PRME
an initiative of the
United Nations Global Compact

JÖNKÖPING UNIVERSITY
Jönköping International Business School

Sharing Information on Progress 2026

Jonkoping International Business School

September 2026

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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 Jonkoping International Business School, including key details and basic institutional data.

Mission

> *"To advance the theory and practice of business and policy, with specific focus on entrepreneurship, ownership and renewal."*

This mission underscores JIBS's unique role as an international, entrepreneurial, and responsible business school, combining rigorous academic research with practical relevance to society, policy, and business.

JIBS' mission

To advance the theory and practice of business and policy, with specific focus on entrepreneurship, ownership and renewal.

Our guiding principles

Our mission is supported by three guiding principles that shape our decisions, actions, and behaviour. The principles reflect the role we aim to play in business, academia, and society, as well as the values we seek to foster in our students.

International at heart

Being **International at Heart** represents our culture of taking an international perspective to everything we do.

Entrepreneurial in Mind

Being **entrepreneurial in mind** represents our spirit of being curious, imaginative, passionate, and action-oriented.

Responsible in Action

Being **responsible in action** represents our commitment to being a role model within our industry; conducting research and education with relevance for society and with ethics at the forefront.

Vision

JIBS aspires:

> *"To be recognized as a world-leading international business school that is international at heart, entrepreneurial in mind, and responsible in action."*

This vision shapes JIBS's long-term direction and positions the school as a catalyst for sustainable societal and economic development.

Strategy

JIBS_Strategy_26-30_2026 final version[39] View document Download document

Strategy Alignment

Strategic Alliance

At Jönköping International Business School (JIBS), our strategic priorities are closely aligned with the Principles for Responsible Management Education (PRME) and the UN Sustainable Development Goals (SDGs). Sustainability and responsibility run as a red thread through our education, research, operations, and partnerships, reflecting our guiding principle of being *responsible in action*.

In **EDUCATION**, we aim to equip students with the knowledge, perspectives, and skills needed to contribute to more sustainable and responsible futures. Ethics, responsibility, and sustainability are integrated across our programmes and courses, supporting PRME's Teach principle and SDG 4 (Quality Education).

The BSc in Sustainable Enterprise Development (SED) remains an important example of this approach. In 2026, the programme is in its final year of delivery for students already enrolled. Sustainability and entrepreneurship are integrated throughout the programme, with students engaging with social and ecological sustainability, sustainable and regenerative entrepreneurship, systems perspectives, and the development of ventures that can contribute to positive societal and environmental change.

JIBS' programme portfolio continues to evolve. From Autumn 2026, the new MSc in Entrepreneurship and Innovation prepares students to lead and manage innovation in global, digital, and sustainable contexts, with attention to areas such as purpose-driven innovation, sustainable growth, ethical responsibility, and long-term value creation. The new MSc in Strategic Supply Chain Management similarly addresses the need to develop efficient, resilient, and sustainable supply chains, while strengthening students' ability to manage the ethical and environmental challenges associated with complex global supply networks.

Sustainability is also embedded in courses across the wider programme portfolio. *Economics for a Sustainable Society*, for example, considers economic approaches to wellbeing, environmental quality, natural resources, and sustainable development. JIBS also continues its engagement with the Carbon Literacy Project, providing students with an opportunity to develop a practical understanding of the carbon impacts of their activities and the capacity to identify meaningful actions to reduce emissions. This provides an important link between sustainability knowledge and action.

Our **RESEARCH** further strengthens this commitment. Through our three research centres — MMTC (Media, Management and Transformation Centre), CeFEO (Centre for Family Entrepreneurship and Ownership), and CEnSE (Centre for Entrepreneurship and Spatial Economics) — JIBS generates knowledge at the intersection of entrepreneurship, ownership, renewal, transformation, and sustainability. Current research addresses areas such as the circular economy, sustainable finance, sustainable and regenerative entrepreneurship, family business succession and governance, regional development, and the role of digitalisation and innovation in the green transition.

Through this work, JIBS researchers contribute to a broad range of the SDGs, with particularly strong connections to SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action). Research conducted within JIBS and its research centres also feeds into teaching, helping students engage with current knowledge and real-world sustainability challenges. Together, these activities reflect PRME's Research principle and its emphasis on developing knowledge that advances responsible management and sustainable development.

Our **PARTNERSHIPS** demonstrate how JIBS puts PRME's Partner principle into practice and contribute particularly to SDGs 9, 11, and 17. Locally and regionally, JIBS collaborates with organisations including Region Jönköpings län, Jönköping Municipality, Almi, Science Park Jönköping, Coompanion, and the Climate Council of Jönköping County, as well as businesses, public-sector organisations, and civil-society actors. These relationships connect our research and education with regional needs and provide opportunities to work together on issues including entrepreneurship, innovation, competence development, and the sustainability transition.

Internationally, our memberships and engagement in networks including PRME, the Business Graduates Association (BGA), the Global Business School Network (GBSN), the European Institute for Advanced Studies in Management (EIASM), and the Sustainable Development Solutions Network (SDSN) provide platforms for knowledge exchange, collaboration, and engagement with global sustainability challenges. A more comprehensive overview of these relationships and activities can be found under the Partner section of the 2025 Sharing Information on Progress (SIP) report.

Our organisational practices reflect PRME's Practice principle. JIBS has worked systematically with environmental management based on the Svensk Miljöbas framework since 2018, supporting continuous improvement and efforts to reduce the environmental impact of our operations. This is complemented by university policies and practices relating to equality, diversity and inclusion, the working environment, and ethical conduct. Together, these help ensure that responsibility is reflected not only in what we teach and research, but also in how we work as an organisation.

Across these areas, JIBS' commitment to sustainability and responsible management is closely connected to our mission to advance entrepreneurship, ownership, and renewal. By integrating these perspectives into education, research, partnerships, and our own practices, we seek to turn our commitment to being *responsible in action* into meaningful contributions to business, policy, society, and progress towards the SDGs.

Institutional History

Our story so far

Jönköping International Business School (JIBS) was founded in 1994, with a focus on internationalization, entrepreneurship, and strong engagement with business and society. These core values continue to shape the school's mission today: to advance the theory and practice of business and policy, particularly emphasizing entrepreneurship, ownership, and renewal.

JIBS began its formal journey toward responsible management education during a significant strategy review in 2012–2013. This led to the establishment of "Responsible in Action" as one of the school's three guiding principles, alongside "International at Heart" and "Entrepreneurial in Mind." This initiative reflected a commitment to integrating ethics, responsibility, and sustainability more explicitly into JIBS' education, research, and activities. In March 2013, JIBS became a signatory to the Principles for Responsible Management Education (PRME) as a direct outcome of this strategic direction.

In 2015, JIBS published its first PRME/Sustainability report, which provided a framework for documenting progress and identifying areas for further development. This effort gained international recognition in 2017 when JIBS was honored at the United Nations Headquarters in New York for exemplary practices in Advanced Sharing Information on Progress reporting. Marcela Ramirez-Pasillas, who was then the PRME Manager at JIBS, accepted the recognition on behalf of the school. JIBS was one of only nine institutions acknowledged from nearly 500 reports assessed.

The work was subsequently carried forward by Guenola Nonet, who then served as JIBS Responsible in Action Champion and held responsibility for PRME. An important focus of the JIBS Responsible in Action Champion role was supporting the integration of sustainability across JIBS' educational programmes. As this work progressed and sustainability became embedded more broadly across the programme portfolio and within research centres and JIBS' profile, the dedicated Sustainability Champion role was completed. Sustainability and responsible management education are now supported across the school, reflecting a shift from a champion-led initiative towards shared institutional responsibility.

This development can be seen in JIBS' education today. Ethics, responsibility and sustainability are incorporated across the programme portfolio, alongside entrepreneurship and innovation. The school's educational framework continues to develop this integration, with the new **JIBS Strategy 2026–2030** specifically committing JIBS to continued sustainability integration across programmes and courses through discipline-relevant learning goals and support for faculty.

The evolution of RME at JIBS also extends beyond the curriculum. *Responsible in Action* remains one of JIBS' three guiding principles and encompasses the societal relevance of our research, our relationships with business and society, and our own organisational practices. JIBS' engagement with PRME therefore forms part of a broader institutional commitment to ensuring that responsibility and sustainability are reflected in what we teach, what we research, how we collaborate and how we operate.
The current JIBS Strategy marks the next stage of this development. It retains *Responsible in Action* as a guiding principle while strengthening attention to sustainability in education, responsible approaches to AI and digitalisation, research with societal relevance, meaningful partnerships, an inclusive organisational culture, and JIBS' contribution to the Climate Framework for Swedish Higher Education Institutions.

With more than a decade of engagement with PRME, JIBS has moved from establishing a formal commitment to responsible management education, supported by dedicated individuals and roles, towards a model in which ethics, responsibility and sustainability are increasingly embedded across the school and understood as a shared responsibility.

Key milestones

1994 – JIBS established JIBS is founded with an international and entrepreneurial orientation and close connections to business and society.
2012–2013 – Responsible in Action established A major strategy review establishes *Responsible in Action* as one of JIBS' three guiding principles, alongside *International at Heart* and *Entrepreneurial in Mind*.
March 2013 – JIBS joins PRME JIBS becomes a signatory to the Principles for Responsible Management Education, formalising its commitment to responsible management education.
2015 – First PRME/Sustainability report JIBS publishes its first report documenting its work with PRME, sustainability and responsible management education.
2017 – International recognition for PRME reporting JIBS is recognised at the United Nations Headquarters in New York for excellence in Advanced SIP reporting practices. Marcela Ramirez-Pasillas, then PRME Manager, receives the recognition on behalf of JIBS.
2024- JIBS RIA role finalised and responsibility for ongoing work organisationally owned.
2025 – Triple Crown accreditation

JIBS achieves AMBA accreditation and becomes Triple Crown accredited, alongside its existing AACSB and EQUIS accreditations. The accreditation frameworks complement JIBS' PRME commitments, including attention to ethics, responsibility, sustainability, societal engagement and continuous improvement.

2026 – JIBS Strategy 2026–2030

The new strategy reinforces *Responsible in Action* and commits JIBS to continued sustainability integration across programmes and courses, alongside responsible digitalisation and AI, societally relevant research, deeper partnerships and an inclusive organisational culture.

Individuals who helped pave the way

Marcela Ramirez-Pasillas played an important role in JIBS' early engagement with PRME as PRME Manager and represented JIBS when the school received international recognition for its SIP reporting at the United Nations Headquarters in 2017. Marcela helped to shape the schools early efforts and engagement with the PRME community.

The work was subsequently carried forward by Guenola Nonet, who served as JIBS Responsible in Action Champion and held responsibility for PRME. An important focus of the role was supporting the integration of sustainability across JIBS' educational programmes and strengthening the school's broader commitment to being *responsible in action*. The Responsible in Action Champion role concluded in 2024. By this point,sustainability had become more broadly embedded across JIBS' programmes, and responsibility for sustainability and responsible management education had become more broadly integrated across the school. This marked an important transition from work supported by a dedicated champion towards sustainability and responsibility being understood as shared institutional responsibilities.

Graduates & Enrollment

2025 Statistics	Number
Graduates	350
Faculty & Staff at the University	900
Faculty & Staff at the Institution	126
Student Enrollment at the University	9752
Student Enrollment at the Institution	1922
Undergraduate Attendance	1448

2025 Statistics	Number
Masters-Level Postgraduate Attendance	448
Doctoral Student Attendance	26

Degrees Offered

Bachelor Programs

- Bachelor of Science (B.Sc. or B.S.)

Masters Programs

- Master of Science (M.Sc. or M.S.)

Doctoral Programs

- Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

- Bachelor in International Management
- Bachelor in International Marketing
- Bachelor in International Economics

Masters Degree Programmes

- Master in Entrepreneurship and Innovation
- Master in Finance
- Master in Leading Change, Organisations, and People
- Master in Strategic Marketing
- Master in Strategic Supply Chain Management
- Master in Engineering Management (One Year)
- Master in Digital Business and AI Management
- Master in Applied Economics and Data Analysis

Certificates, Professional Development, or Associate Programmes

- Family Business Management
- AI Governance in Practice: Ethics and Responsibility
- Strategic Marketing – Leading and Adapting in a Fast-Changing World



Purpose

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

Letter of Commitment

JÖNKÖPING UNIVERSITY
Jönköping International Business School

Dear PRME Community,

It is my pleasure to reaffirm Jönköping International Business School's commitment to the Principles for Responsible Management Education (PRME) and to present our 2026 Sharing Information on Progress (SIP).

JIBS' mission is to advance the theory and practice of business and policy, with a particular focus on entrepreneurship, ownership, and renewal. Our guiding principles — being *international at heart, entrepreneurial in mind, and responsible in action* — shape how we pursue this mission. Being responsible in action means ensuring that ethics, responsibility, and sustainability are reflected in our education, research, partnerships, and organisational practices.

This commitment is particularly important at a time of rapid technological, environmental, economic, and geopolitical change. Our new JIBS Strategy 2026–2030: Advancing Excellence and Resilience in a Changing World sets our direction for the coming years, combining ambitions for academic excellence and long-term resilience with a continued commitment to societal relevance and responsible action.

As part of this strategy, we will continue to strengthen the integration of sustainability across our programmes and courses, preparing students to make informed and responsible decisions in their future roles as employees, leaders, and entrepreneurs. As digitalisation and artificial intelligence increasingly shape business and higher education, we are also placing greater emphasis on digital capabilities and the responsible use of emerging technologies.

Our research combines academic rigour with societal relevance, particularly through our strengths in entrepreneurship, ownership, and renewal. Additionally, we aim to strengthen long-term partnerships with businesses, public organisations, academia, and the broader community. This collaboration will support the ongoing renewal of our education and research and help address shared challenges. We also recognise that responsibility starts within our own organisation. We are committed to fostering an inclusive and supportive work and learning environment, as well as contributing to the Climate Framework for Swedish Higher Education Institutions.

On behalf of JIBS, I reaffirm our commitment to PRME and to continuing to translate our principle of being *responsible in action* into meaningful practice.

Sincerely,

Johan Klaesson
Dean and Managing Director
Jönköping International Business School
Jönköping University

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Johan Klaesson, Jönköping International Business School Dean and Managing Director

Definition of Purpose

At JIBS, our purpose is to provide education and research that make a meaningful impact on business and society. We are guided by our mission and principles: being international at heart, entrepreneurial in mind, and responsible in action. Our goal is to prepare students and generate knowledge that tackles both current and emerging societal challenges.

Institutional Engagement

76% - 100% of faculty at Jonkoping International Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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

How We Define Values

At JIBS, Values are expressed through being international at heart, entrepreneurial in mind, and responsible in action. They guide our decisions, actions, and behaviour, placing ethics, responsibility, and societal relevance at the heart of our education, research, partnerships, and organisational culture.

Who Champions Responsible Management Education at Our Institution

- Disciplinary efforts within business school
- Interdisciplinary efforts across business school
- Interdisciplinary efforts across parent organization
- Research or issue group, society, or club leading sustainability efforts
- Senior leadership office

Student Voices

The following narrative demonstrates how Jonkoping International Business School has influenced students' academic journey and personal growth.

Student voice_ Moritz Leonhardt President of JSA - JIBS Student Association

As a second-year International Management student at JIBS, Responsible Management Education has influenced how I view business and the responsibility that comes with making decisions. The Cross-Cultural Communication course, for example, helped me understand that cultures approach situations differently and that these differences are not necessarily right or wrong.

I sometimes find it difficult to see this connection to responsibility within the courses themselves. We learn how to make business decisions, but the impact these decisions can have on people and society is not always discussed or challenged to the same extent in the classroom. Here is a possibility for development.

This became especially clear to me during a finance event organized by the Investment Club, one of our student committees. Professionals working in finance discussed the responsibility that comes with making decisions that affect others. Before this, I mainly saw finance as an industry focused on making the rich richer. The event challenged that view and made me recognise its broader impact on society.

Student Awareness

51% - 75% of students at Jonkoping International Business School are aware that we are a PRME Signatory Member.

Student Engagement

51% - 75% of students at Jonkoping International Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Embedded values quote

“We don’t just put our values on a poster and forget them. At JIBS, ethics is how we teach and run projects. We listen to local know-how, work with partners outside the university, make room for different beliefs and reflection, and celebrate our many cultures through staff/student events and daily routines”



Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Living our values at JIBS

At JIBS, our values are reflected not only in what we teach and research, but also in how we work together as a community. As an international business school, creating an inclusive environment where different cultures, experiences, and perspectives are recognised is an important part of everyday life.

One simple example is our cultural fika tradition, where staff members have opportunities to share food, traditions and celebrations from different cultures. These informal gatherings create space for colleagues to learn more about one another and help strengthen the sense of community within a highly international workplace. This builds on an established JIBS practice already highlighted in our previous SIP as one way in which cultural diversity is celebrated in everyday working life.
During 2026, JIBS has also placed greater emphasis on psychological safety and the organisational and social work environment. Faculty and staff participate in workshops within their departmental groups focusing on how work is organised, managed and distributed, as well as how colleagues work together and treat one another. The workshops provide an opportunity for teams to reflect on their immediate working environment and on the conditions needed for people to contribute, raise concerns and work constructively together. This work also connects directly with the new JIBS Strategy 2026–2030, where *People & Culture* is identified as one of five strategic enablers. The strategy includes a commitment to developing ways of working that strengthen psychological safety, candid feedback, allyship and inclusive leadership.

A further step in 2026 is the development of a JIBS Culture Calendar and social initiatives designed to create more regular opportunities for staff to meet across departments and professional roles. These activities complement formal organisational development by creating informal spaces for connection, participation and belonging. Rather than treating culture as something separate from the school's work, the intention is to make community-building part of everyday life at JIBS.

Together, these activities reflect an understanding of values as something that must be practised rather than simply stated. This is also reflected in the JIBS Strategy 2026–2030, which describes People & Culture as the behavioural layer of the organisation and links values-in-action with inclusion and belonging, wellbeing, collaboration, communication and leadership.

Teach

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

How We Define Teach

At JIBS, Teach means preparing responsible and entrepreneurial leaders through research-based, international and practice-oriented education. Our renewed programmes and profiles, introduced in 2026, integrate responsible leadership across all programmes, ensuring students develop the knowledge, skills and judgement to address ethical, sustainability and societal challenges.

Courses that support RME

Jonkoping International Business School reports 3 courses in 2025 that support responsible management education and sustainable development goals.

The Sustainable Enterprise – Social and Ecological Perspectives | JSEG14

The course introduces students to theories, perspectives and concepts relating to social and ecological sustainability and examines how enterprises can contribute to addressing poverty and ecological degradation. Students engage with planetary boundaries, climate change, social exclusion, economic growth, regulatory and voluntary sustainability frameworks, circular economy and alternative models of enterprise. Research and business practice are connected through contemporary scientific literature and cases examining how organisations can move beyond linear “take-make-consume-waste” models.

Students develop the ability to examine business decisions through social, ecological and economic perspectives rather than treating sustainability as a separate organisational concern. By applying and contrasting different perspectives, they develop critical thinking and a stronger understanding of the relationship between scientific research, business practice and the wider consequences of enterprise activity.



Economics for a Sustainable Society | JESN10

This course explores the relationship between economics and sustainability and examines both the contribution and limitations of economic approaches to sustainable development. Students apply economic tools to questions concerning wellbeing, environmental quality and natural resources, while engaging with alternative perspectives that challenge conventional economic assumptions. Particular attention is given to identifying the economic sources of social and environmental challenges and evaluating potential response

Students learn to look beyond economic performance alone when evaluating decisions and policy. They develop the ability to identify trade-offs, consider ethical implications, evaluate measures of welfare beyond GDP, and assess how economic incentives and policy instruments can contribute to addressing environmental and social challenges.



IT-Enabled Changes in Supply Chain Management | JENR20

IT-Enabled Changes in Supply Chain Management explores how digital and information technologies can enable change and support more effective and responsible supply chain management. The course takes a holistic perspective, considering business objectives, technology and human dimensions, and covers areas including information systems, business/IT alignment, enterprise architecture and modelling, business process management, digitalisation, digital transformation and enterprise systems.

Environmental, social and governance (ESG) perspectives are integrated throughout lectures, guest sessions, seminars and readings. Students consider environmental issues such as carbon emissions, resource use, waste and circularity, and climate risk; social issues including labour practices, working conditions, diversity and inclusion, data privacy, product safety and employee wellbeing; and governance issues including transparency, ethical business practices, anti-corruption and regulatory compliance. In this way, students examine digital transformation not only as a means of improving supply chain performance, but also as an enabler of more sustainable and responsible supply chains.

The course helps students develop the ability to evaluate digital and information technologies not only in terms of efficiency and supply chain performance, but also through environmental, social and governance perspectives. By engaging with ESG issues alongside core supply chain and digital

transformation topics, students learn to recognise the wider consequences of technological and managerial decisions, identify potential trade-offs, and consider how technology can support more sustainable and responsible supply chains. This prepares students to approach future supply chain roles with a broader understanding of their responsibilities to businesses, people, society and the environment.



Teaching Awards

In 2025, 1 award was given to faculty and educators at Jonkoping International Business School.

JIBS Student Pedagogical Prize – Brian McCauley

Granter: JIBS Student Association (JSA)

Grantee: Brian McCauley

Award Description:

Brian McCauley, Assistant Professor of Business Administration at Jönköping International Business School, received the 2026 JIBS Student Pedagogical Prize, an annual award organised by the JIBS Student Association and based on students' own nominations. The award recognises teachers who stand out through their commitment, pedagogical skills and contribution to student learning. Brian's teaching responds directly to changes in education and working life, particularly the growing influence of generative AI. He has redesigned courses around collaboration, creativity, real-world problem solving and direct student engagement, using small workshops, real clients and authentic briefs alongside more traditional teaching. Rather than discouraging AI use, he guides students in how to use it critically and responsibly, including assignments that ask students to reflect on the risks of over-reliance on AI in education. Student feedback highlights his ability to combine theory with hands-on learning, professional relevance, collaboration and constructive feedback, helping students understand not only course content but also how their learning connects to future working life.

Educator Recognition

At Jonkoping International Business School, we recognize educators for quality of teaching in the following ways:

- Course evaluation scores

- Annual teaching excellence awards
- Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at Jonkoping International Business School support sustainability and responsible management in their classrooms.

Associate Dean of Education_ Anna Blombäck

> “We are preparing students to analyse and evaluate organisational practices and decisions through ethical and sustainability lenses, giving them the abilities they need to act and lead in today’s business world.
>
> By asking every course team to reflect on how their course connects to responsible leadership, we are making these perspectives visible and meaningfully integrated across programmes and subjects.”



Our new competence goals further strengthen our focus on preparing students with the abilities needed to act and lead in today's business world. One of these goals, embedded throughout our new curricula, is the ability to analyse and evaluate organisational practices and decisions through ethical and sustainability lenses. The introduction of a dedicated reflection section in every course syllabus is a

related and important innovation. Course teams are now required to consider how their course connects to responsible leadership, helping to ensure that these perspectives are visible and meaningfully integrated across all programmes and subjects. While these are important developments, our work is not done. Expectations and societal challenges will continue to evolve, and we must continue to evolve with them.

Teaching Voice_Deborah Strumsky

Teaching students to see opportunity in the sustainability transition

For Deborah Strumsky, integrating sustainability into teaching means helping students understand how environmental challenges translate into real decisions for governments, businesses and entrepreneurs.



In her teaching, students explore the economics of climate change through concepts such as the Social Cost of Carbon and the Levelized Cost of CO_2 Capture (LCOC). They examine how the costs and benefits associated with carbon emissions and removal are calculated, how these calculations

influence policy, and how technological development can change what is economically possible. Students then apply these ideas to real-world policy and market settings. They compare Sweden's carbon tax with cap-and-trade systems, considering how different approaches affect firms and emissions, and analyse real-time carbon credit trading data to explore how wider economic conditions influence carbon prices.

The aim is not simply to teach students about climate change, but to help them understand the choices and trade-offs embedded in responses to it. Deborah encourages students to examine what governments and firms include—or exclude—when making decisions, and how science, economics and political priorities interact to shape the resulting outcomes.
This perspective is particularly important as sustainability challenges increasingly become questions of strategy, risk and innovation. Students learn how climate risk can be assessed and incorporated into private-sector decision-making, while also considering how technological change creates opportunities for entrepreneurship and new business models.
Deborah also wants students to leave the classroom with a sense of agency. Climate change can present students with an overwhelming picture of the future. Her teaching instead highlights the role they can play in influencing how organisations respond—whether by improving decision-making, managing sustainability-related risks or recognising opportunities to develop and scale new solutions. In this way, sustainability becomes more than an environmental issue: it becomes part of how future managers and entrepreneurs understand risk, evaluate trade-offs, identify opportunities and make responsible decisions.

Teacher Voice - Carla G Machado

Integrating ESG into digital supply chain education
In *IT-enabled Changes in Supply Chains*, I integrate environmental, social and governance perspectives into teaching about digital and information technologies and their role in supply chain management. The aim is to encourage students to consider not only how technology can improve supply chain performance, but how it can contribute to better and more responsible supply chain management. ESG perspectives are incorporated across lectures, guest sessions, seminars and course readings. Environmental topics include carbon footprints and greenhouse gas emissions, resource use, waste management and circular economy practices, as well as climate-related risks and adaptation. Social considerations include labour practices, safe working conditions, diversity, equity and inclusion, data privacy, product safety and employee wellbeing. Governance discussions address transparency, ethical business practices, anti-corruption, regulatory compliance and industry standards.
Embedding these perspectives within the study of digitalisation allows students to examine technological change alongside its environmental and societal implications. Rather than treating sustainability and responsibility as separate from core supply chain decisions, students are encouraged to consider them as part of how contemporary supply chains are designed, managed and transformed.



Barriers to Innovative Curriculum

In 2025, Jonkoping International Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- Budgetary limitations
- Learning curve for faculty
- Overloaded faculty
- Time constraints

Continue telling your story

Strengthening responsible management education through faculty development

During 2026, several JIBS faculty members participated in the PRME Pedagogy Certification Series, using the programme as an opportunity to reflect on their own teaching and explore how responsible management education can be translated into everyday classroom practice. Participation provided more than exposure to new teaching methods. Through sessions and exchanges with educators from other institutions, JIBS participants explored inclusive and engaging approaches to learning, questioned assumptions embedded in their own teaching, and considered how students can be encouraged to look beyond conventional measures of business success.
For PhD student **Maria Arango Kure**, the experience has influenced both her confidence and her approach as an educator:

> "The PRME course has made me a more thoughtful and confident teacher, helping me connect responsible management education with the everyday decisions I make in the classroom. The sessions and exchanges with other educators gave me practical ideas for creating inclusive, engaging learning experiences and supporting students in considering business beyond profit and growth. Reflecting on my own assumptions has also helped me approach teaching with greater openness, encouraging students to develop their own judgement and recognizing how much I can learn alongside them."

Her reflection captures an important part of JIBS' continuing PRME journey. Strengthening responsible management education is not only a matter of adding sustainability-related content to curricula. It also involves developing educators' capacity to reflect critically on how they teach, learn from others and create environments in which students can develop their own judgement about the responsibilities of business in society. By participating in this kind of pedagogical development, JIBS

is working to embed responsible management education more deeply into teaching practice and to build the internal capacity needed for that work to continue.



Building capacity for sustainability education

JIBS' work to strengthen responsible management education is also supported by pedagogical development opportunities within Jönköping University. In 2026, several JIBS faculty members participated in **Sustainability in Higher Education**, a 3-credit advanced-level course offered through JU's Educate initiative for teachers who want to strengthen their ability to teach sustainability.
The course starts from a fundamental question: How do we prepare students for a future that is uncertain and complex? It encourages educators to consider the sustainability-related competences students will need and how these can be developed through higher education. Importantly, sustainability is approached broadly. Alongside ecological sustainability, the course addresses areas including sustainable lifestyles, human rights, gender equality, a culture of peace and global citizenship, reflecting the interconnected challenges represented by Agenda 2030.

Through lectures, scientific literature, discussion and knowledge exchange with colleagues, participants explore how sustainability can be integrated into education and develop their ability not only to teach about sustainability, but to teach sustainability in a sustainable way. The course also emphasises peer learning and co-creation, expanding educators' pedagogical repertoire and their capacity to address complex problems in learning environments.

For JIBS, opportunities such as this help build the pedagogical capacity needed to embed responsible management and sustainability across education. Rather than relying solely on individual initiatives or particular courses, continued faculty development helps create the knowledge, confidence and teaching practices needed to make these perspectives an increasingly integral part of students' learning experiences.

Learning responsible management through a real regional sustainability challenge

In spring 2026, students in *Organizational Theory for Profit and Purpose* worked with the County Administrative Board of Jönköping (Länsstyrelsen) on a real sustainability challenge: how to scale *Hållbarhetslöftet för företag* (The Sustainability Pledge for Businesses) and engage more companies across the county.

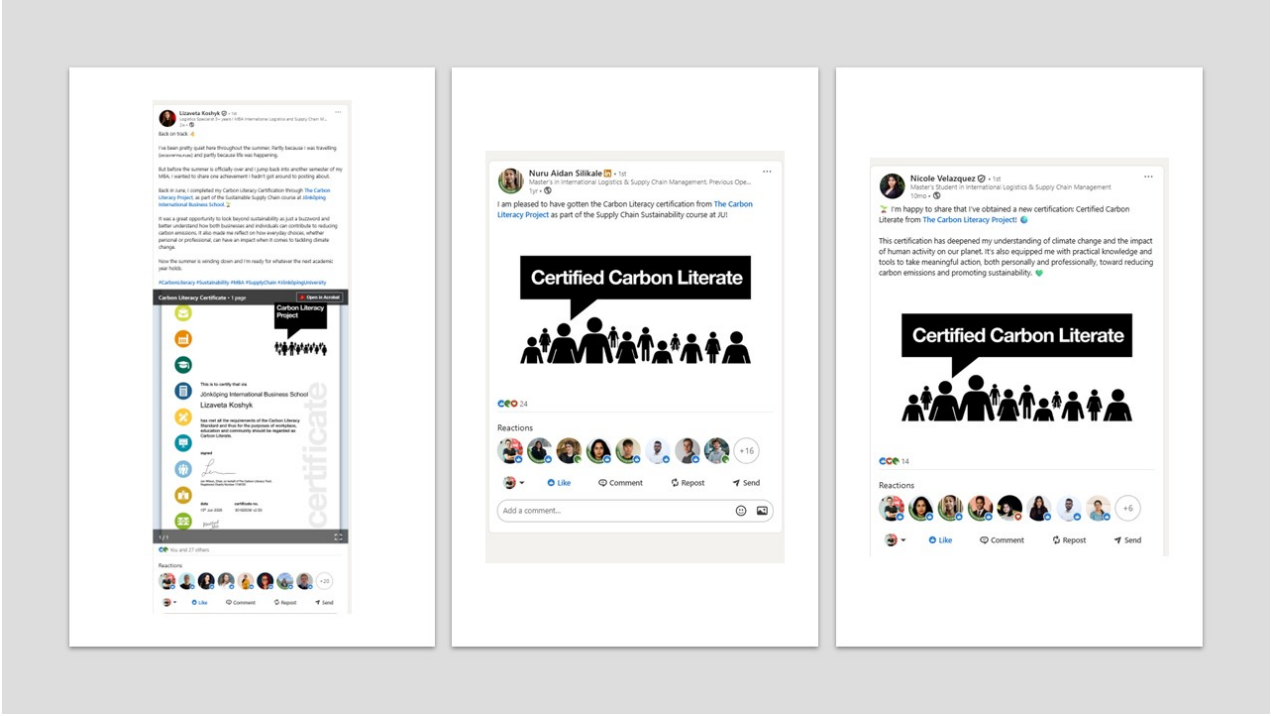
The project was co-developed by JIBS faculty member Anup Banerjee and colleagues at Länsstyrelsen. Students first met sustainability strategist Moa Lindvert and Maria Haggård, owner of participating company Smålandstorpet, to understand both the initiative and the practical experience of businesses taking part. Working in ten groups, the students then applied organizational theory from the course to develop proposals for increasing participation. Their ideas were presented to Elisabeth Johansson from Länsstyrelsen, who provided practitioner feedback alongside academic feedback from the course. Students subsequently refined their proposals into written reports and executive summaries, which were compiled and shared with Länsstyrelsen.

The project gave 51 students from 27 countries an opportunity to apply academic knowledge to a live regional sustainability challenge while engaging directly with public-sector and business stakeholders. At the same time, it created a two-way exchange in which student learning generated ideas that could inform the continued development of a regional initiative supporting the Environmental Quality Objectives and the UN Sustainable Development Goals.

Carbon Literacy Training

Carbon Literacy is integrated into the Sustainable Supply Chain course and completed by all students taking the course. Through the Carbon Literacy Project, students develop an understanding of the causes and impacts of climate change and the carbon implications of individual, organisational and supply-chain decisions. The approach goes beyond climate awareness by asking students to translate

learning into practical action and consider how they can contribute to reducing emissions in their personal and professional roles. Embedding Carbon Literacy within the course therefore connects climate knowledge directly with responsible supply chain management and prepares students to consider climate impacts in future business decisions. The Carbon Literacy Project is a UN-recognised initiative and provides an externally established framework for climate education and action. Students who successfully complete the assessment can achieve Carbon Literate certification, providing external recognition of their climate knowledge and ability to translate that knowledge into action.





Research

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

How We Define Research

At JIBS, Research means creating rigorous and relevant knowledge at the intersection of entrepreneurship, ownership and renewal. In line with our new 2026–2030 strategy, we address sustainability, responsibility and emerging societal challenges through interdisciplinary research that combines academic excellence with practical relevance for business, policy and society.

Research vs Research for RME/Sustainable Development

115 Peer-reviewed articles were published by Jonkoping International Business School from this past calendar year.

vs

54 Peer-reviewed articles were published by Jonkoping International Business School from this past calendar year in support of RME.

Research Funding

In 2025, Jonkoping International Business School was awarded funding for research that is:

Regional **National** **International**

Socializing Research

In 2025, Jonkoping International Business School contributed research findings to:

- Community organizations
- Government and policy makers
- Industry and business networks
- Public events and lectures
- Research collaborations
- Social media and digital outreach

Research Projects

In 2025, Jonkoping International Business School reported 8 research projects that implemented responsible or sustainable activities.

Configuring Management Control Systems for Resilience: Exploring Social Services and Primary Care During War

Period Covering: July, 2025 - July, 2027

Department: Business Administration

This project examines how management control systems can support the resilience of essential public services during extreme crises, focusing on social services and primary care in wartime Ukraine. It investigates how local governments adapt planning, budgeting, administrative and cultural controls, incentives and other management systems to maintain service delivery despite displacement, resource scarcity, damaged infrastructure, workforce pressures and increased demand. Drawing on empirical evidence from Ukrainian municipalities, the project explores which combinations of management controls support continuity and adaptability in social services and healthcare. The findings will contribute to research on organisational and public-sector resilience and will also be translated into practical guidance for Swedish municipalities seeking to strengthen crisis preparedness and protect essential services and vulnerable populations.



Strategy and Structure for Sustainable Transformation

Period Covering: July, 2024 - July, 2029

Department: Business Administration

Strategy and Structure for Sustainable Transformation examines the system-wide role of retailers in supporting more sustainable private consumption. The project investigates how retailers can develop consumer-oriented sustainability strategies that go beyond reducing emissions from their own operations to influence the climate impact associated with the products consumers purchase. Using systematic literature reviews, interviews and surveys, the researchers examine strategic decisions involving procurement, product assortment, pricing, store design and communication, as well as how a stronger sustainability orientation affects relationships with suppliers and other stakeholders. The project addresses the challenge of balancing commercial objectives with environmental responsibility and aims to generate knowledge useful to retailers, suppliers and policymakers working to accelerate the transition towards more sustainable consumption and contribute to the Paris Agreement and Agenda 2030.



Project Stay - Supporting International Students' Pathways into Jönköping's Working Life

Period Covering: September, 2025 - May, 2026

Department: Business Administration

Project STAY was a nine-month feasibility study examining why students and recent graduates choose to remain in or leave Jönköping Region after completing their studies at Jönköping University. Through student and graduate interviews and focus groups, stakeholder dialogues, ecosystem mapping, international case studies and a literature review, the project investigated the factors shaping the transition from higher education into regional working life. It identified employment opportunities, professional networks, language requirements, housing and social integration as important influences on graduates' ability to establish themselves in the region. The project also examined how universities, employers and regional actors can collaborate more effectively to strengthen labour-market integration, graduate retention and regional skills supply. Its findings provide an evidence base for initiatives supporting more inclusive transitions from education to employment and sustainable regional development.



Digitalization of Pension Claiming in Sweden

Period Covering: January, 2022 - June, 2025

Department: Economics

Digitalization of Pension Claiming in Sweden examines the opportunities and potential inequalities associated with the increasing digitalisation of the welfare state. In collaboration with MinPension, the project evaluates Uttagsplaneraren (the Withdrawal Planner), an online tool designed to help individuals navigate the complex process of planning and claiming their pensions. Using individual-level user data, the researchers investigate who uses the tool, how it affects pension-claiming decisions, whether it improves user welfare, and how information and decision framing influence behaviour. Particular attention is given to differences in digital skills and socioeconomic circumstances, recognising that digital welfare tools may benefit some groups while creating new forms of exclusion or reinforcing existing inequalities. The research provides evidence that can

support the development of more accessible and inclusive digital pension services and inform how pension information is communicated and designed. By identifying which groups use and benefit from digital planning tools—and which may be less well served—the project can help MinPension and other welfare-sector actors improve digital services, support better-informed retirement decisions and reduce inequalities in access to pension planning.



Competence provision for innovation and entrepreneurship in rural areas

Period Covering: January, 2023 - December, 2025

Department: Economics

Competence Provision for Innovation and Entrepreneurship in Rural Areas (Swedish: *Kompetensförsörjning för innovation och entreprenörskap på landsbygden)* examines how technological and labour-market changes affect access to skills in rural areas and the ability of rural businesses to innovate and develop. The project investigates how different places can attract the competencies needed by small businesses, both from local labour markets and from a wider geographical labour market. Conducted in collaboration with Campus Västervik, the research addresses skills shortages as an important challenge for the long-term viability and competitiveness of rural businesses and communities. A key aim is to translate research into practice: findings have informed the development of models and tools to help small businesses strengthen recruitment and skills provision, including through digital ways of working and collaboration with local learning centres. By supporting cooperation between businesses, municipalities and educational actors, the project contributes to more resilient rural labour markets, SME innovation and sustainable regional development.



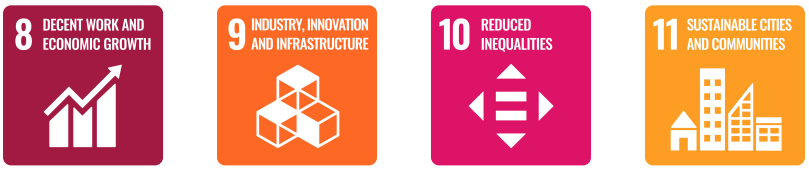
Survival of the Smaller Municipalities: Entrepreneurship and Growth in Swedish Small-Town Municipalities

Period Covering: July, 2025 - July, 2027

Department: Economics

This research project examines patterns of entrepreneurship and growth in Swedish small-town municipalities and the role entrepreneurship can play in their long-term development. With particular attention to Jönköping County, the project investigates how entrepreneurship interacts with place-specific conditions and identifies factors that can strengthen entrepreneurship, business survival and regional development. The research responds to disparities between urban and rural areas and the need for good living and working conditions in less densely populated places. Its aim is to generate policy-relevant knowledge that can support better designed, locally adapted strategies for entrepreneurship and sustainable regional development.

Swedish title: Överlevnad bland de mindre – Entreprenörskap och tillväxt i svenska småstadskommuner



New Business Establishments in Smaller Municipalities: A Path to Growth or Continued Decline?

Period Covering: July, 2024 - July, 2026

Department: Economics

This project examines how major new business establishments affect labour markets and population development in smaller Swedish municipalities. Using cases such as the Northvolt establishment in Skellefteå, the research investigates whether large investments and new employment opportunities attract new residents and skills or primarily redistribute workers from existing employers and sectors, including the public sector. The project addresses an important challenge for smaller municipalities, where major industrial investments are often viewed as a route to renewed growth. By examining their actual effects on employment, skills and population development, the research provides evidence to support more informed approaches to regional development and large-scale business investment.
Swedish title: Nyetableringar i mindre kommuner – en väg till uppgång eller (fortsatt) fall?



Revitalizing entrepreneurship in rural areas: the role of business ownership

Period Covering: January, 2023 - December, 2027

Department: Business Administration

Funded by the Kamprad Family Foundation with SEK 8 million, this project investigates how business ownership can contribute to the long-term survival and development of firms in rural areas. It examines how rural businesses can become less dependent on their current owners, strengthening their capacity for continuity, renewal and future development. By focusing on the conditions that enable locally rooted businesses to remain viable over time, the project contributes to knowledge about entrepreneurship, employment and sustainable economic development in rural and regional communities.



Research Awards

In 2025, Jonkoping International Business School was awarded 2 research awards for responsibility- and/or sustainability-related research.

David Solomons Prize – Best Paper of the Year 2024 (awarded 2025)

Granter: Management Accounting Research

Grantee: Mikko Ranta

Award Description:

Mikko Ranta of Jönköping International Business School and Mika Ylinen (University of Vaasa, Finland) received the David Solomons Prize for Best Paper of the Year 2024 from Management Accounting Research for their article “Employee benefits and company performance: Evidence from a high-dimensional machine learning model.” The award was received in 2025. The study examines how different employee benefits relate to employee satisfaction and organisational performance, using social-media data, machine learning and explainable AI. Analysing 26 types of employee benefits, the research provides a more nuanced understanding of employee treatment and its organisational consequences. Among its findings, family-related benefits such as parental leave and childcare support were associated with highly satisfied employees and strong company performance. The research contributes to responsible management by demonstrating how employment practices and employee wellbeing can be considered alongside organisational performance.

MMTC 2026 Masters Thesis Award

Granter: Media, Management and Transformation Centre at Jönköping International Business School

Grantee: Sophia Engl and Agnetta Nabukenya

Award Description:

Sophia Engl and Agnetta Lucia Persis Nabukenya received the 2026 MMTC Thesis Award for their Master's thesis, How AI Disclosure Shapes Patient Trust and Perceived Professionalism: A Quantitative Study of Health Communication in Germany and Uganda. The study examines an important responsible-AI dilemma: while transparency about the use of AI is increasingly expected in healthcare communication, disclosing AI involvement may itself affect patient trust and willingness to follow medical advice. Using a cross-country experiment in Germany and Uganda, the authors found that AI disclosure significantly reduced trust, perceived professionalism and willingness to follow advice, although the pathways differed between the two contexts. The research highlights the importance of considering institutional and cultural context when implementing AI and shows that transparency should be accompanied by clear signals of human oversight, professional responsibility and accountability.

The findings have implications beyond healthcare for organisations seeking to use AI responsibly in high-stakes customer and stakeholder communication. The research contributes particularly to SDG 3 (Good Health and Well-being) through its focus on trustworthy health communication; SDG 9 (Industry, Innovation and Infrastructure) through responsible implementation of AI; SDG 10 (Reduced Inequalities) through its attention to differing digital and institutional contexts in Germany and Uganda; and SDG 16 (Peace, Justice and Strong Institutions) through its focus on transparency, accountability and trust in the use of AI.

Research Presentations Related to RME and/or Sustainability

In 2025, Jonkoping International Business School gave 5 research presentations related to RME and/or sustainability.

Balancing acts: Integrating sustainability and management control systems in Swedish retail

Authors: Timur Uman, Professor of Business Administration, Jönköping International Business School, Jönköping University | Miguel Gil, Assistant Professor of Business Administration, Jönköping International Business School, Jönköping University; EGADE Business School, Mexico | Mart Ots, Associate Professor of Business Administration, Jönköping International Business School, Jönköping University

Date of publication: June, 2025

Presented at: 9th Colloquium on European Research in Retailing (CERR 2025), Jönköping, Sweden, 26–27 June 2025

Department: Business Administration

This study examines how retail organisations integrate sustainability control systems with established management control systems while responding to multiple institutional pressures. Although retailers increasingly set ambitious environmental and social goals, sustainability controls can remain peripheral to the systems used to manage financial and operational performance. Drawing on institutional logics and management control theory, the research investigates why retailers adopt different approaches to sustainability control and identifies mechanisms that enable or hinder integration. The study aims to explain differences in sustainability-control design and provide a framework that helps retail organisations assess how effectively sustainability is embedded within their broader management and control architecture.





From Wear to Care: Patagonia's "Worn Wear" Videos as Brand Documentaries Promoting Sustainability

Authors: Songming Feng, Jönköping International Business School, Jönköping University; Beijing Normal-Hong Kong Baptist University | Adele Berndt, Jönköping International Business School, Jönköping University | Mart Ots, Associate Professor of Business Administration, Jönköping International Business School, Jönköping University

Date of publication: July, 2025

Presented at: 2025 Conference of the International Association for Media and Communication Research (IAMCR 2025), Singapore, 13–17 July 2025

Department: Business Administration | Marketing

This research examines Patagonia's "Worn Wear" videos as a form of brand documentary communicating sustainability and circular consumption. The study explores how documentary-style brand communication can present environmental values and encourage audiences to reconsider conventional patterns of clothing consumption. Focusing on the intersection of sustainability, advertising and media communication, the research considers how storytelling can communicate practices such as extending product life and reducing consumption. It contributes to understanding how organisations can use media not only to promote products and brands but also to communicate environmental responsibility and potentially encourage more sustainable consumer behaviour.





Diligence challenges in SME metal supply chains

Authors: Carla Gonçalves Machado, Assistant Professor of Business Administration, Jönköping International Business School, Jönköping University | Lucia Pizzichini, Assistant Professor of Business Administration, Jönköping International Business School, Jönköping University; Pegaso Digital University, Italy | Debora Ebinger, Jönköping International Business School, Jönköping University | Moa Gunnarsson, Jönköping International Business School, Jönköping University

Date of publication: March, 2025

Presented at: 34th Annual IPSERA Conference, Rotterdam, The Netherlands, 30 March–2 April 2025

Department: Business Administration

This study investigates how small and medium-sized enterprises in the metals sector respond to sustainability regulation, particularly the EU Corporate Sustainability Due Diligence Directive. Using interviews with SME managers and industry experts alongside secondary data, the research examines due diligence practices and the barriers firms face in implementing sustainable supply-chain practices. Findings highlight leadership commitment, collaboration and performance management as important drivers of supply-chain sustainability, while limited resources and awareness can constrain progress. The research shows how proactive strategies, effective governance and greater transparency across multiple supply-chain tiers can help SMEs respond to evolving environmental and social sustainability requirements while strengthening their competitiveness.



Competitive advantage based on sustainable value proposition: Role of ecosystem capabilities

Authors: Imran Ilyas, Assistant Professor of Business Administration, Jönköping International Business School, Jönköping University

Date of publication: November, 2025

Presented at: EULiST Global Conference 2025

Department: Business Administration

This research investigates how sustainable value propositions can contribute to firm performance and how the capabilities of firms and their wider ecosystems influence sustainability adoption. Using a large panel dataset spanning different industries, the project examines the relationship between the adoption of sustainable value propositions and firm performance, including how competitive

performance pressures affect firms' willingness to incorporate sustainability into their value propositions. It also considers the role played by the capabilities of firms and their suppliers. By connecting sustainable business models, firm performance and ecosystem capabilities, the research seeks to improve understanding of the organisational and inter-organisational conditions that support corporate sustainability.



Business school communication as usual is not an option

Authors: Guénola Nonet, Assistant Professor of Business Administration, Jönköping International Business School, Jönköping University | Denise Voci, University of Klagenfurt | Anilla Till, Corvinus University of Budapest | Mark Edwards, Jönköping International Business School, Jönköping University

Date of publication: April, 2025

Presented at: 4th Nordic PRME Symposium, Karlstad University, Sweden

Department: Business Administration

Presented at the 4th Nordic PRME Symposium, this contribution addresses the role of business-school communication in the context of sustainability and responsible management education. The work challenges conventional approaches to how business schools communicate their activities, priorities and responsibilities and considers the need for communication practices that better reflect sustainability commitments and the changing role of business schools in society. By focusing attention on how responsible management education is communicated, the presentation contributes to wider discussion about how business schools can align institutional practices and narratives with their sustainability ambitions.



Publications Related to RME and/or Sustainability

Women micro-entrepreneurs, resources and the role of self-help groups – a social embeddedness perspective

DOI

Authors: Josephine Mutesi | Duncan Levinsohn | Eugenie Byukusenge

Date of publication: August, 2025

Department: Business Administration

This study explores how women micro-entrepreneurs in emerging economies access resources by participating in self-help groups (SHGs). It discusses how SHGs help micro-entrepreneurs to access the different forms of capital that enable them to initiate and grow their entrepreneurial initiatives. It also describes the impact of this capital on the women, their enterprises and their home environments. A social embeddedness lens is employed to discuss how SHGs help women micro-entrepreneurs to progressively access and develop dimensions of financial, human and social capital. Evidence for the study's findings is provided by twenty interviews with women micro-entrepreneurs operating in both smaller and larger markets in Bugesera district, Rwanda. A surprising finding is that over time, women often join multiple SHGs, so that they gain access to different categories and levels of capital. The study shows that these levels relate to women's ability to leverage resources associated with financial, human, and social capital. Progression through these levels supports not only the creation and growth of women's microenterprises, but also their own wellbeing and that of their households. The study contributes to the literature on women's entrepreneurship, social embeddedness, and studies of entrepreneurship that discuss how entrepreneurs leverage networks to create resources. Its findings emphasize the potential of SHGs to encourage entrepreneurship, improve livelihoods, and reduce wealth disparities in emerging economies.



Adolescence socioeconomic segregation and high-skill jobs in adulthood | DOI

Authors: Sofia Wixe | Charlotta Mellander | José Lobo

Date of publication: August, 2025

Department: Economics

Using comprehensive Swedish microdata, this study examines how socioeconomic segregation during adolescence affects access to high-skill employment in adulthood. It finds that growing up in neighbourhoods characterised by high poverty and low educational attainment reduces the likelihood of entering occupations requiring advanced higher education. Higher education and relocation to metropolitan areas can mitigate some neighbourhood disadvantages, although socioeconomic disadvantage at family level remains persistent



Exploring Self-Sufficient Labor Market Paths of Entrepreneurial Forced Migrants: The Role of Neighborhood Poverty and Co-Ethnics

DOI

Authors: Sofia Wixe | Johan Klaesson

Date of publication: June, 2025

Department: Economics

ABSTRACT - We employ sequence analysis to explore the heterogenous labor market paths of entrepreneurial Iraqi immigrants in Sweden, a group of forced migrants whom we follow from their year of immigration (2006–2009) to 2019. Using both individual and geographic characteristics, our main objective is to analyze how neighborhood characteristics are associated with individuals' likelihood of following self-sufficient labor market paths, leading to an income large enough to support themselves. The results show that residing among self-employed co-ethnics is positively related to the engagement in own self-employment, while we find a negative relationship between neighborhood poverty and the likelihood of pursuing a labor market path leading to self-sufficiency. A novel finding is that having self-employed Iraqi neighbors is primarily associated with necessity entrepreneurs, who experience relatively long periods of non-self-sufficiency and limited participation in the regular labor market. As expected, the results show that highly educated and skilled individuals are more likely to follow self-sufficient labor market paths. Our findings thus encourage efforts to mitigate socioeconomic disadvantages, support necessity entrepreneurs, and enhance education levels in disadvantaged groups.



Pacts and parity: impact of trade agreements on gender equality through textual references

DOI

Authors: Arash Habibi

Date of publication: January, 2025

Department: Economics

This study examines whether references to anti-discrimination and gender equality in trade agreements improve gender-related labour conditions in developing countries. It distinguishes between provisions according to where they appear in agreements and the strength of the language used. The findings show that provisions are more likely to improve gender-related labour conditions when they appear in legally binding sections and employ stronger language such as “shall” or “should”, rather than appearing as aspirational commitments using softer wording. The effects are particularly relevant in agriculture, where a large proportion of women in developing countries work.



Strategic renewal influenced by the perception of gender issues and stakeholder pressure: a managerial cognition perspective

DOI

Authors: Raina Lien | Miguel Gil | Sofie Torp | Edgar Rogelio Ramírez-Solís

Date of publication: February, 2025

Department: Business Administration

This study examines how managers' perceptions of gender issues and stakeholder pressure influence strategic renewal in organisations. Based on a survey of 101 managers in Sweden, the research finds that managers who perceive gender issues more strongly are more likely to report strategic renewal. Stakeholder pressure is also positively associated with strategic renewal. However, the interaction between perceived gender issues and stakeholder pressure does not produce an additional effect, demonstrating that the relationship between managerial cognition, stakeholder expectations and organisational change is more complex than might be assumed. The study shows how managers' understanding of gender equality issues can influence organisational strategy, even in Sweden, a context generally considered advanced in gender equality.



The Reputation Effect of Repeated Green-Bond Issuance and Its Impact on the Cost of Capital

Authors: Aleksandar Petreski | Dorothea Schäfer | Andreas Stephan

Date of publication: February, 2025

Department: Economics

This study examines whether repeated issuance of green bonds helps firms build environmental credibility and reduce their financing costs. Using data on 1,074 bonds issued by listed Swedish real-estate companies between 2011 and 2021, the authors compare repeated green-bond issuance with conventional bond issuance. The findings show that repeated green-bond issuance is associated with lower financing costs and improved ESG scores, whereas first or one-off issuance does not produce the same benefits. The study suggests that sustained green financing can build reputational capital by signalling a credible long-term commitment to environmental objectives and reducing investor concerns about greenwashing.



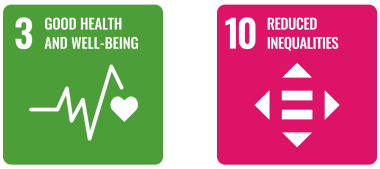
The rising income gradient in life expectancy in Sweden over six decades | DOI

Authors: Johannes Hagen – Jönköping International Business School, Jönköping University | Henrik Laun | Bernd Lucke | Mårten Palme

Date of publication: March, 2025

Department: Economics

This study examines how the relationship between income and life expectancy in Sweden changed between 1960 and 2021, using register data covering the Swedish population aged 40 and above. The authors find a substantial widening of the life-expectancy gap between people at the top and bottom of the income distribution. For men, the gap increased from 3.5 years in the 1960s to 10.9 years in the 2010s; for women, it rose from 3.8 to 8.6 years. Importantly, health inequality continued to increase despite reductions in income inequality and expansion of social spending during parts of the period.



Developing the workforce: Exploring the impact of female directors on male-led new ventures | DOI

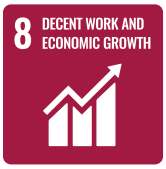
Authors: Zhiyan Wu | Lucia Naldi – Jönköping International Business School, Jönköping University

Date of publication: September, 2025

Department: Business Administration | Entrepreneurship

This study investigates whether and how female directors influence the performance of male-led new ventures. Guided by resource dependence theory, which sees boards as providers of key resources and advice, we shift the focus adopted in prior research on female directors' strategic roles in public firms to argue that, in male-led new ventures, their influence is more operationally focused. Using data from Sweden and an instrumental variable approach that exploits the random assignment of a child's sex at birth among male founders, we find that greater female board representation is positively associated with the performance of male-led new ventures. Further analyses suggest this effect operates primarily through workforce development—namely, the hiring of skilled female employees and the provision of competitive compensation. Notably, even a single female director has a measurable impact. This study underscores the distinct role of female directors in entrepreneurial settings as opposed to established firms, illuminating the mechanisms through which female presence in the boardroom positively affects the early life stages of organizations. We hope our research serves as a basis for future research to explore further the roles played by female directors that are particularly relevant at the startup stage.





Socioeconomic Well-Being in the Face of Commodity Price Shocks: Evidence from Chile

DOI

Authors: Gabriel Rodríguez-Puello

Date of publication: February, 2025

Department: Economics

This paper evaluates the local effects of an economic shock, namely, the metal mining price supercycle, on individuals' socioeconomic well-being in Chilean municipalities. The empirical approach is based on the differential exposure of municipalities to the shock and the world prices of minerals. I use the Chilean National Socioeconomic Characterization Survey for the period 2000–2017. The paper focuses on three dimensions of socioeconomic well-being: economic well-being (wages and unemployment), human capital (schooling and the ability to read and write), and health (good health and self-assessed). The mining sector is composed predominantly of young individuals and males, therefore, I also analyze the observed heterogeneity by performing estimations focusing on youth and gender. I find that the mining price shock affects economic-related indicators such as wages and unemployment. The shock increases wages and reduces unemployment rates in mining municipalities compared to nonmining municipalities. The reduction in unemployment rates is concentrated among males. Moreover, schooling is positively affected, especially for young individuals. The shock has no significant effect on health and the estimates are precise enough to rule out large effects of the mining boom on health.









When values are not enough: the role of external enablement in early stage, sustainability-oriented industry creation

DOI

Authors: Sarfraz A. Kyani | Per Davidsson | Dietmar W. Hutmacher | Martin Obschonka

Date of publication: June, 2025

Department: Business Administration

The creation of sustainable industries is widely regarded as one of the most pressing issues in policymaking and research alike. The growing scholarly work in this field so far mostly highlights agent-focused perspectives, such as how value-driven agents individually and collectively create significant and lasting change. We complement such studies by addressing the underlying business-environmental conditions that make participation in such industry creation attractive and potentially successful. Accordingly, we apply the external enablement (EE) framework to address how sociocultural, technological, and regulatory changes to the business environment, as external enablers, can contribute to the creation of a sustainability-oriented industry, the empirical example being the ongoing, potential creation of a viable automotive plastic recycling industry in Australia. We find that while all three types of enablers have important roles, their direct influence on shaping entrepreneurial action in this domain varies. While the value-based sociocultural pressure toward sustainability may have a fundamental role in driving global technology development and regulations toward sustainability, the microlevel agents concerned are variously driven by such concerns and stress much more the need for regulatory measures to make sustainability investments commercially attractive. By applying the EE framework to an ongoing case of industry (rather than just venture) creation, we develop insights about the varying controllability and proximal–distal qualities of external enablers. Further, we find that it is imperative that external enablement is sufficient across all significant types of agents in the emerging industry. To capture the latter, we add the concept of EE coverage. These are valuable new insights for future EE scholarship. By studying an ongoing case of industry creation where the actions of a values-driven coalition of microlevel agents do not seem to suffice as a primary driver of the industry creation process, we contribute important insights to literatures on sustainability entrepreneurship and industry creation about business-environmental influences as complement to the well-established, agent-focused notion of collective action as crucial in processes of industry creation.





Framing Entrepreneurial Ideas for Sustainability: How Do Purpose-Driven Startups Include the Sustainable Development Goals in Their Pitches? | DOI

Authors: Ulla A. Saari | Annabeth Aagaard | Leona Achtenhagen | Saku J. Mäkinen

Date of publication: February, 2025

Department: Business Administration

This study investigates how purpose-driven startups communicate the sustainability dimensions of their ventures when pitching to investors. Drawing on framing theory, it analyses startup pitches presented at Slush and uses both the Need–Approach–Benefit–Competition pitching model and the UN Sustainable Development Goals to examine how sustainability is incorporated into entrepreneurial narratives. The research identifies different combinations of cognitive, strategic, technological and institutional sustainability frames at micro, meso and macro levels. It contributes to understanding how entrepreneurs integrate sustainability into the way they communicate business opportunities and seek resources for new ventures.



Nudging fails to increase conservation actions among farmers | DOI

Authors: Miquel Correa | Elisabeth Gsottbauer | Anna Nordén

Date of publication: September, 2025

Department: Economics

This paper presents findings from a randomized field experiment with over 7,200 Swedish farmers, evaluating the effectiveness of a behavioral nudge aimed at increasing engagement with a biodiversity conservation advisory service. The treatment group received a postcard featuring a peer farmer's testimonial and photo, highlighting the ease and benefits of adopting conservation practices. The control group received standard campaign materials from the national farming board. The intervention combined elements of salience, (peer) messenger effects, and social norms, but had no measurable effect on farmers' likelihood of requesting an advisory audit, the key first step toward participation in a new agri-environmental scheme. Exploratory subgroup analysis, however, reveals suggestive evidence that the nudge may have been more effective among female farmers and those already engaged in biodiversity efforts. Overall, these results suggest that behavioral nudges may have limited impact in promoting voluntary uptake of sustainable farming practices. Implications for the design of behavioral interventions in agricultural policy are discussed.







Analyzing the carbon pricing-leakage nexus through structural gravity estimation

DOI

Authors: Arash Habibi

Date of publication: March, 2025

Department: Economics

This study examines whether carbon pricing intended to reduce emissions can lead to carbon leakage, whereby production or market share shifts towards countries with lower carbon costs. Using structural gravity estimation and an input-output-based dataset linking producing and consuming industries, the research distinguishes between different carbon-pricing mechanisms. It finds that carbon taxes and emissions trading schemes do not themselves cause carbon leakage, while fuel excise taxes and exemptions from emissions trading can have significant effects. The results provide sector-specific evidence about how different climate-policy instruments influence international production and emissions.





When do stakeholders mobilize in response to corporate social irresponsibility? A systematic literature review

DOI

Authors: Damena Abebe Gemeda | Norbert Steigenberger | Sambit Lenka

Date of publication: March, 2025

Department: Business Administration

This systematic review examines when and why stakeholders mobilise against corporate social irresponsibility. Synthesising 151 peer-reviewed articles, the authors develop an integrative model explaining the cognitive and emotional processes through which stakeholders evaluate corporate wrongdoing and the internal and external conditions affecting whether they act. The research brings together fragmented knowledge about how investors, consumers, communities and other stakeholders respond to corporate activities perceived as intentional, harmful and contrary to the social contract.





Does it Pay to Patent Green Innovations? Stock Market Reactions to Family and Nonfamily Firms' Green Patents

DOI

Authors: Francesco Chirico | Kimberly A. Eddleston | Pankaj C. Patel

Date of publication: February, 2025

Department: Business Administration | Entrepreneurship

This study examines how financial markets respond to green innovation in family and non-family firms. Analysing 8,918 green patents, the authors investigate whether markets value family firms' green patents differently and how characteristics of those innovations influence investor reactions. Integrating research on green innovation, family firms and signalling theory, the study demonstrates that market responses depend on the attributes of green patents.







Manipulation: An integrative framework of unethical influence in marketing

DOI

Authors: Maria Arango-Kure | Marcel Garz

Date of publication: August, 2025

Department: Business Administration | Marketing

Abstract

Marketing practices are often criticised for manipulating people. However, the academic literature does not offer a clear consensus on what constitutes manipulative marketing and when it should be considered unethical. Relevant terms and concepts are often used interchangeably, which makes it difficult to assess the phenomenon and provide ethical guidelines for practitioners. This article develops an integrative framework to assess manipulation in marketing in clear distinction from other forms of influence, including coercion, intimidation, nudging, and persuasion. We identify intent/negligence and lack of consent as key conditions for manipulation, while deception and exploitation are mechanisms through which it takes place. In our framework, marketing tactics are categorised along two dimensions of the influence spectrum: freedom of choice and transparency of information. We provide a flowchart that can guide decision-makers through the process of assessing the characteristics and ethical implications of their actions.





Research Voices

The following statement demonstrates a way in which researchers at Jonkoping International Business School bring sustainability and responsible management into their research.

Voice of the Associate Dean of Research

"At JIBS, we generate knowledge that contributes to academic debate, informs society, and feeds directly into our education"

Karin Hellerstedt

JIBS Associate Dean of Research



At JIBS, our research is driven by a commitment to understanding and addressing challenges that matter to business and society. Through our focus on Entrepreneurship, Ownership and Renewal, and through research that is internationally connected and regionally anchored, we generate knowledge that contributes to academic debate while informing organisations, policymakers and communities. This knowledge also feeds directly into our education. As sustainability becomes embedded across our programme portfolio, our students encounter current research and different perspectives on responsible and sustainable business, preparing them to contribute to the organisations and societies they will go on to shape.

Research Barriers

In 2025, Jonkoping International Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- Collaboration challenges
- Funding challenges
- Research impact and application
- Time constraints

Continue telling your story

CeFEO – Responsible ownership across generations

During 2025–2026, the Centre for Family Entrepreneurship and Ownership (CeFEO) continued to develop JIBS' research and engagement around responsible ownership, governance and the long-term development of family and owner-led businesses. CeFEO combines academic research with practical relevance and actively engages researchers, students, owners, managers, advisors and policymakers in knowledge dialogue.

Research during the period addressed questions including how foundations can enable long-term and responsible ownership of locally based businesses, how ownership can support the survival and renewal of rural businesses, and how governance, succession, sustainability and changing forms of ownership affect businesses and their stakeholders. Responsible ownership is explicitly identified within CeFEO's research agenda, alongside sustainability, responsibility, stakeholder governance and different forms of ownership.

CeFEO also translates this research into education and practice. Its Responsible Ownership programme, developed with Formue, equips business families with knowledge and tools for navigating the responsibilities and complexities of ownership. The centre's teaching also connects governance and ownership with sustainable development, including the development of responsible owners and sustainability through corporate governance.

Through initiatives such as *Spotlight by CeFEO*, executive education and engagement with the family-business community, research findings are made accessible beyond academia. Across 2025–2026, this combination of research, education and outreach demonstrates an approach to responsible management that considers the consequences of ownership and governance decisions not only for current business performance, but also for employees, communities and future generations.

https://center.hj.se/center/cefeo.html



CEnSE – Entrepreneurship and sustainable regional development

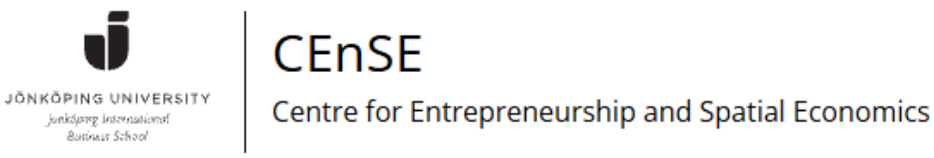
During 2025–2026, the Centre for Entrepreneurship and Spatial Economics (CEnSE) contributed a place-based perspective to responsible management at JIBS. The centre conducts multidisciplinary research on entrepreneurship and business renewal, regional development and growth, and the relationship between urban and rural areas. A substantial part of its work addresses policy-relevant societal challenges, with CEnSE also serving as a knowledge resource for industry, NGOs and policymakers at local, regional, national and international levels.

Projects active during the period illustrate the connection between economic development and wider questions of sustainability and inclusion. *Överlevnad bland de mindre – Entreprenörskap och tillväxt i svenska småstadskommuner* (2025–2027) examines entrepreneurship and growth in smaller Swedish municipalities and how place-specific conditions can support their future development. The project explicitly connects with decent work and economic growth, innovation and infrastructure, reduced inequalities, and sustainable cities and communities. CEnSE's *Nyetableringar i mindre kommuner – en väg till uppgång eller (fortsatt) fall?* (2024–2026) examines whether major new business establishments deliver the employment, skills and population benefits anticipated by smaller municipalities.

This work highlights an important dimension of responsible management: economic investment and business growth do not occur independently of place or society. By examining where development occurs, who benefits, and how entrepreneurship, employment, skills and investment interact with local conditions, CEnSE generates evidence that can support more informed and sustainable regional decision-making.

CEnSE's collaborative model reinforces this connection with practice. Much of its research is externally funded and undertaken with partners in academia, business and policymaking organisations, helping connect rigorous research with the practical challenges facing businesses, regions and communities.

https://ju.se/center/cense



MMTC – Navigating responsible transformation

During 2025–2026, the Media, Management and Transformation Centre (MMTC) continued to develop JIBS' research into how businesses, industries and societies navigate technological, environmental and social transformation. Its interdisciplinary research brings together perspectives from business administration, economics, communication, media studies, sociology and related fields to address contemporary societal, technological and economic challenges.
Research is organised around four intersecting areas: media; sustainability; diversity, equity and inclusion; and digital business and innovation. These encompass sustainable business models, green innovation and circular value chains; inclusive leadership and organisational legitimacy; changing media environments; and AI, digital transformation, platform strategies and entrepreneurial ecosystems. Together, these areas allow MMTC researchers to examine transformation not simply as technological or economic change, but also in terms of its organisational, environmental and societal consequences.

Projects and outputs across 2025–2026 demonstrate this breadth. Research has addressed sustainable consumption and the role of retailers in system-wide sustainability transformation, while Evolve 2.0 works with regional SMEs on strategic innovation, digitalisation and AI readiness, green transition, sustainability practices, competence development and organisational equality. Other research during 2026 has examined green workforce skills, sustainable and resilient supply chains, organisational change in Swedish social services, and how corporate heritage can be transformed into intellectual capital.
Collaboration with businesses, public organisations and international partners is integral to MMTC's approach. Research is often undertaken in dialogue with practitioners, policymakers and users, creating opportunities for societal and organisational challenges to inform research and for research findings to contribute to practice and policy.
Across 2025–2026, this work reflects a broad conception of responsible transformation: asking how change happens, who participates in and benefits from it, what responsibilities accompany innovation, and how organisations can navigate transformation in ways that are sustainable and inclusive.

https://mmtc.se/center/mmtc.html

JÖNKÖPING UNIVERSITY
Jönköping International Business School

MMTC
Media, Management and Transformation Centre



Partner

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

How We Define Partner

At JIBS, Partner means building deep, long-term relationships with business, academia and society. In line with our 2026–2030 strategy, we develop strategically relevant partnerships that enable mutual learning and co-creation, strengthen education and research, and contribute to responsible and sustainable development locally, regionally and internationally.

Institutional Partnerships

- AMBA (Association of MBAs)
- AACSB (Association to Advance Collegiate Schools of Business)
- EQUIS

Student Organization Partnerships

- None
- Jönköping University Student Associations

Partnerships

The following provides more details on 8 key partnerships at Jonkoping International Business School.

EQUIS

JIBS was granted initial EQUIS accreditation in March 2015. In 2018, JIBS received a renewed accreditation for five years, and in 2023, the accreditation was once again renewed for an additional five years.

Accreditation involves a business school's operations being periodically and systematically scrutinised. This means that EQUIS is a vital tool for JIBS' ongoing quality-control efforts and forms an essential part of the school's strategy work and annual action plans.
EQUIS accreditation implies that the school goes through a comprehensive institutional assessment procedure with an interval of three or five years. The accreditation takes a 360-degree perspective on the school's programmes, research, and management. In addition, the school is required to have a genuine and systematic focus on the three pillars:

- Internationalisation
- Connections with Practice
- Ethics, Responsibility and Sustainability.

A number of areas for improvement are identified for each accreditation period, which the school must actively pursue before the next review. This contributes to the maintenance of continuous improvement plans in the school. Having EQUIS accreditation is acknowledged worldwide as an important mark of quality for business schools. It is often a prerequisite for entry to international rankings. EQUIS is governed by the European Foundation for Management Development (EFMD), an independent not-for-profit network organisation open to companies as well as universities.

AACSB

AACSB accreditation implies that the school goes through a comprehensive institutional assessment procedure with an interval of five years. The accreditation is based on nine standards that the school is expected to meet, focused on the school's strategic management, quality of education and impact through research and societal engagement. The school must verify its relevance through a systematic focus on:

- Innovation
- Impact
- Engagement

About AACSB

The fundamental purpose of AACSB accreditation is to encourage business schools to hold themselves accountable and establish ways of working that ensure an impact on the continuous improvement of business practice.
To maintain the accreditation, the school must document continuous improvement efforts in line with the defined areas for improvement and the school's stated mission and strategic management plan.
JIBS was granted initial AACSB accreditation in December 2015 and renewed accreditation in January 2021 (current review cycle is from 21 August 2019).
AACSB is governed by the Association to Advance Collegiate Schools of Business. The accreditation is highly regarded by academics as well as global corporations.
Find out more about AACSB

AMBA

JIBS, and specifically the programme Master in Engineering Management, was awarded AMBA accreditation in 2025.

AMBA (The Association of MBAs) is one of the world's most respected organisations for quality assurance in advanced business and management education. It focuses exclusively on MBA, DBA, and Master's in Management (MBM) programmes, with a strong focus on employability, impact, and clear learning outcomes.

Only programmes that meet the highest standards in teaching, learning and curriculum design, career development and employability, as well as student, alumni and employer engagement, receive AMBA accreditation. The accreditation is based on a rigorous review process conducted every five years. It evaluates academic quality, professional relevance, and how well the programme supports students in developing leadership skills and enhancing their employability.
To gain and retain accreditation, institutions must demonstrate excellence in teaching, relevant and well-designed course content, an international perspective, and strong engagement from key stakeholders. Each review also identifies areas for improvement to encourage continuous development and innovation. AMBA accreditation is globally recognised as a mark of quality in advanced management education. It is administred by the Association of MBAs, an independent organisation dedicated to promoting excellence in business education worldwide.
Find out more about AMBA

Financial Times ranking

The Financial Times (FT) conducts annual rankings of the business schools and different types of business programmes. The FT rankings are highly regarded across the globe and build on a range of data, including information from previous graduates.
Since 2021, JIBS has been ranked among the top 95 in FT's European Business School ranking and the top 100 in FT's Masters in Management ranking. The FT European Business School ranking combines all FT rankings into an aggregate school evaluation, including only European-based business schools.

The FT Masters in Management ranking is a widely recognised ranking of master's programmes in business and management specifically. It combines a range of school data with alumni statistics and input from an alumni survey. The ranking is global and an essential indicator of the relevance and value of specific programmes.

QS Ranking
JIBS master's programmes in Management are ranked globally in the QS Business Master's Rankings: Management 2027. This internationally recognised ranking evaluates factors such as employability, alumni success, return on investment, academic reputation, and diversity, helping prospective students compare leading master's programmes in management worldwide.

https://rankings.ft.com/rankings/3047/masters-in-management-2026

https://www.topuniversities.com/business-masters-rankings/management

PRME

The **Principles for Responsible Management Education (PRME)** is a United Nations-supported initiative established in 2007 to advance responsible management education and sustainable development. JIBS has been a PRME Signatory Member since 2013. PRME brings together business and management schools around seven principles –
Purpose, Values, Teach, Research, Partner, Practice and Share –
encouraging institutions to embed responsibility and sustainability across education, research, partnerships and their own organisational practices. Through participation in PRME, JIBS is part of an international community working to develop responsible leaders and strengthen the contribution of management education to addressing societal and environmental challenges and advancing the Sustainable Development Goals (SDGs).

JIBS approach to PRME

At JIBS, our engagement with PRME is closely connected to Responsible in Action, one of our three guiding principles alongside *International at Heart* and *Entrepreneurial in Mind*. Responsible in Action reflects our comm

The JIBS Strategy 2026-2030 represents the next stage of this development. Responsible in Action remains a guiding principle, while the strategy strengthens attention to sustainability across programmes and courses, responsible approaches to AI and digitalisation, research with societal relevance, meaningful partnerships, an inclusive organisational culture, and JIBS' contribution to the Climate Framework for Swedish Higher Education Institutions.

Our approach to PRME therefore increasingly reflects a shared institutional responsibility, rather than r esponsibility resting with a particular role or initiative. Faculty, staff, students and external partners all contribute in different ways to how responsibility and sustainability are understood, developed and put into practice across JIBS.

European Institute for Advanced Studies in Management.

JIBS is an active member of the European Institute for Advanced Studies in Management.
The European Institute for Advanced Studies in Management (EIASM) is an organisation focused on raising the profile of European Management Research. JIBS belongs to the EIASM Academic Council, joining forces and connecting with many leading Universities and Business Schools worldwide.
Read more about EIASM

The Global Business Schools Network

GBSN - *The Global Business Schools Network* - is a non-profit organization that seeks to generate innovation for prosperity by improving the access to quality, locally-relevant management and entrepreneurship education for the developing world. GBSN invites business schools, companies, foundations, and aid agencies to collaborate in activities that enable meaningful international experiences, new knowledge, and relationships to transform management education. GBSN has 120+ members, representing 50+ countries

JIBS' membership in GBSN mirrors our international profile and the ambition to remain relevant and responsible in action. JIBS gains access to a collaborative platform of impact leaders in business education through this membership, exciting opportunities for students, faculty, and staff.
Visit the network and see which inspiring events, conferences and challenges you would like to join. Keep yourself updated and invite your colleagues and students to participate.
Read more about GBSN

Business Graduates Association

JIBS is a member of the Business Graduates Association (BGA), an international membership organization focused on quality assurance, responsible management practice, societal impact, and lifelong learning. Through the school's membership in BGA, all JIBS students have free of charge access to a platform with support services such as CV building, interview training, skill assessments, and professional development.
Read more about the Business Graduates Association https://businessgraduatesassociation.com

Continue telling your story

Co-creating with regional partners

JIBS's regional partnerships also extend directly into education. In 2026, JIBS faculty member Anup Banerjee co-developed a live student project with the County Administrative Board of Jönköping (Länsstyrelsen) around *Hållbarhetslöftet för företag* (The Sustainability Pledge for Businesses), an initiative involving Länsstyrelsen, Almi Företagspartner Jönköping, the Energy Office of Northern Småland and Hållbarhetsteamet/CSR Småland. Students developed proposals for scaling participation among businesses in the county, received direct feedback from Länsstyrelsen, and refined their proposals into executive summaries that were shared back with the organization. This illustrates how JIBS uses education as a platform for two-way knowledge exchange, connecting student learning with concrete sustainability challenges facing regional partners.

Regional partnerships for shared challenges

JIBS' approach to partnership extends beyond formal memberships and institutional networks. During 2025–2026, faculty and staff worked with businesses, public-sector organisations and regional actors to address shared challenges relating to skills, sustainability, innovation and regional development. These collaborations create opportunities for partners to help shape research and activities around real needs, while enabling knowledge generated at JIBS to contribute to practice.

Project STAY provides one example. Working in dialogue with students and graduates, employers and regional stakeholders, the project examined why graduates choose to remain in or leave Jönköping Region and the barriers they encounter when moving from higher education into working life. The work brought together perspectives on employment opportunities, professional networks, language, social integration and regional skills needs, creating an evidence base for discussion about how universities, employers and public actors can work together to support more inclusive transitions into regional working life.

Partnership is also central to **Constr:act Next**, which brings together JIBS research, Energikontor Norra Småland's regional networks and the practical experience of SMEs and other actors in the construction and property sector. The project creates an arena for challenge-driven innovation around issues including circular construction and reuse, resource and energy efficiency, climate adaptation and regional resilience. By connecting academic knowledge with the practical challenges facing businesses and public-sector actors, the collaboration supports the development and application of more sustainable practices while strengthening the region's capacity for transition.

Similarly, **Evolve 2.0** engages regional SMEs around strategic innovation, digitalisation and AI readiness, green transition, sustainability practices, competence development and organisational equality. These initiatives connect academic knowledge with challenges identified by businesses and other regional stakeholders.

Partnership around responsible ownership provides another example. Through collaboration with owners, business families, advisors and other practitioners, JIBS creates opportunities for research and practice to inform one another. The Responsible Ownership programme developed with Formue translates research and expertise on ownership and governance into learning for business families navigating the responsibilities and complexities of ownership. Other initiatives create further spaces for researchers and practitioners to exchange knowledge about ownership, governance, succession and the long-term development of businesses.

JIBS also works with public and regional actors on challenges relating to rural and regional development. The project Competence Provision for Innovation and Entrepreneurship in Rural Areas, conducted in collaboration with Campus Västervik, examines how rural businesses can access the skills needed to innovate and develop. Research findings have informed models and tools to support recruitment and competence provision among small businesses, connecting research with practical efforts to strengthen rural labour markets, SME innovation and sustainable regional development.

Across these examples, partnership is understood as a process of mutual learning and co-creation. External organisations are not simply recipients of research or sources of data, but participants in identifying challenges, exchanging knowledge and developing responses. In this way, JIBS' partnerships strengthen the connection between education, research and practice while contributing to responsible and sustainable development in the region and beyond.



Practice

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

How We Define Practice

At JIBS, Practice means putting responsible management principles into action in how we operate, lead and make decisions. In line with our 2026–2030 strategy, we integrate sustainability, responsibility and inclusion into everyday organisational practices, while continuously evaluating our impact, learning from experience and improving how we work.

Institutional Policies and Practices

- Accreditation body recommendation documents
- Campus operations guides
- Curriculum guidelines
- Environmental stewardship policies
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Local staff/student/faculty transportation
- Professional training opportunities
- Responsible procurement policies
- Sustainability strategy or strategic plan (school or university level)
- Travel guides

Policy Documents Related to RME and/or Sustainability

JU_CoC_A6_2023	View document	Download document
Gender Equality Policy	View document	Download document
Diversity Policy	View document	Download document
§ 781 Regulations for Travel on Official Business at Jönköping University	View document	Download document

Practice Awards

In 2025, Jonkoping International Business School received 1 award for responsible and/or sustainable practices.

Environmental certification

Granter: Miljöstrategen

Grantee: JIBS

Award Description:

During 2025, JIBS maintained its environmental certification under the Svensk Miljöbas standard, covering the whole organisation. The certification recognised JIBS' systematic environmental management approach and its processes for supporting continuous improvement and reducing environmental impact.

At the end of 2025, JIBS decided to pause its participation in the certification process. This does not represent an end to JIBS' environmental work; rather, the school is moving towards integrating sustainability more directly into its broader operational and strategic processes. The experience and practices developed through the environmental management system provide a foundation for this continued work, aligned with the new JIBS 2026–2030 strategy.

Practice Voices

The following statement from stakeholders at Jonkoping International Business School demonstrates our commitment to sustainable and responsible practices.

Voice of the Operations Manager

At JIBS, responsible operations means making thoughtful choices about how we use our resources and continually assessing where our efforts can have the greatest impact. Sustainability needs to be part of the way we work and make decisions every day, rather than treated as a separate activity.
Over recent years, we have made practical changes across our operations – from waste management, reuse and procurement to business travel, sustainable commuting and improvements to the environmental performance of our facilities. In 2026, we also decided to step away from a separate environmental certification process. This reflects a commitment to directing our time and resources towards activities where they can create meaningful value, while remaining transparent about both our progress and the areas where further work is needed.
For me, responsible operations is about this continuous process: embedding good practices into our everyday work, following up on the choices we make, and being prepared to rethink established processes when there is a better way forward.



Continue telling your story

Environmental Training for All Staff

All JU employees, including JIBS staff and faculty, are offered **basic environmental training** every 3–5 years. This initiative ensures that sustainability knowledge is not limited to students but is embedded across the entire university community. The training covers:

- Global trends and the sustainability challenge
- The UN Sustainable Development Goals (SDGs)
- Ecosystem services, planetary boundaries, and ecological footprints
- Practical examples of environmental improvements in daily operations

- Environmental management systems and their function at JU
- JU's sustainability goals and individual contributions

The training is designed not only to provide knowledge but also to encourage **exchange of ideas and inspiration**, reinforcing JU's environmental certification and commitment to the Swedish Climate Framework for Higher Education.



Share

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

How We Define Share

At JIBS, Share means openly exchanging knowledge, experiences, successes and challenges so that we can learn collectively and improve. It involves transparency, dialogue and a willingness to reflect on what works and what does not, sharing learning across departments, programmes and with our wider community.

Engagement Opportunities

Jonkoping International Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Partnerships with local organizations
- Public events and panel discussions
- Sustainability-focused research and collaboration Opportunities
- We are currently working to offer engagement opportunities

Communication Audiences

Jonkoping International Business School communicates its policies and progress on sustainable development and responsibility with:

- Accreditation bodies
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Research and academic networks

Sharing Voices

The following statement from stakeholders at Jonkoping International Business School demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Voice of the Director of Quality and Accreditation

At JIBS, we treat quality assurance and accreditation as a collective responsibility, not a task for a few specialists. We are open about what is working well and about where we still need to improve, and we make a point of carrying those lessons across departments and programmes rather than leaving them in a single report. That openness is what the PRME value of 'Share' means to us in practice, turning both our successes and our setbacks into something the whole school can learn from.



Communication Barriers

Jonkoping International Business School faces the following barriers in transparent communications:

- **Audience reach**
- **Engagement gaps**
- **Feedback loops**
- **Messaging clarity**

Continue telling your story

Sharing our progress and making our work visible

JIBS seeks to make its activities, progress and commitments visible to both its internal community and external stakeholders through a range of communication and reporting channels. The JIBS website provides public information about the school's education, research, collaboration, sustainability commitments, accreditations and quality processes, while news and research communications share developments and research insights with wider audiences.

Formal reporting complements this ongoing communication. JIBS makes previous PRME progress reports publicly available and contributes to Jönköping University's annual reporting. Its accreditation processes also require systematic documentation, reflection and external review of performance and continuous improvement.

Sharing also extends to research and societal engagement. JIBS describes practical relevance and external relations as central to its research, with research communicated to practitioners, policy audiences and public debate. Its research centres provide additional platforms for exchanging knowledge and connecting researchers with organisations and society.
Together, these channels support transparency while helping knowledge, experience and learning travel beyond individual projects, programmes and departments.

SIGNATORY

Jonkoping International Business School

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https://ju.se/en/about-us/jonkoping-international-business-school.html