PRME
an initiative of the
United Nations Global Compact

JÖNKÖPING UNIVERSITY
Jönköping International Business School

2025 Sharing Information on Progress **(SIP) Report**

Jonkoping International Business School

September 2025

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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



Getting Started

This section provides foundational information about 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.

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

Strategy (2018–2024 and 2022–2024 priorities)

Jönköping International Business School (JIBS) has been guided by its **2018–2024 strategy**, which set out medium-term priorities for 2022–2024 across five core areas: educational experience, research with impact, societal engagement, faculty composition, and finances. This strategy operationalised JIBS's mission to *advance the theory and practice of business and policy, with specific focus on entrepreneurship, ownership and renewal*, and it embedded our guiding principles of being *international at heart, entrepreneurial in mind, and responsible in action* across all activities.

Educational Experience

By 2024, JIBS strengthened its education portfolio with increased flexibility and lifelong learning opportunities. Curricula were adapted to ensure that **all degree programmes included internships or placements**, without reducing opportunities for international study. A model for **JIBS-specific skills training**—focusing on international, entrepreneurial, and responsible leadership—was integrated across programmes, enabling students to develop distinct competencies valued by employers and society.

Research with Impact

The strategy emphasised quality and societal relevance in research. JIBS researchers continued their contributions to high-quality journals (with AJG/ABS recognition) while also producing outputs relevant for business and policy. External research funding was aligned with JIBS's profile areas of

entrepreneurship, ownership, and renewal, and greater focus was placed on cross-disciplinary and international collaborations. There was a strengthening of both EU and international research collaborations, with a focus on entrepreneurship, ownership, renewal, and sustainability.

Societal Engagement

The 2022–2024 priorities embedded societal engagement more systematically into faculty development and assessment. The **JIBS Partner Programme** and external relations functions were further developed to ensure long-term, strategic collaborations with external stakeholders. Lifelong learning and commissioned education were expanded, broadening JIBS's impact on professionals and organisations in the region and beyond.

Faculty Composition and Organisation

Faculty recruitment and development increasingly emphasise diversity, internationalisation, and integration of academic and business experience. Work began on developing a **JIBS Code of Conduct**, strengthening collegiality, equality, and ethical practice. New opportunities for faculty career progression, including mixed-career pathways, were also explored to ensure relevance and responsiveness.

In 2022–2024, JIBS sharpened its strategic focus on:

- **Programme renewal**: revising degree portfolios for flexibility, lifelong learning, and digitalisation.
- **Research excellence**: strengthening support structures to increase publications in ABS/AJG 3–4* journals.
- **Partnerships**: consolidating collaborations with fewer, but deeper, strategic partners.
- **Sustainability integration**: embedding Agenda 2030 and responsibility across education, research, and operations.

Looking Ahead

In 2024, JIBS completed the **Responsibility in Action (RIA)** initiative, embedding sustainability across education, research, and operations. Building on this momentum, the school has initiated the development of a new strategy for **2025–2030**, anchored in the **JU vision "People First"**. This emerging framework emphasises a **sustainable academic work environment, climate action in line with the Climate Framework for Higher Education Institutions, an inclusive and responsible organisation, research excellence with societal relevance, and deepened global partnerships**. While still in progress, this forward-looking work reflects continuity from the 2018–2024 priorities while strengthening JIBS's long-term commitment to sustainability, inclusion, and global impact.

JIBS 2018 strategy (1) View document Download document

Strategy Alignment

Strategy Alignment with PRME & the SDGs

At Jönköping International Business School, 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, in line with our guiding principle of being *responsible in action*

In **EDUCATION**, we are committed to developing leaders who can contribute to sustainable futures. All programmes include elements of ethics, responsibility, and sustainability, ensuring alignment with PRME's Teach principle and SDG 4 (Quality Education). Flagship initiatives illustrate this integration: the BSc in Sustainable Enterprise Development is built around entrepreneurship and sustainability; the MSc in International Logistics and Supply Chain Management incorporates a *Supply Chain Sustainability* course that provides students with Carbon Literacy certification through the Carbon Literacy Project; the MSc in Strategic Entrepreneurship now includes a module on *Corporate Entrepreneurship for Sustainable Growth*; and the International Economics programme offers courses such as *Economics for a Sustainable Society* that explicitly address SDGs related to climate action and inequality.

Our **RESEARCH** further strengthens this commitment. Through our three research centres — MMTC, CeFEO, and CEnSE — we generate knowledge at the intersection of entrepreneurship, ownership, renewal, and sustainability. Current projects examine topics such as circular economy, sustainable finance, family business succession and governance, and digitalisation for SMEs in the green transition. In doing so, our faculty contribute to more than half of the 17 SDGs, particularly those addressing decent work and economic growth (SDG 8), industry and innovation (SDG 9), responsible consumption and production (SDG 12), and climate action (SDG 13). This reflects PRME's Research principle, which calls for creating knowledge that advances understanding of responsible business.

Our **PARTNERSHIPS** also illustrate how JIBS lives PRME's Partner principle and contributes to SDGs 9, 11, and 17. Locally, we collaborate with organisations such as Region Jönköpings lan, Jönköping municipality, ALMI. Science Park Jönköping, Coompanion, and the Climate Council of Jönköping County, supporting regional SMEs and public organisations in their sustainability transitions. Internationally, our memberships in 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 to share knowledge, engage with global peers, and co-create solutions to pressing societal challenges. A more complete review of partnerships can be found under the "Partner" section of the 2025 SIP.

Our organisational practices embody PRME's **PRACTICE** principle. Since 2018, JIBS has been Environmentally certified (Miljödiplomering-Svensk Miljöbas), an accreditation renewed annually. We are also a member of the Swedish Higher Education Institutions Climate Framework. Complementing this, we have policies on equality, diversity, inclusion, and ethical conduct, ensuring that our internal culture and operations reflect our core values.

By embedding responsibility and sustainability into all that we do, JIBS demonstrates how its mission to advance entrepreneurship, ownership, and renewal is inseparable from a commitment to creating positive impact for business, policy, and society in pursuit of the SDGs.

Institutional History

Institutional History

Jönköping University (JU) was established in 1994 as one of three independent, non-profit Swedish higher education institutions founded by a foundation. From the outset, JU was designed to combine academic excellence with strong societal engagement, responding to the regional need for knowledge, innovation, and internationalisation. Jönköping International Business School (JIBS) was created as one of JU's four schools, with a distinctive mission to advance the theory and practice of business and policy, focusing on entrepreneurship, ownership, and renewal. This focus has shaped JIBS's identity within Swedish higher education — one that is international at heart, entrepreneurial in mind, and responsible in action.

Over the years, JIBS has taken significant steps to embed responsible management education (RME) and the UN Sustainable Development Goals (SDGs) into its education, research, and operations. Early milestones include the establishment of JIBS's three research centres — the Media, Management and Transformation Centre (MMTC), Centre for Family Entrepreneurship and Ownership (CeFEO), and Centre for Entrepreneurship and Spatial Economics (CEnSE) between 2003 and 2010 — each advancing knowledge in areas such as sustainability, transformation, governance, digitalisation, and societal renewal.

A decisive step came in 2013, when JIBS became a signatory of the United Nations Principles for Responsible Management Education (PRME). This marked the formal start of our structured commitment to integrating responsibility and sustainability into our teaching, research, and external engagement. From 2013 to 2018, Marcela Ramirez-Pasillas served as JIBS's first PRME Manager. She played a pioneering role in embedding PRME within the school, ensuring alignment with our guiding principle Responsible in Action. Marcela led the development of JIBS's initial SIP reports and launched faculty and student initiatives around sustainability and ethics. Her efforts received international recognition when she was awarded the 2015 CEEMAN Champion Award in Responsible Management

Education. In 2017, JIBS's second SIP Report (2015–2017) received the PRME Excellence in Reporting Award for Advanced Sharing Practices, one of only nine business schools worldwide to be honoured that year.

Building on this foundation, JIBS deepened its RME engagement with the launch of the Responsibility in Action (RIA) project (2019), led by Guénola Nonet, who became the new Responsible in Action Champion. Under her leadership, RIA developed concrete tools and activities to integrate sustainability across research, teaching, and outreach, while strengthening student and staff involvement. Though this project successfully drew to a close in 2025, Guénola continues to play a central role in JIBS's RME development as a member of the PRME Nordic Chapter Steering Committee, ensuring JIBS contributes to global dialogues on responsible management education.

Further institutional milestones have reinforced this commitment: in 2018, JIBS became environmentally certified (Svensk Miljöbas), implementing a structured environmental management and reporting system. JIBS also contributes to the Swedish Higher Education Institutions Climate Framework.
Together, these developments illustrate JIBS's steady journey toward becoming a globally recognised, Triple Crown–accredited, PRME-committed business school. They also highlight the vital role of engaged individuals — including Marcela Ramirez and Guénola Nonet — in championing the integration of RME and advancing JIBS's ambition to be a business school that is international, entrepreneurial, and responsible, while making meaningful contributions to the UN Sustainable Development Goals.



Graduates & Enrollment

2024 Statistics	Number
Graduates	233
Faculty & Staff at the University	935
Faculty & Staff at the Institution	151
Student Enrollment at the Institution	1919
Undergraduate Attendance	1425
Masters-Level Postgraduate Attendance	469
Doctoral Student Attendance	25

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 Marketing Management
- Bachelor in Sustainable Enterprise Development
- Bachelor in International Management
- Bachelor in International Economics

Masters Degree Programmes

- Master in Applied Economics & Data Analysis
- Master in Engineering Management
- Master in International Marketing
- Master in Digital Business
- Master in Strategic Entrepreneurship
- Master in International Financial Analysis
- Master in Global Management
- Master in International Logistics and Supply Chain Management
- Civilekonomprogrammet---nationalekonomi

Postgraduate Degree Programmes

- PhD in Business administration



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

Jonkoping International Business School
Jonkoping University
September 4, 2025

Dean's Letter of Commitment

Dear PRME Community,

It is my pleasure to present the **2025 Sharing Information on Progress (SIP) Report** from Jönköping International Business School (JIBS). This report demonstrates our ongoing dedication to the United Nations Principles for Responsible Management Education (PRME) and to the advancement of responsible leadership for a sustainable future.

At JIBS, our mission is to advance the theory and practice of business and policy with a focus on entrepreneurship, ownership, and renewal. These themes are deeply interwoven with our commitment to sustainability and social responsibility. Guided by our principles of being *international at heart, entrepreneurial in mind, and responsible in action*, we ensure that our work as educators and researchers contributes meaningfully to society.

Over the past years, we have strengthened our integration of the **UN Sustainable Development Goals (SDGs)** into education, research, and partnerships. Our students engage in real-world projects with companies and communities, our researchers generate insights that address global and regional challenges, and our staff work daily to ensure that our operations reflect our values. Together, these efforts prepare our graduates to lead with integrity and to act responsibly in a rapidly changing world. The SIP report provides both an account of our achievements and a reflection on the areas where we continue to grow. It is also an invitation—to our students, faculty, alumni, and partners—to join us in shaping a business school that not only excels academically but also contributes positively to the global community.

With gratitude to the PRME community for its support and inspiration, we look forward to the journey ahead.



Sincerely,
Martin Wallin
Dean, Jonkoping International Business School
Jonkoping University

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Definition of Purpose

At JIBS, Purpose means advancing responsible management education to foster entrepreneurship, ownership, and renewal for the common good. Guided by our principles of being international at heart, entrepreneurial in mind, and responsible in action, we create positive societal impact through research, education, and partnerships that align with the UN Sustainable Development Goals (SDGs).

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 our guiding principles: international at heart, entrepreneurial in mind, and responsible in action. We foster a culture of inclusion, curiosity, and responsibility, ensuring that education, research, operations and partnerships contribute positively to entrepreneurship, ownership, renewal, and the sustainable development of society.

Who Champions Responsible Management Education at Our Institution

- Interdisciplinary efforts across business school
- Research or issue group, society, or club leading sustainability efforts
- Sustainability coordinator
- JIBS Leadership Team

Student Voices

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

Student voices _ Insights from the spring 2024 survey

Strong international appeal: **86.6%** of students were aware of JIBS's international profile when applying, and **50%** said international learning opportunities were *very important* in choosing JIBS. This highlights the value of JIBS's *international at heart* principle.

Sustainability matters: Nearly **42.6% of students** considered JIBS's sustainability profile either "important" or "very important" when deciding to study here. This indicates growing recognition of JIBS's commitment to the SDGs.

Learning with and from diversity: **72% of students** reported that interacting with peers from different countries, inside and outside



the classroom, was "important" or "very important" in their choice of JIBS. This underlines JIBS's role in fostering intercultural understanding and inclusive learning environments (PRME Principles 1 & 2; SDG 4 & 10).

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.

Celebrating Values

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

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”



Additional Evidence

RME structures

The integration of **Responsible Management Education (RME)** and the UN Sustainable Development Goals (SDGs) at JIBS is supported by a combination of formal structures and active engagement across the school. While earlier phases of our journey were driven by dedicated champions —

including **Marcela Ramirez (PRME Manager and Responsible in Action Champion, 2013–2018)** and **Guénola Nonet (Responsible in Action Champion, 2019–2024)** — the responsibility for RME is now embedded across JIBS's governance, research, education and organisational structures.

Key supporting structures include:

- **Program Directors and Dean of Education -** ensuring RME is embedded in all our programmes
- **Research Centres (MMTC, CeFEO, CEnSE)** – central platforms advancing sustainability, entrepreneurship, ownership, digitalisation, and renewal, directly aligned with the SDGs.
- **Student Sustainability Group and JSA** – ensuring student voices shape JIBS's sustainability and responsibility agenda.
- **JU and JIBS strategies** – with sustainability and responsibility embedded as guiding principles and operationalised through the JU Strategy *Contributing to a Sustainable Future* and the JIBS Sub-strategy 2023–2027.
- **Environmental and DEI structures** – including the **Environmental Coordinator**, annual *Miljödiplomering (Svensk Miljöbas)* certification, participation in the **Swedish HEI Climate Framework**, and implementation of JU's **Equal Opportunities and Gender Equality Strategy**.

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 developing responsible and entrepreneurial leaders through research-based, international, and practice-oriented education. By embedding sustainability and responsible management into all programmes, and combining classroom learning with internships and applied projects, JIBS prepares graduates to create value for business, society, and the environment.

Courses that support RME

Jonkoping International Business School reports 3 courses in 2024 that support responsible management education and sustainable development goals.

Organizing and Leading in a Sustainable World | JOSG10

This course gives insight in organizational structure and in how individuals, teams and groups function within organizations. Students study leadership and organizational culture and politics, and also learn more about ethics and gender issues in an organizational environment. They study different theoretical perspectives for organizing and leading in a sustainable world. Course Contents Organizing and Leading in a Sustainable World is an introductory course into organization and leadership theory and practice. The course will specifically address the following areas: Organizational structure and environment; Leadership and decision-making in organizations, groups and teams; Sustainability and ethics in organizations; The use of AI in organizations and its impact on organizations, groups, and teams; Motivation of employees in organizations including hybrid-work organizations and teams; Culture, innovation and change management in organizations; Gender and diversity in organizations. Connection to Research and Practice The course connects to research in general management, and specifically to research carried out at JIBS in the areas of leadership, ownership, and sustainability. The research is used to stimulate group discussions and to enhance the student's learning experience. Secondly, the course uses connections to practice, using in-class case study discussions and having guest lecturers from the industry.



The Sustainable Enterprise - Social and Ecological Perspectives | JSEG14

This course introduces students to theories, perspectives, and concepts in the fields of sustainability including social and ecological sustainability. The course provides frameworks to create, scale, and replicate sustainable enterprises as a means of eliminating poverty and/or ecological degradation. The course pays particular attention to the regulatory and voluntary frameworks that sustainable enterprises are expected to relate to, in connection with these themes – at the local, regional, and international level. The content reflects the various aspects relevant to developing a sustainable enterprise including: sustainable development and sustainability – including earth system science, planetary boundaries, challenges of poverty, exclusion, environmental degradation, and climate change, perspectives on economic growth and implications for sustainability regulatory and voluntary frameworks for enterprise development– including the triple bottom line and the embedded view of sustainability, concepts and models describing sustainable organizations – including social enterprises and ecological enterprises, creation and development for different markets – including the bottom of the pyramid, circular economy, and the lifestyle of health and sustainability. Connection to Research and Practice In “The Sustainable Enterprise - Social and Ecological Perspectives” we will be exploring and applying the latest scientific literature on some of the greatest challenges facing business, both large and small. The course activities build students’ abilities to understand and make use of insights from applying and contrasting perspectives, according to the Inner Development Goals. Students will become aware of the connection between scientific research and business management practices by studying that linear economic activities, that is, those which are based on “take-make-consume-waste”, are now an unsustainable way to pursue economic growth. Instead, the course presents cases to examine how enterprises build and/or apply alternative perspectives to reimagine the future of enterprises. Sustainability is becoming a major topic of research at JIBS, being a key research domain for both MMTC and CeFEO research centers.



Managing Responsibly for Corporate Sustainability | JMSR20

Managing corporations responsibly is a key challenge of businesses in most regions of the world. The course provides conceptual tools for understanding the role played by sustainability in corporations. Sustainability perspectives are used to explore how companies improve their operational efficiencies, innovate and comply with regulations and accepted practices. Topic covered in the course include: Sustainable development: including the meanings and relevance of sustainability and the ways in which business operations affect social and environmental systems. Different strategies for working

with corporate sustainability, and their implications for enterprise operations and impact. Legislative developments in the area of corporate sustainability, and their implications for managers and enterprises. Responsible management practices, including the relationship between individual ethics and the sustainability practices of organisations.



Teaching Awards

In 2024, 1 award was given to faculty and educators at Jonkoping International Business School.

JSA Pedagogical Prize

Granter: JIBS Student Association (JSA)

Grantee: Caroline Teh

Award Description:

Every year the JIBS Student Association (JSA) awards a teacher who has delivered extraordinary education to the students. During the year a survey was sent to students asking them to nominate a teacher that really made a difference. Motivation written on the diploma Caroline Teh has delivered extraordinary education to all of her students in all her courses. Her enthusiasm and positivity are brought to each of her lectures that are always well-prepared and full of engaging practical examples. She is an inspiring teacher who also gives constant support and helps all her students regardless of how long it takes. She has dedicatedly worked to ensure students' progress and that the course is informative and interesting.

Educator Recognition

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

- Annual teaching excellence awards
- Course evaluation scores
- Professional development opportunities

- 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.

Innovative Approaches, Course Designs and Teaching Strategies

At Jönköping International Business School (JIBS), innovative pedagogy is central to our mission of preparing graduates to address global challenges with responsibility and impact. Across our programs, sustainability and responsibility are integrated not as add-ons, but as guiding principles embedded into learning objectives, course design, and teaching strategies.

Embedding sustainability in curricula and assessment.

All JIBS programs are progressively mapping Intended Learning Outcomes (ILOs) to sustainability and responsible management competencies, aligning with Agenda 2030 and PRME Principles. For example, the **MSc Strategic Entrepreneurship** integrates the course *Corporate Entrepreneurship for Sustainable Growth*, which challenges students to design entrepreneurial ventures with explicit sustainability outcomes. The **MSc International Logistics and Supply Chain Management** includes a mandatory *Supply Chain Sustainability* course where students earn **Carbon Literacy certification** and collaborate with companies such as IKEA and Maersk on projects that combine operational decision-making with sustainability audits. Similarly, the **BSc International Management** develops student skills through intercultural entrepreneurship projects and company collaborations, culminating in assessments of the **societal and sustainability implications** of their theses.

Innovative teaching strategies.

Teaching at JIBS emphasizes experiential and research-based learning. Programs regularly integrate **company projects, live case studies, and simulations** (e.g., the “Managing a Multinational” business simulation in Global Management) that allow students to navigate dilemmas where economic, social, and ecological considerations intersect. Many programs use **reflective diaries, peer-review assignments, and team-based intercultural projects** to strengthen critical thinking, responsible decision-making, and collaboration across cultures.

Responsibility in action and continuous innovation.

Faculty are supported to innovate through JIBS’ *Seeds Funding* for course development and through collaboration with Educate, Jönköping University’s hub for pedagogical development. Educate provides tools such as the course *Sustainability in Higher Education* (open to all JU educators) and resources for integrating SDGs, digitalisation, and ethics into learning activities. These resources

support teachers in designing courses that link global frameworks with local application, helping students understand their agency in advancing sustainable development. Read more in the Additional Evidence tab.

Addressing emerging challenges.

Across programs, assessments are being re-designed to ensure academic integrity and to prepare students for a digital, AI-driven future. For instance, the **Digital Business** program integrates certifications in digital marketing and AI tools, while also revising research methods courses to strengthen students' ability to conduct rigorous, original work in a digital context. In Marketing and International Management, assessment formats are being adjusted to capture genuine individual learning outcomes despite increased reliance on generative AI.

Learning with and from diversity.

With more than 75% international cohorts in some programs, JIBS classrooms model global collaboration. Multicultural teamwork is scaffolded through training modules and applied projects, enabling students to reflect on diversity, equity, and inclusion as drivers of responsible management.

Connecting research, teaching, and practice.

Many programs integrate faculty research into teaching, ensuring that students engage with state-of-the-art knowledge in areas like sustainability reporting, digital transformation, and entrepreneurship. The **Applied Economics & Data Analysis** program, for example, links students directly with Jönköping Municipality in live case studies where they apply economic and data skills to sustainability-related decision-making.

Together, these approaches reflect a culture where **sustainability is treated as a foundational professional literacy**, akin to reading or numeracy. As one JIBS faculty member put it: *"Sustainability is like learning to read and write – every modern professional must be fluent in sustainable thinking"*.

Quote - ADE

> Today, as we undergo a major transformation with a completely new programme portfolio, sustainability and responsible leadership are no longer treated as topics separated from the core of business and economics, but embedded throughout each subject we teach. I really see that we as a business school mirror the stepwise progression taking place in society.
>
> From distinct courses to a specialized programme, our journey has brought us to the point where embedding sustainable transformation and responsible leadership in everything we teach is no longer up for discussion, but a fundamental requirement.



Anna Blombäck, PhD
Associate Dean Education
Jönköping International Business School

Faculty Reflection - Assistant Professor, Caroline Teh

In my courses, I begin with an introductory lecture where I clearly outline the rules and expectations. This session also serves as an opportunity to introduce students to some of the values from the **Inner Development Goals (IDG)** framework. Although I haven't previously specified which values I draw from the IDG, I'm considering doing so this year to make the connection more explicit.

My classes are typically large and highly diverse, with students from a wide range of cultural backgrounds and work ethics. Introducing shared values early on helps prevent common issues such as group work conflicts, plagiarism, and academic dishonesty. Over the years, I've observed a noticeable decline in disciplinary cases and complaints about free riders in group projects—something I attribute, in part, to this values-based approach.
Since my courses are among the first that students take in their academic journey, I believe it's essential to instill a foundation of responsible and ethical behavior from the start.

Here are the core values I emphasize during my introductory lecture:

- **Critical Thinking -** Always ask questions when something isn't clear. Think beyond the obvious, challenge assumptions, and even play devil's advocate with your own ideas.
- **Communication Skills -** Be mindful of how you communicate—whether in speech or writing—with peers and instructors. Aim to be clear, respectful, constructive, and diplomatic. I show students an example of how to write a polite and effective email to a teacher, as good communication can resolve many issues before they escalate.
- **Intercultural Competence -** We all come from different backgrounds. Before making judgments, consider whether you might be stereotyping. Ask yourself: Could this person be having a bad day? Are they homesick or unwell? Many students are living abroad for the first time, and empathy goes a long way.
- **Empathy and Compassion -** Strive to be kind and understanding. Try to see situations from others' perspectives and respond with compassion.
- **Courage -** Step into leadership roles within your group. Have the courage to ask questions, seek help, speak up in discussions, and tackle new challenges—even those involving numbers or unfamiliar concepts.
- **Perseverance -** If you don't understand something, don't give up. Read it again, try the exercises again, and ask for help. Persistence is key to learning.
- **Integrity -** Always act with honesty and responsibility. Meet deadlines, be punctual, and do the right thing—even when no one is watching. In every exam, I include a note explaining the consequences of cheating and remind students: *"Maintain your integrity."*
- **Optimism -** Believe in yourself. You *can* do it!


INNER DEVELOPMENT GOALS IN THE CLASSROOM
"Telling students about the values that matter helps to eliminate problems with group work, plagiarism and cheating. Over the years, there has been a downward trend in disciplinary cases and complaints of free riders in group work. Since these are early courses, I think it is important to instill in students good values to encourage responsible behaviour."
Caroline Teh

FACULTY EMPHASIZED VALUE	IDG DIMENSION	IDG SUB-CATEGORY
Communication skills	Relating	Communication, co-creation skills
INTERCULTURAL COMPETENCE	Relating	Inclusiveness, intercultural competence
EMPATHY AND COMPASSION	Relating	Empathy, connectedness
COURAGE	Acting	Courage, creativity
PERSEVERANCE	Being	Resilience, perseverance
INTEGRITY	Being	Integrity, authenticity
OPTIMISM	Being	Hope, inner compass

Faculty Reflection – Duncan Levinsohn, Assistant Professor of Sustainable Enterprise

At JIBS, faculty experiment with innovative pedagogical approaches to bring sustainability and inclusion into the classroom. One example is the integration of **diversity as a formal part of assessment** in a master's course led by Duncan Levinsohn.

"In my master's course, I wanted to move beyond simply talking about diversity and instead make it a lived part of the students' experience. To do this, I integrated diversity directly into the grading of a group assignment. We start with a workshop where students explore different dimensions of diversity — such as age, gender, culture, values, and even personality profiles using DiSC. When they form their groups, they know they will be assessed on the extent to which they embrace and can justify diversity within their teams.

In the written assignment, students must explain which aspects of diversity they considered when creating their groups. Those who demonstrate little awareness or effort towards diversity receive lower marks. Over time, I've seen how this approach not only enriches group work but also helps students develop a deeper appreciation of the value of diversity in organizational life. It reinforces that responsible leadership is about intentionally creating inclusive environments, not just discussing them in theory."

Faculty Reflection – Darko Pantelić, Assistant Professor of Business Administration

Two JIBS master's courses, *Applied International Marketing* and *Global Marketing Management*, are designed as **community-engaged learning experiences**. In these courses, students work directly with local SMEs on tasks such as conducting initial foreign market assessments and planning international marketing strategies.

> *"By definition, community-engaged learning requires students to work with real clients, for the community and with the community. Our student groups take on assignments that local SMEs would not be able to manage on their own due to size or resource constraints. In doing so, students not only gain practical international marketing skills but also help strengthen the region's capacity for global trade. It is a clear case of doing well by doing good."*

The courses are also aligned with the **Swedish export and investment strategy**, which emphasizes increasing SME participation in global trade. By supporting SMEs, students contribute to regional development while reinforcing Sweden's position as a global advocate for **sustainable and responsible business practices**.

Fostering Innovation

A lot
Our institution supports innovation significantly through teaching and learning.

Experiential Learning

A lot
Our institution supports experiential learning significantly through teaching and learning.

Learning Mindset

Somewhat
Teaching and learning at our institution moderately support a lifelong learning mindset.

Method of Teaching and Learning

In person
Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Jonkoping International Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- Budgetary limitations
- Assessment challenges
- Change fatigue

Barriers to Innovative Pedagogy

In 2024, Jonkoping International Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- Classroom infrastructure limitations
- Budget constraints
- Overloaded faculty

Additional Evidence

Educate – Supporting Innovative and Responsible Teaching

Educate – Supporting Innovative and Responsible Teaching
Educate is Jönköping University's professional development and pedagogical innovation unit, created to support faculty in transforming teaching and learning. It provides a comprehensive range of **learning opportunities, workshops, and resources** to help educators integrate sustainability, digitalisation, and responsibility into their teaching practices.
A flagship offering is the **course "Sustainability in Higher Education"**, which equips teachers with tools to embed the UN Sustainable Development Goals into their courses. Participants explore frameworks for ecological and social sustainability, practice how to align course Intended Learning Outcomes with Agenda 2030, and experiment with learning activities that challenge students to think critically about sustainability dilemmas. This course, along with others on Educate's platform, emphasizes **co-creation, peer learning, and applied pedagogy** – ensuring teachers leave with concrete strategies they can implement immediately in their classrooms.

Beyond single courses, Educate provides:

- **Learning design labs** where teachers redesign syllabi with sustainability and responsibility at the core.
- **Workshops on digital pedagogies and assessment** that address challenges like generative AI while promoting responsible academic practice.
- **Cross-disciplinary communities of practice** where teachers from JIBS and other JU schools share innovative methods, test new tools, and gather feedback.
- **Open-access resources** that align with JU's strategy "We contribute to a sustainable future," ensuring pedagogical change is connected to institutional goals.

Through Educate, JIBS faculty gain structured opportunities to **experiment with innovative teaching strategies**, from simulation-based learning to sustainability audits and intercultural teamwork assignments. The ripple effect is seen in programs where sustainability is systematically embedded – for example, thesis assessments that now include societal and sustainability implications, or entrepreneurship courses that explicitly integrate responsible business models.
Educate thus acts as a **pedagogical engine for transformation**, enabling JIBS to continually update its teaching to prepare graduates for global challenges in line with PRME and Agenda 2030.
https://ju.se/portal/educate/en.html

Student Voice: Carbon Literacy Certification

Carbon Literacy in Practice

Sustainability is embedded in the MSc International Logistics and Supply Chain Management (ILSCM) programme. A central feature is the *Supply Chain Sustainability* course, which includes **Carbon Literacy Certification**, delivered in partnership with the **Carbon Literacy Project**. Carbon Literacy® is defined as *"an awareness of the carbon costs and impacts of everyday activities, and the ability and motivation to reduce emissions, on an individual, community and organisational basis"*carbonliteracy.com.

Through this certification, students gain not only theoretical insights into sustainable logistics but also practical tools and an accredited competence valued by employers worldwide. The impact of this training is visible in how students reflect on their experience. As one ILSCM student shared after achieving certification:

> *"This certification has given me a deeper understanding of the climate crisis and, more importantly, the practical steps we can all take individually and collectively to reduce our carbon footprint and drive meaningful change. Becoming Carbon Literate means being equipped to recognize the impact of everyday actions, make informed choices, and inspire others to take climate-positive action."*

By embedding opportunities such as Carbon Literacy into the curriculum, JIBS ensures that graduates leave not only with academic knowledge, but also with **practical certifications and competencies** that empower them to lead change in line with the UN Sustainable Development Goals, especially **SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action).**



Gunjan Budhiraja • 1st
Aspiring Supply Chain Professional | Master's in Logist...
2w •

I'm happy to share that I've obtained a new certification: Carbon Literacy Certification from The Carbon Literacy Trust!

This certification has given me a deeper understanding of the climate crisis and, more importantly, the practical steps we can all take individually and collectively to reduce our carbon footprint and drive meaningful change.
Becoming Carbon Literate means being equipped to:
🔷 Recognize the impact of everyday actions on the climate
🔷 Make informed choices that cut carbon emissions
🔷 Inspire and empower others to take climate-positive action
I'm committed to applying this knowledge both professionally and personally to contribute towards a more sustainable, low-carbon future. 🌱
A huge thank you to our professor **Carla Gonçalves Machado** at **Jönköping International Business School**, for the engaging and eye-opening program.

#CarbonLiteracy #Sustainability #ClimateAction #NetZero #ContinuousLearning



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 knowledge at the intersection of entrepreneurship, ownership, and renewal with a strong emphasis on innovation, family business, sustainability, digitalisation, and globalisation. We combine scientific excellence with societal relevance, ensuring that our work informs businesses, policymakers, and communities while contributing to the achievement of the UN SDGs.

Research vs Research for RME/Sustainable Development

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

vs

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

Research Funding

In 2024, Jonkoping International Business School was awarded funding for research that is:

Local **Regional** **National** **International**

Socializing Research

In 2024, Jonkoping International Business School contributed research findings to:

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

Research Projects

In 2024, Jonkoping International Business School reported 6 research projects that implemented responsible or sustainable activities.

Research Highlight: Enabling Sustainable Business Models

Period Covering: December, 2023 - December, 2027

Department: Business Administration

Focused on how macro-environmental shifts (regulation, environmental change, technology) can be leveraged by ventures (commercial & mission-driven) to innovate in socially beneficial ways. This ties into teaching/mentorship for entrepreneurs, integrating sustainability into business models, and examining constraints from policy/regulation.
https://mmtc.se/center/mmtc/research/current-projects.html#showmore-EnablingSustainableBusinessModels



Research Highlight: Strategy and Structure for Sustainable Transformation: The system-wide role of retailers' consumer-oriented sustainability strategies

Period Covering: August, 2022 - January, 2026

Department: Business Administration

This project explores how retailers design and implement strategies that go beyond just profit to include environmental responsibility, influencing consumer behaviour, supply chains, pricing, marketing etc. It directly deals with ethical decision-making, sustainability integration in business strategy, and balancing economic and ecological outcomes.



Research Highlight: Evolve

Period Covering: December, 2021 - December, 2025

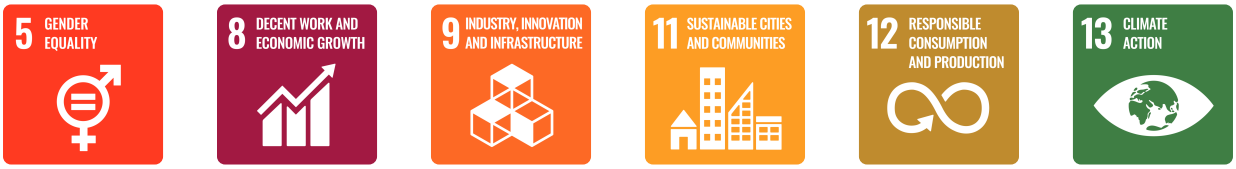
Department: Business Administration

Evolve works with logistics-intensive firms and municipalities to support environmental development, green transition, digitalization, competence building, etc. This involves applied sustainability, corporate responsibility, and local/regional development. Very relevant for teaching students about sustainable supply chains, environmental management, and corporate responsibility in practice.

Evolve - Logistics development in the Jönköping region" is a three-year development project funded by the Agency for Growth, Region Jönköping County, Nässjö Municipality, Vaggeryd Municipality, and Jönköping Municipality. The project will be managed by Hans-Inge Almgren through the Nordic Infracenter in Nässjö.

In the Evolve program, participating companies receive targeted sustainability support in areas such as innovation, digitalization, competence development, environmental development, gender equality, and green transition. This assistance is critical to their business development and future growth, as many companies face sustainability-related challenges. With the help of the program, they receive the necessary tools to move forward and also have the opportunity to share experiences and knowledge with one another. The selected companies will receive customized support to map their individual needs, drive strategies, and achieve their goals. The program is open to logistics-intensive businesses, including logistics companies in distribution and storage, railway and contracting companies, and manufacturing companies. Nässjö's business community is renowned for its strength in these areas, and the program presents an excellent opportunity to support existing companies with the resources and expertise they need to develop in the future.
MMTC member Carla Machado and MMTC Director Leona Achtenhagen are involved in the project.





Research Highlight: NATURE Project

Period Covering: May, 2022 - December, 2024

Department: Business Administration

JIBS is a partner in the **NATURE project (New Active Trades for a Urban Resilient Europe, 2022–2024)**, funded through Erasmus+. The project explores how **urban agriculture** can support social inclusion, resilience, and sustainability in European cities. By developing training tools and educational modules, NATURE helps equip vulnerable groups with skills to engage in new forms of urban entrepreneurship and sustainable food production.

The project reflects JIBS's commitment to linking **research, education, and practice** for societal impact. It contributes to **SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), and SDG 17 (Partnerships for the Goals)**, while also aligning with the School's broader focus on sustainability, entrepreneurship, and regional development.

https://lelaba.eu/en/laba/projets/nature-new-active-trades-for-a-urban-resilient-europe-2/



Research Highlight: KOMPET and LOKOMET Projects

Period Covering: October, 2024 - June, 2025

Department: Business Administration

The **KOMPET project** (2019–2024), funded by Vinnova, explored the challenge of skills supply in rural Sweden, particularly in industries such as metals where firms are often located outside major cities. The project highlighted how geographical location affects recruitment, retention, and workplace attractiveness, and underlined the importance of linking local employers with municipalities and communities to co-create solutions.
Building on KOMPET's findings, researchers from JIBS, the Jönköping School of Engineering, and Uppsala University launched the **LOKOMET project** (2024–2027). LOKOMET aims to develop a **new collaboration model** for skills supply by bringing together companies, municipalities, and other stakeholders in structured learning cycles and workshops. The goal is to make companies a more integrated part of local and regional development, ensuring that attractive places to live and work are created jointly by business and public actors.

This research strengthens JIBS's contribution to **regional development and sustainable labour markets.**

https://ju.se/en/research/news/news-archive/2024-12-05-solving-challenge-of-rural-skills-in-new-research-project.html

https://www.vinnova.se/en/p/local-and-regional-collaboration-for-competence-provision-of-the-metal-industry/











Research Highlight: Integration is a Process!

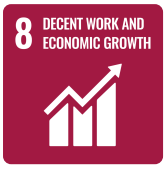
Period Covering: December, 2024 -

Department: Economics | Entrepreneurship

JIBS researchers, based in the CenSE research centre contributed to the **"Integration is a Process!" project (2019–2024)**, funded by the Swedish Research Council for Health, Working Life and Welfare (FORTE). The project analysed the career pathways of immigrants in Sweden, examining how individual and locational characteristics influence labour market integration.

By combining **quantitative sequential analysis** with **narrated life stories**, the project provided a deeper understanding of integration not as a single outcome, but as an evolving process. The findings have significant policy relevance, offering evidence-based recommendations to improve labour market access for immigrants while addressing firms' skills supply challenges.

This work contributes to **SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities)**, and reflects JIBS's mission to study people, organisations, and institutions in ways that inspire responsible management and societal development.





Research Awards

In 2024, Jonkoping International Business School was awarded 4 research awards for responsibility- and/or sustainability-related research.

MMTC Thesis Award_ Winning thesis

Granter: Media, Management and Transformation Centre (MMTC)

Grantee: Hanh Luu Thuy

Award Description:

Media, Management and Transformation Centre (MMTC) will hands out up to four awards for master theses addressing topics related to the transformation of businesses, industries and markets. We encourage novel research questions and profound empirical results and are particularly interested in research that is in line with MMTC's key focus areas: * Legacy and digital media * Sustainability * Diversity, Equity and Inclusion * Digital business and Innovation * Esports and Gaming * Municipal Corporations As part of the award, MMTC scholars assist the winners in developing the study into a publishable journal article, for which students will be listed as co-authors. Additionally, students have the opportunity to publish a blog about their findings. Hanh Luu Thuy's Thesis title: "Dancing Between Logics: Persistent Hybrid Entrepreneurs and Institutional Complexity. Multiple Case Studies in Vietnam". Her thesis explores hybrid entrepreneurs in Vietnam who balance jobs and businesses long-term, showing how this model is both creative and sustainable.

MMTC Thesis Award_Runners Up

Granter: Media, Management and Transformation Centre (MMTC)

Grantee: Emma Hjelm & Emma Johansson

Award Description:

Media, Management and Transformation Centre (MMTC) will hand out up to four awards for master theses addressing topics related to the transformation of businesses, industries and markets. We encourage novel research questions and profound empirical results and are particularly interested in research that is in line with MMTC's key focus areas: Legacy and digital media Sustainability Diversity,

Equity and Inclusion Digital business and Innovation Esports and Gaming Municipal Corporations Runners Up: Emma Hjelm & Emma Johansson. Thesis title: The Perceived (Un)Usefulness of Sustainability Reports Qualitative Insights from Generation Z Investors Their research dives into how Gen Z investors view sustainability reports, raising important questions about trust and transparency.

2024 Emerald Literati Award for Outstanding Paper

Granter: Emerald Literati Award for Outstanding Paper

Grantee: SongMing Feng, Adele Berndt, Mart Ots

Award Description:

Songming Feng, Adele Berndt, and Mart Ots have been honored with the 2024 Emerald Literati Award for Outstanding Paper for their article titled "Residents and the Place Branding Process: Socio-Spatial Construction of a Locked-Down City's Brand Identity" published in the Journal of Place Management and Development. This paper has also been the most downloaded in the journal for the last 12 months The study builds on Kavaratzis and Hatch's (2013) identity-based place branding model and explores how residents of Wuhan used social media, specifically Douyin, to shape the city's brand identity during the COVID-19 lockdown. Analyzing 187 short videos, the researchers identified how place brand identity is formed through four key processes: expressing, impressing, mirroring, and reflecting, with both social and spatial dimensions playing a crucial role. Their work highlights the role of residents in the participatory process of place branding and demonstrates how city identities can be transformed during a crisis. This paper breaks new ground by incorporating social media analysis, offering valuable insights into modern place branding strategies.

Best Paper Award at the 9th Nordic Retail and Wholesale Conference

Granter: Nordic Retail and Wholesale Conference

Grantee: Miguel Gil, Mart Ots, Timur Uman

Award Description:

Miguel, Mart, and Timur have been awarded the Best Paper Award at the 9th Nordic Retail and Wholesale Conference for their insightful paper, "Trends and Future Research Directions in Management Control for Sustainable Retail." This recognition highlights the impact of their work on advancing sustainability practices within the retail sector. Their research is part of the Handelns 'Green Deal' – utvecklingen av strategiska styrmedel för handelns klimatåtagande (Trade's 'Green Deal' - the development of strategic instruments for trade's climate commitment) project, co-financed by the MMTC and Handelsrådet.

Research Presentations Related to RME and/or Sustainability

In 2024, Jonkoping International Business School gave 1 research presentation related to RME and/or sustainability.

Blockchain's Role in Advancing Environmental and Social Sustainability: A Comprehensive Review

DOI

Authors: Messina, Matilde MMTC Jönköping International Business School, JIBS, Business Administration. | Eslami, Mohammad H. Jönköping University, Jönköping International Business School, JIBS, Business Administration. Jönköping University, Jönköping International Business School, JIBS, Media, Management and Transformation Centre (MMTC). Jönköping University, Jönköping International Business School, JIBS, Centre for Family Entrepreneurship and Ownership (CeFEO). Supply Chain Management Department, Asper School of Business, University of Manitoba, Winnipeg, Canada. | Cestino-Castilla, Joaquín Jönköping University, Jönköping International Business School, JIBS, Media, Management and Transformation Centre (MMTC). Jönköping University, Jönköping International Business School, JIBS, Business Administration. Jönköping University, Jönköping International Business School, JIBS, Centre for Family Entrepreneurship and Ownership (CeFEO)

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Business Administration | International Business

Despite the recent proliferation of research on blockchain, the existing literature is widely dispersed and lacks a comprehensive understanding of the integration of blockchain in impacting environmental and social sustainability. The purpose of our review is to synthesize previous research on the intersection of blockchain and sustainability. In our systematic review, we integrate and reconcile existing research on blockchain and sustainability by presenting antecedents and outcomes of blockchain integration and how blockchain is leveraged to achieve environmental and social impacts. We also propose a future research agenda to advance our knowledge of blockchain's role in enhancing organizations' sustainability efforts.



Publications Related to RME and/or Sustainability

Journal Article: Challenges and opportunities in the digitalization of the B2B customer journey

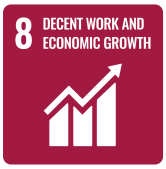
DOI

Authors: Dr. Ulf Aagerup, Associate Professor, Jönköping International Business School (Business Administration) | Dr. Lisa Svensson, Senior Lecturer, School of Business, Innovation and Sustainability, Halmstad University | Dr. Sanna Eriksson, Lecturer, School of Business, Innovation and Sustainability, Halmstad University

Date of publication: September, 2025

Department: Business Administration

This article explores how digitalisation is reshaping the business-to-business (B2B) customer journey. It identifies both opportunities and challenges that firms face when adopting digital tools for customer engagement, including integration, data use, and alignment with organisational culture. The research highlights how digitalisation can create value by improving insights, strengthening relationships, and enabling more personalised service delivery, while also raising concerns about complexity, resources, and skills.





Journal Article: Decarbonization types of medium-sized and mid-cap firms in the manufacturing sector

DOI

Authors: Prof. Joern Block, Jönköping University, Jönköping International Business School, JIBS, Centre for Family Entrepreneurship and Ownership (CeFEO). Faculty of Management, University of Trier, Trier, Germany; University of Witten/Herdecke, Witten, Germany. | Lorenzen, Solvej University of Witten/Herdecke, Witten, Germany. | Steinmetz, Holger Faculty of Management, University of Trier, Trier, Germany.

Date of publication: September, 2025

Department: Business Administration

This study categorises medium-sized and mid-cap manufacturing firms based on their approaches to decarbonisation. It develops typologies that capture different levels of ambition, strategy, and implementation, showing how organisational size, resources, and market context shape decarbonisation pathways. The findings highlight the diversity of corporate climate strategies, from compliance-driven to innovation-oriented approaches.



Journal Article: Orientation towards environmental sustainability in European family versus nonfamily firms

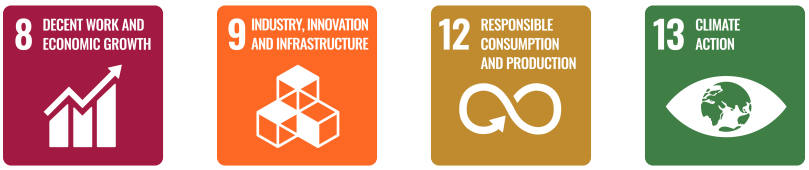
DOI

Authors: Prof. Mara Brumana, Jönköping University, Jönköping International Business School, JIBS, Centre for Family Entrepreneurship and Ownership (CeFEO). Department of Management, Information and Production Engineering, Center for Young and Family Enterprise (CYFE), University of Bergamo, BG, Dalmine, Italy.

Date of publication: September, 2025

Department: Business Administration

The article compares how family and nonfamily firms in Europe orient themselves toward environmental sustainability, with particular focus on the role of policymaker engagement and incentives. Results show significant differences in how ownership structure influences strategic alignment with environmental goals. Family firms tend to adopt longer-term perspectives, while nonfamily firms often respond more quickly to external incentives.



Journal Article: Macro-financial policy at the crossroad: addressing climate change, biodiversity loss, and environmental degradation

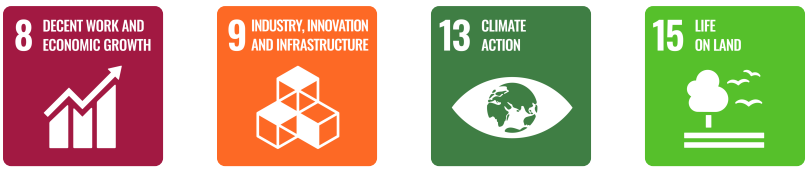
DOI

Authors: Dorothea Schäfer DIW - German Institute for Economic Research, Mohrenstrasse 58, D-10117, Berlin, Germany Economics, Jönköping International Business School, Jönköping University, Jönköping, Sweden iaw, University Bremen, Bremen, Germany

Date of publication: September, 2025

Department: Economics

This article introduces a special issue focused on macro-financial policy in the context of climate change, biodiversity loss, and environmental degradation. It examines the urgent need to align financial systems and macroeconomic governance with sustainability goals. The piece argues for integrated frameworks that simultaneously address economic stability and environmental resilience.



Journal Article: Start-ups and entrepreneurial ecosystems in the circular economy: A multi-level approach for safe and just planetary boundaries

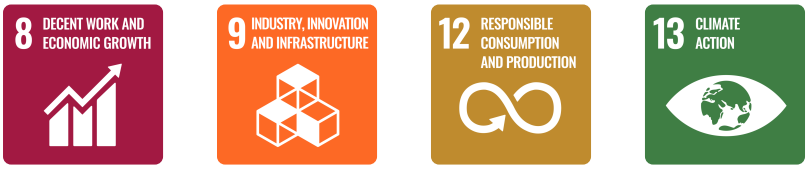
DOI

Authors: Ramírez-Pasillas, Marcela Jönköping University, Jönköping International Business School, JIBS, Business Administration. Jönköping University, Jönköping International Business School, JIBS, Centre for Family Entrepreneurship and Ownership (CeFEO). Jönköping University, Jönköping International Business School, JIBS, Media, Management and Transformation Centre (MMTC).

Date of publication: September, 2025

Department: Business Administration

This article explores how start-ups and entrepreneurial ecosystems contribute to the transition towards a circular economy. Using a multi-level framework, the study analyses how entrepreneurial activity interacts with policy, finance, and networks to support innovations that operate within safe and just planetary boundaries. Findings show that ecosystems can foster sustainability-oriented entrepreneurship when actors align around shared sustainability goals and resources.



Journal Article: When crises meet grand environmental challenges: Navigating intertemporal tensions in European manufacturing family firms

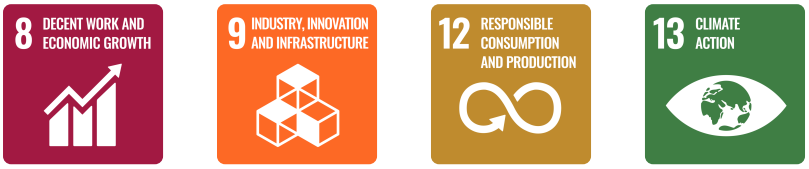
DOI

Authors: Dr Matthias Waldkirch, Jönköping University, Jönköping International Business School, JIBS, Centre for Family Entrepreneurship and Ownership (CeFEO). Entrepreneurship & Family Firm Institute (EFFI), EBS Universität für Wirtschaft und Recht, Oestrich-Winkel, Germany.

Date of publication: September, 2025

Department: Business Administration

The article examines how European family firms in manufacturing industries navigate tensions between short-term crises (such as economic shocks) and long-term environmental challenges. The study reveals strategies family firms use to balance continuity, crisis response, and sustainability commitments, demonstrating the unique resilience and vulnerabilities of family-owned businesses in times of disruption.



Journal Article: Three incumbents restructuring the Swedish energy and steel regimes: the case of Hybrit

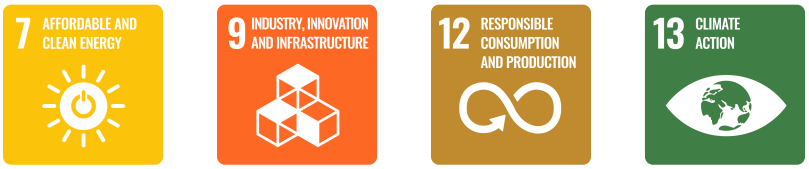
DOI

Authors: Dr. Kersti Karltorp, Jönköping University, Jönköping International Business School, JIBS, Media, Management and Transformation Centre (MMTC). Politics and Economics, IVL Swedish Environmental Research Institute, Stockholm, Sweden. | Dr Shanyun Sam Lu, Jönköping University, Jönköping International Business School, JIBS, Business Administration. Jönköping University, Jönköping International Business School, JIBS, Media, Management and Transformation Centre (MMTC). Centre for Innovation Research, Lund University, Lund, Sweden. | Eugenia Perez Vico, Centre for Innovation Research, Lund University, Lund, Sweden; School of Business, Innovation and Sustainability, Halmstad University, Halmstad, Sweden.

Date of publication: September, 2025

Department: Business Administration

This study investigates how three incumbent firms in Sweden are restructuring the energy and steel sectors through the Hybrit project, a pioneering initiative for fossil-free steelmaking. The research analyses the interplay of corporate strategy, policy frameworks, and technological innovation in driving systemic change. It highlights the role of incumbents in enabling radical sustainability transitions.



Journal Article: COVID-19 vaccination rates and neighbourhoods: evidence from Sweden

DOI

Authors: Prof Charlotta Mellander, Jönköping University, Jönköping International Business School, JIBS, Economics. Jönköping University, Jönköping International Business School, JIBS, Centre for Entrepreneurship and Spatial Economics (CEnSE). | Prof Johan Klaesson, Jönköping University, Jönköping International Business School, JIBS, Economics. Jönköping University, Jönköping International Business School, JIBS, Centre for Entrepreneurship and Spatial Economics (CEnSE). | Sofia Wixe, Jönköping University, Jönköping International Business School, JIBS, Economics. Jönköping University, Jönköping International Business School, JIBS, Centre for Entrepreneurship and Spatial Economics (CEnSE). | José Lobo, School of Sustainability, College of Global Futures, Arizona State University, Tempe, AZ, United States.

Date of publication: September, 2025

Department: Economics

This paper investigates neighbourhood characteristics related to an individual's likelihood of getting the first COVID-19 vaccination and implementing official recommendations for the three-shot vaccination regime. We use full population-geocoded microdata for Sweden to measure important individual-level attributes and the marginalisation of their residential communities in terms of ethnicity, education and income. The findings show that the likelihood of getting vaccinated and obtaining all three recommended vaccine doses decrease for individuals residing in neighbourhoods with larger shares of marginalised residents. The effects also appear to be more pronounced if the individual themself belongs to a marginalised group.



Journal Article: Certification against greenwashing in nascent bond markets: lessons from African ESG bonds

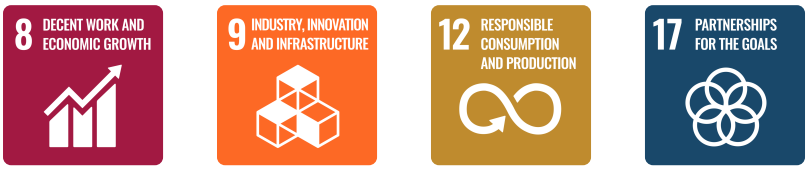
DOI

Authors: Samuel Mutarindwa, Univ Rwanda, Kigali, Rwanda. | Dorothea Schäfer, Jönköping University, Jönköping International Business School, JIBS, Economics. DIW Berlin, Berlin, Germany.;Univ Bremen, IAW, Bremen, Germany. | Andreas Stephan, Jönköping University, Jönköping International Business School, JIBS, Economics. Jönköping University, Jönköping International Business School, JIBS, Centre for Entrepreneurship and Spatial Economics (CEnSE). Linnaeus University, Växjo, Sweden.

Date of publication: September, 2025

Department: Business Administration | Finance

This article analyses certification schemes in emerging African ESG bond markets, examining how certification can mitigate greenwashing risks. Findings suggest that credible certification increases investor confidence, supports market integrity, and accelerates sustainable finance. However, challenges remain regarding cost, local capacity, and regulatory frameworks.



Book Chapter: Green tourism | DOI

Authors: Pizzichini, Lucia Jönköping University, Jönköping International Business School, JIBS, Media, Management and Transformation Centre (MMTC)Business Administration. Marche Polytechnic University, Italy.

Date of publication: September, 2025

Department: Business Administration

This book chapter examines the concept and practice of green tourism, focusing on how tourism businesses adopt sustainability principles in strategy and operations. It reviews policy frameworks, consumer trends, and industry challenges, offering case examples of green innovations in hospitality and travel.



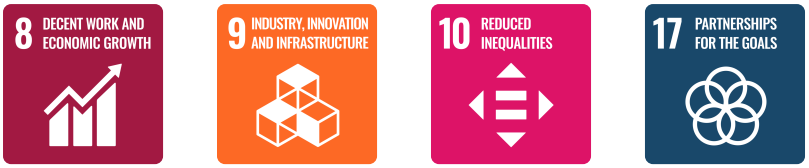
Journal Article: Rebranding after international acquisitions: challenges of legitimation in emerging and developed countries | DOI

Authors: Associate Professor Ulf Aagerup, Jönköping University, Jönköping International Business School, JIBS, Business Administration. ORCID iD: 0000-0002-0419-8654

Date of publication: September, 2025

Department: Business Administration

The article explores rebranding processes after international acquisitions, focusing on challenges of legitimacy in both emerging and developed country contexts. Findings show how acquirers navigate identity, culture, and stakeholder expectations to secure legitimacy across borders. The study highlights tensions between global integration and local responsiveness in post-acquisition branding.



Book review (Journal of Evolutionary Economics)

Authors: Dr Christian Sandström, Jönköping International Business School

Date of publication: September, 2025

Department: Business Administration

Is Hydrogen a Green Bubble? A review of Samuel Furfari's book *The Hydrogen Illusion*

This review discusses Samuel Furfari's book *The Hydrogen Illusion*, which argues that hydrogen is an overhyped solution for the energy transition. The review situates the debate in the broader context of green innovation, technological hype cycles, and policy ambitions. It emphasises the importance of balanced, evidence-based assessments of hydrogen's role in decarbonisation.



Journal Article: Fueling a net-zero future: The influence of government-funded research on climate change mitigation inventions

DOI

Authors: Deborah Strumsky, Jönköping University, Jönköping International Business School, JIBS, Economics. Jönköping University, Jönköping International Business School, JIBS, Centre for Entrepreneurship and Spatial Economics (CEnSE).

Date of publication: September, 2025

Department: Economics

This article analyses how government-funded research influences climate change mitigation inventions, focusing on the pathways from public R&D to patenting and commercialisation. Findings demonstrate the critical role of public investment in driving breakthrough technologies for the net-zero transition.



Research Voices

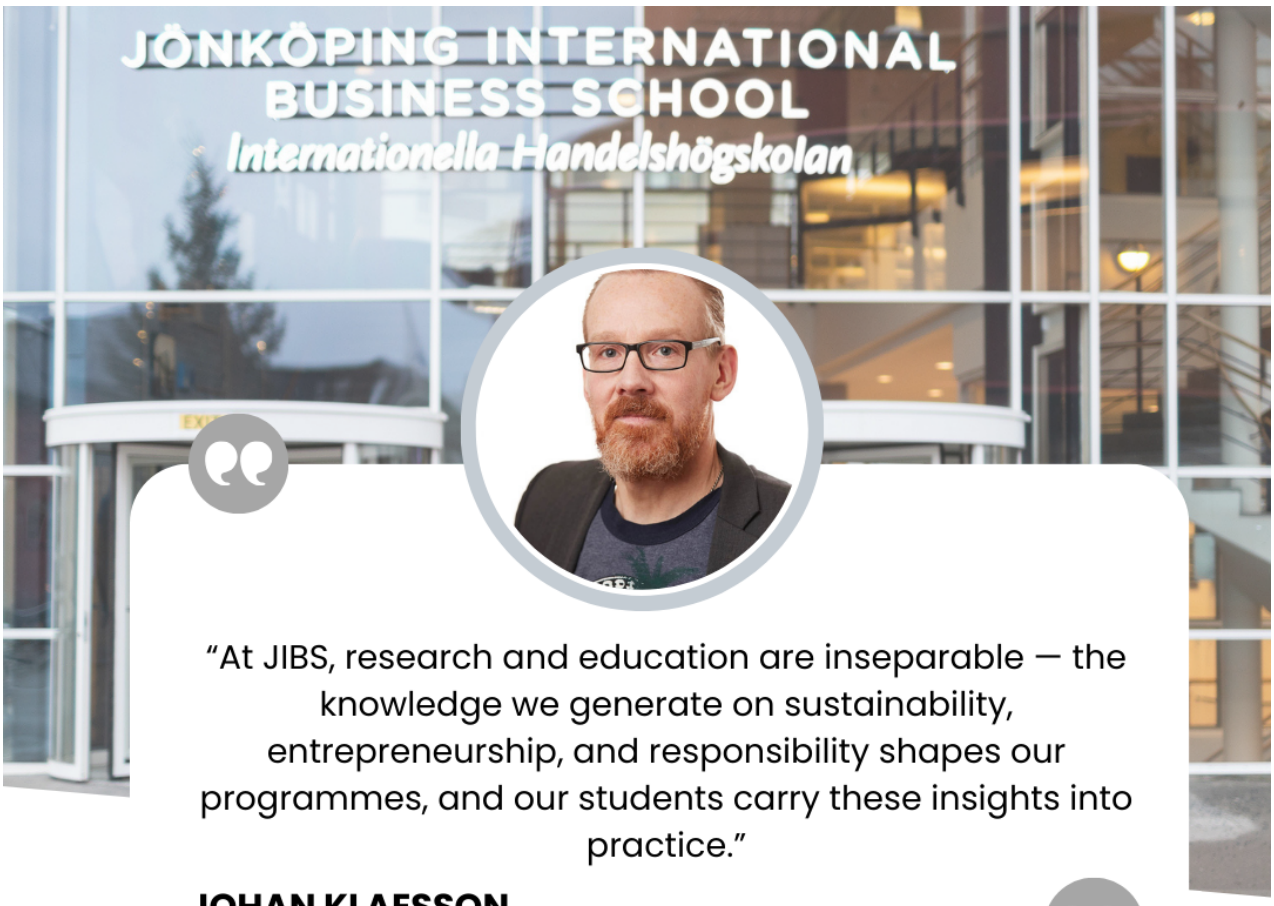
The following statements demonstrate ways in which researchers at Jonkoping International Business School bring sustainability and responsible management into their research.

SDG-Linked Research Outputs

Between 2022 and 2024, JIBS produced **238 SDG-tagged research outputs spanning 16 of the 17 UN Sustainable Development Goals**. The strongest contributions are to **SDG 8 (Decent Work and Economic Growth, 57 outputs)** and **SDG 9 (Industry, Innovation and Infrastructure, 33 outputs)**, reflecting JIBS's core focus on entrepreneurship, ownership, and renewal. Significant activity also appears under **SDG 12 (Responsible Consumption and Production, 24 outputs)** and **SDG 17 (Partnerships for the Goals, 17 outputs)**, demonstrating engagement with sustainability and collaboration. Further contributions are seen across **SDG 3 (Health, 15 outputs)**, **SDG 5 (Gender Equality, 14 outputs)**, and **SDG 10 (Reduced Inequalities, 15 outputs)**.
JIBS EQUIS Mid-term report 2025

Reflection from the Associate Dean of Research

At JIBS, we study people, organisations, institutions, and the state of the world in order to inspire better management and education practice. JIBS' researchers engage with global challenges — from supply chain sustainability and responsible AI to family business succession, digital platforms, ageing, and social innovation — always with the aim of contributing to more inclusive, ethical, and sustainable societies. By linking our research to both the UN Sustainable Development Goals and to our local and regional context, we ensure that knowledge created at JIBS makes a difference not only in academic debates but also in the lives of communities, companies, and policymakers.

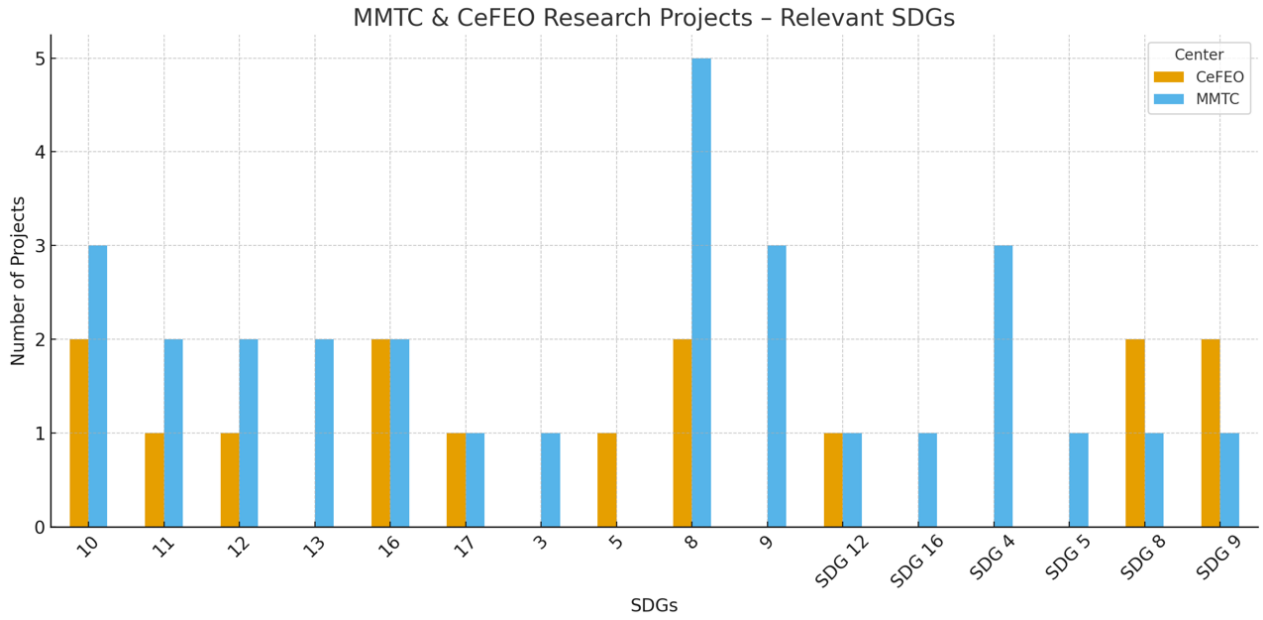


Research Barriers

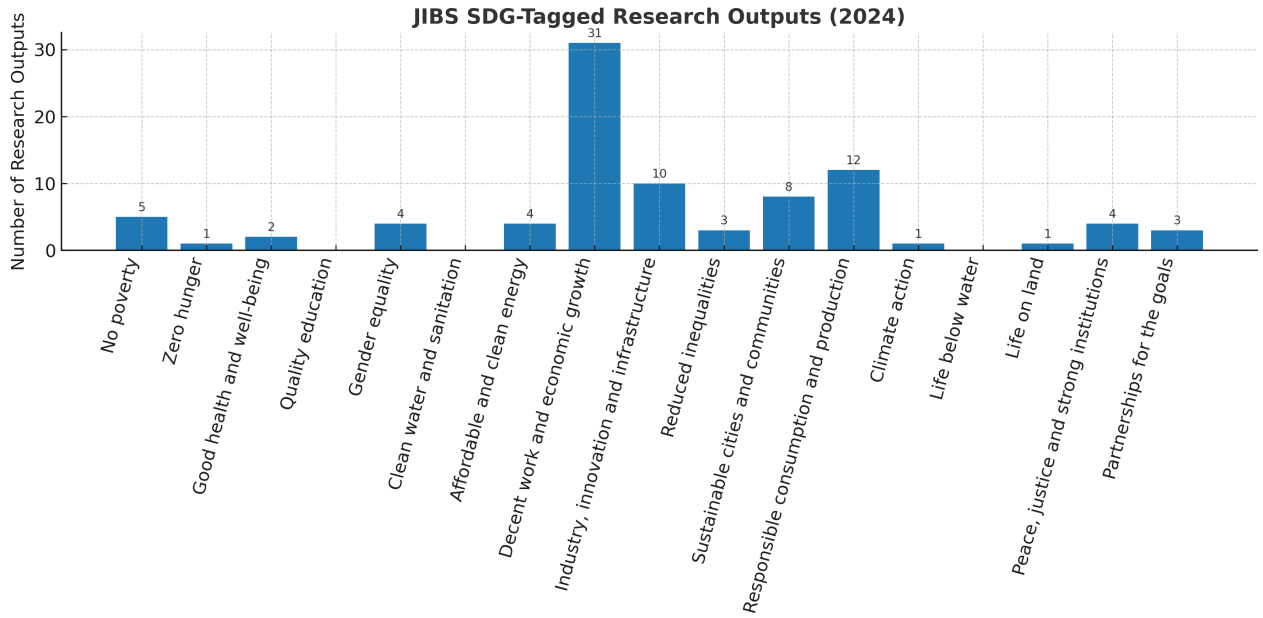
In 2024, Jonkoping International Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- Collaboration challenges
- Funding challenges
- Research impact and application

Additional Evidence



Selected examples of MMTC & CeFEO Research Projects – Relevant SDGs



JIBS SDG-Tagged Research Outputs (2024) across all 17 SDGs



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 long-term, trust-based relationships with stakeholders in academia, business, and society. Through our Triple Crown accreditation, memberships in networks such as BGA, GBSN, and EIASM, and deep regional collaborations, JIBS co-creates knowledge and solutions that advance entrepreneurship, ownership, renewal, and sustainability in line with PRME and the SDGs.

Institutional Partnerships

- AMBA (Association of MBAs)
- AACSB (Association to Advance Collegiate Schools of Business)
- Financial Times
- Sulitest
- SDSN Northern Europe

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
- Engagment

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.

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

Financial Times ranking

Double 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.
Read more about European Business School 2024 ranking
Read more about the Masters in Management 2025 Top 100 ranking



PRME

The Principles for Responsible Management Education (PRME) is a global initiative launched in 2007 by the United Nations. JIBS has been a PRME signatory since 2013.
PRME builds on the notion that business is an essential part of the world and an essential part of shaping a sustainable future for all. Given that, PRME's mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development. Six principles assist and inspire business schools to promote sustainability and corporate social responsibility, providing future leaders with the skills needed to balance economic

and sustainability goals whilst drawing attention to the Sustainable Development Goals (SDGs). By adopting the six principles, JIBS has pledged to participate in a continuous process of developing education, research and dialogue with the business community in questions concerning CSR and sustainability.

JIBS approach to PRME

The work of PRME at JIBS is materialised through its guiding principle to be Responsible in Action. This principle is central to advancing our commitment to educating responsible leaders and becoming role models in our industry. At JIBS, embedding Responsibility in Action implies adopting a triple bottom line logic in which social, environmental, and economic sustainability converge. How we will work to achieve this can be described by relating Responsible in Action with two dimensions, the individual and collective dimensions of our organisation. The individual dimension comprises faculty, staff, and students' motivation and behaviour to partake in activities, education or research on ethics, responsibility, or sustainability. Motivation indicates a substantial degree of commitment and engagement of faculty, staff and students towards ethics and responsibility. Behaviour indicates that the faculty, staff and students' competence and knowledge of ethics, responsibility or sustainability permeate their actions, performance and societal impact. It also means that personnel are ethical in different realms of their work lives. The collective dimension encompasses culture and systems to create an ethical and responsible organisation. Culture means that we adopt "Responsible in Action" as a Guiding Principle and that we identify shared practices in our daily activities that help us live this out.
JIBS Systems correspond to the reliance on environmental certification, working environment plans, non-discrimination and equality that support the wellbeing and health of personnel and the overall sustainability of our organisation.

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

Additional Evidence

Case Example: Science Park Impact Challenge 2024

In collaboration with **Science Park Jönköping**, JIBS students and local entrepreneurs took part in the *Impact Challenge 2024*, focusing on solutions to urgent societal problems. The winning project developed a **game aimed at preventing mental health issues among young people**, combining innovation, entrepreneurship, and social impact.

This initiative highlights JIBS's role in fostering **responsible and impactful entrepreneurship**. By partnering with Science Park, students and innovators are supported in turning research and ideas into sustainable ventures that address the UN Sustainable Development Goals, particularly **SDG 3 (Good Health and Well-being)**, **SDG 9 (Industry, Innovation and Infrastructure)**, and **SDG 17 (Partnerships for the Goals)**.

https://sciencepark.se/en/case/game-to-prevent-mental-health-issues-wins-impact-challenge-2024/
https://ju.se/en/about-us/contact-and-press/press/news/news-archive/2024-09-26-students-compete-in-innovation-for-health-and-well-being.html



Examples of partnerships

JIBS maintains strong partnerships with regional, corporate, and academic actors that create value for both students and the surrounding community. Through the MSc International Logistics and Supply Chain Management programme, students engage directly with companies such as **IKEA, Maersk, and Volvo**, working on live case projects that address challenges in supply chain sustainability, carbon reduction, and digitalisation. In the *SIRU 2.0 project*, JIBS collaborated with **Coompanion** to strengthen social innovation and support SMEs in developing sustainable business models. Ongoing collaboration with **Science Park Jönköping**, including the *Impact Challenge 2024* and *Innovation Race*, provides students with opportunities to contribute to solving real-world societal and business challenges.

Beyond business collaboration, JIBS actively contributes to **regional development partnerships**. Faculty engage with the **Climate Council (Klimatrådet)** coordinated by Region Jönköpings län, contributing to policy dialogues that support the green transition. JIBS also works closely with the **Jönköping Chamber of Commerce** and **Region Jönköping** in research and innovation projects that strengthen the local economy and promote sustainable growth.
At the international level, JIBS cooperates with a network of **partner universities** across Europe and beyond. These collaborations enable student exchange, joint research, and projects such as **NORDPLUS** and **Erasmus+ NATURE**, which address themes ranging from entrepreneurship and

digitalisation to urban agriculture and inclusion. Together, these partnerships ensure that JIBS research and teaching are embedded in local, regional, and global ecosystems of innovation and sustainability.

These partnerships contribute to **SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), SDG 11 (Sustainable Cities and Communities), and SDG 17 (Partnerships for the Goals).**

Example: Regional development through research

JIBS also contributes to **regional development partnerships** through research. The recently completed **KOMPET project** and its continuation **LOKOMET (2024–2027)** bring together companies, municipalities, and universities to address the challenge of rural skills supply. By developing new models for collaboration, these projects strengthen local labour markets and contribute to building sustainable and attractive communities across the region.

QS Business Master Rankings: Management

International Recognition
In 2025, JIBS's **Master's in Management programmes** were included for the first time in the **QS Business Master Rankings: Management**, which highlights the world's leading programmes based on academic reputation, research, alumni outcomes, diversity, and value for moneyju.se. This recognition, alongside JIBS's continued listing in the **Financial Times Master in Management ranking**, confirms the School's strong international position and commitment to high-quality, globally relevant education.

"External rankings confirm what we see every day at JIBS — the quality of our programmes, the achievements of our students, and our growing international reputation." — Dean of JIBS



Practice

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

How We Define Practice

At JIBS, Practice means adopting responsible and accountable management principles in governance, operations, and culture. From environmental certification and sustainable commuting to equality policies and ethical research standards, JIBS ensures that day-to-day activities embody our values and contribute to sustainability in line with Agenda 2030.

Institutional Policies and Practices

- Accreditation body recommendation documents
- Campus operations guides
- Curriculum guidelines
- Employee equity, diversity, inclusion
- 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 2024, Jonkoping International Business School received 3 awards for responsible and/or sustainable practices.

2024 Emerald Literati Award for Outstanding Paper

Granter: Emerald Literati Award for Outstanding Paper

Grantee: SongMing Feng, Adele Berndt, Mart Ots

Award Description:

Songming Feng, Adele Berndt, and Mart Ots have been honored with the 2024 Emerald Literati Award for Outstanding Paper for their article titled "Residents and the Place Branding Process: Socio-Spatial Construction of a Locked-Down City's Brand Identity" published in the Journal of Place Management and Development. This paper has also been the most downloaded in the journal for the last 12 months The study builds on Kavaratzis and Hatch's (2013) identity-based place branding model and explores how residents of Wuhan used social media, specifically Douyin, to shape the city's brand identity during the COVID-19 lockdown. Analyzing 187 short videos, the researchers identified how place brand identity is formed through four key processes: expressing, impressing, mirroring, and reflecting, with both social and spatial dimensions playing a crucial role. Their work highlights the role of residents in the participatory process of place branding and demonstrates how city identities can be transformed during a crisis. This paper breaks new ground by incorporating social media analysis, offering valuable insights into modern place branding strategies.

Best Paper Award at the 9th Nordic Retail and Wholesale Conference

Granter: Nordic Retail and Wholesale Conference

Grantee: Miguel Gil, Mart Ots, Timur Uman

Award Description:

Miguel, Mart, and Timur have been awarded the Best Paper Award at the 9th Nordic Retail and Wholesale Conference for their insightful paper, "Trends and Future Research Directions in Management Control for Sustainable Retail." This recognition highlights the impact of their work on advancing sustainability practices within the retail sector. Their research is part of the Handelns 'Green Deal' – utvecklingen av strategiska styrmedel för handelns klimatåtagande (Trade's 'Green Deal' - the development of strategic instruments for trade's climate commitment) project, co-financed by the MMTC and Handelsrådet.

Environmental Certification

Granter: Miljöstrategen i Jönköping AB

Grantee: Jönköping International Business School

Award Description:

Environmental certification

Practice Voices

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

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.

Narrative from the Environmental Coordinator

Strategic Environmental Work

JIBS works at both a **strategic and operational level** to achieve its environmental goals, aiming to reduce our negative footprint while increasing our positive handprint. Environmental activities are monitored through education, research, and operations. Since **June 2018**, JIBS has been **environmentally certified** by Jönköping Municipality and Miljöstrategen, and we continue to build on this work in collaboration with our sister schools and JU companies.

Staff Environmental Training

All JU employees are required to complete **basic environmental training** every 3–5 years, covering global sustainability challenges, SDGs, planetary boundaries, and JU's environmental goals. This ensures that sustainability awareness and responsibility are embedded across the entire organization.

Environmentally Friendly Commuting

JIBS is dedicated to minimizing the environmental effects of commuting and actively promotes **eco-friendly transport alternatives**:

- **Bike leasing programme**: In collaboration with Ecochange, employees can lease bicycles (including e-bikes) as an employment benefit with salary deductions, encouraging sustainable commuting.
- **Secure bike facilities**: JU access cards provide entry to secure bicycle storage in the underground carpark.
- **Public transport benefits**: Employees can sign agreements for 365-day bus and train passes through Jönköpings Länstrafik (JLT) with payroll deductions, reducing commuting-related carbon emissions.

Business Travel Policy

Business travel is an important part of JIBS's external engagement, but also a significant source of emissions. JU travel regulations stipulate that all business travel must be **safe, cost-efficient, and environmentally responsible**:

- **Flights**: Domestic flights may only be chosen if they save more than two hours one-way compared to other transport modes. Economy class is standard, and total travel time must include transport to/from airports and check-in.
- **Trains and public transport**: Employees are encouraged to prioritise rail travel and public transport wherever possible, supported by Egencia's booking system which highlights the **carbon efficiency of flight options** and enables sorting for more sustainable choices.
- **Meetings**: Organisers are expected to consider meeting venues and timing that allow for low-carbon travel, and hybrid/online formats are actively promoted.

Integration into Operations

Environmental goals and results are reported annually, with external audits conducted to maintain certification. Reports are published openly, ensuring transparency and accountability in JIBS's environmental work.

At JIBS, we work on both a strategic and operational level to reduce our environmental footprint and strengthen our positive handprint. This means making sustainability part of everyday choices — from how we travel and commute, to how we teach and conduct research.

The environmental certification provides us with structure and accountability, while initiatives like staff training, bike leasing, and sustainable travel and purchasing policies ensure that every employee has the knowledge and tools to contribute.

It's a collective effort, and the progress we see is the result of a shared commitment across the school.



Philippa Berglund
JIBS Sustainability Coordinator

Environment in focus at JIBS





We're excited to announce that JIBS has renewed our environmental certification!

Read the report and find more information on the intranet.

JÖNKÖPING UNIVERSITY
Jönköping International Business School

Reflection from the Operations Manager

"At JIBS, our culture is firmly anchored in the Smålandish values of entrepreneurship, renewal, and community spirit. We celebrate these roots by creating opportunities for students to grow both personally and academically. For example, our introduction weeks and reflection seminars invite students to connect their studies to their own values and leadership purpose. With students from over 70 countries, our international diversity also provides daily opportunities to build cross-cultural understanding — a foundation for ethical and inclusive leadership in a global context. These values also guide how we operate as a school: from **shared fikas that celebrate cultural diversity**, to **environmental training required of all staff**, to **policies that favour sustainable business travel, gender equity and inclusion, and promote greener commuting habits for all employees**. Even in our daily campus routines — from recycling stations to energy-saving measures — we practice the same responsibility we aim to instill in our students."



Additional Evidence

JIBS 2025 report for 2024_ environmental certification final	View document Download document



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 ensuring transparent, inclusive, and proactive communication of our progress on sustainability and responsible management education. Through public reports, community engagement, events, and digital channels, we share learning with students, staff, partners, and society to inspire accountability, collaboration, and impact.

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 statements from stakeholders at Jonkoping International Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Quote Director of Quality and Assurance



JU SDG Dashboard

Jönköping University has launched an **SDG Dashboard** to map and showcase activities across education, research, community engagement, and operations that contribute to Agenda 2030. The dashboard provides a transparent overview of sustainability-related initiatives, helping staff, students, and partners to see how JU and it's schools, contributes to the UN Sustainable Development Goals. As implementation progresses, the tool has the potential to become an important resource for monitoring, coordination, and communication of JIBS's collective sustainability impact.

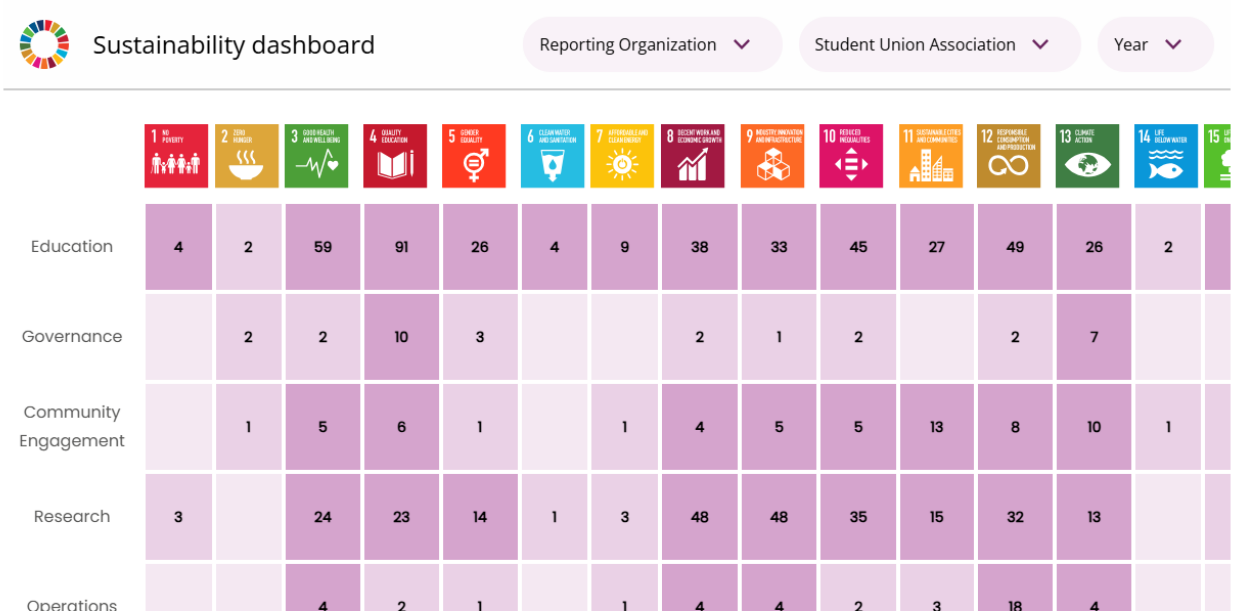
https://ju.se/en/about-us/vision-and-target-areas/sustainable-development/sustainability-dashboard.html

JU Sustainability Dashboard

Below is the JU Sustainability Dashboard which lists activities and sub-activities within sustainability and Agenda 2030 at Jönköping University.

The work with implementing the tool at JU and adding activities will be a work in progress.

Subgoals are temporarily unavailable (noted: 2024-01-18)



Communication Barriers

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

Feedback loops

Audience reach

Ownership issues

SIGNATORY

Jonkoping International Business School

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Box 1026, Jonkoping, 551 11

Sweden

Website

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