

IN ASSOCIATION WITH
JYVÄSKYLÄ UNIVERSITY
SCHOOL OF BUSINESS
AND ECONOMICS

AMBA & BGA

INTERNATIONAL
CLIMATE
CHANGE
REPORT



20/21



CONTENTS

INTRODUCTIONS	04
EXECUTIVE SUMMARY	08
KEY FINDINGS	09
METHODOLOGY	10
PART 1. BUSINESS	
SCHOOL PERSPECTIVES	12
PART 2. PERSONAL BELIEFS AND PERCEPTIONS	28
PART 3. COMPARISON OF VIEWS	36
CONCLUSION	50

INTRODUCTION

To say that climate change is a 'hot' topic would be an understatement.

As little as five years ago, the very existence of this issue was still being debated. Yet, a global movement to secure the future of our planet has pushed climate change firmly into the public arena; and now the damage climate change is causing is undeniable.

Late in 2019, the International Energy Agency said the world's existing climate policies won't be enough to end the upward march of record energy emissions rising beyond 2040 without a 'grand coalition' of governments and investors. The global energy watchdog warned that the growth of renewables also would not be sufficient to put a ceiling on the energy sector's emissions before 2040.

The headline: governments are not doing enough; it's up to business and society to take action – and fast.

And then along came Covid-19...

The climate protestors of 2019 could not have foreseen the fundamental shifts that 2020 would bring.

Reports of the waters in the Italian city of Venice becoming so clear it was possible to see fish; and evidence of road and air emissions plummeting and pollution clearing, began to creep through the Covid-19-dominated news agenda, as lockdown served to expose the extent of our human impact on the environment.

But will the good habits we, as a global community, have been forced to put in place be easy to maintain in the longer term, as we move forward into the 'new normal'?

And, with the world needing leaders willing to make sea changes in the way they run business, are Business Schools doing enough to produce knowledgeable graduates, who care actively about the environment?

AMBA & BGA's International MBA Survey, published earlier this year, found that just one fifth of employers think that Business Schools are producing leaders who make decisions that consider the environment, 'a great deal'. Further to this, only 31% of current students and 20% of MBA alumni from AMBA-accredited Schools choose to do an MBA to learn about developing a sustainable business. While these results highlight a demand from employers, what do senior leaders at


Business School think their institutions role is, in the climate crisis?

AMBA and BGA conducted this exclusive survey across its global network of Business School leaders, to evaluate their opinions of how well their Business Schools are responding to the climate crisis, how their programmes are shaping the minds of sustainable leaders and how they foresee business being able to cope with the crisis.

I would like to thank our associate sponsor, Jyväskylä University School of Business and Economics, for their generous support in bringing you the following research.

I would also like to thank Ellen Buchan for bringing together the report and the findings you will read over the following pages. We hope you find the results as interesting as we have, and that they will act as a call to action for yourselves, and lead to many constructive debates on the positive contribution the business education and MBA communities can make, in terms of the climate crisis.

DAVID WOODS-HALE
Director of Marketing and
Communications
AMBA & BGA



69
**PERCENT
OF BUSINESS
SCHOOL LEADERS
AGREE THE
PLANET'S CLIMATE
IS CHANGING
BECAUSE OF HUMAN
ACTIVITY**

HANNA-LEENA
PESONEN

DEAN OF
JYVÄSKYLÄ
UNIVERSITY
SCHOOL OF
BUSINESS AND
ECONOMICS



The United Nations has declared the 2020s a decade of action which calls for accelerating sustainable solutions to all the world's biggest challenges – climate change included – towards delivering the promises of its 17 Sustainable Development Goals, by 2030.

The results of the AMBA & BGA's International Climate Change Survey provide a unique perspective on the current state and future outlook of world-leading Business Schools in regard to incorporating climate change in business education and research. The views of almost 600 senior Business School leaders give reason for optimism.

Participating Business School leaders consider the need to develop business sustainability as the most important issue facing business in the next five years and recognise the strong link between climate change and business. Almost all Business School leaders agree that human activity – business included – is a driver for climate change. Similarly, almost all recognise that business is going to be impacted by the environment and climate change. Businesses have been part of the cause of the environmental problems but can, and must, play a role in providing solutions to tackle climate change.

The same applies to Business Schools themselves: the responsibility of Schools for dealing with climate change is understood by majority of the survey participants. In the open answers many have voiced a need for the Business Schools to rethink their purpose in the world and would like to see business and Business Schools as a 'force for good'.

In a recent call for 'A Bolder Vision for Business Schools' in *Harvard Business Review* (2020) Peter Tufano, Dean of Saïd Business School, points out that the traditional Business School model is looking dated. He talks about business concepts and frameworks, which need to be questioned and redesigned for businesses and Business Schools to remain a 'force for good', such as competition as the dominant driver and stakeholder capitalism.

According to the results of this report, Business Schools are taking efforts to prevent climate change, even if a lot more could still be done. More can be done in education (for example designing dedicated courses and programmes, as well as incorporating sustainability aspects into all courses), research to support sustainable transition in business and society, as well as drawing on faculty expertise for advancing the climate change agenda within businesses and society.

The carbon footprint of the Business School itself should also be monitored and actively reduced in order to signal the significance of the issue. Improving a Business School's own climate footprint provides the foundations for credibility in climate change education and research.

The views of the world's leading Business School decision makers give reason to be hopeful that Business Schools are indeed prepared to re-evaluate their role in the society as a 'force for good', to start critically revisiting traditional economic and business concepts, frameworks and theories, and to further integrate climate change into all activities. This will nurture a new generation of business leaders prepared to deal with the challenges climate change poses on businesses and to act as a 'force for good' to create solutions to tackle climate change and other sustainability challenges.

As some Business School leaders pointed out, the pressure and support from the ranking and accreditation bodies can potentially be a decisive driver for Business Schools in their sustainability efforts.

I thank AMBA & BGA for taking the initiative to raise climate change on the Business Schools' agenda through this comprehensive study exploring the climate change opinions and practices of the world's leading Business School decision makers.

65

PERCENT OF
BUSINESS SCHOOL
LEADERS BELIEVE
THEIR SCHOOL IS
'GOOD' OR BETTER
IN ITS ROLE OF
ADDRESSING
CLIMATE CHANGE



EXECUTIVE SUMMARY

Senior Business School leaders recognise the impact climate change will have on business and their personal lives, but share an optimism that hopeful students and the wider business community will find the solutions, according to the research behind AMBA & BGA's International Climate Change Report.

This new research draws on the views of 597 senior leaders: 49% of whom are deans or directors at AMBA & BGA's network of Schools.

The first part of the following report cites the views of these senior leaders on the role of Business Schools, in general, in the alleviation of climate change. This section also canvasses their opinions of how well their programmes equip students for roles in sustainable business.

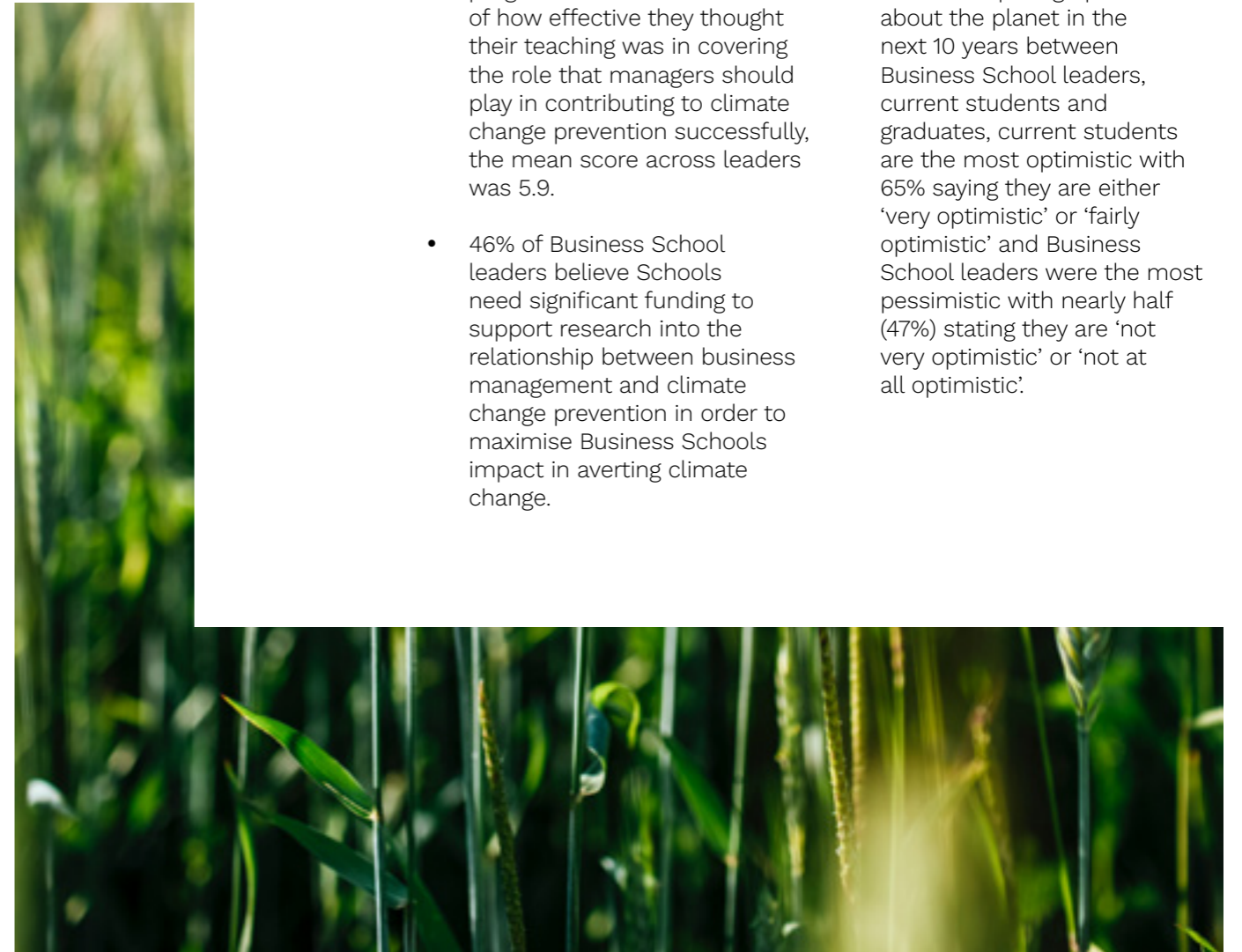
The second part of the report accesses Business School leaders' personal views on the climate change and how they have changed their own habits in order to lessen their impact on the planet.

The final part contrasts the personal views of Business School leaders with those of students and alumni from their Schools, on the current condition of the planet, as well as their collective predictions on how this situation will progress in the near and more distant future.

ELLEN BUCHAN
Insight and Communications Executive
AMBA & BGA

KEY FINDINGS

- Seven in 10 Business School leaders (69%) agree that the planet's climate is changing and think human activity is the main driver of this.
- A similar proportion (71%) believe that the impact of climate change on their lives will be negative.
- Two thirds (65%) of Business School decision makers think their own School is 'excellent', 'very good', or 'fairly good' at playing their role preventing further climate change.
- More than half (56%) rated their students as 'excellent', 'very good' or 'fairly good' on the issue.
- When Business School leaders were asked to rate their programmes out of 10 in terms of how effective they thought their teaching was in covering the role that managers should play in contributing to climate change prevention successfully, the mean score across leaders was 5.9.
- 46% of Business School leaders believe Schools need significant funding to support research into the relationship between business management and climate change prevention in order to maximise Business Schools impact in averting climate change.
- Business School leaders are very positive about the role of business in addressing climate change: nearly nine out of 10 respondents (87%) agree that business is capable of finding the solutions to tackle climate change; with two fifths (40%) in strong agreement that this is the case.
- Business School leaders are split in terms of how they have changed their behaviour in the past six months to lessen their impact on the environment; with 51% having either changed their behaviour 'a great deal' or 'a fair amount'; and 48% not having changed their behaviour 'very much' or 'at all'.
- When comparing optimism about the planet in the next 10 years between Business School leaders, current students and graduates, current students are the most optimistic with 65% saying they are either 'very optimistic' or 'fairly optimistic' and Business School leaders were the most pessimistic with nearly half (47%) stating they are 'not very optimistic' or 'not at all optimistic'.



METHODOLOGY AND PARTICIPANT DEMOGRAPHICS

Between 27 March 2020 and 27 May 2020, AMBA & BGA conducted its largest ever online survey of Business School leaders and professionals from its accredited Business School network. In total 597 Business School leaders took part in the survey.

Concurrently, AMBA sent an online survey to its network of 49,000 MBA student and graduate members, based in more than 150 countries.

This report will draw on the thoughts and opinions of Business School leaders primarily, but will occasionally explore the views of students and graduates surveyed separately.

In terms of geographic spread, 45% of Business School leaders are based in Europe (excluding the UK); 14% in the UK, 11% in Latin America, 6% in Africa; 5% in Asia and the Middle East (excluding China); 5% in India, 7% in North

America and the Caribbean; 2% in Oceania; and 5% in China (including Hong Kong, China).

For each figure, the term 'responses' is used to describe the number of answers given, as participants were often permitted to select more than one option.

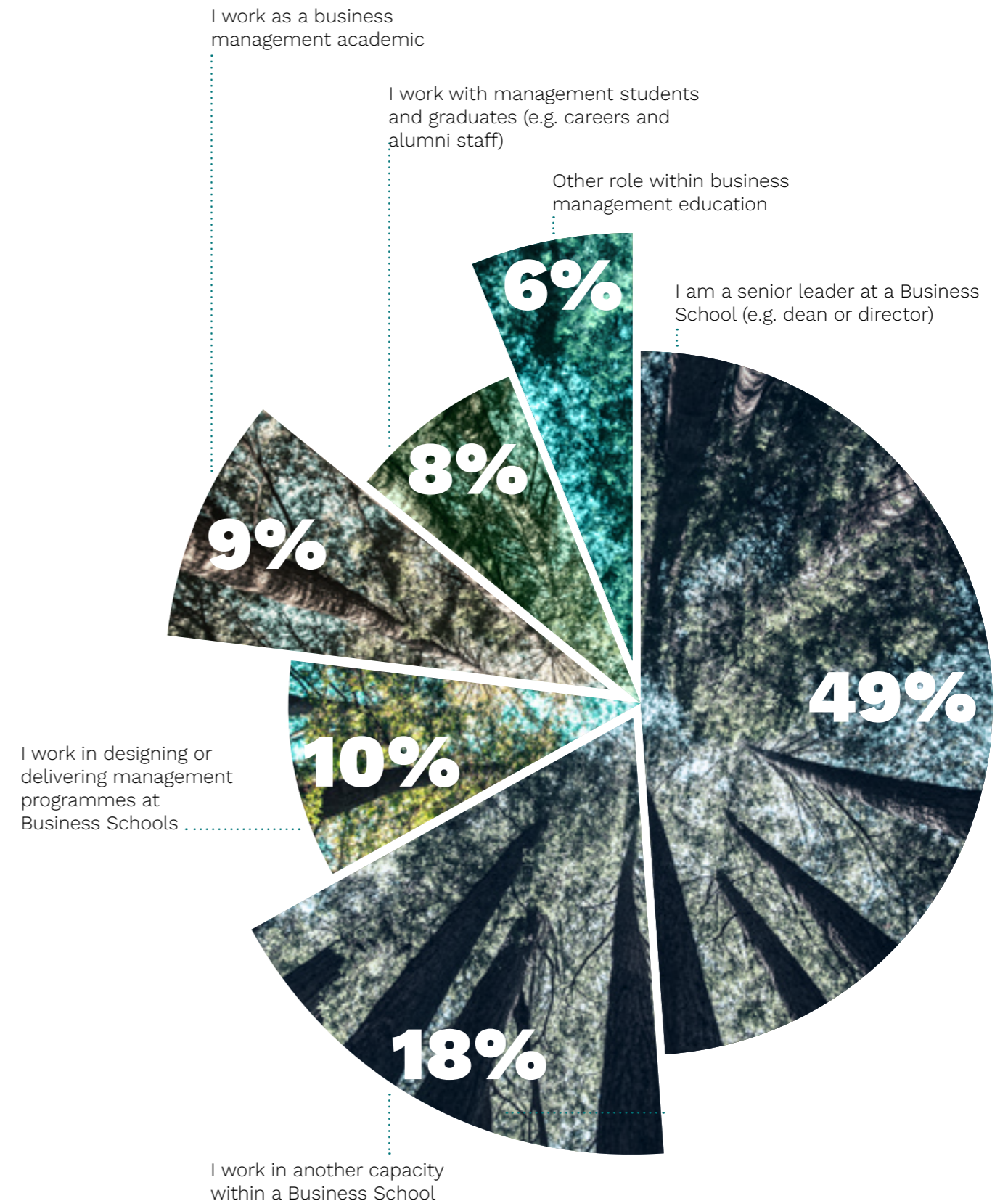
The Business School leaders who participated in the survey are mostly senior leaders at Business Schools e.g. dean or director (49%).

Just under a fifth (18%) work in another capacity within a Business School, and common examples cited were those who work within accreditation and marketing departments.

A further 10% work in designing or delivering management programmes at Business Schools; 9% work as a business management academic; 8% work with management students and graduates (e.g. careers and alumni staff); and 6% work in other roles within business and management education.

Throughout the following report, the terms 'participants', 'survey respondents', 'Business School leaders', and 'leaders' are used interchangeably when describing the research sample that work at Business Schools.

FIGURE 1:
Which of the following best describes you?
(Total responses: 501)



PART 1.

BUSINESS SCHOOL LEADERS' PERSPECTIVES ON THE FUTURE OF CLIMATE CHANGE PERTAINING TO BUSINESS SCHOOLS

The first part of this report aims to look at the role Business School leaders think their institutions have in preventing climate change, and gauge the amount of responsibility that leaders within these institutions feel towards changing the teaching and operations of Business Schools to align with this.

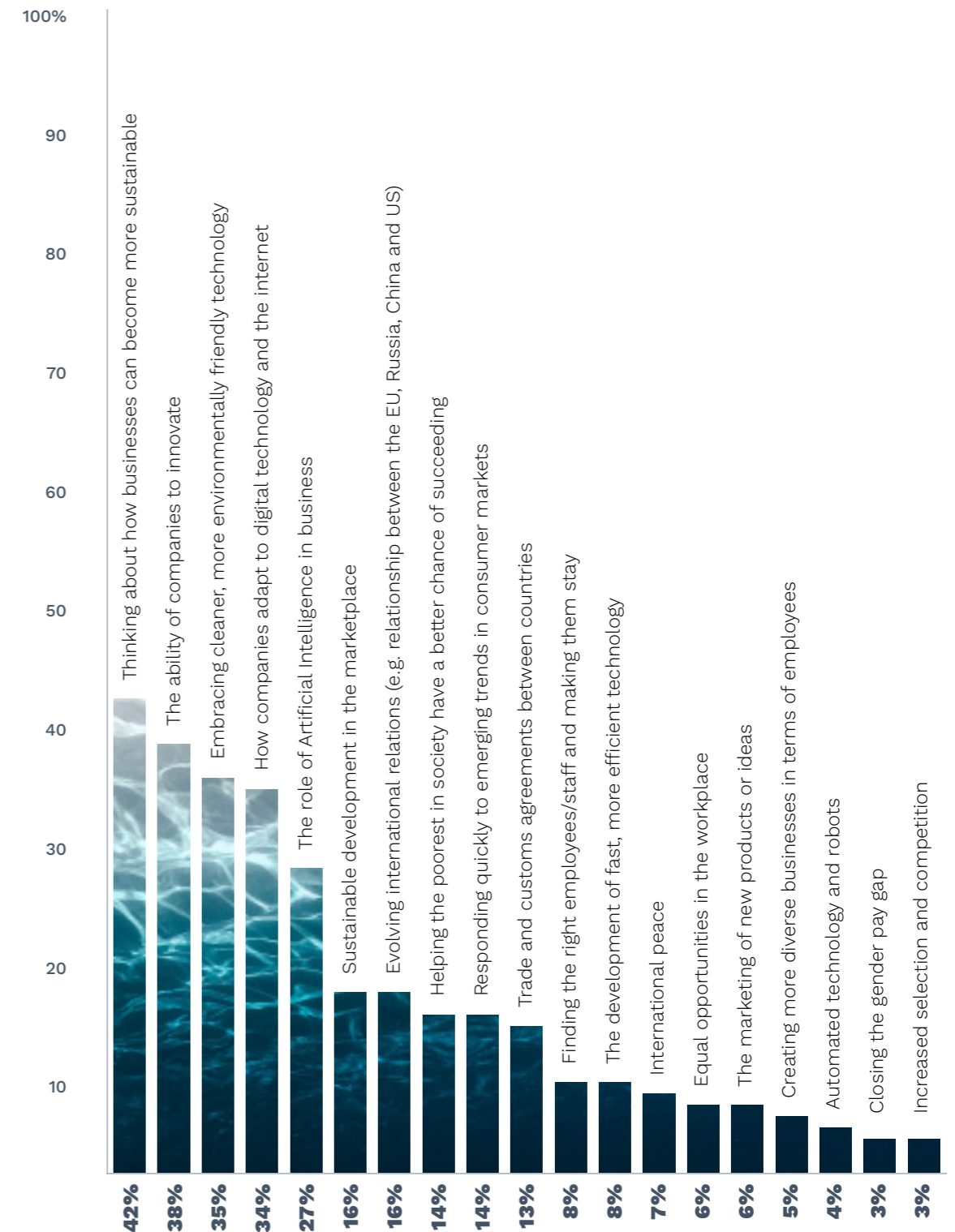
Leaders were asked to select what they believed were the most important issues that businesses would face over the coming five years.

The most frequently cited options were 'thinking about how businesses can become more sustainable' (cited by 42% of participants), 'the ability of companies to innovate' (38%), and 'embracing cleaner, more environmentally friendly technologies' (35%).

Leaders were less inclined to select issues such as 'creating diverse teams', 'automated technology and robots', 'closing the gender pay gap' or 'increased selection and competition' as important issues for business in the next five years, as outlined in Figure 2.

FIGURE 2:

What do you think are the most important issues facing business for the next five years? Please select your top three issues from the following list. (Total responses: 445)



THE ROLE OF SUSTAINABILITY AND CLIMATE CHANGE IN BUSINESS SCHOOLS

As Figure 2 illustrates, the sustainability agenda seems to be at the forefront of Business School leaders' minds when thinking about business in the short-to-medium term.

The survey went on to ask Business School leaders about how responsible they thought Business Schools were, in comparison to other major organisations, when it came to addressing climate change.

Participants are most inclined to believe that 'scientists in the field of climate change' are the most responsible for dealing with the current climate change situation, with almost three quarters (72%) agreeing they are either fully or very responsible. The next group deemed to be most responsible for dealing

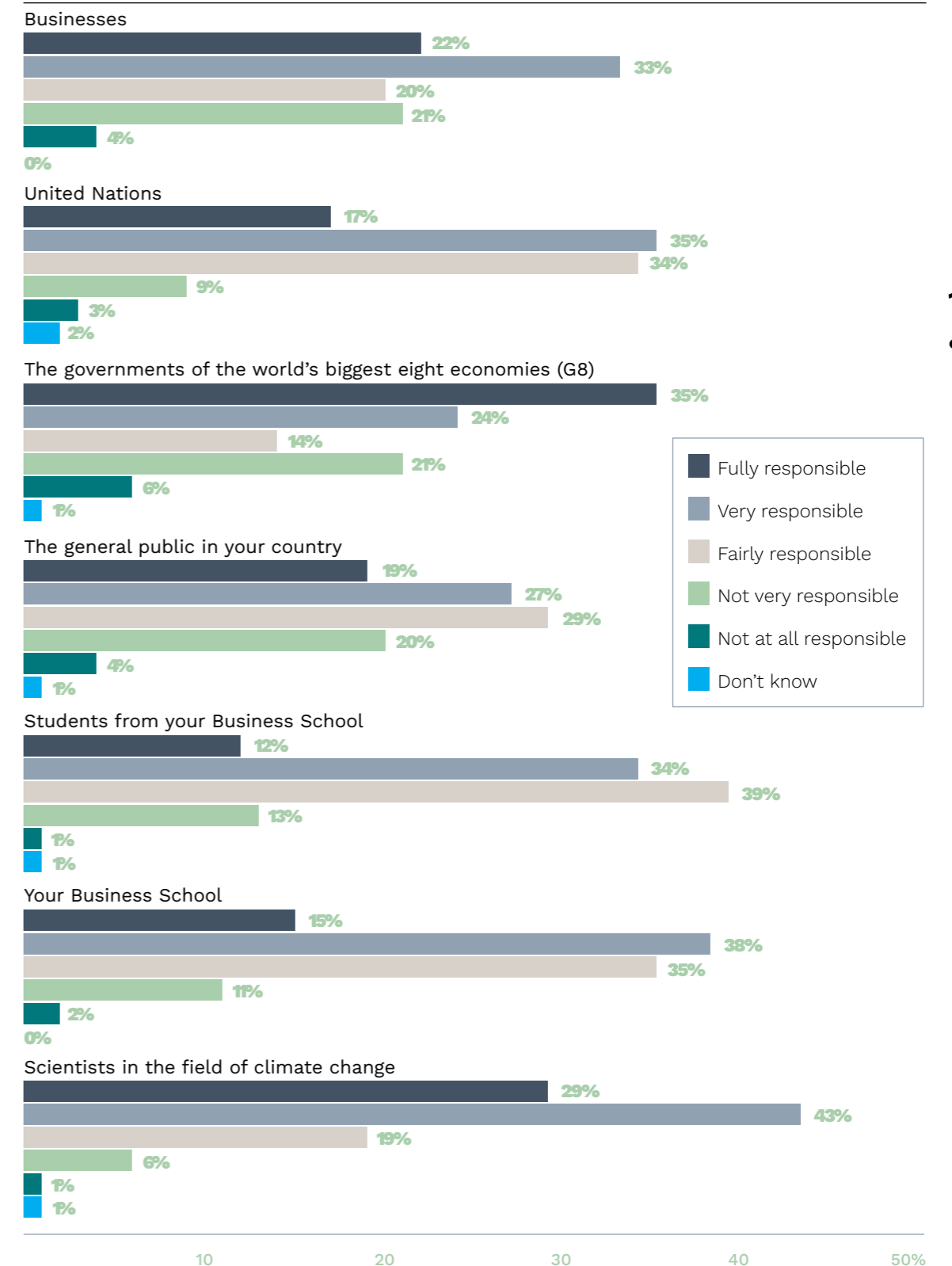
with the current situation was the governments of the world's eight biggest economies – with 59% of participants labelling the G8 fully or very responsible).

Other organisations deemed responsible for addressing climate change are businesses (cited fully or very responsible by 55% of participants), their own Business Schools, (53%) and the United Nations (52%).

Conversely, Business School leaders are less likely to think students from their Business School or the general public are fully or very responsible for the climate situation, with less than half of participants (46% each) saying either of these groups is fully or very responsible for dealing with the climate change situation.

FIGURE 3:

How responsible, if at all, do you think each of the following are for dealing with the current climate change situation? (Total responses: 437)





Respondents were asked to consider the same groups, and their efforts to prevent climate change.

Participants cited scientists in the field of climate change as most responsible for addressing climate change, but just over one in 10 leaders (13%) rated these scientists as 'excellent' in their efforts in preventing climate change.

Overall, 82% of Business School leaders rated scientists as either 'excellent', 'very good' or 'fairly good' at preventing climate change.

Two thirds (62%) of leaders think their own Business School is 'very good' or 'fairly good' at preventing climate change,

however only 3% rated their Business School's efforts as excellent.

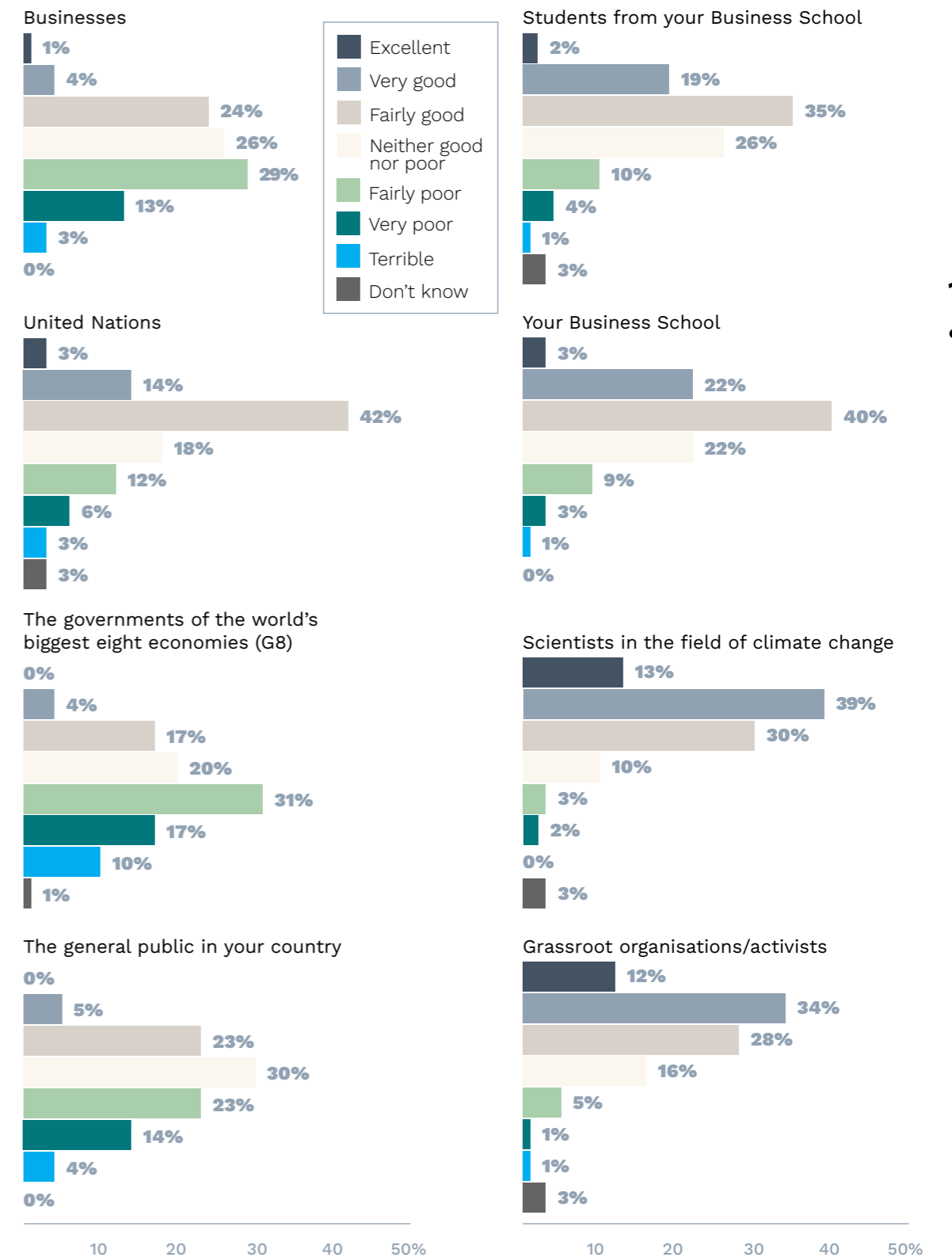
More than half (56%) rated their students as 'excellent', 'very good' or 'fairly good' on the issue.

At the other end of the scale, a much smaller proportion of participants think governments of the world's biggest eight economies were 'fairly good' or better at tackling climate change (21%).

Survey respondents were also sceptical about the efforts of business, with just 29% rating the efforts of the business community as 'fairly good', 'very good' or 'excellent'.

FIGURE 4:

How well do you rate the following groups on the efforts they are taking to do their bit to prevent climate change? (Total responses: 421)



HOW BUSINESS EDUCATION NEEDS TO IMPROVE

The survey shows that most leaders believe their Business School has some degree of responsibility for dealing with the current climate change situation.

Nearly a quarter of participants (22%) said their Business School was neither good nor poor in their efforts for preventing climate change and only 3% believe they were doing this to an excellent standard.

Leaders were asked to share their thoughts in terms of the ways Business Schools could do better in this area. There were hundreds of responses to this question and some of the main themes mentioned by leaders included:

- Doing more research into climate change
- Implementing more sustainability into all courses; and teaching courses just on sustainability
- Limit international travel
- Stop printing and switch to online materials
- Lessen the carbon footprint of the School's operations
- Adding sustainability to the mission of the School
- Engage and educate the School's local community
- Engage with the United Nations sustainable development goals

Some specific answers included:

- 'Business Schools should push back on ranking and accreditation bodies until these include business climate

action as a metric in accrediting and ranking Schools and programmes. [Assertive] climate action should be built into the performance metrics of Business Schools.'

- 'It's important to consider the carbon footprint of all activities of the Business School: for example research and operations, (travel, catering) and their impact on society.'
- 'Offer students systems thinking and make sustainability part of every course, event and lecture. It's not an add-on anymore.'
- 'Entertain the prospect of regulation rather than voluntarism. Business Schools have long been cheerleaders for voluntarism and must accept some responsibility for refusing to recognise the failure of soft governance in this area. Regulation may not play well with business, but Schools must get off the fence with this issue.'

Participants were asked in which areas they believed their Schools could maximise their impact in helping to avert climate change.

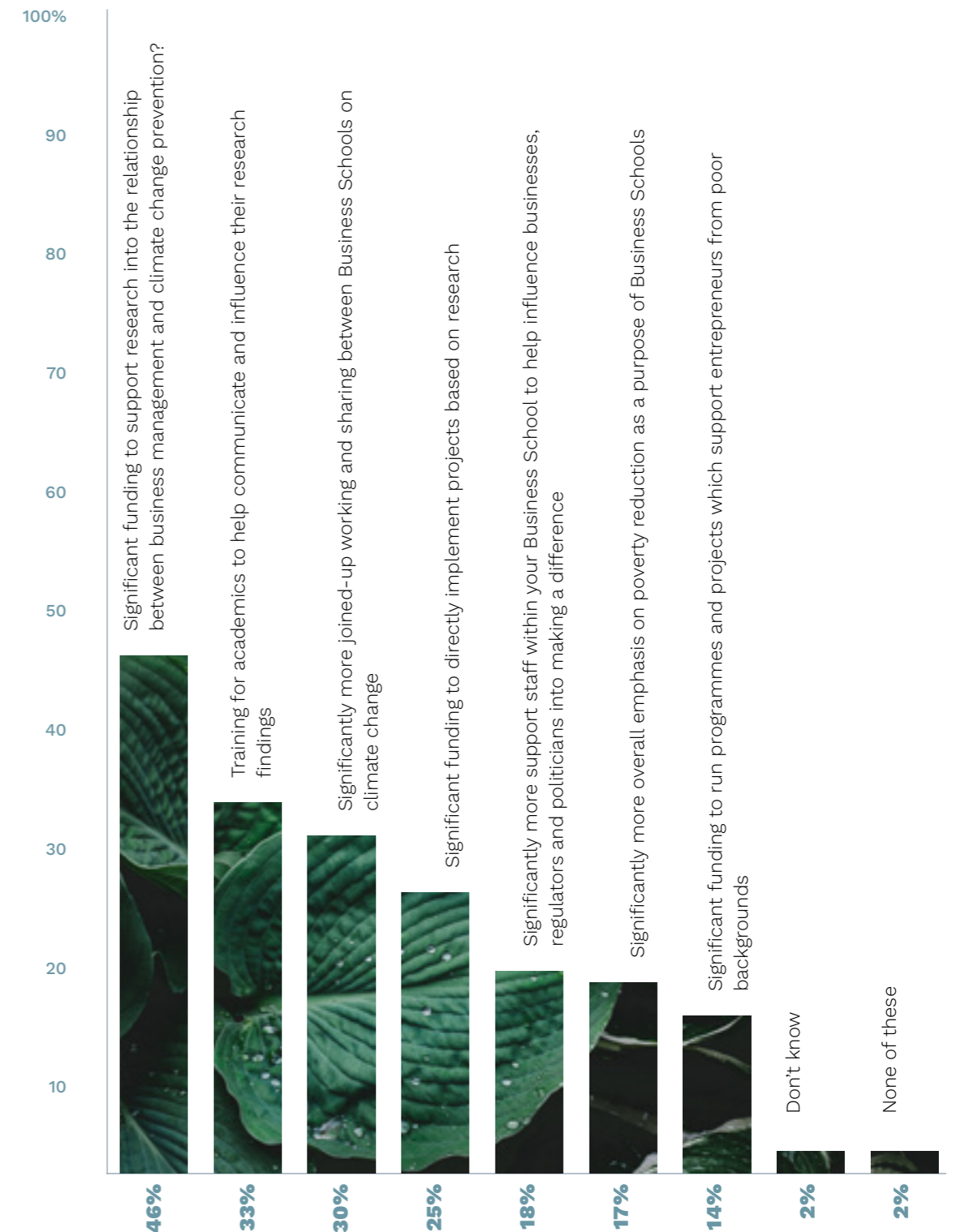
Nearly half of those surveyed (46%) said Business Schools need significant funding to support research into the relationship between business and climate change prevention, and 33% believe academics need training to disseminate their research for greater effect.

Three in 10 respondents (30%) agree there needs to be more collaboration between Business Schools on climate change.

FIGURE 5:

In which of the following areas do you believe would enable Business Schools to maximise their impact in helping to avert climate change? Please select up to two responses.

(Total responses: 409)





The survey moved on to ask Business School leaders about the specific activities their institutions are already conducting to help alleviate climate change.

Close to half of respondents (48%) said they are already sharing knowledge and research on business and climate change with the global Business School community.

In fact, nearly two fifths (39%) said they are producing research on 'how businesses can act to mitigate their carbon footprints

and reduce climate impact'.

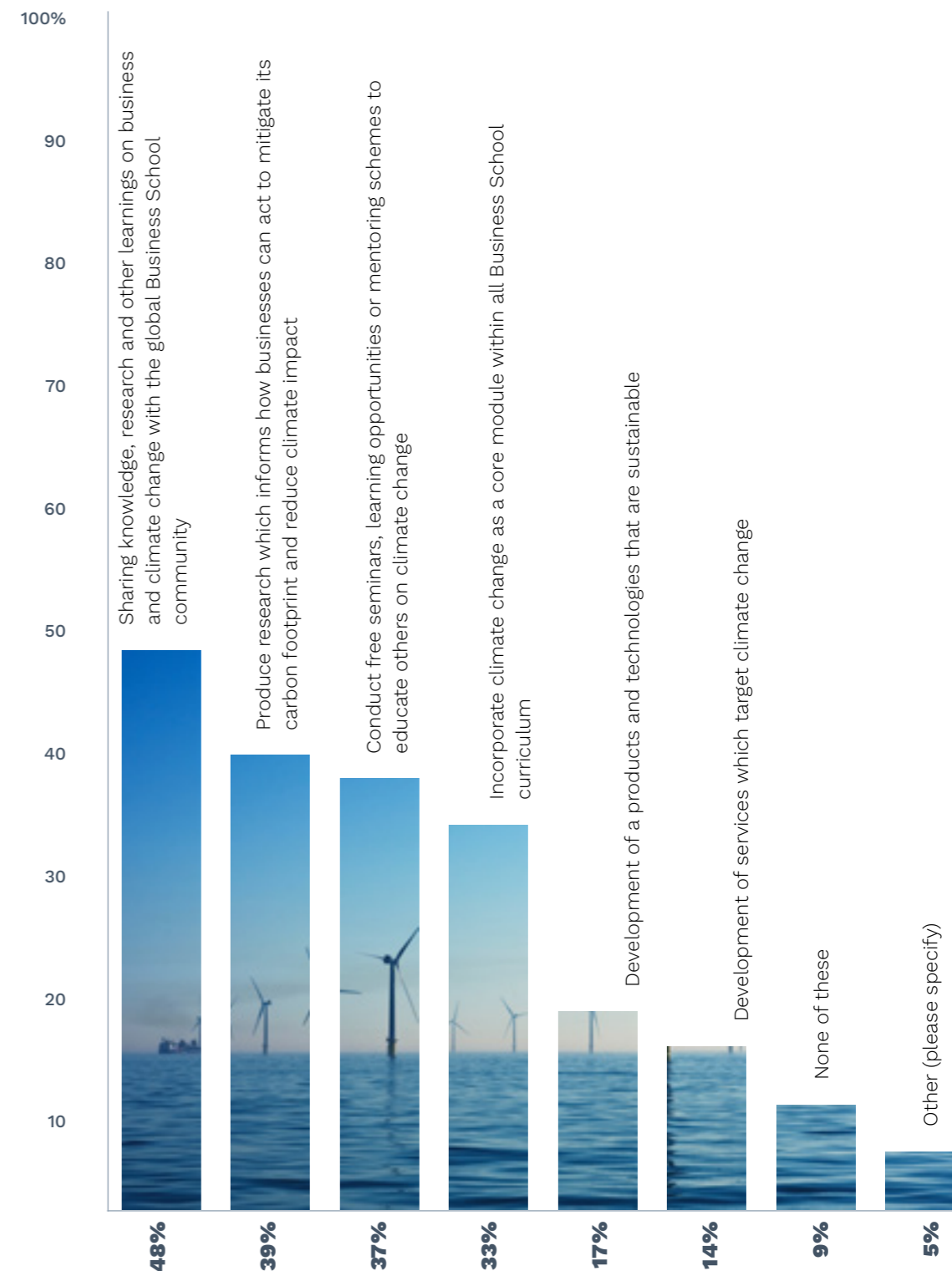
Only one third (33%) reported incorporating climate change as a core teaching module.

In saying that, several leaders said teaching courses just on sustainability is a means through which they believe Business Schools could do better in response to climate change (explored above).

This suggests that this may be something that the sector will see more of in the near future.

FIGURE 6:

Which, if any, of the following activities does your Business School conduct to help alleviate climate change?
(Total responses: 405)



In the final part of this section of the survey, Business School leaders were asked to consider what they believe to be the main thing that Business Schools should be doing in order to combat climate change, as well as the main challenges that they face in this area.

This brought up a range of answers, including the following:

- ‘Business Schools need to re-evaluate the way capitalism is taught, and should try to change the rankings system, integrate sustainability transversally into the curriculum, and address real-world problems through projects.’
- ‘Educate the market and students on the long-term negative social and environmental consequences of pure capitalism, corporate greed, consumerism, and unlimited globalisation.’
- ‘The Covid-19 pandemic represents the opportunity to reduce the physical movement of people across the world radically, and has given a huge boost to developing ways to teach, communicate and ‘meet’ effectively while relying on the internet. These lessons should be incorporated without delay in the activities of every Business School, in particular those in the

developed world.’

- ‘We have to rethink the Business School’s role. It’s not only forming and preparing students for the work market. Today it’s to shape the future responsible citizens whose decisions will have consequences over the environment. The big challenge for Business Schools is to rethink how to do this. First of all, we need to train our own staff, colleagues, and partners to the main role of the Business Schools: the place where future decision makers could be shaped to make the best decisions for a better new world.’
- ‘Responsible business practice should be at the heart of MBA teaching. There is a need to train leaders to think long-term (unlike politicians) and point to long enduring businesses and organisations that manage to balance the profit versus responsibility paradox. Business Schools are also run like businesses and senior management goals have shifted. They have a fixation with student numbers, league tables, and students dictating the learning agenda. The marketisation of the sector has done untold damage and it’s a brave Business School that is prepared to think outside the box and

dare to put integrity, humility, and a respect for science at the heart of their leadership programmes.’

- ‘Incorporating the issues of tackling climate change into [Business School] curricula.’
- ‘Ensuring a percentage of the assessment criteria of assignments is based on tackling climate change/sustainability.’
- ‘Investing more into research that focuses on tackling climate change/sustainable business. The challenges the Schools are facing are related to engaging with national governments effectively. Furthermore, Schools are facing cash shortages, which makes it really difficult to invest extra funds into specialised research.’
- ‘I would mention three areas: new programmes suitable to the topic of climate change prevention; research projects related to this area; and sharing knowledge and initiatives with other Business Schools and universities.’
- ‘There is a limit to how much Business Schools can influence actual change in businesses. We need more interdisciplinary collaboration with STEM in order to develop

more tangible solutions. Business Schools could also do more to try and influence governments to put measures in place to influence and support businesses in making the shift to more sustainable business practices. We must ensure that the switch is not creating a new problem, so time and research into robust solutions is essential.’

- ‘MBA programmes are too specific. We cover sustainability and ethics, but not climate change under the MBA heading. There is too little time available to do justice to this subject, especially in a one-year programme.’
- ‘The biggest challenge is that students don’t come to Business School to learn how to save the world. They come to learn how to do well and to increase their salary. However, that is changing, we are seeing more interest in these topics and students who want to work for companies that are making the world a better place. I think the first thing my university could do is to take the university sustainability league table seriously - if we aren’t leading through doing, if we aren’t practising what we preach, we won’t get anywhere’





THE ROLE OF SUSTAINABILITY AND CLIMATE CHANGE IN PROGRAMMES OFFERED AT BUSINESS SCHOOLS

The survey asked participants to consider how the programmes at their Business School were tackling climate change.

When leaders were asked if their programmes had changed over the past three years, to ensure they offer up-to-date information to students on the significance of business management in helping to tackle climate change, more than two thirds of Business School decision makers (66%) reported that their programmes had changed, while a quarter (24%) said they had not changed. Just 10% did not know whether they had changed or not.

Leaders, who said that their programmes had changed, were asked to give examples of how they had changed. These included:

- Making sustainability part of each subject
- Inviting guest speakers to speak in class
- Initiating a student club for sustainability
- Launching specific courses in sustainability and business
- Developing projects focused on sustainability
- Including sustainability as a learning goal

- Becoming a part of sustainability-focused partnerships.

Several respondents mentioned that, although their School is making inroads in the area of climate change, these changes are incremental and not evolving fast enough.

Leaders were asked to mark on a scale from one to 10, how effectively they thought their programmes were covering the role that managers should play in contributing to climate change prevention successfully, with 10 being most effective.

The mean score for this was 5.9 out of 10, suggesting that leaders believe there to be room for improvement in how well their programmes cover the role of business management in climate change.

The majority of leaders therefore believe that their programme had evolved over the past three years to cover the role of management to tackle climate change however it is apparent that leaders also think their courses need to change in order to do this more effectively.

Leaders were asked what they thought MBA students specifically could do better in the area of addressing climate change.

Participants gave a spectrum of answers, but key themes included:

- Changing their personal habits to become more sustainable
- Starting their own initiatives to deal with climate change
- Engaging with and promoting sustainability.

Some specific answers included:

- ‘MBA students are or will be leaders, hence they should change the way their companies operate (and change their behaviour and everyday practices as individuals too).’
- ‘Work for companies that integrated climate change into the core of their mission or create companies that do. They can also challenge their faculty, mentors and programme managers to accelerate the integration of these topics in all areas of their programme and coursework.’
- ‘Work with businesses and grassroots organisations to help them both be as effective as possible.’
- ‘Embrace the idea that profits are not the only

purpose of a business's existence and that social and environmental value have to be created by all businesses.’

- ‘Come up with business solutions to this problem.’

Business Schools are linked to the market and to global business intrinsically. Therefore, the survey sought to ascertain participants' beliefs around how they predict climate change will impact business in the next 10 years.

An overwhelming majority of Business School leaders (96%) believe that the environment will have some sort of impact on business in the coming decade. Within this, more than half (51%) said that it will have a ‘great deal of impact’. Just 4% are of the opinion that it will have little impact or no impact.

While the majority of leaders think that the future of business is going to be impacted further by climate change, survey participants are more optimistic about the role that business will have in finding the solutions to tackle climate change. Nearly nine out of 10 respondents (87%) agree that business is capable of finding the solutions to tackle climate change; with two fifths (40%) in strong agreement that this is the case.

FIGURE 7:

What impact do you believe the environment will have on the future of business in the coming decade?
(Total responses: 413)

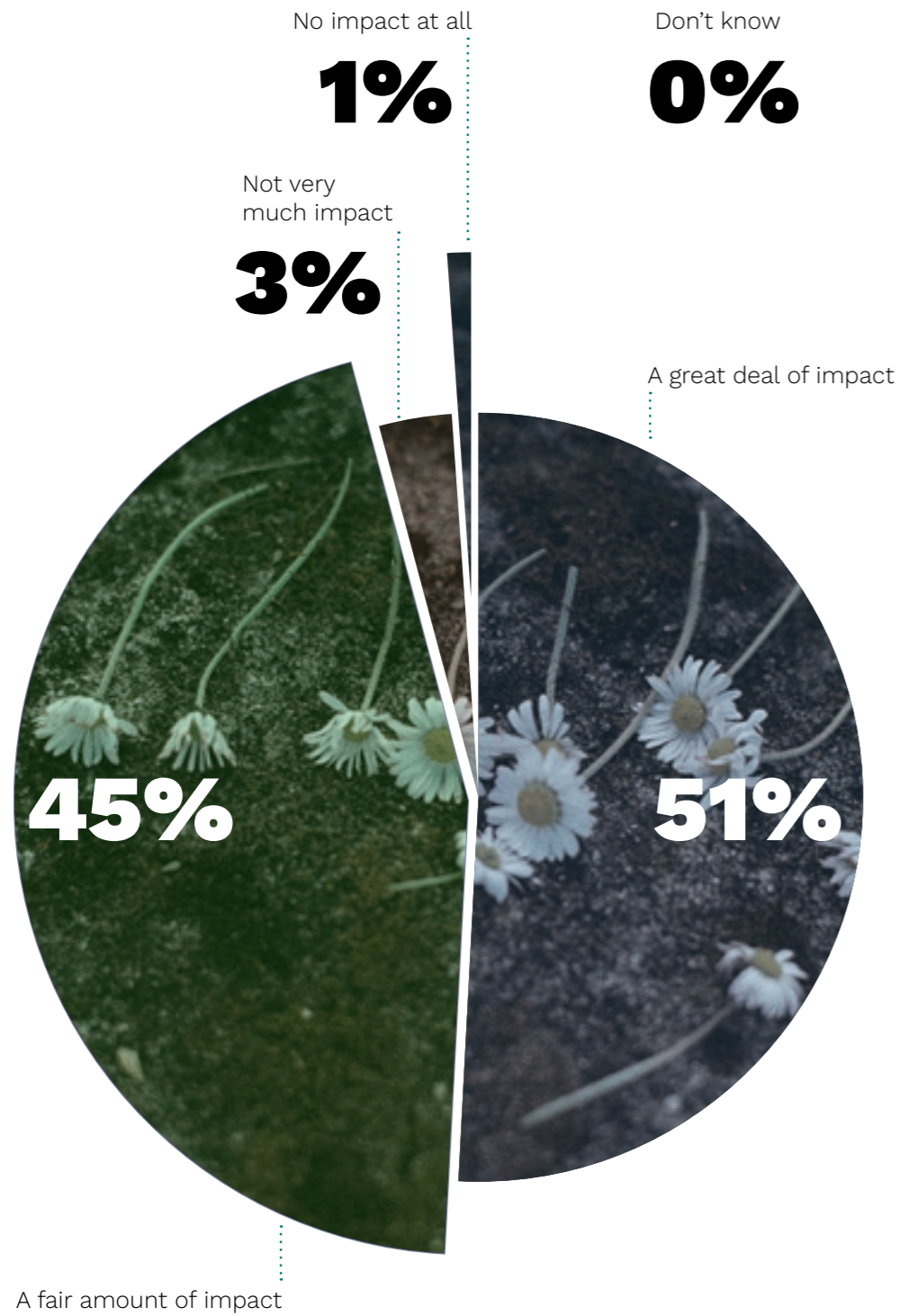
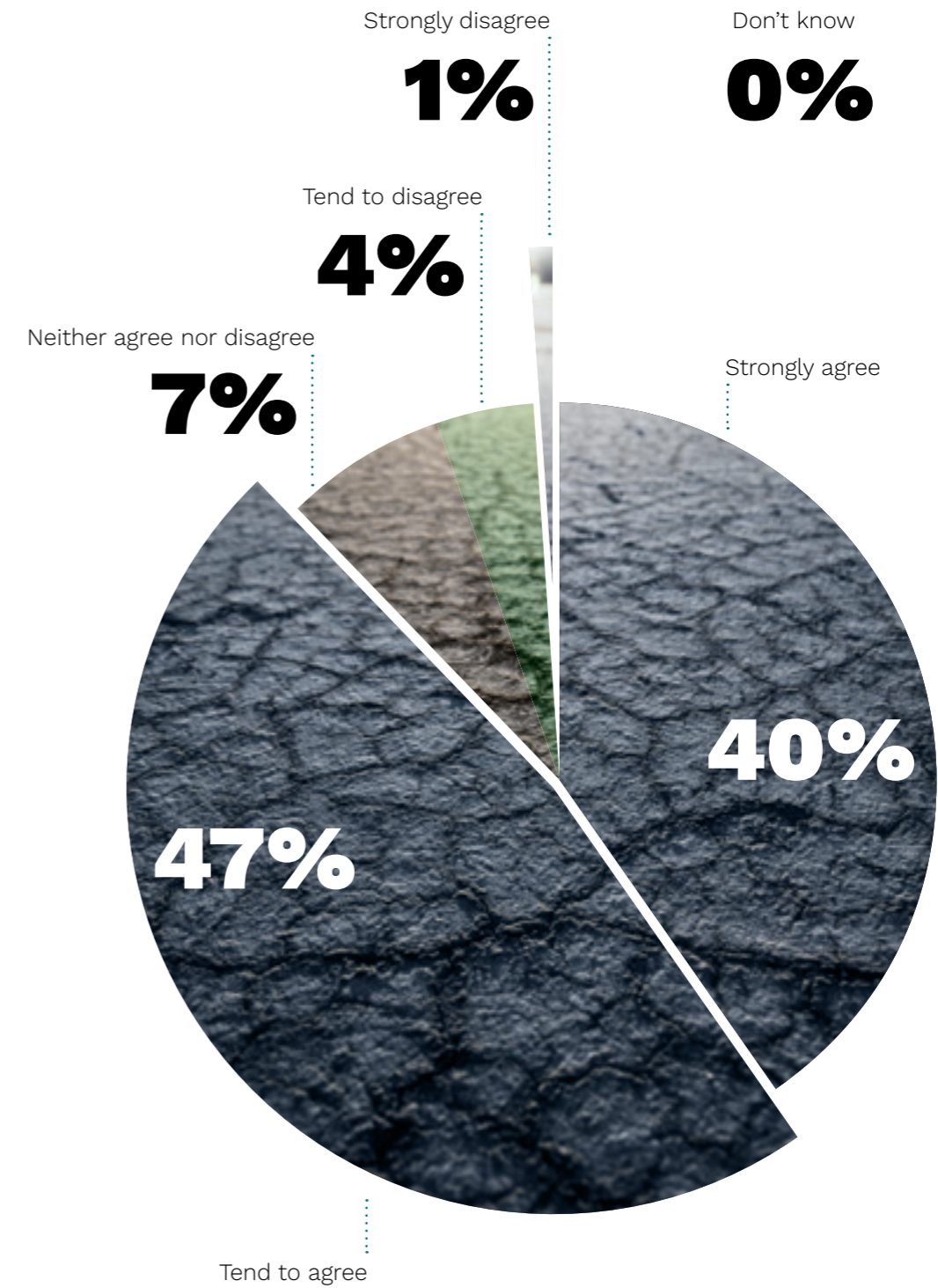


FIGURE 8:

To what extent do you agree or disagree that business can find the solutions to tackle climate change?
(Total responses: 428)



PART 2.

PERSONAL BELIEFS OF BUSINESS SCHOOL LEADERS ON CLIMATE CHANGE

While the survey's main focus was to ascertain how leaders at Business Schools thought their institutions were adapting to the climate change agenda, it also sought to find out more about the personal views of leaders in terms of climate change and human impact on the environment.

The first part of this section of the survey focused on participants' views on the factors that are impacting climate change.

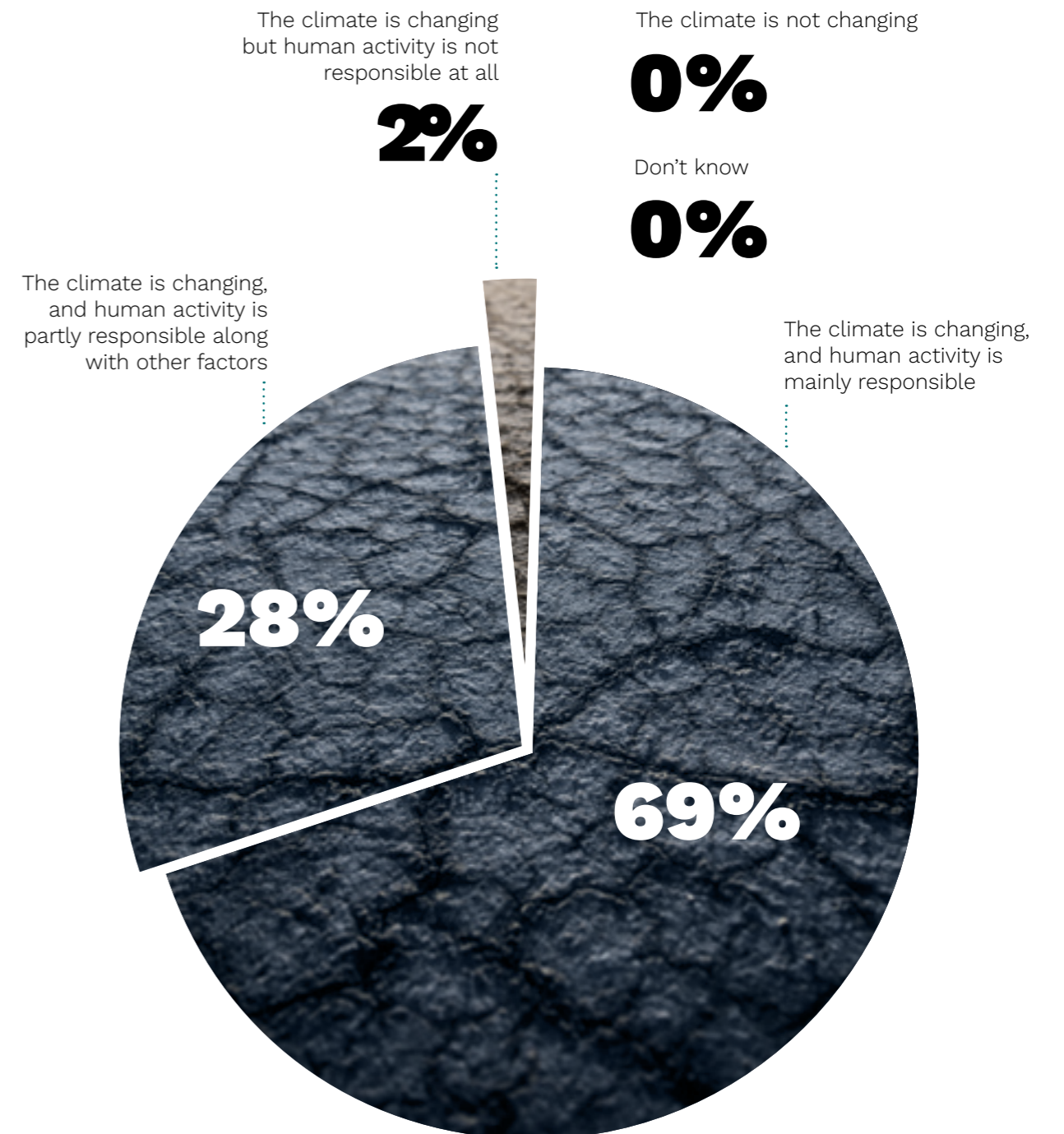
Seven in 10 Business School leaders (69%) agree that the climate is changing and that human activity was the main driver for this.

Nearly three in 10 (28%) believe human activity is only partly responsible for climate change, while again being of the belief that the climate is changing. None of the respondents thought that the climate wasn't changing – but 2% do believe that human activity is not responsible at all.

FIGURE 9:

Thinking about the global environment, in general, which of the following statements best describes what you think?

(Total responses: 428)





The survey also sought to understand the beliefs of Business School leaders in terms of how climate change was impacting the world currently, especially with regard to environmental disasters.

More than nine out of 10 (92%) of leaders agree with the statement that recent environmental disasters (for example, hurricanes, bush fires, and extreme hot and cold weather) are due to climate change. Only 1% of respondents disagree with the statement and 6% 'neither agree nor disagree' with it.

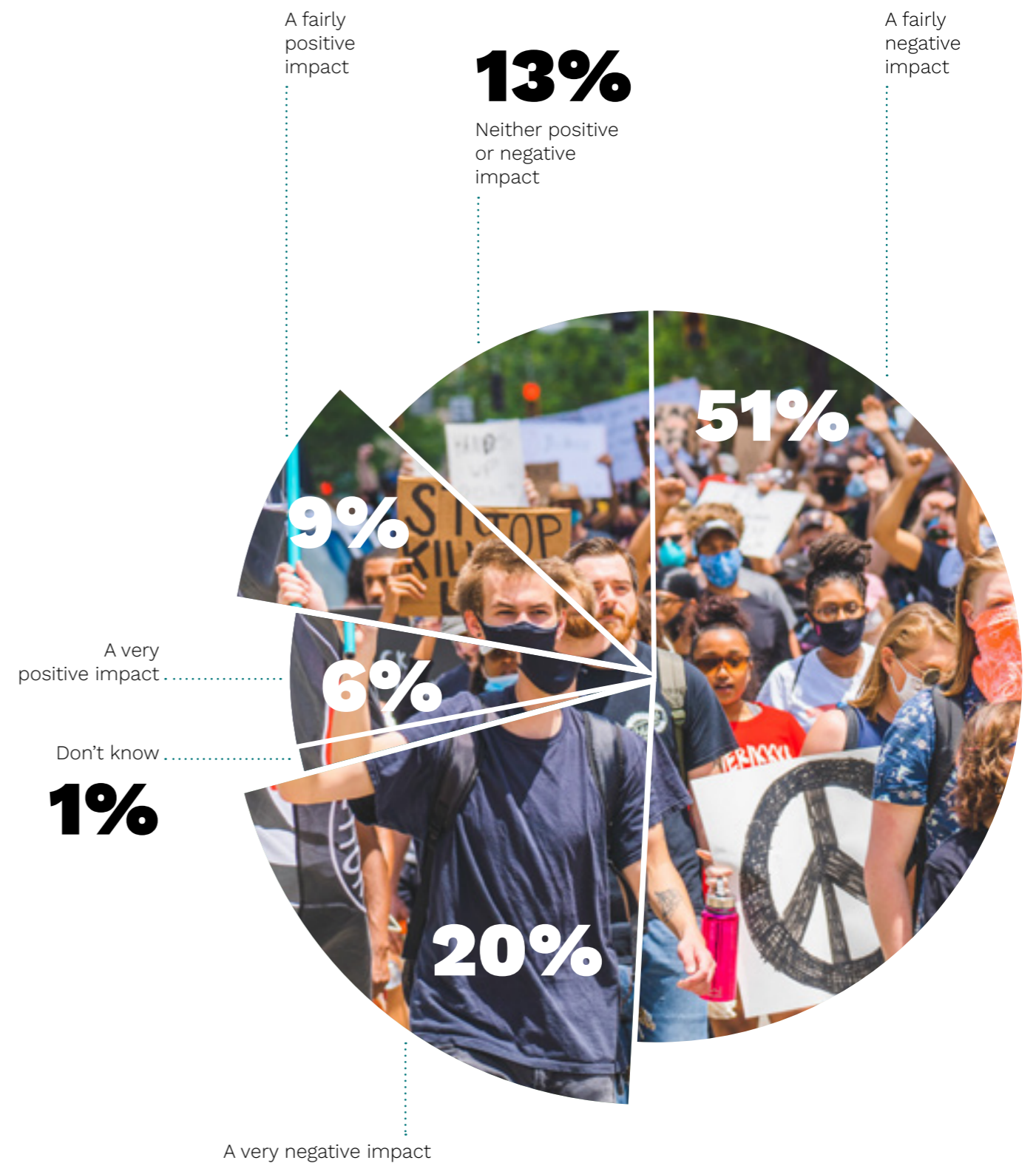
Respondents were asked what kind of impact they believed that climate change would have on their own lives, ranging from positive to negative.

Slightly more than half (51%) of respondents said that climate change will have 'a fairly negative impact' on their lives. A further fifth (20%) believe the impact of climate change will have a 'very negative impact on their lives.' While 13% are unsure if the impact would be positive or negative; 15% believe that the impact climate change will have on their lives is either 'very' or 'fairly' positive.



FIGURE 10:

What kind of impact do you believe climate change will have on your life?
(Total responses: 422)





Respondents were asked about some personal choices that relate to the environment. While the majority of respondents (70%) said that they ‘closely monitor the energy they consume at home’, only a third of the same group (28%) had ‘signed up to an energy provider that focuses on renewable power sources’.

A small group of the respondents said that they drive an electric car (8%) but a significant 19% admitted that they haven’t taken any tangible action in terms of reducing their own carbon footprints in these areas.

The survey went on to ask respondents to make predictions about the climate agenda in the next 10 years.

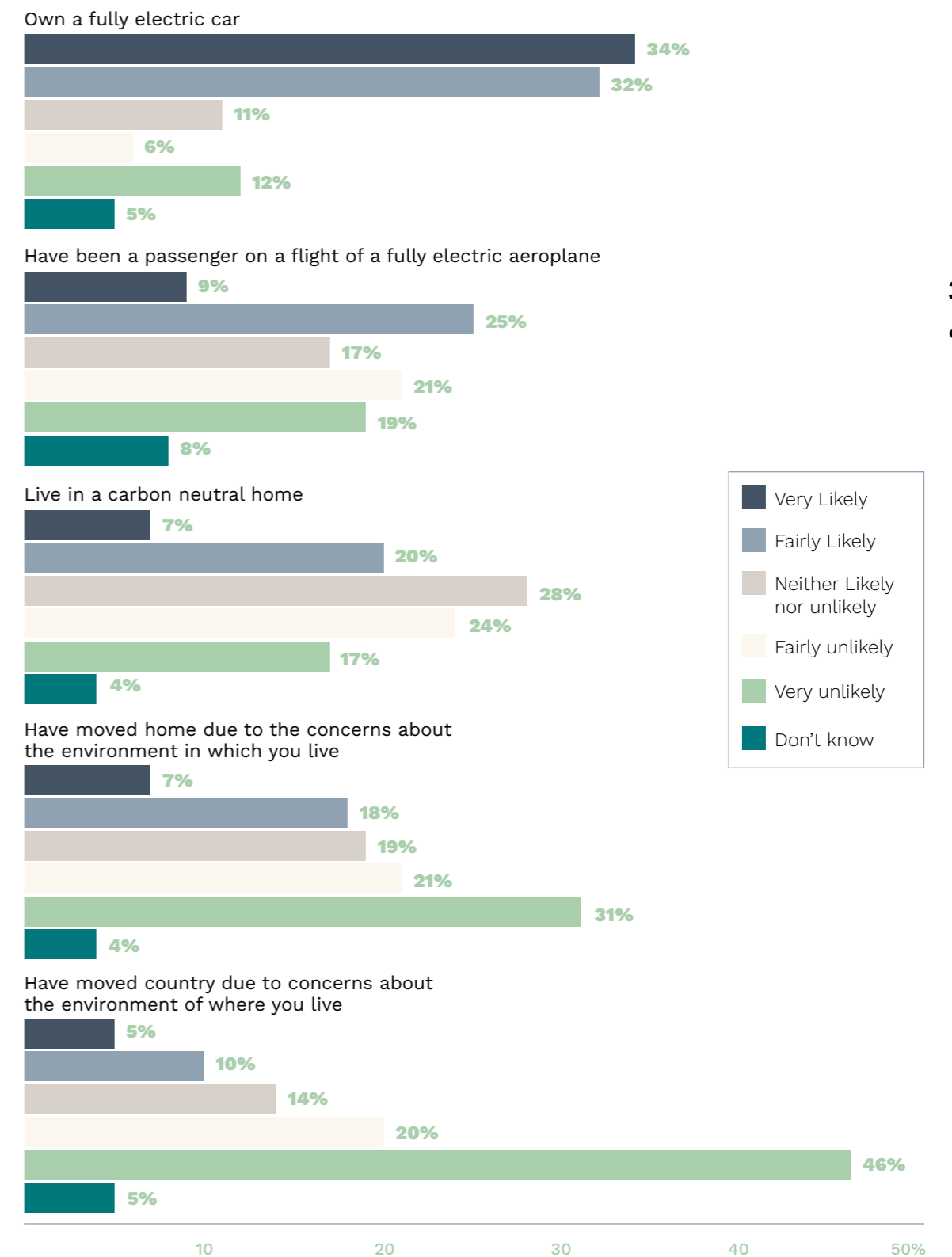
When prompted to indicate how they believed their own behaviour could change, respondents were most likely to predict that they would own a fully electric car, with two thirds (66%) of respondents saying that this was either very or fairly likely.

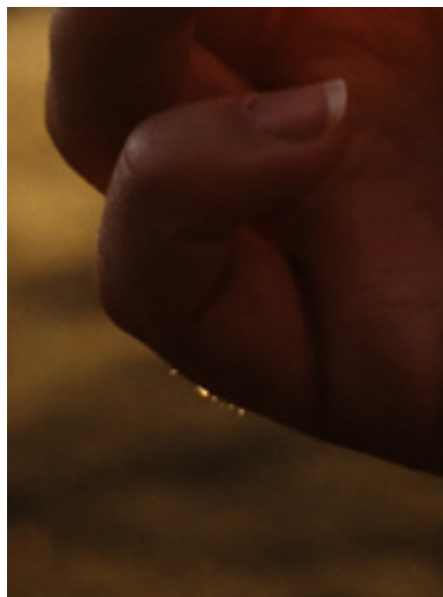
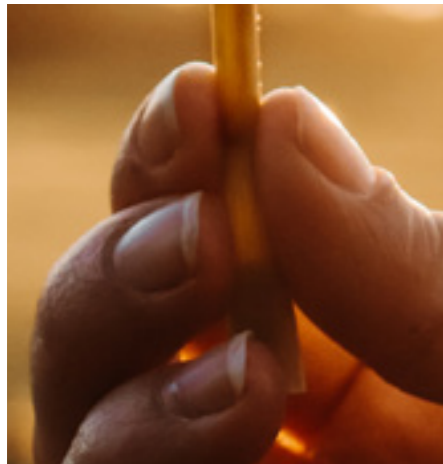
Respondents are less likely to think that they would have to move home due to environmental factors; 52% predicted that it was either fairly or very unlikely that they would have to move and 65% thought it was unlikely that they would have to move to a different country due to environmental concerns.

However, in both cases it is worth noting a significant minority could see themselves having to move home or to another country due to the environment, with 25% saying moving home was very or fairly likely and 15% saying it was very or fairly likely that they would have to move to another country.

As Figure 11 illustrates, Business School leaders are divided in their opinions of the changes that they will have to make over the coming 10 years.

FIGURE 11:
How likely or unlikely do you think you are to do any of the following things in the next 10 years?
(Total responses: 412)





Considering the immediate impact of climate change alleviation, the survey sought to find out what changes respondents had made in the past six months to lessen their impact on the environment.

Leaders were split in their responses, with just over half of those that completed the survey (51%) having either changed their behaviour 'a great deal' or 'a fair amount'. At the other end of the scale, a very similar proportion (48%) had not changed their behaviour 'very much' or 'at all' in the past six months in order to lessen their impact on the environment.

Respondents who said that they have changed their behaviours in the past six months were asked how they had done so, in an open-ended question.

Many cited changing their diets to include less or no meat and many said that they had switched to local food products. Alongside this, some leaders said they are trying to reduce the amount of food waste which they produce.

The reduction of the use of plastics was also a common example cited, with several respondents mentioning reducing their use of plastic bags, specifically.

Another common theme was the use of transport. Respondents said that they are becoming more likely to cycle or take public transport. Others said that they have switched to an electric car. Many also explained that they are limiting their use of air travel.

Waste was another theme that emerged, with respondents outlining how they had become better at recycling, reusing and were trying to buy fewer single-use items.

Some respondents reported buying new appliances for their home which were better for the environment and others said that they had introduced solar power to their homes.

Several respondents commented that they had

become more sustainable due to Covid-19, as they were working from home, without the ability to use air travel and were also not purchasing as much.

As this survey was in-field during the height of the lockdown in many countries due to the Covid-19 pandemic, the impact of the pandemic was at the forefront of leaders' minds when answering the questions.

Perceptions vs reality

The final part of this section of the report assessed how closely Business School leaders' beliefs were aligned with the reality of developments in renewable energy.

Renewable energy sources are not depleted when used and examples include, wind power and solar power, as opposed to fossil fuels such as oil or coal, of which there are finite amounts available.

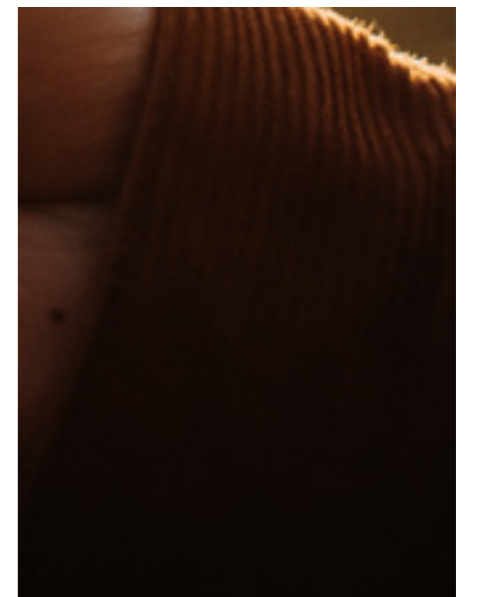
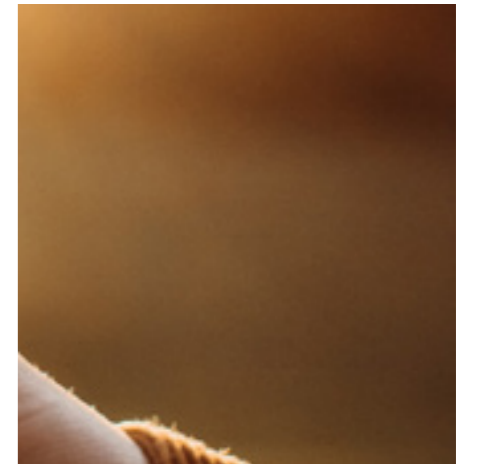
Respondents were asked to estimate what proportion of the world's electricity is generated by renewable sources; and they gave a huge spectrum of answers ranging from 1% to 94%, with a mean proportion of 25% and a median response of 20%.

In Ren21's Renewables 2020, Global Status Report, it was estimated that renewable energy production made up 27.3% of the global electricity production by the end of 2019. This shows that Business School leaders, on average, have underestimated the amount of energy produced by renewables slightly.

Leaders were asked: 'What proportion of the world's electricity do you think will be generated by renewable sources of energy in 10 years' time?'

Again, participants put forward a range of answers from a minimum of 4% to a maximum of 100%. The mean answer given across 411 respondents was 46%, with the median response being 42%

This significant increase in expectations outlines a cautious optimism about the future of renewable energy production.



PART 3.

COMPARISON OF VIEWS OF BUSINESS SCHOOL LEADERS, CURRENT STUDENTS, AND GRADUATES

As previously outlined in Figure 3, the majority of Business School leaders (85%) believe that students from their Business Schools are responsible for dealing with the current climate change situation. Figure 4 showed leaders to be also optimistic about the efforts of their students in the prevention of climate change with 35% rating them as fairly good, 19% rating them as very good and 2% as excellent.

But how do Business School leaders' perceptions of their students' efforts match up to the actual self-perception of those students and alumni?

In the next part of the report, the views of Business School leaders, current students and graduates will be contrasted. All three groups were asked the same questions in order to see how leaders' opinions differed from the alumni or current students of their institutions.

During the same time period as the survey, from which this report has taken its findings, AMBA & BGA conducted its largest-ever online survey, sending questionnaires to more than 49,000 MBA student and graduate members, based in more than 150 countries.

A total of 752 current MBA students and 2,110 MBA graduates completed the online questionnaire and shared their opinions on their current employment situation and their views and aspirations for the future. The results of these surveys are detailed in parts two to four of AMBA & BGAs International MBA Survey 2020.

Their views on several aspects of climate change also were polled for the purpose of being compared to the views of Business School leaders.

The survey sought to ascertain how optimistic each of the participant groups was about the health of the planet when looking forward to the next 10 years and the next 25 years.

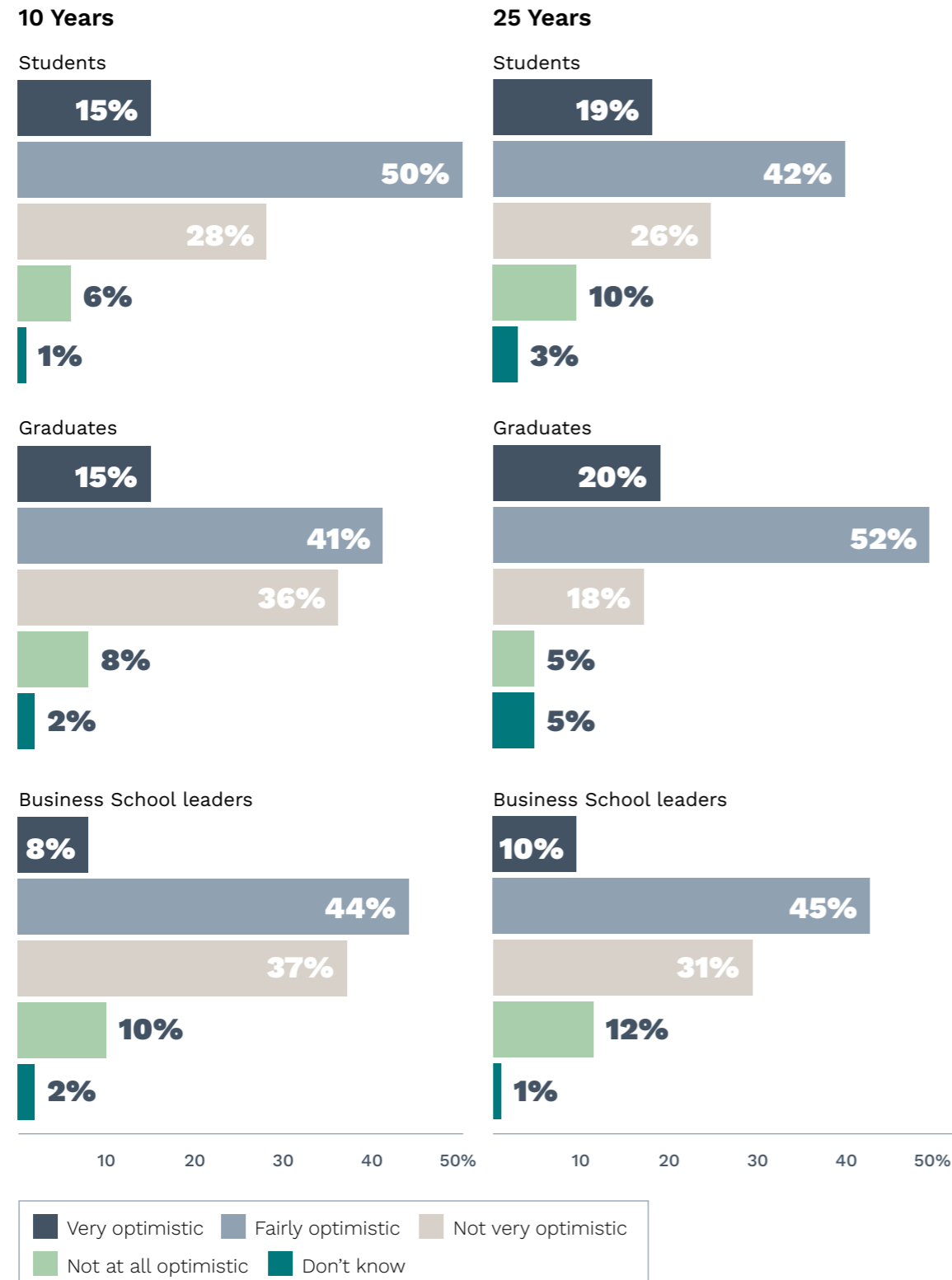
Business School leaders are the least optimistic about the planet in the next 10 years with less than one in 10 (8%) saying they are 'very optimistic' and nearly half (47%) stating they are 'not very optimistic' or 'not at all optimistic'.

In comparison, current students feel most optimistic about the planet for the next 10 years with 65% saying they are either 'very optimistic' or 'fairly optimistic'.



FIGURE 12:

How optimistic are you about the future of the planet in the next 10 years and the next 25 years? (Total responses 10 years: **632** students, **1,904** graduates, and **441** Business School leaders. Total responses 25 years: **613** students, **1,889** graduates, and **417** Business School leaders)



In every group polled, there is more optimism about the longer-term future of the planet, over 25 years, than the medium-term 10-year prediction.

Graduates are the most optimistic with nearly seven in 10 (72%) being either 'very optimistic' or 'fairly optimistic' at the prospects of the planet in the next 25 years.

Again, Business School leaders represented the largest proportion of concern about the future of the planet, of the three groups polled, with 43% of Business School leaders admitting they are 'not very optimistic' or 'not at all optimistic'.

While participants' predictions on the future of the planet are important to consider, the survey crucially sought to compare and contrast respondents' views of the current situation, and what they were collectively doing to make grass-roots impact on the climate crisis.

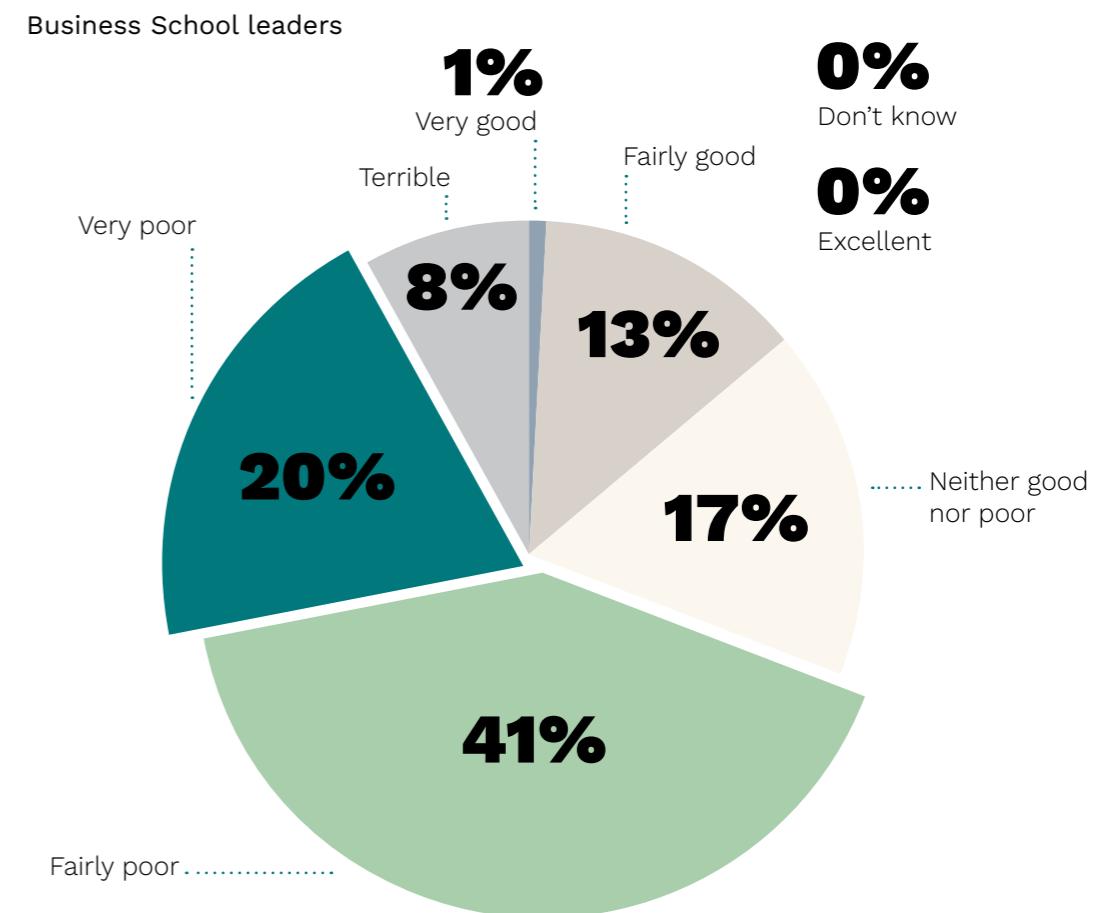
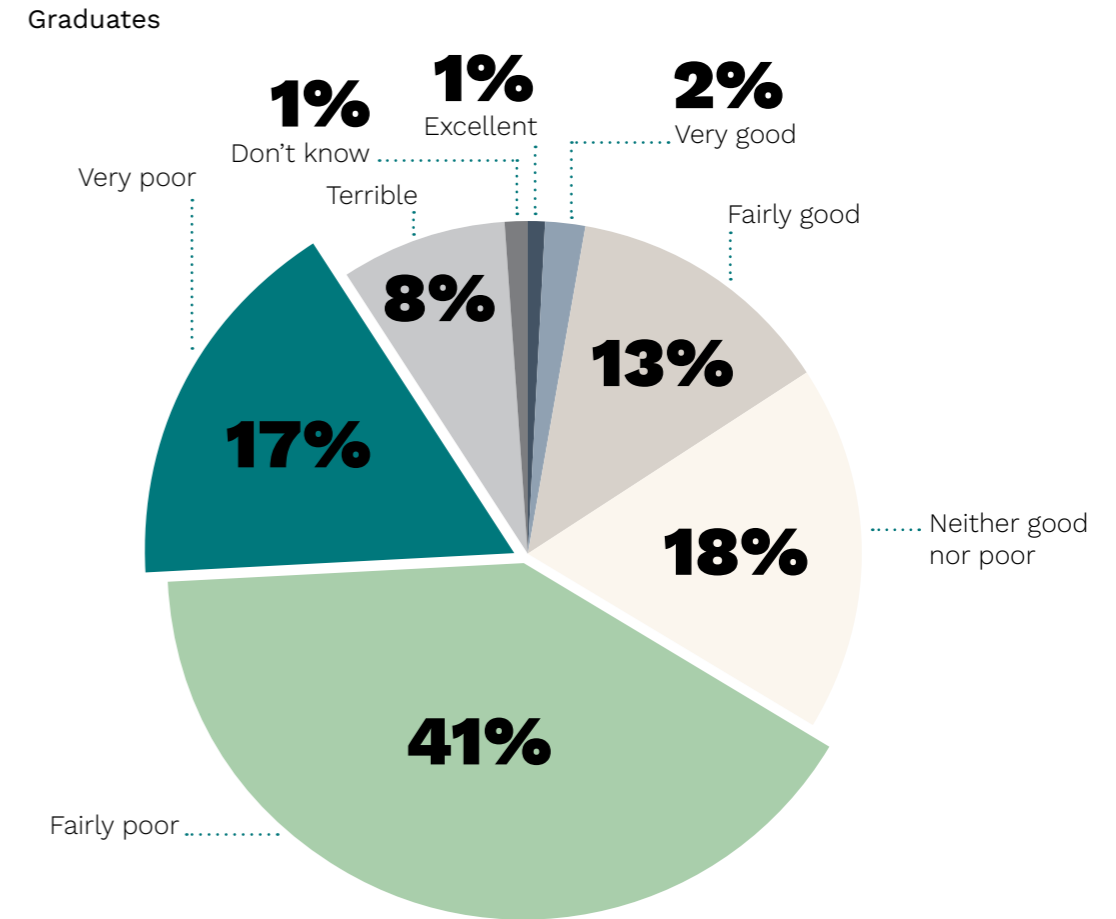
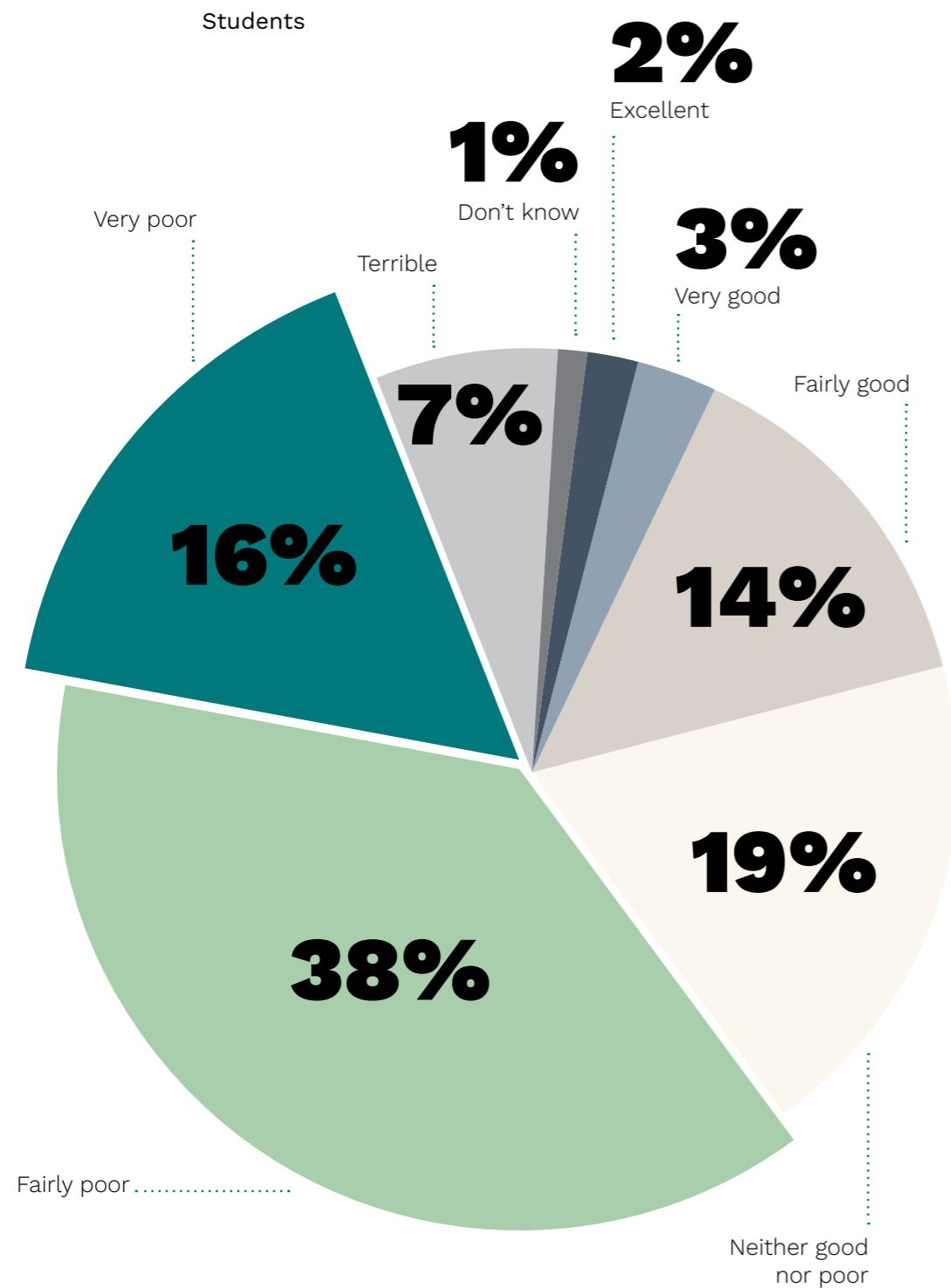
Students, graduates, and Business School leaders are, for the most part, aligned in their thoughts on the current condition of the environment.

All participant groups were most likely to share the opinion that the current environmental condition of the planet is 'fairly poor,' (38% of students, 41% of graduates and 41% of Business School leaders).

All participants are also more likely to give a negative opinion of the current state of the planet than a positive view.

FIGURE 13:

On balance, how would you describe the current environmental condition of the planet?
(Total responses: **631** students, **1,901** graduates and **439** Business School leaders)





The survey asked each group if they had changed their habits in order to minimise their personal impact on the environment in the past year.

Respondents were given a selection of options from which to choose: diet, travel to work, holiday travel, waste disposal, buying consumer goods, and energy use.

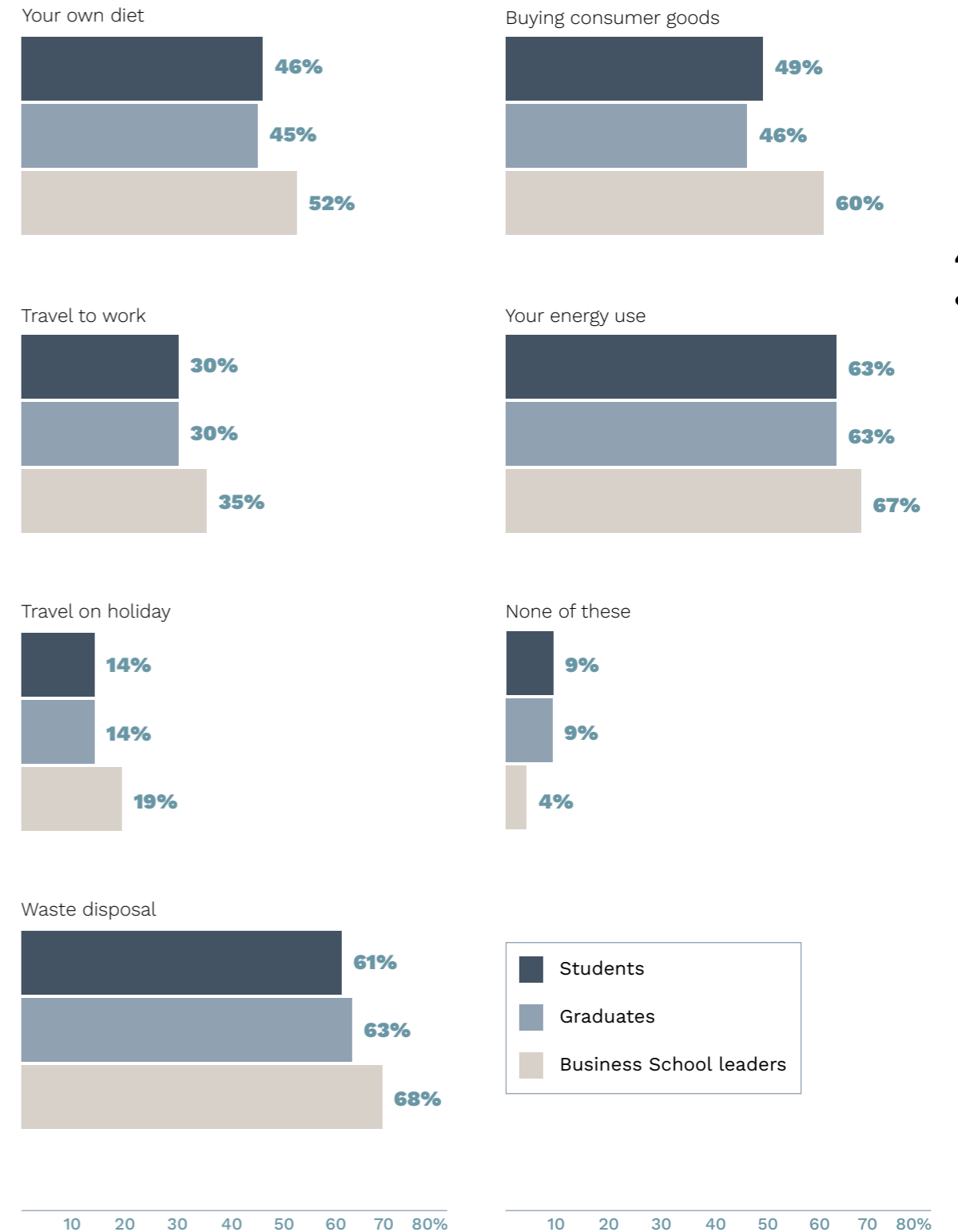
Of the three groups, Business School leaders were found to have changed their habits most significantly, and are the group who are least likely to have made no changes in terms of the options given (with just 4% of Business School leaders making no changes to any of the factors listed).

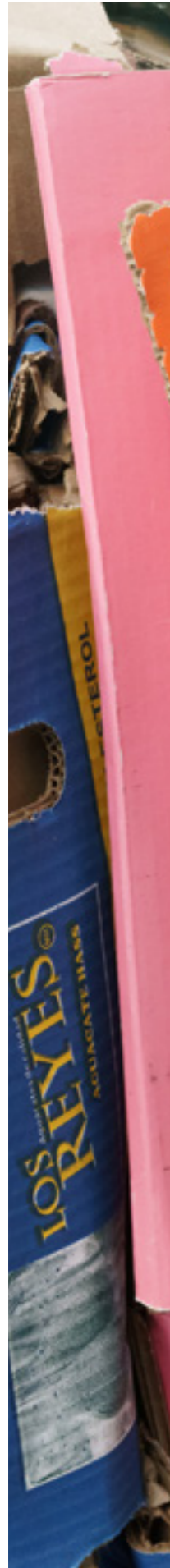
Students showed themselves to be most likely to have made changes to their consumption of energy to lessen their impact on the environment in the past year (63% of students have done so). Graduates and Business School leaders prioritised changing their waste disposal habits (63% and 68% respectively have done so over the past six months).

In all the groups surveyed, changing travel for holidays was least likely to have been selected, with only 14% of both students and graduates saying they have changed these habits and only one in five (19%) of Business School leaders having done this.

FIGURE 14:

In the past year have you changed your choices in any of the following areas in order to lessen your personal impact on the environment? Please select each that apply to you (Total responses: **630** students, **1,896** graduates, and **436** Business School leaders)





Delving deeper, all participants were asked how frequently they observed environmentally friendly practices which would affect their impact on the planet, in areas such as recycling, consumer choices, and diet.

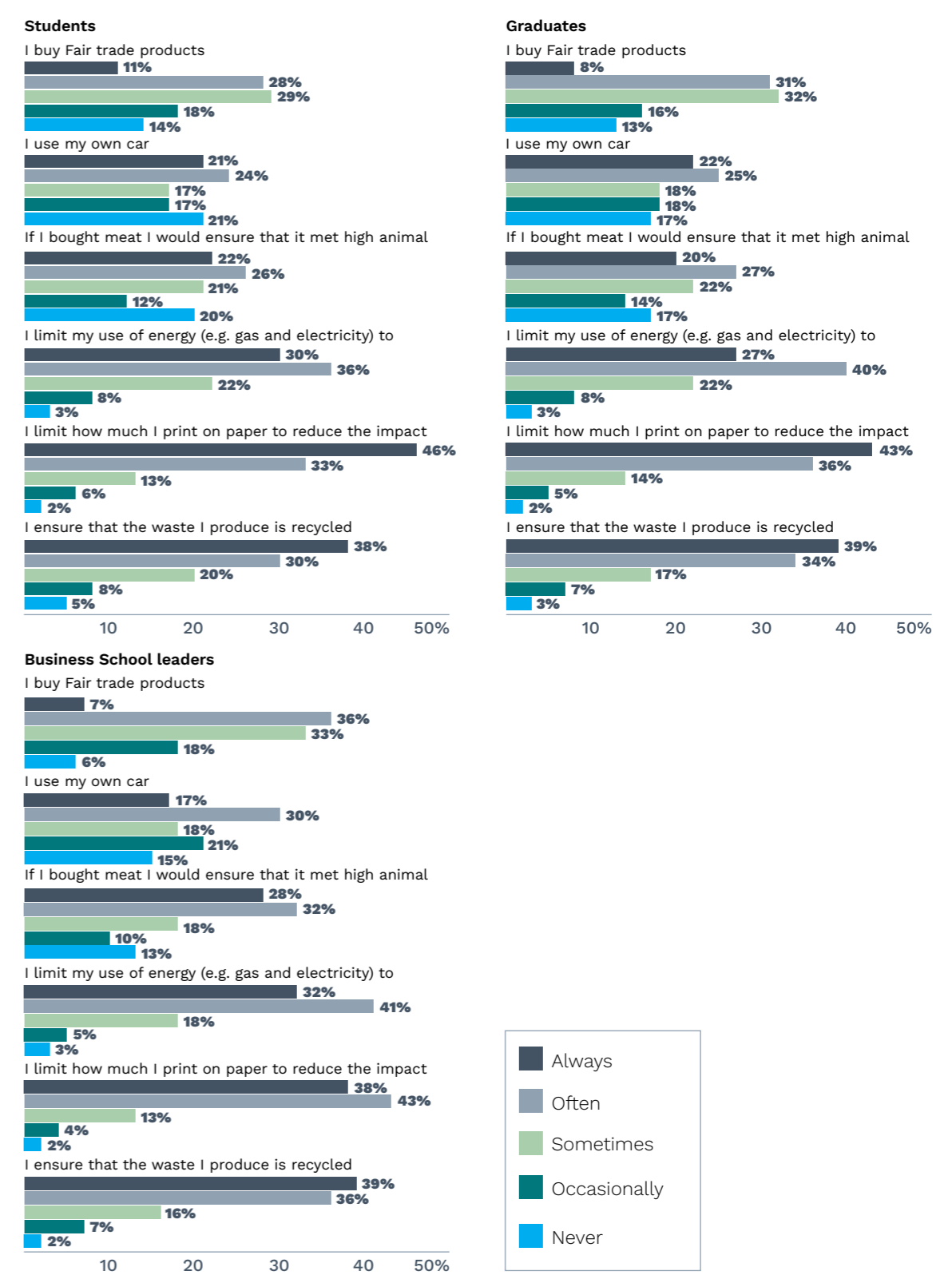
In all the areas put forward to participants, students, graduates and Business School leaders have fairly similar habits.


Current students are the most likely group to limit the amount of paper they use when printing, to reduce their impact on the environment; nearly half (46%) always do this. This compares with 43% of graduates and 38% of Business School leaders who also always limit the amount of paper they use.

Buying fair trade products is least likely to be done 'always' or 'often' by all the groups, with only 39% of both students and graduates and 43% of Business School leaders reporting they do this.

Business School leaders represent the group most likely to ensure they buy meat that meets with a high animal welfare standard: 60% of leaders reported that they do this 'always' or 'often', with only 48% of students and 47% of graduates reporting the same.

FIGURE 15:
How frequently, if at all, do you do each of the following things? (Total responses: **621** student,s **1,871** graduates, and **433** Business School leaders)





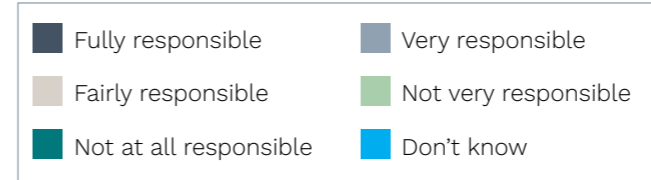
Finally, the survey sought to understand which organisations and groups students, graduates, and Business School leaders believe to be responsible for dealing with and addressing the current situation of climate change. Again, across the board, there is agreement between all three surveyed groups about who they deem most responsible.

All groups think that scientists in the field of climate change are responsible, with approximately seven in 10 in each group agreeing scientists are either fully or very responsible (70% of students, 68% of graduates, and 72% of Business School leaders).

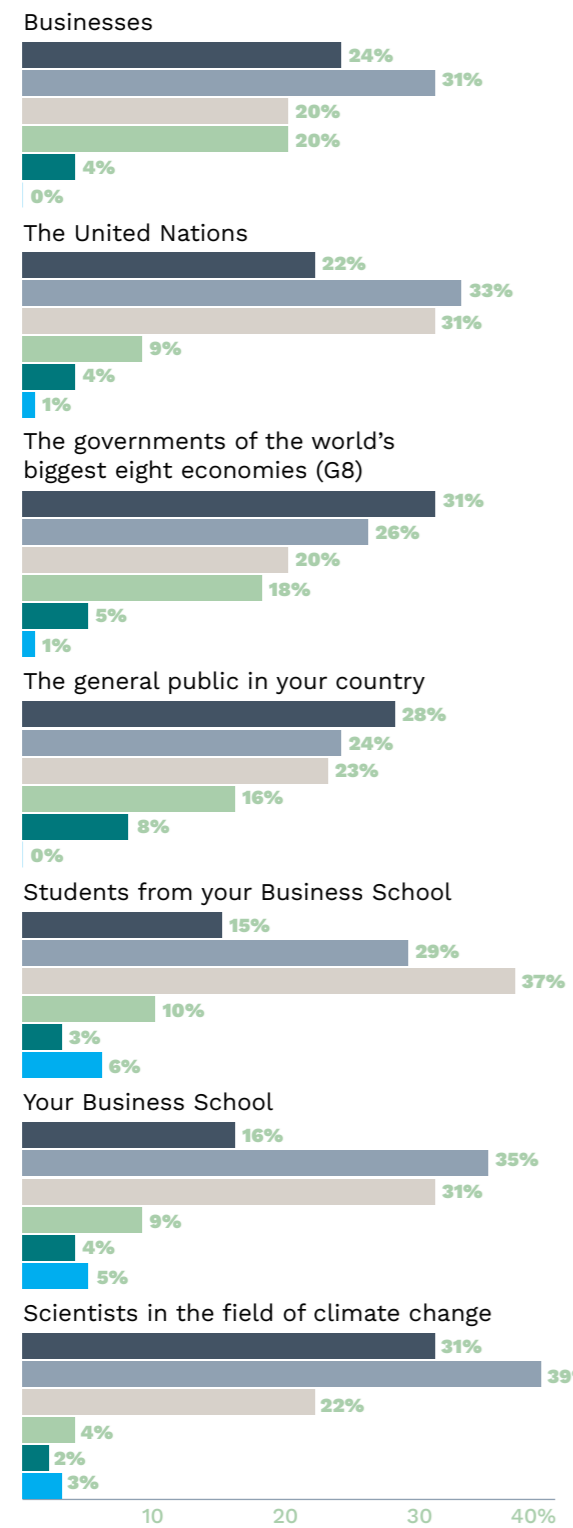
In all groups, about a third (31% of students, 37% of graduates, and 35% of Business School leaders) think that governments of the world's eight biggest economies (G8) are 'fully responsible' for dealing with the current condition of the environment.

FIGURE 16:

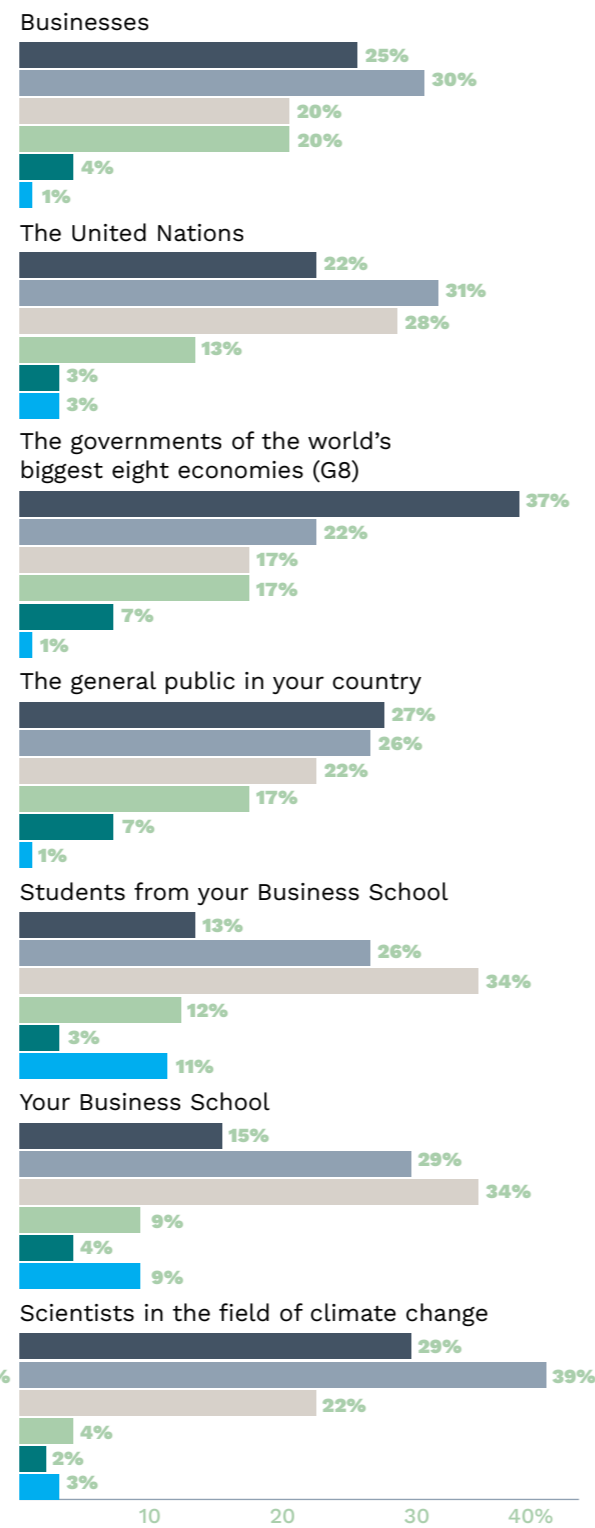
How responsible, if at all, do you think each of the following are for addressing the current situation with climate change? (Total responses: Students **600**, Graduates **1,831** and Business School leaders **437**)



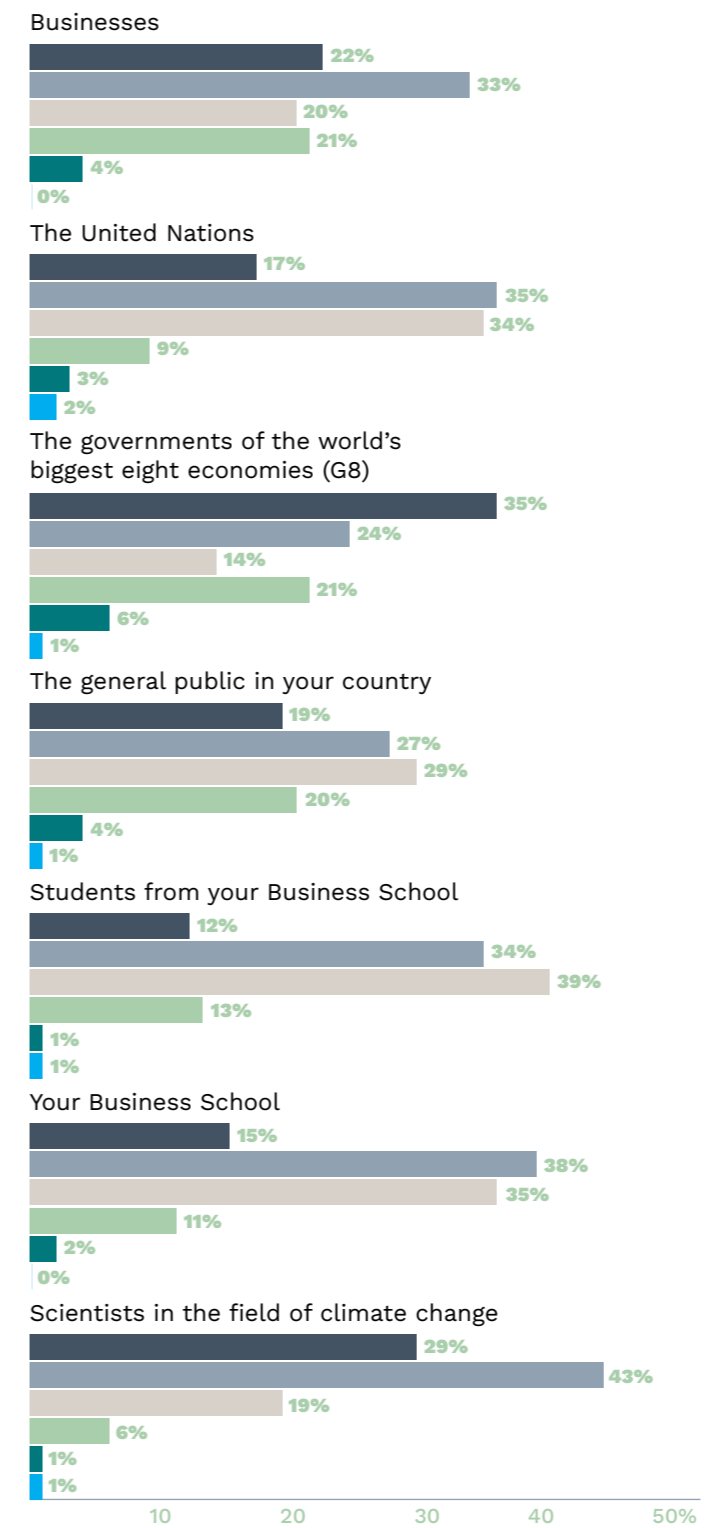
Students



Graduates



Business School leaders



CONCLUSION

The results of this survey provide a snapshot into the views and beliefs of some of the most senior level members of the Business School professional community, on the topic of climate change, during the time when many countries were in a period of lockdown due to the Covid-19 pandemic.

Of the Business School leaders polled in this survey, nearly nine out of 10 (88%) believe that their Business School has at least some responsibility to tackle climate change.

However, with only 3% of this sample of the belief that their Business Schools efforts are 'excellent' in addressing climate change, it is clear that leaders see the need for significant improvements in their institutions.

Leaders have clear views about how Business Schools should be improving.

Themes emerged when respondents were given the opportunity for qualitative responses, which included:

- Implementing sustainability into every course,
- Increasing research into sustainability, and
- Changing the operational running of Business Schools; including reducing waste and international travel, and plans to be more carbon neutral.

When it comes to Business School leaders' personal beliefs about climate change, most are in agreement that the temperature of the planet is changing due to the activity of humans (69%).

Leaders are also in agreement that this change would have a negative impact on their lives (71%).

However, taking personal action on this issue was up for debate with respondents being split on whether they had changed their behaviours in the past six months to lessen their impact on the environment, with 51% having changed their habits and 48% having not.

Business School leaders are apprehensive about the future of our planet when looking forward to the next 10 years and the next 25 years, especially when their responses are compared to those of current students and graduates.

Business School leaders also make up the group most likely to think the condition of the planet is in peril and to have changed their habits in order to lessen their environmental impact.

This report is a call to action for but also from the leaders at Business Schools to do more to tackle the rising pressures of climate change.

It also has a cautious note of optimism for the future potential of Business Schools – and the ability of business in general – to come up with the solutions that will save the planet.



