PRME

2024 Sharing Information on Progress (SIP) Report

Business Science Institute

December 2024

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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.

Purpose

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

Letter of Commitment

Business Science Institute demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

Letter of Commitment

Letter of Commitment

As President of Business Science Institute, I am delighted to be writing the introduction to our 2nd PRME SIP Report, following the first edition in 2020.

Business Science Institute celebrated its 10th anniversary in September 2023. Although our organisation and principles as a responsible management educator have remained intact, much has happened in the last 4 years to challenge these.

Firstly, COVID seriously tested our ability to provide continuity of educational provision, and challenged our assumed status as a resilient DBA provider.

Secondly, PhD fraud scandals pushed us to further our work on academic integrity as question marks were raised worldwide about doctoral studies. This was exasperated by the rise of generative AI, offering new tools to manager-participants adept at seizing opportunities to improve their work, and raising new challenges for academics who are the bastions of academia and its values. In response to this, after two years of hard work by members across our academic community, in 2023 we were awarded 'Responsible Doctoral Institution' certification by IRAFPA. Since the same year, we have also been running regular training seminars and webinars on AI and its implications for both management and academic practice.

Finally, and more surprisingly, what could be seen as a positive for providers, has been the acceleration of the DBA market worldwide. In many regions, the DBA is an emerging executive qualification, which means that these markets are largely unregulated, leading to unscrupulous commercial practices with the potential to damage the reputation of the DBA in the medium-term. Such practices are also harmful in the short-term to those providers that continue to run high-quality programmes complying with the international standards of specialist DBA accreditation bodies such as AMBA, with the guidelines of reputable organisations like EQUAL, and with the Salzburg Principles for quality doctoral provision.

This third challenge has particularly tested our principles and resilience. But rather than succumbing to the temptation to compromise standards, we have reinforced what makes us unique and respected as an institution at the forefront of the European DBA market. For example, the maintaining of a 4-year part-time format; tighter conditions for access to the final viva stage and a new thesis impact statement requirement; the recording of supervisory modules and the introduction of a dual supervisor system; wider opportunities for interaction and networking via 2 bi-annual international residential seminars; the reinforcement of the Annual Managerial Impact Award system; a dedicated Alumni Engagement strategy introduced in 2024 to generate extra value for our community of manager-researchers, and much more. All of the above are designed to reinforce our position as a responsible DBA provider.

But above all, we intend to remain a DBA-only programme provider, continuing to offer our participants a learning experience designed to transform them from experienced management practitioners to emerging management researchers, who in turn have the ability to transform business and generate positive change for Society through responsible management practice.

With my best wishes.
Professor **Michel KALIKA** (President)

🖉 Institutional Mission, Vision, and Strategy

The following outlines Business Science Institute's institutional mission, vision, and strategic approach to responsible management education.

Strategic Plan 2024_28

Short version of the Strategic Plan, including Mission, Vision, Values, Strategic Objectives, Strategic Aims and KPIs.

Relevant Stakeholders

Participants, Faculty, Alumni, Staff and Partner Institutions

Purpose

The document aims to provide an overview of Business Science Institute's Strategic Plan that can be read and understood quickly.

PURPOSE_Strategic Plan (Short Version)	View document ⬀ Download document ⬇

Values

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

✏️ RME Leadership Accountability

At Business Science Institute, accountability for responsible management education is structured as follows:

Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

Responsibility for Responsible Management Education at the Business Science Institute

The Business Science Institute's innovative organisational model ensures that Responsible Management Education (RME) is seamlessly integrated into our strategic vision and everyday operations. By embedding RME within our quality assurance and accreditation processes, under the leadership of the Head of QA and Accreditations, we aim to cultivate a global network of ethical, practice-oriented manager-researchers whose transformative work generates lasting societal, professional, and personal impact.

As an innovative networked organisation, the Business Science Institute (BSI) operates without a fixed structure or full-time staff. Our unique model leverages the expertise of faculty and staff, each of whom contributes their specialised knowledge from their primary affiliations with higher education institutions or their own companies. This approach fosters a dynamic and diverse learning environment that aligns with our vision to be a global benchmark in DBA education, recognised for practice-oriented research and sustainable impact by 2028.

With a community spanning 215 participants and 205 alumni across 60 countries on five continents, BSI offers a truly global perspective. Our participants, seasoned professionals averaging over 20 years of management experience, pursue a transformative journey from manager to manager-researcher. This journey is grounded in our values of flexibility, ethical leadership, practical relevance, global perspective, and collaboration.

Since obtaining AMBA accreditation in 2020, we have embedded Responsible Management Education (RME) into our quality assurance and accreditation processes. Responsibility for this essential work has been assigned to our Head of Quality Assurance and Accreditations, who also oversees Alumni Engagement. This decision reflects our commitment to integrating RME seamlessly into both our strategic objectives and day-to-day operations.

By aligning RME with quality assurance and alumni engagement, we ensure its relevance and sustainability. This structure enables us to build lasting personal, professional, and societal impacts through a collaborative effort that unites our international network of professors, participants, and alumni.

✎ Organizational Structure for RME

The following organizational entities at Business Science Institute are responsible for RME:

❖ Community Engagement Entity

Teach

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

✏️ RME Elements in Degree Programs

Business Science Institute integrates responsible management education into its degree programs through 5 different approaches:

Guest Speakers and Showcase Events

Examples of guest speakers and showcase events

Since 2015, Business Science Institute organises its Annual International Week in September. The event involves a wide range of community-building activities, many of which are naturally linked to Responsible Management Education. For the Institution's 10th anniversary event in 2023, over 200 faculty members, doctoral participants, and alumni gathered in Luxembourg. Among the many presentations and workshops put in place by the event organisers, a special slot was given to the academics and practitioners who had participated in the publication of the book "Research in Sustainability" in the Business Science Institute Book Collection at EMS (see: https://www.editions-ems.fr/categorie-produit/collections/economie-et-societe/business-science-institute/).

Date

September, 2023 - September, 2023

Location

Luxembourg City

Speakers

Faculty members, doctoral participants and alumni.

Supporting Links

Business Science Institute International Week 2023: 10th Anniversary Event.

Research in Sustainability	View document 🔗 Download document 📥

Professor-Discretionary Course Topics

Examples of topics in courses

DBA in Sustainable Innovation Management. Please see below the detailed Intended Learning Outcomes for this module. 1) Knowledge and Understanding: a) Critically evaluate the latest trends in sustainable supply chain management, including responsible governance mechanisms and circular economy practices. b) Analyse the connections between supply chain

disruptions and their impact on environmental performance. 2) Application: a) Apply advanced concepts of sustainable supply chain management to real-world managerial contexts. b) Integrate theoretical frameworks into the analysis of circular economy practices and supplier capabilities within research projects. 3) Analysis and Evaluation: a) Assess the effectiveness of governance mechanisms in driving sustainability within supply chains. b) Evaluate the relationship between supply chain disruptions and environmental outcomes using evidence-based approaches. 4) Synthesis and Creation: a) Design and articulate original research proposals that address emerging challenges in sustainable supply chain management. b) Develop innovative managerial strategies based on insights from academic research in the field. 5) Communication and Reflection: a) Present research findings and proposals effectively to peers and faculty, incorporating feedback to enhance academic rigor and practical relevance. b) Reflect critically on the implications of sustainable supply chain practices for managerial decision-making and societal impact.

Department

DBA programme in partnership with ICN ARTEM Business School

Learning Object Subject

New Trends in Sustainable Supply Chain Management

Educational Level

DBA

Learning Outcome

Critically analyse and apply advanced concepts and research in sustainable supply chain management to develop innovative solutions addressing contemporary challenges, with a focus on responsible governance, circular economy practices, and environmental performance.

Interactivity Type

Interactive online module (synchronous and asynchronous)

Learning Object Description

Module run with a small cohort of 6 experienced international practitioners currently working in the field of sustainability. This specialist programme exists since 2022, with 16 particiapnts representing 13 nationalities.

[Supporting Links](#)

| SIM | View document ↗ Download document ⬇ |

Program-Level RME Integration

Description of degree programs with RME in the program-level learning goals and assessment rubrics

To demonstrate how the program equips executive practitioners with advanced research, analytical, and leadership skills, enabling them to drive ethical, impactful, and sustainable change in their professional domains through reflective practice and actionable insights.

The DBA program at the Business Science Institute integrates Responsible Management Education (RME) by embedding research-informed learning outcomes and robust assessment frameworks throughout its design. The program supports the development of ethical, reflexive manager-researchers capable of contributing to organizational, societal, and professional advancements. Through direct measures such as the CRBA and thesis assessments, alongside indirect reflective surveys involving students and supervisors, the program evaluates both cognitive and practical achievements. This comprehensive approach ensures that graduates are equipped to apply their expertise effectively, fostering sustainable impact in complex, real-world environments.

AIMS, OBJECTIVES and LEARNING OUTCOMES

AIMS (graduate profile): *Our graduates are distinguished by a specific set of skills in addition to the actual knowledge acquired during their studies.In particular, we expect our graduates to be equipped with the critical thinking and intellectual skills that will enable them to create lasting personal and professional impact in their lives.*

The programme therefore enables candidates to earn a doctoral qualification that will not only leverage their career, but also develop their ability to create and apply original business and management knowledge in ways that will benefit their organisation, industry, profession and ultimately Society. By providing a doctoral award that is equivalent to, but distinct from a PhD, and that is clearly relevant to the needs of our participants' professional working situations, the Business Science Institute DBA specifically **seeks to encourage students:**

- To develop their research skills to doctoral level.
- To develop a knowledge and understanding of the paradigms of enquiry pertinent to doctoral research in the field of business and management.
- To understand methodological approaches and methods of robust quantitative and qualitative data collection applicable to their area of practice or interest.
- To develop the advanced skills needed to make sense of information and evidence, along with the analytical tools pertinent to effective research and analysis in their field of work.
- To develop the ability to critically read published research on institutions, society, business and management and relate findings and link theories to their own management practice.

- To apply these research skills and perspectives to solve challenges, questions and problems encountered in their own management practice.
- To benefit from a research and professional development learning opportunity that develops their confidence and potential for generating new knowledge through professional practice.
- To enhance their cognitive, practical, professional and transferable skills, to enable them to assume leadership roles within their professional field and enhance their performance as reflective practitioners.
- To develop the ability of participants to communicate their research and professional findings clearly and effectively to specialists, practicing managers and non-specialist audiences.

OBJECTIVES: the programme invites applicants to come to the programme with their own unique expertise and research topic, for which the Institution will provide an academic framework and process to create a written 'product' to generate actionable and lasting management impact. **Consequently, the programme seeks:**

- To offer students a practice-based route to a doctoral qualification, developing skills to undertake applied research to understand their own contexts more critically and to find innovative solutions to key challenges in their working environment.
- To provide students with opportunities to develop the ability to clearly communicate complex and advanced theoretical and empirical research to specialist and practitioner audiences to contribute to the development of knowledge and/or professional practice in organisations.
- To offer students a supportive teaching and learning environment that fosters an autonomous and reflective approach to their own learning and personal / professional development.
- To support and prepare students for enhanced career roles and destinations.
- To seek out partnerships with other doctoral candidates from diverse and multidisciplinary backgrounds, their professors/supervisors and the Institution to develop joint publishing or research initiatives.

INTENDED LEARNING OUTCOMES

A. Knowledge and understanding. *On completion, graduates should be able to demonstrate:*
A.1 reflexive research-informed understanding of current professional developments within their area of practice, expertise or interest.
A.2 a sound theoretical basis of academic and management research (including research-specific ethical issues).
B. Cognitive skills. *On completion, graduates should be able to demonstrate the ability to:*
B.1 collect, process, manage and make sense of information, data and empirical evidence in order to transfer new understanding into their area of professional practice.

B.2 critically appraise the value of information and evidence encountered within their area of practice in order to challenge current concepts, thinking or approaches.

C. Practical skills. *On completion, graduates should be able to demonstrate:*

C.1 the ability to independently manage change and solve complex situations (VUCA) systematically and creatively in their work environment through expert knowledge & high-level intellectual skills.

C.2 the ability to make authoritative and impactful contributions to their professional practice through the use of appropriate, well-reasoned and potentially innovative methodologies.

C.3 confidence in their ability to take responsibility and be resilient as an expert practitioner and manager of others in a community of practice.

D. Transferable skills. *On completion, graduates should be able to demonstrate:*

D.1 the ability to communicate complex information clearly to expert communities using a variety of formats.

D.2 intellectual and professional leadership that is recognized and respected by colleagues.

D.3 the ability to generate high-level value from interactions with experts from other areas of practice and/or within multidisciplinary teams.

D.4 an autonomous and reflective approach to their own learning, professional development and to the ongoing application of this within their area of practice (life-long learning).

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Participant Development and Impact Strategy 2020-2025

The document outlines the Business Science Institute's Executive DBA Programme Participant Development and Impact Strategy for the 2020-2025 period. It describes the programme's core values, and its commitment to delivering transformative education for senior managers. The strategy focuses on three strategic priorities: Resources, Structure, and Relations, aimed at fostering a diverse, highly-qualified faculty, promoting high-quality academic interaction, and supporting the development of transformative relationships between participants and supervisors. The programme integrates the Principles for Responsible Management Education (PRME) and aligns with the United Nations Sustainable Development Goals to drive both academic and professional impact.

Scope

Teaching and Learning

Enforcement Date

September, 2020

Revision Date

May, 2023

Number Of Pages

3

Publisher

Business Science Institute

Media

Internal Resource

Participant Development & Impact Strategy View document 🔗 Download document ⬇

Description of the Signatory Member's pedagogical approach, which involves RME in all degree program design and pedagogical innovations

The Executive DBA Programme at the Business Science Institute is designed to transform the professional journeys of senior managers by equipping them with advanced, research-driven knowledge that enhances their leadership capabilities and creates measurable impact in their organisations. Through a close-knit, ethical, and diversity-driven learning environment, the programme nurtures the development of responsible leaders capable of generating sustainable change, while fostering a continuous cycle of academic innovation and knowledge co-construction with real-world practitioners.

The Business Science Institute's Participant Development and Impact Strategy for the Executive DBA Programme seeks to deliver transformative education by integrating ethics, responsibility, diversity, and sustainability at its core. With a global network of faculty and supervisors, the programme empowers its participants to turn their professional experience into actionable knowledge that drives economic growth, social transformation, and managerial impact. This is achieved through a rigorous academic framework supported by personalised supervision, collaborative learning, and the active engagement of participants in research that directly benefits both academic and professional practices. The programme's holistic approach ensures that graduates not only contribute to the advancement of their organisations but also to broader societal objectives, aligned with the United Nations Sustainable Development Goals and the Principles for Responsible Management Education.

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

To highlight how the Business Science Institute's innovative, networked model integrates Responsible Management Education (RME) into every aspect of its DBA programme, equipping experienced practitioners to drive sustainable and ethical impact globally.

The Business Science Institute is a specialist provider of Doctorate in Business Administration (DBA) education, catering to experienced practitioners worldwide. Our innovative, networked organisational model operates without full-time faculty or a fixed structure, enabling us to offer flexible and accessible education. Faculty are leading experts affiliated with globally recognised institutions, bringing diverse perspectives and expertise to the programme.

RME is a cornerstone of our educational philosophy, embedded across all aspects of our business model:

1. **Participant-Centric Learning**: Our DBA programme transforms experienced managers into ethical, impact-driven manager-researchers. RME principles are integrated into course content, case studies, and research supervision, ensuring participants explore sustainable and socially responsible solutions to managerial challenges.
2. **Practice-Oriented Research**: Participants engage in research projects that address real-world issues, often incorporating themes such as sustainability, ethical governance, and societal impact. These projects contribute to advancing both academic knowledge and managerial practices aligned with RME.
3. **Accreditation-Driven Quality**: Through AMBA DBA accreditation and IRAFPA Responsible Doctoral School Certification, we ensure that RME is embedded into our quality assurance processes and programme design, maintaining high ethical and academic standards.
4. **Global Collaboration**: With participants and alumni from 60 countries across five continents, our model fosters a global perspective on RME. Faculty, alumni, and participants collaborate on projects that promote sustainability and responsible business practices worldwide.

By integrating RME into every facet of our educational efforts, the Business Science Institute ensures that its graduates are equipped to drive meaningful societal, professional, and personal impact.

Research

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

🖊 RME Elements in Research

Business Science Institute incorporates responsible management education into its research endeavors through 4 different methods:

Research Awards Program

DBA research awards for responsibility-related research

Since 2018, the Business Science Institute has awarded its Managerial Impact Award to 20 graduates.

[Click here to see the list of 2018-2024 Award winners.](#)

We aim to capture faculty's academic pedigree and industry links along with the experienced practitioner profile of candidates to produce meaningful managerial impact. This is reflected in the organisation of the annual **DBA Managerial Impact Award** for the student(s) who write(s) the thesis demonstrating the most significant value creation for business or management (final vote by Academic Steering Committee). To showcase their work, a video of the winner(s) presenting the main findings is filmed and shared on social networks and via XerfiCanal as part of a partnership strategy to engage with organisations wishing to develop the promotion of the managerial impact of academic work.

Whilst managerial impact has always been the central tenant of the Business Science Institute thesis, since September 2021 all DBA theses now require a specific section on the impact of the research undertaken by the doctoral candidate.

Since 2022, participation in thesis defence examination panels and Managerial Impact Award juries.

Lastly, we actively encourage the publication of books resulting from DBA theses by our Doctors in the Business Science Institute collection at EMS Editions.

Managerial Impact Award

Managerial Impact Award Winner. An example of an interview with one of the joint winners in 2022. Name: Céline Cheval-Calvet Thesis Topic: Responsible Purchasing & Sustainable Development Sector of Activity: Luxury Goods.

Author

Jean-Philippe Denis

Published Date

December, 2022

Degree Of Recognition

National

Media Name

XerfiCanal

Media Type

New Media Video

Duration

6 minutes 24 seconds

[Supporting Links](#)

PhD-Level RME Courses

Examples of topics in courses

DBA in Sustainable Innovation Management. Please see below the detailed Intended Learning Outcomes for this module. 1) Knowledge and Understanding: a) Critically evaluate the latest trends in sustainable supply chain management, including responsible governance mechanisms and circular economy practices. b) Analyse the connections between supply chain disruptions and their impact on environmental performance. 2) Application: a) Apply advanced concepts of sustainable supply chain management to real-world managerial contexts. b) Integrate theoretical frameworks into the analysis of circular economy practices and supplier capabilities within research projects. 3) Analysis and Evaluation: a) Assess the effectiveness of governance mechanisms in driving sustainability within supply chains. b) Evaluate the relationship between supply chain disruptions and environmental outcomes using evidence-based approaches. 4) Synthesis and Creation: a) Design and articulate original research proposals that address emerging challenges in sustainable supply chain management. b) Develop innovative managerial strategies based on insights from academic research in the field. 5) Communication and Reflection: a) Present research findings and proposals effectively to peers and faculty, incorporating feedback to enhance academic rigor and practical relevance. b) Reflect critically on the implications of sustainable supply chain practices for managerial decision-making and societal impact.

Department

DBA programme in partnership with ICN ARTEM Business School

Learning Object Subject

New Trends in Sustainable Supply Chain Management

Educational Level

DBA

Learning Outcome

Critically analyse and apply advanced concepts and research in sustainable supply chain management to develop innovative solutions addressing contemporary challenges, with a focus on responsible governance, circular economy practices, and environmental performance.

Interactivity Type

Interactive online module (synchronous and asynchronous)

Learning Object Description

Module run with a small cohort of 6 experienced international practitioners currently working in the field of sustainability. This specialist programme exists since 2022, with 16 particiapnts representing 13 nationalities.

[Supporting Links](#)

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Regular Research Seminars

Examples of responsibility-related regular research seminars

Each month, a professor from the Business Science Institute addresses the participants, alumni and fellow faculty to talk about their recent research, findings, and managerial & societal impacts. For doctoral students and managers, this is an exceptional opportunity to share and exchange ideas on management science and DBA research. A recent example was the webinar presented by Professor Khadija Al Arkoubi on "Promoting Sustainable Careers in the Post-Covid Era". Others included "A Bibliometric Approach to Sustainable Development" presented by Professors Chantal Fuhrer & Florence Laval; "The Public Sector & Societal Challenges" presented by Professor Nathalie Dubost"; and "International Management in Africa: Issues & Challenges for Academic Research and Managerial Practice" by Professor Suzanne Apista.

Date

May, 2023 - December, 2024

Location

Online

Speakers

Multiple Business Science Institute Faculty Members

[Supporting Links](#)

Each month, a professor from Business Science Institute will address the community to talk about his or her recent research, results, and managerial and societal impact. For doctoral students and managers, this is an exceptional opportunity to share and exchange ideas on management science and DBA research.

1) Graduate research supported by the 2024-28 strategic plan. 2) The Business Science Institute Impact & Knowledge web page, showcasing faculty, alumni and participant research.

Other types of research support for DBA graduates

The third strategic objective of the 2024-28 Strategic Plan has been designed to support impactful research by our DBA graduates.

Strategic Goal 3: Leverage recognition of alumni impact
The strategic aims for strategic goal 3 focus on fostering alumni engagement and networking, developing alumni recognition and visibility programmes, and supporting alumni-driven research and innovation initiatives. These aims aim to strengthen the connection between the DBA and its alumni, showcase alumni achievements, and empower former students to drive meaningful change through research and innovation. By prioritizing these initiatives, the Business Science Institute Executive DBA programme seeks to maximize the collective impact of its alumni community, enhance its reputation and influence, and advance its mission of fostering positive change and impact in the business world through a transformative journey from manager to manager-researcher.

Strategic Aim 3.1: Foster alumni engagement and networking initiatives.
Strategic Aim 3.2: Develop alumni recognition and visibility programmes.
Strategic Aim 3.3: Support alumni-driven research and innovation initiatives.

Key Performance Indicators 2028
We will demonstrate our success by achieving the following goals:

Sense of engagement: 100% alumni participation in thesis panels.
Connect & collaborate: 30% alumni participation at International Week events.
Alumni recognition: Managerial Impact Award extended to Alumni Societal Impact Award.
Empower alumni: Thirty associate graduate researchers.
Chapters

   Associate Researchers

The Business Science Institue's intention is to support our graduates in their development once they have successfully completed the DBA programme.

Enrolment on a professional doctoral training programme, is by definition a demonstration of commitment to lifelong learning. The Business Science Institute fully recognises this commitment and has developed opportunities for graduates to further their learning journey post-thesis.

A new "Associate Graduate Researcher" status was therefore voted in by the Academic Committee in August 2020 to encourage the continued encounter between practice and academia into alumni life for our graduates.

Other opportunities for lifelong learning include, for example, our partnership with EMS éditions offering publishing opportunities for graduates and thus improving their 'career' visibility' (graduate consultants who published their thesis in the Business Science Collection talk about the positive impact it had on their professional credibility and ultimately their portfolio of clients and resulting income) and alumni participation in the Annual International Week with opportunities to continue interacting with a diverse range of practitioners.

Click here to view the profiles of our Graduate Associate Researchers.

Impact & Knowledge Web Page

The Business Science Institute's vision is to be a **benchmark global provider** of DBA education, recognised for practice-oriented research & the creation of sustainable impact(s) by new Doctors of Business Administration and an international network of professors.
To support this vision, in 2022 we launched a specific web page to showcase the research of our academic community.

The Business Science Institute (BSI) is dedicated to transforming managerial experience into actionable knowledge that benefits both the academic community and society at large. In line with this commitment, BSI launched the DBA Knowledge website in 2022 to showcase the research contributions of its academic community.
The DBA Knowledge platform serves as a repository for the diverse research outputs of BSI's professors and doctoral candidates. It features a wide range of publications, including articles, case studies, and conference papers, all aimed at advancing the field of business administration. The platform is designed to facilitate the dissemination of practice-oriented research, enabling scholars and practitioners to access and apply insights that drive sustainable impact.
By providing an accessible platform for research dissemination, BSI reinforces its vision of being a benchmark global provider of DBA education. The DBA Knowledge website not only highlights the scholarly achievements of BSI's community but also fosters collaboration and

knowledge sharing among academics, industry professionals, and policymakers. This initiative underscores BSI's commitment to promoting responsible management practices and contributing to the creation of sustainable impact through research and education.
In summary, the DBA Knowledge website is a testament to BSI's dedication to advancing practice-oriented research and creating sustainable impact. It embodies the institute's mission to transform managerial experience into knowledge that can be shared and applied for the betterment of organizations and society.

[Please click here to visit the web page](.).

Partner

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

✏️ Partnership Approaches for RME

Business Science Institute partners with external stakeholders to advance responsible management education through 2 different approaches:

Knowledge Translation and Dissemination

Informing: Knowledge Translation & Dissemination

The Business Science Institute's DBA programme equips participants to transform their professional experience into valuable, actionable knowledge that can be shared with a wider audience, contributing to responsible management practices. By supporting meaningful academic-business partnerships, the programme ensures that knowledge is not only created but also communicated and disseminated, driving positive impacts within both the academic and business communities.

The Business Science Institute's DBA programme is committed to transforming the professional experience and tacit knowledge of senior managers into actionable, research-based insights that can be shared with a wider audience. Through a rigorous academic framework, participants are guided in turning their management practice into 'palpable' knowledge, with the goal of disseminating this knowledge beyond academia and into the broader business and societal context.

This transformation is supported by a strong collaboration between doctoral candidates and their thesis supervisors, ensuring that the research produced is both academically rigorous and relevant to real-world management practice. A core aspect of the programme is to encourage

participants to publish their research, equipping them with the skills to communicate complex insights to diverse audiences using various formats such as academic articles, books, and contributions to edited volumes.

A prominent example of this commitment to dissemination is the co-edited book *The Doctor of Business Administration: Taking Your Professional Practice to the Next Level,* in which the Business Science Institute contributed a chapter on *The Communication and Dissemination of Impact*. This chapter, written by Michel Kalika and Stephen Platt, explores how DBA students can transform their research into 'useful' knowledge, making it accessible to a wider audience and creating real impact. This collaboration with other AMBA-accredited DBA providers highlights the institution's role in advancing responsible management education on a global scale.

Furthermore, the increasing number of graduates publishing books or contributing chapters based on their DBA research exemplifies the success of this approach. Since 2020, the number of graduates publishing their work has risen significantly, with 28 graduates having now published a book based on their thesis alone. This represents 15% of the graduate community (without counting the many other graduates who have contributed chapters to books), demonstrating the programme's effectiveness in fostering the dissemination of research that generates impact at personal, managerial, and societal levels.

[Please click here to discover the Business Science Book Collection at EMS Editions](#).

It should also be noted that according to a recent survey in September 2024, over 50% of our graduates are currently lecturing in higher education institutions workdwide as a direct consequence of their doctoral studies.

Chapters

Learning Aims, Objectives and Outcomes: Supporting Knowledge Translation & Dissemination

Our graduates are distinguished by a specific set of skills in addition to the actual knowledge acquired during their studies. In particular, we expect them to be equipped with the critical thinking and intellectual skills that will enable them to create lasting personal and professional impact in their lives.

The programme therefore enables candidates to develop their ability to create and apply original business and management knowledge in ways that will benefit their organisation, industry, profession and ultimately Society.

Learning aims support knowledge translation and dissemination, by enabling candidates to:
- Develop research skills to doctoral level.
- Develop a knowledge and understanding of the paradigms of enquiry pertinent to doctoral research in the field of business and management.
- Understand methodological approaches and methods of robust quantitative and qualitative data collection applicable to their area of practice or interest.

- Develop the advanced skills needed to make sense of information and evidence, along with the analytical tools pertinent to effective research and analysis in their field of work.
- Develop the ability to critically read published research on institutions, society, business and management and relate findings and link theories to their management practice.
- Apply these research skills and perspectives to solve challenges, questions and problems encountered in their own management practice.
- Benefit from a research and professional development learning opportunity that develops the confidence and potential for generating new knowledge through professional practice.
- Enhance cognitive, practical, professional and transferable skills, enabling them to assume leadership roles within their professional field and enhance their performance as reflective practitioners.
- Develop the ability to communicate research and professional findings clearly and effectively to specialists, practicing managers and non-specialist audiences.

The programme invites applicants to come to the programme with their own unique expertise and research topic, for which the Institution will provide an academic framework and process to create knowledge that generates actionable and lasting management impact. **Consequently, the programme seeks:**

- To offer students a practice-based route to a doctoral qualification, developing skills to undertake applied research to understand their own contexts more critically and to find innovative solutions to key challenges in their working environment.
- To provide students with opportunities to develop the ability to clearly communicate complex and advanced theoretical and empirical research to specialist and practitioner audiences to contribute to the development of knowledge and/or professional practice in organisations.
- To offer students a supportive teaching and learning environment that fosters an autonomous and reflective approach to their own learning and personal / professional development.
- To support and prepare students for enhanced career roles and destinations.
- To seek out partnerships with other doctoral candidates from diverse and multidisciplinary backgrounds, their professors/supervisors and the Institution to develop joint publishing or research initiatives.

By achieving the **intended learning outcomes** of the programme, candidates will be empowered to generate knowledge translation and dissemination.

A. Knowledge and understanding. *On completion, graduates should be able to demonstrate:*
A.1 reflexive research-informed understanding of current professional developments within their area of practice, expertise or interest.

A.2 a sound theoretical basis of academic and management research (including research-specific ethical issues).

B. Cognitive skills. *On completion, graduates should be able to demonstrate the ability to:*

B.1 collect, process, manage and make sense of information, data and empirical evidence in order to transfer new understanding into their area of professional practice.

B.2 critically appraise the value of information and evidence encountered within their area of practice in order to challenge current concepts, thinking or approaches.

C. Practical skills. *On completion, graduates should be able to demonstrate:*

C.1 the ability to independently manage change and solve complex situations (VUCA) systematically and creatively in their work environment through expert knowledge & high-level intellectual skills.

C.2 the ability to make authoritative and impactful contributions to their professional practice through the use of appropriate, well-reasoned and potentially innovative methodologies.

C.3 confidence in their ability to take responsibility and be resilient as an expert practitioner and manager of others in a community of practice.

D. Transferable skills. *On completion, graduates should be able to demonstrate:*

D.1 the ability to communicate complex information clearly to expert communities using a variety of formats.

D.2 intellectual and professional leadership that is recognized and respected by colleagues.

D.3 the ability to generate high-level value from interactions with experts from other areas of practice and/or within multidisciplinary teams.

D.4 an autonomous and reflective approach to their own learning, professional development and to the ongoing application of this within their area of practice (life-long learning).

LINKAGE OF SUSTAINABILITY TO DBA PARTICIPANTS' ROLES AS MANAGER-RESEARCHERS

Over half of the 205 theses successfully defended by DBA candidates since 2015 have links to the UN SDGs. It is clear from this data and the profile of our candidates that incorporating Sustainability into the DBA can't be approached in the same way as for 1st and 2nd cycle programmes, or even for PhDs which generally cater for future early-career academics with little or no experience of the world of practice.

The focus of the programme is therefore to provide candidates with the tools and resources required to achieve their research objectives in their fields of practice that as senior managers inevitably involve sustainability considerations, and to advance this practice for wider (social) impact. This is achieved by developing research methodology skills, an integrative programme design, a transversal if not explicit coverage of Sustainability, a pool of faculty engaged with Sustainability, support for the dissemination and communication of these important topics internally (newsletter) and externally (book collection, partnership

with XerfiCanal) and finally, modules and events as forums for discussion on key management topics from the multi-cultural perspectives offered by our diverse base of students, faculty and alumni.

In the table below, we provide examples of the way in which the DBA makes a positive contribution to the wider concepts of sustainability through the research questions chosen by our participants for their theses, and the publication of these in book format.

Table: Mapping DBA theses to UN SDGs, selected examples from 205 theses

SDG	TITLE OF CORRESPONDING DBA THESES	AUTHOR (YEAR)
1 NO POVERTY	*Accelerating financial inclusion in African countries: strengthening cooperation between actors though a three-dimensional approach.* **PUBLISHED BY EMS EDITIONS (2019)**	Rozen Kone (2018)
2 ZERO HUNGER	*The behaviour of agricultural business faced with the risks and prospects in insurance coverage: The case of family business farms in Guinea.*	Bernard Goumou (2020)
3 GOOD HEALTH AND WELL-BEING	*The demonstration of economic value for innovative health technologies: the case of rare diseases and genomics.*	Gabriel Tremblay (2015)
	Healthcare partnership in the regional health system, a handbook.	Philippe Anhorn (2021)
4 QUALITY EDUCATION	*The involvement of stakeholders in developing the sustainability of private higher education institutions: the case of Mali.*	Mohamad Gakou (2017)
	How to rethink digital training models in emerging economies (case of Afghanistan).	Djawed Sangdel (2019)
8 DECENT WORK AND ECONOMIC GROWTH	*How to measure the effectiveness of Monitoring and Evaluation systems in development programmes? The case of West Africa.* **PUBLISHED BY EMS EDITIONS (2019)**	Abdourahmane Ba (2017)
	The organisation of craftsmen into cooperatives for the development of a joint local entrepreneurial model in Togo.	Yawotse Vovor (2019)
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	*Planning for jobs and skills: the case of car manufacturers in the region of Tangiers.*	Abderrahmane Bellali (2019)
	Performance management in large public infrastructure projects: the case of road works in Senegal. **PUBLISHED BY HARMATTAN (2022)**	Mohamed Laye (2021)
10 REDUCED INEQUALITIES	*Crowdfunded cooperative banks: an innovative post-crisis business model.*	Mohamed El Khayma (2018)
	Leadership practices in Moroccan organizations: influence of national culture. **PUBLISHED BY EMS EDITIONS (2021)**	Fadoua Tahari (2019)
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	*Integration of green human resource management & green supply chain management in small and medium-sized enterprises.*	Kian Chuan Chang (2020)
	Perceptions and effects of responsible purchasing in an upstream supply chain: The case of Swiss watch & jewellery companies and their suppliers.	Céline Cheval (2022)
13 CLIMATE ACTION	*Armed Conflict and Sustainable Development in Africa: Role of Environmental Intelligence (The situation in the Ivory Coast).* **PUBLISHED BY HARMATTAN (2022)**	Al Hamndou Dorsouma (2021)
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	*The role of governance in risk management systems: The case of a sample of banks located in Mali.* **PUBLISHED BY EMS EDITIONS (2018)**	Dramane Sidibe (2017)
17 PARTNERSHIPS FOR THE GOALS	*Management of volunteers in Luxembourgish NPOs: some recommendations for practice.* **PUBLISHED BY EMS EDITIONS (2021)**	Maximilien Petit (2020)
	A conceptual model of a stigmergic information system network for social sustainability: An inductive top-down theorizing approach.	Carol Ann Aebi (2022)

Collaborative Change Action

Acting: Working Collaboratively to Enact Change

The unique nature of DBA participants and their motivations for pursuing doctoral studies, offers unrivalled opportunities for working together to enact change within the programme environment itself. The DBA has therefore an integrative curriculum design, fostering meaningful connections between doctoral studies, executive practice, senior management participants and experienced faculty.

As illustrated by the intended learning outcomes listed elsewhere in this Report, the Business Science Institute DBA programme has been designed to enable participants to develop research expertise that will make a positive contribution to their immediate and wider professional environment.

The DBA has an integrative curriculum, a professional doctoral programme by definition cutting across boundaries to enable students to apply their new knowledge, understanding and research skills to meaningful real-world problem solving in their area of management expertise. In terms of ILOs and their assessment, the DBA has an integrative assessment design that seeks to combine students' learning from taught modules in phase 1, and from their own research and 'partnership in learning' with their supervisor throughout phases 2 & 3 into a single assessment, namely the Certificate of Research in Business Administration (CRBA) and the final doctoral thesis. Broader integrative study is therefore prioritised over modular assignments to focus on enabling doctoral candidates to make connections between modules and understand the coherency of the DBA as a whole. This also has the advantage of freeing up valuable time for formative feedback from professors and supervisors. Finally, digital technologies play a key part in enabling doctoral candidates' integrative learning experience, either as part of a cohort or in the interactions with their supervisor. The table below shows how the DBA provides opportunities for integrated learning throughout its different phases whereby participants work collaboratively to build on their prior professional experience to develop research expertise in their journey from managers to manager-researchers who are able to enact change.

Chapters

Opportunities for Integrated Learning

Phase 1	Opportunities for Integrated Learning
Taught Modules	- Exploring topics with peers from diverse professional backgrounds opens up new intra-disciplinary perspectives, helping participants think creatively and (self) critically. - As candidates progress through phase 1, opportunities arise for multi- and interdisciplinary connections, module subjects being applied to real-world research questions. - The research knowledge and understanding developed during modules is applied to real-world contexts. Participants learn further from self-reflection on their own everyday business context, building and expanding their previous knowledge & experiences.
Spring & Autumn Events	Provides opportunities to connect with other doctoral candidates, alumni and professors around the same themes in formal and informal workshop environments that develops their ability to present complex information clearly to expert communities and reinforces their ability to interact and network within multidisciplinary teams.
Certificate in Research in Business Administration	As an integrative phase 1 assessment tool, the CRBA supports the learning journey towards the thesis, enabling candidates to assess their progress in applying the intra-, multi-, trans- and interdisciplinary learning from the taught modules to their own real-world context.
Phase 2	**Opportunities for Integrated Learning**
Thesis Supervision	The partnership in learning with their supervisor as an academic expert means doctoral candidates are more easily able to make connections between concepts and experiences so that new knowledge, understanding and research skills can be applied to the novel and/or complex challenges from their practice that they have chosen to cover in their thesis.
Supervisory Seminars	The design of the seminars involves students presenting their ongoing research to the cohort, alumni and 2 new members of faculty at each seminar (3 seminars per year in phases 2 & 3 = 12 new professors), thus providing rich opportunities for confronting a broad range of perspectives on the same topic and 'testing' their emerging research expertise.
Spring & Autumn Events	See Phase 1 above.
Phase 3	**Opportunities for Integrated Learning**
Thesis Supervision	See Phase 2 above.
Supervisory Seminars	See Phase 2 above.
Spring & Autumn Events	See Phases 1 & 2 above.
Thesis & Thesis Defence	As the ultimate integrative assessment tool in their doctoral journey, the thesis offers participants the opportunity to demonstrate higher order learning behaviours such as the application of knowledge and skills through analysis, synthesis and critical enquiry. In doing so, they make connections between the knowledge acquired and their learning across a broad range of business and management topics.

Post-DBA	Continued Opportunities for Integrated Lifelong Learning
Associate Researcher Status	Provides graduates who wish to continue publishing as manager-researchers an environment enabling them to pursue their learning journey through the continued application of the knowledge and research skills acquired on the DBA to reflective thinking and academic writing on their area of practice as managers.
Media Writing Workshops	In a similar way to the Associate Researcher Status, workshops enable graduates to apply their knowledge, skills and expertise to transforming their research and reflective thinking into 'journalistic'-style writing for communication to a wider (business) audience.
Spring & Autumn Events	Provides opportunities to connect with doctoral candidates, other alumni and professors formally (workshops) and informally (networking) in a transdisciplinary context that is conducive to furthering their reflections on their own practice even as graduates.
Supervisory Seminars	Alumni's participation in seminars means they too benefit from multi- and transdisciplinary perspectives on research topics that continue to nourish their management thinking.
Thesis Examination Panels	Since Spring 2022, alumni can be invited to sit on exam panels as expert practitioners.

Doctors Advising Doctoral Students
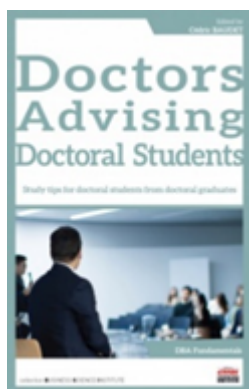
The importance of peer-to-peer support: Alumni play a key role in enabling participants to focus on translating their doctoral learning expereince into shared knowledge. Firstly, their presence at supervisory modules, during which candidates present their research, provides individualized input on progress from alternative manager-researcher practice perspectives. Secondly, alumni play an active role in the DBA participant learning journey through their participation in the doctoral candidate-graduate meetings organized at the Annual Business Science Institute Seminars.These encounters have been designed to enable one-to-one 'peer' discussions on the wider DBA research process, and to offer a space for more personal discussions about their research topic or even their concerns as emerging manager-researchers. Their support for candidates faced with learning challenges is considered to be of central importance and led to the publication of Doctors Advising Doctoral Candidates in 2021 in French and in English by 14 graduates, edited by the Alumni Network President, Cédric Baudet.

OUTREACH ACTIVITIES

Extended and reverse outreach: As a networked institution with part-time students and affiliate professors, the Business Science Institute represents an unusual case regarding outreach. It could be argued that professors benefit from a form of 'extended' outreach whereby we offer opportunities not traditionally available in their home institution to engage with external groups in mutually beneficial partnerships by providing expertise to 'non-traditional' international doctoral candidates from the world of practice and 'reverse' outreach by collaborating with international colleagues from 'other' management disciplines, research realities, and HEIs thus providing opportunities for professional development and enhancing their work in their 'home' institutions. All these reasons related to outreach are mentioned by faculty on motivations for collaborating with Business Science Institute.

Contributing to the complex challenges the world is facing: It is reported by faculty that both these forms of outreach enhance their teaching, doctoral supervision and research, with examples of this work addressing the larger societal issues that would be expected of 'traditional' outreach activities providing them with significant learning and growth opportunities. This is also consistent with the mission of Business Science Institute to provide a DBA programme that is accessible to the widest possible public of management

practitioners, and the reciprocal nature of our 'partnership in learning' philosophy.Beyond faculty supporting doctoral candidates in conducting research intended to respond to pressing problems or issues identified in their organisations, most other opportunities for responding to the complex challenges the world is facing comes from their contributions to publications in the Business Science Institute book collection and other collaborative research projects such as surveys. Examples of this are provided below in table format.

Making contributions to complex challenges.

Year	Topic	Contribution
2023	GENDER EQUALITY - WOMEN & GOVERNANCE	*Women and Governance (book), delves into a fundamental exploration of the roles that women play and should play in decision-making. Drawn from the proceedings of the international conference bearing the same name, personal accounts from female professors, women who have completed a DBA at Business Science Institute, and reflections from active associations, this book offers a wealth of varied perspectives and personal experiences.*
2023	SUSTAINABILITY (English language version pending)	*Research in Sustainability (book): researchers and managers, concerned with research that has an academic, managerial and societal impact, will find material for clarification and avenues for reflection and action.*
2023	ChatGPT Risks and opportunities of new technologies and AI.	*Organisation of a conference in March 2023 on ChatGPT, followed up by a faculty-led survey of business and academia: https://en.business-science-institute.com/survey-on-conversational-ai-and-chatbots/*
2021-	CO-DATA-LAB Critical management perspectives with an international dimension (ongoing).	*Sharing of data collected by our manager-researchers in a common database available to professors, alumni and other students.*
2021	IMPACT OF COVID-19 ON PRACTICE	*The Lasting Impact of the Crisis on Management (book): examines in greater depth the initial question of the impact of the crisis on management, as the crisis continues. It analyses what the lasting consequences of the health crisis are and will be for organisations.*
2020	IMPACT OF COVID-19 ON PRACTICE	*The Impact of the Crisis on Management (book) after gathering information from 100 managers (doctoral candidates) faced with the crisis in 30 countries, an analysis of the situation led to the co-publication of a book co-written by 27 professors and 3 DBA students.*
2022	THE AFRICAN BUSINESS CONTEXT	*Managerial Pluralism in Africa (book): Offers new critical managerial perspectives through an understanding of organisations and their management across African nations.*
2020	THE AFRICAN BUSINESS CONTEXT	*Grounded Management Research: new contexts & perspectives in Africa (book): by confronting research perspectives with real-world experiences, this book is for anyone interested in learning more about African contributions to the creation of management knowledge.*

Practice

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

✏️ RME Policy Implementation

Business Science Institute has implemented 2 policies to support its commitment to responsible management education:

Student equity, diversity, inclusion

Code of Ethics

Code of Ethics

Scope

Doctoral candidates, faculty, support staff and alumni

Enforcement Date

July, 2022

Number Of Pages

6

Publisher

Business Science Institute

Media

Internal document

> Code of Ethics (Business Science Institute)   View document 🗗   Download document ⬇️

Student Charter

Student Charter

Scope

Doctoral candidates

Enforcement Date

March, 2021

Number Of Pages

3

Publisher

Business Science Institute

Media

Internal document

Student Charter (Business Science Institute)   View document ↗   Download document ⬇

Employee equity, diversity, inclusion

Code of Ethics

Code of Ethics

Scope

Doctoral candidates, faculty, support staff and alumni.

Enforcement Date

July, 2022

Number Of Pages

6

Publisher

Business Science Institute

Media

Internal Document

Code of Ethics (Business Science Institute)   View document ↗   Download document ⬇

✎ Institutional Aspiration Targets

Business Science Institute has set aspiration targets in 2 different areas:

❖ Employee EDI Targets
❖ Student EDI Targets

Share

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

✏️ Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Business Science Institute operates with the following approach:

No Performance Disclosure

✏️ Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Business Science Institute operates with the

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