hans De Geer, Magnus Frostenson, Lin Lerpold, Sara Nordbrand, Emma Sjöström, Susanne Sweet, Karolina Windell

HÅLLBART, SVENSKA, 2012

432 KR

Ladda ner boken gratis

SRABLA ÖMSKÖLETA

En bok för arbetsgivare! 344 sidor 210 sidor bilder

CSR - en guide till företagets ansvar presenterar arbetsområdet Corporate Social Responsibility. Boken är utökad av såväl de många frågor som utgör CSR och visar samtidigt hur de olika frågorna hänger ihop. Områden som boken går igenom är bland annat: etiska riktlinjer, anti-korruption, miljö- och hälsofrågor, marknadsföring och strategier. Boken innehåller även case med exempel från CSR.

CSR - en guide till företagets ansvar är den hittills mest omfattande bok som beskriver CSR på svenska. Den är förtärd av några av Sveriges främsta experter i ämnet. Alla har en bakgrund som akademiska forskare inom hållbarhet och CSR-området och är medlemmar i den etablerade European Association of Business Schools (EABS).

Läs mer

# MiljöRapporten

Nyheter, analyser och utbildning inom miljö och hållbarhet

OMVÄRLDSBEVAKNING TIDNING UTBILDNING KONFERENS

2013-06-27 18:19

## Materialitet ledde längst

BÖRSENS BÄSTA HÅLLBARHETSRAPPORT 2013

Tidningen MiljöRapporten har utsett årets bästa hållbarhetsrapport från de stora börsbolagen. En tydlig materialitetsanalys gjorde SCA:s rapport till årets främsta, före de övriga finalisterna Volvo, Sandvik, H&M och SEB.

Läs mer (pdf, 3.4 MB)

MiljöRapporten har tillsammans med en extern jury synat årets skörd av hållbarhetsrapporter från de stora börsbolagen. Granskningen visar att utbudet varierar stort när det kommer till omfattning, tillgänglighet och innehåll. SCA:s rapport är den mest omfattande och innehåller till över 160 sidor fristående samt ett stort antal löpande uppdateringar på webben. SCA har också lyckades SCA. Utifrån en fördjupad materialitetsanalys har hygien- och pappersbolaget SCA gett jämfört sin affärsstrategi med intressenternas syn på hållbarhet. Det är en stark grund för att formulera nya mål. En föregångsmodell för att på resultat och erfarenheter från föregående år. SCA är en av de mest kända i den knep SCA framför de andra finalisterna Volvo, Sandvik, H&M och SEB.

„Materialitet ledde längst“: För den som frågar sig vad hållbarhetsrapporter egentligen ska innehålla och om de fyller någon funktion framstår SCA:s rapport som ett tydligt exempel på ett företag som går från pliktskyldigt redovisande till strategiskt arbete.

SCA:s hållbarhetsredovisningar säger juryn bland annat: SCA har ett lågt nivå och tidigare år på kvalitet och innovation, troligen som ett resultat på besparingar och i väntan på nya riktlinjer från GRI i maj. Däremot börjar SCA bli läsbara och inte bara interaktiva för sakens skull. MiljöRapporten är en av de mest läsvärda rapporterna bland de andra finalisterna Volvo, Sandvik, H&M och SEB. SCA är en av de mest kända i den knep SCA framför de andra finalisterna Volvo, Sandvik, H&M och SEB.

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Lin Lerpold på Klimatstrategidagen del 1

Hållbarhetsforsknaren Lin Lerpold och Di:s redaktör Malin Letters. Foto: Joey Abraham

Hållbarhetsmagasinet Di ska lyfta och stötta unga entreprenörer genom den nya Y-listan. En jury ska välja ut 25 personer under 30 år som utgör spjutspetsen inom ungt svenskt entreprenörskap.

Y-listan ska samla unga entreprenörer som har potential att göra avtryck på det svenska näringslivet utifrån kriterierna hållbart, digitalisera, värdeskapande och med en global potential.

## Di:s unga syskon på jakt efter stjärnskott

Uppdaterad 2015-02-24 08:05. Publicerad 2015-02-24 08:04



Hållbarhetsforsknaren Lin Lerpold och Di:s redaktör Malin Letters. Foto: Joey Abraham

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“Postikortit” by Avidday (Flickr) licenced under CC BY-NC-ND.

# Appendices

## Appendix 1

# SSE history milestones and recent events

- 1906 SSE Association is formed
- 1909 SSE officially opens, 110 students enrolled
- 1911 First graduates
- 1926 Opening of current building in city center of Stockholm
- 1929 First research institute is formed, the Economic Research Institute
- 1946 First PhD graduate
- 1968 Swedish Institute of Management (IFL) is founded
- 1971 SSE is one of the founding members of EFMD
- 1972 SSE is one of the founding members of International Teachers Program (ITP)
- 1975 Institute of International Business is formed, first exchange takes place (at NYU)
- 1976 Formation of Institute of Economic History Research
- 1977 Award of Nobel Prize in Economics to Professor Bertil Ohlin
- 1979 Opening of Institute for Management of Innovation and Technology
- 1980 SSE becomes member of PIM
- 1982 SSE Alumni Association is formed
- 1989 Stockholm Institute of Transition Economics, is formed
- 1991 SSE becomes member of CEMS
- 1992 Stockholm Centre for Org. Research and the European Institute of Japanese Studies are founded
- 1994 SSE Riga opens and the SSE Advisory Board and Corporate Partner Program are established
- 1995 SSE is a founding member of EIASM and the International Graduate Program is introduced
- 1996 Creation of Centre for Advanced Studies in Leadership
- 1997 SSE Russia opens
- 1999 SSE achieves its first EQUIS accreditation; the Stockholm School of Entrepreneurship is founded
- 2001 SSE Business Lab is established
- 2003 The Corporate Partner Program's Research Award is established
- 2007 The Bologna Accords curriculum is introduced
- 2009 SSE celebrates its 100<sup>th</sup> Anniversary
- 2010 SSE Institute of Research is established
- 2010 First double-degree initiative
- 2011 Swedish House of Finance is founded
- 2012 IFL become a wholly owned subsidiary of SSE; the female faculty booster program is introduced
- 2013 SSE becomes member of PRME
- 2014 SSE joins the Alliance for Research on Corporate Sustainability
- 2015 The Mistra Center for Sustainable Markets (MISUM) is established; endowed Mistra Professor Chair
- 2015 Record number of applicants to the BSc programs
- 2015 The International Advisory Council is formed

# SSE Equal Opportunity Plan

*Extract from the equal opportunity plan for 2015–2017, adopted by the SSE President in January 2015:*

In the coming years the equality and diversity work will have a strong focus on how SSE can move towards even gender distribution in all categories of employees and in SSE management, how SSE can create a student environment that attracts the best female and male students at all levels and how SSE can increase the knowledge and awareness of equal treatments of students and personnel through information and education.

The Equal Opportunity Plan was discussed at the Faculty and Program Board meeting on January 26 and then confirmed by the President.

*Objective 1:* Working conditions shall be formed in a way appropriate regardless of gender. They should also promote the social, ethnic or religious, and international diversity of the academic environment. This goes for the physical as well as the psychosocial working conditions.

*Objective 2:* Intensify and systematize the work to promote equal treatment, prevent harassment on the grounds of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age, and prevent sexual harassment at SSE. Analyze the needs and develop concrete measures in support of the continued work to promote equal treatment, combat and prevent discrimination and harassment based on gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation.

Offensiveness on the bases of gender, transgender, identity or expression, ethnic belonging, religion or other religious faith, disability, sexual orientation

or age, and to preclude discrimination. This type of offensiveness is often possible to prevent through increased knowledge/consciousness. SSE shall offer its managers and employees education on several levels.

*Objective 3:* Support to head of departments, program directors and managers that pursue and are responsible for equality plans on local level.

*Objective 4:* Employees shall have knowledge of the Stockholm School of Economics work against offensive behavior on the basis of gender, transgender, identity or expression, ethnic belonging, religion or other religious faith, disability, sexual orientation or age. Managers and key persons shall have knowledge about what is regarded as offensive behavior, and how to prevent and deal with offensive behavior.

It should be easy and obvious to all employees and managers to find the information regarding how SSE prevent and handle discrimination and harassment.

*Objective 5:* The aim is to increase the number of employees of the underrepresented gender in all groups and on all levels, in order to reach and keep an interval of 40-60. This should be targeted for management, faculty and administration separately. During the coming years SSE will continue its particular focus on how SSE can increase the number of female faculty members.

*Objective 6:* Differences in wages that do not have a rational explanation are unwarranted. These include differences that only depend on gender. SSE should have no unwarranted differences in wages that only depend on gender.

## Appendix 3

# Minor field studies

SSE thesis projects funded by SIDA through its minor field study scholarship program, 2013–2015 (currently 6 scholarships/year)

Author(s)	Title	Year awarded/ completed	Programme	Country
Otto Rathsman	Why do seaweed farmers join farmer organizations?	2012/2013	CE (economics)	Indonesia
Helena Cederlöf Elisabet Ålander	Does corruption matter for FDI location? Experiences from Indonesia	2012/2013	BSc (economics)	Indonesia
Xénia Aherdan Maria Strandlund	The impact of financial literacy and transaction costs on bank account uptake and use: a randomized controlled trial in Ethiopia	2013/2013	MSc (marketing and strategy)	South Africa
Erwin H. Hieltsjes Eliza Petrova	The impact of financial literacy and transaction costs on bank account uptake and use: a randomized controlled trial in Ethiopia	2013/2013	MSc (economics)	Ethiopia
Ida Frössander Petra Noreback	Satisfaction with water service delivery in South Africa: the effect of social comparisons	2013/2014	MSc (economics)	South Africa
Regina Jönsson Charlie Ekberg Enlund	An experimental study of corruption on students in Kenya: the next generations' willingness to change	2014/2015	BSc (management and economics, respectively)	Kenya
Gabrielle Tillberg Tim Westander	Financial literacy and repayment problems among microcredit clients – a minor field study in Tanzania	2014/2015	BSc (economics)	Tanzania

# PRME relevant publications

## Examples of PRME relevant articles

### 2015

- Andersson, P. & Mattsson, L.G. Service innovations enabled by the Internet of Things. *IMP Journal*, Vol 9, issue 1, 85-106.
- Carlsson-Wall, M., M. Lund, K. Kraus & E.Sjögren. “‘Accounting talk’ through metaphorical representations – change agents and organisational change in home-based elderly care”. *European Accounting Review* DOI.
- Hsu, S., Krosinsky, C., Kosmider, C., Reichenbach, M. & Sandberg, J. CO2 Tax and Refund for New York State. Report by the Network for Sustainable Financial Markets.
- Mattsson L.G. Bridging the gaps between policies for sustainable markets and market practices. Paper presented at the 19th Annual Conference of the International Society for New Institutional Economics, Harvard University, June 18-21.
- Rosengren, S., Dahlén, M., Exploring advertising equity: How a brand’s past advertising may affect consumer willingness to approach its future ads, *Journal of Advertising*, 44 (1), pp. 1-13.
- Sandberg, J. & Nilsson, J. Do ethical investors want purity or effectiveness? An exploratory study on the ethical preferences of mutual fund investors, *Journal of Financial Services Marketing* 20 (1): 34-45.
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### 2014

- Agrogiannis, S. G., “Making Headways with Sustainability? Mainstreaming Sustainability Issues in the SPP Market”, 3rd Interdisciplinary Marketing Studies Workshop, pp.: 1 – 28, Saint Maximin – France, 5th – 6th of June.

- Cárdenas, J.-C., Dreber, A., Von Essen, E., Ranehill, E., Gender and cooperation in children: Experiments in Colombia and Sweden, *PLoS ONE*, 9 (3), art. no. e90923.
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- Dreber, A., Fudenberg, D., Rand, D.G., Who cooperates in repeated games: The role of altruism, inequity aversion, and demographics, *Journal of Economic Behavior and Organization*, 98, pp. 41-55.
- Du, J., Liu, X., Zhou, Y., State advances and private retreats? – Evidence of aggregate productivity decomposition in China, *China Economic Review*, 31, pp. 459-474.
- Feng, X., Johansson, A.C., Escaping political extraction: Political participation, institutions, and cash holdings in China, *China Economic Review*, 30, pp. 98-112.
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- Nilsson Altafi, Sofia, "Evaluations as Mirrors and Co-constructors: An Empirical Investigation of a Microfinance Rating Agency and its Rating Practices from 1999–2014", Stockholm School of Economics.

### 2014

- Hederos Eriksson, Karin, "Essays on Inequality, Gender and Family Background", Stockholm School of Economics.
- Nilsson, Andreas, "Financing of Nonprofits and Social Enterprises", Stockholm School of Economics.
- Sandberg, Anna, "Empirical Studies on Sources of Inequality", Stockholm School of Economics
- Vardardottir, Arna, "Families and Friends: Essays on Applied Microeconometrics", Stockholm School of Economics.

### 2013

- Jakobsson, Amanda, "Essays on International Trade and Intellectual Property Rights", Stockholm School of Economics.
- Rademaker, Claudia A., "Green Media. Exploring Green Media Selection and its Impact on Communication Effectiveness", Stockholm School of Economics.
- Schumann, Abel, "Essays in Applied Microeconometrics Using Spatial Data", Stockholm School of Economics.
- Wolff, Claudia, "Education, Development, and Labor Markets", Stockholm School of Economics.

## Examples of PRME relevant MSc theses

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- Born, Andreas & van Eck, Pieter, Promising and Motivation of Politicians
- Bekele, Michael S. & Lemdal, Michael, Does Democracy Foster the Creation of Innovation? Disentangling the Interplay between Institutions and Political Regimes
- Bukenas, Jonas, Benefits of Sponsoring a Football Club: An Event Study
- Damm, Helene & Hutchison, Emma, Do you want to jump on this train? A field experiment on the impact of financial training on savings behavior in Rwanda
- Döring, Moritz & Wolfs, Koen, A Regional Investigation of the Impact of Unemployment and Household Income on

- Health - How Do Regional Differences and Crises Affect Mortality across Europe?
- Eyting, Markus & Hosemann, Arne, Organ Donation Shortage - Can Rewards Help Out?
- Florén, Joel & Poutanen, Hanna, Communicating Sustainability - is it worth it A closer look at three different message contents and their impact on the brand
- Hodosi, Martin & Turbahn, Carolin, Mentored by a Child? – Impact of Age on Enactment of Supervisory-Career Mentoring in Young Supervisor-Older Subordinate Settings: A Case Study of the Finance and Accounting Departments at Mars Inc.
- Hastén, Erik & Jakobsson, Patric, An Uphill Struggle – Employer Branding in Controversial Companies
- Jakobsson, Hannes & Kainz, Gregor, The Client-Consultant Relationship in a Nonprofit Setting
- Johansson, Madeleine & Skoghagen, Eva, Corporate Purpose Endorsement - A Way to Influence and Attract Multiple Stakeholders
- Jonsson, Nicolina & Zhao, Jenny, Counteracting Subconscious Gender Discrimination – A Study on Perspective-taking and Perceived Competence as Mediating Variables in Interpersonal Communication
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- Kenne, Alexandra & Thornquist, Disa, Determinants to decreasing CO2 emissions in the Swedish residential sector: An empirical analysis of the policy instruments
- Kores, Cecilia & Müllerschön, Dennis, An integrated perspective on emerging tensions between upward, downward and internal accountability within a development NGO setting
- Lenzin, Dimitri, The Role of Inequality in Technology Diffusion
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- Martinelli, Francesca, CSR reporting as a signal of good management. Do investors really care?
- Noreback, Petra & Frössander, Ida, Satisfaction with Water Service Delivery in South Africa – The Effect of Social Comparisons
- Poignant, Andrea & Stensiö, Sofia, The effect of integrated reporting on corporate environmental disclosure
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 Berg Wallström, Kristoffer & Näslund, Sebastian, De mentala hygienriskerna i en livsmedelsbutik  
 Bergenudd, Matilda & Nilsson, Sandra, Den oretuscherade sanningen – En oretuscherad modells påverkan på konsumenters CSR-uppfattning, attityder och köpintention  
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# Responsibility and sustainability events open to the public

Examples of public events 2013–2015 on broad responsibility and sustainability issues:

- 2015, MISUM Practitioners and Multi-stakeholder Workshops: Louise Brown, Principal Consultant Sustainability Advisory Services at DNV GL; Professor Robert Eccles, Harvard Business School
- 2015, MISUM Research Seminar: Max Jerneck, Lund, “Finance, innovation and the social conditions for the emergence of low carbon industries: examples from solar energy in the US and Japan, 1973-2005”; Professor Johanna Mair, Hertie School of Governance
- 2015, scientific ‘hackathon’ organized by MISUM: the Global Economic Dynamics and the Biosphere Programme, and the Beijer Institute for Ecological Economics, “Price volatility and financial markets - current debates and implications”
- 2015, SITE Academic Conference: “Fighting Corruption in Developing and Transition Countries”, an academic conference to bring together researchers across all fields of economics contributing to the debate about corruption, its effects, and the optimal tools to fight it
- 2015, SITE seminar: “The Business Case for Peace in Cyprus”, in cooperation with the Swedish Ministry for Foreign Affairs, a seminar regarding business perspective on the conflict in Cyprus
- 2015, Conference for leading academics, policymakers and practitioners on how to move towards global best practice in resolution planning and crisis management: The Financial Safety Net
- 2015, Inequality, Financial Stability and Sustained Growth. How the financial system is creating inequality and how inequality is driving financial instability and is undermining sustained growth has been identified by many contemporary researchers
- 2015, ESG investments. The interest in sustainable investing is growing rapidly. This creates opportunities, but also increases pressure on asset managers to incorporate ESG-factors into the investment process
- 2014, SITE conference: 8th SITE Energy Day devoted to market adaptations and policies necessary to address the green transition
- 2014, SSE Insights seminar on CSR: Corporate responsibility and its role in society
- 2014, SITE conference: “Institutional Challenges in Emerging Economies” with theme: “Institutional Challenges in Emerging Economies”. Institutions matter for economic outcomes
- 2014, Pause Foundation seminar: Building sustainable organizations - the role of diversity for sustainable decision-making
- 2014, SSE Insights seminar: Exporting corporate responsibility: Profitable for business?

- 2014, SITE Academic Conference about the ‘Economics of Inequality’. The distribution of income and wealth is one of today’s most widely discussed and controversial issues
- 2014, SITE lecture: Corruption in Afghanistan, by Dr. Saeed Parto from the Afghanistan Public Policy Research Organization on corruption in Afghanistan
- 2014, SITE conference: “Economics of Inequality”, with Branko Milanovic, City University New York, and Richard B. Freeman, Harvard University
- 2014, SITE event during SIPRI’s conference “2014 Stockholm Forum on Security and Development”: European values and historical memory, Prof. Dr. Adam Daniel Rotfeld, Former Minister of Foreign Affairs of Poland
- 2014, Lecture: ‘Post-socialist transformation in a comparative perspective’, Professor Leszek Balcerowicz, Warsaw School of Economics, Former Finance Minister and Deputy Prime Minister of Poland
- 2014, Lecture: BAM or Bust: the policy debate over the economic development of the Russian Far East Professor Stephen Fortescue, Honorary Associate Professor, University of New South Wales
- 2014, SITE Development Day 2014: Gender and Development: The Role of Female Leadership
- 2013, SITE half-day conference: “The challenge of Green Energy”
- 2013, Economic Growth in Russia and the impact of the Financial System, Mr. Mikhail Zadornov Chairman of VTB 24 Bank, Moscow
- 2013, SSE Insights seminar: Corporate citizens? Debating the role of business in society.
- 2013, SSE Insights seminar: Investment and business in Southern Africa - CSR challenges and opportunities
- 2013, Pause Foundation seminar: Sustainable leadership - future leaders’ perspective
- 2013, Seminar: “Ireland’s Economy: the Road to Recovery”, Alan Ahearne, National University of Ireland, Galway
- 2013, World Energy Outlook seminar: Redrawing the energy-climate Map
- 2013, Kapucinski lecture: Inclusive Capitalism
- 2013, Transparency International seminar: Transparency in corporate reporting

## SSE Housing Department: improvements since 2013

- “Green electricity” – all student dormitories are supplied with electricity which fulfills the requirements stipulated by the Swedish Society for Nature Conservation.
- Double-sided printouts – all printed material have double-sided print which saves 3,000 paper sheets each year. The ambition is to implement 100% digital documentation for housing issues in the future (contracts, information letters etc).
- Recycling – all dormitories have recycling containers for garbage. SSE consider it part of its students’ education to learn how to recycle.
- White goods, vacuum cleaners and cleaning materials – environmentally friendly equipment and cleaning liquids are being used throughout.
- Reduction of water usage – efforts are being made to reduce water usage by replacing old equipment with equipment that use less water.

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Stockholm School of Economics  
Postal address: P.O. Box 6501,  
SE-113 83 Stockholm, Sweden  
Visiting address: Sveavägen 65  
Telephone: +46-8-736 9000  
[www.hhs.se](http://www.hhs.se)

