

# Sustainability Progress Report

2020

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Message  
from the Dean

I am pleased to present this sustainability report to all stakeholders of Antwerp Management School. In première, because for the first time we are reporting in a structured way on the sustainability initiatives that we initiated as a business school to create positive impact for our students, staff, partners and the world.

In light of our continued ambition to integrate sustainability into our campus operations and business strategy, we are in constant dialogue with our internal and external stakeholders. In a collaborative spirit, we define our material topics, challenges and opportunities, and drive our sustainability agenda forward.

However, we know that sustainability integration is not only an inspiring, but equally a challenging journey. In 2015, the United Nations launched 17 Sustainable Development Goals (SDGs). As a business school, we embrace this important agenda and collaborate with our partners in addressing these global goals. Our sustainability strategy aligns with the SDGs, which present opportunities to strengthen our operations and programmes as well as to contribute to society. However it takes time and conscious decision making in order to progress, especially in a highly dynamic business environment.

Throughout this report, we will demonstrate how we are advancing towards achieving the SDGs and showcase realizations realized to date, but also where we face challenges and will work in partnership with others to find and to implement solutions. We look forward to continuing on this exciting and important journey, and welcome feedback and insights from the readers of this report, at any point in time.



– **Steven De Haes,**  
**Dean of Antwerp Management School**



## Demonstrating positive impact on society and the world

### How does AMS strive to be a sustainable organization?

As the Dean of AMS, I strongly believe that healthy and sustainable organizations in the business world, public and academic world can only be achieved when organizations apply the principles of sustainability directly to their strategic decisions. I'm convinced that a 'responsible management mindset' is absolutely necessary to grow in a highly uncertain, complex and volatile environment. One of the main objectives of AMS, when it comes to management and business education, is thus to make the shift from mere knowledge transfers - the traditional aim and intent of management education - to the broader development of impactful and responsible managers, leaders and Global Citizens; in other words, the creation of sustainable mindsets.

“Today’s young and experienced professionals not only want to get the most out of their careers in the traditional sense, they also want to make a difference in society. They are therefore counting on AMS to set a good example.”

– **Steven De Haes,**  
Dean of Antwerp Management School

### What do you think makes the AMS programs stand out from others?

AMS is one of three European business schools that are ranked as 'transforming schools' in the Positive Impact Rating (PIR), announced last year at the World Economic Forum in Davos. PIR assesses seven dimensions of impact: governance and culture, programs, learning methods, student engagement, the institution as a role model, and public engagement. In other words: walking the talk. And we are walking this talk together with our industry partners who are fully and explicitly supporting our focus on sustainability, recruiting our talent and working with us in their sustainable transformation.

### How do you perceive 'transforming school'?

The word transformation forms a red line through the past few years as we have transformed as an organization, moving from rented premises to our own low-impact building; sharing the same workspace enabling us to transform into a ONE AMS culture and building an healthy and innovative work-climate geared around our human assets; transform our branding and positioning focusing on our uniqueness resting true to our slogan of 'Opening Minds To Impact' the world; and transforming our strategy: educating future leaders in society, enabling organizations in today's VUCA world to transform for sustainable impact whilst operating in a larger international ecosystem. It makes me proud to see that through many initiatives illustrated in this report, we try to integrate sustainability (connecting human focus, climate focus, economic focus, network focus, ...) in the whole organization. We also want to translate these initiatives into pragmatic metrics, as such creating a dashboard that allows us to follow up and even better report on our sustainability journey.

**The integration of sustainability in the whole organization is not easy. How does AMS do this?**

In order to truly integrate sustainability in the whole organization, we need everyone on board. Therefore, we go into dialogue with our research & valorization team, the Chairs on Sustainable Transformation and Management Education for Sustainability, executive education, the full-time master's team, our facility and HR team, our students and many other stakeholders. Because we are on a 'journey', we understand that there are still some steps to take in certain areas. That is why we developed – together with all our stakeholders – our sustainability strategy, illustrated in this report.

**If you really need to choose, which initiative are you most excited about, and why?**

The 'Global Leadership Skills' (GLS) course – an intensive one-year trajectory that is now integrated in all full-time master's programs. The idea behind this interdisciplinary program was to develop an integrated learning journey that would put the values of the school – global, critical, and sustainable mindsets – at the center of AMS's full-time master's and executive education programs, and to engage all students in concrete activities that support these values.

**Can you give an example of such activities?**

One example of a GLS activity is teams of students setting up their own Action Learning Project, which is basically a community project that contributes to one of the UN's Sustainable Development Goals (SDGs). In these multidisciplinary and international project teams, the students not only acquire important leadership skills but also contribute to raising awareness of the SDGs both inside and outside the school. In this way, we ensure that AMS alumni fully embrace a global, critical and sustainable mindset.

**What plans does AMS have for the next three years?**

AMS is developing innovative approaches to become a truly responsible and sustainable business school with personal attention for each student, and a focus on developing the best leaders, not 'of' the world but 'for' the world. The changing circumstances that we are now facing due to the COVID-19 crisis only confirm the importance of the choices we have made and strengthen our determination to continue to pursue these goals. Realizing them will require additional resilience and creativity, but we are convinced that our sustainability strategy and the innovative spirit of the school will enable and accelerate this transformation.

Going forward, we will continue our 'journey' ensuring that sustainability remains one of our key drivers, and that together with all our partners and stakeholders, we continue to aim for impact in achieving the Agenda 2030 for Sustainable Development.

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# Our Drivers of Commitment



## 3.1. The AMS DNA

Several elements underpin the commitment to sustainability and its role as one of the key strategic objectives. First and foremost, it is strongly embedded in the mission of the school:

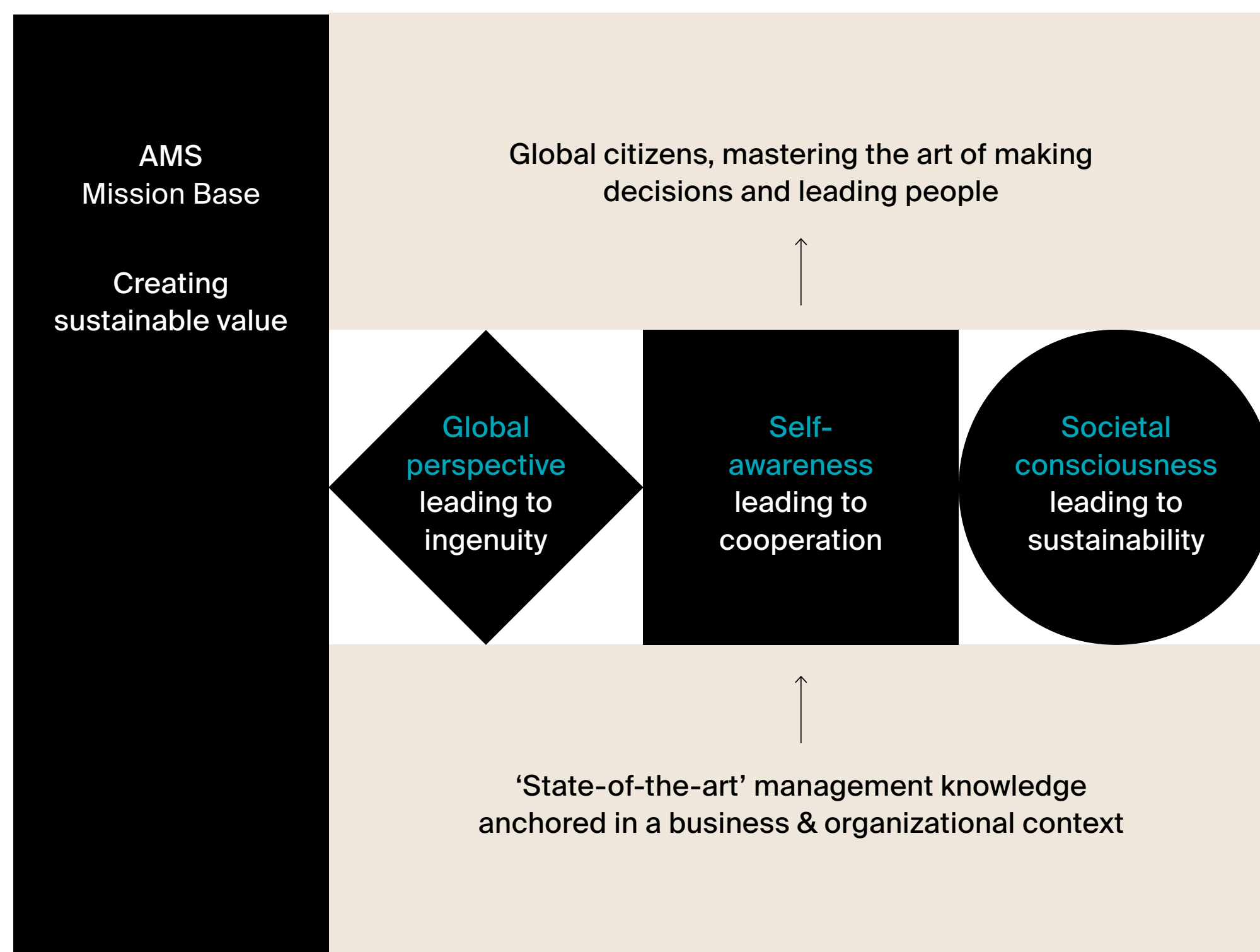
“Antwerp Management School (AMS) is an international business school preparing future managers and leaders for key roles in the global business community. We partner with our customers in creating sustainable value by cultivating talent to become Global Citizens, mastering the art of making decisions and leading people.”

As the mission statement indicates, AMS aims to prepare future managers for key roles in the global business community and passionately promotes responsible management, entrepreneurship, sustainability, leadership and professionalism.

The **foundation** of the mission base is formed by state-of-the-art management knowledge embedded in a business and organizational context. It is not about pure knowledge: it is about knowledge that is linked to business and the creation of sustainable value.







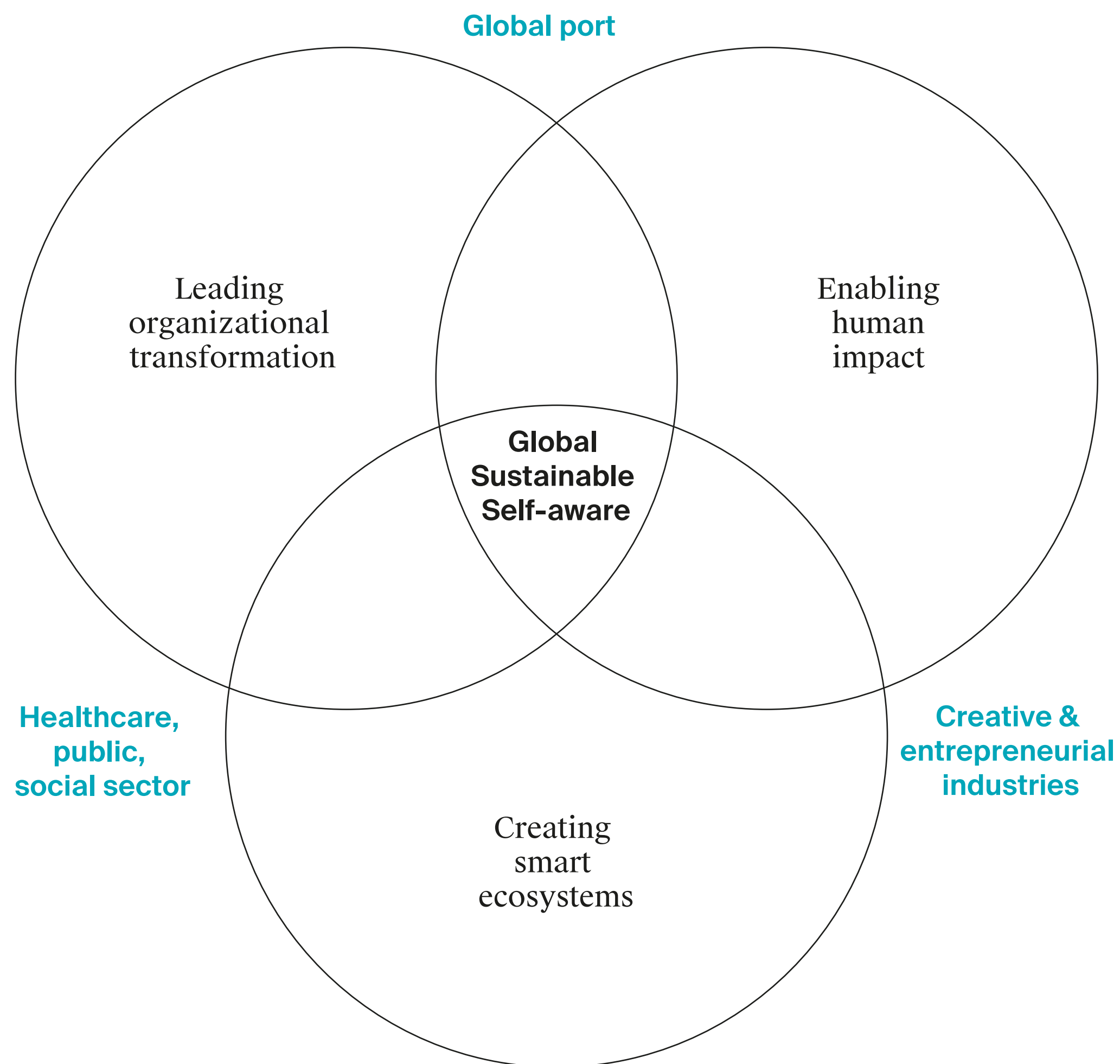
Building on this foundation, AMS distinguishes three central building blocks:

- ◆ **A global perspective** that leads to ingenuity to provide adequate and responsible solutions to problems and issues
- **Self-awareness** that leads to better cooperation with others
- **Societal consciousness** and social awareness, which contribute to the development of a sustainable society

The foundation of a solid knowledge base embedded in organizations and businesses, along with the three central building blocks above, ensure that participants have the ability to develop into responsible future leaders. The AMS Mission Base stimulates the development of leadership capacities for cooperation, visionary thinking and acting from a global and socially committed perspective; and competencies such as long-term thinking, holistic thinking and integrated thinking. These leadership capacities and competencies are increasingly recognized as being crucial in transforming the societal challenges of today into the business opportunities of tomorrow. In short, creating truly sustainable value.

The unique value proposition of AMS focusses on inspiring, exploring, facilitating and supporting professionals, teams and organizations in their transformation challenges. At the center of this proposition stands the AMS vision on leadership. This vision entails that successful leaders, from a position of **self-knowledge** within a team context, operate and decide with a **global mindset** and consistently consider their **impact on society** from a stakeholder perspective. These leadership values, embedded directly in our mission, constitute the foundations on which AMS wants to educate present and future managers and leaders in society.





First, to allow organizations to **lead transformation** in an increasingly uncertain and complex society, organizations (the meso-level) require a strong outside-in strategic process. The resulting strategic changes must be carefully planned and translated into a realistic and manageable operating model. Secondly, in order to achieve such continuous transformation, at the micro level, organizations must actively value their key asset, human capital, and take a **human-centered design** towards building agile organizations (roles, competencies, career path etc.). Finally, (global) sustainable impact cannot be realized in isolation; local or global **smart networks and eco-systems** are indispensable (the macro level).

The ecosystems that surround AMS, both virtual and in real life, contribute to the uniqueness of the school's international market position. The international port, the vibrant creative and entrepreneurial industries and a large cluster of healthcare, public and social sector organizations, all have developed intensive partnerships with the school.

## 3.2. Our Global Engagement

To further anchor its mission, AMS has subscribed to the United Nations Principles of Responsible Management Education since 2012. In 2013, AMS became a member of the United Nations Global Compact and held the secretariat of the Belgian Chapter in 2014 and 2015, illustrating its strong commitment to creating partnerships and strengthening links with international sustainability standards. In 2017, several schools in the France-Benelux region took independent initiatives to contact the PRME Secretariat in New York in the interest of creating a regional Chapter. Seeing the potential in this, PRME connected these schools to discuss the idea. AMS, Amsterdam School of International Business (AMSIB), Maastricht School of Management (MSM), and France's Conférence des Grandes Écoles (CGE) came together and created the PRME France-Benelux Chapter. AMS was Chair for the steering group of the Chapter from 2017 till 2020.

### The United Nations PRME Principles



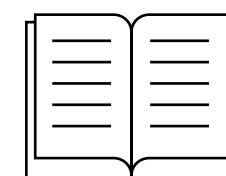
#### PRME Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



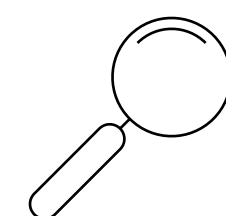
#### PRME Principle 2 | Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the UN Global Compact.



#### PRME Principle 3 | Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



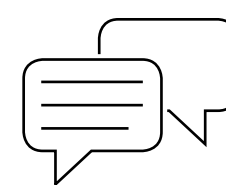
#### PRME Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



#### PRME Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



#### PRME Principle 6 | Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

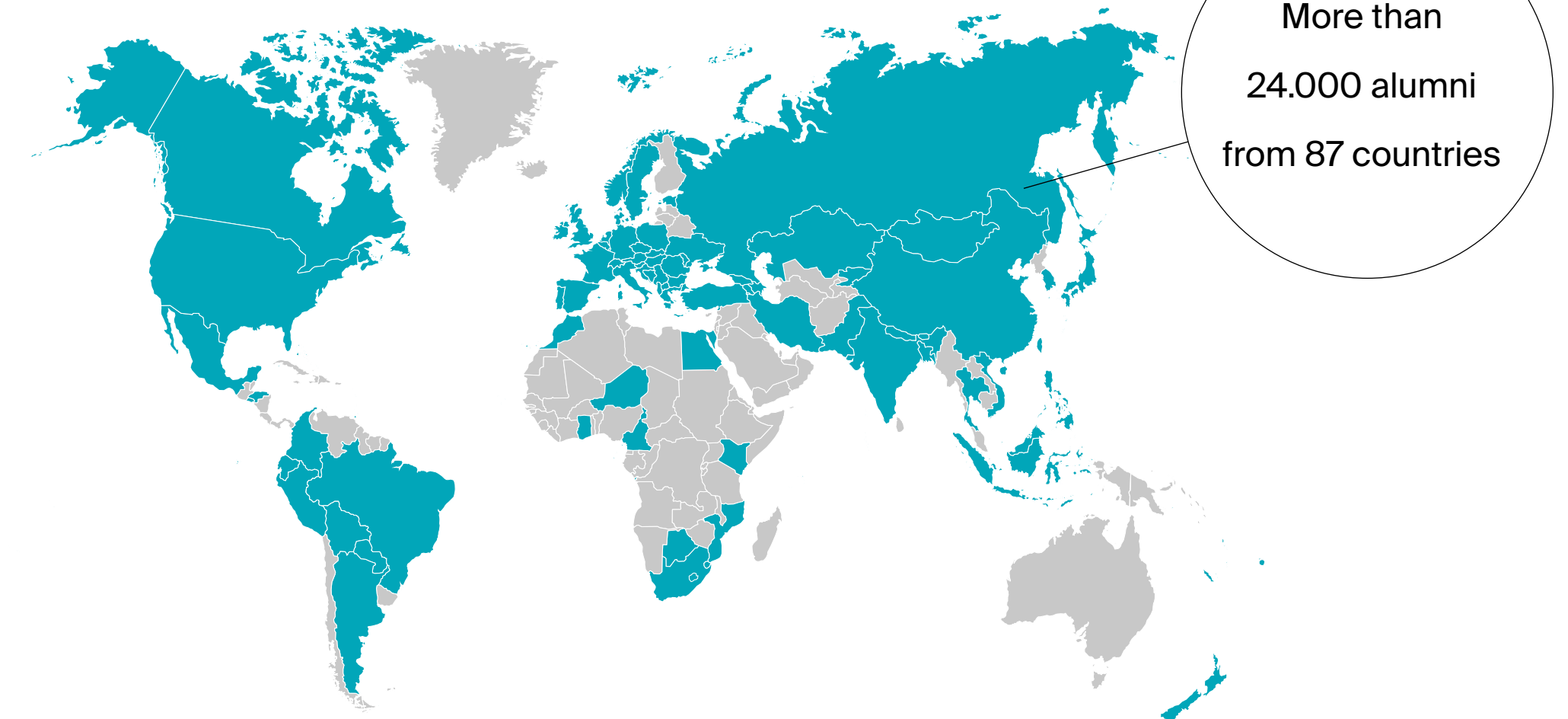


**United Nations**  
Global Compact

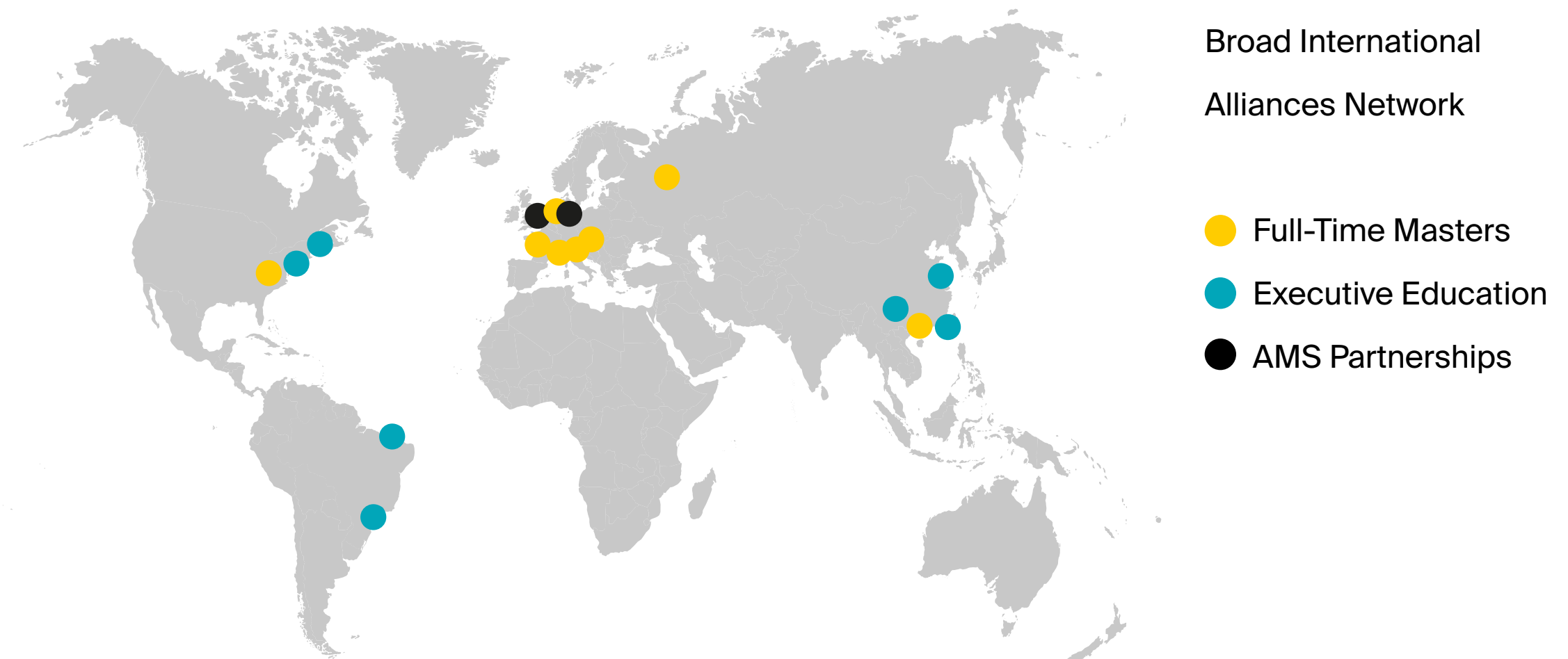
Most global cooperation initiatives are being developed in the field of education. This ranges from short, specialized visits in the context of the internationalization of our programs to the provision of joint modules and training. In doing so, AMS capitalizes on local expertise and circumstances to confront certain management problems or business models. The local presence of certain sectors and industries is often used to illustrate the practical orientation of the training courses with company visits. Furthermore, these forms of collaboration are also used to increase the recruitment base for certain programs.

In addition to partnerships in the field of education, international collaboration is also sought in the field of research. This usually involves collaboration in consortia of business schools, such as the Alliance of Chinese and European Business Schools (ACE). New initiatives are the Global Immersion Programs in which AMS receives a cohort of a partner school for one or two weeks on our AMS campus, for an interactive program around one or more spearheads of AMS, embedded in the Antwerp ecosystem (e.g. logistics or innovation). A first two-week Global Immersion Program was realized in 2019 with the Open University of Hong Kong: AMS welcomed 80 students for a program with hands-on teaching sessions, corporate and cultural visits in and around Antwerp and AMS.

### We are a global school...



### ...that is globally committed!

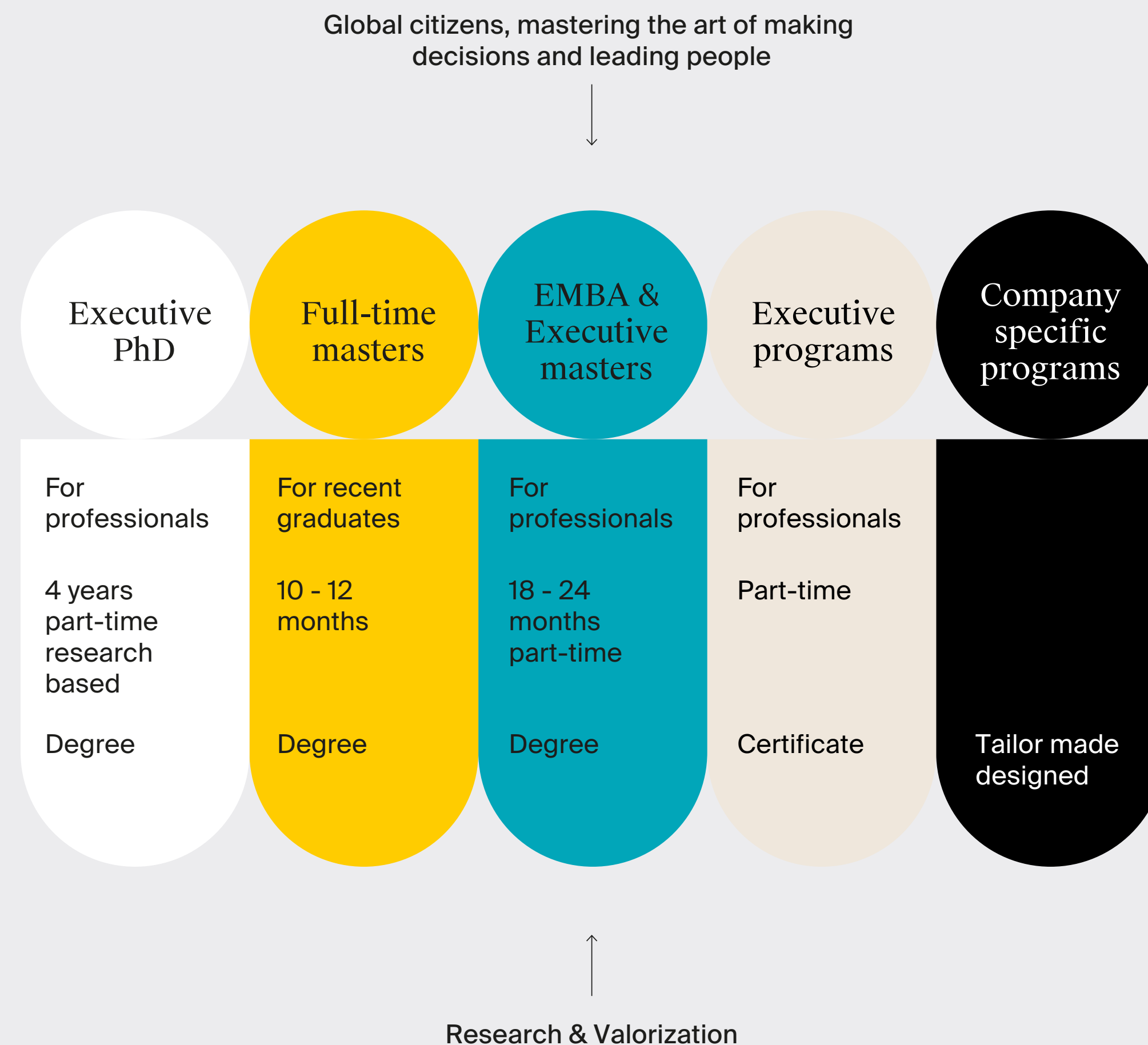




# 3.3. Our Product Portfolio

For almost sixty years, AMS has been providing high quality management training and research which has given a powerful impulse to economic and social activities in Belgium and far beyond. We offer unique programs for Young Potentials, Professionals and Companies. Based on these three groups, we can distill five important product groups: full-time masters, EMBA and executive masters, executive PhD, executive programs and lastly company specific programs.

| For Young Potentials                  | For Professionals     | For Companies        |
|---------------------------------------|-----------------------|----------------------|
| China-Europe Business                 | Executive PhD Program | Inspiring Keynotes   |
| Finance                               | Executive MBA         | Strategic Workshops  |
| Fashion Management                    | Executive Masters     | Management Programs  |
| Supply Chain Management               | Masterclasses         | Managers Development |
| Innovation & Entrepreneurship         |                       |                      |
| Global Management                     |                       |                      |
| Human Resources Management            |                       |                      |
| Management                            |                       |                      |
| Maritime and Air Transport Management |                       |                      |





### 3.3.1. Full-time masters

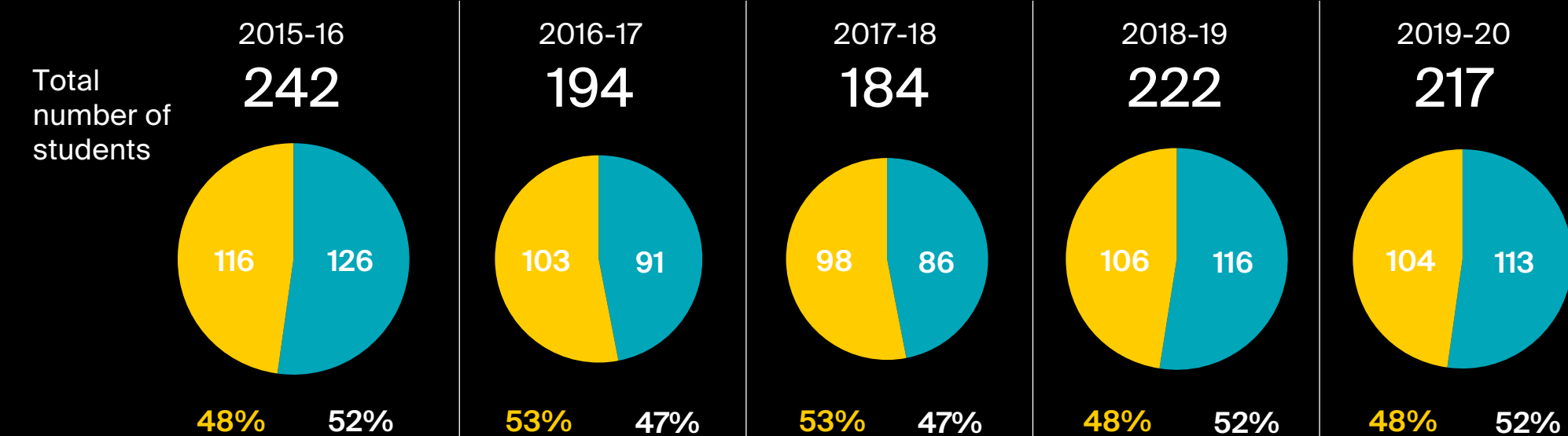
The full-time masters are postgraduate masters for recent graduates that have no work experience, focused on national and international students, that are looking for new or additional education before entering the job market. There are Dutch and English programs, which all run for one year. In the academic year 2019-2020 AMS decided to end the program '3 Continent Strategic Marketing', due to little demand and limited possibilities to ensure international and profitable partnerships into the program. We can categorize the existing programs as following, with four main topics that have several different specializations:

| Program                              | Specialization                | Abbreviation | Language |
|--------------------------------------|-------------------------------|--------------|----------|
| Master in Global Management          |                               | MGM          | English  |
|                                      | Supply Chain Management       | MGSCM        | English  |
|                                      | China-Europe Business         | MCEB         | English  |
|                                      | Fashion Management            | MFM          | English  |
| Master in Finance                    |                               | MOF          | English  |
| Master in Management                 |                               | MIM          | Dutch    |
|                                      | Innovation & Entrepreneurship | MIE          | English  |
| Master in Human Resources Management |                               | MHRM         | English  |



### Number of full-time master's students

 Male
  Female





### 3.3.2. Executive Masters

The executive masters are postgraduate masters but in a part-time format, aimed at young active professionals, expert professionals, senior managers and the (future) leaders in an organization or public institution that are in need of some additional in-depth management skills. Run over the course of two years, part-time, and depending on the program, offered in English or Dutch. We can categorize the existing programs as following, with six different programs with the last three being part of the Business & IT-Masters (or short BITM):

| Program                                     | Abbreviation | Language |
|---|--------------|----------|
| Executive Master in Business Administration | EMBA         | English  |
| Master in Publiek Management                | MPM          | Dutch    |
| Master in Real Estate Management            | MRE          | Dutch    |
| Master in IT Governance and Assurance       | MITGA (BITM) | English  |
| Master in Enterprise IT Architecture        | MEITA (BITM) | English  |
| Master in IT Management                     | MITM (BITM)  | English  |



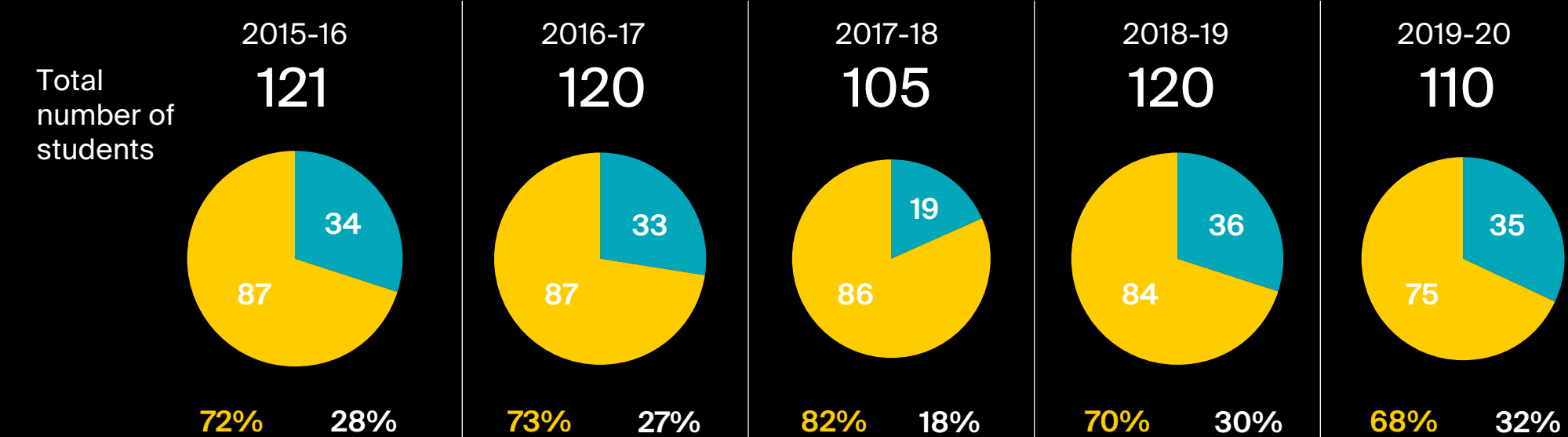
### Numbers of Executive Master's Students



Male



Female





### 3.3.3. Executive PhD

In the fall of 2015, the AMS executive PhD was created in close collaboration with the faculties of Business and Economics and Social Sciences from the University of Antwerp. The participants hold an (executive) MBA or postgraduate degree and seize the opportunity to further build on their professional careers. Since the launch of the program, AMS has about 100 applicants yearly. After a comprehensive screening, looking at professional and academic background and their intrinsic motivation, 15 to 20 candidates are selected to start the four-year program. The selection process happens in close collaboration with the University of Antwerp. Five years after the launch of the executive PhD the numbers add up to 91 participants, 27 females and 64 males, with an average age of 42 years, originating out of 21 different countries. As a result, we have had one executive PhD candidate successfully finishing his dissertation in October 2019, yet many more are standing in line to finish in 2020.

Whilst the AMS executive PhD program has reached a certain maturity, it has placed itself on the map internationally, both for students and fellow business schools that offer similar doctoral programs. The latter is illustrated by an international conference for executive doctoral programs that AMS organized in September 2019. During the “Engaged Management Scholarship (EMS) Conference”, AMS welcomed 120 participants from all over the world for a three-day program. The participants in this conference were either executive PhD candidates, alumni of an executive doctoral program, or academic directors of such a program. As a member of the Executive Doctorate in Business Administration Council (EDBAC), an international non-profit organization that aims to promote executive doctoral programs on the basis of quality and exchange of knowledge and experience, the AMS executive PhD program has

since enjoyed the respect and the trust of fellow business schools that have run an executive doctoral program for more than 10 years (such as Virginia Tech, Cranfield School of Management, Case Western University, Georgia State University).

Finally, the AMS executive PhD program looks to the future. In recent years, AMS has been cooperating in a particularly constructive manner with the Management Center Innsbruck (MCI). Meanwhile, MCI has started three cohorts of the executive PhD program; one with six participants in 2017, one with eight participants in 2018, and one with seven participants in 2019. At regular intervals in the executive PhD track, these cohorts are physically merged with those of AMS. This not only provides a stimulating dynamic between both groups of participants; it also ensures a better connection and cooperation. In the future, we want to further expand the collaboration with MCI and investigate whether this can lead to one international executive PhD program, possibly with separate teaching modules at partner institutions elsewhere in the world.



### 3.3.4. Executive programs

The open enrollment programs (OEP) or executive certificate programs division includes a limited and targeted range of programs for executives, professionals and managers at various stages of their career development. Below is a table with the courses and associated modules that were offered as independent courses in 2019.



| Program  | Language | # days |
|--|----------|--------|
| Advanced Strategy Management   | English  | 10     |
| Business Economics for non-economists                                    | Dutch    | 5,5    |
| Business Strategy & Leadership   | English  | 8      |
| Business Strategy & Leadership – Strategy Excellence                     | English  | 3      |
| Leadership in Culture (LinC)   | Dutch    | 12     |
| Masterclass Business Design Thinking                                     | Dutch    | 4      |
| Masterclass Change Management  | Dutch    | 6      |
| Masterclass Change Management (new program)                              | Dutch    | 9      |
| Masterclass Change Management – Building effective organizations         | Dutch    | 3      |
| Masterclass Change Management – Setting and sailing the strategic course | Dutch    | 3      |
| Masterclass HRM – Module competencies & talent                           | Dutch    | 3      |
| Masterclass HRM – Module performance                                     | Dutch    | 1      |
| Masterclass Human Resource Management                                    | Dutch    | 10     |
| Masterclass Workplace Innovation   | Dutch    | 10     |
| Start To Lead  | Dutch    | 3,5    |
| Supply Chain Series for Executives                                       | English  | 1      |





### 3.3.5. Company specific programs

The company specific programs (CSP) division is part of the larger Executive Education business unit. The CSP team focuses on designing, guiding and implementing learning and development programs tailored to a specific company or organization. These tailor-made projects therefore have a wide variety of working methods and final results.

In no other cluster is the relevance of the AMS core expertise more tangible. CSP clients ask for our support, advice and contributions to guide their transformation processes. To this end, the CSP team converts AMS knowledge, tools, learning and facilitation methods into development processes. The positive impact within the customers' organization - which is often translated into internal projects, minor and major changes in terms of leadership, innovation and business management - is the most important evaluation measure for the division. In this way, CSP greatly contributes to an increased reputation of AMS in the Business-to-Business customer segment and brings valuable customer insights back to AMS. The different working methods that are applied in CSP processes are: keynotes, master classes, workshops, seminars, academy and research projects.





## 3.4. Rankings & Accreditations

The AACSB and NVAO accreditations awarded to AMS clearly demonstrate AMS' permanent attention to quality education. AMS is also listed in the Financial Times Rankings and the school takes into account the principles of responsible management education as presented by PRME.

### Accreditations



- Antwerp Management School and the Faculty of Applied Economics, two business entities at the University of Antwerp, obtained the most renowned and prestigious global accreditation of the Association to Advance Collegiate Schools of Business (AACSB) for their management programs. AACSB is a US-based, global organization devoted to the advancement of quality management education through accreditation, thought leadership, and value-added services.
- This AACSB accreditation has been proudly held at Antwerp Management School since 2005 and was renewed in 2015.



- All master programs offered by Antwerp Management School, both the full-time master's programs and the executive master programs, are accredited by the Dutch-Flemish Accreditation Organization (NVAO). NVAO is the national accreditation organization for both Flanders (Dutch-speaking part of Belgium) and the Netherlands.



- AMBA, the Association of Masters in Business Administration, is the UK-based international MBA quality certification authority.
- Together with IBS (Moscow), Antwerp Management School offers an Executive MBA. Antwerp Management School achieved the AMBA accreditation in 2015, while IBS obtained its accreditation in 2012.

## Positive Impact Rating for Business Schools



The Positive Impact Rating (PIR) is a new rating conducted by students and for students. It is the first time that students around the world assess their business schools on how they perceive their positive impact in the world. The positive impact of business schools goes beyond their contribution to business and the economy; it addresses the need for their positive impact for society.

“Future generations will be grateful for students selecting PIR business schools. Such enlightened leaders are the key for business to achieve a positive impact for the world.”

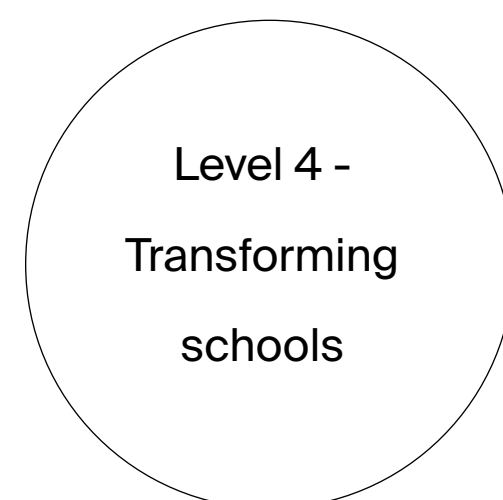
– Antonio Hautle,  
Executive Director, UN Global Compact Switzerland

| Areas      | Dimensions of impact        |
|------------|-----------------------------|
| Energizing | Governance                  |
|            | Culture                     |
| Educating  | Programs                    |
|            | Learning Methods            |
|            | Student Engagement          |
| Engaging   | Institution as a role model |
|            | Public Engagement           |

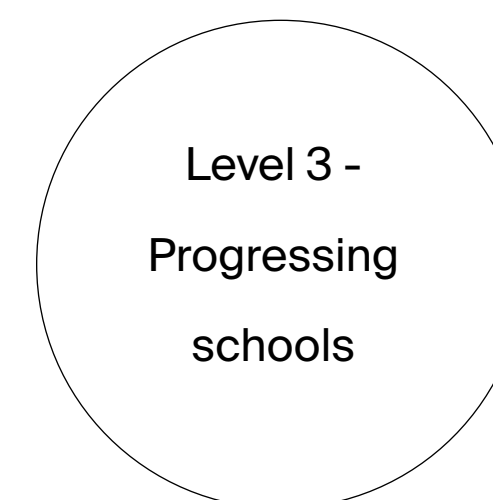
The impact of business schools is measured in three areas (energizing, educating, and engaging) which are further divided into seven dimensions (see table). These dimensions include assessing the programs offered and the learning methods used, and how students actively engage with each other and the broader public. It assesses a school’s culture and governance, which are predictors for becoming a positive impact school. And it looks at how members of the school are seen to engage in public as well as how the school is seen as serving as a role model in the eyes of students.

The PIR has five layers and AMS has achieved a top spot in the second to last layer, amongst eight other business schools, as a so-called transforming school.

#### Positive Impact Rating - The Top 30 Leading Schools (first edition January 2020)



|   |
|---|
| Antwerp Management School Belgium                                       |
| EADA Business School Barcelona Spain                                    |
| Georgia Institute of Tech. - Scheller College of Business United States |
| INCAE Business School Costa Rica Costa Rica                             |
| Indian Institute of Management Bangalore India                          |
| Maastricht University School of Business and Economics Netherlands      |
| Univ. of California at Berkeley - Haas School of Business United States |
| University of Guelph - Lang School of Business Canada                   |
| University of Vermont - Grossman School of Business United States       |
| Amsterdam Business School Netherlands                                   |



|   |
|---|
| Audencia Business School France                                     |
| EDHEC Business School France  |
| Esade Business School Spain   |
| ESCP Europe Business School Germany Germany                         |
| Fordham University - Gabelli School of Business United States       |
| Grenoble Ecole de Management France                                 |
| Hanken School of Economics Finland                                  |
| Hong Kong Univ. of Science&Tech. - HKUST Business School China      |
| IESEG School of Management France                                   |
| KEDGE Business School France  |
| Kozminski University Poland   |
| London Business School UK   |
| Nova School of Business and Economics Portugal                      |
| University of Gothenburg School of Business Sweden                  |
| University of Michigan - Ross School of Business United States      |
| Univ. of Texas at Austin - McCombs School of Business United States |
| University of Toronto - Rotman School of Management Canada          |
| Western University - Ivey Business School Canada                    |
| XLRI Xavier School of Management India                              |
| York University - Schulich School of Business Canada                |

## Rankings

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### FT Ranking

The Financial Times Rankings are globally seen as the most authoritative rankings for business schools. For the last few years AMS consistently ranked in both the overall European Business School Ranking and the rankings for specific programs, such as the executive MBA (2019: ranked 62nd) and the Master in Management ranking (2019: ranked 37th).

| Financial Times EMBA 2019 |      | Financial Times Master in Management 2019 |      |
|---------------------------|------|---|------|
| Global:                   | 62nd | Global:                                   | 37th |
| Belgium:                  | 1st  | Belgium:                                  | 2nd  |
| Benelux:                  | 2nd  | Benelux:                                  | 4th  |
| CSR Rank Global:          | 10th |   |      |



### QS Ranking

|                        |                                 |
|------------------------|---------------------------------|
| Masters in Management: | 29 out of 129 schools worldwide |
| Master of Finance:     | 33 out of 156 schools worldwide |

## Rankings



### Eduniversal Ranking

#### Program

|  |  |  |
|--|--|--|
| Master in Innovation & Entrepreneurship  | TOP 100 – Global ranking                                   | Ranked N°21 in Entrepreneurship (4 palmes), Worldwide              |
| Master in Finance – Dual Degree          | TOP 100 – Global ranking                                   | Ranked N°40 in Financial Markets, Worldwide                        |
| Master in Human Resource Management      | TOP 200 – Regional ranking within the 9 geographical zones | Ranked N°11 in Human Resources Management (4 palmes), Western Eu.  |
| Master in Global Supply Chain Management | TOP 100 – Global ranking                                   | Ranked N°9 in Supply Chain and Logistics (4 palmes), Worldwide     |
| Master in Management                     | Top 200 – Regional ranking within the 9 geographical zones | Ranked N°14 in General Management (4 palmes), Western Europe       |
| Master in Fashion Management             | Top 50 – Global ranking                                    | Ranked N°8 in Fashion Management (4 palmes), Worldwide             |
| Master in China-Europe Business          | Top 200 – Global ranking                                   | Ranked N°19 in International Management (4 palmes), Western Europe |
| Master in Real Estate Management         | TOP 100 – Global ranking                                   | Ranked N°15 in Real Estate Management, Worldwide                   |
| Master in Public Management              | Top 200 – Regional ranking within the 9 geographical zones | Ranked N°8 in Public Administration / Management, Western Europe   |
| Master in Business and IT Management     | Top 200 – Regional ranking within the 9 geographical zones | Ranked N°15 in Information Systems Management, Western Europe      |
| Executive MBA                            | Top 200 – Regional ranking within the 9 geographical zones | Ranked N°35 in Executive MBA & MBA part time, Western Europe       |

04  
04

Sustainable  
transformation



# 4.1. AMS Sustainability Strategy

## Transforming our school

After years of re-organization and transformation, this Sustainability Report shows that AMS has gone from being intention focused towards strategic implementation. At the center of this strategy stands the AMS vision on leadership. This vision entails that successful leaders, from a position of self-knowledge within a team context, operate and make decisions with a global mindset and consistently consider their impact on society from a stakeholder perspective. These leadership values, embedded directly in the mission, constitute the foundations on which AMS wants to educate present and future managers and leaders in society.

The students, employees, business partners and other stakeholders were involved in setting up an AMS Sustainability Strategy to gain in-depth understanding of today's AMS sustainability landscape and the issues they care about most. Together, AMS managed to define three main goals:

A Understand and map AMS' Impact

B Going into dialogue with the stakeholders

C Develop a bold and long-term strategy





## 4.2. Understand and map AMS' Impact

Resulting from the transformation and re-organization, a lot of different sustainability actions were carried out and meaningful impact was made. With the promise of working towards strategic sustainability implementation, and in line with the UN SDGs, AMS' impact can be mapped under four key headings: People, Planet, Pedagogy, and Partnership. In the next chapters, the main realizations are summarized.

### 4.2.1. People



#### ONE AMS

“The relocation of the school is being seized on as an opportunity to transform the classic working organization to ‘future of work’ principles, as propagated by our Next Generation Work Competence Center. In doing so, we are intentionally not copying theories or applications found in other companies, but instead are looking for our own style, based on the values such as those contained in our mission base and vision.”

AMS has supplemented the vertical division structure with cross-division, horizontal initiatives. Moreover, even within AMS divisions, collaboration between the different parts is strongly encouraged. For example, the research division now has a Shared Service Center which facilitates cooperation between the expertise and knowledge centers.

The implementation of the ‘future-of-work’ principles on the occasion of the move to the low-impact building, called De Boogkeers, was part of a carefully planned process. As of December 2017, all AMS employees were invited to participate in workshops to translate these principles in a concrete plan. Guided by the design-thinking team of the Expertise Center Business Design & Innovation, AMS employees identified the principles that would act as the building blocks for the new working organization after relocation to De Boogkeers. This cross-division and bottom-up approach promoted the integration of the different divisions and facilitated the transition to the new location.

Furthermore, AMS used the year after the move to form different working groups to help roll out new strategic plans. One of them focused on creating the ONE AMS culture. The graphic below highlights the main working areas; sustainability is firmly anchored in the objectives of the working group.



### Minds are open

You know how to give and receive feedback in a clear, open and appreciative way. Keeping an open mind, you think in solutions, not in problems.

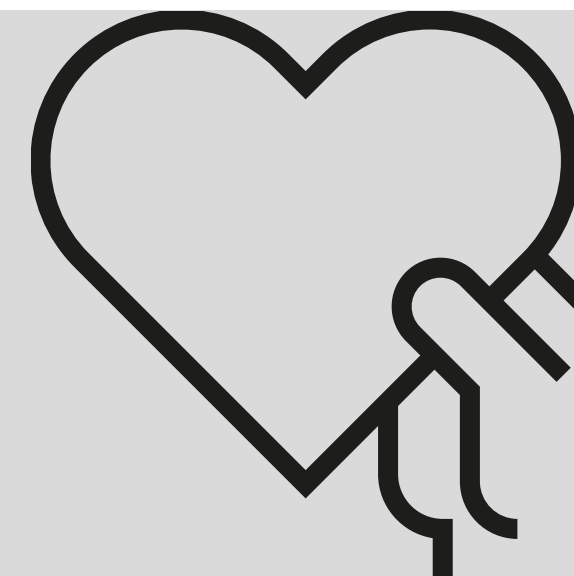


### Aware of AMS and yourself

You are aware of the direction the organization is taking & of the goals we aim to achieve together. You are in the driver's seat of your career at AMS and are eager to develop yourself, taking on roles that make use of your talents and competencies in line with your professional ambitions.

# One AMS MASTER Card

Together,  
we MASTER the art of  
creating a great working  
environment at AMS!



### Societally conscious

All of your undertakings show respect for our environment from a people, planet and profit perspective.



### Entrepreneurial

With your entrepreneurial mindset, you take ownership to contribute to the sustainable development and growth of this beautiful organization.

### Team-Oriented

You create and are part of an open and warm working environment, where we have fun and celebrate successes together. Every action you take on an individual or team level is feeding our 'One AMS Spirit'.



### Related to the world

In our open and international environment, you respect other cultures and different opinions. You proactively reach out to the world around you, creating an impact on the ecosystems around AMS. You will impact the world!



Creating an environment in which students, faculty and staff can thrive is equally important to AMS. Part of the ONE AMS culture is the 'One AMS MASTER Card', because together we master the art of creating a great working environment, consisting of 6 working areas: Minds are open, Aware of AMS and yourself, Entrepreneurial, Societally Conscious, Team-Oriented and Related to the world. AMS helps to enhance well-being by e.g. organizing yoga classes for staff and introducing Healthy Salad Thursdays. Fresh fruit is always available. Some staff members also participates in the Antwerp 10 Miles and the Urban Trail and other sports events in the city of Antwerp. Through different social and strategic projects, AMS created a culture of ONE AMS where staff and faculty come together.



#### Some highlights AMS is proud of:

96% of our employees say they experience that they have a “meaningful” job. Meaningful work experience has a high impact on happiness at work.

Our employees experience a good connection with the team. What’s more, 50% describes this as experiencing “friendship” at work.

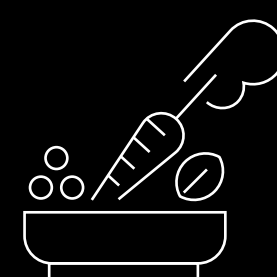
The vast majority of employees recommend AMS as an employer.

People are generally satisfied with their relationship with the managers and say they have a clear picture on the organization’s mission, vision and strategy.

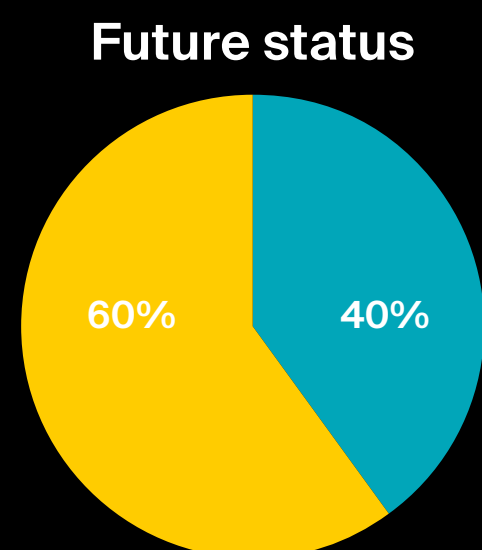
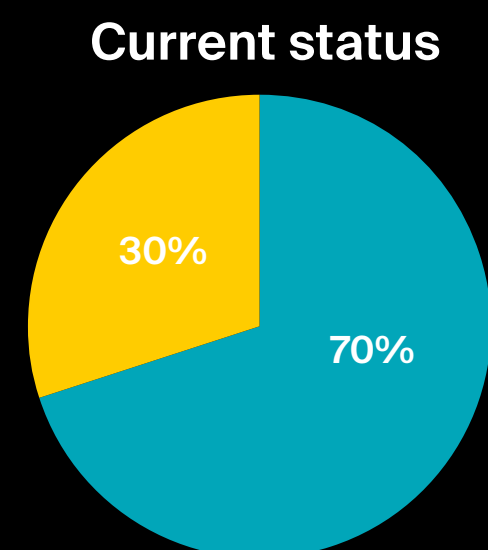


**Health & safety**

To ensure good mental health AMS organizes fun extracurricular activities for staff including running events and soccer games with students, a summer drink, a Christmas party, an annual company day, 'Sinterklaas' and Easter celebrations, workplace games and so much more. The AMS hospitality manager is working collaboratively with the ISS chef in setting up healthy menus for catering. Appropriated choices are made regarding current food-related issues in order to provide environment and health-friendly menus.

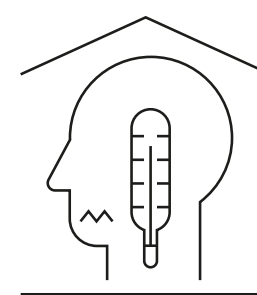


● Veggie or Vegan ● Other



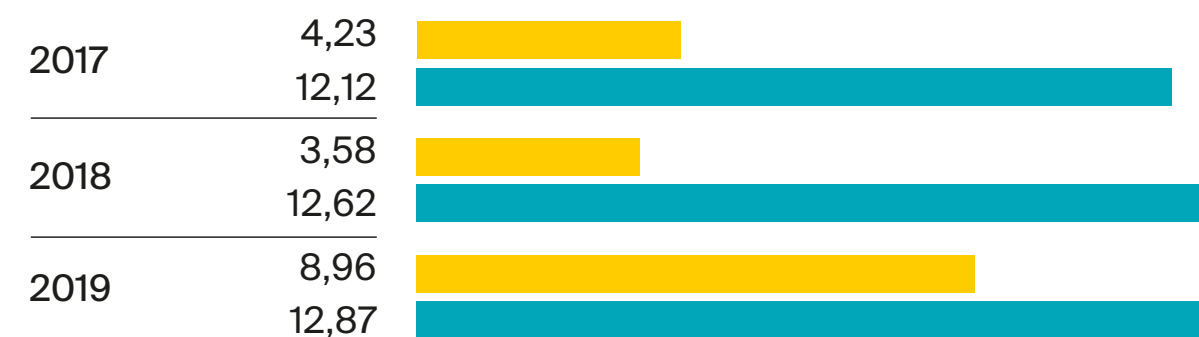
By using the HR benchmark from SD Worx, AMS can see that sick leave at AMS is noticeably lower than the average scores on the Belgian labor market. The same stands true for the benchmark towards the Bradford score, a theory that says that short, frequent and unplanned absences are more disruptive than extended absences to day-to-day work organization.

Concerning safety, G4s is ensuring the security of the AMS environment through rotating professionals with technology and data analytics.



● AMS ● Benchmark

**Sick leave in days**



**Frequency of sickness**



**Bradford-score**

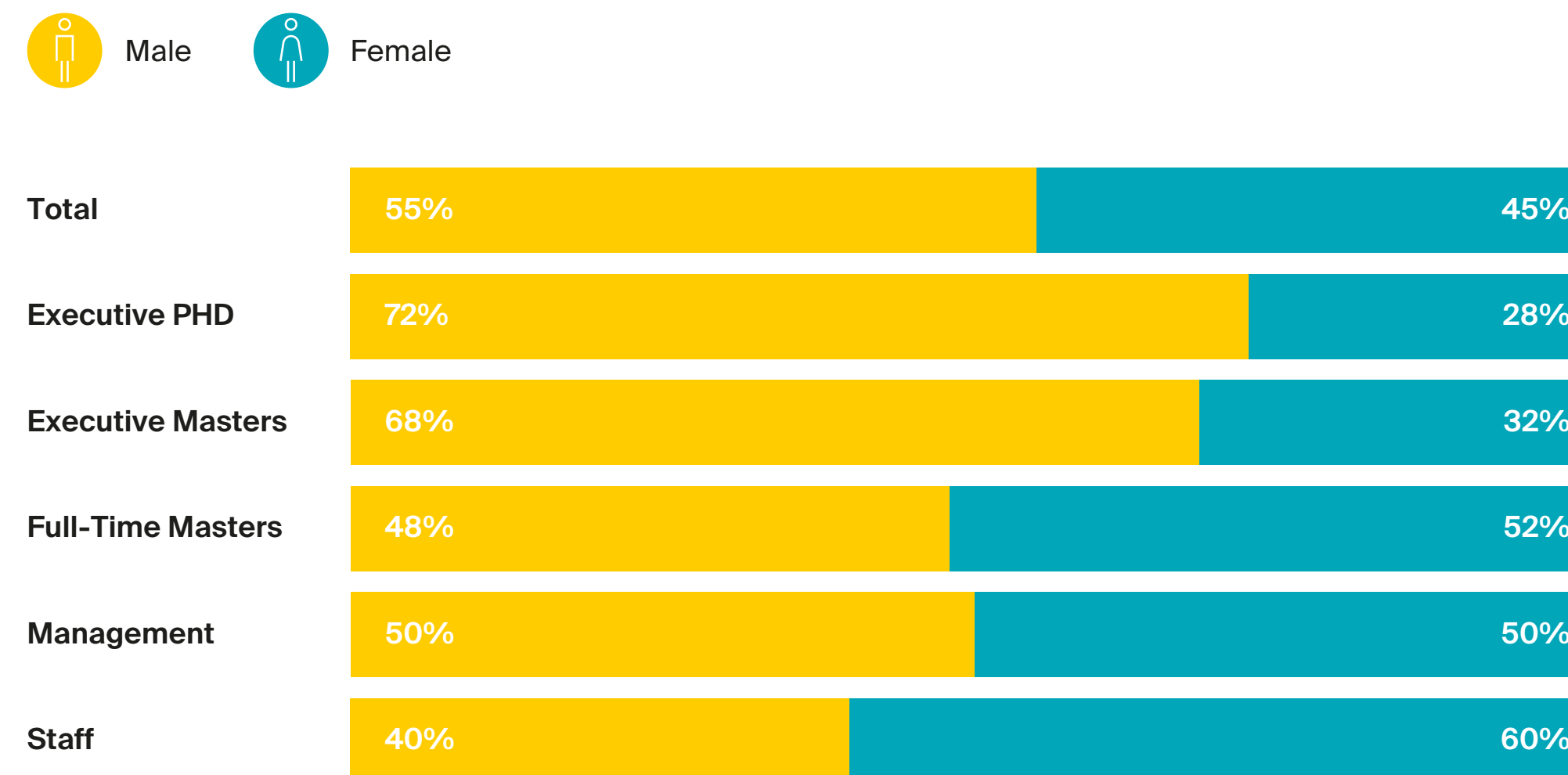


### Gender equality

AMS full-time masters are composed of 53% women and 47% men for the academic year 2019-2020. For the EMBA, the female percentage represents 34%. In the past ten years, the number of women in the EMBA has been consistently 1/3 of the total participants. Although this trend is better in comparison with the industry average, the aim of AMS is to raise it up to 50%. In order to reach this target, the actions for the coming year will be based on marketing and pricing strategy. In terms of staff, AMS is composed of 60% women and 40% men. Amongst the AMS staff, the Business Partner team is composed of 50% women and 50% men and the Business Leadership team of 60% women and 40% men. In general, except for EMBA, AMS doesn't have specific actions due to an already balanced repartition of women and men. The philosophy of the school is to look for the right person at the right position, regardless of their gender. In order to keep it on the track, AMS is benchmarked every 3 years by an external party competent in the Belgian labor law.

Furthermore, as part of the France-Benelux PRME Chapter, AMS has a collaborative research project running on exploring gender bias in business school curriculum.

### Gender Ratio 2019 - 2020



## Diversity

### ID@Work and My talents for diversity

The ID@Work project was focused on the organization of a scientific symposium for Special Olympics. ID@Work ended as a project at the end of 2017, but during summer 2019 AMS started a new project, My Talents For Diversity, promoting diversity management as a change factor for public and private employers. The focus stresses the inclusiveness of workers and employees with intellectual disabilities in the workforce.

### Numbers on AMS diversity

Concerning nationalities, the international and global focus is one of the AMS values and is a growing pattern of the school. AMS wants to be a global player in terms of student and staff diversity. The school is open to hire more people from all over the world, however, AMS doesn't have any specific targets for increasing the level of employee diversity. The current option being to focus on finding the right person fitting the organizational culture, rather than focusing on filling a diversity gap. Someone is hired regardless of their nationality, keeping the selection process open-minded. In terms of disability, AMS counts two employees that fall under this category.

AMS is currently providing jobs to 81 staff members and contracting an important number of national and international teachers and researchers. The business school is also contracting more than 15 service suppliers employing diverse people from Flanders.

## Staff members

8

different nationalities  
spread over 81 staff

38,8

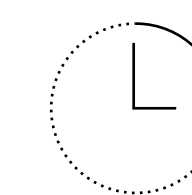
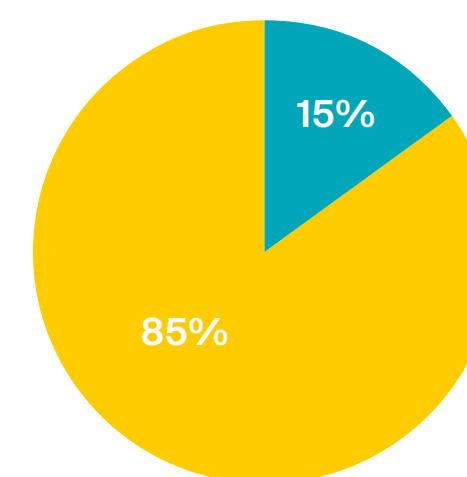
average age

2

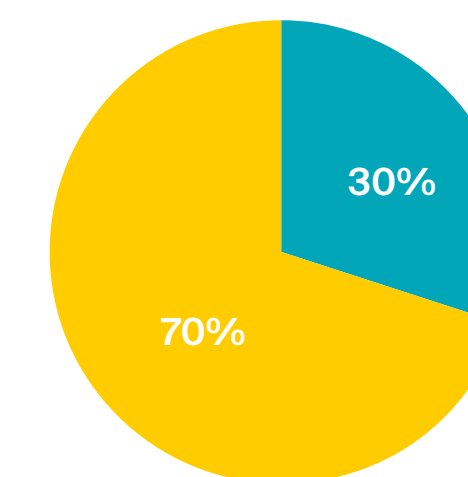
staff members  
with a disability



### Diversity Employees 2019-2020



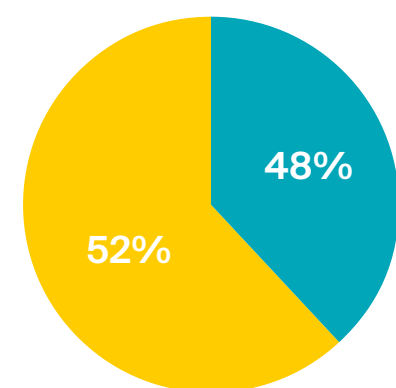
### Fulltime vs. parttime



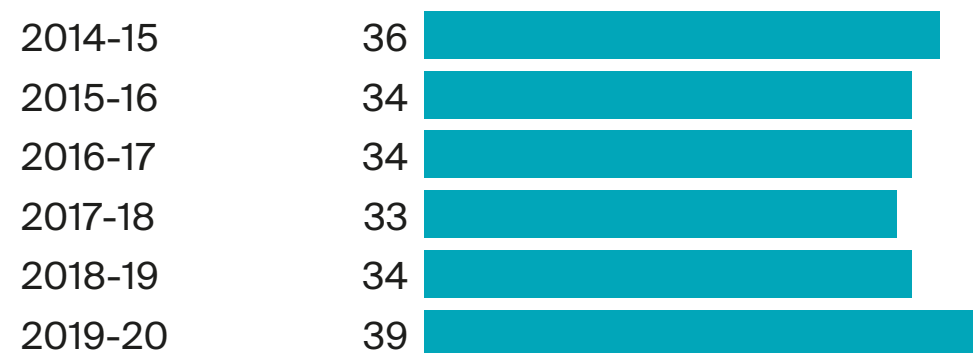
Full-Time Masters



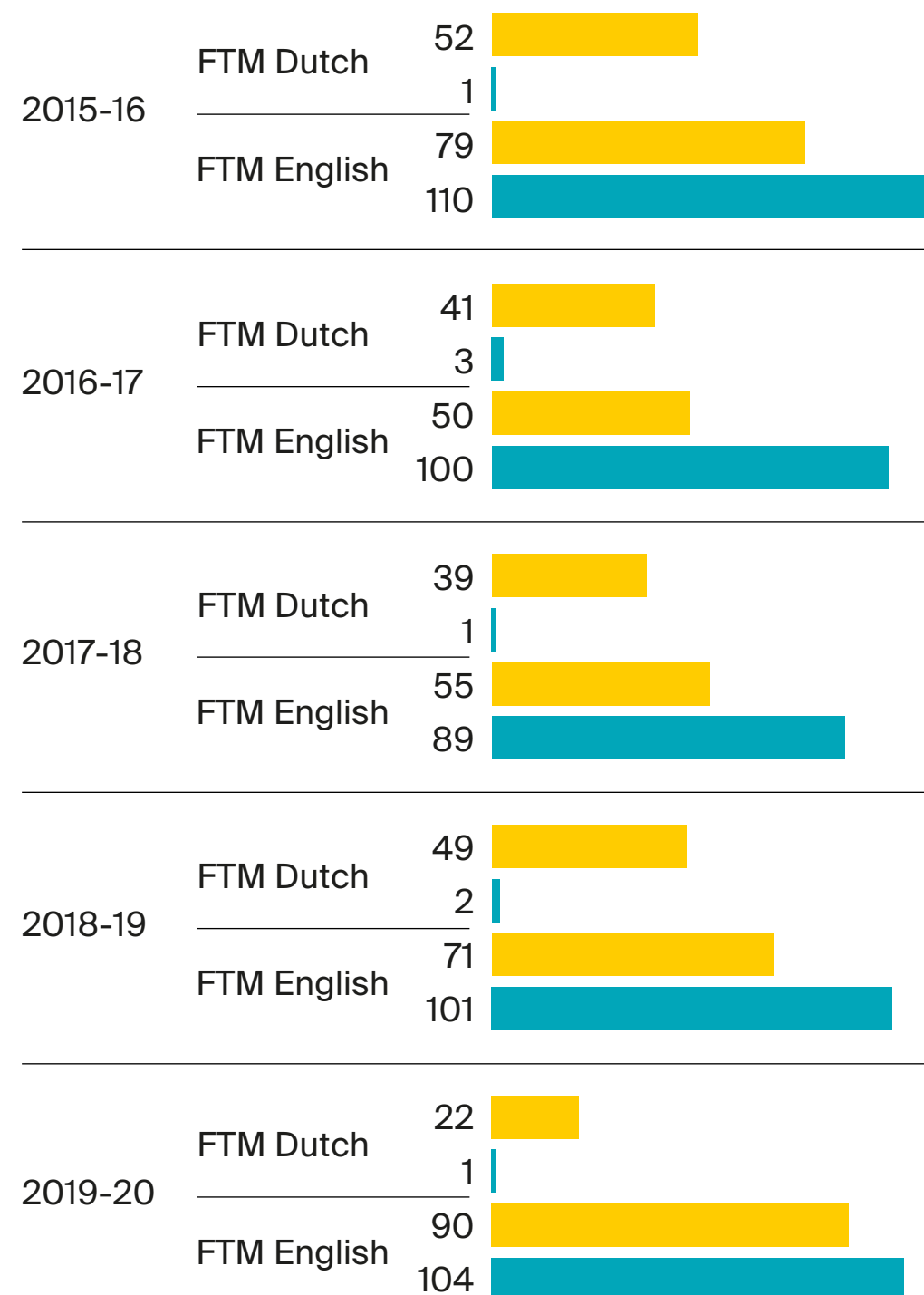
2019 - 2020



Number of nationalities



Belgian vs International students



Nationalities (non-Belgian) 2019-20



Full-Time Masters

40  
different nationalities

217  
students

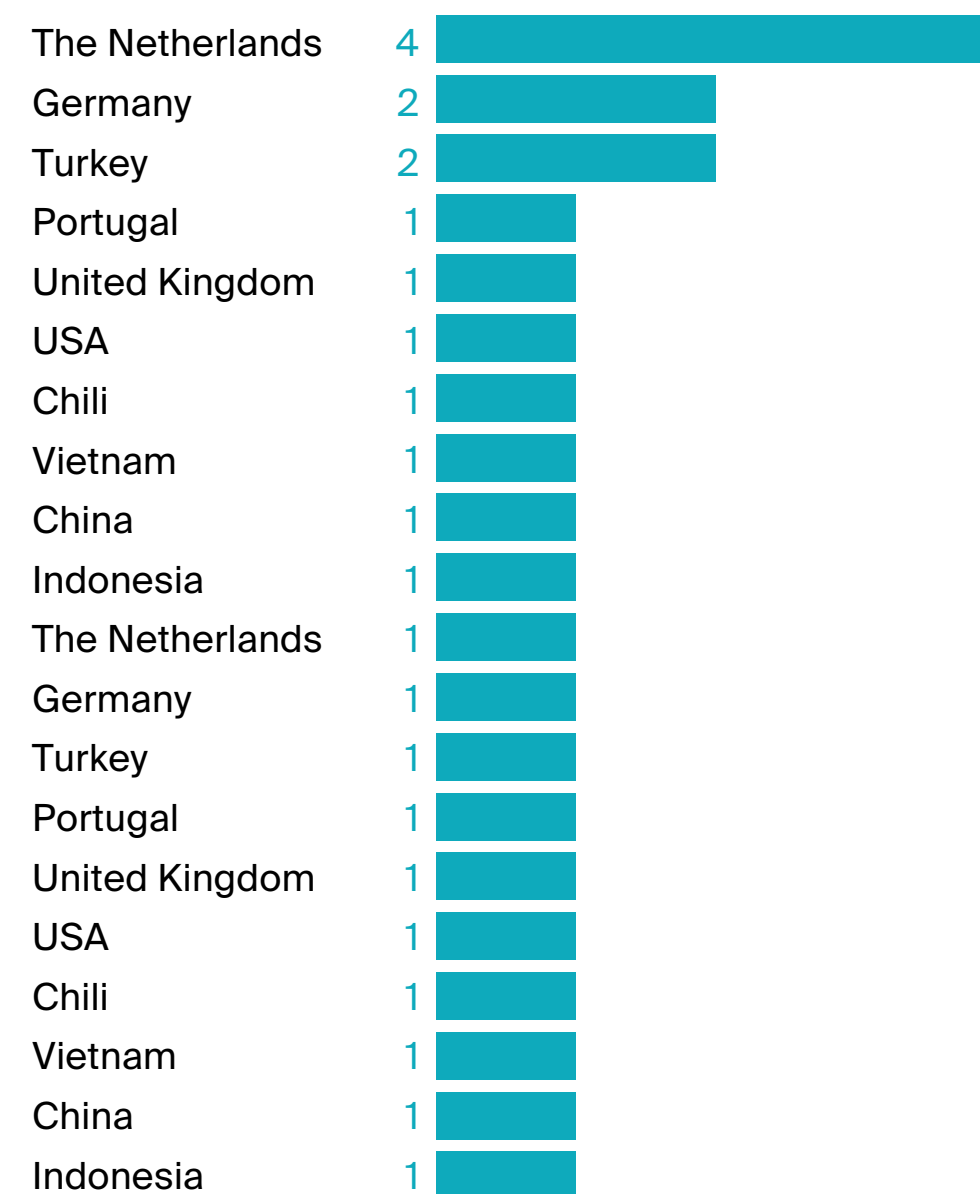
24  
average age

| Previous field of study FTM 2019-20 | # students | %           |
|-------------------------------------|------------|-------------|
| Management/Business Administration  | 82         | 38%         |
| Economy/Finance/Accounting          | 43         | 20%         |
| Engineer (all types)                | 34         | 16%         |
| Languages/Communication             | 10         | 5%          |
| Law                                 | 16         | 7%          |
| Sciences                            | 9          | 4%          |
| Others                              | 23         | 11%         |
| <b>Total</b>                        | <b>217</b> | <b>100%</b> |

## Executive Masters



### Nationalities (non-Belgian) 2019-20



## Executive Masters

11  
different nationalities

110  
students

36,7  
average age

| Previous field of study FTM 2019-20 | # students | %           |
|-------------------------------------|------------|-------------|
| Management/Business Administration  | 17         | 15%         |
| Economy/Finance/Accounting          | 19         | 17%         |
| Engineer (all types)                | 20         | 18%         |
| Languages/Communication             | 4          | 4%          |
| Law                                 | 12         | 11%         |
| Others                              | 38         | 35%         |
| <b>Total</b>                        | <b>110</b> | <b>100%</b> |



### Executive PhD

21

different nationalities

91

students

42

average age



“Coming from half the world away, we had high expectations and hopes from AMS as well as Belgium. As the year goes by, we see them unfolding. Being in a country with a completely different cultural setting can be quite challenging but AMS taught us how to overcome these challenges. Sitting with people from different countries and cultures under one roof indeed gave us a lot of exposure. So far, being in Belgium has been a good experience. After staying here for a semester, Antwerp feels like home. We look forward to more opportunities and a great year ahead.”

#### Meet team India!

Gauri kejurewal - MGM, Satyam Khanna - MGM, Harsh Raj Malik- MIF



### Economic Inclusion

#### The AMS Fund:

AMS has established a special fund to express its social responsibility as a business school. The AMS Fund aims to develop innovative and sustainable ways to stimulate entrepreneurial talent from less developed countries, to provide further education and development to these entrepreneurs, and to guide them in the realization of their goals. The Fund aims to support AMS Fund fellows in the long-term realization of sustainable and innovative business goals, with each fellow being offered the opportunity to enroll in a one-year full-time master's degree program at the school, the Master of Innovation and Entrepreneurship. The final goal of the fellow's education is the development and application of their acquired knowledge and skills. To facilitate their entrepreneurial project, the fellows will receive individualized support during their studies as well as after their return to their respective home countries, with the school seeking to cooperate with governments, authorities, businesses, along with local and international organizations and entrepreneurs, to support our fellows in the realization of their professional goals.

#### Education for Life:

Each year in December, AMS organizes the Education for Life initiative, in support of Antwerp based children in need. We did this in cooperation with OCMW Antwerpen which is a locally based welfare organization. Students, alumni and stakeholders alike were invited to bring a shoebox filled with books, school supplies such as notebooks, binders, book covers and pencils, educational toys such as puzzles and book bags or backpacks, or are asked to donate a contribution in exchange for inspiring keynotes from our outstanding professors.

### JUMP-LAB:

JUMP-LAB focusses on how to lead young people away from the low-skilled labor market. This project investigates which factors can ensure that low-skilled and unskilled young people can jump out of a low-wage labor market.





## 4.2.2. Planet



### Waste management

At De Boogkeers, AMS separates waste streams in four different carton waste baskets, which are in themselves fully recyclable. General waste, paper, PMD and disposable cups get separated. As AMS provides free water dispensers and fair-trade tea and coffee all around the campus, disposable cups are used. These cups are part of a circular value chain. Together with RENEWI, AMS collects the cups separately from the other waste streams, after which they are recycled into paper hand towels for the restrooms. In the beginning of each academic year, students and staff are provided with personal recycled bottles to use instead. Over the last years, paper usage and waste have been heavily reduced by the increase of digital initiatives and discouraging the printing of documents.

Food waste is managed and reduced by the AMS Hospitality Management team, who check and update food orders on a daily basis. When leftovers are collected, those are given to the staff and the students while making sure that it answers to food safety requirements.

### Water

Rainwater is collected for use in the sanitary installations as well as for watering both the inner courtyard and the AMS rooftop garden. The water taps and water dispensers are equipped with motion sensors.

### Energy

Part of our energy supply comes from 84 solar panels on the roof, covering a total surface of 140m<sup>2</sup> on the building's roof and producing on average 20,550 kWp per day. This comes down to covering between 10% to 20% of the daily energy usage.

### Biodiversity

While designing De Boogkeers, AMS wanted to create a beautiful outdoor space with a diverse and lush garden for its students and staff. The orientation of both the inner courtyard and rooftop garden have been arranged to fully benefit from the sun and to provide shelter from the wind allowing the garden to blossom eight months out of twelve. The garden holds a variety of plants with 2400 bulbs differing per season and produces some homegrown fruits including Elstar apples. The exterior and interior plants are provided by AnyGreen and Greenery Creations.

### Mobility

AMS is at the heart of Antwerp at Boogkeers 5, part of the Mechelseplein, which is very accessible for different modes of transportation including train, tram, car, bicycle, pedestrian and other modes of transport (e.g. Bird, Scootie, skateboard...). To promote the use of public transport, carpooling, bicycles or other eco-friendly alternatives, mobility incentives are in place. For those who do visit by car, De Boogkeers has an underground parking garage with 260 bicycle and 40 car spots, including four charging stations for electric vehicles. Accessibility for the disabled is ensured by providing two priority parking spots, elevators and adapted sanitary installations.





### Resilient building

On August 27th 2018 AMS moved into the new building at De Boogkeers, which is partly new and partly renovated. Before that, AMS rented its location from the University of Antwerp. In 2017, AMS conducted a CSR scan of the organization. The scan showed that there was room for improvement regarding the environmental footprint. This was taken into account in the design of the new building:

- All construction materials are produced in a sustainable and environmentally friendly way.
- The building is an example of circular architecture: it can be redesigned for different purposes with a minimum of adaptations.
- Optimization of natural lighting is taken into account.

### Circular Commitment

AMS has several circular economy contracts. The furniture is partially recuperated and will be reused in the future, following the circular economy principles that have been agreed upon with the different contractors. AMS has a circular lighting system, which means AMS purchases light - not lamps - for a fixed amount per month, including installation, equipment and maintenance. The audio video systems are leased. In the lease contract it is stipulated that after use, lighting and audio will be well recycled. Lastly, the carpets at De Boogkeers are cradle-to-cradle certified.



### 4.2.3. Pedagogy



## Education

Sustainability is embedded in the AMS mission statement; it has stimulated AMS to develop views on the operationalization of the value pillars. By becoming a United Nations Principles of Responsible Management Education (PRME) signatory, AMS has publicly committed itself to the integration of sustainability into its educational programs. AMS strategically chose not to organize an additional compulsory program for all full-time master's students – the so-called saddle bag approach. Instead, AMS integrates sustainability in regular teaching through a **bottom-up empowerment** approach. Throughout the academic year, AMS provides the students with knowledge on sustainability and encourage them to implement this knowledge throughout their entire teaching program. Through empowering them with understanding of sustainability issues we enable them to critically reflect upon their program, to question their professors about sustainability topics and how to integrate them into the teaching material offered. Faculty are much more likely to adjust course content when they are questioned by their students (concept of academic freedom!).

**Y1**  
**14/15**

- Participation in UAntwerp international week on Sustainability
- > 10 AMS students participated
- International identification for need to take educational responsibility

**Y2**  
**15/16**

- Pilot program 'Student Empowerment'
- Onboarding sustainability lectures, reflection paper
- All FTM students reached

**Y3**  
**16/17**

- Organic growth of 'Student Empowerment'
- Onboarding, sustainability lectures, reflection paper
- Introduction of the SDGs & Student SDG Ambassadors
- All FTM students reached

**Y4**  
**17/18**

- Integration of sustainability into all FTM programs > 200 students with introduction of co-teaching, one half day lecture per program and an integrated assignment on sustainability for all students
- Creation of network 'Creating sustainable mindsets/ PRME Chapter
- 50 SDG student ambassadors in multiple projects

**Y5**  
**18/19**

- Continued integration in curriculum through co-teaching and guest lectures in the modules
- SDG students ambassadors also in China
- Preparation AMS Essentials- As from next academic year sustainability and SDG student ambassador program part of essentials course with attached credits

**Y6**  
**20/21**

- Integrating Global Leadership and Sustainability (Global Leadership Skills Course)







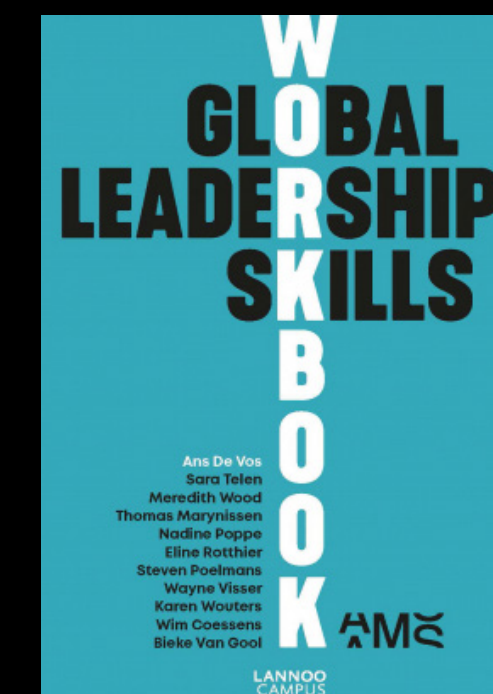
## Developing sustainable mindsets

### Introducing Global Leadership Skills

The AMS Global Leadership Skills (GLS) course centers on the three building blocks of the AMS mission: self-awareness, global perspective and societal consciousness. The course has the aim to challenge students on all three aspects, to guide and to allow them to grow through an intense experiential learning track. Within the building block societal consciousness, AMS focuses on systems thinking, key to understanding and acting on the interconnectedness of our economic, technological, human, social and ecological systems. Societal consciousness is seen as part of the bigger picture: Are you fit for the future? Will your career, organization, community, city or country survive and thrive in 10, 20, 50 or even 100 years? As individuals and future business, community and policy leaders, how can you not only prepare for the future but also help shaping it? Students are introduced to megatrends and future-thinking tools that will help them to be more resilient and sustainable in the 21st century.

Students dive deep into seven aspects of integrated value: rethinking patterns, realigning partners, renewing principles, redefining purpose, reassessing performance, redesigning products and reshaping playing-fields. Through a mixture of in-class and cross-program sessions they are challenged to develop their personal vision on how to integrate sustainability in their future work and career. Core competencies are knowledge (areas of global societal risk, breakdown and breakthrough or innovation), reflective capacity (awareness of personal values and how they translate into behavior as a consumer and citizen) and skills (the ability to think systemically, critically and with a long-term perspective).

What do you think the qualities of a good leader are? When does cooperation become magic and what role does personal leadership play in this? What do you need to successfully follow the career path you have in mind? This workbook is your *compagnon de route* this academic year: a place for you to record and assess your growth process. At the end of the academic year it will not only give you a clear picture of your personal leadership skills, but also serve as a precious travel diary. This workbook accompanies the Global Leadership Skills course offered to full-time master's students at AMS. For sixty years, Antwerp Management School has been offering high-quality management programs and research, thus offering a strong impulse to economic and social welfare activities in Belgium and far beyond. Its personal approach is highly appreciated





### Global Leadership Skills learning objectives

Through this program, AMS aims for the students to:

- get the necessary frameworks and tools for understanding sustainable transformation;
- understand systems thinking and the integrated value approach;
- explore the link between innovations and sustainability concepts;
- learn about sustainable or responsible claims of products;
- be able to take a multi-dimensional perspective on the 17 SDGs;
- understand what sustainable leadership means and which companies are leading on sustainability;
- explore with other students how a company can benefit by leading on sustainability and social responsibility;
- understand value creation arguments when it comes to sustainability;
- have an opportunity to work with other students and companies on sustainability implementation initiatives/cases;
- have the opportunity to become SDG student ambassadors and start sustainability projects with the support of AMS.

### SDG Student Ambassadors Campaign

In 2016 AMS launched the SDG Student Ambassadors Campaign to empower our full-time master's students with knowledge and inspiration that they can translate into actions to positively impact their faculty, fellow students and wider society. In 2016, 54 students embarked upon a variety of campaigns, entirely voluntarily and on top of their already busy study schedule. All of them received extra training by CIFAL Flanders to increase their understanding of the SDGs. In 2017, 50 students participated, covering 15 projects. In 2018, the SDG Student Ambassadors Campaign replaced the former community projects; this led to a record number of 80+ student ambassadors.



### Examples of some SDG Student Ambassador projects:

- In 2016 one group decided to teach young adults about the SDGs and they organized 5 SDG workshops at secondary and primary schools. This led to some great discussions about sustainability and left the younger generation inspired to start integrating the SDGs into their own schools. Another group decided to run a public-awareness campaign and organized a day of guerilla marketing actions in April on the Meir, Antwerp's largest shopping street. They approached the public with provocative material on animal welfare and waste management, and emptied bags of garbage on the street, filming people's reactions.
- In 2018 the students' projects focused on raising awareness, tackling waste and restoring nature. Students focusing on awareness realized an SDG role-play, an awareness poster about water consumption to hang up in bathrooms, a video blog and an SDG run. Student projects tackling waste involved organizing a closet sale, a campaign for clean oceans and street recyclers. Projects focused on restoring nature involved tree planting and introducing eco-friendly pesticides.



### From SDG Student Ambassadors Campaign to Action Learning Projects

As of 2019-2020, the Student Ambassador Campaign program shifted from an optional program to a mandatory Action Learning Project (ALP), integrated in the GLS course. The SDGs are still the main starting point, but the projects are organized in a different way. The purpose of the projects is to give students the opportunity to practice their cross-cultural and cross-disciplinary leadership and teamwork skills and to gain significant results in contributing to the realization of one of the SDGs. As such they are working in cross-program (multi-cultural) teams of five people each. All projects need to respect three general guidelines:

- Projects should focus on one or more SDGs and make a positive impact to said SDG(s) within a timeframe of six months (i.e., before mid-February).
- Projects must involve organizing and persuading other people, who are not on the team, to achieve a goal set by the project team. If students work with a larger organization or charity, they must show how they went beyond that organization's efforts to organize and influence others to complete their project.
- Projects should provide significant opportunities for all team members to exercise their leadership skills and/or make progress on the areas targeted in their personal development plans.

A secondary side effect of this project is the involvement of AMS staff. Each project gets assigned a mentor from the AMS staff. This helps students to connect with AMS and to feel at home, but it also serves as a tool to raise awareness on the SDGs amongst AMS staff.





### **The Best Action Learning Projects of 2019-2020**

The AMS GLS staff carefully evaluated all the Action Learning Projects based on their impact, team effort and the project outcome. The GRN Fair was awarded the Best Action Learning Project of 2019-2020. This team hosted a very inspiring event in a short amount of time. They invited 18 start-ups, such as Too Good To Go, and experts to share their knowledge and raise awareness on SDG 12 'Sustainable Consumption and Production'. There were several stalls with circular products and services, where visitors had the possibility to ask questions. Stalls ranged from reusable cups (Billie Cups) to a green energy platform (Bolt) to sustainable art (Trashwerp). This team connected 211 guests, who were treated to a very inspiring and successful event promoting a more sustainable world.

The project teams also had to create an infographic summarizing their main objectives, approach and outcomes of their project, to further spread the awareness around their initiatives. The Cupsters were awarded with the Best Action Learning Infographic of 2019-2020. Their infographic is a great and visually appealing overview of their project together with eight youth movements in Belgium who were urgently looking for help on how to use reusable cups during their events. The Cupsters created an amazing online chatbot, that helps the Youth Movements transition to reusable cups and make the most sustainable decision for their events.





### Responsible Management Education (RME) –

#### Sustainable Mindsets through the Global Leadership Skills course

In the academic year 2019-2020, full-time master's students participated in a range of educational activities related to sustainable development and the SDGs:

#### → [AMS Onboarding \(September 2019\)](#)

In comparison to the previous year, the onboarding has changed from a one-day program to three full days based on the three pillars of AMS, immersing the students into sustainability right from the start: onboarding into self-awareness, global perspective and societal consciousness. With this program AMS is teaching the students to reflect upon how their learning over the year will equip them for taking responsibility in the new economy, and for turning global and local challenges into business opportunities.

#### → [Action Learning Projects](#)

During the onboarding days the cross-discipline and multicultural teams were formed. From the start in September until the end of February, these groups work together to promote sustainability and the SDGs by getting involved in voluntary, self-determined projects.

#### → [Residential Seminar](#)

Every year in October the students go on a two-day residential seminar. The objective of this seminar is to take the next step in their Global Leadership Skills. During these two days, the students will intensively work on their leadership, both at an individual level (a development plan based on 360° feedback by others) and group level. The seminar is intensive filled with exercises and reflections, but of course there is also time to enjoy being together with fellow students.

#### → [GLS Leadership Day One \(5 November 2019\)](#)

During this day seven interactive workshops were held by experienced trainers: time/priority management, decision taking, managing your energy balance, effective meetings, your future in leadership, negotiation skills and persuasion, influencing and assertiveness. Each student could choose two workshops to attend that day, to obtain insights into their own functioning, in the way they function in relation to others and into how they function in a group or as a group. A day with 'Self-Leadership' as a keyword.





### → GLS Sessions

Throughout the whole academic year different sessions were organized to support and further stimulate the students' self-development. Peer coaching, public speaking, team dynamics and feedback sessions created and guided by experienced professionals.

### → GLS Exchange Day (14 January 2020)

Students participate in a cross-masters SDG Exchange Day at AMS. This day focuses on the SDGs and how companies integrate them into their strategy and operations. Students participate in workshops with companies that are leading in various aspects of sustainable transformation.

### → GLS Leadership Day 2 (26 February 2020)

Just as on the first leadership day, interactive workshops were held. This time the students had the opportunity to choose from 6 different topics: resilience, brainstorm facilitation skills, decision taking, effective meetings, negotiation skills and persuasion, influencing and assertiveness.



### AMS Mission Award

The AMS Mission Award recognizes and stimulates students who live their lives according to the mission of AMS. During the full-time master's graduation ceremonies of 2018 and 2019, our Dean Steven De Haes announced the winners.

### → Self-Awareness

Performing effectively in a team implies an objective view on one's own strengths and weakness.

- 2018 Stijn Careelmont, Master in Global Management
- 2019 Nikki Goossens, Master in Human Resource Management



**AMS Mission Award****→ Global Perspective**

Learning to deal with cultural diversity and developing a global mindset leads to new insights and ingenuity.

- 2018 Dennis De Schepper, Master in Management
- 2019 Abigail Benchimon, Master in Finance

**→ Societal Consciousness**

Besides profit, values such as sustainability and contributing to society should be ingrained in economic processes and business culture.

- 2018 Janne Duwaerts, Master in Human Resource Management
- 2019 Khushal Ahmed Piracha, Master in Global Supply Chain Management

**Sustainability Integration in the executive programs (EMBA): Social Project**

Sustainability influences the whole EMBA program. In every module, the values of our school on self-awareness, global perspective and societal consciousness are taken into account. Three years ago, AMS and its EMBA alumni started developing elective courses together, aiming to bring new relevant topics into the program. This has led to the integration of sustainability as an overall guiding principle in the EMBA modules. However, it is through the community projects that the EMBA students develop a real sustainable mindset. For more than ten years, first year EMBA students do mandatory community projects with the aim to serve the community and open their minds outside business thinking.

**A selection of students' feedback:**

“Amazing to learn that 18% of my neighbors in Belgium are poor”

“An eye-opening lesson for me”

“I never saw it as a job or a task”

“I am now convinced that I will do more community work in my life”.



Students confront the unknown and get their hands dirty. As part of the personal development trajectory, this has had a profound impact on the way our graduates view the world. It strengthens their social awareness and leads to an actionable approach to sustainability and societal consciousness.

Most projects, such as coaching and helping refugees with their integration in Belgian society, or crowdfunding and building a school in Zanzibar, have led to a much deeper understanding of society and the consequences of individual actions. This led for example to a group of EMBA students with large company cars, starting a car-sharing service as final master consultancy project. Group reflection on the different projects and the lessons learned lead to shared experiences and a continuous long-term engagement of our graduates in society. Therefore, our graduates have a more sustainable view on the world.





# Research

AMS engages in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

As an excellent business school, AMS wants to remain at the forefront of business innovation and transformation. Thanks to our extensive research team, AMS stays on top of business science, management and organization. AMS does this by both creating new knowledge through research and bringing about effective changes together with partners.

## Integrating from expertise centers to three research domains

It has almost become impossible for one person, institution or organization to possess all the knowledge necessary to meet the challenges that face not only organizations, but also society as a whole. How can AMS create knowledge based upon current scientific insights and simultaneously offer practical and applicable answers? Our vision is that, together, AMS can create more knowledge than we can individually. As the challenges society faces grow increasingly complex, there is a need for a customized approach, innovative solutions and specific knowledge.

Research at AMS is organized in the business unit Research & Valorization. Research activities, projects and publications are fully in line with the school's mission and strategy and are also in line with the intention of working cross-expertise in a multidisciplinary way. Research & Valorization is supported by a



service unit that can quickly react to calls and reporting demands. To foster a culture of collaboration the entire unit has a yearly two-day breakout session to do teambuilding and work on strategy and collaboration.

The unit is organized around three main research domains that reflect the brand positioning of AMS. The subunits that are active within each domain illustrate our current research topics:

- Enabling Human Impact: the Future of Work, Future Leadership
- Leading Organizational Transformation: Design & Innovation, Business Strategy & Operating Models, Digital Innovation
- Creating Smart Ecosystems: Innovative Digital Ecosystems, Network Creation & Governance, Sustainable Ecosystems.



### Chair in Sustainable Transformation

Supported by BASF, Port of Antwerp and Randstad Belgium

With the re-organization of the research unit, sustainability became a transversal theme cutting across the three main research domains. As sustainability is core to the mission of the school, AMS appointed Dr. Wayne Visser, a renowned authority in the field of sustainable integration and transformation, as the world's first Chair in Sustainable Transformation and Professor of Integrated Value. This supports the longstanding commitment of AMS to prepare future leaders to face global challenges and to be a positive force for change through business. This builds upon the work of the previous Chair in Sustainability (2013-2016), a joint initiative of the University of Antwerp, faculty of applied economical sciences and AMS, leading to an increase in research projects and teaching initiatives on integrating sustainability.

#### Activities of the Chair in Sustainable Transformation

- Enabling a stronger application of sustainability through collaboration with business in applied research projects.
- Facilitating the establishment of corporate leadership action groups to advance sustainable transformation in the resilience, exponential, access, circular and well-being economies.
- Integrating sustainable transformation into current AMS learning programs and developing new ones, including blended learning and tailored programs for companies.
- Working collaboratively with the University of Antwerp on sustainability research and teaching through the Antwerp Partnership for Sustainability.

“Sustainable transformation and integrated value represent the leading edge of a positive, solutions-driven approach to our global challenges. They recognize that the CSR and sustainable business agenda has shifted to transforming our economic system, rethinking our business models and redesigning our products and services. This is the next industrial revolution.”

– Professor Wayne Visser

#### About Dr Wayne Visser

Professor Visser is widely hailed as a global thought leader in sustainable business and corporate social responsibility. He has written 20 books on sustainable transformation and been recognized as a Top 100 Thought-leader in Trustworthy Business and received the Global CSR Excellence & Leadership Award. His work as a strategy analyst, sustainability advisor, CSR expert, academic and professional speaker has taken him to 75 countries in the past 25 years.







### **BASF**

“Offering everyone a comfortable future with an increased quality of life is the big challenge of society today. The chemical sector has a major responsibility in that matter and can contribute a lot. That is why BASF is continuously working to make its production chains and products more sustainable through innovation. But we can’t do this alone, we need interaction across different sectors and social groups. As a founding member of the AMS Chair in Sustainable Transformation within the framework of the Antwerp Partnership for Sustainability, we want to cooperate with Professor Wayne Visser to stimulate the transformation through leadership groups and by striving for the integration of sustainability in all student curricula at AMS and the University of Antwerp.”

– Jan Remeysen, CEO, BASF Antwerp



### **Port of Antwerp**

“For several years now, our port community has been heading towards a future built around sustainable economic models. We are convinced that this transition process contains the elements that will help us find an answer to both global and local challenges we face today, such as problems surrounding climate change, mobility and digitalization. With this Chair we bring an impressive speaker and thought leader to Antwerp, who will certainly inspire us.”

– Jacques Vandermeiren, CEO, the Port of Antwerp





### Randstad

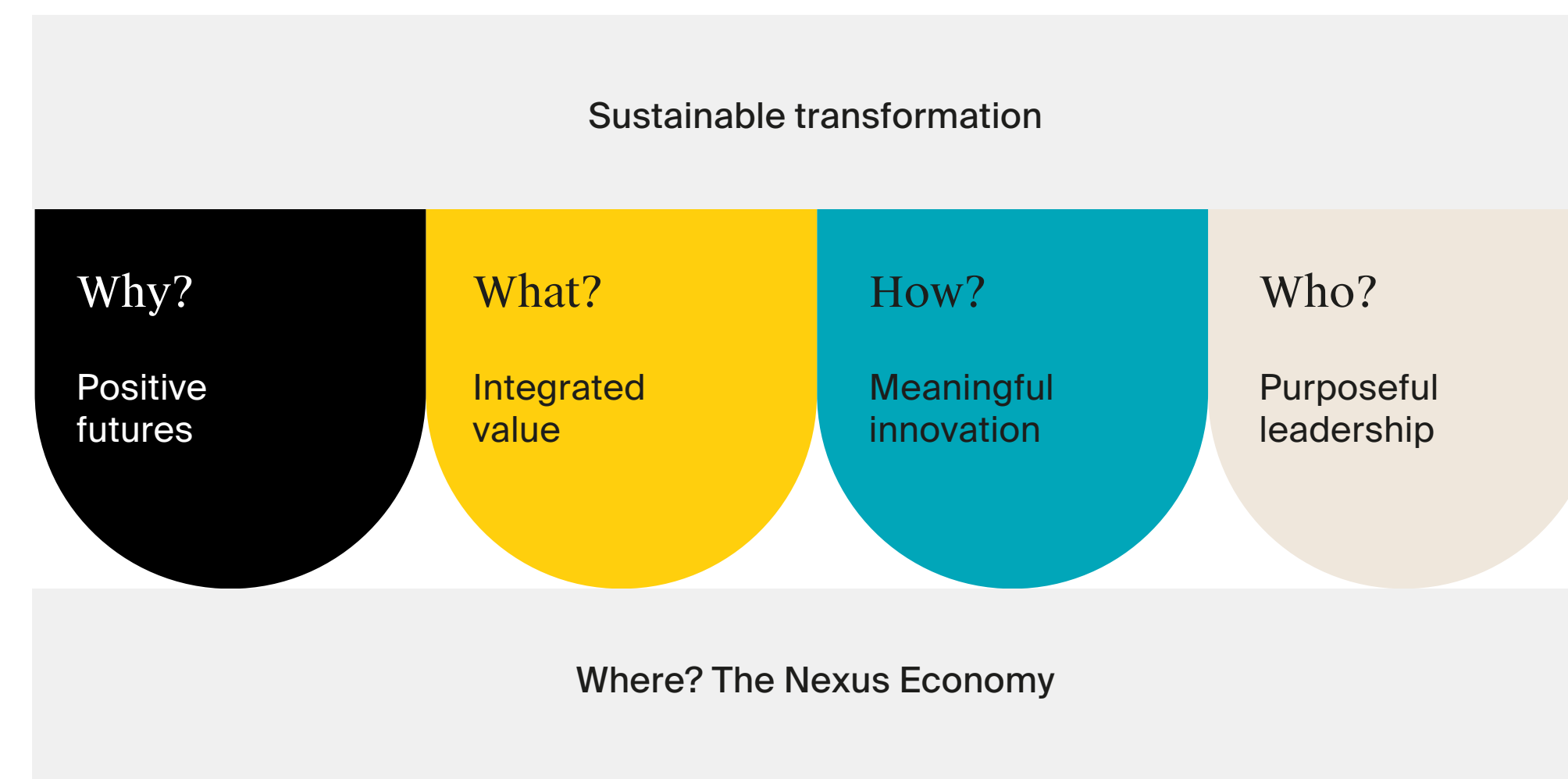
“From the day Randstad was founded in 1960, founder Frits Goldschmeding was aware of the impact of work on the individual and on society. Individuals and society should not be dealt with in a nonchalant way. That is why, from day one, values-oriented acting with a focus on a fair and inclusive environment was incredibly important for us. We recognize this vision in this Chair and in the ideas of Professor Wayne Visser. In this partnership, we will work on the development and sharing of information and tools that will help companies make use of their human potential in favor of the individual, the company and society.”

– Eddy Annys, Managing Director, Randstad

### The AMS Sustainable Transformation Lab

We live in times of incredible uncertainty and we need managers and leaders who dare to make choices that lead to sustainable solutions. They need to be aware of the fundamental changes our world is facing, be prepared for the global social and environmental challenges and be a positive force for change through business. Within the business unit Research & Valorization, AMS created the Sustainable Transformation Lab as the place for Chairs and other initiatives on sustainability. The lab focuses on shifting business from ad hoc to transformative action, in response to these challenges. Projects are developed within the lab or in collaboration with other experts in one of the three research domains.

### The work on Sustainable Transformation rests on four pillars:





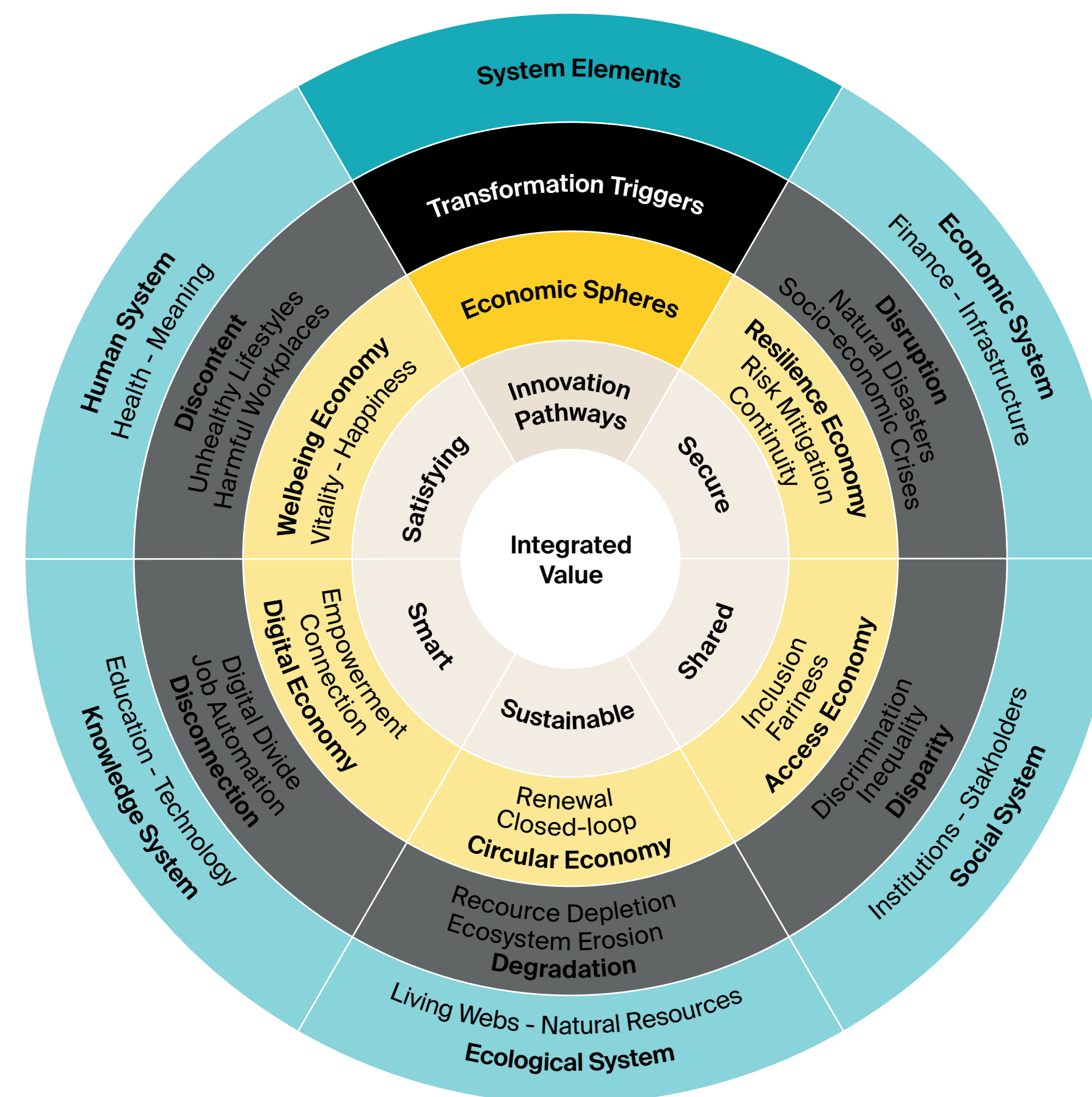
- **Positive Futures:** Creating a better future (secure, smart, shared, sustainable and satisfying) by tackling systemic global challenges.
- **Integrated Value:** Expanding concepts and measures of value creation (including human, economic, technological, social and natural value) across multiple capitals and integrating these throughout society and in organizations.
- **Meaningful Innovation:** Finding creative, scalable solutions for our most urgent social and environmental problems, using innovative strategies, business models, products and services.
- **Purposeful Leadership:** Developing inspiring, transformational leaders who provide a meaningful response to society's challenges with a systemic, disruptive, inclusive, sustainable and ethical approach.

The Sustainable Transformation Lab applies insights from these four focus areas to the five elements of the new nexus economy, i.e. the resilience economy, the exponential economy, the access economy, the circular economy and the well-being economy. Within the Sustainable Transformation Lab we concentrate on four research domains on sustainable transformation:

- on integrated value (1a) and sustainable business models (1b): action research with Johnson & Johnson Benelux and Domo Chemicals on how sustainable development is integrated into partnerships, principles, purpose, performance and products
- on sustainable mindsets: theoretical research on sustainability intelligence (naive, native and narrative) and a case study on how AMS creates SDG ambassadors
- on sustainability leadership: impact through research-supported corporate leadership groups on the circular and well-being economies; studying best practices and benefits of individual leadership

- on future resilience: multi-level resilience in support of individual, organizational and societal resilience in collaboration with Randstad to create a business index based on this work.

**The Integrated Value Web**





## A few research projects highlighted

### Enabling Transforming Organizations

#### → [The SDG Barometer 2020](#)

On March 22, 2018, AMS, Louvain School of Management, University of Antwerp, The Shift, CIFAL Flanders, FIDO and ING Belgium launched the first national research project on the application of the SDGs in Belgian organizations. In March 2020, the consortium launched the second SDG Barometer. This study builds on the first barometer. The study will be a national conducted study and the starting point of a scientifically-based analysis, constituting the basis for recommendations aimed at both private and public organizations. It will also allow organizations to make a benchmark and compare their sector scores with other relevant sectors.

#### → [Future Resilience Index \(2018-2021\)](#)

Resilience is the capacity of individuals and groups (such as families, communities, organizations, cities, societies, or nature) to cope effectively with the impact of major, rapid changes (like disasters, crises or emergencies) and to return to a healthy state afterwards. AMS and Randstad developed the Future Resilience Index which measures employees' perceptions about their own resilience in the workplace and the extent to which their organization supports the resilience of individuals, the organization and society, across ten measures.

#### → [CSR Trend Report 2016](#)

This report aims to inform businesses and their stakeholders about important developments in Corporate Social Responsibility (CSR), to inspire them to reflect on these trends and to translate them into business practice. The CSR trends identified in this report are categorized in three interlinking CSR trend domains,





each representing a different perspective on CSR thought and CSR practice: CSR Discourse, CSR in business and the CSR manager.

→ [Goodcrowd \(2017-2018\)](#)

Supported by the Flemish government, Rosy Blue, Port of Antwerp, Spadel and AMS developed a free online tool for consulting stakeholders, based on the SDGs. Stakeholder consultation is an important part of CSR. It helps organizations to develop, evaluate and review their organization's CSR policy, to get responses to their commitment to the SDGs and to ask feedback on their sustainability report.

→ [Hybrid Business Models & Sustainable Change studies \(2017-2018\)](#)

In collaboration with ING Belgium the Sustainable Transformation Lab conducted two studies: the first looking at the barriers and success factors of creating hybrid business models and the second on the position and performance of Belgian companies in relation to sustainability.

→ [Integrated Value and Sustainable Transformation \(2019-2022\)](#)

This research focusses on kick starting the sustainable transformation journey by using the integrated value methodology, which will align the company's strategy and operations with changing societal trends and expectations.

→ [Sustatool: Integrated Sustainability Tool for Local Governments \(2017-2019\)](#)

This study is conducted together with MVO Vlaanderen and offers local government the necessary tools to develop and implement an organization-wide policy in which sustainability permeates all components and echelons and allows previously undertaken steps to be incorporated in the bigger picture. This project is funded by Budget Minister Homans to promote CSR.

### Enabling Human Impact

→ [Individual Sustainability Leadership \(2019\)](#)

The Sustainable Transformation Lab joined forces with the European Petrochemical Association (EPCA) to conduct research on the nature and benefits of individual sustainability leadership, drawing on expert opinions, best practices and existing literature. The goal of this research is to better understand the behaviors and talents which define thought leaders and to gather more evidence on how individual sustainability leadership can help companies to attract and develop today's talents into tomorrow's leaders. The joint research showed four factors to consider while engaging in leadership for sustainability: a formal or informal sustainability role and the state of information leadership is built on, either rational or emotional resulting in facts-based or emotions-based leadership. An organization operates in a complex reality where there is no 'one sizes fits all'-approach to individual sustainability leadership. However, the best results can be found when the individual role and state of information align with the 5 individual characteristics and 5 individual competencies distilled from our research. Additionally, we presented EPCA with the 5 most important employee benefits of individual sustainability leadership.

### Enabling Human Impact Research within the framework of the SD Worx Chair Next Generation

→ [Creating sustainable careers](#)

Since 2011, Professor Ans De Vos holds the SD Worx chair "Next generation work: creating sustainable careers". As part of this chair, longitudinal and multi-level research is conducted on the changing nature of work and careers, in close collaboration with the SD Worx knowledge center, with the aim of leveraging academic knowledge and managerial impact regarding the topics studied. Within the framework of this chair, several research projects have been



set up, e.g. the evaluation of the Experience@Work project on co-sourcing of older workers (2017), the research project on sustainable careers of independent professionals (2018) and research on the Future of Work and its consequences for jobs and employment relationships (2019). Within these projects, research is performed by Professor Ans De Vos, Dr. Sofie Jacobs and David Stuer of AMS.

→ [A Stakeholder perspective on sustainable careers](#)

In 2018, together with HEC-UCL and KUL, Professor Ans De Vos was granted funding by FWO Flanders for a 4-year EOS research project titled “A stakeholder perspective on sustainable careers”. Within this project, research is performed by Professor Ans De Vos, Dr. Sofie Jacobs and David Stuer of AMS.

→ [Sustainable career management](#)

In 2017, Professor Ans De Vos together with Taborgroep vzw and Workitects/ Flanders Synergy received funding from ESF Flanders to develop a tool to facilitate sustainable career management within semi-autonomous teams and ‘flat’ organization structures. Professor Ans De Vos collaborates in this project with Dr. Sara Bastiaensens and Roel De Rijck of AMS.

### Enabling Smart Ecosystems

→ [Water Truck](#)

This is an innovative means of transport for goods transport on small waterways, using small, self-propelled or non-powered, standardized barges. Combined with small or large environmentally friendly push boats used for convoy shipping, the concept ensures maximum flexibility of the activities while maintaining a maximum regional reach by connecting the small inland waterways with the TEN-T network.

→ [The office bus](#)

The office bus is a coach in which office workers have an individual workplace, safe and fast internet, USB connections and sockets. As soon as the employees board, they can start working. This converts travel time into working time.





#### 4.2.4. Partnerships



Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

## Integrating sustainability partnerships

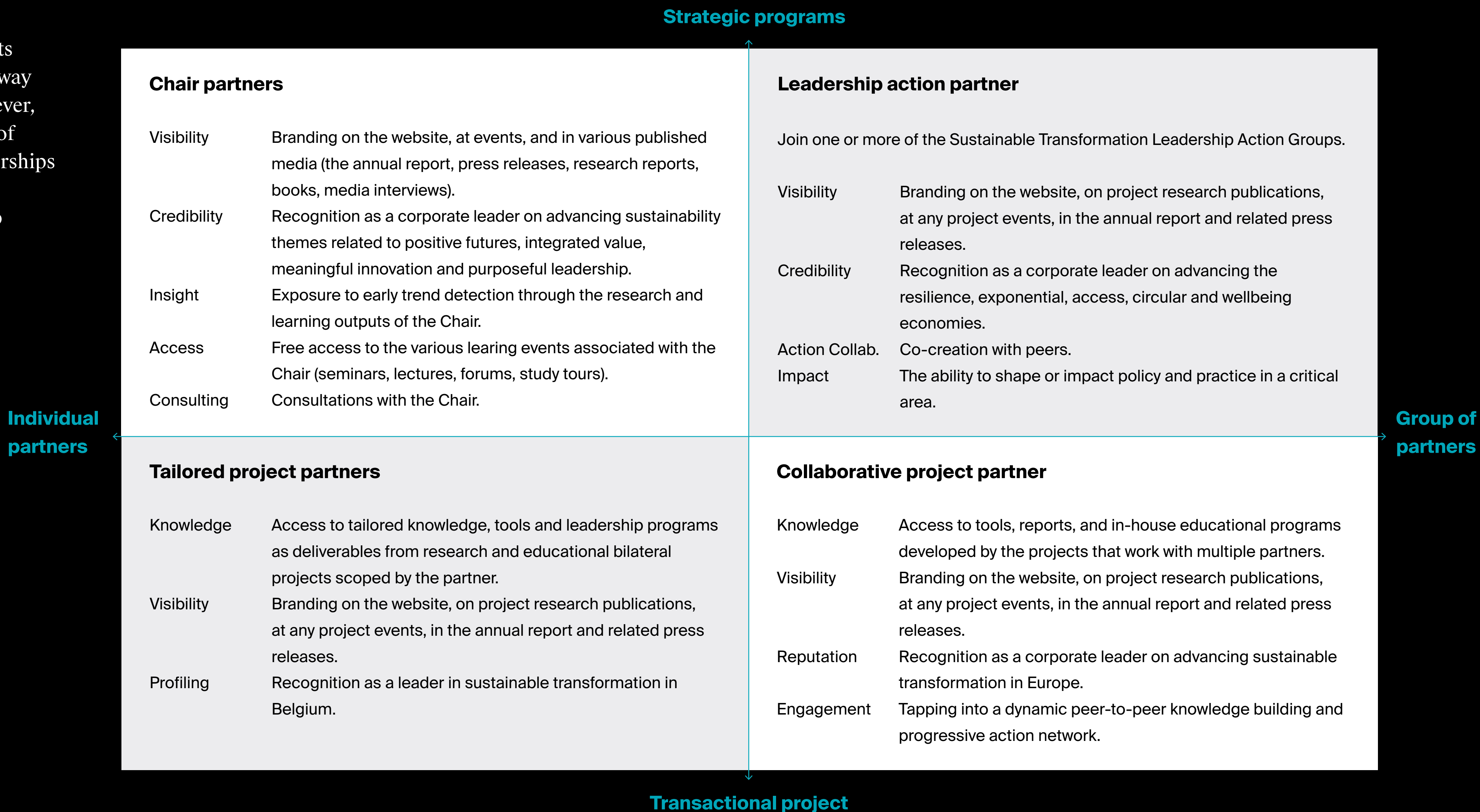
Thought leadership, early trend detection and finding solutions for a sustainable future is our goal. But AMS can't do this alone. As the Chair initiatives show, we work in partnership with organizations that share and support our goal, and with whom we can co-create knowledge, visibility and impact through long term partnerships such as the ones that we have with Sustenuto and the Chair in Sustainable Transformation supported by BASF, Port of Antwerp and Randstad.

#### AMS has multiple possible co-creation projects types:

- Collaborative projects, such as the SDG Barometer Belgium project where we bring together Louvain School of Management, The Shift, CIFAL Flanders and FIDO with the support of federal funding to develop a baseline assessment on the state of implementation of the SDGs in Belgium.
- Bilateral projects, where the need for knowledge creation on certain themes or areas is key, such as research on hybrid business models or sustainable change with our partner ING; or on sustainable transformation with our partners Johnson & Johnson Benelux and Domo Chemicals.
- Blended projects that bring together research and education, such as developing a teaching case on Spadel's CSR strategy with our partner Spadel.
- Tool development, such as our integrated value survey or our stakeholder consultation tool with partners such as MVO Vlaanderen, Rosy Blue, VOKA Mechelen, Spadel and Port of Antwerp.
- Publications, including benchmarking studies, white papers and trend reports.



The matrix reflects the collaborative way of working. However, another example of working in partnerships is our Corporate Leadership Group initiative.





### **The Sustainable Transformation Corporate Leadership Groups**

The Corporate Leadership Groups (CLG) are an initiative of the AMS Chair in Sustainable Transformation, which is supported by BASF, Port of Antwerp and Randstad Belgium. AMS has two CLGs focusing on one of the economic areas of innovation – the Circular Economy group and Wellbeing Economy group. They are business action groups composed of high-level business people with CEO-level commitment that look at present-day issues in the global society, discuss how to address them and take action to help create tomorrow's better world.

### **The Corporate Leadership Group on the Circular Economy**

#### **From Degradation to Restoration**

This CLG is responding to degradation as a force of fragmentation or breakdown in society. Degradation refers to any production and consumption that leads to the decline of resources and disruption of ecosystems, and is most often associated with resource-intensive economic growth, demographic changes and industrial pollution. For example, climate change, resulting in 2.5 °C warming, will devastate ecosystems, increase poverty and cost the global economy \$12 trillion by 2050.

The CLG on the Circular Economy supports the counter-force of regeneration by focusing on advancements in the circular economy, such as expenditures and investments that decouple economic growth from environmental impact. This group looks for solutions for our organizations, communities, cities and countries to operate within the limits of the planet by designing out waste and pollution, keeping products and materials in use and regenerating natural systems.



### **The Circular Economy Commitment**

The CLG on the Circular Economy developed a set of principles – The Circular Economy Commitment – that others can commit to following, in order to take a public and progressive position in the transition to a circular economy.

The Circular Economy Commitment is a demonstration of leadership by its signatory companies (from inside and beyond the CLG) towards creating a more sustainable future by publicly declaring their support for the transition to a circular economy.

→ The Commitment represents a set of aspirations rather than a list of requirements, focusing on ‘circular design principles and life cycle thinking’,



‘waste, material and energy flows’ and ‘knowledge sharing and performance monitoring’. Supporting the Commitment means having bold ambitions and working to make progress. It is not a promise to fully achieving a circular economy.

- The Commitment responds to the concerns and interests of a broad set of stakeholders, as well anticipating forthcoming legislation, market developments and social activism in the EU and beyond.
- The Commitment aims to raise public awareness on the meaning and importance of a circular economy, including broadening the debate beyond plastic pollution and waste management.
- Additionally, the Commitment aims to inform, inspire and motivate other firms and organizations to demonstrate leadership as well, by publicly declaring their support for the transition to a circular economy by signing and adhering to the Commitment.

### Members



### The Corporate Leadership Group on the Wellbeing Economy

#### From Discontent to Wholeness

This CLG is responding to discontent as a force of fragmentation or breakdown in society. Discontent refers to all unhealthy lifestyles and toxic environments that impair human wellbeing, and is most often associated with stressful workplaces, poor diets, lack of exercise and negative psychological attitudes. For example, depression and anxiety disorders affect 10% of people and cost the global economy \$1 trillion each year.

The CLG on the Wellbeing Economy supports the counter-force of wholeness by focusing on advancements in the wellbeing economy, such as expenditures and investments that address the health impacts of work practices, lifestyle, consumerism, diet and pollution. This group looks for solutions for our organizations, communities, cities and countries to produce work environments that value quality of life, happiness and other indicators of wellbeing.

#### The Good Work Goals

The Good Work Goals are a set of actions employers can take to ensure a good work environment for their employees and to support the Sustainable Development Goals. The Good Work Goals have the aim of creating workplaces that value good employees and support good societies. The Good Work Goals are a commitment to fostering a work environment that:

- strives to prevent incidents, accidents or conditions that threaten or harm the physical health of employees. (Safe Work)
- encourages and enables physical activity, ergonomic design, wholesome diets and positive mental wellbeing amongst employees. (Healthy Work)
- supports employees in their ability to positively manage stress and adapt to unexpected or significant changes. (Resilient Work)



- supports employee diversity and does not discriminate on the basis of sex, race, religion or other relevant characteristics. (Inclusive Work)
- prioritises job satisfaction, employee contentment and a team-based culture. (Happy Work)
- supports a healthy balance between time spent working and not working and promotes a family-friendly culture. (Balanced Work)
- promotes environmental consciousness and action to reduce impacts on natural resources and ecosystems. (Sustainable Work)
- supports the personal and professional development of employees and rewards employees fairly. (Supportive Work)
- allows employees to feel they are contributing positively to a larger societal, stakeholder-oriented purpose. (Meaningful Work)
- gives employees the opportunity to take action towards bettering society and the environment. (Responsible Work)

### Members



### Principles for Responsible Management Education

As mentioned in Chapter 3.3 Our Global Engagement, AMS has subscribed to the United Nations Principles of Responsible Management Education (PRME) since 2012. Together with other schools in the France-Benelux region, we initiated the establishment of a regional Chapter: the PRME France-Benelux Chapter in collaboration with Amsterdam School of International Business (AMSIB), Maastricht School of Management (MSM), and France's Conférence des Grandes Écoles (CGE). The France-Benelux PRME Chapter envisions to transform the mindset of business and society in the region, by making ethics, sustainability, and responsible management education the norm. We run a collaborative research project exploring gender bias in business school curriculum. A second project focuses on the assessment of sustainability competences in collaboration with Sullitest. AMS was Chair for the steering group of the Chapter from 2017 till 2020.

### Collaboration to advance the SDGs

AMS collaborates with organizations to advance the SDG agenda within the school and its programs. Partnering with stakeholders such as The Shift and CIFAL Flanders implies that AMS formulates its own ambitions with regard to the SDGs





### Antwerp Partnership for Sustainability

As mentioned, AMS is joining forces in the area of sustainability with our colleagues from the University of Antwerp. The aim is to pool expertise and be able to respond to demands quickly and across disciplines. The Antwerp Partnership for Sustainability is a partnership between knowledge institutions, companies and governments in Antwerp with expertise in sustainable development. The partnership wants to be a forum, a catalyst and a window for sustainability in all its facets: sociological, ecological, economic and technological. The partnership aims to facilitate multidisciplinary cooperation within the framework of the SDGs and wants to act as a knowledge partner through the coordination of projects and chairs where multidisciplinary cooperation between the institutes and their respective faculties and divisions is central. The goal is to generate more impact through sustainability achievements in the result areas below. It was founded by the University of Antwerp, AMS, BASF Antwerp, Port of Antwerp and the Province of Antwerp in 2018. Currently it pools the Chair in Sustainable Transformation supported by BASF Antwerp, Port of Antwerp and Randstad Belgium; the Chair on Management Education for Sustainability lead by AMS and Breda University, and; the newly founded Chair in the SDG Transition supported by the Province of Antwerp.



### Sustainable Development Solutions Network Belgium

The Antwerp Partnership for Sustainability also coordinates the Sustainable Development Solutions Network (SDSN) Belgium which is hosted by the University of Antwerp. Since its launch in November 2018 all universities in Belgium have joined the network which aims at collaborating in research and teaching in order to move the SDG agenda. The SDSN initiative was launched in 2012. It operates under the auspices of the United Nations to mobilize scientific and technical expertise in support of the SDGs.





### AMS Supervisory Bodies

AMS has also set up several independent supervisory bodies. The Ethics Committee, for example, ensures that participants and faculty comport themselves professionally in accordance with the AMS mission and the code of conduct that they have signed. In order to verify whether all research activities at AMS are performed in accordance with generally accepted national and international ethical codes, there is also a Scientific Integrity Committee.

### Globally Responsible Leadership Initiative

AMS has been active in the Globally Responsible Leadership Initiative (GRLI), with Prof Wayne Visser and former Dean Paul Matthyssens attending a meeting of their Deans and Directors Cohort in Vermont in March 2019. The meeting allows business school leaders to find common interests, discuss concerns, share best practices and identify points of collaboration. GRLI and AMS are planning to host a Deans & Business Leaders Roundtable in November of 2020.



### Co-organization of the SDG Forum

Together with University of Antwerp, the Federal Institute of Sustainable Development and The Shift, we initiated the SDG Forum with the aim of combing forces in the Belgian sustainability landscape to make a greater impact. The first edition was a huge success, with 600 registrations within the first two weeks and bringing together 20+ organization providing a diverse workshop offering for a broad stakeholder audience.

The second edition in September 2019 had 1,000+ participants and a line-up of 36 workshops by varying organizations representing civil society, business, federations, public sector and education. We thus truly lived up to the slogan of the SDG Forum: for everybody, by everybody, with everybody.



### Dialogue with her Majesty the Queen

Her Majesty Queen Mathilde is one of 17 SDG Advocates raising global awareness of the SDGs and the need for accelerated action. Together with The Shift, Her Majesty will organize three meetings in 2020 to engage with Belgian students on the SDGs. On February 20, 2020, we had the honor to host the first meeting together with the University of Antwerp and welcome management, business administration and economics master students from the University of Antwerp, Ghent University, Hasselt University, KU Leuven and Vlerick Business School at AMS. In her opening speech Queen Mathilde talked about the growing visibility and the mobilization capacity of young people in favor of a more sustainable planet. “Not only because their future is at stake, but because they react promptly, they are connected, and they come up with creative solutions.” said Her Majesty. She continued her speech by addressing the present students directly: “you are clearly a huge asset to all those who care about the implementation of the SDGs. But you also need to be equipped with the right tools”. It was exactly this topic that is central to the event, because students from all over Flanders gathered at AMS to discuss the importance of integrating the SDGs in their education.





## 4.3. Going into dialogue with our stakeholders

### 4.3.1. Stakeholder dialogue

AMS believes that the only way to install change and guide the school in a responsible manner can be made possible by going into dialogue with our stakeholders, both internally and externally. By doing so, AMS is more aware of its different interest group's needs, expectations and wishes. Thus creating the opportunity to identify the topics with potential influence on long-term strategies.

*“In order to truly integrate sustainability in the whole organization, we need everyone on board.”*

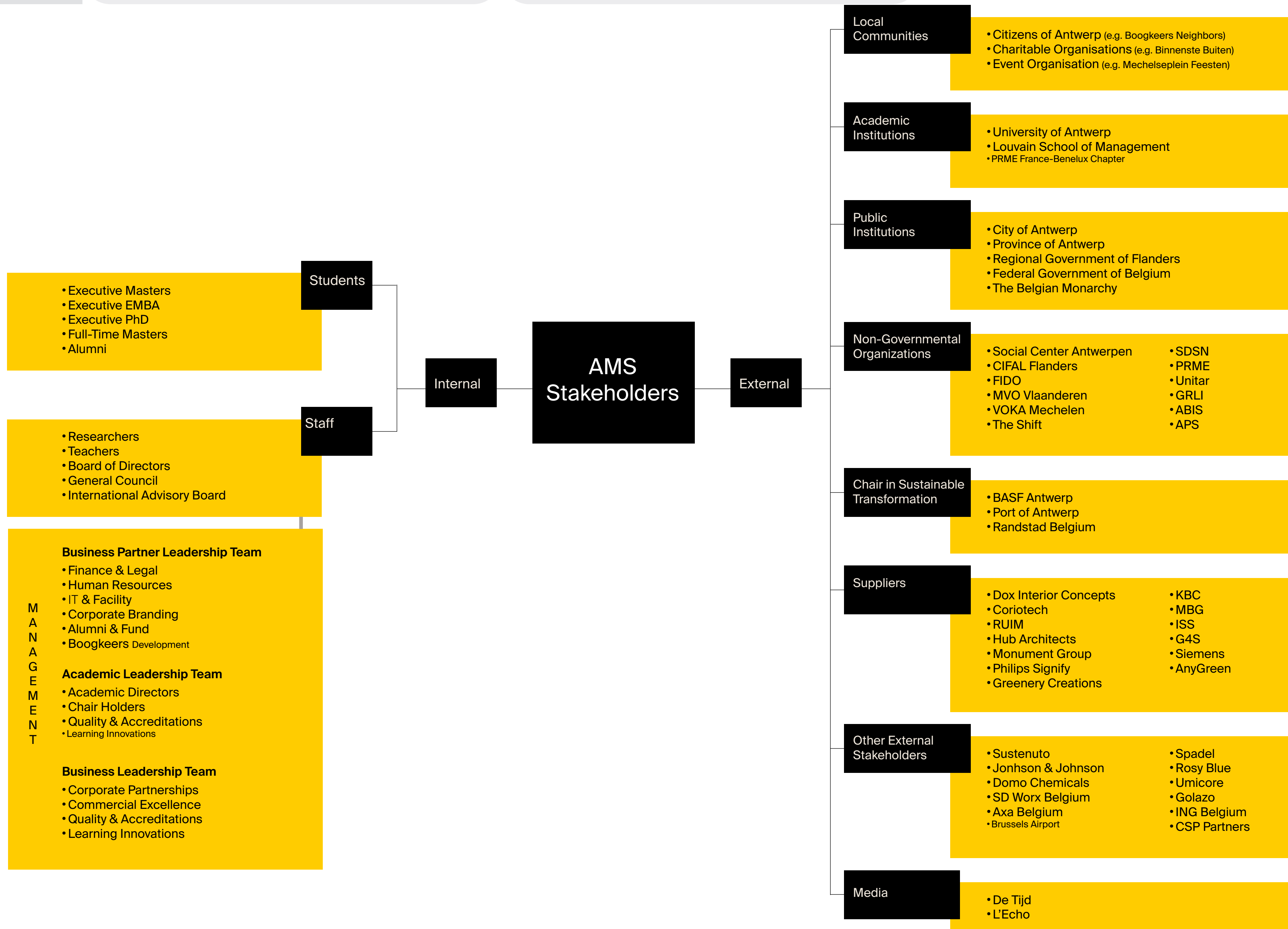
– Prof. dr. Steven De Haes, Dean of AMS





### Stakeholder Map

AMS made a visual overview of all the different stakeholders by mapping them in two groups: internal and external. It should be pointed out that this is a first draft, created in March of 2020, and partnerships will change over time and should be updated annually, specifically on the external stakeholder group due to the term limit of certain collaborative projects.





### Internal Stakeholder Assessment

To open up the stakeholder dialogue on sustainability, in April 2020, several of our full-time master’s students conducted a survey, questioning their AMS peers and AMS staff on the level of importance on 23 materiality topics (see table below) in line with our realizations and the SDGs.

#### Participation Rate Survey

|              |                           |     |
|--------------|---------------------------|-----|
| FTM Students | 123 students (out of 217) | 57% |
| AMS Staff    | 42 employees (out of 81)  | 52% |

| Human Impact                    | Environmental Impact      | Knowledge Impact       |
|---------------------------------|---------------------------|------------------------|
| Stakeholder engagement          | Mobility                  | Cross-discipline       |
| Privacy & security              | Resilient building        | collaborations         |
| Shared values                   | Circular commitment       | Research               |
| Transparency                    | Economic inclusion        | Developing sustainable |
| Ethics                          | Supply chain management   | mindsets               |
| Employee & student satisfaction | Waste management          | Sustainable projects   |
| Health & safety                 | Water                     |                        |
| Equality                        | Energy                    |                        |
| Diversity                       | Co <sub>2</sub> footprint |                        |
|                                 | Biodiversity              |                        |



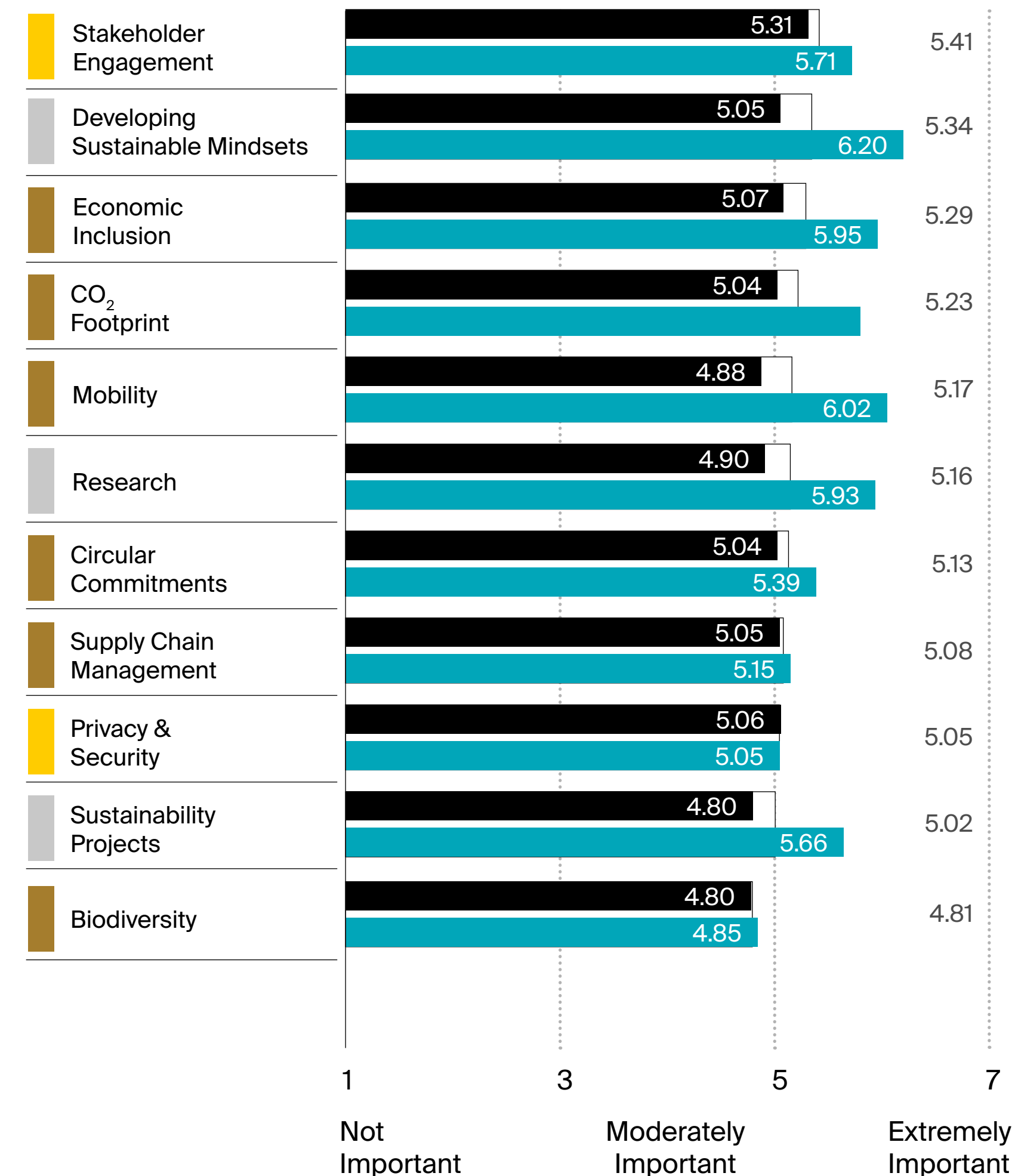
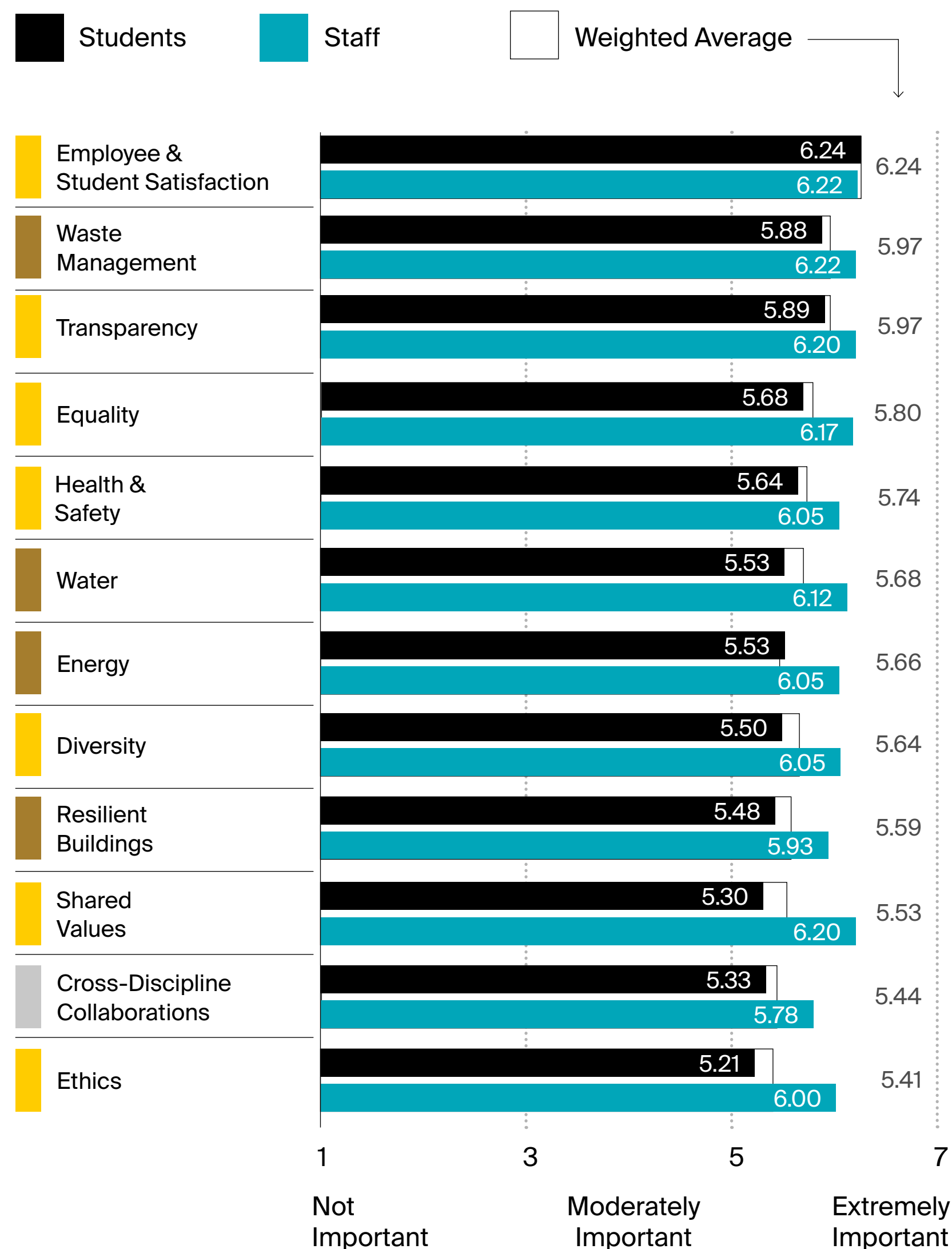


### Survey Results

The internal stakeholders were asked to rate each materiality topic with a score from 1 to 7, with 1 being not important, 4 being moderately important and 7 extremely important. The graph below is a representation of the average score on every topic, including the weighted average from both students and staff.

Which topic(s) do you consider the most important for AMS to address? Give them a score from 1 to 7, with 1 being not important, 4 being moderately important and 7 extremely important.

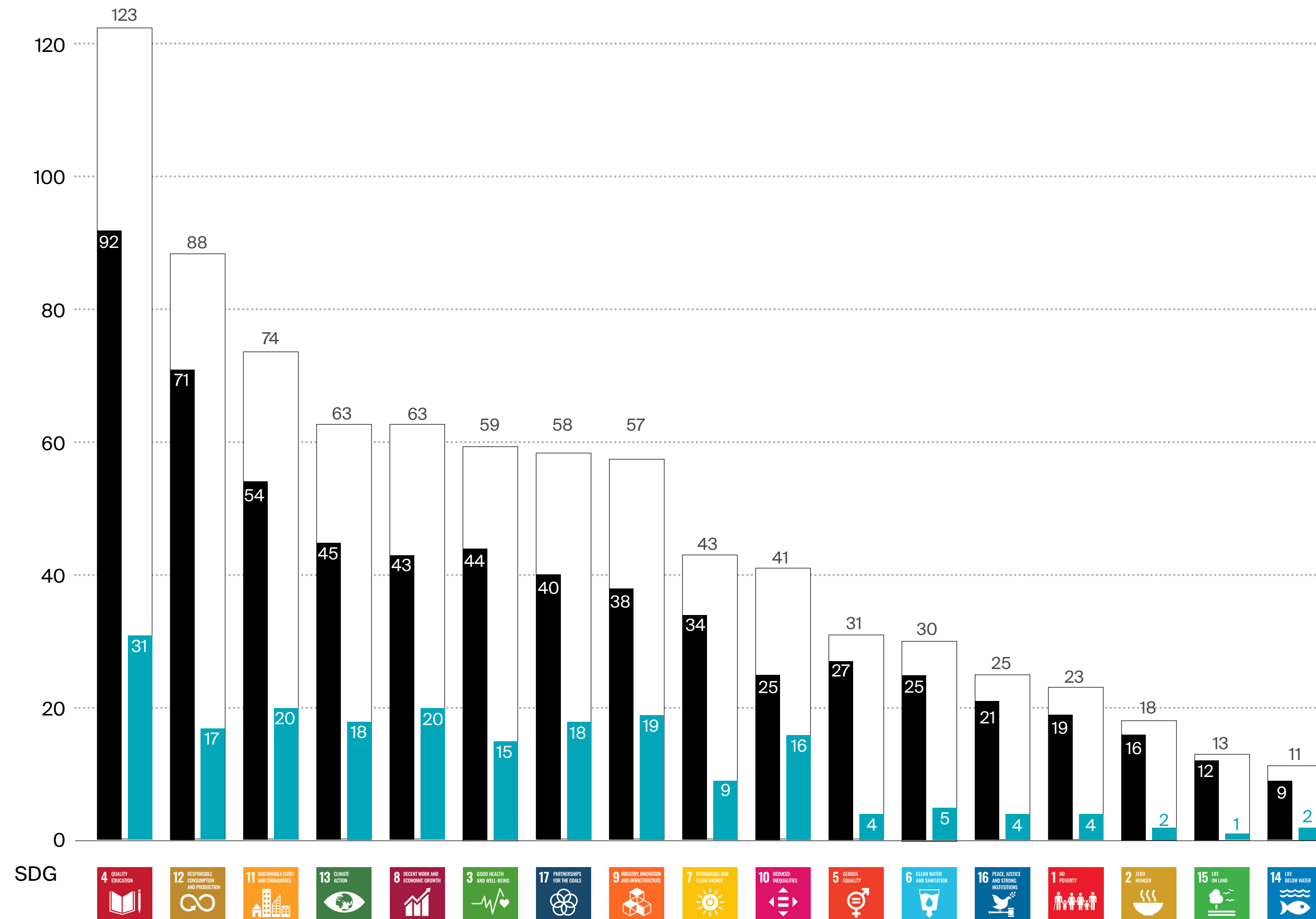
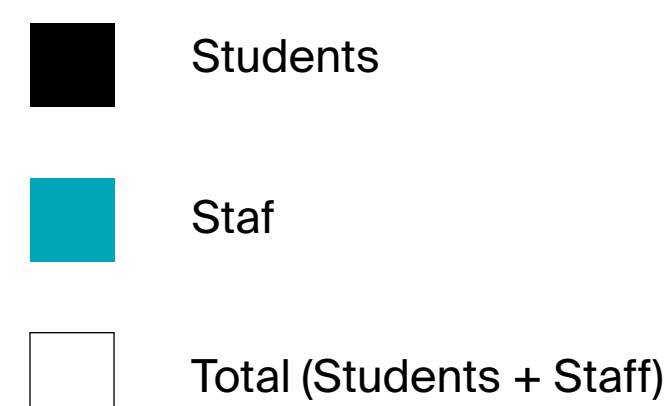
- Knowledge Impact
- Human Impact
- Environmental Impact





Furthermore, the participants were asked to select the five most important SDGs for AMS to focus on in the upcoming years. The graph below represents the amount of times an SDG was chosen to be one of the five most important goals. Every survey participant, 164 in total, chose five topics, resulting in 820 answers.

Select the five most important SDGs that you think AMS should address in the upcoming years.

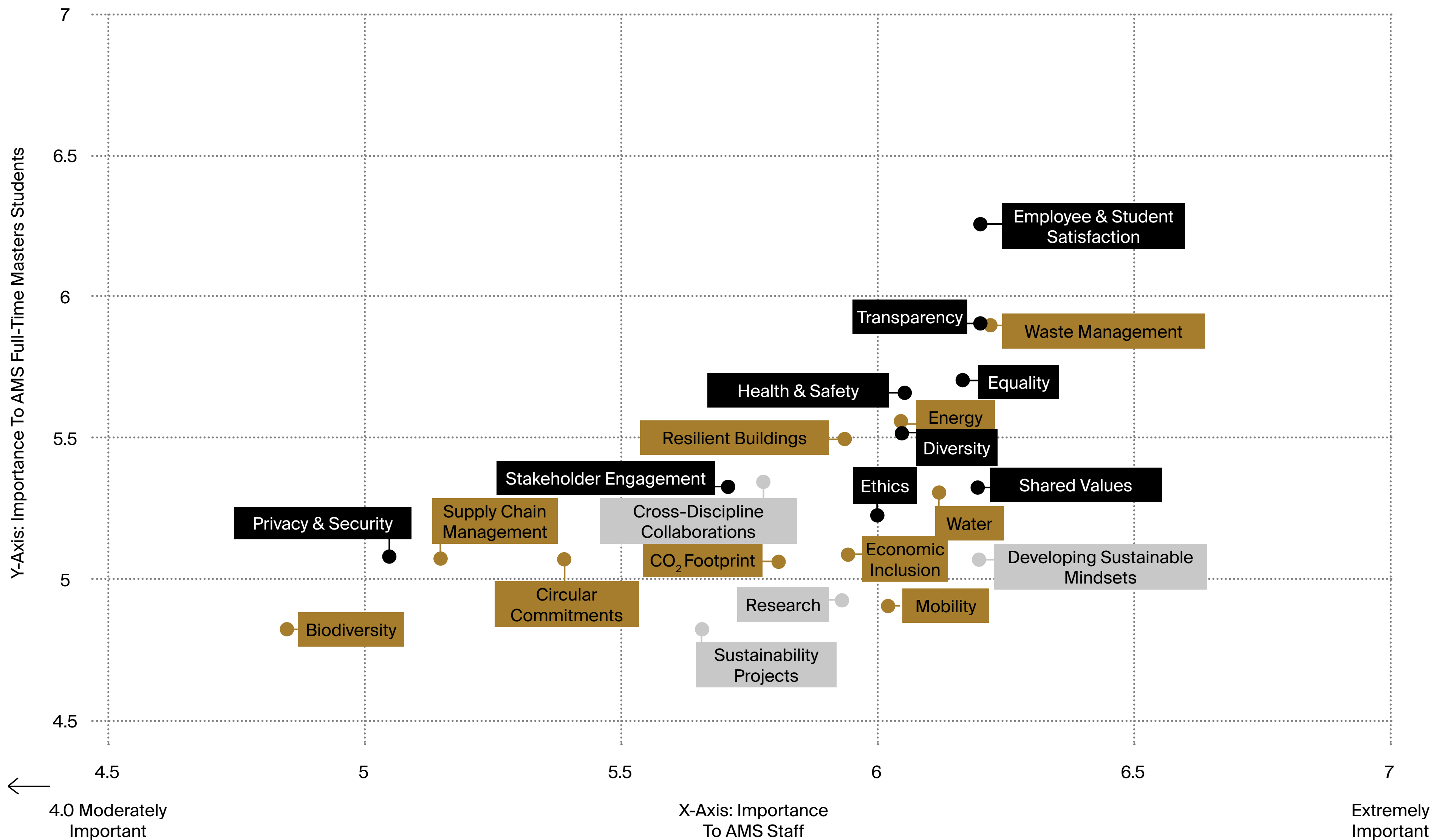




**4.3.2. Materiality Matrix**

A reflection of the survey resulted in a matrix that shows the importance of the sustainability issues based on the opinion of the internal stakeholder groups. This matrix shows a clear ranking of the topics, thus showing the concerns of the internal stakeholders and what strategic direction should be taken. With the top four topics being: employee & student satisfaction, waste management, transparency and equality.

- Knowledge Impact
- Human Impact
- Environmental Impact

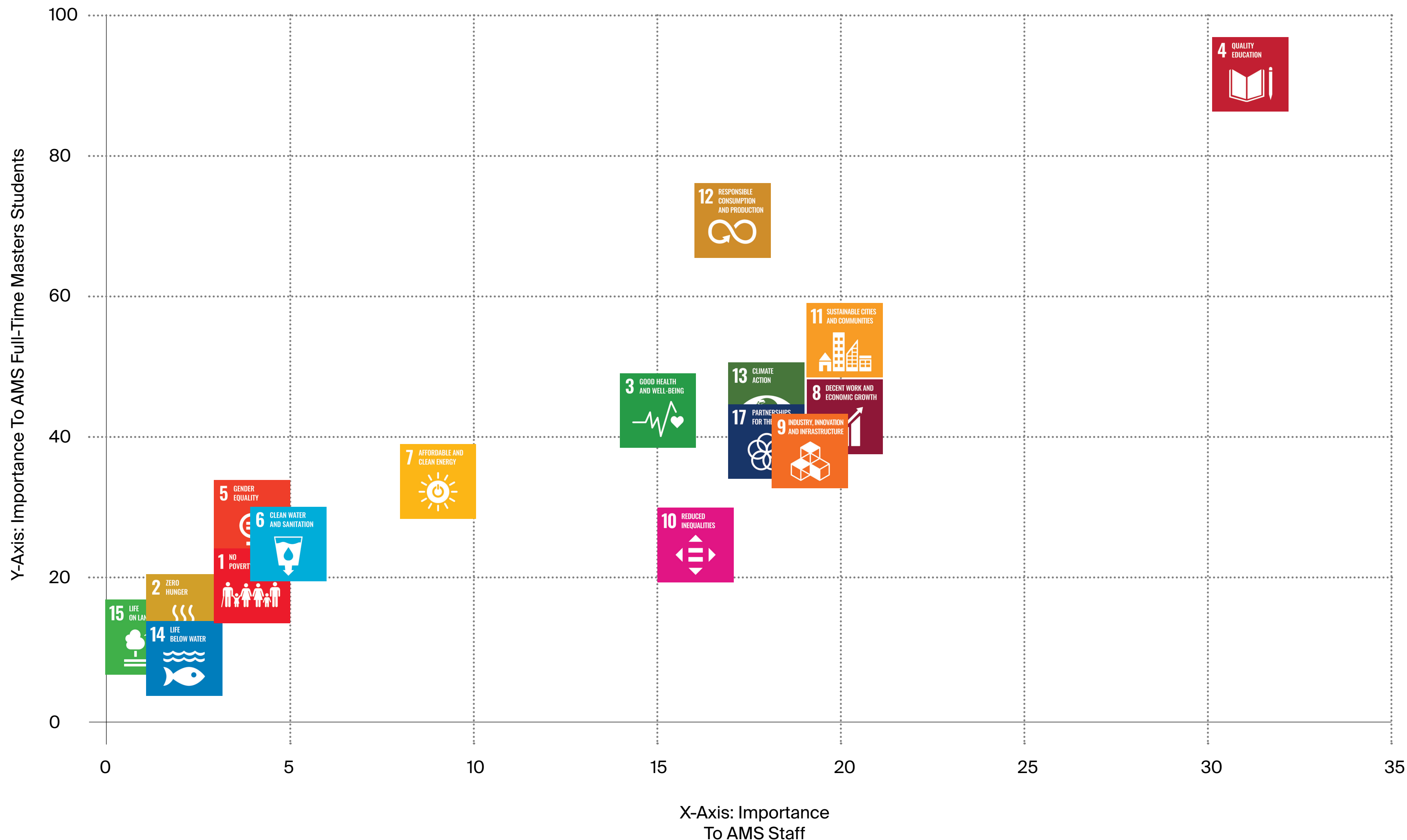




A second matrix was made to map the importance of the SDGs, with SDG 4: Quality Education as a top priority.

**Future Stakeholder Assessment**

Questioning the internal stakeholders and mapping their opinion was a first step of opening up the stakeholder dialogue. Broadening it towards others and especially involving external stakeholders will be a next step and focus point for the coming years. The further AMS opens up the dialogue, the better AMS is able to fully integrate sustainability in the whole organization.





## 4.4. Develop a bold and long-term strategy for AMS

By mapping the current AMS impact and realizations, going into dialogue with the stakeholders, and by entangling existing frameworks, such as the 17 SDGs and the PRME charter, AMS developed a Sustainability Framework, as a foundation for the long-term strategy. AMS strongly believes in three pillars: human impact, environmental impact, and knowledge impact, which underpin the framework. Each pillar consists of subdomains that hold the AMS Materiality Topics. For each domain AMS has mapped the priority topics and set clear ambitions. The latter are translated into measurable targets, which will be the catalysts in working towards achieving the Agenda 2030.

### How? By creating ongoing dialogue.

AMS will only reach its sustainability targets in partnership with its stakeholders. Therefore, partnerships have a special place in the core of the AMS Sustainability Framework. The school believes that sustainable collaboration inside and outside the organization will result in successes. By working closely together and sharing knowledge, AMS can continuously improve its sustainability performance and help partners to take further steps in sustainable transformation.

### Sustainability Champions

A leading group of passionate internal stakeholders, i.e. AMS staff, form the Sustainability Champions. The idea is to establish an ongoing dialogue at AMS and

to make the topic of sustainability accessible and more transparent to everyone. The principal aim of the AMS Sustainability Champions is to work together in order to reach the sustainability goals, brainstorm on further actions and measure progress. By involving more stakeholders, AMS tries to collect in-depth information, foster collaboration, and develop and promote new actions in line with the sustainability strategy. Also, the Sustainability Champions can report and provide feedback, which is useful to retrieve new insights, foster further collaboration on specific domains, and continuously develop innovative ideas for actions.





For each sustainability pillar, one Sustainability Lead will guide the Sustainability Champions. The Sustainability Champions Chair will coordinate and measure progress together with the Dean, Vice-Dean and Managing Director, pursuing a holistic managerial view on sustainability applied to the school strategy, ambitions, operations and academic foundations.

Dean, Vice-Dean & Managing Director

In direct link with the Sustainability Leads and Sustainability Champions Chair

↓ ↑

Human Impact  
Sustainability  
Champions

↓ ↑

Environmental  
Impact  
Sustainability  
Champions

↓ ↑

Knowledge  
Impact  
Sustainability  
Champions

## AMS Sustainability Goals

Across the three pillars, AMS has set ambitious goals. In the table below, the goals and critical success factors are described. At this moment, not all goals are 'smart' yet. Therefore, one of the next steps is to define smart goals and indicators, and create effective reporting in order to track progress. In the coming months and years, AMS aims to transparently display its progress on the goals and will collect the necessary data.

### Human Impact

At AMS, we **MASTER** the art of creating a **great working environment**. We designed our organization with '**self-organizing**' teams. By maximally delegating the A-Z accountability to teams (making them "autonomous" as much as possible), we strive for an **efficient** work organization **close to our customers** and with a high level of **autonomy** for the employees.

The way we organize our work is a lever for creating **sustainable careers** & this approach creates an **agile organization** that is able to quickly respond to external changes in the market and eco-systems of the school. All together we strive to be a **happy, healthy & productive organization that impacts the world**.

Following the results of the materiality matrix, we focus our Human Impact Goals towards **Employee & Student Wellbeing** (by optimizing our sustainable organization model) and **Transparency & Communication** (by using transparent, honest and ethical practices to ensure equal rights and opportunities for all), followed by **Health & Safety, Employer Branding and Diversity**.





A new Employee Representatives Committee will be established to create more synergy between employees and the Management Team. This way, we aim to have clear and open communication of decisions that are important to employees.

Under the Human Impact pillar, AMS chooses to work with two subdomains: AMS staff and AMS students. For AMS students, extra goals are included regarding **Equality** and **Diversity**.

**Goals for AMS staff**

| Topics                         | Goals  | Critical Success Factors   | Current status  |
|--------------------------------|--|--|-----------------|
| Sustainable organization model | Further optimize our sustainable organization model as a lever to divide roles and responsibilities based on the talents/competences of each team member aligned with the ambitions and goals of the team. | 2020: finish the transformation from a functional organization model towards a flexible role based organization model<br>→ Each team flow is clearly defined together with the key role card descriptions to clarify the success indicators and activities per role. | Ongoing         |
|                                |  | 2021: introducing a module in the AMS L&D Leadership trajectory to train the business leads in becoming a ‘team developer’   | To be initiated |
|                                |  | 2021: each team will organize at least one team reflection/creation session to look back- and forward with a focus on the ideal division of roles based on personal talents/competences and team ambitions   | To be initiated |
| Sustainable career development | Invest in a new approach to stimulate a feedback and feedforward culture by organizing growth- & performance conversations to impact sustainable AMS career paths on a personal level.                     | 2020: launch of individual growth and performance feedback tool  | Ongoing         |
|                                |  | 2020: training for our leadership team with focus on how to organize meaningful feedback moments with their team members   | Ongoing         |
|                                |  | 2021: each individual has a conversation partner to talk about roles, goals, L&D needs, resilience and happiness at work. To be measured in at least one annual official conversation moment in 2021.  | To be initiated |



| Topics                           | Goals  | Critical Success Factors   | Current status  |
|----------------------------------|--|--|-----------------|
| Sustainable career development   | Invest in a new approach to stimulate a feedback and feedforward culture by organizing growth- & performance conversations to impact sustainable AMS career paths on a personal level. | 2021: evaluate the impact of the new feedback tool in the employee survey and see an improvement (%)<br>→ Indicators in the survey:<br>→ I have the feeling that my career is being followed up<br>→ I have a feeling that my well-being is being followed up<br>→ Questions on feedback behavior + feedback climate.  | To be initiated |
| Sustainable career development   | Actively stimulate the AMS employees to invest in their personal learning and development to work on their employability both inside and outside AMS.                                  | 2020: measure the L&D days and strive for a minimum of 154 days in 2021 and 300 days in 2022. (HR team will keep track of the days)<br>→ These L&D days can be organized within or outside AMS.<br>→ In the annual AMS employee survey we will measure improvement on these questions:<br>→ L&D support at AMS<br>→ Employee experience of their employability | To be initiated |
| Sustainable organization culture | Integrate shared values MASTER Card throughout the organization.   | 2020-2021: integration of shared values in Recruitment, Onboarding, feedback-forward strategy  | Ongoing         |
|                                  |  | 2021: integrating questions in the survey to see how our values are experienced.   | To be initiated |
| Leadership Development           | Develop a clear vision on our AMS Leadership style as a lever to realize our sustainable work environment.   | 2020: organize a tailored AMS Leadership Development Program   | Ongoing         |
|                                  |  | 2020: set-up a leadership strategy workshop and training leadership skills for each AMS colleague holding the role cards performance manager, L&D coach and resource planner, measured in an AMS Leadership charter that is shared with all the AMS employees as an intention declaration of our 'leadership approach'   | To be initiated |
|                                  |  | 2021: roll-out individual leadership development trajectory<br>→ Measure result in employee survey (relationship employee – manager)   | To be initiated |



| Topics                        | Goals  | Critical Success Factors  | Current status  |
|-------------------------------|--|---|-----------------|
| Transparency & Communication  | Invest in an open and constructive dialogue between the organization and the employees/teams by investing in a transparent communication flow.   | 2020 – 2021: map all meeting and communication platforms at AMS and optimize the internal meeting structure to enable an efficient and transparent communication flow. (start the employee representative committee, optimize leadership meetings, company meetings, .....)   | Ongoing         |
|                               |  | <p>2021: support the communication flow, and share information via an online platform, containing information on mission, strategy, structure, processes, decisions,.....(to be measured in the concrete fact that we have this platform with up-to-date information in NL/ENG available and accessible for all the AMS employees)</p> <p>→ To be measured in a transparent overview with a role description of each 'communication platform' + their decision-making power (whereby we strive to align this with our vision on 'self-organizing' teams)</p> <p>→ To be measured in the survey questions on 'efficient flow of information'</p> | To be initiated |
| Health & safety               | Invest in the wellbeing of our staff by setting up initiatives that cultivate a healthy way of working.  | 2020: actively encouraging employees to take up their personal (health) needs with direct manager during Feedback/Feedforward conversations   | Ongoing         |
|                               |  | 2020: measure work pressure, emotional demand of the job, balance, social- & psychological risks  | Ongoing         |
|                               |  | 2021: delivering a set of keynote / training topics to improve employee brain balance (e.g. stress management, time management, burn-out prevention, ergonomics)  | To be initiated |
| Employer Branding & Diversity | Market ourselves as a proactive, open-minded and multicultural employer. Thereby Attracting & Recruiting new employees based on competences and talents that fit with AMS DNA, regardless of their religion, gender, nationality, disability,... | <p>Diversity numbers we strive for:</p> <p>→ min. 10% foreign nationality staff-base</p> <p>→ management roles 50/50 male/female</p> <p>what is our definition of "management role"? who are the "managers"? People holding the business lead role cards: performance manager, L&amp;D coach, resource planner, Budget Manager (team P&amp;L), strategy aligner</p>   | Ongoing         |
|                               |  | 2021: Finalize Employer Profile / AMS Employer DNA  | To be initiated |
|                               |  | 2022: Launch a (marketing) campaign to promote AMS as great place to work, building upon its culture and mission base   | To be initiated |



### Goals for AMS students

| Topics                       | Goals   | Critical Success Factors  | Current status  |
|------------------------------|---|---|-----------------|
| Student satisfaction         | Investigate student wellbeing and compare with employee wellbeing level and related initiatives | 2021: Exploration phase<br>→ Revise Student Wellbeing Survey Results % from 2020<br>→ Define which employee oriented projects can be re-used, coincide, altered for students<br>→ Conduct individual / group interviews with all program management staff and Master students (Executive and Full Time Masters) | To be initiated |
| Transparency & Communication | Keep students well-informed about decisions that impact them (in)directly                       | 2021: Improved % in Student Wellbeing Survey scores versus 2020 on transparency and communication by defining & taking at least 2 improvement actions resulting from the 2020 survey  | To be initiated |
| Diversity & Equality         | Keep investing in having a diverse and equal student base                                       | Continuously increase number of nationalities on campus (2020: 40+, 2021: 30+ seeing corona impact)   | Ongoing         |
|                              |   | Scholarships granted in all AMS degree programs by academic year 2021-2022  | Ongoing         |

### Partnership

| Topics                 | Goals   | Critical Success Factors   | Current status |
|------------------------|---|--|----------------|
| Stakeholder engagement | Maintain and develop a diversified network of both internal and external stakeholders and engage them to develop positive and change negative impact. | Regular communication about decisions impacting employees (in)directly | Ongoing        |





## Environmental Impact

Following the results of the materiality matrix, AMS focusses the Environmental Impact Goals towards **Campus Waste Management**, and **Climate Action, Sustainable Building & Travel Activities, and Circular Economy**. AMS aims to work on these goals in collaboration with staff and students and do this in a transparent way.

| Topics                                   | Goals   | Critical Success Factors  | Current status  |
|--|---|---|-----------------|
| Climate action                           | By 2030 the AMS Boogkeers Campus will be climate neutral  | Development and rollout of monitoring system to monitor and continuously improve on climate impact<br>→ Definition of intermediary targets in 2021<br>→ Detection of gaps between current campus operations and intermediary targets in 2021<br>→ Determination of priorities to fill gaps in 2021<br>→ Execution of action plan to fill gaps and monitoring of KPI's 2021 – 2022 | To be initiated |
| Sustainable building & travel activities | By 2025 <b>25%</b> reduction of scope 1, 2 & 3 emissions of the Greenhouse Gas Corporate Standard | Reduction of Scope 1 – 2 emissions of the Greenhouse Gas Corporate Standard classification<br>→ Optimization of campus electricity & gas supply/generation on technical and contract level<br>→ Company car policy optimization   | To be initiated |
|  |   | Reduction of Scope 3 emissions of the Greenhouse Gas Corporate Standard classification<br>→ Optimization of national & international travel policy for staff & students<br>→ Due diligence upon selection and auditing/monitoring of AMS suppliers  |                 |
| Circular economy                         | By 2025 <b>30%</b> of AMS supplier services contributing to circular economy                      | % contracts changed into circular contracts   | Ongoing         |
| Campus waste management                  | By 2025 25% reduction of the campus waste stream  | % Reduction of waste<br>→ Improved contracts with private waste collectors, City of Antwerp and suppliers<br>→ Auditing & monitoring offerings & progress by AMS researchers & students<br>→ Create a dashboard to monitor and continuously improve climate impact including waste management (volume, type) and energy usage   | Ongoing         |



## Partnership

| Topics                       | Goals  | Critical Success Factors   | Current status  |
|------------------------------|--|--|-----------------|
| Transparency & Communication | By 2022 all students and guests can monitor AMS improvements on climate impact through a Campus Sustainability Dashboard | Development of a Sustainability Dashboard to report direct progress by AMS<br>→ Energy consumption & production<br>→ water recuperation<br>→ waste management<br><br>Implementation of indirect progress into the Sustainability Dashboard<br>→ Sustainable progress by suppliers<br>→ Contribution to Circular Economy by AMS & suppliers | To be initiated |



### Knowledge impact

Following the results of the materiality matrix, AMS focusses the Knowledge Impact Goals towards **Developing Sustainable Mindsets**, and **Interdisciplinary Collaboration**, followed by **Research and Sustainability projects**, in which AMS focusses on learning innovation, societal consciousness, and top learning experience.

| Topics                          | Goals  | Critical Success Factors   | Current status |
|---------------------------------|--|--|----------------|
| Sustainable Mindsets            | Further integrate sustainability in the Global Leadership Skills program and increase the quantity and quality of the Action Learning Projects | 2020-2021: Number of ePhD, EXM, and Action Learning Projects with a focus on sustainability<br><br>Impact measured from Action Learning Projects | Ongoing        |
| Interdisciplinary collaboration | Foster interdisciplinary collaboration   | 2020-2021: % of interdisciplinary research projects  | Ongoing        |
|                                 | Foster collaboration between internal teams  | 2020-2021: Number of initiatives showcasing executive – research – full-time master collaboration  | Ongoing        |



| Topics  | Goals   | Critical Success Factors  | Current status  |
|---|---|---|-----------------|
| Research projects                                     | Engaging in research projects with societal impact                                | 2020-2021: % of research projects with a specific focus on societal impact  | Ongoing         |
|   |   | 2020-2021: No of blogs/white papers/newspaper articles,... disseminating knowledge generated in research projects   | Ongoing         |
| Learning innovation                                   | Provide hybrid learning possibilities   | 2020-2021: % of programs in hybrid learning concept   | Ongoing         |
|   |   | 2020-2021: Yearly number of webinars or other online formats disseminating research knowledge   | Ongoing         |
| Societal consciousness                                | Foster competencies of the future   | 2020-2021: % of research/education projects with a focus on defining and developing competencies of the futures   | Ongoing         |
|   |   | 2020-2021: No of blogs/white papers/newspaper articles,... disseminating knowledge on future competencies   | Ongoing         |
|   |   | 2020-2021: No of delivered e-badges in thought leadership domains   | To be initiated |
| Top learning experience                               | Helping organizations with their implementation of sustainability                 | 2020-2021: No of tools/indexes/frameworks implemented that can help organizations to become more sustainable (e.g. sustainable transformation and innovation, sustainable HR,...) | Ongoing         |
|   |   | 2020-2021: Yearly x people reached by AMS / Sustainability knowledge center at events and via education related to sustainable transformation                                     |                 |
| <b>Partnership</b>                                    |   |   |                 |
| Topics  | Goals   | Critical Success Factors  | Current status  |
| Sustainable relationship with (societal) stakeholders | Consult (societal) stakeholders and build up a sustainable relationship with them | % of research projects involving (societal) stakeholder consultation  | Ongoing         |
|   |   | % of AMS staff having a seat at the table of strategic think tanks, boards, committees, networks,...  | Ongoing         |



## Partnership Overall

| Topics                                     | Goals   | Critical Success Factors   | Current status |
|--|---|--|----------------|
| Transparent reporting                      | Report any challenges and progress in an integrated sustainability report             | Biennial AMS Integrated Sustainability Report                                      | Ongoing        |
| Sustainable relationship with stakeholders | Inform and consult the AMS key stakeholders   | Biannual stakeholder consultation regarding progress on sustainability initiatives | Ongoing        |
| Internal Sustainability Champions          | Organize sustainability champions meetings, led by the sustainability leads and chair | Triannual sustainability champions meetings  | Ongoing        |
| Positive Impact Rating (PIR)               | Engage students every year to participate in the PIR                                  | Reach no 1 segment in the Positive Impact Rating by 2022                           | Ongoing        |
| eMBA ranking                               | Thrive for an excellent eMBA ranking on sustainability and global dimension           | eMBA no 1 in ranking on sustainability and global dimension by 2022                | Ongoing        |



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GRI Index



# AMS and GRI reporting

In this Sustainability Report, we refer to the GRI criteria that are relevant for our activities. This report has been prepared in accordance with the 'GRI Standards Core Option'.

GRI is an international an international independent organization that helps organizations to understand and communicate the impact on critical sustainability issues such as those described in the UN's SDGs. GRI provides the world's most widely used standards on sustainability reporting and disclosure, enabling business, governments, civil society, and other organizations to make better decisions based on information that matters.



| Disclosure Number             | Disclosure Title                           | Report Section  | Page Reference                      |
|-------------------------------|--|---|-------------------------------------|
| <b>GRI 102: General</b>       |  |   |                                     |
| <b>Organisational profile</b> |  |   |                                     |
| GRI 102-1                     | Name of the organization                   | → Front Cover   |                                     |
| GRI 102-2                     | Activities, brands, products and services  | → 3.1 The AMS DNA   | 8 - 24                              |
| GRI 102-3                     | Location of headquarters                   | Boogkeers 5, BE-2000 Antwerp  | 90                                  |
| GRI 102-4                     | Location of operations                     | → 3.2 Our Global Engagement   | 12 - 13                             |
| GRI 102-8                     | Information on employees and other workers | → 3.3 Our Product Portfolio<br>→ 4.2 People: Gender equality<br>→ 4.2 People: Diversity   | 14 - 19<br>31<br>32 - 35            |
| GRI 102-12                    | External initiatives                       | → 3.2 Our Global Engagement<br>→ 3.3 Our Product Portfolio<br>→ 3.4 Rankings & Accreditations<br>→ 4.2 People: Economic Inclusion | 12 - 13<br>14 - 19<br>20 - 24<br>36 |
| <b>Strategy</b>               |  |   |                                     |
| GRI 102-14                    | Statement from senior decision-maker       | → 2 Message from the Dean   | 5 - 7                               |
| GRI 102-15                    | Key impacts, risks and opportunities       | → 4.2 Sustainable Transformation  | 25 - 81                             |



| Disclosure Number             | Disclosure Title   | Report Section  | Page Reference     |
|-------------------------------|--|---|--------------------|
| <b>Ethics and integrity</b>   |  |   |                    |
| GRI 102-16                    | Values, principles, standards and norms of behavior        | → 3.1 The AMS DNA   | 9 – 11             |
| <b>Stakeholder engagement</b> |  |   |                    |
| GRI 102-40                    | List of stakeholder groups                                 | → 4.3.1 Stakeholder dialogue  | 65                 |
| GRI 102-41                    | Collective bargaining agreements                           | 0% of employees are covered by collective bargaining agreements                   |                    |
| GRI 102-42                    | Identifying and selecting stakeholders                     | → 4.3.1 Stakeholder dialogue  | 65 – 69            |
| GRI 102-43                    | Approach to stakeholder engagement                         | → 4.3.1 Stakeholder dialogue  | 65 – 69            |
| GRI 102-44                    | Key topics and concerns raised                             | → 4.3.2 Materiality Matrix<br>→ 4.4 Develop a bold and long term strategy for AMS | 70 – 71<br>72 – 82 |
| <b>Reporting practice</b>     |  |   |                    |
| GRI 102-45                    | Entities included in the consolidated financial statements | AMS has not published financial statements  |                    |
| GRI 102-47                    | List of material topics                                    | → 4.3.1 Stakeholder dialogue  | 65 – 71            |
| GRI 102-50                    | Reporting period   | September 2019 – September 2020   |                    |
| GRI 102-51                    | Date of most recent report                                 | October 2019 Annual Report  |                    |



| Disclosure Number                   | Disclosure Title                                   | Report Section  | Page Reference |
|-------------------------------------|--|---|----------------|
| <b>Reporting practice</b>           |  |   |                |
| GRI 102-52                          | Reporting cycle                                    | Biennially  |                |
| GRI 102-53                          | Contact point for questions regarding the report   | Jan Beyne   | 90             |
| GRI 102-55                          | GRI content index                                  | → 5 GRI Index   | 82             |
| GRI 102-56                          | External assurance                                 | The organization aims to progress the report towards external assurance |                |
| <b>GRI 103: Management Approach</b> |  |   |                |
| GRI 103-1                           | Explanation of the material topic and its Boundary | → 4 Sustainable Transformation  | 25 - 81        |
| GRI 103-2                           | The management approach and its components         | → 4 Sustainable Transformation  | 25 - 81        |
| GRI 103-3                           | Evaluation of the management approach              | → 4 Sustainable Transformation  | 25 - 81        |



| Disclosure Number | Disclosure Title | Report Section | Page Reference |
|-------------------|------------------|----------------|----------------|
|-------------------|------------------|----------------|----------------|

## Environment

### GRI 306: Waste

|           |   |                                   |    |
|-----------|---|-----------------------------------|----|
| GRI 306-2 | Management of significant waste-related impacts | → 4.2 Planet: Waste management    | 37 |
|           |   | → 4.2 Planet: Water               | 37 |
|           |   | → 4.2 Planet: Resilient building  | 38 |
|           |   | → 4.2 Planet: Circular commitment | 38 |

### GRI 307: Environmental Compliance 2016

|           |  |   |  |
|-----------|--|---|--|
| GRI 307-1 | Non-compliance with environmental laws and regulations | AMS has not failed to comply with environmental laws and/or regulations |  |
|-----------|--|---|--|

## Social

### GRI 403: Occupational Health And Safety 2018

|           |                       |  |  |
|-----------|-----------------------|--|--|
| GRI 403-9 | Work-related injuries | In the academic year 2019-2020 there were three work-related injuries:<br>→ 2 employees<br>→ 1 student |  |
|-----------|-----------------------|--|--|

### GRI 405: Diversity and Equal Opportunity 2016

|           |  |                               |         |
|-----------|--|-------------------------------|---------|
| GRI 405-1 | Diversity of governance bodies and employees | → 3.3 Our product portfolio   | 14 – 19 |
|           |  | → 4.2 People: Gender equality | 31      |
|           |  | → 4.2 People: Diversity       | 32 - 35 |



| Disclosure Number                            | Disclosure Title   | Report Section   | Page Reference |
|--|--|--|----------------|
| <b>GRI 406: Non-discrimination</b>           |  |  |                |
| GRI 406-1                                    | Incidents of discrimination and corrective actions                                       | 0 incidents of discrimination during the reporting period  |                |
| <b>GRI 408: Child Labor</b>                  |  |  |                |
| GRI 408-1                                    | Operations and suppliers at significant risk for incidents of child labor                | There is no risk for incidents of child labor or young workers exposed to hazardous work                         |                |
| <b>GRI 409: Forced or Compulsory Labor</b>   |  |  |                |
| GRI 409-1                                    | Operations and suppliers at significant risk for incidents of forced or compulsory labor | There is no risk for incidents of forced or compulsory labor   |                |
| <b>GRI 411: Rights of Indigenous Peoples</b> |  |  |                |
| GRI 411-11                                   | Incidents of violations involving rights of indigenous peoples                           | No incidents identified involving the violations of the rights of indigenous peoples during the reporting period |                |
| <b>GRI 413: Local Communities</b>            |  |  |                |
| GRI 413-1                                    | Operations with local community engagement, impact assessment, and development programs  | → 4.2.4 Partnerships   | 57 – 64        |



| Disclosure Number                         | Disclosure Title   | Report Section  | Page Reference |
|---|--|---|----------------|
| <b>GRI 417: Marketing and Labeling</b>    |  |   |                |
| GRI 417-3                                 | Incidents of non-compliance concerning marketing communications                              | No incidents identified of non-compliance with regulations and/or voluntary codes                                       |                |
| <b>GRI 418: Customer Privacy</b>          |  |   |                |
| GRI 418-1                                 | Substantiated complaints concerning breaches of customer privacy and losses of customer data | No incidents identified of substantiated complaints concerning breaches of customer privacy and losses of customer data |                |
| <b>GRI 419: Socio-economic Compliance</b> |  |   |                |
| GRI 419-1                                 | Non-compliance with laws and regulations in the social and economic area                     | No incidents identified of any non-compliance with laws and/or regulations  |                |

In line with the AMS Sustainability Goals, we foresee additional GRI sections to report on in the future. Therefore, we commit ourselves to measure our progress and collect data, in order to report on GRI disclosures such as GRI 203 (indirect economic impacts), GRI 206 (anti-competitive behavior), GRI 302 (energy), GRI 303 (water), GRI 304 (biodiversity), GRI 305 (emissions), GRI 306 (waste), GRI 307 (environmental compliance), GRI 308 (supplier environmental assessment), GRI 404 (training and education), and GRI 414 (supplier social assessment).



# Sustainability Progress Report 2020

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