

The Multi-Stakeholder Positive Impact Model for Business Schools

The PIR assessment model includes four areas and eight dimensions. In each of the dimensions there are a number of questions that serve as proxies to assess how students perceive their school's current state to create a positive impact. These proxies may or may not be a good expression of a given dimension and are therefore adapted over time to better reflect this dimension. Educating and engaging have been identified as critical roles for business schools in the 50+20 vision for business schools. Energizing is an area that has been added to the 50+20 model given its fundamental importance in orienting the school and its development. Further analysis has shown that this area is indeed a predictor for creating a positive impact.

Areas	Impact Dimension	No of questions	Students	Faculty
Energizing	Governance	3	X	X
	Culture	3	X	X
Educating	Programs	4	X	X
	Learning Methods	3	X	X
	Student Support	3	X	X
Engaging	Institution as a Role Model	2	X	X
	Public Engagement	2	X	X
Enabling	Research	3		X

Energizing

Energizing measures how governance and culture move the school ahead as perceived by its students. It is a lead indicator for a business school to increase its positive impact.

- **Governance dimension:** The extent the school's vision includes societal engagement and to what degree sustainability and societal engagements are perceived as a driving force for the school. Also, if the school has well-functioning structures in place for taking care of controversies around societal challenges.
- **Culture dimension:** The degree to which a school is aligned with its purpose and vision and if change & innovation are a natural part of a school's culture. To what degree the school supports personal development.

Educating

Educating measures a fundamental role of a school by preparing students to become responsible leaders in business and society. It is an area of direct relevance to the students.

- **Programs dimension:** The degree to which the school integrates ethics, responsibility & sustainability into their courses, and if societal stakeholders are typically a part of the student learning experience. If the study program develops skills to become a responsible leader, and if program management and faculty listen to students' suggestions for change.
- **Learning methods dimension:** Whether students are trained to apply methods and tools to societal challenges, and the degree to which they learn to co-create solutions with business and societal stakeholders. Also, the degree to which teaching methods at the school are innovative.
- **Student support dimension:** The extent to which students are supported to engage with business and societal stakeholders to create a positive impact in society. The degree students at the school are supported to actively address societal challenges, and if they are encouraged to take into consideration the social and sustainable profile of companies in assessing employer attractiveness.

Engaging

Engaging reflects the school's active engagement to earn the trust of students and society, and its status as a respected public citizen.

- **Role Model dimension:** Does the school report on its responsibility and sustainability goals and performance, and the degree to which the school prepares its graduates to deal with sustainability challenges in their jobs.
- **Public Engagement dimension:** The level of responsibility and sustainability engagement among the school's members (faculty, staff, students), and how the school's responsibility and sustainability engagement is recognized by the public.

Enabling (only in faculty survey)

Enabling reflects the school's research orientation to provide a positive societal impact.

- **Research dimension:** Faculty assesses the degree to which the school's research contributes to a better understanding of relevant societal challenges and if the researchers engage typically with stakeholders across different sectors. Also, faculty assesses the extent to which research is assessed and rewarded for its societal impact and relevance.