

# 2025 Sharing Information on Progress (SIP) Report

BI Norwegian Business School

September 2025

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## About BI Norwegian Business School

BI Norwegian Business School is one of Europe's largest business schools and a private not-for-profit foundation. It is based in Norway with four campuses in Oslo (main), Bergen, Trondheim and Stavanger. It was founded in 1943 and has delivered knowledge and positive impact to society for over 80 years, to the Norwegian community and beyond through international engagements and collaborations. BI has over 22.000 students and provides full-time degrees at all levels and a broad and open life-long learning programmes at all levels, from short non-credit courses to Executive MBA's, with many programmes offered in English in addition to local language Norwegian. BI delivers corporate programmes to public and private sector and faculty contributes in the societal debate and policy development. Over 250.000 alumni has graduated from the school and 3 out of 10 managers in Norway has their education from BI.

The school is triple accredited (EQUIS, AACSB, AMBA + EEOCS), and active member of UN PRME, UN Global Compact, Global Business School Network (GBSN). BI participates in four Financial Times Rankings, QS Rankings and the student driven Positive Impact Rating, to benchmark itself internationally. BI maintains well over 200 partnerships and collaborations, both with the world of practice and the world of academia. Firmly rooted in Norwegian values and heritage, BI plays a role in addressing societal challenges and delivering knowledge that makes a difference to business and society at large.



## Contributors



**Caroline Ditlev-  
Simonsen**



**Anna Czerwinska**



**Ann Kristin Calisch**

## 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 BI Norwegian Business School, including key details and basic institutional data.

## Mission

### BI's 2018-2025 Mission

At BI, we engage with society to co-create an international, digital, and sustainable future. We fulfil our mission of shaping people and business for an international, digital, and sustainable future by pursuing academic excellence and shaping future careers and businesses through internationally acclaimed research, high-quality education and close interaction with business and society.

## Vision

### BI's 2018-2025 Ambitions

BI aims to be an international and leading European business school. Being a leading business school implies having:

#### Programmes that:

- Develop attractive and responsible graduates who combine the knowledge and skills to work effectively and successfully in an international and digital workplace.
- Provide candidates with the best opportunities to maximise their talents and reach their personal goals and aspirations regardless of the starting point.
- Ensure relevance for students and employers in a life-long learning perspective.

#### Research that:

- Advances world-leading research and generates knowledge that is recognised by the international academic community.
- Has impact on practice in business and society.
- Professional ties between the school and society through a focus on alumni,
- External relations and the business community that is enriching research and programmes.
- Significant contributions to innovation and value creation through sustainable business practices.

## Strategy

### BI Strategy 2025-2030

This report to PRME in September 2025 reports per 2024 and refers to the BI 2018-2025 strategy.

During 2024, BI developed a new strategy for the next five years, with the tagline "*Knowledge that makes a difference*" and per September 2025, BI is in process of implementing the new strategy. BI Strategy 2030 continues the strategic path towards more responsible education, green and social sustainability in operations and an overall focus on addressing societal challenges and contributing to positive societal impact.

BI Strategy 2030 lays the foundation for how BI will continue to be a world-leading international business school and a leader in delivering high-quality international education and research in the future. The new strategy also refines our CORE values (Curious, Open, Responsible and Engaged), words that defines "our" BI.

Read the new [BI Strategy2030](#)

BI Strategy 2018-2025

View document  Download document 

## Strategy Alignment

### BI Norwegian Strategic Alignment

At BI Norwegian Business School, Strategy 2025 ties our mission—*shaping people and business for an international, digital, and sustainable future*—directly to the SDGs, the common good, and quality education. Our identity—research-based, learning-oriented, connected—anchors decisions so that academic excellence, societal relevance, and ethical responsibility reinforce each other.

**Attractive programmes and candidates (quality education & inclusion).** We build flexible, student-centred learning paths, including fully digital and stackable options, to widen participation across life stages. Sustainability and digitalisation are embedded across curricula, while lecturers from industry and systematic work-life relevance align learning with societal needs. Expanding English-taught offerings and integrating mobility (with dedicated exchange windows and a 50% long-term target) develop intercultural competence and global citizenship—core capacities for advancing the common good.

**Research and teaching excellence (knowledge for SDG impact).** We invest in rigorous, societally relevant research on themes such as sustainable business models, healthcare management, anti-corruption, and macroeconomic resilience. External funding, research centres, and open, reproducible science ensure credibility and diffusion. Pedagogical upskilling, hybrid delivery, learning-design support, and evidence-based teaching translate this knowledge into engaging learning that builds critical thinking, ethical awareness, and data literacy—hallmarks of high-quality education in a digital era.

**Connectedness (co-creation for societal value).** We standardise partnerships with business, public authorities, and peer institutions to co-create solutions with real-world traction. Executives-in-Residence, internships, case-based learning, and an industrial co-creation arena link students and researchers with start-ups, scale-ups, and public organisations. These mechanisms accelerate the adoption of sustainable practices, spur innovation and employability, and align talent development with pressing societal challenges—tangible contributions to the common good.

**Operational excellence (responsible, student-centred infrastructure).** Robust digital platforms and analytics enhance learning, inclusion, and student services, while campus development aligns with international climate and environmental goals. Efficient, user-friendly services and flexible online delivery broaden access and reduce our operational footprint.

A **culture of quality**—transparency, engagement, and systematic documentation—drives continuous improvement and accountability. Our core values (responsibility, collegiality, academic integrity, and an entrepreneurial mindset) and alignment with UN SDGs and PRME embed sustainability and ethics in research, teaching, operations, and partnerships. In sum, Strategy 2025 advances sustainable development and the common good by widening access to quality education, producing actionable knowledge, co-creating societal solutions, and modelling responsible practice.

## Institutional History

Getting started 4\_Student numbers

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Getting started 5. Institutional History

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Getting started 2\_Key developments 2022-2024

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## Graduates & Enrollment

2024 Statistics	Number
Graduates	4732
Faculty & Staff at the University	1013

2024 Statistics	Number
Faculty & Staff at the Institution	1013
Student Enrollment at the University	21369
Student Enrollment at the Institution	21369
Undergraduate Attendance	15798
Masters-Level Postgraduate Attendance	1722
Doctoral Student Attendance	87
Certificate, Professional Development, or Continuing Education Attendance	8795

## Degrees Offered

### Bachelor Programs

- Executive Bachelor of Management
- 📄 Bachelor of Business Administration (B.B.A.)
- 📄 Bachelor of Science (B.Sc. or B.S.)

### Masters Programs

- Executive Master of Management in Energy
- Executive Master of Management
- 📄 Master of Science (M.Sc. or M.S.)











### Doctoral Programs

- 📄 Doctor of Philosophy (Ph.D.)


## Undergraduate Degree Programmes

-  BSc in Business Administration
-  BSc in Real Estate, Law, and Business
-  BSc in Organizational Psychology, HR and Management
-  BSc in Marketing
-  BSc / MSc in Business and Management
-  Bachelor of Management (Executive degree)
-  BSc in International Management
-  BSc in Finance
-  BSc in Business Development and Entrepreneurship
-  BSc in Business Law and Economics
-  BSc + MSc in Law Science (Rettsvitenskap - Authorised Chartered/Public Barrister)
-  BSc of Data Science for Business
-  BSc of Digital Business
-  Foundation Programme in Business Economics
-  Foundation Programme in Marketing





## Masters Degree Programmes

-  MSc in Entrepreneurship and Innovation
-  MSc in Finance
-  MSc in Strategic Marketing Management
-  MSc in Sustainable Finance
-  MSc in Quantitative Finance
-  MSc in Leadership and Organisational Psychology
-  Executive MBA
-  Executive Master of Management in Energy
-  Executive Master of Management
-  MSc in Business - 7 Majors

## Postgraduate Degree Programmes

-  PhD

## Certificates, Professional Development, or Associate Programmes

-  Healthcare Leadership
-  Custom Executive Programmes
-  Responsible AI Leadership
-  Educational Leadership



# Purpose

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



## Letter of Commitment



Norwegian  
Business School

**Karen Spens**  
President of BI Norwegian Business School



### **Equipping graduates to lead responsibly in a changing world**

At BI Norwegian Business School, we continue to prepare students for meaningful careers and for shaping solutions to society's most urgent challenges. Our 2030 strategy ensures graduates leave with the knowledge, skills, and values to make responsible decisions in both business and society.

My goal for BI is to deepen this commitment—embedding ethics and sustainability at the core of our programmes, strengthening work-life relevance through internships, projects, and partnerships, and delivering student experiences that are inclusive, flexible, and globally connected.

Our research builds on established thinking but also challenges it—delivering actionable insights that help solve real-world problems. By prioritising impact alongside academic excellence, we move beyond shareholder primacy toward a broader commitment to people, planet, and prosperity.

Collaboration is key. Across disciplines and with industry, policymakers, and our global PRME community—we ensure our work is relevant and aligned with the UN Sustainable Development Goals.

As a PRME signatory, BI reaffirms its dedication to fostering a responsible mindset across teaching, research, and practice. Together with our students, staff, and partners, we are driving positive change—toward 2030 and beyond.

**- Karen Spens**

## Definition of Purpose

At BI, purpose defines our role in society: To empower individuals and organizations through transformative education and actionable research that addresses global challenges. We cultivate leaders who drive positive change—combining Nordic values of openness and responsibility with outstanding learning experiences, work-life relevance, and knowledge that makes a difference.

## Institutional Engagement

**26% - 50%** of faculty at BI Norwegian Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

## Additional Evidence


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annual-report-2023--v4

[View document](#)  [Download document](#) 

Getting started 2\_Key developments 2022-2024

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Purpose\_Broad access to education for societal impact

[View document](#)  [Download document](#) 



# Values

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



## How We Define Values

At BI, our values are defined by our CORE principles: Curiosity, Openness, Responsibility, and Engagement - CORE. They are the foundation for all actions, ensuring organizational accountability to society and the planet. This means acting with integrity, fostering inclusive collaboration, and dedicating ourselves to research and education that creates a positive, sustainable impact.

## Who Champions Responsible Management Education at Our Institution

- ❖ Central PRME coordination team
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Disciplinary efforts within business school
- ❖ Senior leadership office

## Student Voices

The following narratives demonstrate how BI Norwegian Business School has influenced students' academic journey and personal growth.

### Master students learning reflection skills from opinion essay competition 2023

MSc students Petter Flølo and Louis Myhren Ormestad impressed the jury in BIs Opinion Essay competition Fall 2023 with their essay on the dangers of creating a digital divide between countries. Each semester, the Master of Science course Ethics and Sustainability hosts an opinion essay competition, to foster reflection and critical thinking skills. The winners receive a prize of NOK 10,000 and having their essay titled ["Are we bridging the digital divide or inviting digital doom?"](#) published as a featured article on BI Business Review.



*Picture: BI Master of Science students Petter Flølo and Louis Myhren Ormestad are proud winners. Both are pursuing a Master of Science in Business degree at BI, with a focus on accounting and business control.*

*"Winning this competition is a tremendous honour that truly serves as a source of inspiration and motivation for our studies. Recognition, like from this competition, encourages us as students by showing that hard work is recognized and valued," says Petter and Louis.*

*"With everything that is happening today surrounding technology, we felt the need to dig deeper into how this potential was employed globally. After finding out more on the current technology efforts used to assist developing countries, we felt the need to shed some light on a situation we believe needs more attention," the two students explains.*

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Professor Caroline Dale Ditlev-Simonsen is the course responsible for the Ethics and Sustainability in Organizations course. She believes the essay competition is a great alternative to just having the students write another assignment.

*"We ask the students to apply what they learn at BI, critically reflect about corporate sustainability, and take a personal stand of companies' attempts to become more sustainable. Initiatives like this support students skills and engagement around sustainable development as future leaders," says Ditlev-Simonsen.*

2023 Fall jury consisted of Karen Spens (President of BI), Kim Gabrielli (CEO of UN Global Compact Norway), Linn Dybdahl (Senior Adviser, NMBU), and Caroline D. Ditlev-Simonsen (Professor, BI).

The article was shared 23. Nov 2023 on BI web: [BI students win essay competition | BI](#)

## Master students win opinion essay competition 2024 on the global sustainability transition

BI's master's students were in Fall 2024 challenged to explore the question: Can Europe or Norway be sustainable without China? A record-breaking number of master students submitted entries for the competition on this pressing global challenge.

The winning students argued in their essay that that Europe's sustainability ambitions are unattainable without collaboration with China. The international master students Patricio Cordova Tommasi and Christof Schwaerzler won the Autumn 2024 semester BI Opinion Essay Competition, which is organized by BI Centre for Sustainability and Energy as part of the master's course Ethics and Sustainability in Organizations each semester.



*MSc student in Entrepreneurship and Innovation Christof Schwaerzler, and MSc student in Business with Major in Strategy Patricio Cordova Tommasi are both international students, from Austria and Mexico.*

The winning essay argues that Europe's ambitions for a green future are unrealistic without cooperating with China. It challenges Western narratives of competition with China, emphasizing the country's role as a leader in green innovation, renewable energy, and critical material supply chains. *"The idea of achieving sustainability without China is not just unrealistic—it's absurd. China's dominance in producing essential green technologies, such as solar panels and batteries, makes it a vital partner for Europe's energy transition. Pragmatic collaboration with China is essential if Europe is to meet its climate goals and work toward a sustainable, greener future,"* the authors argue.

Read their essay, published on BI Business Review: [Willful Blindness: The Delusion of Sustainability Without China](#)

*"Winning this competition is incredibly rewarding. It's a topic we feel strongly about, and we're thrilled to contribute to the discussion on how Europe and China can work together for a sustainable future,"* says Patricio Cordova Tommasi and Christof Schwaerzler.

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Professor Caroline Dale Ditlev-Simonsen, the organizer of the semiannual competition views the essay competition as a practical way to deepen students' understanding of sustainability. *"The competition challenges students to apply theory, critically assess corporate sustainability, and take a personal stance. It encourages them to explore what sustainability means in practice and its impact on society, while also being a vital step in preparing the students to become responsible business leaders in the future,"* says Ditlev-Simonsen.

The jury of the Opinion Essay Competition includes Karen Spens (President of BI), Camilla Gramstad (Head of Sustainability, Elkjøp Nordic), Oda Bjerkkan (Executive Director, UN Global Compact Norway), Linn Dybdahl (Senior Adviser, NMBU), Caroline D. Ditlev-Simonsen (Professor, BI) and Pål Nygaard (Associate Professor, BI).

The article was published 25. Nov 2024 on BI web: [BI students win essay competition | BI](#)

## **BI Alumni Stories | "What can I do with my degree" | Karoline Maarud**

BI has over many years shares alumni stories, to inspire current and future students on what they can do with their careers.

Shared here: <https://www.bi.edu/study-at-bi/what-can-i-do-with-my-degree/>

*Study at BI*

## What can I do with my degree?

Studying gives you the tools and knowledge to develop the skills that will one day become your livelihood. Here you can read more about what kind of jobs our students have acquired with a degree from BI.

**Polina Berg**

Consultant  
PwC  
Bachelor of Business Administration

**Anna Yttergård Bjørhovde**

Management Trainee  
Storebrand  
MSc in Sustainable Finance

**Sarthak Jaitley**

Finance Trainee  
DNV  
BBA



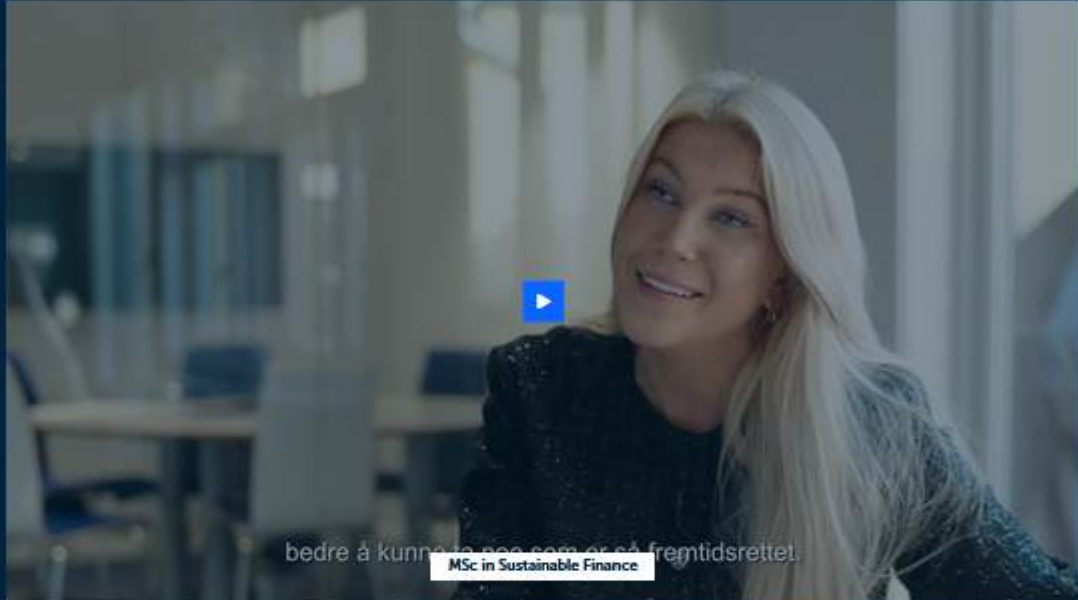
One example is **Karoline Maarud**, who completed her inspiring MSc in Sustainable Finance and started navigating a dynamic career in sustainability in a Norwegian Bank.

Read and watch: <https://www.bi.edu/study-at-bi/what-can-i-do-with-my-degree/karoline-maarud/>

*What can I do with my degree?*

# Sustainability Advisor at Sparebank1 Østlandet

*From an inspiring MSc at BI to navigating a dynamic career in sustainability.*



bedre å kunne se som er så fremtidsrettet.

MSc in Sustainable Finance

**Q&A with Karoline**

- Which course did you find most inspiring, and what made it particularly interesting to you?


The most inspiring course during my master's degree was "Sustainable Strategy and Circular Economy." The course was taught by Caroline Dieck-Simonsen, a leading expert in sustainable development. Her extensive experience and first-hand insights were incredibly motivating. The course also featured numerous group projects, providing practical experience in evaluating business models for sustainable innovation and the circular economy.

- How did you experience the student environment as the Master of Science programme?

The student environment in the Master of Science programme was characterized by motivated and social peers. We encouraged each other during presentations and group projects and celebrated each other's and with social gatherings. Sustainable finance offers a great entry point for women in the male-dominated finance field. Studies show women are more positive towards sustainable development, reflected in the higher proportion of women in my class.

- What do you wish you had known before you started your studies at BI?

I could have been better prepared for the workload that comes with a master's degree. Balancing work and school was challenging at times, but I eventually found my rhythm and began to enjoy the experience more. Many students worry about their future careers and securing a good job after their master's. From my experience, things often work out, and it's important not to stress too much about it. Do your best, and the rest will fall into place.



**Karoline Maarud**  
Position: Sustainability Advisor  
Employer: SpareBank 1 ForretningsPartner Østlandet  
MSc in Sustainable Finance

## Sustainability in Practice | BI students writing master thesis in Africa and African exchange students at BI

This [student story has been shared on BI web.](#)

## BI students in Tanzania

Master's students David, Thea, Pernille, and Christina spent 15 days in Tanzania interviewing local farmers, business owners, investors, and ambassadors.



Photo: Private

The four BI students received scholarships for their trip to Tanzania through BI's participation in the international collaboration project **SUSTAIN**. In this project, BI collaborates with Mzumbe University in Tanzania and Jimma University in Ethiopia (see fact box at the end). The experiences and insights they gained on the trip were used as a basis for writing their master's theses back home in Norway. The students' trip included visits to the capital city Dar-Es-Salaam and the town of Morogoro, a stay with cocoa farmers in the Kilombero Valley, and finally, a spectacular end on the paradise island of Zanzibar.

### Cocoa Production and Startups

Christine and Pernille spent their days in Tanzania conducting a case study of the cocoa producer Kokoa Kamili. They interviewed cocoa farmers, cocoa producers, and other relevant stakeholders in the area. Back in Norway, they interviewed the chocolate producer Fjåk. – *"We wanted to find out how sustainability perspectives and stories are communicated throughout the entire value chain, from the farmer in Tanzania to the chocolate factory in Eidsfjord, Norway."*

David and Thea based their project on the challenges businesses in Tanzania face when seeking equity-based financing, and how these can be overcome to achieve more sustainable development. – *"We conducted interviews with several relevant stakeholders, including investors, entrepreneurs,*

*ambassadors, and government employees", say David and Thea. During their stay, they made several interesting discoveries. – "It is difficult for investors to establish themselves in Tanzania, largely due to the legal framework. We also found out that there is a lack of knowledge about the benefits of equity financing, as many people stick to more traditional methods like bank loans and grant schemes."*



Photo: private

### **The Best Part of the Trip**

The four students have many good memories. Even though they spent a lot of time gathering data, there was also time for some vacation, nature experiences, and meeting people. The students went on a safari, hiked with a local guide, and enjoyed relaxing days on the beaches of Zanzibar.

*– "One of the best parts of the trip was all the people we met, whether they were professors, farmers, ambassadors, or random people on the street. The people in Tanzania are so hospitable, warm, and inclusive", say the students.*



Photo: private

## Ethiopian Exchange Students to BI

In addition to sending Norwegian students to Africa, BI has also welcomed Ethiopian students as part of the SUSTAIN collaboration. In the spring of 2024, Ethiopians Kibru, Lelise, and Tekalign studied at BI in Nydalen.



Photo: private

– *"What I like most about Norway is the beautiful nature and the way Norwegians take sustainability seriously. Norway not only has a fantastic landscape but also very friendly and welcoming people",* says Lelise. They emphasize that there are significant differences between business school education in their home country and Norway, including the technological resources available to students. – *"In Norway, students have greater access to advanced technological tools and aids. This gives students a more efficient and productive daily life, both at school and in general",* say Lelise and Tekalign.

## Experiencing Societal and Sustainability Differences between Africa and Norway

One of the main goals of the SUSTAIN project is to promote international collaboration between BI and African universities. Both the BI students from Norway and the students from Ethiopia say it has been a valuable learning experience. – *"The business education here is characterized by closer collaboration with companies from various industries. Such collaborations give us valuable opportunities to learn directly from the companies. They generously share their models, systems, and challenges, which gives us a better understanding of what we learn in the classroom",* says Tekalign.

David and Thea point out that the biggest difference in sustainability between Norway and Tanzania is the capacity to take the climate crisis seriously. A quote from the trip that stuck with them was, *"If you expect people in Tanzania to opt for green solutions, you must ensure that it is the cheapest option. If not, no one is going to buy it."* – *"In Norway, we have very high CO2 emissions per capita, but in return, we have a huge capacity to do something about it",* they say. Christine and Pernille noticed that Tanzanians focus more on social sustainability than Norwegians do. – *"In Norway, we tend to place great emphasis on the environmental perspective. Therefore, it was interesting to see that social sustainability throughout the value chain remained the most important perspective."*

## Facts about the SUSTAIN Project

- A collaboration project between BI Norwegian Business School, Mzumbe University, and Jimma University.
- The goal is to improve education and research in supply chain management and sustainable business development.
- SUSTAIN aims to contribute to achieving the UN's sustainable development goals.
- The project promotes international understanding and intercultural competence through student and faculty exchanges.
- The project is funded by DiKu NORPART.
- BI collaborates with Norwegian African Business Association (NABA), involving students in the annual Nordic-African Business Summit in Oslo
- Read more about [BI SUSTAIN project](#), from BI Centre for Sustainability and Energy



## Student Awareness

**0% - 25%** of students at BI Norwegian Business School are aware that we are a PRME Signatory Member.

## Student Engagement

**0% - 25%** of students at BI Norwegian Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## Values Voices

### BI President for PRIDE



As part of BI's strategic commitment to Diversity, Equality, Inclusion and Belonging (DEIB), BI is supporting the PRIDE movement.

*"It's time to raise the Pride flags, and celebrate our right to love who we choose, and to be proud of our identity no matter who we are,*

*By coming together, we raise awareness of issues facing both students and employees, and stand up for a world where everyone can live openly and freely, our President Karen Spens states.*

She encourages all employees to walk in the PRIDE Parade 2023 with her:



Red more here: <https://www.bi.edu/about-bi/events/2023/july/pride-parade-2023/>

## Celebrating Values

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

Values 3. Celebrating Values

[View document](#) [Download document](#)

VALUES\_BI supporting PRIDE

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## Additional Evidence

VALUES\_Ethical training for BI employees

View document  Download document 



# Teach

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



## How We Define Teach

At BI, to teach is to facilitate transformative learning. We integrate responsible management concepts into our curriculum and pedagogy, equipping students with the critical tools and ethical mindset to drive sustainable change in business and society.

## Courses that support RME

BI Norwegian Business School reports 7 courses in 2024 that support responsible management education and sustainable development goals.

### **Ethics and Sustainability in Organizations** | GRA 6038

**Introduction** The main aim of this course is to provide students with the knowledge and skills necessary to take an active, professional part in countering the social, economic and environmental challenges of the 21st century, including climate change, poverty, environmental degradation and employment issues generated by the automation of human labor. Private and public organizations, as well as governments and individuals, on different levels are ethically responsible for finding constructive measures to deal with these challenges. To do so, knowledge about the scope and relevance of sustainable development is crucial. This course highlights the relevance of ethics and sustainability for the decision-making processes in organizations and provides a theoretical framework for understanding and balancing responsibilities toward the UN Sustainable Development Goals (SDG) 2030. The course has an applied orientation, introducing cases and dilemmas for discussion considering the theoretical and practical input.



### **ESG and Sustainability Disclosure, Reporting and Regulation** | GRA 6566

The course introduces the history and various concepts of ESG/Sustainability and provide an overview of UN and EU policy frameworks on the matter. It provides an overview of the voluntary frameworks used to assess, disclose and report on ESG/Sustainability matters and provides in dept coverage of EU/EEA Sustainability laws. The course analyses challenges and opportunities in Sustainability financing and aims to familiarize students with applying ESG classifications, disclosure and performance rules to listed companies.



## Environment and Sustainable Development | GRA 6665

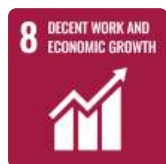
Introduction Climate change, environmental degradation and the pollution of water and air stand as significant challenges of our time, both on a global and local scale. Considerable resources from both businesses and governments are dedicated to new green interventions and environmental protection. This calls for a critical evaluation: Do these policies effectively address the issues, or are resources wasted on ineffective pollution control measures? If so, how can the policies be improved?

Environmental economics explores how economic activity and policy affect the environment in which we live. Certain choices in production and that households make result in pollution – such as vehicles exhausting emissions, which both degrade local air quality and contribute to global warming. However, pollution from economic activity is not inescapable. Policy can mandate companies to decrease emissions and motivate individuals to alter their behavior. But, there exists a trade-off: initiatives leading to a cleaner environment involve economic costs.. Then, how much should the society invest in pollution control? Is achieving zero pollution a feasible goal, or should we tolerate some level of pollution due to the economic benefits it brings? This course aims to equip students – the future business consultants and political advisors – with analytical skills required for making informed decisions. Through a combination of lectures, seminar exercises, and individual studies, students will gain the necessary knowledge to navigate these complex issues.



## Digital and Sustainable Business Development | GRA 6834

Introduction Much of an organization's value creation - and certainly most of its competitive advantage - comes from innovation. Innovation can happen through changes in technology - how an organization does things - or in business models - how it gets paid. With the increasing focus on sustainability, new avenues of innovation opens, both in increasing a company's sustainability performance, and in creating new businesses with sustainability as their main offering. This course will explore theories and cases of innovation and technology evolution within a strategic and sustainable context, as well as the more theoretical concepts of dynamic organizational capabilities.



## Responsible Leadership | GRA 2239

**Introduction** In today's ever-changing and increasingly complex business environments, the role of leadership has become more critical than ever before. As markets and technologies continue to evolve and global challenges threaten our society and planet, organizations must step up to create socially and environmentally sustainable solutions that address the urgent global challenges. This is where leaders have a major responsibility and can play a crucial role in driving people and organizations towards a more sustainable future. Leadership is no longer just about crafting a clear vision or motivating employees. It's about creating a culture that fosters collaboration, innovation, and continuous improvement. It is not only about responsibility towards the organization and the employees, but also towards society and the planet we live in. This course addresses critical questions such as what characteristics are essential for succeeding in leadership roles in today's business environment? How do leaders inspire and guide individual and group behavior within organizations towards a common goal? How can leaders contribute the advancement of organizations while also attending to the needs of society and the planet? What are the roles of values and ethics in shaping leadership today and in the future? What is the responsibility of leaders in creating more diverse and equitable societies that foster social sustainability in the long run? In this course, we'll dive deep into the topic of leadership, drawing from a variety of disciplines including psychology, sociology, organization, and management to provide a comprehensive understanding of what it takes to be an effective leader in today's world. The focus is on the application of leadership principles and knowledge in practice through thought-provoking case analyses, engaging workshops, and immersive simulations, we explore a variety of topics related to leadership.



## Distribution in the Circular Economy | GRA 6718

**Introduction** Sustainability has become an overreaching concept, setting the agenda for future generations. Within this agenda, it is essential to put words into action. In 'Distribution in the Circular Economy' the focus is looking at how distribution as an area can contribute to sustainable development, by incorporating principles of the circular economy. Any company is linked to other actors, whether it is suppliers, customers, logistics service providers, recyclers, or other intermediaries. The performance of the individual firm is dependent on how all cooperating partners

achieve efficient division of labor and manage relationships in the distribution arrangement, including all steps from taking products to market, facilitate returns and closing the loop. Such distribution arrangements are developing in a global context, and sustainable and circular considerations are necessary perspectives for future business. This course will address operational and strategic issues, challenges, and responsibilities in circular supply chains. Discussions will focus on how to develop, use, and adapt business models to promote circularity within the field of distribution.



## Doing Sustainable Business | STR 3610

All sectors in society increasingly need people trained in interdisciplinary collaboration and complex problem-solving to address critical societal challenges, particularly related to sustainability transition and digital transformation in an internationalizing landscape. This is an applied strategy course. Doing Sustainable Business is a final semester capstone course aiming to prepare students for strategic and entrepreneurial business development in practice. Students will learn to structure and analyze real world problems, utilizing skills, methods and knowledge across academic disciplines and perspectives, and combine the insights to arrive at well-argued decisions. The course will provide a learning process based on solving business cases in groups across specializations, thereby training students in interdisciplinary collaboration, teamwork, and oral presentation. All major cases in the course will address major societal challenges, such as described by UN's Sustainable Development Goals. The course takes a strategic approach to real life business problems, enabling the utilization and integration of knowledge, methods and skills gained across all bachelor courses and programs. As a foundation to the case solution process, the course will introduce frameworks for developing sustainable firm-level strategies, contributing to the company's ability to create and retain value. During the semester, the students will be exposed to a three-layer learning model. First, students will be provided with overall introductions to cases, business development frameworks and case solution approaches. Second, a main part of the course consists of small classes, including forming of student groups, and coaching on case solution and team processes. Third, the students will be offered academic skill-shops to refresh knowledge, methods, and skills from previous courses to support case analysis, case solution and presentation.

Planned learning outcomes for the course (first classes to be taught Spring 2025): Learning outcomes - Knowledge During the course students shall acquire knowledge of: - how to develop sustainable strategies for solving complex business problems in multidisciplinary teams, - how to analytically approach complex business problems by applying established theoretical models, strategy frameworks and tools, - how to develop documented and clear recommendations that companies and organizations can act upon (make decisions about). Learning outcomes - Skills After completed

course students shall be able to: - defining and scoping complex business problems, breaking them down into manageable parts, and analyzing and using data to support arguments, - evaluating and developing a firm's value creation and business model, as well as its strategic positioning, including balancing exploration and exploitation, - making clear, and convincing oral and written presentations of complex business problems and outlining productive solutions, - working in multidisciplinary teams in an effective and efficient manner. General Competence Ability to - reflect on the role of leadership, sustainability, and ethics in business, - collaborate in multidisciplinary teams, including facilitating productive collaborative processes and solving conflicts that might arise in such collaborations, - reflect on how strategies for solving complex problems may produce indirect effects and include important trade-offs both internal and external to the company.



## Teaching Awards

In 2024, 2 awards were given to faculty and educators at BI Norwegian Business School.

### **BI Best Teacher Award 2024**

**Granter:** BI Norwegian Business School

**Grantee:** Teaching Professor Mark Brown

#### **Award Description:**

BI students autonomously nominate and select the BI Best Teacher Award each year, handed out at BI's Annual Meeting. The 2024 recipient is Mark Brown. "Mark's dedication goes beyond the classroom, greeting each student at the door with a cheerful "god morgen", and setting a welcoming tone for the day. His diverse teaching methods keep students energized and engaged," said BISO's Iben Alexander Nettet, when handing out the award at BI's Teaching Day event in April. "Mark's passion for teaching shines through in his interactions with students, offering guidance and support both in and out of class. He is often seen at Coffee Hour at Kroa, handing out coffee and buns to students at Campus Oslo, which makes him even more approachable for the students," added Nettet from BISO. Speaking about his own teaching philosophy, Brown emphasises his belief in teaching being built on a foundation of disciplinary strength. "Although almost all of my teaching is at the bachelor level and is not what you would call "leading edge" communications theory, I think it's vitally important that the teaching at this entry level is delivered by faculty who circulate daily within a strong disciplinary environment and whose teaching, therefore, is continually being informed by more advanced research." Another key element for him is enthusiasm, which applies for both his subject, students, teaching and the learning environment. "You can't expect the students to be enthusiastic

about the learning if you look like death warmed up in the classroom, so let's show them that we mean business, guys!" Brown highlights how important teamwork is becoming, at least in BI's larger bachelor classes and programmes, especially considering the paradigm shift from (teacher) teaching to (student) learning. "We have these huge cohorts of students and considerable heterogeneity, and we need to develop different learning spaces to cater for different learning needs and preferences. It's axiomatic that I can't be in all of the spaces all of the time, so I have to design, build and secure the operation of spaces where students learn without me. Luckily, wherever I go in the organisation I find good people, thinking seriously about their work and who are ready to join the team," says Brown, with a smile.

## **BI Pedagogical Innovation Award**

**Granter:** BI Norwegian Business School

**Grantee:** Klemens Knöferle and Jan Kudlicka

### **Award Description:**

The award is given to a course leader or a course team (faculty and professional staff) who have demonstrated outstanding educational development work through developing, planning, conducting, and assessing their subject or course.

## **Educator Recognition**

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Student-nominated teaching awards
- ❖ Professional development opportunities

## **Teaching Voices**

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

### **What Do Students Really Know About Sustainability?**

<https://www.aacsb.edu/insights/articles/2024/08/what-do-students-really-know-about-sustainability>

## What Do Students Really Know About Sustainability?

Article Tuesday, August 27, 2024

By Caroline Dillec-Simonson, Anna Czarnowska



At BI Norwegian Business School, a student survey reshaped how we teach sustainability and responsibility. We polled 112 MSc students in a required six-week course, Ethics and Sustainability in Organizations, to surface actual knowledge and attitudes. While most students value sustainability, knowledge proved uneven: about half could reference SDG-related terms, and fewer than one quarter could accurately name a specific goal. Many framed sustainability mainly in environmental terms. Students ranked climate change as the top challenge (followed by war and waste) and were evenly split between optimism and pessimism about the future. Eighty percent of first-years agreed sustainability appears in courses, but they asked for clearer, more concrete application.

Our response centers on active, applied learning and explicit framing:

- We make SDG links visible across the curriculum. Internal mapping showed that while over 50% of courses include SDG-related content, only 6% explicitly mention the SDGs. We now label those connections so students can recognize sustainability even when not foregrounded.
- We use short, discussion-driven mini cases and current events to move from concepts to practice. Students work in groups to map business decisions to relevant SDGs and propose measurable actions.
- We require two opinion essays that assess critical analysis rather than “right answers,” encouraging students to weigh trade-offs and articulate defensible positions.
- We anchor debates in primary sources. Instead of summaries of agreements (e.g., the Paris Agreement), students read originals, evaluate benefits and shortcomings, and argue for improvements.
- We design assessments around live policy questions. For example, students argued for or against deep-sea mining from a chosen country’s perspective, integrating ethics, economics, and environmental impacts.
- We pilot SDG tools that support team-based projects, enabling hands-on application of goals in authentic business contexts.

We iterate continuously: faculty debrief each semester on what worked, survey incoming cohorts, and are introducing a brief exit survey to track outcomes. Our overarching aim is to build systems thinking and constructive debate—helping students form informed opinions, understand opposing views, and apply sustainable principles across diverse business decisions—without preaching.

## Interview with BI Professor of Philosophy Øyvind Kvalnes

TEACH | Humans of BI: Professor of Philosophy Øyvind Kvalnes

*Philosopher and musician Øyvind Kvalnes has a lot of cultural habits worth copying if you decide to take a stroll in Oslo. The ethics guru, and professor, encourages students to be more rebellious – so watch out!*



### **What is your favorite BI experience?**

I enjoy Dilemma Workshops with Master of Science students. We reflect on the ethics of AI and job security, self-driving cars, financing wonderful football with dirty money, sugar-daddy relationships, social media and privacy, and sustainable business during pandemics. I always learn a lot from reflecting on topics like these with the students.

### **What do you do to relax?**

For an energizing experience, I like to walk into the amazing jungle of contemporary Norwegian music, to encounter Hedvig Mollestad Trio, Elephant9, Moskus, Atomic, Susanna Wallumrød, Needlepoint and Spirit in the Dark. I also have a soft spot for piano music – Bengt E. Hanssen, Jan Johansson, Erik Satie, Kari Ikonen and Nils Frahm. I also frequently end up playing football with my granddaughter at Tøyen. Sometimes I take the boat to my hometown Nesodden, to visit family and friends. If I am lucky, business ethics maestro Johannes Brinkmann is also at home. I end up on his sofa with biscuits and a generous cup of tea, and we have a proper Socratic conversation.

### **What can BI do better?**

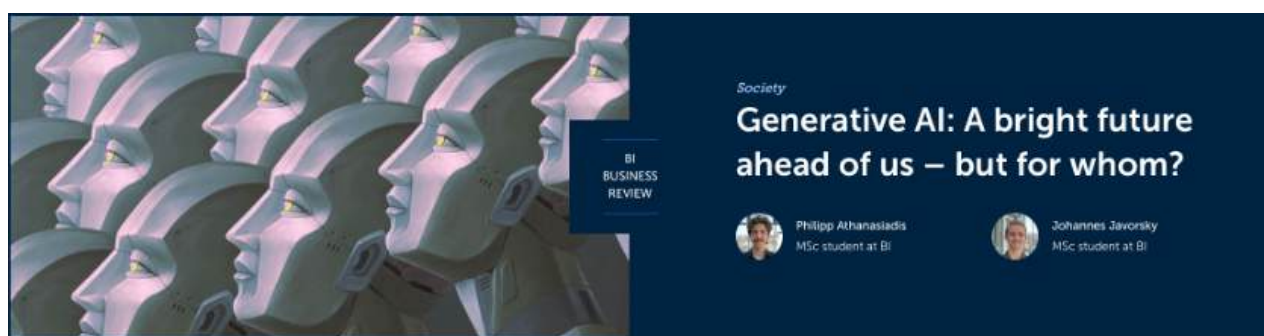
Overall, I think BI is an energizing place to work. People are supportive and appreciate the efforts from colleagues. We do have tiny pockets of self-righteousness and envy in our midst, but these are easy to ignore. What I would like to see more of, is punk. I am afraid that we teach our students to become obedient and loyal employees who keep quiet about any moral dissonance they may experience at work. We should teach them to be critical and even rebellious. If your manager orders you to do something that goes against your moral convictions, speak up and rebel!

When my students write ethics essays, they try to figure out what I want them to write. I encourage them to challenge the boring and safe alternatives. “Surprise me”, I tell them. That tends to make them confused. One student responded by saying “Tell us about a time when you were surprised”. She wanted a blueprint for writing an ethics essay that I would give a top grade. Apart from structure, I refuse to do that. I think we can do better in preparing our students for life after BI, by encouraging them to be critical and to protect their own integrity.

- Interview from BI internal employee platform, shortened for PRME reporting purposes.

## 2024 MSc Student Sustainability Opinion Essay Competition

### 2024 Sustainability Opinion Essay Competition



In 2024, BI Norwegian Business School ran its semi-annual Opinion Essay Competition as part of the MSc course “Ethics and Sustainability in Organizations.” The contest challenges students to apply theory, take a personal stand on current dilemmas in business and sustainability, and communicate their views to a broad audience. Winners receive NOK 10,000 and publication in BI Business Review; the initiative is led by Professor Caroline Dale Ditlev-Simonsen and evaluated by a cross-sector jury, including BI leadership and external partners.

The 2024 spring semester round asked students to grapple with: “Generative AI – a bright future ahead of us, but for whom?” The winning essay examined who truly benefits from the productivity gains promised by generative AI, raising equity, employment, and democratic-governance concerns and calling for responsible adoption.

**Read More:** <https://www.bi.no/en/research/business-review/articles/2024/04/generative-ai-a-bright-future-ahead-of-us-but-for-whom/>



In the 2024 autumn semester round, the winning essay, “Willful Blindness: The Delusion of Sustainability Without China,” argued that Europe’s green transition targets are unattainable without pragmatic cooperation with China, given China’s dominance in critical clean-tech supply chains (e.g., solar, batteries, rare earths). The piece urges reframing the debate from “how to succeed without China” to “how to collaborate responsibly with a vital partner.”

Together, the two 2024 competitions engaged students with urgent sustainability themes at the intersection of technology, geopolitics, and ethics, and produced publishable opinion pieces suitable to accompany photos from the prize announcements and classroom activities.

**Read More:** <https://www.bi.no/en/research/business-review/articles/2024/11/willful-blindness-the-delusion-of-sustainability-without-china/>

## 💡 Fostering Innovation



### **Somewhat**

Teaching and learning at our institution moderately support innovation.

## 💡 Experiential Learning



### **Somewhat**

Teaching and learning at our institution moderately support experiential learning.

## 💡 Learning Mindset



### **A lot**

Our institution supports a lifelong learning mindset significantly through teaching and learning.

## Method of Teaching and Learning



### Hybrid

Combination of in-person and virtual learning methods.

## Barriers to Innovative Curriculum

In 2024, BI Norwegian Business School identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ It is not faculty resistance per se, it is rather a lack of clear incentives in teaching relative to research.
- ❖ Insufficient or lack of compensation

## Barriers to Innovative Pedagogy

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

- ❖ Budget constraints
- ❖ Change resistance
- ❖ Overloaded faculty
- ❖ Scalability issues
- ❖ Time constraints
- ❖ It is not faculty resistance, rather a lack of clear incentives in the teaching part of job compared with research
- ❖ Institutional culture

## Additional Evidence

A Note from BI's Provost for Education

[View document](#)  [Download document](#) 

Teach\_Two new COIL courses offer international learning for home students

[View document](#)  [Download document](#) 

BI Textbooks related to RME\_2024

[View document](#)  [Download document](#) 



# Research

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

## How We Define Research

At BI, we define research as the pursuit of high-quality, impactful knowledge that improves business practices and solves societal challenges. It is excellence-driven, interdisciplinary, and collaboratively produced with business and policy partners to ensure practical relevance. Our research provides visible, actionable insights that are societally valuable and inform a transformative education.

## Research vs Research for RME/Sustainable Development



## Research Funding

In 2024, BI Norwegian Business School was awarded funding for research that is:



**Institution  
Specific**



**Local**



**Regional**



**National**



**International**

## Socializing Research

In 2024, BI Norwegian Business School contributed research findings to:

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

## Research Projects

In 2024, BI Norwegian Business School reported 2 research projects that implemented responsible or sustainable activities.

### C3 Center for Connected Care

**Period Covering:** January, 2019 - June, 2023

**Department:** Strategy and Entrepreneurship

The Center for Connected Care (C3) was a center for research-based innovation working over a period of eight years to develop methods and tools to support person-centered care in Norway. In particular, C3 was focused on informing the design, development and evaluation of innovation amid the transition within the Norwegian healthcare system from centralized care in hospitalized clinics and communities to decentralized care in clinics and communities. C3 was led by Oslo University Hospital and involved collaboration between a number of hospitals, municipalities, universities, health technology companies and other healthcare related businesses.



### Measures for Improved Availability of medicines and vaccines

**Period Covering:** January, 2020 - January, 2025

**Department:** Economics | Accounting and Operations Management

Ensuring availability of essential medicines and vaccines is one of today's critical societal challenges. While the COVID-19 pandemic exposed the vulnerability of medicine supply chains at full scale, medicine shortages were already an increasing global problem in normal times before the pandemic, particularly off-patent (i.e. generic) medicine shortages. When medicine supply chains break down, it can lead to serious injury and death. The primary objective of MIA was to help key stakeholders make evidence-based decisions that sustainably reduce medicine and vaccine shortages, addressing a key societal challenge to ensure future health and care services



## Research Awards

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

### **Norges Banks' Award for Best Doctoral Dissertation in Macroeconomics**

**Granter:** Norges Bank

**Grantee:** Morten Grindaker

#### **Award Description:**

Every three years, Norges Bank's fund for economic research awards NOK 50 000 for the best doctoral dissertation in the field of macroeconomics. Award winners are selected by a committee of two economists holding positions at the professor level at universities abroad.

### **ICPM Research Award 2024**

**Granter:** International Centre for Pension Management

**Grantee:** Sven Klingler

#### **Award Description:**

ICPM Research Awards seek to reward innovation, practical applicability and research excellence on topics with practical relevance for pension organizations. CAD\$50,000 will be awarded to exceptional academic papers with implications for fund management, engagement of plan participants, pension design, governance, long-term investing, risk management, ESG issues, and other investment-related topics. To be considered, research should be completed or close to completion but not published. Award winners will be invited to present their research at a webinar or a Discussion Forum

### **BI's Young Research Talent Award**

**Granter:** BI Norwegian Business School

**Grantee:** Anton Gollwitzer

#### **Award Description:**

The award recognises and promotes excellent and interesting research by junior faculty members. This year's 2024 award committee consisted of Professor Valarie A. Zeithaml (UNC's Kenan-Flagler Business School), Professor Nicholas Bloom (Stanford University) and Hilde C. Bjørnland (BI). Both Zeithaml and Bloom are Honorary Doctors at BI Norwegian Business School.

### **Friede-Gard Prize**

**Granter:** Friede-Gard Foundation for Sustainable Economics

**Grantee:** BI Professor Emeritus Jørgen Randers

**Award Description:**

BI's Professor Jørgen Randers received the Friede-Gard prize in 2023 for his contribution to global integrated assessment modeling. The award recognizes scientific achievements that represent outstanding progress in economic science towards sustainability. Randers received the Friede-Gard prize for his decades-long commitment to the system dynamics-based world modeling, his tireless provision of practicable scenarios for a more sustainable global future, and his "Earth for all" model, which is the first practical integrated global assessment model and available for use for anyone with a laptop.

## Research Presentations Related to RME and/or Sustainability

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

### Acting on the Norwegian Transparency Act – Interpretation and Implementation

**Authors:** Professor Caroline Ditlev-Simonsen, BI Norwegian Business School

**Date of publication:** September, 2025

**Presented at:** Afino International Conference

**Department:** Law and Governance

The chapter delves into the ramifications of Norway's Transparency Act (Åpenhetsloven, 2021), which was enacted on 1st of July, 2022, compelling businesses to foster human rights and fair working conditions in their supply chains through enhanced transparency. It scrutinizes the interpretation and operationalization of The Act within two distinct companies, employing the Knowledge Transfer as Translation (KTT) theory—traditionally applied to knowledge transfer within corporate culture—to navigate The Act's conversion into corporate actions. This exploration uncovers the obstacles and divergent compliance strategies among the firms, showing that The Act's indeterminate language and the specific resources and individuals within each company lead to varied corporate reactions. Despite The Act's objective to improve supply chain transparency, the lack of clear norms or a unified understanding of the legislation at this early stage results in inconsistent applications. The study also posits that KTT offers a valuable framework for examining the enactment of not only abstract cultural issues but also tangible legal mandates, suggesting its broader applicability in legal interpretation and corporate action alignment.



## Publications Related to RME and/or Sustainability

### Increasing circularity: The importance of resource interactions when adapting from waste management to resource management | [DOI](#)

**Authors:** Professor Lars Huemer, BI Norwegian Business School, Department of Strategy and Entrepreneurship | Associate Professor Bente Flygansvær, BI Norwegian Business School, Department of Accounting and Operations

**Date of publication:** September, 2025

**Department:** Strategy and Entrepreneurship | Accounting and Operations

The circular economy, which entails a fundamental transition from waste management to resource management, involves waste minimization and prolonged resource utility. Resources should arguably be managed in a manner reducing the likelihood that they turn into waste. Correspondingly, waste should be managed in a way increasing the likelihood that it becomes a useful resource. To achieve such ends, this research highlights the bundled nature of resources (including waste). The study is based on an abductive research process and it de-bundles the resource categories portrayed in the 4R model. The de-bundled framework is applied to a longitudinal case study focusing on a recycling company's participation in the circular economy. This application results in distinctions between endogenous and exogenous adaptation strategies. Endogenous adaptations involve an explicit bundle awareness and attention to interaction processes within 4R resource categories, exogenous adaptations include interaction processes between 4R categories. It is proposed that adaptations involving deliberate tradeoffs between endogenous and exogenous strategies may lead to more circular business models and sustainable resource management.



### Industrial policy, green challenges, and international business | [DOI](#)

**Authors:** Professor Gabriel R. G. Benito, BI Norwegian Business School | Professor Klaus E. Meyer, Ivey Business School

**Date of publication:** September, 2025

**Department:** Strategy and Entrepreneurship

Nation-states are designing their industrial policies increasingly to not only enhance national competitiveness, but also to simultaneously address “Green Challenges”, concerns about the natural environment that require concerted action among different actors in society, including domestic and foreign multinational enterprises (MNEs). This blending of global and national policy objectives is leading to a new wave of industrial policies in advanced economies that are informed by scholarly discourses in evolutionary economics, innovation systems, and 'wicked problems'. We discuss the implications of these sustainability-oriented industrial policies for MNEs. They operate in increasingly diverse local ecosystems shaped by local actors and local policies as we illustrate for two such ecosystems in Nordic countries: circular economy and energy transition. Many MNEs face a tension between capabilities they could use to help nations achieve their sustainability goals and incentives to protect existing rents and business models. They may thus engage pro-actively or reactively in both market and nonmarket realms in each country in which they operate. We discuss the interactions between MNEs, governments, and other actors in host countries pursuing both sustainability and competitiveness objectives, and outline how ensuing tensions create new challenges and opportunities for international business scholarship.



## Carbon emission reductions and offsets: Consumer perceptions of firm environmental sustainability

| [DOI](#)

**Authors:** Associate Professor, Jakob Utgård, Oslo Business School, Oslo Metropolitan University |  
Associate Professor, Tarje Gaustad, BI Norwegian Business School

**Date of publication:** September, 2025

**Department:** Marketing

This paper studies how carbon emission reductions and offsets influence consumer perceptions of firm environmental sustainability. We hypothesize that consumers perceive firms that reduce (vs. offset) internally (vs. in the supply chain) as more sustainable, since these options are perceived to take more effort, used as a heuristic for altruism and sustainability. We also hypothesize that knowledge about climate change and offsets reduce the reliance on effort. The results from three experiments show that firms that reduce are perceived as more sustainable than firms that offset emissions, and that this effect is mediated through perceived effort and altruism. Reducing or offsetting internally (vs. in the supply chain) does not influence perceived sustainability, and knowledge about climate change or offsets does not reduce the effect of reduction (vs offsets). Employee participation in the offsetting does not increase perceived effort and sustainability.



## Research Voices

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

## Research Barriers

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

- ❖ Incentives and disincentives
- ❖ Time constraints
- ❖ Institutional policies and bureaucracy

## Additional Evidence

A Note from BI's Provost for Research and Societal Impact

[View document](#)  [Download document](#) 



# 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 BI, we engage with businesses, alumni, and policy-makers to ensure the practical relevance of our research and education. We strengthen collaboration through business-oriented learning, interdisciplinary research centres, and public debate, uniting diverse stakeholders to drive innovation and solve societal challenges, as outlined in our strategy.

## Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Graduate Management Admission Council (GMAC)
- ❖ Local institutions and associations
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations Global Compact non-business signatory
- ❖ None
- ❖ University Councils
- ❖ United Nations organs other than the UN Global Compact

## Student Organization Partnerships

- ❖ Positive Impact Rating

## Partnerships

The following provides more details on 4 key partnerships at BI Norwegian Business School.

### Global Business School Network

Member since Spring 2023, as part of our responsibility strategy and expanding global connections. The BI President has a seat at the global GBSN Board 2022-2025. BI is Leadership sponsor of the Annual GBSN Beyond Conference - in 2023 (Cairo), 2024 (Bogota) and 2025 (Accra), with onsite

participation and faculty contributions in conference panels. Sharing GBSN resources such as webinars and podcasts to faculty and staff for capacity building. Joined the "Global Changemaker" programme in 2025, where BI students participate in online learning bootcamps.



*Picture: Provost Thomas Hoholm, Special advisor Ann Kristin H. Calisch and Associate professor Janicke Rasmussen representing BI at the GBSN Beyond conference in Bogota, 2024.*

More information:

[BI becomes member of GBSN](#)

[Karen Spens joins the GBSN Board](#)

[BI sponsors the GBSN Beyond conference](#)

[BI Network and Partners](#)

## AACSB

BI has been accredited by AACSB since 2014. Our latest reaccreditation was in 2024, under the new 2020 standard with increased focus on positive societal impact of business schools. See attachment for our experiences on how AACSB, and other similar international organisations that BI is committed to, contribute to a positive development of our school to deliver impact beyond academia, for the betterment of society.

## United Nations Global Compact Norway

BI has for many years informally collaborated with UN Global Compact (UNGC) Norway, for instance through co-arranging large sustainability and equality events, through jury collaborations and through a BI seat in their national editorial Board. BI has since 2016 been member of their sister organisation for business schools, UN PRME. PRME Nordics took an initiative to analyze the international and national collaboration between these two UN organisations, and BI's Anna Caroline Czerwinska chaired this global workgroup.

BI decided in 2023 to join UN Global Compact Norway as a full business foundation member, to get full access to the UNGC corporate member benefits and network. As members of UNGC Norway, BI's students and faculty now have access to networking opportunities and competence-building events. Moreover, BI hopes participating in UNGC will further enhance the school's responsible management education offerings, for both its full-time and executive students.

*"Joining the UNGC, in addition to our continued participation in its sister initiative UN PRME, reaffirms BI's dedication to advance sustainability and responsible leadership practices in line with the UN's Sustainable Development Goals. This broadens the opportunities for both students and faculty to network and engage with corporations that share our school's goal of shaping people and business for a more sustainable future," says Karen Spens, President of BI.*

### [BI joins UN Global Compact | BI](#)

BI's professor Caroline Ditlev-Simonsen holds a deputy seat on the UNGC Norway Board 2023-2025 and re-elected 2025-2027: [Generalforsamling 2025 og presentasjon av nye styremedlemmer - UN Global Compact Norway](#).



*Picture of Global Compact Norway Board: Ellen Skarsgård (DNV), Elise Horn (Hafslund), Geir Bergskaug (Sparebanken Norge), Line Henriette Holten (Tekna), Elisabeth Grieg (Grieg), Lars Erik Lund (Veidekke) and Øivind Brevik (Samfunnsbedriftene). Caroline Dale Ditlev-Simonsen (BI) and Yvonne Fadnes (Storebrand) are deputy members. .*

BI has been active contributor in various GC Norway meetings, such as GC meeting focusing on Norwegian Higher Education collaboration (2023, 2024) and GC General Assembly meetings (2023, 2024). GC has been member of BI Jury in different student oriented activities and as corporate contributor in teaching and student activities. GC companies can offer students internships, project assignment and thesis projects.

UN Global Compact is recognized as the world's leading initiative driving sustainable and responsible business practices, with a membership exceeding 23,000 companies spread across 160 countries and organized through 69 local networks.

BI has joined 400 other Norwegian businesses and organizations in UN Global Compact Norway, that have all committed to taking responsible action to create a more sustainable and inclusive future.

## **Positive Impact Rating - Student voices to improve responsible learning and operations**

BI Student Organisation (BISO) and BI Norwegian Business School joined Positive Impact Rating in 2022, to benchmark and measure progress on sustainability and responsibility in teaching and operations. We participated in our first rating Spring 2023 and achieved Level 3 (Progressing) in the 2023 Positive Impact Rating. This global student-led survey recognises BI's ongoing sustainability efforts while highlighting its potential for further transformation.

BI participated again in 2024 and in 2025, still scoring at **level 3** but progressing aligned with increased number of student responses, curriculum developments and increased student information. BI shares rating development below. Attached is also the PRME PIR report from 2025, with student feedback aligned with the seven PRME principles.



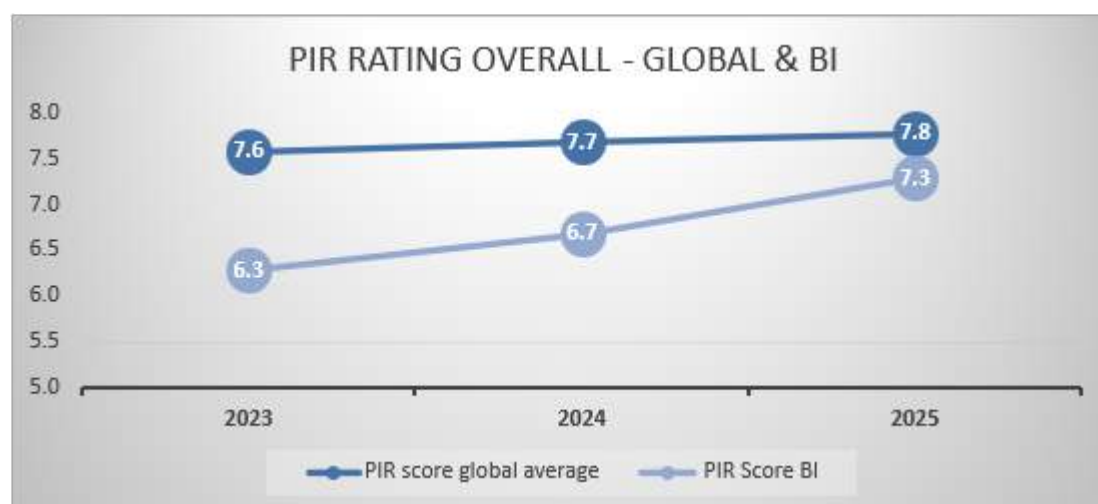


Figure: BI PIR development 2023-2024-2025, compared to global overall PIR ratings.

### Sustainability and societal challenges

The system ranks schools on five levels, of which only three are publicly disclosed: Level 3 (Progressing), Level 4 (Transforming), and Level 5 (Pioneering).

The PIR is designed to reflect how business schools are perceived in terms of their impact on society and their commitment to addressing sustainability and broader societal challenges. The student organization at BI (BISO) led the project, supported and guided by BI Norwegian Business School.

### Students highlight key areas for sustainability improvement

Responses from BI students in 2023 and 2024 survey identified priorities for how they believe the school can strengthen its sustainability work. According to the feedback, students would like BI to:

- Integrate sustainability into all courses, research, and campus operations.
- Eliminate single-use plastics and improve waste sorting and recycling.
- Transition campus energy use to renewable sources like solar and wind.
- Foster greater social inclusion and support for international student integration.
- Offer more practical, case-based learning focused on real-world sustainability issues.

### Students also pointed to several practices they believe the school should reconsider or reduce.

These include:

- Use of single-use plastic items such as cups, cutlery, and packaging.
- Food waste at events and in cafeterias.
- Excessive paper use for printing and exams.
- Treating sustainability as an add-on rather than a core element of the curriculum.
- Flying in professors for single lectures.
- Spending on non-essential merchandise, decorations, and party-related costs

BI has been part of PIR working groups 2023-2024 and to share our learnings in their Case Report and at the PIR Global Summit in 2024, as an active contributor to the PIR community. [Moodboard from the 90 participants from 19 countries in 2024](#) BI has continued to be an active participant in 2025.

## Student communication from BISO and BI - 2023:



**Martin McKibben Linde,**  
General Manager BISO - BI Student Organisation

*"The PIR voices from BI students will **help BISO understand more** about the impact of our actions and **help BISO to take more informed decisions and actions, towards more positive impact** on the environment, society, and well-being of BI students.*

*Student responses will also **contribute to research** that aims to improve sustainable and ethical practices.*

*BISO will use these valuable student insights to **develop solutions and strategies for creating more positive impact for BI students.**"*



**Karen Spens,**  
President BI Norwegian Business School

*«By taking part in the PIR, BI will get the **invaluable student perspective** on how they perceive our sustainability impact on society, as well as a **tool to measure, benchmark and compare ourselves** to other top institutions.*

*BI has included extra questions in the survey, which will give us a an even **better basis for further development and collaboration with BISO.***

*We are confident that the results will prove **highly useful for us in our sustainability efforts.**"*

## Student communication from BISO and BI - 2024:



**Andreas Bugge,**  
National General Manager - BISO, BI Student Organisation

*"«As we embark on the second year of the Positive Impact Rating survey, the participation of BI students remains essential in shaping the future direction of our sustainability efforts.*

*Share your insight and enable BISO to better understand our collective impact and tailor our initiatives to address the evolving challenges.*

*Tell BI how it can better prepare you as a future business leader and the sustainability challenges that follows.*

*Together, we can drive meaningful change and cultivate a more sustainable and prosperous environment for current and future generations of BI students.»*



**Karen Spens,**  
President - BI Norwegian Business School

*«By taking part in the PIR for the second time, BI will get the **invaluable student perspective** on how you perceive our sustainability impact on society.*

*In addition, the PIR is a tool to measure, benchmark and compare ourselves to other top institutions.*

*BI has added extra questions in the survey, to give us even **better basis for further development and collaboration with BISO on curriculum changes.***

*We are confident that the results will prove **highly useful for us in our joint sustainability efforts.**"*

## BI results in PIR 2023



- As expected, BI scores as «progressing» school (level 3 in a 1-5 scale)
- Most European Business Schools score at level 3 - and some at 4
- Only a few schools score at level 5 – from «global south»

### BI Students want:

- More sustainability topics in curriculum
- More genuine interest into the topic from BI's teaching faculty
- Greener campus operations - and more info of what BI does



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



### We want your opinion!

- Respond to the 'Positive Impact Rating' survey
- How are we doing on sustainability?
- What can we do better?

## Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at BI Norwegian Business School support sustainability and responsible management education.

## Partnering with Practice for Societal Impact

BI Norwegian Business School maintains strong and diverse relationships with the business community, both nationally and internationally, ensuring the strategic relevance, impact, and global scope of its education, research, and societal engagement. BI's strategy (both the 2025 and the 2030 strategy) is rooted in collaboration and strong partnerships with society. The school aims to strengthen business and the public sector through relevant, high-quality research and education.

### Governance

Industry representatives serve on BI's Board of Trustees and play an active role in shaping the school's academic direction. BI appointed a Provost for Research and Societal Impact in 2022 and established units for Corporate and External Relations, tasked with enhancing the school's dialogue with external decision-makers in the public and private sectors, with an explicit focus on strengthening BI's collaboration related to research. The unit focuses on dialogue with businesses to support students' career development, internships, BI StartUp and alumni relations. To further strengthened its external engagement, BI formed in 2023, the Friends of BI Committee to provide feedback on external engagement and governmental policy insights. In January 2025, a Societal Impact Board of 18 senior business executives was launched to advise on BI's impact and to engage in the schools activities. In addition to already existing units and advisory bodies, these initiatives have reinforced BI's external relations and embedded societal impact into its strategic direction. This professional and systematic approach emphasizes long-term, mutually beneficial relationships through structured collaboration, regular dialogue, and tailored partnership models. By coordinating closely with BI's units and external stakeholders, the department strengthens BI's relevance and impact in business and society. BI's global engagement is driven by its extensive alumni network of over 200,000 individuals across 80 countries, international advisory boards, and active participation in global events

### Education

To ensure business relevance for students, BI maintains close ties with companies such as Aker Solutions, Equinor, Grant Thornton, PwC, Statkraft and Cognizant, which actively support national and international student case competitions. Additionally, BI invite firms into our classrooms to give real world insight, and one of our prime example is how two of Norway's largest law first Wiersholm and Thomassen contribute with teaching modules and cases to BI's newly established Master in Law studies. And through external funding for various foundations, BI has also appointed Entrepreneurs in Residence , meaning BI hires successful entrepreneurs to mentor student ventures through BI StartUp, bringing valuable entrepreneurial expertise to support student innovation and business development.

BI also promotes inclusion and talent development through corporate engagement. In 2024, BI awarded its first corporate scholarships for women in tech, funded by Gjensidige and Eidra and partners such as Reitan Retail support student wellbeing through initiatives like Coffee Hour, Back to School events, and student-led social activities.

A large part of BI's students gain valuable real-world insights through our structured approach to internship with ECTS. BI has a dedicated internship team that connects students with employers. In 2024, 319 master's students and 249 bachelor's students completed internships across a range of industries, including 14 students who interned within their own start-up companies.

### **Key developments 2022-2024:**

Key efforts include formalizing societal impact organizational structures, strengthening research and industry engagement, deepening market insight to develop relevant study programs, and expanding working life and entrepreneurial opportunities for students. These changes position BI as a forward-thinking institution that integrates academic excellence with societal needs, preparing students for the challenges of tomorrow. In summary, several internal initiatives have developed to strengthen and facilitate for the development of the Schools' connections with practice and external engagements and collaborations:

### **Strategy and Organizational Developments**

- Appointment of a Provost for Research and Societal Impact (2022) to spearhead BI's real-world relevance and impact.
- Establishment of the Department of Corporate and External Relations and the Business Relevance unit to manage partnerships and student career development.
- Creation of the Friends of BI Committee (2023) to advise on external engagement and policy insights.
- Launch of a Societal Impact Board (2025) with 18 senior executives to guide BI's societal impact.
- Strengthened partnerships with external platforms such as Oslo Business Forum, SHE Conference, and participation in high-profile events like Arendalsuka.
- Celebration of BI's 80th Anniversary with the theme "Eight Decades of Societal Impact," highlighting BI's long-standing societal contributions.

### **Student Engagement and Career Development**

- Major expansion of the BI Career Portal, providing hundreds of job and internship postings and improving student-employer engagement.
- Introduction of corporate scholarships, including the first externally funded scholarships for women in tech (2024) with companies like Gjensidige and Eidra.
- Enhanced student support and career development through stronger corporate partnerships with companies such as Aker Solutions, Equinor, PwC, Statkraft, Cognizant.
- Increased focus on business relevance in education, e.g., new teaching modules for BI's Master in Law programme, in collaboration with Norway's largest law firms, Wiersholm and Thommessen.
- Launch of a mentorship program for women in finance (2024).

- Appointment of Entrepreneurs in Residence to mentor student ventures through BI StartUp, supported by external funding.
- Expansion of structured internships with ECTS: in 2024, 568 students (319 master's, 249 bachelor's) completed internships, including 14 in their own start-ups.
- Rebuilding and expansion of BI StartUp "The Village" as an active and visible learning arena for entrepreneurial students and activities.

### **Faculty and Industry Collaboration**

- Engagement through 25+ Programme Advisory Councils, ensuring academic programs remain aligned with market trends and industry needs.
- Appointment of Executives in Residence from major companies (e.g., Danske Bank, Equinor, Arntzen de Besche) to provide expertise for academic departments.
- Membership in seven chambers of commerce and participation in industry clusters covering biomedicine, seafood, maritime, health tech, and innovation.

### **Research and Dissemination**

- Research dissemination is a growing strategic priority for BI, which partners with organizations to share knowledge and host conferences and events. In 2022 BI became member of Oslo Science City, working for enhance connections among academic institutions with close vicinity to each other, Partners include Oslo Science City, Oslo Business Forum, Oslo Pride, and Arendalsuka. Through Partnerforum, co-coordinated with the University of Oslo, BI provides research insights directly to all government ministries, including the Parliament, and the Research Council, giving researchers and policymakers a direct arena for informed discussions.
- Strengthened focus on societal and industrial challenges in line with BI Strategy 2030.
- Increased focus on research centres, including the establishment of the Center for Applied Mathematics and Operations Research with significant external private and public funding.
- BI became a member of Oslo Science City in 2022, with the BI President serving on the Board.

### **Funding and External Support**

- Currently, about 2% of BI's budget comes from external sources beyond governmental subsidies and tuition-fees, including private sector research funding. The funding is mainly for research and partly for education for activities such as scholarships and student well-being.
- Since 2023, external funding and mutually beneficial partnerships have become an explicit strategic priority, supporting research, scholarships, and societal impact initiatives.
- With the new BI Strategy 2030, external funding of research has become an explicitly strategic focus going forward.

## Additional Evidence

Partner\_BI Startup Incubator and Entrepreneurship  
Eco-system

[View document](#)  [Download document](#) 

PIR 2024\_BI Norwegian Business School Report

[View document](#)  [Download document](#) 

Partner\_quote provost and overview

[View document](#)  [Download document](#) 

Partner\_BI Societal Impact Board

[View document](#)  [Download document](#) 



# Practice

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

## How We Define Practice

At BI, we adopt responsible principles through our CORE values, acting with integrity and ethical awareness in all operations. Our commitment to advancing sustainable operations, diversity, equity, and inclusion ensures we are an accountable and responsible organisation, mirroring the responsible management we teach.

## Institutional Policies and Practices

- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Buildings/real estate
- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Employee equity, diversity, inclusion
- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Environmental stewardship policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides

## Policy Documents Related to RME and/or Sustainability

Code of Ethics - Approved 07.09.2023

View document  Download document 

Practice - Commitment to Diversity, Equality,  
Inclusion and Belonging (DEIB)

View document  Download document 

Practice\_Climate commitments and green campus  
actions

View document  Download document 

## Practice Awards

In 2024, BI Norwegian Business School received 2 awards for responsible and/or sustainable practices.

### **UN PRME Award for Excellence in Reporting 2020-2022**

**Granter:** UN PRME

**Grantee:** BI Norwegian Business School

#### **Award Description:**

The School was awarded the UN PRME Excellence in Reporting Award with "Honorable mention" in June 2023, for our PRME SIP report 2020-2022. BI was also awarded "Excellence in reporting" for the School's 2018-2020 report. These awards acknowledge the effort involved in creating SIP reports, focusing on the quality of reporting and the level of transparency and sharing, rather than on the content like specific initiatives and results.

### **No Plastics Award (Plastløft-prisen)**

**Granter:** Green Dot Norway (Grønt Punkt Norge)

**Grantee:** BI Norwegian Business School

#### **Award Description:**

BI Norwegian Business School Campus Oslo was awarded the No Plastics Price from Green Dot Norway for having cut consumption of around 1/2 million single-use cups in 2020, reduced waste by 50% and doubled the recycling rate. The reduction of reduced single-use items on campuses is part of the Sustainability@BI Strategy. The school rebuilt student and staff canteen kitchens in order to replace single-use items with porcelain, glass and steel cutlery. Since the award, BI has expanded the concept to all four campuses, saving even more cups per year. The actions contribute to lowering waste levels and reducing climate CO2 footprint. Results are measured in Eco-certification and Climate accounts each year.

## Practice Voices

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

### **PRACTICE | BI Library Exhibitions supporting UN SDGs and RME**

The BI Library deliver multiple small and large exhibitions throughout each year, to provide relevant and timely support for BI students in their learning and development journey. The actions are anchored in BIs mission and strategy.

*"The attached 2024 report gives an overview of some of the library's outreach exhibitions over the past 12 months, showing alignment with the United Nations Sustainable Development Goals (SDGs) and how they are connected to, or support educational initiatives. Some of these exhibitions have been collaborative efforts with various academic departments, providing students and the community with direct or indirect insights into important sustainability issues. "*

**-Maja Sørnes – Head Librarian BI Norwegian Business School**



## Additional Evidence

Practice voices\_Library Report Exhibitions and ERS  
Sustainability

[View document](#) [Download document](#)

Practice voices\_Employee examples compressed

[View document](#) [Download document](#)

Practice\_BI 2024 Statement Gender equality and  
diversity

[View document](#) [Download document](#)

Practice\_ BI climate accounting 2024

[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 BI, we believe in transparency and open collaboration. We actively share knowledge, research insights, and educational innovations with colleagues, students, and stakeholders. By learning from both successes and failures, we foster a culture of continuous improvement and collective learning, living our values of Openness and Curiosity.

## Engagement Opportunities

BI Norwegian 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)
- ❖ Public events and panel discussions
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Sustainability-focused research and collaboration Opportunities

## Communication Audiences

BI Norwegian Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Government and policy makers

## Sharing Voices

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

## A Note from EVP on Open Communication for Positive Societal Impact



"BI's Strategy aims to deliver knowledge that can make a difference and contribute to positive societal impact. Communication is key to creating this impact. To contribute to change, BI Norwegian Business School openly and broadly shares our research and knowledge in various ways to our students, partners and stakeholders in business and society. We encourage our faculty and students to take part in the public debate and to create arenas for dialogue."

-Anders Meldalen | Executive Vice President Organisation and Governance

## Communication Barriers

BI Norwegian Business School faces the following barriers in transparent communications:



**Engagement  
gaps**



**Data privacy  
regulations**



**Audience  
reach**

## Additional Evidence

Share\_ Open and transparent communication for positive societal impact

View document [↗](#) Download document [⬇](#)



Norwegian  
Business School

SIGNATORY

# BI Norwegian Business School

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