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SCHOOL OF BUSINESS, ECONOMICS AND LAW

Master Degree Project in Innovation and Industrial Management

A mutual path towards a sustainable future

- A multiple case study of the importance of industry-university partnerships for sustainable development and responsible leadership in business education

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A mutual path towards a sustainable future

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Abstract:

The world is in need of a sustainable transformation in order to meet environmental changes soon to be reaching levels of no turning back. This transformational challenge requires new structures for making business, together with a new type of leadership practice. Educational institutions and the business community stand in direct connection to each other, with academia providing the business community competences and skills. Based on this connection, the purpose of this study is to investigate the importance of partnership between business education and business community as well as finding out what attributes and competences to be necessary for a successful development towards sustainability. The study is conducted through a qualitative method in the setting of multiple case studies and expert consultation. Findings of the study show that the perceived importance of partnership towards sustainability is high and are seen to foster graduates with a better matched skillset and the ability to enforce responsible leadership practices. The partnerships need to be concretized and clearly defined, something that as of today is not the standard.

Keywords; *sustainable development, sustainability, responsible leadership, partnership, industry-university collaboration, business education, business community*

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1. Introduction

Today's leaders face many complex challenges and uncertainties, influenced by political, economical, social and environmental changes and emerging technologies. New prerequisites require different skills and attributes from leaders today than from traditional leadership. Together with increased global societal development, business practice has come to include other additional values and characteristics which a lot of times are conflicting with each other (Dassah, 2010). Business ethics and responsible business practice are both areas that have changed a lot during recent years with the base in social and environmental forces, highlighting the need for an enforced development of responsible leadership and a long-term plan for sustainable development (Pless & Maak, 2011). Lawrence & Beamish (2013) argue that this global development requires a shift to a deeper and wider focus on long-term sustainable solutions rather than short-term profit. Furthermore, superior leaders who possess the ability and the interest to see responsible leadership as a superior part in business development, also succeed to implement it as a competitive advantage.

Researchers argue that the world is in need for an alternative future of higher management education. The world is approaching a level of no turning back in which the damage of ecosystems, and extensively, societies are damaged beyond saving (Rockström et al., 2009; Whiteman, Walker & Perego, 2013). Academia is no longer solely centered on research and education, it is now constituting a deeper societal role being part of the development of future innovation, sustainability and economic growth (Etzkowitz, 2008). Bennis & O'Toole (2005) does in the Harvard Business Review article "How Business Schools Lost Their Way", discuss the structure and culture of the modern business school. Management education has evolved from educating business practice almost solely by active practitioners, to focus almost solely on scientific research.

Several stakeholders, media and scholars are deeply worried over the fact that business schools educate students into having a narrow picture of their role and perception of their position in society, they lack the viewpoint of their ethical and social responsibility. Therefore, it is vital to reflect on the demands of the business education, its relevance of and its role in society through a holistic perspective (Losada, Martell & Lozano, 2011). Business schools today are lacking in focus on integrative thinking and broad issue-centered approaches (Martin, 2007). There is little training in dealing with problems of the real world, problems which are covering many areas and cross boundaries (Khurana, 2007). There is also a lack of devotion to learn and be aware of personal development areas (Dyllick, 2015).

Bennis & O'Toole (2005), argue that business schools get lost in measuring performance based on exclusively scientific research and fails to include measurements of how they succeed to deliver and implement basic knowledge and concepts of business performance. They further mean that this have contributed to an increased knowledge gap between education and practice and describe the business school curriculum today as “the effect, not the cause” of what affect the development of modern business education. It is of great importance to consider the significance and relevance of looking at the external environment to get a better view of necessary needs and changes of the business education. It is crucial to understand the challenges the world is encountering today, how these challenges impact the development and growth of businesses and thus, how this affects business education (Escudero, 2001).

1.1 Problem Setting

A world under more pressure than ever from social and environmental threats is in great need of a transformation within businesses, and in business education. Businesses need to adapt to and adopt a more extensive sustainable agenda to meet the societal demands, which requires a new type of leadership, a leadership based on a new set of leadership skills and attributes (Dassah, 2010). Business schools is one of the most critical places where the future is being created, here is where future business leaders are educated. Hence, business schools can to some extent be seen as responsible for managerial actions and their impact on economic development and its consequences in social and environmental areas (Irwin, Salskov-Iversen & Morsing, 2011). Roos (2014), claims that many organizations articulate that they have a hard time to find the talent and employees they need. This put pressure on business schools to transform and produce graduates that have the right type of skills for this new, radically changing world. Roos (2014) also emphasizes the importance of merging business and academia far more than what's present today.

Swaen, de Woot & de Callatay (2011) argue that business schools must educate the students for the twenty-first century and the challenges of sustainable development rather than focus on the profit-first ideology. The relation between business and business education is clear and as business changes, so does business education sooner or later. Business schools are mirroring the change in requirements and nature of business which therefore will result in a new systematic redefinition (Escudero, 2001).

Morsing & Saquet Rovira (2012) stress the fact that business schools stand in front of a huge challenge but also a great opportunity. They claim that business schools really need to understand and listen to what external actors have to say to be able to meet their needs. Industry-university collaborations, in which the theoretical knowledge of research and students is merged by real-life practice, is by many authors stressed as necessary to succeed with a development towards sustainability. Among these authors are Muff (2013) who highlights the importance of open collaboration between academia and practice, the gap that exists between the

parties today, and further, the need for improvement. Also the UN Global Compact initiated project PRME (Principles for Responsible Management Education) states;

*“Relationships, **partnerships**, joint activities **between academia and practice is crucial** for understanding the needs and possibilities of developing successful strategies of corporate sustainability and further develop strategies of how to adapt and **adopt these in the academic platform**”*

- (PRME B, 2016)

Based on the outspoken need of a transformation in business as well as in business education, together with the stressed importance of increased partnerships, the study seeks to further investigate this transformation through the perspective of industry-university collaborations, and more exclusively the collaboration between the School and its partner companies.

1.2 Empirical Setting

The School of Business, Economics and Law at the University of Gothenburg has approximately 4000 full-time students and around 300 faculty members. The School of Business, Economics and Law (hereafter named “the School”) consists of four departments; Business Administration, Economics, Law and Economy and Society. The School has a broad network with 100 corporate connections and 160 partner universities (Sundemo & Stenman, 2016). The management of the School began in 2011 to focus on how to include sustainable development in courses and programmes and during this time a working group was created to explore how to achieve this aim. By the time the School has formed a council for sustainable development (*Handelshögskolans råd för Hållbar Utveckling - HRHU*) to coordinate initiatives, support and be proactive with the overall aim at increasing the integration of sustainable development in courses and core activities. The School has a strong willingness to integrate issues of sustainable development into the education programs (Sandoff, Löfgren, Gipperth & Sundemo, 2013).

The School is working with developing the education and enhance the integration of sustainability and responsible leadership practices within parts of the programmes’, but it could be argued that the actions in progress are still undermined in seen to the programmes’ as a whole. In connection to the discussion above, a need of a more efficient implementation and extended focus, need to be allocated towards sustainable development activities as well as an expanded focus of management students prepared with the skills and knowledge to meet current and future needs of the society.

In the “*Strategy of 2012-2016*” the School claims that they need to evaluate how they can utilize their partner network as a room for discussions regarding the present and continuous changing demand after relevant competence in our society. The School continues with claiming that this will help them in their work with producing relevant research and education (the School of Business, Economics and Law, 2012). In the “*Strategy of 2017-2021*” the School describes the

collaboration between academia and corporate as essential in the development of building sustainable societies. The School has been renowned for integrating sustainability perspectives into the different study programmes and its aim is not only to integrate sustainability perspectives into courses but also focus on including more of global challenges in the curriculum (the School of Business, Economics and Law, 2017).

One crucial aspect in the School's new policy is to strengthen the programme curricula and develop the programmes in a structured dialogue with partners from the business community. The aim is to strengthen this cooperation with practice, equip students and the graduates of the School with knowledge and tools needed to contribute to a sustainable society and comprehend the concept of responsibility (the School of Business, Economics and Law, 2017).

1.3 Purpose of the Study and Research Questions

The purpose of the study is to investigate the perceived importance of industry-university partnerships towards sustainability, and more specifically the partnerships between the School and its partner companies.

In the perspective of the partner companies, the study seeks to find out what attributes and competences are of importance in graduates to possess the ability to handle global sustainability challenges through the practice of responsible leadership, as well as what challenges and opportunities these partnerships may imply.

The study aims to complement prior research by conducting the investigation in a corporate perspective in direct connection to the School as a preparing organ of knowledge and competences in graduates. This in order to contribute to a more streamlined competence match between academia and the business community in the adoption of sustainability and responsible leadership.

The research questions that this study aims to answer are the following:

How do the School and its partner companies perceive the importance of partnership towards sustainability?

- 1. What attributes and competences among graduates are required and desired by the partner companies of the School, related to sustainable development and responsible leadership?*
- 2. What challenges and opportunities do the School and its partner companies identify within their partnerships?*

1.4 Scope

This thesis focuses on large, global companies, all partner companies to the School. Large, global companies have reached a certain level of maturity and their global presence make them more relevant for this study due to the crucial aspect of responsible leadership in the global arena and its consideration of globalization aspects. To enhance and develop the business education it is vital for the School to investigate what attributes and competences that are needed to succeed in this environment and what challenges these companies face. Furthermore, to enhance the education the School needs to consider the importance of how the two worlds of business and education can come closer to each other and utilize this collaboration.

1.5 Disposition



Figure 1.1. *Thesis Disposition*

2. Theoretical Framework

This chapter will present the theoretical foundation of the study. It will begin with a definition of the concept sustainable development and responsible leadership, to further go into sustainable development and responsible leadership from two approaches, business and education, and lastly, an overview of industry-university partnerships as well as potential challenges. The chapter will end with a summary of the theoretical framework.



Figure 2.1. *Overview theoretical framework*

2.1 What is Sustainable Development?

In the end of the 1980's, the World Commission on Environment and Development investigated the relationship between economic development and environmental destruction. This have later come to be seen as a first step into an increasing sustainability trend in which the concept was globalized and became the foundation of a new global standard. The report "*Our common future*" (WCED, 1987), was written in 1987 under the leadership of the late leader of the WCED and simultaneous prime minister of Norway, Gro Harlem Brundtland, and hence the report is called the Brundtland commission. The Brundtland commission was the first of its kind to include economic, social, cultural and environmental aspects in the concept of sustainable development, and it was the start of the sustainability trend which is growing globally in a rapid pace. (UNECE, 2017). The commission defines the concept of sustainable development as following;

“Sustainable Development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concepts of “needs”, in particular the essential needs of the world’s poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization of the environment’s ability to meet present and future needs. Thus the goals of economic and social development must be defined in terms of sustainability in all countries developed or developing, market-oriented or centrally planned.”

- “Our Common Future” (WCED, 1987)

Further, ISO 26000 (2010) defines sustainable development as;

“Responsibility of an organization for the impacts of its decisions and activities on society and the environment through transparent and ethical behavior that

** contributes to sustainable development, including health and the welfare of society*

** takes into account the expectations of stakeholders*

**is in compliance with applicable law and consistent with international norms of behavior*

**is integrated throughout the organization and practiced in its relationships”*

- Lowelhyne (2011)

2.1.1 Agreement for Climate Change and 17 Goals for Sustainable Development

On the 25th of September in 2015, the General Assembly of the United Nations, adopted the resolution *“Transforming our world: the 2030 Agenda for sustainable development”*. This post-2015 resolution aims to state a plan of action for **people, planet and prosperity** with an extension of **peace and partnership** (UN General Assembly, 2015).

The resolution includes 17 goals and 169 targets of human rights and sustainable development. This resolution is an extension to the UN Millennium declaration stated in the Millennium Summit in September 2000. It seeks to fulfill the needs that were not met during the 8 goals and 15 year plan of the Millennium Declaration which includes gender equality, environmental stability as well as a global partnership for sustainable development.

Poverty and extreme poverty is stated as the main global challenge and also as a foundational requirement for sustainable development. The resolution is a determined step to take action against urgent environmental challenges that include sustainable leadership of natural resources and waste disposal, together with sustainable production and consumption. This to ensure a sustainable environment as of today as well as for future generations. In cooperation with each other, these sectors seek to ensure human prosperity in terms of economic, social and technological development, simultaneous and in harmony with environmental needs.

In favor of the environmental needs of the world, the United Nations Framework Convention on Climate Change (UNFCCC) adopted the Paris Agreement at the 21st Conference of the Parties of the UNFCCC in Paris on the 12th of December 2015. The agreement was negotiated by 195 countries and signed by 146. The head of the conference, and at the time foreign minister of France, called it a “historic turning point” in the development towards reducing global warming (Doyle & Lewis, 2015).

The basic aim of the agreement, which together with the 2030 Agenda is seen to make the greatest global commitment for sustainable development yet (UNGC, 2017), and is described in the second article as;

"(a) Holding the increase in the global average temperature to well below 2 °C above pre-industrial levels and to pursue efforts to limit the temperature increase to 1.5 °C above pre-industrial levels, recognizing that this would significantly reduce the risks and impacts of climate change;

(b) Increasing the ability to adapt to the adverse impacts of climate change and foster climate resilience and low greenhouse gas emissions development, in a manner that does not threaten food production;

(c) Making finance flows consistent with a pathway towards low greenhouse gas emissions and climate-resilient development."

To ensure stable actions towards sustainable development and collaborative progress, the resolution aims to do so by fostering inclusive and peaceful societies. Without peace, sustainable development will be obstructed and fail to meet urgent social and environmental needs. Societies should be free from violence and fear in order to be given the best possibilities to develop sustainable structures and create the foundation of a mutual relationship towards a global sustainable future. Through the global partnership of this groundbreaking resolution, the lives of a substantial part of the world's most vulnerable will be dramatically improved. With primary focus on fulfilling basic needs of the most vulnerable the partnership can, through strengthened global cooperation, be extended to include a larger segment and also generate a more powerful result (UN General Assembly, 2015).

All three dimensions of sustainable development; economic, social and technological, are each crucial element to the summarized success of the agreement and are dependent on each other in mutual cooperation.



Figure 2.2. 17 Goals for Sustainable Development (UN General Assembly, 2015).

2.2 Sustainable Development and Responsible Leadership in Business

2.2.1 CSR

Corporate Social Responsibility (CSR) is adopted and established in several companies today and has been explained by numerous definitions. Reasons for institutionalizing CSR in the organization could be to achieve a strategic advantage or political gain, self-interest or altruism (Doh & Stumpf, 2005). Clarkson (1995) proposed CSR to be a concept of companies being responsible to their shareholders but likewise to stakeholders such as workers, suppliers, environmentalist and societies.

The World Business Council on Sustainable Development (WBCSD, 1999) describes CSR as;

“Corporate social responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.”

Another example of a definition of CSR is the one of the European Commission (2011);

“The responsibility of enterprises for their impacts on society.... To fully meet their corporate social responsibility, enterprises should have in place a process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders.”

Lawrence & Beamish (2013) summarize corporate responsibility as a system of values and an attitude to direct a company to act with stakeholders' needs taken into account. Furthermore, it is about acknowledging the integration of business, society and the environment. It is a culture where managers, employees, investors and consumers have a collective responsibility.

2.2.2 Responsible Leadership

2.2.2.1 Background

A responsible person could be associated with a person who feels a genuine commitment to act responsibly and do what is right. A responsible business leader has a responsibility towards customers, employees, stakeholders and shareholders which refer to acting ethical and being held accountable (Waldman & Siegel, 2008). The theory of responsible leadership attempts to find the answer to who is responsible for what and towards whom in an interconnected business world (Voegtlin, 2012).

Maak & Pless (2009) define responsible leadership as:

“a value-driven and principles-driven relationship between leaders and stakeholders who are connected through a shared sense of meaning and purpose through which they raise to higher levels of motivation and commitment for achieving sustainable value creation and responsible change”.

Pless (2007) claims that corporate responsibility is further related to responsible leadership. Pless (2007) argues that following skills are required for leaders of corporate responsibility; awareness, moral consciousness, caring, openness to diversity and an understanding of the obligations that comes with running a business in today's society.

Today's leaders face many complex challenges and uncertainties. Influencing factors are political, economic, social and environmental changes and challenges, emerging technologies, and an increased consciousness for the environment. Simultaneously consumers are more and more aware of what they want and need. This new, uncertain, dynamic and fast-paced business environment characterized by challenges requires other attributes and skills than the attributes needed from traditional leaders. It is vital to do business with future generations in mind and highlight environmental and sustainability issues. These different prerequisites require a change in business leadership and the attributes and skills of a leader (Dassah, 2010). Both social and environmental forces have caused an increased attention towards responsible leadership (Pless & Maak, 2011). Businesses and leaders are expected to act and make sure the organization and its employees act responsibly and have a responsible culture in place (Maak 2007; Pless, 2007). Brown & Trevino (2005) also relate individual, organizational and systemic level scandals among businesses to the increased focus and strive for responsible leadership. Due to mentioned

factors, Pless & Maak (2011) find it logic with the quest among businesses to develop responsible leaders and make sure academics and future leaders understand both its origins as well as its outcomes.

Responsible leadership is surrounded by multiple definitions and hence definitional issues arises (Waldman, 2008). Quigley et al. (2005) argue that responsible leadership is a multi-level concept which links individual, organizational and institutional aspects. Individual aspects such as ethical-decision making and values, organizational factors and leadership which are related to corporate social responsibility and stakeholder theory while also bear in mind the effect from the institutional context, the cultural and societal settings such as collectivism and power distance (Pless & Maak, 2011). Doh & Stumpf (2005), argue that success is reached by a leadership based on core values and philosophies that mirror business principles and leadership practices that include a high level of ethical and moral behavior, which will have a favorable impact on organizational and societal prosperity. Further, Jones (1995) discusses the impact of ethical principles, cooperativeness, trust and trustworthiness that can result in great competitive advantage. He argues that a relationship based on trust, honesty and ethics are more likely to create and add good reputation and in addition influence a decreased opportunism through an expectation of responsible business behavior from their business partners.

Figure 2.3 shows Doh & Stumpf (2005) framework of responsible leadership and governance which proposed three dimensions of responsible leadership and governance namely values-based leadership, ethical decision making and quality stakeholder relationships. Individual and organizational antecedents, including corporate social responsibility, together create a foundation for responsible leadership.



Figure 2.3. “A framework of responsible leadership and governance: antecedents, construct and behavior” (Doh & Stumpf, 2005)

A firm's standpoint and use of ethical leadership practices will conclude in an increase in employer satisfaction, reduce legal problems and most likely promote ethical behavior both individually and organizationally throughout the organization (Trevino, Pincus Hartman & Brown, 2000). To generate a high level of internal trust and employee satisfaction, clear internal incentives and faith in the management team need to be in place. They also need to have the ability and integrity to make the best decisions for the organization as well as the society.

Ethical behavior needs to be integrated in company culture and demands discipline and a wider understanding of how decisions may impact not just the organization but also the society (Trevino et al., 2000). To enable this organizational structure, quality stakeholder relationships are also of crucial importance. Relationships built on respect, trust and cooperation are of great importance internally and externally, both between companies and in relation to other social structures (Doh & Stumpf, 2005).

Together with values-based leadership practices and ethical decision making comes a natural need of governance and accountability structures (Doh & Stumpf, 2005). Governance is by Doh & Stumpf (2005) explained as the structure that prevents managers to exploit their position in favor of opportunistic behavior. Governance is typically described in three perspectives; oversight of an independent board, pressure from investors and shareholders and a market for corporate control.

The ability to hear and receive input from a number of channels throughout the organization is highlighted as one of the biggest challenges within organizational governance. Examples of this may be employee surveys, focus groups or other types of interactions. The feedback provided through these processes could be used in the creation of accountability structures and are said to enable and encourage this development. Further, Doh & Stumpf (2005), argue that an effective governance structure is one that is open for oversight and access towards internal and external parties in continuous channels on multiple levels throughout the organization.

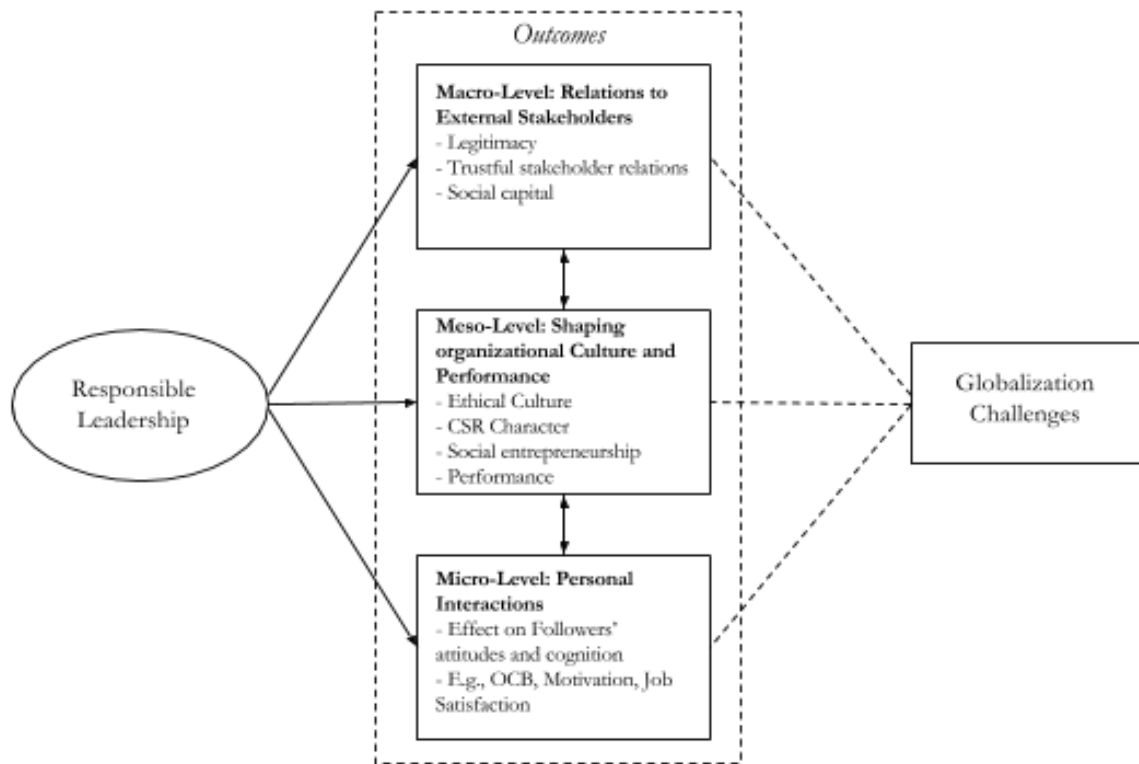


Figure 2.4. *Responsible leadership in global business (Voegtlin et al. 2012)*

Voegtlin et al. (2012) introduce a new model of responsible leadership and the organizational outcomes deriving from and influenced by responsible leadership. The outcomes are divided into three different levels; macro-level, meso-level and micro-level, and are all related to the rising challenges facing firms due to the globalization. The model indicates that globalization challenges can be approached through responsible leadership.

Global business is today affected by the concerns deriving from globalization such as, on the macro-level, an expansion in the public awareness of the actions of the company and a sometimes decrease in moral behavior. This put pressure on the companies to assure their moral orientation (legitimacy) and preserve their trustful stakeholder relations. On the meso-level companies need to build an ethical culture within the company, leaders are required to act according to satisfying processes within corporate social responsibility and strive to make the employees feel a sense of meaning with their work. These outcomes of responsible leadership are due to an increased global competition between companies and their performance. Lastly, on micro-level, companies need to further motivate and engage their employees and create a good environment due to the increase in a culturally heterogeneous workforce (Voegtlin et al., 2012).

2.2.2.2 Attributes and Competences of Responsible Leadership

Leadership could be described in many ways, Erpestad (2009) describes it as:

“leadership is a mutable quality which needs to change as the context demands, but there are a few consistent characteristics or skill sets that successful leaders frequently possess”.

It is essential for a responsible leader today to be able to manage a big portion of elements affecting the business and be able to see the big, holistic picture. According to Dassah (2010), the defining characteristic of a business leader today is a responsible leader who resonates with ethics. The leader is taking a long-term perspective rather than short-term profit and makes predictions about socio-environmental issues.

Schraa-Liu & Trompenaars (2006) claim that a responsible leader must be responsible for incorporating diversity among the personnel as well as among global suppliers, customers and society as well as recognize environmental issues while acting responsibly towards the bottom-line. Maak & Pless (2006a) also claim that the most relevant and important attributes are relational intelligence and moral character. Relational intelligence encompasses ethical and emotional intelligence. Ethical intelligence includes moral awareness, moral reflection and critical thinking skills as well as moral imagination. Emotional intelligence includes four skills which are using, understanding and managing and identifying emotion (Zaccaro, Kemp & Bader, 2004).

Lehmann (2008) suggest four crucial attributes of a responsible leader; business insightfulness, developed professionalism, ability to create wealth and reinforce shareholder value in the long-term. Dassah (2010) concludes that many attributes can be related to responsible leaders but the key attributes have the same base that relies on relationships and morality. Relationships cover as mentioned relational intelligence and its components emotional and ethical intelligence. Morality is based on trust, legitimacy, integrity, respect, accountability, honesty, active citizenship and introspection. Dassah (2010) further argues that these attributes are not just critical but need to be developed and an important part in developing future business leaders and their attributes are business schools.

Below in **table 2.1.**, Wilson, Lenssen & Hind (2006), present the top ten individual attributes for responsible leadership as presented by Dassah (2010).

Attribute	Percentage of respondents rating it as very important
Respect for employees at all levels	77
Honesty and trustworthy	76
Will not be complacent and assume things	72
Commitment to growth and development of employees	66
Will not let unethical behavior go unchallenged	63
Being honest and open with staff in the organization	61
Questioning business as usual by being open to new ideas, challenging other to adapt new way of thinking	60
Respect for diversity and equal opportunities	58
Taking a strategic view of the business environment	57
Ethical behavior embedded in personal actions and day-to-day behavior	57

Table 2.1. *Top ten individual attributes of responsible leadership - Wilson et al., 2006 - seen in Dassab (2010)*

According to Longsworth et al. (2012) important leadership insights for a sustainability executive are the following; having a broad access to and view across the business, understand big amounts of data, be able to inspire and create a vision, be a good communicator, create engagement among employees, build relationships among divisions, see ahead and be aware of external environments, follow good examples and finally be patient, passionate and have a long-term perspective. However, research confirms that one attribute which outweighs all other attributes or competences is “having the right attitude” (Muff & Mayenfisch, 2014).

According to Rose, Gordon & Hattingh (2010), responsible leadership should focus more on strategic alignment and have leaders that are able to fit to the society and circumstances of our time. Responsibility should be shared, without diluting **accountability**. Cameron & Caza (2005), emphasize that responsible leadership is synonymous with accountability and also about acting in a proper way, be empowered and have a clear vision of the future.

Responsible business leaders must understand the complexity of individuals, the complexity of relationships both within and outside the organization and all other layers of complexity that face businesses. In this complex world the responsible leader must be able to find opportunities and value and decide which ones to focus on (Prat-Pubill, 2010). Leaders must be aware of, consider and prioritize the key issues related to the global strategic objectives. This is what responsible

leadership should begin with, not with powerful stakeholders or the triple bottom line (Rose et al., 2010).

Skills of a responsible leader are furthermore coordinating, integrating and contextualizing ideas and actions, make sense out of ideas and actions, effective communication, emotional intelligence, qualitative and quantitative measurement skills, having a systems approach and organizational learning and lastly encourage collaboration (Lawler, Mohrman et al., 1995; Sadler 2001; Day et al., 2004; Ancona, Malone et al., 2007). Other competences today's students lack according to firms are adaptability, time management and communication skills (Pujol-Jover, Riera-Prunera & Abio, 2015).

Roos (2014) claims that future leaders must possess the abilities of sustainable global thinking, innovative and entrepreneurial talent, international experience, creativity, holistic view as well as an ability to manage complexity.

2.2.2.3 Global Responsible Leadership

The United Nations founded the UN Global Compact in 2000 which includes ten principles within four main areas; human rights, labor, environment and anticorruption (**Appendix D**). These ten principles should create a foundation of joint universal values for companies who work globally and simultaneously progress the goal of developing a more sustainable world, set by the United Nations. A globally accepted value system is fundamental when deciding what truly global responsible leadership is. It is also a reason to why companies should integrate these ten principles into strategies and operations, engage with the UN Global Compact and take action in UN goals and issues. These three criteria's (the headlines in the circles in **figure 2.5**.) are also what is included in the Blueprint model for Corporate Sustainability Leadership within the Global Compact (UNGC, 2010).

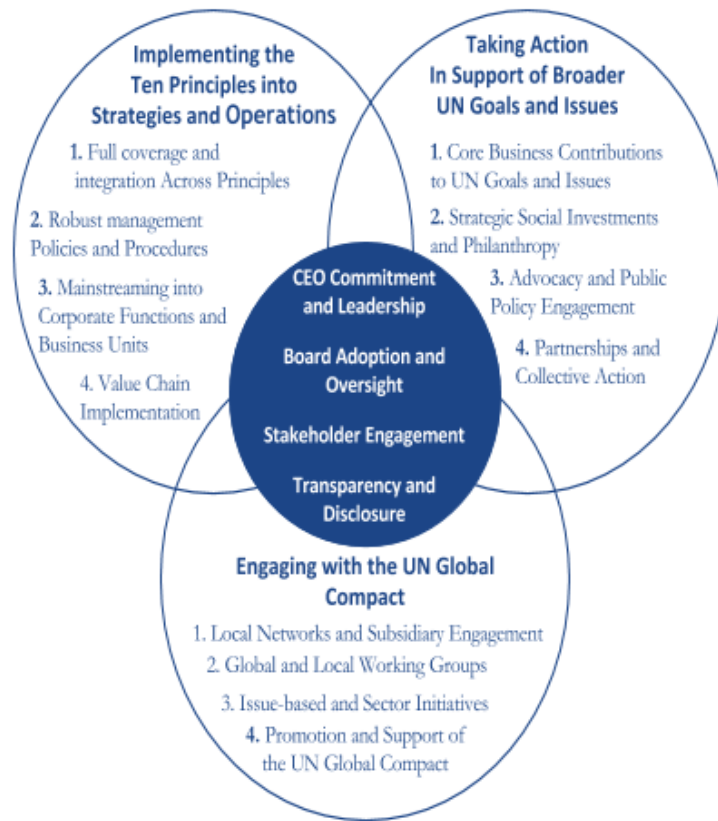


Figure 2.5. *Blueprint model (UNGC, 2010)*

The UN Global Compact is a voluntary initiative established through CEO commitments and their willingness to realize universal sustainability principles. The UN Global Compact requires a different type of leadership, namely global responsible leadership and the participating companies and their business leaders strive to carry out responsible and sustainable business practices (Lawrence & Beamish, 2013).

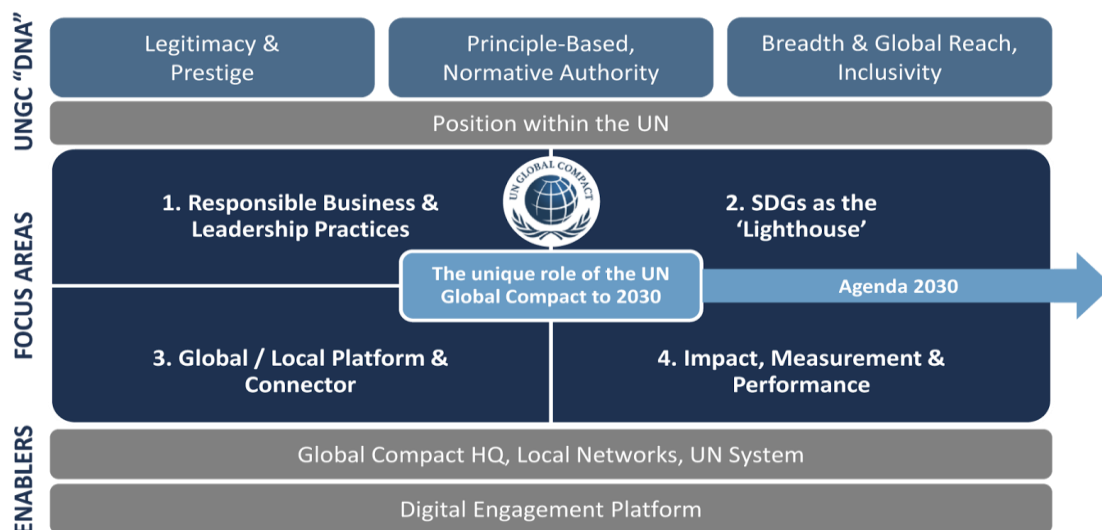


Figure 2.6. *The unique role of the UN Global Compact to 2030, UNGC (2017)*

In relation to the UN report “*Transforming our world: the 2030 Agenda for sustainable development*” (UN General Assembly, 2015), together with the Paris Climate Agreement (UNFCCC, 2015), the UN Global Compact have stated a new vision to have an impact to that these goals are reached. The Paris Climate Agreement and the 2030 Agenda together create the most powerful common agenda ever set in achieving peace and a sustainable future for the planet, and in which the business community is highlighted as a crucial player for a successful transformation (UNGC, 2017). As a catalyst in the global business community, the UN Global Compact have the responsibility to have an impact on and include the private sector to fully collaborate in this transformation.

Figure 2.6. shows a mapping of the UN Global Compacts unique role in the development of reaching the UN Global Compact 2030 Vision (UNGC, 2017), highlighting 4 main focus areas, (1) Responsible Business & Leadership Practices, (2) Sustainable Development Goals (SDGs) as the light house, (3) Global/Local Platform & Connector and (4) Impact, Measurement & Performance. Through these focus areas, the UN Global Compact seek to “*create a global movement of sustainable companies and stakeholders to create the world we want*”. The vision 2030 is aiming to drive business action in connection to the SDGs (UN General Assembly, 2015), and doing so particularly through UN partnerships and business innovation, all with a foundation in the ten principles of; human rights, labor, environment and anticorruption (**Appendix D**).

2.2.3 Challenges of Responsible Leadership

Wilson (2007) claims that the biggest challenge that all businesses encounter today is the challenge and increasing stress on companies to have a positive impact on society that goes past the conventional benefits. Leaders need to be able to engage employees in collective goals while assessing conflicting demands. Today’s leaders must be able to handle change and deal with sustainability challenges. Leaders are required to collaborate and cooperate more than before and manage clashing interests (Lawrence & Beamish, 2013).

Another challenge is what is socially acceptable within a business as well as conflicting values between continents, which makes the implementation of corporate responsibility on a global scale difficult (Lawrence & Beamish, 2013). Lawrence & Beamish (2013) further argue that these different needs between parties involve making tough decisions and require leaders who can manage financial, natural and human resources in an effective and responsible way. Leaders today are uncertain what they are able to do to improve and perform regarding environmental, social and sustainability goals. It is also a challenge for managers today to create a good picture and understanding of beneficial outcomes in the future (Weybrecht, 2013).

Lozano (2009), mentions the challenges of responsible leaders as being responsible for putting things in a context as well as being able to choose between all the options a business is facing in this complex world of today. It is also a challenge to manage a more complex organization with employees with different cultural and educational backgrounds. Furthermore, Lozano (2009) mentions that business leaders must comprehend the values of the employees and how to align their interests. To realize that the values work as a guidance for the employee's, continuous personal and professional development should be in place. Another challenge for a responsible leader is to see the advantages and disadvantages of using various organizational models that concerns communication, motivation, trust and exchange etc. These frameworks are not established and thus need to be created. To succeed with the purpose of the organization the values are crucial. Leaders of today battle with fulfilling stakeholders' interest and accomplish growth while at the same time balance human needs and broader responsibilities (Hargreaves & Fink, 2006).

2.3 Sustainable Development and Responsible Leadership in Higher Education

2.3.1 Definition of Sustainable Development in Higher Education

With the Stockholm Declaration in 1972 (UNESCO, 1972), sustainable development for higher education was defined as a way to;

"broaden the basis for enlightened opinions and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension"

- (UNESCO, 1972, Principle 19)

The Stockholm Declaration was the start of an increasing importance and acceptance of sustainable development as a concept as well as an influence for further declarations and plans of action towards change (Wright, 2002). This declaration, consisting of 24 principles, was the first of its kind to address and discuss sustainability as a matter of importance for higher education even though sustainability was not a main focus for the conference as a whole. Rights of nature and intergenerational equity were concepts that were stated as a step to;

"improve the human environment for present and future generations - a goal to be pursued together with, and in harmony with, the established and fundamental goals of peace and world-wide economic and social development"

- (UNESCO, 1972)

Swedish universities are since 2005 regulated by the government to include consideration of a sustainable development in all higher education. In 1 Chapt. 5 § of the Swedish Higher Education Ordinance (SFS 1992:1434, 2017), it is stated that:

“In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice.”

This statement was the first on the path to loud and clear determines the direction of the development of Swedish higher education.

Further, Lawrence & Beamish (2013) refer back to another set of principles by the UN Global Compact. They mean that the ten principles, presented in **Appendix D**, should be understood and recognized by all business students today and as well their complexity in terms of successful business implementation in both developing and developed countries. They describe the main challenge as;

“facing educators committed to the UN Global Compact ideals is how to cultivate the skills and knowledge that are the basis for responsible leadership. Academic struggle to find integrated materials that look at this topic from a multinational, interdisciplinary perspective”

- (Lawrence & Beamish, 2013)

2.3.2 Responsible Leadership in Management Education

Dyllick (2015) argues that for business schools to keep their legitimacy and regain it, it is a call for business schools today to transform themselves. The transformation is also crucial to be able to provide a solution to responsibility and sustainability crises. A major change in management education is needed but also within management research and faculty. The role of business schools today is as institutions with a significant, public responsibility. Business schools today need to understand their role in educating the leaders of tomorrow and question if they develop students with the competences they require to be able to solve the issues the society collectively is facing.

According to Irwin et al. (2011), business schools are central in the process of creating new economic, social and environmental conditions and will always need to reflect upon how to keep up with the progression in knowledge relevant to society within theory, education, empirical research, practice-orientation and dissemination. Furthermore, it is business schools' duty to contribute to society through these five areas previously mentioned.

The increased pressure on both businesses and business schools to act as socially responsible institutions requires consideration if the institution act responsible also in its day-to-day work (Losada et al., 2011). It is crucial that the values also are something the institution lives up to. It

is not only about introducing new courses or changing curricula. A business school that state that it is focusing on responsibility must make sure the managers and all management subsystems act responsible in its day-to-day reality. Escudero (2011) claims that the schools who will go winning out of this are the ones who are able to change its education and organization towards the innovation of sustainability and technology. To succeed with this the dean and directors' must be persistent and clear about their vision.

Furthermore, to succeed with the quality of the education and its relevance towards society, a partnership-type relationship is needed. It facilitates the reflection of current demands and focus in the curriculum. The companies chosen to be associated with the school indicate the focus of the school and how they define themselves, for example entrepreneurial companies to an entrepreneurial school. Also, the people invited to give presentations indicate the focus of the school (Losada et al., 2011). These partnerships are also considered as vital to be able to succeed and to collaborate in relation to CSR, sustainable development and globally responsible leadership. These parties cannot succeed separated from each other. Business schools should thus include dialogue and consultation with the different parties, include and involve in alternative ways of collaborating with business, governments, civil society, artistic communities and investors etcetera (Swaen et al., 2011).

2.3.3 Principles for Responsible Management Education

Principles for Responsible Management Education, PRME, is a task force founded on initiative from the UN Global Compact together with leading institutions for education during the Global forum "Business as an Agent of World Benefit" (PRME A, 2017). PRME has formed 6 main principles, which define sustainable development in higher education, as a platform for business schools and a foundation for responsible management education in the world (PRME B, 2016).

The previous UN Secretary-General Ban Ki-Moon acknowledged the advantages of the principles of PRME at the Global Compact Leaders Summit in Geneva in 2007 by saying;

“The Principles for Responsible Management Education have the capacity to take the case for universal values and business into classrooms on every continent.”

- (Escudero, 2011)



Figure 2.7. *Six principles of PRME - (PRME B, 2016)*

Based on these six principles, the main purpose of the PRME initiative is to prepare future leaders and lead professional development towards a responsible and sustainable business practice (PRME B, 2016). Development as such, is in need of foundational and drastic changes in code of conducts, accountability, responsibility and commitment to transform and change the way of doing business in order to adapt and enhance environmental, social and economic sustainability (Khurana, 2010). The PRME initiative has in its structure been said to be the number one catalyst of transforming and integrating sustainability and responsible management in business education to meet the demands of a societal stability and responsible economy (Rasche & Kell, 2010).

Principle 1 in PRME “Purpose” is, as stated above aiming to;

“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”

- (PRME B, 2016)

The emphasize on the purpose of business school’s within today's’ society and for the twenty-first century is not only regarded within PRME but also frequently mentioned in literature, such as Swaen et al. (2011) who argue that business schools must educate the students for the twenty-first century and the challenges of sustainable development rather than focus on the profit-first ideology. Poff (2010) also stress the purpose of universities in the 21st century as educating their students, and soon to be graduates, in ethical or responsible leadership. Poff (2010) argues that since ethical failure is so notable and unethical practices within business have been led by highly educated people in top positions, universities must include moral reasoning in curricula. Within the literature about failure of universities, much of it emphasizes the absence of educating integrity (Poff, 2010). Faculty and leaders in education should, together with leadership in business and politics, discuss what the university should do to assist in ethical and responsible leadership in the world.

“One thing is clear - the continuance of business as usual and leadership as usual is not sustainable for the majority of the world’s population.”

- (Poff, 2010)

2.3.4 The Collaborator Method

The World Business Council for Sustainable Development does in “Vision 2050” present a way for creating a sustainable world, in which *“people can live well, and within the planet’s resources, by mid-century”* (WBCSD, 2010). The Global Responsible Leadership Initiative presented in 2012 the “Vision 50+20”, a joint initiative with the aim to learn and create new ways to reinvent and transform management education for the coming 20 years. This in order to offer a disruptive and alternative development to meet the needs of a rapidly changing world.

Muff (2013), presents an extension to the “Vision 50+20” in which she illustrates a method for transforming and implementing a new way of educating responsible leaders for sustainable societies. This method, visualised in **Figure 2.8.**, is built as a coalition of three different roles; educating, enabling and engaging, overlapping in one collaboratory platform in which all stakeholders have an optimal place to meet. This collaboratory place enables stakeholders to discuss and visualize problems together to reach new solutions for common issues of different magnitude. Each role includes a number of underlying challenges of which Muff (2013) have in particular identified three for each role;

(1) “**Educating** and developing globally responsible leaders”

Transformative learning - This crucial state in leadership development relates to the task as a combined development together with the world and in which this individual identifies a personal responsibility to “co-create a world in a interconnected, deriving process.” The transformative learning seeks to explore and expand existing structures to find innovative solutions.

Issue-centered learning - Redirect focus from subjects to current issues of economic, societal or environmental art. To be able to adapt and understand changing markets and business environments, decisions need to be made in cooperation between affected stakeholders.

Reflective practice and fieldwork - To create the best possible foundation for a responsible leader, there is a need for combining both theoretical education and fieldwork to create a foundation for reflection of collected experiences. The level of self-reflection favourable does many times require an additional external factor in form of a coach or a mentor.

(2) “**Enabling** business organizations to serve the common good”

Research in service of society - This way of conducting research seeks to create a societal connection between researchers and stakeholders alongside a critical academic perspective. This open cooperation between stakeholders is argued to enable a development reflecting the active business environment based on current issues.

Supporting companies toward stewardship - In order to support businesses towards stewardship, there is a need to fill the gap between the academic research and corporate practice. This to create a long-term, future-oriented perspective which allows to spread outside the box.

Accompanying leaders in their transformation - Existing leaders need support to retrain for adaption to a future-oriented business. To enable leaders to transform the authors present the need for a cooperation between business schools, corporations and other external management training facilities in order to give the leader the best possible base for reflection and development.

(3) “**Engaging** in the transformation of business and the economy”

Open access between academia and practice - Business schools need to take advantage of business and public organizations as well as NGO’s. This to enable a foundation for shared knowledge and insights between faculty in academia and people active in a business environment, both in learning and in research.

Faculty as public intellectuals - Faculty and scholars needs to be highlighted and rewarded for taking the place as educators and knowledge ambassadors. There is a need for scholars to not only share their knowledge through academic research but also take place in the public room to provide knowledge and critical perspectives on development processes.

Institutions as role models - Business schools need to take lead in a fundamental

organizational transformation in which higher education is structured, financed, governed, selecting and in how they create value. Business schools as institutions together with its leadership and faculty need to be the change they wish to see in other actors taking part in the society. The schools need to provide the theoretical foundation of how to reform and adapt to a future needs in management education to mirror the societal situation.

(4) ***“The collaboratory the meeting place of the three roles”***

The collaboratory offers a space where all domains overlap in which all stakeholders can meet to address and solve issues under the influence of different perspectives from all members of a community. The platform enables knowledge sharing and developing new methods to meet and handle new societal situations (Muff, 2012). Muff (2013) discuss the collaboratory in three main sections:

(1) *“As the preferred place for stakeholders to meet”* - a place where all stakeholders are allowed to meet on equal terms and where issues can be discussed with perspective from actors in the public room as well as the academic institutions, including different demographics and cultures.

(2) *“Where all three domains overlap and where the vision truly comes alive”* - to create a space where research and education can develop together to create sustainable and responsible leaders in co-creation towards a society-serving management education.

(3) *“Collaborative action learning and research platforms organized around regional and global issues”* - A collaboratory can take place in organizations, communities in business schools or between business schools and practice. The value is identified in its issue-centered structure, in which academia and practice can meet in an equal arena developing new structures from current societal issues if they so are socially, economic or environmental.

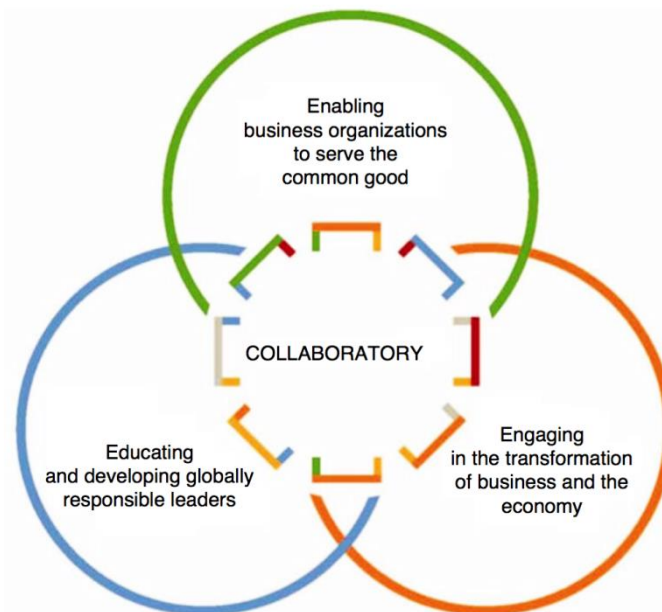


Figure 2.8. *The Collaborator method (Muff, 2013)*

2.4 Partnership and Collaboration

Within the business community, sustainability has become an essential and demanding principle. Companies today should not only generate profit, they should also do it in a sustainable and responsible way in which they protect the environment and generate societal value (Orecchini, Valitutti & Vitali, 2012). Universities have been seen to have a basic function of creating knowledge through research and further spread that knowledge to the society through education. Universities may not, in difference to the industry, have economic performance and profit as main focus even though it naturally plays a great role in that type of development (Orecchini, et. al., 2012).

Leaders from different industries and sectors agree upon that collaboration being one of the keys to sustainability and to solve the environmental and social challenges society encounter today. Copenhagen Business School (CBS) emphasizes the challenge that comes with sustainability but also stress all opportunities for universities, companies and other actors to collaborate in an useful way for society (Network for Business Sustainability, 2017).

The complementing structures in business and academia have shown to be beneficial in creation of sustainable innovations. This co-evolution process is sought to be strengthened through an active development of knowledge utilization as it is created. Furthermore, to efficiently include and reflect upon current needs of an inclusion of industry in higher education (Orecchini et. al., 2012). Lee (2000), states a number of reasons for collaboration between academia and industry including *“to develop products and processes”*, *“to conduct research leading to new patents and to improve product quality”* and *“to recruit university graduates”* on the business side and, *“to gain insights in the area of one’s own research”*, *“to further the university’s outreach mission”*, and *“to test the practical application of one’s own research and theory”* on the academic side.

Santoro (2000), discusses a two-way positive linkage in the correlation between intensity of industry-university collaboration and tangible outcomes. Further, Pertuzé, Calder, Gretzer & Lucas (2010), gives seven practices, highlighted as successful in industry-university collaborations that have shown to have generated major outcomes in terms of production of new innovations, solutions to problems and generation of new intellectual property. These include *“investment in long-term relationships”*, *“establishing strong communication linkage with the university team”*, *building broad awareness of the project within the company”* and *“support the work internally both during the contract and after, until the research can be exploited”*.

Roos (2014) emphasizes the lack of practical wisdom within business education which enables graduates to make good decisions when entering the labor market. Business schools should facilitate for students to work in real companies, have entrepreneurial workshops, customized

instructions, virtual learning and a growing trend is to create MOOCs (massive open online courses). Roos (2014) argues that business education today fall behind both within today's technology and to educate future leaders with relevant skills.

PRME did in 2015 publish a report on partnerships between business community and business schools to advance sustainability, in purpose of being an inspiration to potential initiatives and actions. Collaboration between the business community and business schools are based on the creation of mutual value and the co-creation of solutions for global sustainability challenges. Among many benefits of an increased partnership is for business a new and fresh input in current and future challenges, but also to scan for talent and future employees, shown in **figure 2.9**. For business schools, partnerships enable a real-time supported curriculum included real-world challenges, and enables graduates to be better prepared to face real-world sustainability challenges (PRME C, 2015).

<p>Business Partners are looking to:</p> <ul style="list-style-type: none"> • Develop partnerships with a strong value proposition through projects that have a clear business case • Connect with academic institutions that specialize in similar issues and core competencies • Help shape the programmes they participate in • Gain access to students/future hires and introduce them to their brand and company culture 	<p>Academic Partners are looking to:</p> <ul style="list-style-type: none"> • Solve real problems, co-create solutions, and improve future partnerships by learning from the process • Leverage and advance the core expertise areas of a university, aligning faculty research interests with industry needs • Develop robust, multi-dimensional, and long term partnerships • Deliver for the company while creating learning and career opportunities for students
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Figure 2.9. *Outlooks for partnership, (PRME C, 2015)*

2.4.1 Benefits with Industry-University Collaboration in Higher Education

The literature review has shown a more extensive research of the benefits of partnerships and collaborations rather than challenges or barriers which naturally created a larger focus towards these. Aizpun, Sandino & Merideno (2015), argue that university students today many times feel that the knowledge creation offered in their education is not compatible to real world phenomena and are built in black or white structures with one possible answer. These structures are argued to destroy student creativity which is considered to be of great importance, even of the same importance as literacy and should therefore be handled in the same way (Robinson, 2009). Real-world cases are not limited to solely one solution, they could be engaged in many different ways and creativity is therefore a crucial attribute of any employee.

Business schools today initial new ways of developing relevant competences in students within sustainability education. In addition to embed sustainability into curricula and create new programs and courses, business schools also establish an opportunity for students to experience real-world challenges (NBS, 2017). Other success stories for developing responsible managers have provided sustainability-focused exchange and learning opportunities, students have worked with real-world, supervised projects and students have been engaged in co-organize educational events (Hicks, 2017).

Aizpun et al. (2015), give a more specific picture of the benefits of industry-university collaborations in education. In the aspects presented by Lee (2000) above, discuss this in forms of the idea of creating a mutual platform in which students can create new ideas, products and projects. The students create an idea bank which opens up for an industry-university platform. In this platform the idea bank can come to life together with practice and an exchange between students and companies is enabled. **Figure 2.10.** presents a schematic diagram of educational benefits as a result of an industry-university collaboration.

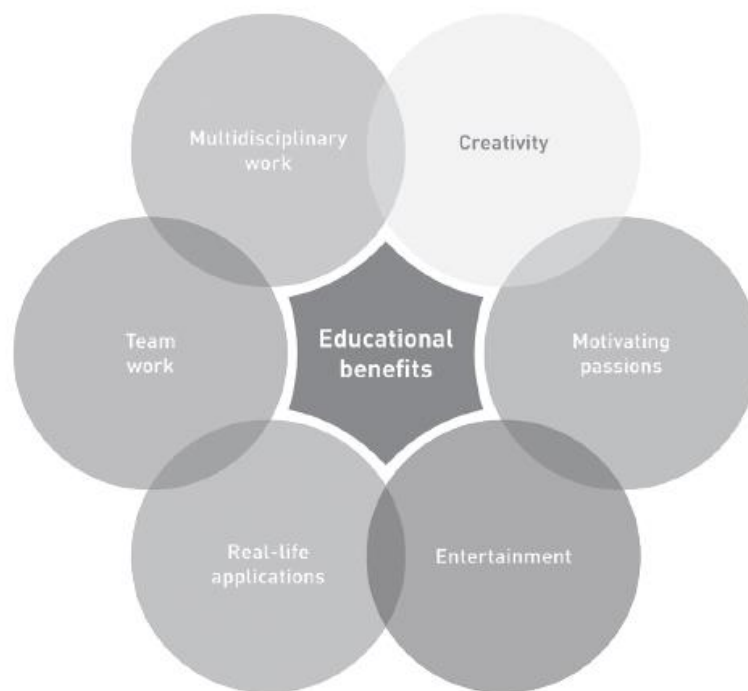


Figure 2.10. - *Educational benefits of collaboration (Aizpun et al., 2015)*

Besides the benefit of increased creativity, Aizpun et al. (2015) also discuss how creativity lead to other critical aspects (see **Figure 2.10.**) of educational benefits and creates an understanding in how ideas based on theory can be grown into something that could be applied in a real world setting. As presented in the previous section above, PRME C (2015) also stress the benefits of the collaboration with graduating future leaders who in a more effective way are prepared to encounter real challenges and how to reflect upon issues companies face today and in the future. The collaboration also facilitates real-time curriculum adaption for universities.

Benefits for university and education to engage in cooperations with companies are furthermore an opportunity to access managerial experience, enhancement of reputation and a possibility to test existing theories (Valentin, 2000). The cooperation has positive effects on education and can lead to new ideas of research (Bruneel, D'Este & Salter, 2010).

AACSB, the world's largest association of business schools, has a vision for the future where business schools should challenge the way they think, organize and act as well as their relationship to society and business community (AACSB, 2016). Business schools should implement strategies where they are positioned in the intersection of academia and practice. The intersection and space between theory and practice could include the partnership between the school and industry where platforms for new management ideas could be shared. The partnership could focus on education and training to support and customize needs. AACSB (2016) further stress the necessity of these two actors to collaborate more, in order to co-create ideas and to co-educate talent.

Brandt et al. (2008) mention different ways and activities of interacting within education-related collaborations. The ambition of these collaborations is to create students with an entrepreneurial attitude, make the knowledge flow between the actors and create an opportunity for building new networks. Collaboration through advisory boards, usually with local firms, can focus on curriculum, course structure etcetera to develop the educational programs. Other collaborations with local firms but with focus on learning processes and teaching include activities of real-life business cases, thesis advice, internships or firms lecturing. The third type of collaboration is the transfer between the industry and education by having local firms visiting career fairs, mentoring or career advice activities and trainee positions (Brandt et al., 2008).

2.4.3 Benefits with Industry-University Collaboration in Business

Collaboration between university and industry is not a new phenomenon, what's new is the viewpoint of the importance of the collaboration related to economic issues, growth and innovation. One area with increased focus between universities, private and public organizations is on collaborations within open innovation (Chesbrough, 2005). Firms collaborating with an university get an opportunity to develop a relationship together with the university to create innovation actions and access competences. Other positive aspects of the collaboration is an opportunity for the firm to guide what is included in the programs as well as the program quality and thus shape students with competences relevant for the firm and the industry. The ambition of education-related collaborations is to make the students ready for the real world, make them employable and transfer knowledge from both parties (Chesbrough, 2005).

Valentin (2000) mentions various benefits for the industry to cooperate with universities. Benefits mentioned are; accessing the university's resources, upgrading of competences,

opportunity to maintain and/or improve its competitive advantage and get a database of potential employees (from the graduating students). It could also include reduced costs and financial benefits. Another motivation to cooperate is the improved reputation.

The cooperation between university and industry should also be recognized as a mean to realize progress and sustainable development (Bektaş & Tayauova, 2014). The partnership between business schools and companies should yield a win-win partnership. The benefits for business to partner with business schools are several. Some benefits mentioned for businesses, in the PRME report “Partner with Business Schools to advance Sustainability “ (PRME C, 2015), are for example the opportunity for businesses to market their approach towards sustainability and the opportunity to access innovative ideas. Furthermore, businesses are able to engage their employees in sustainability topics and utilize the business schools as a neutral environment for different stakeholders to come together and share information. The partnership is also beneficial due to the possibility to ensure that future employees have the right skills and knowledge related to sustainability.

2.4.4 Challenges with Collaboration

One major barrier for cooperation between university and industry are the cultural differences that exist (Valentin, 2000). Divergence in objectives and interests is a frequent obstacle which affects the collaboration. Other obstacles to collaboration are communication problems and restrictions of for example research topic or publishing results set by the industry. Communication problems between university and industry might exist due to a lack of interest from the industry in the services provided of the university. The university on the other hand has neglected the demands coming from the industry. As mentioned, the culture is a huge obstacle and one example of a difference is the rigid and bureaucratic university while firms need to be flexible. Industry tend to have more of a short-term focus while universities’ have a long-term focus (Valentin, 2000). Another aspect is the difference in expectations of partnerships (Bruneel, et al., 2010).

Bruneel et al. (2010), find trust being one of the most crucial aspects for **overcoming** barriers in collaborations between university and industry. Trust is often created from long-term interactions and mutual understanding of each other's objectives. The face-to-face contact between the parties is vital and it should be many different channels and ways of interacting with each other to be able to overcome barriers. Experience of collaborating with each other could also decrease the risk of barriers for collaboration.

Hughes (2001) mention the value system of universities as a barrier within these kinds of collaborations and the heavy focus on the terms and conditions set by the university. Another weakness is the focus of the needs of the university rather than the industry’s needs. All these aspects decrease the chances of succeeding with the collaborations.

Another barrier mentioned by Hughes (2001) is whether the focus of an educational project done by the students should have a useful outcome for the company or rather focus on the education of the student, this mismatch in understanding the outcome of the project requires a clear dialogue before entering the project.

2.5 Summary Theoretical Framework

What is sustainable development?

As a first step on the path towards a more sustainable future was the Brundtland report, published in 1987 and what was come to be the first global standard for sustainable development. The report revolved around needs and how those needs should be met by environmental, economic and social sustainability and stressed the fact of creating a sustainable world for today, tomorrow and for future generations (WCED, 1987).

A number of reports have since then followed with the same value base, the latest, “*Transforming our world: the 2030 Agenda for sustainable development*” (UN General Assembly, 2015). The 17 global goals and 169 sub targets should lay the foundation of business, education and society. The goals are built around five main areas **people**, **planet** and **prosperity** with an extension of **peace** and **partnership**. The 2015 Paris agreement for Climate Change (UNFCCC, 2015), with the basic aim of limiting greenhouse emissions and keeping the global average temperature stable well below an increase of 2 °C, is in addition to the 2030 Agenda for sustainable development seen as the greatest global commitment for sustainable development yet (UNGC, 2017).

Sustainable Development and Responsible Leadership in Business

Responsible leadership is by Maak & Pless (2009) defined as;

“a value-driven and principles-driven relationship between leaders and stakeholders who are connected through a shared sense of meaning and purpose through which they raise to higher levels of motivation and commitment for achieving sustainable value creation and responsible change”.

The new uncertain and fast-pace business environment leaves requirements for a new type of leadership, a leadership that takes future generations into consideration as well as sustainability issues of today (Dassah, 2010). These needed changes are of individual, organizational as well as institutional aspects such as corporate responsibility structures, ethical and value-based decision making and power distance (Quigley et al. (2005). Globalization bring a new need for this type of leadership as an expansion naturally bring an increased public awareness and higher pressure to keep a certain level of legitimacy towards the business (Voegtlin et al., 2012).

Crucial attributes and competences for responsible leadership are mainly morality connected such as, moral consciousness, openness to diversity, cooperation, trustworthiness, respect, integrity, honesty and introspection among others (Pless, 2007), see also **table 1.1**. Responsible leadership is further discussed in terms of relational, ethical and emotional intelligence. Maak & Pless (2006a) argue that relational intelligence encompasses ethical and emotional intelligence. Ethical intelligence includes moral awareness, moral reflection and critical thinking skills as well as moral imagination. Emotional intelligence includes four skills which are using, understanding and managing and identifying emotion (Zaccaro, Kemp & Bader, 2004).

Challenges highlighted within the field of responsible leadership is that leaders need to be able to engage employees in collective goals while assessing conflicting demands. Leaders are required to collaborate and cooperate more than before and manage clashing interests in a responsible way that require prioritizing (Lawrence & Beamish, 2013). Lozano (2009), mentions the challenges of putting things in a context as well as be able to choose between all the options facing a business in this complex world of today. It is also a challenge to manage a more complex organization with employees with different cultural and educational backgrounds as a result of an increased globalization.

Sustainable Development and Responsible Leadership in Higher Education

Business schools of today are required to transform themselves, in the actual management education, faculty and management research. This to keep and regain their legitimacy (Dyllick, 2015). In terms of keeping legitimacy, business schools need to understand their part and responsibility in educating leaders for tomorrow's businesses and for the needs of society (Dyllick, 2015). This needs to be done by real commitment were these values are fully integrated not just in the documentation, but also in the day-to-day operations (Losada et al., 2011), through education, theory, empirical research, dissemination and practice-orientation (Irwin et al., 2011).

To succeed with a transformation towards responsibility and sustainable development, the dean and executive team need to be clear and deliver a clear vision (Escudero, 2011). The school needs to engage in partnerships with other actors in purpose of facilitating a reflection of current demands from business, government, civil society, communities and investors.

The UN Global Compact initiated project, PRME (Principles for responsible management education), aims to define sustainable development in education as well as lay a foundation for responsible management education in the world through six main principles; purpose, values, method, research, partnership and dialogue (PRME B, 2016). The six principles of PRME seek to prepare future leaders to meet the demands of a sustainable business environment and the society (Rasche & Kell, 2010). Seen to that the world on a regular basis can follow ethical failures and unethical practices within business led by highly educated people, educational institutions need to transform the education to include a larger part of moral reasoning (Poff, 2010).

Muff (2013), presents an extension to the WBCSD's "Vision 2050" with the "Vision 50+20". The "Vision 50+20" aims to learn and create new ways to reinvent and transform management education for the coming 20 years. The Collaborator Method is based on three pillars; Educating - focused on education, Enabling - focused on research and managerial support, and Engaging - focused on the part of common platforms and faculty as public knowledge providers. These three pillars do together further create the collaboratory in which creates a preferred meeting place for all actors as well as creates a space where the vision can come alive in collaboration.

Partnership and Collaboration

Universities work by the basic intention of creating and providing knowledge to the society. Roos (2014) argues that business education today fall behind both within today's technology and to educate future leaders with relevant skills. All education play a crucial role in a business environment but is unlike a business built on the foundation of a focus around performance and profit, built on the focus of bringing the society forward (Orecchini et al., 2012). Further, have the complementing structures in business and academia shown to be beneficial in creation of sustainable innovations. This collaboration is seeked to be strengthened through an active development of knowledge utilization and reflect the current and future needs of an inclusion of industry practice in higher education (Orecchini et al., 2012). Lee (2000), presents a number of reasons for industry – university collaboration seen from both sides including from the academic side, "to conduct research leading to new patents and to improve product quality" and "to recruit university graduates", and from the business side "to gain insights in the area of one's own research" and "to test the practical application of one's own research and theory" among others. Further PRME C (2015), state outlooks from both perspective to engage in partnership and collaboration (**see figure 2.10.**).

Industry-university partnerships and collaboration have seen to be very beneficial both in an educational and business perspective. Aizpun et al. (2015), highlight a number of elements in partnerships for educational benefits including creativity, team work, multidisciplinary work, motivating passions, entertainment and real-life applications of theory. Creativity is centered as the main beneficial element and is argued for as of the same importance as literacy, and should enquire the same focus (Robinson, 2009). Other benefits in developing responsible leaders includes sustainability-focused exchange and learning opportunities, opportunity for the firm to guide what's included in the programs and the quality of the program, accessing the university's resources, upgrading of competences, opportunity to maintain and/or improve its competitive advantage, get a database of potential employees (from the graduating students) as well as accessing new innovative ideas (Valentin, 2000).

On the downside of industry-university collaborations a number of barriers are discussed. Valentin (2000), discuss cultural differences as a crucial challenge and something that is increasing in line with globalization. He also highlights the different time perspectives between

educational institutions as a barrier, businesses tend to have a short-term focus with more flexibility when universities tend to have a long-term focus together with a high level of bureaucracy. Another potential barrier is that the learning outcomes get too focused on only one of the two perspectives, in most cases, the educational (Hughes, 2001). The focus tends to be on the students gain over the businesses which may harm the interest for the collaboration. Hughes (2001), mean that this may be partially due to the lack of flexibility and the heavy regulations and terms from the universities.

3. Methodology

This chapter will present an overview of how the study is conducted. First is a presentation of the research strategy, research design and research method, followed by a presentation of the data analysis method and lastly a presentation of the research quality.

3.1 Research Strategy

To answer the research questions set in this study, a qualitative method have been used. The qualitative method has been chosen based on that it gives the opportunity for a deeper and more profound investigation of the subject than if a quantitative method would have been used. The qualitative method compared to the quantitative method, investigates less objects in a more profound way. The quantitative method does instead handle a larger amount of data on which a statistical analysis can be made in purpose of statistically confirming or rejecting the investigated problem (Bryman & Bell, 2013). The structure of this study is based on the purpose of finding abstract connections in real-life settings. Therefore the qualitative method is considered most appropriate for this study and the relevance of the investigation.

There are three main ways to describe the connection between theory and empirical findings; inductive, deductive and abductive (Patel & Davidson, 2011). This study is conducted with an abductive approach which could be described as a combination between an inductive and a deductive approach (Patel & Davidson, 2011). A deductive approach can be described as, and are in this study used as building a theoretical framework which has been used to create the foundation for the collection and analysis of empirical findings. The inductive approach does instead seek to create a theory based on empirical findings, without prior anchoring in a theoretical framework (Bryman & Bell, 2013). The inductive approach can, in this case, be seen in the adaptability to change during the data collecting process. As the study is conducted in a real setting, the data collection includes the risk of finding new information, affecting the theoretical framework in different ways (Bryman & Bell, 2013). The benefit of an abductive research strategy in this case is that the risk of getting stuck in one way of working is minimized, this will decrease the risk of missing valuable information in the simultaneous building process between theory and empirical findings. The abductive strategy could also imply some risks, risks that the authors base their choice of studied phenomena on prior experience and knowledge which could exclude other interpretations (Patel & Davidson, 2011).

The use of a mixed research strategy is by Lantz (2007) described as a circular process of knowledge development which he further argues is exclusive to the qualitative research method. To in the best way consider all approaches, the theoretical framework and the empirical findings have been simultaneously developed, this to ensure its relevance towards each other throughout the process.

3.2 Research Design

3.2.1 Exploratory Case Study Approach

An exploratory case study approach is identified as the most appropriate choice for this study as the study seeks to find connections between existing theory and a multiple case study. The explorative design is mostly seen in studies before there is enough knowledge to conduct a more extensive research project, and is in many cases used as preparation for further research projects (Neuman, 2003). This design was considered as the most suitable based on the relative novelty of prior studies of the business community in a comparative approach to the School within the subjects of sustainable development and responsible leadership.

3.2.2 Multiple Case Study

Yin (2011), argues that the case study approach is in general especially suitable in research that seeks to answer questions with “why” and “how” in focus. This, as it allows the researcher to investigate the case in its complex and specific setting (Stake, 1995). The multiple case study design is an extension to the case study design, in which the researcher in some way seeks a comparison between the different cases involved. It further allows the researcher to not only compare the cases against each other and investigate their differences but also by what they have in common. This furthermore gives the researcher a broader foundation for a deeper theoretical reflection and analysis (Bryman & Bell, 2013).

Yin (2011) describes the multiple case study method as a way to make analytical generalizations of an investigated phenomenon to use in comparison to existing theoretical frameworks. This study aims to investigate of what importance certain phenomena are in a corporate environment, to use as a foundation for how they could be used in an academic environment, in this study with a main focus on the School. This study seeks to find a generalized image of the use and importance of the concepts of sustainable development and responsible leadership in a corporate environment. The multiple case study approach is based on these reasons considered most appropriate for the relevance of this study.

3.3 Research Method

3.3.1 Primary Data Collection

3.3.1.1 Interviews

The primary source of data in this study is semi-structured interviews. Semi-structured interviews require the researcher to hold a foundation of knowledge within the study on which the interview questions are built. The structure of semi-structured interviews enables a flexible

interview procedure in which the interviewee has presented a set of questions surrounding a certain topic but is allowed to freely construct the answers without limitations to other areas. This allows the interviewee to answer the question based on own interpretation. The questions are general in structure and are not required to be asked in its exact formulation, rather present a guide to areas wished to be covered. Important to take into consideration when interviewing a number of different interviewees is that the structure should correspond in between them to keep the focus within the study (Bryman & Bell, 2013).

The semi-structured interview is a common way of conducting qualitative research as it allows the researcher to expand its subject knowledge with the interviewees' personal experience and reasoning as an active practicer (Drever, 1995). In this study, the semi-structured interview is considered the most appropriate research method as the study aims to investigate the relationship between different actors in an implementation process. This type of process is formed by personal and professional interpretations and motivations which can be elaborated on and reached through the flexible structure of semi-structured interviews.

3.3.1.2 Case Selection

Every case included in a multiple case study should be evaluated and chosen based on its specific ways of answering the research questions (Yin, 2011). As the study is written in close connection to the School, the included cases have been chosen based on their potential value adding for this study with the School in mind. Therefore the cases outside the School have been chosen based on three main factors, (1) Partner company with the School (2) Company with global coverage and active within the Gothenburg area (3) Company with outspoken sustainability focus. These three factors have been chosen to create a focused and narrow foundation for the research, considered of the limited time frame and data access.

Furthermore, with the help of above presented factors, the partner companies have been ranked to find the most suitable for the study. Throughout the selection process there has been a close contact with the supervisor but also a close dialogue with the School. All corporate interviews have been organized through the Schools contact network, through representatives from the External Relations Department. This has been an active choice, to oversee the relevance of the School, but also to underline the enquiries with a bit more depth.

Which companies to include in the study have been discussed with the School, but have ultimately been chosen based on set requirements and limitations. The opportunity to use an already existing and well-established contact network have made the process more efficient and have also allowed a closer contact with interviewees of the hierarchical level to best suit the study. Besides their hierarchical level, the respondents experience and current position within the field of sustainable development have been crucial in the choice of respondents, as it gives a deeper understanding of the current development and the need for these subjects within the

companies. An individual in a leadership position, working directly with sustainability and responsibility questions has been considered of having a greater input of how it is tackled today and in what direction the development is going.

All enquiries were sent out by email, together with a short presentation of the authors of this study, the purpose and aim of the study as well as a draft of the interview questions. The interview questions in the first draft were, before sent in a final version, revised a second time against the literature and by the supervisor. As the research question aim to answer a “how” question, the interviewees were selected based on their managerial position and specific knowledge within the subjects of sustainable development and responsible leadership. To find the right interviewees to fit the purpose of the study, the introductory presentation and the interview guide draft were sent to the School contact person to further be forwarded by the company representative to find the most appropriate candidate based on set criteria's. In a few cases reminders were sent out by the External Relations Department of the School and later forwarded to the authors of this thesis. Four companies were contacted with inquiries and all four agreed to participate resulting in seven respondents.

Interviewees within the School have been carefully chosen based on their position as leading executives together with individuals with certain knowledge within the studied subjects. These respondents are individuals that have been direct decision makers in the transition towards a more extensive implementation of sustainability and responsibility in the School as an organization and in the educational programs. This, like companies respondents, are considered of having a greater insight in the meaning of these subjects and are of great importance for any decisions taken on the area in the future. The respondent outside the leading executives have been identified through the sustainability council of the School. The council facilitates a group of people working exclusively to enhance the expansion of sustainability and work as a committee directly under the executive team.

The study includes one expert interviewee which was identified through a guest lecture during spring 2015 as well as through the literature. The expert interviewee was carefully selected based on his specific experience within the investigated subjects as well as accessibility and availability to participate. The expert interviewee is an internationally recognized expert who has had a long career within and possesses great experience within the field of organizational learning and change as well as leadership. He has further during one year 2015-2016 worked within the School after receiving the Assar Gabrielsson visiting professorship, lecturing in the subject of applied corporate management. All respondents within the School as well as the expert respondent were contacted by email directly by the authors and out of five inquiries sent, five agreed to participate. In two cases reminders were sent out within seven working days.

Organization	Respondent position	Date	Time	Interview setting
School of Business, Economics and Law	Per Cramér Dean	7/4	69 min	Face to face
School of Business, Economics and Law	Olof Johansson Stenman Vice-Dean	10/4	64 min	Face to face
School of Business, Economics and Law	Anders Sandoff Senior lecturer	27/3	114 min	Skype call
External Expert	Göran Carstedt PHD / Guest lecturer	31/3	68 min	Face to face
SCA Hygiene Products AB	Per Brattberg Sustainability Reporting Director	28/3	66 min	Telephone call
SKF AB	Magnus Rosén Senior Sustainability Advisor	29/3	100 min	Face to face
	Jonas André Senior Sustainability Advisor	29/3	100 min	Face to face
	Jenny Roos Employer Branding Expert	8/5		E-mail
Volvo Group	Niklas Gustavsson Chief Sustainability Officer	3/4	64 min	Face to face
		7/4	32 min	Telephone
AstraZeneca AB	Fredrik Hellman Associate Director Safety, Health and Environment	20/4	104 min	Face to face
	Pär Linderum Talent Acquisition Hub Lead	3/5		E-mail

Table 3.1. *Interview compilation*

In two cases, the interviewee have expressed that some parts of the interview guide is out of his/hers area of expertise. These parts have mainly surrounded the partnership between the School and the Company. In these cases the study has been expanded to include another interviewee recommended by the main respondent. In one case the interview had to be split into two due to lack of time to answer all questions.

3.3.1.3 Additional Information

Our interview guide was built on the foundation of the sectioning of the theoretical framework and how it was initially structured. Three different interview guides were created as the study includes three groups of respondents; the interview guide for respondents from the School (**Appendix A**), expert consultant (**Appendix B**) and respondents from the case companies (**Appendix C**). As the study went on, the authors found some parts of the theory lacking relevance and other parts in need of some elaboration, it have since been slightly changed in line

with how extensive the empirical findings were within each section. Each section holds a number of different questions of which some are included in the empirical findings.

As touched upon above in section 3.3.1.2, it was shown throughout the data collection process that the interview guide in several cases was a little bit too long, resulting in a sometimes rushed interview process. In some cases it was noticed that some sections were outside the respondent's expertise. In those cases a search for an additional respondent possessing that certain area of expertise was made as far as possible. Due to the possibility, most interviews were conducted face to face. In cases where that possibility was not given due to geographical distances, telephone or skype were used. The benefits of a face to face- setting are that the interviewers are given a chance to interpret the respondent's body language and reaction as it goes along. This may add to a decreased risk of misinterpretation. A few additional answers were answered by e-mail, which does not allow for an interpretation of the respondents setting and state of mind.

The interviews were recorded through "AudioNote", a program that allows taking notes as the recording is active. The notes are given with timestamps and are therefore easy to go back and revisit to listen. During all interviews the study's authors were present, which enabled one focusing on taking notes and one focusing on leading the interview. This allowed the interviewers to stay focused on both aspects during the interviews. The notes could later be used as a support in the transcribing process making it much more efficient. The face to face interviews were held in the offices of each respondent. The telephone/skype interviews were held in private rooms without risk of interruptions.

3.3.2 Secondary Data Collection

3.3.2.1 Literature Review

The secondary data collection in this study is based on existing literature within the field of sustainable development and responsible leadership and does mainly consist of books, scientific articles and UN documents. For company background and operations information, company websites have been used for research. For the secondary data collection, a number of databases have been used such as Google Scholar, Scopus, LIBRIS, GUPEA, GUNDA, ScienceDirect and Emerald. Relevant literature has been further scanned in reference lists for a deeper literature view but also for further inspiration within the subject.

The theoretical framework in this study has been limited to the use of four main theoretical sources. These are the UN 17 Goals for Sustainable Development (UN General Assembly, 2015), the Six Principles of Responsible Management Education (PRME A, 2016), The collaborator method (GRLI, 2012; Muff, 2013) and the Blueprint model for Corporate Sustainability Leadership (UNGC, 2010). These four have been chosen to create the theoretical foundation as they are seen to cover all different aspects of the fields investigated in this study.

How these parts are connected to each other and further how they could be used in combination with each other is an area with a lighter scientific coverage. As the study seeks to find a connection between these different areas, the theories have been accepted and chosen to handle separately, to later combine them with each other and together with the empirical findings in the analysis and conclusion.

Empirical data collected through official documents from the case companies and the School is presented in a secondary reference list in section 7.1.

3.4 Data Analysis

The primary data collection, the semi-structured interviews, was transcribed in close connection with its execution. In the theoretical framework, the structure of a beginning table of headings was used to give an overview as well as an ending summary. The overview aim to create a categorization that can be put in comparison to each other between chapters. The key findings from the interviews were compared between case companies and the School in order to map out potential differences and similarities and to the secondary data collection, the literature review.

All interviews were recorded with the interviewee's authorization for transcript validation and precision. The recorded material made it possible to go back to clear potential unclarities and misinterpretations. During the interviews, extensive and timestamped notes were taken to ease the transcription, but also to highlight parts of extra importance. Bryman & Bell (2013), argue that the recordings is out of importance for data categorization and coding of qualitative research and were furthermore crucial to the theoretical reflections and the relevance of the study. The data analysis was conducted by highlighting key findings from all interviews to map them according to the sections of which the theoretical framework is built on.

3.5 Research Quality

3.5.1 Reliability

The reliability describes how well the researchers can present the reality of the studied setting, compared to how the surrounding environment perceives it. To reach a high level of reliability demands a research methodology that is based on the rules and regulations of how qualitative research should be conducted within the field (Bryman & Bell, 2013). In this study, Bryman & Bell (2013), have been used as the main regulatory framework to ensure the reliability of the research. Bryman & Bell (2013) further argues that it is of great importance that the empirical findings are presented to the interviewees to ensure correct interpretations of the collected

material in order to ensure that they are presented and compared in a correct way towards the theoretical framework and other empirical findings. The summarized key points were therefore sent to the interviewees for validation before presented in the analysis.

3.5.2 Validity

For the study to be argued 100% valid, all included material needs to be not only transparent and available for total examination, but also it requires that such examination has been taken place (Bryman & Bell, 2013). This can in other words be described as a high validity requires a highly generalizable and applicable to other research settings in order to test how well the research measures what it is meant to be measured. Bryman & Bell (2013) argue that the qualitative research is a shortcoming on these terms based on that it investigates abstract values and an overwhelming amount of information in a complex setting. The authors are aware of them not being able to present a fully valid research but have minimized the risk by constructing clear and well-formulated research questions as well as interview questions. Further, the interviewees have been causally selected based on their position to include leadership responsibilities and to work in direct connection with responsible leadership and sustainable development.

3.5.3 Language

All the interviews have been held in Swedish and then translated to English. This may imply a higher risk of misinterpretations than if the interview would have been held in English. The authors are aware of this risk and have taken it into consideration when transcribing the interviews and have after transcribing sent all answers included in the study to each individual respondent to minimize its influence. This to confirm that interpretations of the answers were correct. The reason for holding the interviews in Swedish was based on keeping the interviewee comfortable and feeling unlimited to expand freely on the answers.

4. Empirical Findings

This chapter will give a presentation of the empirical findings from the data collection. The empirical findings will be presented in three sections, the School, expert consultation and lastly the case companies. The sections will be divided by the blocks presented in the theoretical framework

Below will key points from the interviews, perceived by the authors, be presented from all sections; the School, expert consultation and case companies. The interviews were held in Swedish and hence, below key points are written and freely translated to English by the authors of this thesis and are thereby not direct quotes from the respondents. Tables, rather than text, have been used to structure and present the results in a desire to make it easier for the reader to get an overview of the empirical findings. The results are presented in the same order as the theoretical blocks to ease the reader's experience. Furthermore, answers that do not correspond to these blocks or not perceived of relevance to the research questions of this study were excluded from this chapter. Hence, all respondents are not always included.

4.1 Internal Case the School

4.1.1 Background

The School is part of the University of Gothenburg, holding around 4000 full-time students as of today. The School is managed by a faculty board which has the overall responsibility for the School's daily operations in form of content and resource allocation in education as well as research and PHD education. The faculty board is additionally supported by a Corporate advisory board which aim is to act as a bridge between the School and the business community, including both public and private actors, and further act as a sounding board and support in strategic questions (the School of Business, Economics and Law B, 2017).

The School has since 2016 been Sweden's first triple crown accredited business school, giving them a spot among 0, 5 % of the world's business schools within the category. In the *Strategy 2012-2016* (the School of Business, Economics and Law, 2012) the School did officially take a stand for sustainable development by integrating it in the 5 year strategic development plan for research and education. The School has during this time taken on a number of integration projects as well as established HRHU - the School of Business, Economics and Law's Council for Sustainable Development as a support function in this purpose (the School of Business, Economics and Law C, 2017).

Table 4.1. gives a brief overview and key figures of the School.

Number of Full-time students	Number of Faculty members	Number of interviews
4000	300	3

Table 4.1. *Key Figures the School*

Table 4.2. gives a brief overview of the number of companies involved in a partnership program together with the School. Furthermore, the partner companies' pay an annual fee to the School. The fee varies with type of interest and needs of the organization (the School of Business, Economics and Law, 2015).

Corporate Partnership Program	Number of companies
Senior partner	15
Associate partner	12

Table 4.2. *Key Figures partner companies*

Overview Interviewees - the School

Interviewee	Assigned Number
Per Cramér Dean	(1)
Olof Johansson Stenman Vice-Dean	(2)
Anders Sandoff Senior Lecturer	(3)

Table 4.3. *Interviewees the School*

4.1.1.1 Purpose, Partnership & Challenges

The School's perception of its work with the two principles Purpose and Partnership, within PRME, will shortly be described, as well as challenges related to this. The overview below is based on the PRME Progress Report (Sundemo & Johansson-Stenman, 2016).

Purpose

Principle 1 within PRME (Principles for Responsible Management Education) regards the purpose of business schools in today's society. In the latest PRME Progress report (Sundemo & Johansson-Stenman, 2016), the School gives an overview of their perception of the School's purpose. The overview emphasizes; the School's responsibility, both collectively and individually, the School's responsibility to offer programs preparing students for complex challenges facing society, the School's responsibility in educating the next generation of decision makers and the School's focus on sustainable development in its strategy.

Furthermore, the School's aim within the purpose principle is stated as;

“The aim is to ensure that when our students leave the School they are armed with relevant tools in the form of concrete skills and insights related to key sustainability issues and that they grow as individuals. Ultimately, we are endeavouring to ensure that they succeed well as individuals on the labour market they are about to enter and that in due course they will contribute to making the world a slightly better place.”

- (the school of Business, Economics and Law, 2013)

Partnership

The School states in its mission that they want “To develop knowledge, educate and foster independent thinking for the advancement of organizations, policy and a sustainable world” (the School of Business, Economics and Law, 2017). Principle 5 within PRME regards business schools' partnerships and the School further argues that corporate and public connections are decisive to be able to succeed with the aim of contributing to the development of successful organizations and a sustainable world. Moreover, the School has close relations with business and public authorities, as well as other organizations, to be able to embed this cooperation in all the School's activities. Sustainability perspectives and issues have an increasing presence within seminars, workshops and guest lecturers (Sundemo & Johansson-Stenman, 2016).

Challenges

A selection of challenges, related to both partnerships but also for the School in general, are stated in the report as; mutual trust, continuous dialogue, meet the needs of its partners and be

able to lead change. Also, determination, endurance and enthusiasm is needed in the School's continuous work with sustainable development (Sundemo & Johansson-Stenman, 2016).

4.1.2 Empirical Findings the School

Definition of Sustainable development

This section presents how Sustainable Development is defined within the School.

Definition of Sustainable Development	
<i>Definition</i>	
Interviewee (2)	- base in the Brundtland report - defined in the document "This is sustainability to us"
Interviewee (1)	- came to be confirmed by the UN 2030 Agenda for Sustainable Development but is not set up around it - one existential goal, the environmental. Without controlling the environmental questions, others become unachievable

Implementation of Sustainable Development and Responsible Leadership

This section considers the interviewees' perspectives of the implementation of Sustainable Development within the School, both in the education and in the organization.

Implementation of Sustainable Development and Responsible Leadership	
<i>Main driver for the School's implementation of sustainability and responsible leadership</i>	
Interviewee (1)	- from our perspective, it is social responsibility
Interviewee (2)	- it is a combination of an inside perspective/belief of taking part and contribute to something good and important for the world as well as a demand from the market - this type of knowledge is demanded to be successful in the market, therefore we have to provide that to our students
Interviewee (3)	- our strategy, comes into place when we have an executive team that prioritize these questions but also the culture within the School
<i>Use of structural guidelines in the implementation process</i>	
Interviewee (2)	- members of PRME with the aim to support a general and positive development
Interviewee (1)	- relate to the 2030 Agenda for sustainable development, but does not lay the direct foundation to our strategy - take active part in SDSN
Interviewee (3)	- pretty ad hoc, there is no compiled framework for implementation

Sustainability as part of the everyday operations throughout the School

- Interviewee (1) - yes. Then we fall into psychosocial work environment which we take very seriously
- academia one of the most competition driven industries, under constant inspection from many external actors, society, taxpayers, etc. We need to stay afloat
- Interviewee (2) - involved in the development of the new property being built, making sure is of the absolute highest quality and energy standards
- social sustainability in being a fair employer
- Interviewee (3) - we are behind in the implementation of responsible leadership. Many business schools that are ahead in these areas have professors specialized in responsible leadership, we don't

Importance related to other areas in academia

- Interviewee (2) - it should permeate the knowledge we give our students to succeed in their careers, but also in how they can succeed in contributing to a better world
- would not consider the sustainability focus to be impeding in any other area, it is rather a way for us to increase quality
- Interviewee (1) - the skills is needed in our society, and this type of knowledge to handle sustainability problems is needed in today's students. Research sees a great need for this

Biggest challenges with implementation

- Interviewee (1) - to constantly renew and critically review sustainability and the importance of concept - must be seen in an overall perspective
- it is about maintaining a live discussion on a continuous basis - it must take place everywhere at the School - we need to keep the pot boiling
- Interviewee (2) - the long-term perspective, to succeed in the other end
- Interviewee (3) - the biggest challenge may be to truly integrate in our research as something that will actually make a difference
- for faculty is another competence area that needs to be taught

Competence gap graduates/business community

- Interviewee (1) - I think that there has been a knowledge gap between market demand and the competence our graduates possess
- we have not been fast enough in the past, but I think that we have made progress in catching up, and that we today are ahead compared to our competition
- Interviewee (2) - I don't see it so clearly in my role, when I talk to representatives from companies they are very positive about sustainability and that we have a great focus on the matter
- at the same time is it something that managers today are "supposed to say" and I am not sure that they always follow up on it
- from my point of view I would say that you can see a changed attitude towards the matter today than 10 years ago, but when you apply for a job it is nevertheless as usual
- Interviewee (3) - there is a gap both when it comes to sustainability and responsible leadership

- there is a knowledge gap between what the students should have and what the demands are, from us as civilization

Knowledge and core competences for efficient responsible leadership

- Interviewee (3) - all the sub-elements that we have in our programs must be integrated in depth with a sustainability twist, that is, understanding the key issues and what role they play
- everything should not be about sustainability, but you should understand its role
- Interviewee (1) - the responsibility part confirms the "with power come responsibility"
- it is there that we have been able to see the weakness before, that the understanding that the decision-making position affects more than one's own, the decisions that are taken have a bearing both in and outside the workplace - that is the absolute core competence
- nothing we can dictate for the students, it is about ethics and morals
- As far as possible, we try to present what is considered right and wrong through moral and ethical standpoints, for example, unethical behavior in the form of bribes, cartels, etc.
- Interviewee (2) - there is a need to possess the ability to systemize large, global sustainability issues, to get this knowledge right away and understand how it is connected to each other and to the UN 2030 Agenda Goals

Important competences and skills among graduates

- Interviewee (2) - everyone needs both the business perspective and the social perspective and how it is affected by external regulations one has to deal with
- both perspectives are needed regardless if you are in a company or government controlled businesses
- Interviewee (3) - in Sweden we are famous for our un-hierarchic management style and our ability to create effective societal systems, we are great team workers and very system oriented. By that we build sustainable societies, both socially and environmentally
- our students do not automatically get knowledge of these successful systematic structures. The realia is not really in place and it is something that we don't have a clear plan how to approach, but it is knowledge that our students many times miss
- some type of skills giving the ability to drive processes, oral presentation, leadership and mental strength

Partnership and Collaboration

This section considers the interviewees' perspectives of the partnership between the School and their partner companies today and for the future.

Partnership and Collaboration

General biggest challenges facing academia in the near future

- Interviewee (3) - greatest challenge for academia is legitimacy, will universities deliver clear utilization plans?

- Interviewee (1) - very high demands on the academic integrity, every dishonesty, every scandal affect our legitimacy as an academy
- the increasing political populism in the society
- Interviewee (2) - in a long-term perspective will academia in large parts of the world be pressured by reduced funds
- academia will always suffer the risk of external influence as it is not a free standing institution
- digitalization, both a challenge and an opportunity
- we need to change the way we teach, there is other ways of learning today with online resources, a lot more available
- delivering a mediocre education is no business for the future, the education must be more meaningful than the best one can find online

General biggest opportunities facing academia in the near future

- Interviewee (1) - that we are able to stand free from political and economic governance
- that we can maintain an academic ideal, that we can pursue research that is unprecedented and curiosity driven while linking research close to education - in that we can also play an active role in the society's development
- Interviewee (2) - find new ways of lecturing, more discussions, upload and allow students to take in the information by themselves online
- important to learn how to reflect systematically and expand one's ethical knowledge
- Interviewee (3) - social entrepreneurship, for our faculty it would be exciting and fun if we could take the next step but I would say that we are still lacking even with two master programs (IIM, KBE) touching the subject

Partnerships/collaboration today

- Interviewee (1) - we try to take our partners with us into our initiatives as SDSN, some are more active than others, generally larger means more active
- Interviewee (2) - the funds provided enables guest professors and seminars for students, faculty and companies
- advisory functions such as the School Council - what we should focus on, discuss development both private and government controlled businesses included
- Interviewee (3) - the executive team has a good relationship with the companies, something honorable, interesting and useful for the partner companies to participate in the School Council as we are their supplier of competence through our students
- we have an exchange but we can certainly get better and establish a larger platform, the hard part is to create a clear plan of how we do it

Greatest strengths/benefits with partnership

- Interviewee (1) - in order for us to create education that corresponds to the society's needs, we must be in constant dialogue with the outside world - not just companies but also the public sector
- this dialogue is important in order to identify skills and knowledge requirements, which in turn gives rise to research questions and possible research collaborations
- Interviewee (2) - in an international perspective, we are considered of having a close prestige-less bond and dialogue with the companies - considered a great strength to have that

in place

- Interviewee (3) - greatest strengths is great people within the School, on the other hand, people who may not be so well-rounded
- the key to a lot is to have structural capital in place, then we will see results over time and it enables and binds actions

Importance of partnership

- Interviewee (1) - absolutely crucial
- Interviewee (2) - we are trying to have an open and clear dialogue with partner companies, it is easier to manage the sustainability investment with their support and the interest from the students
- Interviewee (3) - very important, but too few involved, becomes overbearing

Greatest opportunities/challenges with partnership

- Interviewee (1) - each partnership is based on a dialogue about common interests and about what we can learn about each other, where we can contribute to each other's development
- the company's profit is partly about the lowest-hanging fruit, corporate branding. Then it is a contribution to their skills development through mission training, through partnership arrangements, we are conducting more and more research in cooperation with our partner companies
- it is about knowledge building in the partner organization and the provision of competence
- Interviewee (2) - sometimes problems with who are entitled to the result, the researcher must be able to publish his result while companies sometimes reserve the right to stop the result if it is considered sensitive for their operations
- may be two conflicting interests. Academia lives by producing new knowledge, but not that necessarily for companies but for the society. Intrinsic contradiction sometimes makes it difficult to come to agreement
- Interviewee (3) - the challenge and requirements on academia today is almost unrealistic, we are supposed to stay in top of the line when it comes academic competency, publish heavy journals, but also present something to the business environment that they have not thought of - it is not everybody that can handle this, some may think that it is not their job
- if we are about to do this specifically in terms of sustainability we need to be more, we are too few having an active part and it gets overbearing. Just a few that have been active for a long time which also contributes to the overbearing situation

Desired changes/enhancements in partnership

- Interviewee (2) - there is no quick fix, just increased cooperation and dialogue
- trust is a big part of it, and that you get when you work together for a long time
- Interviewee (1) - we must get better at creating individual solutions for their specific needs
- it is on its way, but we need to create a better partnership offer for the public sector - we are weak in the public sector

Open access between academia and practice

- Interviewee (1) - the Partner Program. The basic idea is open access, an arena for meetings all the time, and the venue is a telephone call away

- Interviewee (2) - there is a council, but is not limited to these subjects, they discuss everything, act as an advisory organ to the executive team
- Interviewee (3) - we are trying to establish a collaboration between the city and the business environment, which we believe is lacking today. Bus line 55, a fully electric bus between CHALMERS two campuses is an example of that
- we have a number of networks and centers for the build of systems for measurement and evaluation, what is needed for the ability to hold people accountable. We need this to for real take sustainability dimensions into consideration in decisions

Active in stakeholder platforms to share knowledge and develop methods to handle societal situations

- Interviewee (1) - the partner program, as discussed in the preceding question
- Interviewee (2) - SDSN is a project in aim of creating this type of platform, but it is not yet up and running. Ambition is there so it could potentially be a natural platform
- Interviewee (3) - it is about trust relationships where you can come up with ideas and not miss out on them. It is positive and we could have more of it

4.2 Expert Consultation

Göran Carstedt was provided with the interview guide (**Appendix B**) in advance to enable preparation. The expert interview guide is built on a mix between the educational and business community approach which implies that some sections can be slightly different presented in the other approaches.

4.2.1 Introduction to Expert

Göran Carstedt, Ph.D, was guest professor at the School between 2015-2016 through the Assar Gabriellsson Visiting professorship. The purpose and idea is to increase the students' knowledge about working life and how theories taught at the School can be applied.

Carstedt has been in leading positions in both Volvo Group and IKEA. He was a senior director of the Clinton Climate Initiative. He is very engaged in issues related to societal development and tries to be there and find profitable solutions. Carstedt is committed to the transformational change towards a sustainable future and left high executive roles to focus on this. He is engaged in many initiatives and also works with The Natural Step. Furthermore, Göran Carstedt is part of a committee, UKÄ (Universitetskanslerämbetet) which evaluates the quality of higher education and how universities include sustainability in their education.

4.2.2 Empirical Findings Expert Consultation

Definition of Sustainable Development

This section presents the expert interviewee's perspective of defining the concepts of sustainable development and responsible leadership. Furthermore, the Expert's view of crucial attributes for responsible leadership, the School's implementation of these concepts in the education and lastly, his perspective on the partnership between the School and the business community.

Definition of Sustainable Development & Responsible Leadership

Definition

Sustainable development

- don't really care about definitions, but the Brundtland definition - organise life with future generations in mind. Have a holistic and time perspective

Responsible leadership

- should be a leadership that includes the above
- sustainable development and responsible leadership is two separate things, but are simultaneously connected to each other
- today's leadership must be relevant to our times, i.e. Include the questions of importance today, which is sustainable development
- responsible leadership must include the dimensions of sustainability

Attributes of Responsible Leadership

This section considers the expert interviewee's perspective of crucial attributes for efficient responsible leadership.

Attributes of Responsible Leadership

Crucial attributes

- build trust, we are all in the "trust creating industry"
- be curious and be eager to continuously learn more
- be lucky. Opportunities arise during a career, dare to take risks

Different from before?

- yes and no, attributes haven't changed, but got a different meaning
- again, leadership (and attributes) must be relevant to our times
- build trust, learn and be curious are more important than ever
- be able to manage the surrounding world, listen and be responsive

Knowledge and core competences for efficient responsible leadership

- capacity to listen
- trust is superior, you don't get trust if you don't have the capacity to listen

- capacity to make a synthesis. Analyze is one thing, but must see the whole picture
- capacity to work with values, capacity to work with purpose and principles

Important competences and skills among graduates

- make sense out of data and put into context, in these times where facts are being questioned, it is vital to be able to interpret and understand data. Here, I would like to see the School help out
- social competence, capacity to work together

Graduates skills taken advantage of in a more systematic way

- put graduates in trainee programs, rotation programs. Let graduates work in frontline and as assistants to managers. If you don't apprehend the business it is hard to operate in the system, as a trainee you learn a lot
- a win-win situation if a manager works closely with a graduate, present in a too small extent today

Implementation of Sustainable Development and Responsible Leadership in Higher Education

This section considers the expert interviewee's perspective of the implementation of sustainable development and responsible leadership in higher education.

Implementation of Sustainable Development and Responsible Leadership in Higher Education

Main driver for the School's implementation of sustainability and responsible leadership

- the amount of research is a good foundation for the School
- HRHU, it is good to have a dedicated resource, it will be just talk otherwise
- it is included in the strategy, if a new dean, it is good this is included in the strategy

Top down or bottom up approach in implementation

- it is a combination, it must come from Per (Dean) and Olof (vice Dean), but how it should get going must come from below and this is why it takes time
- it takes time to change and the teachers with their courses can't just change from one day to another. There must be a process for this, a plan for education, objectives and follow-up

Importance related to other areas in academia

- too low! And it is too low in relation to how important this is

Importance related to other areas in the business community

- too low! No questions today are bigger or more important than issues related to sustainable development. It is a slow movement but we have to accept that things are happening and be happy for that, but still, it is too little happening

Knowledge and competences important for implementation

- 1) the School must decide that this is important, and then formulate learning goals
- currently I'm part of a committee, at UKÄ, and evaluate all universities in Sweden, how they integrate sustainability in their education. In The Higher Education

Ordinance from 2006, it says that universities should support the transition towards a sustainable future. There must be a mission and vision that can be translated into learning goals in the education

2) be able to build relevant competence and resources, educate employees. Teachers must have this knowledge and be educated in this subjects. KTH for example, develop new tools to educate all teachers in a course in sustainability

-3) integration. Have projects in place where you are integrated with reality

- the most important support comes from the top, for example in the School -

Per Cramér must be crystal clear Why this is important. The why-question!

- "why?" the understanding of why this is important must be in place, this is crucial!

- "how?" what should we do? This must come from below. The employees must be included and work out solutions and how they can contribute

- always strive for cross-border collaborations, cluster. Find a context (like academia and business community) or within a company. You must have a holistic view to be able to solve these complex sustainability issues

- and the School should, in all recruitment, ask the question - how can this person contribute when it comes to the sustainable development

Biggest challenges with implementation

- to succeed with this, it is only one thing - to save the world

- the School, as well as other actors, has a responsibility that others also succeed

- share knowledge and find collaborations is crucial today, it is superior

- to succeed, requires patience, long-sightedness and endurance

Competence gap graduates/business community

- that I don't know. What I do know though is that it must be better competence within this. Also, graduates want to do more than you have encountered in the School

How to minimize

- by education and projects. Get involved in real projects

- I like the Matix programme at the School, where students work with companies

- connect the students and companies, learning by doing

- the School should conduct research and education but also engage in projects/collaboration

Partnership and Collaboration

This section considers the interviewee's perspectives of the partnership between the School and the business community today and for the future.

Partnership and Collaboration

General biggest challenges facing academia/business community in the near future

- the big challenge for all parties is that we will face many changes

- transformational change and sustainability issues

- the digitalization as a huge transformational force

- mega trends that will require an open mind to be able to handle these changes

General biggest opportunities facing academia/business community in the near future

- same as challenges. Opportunities can be both a threat and possibility
- I believe in students coming out and meet and work with real problems
- reverse it, what type of knowledge do we (the students) need to solve these issues?
Instead of - what type of knowledge do we have?

Greatest strengths/benefits with partnership

- mutual learning, academia learns what type of problems the companies encounter, or reverse. The companies learn what type of questions the School believes in having answers to. Mutual learning and to understand each other's language are important

Importance of partnership

- collaboration is decisive today and is absolutely crucial. We must rethink together
- the meeting between these two worlds is crucial, to learn from each other and set agendas together

Greatest opportunities/challenges with partnership

- mutual learning, for both academia and businesses
- trust each other. Academia must understand that the business community has other starting points and be curious of each other
- mutual respect for each other's worlds

Desired changes/enhancements in partnership

- find joint projects together. The Matix programme here at Handels is a good example of this. Also Challenge Lab at Chalmers where students work as change agents with real projects
 - see the value of working with students, they are a resource. And, the students learn a lot from collaborations at the same time
 - one way is also to take a new perspective; we have a problem to solve - what knowledge do we need to possess? Instead of the other way around
 - lastly, one reason to why we have these issues with sustainable development and responsible leadership is due to business schools of the world. They have a responsibility to educate people to consider this. That's a big responsibility
-

4.3 Case Companies

4.3.1 Introduction to Case Companies

The four case companies included in this study are large corporations, all above 40,000 employees, have large sites within the Gothenburg area as well as active in the global arena and

have an outspoken sustainability focus. The companies are all members of the UN Global Compact and take action in support of the UN 17 Goals for Sustainable Development.

Case 1 – AstraZeneca AB

AstraZeneca is a global actor within the biopharmaceutical industry with main focus of innovation driven research, development and production of prescription drugs. AstraZeneca has of today close to 60,000 employees in more than 100 countries production sites in 18.

Fredrik Hellman has been with AstraZeneca for 4 years in the role as Associate Director Safety, Health and Environment, and within the corporate group for 15 years prior to that.

Pär Linderum has been with AstraZeneca for 8 months in the role as Talent Acquisition Hub Lead.

Case 2 – SCA Hygiene Products AB

SCA is one of the world's leading actors within the personal hygiene and forest products industry. SCA is active in around 100 countries and have around 46,000 employees globally.

Per Brattberg has been with SCA for 15 years and in the position as Sustainability Reporting Director for the last 5 years.

Case 3 – SKF AB

SKF has been a global actor within technology since 1907. Main product segments are lubrication systems, seals, mechatronics, services and bearings and units. SKF has of today around 48,600 employees and is active in 32 countries with a total of 140 sites and 18 tech centers.

Magnus Rosén has been with SKF since 1997 with a few detours and in the position as Senior Sustainability Advisor for the last 11 years.

Jonas André has been with SKF since 2008 and in the position as Senior Sustainability Advisor for 7 years.

Jenny Roos has been with SKF since 2005 and in the position as Employer Branding Expert for the last 2 years.

Case 4 - Volvo Group

Volvo Group is a global leading producer of trucks, buses, construction vehicles and industrial and marine engines. Volvo Group has as of today around 95,000 employees, is active in 190 countries and production in 18 countries.

Niklas Gustavsson has been with Volvo Group for 28 years and in the position as Chief Sustainability Officer since 2008.

4.3.2 Overview Case Companies

Company	Type of partnership	Number of employees	Number of interviewees
AstraZeneca AB	Associate partner	59,700	2
SCA Hygiene Products AB	Associate partner	46,000	1
SKF AB	Senior partner	48,600	3
Volvo Group	Senior partner	95,000	1

Table 4.4. *Key figures and facts case companies*

Company	Interviewee	Assigned number
AstraZeneca AB	Fredrik Hellman Pär Linderum	(1) (2)
SCA Hygiene Products AB	Per Brattberg	
SKF AB	Magnus Rosén Jonas André Jenny Roos	(1) (2) (3)
Volvo Group	Niklas Gustavsson	

Table 4.5. *Interviewees case companies*

4.3.3 Empirical Findings Case Companies

As previously mentioned, the primary data collection was conducted through semi-structured interviews, based on the interview guide (**Appendix C**) which was sent to all interviewees' in advance for overview and preparation. Below we will present an overview of the key points found from the interviews. As well as in the prior sections of the empirical findings, all case company interviews were held in Swedish and hence, below key points are written and freely translated to English by the authors.

Definition of Sustainable Development

This section considers the interviewees' perspectives on how Sustainable Development is defined within their organizations.

Definition of Sustainable Development	
<i>Definition</i>	
AstraZeneca (1)	<ul style="list-style-type: none"> - we have a SHE- strategy (Safety - Health - Environment) - based on Brundtland's theory, economic, social and environmental sustainability - sustainability for us: illuminate the company, our employees, the planet
SKF (1)	<ul style="list-style-type: none"> - SKF's own definition of sustainability is "SKF Care" which has 4 dimensions; business, environmental, employee and community care
Volvo Group	<ul style="list-style-type: none"> - defined by the Brundtland report - 3 dimensions (economic, social, environmental) - not only about environmental sustainability related to our products, it has to be profitable and a social impact as well, that's the definition we work for

Attributes of Responsible Leadership

This section consider the interviewees' perspectives on Responsible Leadership and what core attributes they identify as crucial for success within the business community and among graduates.

Attributes of Responsible Leadership	
<i>Crucial attributes for reaching success in current role</i>	
AstraZeneca (1)	<ul style="list-style-type: none"> - business understanding - stakeholder engagement - analysis of all stakeholders and heavy weighters in an affair - ability to explain and sell the strategy
SCA	<ul style="list-style-type: none"> - pedagogic influence, what is the gain for each individual and role - ability to count. In undefined areas you need to be able to define things, put numbers on them - sense of accuracy. Clear in definitions - broad business understanding, need to have a deep view of the company

- together with a strong network
- SKF (1) - integration is important and it requires ability to listen, understand and convert the sustainability terminology to something to concrete. Changes happen when it is getting concrete
- Volvo Group - **business buy in - make business out of sustainability issues.** Can't just be something we communicate, we have to build it into our business
- provide understanding of the business value in sustainability and the risk of losing everything if it is not included
- **employee buy in - It is not enough with a sustainability department at the head quarter** each of the 100 000 employees must understand their contribution, create this mindset within the employees - a willingness to do a responsible job
- **competitive differentiation - a competitive parameter, e.g. make sustainable business**

Knowledge and core competences for efficient responsible leadership

- AstraZeneca (1) - understanding of the internal and external rules and regulations
- understand the risk management that is included - it is many times a matter of reputation. It is very easy to create large damage with small irresponsible actions
- sales have a lot of responsibility in the building of the deal - non tolerance towards bribes and corruption
- SCA - the sales side have been more short-term driven, we work long-term and this is now starting to spread down through the organization in a long-term sustainability value in risk mapping, environmental impact, long-term risk minimization etc. This is starting to be an important part of the deal
- need to deliver result and keep up an image to be successful in comparison to other actors - we need to speak up and deliver a clear message
- need to find ways to value human capital and sustainability values -soft values
- SKF (1) - understand linkages and how my work fit in a macro perspective and not only micro
- SKF (3) - sustainability should be integrated (e.g. sustainability in finance and marketing etc.)
- Volvo Group - especially a wide system thinking and open minded in general. Manage to take in changes in society and customer demand, translate these to your internal language and within an industrial setting. Interpret and understand the trends evolving in society

Important competences and skills among graduates

- AstraZeneca (1) - understand the impact your area of expertise has on sustainability - very important
- understand the foundational principle of sustainability - to have the compass built in when entering the market
- SCA - dare to think outside the box. Economic theory as foundation - sustainable values as a continuous force, shared values between actors
- SKF (2) - understand the effects of what you do and how it influence the societal change
- believe that you can change, because we can
- the world is getting more multi-faceted, be able to see linkages
- Volvo Group -be able to find new business models and partners for the future. It is not enough to be an engineering company, must be able to partner up with actors that possess other knowledge than we do
- be able to have a dialogue with customers, it is continuously in change
- summarized; competences needed are open minded and find system solutions

Global Responsible Leadership

This section considers the interviewees' perspectives on sustainable development and responsible leadership in relation to global regulations and initiatives.

Global Responsible Leadership	
<i>Sustainability as part of the everyday operations throughout the company</i>	
AstraZeneca (1)	<ul style="list-style-type: none"> - not always clear that it is. - our employees are well-aware of the subjects and have high demands of us as an employer
SCA	<ul style="list-style-type: none"> - sometimes not defined as sustainability work, integrated in all positions inform of health and safety, employee relations, ergonomics etc. - sustainable innovations - criterias and evaluations - education for sustainable innovation - shared value - how could value be created between actors - co-creation
SKF (1)	<ul style="list-style-type: none"> - sustainability should be integrated in all our operations, it should be a component in purchasing, sales, marketing, management etc. - we aim that it should be integrated in all areas, but it is not. Especially this group has a responsibility for it to happen
Volvo Group	<ul style="list-style-type: none"> - yes, but sustainability is a very broad term, it has to be broken down. But in some way or another it is included in everyone's daily work - norms and values included in all positions, all the time
<i>Accountability structures for irresponsible behavior</i>	
AstraZeneca (1)	<ul style="list-style-type: none"> - warning system as part of an escalation system. Warning as a first step - could in some cases lead to notice to quit depending on what degree of irresponsible behavior
SCA	<ul style="list-style-type: none"> - code of conduct main framework. We can't ensure that irresponsible behavior will not occur by signing the code of conduct, so to keep it fresh in mind all employees go through a round of e-learning on a 3 year basis -also introduced a new practice -ethical dilemma games which illustrates challenges with alternative solutions and with more than one potential correct choice. Aims to create a discussion. Very interesting when given in group with members from different departments with different perspective - antitrust, anti-bribery and anti-corruption - according to civil law - very important from a reputational perspective -you can do right for a very long time but one wrong could have a great negative impact
SKF (1)	<ul style="list-style-type: none"> - we have a lot of ways by noticing unethical behavior, e.g. system for whistleblower - one important aspect, in the long run, is also to promote the right persons
Volvo Group	<ul style="list-style-type: none"> - intern-governance model, a structure for different levels of managers - one part of the role description is what mandate and obligations within sustainability this person has - it is very complex, during a re-organization and in a decentralized structure you have to be clear about role descriptions. People need to know what their responsibility is
<i>Further action in relation to the 2030 Agenda - 17 Goals for Sustainable Development</i>	
AstraZeneca (1)	<ul style="list-style-type: none"> - we choose suppliers and contractors that meet our ethical standards - part of the

	business deal
	- personal development activities
	- individual development plans
	- our sites strive to be CO2 neutral
	- active in developing countries, affordable health care regardless of social class or in heritage
	- pharmaceuticals and environment - the molecules as gentle as possible when the meet the environment, degradability
SCA	- some goals are more relevant for SCA than others, they also state areas where we have an impact. The goals with most relevance for SCA are No.3, 5, 6, 12 and 13
SKF (1)	- SKF care is our framework for sustainable development. One parallel with the Global Goals is the broad perspective on sustainability. We use the SDG to underline areas where we can contribute and where we need to make improvements, we take basically all into account but with more focus on some of course. We work with suppliers and the importance of meeting ethical standards in all layers
Volvo Group	-it is not enough having a business community that understands, maybe donate money etc, companies need to design new business models and really do business out of this -our strategy is built around 4, but we take all 17 into account

<i>Biggest challenge with sustainable development</i>	
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AstraZeneca (1)	as a company: - to be financially successful - this to minimize the risk of questioning sustainable choices to be unnecessary and expensive
SCA	- we need to be clearer and straight in how we measure -minimize the risk of greenwashing -show that value can be created in co-creation with the society and environment -to not loose grip and continue to preach the importance of the subject - it is not an option - 1+1 needs to be 3 -we need to continue to create good business cases that enhance the sustainability effect - need to keep up the momentum -we are in a great industry production wise, sanitary products are a necessity for everyone, but we could face criticism for high levels of consumer waste
SKF (2)	- would be fantastic if everyone, despite where they start to work, have this sustainability mindset already
Volvo Group	- to be some sort of interpreter of UN-language and business language. It is not only about understanding but also see the opportunities for business development in this

Challenges and Opportunities of Responsible Leadership

This section considers the interviewees' perspectives on challenges and opportunities with Responsible Leadership.

Challenges and Opportunities of Responsible Leadership	
<i>General biggest managerial challenges in the near future</i>	

AstraZeneca (1)	- foundation of understanding each individual and operational area take part
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- SCA
 - succeed with pedagogy - all employees must be able to answer "why"
 - how we manage the company and the business plan process we work with
 - expand the business plan with macro, trends, future impact. It is important that we always are aware of this and that we build our strategy around it, I would say that we do this today
 - it has been more focus on cash flow tomorrow over profit in 3 years, that is something that many companies have to work with
 - battle between short and long-term profits
- SKF (2)
 - the integration, to have the sustainability aspect and mindset with you all the time
 - be able to manage different cultures and values
- Volvo Group
 - to merge deals and business with the sustainability agenda and find competitive advantages. It has to be for real and hands-on. Worrying that so many within politics doesn't take this so serious, instead it is a lot of talking

General biggest managerial opportunities in the near future

- AstraZeneca (1)
 - our executive team give clear expectations and speak up about it
 - all employees a part in the new strategy, good way to anchor the change
- SCA
 - this generation is more aware of the problem then before
 - can make more active choices and set standards for suppliers and partners that meet your requirements
 - greater awareness opens up for new business opportunities
- SKF (2)
 - leadership is changing and it is important to be able to notice changes and act
- Volvo Group
 - if we as a world community succeed with this, we have achieved a sustainable world!
 - you have to believe in this even though many aspects work against it (protectionism, closed borders etc), there are many countries that have signed the goals to 2030

Biggest challenges encountered in current role

- AstraZeneca (1)
 - attitudes - when it is not identified as an important aspect of any role, rare but it exists
 - different cultures - different values in "great place to work"
- SCA
 - prioritize my time - a lot to do in every part of the organization
 - we have had pretty good delivery on the environmental side, partly because of more extensive regulations. But on the social side we have not come as far since it spans over so many different aspects/topics (Human resource data, CSR, Legal, governance, compliance etcetera)
 - we put a lot of work in to positioning ourselves, and to quantify, verify and measure what we do
- SKF (1)
 - challenge to see all the changes and find the possibilities
- Volvo Group
 - the biggest problems lies within trust - there are the big challenges
 - challenge if you notice that different players within society and employees questions if you are credible and can be trusted in these issues
 - we are also affected when other actors in the same industry create scandals, that is unfortunate and creates big challenges for us

Success factors in current role

- AstraZeneca (1)
 - to listen - as an advisory function, one must be able to listen
 - let it take time, most important are good results
 - good team of colleagues
- SCA
 - broad background, seen many parts of the organization
 - in a large company like SCA you need to know who to reach out to and when

	- good knowledge of the core operations
SKF (2)	- I put down a lot of time and much thoughts
Volvo Group	- solid work that really means something. We have set as a strategy not to talk about things we don't realize, we do first and talk afterwards

Partnership and Collaboration

This section considers the interviewee's perspectives of the partnership between the Business Community and the School today and for the future.

Partnership and Collaboration

Are you well-grounded in the partnership with the School

SCA	- we have a lot of people at the School frequently, it is a mutual relationship. As an example, I currently use consultants from Handels Consulting, so we are absolutely involved - we are in absolute favor of partnership, we know we have many potential employees coming from the School
SKF (3)	-yes
Volvo Group	- we have several, but I'm in charge of "academic partner program", i.e. Our partnership with universities, where the School is one of our global preferred talent partners to find the right talent for us in the future - we are interested in real projects, rather than the general discussion

Greatest strengths/benefits with partnership

AstraZeneca (1)	- we want to be responsive to the surrounding environment - universities are part of the development process, there is an interest for us to show what we have to offer and present what value you can bring
SCA	- it should be a balance between activities (such as information days, subject lectures, work fairs and student projects) to be able to reach out in many ways, without resulting into a big project, neither for the company nor the School
SKF (3)	- closer understanding of what the students want and need. Quick information channel
Volvo Group	- it is very important, crucial, that we end the silo-thinking between academia, industry, politics and society - it is less special in Sweden, we already have a very open relationship, triple helix - our strengths with the School in particular, first of all Volvo Group and the School are very good friends. Now we have to create something concrete and really convey the Swedish model to other parts of the world where this type of collaboration between academia and companies etcetera doesn't exist - you need to be a global player to influence, but at the same time local

Desired changes/enhancements in partnership

AstraZeneca (1)	- present how we work and get feedback on that, new input - trainee positions - Today mostly present on the research side - not so many in the other functions
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SCA	<ul style="list-style-type: none"> - there is a need to get good people to all our functions - that could be more developed - potential cooperation between the School and Chalmers, different competences combined - I had the possibility to take an MBA based on a partnership between the School and Chalmers which was really good. Maybe primarily due to the mix between engineers and economists
SKF (3)	<ul style="list-style-type: none"> - would like to understand more what the School wants and needs that is applicable to our company and capabilities
Volvo Group	<ul style="list-style-type: none"> - find "the innovative edge" in this, not just another partnership. Be something innovative - give payback to the parties pretty fast, to Volvo Group, the School and others - it is inflation in the sustainability society today. We need to concretize what we do and challenge each other development, we can't take this interest for granted even though we are the biggest company in Sweden. Young students could just as well turn towards something else

CEO, the Board and the Executive Team

CEO, the Board and the Executive team

Vital competence for career success

AstraZeneca (1)	<ul style="list-style-type: none"> - we work hard with diversity - it is a requisite to create the environment we want
AstraZeneca (2)	<ul style="list-style-type: none"> - knowledge and experience in relevant scientific areas. You need to agree to and live our values and have the ability to manage continuous change, be self-driven and have high level of learning agility, to name a few
Volvo Group	<ul style="list-style-type: none"> - we are in the middle of changing our business model to be more systemized, rethink our partnerships, both for long term solutions but also to make sure we are a player you want to work with. Not only about developing the right type of car or engines. - customers must have faith in us, that we have an idea about how society will look like not only today but tomorrow and ten years ahead. We need this type of competence, help to build the long-term image of how the transport sector will develop in a sustainable way

5. Analysis

This chapter will present an analysis of the empirical findings compared to the theoretical framework. Empirical data from the School, expert consultant and case companies will be parallel analyzed against the theory and will follow the same sectioning and blocks as in the theoretical framework. The subheadings written in bold text are common themes found after coding and analyzing the empirical findings.

5.1 Sustainable Development and Responsible Leadership in Business

Requirements for a new type of leadership have arisen due to the new uncertain and fast-paced business environment. The new leadership should take future generations into consideration as well as sustainability issues, hence, this put a new pressure on businesses to actively work with responsible leadership within its organization. Furthermore, this new type of leadership requires other attributes and competences than before (Dassah, 2010).

5.1.1 Attributes and Competences of Responsible Leadership

A broad business understanding and holistic view

As mentioned by Dassah (2010), businesses today operate in an uncertain, dynamic environment with many complex challenges facing managers. This change in society results in a need for a change in leadership, attributes and skills (Dassah, 2010; Erpestad, 2009). As well as in theory, the Expert also stresses that leadership and attributes need to be relevant to our time, they change as the prerequisites change. This can be related to the importance of questioning business as usual (Wilson et al., 2006). Both AstraZeneca (1) and Volvo Group mention the ability to manage change and Volvo Group also stresses the importance to keep an open mind, something that can be related to SCA who highlights the importance of thinking outside the box. The Expert emphasizes the capacity to listen as a key ingredient, to be able to see the whole picture and handle change, a competence that was also mentioned by AstraZeneca (1) and SKF (1).

Business understanding is mentioned by three out of four case companies as a crucial attribute to reach success in responsible leadership. The importance of business understanding is also seen in the theory as business insightfulness (Lehmann, 2008). Hence, it can be concluded that having a broad business understanding is seen as important to achieve efficient responsible leadership and this is highlighted in different ways by all companies as well as from the Expert and the School. AstraZeneca (1) stresses the importance of understanding both the internal and external rules and regulations, SCA underlined having a broad background and a good understanding for the organization, SKF (1) mentions the competence to understand the linkages between macro and micro perspectives and Volvo Group emphasizes the importance in having a wide system thinking and understanding trends. This is closely related to the Expert's notion of being able to see the whole picture. The Expert further mentions the capacity to listen, which could facilitate in taking in the whole picture. Furthermore, this is also found in the interviews from the School. Interviewee (1) mentions the understanding in how decision making impacts both internally and externally, Interviewee (2) highlights the ability to understand connection of global sustainability issues and systemize them, and Interviewee (3) mentions the ability to understand global key issues. This implies that the common view of having a broad business understanding is aligned with responsible leadership being about having a holistic picture and be aware about socio-environmental issues (Dassah, 2010; Longsworth et al., 2012). Another crucial attribute for responsible leaders to tackle these issues is having a long-term perspective (Dassah, 2010; Longsworth et al., 2012). Patience and letting things take time is also something mentioned by AstraZeneca (1) and SKF (2). SKF (2) mentions that he spends a lot of time and thoughts on the subject. This long-term perspective is also mentioned by Volvo Group who wants to be seen as a long-term player also in the future, as well as by SCA who begins to see more and more of this long-term sustainability value spreading down through the organization.

Doing responsible business

The ability to do responsible business is another theme commonly found between the companies, the Expert and the School. AstraZeneca (1) identifies doing responsible deals and understand risk management as vital. SCA stresses the importance of building their strategy around sustainability and the need of being able to deliver sustainable results and value both human capital as well as sustainable values. SKF (1) argues that responsible business and leadership is about having sustainability integrated within all areas, like finance and marketing for example. Volvo Group also emphasizes that they want to do business that really means something and making strategy to follow this through, not just talk about it. This requires competence within sustainability and responsible leadership.

Volvo Group states the importance of making business out of sustainability and the ability to understand this business value. Volvo Group also discusses “business buy in” as taking sustainable development to the next step by building it into the actual deal and letting it be a part of the basic requirements. The aspect of making it more concrete is also mentioned by SKF (1) and SCA. SKF (1) see the importance in making sustainability terminology to something

concrete, when it becomes concrete, things change. SCA argues that in undefined areas as sustainability, there is a need for clear definitions and measurability through new valuation methods and numbers. This thus requires the ability to count, an ability also mentioned by Lawler et al. (1995). AstraZeneca (1) also highlights the ability to explain and sell in this strategic path towards sustainability as included in the deal. However, he also stresses the importance of having knowledge within risk management when doing business.

The partner companies' perception of sustainability being a competitive advantage correlates with the theory that emphasizes both the competitive advantage of sustainability, but also that it should be included in a company's strategy (Lawrence & Beamish, 2013).

Attitudes and mindsets

The mindsets and attitudes of employees are mentioned as crucial both from AstraZeneca (1) and Volvo Group. AstraZeneca (1) argues that a responsible leader should be able to influence the employees and in a pedagogical way explain the individual gain for each person of acting responsible. Related to this is Volvo Group's perception to foster a sustainable mindset in employees and influence to an individual willingness to do a responsible job. This is line with (Maak 2007; Pless, 2007) who point out the significance of having a responsible culture within the company. Pless & Maak (2011) also mention the aspect of forcing employees to act responsibly. However, this could also be related to Longsworth et al. (2012) which emphasize important attributes within a responsible leader as the ability to inspire other, create a vision and communicate this in a good way. AstraZeneca (1) and Volvo Group, as well as the theory focus on creating a mindset and willingness among the employees but the Expert also mentions the aspect of the employees' having an own eager to learn more and always be curious and seek further development. This just in line with (Wilson et al., 2006) who also mention the significance in developing employees.

Values, purpose and ethics

The view of working with responsible business and with something that has additional meaning above the core operations, is mentioned by the Expert who underlines the capacity of working with values, purpose and principles. This can be related to the Interviewee (1) at the School who mentions the importance of ethics and moral standpoints within responsible leadership, Interviewee (3) emphasizes that this is why sustainability should be integrated in programs etc. and Interviewee (1) claims that business schools and business students are in such a position with ability to influence future leaders, and therefore have to understand and educate for that with this power comes responsibility.

Doh & Stumpf (2005) also mention the importance of working with core values and ethical and moral behavior to succeed with responsible leadership. As seen in their framework (**figure 2.3**), they describe responsible leadership in three dimensions where values and ethics are two. The

importance of ethical behavior and culture is also mentioned both from the multi-level framework of responsible leadership by Quigley et al. (2005) as well as being one of the outcomes mentioned by Voegtlin et al. (2012), seen in **figure 2.4**. Ethical culture, intelligence and behavior are stressed also in theory (Trevino et al., 2000; Maak & Pless, 2006a; Wilson et al., 2006).

It can be concluded that ethical behavior and culture is mentioned from a deliberative part of authors presented as crucial to create a successful responsible business and leadership practice. The focus on the ability to work with values and ethics can also be related to another cornerstone within responsible leadership which is moral awareness (Maak & Pless, 2006a; Dassah, 2010). AstraZeneca (2) says that their employees need to agree to and live their values. They work extensively with diversity and all employees shall have equal possibilities and advantages, one aspects also mentioned by Schraa-Liu & Trompenaars (2006) as important for a good responsible leadership.

Trust

The most frequently mentioned attribute within responsible leadership in theory is the one of being trustworthy and ability to create trust. Benefits of trustworthiness were mentioned throughout the theory, for example; trustworthy behavior leads to success in leadership (Doh & Stumpf, 2005), internal trust should be present within the company and successful individual as well as organizational relationships require trust (Trevino et al., 2000). Trust was also mentioned not only on an internal and personal level but also significant on a macro level in relation to the external environment. The Expert highlights trust as being crucial by claiming that all businesses are in the trust creating industry, all companies operates on a foundation of and, engage in different types of relationships. One concluding argument for trust being a crucial attribute is by being considered as the second most important attribute next to honesty and after respect (Wilson et al., 2006).

Next generation responsible leaders

Having a broad business understanding is important for responsible leadership, as concluded above. This could be linked to being open-minded, something that is mentioned by almost all companies as a competence that is desirable among graduates. The Expert also stresses the fact that to be able to understand the whole picture, you need to have the capacity to listen and an intrinsic motivation to continuously learn more and be curious. As stated by SCA, having the ability to think outside the box is crucial. SKF (2) means that it is important to actually believe in that we as humans and organizations are able to make a change. Volvo Group also stresses being open-minded as an important competence along with being able to carry a dialogue with customers and partner with different actors to collect knowledge.

Being a good communicator is seen in theory as important for good responsible leadership (Pujol-Jover et al., 2015). Social competence is highlighted by the Expert as being able to collaborate. Interviewee (3) from the School shares this view and stresses that students must be able to teamwork and highlights the need to be good at oral presentations, ability to drive processes and possess leadership skills. This could also be related to Longsworth et al. (2012) who emphasize important attributes within a responsible leader as the ability to inspire others, create a vision and communicate this in a good way, as already mentioned.

Another important competence mentioned by the Expert was to understand data, especially in these times where companies face huge amounts of data. The Expert emphasizes the need for students to be able to understand and interpret data and put it into context, a competence also mentioned by Longsworth et al. (2012) as important. This also relates back to SCA and the ability to define sustainability with numbers and with concrete valuation methods.

The principle of working sustainably

Once again, it is clear that all the companies discuss the importance of being able to see the linkages of one's actions in a broader perspective. As stated by AstraZeneca (1), students and graduates need to understand the principles of sustainability, how your work influence on sustainability and thus see the whole picture. SCA would like to see graduates with an understanding for economic theories, but also how to further combine them with sustainability. SKF (2) highlights graduates being able to understand the effects of sustainability and how things influence sustainable development and being able to see the linkages between different areas in this multifaceted world. Volvo Group also wants graduates to be able to find new business models and system solutions. The focus on system solutions is shared with Interviewee (3) at the School who argues that students must be able to be system oriented, but as it is today the School doesn't have any plan for how students will expand this knowledge.

The view of being able to see linkages is something the companies' share with the School. Interviewee (2) argues that students and graduates must be able to understand how business and social perspective are affected by external regulations. The emphasize on being able to see linkages can be related to Quigley et al. (2005) who argue that responsible leadership is a multi-level concept which links individual, organizational and institutional aspects. Engaging with stakeholders and actors within your network is mentioned as crucial from two companies, AstraZeneca (1) and SCA. Quigley et al. (2005) highlight stakeholder relationships within the organizational-level of responsible leadership as well as Lehmann (2008) focus on creating shareholder value in the long term, also Longsworth et al. (2012) stress the ability to create good relationships with the external environment.

As can be seen in the model (**figure 2.4**) by Voegtlin et al. (2012), their model of responsible leadership shows the organizational outcomes deriving from responsible leadership. The outcomes are divided in three different levels (macro-, meso- and micro-level) and they are all

linked to each other. These different outcomes of responsible leadership are also related to the challenges the firms are facing due to globalization. The case companies' perception of being able to manage, see linkages and have a broad business understanding as well as of how one's actions affect in other areas, could all be related to this model.

5.1.3 Global Responsible Leadership

Global goals for sustainable development

To be regarded as a company who is actively working with global responsible leadership, all three criteria's, mentioned below, need to be fulfilled. All four partner companies fulfill these criteria's, as can be seen in the Blueprint model for Corporate Sustainability Leadership (UNGC, 2010) **figure 2.5**, as well. The three criteria's are;

- Implementing the principles of the UN Global Compact (**Appendix D**) into strategies and operations
- Taking action in support of broader UN Goals and issues (**figure 2.2**)
- Engaging with the UN Global Compact

Being a member of the UN Global Compact requires a global responsible leadership and thus requires business leaders who carry out responsible and sustainable business practices (Lawrence & Beamish, 2013). The business community is also highlighted as being a crucial player for a successful transformation towards a sustainable future of the planet (UNGC, 2017). Doing responsible business and leadership practices as well as having the SDGs as a lighthouse is two focus areas a member of the UN Global Compact needs to have in place, **figure 2.6**.

All four companies are engaging within the UN Global Compact and as can be seen in the empirical findings, all four companies focus on some of the Sustainable Development Goals more than others, since some goals are more relevant than others for their business in particular. SCA for example uses the goals as stating areas where they have an opportunity to make an impact, which is in line with SKF (1) who also uses the goals as being able to underline where SKF is able to contribute and make improvements. However, they take all 17 goals into account. The Global Compact Vision 2030 aims to drive business action in connection to the SDGs and the focus of and awareness of the SDGs is central in the reporting of all case companies. AstraZeneca (1) as well as SKF (1) mention how they work with their suppliers and the importance of meeting ethical standards in all layers. Personal development activities and plans are also mentioned by AstraZeneca (1) as part of their work for social sustainability as well as having high demands on the employees to be well-aware of the subjects. At the same time, it is not always clearly defined what sustainability work is and should include, as mentioned under definition of sustainability.

As stated above, all four companies follow the practice of global responsible leadership and business. But the different answers to the question if sustainability is an active part in the everyday operations throughout the company demonstrated that sustainability covers many areas. Volvo Group for example mentions that sustainability is a broad term but in some way or another, it is included in everyone's everyday work. The same could be seen in SCA where sustainability is integrated everywhere but not always defined as sustainability work. SKF (1) on the other hand claims that it should be integrated everywhere in the company, but at the moment it is not. It can be concluded that this question is a lot about perception of the interviewee and what this person takes into account and further demonstrate that the term includes a lot of aspects depending on in which setting and situation it is discussed. This could also be seen when looking at the answers from Interviewee (1) and (2) at the School which says that it is more focus on working environment and social sustainability, such as being a fair employee and taking psychosocial working environment into account.

With responsibility comes a natural need of governance

Cameron & Casa (2005), emphasize that responsible leadership is synonymous with accountability and also about acting in a proper way, be empowered and have a clear vision of the future. The relation and natural connection between responsible leadership and accountability is often mentioned in the theoretical framework (Waldman & Siegel, 2008; Doh & Stumpf, 2005) and as Doh & Stumpf (2005) also mention, this comes with a natural need of governance. Just like Doh & Stumpf (2005) argue, SKF (1) mentions the challenge in receiving input from the employees and find out about unethical behavior. A whistleblower-function is mentioned as one way of being able to receive input, one of the biggest challenges with organizational governance mentioned by Doh & Stumpf (2005). SKF (1) also mentions the importance of their code of conduct, which also SCA highlights, but it is also something that is present in all companies. However, as mentioned by SCA, irresponsible behaviour can occur even though the code of conduct is signed. SCA also stresses the reputational perspective regarding this and how it could affect the business, which is in line with Brown & Trevino (2005) who mention how organizational scandals can affect businesses and thus the increased focus on responsible leadership. Volvo Group mentions their internal governance model and their structure for different levels of management, which again can be related to Doh & Stumpf (2005) who emphasize that accountability structures is likely to be put in place when working with values-based leadership.

5.1.4 Challenges of Responsible Leadership

Business value

Many different challenges are mentioned and pointed out as related to sustainability and it can be concluded that it is a complex area with a lot of different aspects to consider. However, one

common perception among the companies is the challenge for managers to prove the value of working with and focus on sustainability. The interviewee from AstraZeneca (1) stresses the challenge of being financially successful with the inclusion of sustainability aspects in business. He also mentions the attitude towards sustainability and the risk of initiatives being questioned as expensive and unnecessary. Volvo Group also stresses the importance of being able to show the business value and opportunities that comes with merging sustainability into business and see it as a competitive advantage. SCA mentions the importance in being able to continue to create good business cases and enhance the sustainability effect as well as the desire to expand the business plan with macro perspectives, trends and future impacts, challenges that are also mentioned by the Expert. SCA also emphasizes the battle between short and long-term profits and see a challenge in being able to keep up the momentum and show that value actually can be created. This perception of business value related to sustainability and responsible leadership could also be found in the theory. Hargreaves & Fink (2006) for example, mention the challenge of being able to fulfill stakeholder's interest and at the same time accomplish growth and balance human needs and responsibilities. Lawrence & Beamish (2013) also mention the balance issue by highlighting the challenge in managing financial, natural, human resources in an effective and responsible way. Or as Wilson (2007) puts it, the challenge of assessing conflicting demands and still have a positive impact on society.

External environment

As stated above, be able to justify the value of including sustainability into business is a common challenge facing the companies. These four companies are all global players and the external environment is thus a challenge in itself. As stated in the theory, being able to handle conflicting values between continents and implement corporate responsibility on a global scale is a challenge within responsible leadership (Lawrence & Beamish, 2013). This is stressed by AstraZeneca (1) and SKF (2) who mentions the aspect of managing different culture and values, which also is highlighted in theory by Lawrence & Beamish, (2013) and Lozano (2009). Furthermore, another common aspect that seems to be perceived a bit challenging among the companies is the ability to find and notice potential opportunities and know where to add an extra portion effort. This is in line with Lozano (2009) who describes it as difficult to grasp advantages and disadvantages as well as be able to choose between options. Doh & Stumpf (2005) also mention the ability to take in and understand external input as a challenge for responsible leaders.

Being able to choose and prioritize is also perceived as difficult by SCA as a big organization. Volvo Group perceives the ability to notice different players within society as a challenge as well. One can conclude that the companies, just as the theory claims (Lozano, 2009), experience the difficulty in managing complex organizations. Another perceived important aspect mentioned by Volvo Group is the strive for being seen as a trustworthy and credible company, but as this is also directly related to how other companies in the same industry behave, it becomes a bigger challenge and in his words, the biggest challenge. Unethical business from other companies leading to an industry scandal and thus affecting the credibility also among the other companies

in the same industry is a huge challenge but at the same time out of the company's control. As argued by Wilson et al., (2006), being perceived as credible and trustworthy is vital, and the reason to why responsible leadership has increased is due to scandals and leaders acting unethical. Furthermore, the Expert stressed that creating trust is absolutely crucial.

Mindset is crucial

To engage the employees towards integrating sustainability, the mindset is crucial to succeed with responsible leadership (Wilson, 2007). This was mentioned in different ways by the companies but the perception of making it concrete for the employees and make sure they understand why they should focus on sustainability in their work was shared among the companies. AstraZeneca (1) mentions the “why”-question as vital, which is in line with what the Expert highlights. The employees must be able to answer “why” this is important and “why” they should work with integrating sustainability. The perception of the importance of the employees' understanding their role and make sure this is hands-on was shared between AstraZeneca (1) and Volvo Group. SKF (2) stresses that it is crucial to succeed with creating a sustainability mindset among the employees and integrate it in all roles. The focus on the “why”-question and the importance of understanding how each person are able to contribute can be related to the significance in having employees who know their values, are motivated (Lozano, 2009; Voegtlin et al., 2012). SCA and Volvo Group highlights the fact that sustainability activities in place does not always come across as sustainable, the employees do not necessarily reflect over what they do and why they do it in a certain way, which could imply challenges for an efficient integration.

As can be seen in both the theory and among the companies, the companies are facing broad and complex issues and challenges. The challenges of transformational change, sustainability issues and mega trends could be seen as included in the answers from the companies, however the Expert also mentions the aspect of digitalization as a big challenge now and in the future.

5.2 Sustainable Development and Responsible Leadership in Higher Education

5.2.1 Responsible Leadership in Management Education

Defining sustainable development

Sustainable development can, as stated in the theoretical framework, take many forms. In this study it is discussed in terms of environmental, economic and social sustainability with foundation in the Brundtland report. The empirical findings show that the case companies, as well as the School and expert consultant choose to do the same. Interviewee (1) from the School highlights the fact that this definition is still up-to-date and has come to be further defined

and developed through the years resulting in the UN 2030 Agenda for Sustainable Development published in 2015. The School has on the foundation of these global goals created an individually assessed sustainability standard in “This is sustainability to us”. Also the case companies’ highlights the fact that they are active in different industries and have therefore created sustainability standards with partial foundation in the Brundtland report as such, but further based on their specific ability to have an impact in their specific industries. The expert consultant further expands the concept with a holistic- and time perspective.

As stated in the theoretical framework, Swedish universities are since 2005 regulated by the government to include consideration of a sustainable development in all higher education (SFS 1992:1434, 2017). Moreover, a pressure on business schools to transform, meet demand and reflect upon the relevance in their education is, as mentioned by Dyllick (2015), a perception coming from several stakeholders, media and scholars. As outlined in the introduction of this thesis, the School has been renowned for integrating sustainability perspectives into the different study programmes and its aim is not only to integrate sustainability perspectives into courses but also focus on including more of global challenges in the curriculum (the School of Business, Economics and Law, 2017).

Main drivers for implementation of sustainability and responsible leadership

The empirical findings indicate that there could be a number of reasons or drivers for implementation of sustainability and responsible leadership practices in higher education. The main drivers identified by Interviewee (1) are the perception of this implementation of sustainability into the education as a social responsibility. Interviewee (2) emphasizes the external demand as a driver, but would also like to highlight this in combination with the internal perspective, their own willingness to contribute to the development of society. This can be related to the Expert’s emphasize on employees being able to answer “why” this is important, due to the answer from Interviewee (2) this understanding seems to be in place. Interviewee (3) is also highlighting the culture within the School as a driver, which could also be linked to the answer from Interviewee (2) and the internal willingness to contribute that is present at the School. The School’s strong willingness to integrate issues of sustainable development can also be read in Sandoff et al. (2013). However, rather than the internal willingness, the biggest driver of transforming business schools’ today, mentioned in the theory, seems to be the external pressure and demand (Dyllick, 2015; Irwin et al., 2011; Swaen et al., 2011).

As outlined in the empirical findings of this thesis, the School’s mission is “To develop knowledge, educate and foster independent thinking for the advancement of organizations, policy and a sustainable world” (the School of Business, Economics and Law, 2017). Interviewee (3) and the Expert emphasize this inclusion of sustainability in the strategy as a main driver but also as crucial for the concepts future survival. It is crucial to have a dean and an executive team that are clear in its vision (Escudero, 2011), which is the case in the School. Moreover, the Expert finds more positive aspects within the School, adding to the implementation of

sustainability, besides the strategy. He saw a great strength in having HRHU (*Handelsbögskolans Råd för Hållbar Utveckling*, the School's council for sustainable development) as a dedicated resource, with engaged people working with and focuses on the subject and that also make actual difference with concrete projects and engagements. Moreover, Escudero (2011) claims that the schools who will go winning out of this is the ones who are able to change its education and organization towards the innovation of sustainability and technology. To succeed with this the dean and directors' must be persistent and clear about their vision, aspects that are current at the School. According to this the School seems to have favorable prerequisites for its continuing work with the integration of sustainability.

The question whether sustainability can compete on the same level in relation to other areas

The concepts of sustainability and responsible leadership are in this study described, both by interviewees and theoretical framework, as a necessity for future business. It is therefore of interest to see if they are perceived with the same importance and allowed the same focus as other subjects within the School.

Interviewee (1) believes that this type of knowledge and skills are needed in today's society and among students, and the research sees a great need for this as well, which makes this important. The theoretical framework clearly stress as well that business schools' today need to develop students with the right competences to be able to solve the issues of society (Dyllick, 2015; Irwin et al., 2011). Interviewee (2) also mentions the viewpoint of helping and creating students to succeed in creating a better world. Furthermore, he believed that the sustainability focus does not impede in other areas, only adding value and quality.

Even though the School has initiated this transformation of including sustainability into the business school, the Expert still perceives the focus on sustainability as being too low, both within academia and the business community. Interviewee (3) also mentions the aspect of the School falling behind in the implementation of responsible leadership in the education. Furthermore, the Expert stresses that there are no issues that are more important than sustainable development in today's society, which can be related to the Agenda 2030 and its 17 sustainable development goals (UN General Assembly, 2015). Furthermore, the Expert perceives the movement towards a sustainable society, within both the business community and higher education, as not being fast enough. The time span could be related to a barrier for collaboration between university and industry which highlights the long-term focus within higher education while businesses have a more flexible process (Valentin, 2000).

Principles for Responsible Management Education

Principles for Responsible Management Education (PRME), is the task force founded on initiative from the UN Global Compact. The School is engaged in PRME and all partner

companies in this study are engaged in the UN Global Compact. As stated, the aim of PRME is to prepare future leaders towards a responsible and sustainable business practice (PRME B, 2016). This means, that the School should try to fulfill this aim of creating students ready to work with responsible and sustainable business practices. Furthermore, PRME is regarded as the number one catalyst of transforming and integrating sustainability and responsible management in business education, and to meet demands of a societal sustainability and responsible economy. Hence, the School which engages in PRME shall transform, integrate and meet demands.

The aim of principle 1, purpose, in PRME, is as mentioned to develop the capabilities of students to be generators of sustainable value both for business and society, but also to work for a sustainable and inclusive global economy (PRME B, 2016). Hence, the partner companies' view of relevant competences within responsible leadership has been investigated in the section above. The school does in the PRME progress report (Sundemo & Johansson-Stenman, 2016), describe what their aim is for achieving principle 1, purpose. The school emphasizes the aim of ensuring relevant and concrete skills related to key sustainability issues as well as contribute to make the world a slightly better place.

This aim of principle 1, purpose, is in line with Swaen et al. (2011) who argue that business schools must educate the students for the twenty-first century and the challenges of sustainable development. Furthermore, it could be related to the purpose of universities in the 21st century stressed by Poff (2010), who argues that the purpose is to educate students in ethical and responsible leadership. Hence, it could be seen that sustainability and responsible leadership, which includes ethical behavior as found in the theoretical framework, is crucial in today's society.

Principle 5, partnership, will be further investigated below. Partnership is the principle with the aim to interact with managers and extend the School's knowledge of their challenges. The partner companies' challenges are discussed above.

5.2.2 The Collaborator Method

The Collaborator method (Muff, 2013) in the theoretical framework is as described, a method for transforming and implementing a new way of educating responsible leaders for sustainable societies. This new way of educating responsible leaders can be done in several different ways.

Interviewee (2) emphasizes the need for a change in how the School teaches, new ways of learning and make sure the education is meaningful. The digitalization change was mentioned by Interviewee (2) as an opportunity, which Roos (2014) highlights as well with the growing trend of MOOCs (massive open online courses) and virtual learning.

As seen in the theory, there is a perception of business education falling behind within educating future leaders with relevant skills, within technology and they lack practical wisdom (Roos, 2014).

The challenges, of the implementation of sustainability, mentioned by the Interviewees from the School, could be related to the transformation Muff (2013) wish to see within Business Schools. Examples of this are Interviewee (1) who mentions following aspects as a challenge, but might as well an opportunity as well. He mentions the challenge/opportunity in maintaining the academic ideal and having an active role in society and in the development. This could be related to the aim of the transformative learning with combined development together with the world (Muff, 2013). Furthermore, Interviewee (1) stresses the importance of having and maintain a live discussion on a continuing basis and constantly renew and review the sustainability concept, which is line with the issue-centered part in the Collaborator method, with actors cooperating to understand current issues (Muff, 2013). Interviewee (3) sees the need in new competence, of sustainability and responsible leadership, for faculty but also the opportunity in including more social entrepreneurship in the education. Entrepreneurial workshops are one way of successful education collaborations mentioned by Roos (2014).

The success of the transformation of the business school and its integration of sustainability is highly related to its collaborations and partnership (Swaen et al., 2011; PRME B, 2016; Muff, 2013). The Expert also stresses the collaboration between university and industry as crucial and the knowledge sharing between them. As stated, it is highly emphasized in theory and as Swaen et al. (2011) argue, university and industry cannot succeed separated from each other. The collaboration and partnership between the School and its partner companies will therefore be further investigated below.

The Expert also stresses the importance in having patience and long-sightedness to maintain the sustainability implementation and to be successful, a perspective also mentioned by Interviewee (2). However, external factors could possibly affect the maintenance and process of the implementation of sustainability and transformation the education. The School does not only encounter challenges directly related to the implementation of sustainability but also challenges facing the School in general, which could have an effect of the educational focus. For example, both Interviewee (1) and (3) mention legitimacy as a threat, since, like Interviewee (1) claims, every scandal directly affects them as an academy. The legitimacy-issue could be seen is present both within the business community and business schools. Furthermore, Interviewee (1) mentions the high demands on academic integrity and the increased political populism in society as a challenge and a threat for business schools to handle all over the world.

A knowledge gap between graduates and the business community

The Expert and the School were asked if they experience a gap between the graduates' competence level versus the competences the corporate market demand today. It is clear that both the Expert and theory (Muff, 2013) experience a need for better competences within responsible leadership and sustainable development among students and graduates today.

Interviewee (1) and (3) from the School also experience a gap between market demand and competences from graduates today, and a gap within sustainability and responsible leadership. However, the perception of Interviewee (1) is that the School was not fast enough before but are catching up and are now ahead of its competitors' in the field of merging sustainability into the education.

Interviewee (2) mentions another point of view of companies approaching them with saying what a great job the School is doing with its implementation of and focus on sustainability in the education, however, Interviewee (2) also means that this could be due to that managers today are "supposed" to highlight sustainability. However, he believes that there is a changed attitude to sustainability in today's society, but when it comes to the point of recruitment and job applications, these competences related to sustainability might not be considered as important by the companies anyway. Volvo Group discusses the importance of putting actions before speech, connected to the statement from interviewee (2), this is something that he agrees on, meaning that the way companies have taken on the sustainability transformation is often by using it to position themselves and take on an image, at the same time as business goes on as usual which is a big challenge as the concepts gets washed out and lose legitimacy. However, for business schools to keep their legitimacy and regain it, Dyllick (2015) argues that it is absolutely crucial for business schools today to transform themselves.

5.3 Partnership and Collaboration

5.3.1 Benefits with Industry-University Collaboration in Higher Education

The theory clearly indicates that partnership between different actors is crucial within today's society to be able to succeed with sustainability (NBS, 2017; PRME C, 2015). A successful collaboration creates mutual value for both parties (PRME C, 2015) and a win-win situation as argued both in the theoretical framework (PRME C, 2015) and by the Expert. The perception of the importance of the School's partnership with its partner companies is also shared among the Interviewees from the School who explain it as very important, in fact, absolutely crucial. Absolutely crucial is also stated by the Expert, regarding the partnership between the two parties.

The Swedish model

Another important aspect of the partnership mentioned by Interviewee (2) from the School is the perception of it being easier to manage the sustainability investment into the organization with the support from the partner companies. This could again indicate the importance of having collaborations in place for the School to be able to succeed with its integration of sustainability into the education. Furthermore, he highlights the uniqueness in having these kind of good relationship with companies as the School has. This is something Sweden is famous for and also

highlighted by Volvo Group who sees the responsibility and opportunity to convey the Swedish model (of partnerships between university and industry) to other parts of the world. He argues that this type of collaboration between academia and companies do not exist in other parts of the world.

As stated, principle 5 within PRME (PRME B, 2016) revolves around partnership and due to what is mentioned above, Sweden, and in this case the School and its partner companies should have good prerequisites for a beneficial collaboration. As being researched in this study as well, the principle of partnership aims to interact with managers of business corporations to extend the School's knowledge of the companies' challenges to meet environmental and social responsibilities and explore how to approach these together. As the Expert argues and the theory (AACSB, 2016; Hicks, 2017) the School and its partner companies must rethink – together.

Having a good dialogue

A requirement for a good partnership seems to be the focus on a good dialogue by looking at the empirical findings from the School and the Expert. Interviewee (1) mentions the benefit in having a constant dialogue with each other, Interviewee (2) stresses the prestigeless, open and clear dialogue with each other and one strength Interviewee (3) highlights is the role the people play and the strength the School possess in having great people working within the School. He also mentions the good relationship the executive team has with the companies. Having a good communication linkage and invest in long-term relationships is also found within theory (Perruzé et al., 2010) and this could be the case for all four case companies who have been in collaboration with the School for many years. However, the Expert mentions the challenge in understanding each other's language, but if they do, it will be a strength for both sides. This perception of clarity and making things concrete can be related to what Volvo Group perceived as a challenge, to be able to interpret the UN language to business language, or as SKF (1) said, being able to translate the meaning of sustainability etcetera into the organization.

Education corresponding to society's needs

Strengths mentioned by the Interviewee (1) at the School were also found in the theoretical framework, such as the benefit of having partnerships with companies to be able to create education that corresponds to the society's needs and identify skills and knowledge requirements. This is frequently mentioned in the theoretical framework as crucial and also what is further investigated in this study. The School's ongoing focus on integrating the sustainability into the education can be connected to theory as well (NBS, 2017; PRME C, 2015). As business schools today try to embed sustainability into curricula in a greater extent, Interviewee (1) also highlights the benefit of companies giving rise to research questions (Lee, 2000) and collaborations (Muff, 2013; PRME C, 2015).

Mutual value

Interviewee (1) experiences many strengths and opportunities with the collaboration, but they could also be a challenge to succeed with. Mutual learning is a strength also mentioned by the Expert. Another viewpoint of interest mentioned by Interviewee (1) and the theory (PRME C, 2015) is the opportunity for branding for the partner companies and to show the company's approach towards sustainability. This also goes in line with creating a good reputation (Valentin, 2000).

One benefit not that emphasized from the School but on the contrary emphasized in the theoretical framework of collaboration between industry and business schools, is the crucial aspect of students working with real-world challenges, sustainability challenges and projects (NBS, 2014; PRME C, 2015; Aizpun et al., 2015; Brandt et al., 2008). Another point of particular interest is the heavy focus in theory on the benefit that comes with creating a mutual platform for university and industry to meet and share knowledge, create new ideas etcetera. This type of platform, mentioned by Muff (2013), AACSB (2016) and Aizpun et al. (2015) is seen as crucial for the success of partnerships, but as mentioned, is nothing that was emphasized in the same extent by the School.

5.3.2 Benefits with Industry-University Collaboration in Business

As the School mentions, Volvo Group also highlights the strength in being very good friends with each other and the open relationship that exist between the School and Volvo Group. The theoretical framework highlights the opportunity for companies to be able to create students with relevant competences (Chesbrough, 2005; PRME C, 2015). However, SKF (3) mentions another view point of the partnership, namely the access to what the students want and need. As can be seen in the theory, more focus is on the benefit of shaping the students to what the company wants and need. As a good dialogue was mentioned earlier, also SKF (3) perceives the partnership as a quick information channel which indicates a good dialogue is in place.

Another point of view of the partnership was mentioned by AstraZeneca (1) who saw the benefit in being able to have the students as part of a development process and AstraZeneca (1)'s interest in being able to show their work and what they have to offer but at the same time let the business school and the students present what value they can bring to the company. This could be an indication of an interest in being able to find projects with mutual value for both parties and co-create ideas (AACSB, 2016) as well as access the university's resources (Valentin, 2000). Examples of favoring ways of interacting mentioned by both SCA and the theory are career fairs (Brandt et al., 2008) and have student projects (PRME C, 2015).

Increase the dialogue

Some common perceptions of how to enhance the partnership between the School and its partner companies seem to be; understand what either the School or the companies' wants and need, have a clear dialogue and create concrete student projects. Even though a good dialogue between the parties have been mentioned, it seems like a dialogue regarding how to change and/or enhance the collaboration could be further developed. SKF (3) would like to increase their understanding of what the Schools wants and needs and that is applicable for them in particular and their capabilities. This thought is in line with Interviewee (1) at the School who would like to be better at creating individual solutions for specific needs (companies). As Interviewee (2) mentions, there is no quick fix, it is about increased cooperation and dialogue. Once again trust is mentioned as important, by Interviewee (2) and (3), and that trust come with working with each other for a long time. As mentioned more in the sector with focus on business community it can be seen also in this setting, that trust is vital for survival and for good partnerships (Bruneel et al., 2010). However, as Bruneel et al. (2010) also mention, trust comes not only with time but with mutual understanding.

Exchange of ideas and competences

The theory focuses a lot on how the business community is a good source for the business school to get feedback in how to develop curricula as mentioned (NBS, 2017; PRME C 2015), but AstraZeneca (1) also mentions their interest in presenting how they work and then get feedback and new input on that. This "other way around" is an approach not that highlighted in theory. SCA also sees an opportunity in creating a potential cooperation between the School and other schools. This to make use of different competences combined. The examples of collaborations mentioned by SCA could indicate the sustainability-focused exchange and learning opportunities emphasized by (Hicks, 2017) as success stories. However, SCA also believes in having a broad presence rather than make the partnership into a too big project, as large partnership structures requires a lot of time allocated to this in particular. Volvo Group stresses it to be crucial to have concrete projects, especially due to the inflation of projects in the sustainability society today. The viewpoint of finding the innovative edge in the partnership and have short payback time for the parties could be related to the significance in creating mutual value (PRME C, 2015) and again have a dialogue what's of value for each partner. The short payback time also indicates one of the barriers mentioned namely the short-term focus of companies related to the often long-term focus within universities (Valentin, 2007).

Collaborative projects

As seen in the theory, the Expert highly emphasizes the joint projects and real projects for students to engage in as absolutely crucial. Particular viewpoints of interest were the view of approaching companies and make them see students as change agents and as a resource for the company. Furthermore, to take a new perspective in education, beginning with the problem

companies' face today and then reflect what knowledge the students need to possess, usually the education is the other way around. Finally, the Expert's view of letting managers work closely with students and argue for this interaction as a win-win situation has not been found in theory more than the benefit for business education to access managerial experience through the collaboration (Valentin, 2000).

Mutual platform

Having a mutual platform between university and industry is as stated, frequently mentioned in the theory as a vital aspect to be able to make progress both within the business community as well as among business schools (Muff, 2013; Aizpun et al., 2015; AACSB, 2016). A mutual platform for sharing knowledge and perspectives and solve issues could be linked to the sixth principle of PRME, namely dialogue (PRME B, 2016). Principle 6 focuses on universities facilitating and supporting dialogue among educators, students, business, government etcetera, and discuss critical issues related to sustainability and global social responsibility. The School engages in and uses PRME as a guide in their work with implementing sustainability, and hence also uses the sixth principle as a guide. Interviewee (1) perceives the partnership program in itself as an open access and mutual platform for different stakeholders to meet. However, the opportunity to create a mutual platform, as the theoretical framework strongly recommend, is an opportunity but also a challenge which is mentioned by Interviewee (3). He sees the possibilities in having an even better exchange with each other through a larger platform, but the difficulties in creating a clear plan of how to do it. Interviewee (1) and (2) mention the initiative called SDSN (Sustainable Development Solution Network) which is a project that aims to create this type of platform. However, Interviewee (2) mentions that it is not up and running yet but the ambition is there. Furthermore, the Expert claims that the School and its partner companies must set common agendas and stressed that the two parties should try to learn from each other and realize that it is about mutual learning. Academia learns what problems the companies encounter and reversed. This could again be related to the emphasize in theory to create a mutual platform and have reflective practice and fieldwork and engage in the transformation of business as well as the economy (Muff, 2013).

5.3.4 Challenges with Collaboration

As mentioned above, a strength seen from the School's point of view is the good dialogue between the School and the companies that exist. Barriers for the partnership could be many and affect the outcome of the partnership, however, as seen in theory (Hughes, 2011), having a good dialogue could help overcome these barriers. As a good dialogue between the two has been emphasized, something that could be improved rather seems to be the clarity in what subjects and projects the communication and dialogue should touch upon.

The barriers to succeed with partnerships perceived by Interviewee (2) from the School, such as having conflicting intrinsic interests which could make it more difficult to come to an agreement or discussions regarding which part who is entitled to the results, could be linked to the theoretical framework. Valentin (2000) highlights the challenge of overcoming the barrier of potential differing objectives and interests between university and industry, or the mismatch in expectations emphasized by Bruneel et al. (2010). The Expert stresses that it is important in these type of partnership to understand each other worlds and trust each other.

One indication of a barrier found in the empiri seems to be the time aspect, where and on what should both the companies and the School prioritize its time. Furthermore, it is an indication on a willingness to make the partnership more concrete and clear from the partner companies' point of view, and to really see the value and benefit of concrete projects. This could also be a reason to initial project with short time frame (Valentin, 2000) and with beneficial outcomes for both parties (Hughes, 2001). At the same time, Interviewee (3) mentions the reality today of the huge amount of requirements put on academia which is a challenge per se to overcome and makes the situation unrealistic. Furthermore, he mentions that it is becoming overbearing for the people working with and focusing on sustainability on the School, hence more people is needed. This could imply that the School has a need for more engaged people within the sustainability area and/or employees with the right type of skills needed in relation to sustainable development and responsible leadership.

Increasing demands can be found in the empiri both within the business community and on business schools. As the requirements and demands on both sides increase, it could be argued that it is more important than ever to show the value in creating partnership and collaborations between university and industry today (Chesbrough, 2005). Overcome the barriers such as cultural differences (Valentin, 2000) and biased interest (Hughes, 2001) and then partner even more to advance sustainability (PRME C, 2015), which the empiri shows that both industry and university strive to do.

5.4 Summary Analysis

Sustainable development and responsible leadership in business

The companies perceive values, ethical and quality stakeholder relationships as important as well as the close linkage to have governance and accountability in place, also due to the pressure from investors and the external environment. The companies cover aspects within all levels of the macro, meso and micro levels and the challenge that comes with operating within a big, complex organization in a global arena.

Many of the competences need for responsible leadership relate to the challenges highlighted by the companies. This can make sense since to be able to manage the challenges the companies face and will face in the future, the employees need to possess relevant competences. Therefore, a connection between the challenges and the competences needed, can be seen. Moreover, leadership that is practiced must be relevant to our time. This could also be an indication of the connection seen in this study, between competences needed and upcoming and present challenges.

Examples of competences highlighted in the theory and challenges found in the empiri are; the ability to see opportunities, the ability to prioritize, the ability to think sustainable with a global perspective in mind, the integrative ability and the ability to create clear visions. On the other hand, competences not highlighted by the companies but found as important in the theoretical framework were adaptability and time management (Pujol-Jover et al., 2015) and creativity, innovative and entrepreneurial competences as well as international experience (Roos, 2014).

Sustainable development and responsible leadership in higher education

As business schools today face the pressure to change and transform its education towards an integration of sustainability and responsible leadership, the School is spot on with its high focus of integrating these subjects into the education and thus tries to keep up with the demand from society. However, a gap is perceived between the market demand and competences from the School's graduates within these subjects. The School has a good foundation to stand on for its future work in terms of a dedicated resource (HRHU), the statement included in the strategy and a clear vision coming from the dean. External as well as internal driving forces push the School's work forward with integrating sustainability into the education. Even if the external pressure could be perceived as the stronger of these two, the internal drive coming from the employees is crucial for success. The faculty at the School need to understand why it is important to work with this integration and have an own willingness, the same as goes for the success of a business transformation. Furthermore, for reaching success with the transformation, the business school is dependent on having good collaborations and partnerships in place. At the same time, the School perceives it as a challenge to be active in the society and its development, simultaneously as they engage in and keeps the discussion running and constantly reviews the sustainability concept.

Partnership and collaboration

The School and its partner companies in this study seem to have a good relationship with each other. The benefits of being good friends, having an open dialogue and a long-term relation create a good foundation for future projects and overcoming barriers that potentially could arise. Increasing demands, changes and challenges face both worlds and therefore it seems more

crucial than ever to meet and work together with how to fight the battle and the challenges of today's society, sustainability and globalization.

One point of particular interest is the power of a mutual platform mentioned frequently in the theoretical framework, an opportunity also mentioned by interviewees from the School but not as highlighted by the partner companies. Principle 5 partnership PRME B (2016), aims to explore jointly effective approaches to meet the social and environmental challenges. The findings from this study indicate that there is room for further dialogue with partner companies how to achieve this. Having a clear dialogue of needs, understand each other and create concrete projects with mutual value and short payback time.

6. Conclusion

The purpose of this study has been to investigate the perceived importance of the partnership between the School and its partner companies in terms of the concepts of sustainable development and responsible leadership. The thesis further demonstrated what attributes and competences are beneficial for, and what challenges and opportunities a partnership may imply for a future development of these concepts. To do so, the study has been built around following research questions.

How do the School and its partner companies perceive the importance of partnership towards sustainability?

- 1. What attributes and competences among graduates are required and desired by the partner companies of the School, related to sustainable development and responsible leadership?*
 - 2. What challenges and opportunities do the School and its partner companies identify within their partnership?*
-

Based on the empirical findings we have been able to conclude that the partner companies included in this study all see a need to ensure competence for future sustainable business development and responsible leadership practice. All companies actively take part in global agreements and comply with global standards for sustainability and sustainable business practice. We have been able to identify a number of morally based attributes that are perceived as important to succeed with an adoption of sustainability and responsible leadership. Among them are the most highlighted; attitude, understanding of the impact of actions and decisions beyond the self, trustworthiness, social competence, inspirational ability and broad business understanding. All forming the ability to make responsible business, concretize sustainability and responsible actions as well as having a holistic view.

Attributes and competences argued of importance for a successful implementation of sustainability and responsible leadership practices could be seen to be created and enhanced in collaborations between education and practice, in which a theoretical foundation can be applied in a real-world setting. Partnerships and collaborations are of great importance for further development and implementation of sustainability and responsible leadership on both sides, but are still lacking in experience and concrete structures.

Based on the findings of this study, we argue that business education today is lacking to include sustainability and responsible leadership practices in the educational programmes. The implementation rate in educational institutions is seen to be too slow and not to be keeping up with the demands of the business community. However, this gap is identified by the School, which systematically has started a transformation towards a more efficient adoption. There is a certain responsibility in the hands of universities, educating future leaders to carry on the torch

to future generations. To educate in an educational setting for a corporate context imply some challenges. To create competences to meet the needs of society, the School needs to take part where it happens, and businesses need to grab the opportunity to take part in their future development by being involved in the future leaders' theoretical foundation. This mutual learning naturally allows for a deeper and more efficient value-creation where real problems are allowed to be tackled with real-world experience on one side, and theoretical knowledge and scientific evidence on the other. Connecting to the highlighted benefits of including real-world practice in the School, it should be increased, allow shared experiences and find ways to create structures for co-creation of value.

The findings of this study implies that sustainability and responsibility are challenging concepts in a theoretical setting as they are not directly measurable in all forms, therefore they suffer a potential risk of losing legitimacy. There needs to be an understanding of why it is important to develop sustainably and responsibly, what comes out on the other side, and what values are to gain that are not necessarily financial. It needs to be seen in a bigger picture and it requires a great foundational transformation in business practice as well as business education. Further, challenges come in line with an increasing globalization as well as digitalization. As the world gets more global- and digitalized there needs to be an openness for cultural differences as it allows greater access to international settings. As much as it could be considered a challenge, as great opportunity it is. By this, we argue that business and educational institutes would benefit from creating mutual platforms where knowledge and experiences can be shared both within and between business and education.

It was found that industry-university collaboration enables creation of new ideas and shared knowledge. Through long-term mutual partnerships based on common agendas, individual solutions and a mutual understanding of wants and needs, an education fit to the needs of the society can be created. Sustainability and responsible leadership are by the case companies seen as crucial for future business survival as well as a competitive advantage. Business schools have the power and responsibility to educate future leaders to meet future demands, and by that take a direct part in the development of the adaption towards sustainability and responsible leadership practices. The conclusion can be made that this development is perceived as vital for future success.

This study has contributed with valuable insights to the School by investigating the perspective of its partner companies, and the importance of the School providing graduates who possess abilities and competences to enforce global sustainability challenges through the practice of responsible leadership. Something that can enhance the already initiated integration process in the School and which has not been investigated before. To summarize, based on the findings of this study, we argue that global sustainability challenges do require new sets of morally based leadership skills to meet future environmental and societal demands. The global arena is expanding, bringing new challenges and opportunities which need to be captured in business development and future leadership practices. To succeed with managing these challenges,

structured ways of sharing knowledge between business education and the business community would get access to the best of both worlds, but also allows for a more specific and continuous competence match along the way.

6.1 Recommendations to the School

The study shows that the perceived importance of industry-university partnership towards sustainability is seen as crucial. To meet the demands of society and its partner companies, the School needs to maintain its focus on integrating sustainable development and responsible leadership in the education. Furthermore, to ensure the relevance in the development of today's students and graduates, the School needs to review its competence match between academia and the business community. Based on the findings in this study we can identify a gap between the needs of the business community and the School within these concepts. The School would therefore benefit from defining and discuss what attributes and competence areas found in this study could be extendedly included. The most highlighted attributes and competences required and desired by the partner companies were; attitude, understand the impact of actions and decisions beyond the self, trustworthiness, social competence, inspirational ability and broad business understanding. All forming the ability to make responsible business, concretize sustainability and responsible actions as well as having a holistic view.

Furthermore, knowledge of the ten principles of the UN Global Compact as well as the 2030 Agenda for Sustainable Development, is other areas of improvement, where graduates need to better prepared to face the needs and expectations from the society. As global standards of making business and to ensure future basic needs of society, these should be more deeply rooted in the education.

As mentioned, the partnerships between the School and the partner companies included in this study are perceived of great importance for a successful future integration of these concepts in its education. Hence, the School needs to maintain and nurture the good relationships they have with its partner companies today and utilize this network even further. The benefits of industry-university partnerships are many, but the most crucial may be to create possibilities for bigger and better progress towards sustainability, together. With that in mind, the School would most likely benefit from having an even closer dialogue with its partner companies of how to work with concrete projects that create mutual value. Moreover, develop projects with shorter payback time, customized projects and include real-life projects in the education to a greater extent. Lastly, due to the heavy focus within the theoretical framework, and its emphasize on being a crucial aspect for reaching success in the transformation towards sustainability, the School should discuss the possibilities in creating a mutual platform between different stakeholders.

6.2 Future Research

This thesis focused on large, global companies and their perceived importance of partnership surrounding responsible leadership and sustainable development with the School. The aim was to provide an overall image of what competences and attributes are now, and in the future, seen as beneficial for further sustainable business development, rather than an in-depth picture of the structural attributes of the partnerships. If time would have allowed, it would have been of interest to also investigate the actual structure of existing partnerships as well as how they could be successfully restructured in the future.

It would also have been of interest to include how students perceive this constellation, and how the students perceive the importance of, as well as are influenced by, the implementations of these concepts. The School's broad base of students and connected industries could create an interesting research project in how different societal segments and industries are influenced in different ways based on demographic information.

Another potential area of research outside of the scope of this thesis is to investigate how well the implementation of the concepts of sustainable development and responsible leadership, translates into human resource-departments' and further how well the desire for certain attributes are included in job application processes.

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8. Appendices

Appendix A: Interview Guide the School

Questions to the School of Business, Economics and Law

The School of Business, Economics and Law will throughout the interview guide be named “the School”.

Background

- What is your title?
- For how long have you been working for the School?
- For how long have you been in this position?

Definition of Sustainable Development in Higher Education

- How is sustainability defined within the School? (*WCED, 1987*)
- What is included in the School’s sustainability work?
- What fall under the School’s responsibilities when it comes to sustainable development (rules and regulations etc.)?
- How does the School act responsibly? What policies, procedures and roles are in place? (*Lawrence & Beamish, 2013*)

Implementation of Sustainable Development in Higher Education

- What would you identify as the main driver for the School’s implementation of sustainability and responsible leadership today? (*PRME B, 2016*)
- Do you see a top down, or a bottom up approach, when it comes to implementing sustainability and responsible leadership at the School today? (*PRME B, 2016*)
- Does the implementation process follow any structural guidelines, frameworks, schedules etc.? (*PRME B, 2016*)
- How are sustainable development and responsible leadership incorporated in the everyday operations of the School as an organization (outside the education)?
- How would you say that sustainability and responsible leadership stands in relation to other areas or interests of the School? (*PRME B, 2016*)
- What knowledge and core competences would you identify as of importance within the own organization in terms of implementation of sustainability and responsible leadership? (*Lawrence & Beamish, 2013*)
- What do you identify as the biggest challenges to succeed with the implementation of sustainable development and responsible leadership in the education?
- How is the faculty supported with taking on these challenges? (*Muff, 2013*)
- How are current sustainable development activities being measured and evaluated?
- Do you identify a gap between the graduates’ competence level vs. corporate market today?

- What knowledge and core competences do you identify as of importance for efficient responsible leadership? (*Lawrence & Beamish, 2013*)
- Among graduates, what competences and skills would you identify to be needed in the near future to make a company successful and perform? (*PRME, Principle 1 Purpose*)

Partnership and Collaboration

- In general, what are the biggest challenges academia will encounter in the near future (within 5 years)?
- In general, what do you identify as the biggest opportunities for academia in the near future (within 5 years)?
- How do you collaborate and interact with your partner companies today? (*PRME, Principle 5 Partnership*)
- What would you highlight as the greatest strengths/benefits of this partnership/collaboration for the School? (*Muff, 2013*)
- In your perception, how important is the collaboration with your partner companies (in relation to sustainable development)? (*Muff, 2013*)
- What do you identify as the greatest opportunities in this type of partnership?
- What do you identify as the greatest challenges in this type of partnership?
- How would you like to change/enhance the collaboration between the School and the market? (*Muff, 2013*)
- Do you have an open access between academia and practice in place? If yes, how is it working?
- Do you have a platform where different stakeholders share knowledge and develop new methods to meet and handle new societal situations? (*Muff, 2013*)
- Do you have other local partnerships within the area of sustainable development? (*UNGC, 2010*)

Appendix B: Interview Guide Expert

The School of Business, Economics and Law will throughout the interview guide be named “the School”.

Background

- What is your title?
- What is your background? Connection to the the School?
- For how long have you been working within the area of sustainable development?

Definition of Sustainable Development

- How would you define sustainable development and responsible leadership?

Attributes of responsible leadership

- What would you consider to be the three most crucial attributes for reaching success in your career? (*Wilson, A., G. Lenssen and P. Hind: 2006*)
- Do you believe that these attributes have changed in line with the global adaption to sustainable development and the increased focus of responsible leadership?
- If yes, how?
- What knowledge and core competences do you identify as of importance for efficient responsible leadership? (*Lawrence & Beamish, 2013*)
- Among graduates, what competences and skills would you identify to be needed in the near future to make a company stay successful and perform? (*PRME, Principle 1 Purpose*)
- How do you believe that companies on a structural level could take advantage of the new generation (graduates) and the perspective that they have to give?
- In general, would you say that sustainable development and responsible leadership are well represented in company cultures today? (*Wilson, A., G. Lenssen and P. Hind: 2006*)

Global Responsible Leadership

- What would you say is the most important to legitimize sustainable development and responsible leadership to minimize the risk of greenwashing etc.?
- Have you in your corporate role been relying on global frameworks in the implementation of sustainable development activities? (*UNGC, 2010*)
- If yes, which ones and what main pros and cons do you identify?
- What support do managers need for implementing these frameworks? (*Lawrence & Beamish, 2013*)
- Do you believe that sustainability should be included in the evaluation and/or in the compensation system for managers? (*UNGC, 2010*)
- Within Boards and executive teams, what sustainability issues do you believe are the most significant when it comes to lack of knowledge and understanding? (*UNGC,2012*)

Implementation of Sustainable Development in Higher Education

- What would you identify as the main driver for the School's implementation of sustainability and responsible leadership today? (*PRME B, 2016*)
- Based on your experience, do you see a top down, or a bottom up approach, when it comes to implementing sustainability and responsible leadership at the School today? (*PRME B, 2016*)
- What would you consider to be the most effective?
- How would you say that sustainability and responsible leadership stands in relation to other areas or interests of **the School**? (*PRME B, 2016*)
- How would you say that sustainability and responsible leadership stands in relation to other areas or interests of **the business community**?
- What knowledge and core competences would you identify as of importance within an educational (business school) organization in terms of implementation and adoption of sustainability and responsible leadership? (*Lawrence & Beamish, 2013*)
- What do you identify as the biggest challenges to succeed with the implementation of sustainable development and responsible leadership in higher education?
- Do you identify a gap between the graduates' competence level vs. corporate market today?
- If yes, how do you believe that the School can minimize this gap?

Partnership and Collaboration

- In general, what are the biggest challenges academia/corporate market will encounter in the near future (within 5 years)?
- In general, what do you identify as the biggest opportunities for academia/corporate market in the near future (within 5 years)?
- How does the School manage to collaborate and interact with its partner companies today? (*PRME, Principle 5 Partnership*)
- What would you highlight as the greatest strengths/benefits of these partnerships/collaborations for the School, as well as the partner companies? (*Muff, 2013*)
- In your perception, how important is the collaboration between the School and the partner companies (in relation to sustainable development)? (*Muff, 2013*)
- What do you identify as the greatest opportunities in this type of partnership?
- What do you identify as the greatest challenges in this type of partnership?
- How do you believe that a collaboration between the School and the market could be enhanced? (*Muff, 2013*)

Appendix C: Interview Guide Case Companies

Background

- What is your title?
- For how long have you been working for this company?
- For how long have you been in this position?

What Is Sustainable Development?

- How does your company define sustainability? (*WCED, 1987*)
- What is included in your company's sustainability work?
- What fall under your responsibilities?

Attributes of Responsible Leadership

- What would you consider to be the three most crucial attributes for reaching success in the role as XXXX? (*Wilson, A., G. Lenssen and P. Hind: 2006*)
- Do you believe that these attributes have changed in line with the global adaption to sustainable development and the increased focus of responsible leadership?
- If yes, how?
- What knowledge and core competences do you identify as of importance for efficient responsible leadership? (*Lawrence & Beamish, 2013*)
- Among graduates, what competences and skills would you identify to be needed in the near future to make your company stay successful and perform? (*PRME, Principle 1 Purpose*)
- Would you say that sustainable development and responsible leadership are well represented in your company culture? (*Wilson, A., G. Lenssen and P. Hind: 2006*)
- How do you believe that your corporate culture is related to the design of your corporate strategy?
- Is sustainability an active part in the everyday operations throughout the company?
- Do you offer education on the subject to your employees?
- How do you measure the progress of implementing sustainable development activities?
- Are there any structural guidelines to hold company leaders accountable for, when it comes to irresponsible behavior in connection to sustainable development activities? (*Wilson, A., G. Lenssen and P. Hind: 2006*)

Global Responsible Leadership

- Does your company rely on global frameworks in the implementation of sustainable development activities? (*UNGC, 2010*)
- If yes, which ones and what main pros and cons do you identify?
- How does your company act responsibly? What policies, procedures and roles are in place? (*Lawrence & Beamish, 2013*)
- What support do managers have for implementing these? (*Lawrence & Beamish, 2013*)

- Does your company take further action in support of the UN 17 Goals for Sustainable Development? (*UNGC, 2010*)
- If yes, how?
- Does your company engage with the UN Global Compact? (*UNGC, 2010*)
- What do you identify as your biggest challenges within the concept of sustainable development? (*Lawrence & Beamish, 2013*)

Challenges and Opportunities of Responsible Leadership

- In general, what are the biggest challenges managers, within your company, will encounter in the near future (within 5 years)? How are they being prepared to overcome these? (*Lawrence & Beamish, 2013*)
- In general, what do you identify as the biggest opportunities for your company in the near future (within 5 years)? How are managers being prepared to meet these? (*Lawrence & Beamish, 2013*)
- What have been the biggest problems/implications you have encountered in your role? (*Lawrence & Beamish, 2013*)
- What have helped you succeed in your role?

Partnership and Collaboration

- Are you well-grounded in the partnership with the School of Business, Economics and Law?
- What would you highlight as the greatest strengths/benefits of this partnership/collaboration for your company? (*Muff, 2013*)
- How would you like to change/enhance the collaboration between your company and the School of Business, Economics and Law? (*Muff, 2013*)
- Do you interact with schools and discuss/explore jointly effective approaches of how to meet the challenges you face? (*PRME, Principle 5 Partnership*)
- Do you have other local partnerships within the area of sustainable development? (*UNGC, 2010*)

CEO, the Board and the Executive team

- Does the Board have direct oversight of corporate sustainability? (*UNGC, 2010*)
- Does the Board involve in sustainability issues and environmental, social and governance (ESG) concerns? (*UNGC, 2010*)
- In relation to the roles of the Board, what challenges do you predict and how will you conquer them? What challenges have you encountered?
- Within the Board, what sustainability issues are the most significant when it comes to lack of knowledge and understanding? (*UNGC, 2012*)
- Is sustainability included in the evaluation and/or in the compensation system for managers? (*UNGC, 2010*)
- What knowledge and abilities are vital to make career progress in your company? (*UNGC, 2012*)

Appendix D: The Ten Principles of the UN Global Compact

The ten principles of the United Nations Global Compact

Human rights

- Principle 1** Businesses should support and respect the protection of internationally proclaimed human rights; and
Principle 2 make sure that they are not complicit in human rights abuses.

Labour

- Principle 3** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
Principle 4 the elimination of all forms of forced and compulsory labour;
Principle 5 the effective abolition of child labour; and
Principle 6 the elimination of discrimination in respect of employment and occupation.

Environment

- Principle 7** Businesses should support a precautionary approach to environmental challenges;
Principle 8 undertake initiatives to promote greater environmental responsibility; and
Principle 9 encourage the development and diffusion of environmentally friendly technologies

Anti-corruption

- Principle 10** Businesses should work against corruption in all its forms, including extortion and bribery.



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