

# INNOVATION IN THE APPLICATION OF GRI TO VISUALIZE STRATEGIC GOALS FOR SUSTAINABLE DEVELOPMENT - THE CASE OF TERTIARY INSTITUTION, HONG KONG

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## Abstract

This paper explores innovation in how educators use GRI sustainability (CSR) related guidelines to engage different stakeholders and respond to the trend of sustainable development in higher education mentioned by UNESCO. Through the case of a tertiary educational institution in Hong Kong, examples of innovative KPIs are devised to align with the strategic goals of the case institution with implications to the institutional level and the community level. The case institution measures its performance, identifies its risks with priority and reports under three main headings – Responsible Business Management, Responsible Curriculum Design, and Responsible Partnership through stakeholder mapping with action plans for measurement (2015 –2017), the risk level with KPIs of activities with Social Return of Investment (SROI), and benchmarking with self-financed institutions offering business and management related degree programmes and CSR-related activities with impacts created from media reporting. This paper thus lies at the nexus of GRI sustainability (CSR) guidelines, innovative Key Performance Indicators (KPIs) and Strategic Goals to integrate environmental, social and economic impacts and the encouragement of good governance practices throughout the lifecycles of goods and services produced for sustainability.

**Keywords:** Sustainable Development (SD), Innovation, Responsible, Key Performance Indicators (KPIs)

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## 1 Introduction

In line with the UN Decade 2005-2014 on sustainability, many research papers have been found on the sustainable development (SD) in the higher education sector. Different institutions have their own interpretations of sustainable development. In general, sustainable development is related to economic, social and environmental impacts with responsible decision making of allocating resources to meet the present and future needs of a society. This links up to the way of management in defining and interpreting sustainability when setting and implementing their short and long term strategic goals with total involvement of academic and administrative staff. Buying in the concept of sustainable development is the first and the most significant step in implementing sustainability related actions in an institution as the perception of staff on SD well relates to their understanding and exposure on sustainability.

According to the definition of Brundtland Commission (1992) of the United Nations, “sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” The basic element of sustainability is the economic

aspect to support the business in short term, and support the new products, services, processes and people in the long term. In global initiatives of the “United Nations (UN) Decade of Education for Sustainable Development” (DESD) 2005-2015, the mission of DESD outlined by United Nations United Nations Educational, Scientific, Cultural Organization (UNESCO) is to meet the needs of the present without compromising those of future generations. Education is to learn how to learn, un-learn and re-learn through on-going helping people develop values, skills, attitudes, and knowledge with the principles, values and practices of sustainable development; and this kind of proactive thinking has to be integrated into all aspects of education and training to people in all nations at different ages to develop economic, social, environmental and cultural awareness and to seek solutions for these problems. Hence, ESD is relevant to all nations and all higher institutions. Management in higher educational institutions need to keep on practicing the rationale of ESD beyond 2015 through integrating ESD in their institutional operational level in setting strategic goals and performance indicators; and school / programme level in re-visiting the curriculum for the benefit of learners and the community.

As mentioned by UNDESD, quantitative and qualitative ESD indicators are needed to be incorporated into different aspects of education for regular monitoring and reviewing purposes. This paper is going to adopt the rationale of ESD with the principles of Global Reporting Initiatives (GRI) to present a case with organizational values and strategic goals to align with relevant performance indicators on four key areas - economic, social, environmental and governance for demonstrating the linkage between stakeholder mapping and risk identification; the linkage between strategy and sustainability. The job of developing, monitoring and reviewing these ESD related performance indicators can be treated as co-production outputs of management, academic and administrative staff working in an institution. In fact, academics also need to work closely with industry practitioners to better understand the growing importance of sustainable development in higher education and in industries so as to generate meaningful economic, social, environmental, governance and cultural impacts.

## 2 Objectives and contributions

In recent years, the higher educational sector has started to address the issues of sustainable development in their operations and curriculum design. This has created a dramatic need of educators, especially curriculum designers, with a mindset of sustainability and social responsibility; and the skills of writing sustainability related reports to communicate with stakeholders for accountability and transparency. This triggers the author to study the steps of setting sustainability related performance indicators to align with institutional strategic goals and to prepare sustainability report with economic, social and environmental impacts.

The purpose of this paper is to explore the application of GRI reporting principles with the seven dimensions of ISO 26000 Corporate Social Responsibility (CSR) Guidelines to identify the steps of designing relevant sustainability-related goals for continuous improvement in management level, programme level and partnership level to fulfill the gaps between academics and industries in terms of developing talents with relevant knowledge, skills, attitudes and values for the future. It is expected that ESD goals can help measure performance from different perspectives for organizational improvement and for partnership and community development.

## 3 Sustainable development and knowledge-based economy

The concepts of sustainable development have been most debated subjects and of great importance in the future, especially in higher education sector where learners are educated to prepare how to face the challenges for the future and how to develop

themselves personally and professionally in a sustainable manner. Szitar (2014) mentioned that community development was related to sustainability which needed to have stakeholder collaboration, linking up changes with sustainability, adopting interdisciplinary and multidisciplinary approach in teaching in architectural education, for example case study and PAPSA (Presentation, Analysis, Production, Selection and Application) methods and providing solutions in a holistic manner. Pinho et al. (2015) also university not only enabled professional growth, but also in the personal level (p. 162). Besides, they highlighted that contextualization is crucial in university education, including creating a variety of contexts for learners learning how to perceive the world, how to handle adverse situation, how to develop belonging to the syllabus, how to experience practical contents, and how to create professional network via opportunities in extracurricular activities that are complementary to their studies.

In fact, Gedzune (2013), Gedzune and Gedzune (2012) and Pohl et al. (2010) also mentioned that teacher training and engagement with reflection, action research and co-production of sustainability-related research were needed to understand the importance of a broader and inter-relating perspective on issues related to sustainable development for the future. Back to 2005, Kitagawa pointed out that the role of universities in the knowledge society was examined in light of the emergence of new research and learning systems, conditioned by forces of both globalisation and regionalization with impacts of these new relationships perceived in four principal dimensions: economy, human resources, governance and community.

As we know, the economic development of most countries is now turning from manufacturing into service production which calls for talents with professional knowledge, skills, attitude and values. Kivunja (2015) brought up that the economies had been increasingly globalised with digital technologies assuming ubiquitous presence and functional utility in peoples' lives outside educational contexts. He mentioned that educationalists needed to prepare learners for the Digital Economy, requiring the teaching of new skills rather than the traditional core subjects. Kivunja (2015) named this realization as a New Learning Paradigm, teaching students with skills most demanded in the 21<sup>st</sup> century. He put forward the 4Cs super skills, that is, critical thinking skill, communication skill, collaboration skill and creative skill. If learners are taught with these four super skills with sustainability contents and community development mentioned by Szitar (2014) and contexts for development mentioned by Pinho et al. (2015), it is assumed that the community will be a better one under knowledge-based economy within a digital technology environment.

#### 4 Sustainable development and corporate social responsibility (CSR ) in higher education

Under keen competition for resources and unexpected risks from natural and human-made disasters, people are aware of the importance of sustainability in education. In fact, the concept of sustainability can be traced back to the thirteenth century but in more recent times it appeared in the environmental literature in the 1870s (Kamara et al., 2006 quoted in Jones et al., 2011). Jones et al (2011) suggested that sustainability was about human survival and the avoidance of ecological disaster' with complex and technical meaning from a professional perspective. They argued that sustainability could be seen as the goal or endpoint of a process called sustainable development. They also mentioned that a number of attempts had been made from scholars in interpreting sustainability that theoretical frameworks of connecting the nature and society were needed to recognize social and economic development could not be viewed in isolation from the natural environment. (Amsler, 2009, p.123 quoted in Jones et al. p.258)

In 2011, Djordevic and Cotton realized that there had been a growing awareness in national and international policies to integrate sustainability into both business and educational arenas. They emphasized that education for sustainability development (ESD) was an issue of increasing importance in higher education, including the campus, curriculum, community and culture of institutions. They quoted the ideas of UNESCO that ESD was "a process of learning how to make decisions that consider the long-term future of the economy, ecology and equity of all communities". From an institutional perspective, policy and strategy related to sustainable development in higher educational institutions have to be driven from the management, for example, curriculum design and development policy, teaching and learning policy, research policy, campus design and maintenance policy. Two years later, Ryan and Tilbury (2013, p.272) mentioned that though the need to embed Education for Sustainable Development (ESD) in the higher education curriculum was well recognized in international sustainable development dialogues, substantial obstacles were encountered which called for systemic education change. They uncovered that educators needed to re-think the purpose of education with a new angle of visiting existing pedagogy practices to extend learning opportunities for learners who could contribute more for the future. They concluded a deeper reflection on teaching and learning was needed to make ESD a viable education proposition for transferring skills. They also put forward that engaging learners with experiences on sustainable development was significant as this would lead learners to further develop their critical thinking, provocative questioning skills and devising new ways of living.

Besides, Yeung (2014) also highlighted that responsible corporations needed to adopt the seven dimensions of Corporate Social Responsibility (CSR) guidelines of ISO 26000 in their operations: labor practices, consumer issues, fair operating practices, human rights, organizational governance, community involvement and development and the environment. She mentioned that the priority of the seven dimensions was subject to the strategic planning of the management and the expectations of their stakeholders. According to Cajazeira (2008 quoted in Yeung, 2014), the major principles for ISO 26000 are: accountability, transparency, ethical behavior, consideration for the stakeholders, legality, international standards, and human rights. It is the responsibility of organizations to consider the needs of the stakeholders in these seven aspects when designing work processes or executing business-related activities. In fact, ISO 26000 CSR guidelines convey a message that non-economic inputs and soft side of outcomes are the trend of quality management system (QMS).

In order to fulfill the needs of UNESCO and the gaps uncovered by scholars, this paper focuses on exploring ways to link institutional vision and strategic goals with social reporting principles and ISO 26000 CSR guidelines to define steps of engaging stakeholders, identifying possible risks and setting sustainability / CSR related goals for making the institution becoming a more sustainable one. Yeung (2014) mentioned that building quality into products and services were not suffice for continual improvement. She called for new ways of integrating sustainability and CSR into organizational strategy for sustainable business. In fact, Mootee (2013, p. 59) brought up a similar viewpoint of Yeung (2014) that "More than 80 percent of our

management tools, systems, and techniques are for value-capture efforts, not for value creation; this includes techniques such as total quality management (TQM), enterprise resource planning (ERP), Six Sigma, Lean Startup, and Agile Systems. These tools are valuable for keeping an enterprise running smoothly. But we should be focusing on value creation rather than value capture alone. This is where design thinking comes into play. Companies such as Apple, Amazon.com, Netflix, Samsung, Burberry, and BMW are winning by design and the thinking behind that design." He mentioned that solving problems needed to have a multi-functional and multi-perspective approach that influenced many of the principles inherent in design thinking, that is, core values, identities, expectations, and views of the world. He emphasized that 'responsibility to shape the future' was critical and actions had to be humanized, meaningful and connective. When applying the concepts of design thinking in setting sustainability – related goals for educational institutions, it is recommended to embed the principles of empathy, an

approach to collective problem solving, and a framework to balance needs and feasibility.

## 5 Design thinking for sustainable institution

Problems that we come across may not be the same as those in the past. Hence, a new perspective for problem-solving is needed for sustainable development. Mootee (2013, p.39) put forward the idea of design thinking, a natural and inherent thinking, which was an approach to inquiry and expression that complemented and enhanced existing skills, behaviors, and techniques. He mentioned that design thinking was a data-driven analytical thinking with its own mode of analysis – one that focused on forms, relationships, behavior, and real human interactions and emotions. He recommended that design thinking could be applied in the following ways of which they were relevant for sustainable development in higher education:

- “1) How a product, service, system, or business currently lives in an ecosystem;
- 2) How people interact with the above and the nature, frequency, and attributes of that interaction;
- 3) How the different elements in the ecosystem relate to one another and if any systems- level impact exists;
- 4) What other ecosystems exist adjacent to your ecosystem;
- 5) How new insights may be gained by looking broadly at communicative events within these ecosystems and how they fit together from a systems perspective;
- 6) What the key characteristics and patterns of behavior of new relationships are when viewed from a system level; and
- 7) What the patterns of people’s information behaviors are and how to map them visually to make sense of them” (Mootee, 2013, p. 39)

From the above, design thinking can empower organizations and individuals to better understand their competitive and operational environment for perceiving and solving problems with realization of behavioral patterns, values attached to systems-level and processes of meeting challenges.

Apart from a system level, a process of level in programme / module design with sustainable development and social responsibility are also needed to be addressed. In the 17<sup>th</sup> International Conference on Teaching and Learning organized by UNESCO-APEID, Bajunid (2014) mentioned that any radical turning points in professional policy shifts required mid-set changes in teachers regarding their beliefs, assumptions, out the box thinking, time management, creativity, edupreneurship and wethanschaaung. “The emerging of basic literacies and new literacies demand continuous learning by teacher as perennial learner.” Bajunid (2014) also quoted the code of practice for quality assurance in public universities in

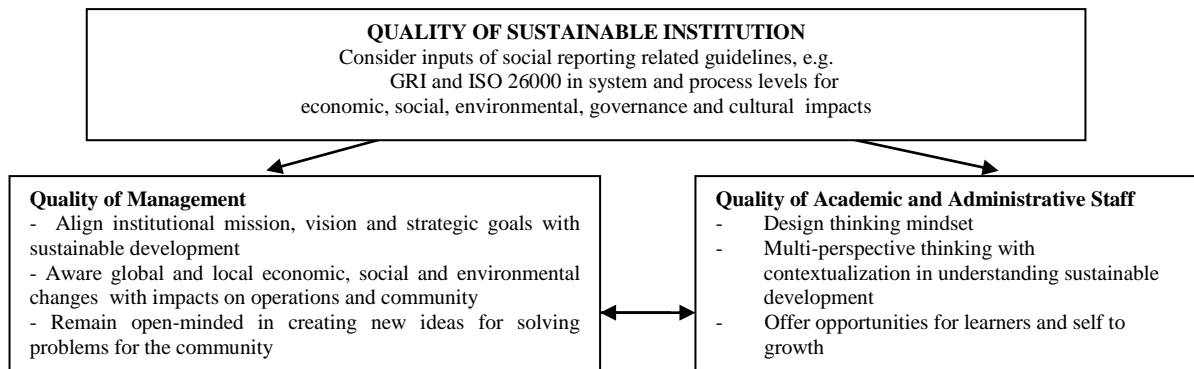
Malaysia developed by the QA Department of the Malaysian Ministry of Higher Education (2008) that the key foci of programme quality were: conceptual framework, knowledge, skills, content knowledge, pedagogical content knowledge, pedagogical and professional knowledge and skills, professional disposition and assumption system with evaluation, field experience and clinical practice, diversity, faculty qualifications, performance and development, unit governance and resources (p.6) Moreover, he highlighted that all programmes objectives should align with the following learning outcomes:

- 1) Knowledge;
- 2) Practical Skills;
- 3) Social Skills and Responsibilities;
- 4) Communication, Leadership and Team Skills;
- 5) Problem-solving and Scientific Skills;
- 6) Information Management and Life-long Learning Skills; and
- 7) Management and Entrepreneurship Skills.

Yeung (2014) echoed the ideas of Bajunid (2014) that the following four characteristics were desirable for a social responsible teacher in the future teaching under the digital age. Teachers need to develop techniques to cater a diversified group of students through traditional and non-traditional classroom setting, for example, blending learning and virtual learning environment to motivate students as co-producers for meaningful and relevant curriculum. The eight characteristics are:

- 1) Knowledge and Intellectual Skills – Multi-disciplinary knowledge and multi-thinking with a mindset of change
- 2) Processes – Value creation and waste reduction via curriculum review and revision
- 3) Autonomy, Accountability and Application – Acceptance of professional responsibility with people respect and continual improvement
- 4) IT, Numeracy and Communication – Using technology and information with environmental concerns in teaching and curriculum design

In 2010, Fisher realised that corporate sustainability/ social responsibility was of utmost importance for the survival of organizations and their future generations of employees. “Organizations’ product/ service offerings and vendor networks are interconnected globally and are being recognized on a global scale “ (P. 29) If educators can visualise the sustainable development goals of UNESCO, crystallize the manpower projection into curriculum design, can realise the ways of implementing 4Cs into designing community development related programmes, the institution is working towards a sustainable organization for the benefit of learners, the industries, and the community as they can develop awareness of sustainability and social responsibility to their peers and influence students to learn in a sustainable way. Based on the literature of the above, the author has generated a model of sustainable institution (see Figure 1.0)

**Figure 1.** Model of sustainable institution with quality management and quality staff

## 6 Methodology – action research learning approach

The paper was conducted with the rationale of action learning approach. Through the years of quality assurance, CSR assessment, curriculum design and teaching experiences gained in the case organization, the author has adopted an approach of action research to organize ongoing inquiry with conceptualization of quality, CSR and sustainability raised in higher education in general and methods of advancing the institution from system and process levels with stakeholder mapping and risk identification for defining sustainability-related performance indicators. The author is expected that adopting action research approach could help to solving real problems from a holistic view and can benefit the case organization and the community as a whole. In fact, action research is a way of learning, un-learning and re-learning through a process of inquiry with the experience of not knowing 'what to do next' to finding answers from experience, expertise and reflection.

### 6.1 Research questions

- 1) What are the steps to cover the key dimensions to monitor the performance of a tertiary educational institution?
- 2) How can a tertiary educational institution turn to be a more sustainable one?

### 6.2 Background of case institution in Hong Kong

The case institution has been developing over time from a sixth-form school into a post-secondary/higher education institution offering business related mainly Bachelor's degree programmes. This section is to provide an overview of its development in the past 10 years. The management of case institution decided in early 2001 that from 2003 to around 2007, the institution should run its Associate Degree (AD) Programme in parallel with its their senior years of secondary education, in preparation for becoming a full post-secondary/higher education institution operating at the AD level when A Level courses are

finally phased out. In line with Government requirements for non self-accrediting institutions, the case organization has requested the Hong Kong Council for Academic Accreditation and Vocational Qualifications (HKCAAVQ) to conduct an Institutional Review and a Programme Validation of its first AD Programme, which was accredited and ready to offer an Associate in Business Administration Programme in September 2003. From 2003 up till 2014, altogether there are 10 undergraduate degree programmes and one AD Programme with a total of student number of over 4,600 in 2014/15.

### 6.3 Vision

The vision of the case institution is to be a leading private university, recognized for excellence in teaching, learning and research, especially in the areas of business and management. With the following 10 strategic goals (SG 1- SG 10) in place, value can be created to our stakeholders - students, academic and non-academic staff and the community via complying the institutional requirements and programme accreditation requirements of HKCAAVQ, meeting the labor manpower projections of the Hong Kong government, and fulfilling the expectations of our potential employers in different industries.

### 6.4 Strategic goals (SG) of the case institution

1. To afford a modern and stimulating campus environment (SG 1) to facilitate and support teaching and learning activities.
2. To develop and offer innovative academic programmes (SG 2) which respond to changing community needs.
3. To provide a holistic and challenging educational experience for students (SG 3).
4. To cultivate students' global perspective (SG 4) through internationalisation.
5. To develop strategic partnerships (SG 5) with industries and businesses.

6. To create internship opportunities (SG 6) for students to gain practical experience in the workplace.
7. To encourage and support dynamic research (SG 7) initially focusing on regional relevance and gradually broadening to more extensive horizons.
8. To strengthen governance structure (SG 8).
9. To enhance quality control (SG 9) through internal and external monitoring.
10. To explore new ways and sources of funding (SG 10) to augment the financial base of the College.

### **6.5 Turning vision into sustainability (CSR) vision**

To the case institution, CSR is the responsibility of the College for creating impacts to the community, the environment, the marketplace and the workplace through continuing commitment in educating our students, influencing our staff and doing business ethically with economic, social and environmental contributions to the community while improving the quality of life to our staff and their families as well as the local community and society at large. The Sustainability (CSR) strategy is to support the case organization vision of becoming a private university through providing quality business and management related programmes to teenagers to meet the job market needs with business and management related knowledge, skills, attitudes with social responsibility and an ethical mindset.

## **7 Findings**

### **7.1 What are the steps to cover the key dimensions to monitor the performance of a tertiary educational institution?**

The followings are the steps of visualizing sustainability (CSR) vision for the case institution:

#### Step 1) Setting up a CSR Working Group:

- Engaging teaching, administrative staff and students of various programmes to discuss ways of maintaining quality in programmes/ students / graduates/ campus with impacts in the workplace, the marketplace, the environment and the community.

#### Step 2) Arranging Awareness Training for Involved Academic and Administrative Staff:

- Providing on-going (e.g. quarterly) training to primary and secondary stakeholders about the relevant sustainability / CSR practices in higher education, expecting to have actions agreed with members of the CSR working group

- Updating the progress of the 10 strategic goals aligned with the risk level identified and action plans during the on-going training

- Inviting external parties for comments on improvements in programmes/ students/ graduates/ campus when training opportunities come up

- Engaging the community of Shatin area in New Territories, Hong Kong and the society as a whole when training is relevant to their needs

#### Step 3) Defining Sustainability related Goals and Strategy

- Table 3 demonstrates explicitly the above-mentioned 10 strategic goals of the case institution (SG 1-10) and strategy used.

#### Step 4) Meeting Sustainability related Reporting Guidelines to Engage Stakeholders

- Based on GRI 4 criteria to identify relevant action plans (see Table 1) to prepare a sustainability report with 3<sup>rd</sup> party endorsement for recognition, for identifying rooms of improvement, and for assessing the level of responsibility in the workplace/ the marketplace/ the environment/ and the society.

- The identification of primary and secondary stakeholders, the understanding of their needs and expectations, and the linkage between stakeholders and vision/ strategic goals are the critical points in the success of visualization the sustainability (CSR) vision of the case institution. Table 1 shows clearly the linkage among stakeholders, risks, impacts and action plans for sustainability (CSR) vision. For example: Maximizing graduates' employment opportunities; increasing student exposure on green movements, anti-corruption, worker right protection, work-family balance, public education efforts; promoting business ethics, community services & engagement, implementing actions against global poverty, and other social innovations, etc.

#### Step 5) Communicating with Stakeholders for Sustainability/ CSR related Achievements for Engagement and Team Spirit Enhancement

On-going and effective internal and external communication plays an important role in the College's overall performance, student and teacher performance and reputation. Regular communication with factual information drives our staff to make continual contributions to the strategic goals and the sustainability (CSR) vision of the workplace, the marketplace, the environment and the society.

Through adopting the Hong Kong CSR Advocate Index (ISO 26000 CSR guidelines) held by Hong Kong Quality Assurance Agency (HKQAA) since 2009, the commitment in the 10 strategic goals embedding sustainability (CSR) vision covering key and supporting processes to meet the expectations of the stakeholders has been shown with continual improvement. In the past two years (2013 and 2014), the case institution obtained a full score of "5" through the professional and third party on-site verification visit of HKQAA. This is the first comprehensive Index in Hong Kong with participants coming from diversified industries, for example, educational institutions, governmental department manufacturing, and service sectors. And, the case institution is the only participant from the tertiary education sector with 6 years' promising track record in the advocate CSR Index with ISO 9001: 2008

system in place to support process management, with comprehensive College-wide Quality Assurance (QA) mechanism to measure and improve the performance of programmes, students and teachers, and with innovative green building assessment from third party to increase the awareness of the environmental related issues in the campus.

Through participating the CSR Index, the concerns of stakeholders have been addressed. The case organization believes the CSR Index assessment is not only a self-check exercise to look for opportunities of improvements under the changing external environment for the benefit of our stakeholders, but also a good learning platform to understand that sustainable organizational development is closely related to engaging stakeholders, implementing relevant policies, measuring performances, reviewing the polices for advancing further planning for reaching the strategic goals of the College, for example:

- Students, academic and non-academic staff, programme accreditation body, the potential employers, the strategic partners, the local community and the government have been identified for continual improvements with policies, action plans and measurements;
- Governance structure enhanced;
- External and internal control strengthened;
- Innovative programmes offered to meet the needs and expectations of the community; and
- Modern campus with environmental impacts for learning offered.

To quote an example, UNESCO mentioned that the entrepreneurship education needed to be strengthened to reduce the teenage unemployment issue in 2013. The case organization has supported the Entrepreneurship Project organised by an NGO – Ocean Junior Chamber (OJC) to publish a book written by our students of different degree programmes after interviewing entrepreneurs from different industries in 2014. Recently, the project details of the book and learning outcomes of students have been shared with UNESCO international entrepreneurship education members as a good practice. Through this project, active involvement with the local community has been demonstrated through sharing project experience, conducting research, developing skills for learners to meet the challenges in the future. All but not least, CSR is both a functional and an integrative tool to visualize the mission of the case institution to develop talents for the business and management area as the future managers are expected to be socially responsible for their business from different perspectives.

Step 6) Conducting Sustainability Assessment and Benchmarking

The case institution measures its performance, identifies its risks with priority and reports under three main headings – Responsible Business Management, Economic Impacts/ Social Impacts and Building Relationship. The stakeholder mapping with action

plans for measurement (2015 –2017) and the risk level with KPIs of activities with Social Return of Investment (SROI) has been illustrated clearly in Table 1. For example:

- Responsible Business Management
  - Harmonized employment with stable teaching staff
  - Green building assessment of the campus
- Economic and Social Impacts
  - New programmes offered, e.g. Asian studies and Cultural and Creative Industries undergraduate degree programmes in coming years
- Building Relationship
  - Building strong relationships with stakeholders, e.g. ministry of education in different countries and overseas universities for achieving the strategic goals and sustainability (CSR) vision and the vision of the case institution.

## 7.2 How can a tertiary educational institution turn to be a more sustainable one?

The following Table demonstrates actionable items to align with the sustainability goals defined. The key stakeholders can be classified into:

- Primary (students, teaching staff, management, programme accreditation body, government, potential employers) and
- Secondary (parents, related government departments, professional bodies, suppliers of e-journals and strategic partners on programme matters).

Based on the risk, impact and probably levels, the areas with the highest priority of actions with 15 points (“5” is the highest while “1” is the lowest) are: students programme accreditation and potential employers. It is also identified that the dimensions of ISO 26000 CSR guidelines – consumer issues, fair operations, and community involvement are linked to the key sustainability goals in market and society. On-going communication about the performance and improvement of the KPIs is also important for a sustainable institution.

## 8 Conclusion and discussion

Based on the GRI social reporting principles and ISO 26000 CSR guidelines, environmental, social and economic impacts and the encouragement of good governance practices throughout the lifecycles of goods and services produced by the case institution have been integrated for sustainable development. The case organization has achieved the objective of SC sustainability to create new and relevant programmes to meet the needs of the market, protect the rights of students and staff, and grow with long-term environmental, social and economic value for all stakeholders involved in bringing a diversity of business and management programmes and services to the community of Hong Kong.

**Table 1.** Stakeholder assessment and future measurable goals

Stakeholder	Risk	Impact	Probably	Priority	Future Measurable Goals for Areas of Improvement in 4 Sustainability Pillars of Workplace, Marketplace, Environment, Society (2015 to 2017)
Primary Students (SG 2 - 5)	Low employability rate  Student dissatisfaction	5 Reputation ruined without creating value to students and without developing talents to meet the labour market	3	5 x 3 = 15	<p>Marketplace Sustainability Goal ISO 26000 CSR – Consumer Issues KPI – e.g. 4 meetings / year with increasing total number of strategic local/ overseas partners in internship offer from developing and developed countries with international exposure to let the students understand cultural diversity and skills of accommodation (GRI 4 – market presence/economic / social impacts) e.g. On-going meetings (formal and informal) with students, teachers, programme accreditation bodies and potential employers to review performance of SG2-5 through engaging more relevant and external stakeholders along with the market change to review the quality of programmes / students/ interns/ graduates/ teachers and the College as a whole</p> <p>Example: Develop students with skills of 4Cs (critical thinking skill for solving problems, communication skill for understanding and communicating ideas, collaborating skill for working with others, and creating skill for producing high quality work) mentioned by Kivunja (2015) to face the future challenges and to handle the sustainability related matters for community development.</p> <p>**Other activities can be considered to widen students’ perspectives are:</p> <ul style="list-style-type: none"> <li>- green movements,</li> <li>- anti-corruption,</li> <li>- worker right protection,</li> <li>- work-family balance,</li> <li>- public education efforts,</li> <li>- promoting business ethics,</li> <li>- community services &amp;</li> <li>- engaging concerns/actions again global poverty, and social innovations which can be integrated with in-class and beyond-class activities</li> </ul> <p>(Diarise the progress of identified KPIs with actions plans for improvement after meetings)</p>



**Table 1.** Stakeholder assessment and future measurable goals

Stakeholder	Risk	Impact	Probably	Priority	Future Measurable Goals for Areas of Improvement in 4 Sustainability Pillars of Workplace, Marketplace, Environment, Society (2015 to 2017)
Teaching staff (SG7)	<p>Pressure of research and heavy teaching assignments affecting the well being of teachers</p> <p>Dissatisfaction leading to high turnover</p>	<p>3</p> <p>High staff turnover and unfair teaching assignment affecting programme quality and low student intake</p>	3	3 x 3 = 9	<p>Workplace Sustainability Goal</p> <p>ISO 26000 CSR – Human Rights and Staff Issues</p> <p>KPI</p> <p>e.g. Add a new strategic goal of improving the well-being of academic and non-academic staff for improving quality of life</p> <p>e.g. Organise large scale activities / year with participation of staff from different industries and professional counselors to identify the source of pressure and methods of releasing them with methods passed over to students when appropriate to help release their study pressure.</p> <p>e.g. Invite experts in mindfulness and emotional quotient for maintaining quality of workplace and quality of family life to teaching staff and non-teaching staff</p> <p>e.g. Regularly review the fairness in research, teaching assignment and administrative duties for utilize the skills of staff to increase job satisfaction</p> <p>** Other on-going activities can be considered as staff development are:</p> <ul style="list-style-type: none"> <li>- green movements,</li> <li>- anti-corruption,</li> <li>- worker right protection,</li> <li>- work-family balance,</li> <li>- public education efforts,</li> <li>- promoting business ethics,</li> <li>- community services &amp;</li> <li>- engaging concerns/actions again global poverty, and social innovations which can be integrated with student activities, if appropriate</li> </ul> <p>(GRI 4 – labor/ management relations/ equal remuneration/ labor practices grievances mechanism)</p> <p>(Diarize the progress of identified KPIs with actions plans for improvement after meetings)</p>

**Table 1.** Stakeholder assessment and future measurable goals

Stakeholder	Risk	Impact	Probably	Priority	Future Measurable Goals for Areas of Improvement in 4 Sustainability Pillars of Workplace, Marketplace, Environment, Society (2015 to 2017)
College management (SG 1-10)	<p>Programme quality not recognised</p> <p>Skills not relevant to employers required or expected</p> <p>Insufficient funding</p>	<p>3</p> <p>Gap appeared between what offered in the College and applied/ expected in the workplace/ College Council/ Board</p>	3	3 x 3 = 9	<p>Society Sustainability Goal</p> <p>Marketplace Sustainability Goal</p> <p>Economic Sustainability Goal (GRI 4 – Product responsibility)</p> <p>ISO 26000 CSR – fair operations/ community involvement / consumer issues</p> <p>KPI-</p> <p>e.g. Fixing a certain number of meetings/ year with College management, teachers, students and relevant external parties for identifying the change in workforce structure and best practice in higher educational sector or industry to improve programme quality with 2 innovative improvements in programmes and 2 new sources of funding opportunities</p> <p>e.g. inviting research scholars and curriculum designers from Israel institutions</p> <p>(Diarise the progress of identified KPIs with actions plans for improvement after meetings)</p>
Programme accreditation body (SG1-4/ 8-9)	<p>Student attributes programme quality and College infrastructure not consistently meeting the requirements under the fast development of case institution</p>	<p>5</p> <p>Risk of losing confidence from HKCAAVQ and the public</p>	3	5 x 3=15	<p>Marketplace Sustainability Goal (GRI 4 – Product responsibility/ Marketing communication)</p> <p>ISO 26000 CSR – fair operations, community involvement/ consumer issues</p> <p>e.g. On-going communication with a fixed number of announcements / year to staff and students for agreed outcomes / actions) with local and overseas programme accreditation bodies, psychologists and NGOs to understand the development of teenagers’ emotional, mental, psychological, physical changes and let them have more opportunities to work with CEOs and blue collar to realize personal potential, skills intended to develop and career to be pursued; and these experience will be embedded into programme design or college activities to fulfil the programme accreditation bodies, if appropriate, for the changes in requirements to align with the performance/ development of the College</p> <p>(Diarize the progress of identified KPIs with actions plans for improvement after meetings)</p>

**Table 1.** Stakeholder assessment and future measurable goals

Stakeholder	Risk	Impact	Probably	Priority	Future Measurable Goals for Areas of Improvement in 4 Sustainability Pillars of Workplace, Marketplace, Environment, Society (2015 to 2017)
Government (Education Bureau EDB) (SG 2/ 8)	Not gaining recognition and subsidy of programmes for the benefit of students	3	3	3 x 3 =9	Society Sustainability Goal (GRI 4 – Product responsibility) ISO 26000 CSR – fair operations/ community involvement KPI- e.g. On-going collection of feedback/ media reporting (10 relevant reports / year to staff and students on programmes/ students/ staff / infrastructure) e.g. Collecting updated and relevant information from government in areas of research, programmes, teaching and students...etc. for funding application or opportunities of seeking support (Diarize the progress of identified KPIs with actions plans for improvement after meetings)
Potential Employers (SG 2-6)	Not developing talents with appropriate knowledge, skills, attitude, values for potential employers leading low employability and ruined reputation	5	3	5 x 3 =15	Market Sustainability Goal Society Sustainability Goal (GRI 4 – Product responsibility) ISO 26000 CSR – fair operations /community involvement / consumer issues KPI- e.g. On-going communication with a fixed number of announcements / year to staff and students for expected outcomes / actions and achievements of the College) with identified potential employers in targeted industries e.g. Inviting existing (from internship and job fairs) and potential employers to discuss the change of labor market, job structure and skills required to review the programmes (Diarize the progress of identified KPIs with actions plans for improvement after meetings)

**Table 1.** Stakeholder assessment and future measurable goals

Stakeholder	Risk	Impact	Probably	Priority	Future Measurable Goals for Areas of Improvement in 4 Sustainability Pillars of Workplace, Marketplace, Environment, Society (2015 to 2017)
Secondary Parents Related Government Dept. e.g. Labor Dept. Professional bodies for module exemption and programme recognition  Suppliers of e-journals and research materials  Strategic partners on programme matters, e.g. Exchange Partners/ Funding or Sponsorship Parties/ Employers	Dissatisfaction about study environment and treatment to students  Minimal recognition from professional body for articulation and employability  Irrelevancy and obsolete journals (mismatched with programmes and teachers' research interest)  Lack of communication	3	3	3 x 3 = 9	Marketplace Sustainability Goal Society Sustainability Goal Environmental Sustainability Goal Workplace Sustainability Goal ISO 26000 CSR – involvement of community / environmental issues  KPI- e.g. On-going communication with a fixed number of announcements / year to internal and external stakeholders on all mutual concerned areas with communication of environmental issues to neighboring community, e.g. secondary schools) e.g. Organizing different kinds of activities with external secondary stakeholders for analyze potential risks and impacts of mutual concerned matters to maintain or enhance brand name (GRI 4 – Product responsibility/ Market presence/ Economic Performance / Supplier assessment on impacts on society/ Local communities/ Environmental compliance) (Diarise the progress of identified KPIs with actions plans for improvement after meetings)

The case institution measures its performance, identifies its risks with priority and reports under three main headings – Responsible Business Management, Responsible Curriculum Design, and Responsible Partnership through stakeholder mapping with action plans for measurement (2015 –2017), the risk level with KPIs of activities with Social Return of Investment (SROI), and benchmarking with self-financed institutions offering business and management related degree programmes and CSR-related activities with impacts created from media reporting.

Examples on Responsible Business Management for Economic and Environmental Impacts are:

- Harmonised employment with stable teaching staff
- Green building assessment of the campus

Example on Responsible Curriculum Design for Economic and Social Impacts is:

- New undergraduate degree programmes will be offered in coming years

Example on Responsible Partnership for Economic and Social impacts is:

- Building strong relationships with stakeholders, e.g. ministry of education in different countries and overseas universities for achieving the strategic goals and sustainability (CSR) vision and the vision of the College

Based on the steps 1 – 6 and Table 1 of stakeholder mapping and future sustainability goals, the learning processes of applying 4Cs in sustainability - critical thinking skill, communication skill, collaboration skill and creative skill of Kivunja (2015) and the design thinking concept of Moore (2013) with ecosystem and multi-disciplinary interaction for problem-solving can be shown with the case institution. It is found that “Critical Thinking ” process requires a full understanding of SD in higher education and the organizational culture of the institution in implementing SD related strategic goals. For “Communication and Collaboration”, stakeholders in academics and industries need to be engaged with actionable items for creating new and diversified learning experiences to learners and the institution itself for economic, social and environmental impacts. For “Creative Thinking ”, educators need to attempt the use of design thinking when defining sustainability related goals for the benefit of the learners, the staff, the management and the community.

Though the methodology of this study is action research approach, quantitative data on implementing SD actions is recommended to be collected in the future for a better understanding of how to implement SD into different perspectives for enhancing multi-disciplinary knowledge and for collaborating academic partners and industry practitioners to realize the definition of Brundtland Commission (1992) of the United Nations, “sustainable development is development that meets the needs of the present

without compromising the ability of future generations to meet their own needs.”

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