

# PRME SIP Report 2022

# Colofon

This report was created by the PRME office of Antwerp Management School and the University of Antwerp.

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# 1 Message from the Deans



# Message from Steven De Haes, Dean AMS

I am pleased to present this PRME Sharing Information Progress Report to all stakeholders of Antwerp Management School and the University of Antwerp. This is the fourth PRME SIP Report in which we present our initiatives that we initiated to create positive impact for our students, staff, partners and the world.

In light of our continued ambition to integrate sustainability into our campus operations and in all our learning, development, research and valorization activities, we are in constant dialogue with our internal and external stakeholders. In a collaborative spirit, we define our material topics, challenges and opportunities, and drive our sustainability agenda forward in line with the PRME Principles.

We know that responsible management education is not only an inspiring, but equally a challenging journey. In 2015, the United Nations launched 17 Sustainable Development Goals (SDGs). We embrace this important agenda and collaborate with our partners in addressing these global goals. Our sustainability strategy aligns with the SDGs, which present opportunities to



strengthen our operations and programs as well as to contribute to society. However, it takes time and conscious decision making in order to progress, especially in a highly dynamic business environment.

Throughout this report, we will demonstrate how we are advancing towards the PRME principles and showcase realizations achieved to date, but also where we face challenges and will work in partnership with others to find and to implement solutions. We look forward to continuing on this exciting and important journey, and welcome feedback and insights from the readers of this report, at any point in time

**Steven De Haes, Dean Antwerp Management School**



# Message from Koen Vandenbempt, Dean FBE

At the Faculty of Business and Economics, we are very aware of our role in society. We shape the next generations of graduates and young academics and develop them into critical-thinking researchers, executives, entrepreneurs and policy makers, with an independent mind, ethical awareness and global mindset. This impact on society cannot be underestimated.

Our Faculty has a long tradition of strong links with the private sector and society in general because of our location in the economic heart of Belgium, and more specifically in the multicultural city of Antwerp. A city which leads by example when it comes to sustainability, having risen to an impressive place 27 worldwide in the Sustainable Cities Index 2022. In the last decades, our faculty has increasingly integrated a sustainability and ethical framework and mindset into its activities.



As a university, we offer a stimulating environment for faculty, staff and students. We create an inspiring atmosphere to develop their innovative, business-minded, and entrepreneurial expertise, while emphasizing the importance of sustainable, responsible and inclusive behavior. We are proud to showcase a selection of our initiatives in this PRME report and look forward to make progress in our dedication towards the PRME principles in all of our activities.

**Prof. dr. Koen Vandenbempt, Dean Faculty of Business and Economics,  
University of Antwerp**

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## The DNA of AMS and the University of Antwerp



AMS and the Faculty of Business and Economics, University of Antwerp work closely together in creating ‘responsible management mindsets’. In partnership with each other, AMS and the University of Antwerp want to continue the road of transformation ensuring that the PRME principles and sustainability remain one of our key drivers, and that together with all our partners and stakeholders we continue to aim for impact in achieving the Agenda 2030 Sustainable Development Goals.

#### Antwerp Management School

Several elements underpin the commitment to sustainability and its role as one of the key strategic objectives. First and foremost, it is strongly embedded in the mission of Antwerp Management School: “Antwerp Management School (AMS) is an international business school preparing future managers and leaders for key roles in the global business community. We partner with our customers in creating sustainable value by cultivating talent to become Global Citizens, mastering the art of making decisions and leading people.”

As the mission statement indicates, AMS aims to prepare future managers for key roles in the global business community and passionately promotes responsible management, entrepreneurship, sustainability, leadership and professionalism.





The foundation of the mission base is formed by state-of-the-art management knowledge embedded in a business and organizational context. It is not about pure knowledge: it is about knowledge that is linked to business and the creation of sustainable value.

### University of Antwerp - Faculty of Business and Economics

The Faculty of Business and Economics is one of the largest faculties at the University of Antwerp. Situated in the heart of Antwerp's lively city center. The history of the Faculty of Business and Economics can be traced back to 1852. Since then, it has evolved into a dynamic and forward-thinking Faculty with a large international network. The international accreditations that the faculty has received from AACSB and EFMD testify to the high quality of its education and research, and this type of recognition ensures our students have a wide range of international opportunities on all continents. The highly valued cooperation with Antwerp Management School also ensures a strong link with managers from the business world.

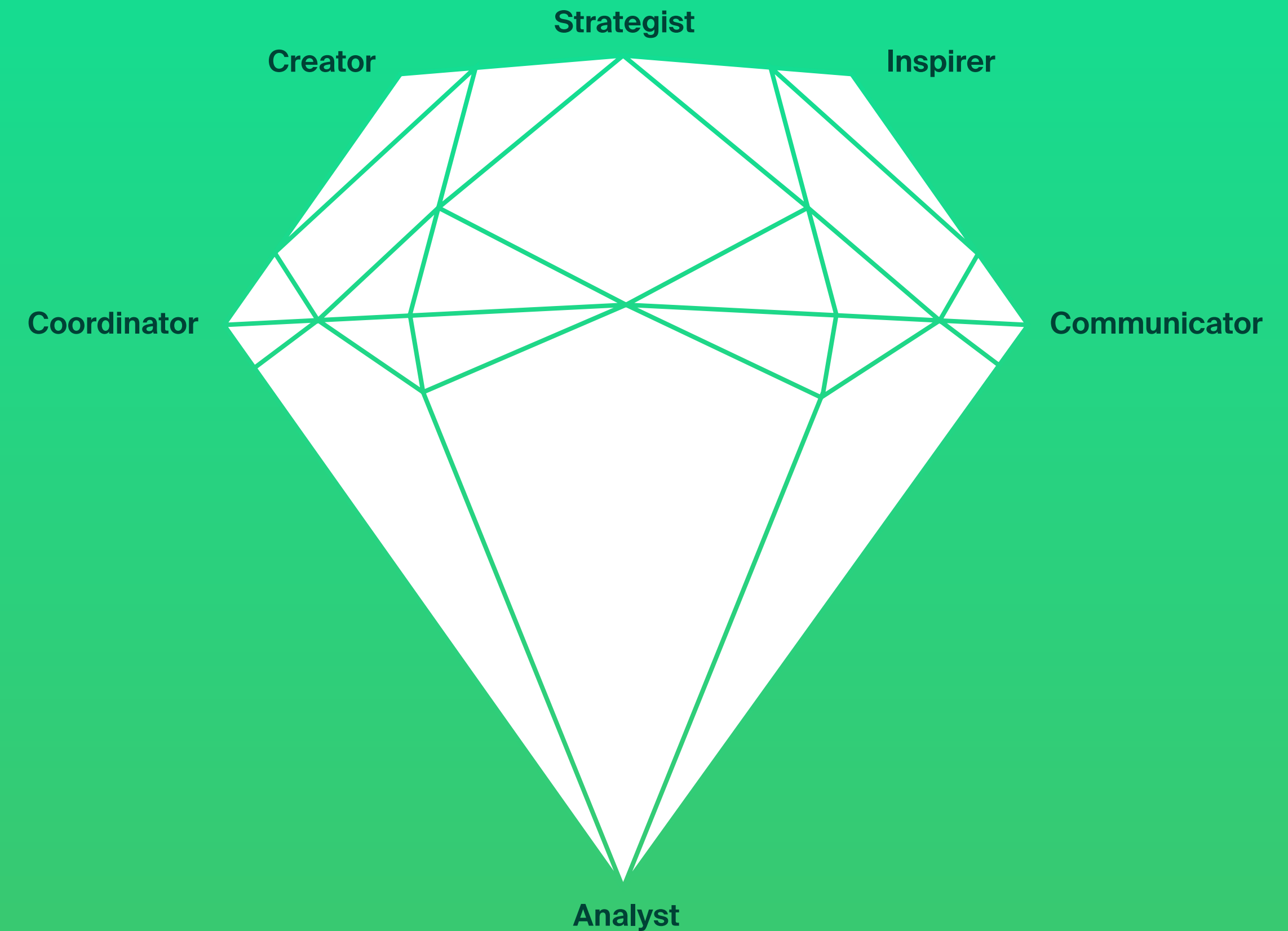
#### MISSION: Shaping diamonds

**We shape new generations of competent graduates and academics developing into critical-thinking researchers, executives, entrepreneurs and policy makers, with an independent mind, ethical awareness and global mindset.**

We provide high-quality academic education and scientific research in management and economics, with a focus on sustainability and internationalization. We offer student-centered and competence-based education, from Bachelor to PhD, allowing students to develop their analytical and autonomous problem-solving skills.

## Polished diamond

Professional roles for FBE's graduates





We contribute to knowledge development by fostering fundamental as well as applied scientific research, with a strong link to the organizational world and to society. Research results are integrated into the course content, giving students insight into the latest evolutions in the field. Our research community also disseminates their expertise to the business community and policy makers, leading to a societal impact.

Our ‘polished diamond’ outlines the diverse roles that graduates from the Faculty of Business and Economics fulfil in their professional lives.

The image of the polished diamond is a striking metaphor which allows us to visualise how our programs are designed. Each professional role is linked to one or more of the core competences of each of our programs. Our commitment towards PRME is most prevalent in the strategist role, it entails that our graduates can unite different perspectives while keeping the big picture in mind. They do this on the basis of an ethical reference framework, paying attention to sustainability and the global context.



Antwerp Management School



University of Antwerp



# 3 Our Global Engagement



On a global level and to further anchor its mission, Antwerp Management School and the University of Antwerp have subscribed to the principles of the United Nations Principles of Responsible Management Education since 2012. In 2013, we became a member of the United Nations Global Compact, committing itself to the 6 principles listed below. AMS also held the secretariat of the Belgian Chapter of the Global Compact in 2014 and 2015, illustrating its strong commitment to creating partnerships and strengthening links with international sustainability standards.

In 2017, several schools in the France-Benelux region took independent initiatives to contact the PRME Secretariat in New York in the interest of creating a regional Chapter. Seeing the potential in this, PRME connected these schools to discuss the idea. AMS/UA, Amsterdam School of International Business (AMSIB), Maastricht School of Management (MSM), and France's Conférence des Grandes Écoles (CGE) came together and created the PRME France-Benelux Chapter. AMS was Chair for the steering group of the Chapter from 2017 till 2020.

### The PRME Principles



#### **PRME Principle 1 - Purpose**

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



#### **PRME Principle 2 - Values**

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



#### **PRME Principle 3 - Method**

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



**PRME Principle 4 - Research**

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

**PRME Principle 5 - Partnership**

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

**PRME Principle 6 - Dialog**

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





# 4 Rankings & Accreditations





All master programs offered by AMS, both the full-time master's programs and the executive master programs, are accredited by the Dutch-Flemish Accreditation Organization (NVAO). All Flemish Universities are periodically subjected by NVAO to an institutional review, a periodic assessment of the quality of the education policy, including the conduct for confirming the quality of its programs. The Institutional Review of UAntwerp in fall 2021 resulted in a very positive assessment.

Antwerp Management School and the Faculty of Business and Economics obtained the prestigious global accreditation of the Association to Advance Collegiate Schools of Business (AACSB) for their management programs. AACSB's 2020 business accreditation standards help business schools rethink their activities and focus on engagement and societal impact. AMBA, the Association of Masters in Business Administration, is the UK-based international MBA quality certification authority. Together with IBS (Moscow), Antwerp Management School offers an Executive MBA. Antwerp Management School achieved the AMBA accreditation in 2015.

Since 2010, the Faculty of Business and Economics holds the prestigious EFMD program accreditation for its Business Economics and Business Engineering degrees. EFMD has worked closely with the UNGC in the development and formulations of The Principles for Responsible Management Education (PRME) and the PRME principles are implicitly embedded in the EFMD standards and philosophy.

The Positive Impact Rating (PIR) is a new rating conducted by students and for students. It is the first time that students around the world assess their business schools on how they perceive their positive impact in the world. The positive impact of business schools goes beyond their contribution to business and the economy; it addresses the need for their positive impact for society.



The impact of business schools is measured in three areas (energizing, educating, and engaging) which are further divided into seven dimensions (see table). These dimensions include assessing the programs offered and the learning methods used, and how students actively engage with each other and the broader public. It assesses a school's culture and governance, which are predictors for becoming a positive impact school. And it looks at how members of the school are seen to engage in public as well as how the school is seen as serving as a role model in the eyes of students.

Antwerp Management School is one of three European business schools ranked as 'transforming' in the Positive Impact Rating. At AMS, we share our PIR results with our staff, faculty, students, chairs and corporate partners, because we believe it is necessary to walk this talk together with our peers and industry partners who are fully and explicitly supporting our focus on sustainability.

'Transformation' has been a unifying theme over the past few years as we have transformed as an organization, including moving from rented premises to our own low-impact building; sharing the same workspace to create a one AMS culture and building a healthy and innovative work-climate geared around our human assets; transforming our brand and positioning around our inspiring slogan of 'Opening Minds To Impact the World'; and transforming our strategy: educating future leaders in society, enabling organizations in today's VUCA (volatile, uncertain, complex and ambiguous) world to transform for sustainable impact whilst operating in a larger international ecosystem.

One of the main objectives of AMS, when it comes to management and business education, is to make the shift from mere knowledge transfer -


## POSITIVE IMPACT RATING FOR BUSINESS SCHOOLS

the traditional aim and intent of management education - to the broader development of impactful and responsible managers, leaders and global citizens; in other words, the creation of sustainable mindsets.

To end, we will continue the PIR journey, in order to manage and unleash new perspectives, get networked with aligned organizations, connect with strategic partners, get mission-driven, include stakeholder opinions, use applied tools, and get transparent with performance reporting.

We are delighted to share with our [PIR case study](#) for further reading into the work that we are doing.





“How I feel about my AMS journey so far? I enrolled for a master’s degree to get to the next leg of my career. But it became clear that the AMS promise goes greatly beyond that. AMS is helping me open my mind to come out as not just a leader but a better person, self-aware, with a global perspective and capable of making a real impact on the world. I believe our AMS tagline “Opening minds to impact the world” sums it up nicely”.

— Sandhya Paul, student



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## Highlights

## 5.1 AMS highlights ('19-'22)

The flexibility built up during the COVID-19 crisis year 2020 has contributed significantly to managing the impact of the health crisis on the school's operations throughout 2021. Although a clear negative effect has remained on the recruitment of participants, the learning experience of the participants, the organization of all kinds of activities and the deployment of staff, the school has managed to deal with the fast-paced environment in a positive and creative way.

**Spring 2021:  
focus on  
continuity of  
all learning  
activities  
in difficult  
circumstances**

In the spring of 2021 in particular, the impact of the COVID-19 measures in force at the time was still strongly felt. Only very limited groups could occasionally be taught on campus, so most classes were largely organized in an online format. This not only hindered an optimal learning experience for the participants, but also demanded a particularly great effort and agility from teachers and the different program teams. Many external activities, and in particular study trips abroad, were also unable to take place as planned, but were always replaced by creative alternative approaches. Every effort was made to ensure that all training and learning paths could continue and that the learning objectives could be met. The efforts made by everyone in this regard could ultimately count on a lot of appreciation from the participants.

Moreover, the academic year ended on a positive note. The more limited COVID measures in the months of May-June made it possible to organize exams and presentations on campus. The end results were satisfactory and the success rates at the same level as in previous years. The executive masters held separate and limited graduation moments on campus for each study program, and the full-time masters managed to organize a large, joint, and festive proclamation ceremony in the Antwerp football stadium 'De Bosuil'.

**Autumn 2021:  
from the start  
of the academic  
year on campus  
back to  
restrictive  
measures**

The start of most courses in September-October could still take place on campus and on a personal basis, but the deteriorating COVID situation soon made it necessary to take restrictive measures. Nevertheless, most activities were still able to take place on campus, which was much appreciated by the participants.

In the meantime, the uncertainty did have an impact on recruitment figures, especially for full-time masters, where many Belgian candidates in particular were deterred by the restrictions on international study trips. Good recruitment results were achieved in the executive masters and the open executive programs, where this factor plays a much smaller role.

During the first year of the COVID-19 crisis, the AMS Hybrid Learning Model was developed. The model is about choosing the right teaching mode for each situation and creating a balanced mix to maximize the learning experience and the learning effect. Whether the lessons are online, offline, synchronous or asynchronous, we want to guarantee an impactful learning experience that aligns with the AMS values: interactivity, personal connection, high quality content and a 100% safe learning environment. All AMS infrastructure was also fully equipped for this.

**Acceleration  
of Integrated  
Hybrid  
Learning  
Models**

**Continue to  
build on the  
implementation  
of the 2018-  
2022 strategy**

Despite the difficult circumstances in 2020 and 2021, the priorities within the 2018-2022 strategic plan were also fully expanded. In 2021, AMS realized important new projects and milestones that contribute to the longer term future.

We closed our last Sharing Information on Progress Report 2019 with an outlook for the next reporting period. We stated that we would further strengthen our commitment to the PRME and Global Compact Principles. Our ambition was to consolidate our spectrum of initiatives and guiding principles into a comprehensive strategy, using the SDGs as a wider frame of reference, as a fundamental part of our overall core business strategy for education and research.

**First Sustainability Progress Report**

After years of re-organization and transformation, a first Sustainability Report in 2020 showed that AMS has gone from being intention focused towards strategic implementation. At the center of this strategy stands the AMS vision on leadership. This vision entails that successful leaders, from a position of self-knowledge within a team context, operate and make decisions with a global mindset and consistently consider their impact on society from a stakeholder perspective. These leadership values, embedded directly in the mission, constitute the foundations on which AMS wants to educate present and future managers and leaders in society.



The students, employees, business partners and other stakeholders were involved in setting up an AMS Sustainability Strategy to gain in-depth understanding of today's AMS sustainability landscape and the issues they care about most.

Together, AMS managed to define three main goals:

1. Understand and map AMS' Impact
2. Going into dialogue with the stakeholders
3. Develop a bold and long-term strategy





## 5.2 FBE highlights (’19-’22)

**Sustalab**, short for sustainability lab, is a learning, leadership and consultancy for good initiative that from the Faculty of Business and Economics. The dynamic team of students and alumni has already had a huge impact on companies, sector federations and the Flemish government.

Founder Hans Verboven: “Our mission is to raise awareness for the transformative agenda of the Sustainable Development Goals (SDGs). The 17 SDGs set a global agenda of change and urge academia, business leaders, civil society and governments to act.

Although businesses are aware that sustainability is a basic condition of entrepreneurship, business leaders often still feel ill-equipped to respond to the current challenges their businesses face. That’s why Sustalab aims to help companies with sustainable growth, optimization, strategy and innovation.”

With support of the Flemish government, Sustalab founder Hans Verboven developed the Sustatool, an opensource tool that offers a translation of the current global SDG framework into pragmatic, business-oriented and concrete actions. In 2019 it became the government’s supported standard for small and medium-sized enterprises in Flanders.

Sustatool situates sustainability on three levels: product/service excellence, operational excellence and organizational excellence. Since sustainability is a broad concept, the three excellence levels contain fifteen themes, that cover various aspects – from HR to energy, mobility and purchasing policy. To further map sustainability, these 15 themes are divided in 90 sub-themes with more than 1.000 concrete actions and performance indicators. Everything is measurable, so companies can achieve real results.





**I-week**, the course ‘International Week on Sustainability’ or I-Week was introduced in 2014 to embed international exposure into the curriculum of the Bachelor of Applied Economics: Business Economics.

**The objective is to :**

- foster a global perspective and intercultural climate;
- expose students to international perspectives on current sustainability issues for companies;
- reflect on ethical issues in the business world through a multidisciplinary approach;
- offers students the chance to improve their language and intercultural skills in a course specific context.
- participate in lectures given by foreign visiting professors and business managers with international experience.

The course consists of 5 intense days of talks, discussions and workshops during which students are exposed to international academics, sustainability experts, CEOs of big businesses, as well as small enterprises with sustainability in their mission.

In the last few years, the course has evolved into a blended conference with speakers and students from 5 different continents.





**Green impact:** Starting from 2021, a team of FBE staff participates in the green impact challenge. Green Impact is a United Nations award-winning program designed to support environmentally and socially sustainable practice in organizations. It suggests what people can do in their workplace to make a difference and guides them how to do this in an accessible but meaningful way, creating a widespread culture of sustainability.

The FBE team won a gold award for two times in a row and received a Team Innovation Award at the national special awards. “The Faculty of Business and Economics (FBE) proved to be one of the most ambitious teams SOS International has witnessed so far. They achieved successes in every aspect of sustainability, ranging from Food to Education and Research. The key to their success is a structural approach. The team said their overarching goal is “to have sustainability embedded within the faculty’s strategy”. They secured the support and budget from their dean. With this budget, they are able to invest in a more sustainable workspace on an operational level, as well as in making more colleagues aware of the importance of a sustainable lifestyle, for example by means of a sensitization campaign.” FBE Student auditors Nell and Thomas reported that “the team was particularly strong in involving staff on sustainability, and finding out their needs and wishes.”



# 6 Our Progress on Purpose, Values and Method

PRME principles 1, 2 and 3

# Creating Sustainable Mindsets

In our previous report we explained our empowerment approach to integrating concepts of sustainability into our teaching, thus creating sustainable mindsets. We have further developed this sustainable mindsets approach over the past few years. Sustainability is embedded in our mission statement; it has stimulated AMS to develop views on the operationalization of our value pillars.

By becoming a United Nations Principles of Responsible Management Education (PRME) signatory, AMS and UA has publicly committed itself to the integration of sustainability into its educational programs. AMS and UA integrate sustainability in regular teaching through a bottom-up empowerment approach. Throughout the academic year we provide the students with knowledge on sustainability and encourage them to implement this knowledge throughout their entire teaching program. Through empowering them with understanding of sustainability issues we enable them to critically reflect upon their program, to question their professors about sustainability topics and how to integrate them into the teaching material offered.

## Approach to Responsible Management Education (RME)

# 6.1 Global Leadership Skills

## Developing sustainable mindsets Introducing Global Leadership Skills

The Global Leadership Skills (GLS) course centers on the three building blocks of the AMS mission: self-awareness, global perspective and societal consciousness. The course has the aim to challenge students on all three aspects, to guide and to allow them to grow through an intense experiential learning track. Within the building block societal consciousness, AMS focuses on systems thinking, key to understanding and acting on the interconnectedness of our economic, technological, human, social and ecological systems. Societal consciousness is seen as part of the bigger picture: Are you fit for the future? Will your career, organization, community, city or country survive and thrive in 10, 20, 50 or even 100 years? As individuals and future business, community and policy leaders, how can you not only prepare for the future but also help shaping it?



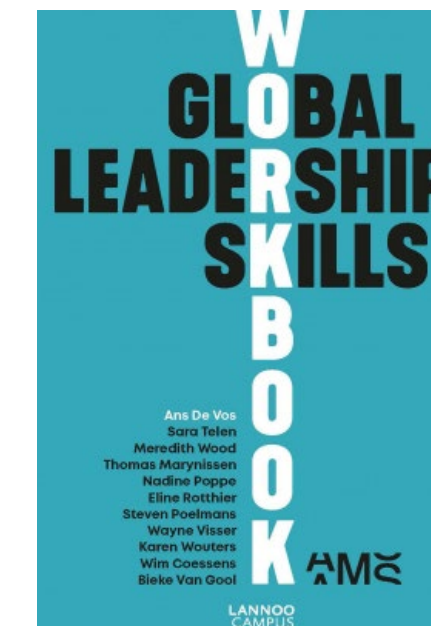


Students are introduced to megatrends and future-thinking tools that will help them to be more resilient and sustainable in the 21st century.

Students dive deep into seven aspects of integrated value: rethinking patterns, realigning partners, renewing principles, redefining purpose, reassessing performance, redesigning products and reshaping playing-fields. Through a mixture of in-class and cross-program sessions they are challenged to develop their personal vision on how to integrate sustainability in their future work and career. Core competencies are knowledge (areas of global societal risk, breakdown and breakthrough or innovation), reflective capacity (awareness of personal values and how they translate into behavior as a consumer and citizen) and skills (the ability to think systemically, critically and with a long-term perspective).

What do you think the qualities of a good leader are? When does cooperation become magic and what role does personal leadership play in this? What do you need to successfully follow the career path you have in mind? This workbook is your compagnon de route this academic year: a place for you to record and assess your growth process. At the end of the academic year it will not only give you a clear picture of your

personal leadership skills, but also serve as a precious travel diary. This workbook accompanies the Global Leadership Skills course offered to full-time master's students at AMS. For sixty years, Antwerp Management School has been offering high-quality management programs and research, thus offering a strong impulse to economic and social welfare activities in Belgium and far beyond. Its personal approach is highly appreciated.





**Global Leadership Skills learning objectives**

Through this program, AMS aims for the students to:

- get the necessary frameworks and tools for understanding sustainable transformation;
- understand systems thinking and the integrated value approach;
- explore the link between innovations and sustainability concepts;
- learn about sustainable or responsible claims of products;
- be able to take a multi-dimensional perspective on the 17 SDGs;
- understand what sustainable leadership means and which companies are leading on sustainability;
- explore with other students how a company can benefit by leading on sustainability and social responsibility;
- understand value creation arguments when it comes to sustainability;
- have an opportunity to work with other students and companies on sustainability implementation initiatives/cases;
- have the opportunity to become SDG student ambassadors and start sustainability projects with the support of AMS.

## 6.2 Action Learning Projects

### From SDG Student Ambassadors Campaign to Action Learning Projects

As of 2019-2020, the Student Ambassador Campaign program shifted from an optional program to a mandatory Action Learning Project (ALP), integrated in the GLS course. The SDGs are still the main starting point, but the projects are organized in a different way. The purpose of the projects is to give students the opportunity to practice their cross-cultural and cross-disciplinary leadership and teamwork skills and to gain significant results in contributing to the realization of one of the SDGs. As such they are working in cross-program (multi-cultural) teams of five people each.



**All projects need to respect three general guidelines:**

- Projects should focus on one or more SDGs and make a positive impact to said SDG(s) within a timeframe of six months (i.e., before mid-February).
- Projects must involve organizing and persuading other people, who are not on the team, to achieve a goal set by the project team. If students work with a larger organization or charity, they must show how they went beyond that organization's efforts to organize and influence others to complete their project.
- Projects should provide significant opportunities for all team members to exercise their leadership skills and/or make progress on the areas targeted in their personal development plans.

A secondary side effect of this project is the involvement of AMS staff. Each project gets assigned a mentor from the AMS staff. This helps students to connect with AMS and to feel at home, but it also serves as a tool to raise awareness on the SDGs amongst AMS staff.

**The Best Action Learning Projects of 2019-2020**

The AMS GLS staff carefully evaluated all the Action Learning Projects based on their impact, team effort and the project outcome. The GRN Fair was awarded the Best Action Learning Project of 2019-2020. This team hosted a very inspiring event in a short amount of time. They invited 18 start-ups, such as Too Good To Go, and experts to share their knowledge and raise awareness on SDG 12 'Sustainable Consumption and Production'. There were several stalls with circular products and services, where visitors had the possibility to ask questions. Stalls ranged from reusable cups (Billie Cups) to a green energy platform (Bolt) to sustainable art (Trashwerp). This team connected 211 guests, who were treated to a very inspiring and successful event promoting a more sustainable world.

The project teams also had to create an infographic summarizing their main objectives, approach and outcomes of their project, to further spread the awareness around their initiatives. The Cupsters were awarded with the Best Action Learning Infographic of 2019-2020. Their infographic is a great and visually appealing overview of their project together with eight youth movements in Belgium who were urgently looking for help on how to use reusable cups during their events. The Cupsters created an amazing online chatbot, that helps the Youth Movements transition to reusable cups and make the most sustainable decision for their events.

## 6.3 Sustainable Development Goals

**In the academic years 2019-2020, 2020-2021 and 2021-2022, full-time master's students participated in a range of educational activities related to sustainable development and the SDGs:**

### **AMS Onboarding**

In comparison to the previous year, the onboarding has changed from a one-day program to three full days based on the three pillars of AMS, immersing the students into sustainability right from the start. Throughout these three onboarding days, students deep dive into the three mission pillars of AMS, which are the baseline of the Global Leadership Skills journey: self-awareness, global perspective, and societal consciousness. With this program AMS is teaching the students to reflect upon how their learning over the year will equip them for taking responsibility in the new economy, and for turning global and local challenges into business opportunities.

On **day one**, facilitated by prof. dr. Ans De Vos and prof. dr. Karen Wouters, students focus on self-awareness as it relates to leadership and career development. Using creative and interactive exercises they get a better insight into what leadership entails and how they can develop it. The session on career development challenges the students' thinking on how they see this year at AMS in view of their future careers. The students are also introduced to the Career Management Services offered by AMS.

On **day two**, facilitated by prof. dr. Kathleen Vangronsvelt, students take a global perspective on leadership development and experience the value of diversity. They are assigned to a multi-disciplinary, cross-cultural team, with which they are able to test and develop their intercultural leadership and team working skills.

During the **third day**, facilitated by prof. Wayne Visser, we familiarize the students further with the societal consciousness leading to sustainable transformation. With many economic, social, environmental and ethical challenges facing the world and hence business today, management education has an essential role to play. We aim to empower the students with the knowledge, skills and reflection on societal challenges that will not only help them to develop your own perspective on sustainable development and corporate responsibility but also help them turn it into business opportunities.

### **Action Learning Projects**

During the onboarding days the cross-discipline and multicultural teams were formed. From the start in September until the end of February, these groups work together to promote sustainability and the SDGs by getting



involved in voluntary, self-determined projects. In order to further support the students, they have weekly possibility to consult with the AMS coaches (experts on each of the three pillars). Moreover, in the study year 2022-2023 two milestones were added. Based on the feedback of students of previous years AMS decided to provide more guidance to the students during the project. As a result, they will have two moments during the project where they can present their progress and receive additional feedback and guidance from the AMS faculty.

### **Residential Seminar**

Every year in October the students go on a two-day residential seminar. The objective of this seminar is to take the next step in their Global Leadership Skills. During these two days, the students will intensively work on their leadership, both at an individual level (a development plan based on 360° feedback by others) and group level. The seminar is intensive filled with exercises and reflections, but of course there is also time to enjoy being together with fellow students.

### **GLS Leadership Day One**

During this day seven interactive workshops were held by experienced trainers: time/priority management, decision taking, managing your energy balance, effective meetings, your future in leadership, negotiation skills and persuasion, influencing and assertiveness. Each student could choose two workshops to attend that day, to obtain insights into their own functioning, in the way they function in relation to others and into how they function in a group or as a group. A day with 'Self-Leadership' as a keyword.

### **GLS Sessions**

Throughout the whole academic year different sessions were organized to support and further stimulate the students' self-development. Peer coaching, public speaking, team dynamics and feedback sessions created and guided by experienced professionals.

### **GLS Exchange Day**

Students participate in a cross-masters SDG Exchange Day at AMS. This day focuses on the SDGs and how companies integrate them into their strategy and operations. Students participate in workshops with companies that are leading in various aspects of sustainable transformation.

### **GLS Leadership Day 2**

Just as on the first leadership day, interactive workshops were held. This time the students had the opportunity to choose from 6 different topics: resilience, brainstorm facilitation skills, decision taking, effective meetings, negotiation skills and persuasion, influencing and assertiveness.

# 6.4 AMS Mission Awards

The three pillars of the AMS mission are self-awareness, global perspective and societal consciousness. AMS recognizes and stimulates students who live their lives according to the mission of AMS. That is why we implemented an award to celebrate achievements on students in these domains. Initially it was called ‘AMS Mission Award’. During the full-time master’s graduation ceremonies of 2019, our Dean Steven De Haes announced the winners.

### Self-Awareness

Performing effectively in a team implies an objective view on one’s own strengths and weakness.

2019 Nikki Goossens,  
Master in Human Resource  
Management

### Global Perspective

Learning to deal with cultural diversity and developing a global mindset leads to new insights and ingenuity.

2019 Khushal Ahmed  
Piracha,  
Master in Global Supply  
Chain Management

### Societal Consciousness

Besides profit, values such as sustainability and contributing to society should be ingrained in economic processes and business culture.

2019 Abigail Benchimon,  
Master in Finance

As of 2020 the initial concept of this award was broadened to allow more criteria be included, as well as more brightest students be recognized for their achievements. That is why the best team, per the results of the Action-Learning Projects (as described in this report) is awarded annually. The members of the winning teams proved to have high self-awareness, global perspective, as well as be societally conscious:

2020 The GRN Fair	→ Carolina Hernandez (MGSCM)	→ Muhammad Tanvir (MIF)
	→ Ilse Nijsten (MHRM)	→ Nuria Devroe (CEB)
	→ Jef Sprengers (MIM)	→ Sabine Lueb (MIFM)
		→ Tobi Deloof (MGM)



**2021  
Honey,  
I'm Home**

→ Lars Maebe (MIM)  
→ Camille Wouters (MIFM)  
→ Jasper Wijnands (MHRM)

→ Antonio Ardit (MGSCM)  
→ Jialu Xiang (MGM)

**2022  
Code Green**

→ Vandita Sharda (MGM)  
→ Tilal Lateef (GSCM)  
→ Monika Velkova (MIE)

→ Cédric Fleurbaey (MIFM)  
→ Valerie Vanlauwe (MHRM)

## 6.5 Positive Impact Project

### Sustainability Integration in the executive programs (EMBA): PIP (Positive Impact Projects)

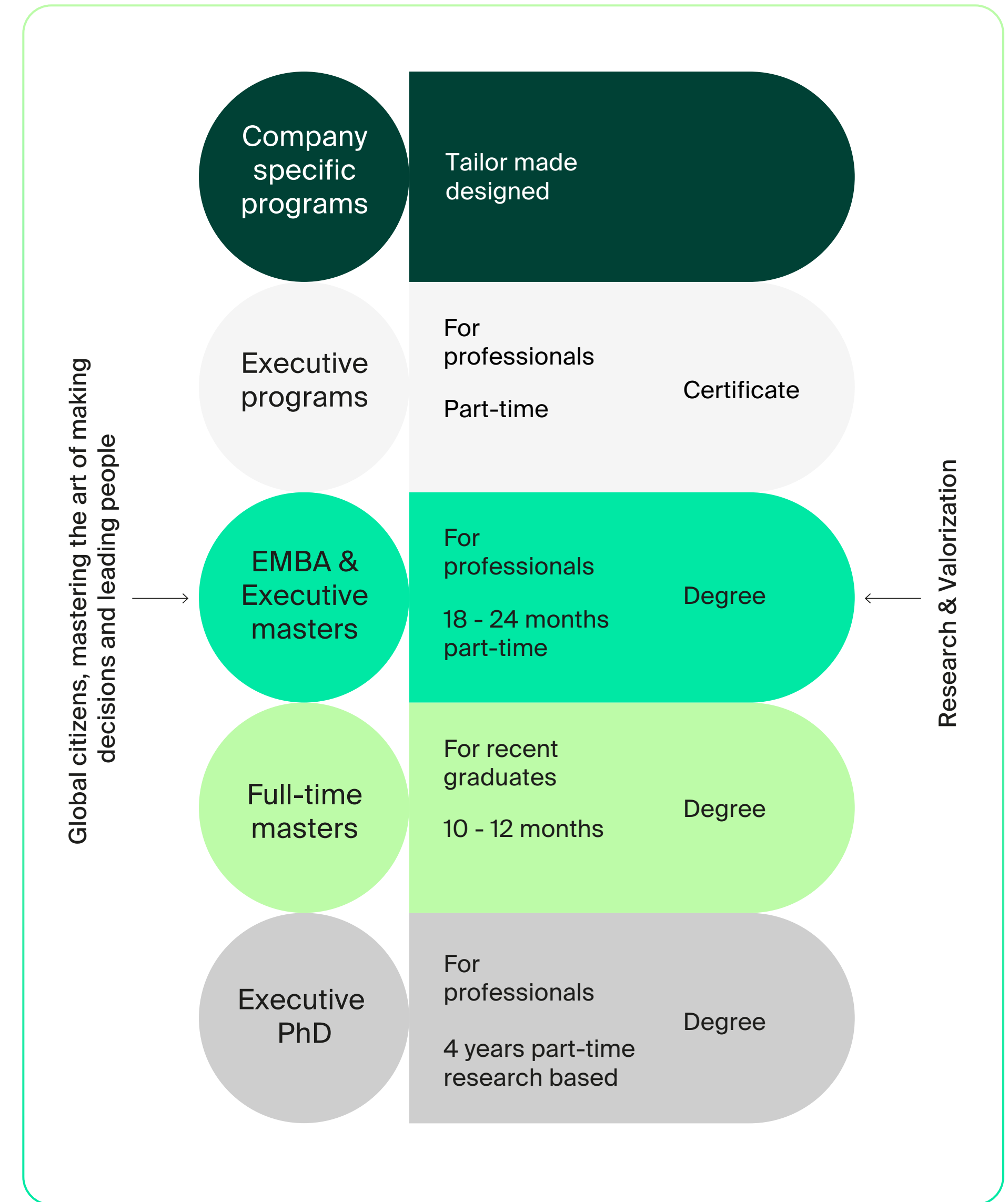
Sustainability influences the whole EMBA program. In every module, the values of our school on self-awareness, global perspective and societal

consciousness are taken into account. Three years ago, AMS and its EMBA alumni started developing elective courses together, aiming to bring new relevant topics into the program. This has led to the integration of sustainability as an overall guiding principle in the EMBA modules. However, it is through the community projects that the EMBA students develop a real sustainable mindset and societal consciousness.

For more than ten years, first year EMBA students do mandatory community projects with the aim to serve the community and open their minds outside business thinking. The 'Positive Impact Project' (PIP) lasts 10 months as a part of the EMBA program but potentially it can be a life-long project. The goal is to sharpen the sustainable transformation skills of students. They are encouraged to work with groups and communities requiring help. Examples of such shareholders are charity organizations, educational initiatives for the most vulnerable groups, various associations that support those, who cannot support themselves. This experience gives students insights in societal problems from a different angle. It also contributes to the bigger societal goal of creating a wellbeing economy. Students indicate among the key-learnings through this project experiencing first-hand the value of co-creating with your customer, focus on talents not on disabilities, learning how social workplaces can be great partners in business and many more. When the project is finalized the results are presented in front of the jury and peers so that the whole cohort can learn from each other.

## 6.6 Full-time Masters (FTM) Portfolio

The FTM portfolio is tailored to different customer segments. Based on these customer groups, we continue to distinguish five important product groups: master's programs for recent graduates, master's programs for executives, open executive programs, tailor-made programs for companies and organizations and finally an Executive PhD in collaboration with the University of Antwerp. In view of the specific characteristics of the target groups, the first group has been placed in the 'full-time masters' division and the other groups in the 'executive education' division.







## 6.7 Strategic developments

Throughout 2021, we have had to continuously adapt to ever-changing measures, but the impact has always been significant. Especially the group that graduated in 2021 received 80% to 90% of all lessons online. Whenever possible, return days were organized in small groups, for practical exercises or moments of individual or group coaching. International study trips were also canceled. Fortunately, the graduation moment could take place in a larger group, albeit with limitations. Responses from students and lecturers have consistently shown that personal contact and the opportunity for discussion and networking are essential for full-time master's programs.

The situation was better for the group that started their training in September 2021. The campus has never been closed, and due to the adapted classroom arrangements that AMS has realized to meet the measures, in principle all classes on campus could continue. At the same time, the classes were also followed online, for the students who had to spend a period of time in quarantine. Foreign teachers who could not get to Antwerp due to travel restrictions were also able to teach online. Unfortunately, most events could not take place, unless on a very limited scale. Meanwhile, all international study trips in 2022 have been able to take place as planned.

A return moment will be organized in 2022 for the groups that graduated in 2020 and 2021, and who were unable to complete their training under normal



circumstances. In addition, these groups have received reimbursement of non-travel expenses and a voucher that gives access to lifelong learning activities in the future.

### **Repositioning of the China-Europe Business orientation within the Master in Global Management**

Nowhere was the impact of the COVID-19 crisis more felt than in the China-Europe Business specialization. After all, the semester that the students of this specialization normally spent in China was essential for their learning experience. Because this part of the training was forced to disappear, recruitment for the program also fell dramatically in 2021. The largely closing of the borders by China is an insurmountable obstacle to this day. The solution was chosen to embed the direction even more within the Master in Global Management. This guarantees the continuity of the direction, in all transparency, but also safeguards the possibility of partly re-running the program in China in the future.

### **Project City of Antwerp**

An important part of our international student audience has always shown an interest in staying in Belgium after graduation and gaining their first professional experience. An important institutional barrier to this was (finally) removed in 2021, by introducing the option to extend a study visa by one year with the intention of finding a job. Following the example of our neighboring countries, this gives Belgian employers better opportunities to attract international talent. The city of Antwerp also showed an interest in providing better support for attracting foreign ‘young potentials’. In the context of the local employment policy and driven by the large shortage of highly skilled employees, the City can play an important facilitating role here and build the bridge between our young potentials and companies that have

a huge number of open vacancies. A joint working group of AMS and the city of Antwerp is currently working out concrete proposals.

### **Internationalization Full-time Master Team**

In recent years, efforts have been made to better expand the team that supports all full-time master’s programs. In addition to the management team of each individual program, strategic recruitment, corporate liaison and marketing functions now have a dedicated, qualified “owner.” Moreover, a good mix of experience and new talent has been found, in which ex-participants of the various programs play an important role because they are still close to the students’ world of experience. In addition, the gender balance has been improved and the group has acquired a remarkably strong international character.

### **Start-up AMS Impact Academy**

In search of innovations in the context of lifelong learning, where flexibility and connectivity with the business world are central, the AMS Academy was developed. This 36-month training offering offers companies the opportunity to develop personalized learning paths tailored to their high-potentials across AMS’s executive education offerings. These individual trajectories can respond specifically to the specific needs of each participant, but also allow flexibility in pace and intensity. Participating organizations can purchase learning credit packages, which they can then distribute among a number of employees at their own discretion. 2021 was a pilot year in which a significant AMS Academy trajectory was worked out together with the Baloise company. The response from both the company and the individual participants was very positive, so Baloise is considering continuing the collaboration. Discussions are also being held with other companies.



## 6.8 Sustainable Transformation for Executives

Our faculty in sustainable transformation, together with experts in the field, developed a **new Masterclass on Sustainable Transformation**.

Organizations today are facing constant change, pressuring managers to find adequate answers to the question: How to effectively develop and implement sustainable transformation in my organization?

Concepts such as Corporate Social Responsibility (CSR), shared value, and community involvement have been unable to deliver, as they do not lead to the type nor level of integration needed for true value creation.

Sustainable transformation is a journey of fundamental change. The end goal is a high synergy society, an integrated economy, and a flourishing ecosystem. This journey is guided by the principles of economic continuity, technological networking, social equity, ecological restoration, and personal wholeness.



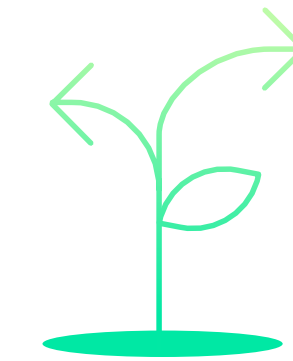


The Master Classes on ‘Mastering Sustainable Transformation’ have been developed for professionals who want to take their organization one step further by working out the “how to” of sustainable transformation. Pursuing “sustainable transformation” can be considered as a new way of organizing business strategy and operations.

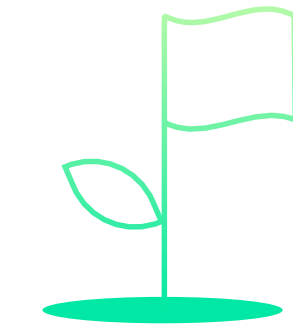
Participants learn all about the necessary frameworks, tools, and techniques for understanding and achieving sustainable transformation.

Mastering Sustainable Transformation is part of the Chair in Sustainable Transformation, supported by Port of Antwerp-Bruges, BASF and Randstad Belgium.

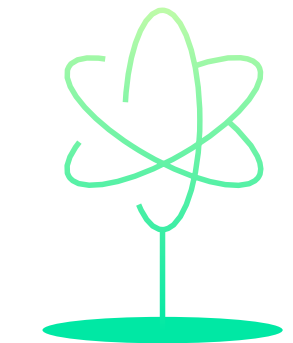
Participants can choose to register for 1, 2, 3, 4 or 5 Master Classes, each consisting of four half-day online sessions.



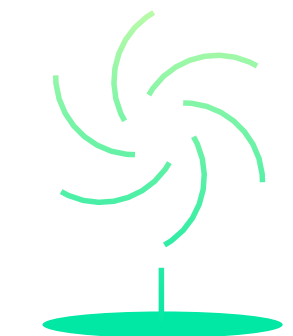
**Sustainable Strategy**



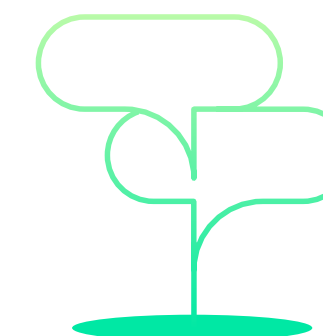
**Sustainable Innovation**



**Sustainable Leadership  
& HR**



**Sustainable Supply Chain  
& Circular Economy**



**Sustainable Marketing,  
Communication &  
Reporting**



## 6.9 FBE Highlights related to Purpose, Values and Method

At the University of Antwerp, Organizational Social Responsibility is embedded in numerous policy levels.

Sustainability is not just a buzzword in the operational management of the University of Antwerp. Since 1999, the university's mission statement has demonstrated our commitment to caring for the environment and for sustainable development in ecological, economic and social terms.

Diversity and participation, and sustainability and interdisciplinarity are two of the University's policy themes that show how its faculties are guided towards continuous improvement in these themes.

The Faculty of Business and Economics has a strong history in providing ample opportunities for students to enrich their ethical and sustainable framework. We highlight a few recent examples.

### **Ethics bowl**

In 2022, FBE participated in the European Ethics Bowl for the first time. The European Ethics Bowl was created to raise awareness of the relevance and complexity of ethical issues in the European context and to improve students' ability to discuss ethical issues in the work environment. The ability to identify and openly discuss ethical issues in the context of work, organizations and business is becoming increasingly important in today's world where Europe and the world are becoming more and more integrated.

The European Ethics Bowl is both a collaborative and competitive event where teams of students, alumni and recent EIB Summer School alumni analyze and discuss ethical dilemmas related to work, organizations and business. Ethical issues are presented in the form of specific case studies. Students work together in teams of three to solve the case and compete, first at the institutional level and then across institutions. Teams will be judged by a panel of judges (appointed by the organisers) on their core statements, their responses to the core questions, and their authentic and analytical resolution of the ethical issues.

The team of FBE students who won the qualification round will participate in the semi-finals in November 2022.

### Summer School on Sustainability Engineering and Economics

Since the summer of 2019, UAntwerpen organises for the a summer school to Limassol (Cyprus) for about ten master students of the Faculty of Business and Economics.

For a fortnight, these students receive a thorough introduction to sustainability engineering and economics, the challenges and opportunities of climate change and cleantech.

The summer school program is supervised by Prof. Dr. Steven Van Passel and offered in partnership with the Cyprus University of Technology and includes workshops, lessons, group work and presentations.





7

## Our Progress on Research and Partnerships

PRME Principles 4 and 5

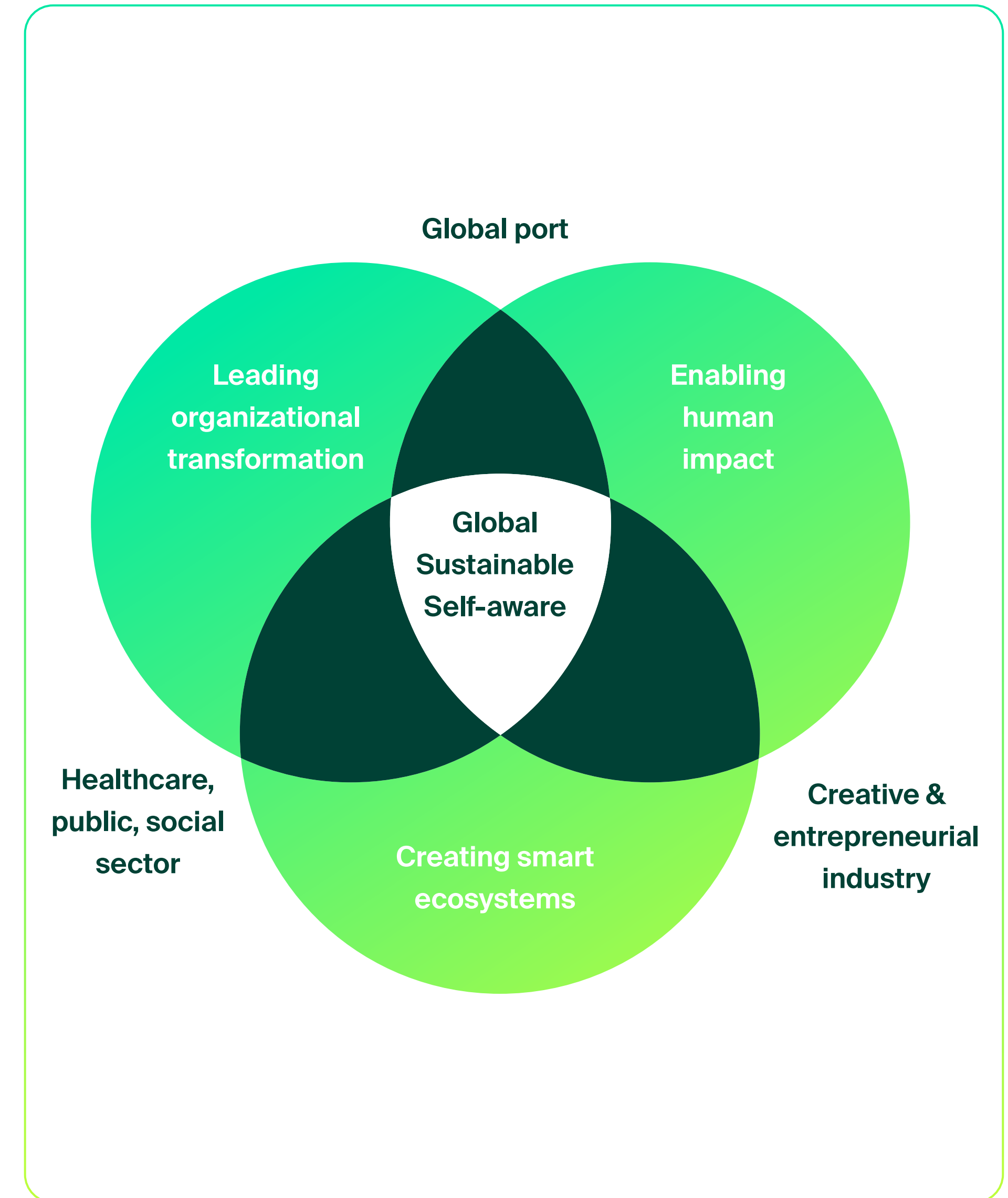
# 7.1 Research

## Research objectives

- 1 The research department is being restructured whereby, among other things, the number of competence centers is being limited.

Since 2019, the centers of expertise have been consolidated into 3 spearheads, “leading organizational transformation”, “enabling human impact” and “creating smart ecosystems”, with a research line on “sustainable transformation” at the intersection of these. These spearheads and research lines provide substantive structure to the department, without assigning the researchers exclusively to one spearhead or research line. Antwerp Management School mainly wants to conduct research that exceeds one or more spearheads, and thus brings together researchers from different disciplines.

- 2 Developing a network of researchers, local and international, with a view to topics that pose a scientific challenge and have practical relevance.
- 3 Expansion of collaborations between research and practice; groundbreaking research by researchers from Antwerp Management School aimed at a major impact in companies and in the public sector. Researchers from Antwerp Management School are known not only for generating new ideas in their field, but also for having an impact on





current business practices. This is evidenced by the many research projects with companies and with the public sector, as well as the many events at which Antwerp Management School researchers presented their research results in 2021.

- 4 Strategic and applied research: the highest academic standards are applied with a view to publication in international academic journals and to practical effect. It is important here to remove the barriers between traditionally isolated disciplines.
- 5 Development of new topics, tools and methods that prepare the companies and public sector in Flanders for the future and that are perfectly suitable for implementation in companies, in the public sector and for the training of professionals and students.
- 6 Committed: Antwerp Management School moved in 2018 to a new location where the Antwerp eco-start-ups are located. Integration and further development of this ecosystem. Furthermore, the school's research also shows a strong and increasing focus on societal challenges.



Antwerp Management School also had a strong focus on societal challenges in its research in 2021, with themes such as sustainability (e.g. chairs on sustainable transformation and sustainable management education), sustainable careers (e.g. EOS/FWO project CARST) and mental health (e.g. ESF IDE project Burnout).



## 7.2 Renewal of the Chair in Sustainable Transformation ('20-'23)

Supported by BASF, Port of Antwerp-Bruges and Randstad Belgium

First in the world Chair in Sustainable Transformation was launched by AMS in cooperation with BASF Antwerp, Port of Antwerp-Bruges and Randstad in 2017. Dr. Wayne Visser, a world-renown expert on the matter was invited to lead the chair. This partnership was enabling a stronger application of sustainability through collaboration with business in applied research projects, facilitated establishment of corporate leadership action groups to advance sustainable transformation in the circular and well-being economies. Activities of the chair also involved active integration of the ideas of sustainable transformation in the AMS curricula in order to empower the future leaders to facilitate the sustainable transformation.

Because of the success of this cooperation and to further build on it, the Chain in Sustainable Transformation was extended with three more years (2020-2023).

**Prof. Dr. Wayne Visser is giving a presentation about 'Thriving: The Breakthrough Movement to Regenerate Nature, Society, and the Economy' during the annual meeting of the Chair of Sustainable Transformation**





### **Thriving: The Breakthrough Movement to Regenerate Nature, Society and the Economy (book)**

The book sets out an innovation agenda for turning our biggest global societal challenges into opportunities to thrive

The future will be better than you think. Thriving shows how innovation can regenerate nature, society, and the economy by taking us from degradation to restoration of ecosystems, from depletion to renewal of resources, from disparity to responsibility in communities, from disease to revitalization of health, from disconnection to rewiring through technology, and from disruption to resilience of infrastructure and institutions.

**Thriving** is not an exercise in blind optimism about technology or other miracle-cure solutions; rather, it is an accessible approach to systems thinking and an offer of pragmatic hope based on purpose-driven creativity and innovation. The book is for academic faculty, researchers, progressive leaders, professionals in the sustainability field, or anyone who simply wants to be better informed about ways to take positive action.

#### **Thriving strives to:**

- **Inform** about why change is necessary and how it happens in society, as well as counter prevailing despair and pessimism about the state of the world with hope and optimism

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- **Inspire** with what change is possible and where it is already happening, showing how we can go from problems of breakdown to breakthrough solutions

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- **Impel** by creating a desire to turn information and inspiration into action, adding momentum to the growing regeneration movement

## 7.3 Chair Ethics & Finance ('17-'22)

Today we witness a rapid transition towards a more sustainable economy. Long term strategies by government institutions as well as private business all point in this direction. Finance is a keystone in this transition movement. It assists governments and companies in their changeover effort and guides institutional as well as retail investors in their search for sustainable investment. We witness rapid growth in the field of sustainable investment yet when it comes to research that situates itself at the nexus between sustainability and finance there is little to show for in the Belgian context.

This chair, sponsored by BNP Paribas Fortis, aims to fill this void and accompany financial institutions on their drive towards sustainability:

- through fundamental and applied research on ethics and finance, in collaboration with other academic partners and the Chair partner;
- by sharing research insights with investors, students and the general public through presentations and online material;
- by raising awareness about sustainable financing.

## 7.4 Chair on Sustainable Insurance ('21)

Thinking about the major social issues and thus evolving toward a sustainable way of doing insurance: with this purpose the University of Antwerp and Ageas have established the Sustainable Insurance Chair. Recent events such as the floods in Belgium and Europe and the corona pandemic have highlighted the crucial role of insurers in our society. Helping people in need when things go wrong and thus guaranteeing the continuity of our daily lives, .... And there are even more challenges ahead: climate change, cybercrime, social inclusion and diversity in a polarising society, caring for the oldest among us, .... Moreover, tomorrow is not today and changes in the world are unpredictable and come to us at an incredible speed.

Insurers can create impact in several ways: by pursuing investment policies through insurance products and the related services they offer. They have the tools to make a difference in terms of increasing financial inclusion and solidarity and encouraging sustainable behavior. The Chair Sustainable Insurance, a collaboration between the University of Antwerp and Ageas, is established to conduct research on sustainable insurance.





Hans De Cuyper, CEO Ageas: “Taking a social responsibility is in Ageas’ DNA and is present in everything we do as an insurer. I am therefore particularly pleased with the establishment of the Chair Sustainable Insurance in cooperation with the University of Antwerp, chair holder Luc Van Liedekerke and researcher Kristien Doumen. I am certain that this partnership between the academic and business world will allow us as insurers to play an important role in solving problems of society today and tomorrow.”

In summary, the Ageas chair on sustainable insurance aims to develop a deeper understanding of what sustainable insurance is about.

## 7.4 Chair on SDG Transformation

This chair, supported by the Antwerp Province, is held by prof. Sylvia Lenaerts (UAntwerpen) and helps in the formulation tailor-made Sustainable Development Goals (SDGs) for provinces and local authorities, with hands-on development of a set of SDG indicators, while the SDG impact of provincial policy-making is also assessed.

### The objectives of this chair are:

- Developing a substantiated SDG indicator set tailored to provinces and local governments. Hands-on development of this indicator set and evaluation of the SDG impact of the provincial policy (halfway through the multi-year plan). As a pilot project, two local governments will also be involved in the development of and monitoring via an SDG indicator set.
- The University of Antwerp provides expertise in determining the priorities and linking the provincial policy to the SDGs.
- Stakeholder assessment according to the ‘Hexagon issue prioritization’ tool; at least with managers.

The University of Antwerp is leveraging its expertise to determine priorities and connect provincial policies.



# 7.5 Leadership Groups

AMS has two Leadership Groups on sustainable transformation (ST Groups) focusing on a specific area of economic innovation: circular-economy and wellbeing economy. The size of these groups increased and now each is comprised of 20-30 companies. ST Groups are action-oriented, peer-to-peer and cross-sector learning networks. They provide member companies with a safe environment for sharing challenges, best practices and lessons learned. The frequency of meetings of the groups increased from twice a year to four times a year. Three quarterly meetings are deep-dive sessions around one of the topics stated in the commitments each group participant signed ('Good Work Goals' Commitment and 'Circular-Economy' Commitment), the fourth one is the Annual Gathering of Signatories. During the latter yearly achievements as well as the ambitions for the next year are discussed.

## Circular-Economy Corporate Leadership Group

The Circular Economy Commitment Group aims to radically change resource consumption and ecosystem impacts, with a shift to renewable energy and resources, closing the loop on production and moving to a low carbon society.

## Founding partners



## Media partner

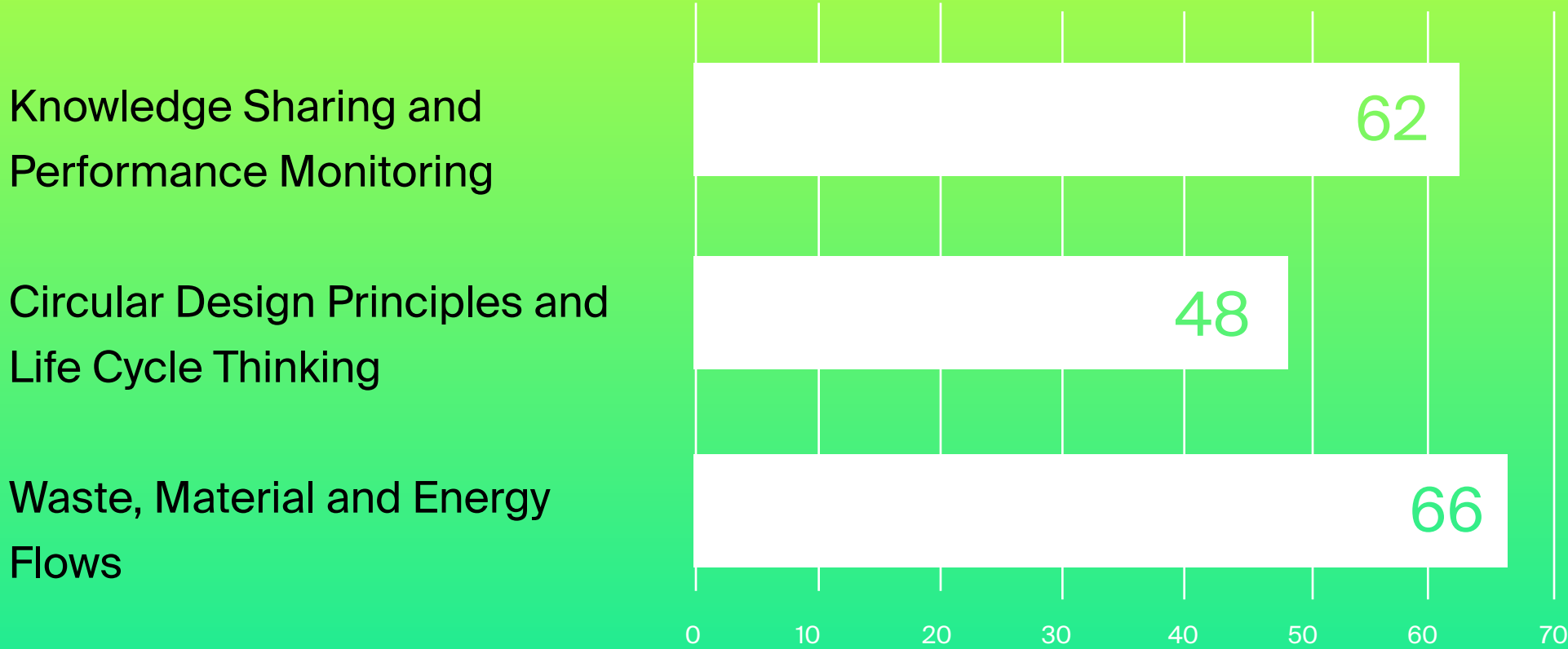
## Signatories:





Based on the annual reports 2022 we can conclude that the area where the most progress has been made are within the domains of Waste, Material and Energy Flows. At the same time the biggest improvement can be made by implementing Circular Design Principles and Life Cycle Thinking further. Also in the area of transparency and sharing of non-confidential information further progress can be made.

**Circular Economy Commitment**  
Signatories Progress (%)



We will continue working together as a group of signatories to support each other in our Circular Economy Commitment.

**Wellbeing Economy Corporate Leadership Group**

To find effective and scalable solutions to global challenges, the economy needs to prioritize and take care of the people who work to create economic value. The Good Work Goals aim to foster a work environment that is more safe, healthy, resilient, inclusive, happy, balanced, sustainable, supportive, meaningful and responsible.

The Well-being Group has the following founding partners and signatories: [sustainabletransformationgroups.com/content-page/good-work-goals-1](https://sustainabletransformationgroups.com/content-page/good-work-goals-1)

Based on the annual reports submitted by the signatories of the Circular-Economy group we can conclude that the areas where the most progress has been made are within the domains of Safe, Supportive, and Inclusive Work. While the biggest improvement can be made by implementing further Resilient, Responsible, and Sustainable Work. Also in the area of Healthy Work further progress can be made. The group signatories are committed to further improve in these areas and learn together on the way towards the wellbeing economy.



# Good Work Goals

Founding partners



Media partner

Signatories:





## 7.6 Sustainable Transformation Lab

The team of the Sustainable Transformation Lab (STL) at AMS continued growing. While Rozanne Henzen, a researcher, after a number of fruitful years at AMS decided to pursue other challenges outside of the organization, two new members joined STL: Ewald Van den Auwelant and Kateryna Podkalenko. This means that together with Dr. Wayne Visser, Dr. Lars Moratis and Jan Beyne the team now consists of 5 members.



**Ewald Van den Auwelant**

joined the Sustainable Transformation Lab in 2022 in a role of a researcher. He holds a master's degree in chemical engineering from the University of Gent and pursues a Postgraduate in Sustainable Business from the University of Cambridge. With field experience in international development work in Africa, research, and the private sector (chemical industry), he adds expertise in key environmental and societal challenges to the team's skillset.



**Kateryna Podkalenko**

is a new Program and Relationship Manager, who also joined the STL in 2022. She holds degrees in Science (Geography) from KU Leuven (Development and Environment) and Kyiv National University (Economic and Social Geography), as well as in Marketing Management (EHSAL Management School). This broad academic background as well as over 7 years of hands-on business experience in software and hardware industries allow her to bring a unique perspective on sustainability and further enforce the team of the STL.

## 7.7 A Few Research Projects Highlighted

### Province of Antwerp stakeholder study

The Province of Antwerp made a strong commitment to the realization of the SDGs. In all its policies it wants to contribute more and more to the SDGs. For example, by offering quality (STEM) education that is affordable for everyone, by purchasing in a sustainable way, by conducting a climate policy and supporting the municipalities in this, and much more. In order to help integrating SDGs in all activities of the Province a number of collaborations were done by the University of Antwerp and by AMS. In particular, AMS and performed an online SDG stakeholder survey. As a result, 5 key SDGs were defined that need to be addressed in order to achieve a sustainable society, which concerns all stakeholders:



As a next step, SDG Stakeholder meeting took place at the Province of Antwerp on March 2, 2022. It was facilitated via a collaboration of AMS and the Province of Antwerp. The stakeholder were asked to further elaborate on the pre-selected SDGs, discuss the main issues and possible solutions. The next step will be a session with the management of the province to map their view on the top priorities in terms of the SDGs. The end goal of this research is creating a stakeholder materiality matrix.



### Internal Sustainability Communications: Port of Antwerp-Bruges

The Port of Antwerp-Bruges was looking at ways to strengthen its internal communication practices and identify best practices to help:

- Ensure its sustainability strategy is consistently understood and told across the organization.
- Enable employees to achieve a strong positive impact through their work.
- Activate employees to act on their climate concerns and propose creative sustainability solutions.

The research involved semi-structured interviews with sustainability professionals working on internal communications and engagement in leading businesses. The companies were selected from The 2021 GlobeScan / SustainAbility Leaders Survey – a survey tracking global expert opinions on the evolution of the sustainability agenda since 1997. Interviews focused on communication best practices to engage employees and to integrate sustainability, examining where possible concrete examples of internal sustainability communication initiatives with a view to discussing: what was innovative, what made it work and the impact. A selection of the Port of Antwerp-Bruges internal communications were reviewed according to a best practice framework (adapted from the Network for Business Sustainability) and insights from the external case studies.

### Sustainable Strategy: The Evolution towards Integrated Value and Thriving

Widespread societal and economic transformation will be needed to reach a sustainable future. The Sustainable Development Goals (SDGs) reflect very well on the global challenges we face. But for many businesses, the



SDGs are a topic of discussion rather than a strategic element. In this white paper Prof. Dr Wayne Visser and Jan Beyne talk about a sustainable strategy needed for businesses to survive.

### Corporate Approaches to Sustainable Value Creation

ABIS - The Academy of Business in Society and Antwerp Management School organized the Value Creation Roundtable in January 2021. Numerous leading companies, such as the Port of Antwerp-Bruges, Johnson & Johnson, ABN AMRO and Value Balancing Alliance, participated. The exchange of their knowledge, competencies and ideas on sustainable transformation and the positive impact between key sustainability actors resulted in a report presented by the STL.



### **Sustainable Transformation: a bird's-eye view using organization and strategy theories**

In this whitepaper, STL takes a bird's eye view on the concept of sustainable transformation and explore existing definitions and perspectives to create a deeper understanding of how organizations act on sustainable transformation. By introducing two scenarios for sustainable transformation -weak and strong sustainable transformation - informed by organizational theories, we try to answer our main research question: 'What is the potential contribution of various organizational and strategy theories for the sustainable transformation concept?'

### **Enact: Enabling citizens through sustainability education.**

The ENACT project (submitted within the EU Horizon 2020 frame), aims at engaging different stakeholder groups in knowledge co-creation, community learning and educational participatory processes to develop, implement and validate a Multidisciplinary Competence Framework on Climate Change and Sustainability for Lifelong Learning (MFC2S).

This project follows a multiple-level education approach, at concrete demonstration sites such as secondary schools, universities and vocational education and training institutions, through the design, piloting and assessment of a set of educational demonstration activities (e.g. Green Deal citizens assemblies, school learning communities, adult education clusters). This project started in 2021 from already existing competence frameworks on sustainability education as a theoretical base to be translated into educational practices at secondary level and adult education. In line with the theoretical base we use input and practical multidisciplinary knowledge of academic and non-academic practitioners, educators and experts, pupils, students, NGOs and citizens to co-create, implement and validate the

MFC2S framework. ENACT will support awareness raising, competencies development and behavioral changes needed for a successful transition to a more sustainable, socially just and equitable society. These educational clusters are looked upon as MFC2S demonstrations and should help us validate the theoretical base behind MFC2S frameworks.

The educational clusters will be developed in close cooperation with secondary schools in Flanders and involves an number of partners within the University of Antwerp community as well as partners from the original EU proposal. This should allow us to intensify the existing research links and smoothen further development of EU research proposals. The project is run by Prof. Luc Van Liedekerke, who has obtained financing for two years.

### **PIONEERS: Portable Innovation Open Network for Efficiency and Emissions Reduction Solutions**

PIONEERS brings together four ports with different characteristics, but shared commitments towards meeting the Green Deal goals and Blue Growth socio-economic aims, in order to address the challenge for European ports of reducing GHG emissions while remaining competitive. In order to achieve these ambitions, the Ports of Antwerp, Barcelona, Venlo and Constanta will implement green port innovation demonstrations across four main pillars: clean energy production and supply, sustainable port design, modal shift and flows optimization, and digital transformation.

Actions include: renewable energy generation and deployment of electric, hydrogen and methanol vehicles; building and heating networks retrofit for energy efficiency and implementation of circular economy approaches in infrastructure works; together with deployment of digital platforms (utilising AI and 5G technologies) to promote modal shift of passengers and



freight, ensure optimised vehicle, vessel and container movements and allocations, and facilitate vehicle automation. These demonstrations form integrated packages aligned with other linked activities of the ports and their neighbouring city communities. Forming an Open Innovation Network for exchange, the ports, technology and support partners will progress through project phases of innovation demonstration, scale-up and cotransferability. Rigorous innovation and transfer processes will address technology evaluation and business case development for exploitation, as well as creating the institutional, regulatory and financial frameworks for green ports to flourish from technical innovation pilots to widespread solutions.

These processes will inform and be undertaken in parallel with masterplan development and refinement, providing a Master Plan and roadmap for energy transition at the PIONEERS ports, and handbook to guide green port planning and implementation for different typologies of ports across Europe. The project is led by prof. Thierry Vanelsander (Promotor) and prof. Edwin Van Hassel (co-promotor).

#### **Research project on Corporate Governance and Sustainability.**

One of the most noteworthy attempts to increase the credibility and awareness of social entrepreneurship is the B Corporation certification. Certified B Corporations are for-profit firms certified by the non-profit B Lab to meet rigorous standards of social and environmental performance, accountability, and transparency. To date, our theoretical and empirical understanding of how the financing, performance and survival of B Corps differ from commercial ventures remains scarce. This limited understanding is an important issue because financing is a crucial resource for ventures to develop and grow. Moreover, firms need to understand better the short- and long-term internal effects of B Corp certification while prior research on

“The economic process transforms raw materials and energy into economic products and waste. The economic challenge is to maintain the resilience of the current socio-ecological and socio-safety regime. We contribute by doing excellent solution-oriented research using diverse research methods to address sustainability challenges and problems in their economic context.”

certification in general has largely adopted an external focus. Next, previous studies have almost exclusively used samples of US B Corps. However, B Corps can be found across the globe. We lack a detailed understanding of how national systems of corporate governance, which are crucial in explaining access to external funding and availability of external funding, uniquely influence the financing and development of B Corps. This research project addresses the above issues and investigates for-profit social ventures in depth. The project is led by prof. Ine Paeleman.

#### **FBE research group environmental economics**

The Department of Engineering management at the Faculty of Business



and Economics houses a research group that specializes in environmental economics. Specifically, this research group investigates the interaction between the environment and the economy.

The Environmental economics group studies the interactions among human and earth systems within organizational contexts, to provide a sound foundation of scientific knowledge to support decision-makers and to reduce uncertainty. Through five research lines, they analyze environmental and sustainability issues within multiple economic sectors such as agricultural, energy, waste and security. A broad range of economic disciplines are adopted, including:

- 1 extended neoclassical economic tools and principles (environmental economics)
- 2 ecosystem based thinking (ecological economics)
- 3 the optimization of renewable and non-renewable resource allocation (natural resource economics)
- 4 economic theory to assess the sustainable production of food and biomass (agricultural economics)
- 5 the supply and use of energy in societies (energy economics), and
- 6 the investigation of safety and security issues (safety and security science).

**Their objectives are:**

- to provide quantitative and independent assessments and publish scientific articles. In collaboration with several international partners
- to develop and carry out national and international projects
- to train a new generation of researchers and students with the skills to tackle complex sustainability challenges in the future

This research group is quite extensive and consists of five principal investigators, ten post-doctoral researchers and twenty PhD researchers and can be proud of its 140+ scientific publications in the last five years.





## 7.8 Antwerp Partnership for Sustainability

Antwerp Management School and the University of Antwerp continued active cooperation with the Province of Antwerp as well as a number of major businesses in the area through Antwerp Partnership for Sustainability. Currently it consists of the Chair in Sustainable Transformation supported by BASF Antwerp, Port of Antwerp-Bruges and Randstad Belgium; the Chair on Management Education for Sustainability lead by AMS and Breda University, and; the Chair in the SDG Transition supported by the Province of Antwerp. As of September 2022, a newly formed the chair of Heat Networks by the University of Antwerp, the city of Antwerp, and Fluvius also will join Antwerp partnership for Sustainability. The chair aims to facilitate the optimal rollout of heat grids, taking into account technical-economic challenges and changes.

APS members meet quarterly to discuss ongoing common projects (involving teaching tasks, research assignments etc), potential future cooperation as well as share updates regarding new initiatives or events relevant for other partners.



APS is focusing on these three main pillars as its priorities: partnerships, research and education. In each of these domains multiple initiatives were taken, to state a few the following achievements can be mentioned:

Partnerships

Research

Education

Enhanced collaboration between UA, AMS, Province, CIFAL Flanders and SDSN Belgium strengthened

- Current policies and strategies:
- Sustainability Progress Report AMS
  - Green office UA

- Integration of sustainability into all curricula
- GLS - PIR
  - I-week

Growth of partnerships in a format of chairs: the new chair on the Heat Network by the City of Antwerp and Fluvius

- SDG's & Agenda 2030:
- SDG Charter;
  - SDG Barometer

- Focus on lifelong learning, online learning, training at organizations
- Launch of the Mastering Sustainable Transformation modules

- Collaboration between current chairs: Province of Antwerp, Sustainable Transformation & ME4S:
- SDG Meeting Day
  - SDG Forum
  - Stakeholder analysis Province of Antwerp
  - International webinars (CIFAL-SDSN)

- Focus on new master and doctoral research/ theses related to sustainable development
- Ongoing PhD studies: Jan Beyne; Björn Mestdagh



# 8 Our Progress on Dialogue - Integrating sustainability partnerships

## PMRE Principle 6



### Going into dialogue with our stakeholders

AMS believes that the only way to install change and guide the school in a responsible manner can be made possible by going into dialogue with our stakeholders, both internally and externally. By doing so, AMS is more aware of its different interest group's needs, expectations and wishes. Thus creating the opportunity to identify the topics with potential influence on long-term strategies.

“In order to truly integrate sustainability in the whole organization, we need everyone on board.”

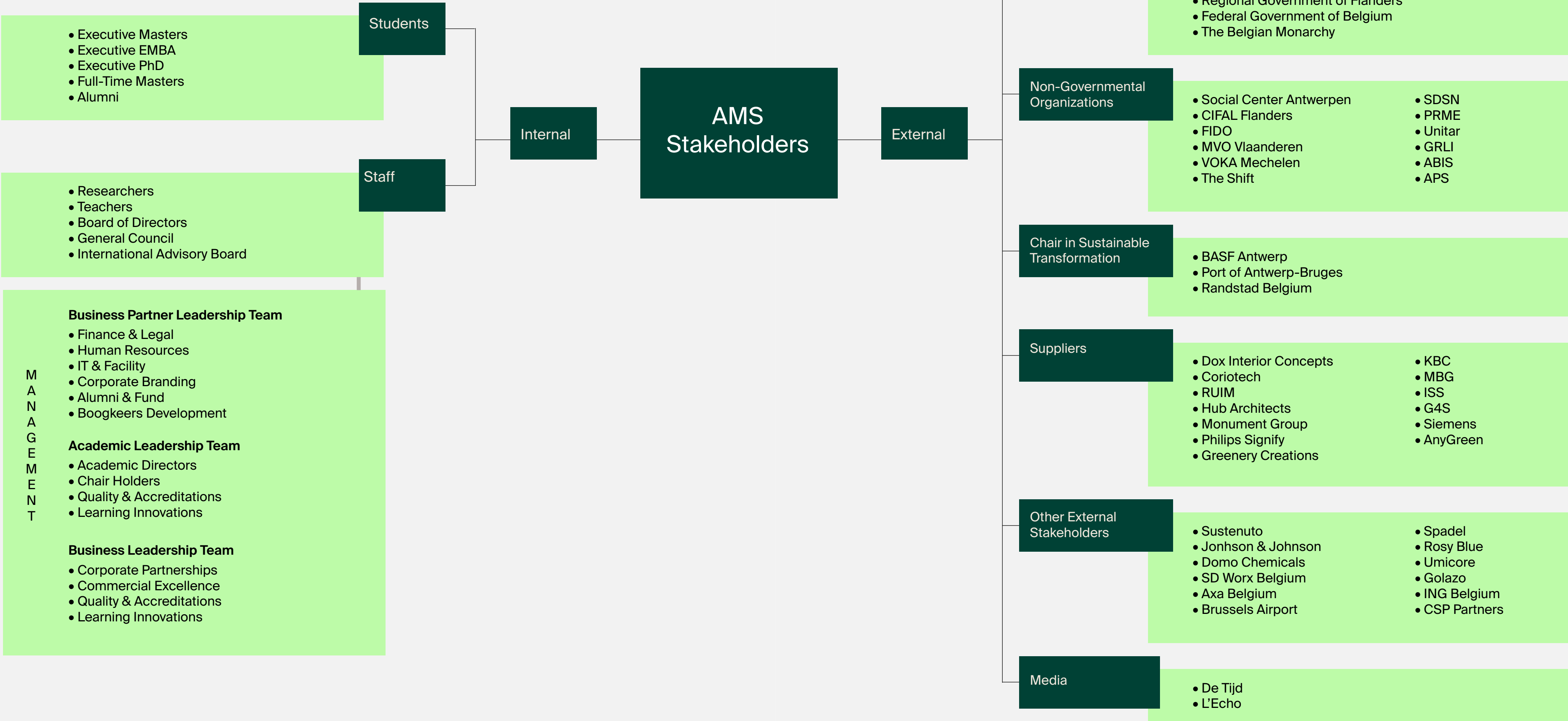
— Prof. dr. Steven De Haes, Dean of AMS





Stakeholder Map

AMS made a visual overview of all the different stakeholders by mapping them in two groups: internal and external. It should be pointed out that this is a first draft, created in March of 2020, and partnerships will change over time and should be updated annually, specifically on the external stakeholder group due to the term limit of certain collaborative projects.



Internal Stakeholder Assessment

To open up the stakeholder dialogue on sustainability, in April 2020, several of our full-time master’s students conducted a survey, questioning their AMS peers and AMS staff on the level of importance on 23 materiality topics (see table below) in line with our realizations and the SDGs.

The results of our stakeholder assessments is available to read in our Sustainability Report: <https://www.antwerpmanagementschool.be/en/sustainability-ams>

Participation Rate Survey

FTM Students	123 students (out of 217)	57%
AMS Staff	42 employees (out of 81)	52%

Human Impact	Environmental Impact	Knowledge Impact
Stakeholder engagement	Mobility	Cross-discipline
Privacy & security	Resilient building	collaborations
Shared values	Circular commitment	Research
Transparency	Economic inclusion	Developing sustainable
Ethics	Supply chain management	mindsets
Employee & student	Waste management	Sustainable projects
satisfaction	Water	
Health & safety	Energy	
Equality	Co <sub>2</sub> footprint	
Diversity	Biodiversity	

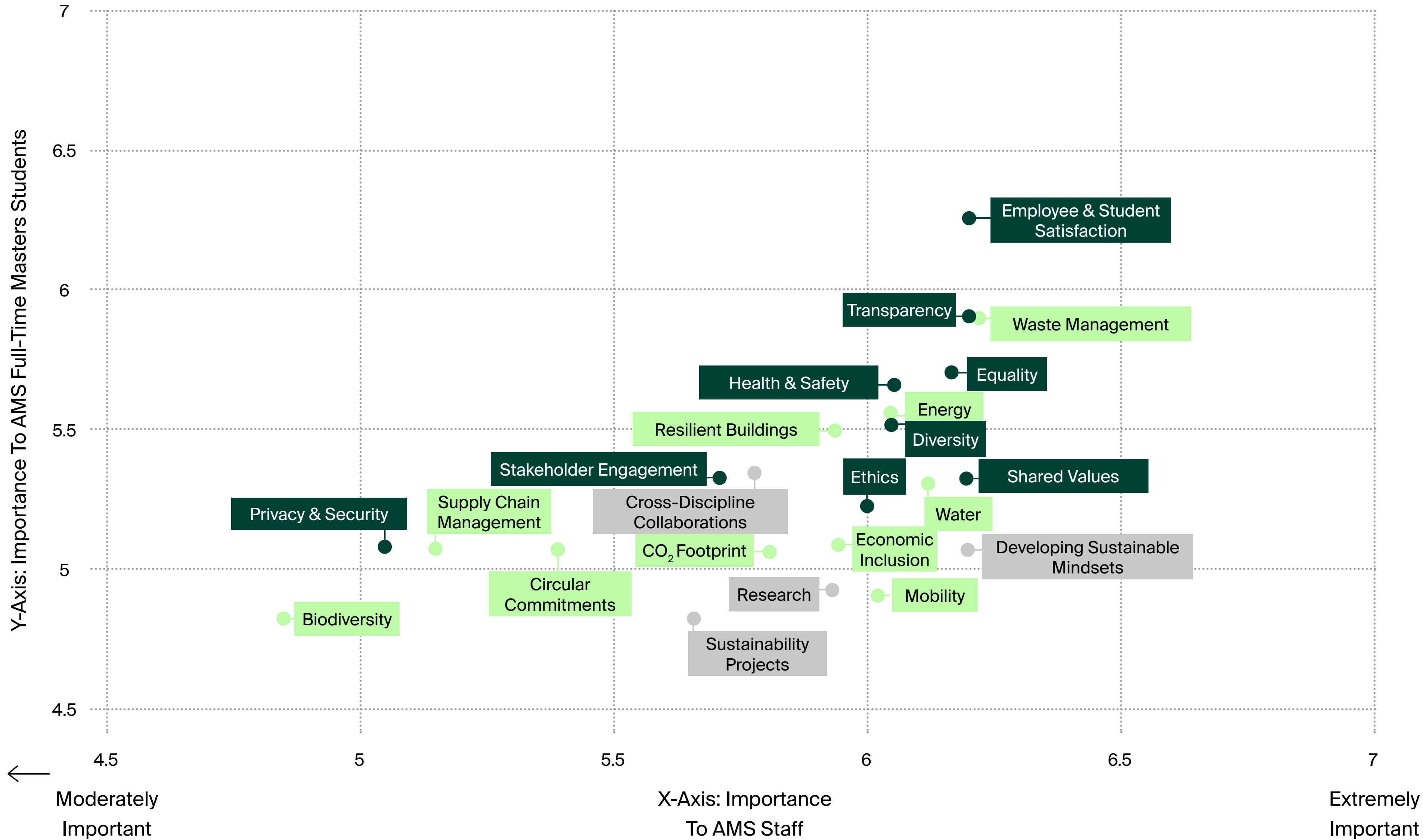




Materiality Matrix

A reflection of the survey resulted in a matrix that shows the importance of the sustainability issues based on the opinion of the internal stakeholder groups. This matrix shows a clear ranking of the topics, thus showing the concerns of the internal stakeholders and what strategic direction should be taken. With the top four topics being: employee & student satisfaction, waste management, transparency and equality.

- Knowledge Impact
- Human Impact
- Environmental Impact



Thought leadership, early trend detection and finding solutions for a sustainable future is our goal. But AMS can't do this alone. As the Chair initiatives show, we work in partnership with organizations that share and support our goal, and with whom we can co-create knowledge, visibility and impact through long term partnerships.

**AMS has multiple possible co-creation projects types:**

- Collaborative projects, such as the SDG Barometer Belgium project where we bring together Louvain School of Management, The Shift, CIFAL Flanders and FIDO with the support of federal funding to develop a baseline assessment on the state of implementation of the SDGs in Belgium.
- Bilateral projects, where the need for knowledge creation on certain themes or areas is key, such as research on sustainable transformation with our partners Johnson & Johnson Benelux and WZF.
- Publications, including benchmarking studies, white papers and trend reports.



# Globally Responsible Leadership Initiative

AMS continued active collaboration with the GRLI, The Globally Responsible Leadership Initiative. It aims to facilitate innovative and action oriented co-learning opportunities for senior leaders in the fields of management, higher education and organizational learning. It is a global community of 100+ deans, directors, and learning partners acting as catalysts of change.



### Globally Responsible Leadership for Sustainable Transformation Course

In 2022, AMS joined a new initiative of GRLI: a graduate-level international course which aims to develop a next generation of globally responsible leaders. It consisted of 7 modules of 7 different universities with a focus on sustainability initiatives. This online course enabled students from around the world to work in integrated groups on strategic business projects.

Participating universities:

Antwerp, Belgium

Porto, Portugal

Limerick, Ireland



CATOLICA  
CATÓLICA PORTO BUSINESS SCHOOL  
PORTO



Oxfordshire, UK

Bangkok, Thailand

Colorado, US



Sasin | School of Management



COLLEGE OF BUSINESS  
COLORADO STATE UNIVERSITY

California, US



Dr. Prof. Visser represented AMS with the module ‘Thriving: Business Strategies to Regenerate Nature, Society and the Economy’. The key topics covered were:

- **The science of thriving** – understanding the science of living systems, including the principles of complexity, circularity, creativity, coherence, convergence and continuity.
- **The great transitions** – moving from degradation to restoration of ecosystems in an ecoservices economy; from depletion to renewal of resources in a circular economy; from social disparity to responsibility in an access economy; from disease to revitalization in a wellbeing economy; from disconnection to rewiring of technology in a digital economy; and from disruption to resilience of infrastructure and institutions in a risk economy.
- **The integration of thriving** – working with the steps of rethinking patterns through systems mapping, re-aligning partners through stakeholder assessment, renewing principles through values dialogue, redefining purpose through strategic goals, re-assessing performance through reporting, and redesigning portfolios through innovation.
- **Leadership for thriving** – examining the characteristics needed, including being caring, courageous, inclusive, innovative, strategic and systemic.

### GRLI Deans and Directors Cohort

Initially founded in 2017, the international roundtable of deans and directors initiated by GRLI now consists of over 100 decision-makers. Within this initiative GRLI aims to facilitate innovative and action oriented co-learning opportunities for senior leaders in the fields of management. To enhance cooperation between the deans and directors acting as catalysts of change live meetings are held world-wide. AMS highly values the importance of diversity, inclusion, sustainable positive impact towards society and critical thinking (which is also highlighted in its motto “opening minds to impact the world”). That is why AMS offered to host on September 7-10 the next meeting of the GRLI Deans and Directors Cohort. The event will be centered around the topic of “Impact through self, organization and systems”.

Objectives of the event:

- **CONNECTING** - Reuniting, reinforcing and diversifying the foundational relationships and trust necessary in a space where Deans and Directors work with peers on difficult issues, find inspiration and refresh for the work ahead;
- **SHARING** - Exchanging views on how AMS is “opening minds to impact the world” and strategizing to increase its “positive impact”, while developing and deepen your own institutional pathways to impact with an emphasis on integration & partnerships;
- **PROGRESSING** - Getting updated on GRLI’s activities and achievements, and advancing actions and initiatives of participating institutions in Cohort that are supported by GRLI, such as the shared online module and others.

### Co-organization of the SDG Forum

Together with University of Antwerp, the Federal Institute of Sustainable Development and The Shift, we initiated the SDG Forum with the aim of combining forces in the Belgian sustainability landscape to make a greater impact. The second edition in September 2019 had 1,000+ participants and a line-up of 36 workshops by varying organizations representing civil society, business, federations, public sector and education. We thus truly lived up to the slogan of the SDG Forum: for everybody, by everybody, with everybody. We are now in co-organizing the edition 2022.

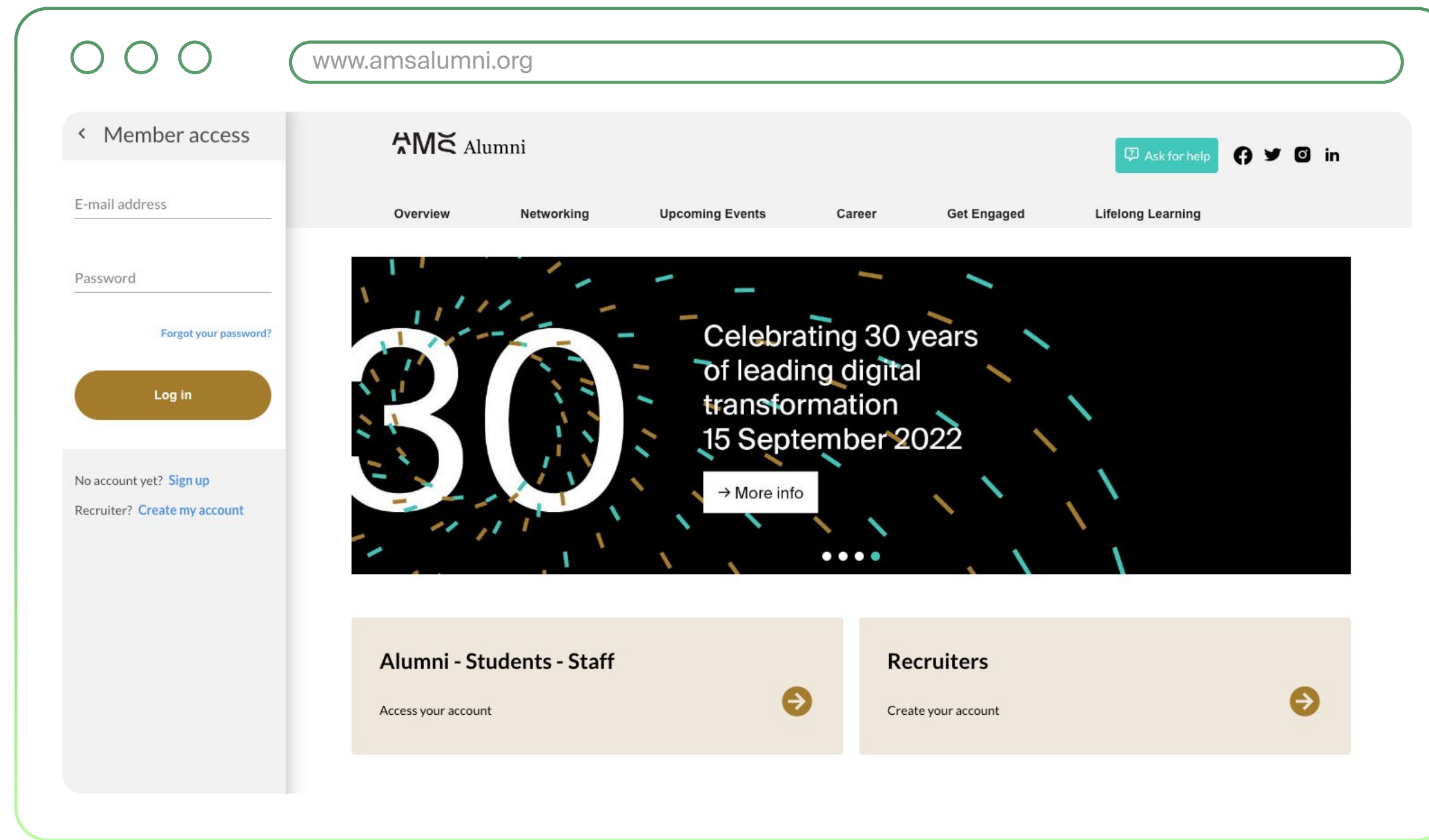
### Launch of Alumni Chapter on SDG Leadership

A new alumni chapter on SDG Leadership (ACSL) was introduced in 2021. The purpose of the ACSL is to inspire and enable the development of leadership on the world’s most pressing sustainability challenges. It aspires to bring together all relevant stakeholders on societally relevant issues. Through enabling the exchange of knowledge, experiences, visions, and ideas, The chapter was pre-launched in June 2021 via an online event focusing on the topic of “Great Reset for nature, society and the economy by going beyond sustainability towards regeneration” (based on then upcoming book by Prof. Wayne Visser “Thriving: The Breakthrough Movement to Regenerate Nature, Society, and the Economy”). It is an initiative of an AMS alumni Dirk Pauwels and Carolina Hernández Cóccaro in close collaboration with Prof. Dr. Lars Moratis, (Chair in Management Education for Sustainability, Professor of Sustainable Business, AMS).

### A new alumni platform

An important step was taken in 2021 to support the connection between AMS and alumni, and alumni themselves, in a proactive and professional manner. After all, our own alumni platform was launched on 1 June,





The platform is very versatile and offers many possibilities for interaction. Each of the School's 26,000 alumni has free access to the platform after registration. The following functionalities are available, among others:

- a directory in which data that the alumni voluntarily provide is shared; it gives small and large groups the opportunity to (re)contact with each other, exchange professional data, etc.
- direct communication between alumni themselves
- communication between external parties and the alumni; companies that offer vacancies, for example, pay a fee for this
- news about AMS, the various programs and how alumni can be involved; in particular, the possibilities for lifelong learning are explained in detail
- announcement of events to which alumni are invited, etc.

### Unique partnership between AMS and the University of Antwerp

The unique bond with the University of Antwerp remains a constant and is further strengthened and deepened from a long-term perspective. The University of Antwerp is the founder and the unique Flemish sponsor university of AMS and AMS operates as an independent institute of the University of Antwerp.

The main aspects of the cooperation between the UA and AMS are laid down in a formal General Cooperation Agreement of indefinite duration. Concrete agreements and financial flows were laid down in an addendum to the cooperation agreement, which was renewed in 2021 for a period of four years.

Examples of this successful cooperation in 2021 are the declaration of eligibility for the EQUIS accreditation, the coordination of measures in the context of the COVID-19 crisis, consultation on the recruitment of faculty members who are active in both institutions, and the provision of AMS infrastructure to support online teaching and other events.

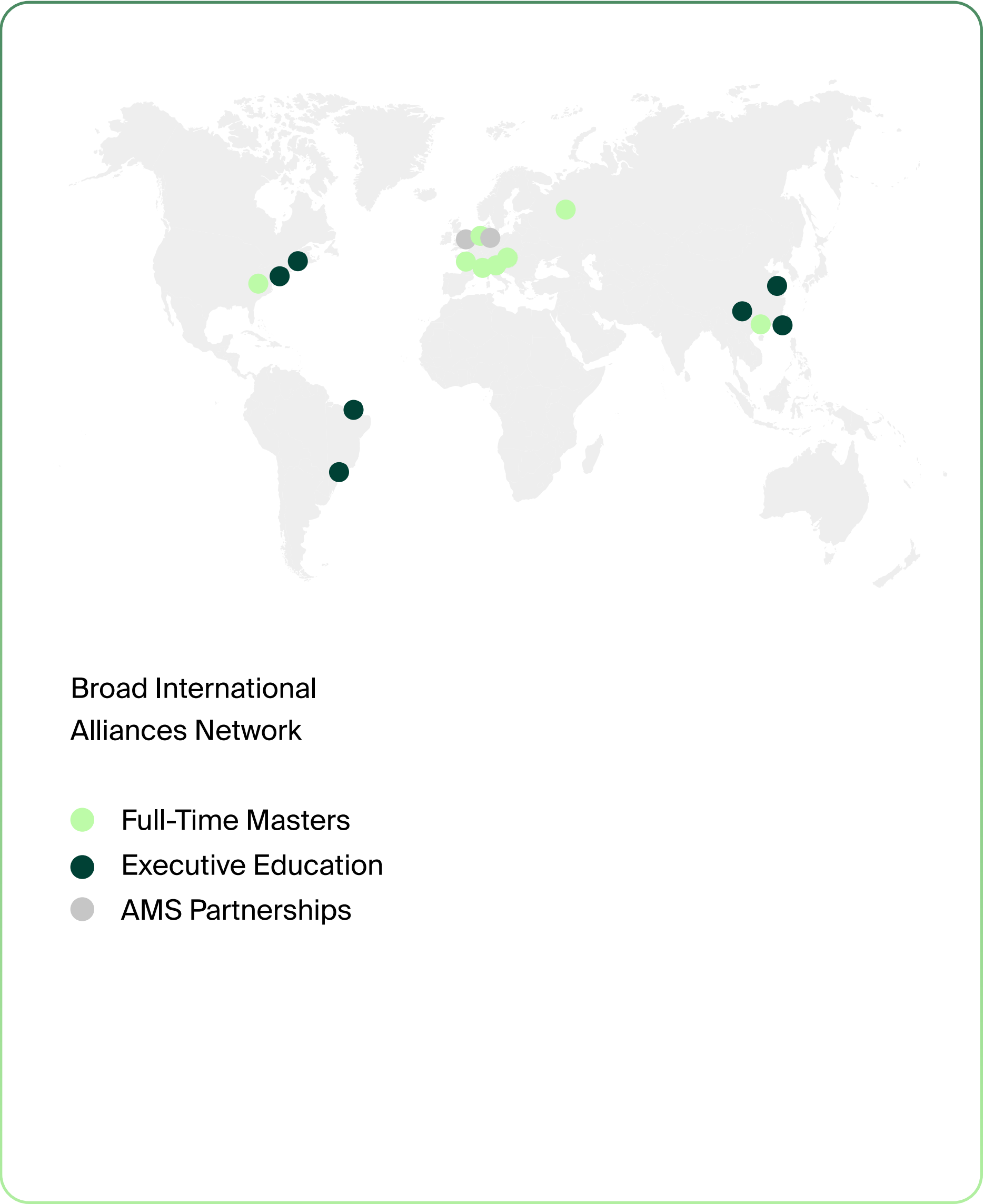
### International cooperation

As an international management school, driven by a mission with an important international pillar, AMS wants to be present on the international scene of business schools. It is not the ambition to be a large, all-encompassing player, but to acquire a unique position through innovative programs and sustainable initiatives. Selective collaboration with other educational institutions helps us to strengthen this profile, to exchange knowledge and ideas, to develop a broader recruitment base and to develop initiatives together on a larger scale.

Most collaborative initiatives are developed in the field of education. This ranges from short, specialized visits in the context of the internationalization of our programs to offering joint modules and training. It capitalizes on local expertise and circumstances to confront certain management issues or business models. The presence of certain sectors and industries is often also used to illustrate the practicality of our training courses with company visits. Furthermore, these forms of cooperation are also used to increase the recruitment base for certain programs.

In addition to partnerships in the field of education, international collaboration is also sought in the field of research. This usually involves collaboration in consortia of business schools, such as the Alliance of Chinese and European Business Schools (ACE).

The following map shows a global overview of AMS’ main international partners.





# 9 Outlook

This fourth Sharing Information on Progress report shows that sustainability and commitment to the Principles of Responsible Management Education is firmly anchored in AMS and the University of Antwerp.

By mapping the current AMS impact and realizations, going into dialogue with the stakeholders, and by entangling existing frameworks, such as the 17 SDGs and the PRME Principles, AMS developed a Sustainability Framework, as a foundation for the long-term strategy. AMS strongly believes in three pillars: human impact, environmental impact, and knowledge impact, which underpin the framework. Each pillar consists of subdomains that hold the AMS Materiality Topics. For each domain AMS has mapped the priority topics and set clear ambitions. The latter are translated into measurable targets, which will be the catalysts in working towards achieving the Agenda 2030.

#### **How? By creating ongoing dialogue.**

AMS will only reach its sustainability targets in partnership with its stakeholders. Therefore, partnerships have a special place in the core of the AMS Sustainability Framework. The school believes that sustainable collaboration inside and outside the organization will result in successes. By working closely together and sharing knowledge, AMS can continuously improve its sustainability performance and help partners to take further steps in sustainable transformation.

Across the three pillars, AMS has set ambitious goals. In our sustainability report, the goals and critical success factors are described. At this moment, not all goals are 'smart' yet. Therefore, one of the next steps is to define smart goals and indicators, and create effective reporting in order to track progress. In the coming months and years, AMS aims to transparently display its progress on the goals and will collect the necessary data.

#### **Human Impact**

At AMS, we MASTER the art of creating a great working environment. We designed our organization with 'self-organizing' teams. By maximally delegating the A-Z accountability to teams (making them "autonomous" as much as possible), we strive for an efficient work organization close to our customers and with a high level of autonomy for the employees. The way we organize our work is a lever for creating sustainable careers & this approach creates an agile organization that is able to quickly respond to external changes in the market and eco-systems of the school. All together we strive to be a happy, healthy & productive organization that impacts the world.

Following the results of the materiality matrix, we focus our Human Impact Goals towards Employee & Student Wellbeing (by optimizing our sustainable organization model) and Transparency & Communication (by using transparent, honest and ethical practices to ensure equal rights and opportunities for all), followed by Health & Safety, Employer Branding and Diversity.

#### **Environmental Impact**

Following the results of the materiality matrix, AMS focusses the Environmental Impact Goals towards Campus Waste Management, and



Climate Action, Sustainable Building & Travel Activities, and Circular Economy. AMS aims to work on these goals in collaboration with staff and students and do this in a transparent way.

### **Knowledge impact**

Following the results of the materiality matrix, AMS focusses the Knowledge Impact Goals towards Developing Sustainable Mindsets, and Interdisciplinary Collaboration, followed by Research and Sustainability projects, in which AMS focusses on learning innovation, societal consciousness, and top learning experience.

We strongly believe in the vision of PRME and that healthy and sustainable organizations in the business world, public and academic world can only be achieved when organizations apply the principles of sustainability directly to their strategic decisions. We are convinced that a ‘responsible management mindset’ is absolutely necessary to grow in a highly uncertain, complex and volatile environment. One of the main objectives of AMS and the University of Antwerp, when it comes to management and business education, is thus to make the shift from mere knowledge transfers - the traditional aim and intent of management education - to the broader development of impactful and responsible managers, leaders and Global Citizens; in other words, the creation of sustainable mindsets.





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