


# POSITIVE IMPACT RATING FOR BUSINESS SCHOOLS

**«FROM BEING THE BEST *IN* THE WORLD TO  
BEING THE BEST *FOR* THE WORLD!»**

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# Do we have an issue with Business School Rankings?

A background image of a forest with a dirt path and a bench. The path is made of dirt and leads through a lush green forest. A wooden bench is visible in the foreground on the left. The trees are tall and have dense foliage, with sunlight filtering through the leaves.

Current rankings do not measure a business school's impact on dimensions relative to the Global Agenda; e.g. employability is measured in terms of salary and not positive impact

Business schools orient their innovations and decisions on what is good for themselves and produces good ranking output – often to the detriment of educating responsible leaders and enabling organizations to be a force for good

Strong pressure on upcoming business schools to copy existing top-ranked schools to achieve global recognition in a small pool of recognized publication outlets by rankings

Unwillingness/inability of existing rankings to amend their criteria to a 21<sup>st</sup> century relevant orientation of measuring impact of business schools

# What is the opportunity for a Positive Impact Rating?

Rankings are recognized as a key lever for change in the B-School landscape

The SDGs set the stage for a new shared Global Agenda 2030 and offer a foundation to discuss the positive impact of management education for the world

Enabling a transformation of the business school sector by placing relevant innovations into the headline in order to recognize newcomers for their positive contributions and to serve as external pressure to existing players

Supporting positive forces within business schools to justify their work by measuring relevant outcomes and providing public visibility for their action

A selection tool for students who care to make a positive difference through their professional lives, to help them find a business school that educates for global responsibility and citizenship

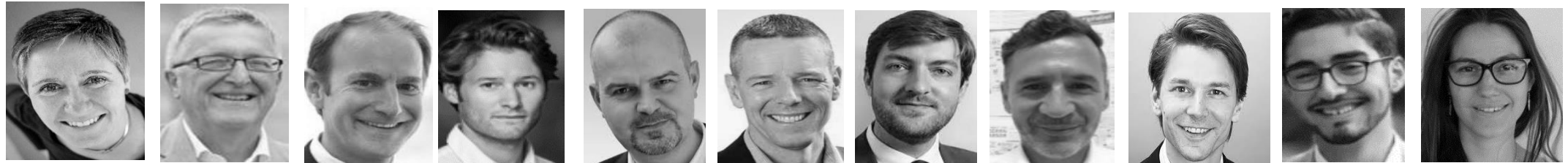
A ranking that is inspired by purpose and impact of business schools in the spirit of their responsibility as custodians of society (“to be the best *for* the world”)

# Who is behind the idea?

## Thought Leaders and Supporting Organizations



### Core Team



Katrin Muff    Thomas Dyllick    Mathias Falkenstein    Léo Gillard    JC Carteron    Anders Sandoff    Jonas Haertle    Carlo Giardinetti    Urs Jäger    David Scicluna    Clémentine Robert

The inner circle is closely connected to a broad network of active scholars and thought leaders that engage and connect through different platforms such as:



Endorsed and supported by:	Environment	Society	Economy	Student organizations	Partner	Data Management
			Global Compact Network Switzerland			

The initiative is operated by Swiss Foundation MISSION POSSIBLE and inspired by the 50+20 vision ([www.50plus20.org](http://www.50plus20.org))

# Purpose and Value Proposition

## **Purpose of the Positive Impact Rating**

Measuring how business schools contribute to solving societal challenges by energizing the school and its culture, by educating current and future leaders, by providing relevant research results and offers for continuing education, by participating in the public debate and by being a role model institution. The Positive Impact Rating seeks to contribute as a lever of change to the transformation of the business school landscape.

## **Value Proposition of the Positive Impact Rating**

- Students seeking an education that prepares them as change makers in the 21<sup>st</sup> century get a global measurement of schools equipping them with the required competences.
- It offers advice to business and other organizations on leading business schools and their impact.
- Civil society is likely to find leading business school as like-minded partners in their endeavors.
- Participating schools can use the survey results as a tool for their internal change processes. It serves for benchmarking, business school development, as well as for marketing and communication.
- It creates educational resources on how business schools can improve their impact.

# Design Principles

**A normative starting base:** The starting base of the rating is a normative vision of management education as a custodian of society (based on the 50+20 vision). While existing rankings support business schools to become the best *in* the world, this rating is trying to help them become the best *for* the world.

**Rating not ranking:** Business schools are not positioned by specific ranks, but they are rated to belong to a certain level of achievement, preventing the danger of misplaced concreteness. The rating is an effort in social transparency.

**Different ways to live up to the mission:** The rating does not prescribe specific ways to live up to the mission, but it leaves room for the schools to define their own ways to fulfill their mission. Different visions and strategies can serve society, in particular for schools in very different locations and environments.

**Internal and external use:** The rating can be used for internal purposes (school development) or it can be used for external benchmarking and communication.

**Holistic perspective:** Rather than looking only at a specific program, the Positive Impact Rating looks at the whole school in all of its key areas and dimensions.

**Perception based:** The rating is based on subjective perceptions, because perceptions define “reality” and hence influence action. We are interested in the subjective construction of realities through the relevant actors of business schools. This makes the rating different from existing rankings, who rely on “objective” data.

**A student assessment:** We will start with a rating “by students and for students”. Bachelor and Master students will assess their own schools in 3 areas (Energizing, Educating and Engaging) and 7 dimensions.

**A full assessment** by 6 different stakeholder groups in all 4 areas and 9 dimensions will be launched in a 2<sup>nd</sup> phase.

# Special Features

## **A rating «by students and for students»**

- students as a main stakeholder of B-Schools with disruptive potential
- organized by major student organizations: AIESEC, oikos International, Net Impact
- published by students using social media, rather than traditional media partners
- a full assessment including six stakeholders is planned for a second phase

## **«Perception based» rather than «fact based»**

- offering an alternative perspective
- based on the perceptions of relevant (school specific) stakeholders
- perceptions define reality for the actors and guide their actions
- perceptions go beyond the present and provide insights into the direction of change
- the collection and processing of subjective data needs to be carefully controlled

# Elements of the Student Rating

3 Areas, 7 Dimensions, 20 Questions

## ENERGIZING

Governance (2 questions)  
Culture (4 questions)

## EDUCATING

Programs (4 questions)  
Learning Methods (3 questions)  
Student Engagement (3 questions)

## ENABLING

Research (0 questions)  
Continuing Education (0 questions)

## ENGAGING

Institution as role model (2 questions)  
Public Engagement (2 questions)

*Rather than looking only at a specific program, the Positive Impact Rating looks at the whole school in all of its key areas and dimensions.*



# Rating Questions: Examples

## Energizing – Governance

- The school's vision and/or mission include sustainability and societal engagement.
- Sustainability and societal engagement are a driving force for the school.

## Educating - Programs

- The school fully integrates ethics, responsibility and sustainability into your study program.
- Societal stakeholders like NGOs, media or engaged citizens are typically a part of the student learning experience in your program of study.
- Your program of study develops skills to become a responsible leader.
- Program management and faculty listen to students' suggestions for change.

### Rating scale (for all questions)

0 = I am not sure    1 = I don't agree    ←————→    10 = I completely agree

# Prototyping Process: Timeline

- **May 2017:** Gathering of experts and representatives of all endorsers for building Prototype V1 (Nice, 5 days)
- **June – Aug 2017:** Operationalizing Prototype V1 into a survey, testing the survey at 2 business schools and translating the answers into a rating.
- **Sept – Nov 2017:** Reviewing the prototype assumptions, questions and outcomes globally by multiple stakeholders
- **Nov – Dec 2017:** Integrating review results into Prototype V2 to be tested by a dozen volunteer business schools
- **Jan – Apr 2018:** Conducting a survey among a dozen very diverse volunteering business schools and translating the outcomes into rating types
- **May 2018:** Reviewing Prototype V2 among diverse stakeholders, agreeing on marketing, positioning and alternatives (Marseille) and development of Prototype V3
- **June – Aug 2018:** Focus group assessments of Prototype V3 with five schools from different regions
- **Sep 2018: Full endorser and expert session in Geneva, adoption of final prototype, governance, and marketing**
- **Sep – Dec 2018:** Development of outreach strategy led by AIESEC and design of governance principles
- **Jan 2019:** Presentation of concept and implementation proposal at rankings meeting in Davos (WEF)
- **Jan – June 2020:** Setting up organization, securing finances, outreach to mainstream stakeholders and rankings

## Implementation: Next steps

- Creating a Swiss association with Supervisory Board, Advisory Board and Management Team (in process)
- Securing financial support for year 1 (125' CHF) and future perspectives (300' CHF per year; in process)
- Setting-up the Management Team (2 people) and completing governance structure (in process)
- Securing a strong partner for methodological and data management support (done; Fehr Advice)
- Securing methodological integrity (validity and reliability) and data management (data platform, secure data transfer, reporting format, response monitoring, data analysis, report production) (in process)
- Define a focus list of business schools to be covered by the rating (completed)
- Define student partners at each business school (through AIESEC, oikos international and others, in process)
- Train student partners (Aug/Sept 2019)
- Launch rating at schools around the world through national student organizations (Sept - Oct 2019)
- Data analysis and production of reports (Nov - Dec 2019)
- Going public at the WEF in Davos: Rating of top 100 Business Schools rated by their students (Jan 2020)



We can't always complain about the existing business school rankings and then don't do anything.