PRME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress (SIP) Report

Tallinn University of Technology

September 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.

> *"The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs)."*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

Purpose
We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Values
We place organizational responsibility and accountability to society and the planet at the core of what we do.

Teach
We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Research
We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Partner
We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Practice
We adopt responsible and accountable management principles in our own governance and operations.

Share
We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.

Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Graduates

465

2. Degrees Offered

- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)
- Bachelor of Arts (B.A.)
- Bachelor of Business Administration (B.B.A.)
- Master of Science (M.Sc. or M.S.)
- Bachelor of Science (B.Sc. or B.S.)

3. Faculty & Staff at the University

2242

4. Faculty & Staff at the Institution

236

5. Student Enrollment at the University

9061

6. Total Student Enrollment at the Institution

2084

7. Undergraduate Student Enrollment at the Institution

1064

8. Graduate Student Enrollment at the Institution

950

9. Doctoral Student Enrollment at the Institution

70

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

10. Define Purpose

We will develop students' capabilities so they can create sustainable value for businesses and society as a whole in the future, and work for an inclusive and sustainable global economy. We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

11. Institutional Engagement

76% - 100%

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

12. RME Lead

- Individual leader
- Research or issue group, society, or club leading sustainability efforts
- Interdisciplinary efforts across business school
- Centralized sustainability office

13. Define Values

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

14. Student Awareness

51% - 75%

15. Student Engagement

26% - 50%

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

16. Define Teach

We improve student awareness and empower students in the implementation of responsible management practices through our course offering.

17. Educator Recognition

- Annual teaching excellence awards
- Faculty promotion and tenure consideration
- Institutional recognition events
- Student-nominated teaching awards
- Course evaluation scores
- Financial incentives
- Pedagogical innovation grants

18. Barriers to Innovative Curriculum

- Collaboration barriers
- Curriculum inertia
- Overloaded faculty

19. Barriers to Innovative Pedagogy

- Overloaded faculty
- Resource constraints
- Student engagement concerns
- Time constraints

20. Fostering Innovation

Somewhat

21. Experiential Learning

Somewhat

22. Learning Mindset

Somewhat

15

23. Method of Teaching and Learning

In person

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

24. Define Research

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

25. 2024 Publications

104

26. Research Barriers

- Collaboration challenges
- Time constraints

27. 2024 Publications on Sustainable Development and/or RME

33

28. Research Funding

- Institution Specific
- National
- International

29. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media
- National media
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach

30. Share Publications

30.1 A two-phase systematic literature review on the use of serious games for sustainable environmental education

This is a

- Peer-reviewed article

Authors

- Ahmadov, Tarlan; Karimov, Ayaz; Durst, Susanne; Saarela, Mirka; Gerstlberger, Wolfgang; Wahl, Mike Franz; Karkkainen, Tommi

Date of publication

September, 2025

Abstract or Summary of Publication

This study explores the landscape of serious games for sustainable environmental education, focusing on game types, theoretical foundations, and pedagogical approaches to provide valuable insights for educators, researchers, and policymakers. Using an umbrella literature review methodology, it examines empirical studies published between 2006 and 2023 on serious games in this field. The findings reveal a growing interest in serious games for sustainability, highlighting advancements in gaming technologies. It also identifies various game types, theoretical perspectives, and pedagogical strategies used to promote sustainability education. The study offers a comprehensive overview of the role of serious games in fostering sustainable behaviors, synthesizing key empirical studies, frameworks, and practical applications. Its insights can help educators design and implement serious games that effectively integrate diverse pedagogical and theoretical approaches, enhancing learning outcomes and raising sustainability awareness.

This research covers (Department):

- Business Administration

This research covers (SDGs):

Is this available through open access?

- Yes

[Publication link](#)

30.2 Assessing engineering students' attitudes towards corporate social responsibility principles

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Saari, Ulla A.; Ojasoo, Merle; Venesaar, Urve; Puhakka, Ilmari; Nokelainen, Petri; Mäkinen, Saku J.

Date of publication

September, 2025

Abstract or Summary of Publication

Ethical and sustainable thinking is an important competence in the engineering education to support students' abilities to act and perform in a responsible manner in corporate contexts, and consequently contribute to a sustainable future. This paper investigates engineering students' attitudes towards ethical and sustainable thinking focusing on the corporate social responsibility (CSR) principles in the context of entrepreneurship courses as a part of larger research project. Engineering students from a Finnish and an Estonian university (N = 342) responded to a self-assessment survey. The students' attitudes towards CSR principles were assessed both on the enterprise level and the individual level as expectations of potential future employees. The findings indicate that engineering students acknowledge the need to take into account responsible thinking and that it is important for enterprises to be both socially and environmentally responsible in their activities. The self-assessment tool of ethical and sustainable thinking associated with the entrepreneurship competence model and CSR principles can be helpful in practice when university teachers wish to support and assess their students' attitudes towards CSR principles among other entrepreneurship competencies when creating new course content.

This research covers (Department):

- Business Administration

This research covers (SDGs):

Is this available through open access?

     • Yes

[Publication link]

30.3 Crowdworking: Nurturing Expert-Centric Absorptive Capacity

This is a

     • Peer-reviewed article

[DOI]

Authors

     • Gol, Elham Shafiei; Avital, Michel; Stein, Mari-Klara

Date of publication

November, 2023

Abstract or Summary of Publication

Absorptive capacity, or the organizational capability to identify, assimilate, and apply new knowledge for commercial ends, is a key determinant of how organizations successfully generate value from external sources of knowledge and sustain a competitive advantage. Crowdworking—a novel form of digitally mediated work—allows organizations to hire on-demand highly skilled external experts to leverage their knowledge, skills, and networks. The approach of integrating crowdworking into organizations is increasingly gaining traction among large corporations seeking to harness the knowledge in external communities for value generation. Building on an in-depth embedded case study in a large organization that relies on two established crowdwork platforms, we explore how the organization developed its crowdworking-related absorptive capacity to generate value from external experts. We find that the crowdworking-related absorptive capacity phenomenon is a particular instance of expert-centric absorptive capacity that organizations develop by retaining on-demand external experts. We also find that this capacity can be developed through two idiosyncratic configurations of orchestrated and distributed routines that integrate external experts and utilize their knowledge in the host organization. These findings offer new insights into the prevailing modus operandi related to harnessing external knowledge in today's organizations.

This research covers (Department):

> • Business Administration

This research covers (SDGs):

Is this available through open access?

> • Yes
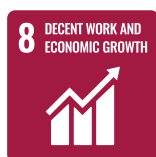
[Publication link](#)

30.4 The Implementation of BCTrustAI.SL Into the Automated Practices of Digital Labour Platforms to Ensure Fairness, Transparency and Accountability

This is a

> • Peer-reviewed article

[DOI](#)

Authors

> • Göksal, Saban Ibrahim; Joamets, Kristi

Date of publication

September, 2025

Abstract or Summary of Publication

Since digital labour platforms may infringe upon the rights of platform workers through automated decision-making and monitoring practices, the European Parliament and of the Council has adopted the Directive (EU) 2024/2831 on improving working conditions in platform work (Directive 2024/2831). This directive seeks to foster fairness, transparency, and accountability, establishing four key requirements in its algorithmic management chapter: transparency, human oversight, human review, rights to information and consultation. However, due to the abstract nature of these provisions, meeting the normative expectations of the directive poses a challenge. This paper presents the implementation of the Blockchain-Based Trustworthy Artificial Intelligence Supported by Stakeholders-In-The-Loop Model (BCTrustAI.SL) into the automated decision and monitoring practices used by digital labour platforms. It aims to discuss theoretically the validation of the concept of BCTrustAI.SL, setting the stage for subsequent technical proofs of concept.

This research covers (Department):

• Management

This research covers (SDGs):

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

Is this available through open access?

• No

[Publication link](#)

30.5 Participatory ergonomics: What works for whom and why? A realist review

This is a

• Peer-reviewed article

[DOI](#)

Authors

• Hansen, Anne Faber; Hasle, Peter; Caroly, Sandrine; Reinhold, Karin; Järvis, Marina; Herrig, Astrid Overgaard; Heiberg, Bibi Dige; Søgaard, Karen; Punnett, Laura; Jensen Stochkendahl, Mette

Date of publication

September, 2025

Abstract or Summary of Publication

Participatory workplace interventions to improve workforce musculoskeletal health are infrequently analysed regarding why they work, for whom or under what circumstances. This review sought to identify intervention strategies which achieved genuine worker participation. In total, 3388 articles on participatory ergonomic (PE) interventions were screened; 23 were suitable to analyse within a realist framework identifying contexts, mechanisms of change, and outcomes. The interventions which succeeded in achieving worker participation were characterised by one or more of these contexts: workers' needs as a core starting point; a positive implementation climate; clear distribution of roles and responsibilities; allocation of sufficient resources; and managerial commitment to and involvement in occupational safety and health. Interventions that were organised and delivered in this way generated relevance,

meaning, confidence, ownership and trust for the workers in an interrelated and multi-directional manner. With such information, PE interventions may be carried out more effectively and sustainably in the future.

This research covers (Department):

> • Business Administration

This research covers (SDGs):

Is this available through open access?

> • Yes
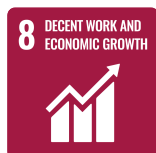
[Publication link]

30.6 Building capacity for evidence-informed policymaking in governance and public administration in a post-pandemic Europe

This is a

> • Regular article

[DOI]

Authors

> • Koppel, Andres; Selg, Peeter; Randma-Liiv, Tiina; Raju, Marju; Klasche, Benjamin

Date of publication

September, 2025

**Abstract or Summary of Publication**

The project "Building capacity for evidence informed policymaking (EIPM) in governance and public administration in post-pandemic Europe" supported seven European Union (EU) member states (Estonia, Belgium, the Czech Republic, Greece, Lithuania, Latvia and the Netherlands) in building capacity to improve the effectiveness of their public administrations, through greater capacity for supply and uptake of scientific knowledge, evaluation, and evidence in policymaking. The expected long-term impact of this project is the reinforced institutional integration of the use of evidence, science and evaluation for policymaking. This report presents the results of the joint work of approximately 100 people from Estonia's public sector who participated in survey, numerous interviews, focus groups and workshop during 2023–

2024. The final country report consists of three main parts in chronological order of the work: the diagnostic report (chapter 4), the needs and gaps assessment report (chapter 5) and the roadmap (chapter 6). Each preceding chapter is integral to the subsequent one; thus, the roadmap chapter is of particular significance, as it presents a detailed plan for implementing change. All chapters focus on the supply and demand side of the Estonian EIPM system as well as the brokerage level where supply and demand meet. The term 'supply side' refers to organizations supplying the evidence to be used in policy processes. 'Demand' refers to those using evidence and scientific knowledge in their policy processes.

This research covers (Department):

   • Economics

This research covers (SDGs):

Is this available through open access?

   • Yes
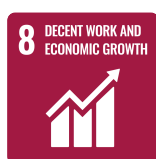
[Publication link](#)

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

31. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- AMBA (Association of MBAs)
- CEEMAN (Central and East European Management Development Association)
- EFMD (European Foundation for Management Development)
- Times Higher Education (THE)
- Local institutions and associations
- Baltic Management Development Association (BMDA)
- Business School Impact System (BSIS)
- European Association for Public Administration Accreditation (EAPAA)
- European Group for Public Administration (EGPA)
- European Institute for Advanced Studies in Management (EIASM)
- European Law Faculties Association (ELFA)
- European Master's Programme on Society, Science and Technology (ESST)

32. Define Partner

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.

33. Student Partners

- None

Practice

We adopt responsible and accountable management principles in our own governance and operations.

34. Define Practice

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.

35. RME Practices

- Accreditation body recommendation documents
- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Ethical data sourcing guides
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Ministry of education recommendation documents
- Open-access guides
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Travel guides

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

36. Define Share

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We value dialogue among the stakeholders through different social responsibility and sustainability-related actions.

37. Transparent Engagement

- Annual reports
- Community events and consultation forums
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Partnerships with local organizations
- Public events and panel discussions
- Sustainability-focused research and collaboration Opportunities

38. Audiences

- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Government and policy makers

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Website

https://taltech.ee/en/school-of-business-and-governance