LYCAR COMPANY PROJECT

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Preface

As part of the final course of Bachelor curriculum – Launching Your Career – the students have to conduct a company research on a base of Design-Based Research cycle. The researcher, Alisa Pakhomova, dived into the Business Ethics field and in consultation with the commissioner, Ms. van Geuns, has decided to test how joining UN Global Compact, as a global corporate sustainability initiative, would influence Hotelschool The Hague students' ethical behavior.

First three steps of Design-Based Research formed the LYCar Proposal which was evaluated and further enhanced considering the feedback. This report includes the completed research cycle, and the researcher trusts that the conclusions and dissemination of this research will contribute to the long-term advantage for Hotelschool The Hague, should the Board of Directors make a decision to join UN Global Compact.

The researcher would like to extend her gratitude to the coach Ms. Huynh and the commissioner Ms. van Geuns for their ongoing support throughout the LYCar journey. It was an absolute pleasure to receive their valuable feedback and guidance for the past seven months.

Warmest regards,
Alisa Pakhomova

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Executive Summary

Within the Business Ethics subject, the commissioner highlighted that it is not enough to have a code of conduct to ensure ethical behavior, therefore, joining UN Global Compact is a new initiative for Hotelschool The Hague. UN Global Compact is a corporate sustainability initiative that contributes to the sustainable business. The companies joining UN Global Compact have to adjust their operations to 10 UN principles and report annually on their progress. Therefore, the focus of this research falls on how joining UN Global Compact would influence students' ethical behavior and the goal of the report is to disseminate the knowledge in a way that would convince the Board of Directors to join UN Global Compact.

The scientific evidence highlighted vital relationship between the terms "ethical behavior", "ethical climate" and "sustainability initiative". There is a proved relationship between ethical climate and ethical behavior in higher educational institutions, while sustainability initiatives have multiple positive implications for universities. The evidence from scientific literature formed a tailored research framework, which was further used as a base for research questions and survey. The survey was conducted as part of primary research to get the evidence from the stakeholders, who in this case were the students. The survey results showed that the students are willing to comply with 10 UN Principles and they believe the school influences their ethical behavior to a large extent, mainly through establishing a positive ethical climate. Furthermore, the students think both their ethical behavior and ethical climate perception could be positively affected by Hotelschool The Hague joining UN Global Compact. Thus, the conclusions prove that should the Board of Directors decide to join UN Global Compact, there will be a potential influence on the students' ethical behavior.

Dissemination of the research conclusions is a vital part of reaching the goal of the research, therefore, delivering the knowledge to the Board of Directors takes two steps. Firstly, the introduction email with the infographics was sent in order to introduce the subject and invite them for the virtual meeting. Secondly, the virtual presentation is set for the 24th of June in order to convince the Board of Directors to join UN Global Compact. The presentation includes all benefits for Hotelschool The Hague, however, the main spotlight will be on the researched influence on the students' ethical behavior. The combination of reasons and facts together with creating the sense of urgency should convince the Board of Directors to join UN Global Compact.

The research brings value to the organization as it suggests the initiative that would benefit Hotelschool The Hague in the long-term perspective. Firstly, by joining UN Global Compact, the ethical climate of the institution will be strengthened which would target the general ethical commitment of the students. Secondly, a clear communication on the institution's sustainability engagement, in the form of annual reports, would establish credibility and trust with both internal and external stakeholders. Finally, Hotelschool The Hague would be the first Hotelschool worldwide that would join UN Global Compact which creates a solid competitive advantage as an educational institution.

Even though this research focuses exceptionally on the potential impact of joining UN Global Compact on the students, the beforementioned benefits could become topics for future research. Nevertheless, the conducted research makes a solid starting base for convincing the Boards of Directors to join the initiative and bringing the UN Global Compact in the spotlight.

List of Abbreviations

DBR	Design-Based Research
EU	European Union
UN	United Nations

1. Problem Definition

Unethical behavior is an ongoing issue in every organization. The priority of company's policy has to be on stakeholders' actions towards the ethical behavior (Jordanova, 2014). The term "ethical behavior" lies in the essence of codes of ethics since an ultimate goal of it is to achieve the ethical behavior among the stakeholder groups in the company. The ethical behavior can be defined as something "right" which is opposite to "wrong" in a specific setting or circumstances (Sims, 1992). Kish-Gephart et al. (2010) suggest that there are three factors stimulating the unethical behavior: "bad apples", "bad cases" and "bad barrels" being the employees, issues and environments respectively. That means there is not only one reason for unethical behavior in organizations. Unethical behavior must be considered in a system and therefore, the solution should solve the network of these main aspects (ibid).

Not only corporations focus on ethical behavior but the higher educational institutions. Universities apply the codes of ethics to promote the ethical behavior of students, faculty and employees (Yahr et al., 2010). One should not expect that only having a code of ethics in place would cover all intended behaviors (ibid). Furthermore, according to Stevens (2008), it happens that the code of ethics becomes the result of self-protection for the institution meaning it is actually not effective as there are no integration practices involved (ibid). Moreover, Rezaee et al. (2001) suggest the lack of integration of codes of ethics in the university environment is a major issue. The results of their research showed there is a low level of compliance with the codes of ethics which has negative implications for institutions. As a result, poor communication of the academic integrity both internally and externally would lead to the damaged image and reputation (ibid). Consequently, not only introducing the code of ethics makes a difference, but compliance to it, transparent communication and other sustainable ethical initiatives promote the ethical behavior in universities.

Sustainability is considered an ethical commitment (Van Liedekerke, 2019), therefore, the terms "sustainability" and "ethical behavior" are closely related. According to Fougère et al. (2014), the universities should integrate the ethical principles and, therefore, sustainability into their curriculum as it will result in moral consciousness of the students. Furthermore, the universities are the most appropriate place to promote the sustainability as it will develop students' views towards sustainable development (Dobson, 2007). Over the years, the close attention to sustainability resulted in organizations having to contribute to it, therefore, it is essential to understand the difference between Corporate Sustainability and Corporate Social Responsibility. Corporate sustainability is a "guiding model addressing the short-term and long-term economic, social and environmental performance of corporations" (Steurer et al., 2005). While corporate sustainability is an organizational concept, corporate social responsibility is more of a management approach or tool to deal with it (ibid). Therefore, as for any other organization, it is vital for universities to focus on their corporate sustainability as an example for their students to develop sustainability and ethical mindset.

Hotelschool The Hague contributes to the sustainable development and strives towards being a sustainable organization (Hotelschool The Hague, 2020). According to Ms. van Geuns, the business ethics lecturer at Hotelschool The Hague, only having a code of ethics in place is not enough to enhance the ethical behavior of the students. As mentioned above, the commissioner's concerns are supported by the scientific evidence. There must be an integration of codes of ethics in the institution which may be incorporated with the focus on corporate sustainability in order to strengthen the development of students' ethical behavior. Ms. van Geuns foresees that should Hotelschool The Hague join a global corporate sustainability initiative, it will strongly contribute to the ethical mindset of the students. Therefore, Ms. van Geuns's **goal** for this research is to convince Hotelschool The Hague authorities to join UN Global Compact

as it may potentially benefit the institution by contributing to the students' ethical behavior.

UN Global Compact is the worldwide largest corporate sustainability initiative (UN Global Compact, 2020). Their vision is a mobilization of the sustainable companies towards creating a better future. To achieve their goal, UN Global Compact offers support to the organizations to become responsible in terms of human rights, labor, environment and anti-corruption (ibid). The organizations that join the UN Global Compact benefit from principle-based framework, networking and resources while having to contribute the Communication on Progress report (UN Global Compact, 2020). The report goes beyond corporate social responsibility and sustainable development goals, while becoming a unique opportunity to show the sustainable contribution of the company to the internal and external stakeholders. Currently, there are more than 47.000 reports posted, and by becoming a member of UN Global Compact, Hotelschool The Hague would be the first public school in The Netherlands and hotel school worldwide to do that (ibid).

Following the goal of the commissioner, there are two main **objectives** for this research:

1. To test the impact of Hotelschool The Hague becoming a member of the UN Global Compact on the students' ethical behavior.
2. To create a proposal which will convince the authorities of Hotelschool The Hague to become a member of UN Global Compact.

Considering the main goals for the research, the main **focus** of this report will be put on why Hotelschool The Hague has to implement the initiative of joining the UN Global Compact. Based on this, the following problem definition was formulated:

How will joining UN Global Compact, a corporate sustainability initiative, influence Hotelschool The Hague students' ethical behavior?

2. Literature Review

Ethical Behavior

Sims (2017) suggests that it is crucial for organizations to ensure their stakeholders adopt ethical behavior and to realize the causes of unethical acts. Ethical behavior is defined as acting according to the personal, organizational and social values (ibid). Besides that, the ethical behavior may be defined as an opposite to the unethical behavior which in its turn is something harmful to the others and is morally unacceptable for the community (Sims, 2017). Thus, the ethical behavior is defined as an action according to social values which is acceptable by the broader community and does not harm anyone.

The meta-analysis on the causes of unethical behavior supports the theory of "bad apples", "bad cases" and "bad barrels" (Kish-Gephart et al., 2010). It means there are three main dimensions which may be a reason for unethical behavior in organizations: individual employees, moral issues and organizational environments. Consequently, the nature of the unethical behavior is sophisticated and there is never one cause for the unethical decision (ibid). Looking at the organizational environment, which is proven to influence the individual behavior of employees, there are two main terms related to the ethical behavior: ethical climate and enforcement of code of conduct (Kish-Gephart et al, 2010). Empirical results show that the more positive and encouraging the ethical climate is, the less intentions for unethical actions there are. At the same time, it is scientifically proven that the existence and mere enforcement of the code of ethics has a moderate influence on the ethical behavior (ibid). Therefore, it can be concluded that organizations create a competitive advantage by ensuring the ethical behavior. The organizations have the power to put the emphasis on the ethical climate and prioritize its improvement to stimulate the ethical behavior among the individuals regardless the issues they face.

Ethical Climate

Ethical climate is defined as "a type of work climate that is best understood as a group of prescriptive climates reflecting the organizational procedures, policies and practices with moral consequences" (Martin and Cullen, 2006). Tim and Cheryl (2000) state that the perception of the ethical climate indirectly influences the individual behavioral intentions while Victor and Cullen (1988) claim that the ethical climate reinforces the ethical behavior and norms. Therefore, instead of trying to change individual judgements, the organizations have to create ethical climates encouraging the desired behavior (Tim and Cheryl, 2000). Furthermore, the ethical climate has a positive impact on the organizational commitment by the stakeholders (Carr et al., 2003). Finally, it is essential to realize the fundamental difference between the terms "ethical climate" and "ethical culture" (Hoy, 1990). Even though the definitions are related, there is an important variance between them: the ethical climate is about perceptions and behaviors while the ethical culture represents the values, assumptions and ideology, and is more abstract than the climate (ibid).

Ethical Behavior in Higher Educational Institutions

The scientific evidence highlights the importance of understanding that besides the general theories, there is a number of special factors influencing the ethical behavior in universities (Joseph et al., 2010). Ethical behavior is a vital part of socialization process which the business schools are entitled to provide to their students (Lamsa et al., 2008). Socialization is referred to as a process to form one's values, attitudes and behaviors that are favorable by a specific socio-cultural context (ibid). Socialization is differentiated into two kinds: formal and informal (see Figure 1) (Van Maanen and Schein, 1979). The formal socialization is presented to the newcomer as a set of activities and experiences while the informal socialization is about the environment and the setting experienced in the organization (ibid). In the educational context, the formal socialization is executed

by the set curriculum activities: projects, assignments, specific courses etc (Rhoads et al., 2017). On the contrary, the informal socialization consists of two most influential aspects: the role models of teachers and the ethical climate of the university, both of which convey the values and behaviors to students (Hernandez-Lopez et al., 2020).
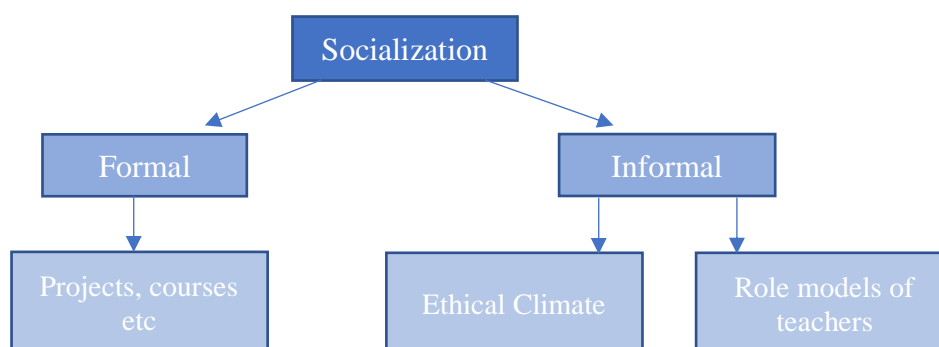

Figure 1. Socialization Dimensions (Hernandez-Lopez et al., 2020) (Van Maanen and Schein, 1979) (Rhoads et al., 2017)

The study of Hernandez-Lopez et al (2020) shows that the positive ethical climate at universities encourages the acquisition of ethical competences by students. At the same time, the influence of lecturers' ethical behavior on students' adoption of ethical behavior is not yet proven. Therefore, it is the most effective for the universities to emphasize on the informal socialization since it is the most efficient way of achieving ethical behavior among its students (ibid). Finally, it can be concluded that the positive ethical institutional climate is the best approach to achieve the ethical behavior in higher educational institutions.

Corporate Sustainability and Organizational Ethical Climate

The rapid increase in interest to the sustainability urged organizations to seek the balance between social, financial and environmental performances which can be described as a corporate sustainability (Guerci et al., 2015). Corporate sustainability is an evolving management concept, corporate value and the "integrative part of the strategy" (Signitzer and Prexl, 2008). The term forms an umbrella of approaches, such as triple bottom line, corporate social responsibility etc. (see Figure 2), adopted by the organizations to continuously improve towards being a sustainable company (ibid). The ethical dimension is an indefeasible part of the concept of sustainability (Becker, 2011). Therefore, the organizations, which pay attention to sustainability, directly put emphasis on the ethical behavior (Guerci et al, 2015). The empirical results suggest that sustainability focus of the company serves as an "ethical framework" and thus helps to establish the positive ethical climate which results in guiding the stakeholders towards the ethical behavior (ibid).

Figure 2. Corporate Sustainability Umbrella (Signitzer and Prexl, 2008). *(24 Words)*

Corporate Sustainability Reporting in Higher Management Education

In order to ensure students' understating of corporate sustainability, it is effective to imply sustainability reports (Paun, 2018). The study shows that including sustainability reporting into the curriculum increases students' level of interest into sustainability while encouraging to work or to conduct research in the field (ibid). Additionally, according to Lozano et al. (2013), the sustainability initiatives for universities, such as reports, have been introduced to better integrate sustainability in their establishments. By ensuring a "golden thread" of involving sustainability in environment and curriculum, the universities get the chance to become sustainability leaders (ibid). Sustainability initiatives become the way to communicate the goals, plans, future objectives and progress to all the stakeholders which is one of the approaches to support the sustainable development incorporation in the university environment (Lozano, 2006). Nevertheless, in order to benefit from the positive effects of the corporate sustainability, the organization has to ensure clear communication of it (Herzig and Schaltegger, 2006). The reliable corporate sustainability reporting plays a key role in establishing the confidence in the company for the stakeholders (ibid). Thus, besides increasing transparency, reputation and credibility, the goal of the sustainability reporting is to inform the stakeholders about the legitimation of the company's activities (Herzig and Schaltegger, 2006).

UN Global Compact

As mentioned in Chapter 1, UN Global Compact is a global corporate sustainability initiative aiming to guide organizations towards working with United Nations (UN). Their goal is to mainstream 10 principles around the businesses which will contribute to the sustainable global economy (Gonzalez-Perez and Leonard, 2015). In order to achieve the objectives, the organization has to incorporate the UN Global Compact and its 10 principles to its day-to-day operations and corporate culture (ibid). The organizations participating in UN Global Compact initiative have to annually report their progress supporting the UN values of transparency and publicity (Gonzalez-Perez and Leonard, 2015). 10 UN Global Compact principles are grouped in three areas and are presented in Figure 3.

Human Rights	
Principle 1	Businesses should support and respect the protection of internationally proclaimed human rights;
Principle 2	Make sure that they are not complicit in human rights abuses.
Labor	
Principle 3	Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
Principle 4	The elimination of all forms of forced and compulsory labor;
Principle 5	The effective abolition of child labor;
Principle 6	The elimination of discrimination in respect of employment and occupation.
Environment	
Principle 7	Businesses should support a precautionary approach to environmental challenges;
Principle 8	Undertake initiatives to promote greater environmental responsibility; and
Principle 9	Encourage the development and diffusion of environmentally friendly technologies.
Anticorruption	
Principle 10	Businesses should work against corruption in all its forms, including extortion and bribery.

Figure 3. 10 Principles of UN Global Compact (Gonzalez-Perez and Leonard, 2015). *(120 Words)*

These principles are based on the global declarations on rights (Gonzalez-Perez and Leonardo, 2015). All documents, and therefore UN Global Compact principles, are the ethical statements respecting the human rights and environmental behavior. Consequently, the willingness to respect and follow 10 principles means the development towards more ethical behavior in the organization (ibid).

Conclusion

The ethical behavior is defined as an action according to social values which is acceptable by the broader community and does not harm anyone. Although there are numerous dimensions impacting the ethical behavior, one of the most influential ones is the organizational ethical climate. The ethical climate, which is a form of informal socialization, is an important cause for students' ethical behavior at universities. In contrast to the other informal socialization pattern – role model of the lecturers in their ethical behavior – the ethical climate may be influenced by the university's authorities more effectively. One of the ways to do that is putting a focus on the institution's corporate sustainability which strengthens the ethical climate and, consequently, leads to the students' ethical behavior. Sustainability initiatives, as ways of sustainability reporting, become an efficient approach to communicate the university's progress and future plans to its stakeholders. Furthermore, reporting corporate sustainability benefits the educational institution in increased students' interest in sustainability and better integration of it into the university environment. Finally, to achieve the aforementioned benefits, the organization has to ensure the transparent and clear corporate sustainability reporting to its stakeholders. One of the ways to do that is to join the global corporate sustainability initiative – UN Global Compact – that aims to involve organizations into creating sustainable economy by following 10 UN Global Compact principles. The willingness to follow and respect the principles positively influences the ethical climate.

3. Conceptual Framework and Research Questions

The literature review aimed at finding the scientific evidence for benefits of corporate sustainability reporting in the universities and its influence on the students' ethical behavior. The outcomes of the literature review suggested some vital relationships between the terms which formed the following conceptual framework for further research (see Figure 4). The students' ethical behavior may be defined as actions according to social and organizational values, that are acceptable by the broader community and do not harm anyone. The main factor influencing those actions is the school ethical climate which in its turn, may be enhanced by implementing a corporate sustainability initiative, such as joining UN Global Compact. Furthermore, following corporate sustainability initiative also influences the students' ethical behavior in case they are willing to participate in it. Should Hotelschool The Hague students want to adhere to 10 UN Principles, they would be then willing to adopt the principles on human rights and sustainability that may potentially improve their ethical behavior.
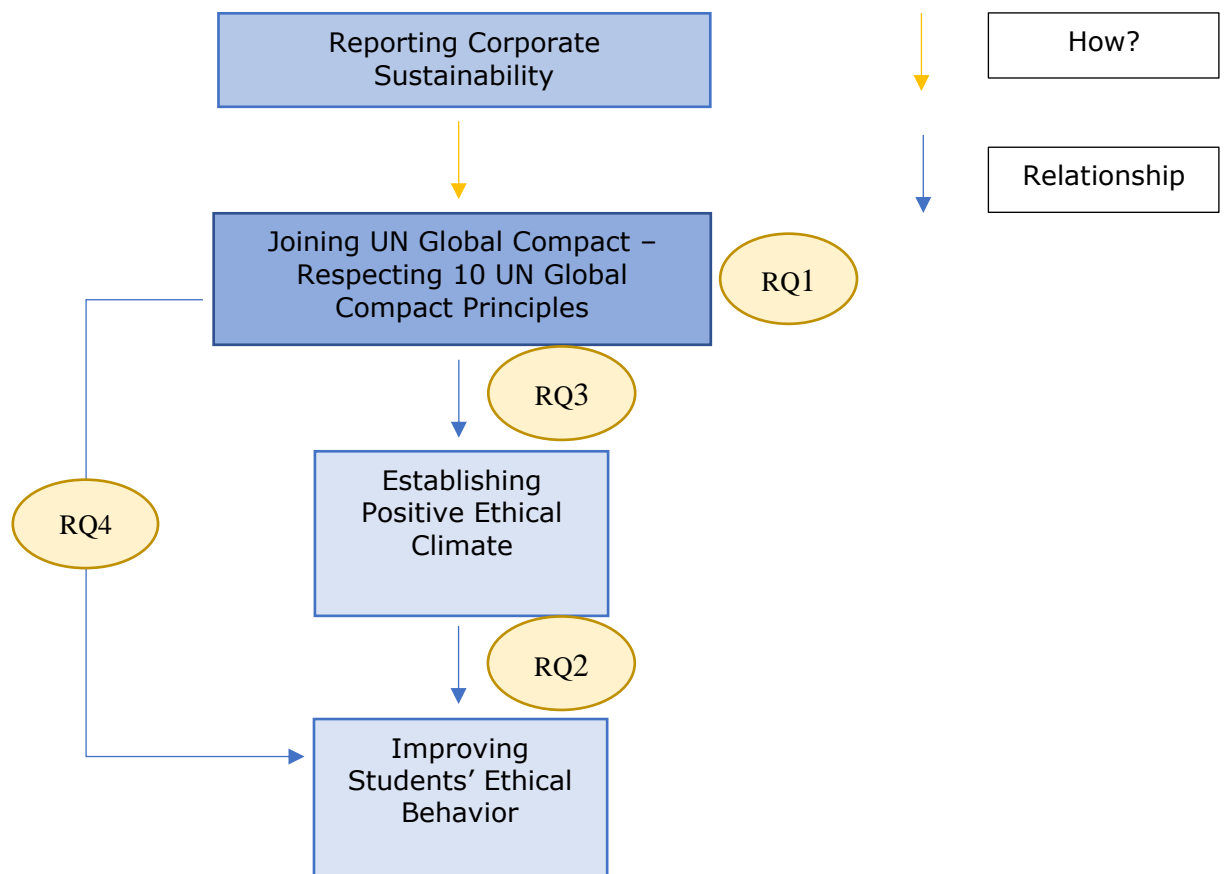
Figure 4. Research Conceptual Framework

Based on the framework, the following research questions (RQ) are created:

RQ1: Are Hotelschool The Hague students willing to adhere to 10 UN Global Compact principles?

RQ2: Does Hotelschool The Hague ethical climate normally influences students' ethical behavior?

RQ3: Will joining Un Global Compact potentially positively influence the students' perception of the Hotelschool The Hague ethical climate?

RQ4: Will joining UN Global Compact potentially positively affect the students' ethical behavior?

4. Data Collection Design

Data Collection Objectives:	- To test if Hotelschool The Hague students are willing to respect 10 principles of UN Global Compact (RQ1); - To test the potential influence of joining UN Global Compact on the students' perception of the ethical climate (RQ3); - To test the correlation between the perception of the ethical climate and students' ethical behavior (RQ2); - To test the potential influence of joining UN Global Compact on students' ethical behavior (RQ4).
Topics/Literature Review Link	- Correlation between perception of the ethical climate and students' ethical behavior; - Correlation between reporting corporate sustainability and perception of the ethical climate and ethical behavior; - Influence of respecting 10 UN Global Compact principles on ethical behavior.
Research method choice	Quantitative methods are useful to numerically measure the effect of independent variable on the dependent variable (Lakshman et al., 2000). In this research, the independent variable is joining UN Global Compact and willingness to respect 10 UN principles while the dependent variables are students' ethical behavior and perception of Hotelschool The Hague ethical climate. The relationship was tested by the outcome of the survey which can be described as analytic and confirmatory, meaning the survey aimed at testing predetermined relationships and hypotheses (Cohen et al., 2018).
Sampling method	The population for the data collection was current Hotelschool The Hague students. A sampling method was a convenience sampling, that means the sample consisted of the most convenient and nearest Hotelschool The Hague students (Robson and McCartan, 2016). This non-probability sample does not give an indication if the sample is representative, while being one of the most often used method (ibid). The sample size of the data collection was 95 students.
Theoretical underpinning	The online survey consisted of three parts. The first section included the questions to gain the personal information of the respondents. The second part of the survey was dedicated to testing the willingness to comply with 10 UN Global Compact Principles. Finally, the third part addressed the questions aiming to test the relationship between the variables. The second and third parts of the survey contained the questions - statements that were measured with the Likert scale (from 1 (totally disagree) to 5 (totally agree)) (for the complete survey see Appendix 1). For the third part, the elements of theory of planned behavior were applied. The theory states that the intention is a direct antecedent of the behavior (Ajzen, 1991). There are three elements leading to the intention: behavioral beliefs (attitude towards the behavior), normative beliefs (normative expectations of others or motivation to comply) and control beliefs (factors that may facilitate or impede performance of the behavior) (ibid). Thus, it means that the stronger the behavioral and normative belief, and the stronger the control belief is, the stronger the intention is towards the actual behavior (Ajzen, 1991). Please refer to Appendix 2 for the integration of the theory of planned behavior in the survey questions.
Survey execution	The online survey was distributed via Google Forms in weeks 7-8 in Block 2021B in the common Hotelschool The Hague communication platforms on social media.
Limitations	- As the survey is distributed online and respondents have no opportunity to check if they understood the question correctly, the questions might be misinterpreted by the respondents; - It may be challenging for the researcher to gain the number of responds required;

	- The respondents may answer the questions in a dishonest manner to avoid any further implications; - The respondents might not understand the purpose of the questionnaire and what the UN Global Compact is about; - Due to the convenience sampling method, the respondents might be biased regarding the survey and the researcher; - Due to the remote education and distribution of the survey, the sample can be not representative for the entire population.
Ethical Considerations	In order to ensure the confidentiality of the survey and secure the privacy rights of the respondents, the disclaimer was attached by the researcher at the beginning of the survey. It confirmed that the survey was anonymous, the answers were only used for the purpose of this research and that the respondents were able to quit any time. Furthermore, it stated that by proceeding with the survey, the respondents agree with the consent and allow the researcher to use their input.

5. Data Analysis

5.1. Results

The survey outcomes were analyzed with the descriptive and inferential statistical testing with the use of SPSS. For the SPSS outputs, please refer to Appendix 3.

The willingness to respect 10 UN Global Compact Principles

The students are considered to be willing to respect 10 UN Global Compact Principles in case the mean of their willingness is or higher than 4 (where 5 is a maximum). The results of the test show that the students both agree and strongly agree with the fact that they are willing to respect 10 UN Global Compact Principles (M=4,27; SD=0,805). Therefore, the students are willing to respect 10 UN Global Compact Principles.

Hotelschool The Hague encouragement of students' ethical behavior

Hotelschool The Hague is considered to encourage the ethical behavior among the students in case the mean of the students' agreement to this statement is or higher than 4. The results show that the students agree with the fact that Hotelschool The Hague encourages them to behave ethically (M=4,03; SD=0,805). Therefore, the school does encourage the ethical behavior among the students.

Potential positive change in students' ethical behavior

Joining UN Global Compact will potentially positively change the ethical behavior of the students in case the mean of the students' agreement to this statement is or higher than 4. The results show that the students agree with the fact that joining the UN Global Compact will potentially positively influence their ethical behavior (M=4,23; SD=0,818). Therefore, joining UN Global Compact will potentially influence students' ethical behavior in a positive manner.

Potential change in perception of Hotelschool The Hague ethical climate

Joining UN Global Compact will potentially change students' perception of Hotelschool The Hague ethical climate in case the mean of the students' agreement to this statement is or higher than 4. The results show that the students both agree and strongly agree with the fact that their perception of Hotelschool The Hague ethical climate will potentially positively change after joining UN Global Compact (M=4,28; SD=0,808). Consequently, joining UN Global Compact will potentially influence the students' perception of Hotelschool The Hague ethical climate in a positive manner.

Relationship between students' ethical behavior and their perception on the Hotelschool The Hague ethical climate

A Pearson R test was conducted to evaluate the relationship between current students' perception on Hotelschool The Hague ethical climate and their current ethical behavior (measured at a 5-point scale). There is a positive moderate relationship between how students evaluate their ethical behavior and how they perceive Hotelschool The Hague ethical climate (P<0,5; Correlation=0,516). Therefore, the more positively students perceive HTH ethical climate, the more ethically they think they behave.

Relationship between willingness to respect 10 UN Global Compact Principles and potential positive change in students' ethical behavior

A Pearson R test was conducted to evaluate the relationship between the willingness to respect 10 UN Global Compact Principles and a potential positive change in students' ethical behavior (measured at a 5-point scale). There is no relationship between the

willingness to respect 10 UN Principles and the potential change in ethical behavior after joining UN Global Compact (P>0,5). Therefore, it cannot be concluded that the higher the willingness to respect 10 UN Principles, the more likely the potential positive change in ethical behavior after joining UN Global Compact to occur.

Relationship between willingness to respect 10 UN Global Compact Principles and potential positive change in students' perception of the ethical climate

A Pearson R test was conducted to evaluate the relationship between the willingness to respect 10 UN Global Compact Principles and a potential positive change in students' perception of Hotelschool The Hague ethical climate (measured at a 5-point scale). There is a weak to moderate relationship between the willingness to respect 10 UN Principles and the potential change in perception of HTH ethical climate after joining UN Global Compact (P<0,5; Correlation=0,386). Therefore, it can be concluded that the higher the willingness to respect 10 UN Principles, the more likely the positive change in perception of HTH ethical climate after joining UN Global Compact to occur.

5.2. Conclusion

RQ1: Are Hotelschool The Hague students willing to adhere to 10 UN Global Compact principles?

The research shows that the students are willing to adhere to 10 Principles of UNGC. Should Hotelschool The Hague join UN Global Compact, it may consider the students as a stakeholder group that is willing to respect 10 Principles on human rights, environment and anticorruption. Since following the principles is one of the key activities the company has to execute when it joins the initiative, it is a valuable asset for Hotelschool The Hague to have such a meaningful stakeholder willing to do so.

RQ2: Does Hotelschool The Hague ethical climate normally influences students' ethical behavior?

Besides a positive influence on the stakeholders' organizational commitment, the ethical climate is proven to reinforce the individual ethical behavior and norms (Tim and Cheryl, 2000). Moreover, the positive ethical climate at higher educational institutions encourages the students' acquisition of ethical competencies (Hernandez-Lopez et al, 2020). Thus, the most effective way to achieve students' ethical behavior is emphasizing on the institutional ethical climate (ibid). The students of Hotelschool The Hague agree that Hotelschool The Hague currently encourages them to behave ethically. Furthermore, the higher the students' opinion on the ethical climate is, the higher they evaluate their ethical behavior. That means that the ethical climate at Hotelschool The Hague has a positive relationship with the students' ethical behavior. Consequently, in order to positively influence students' ethical behavior, Hotelschool The Hague should focus on enhancing institutional ethical climate.

RQ3: Will joining UN Global Compact potentially positively influence the students' perception of Hotelschool The Hague ethical climate?

The empirical results of Guerci et al (2015) suggest that the company's focus on corporate sustainability serves as a framework helping to strengthen and improve organizational ethical climate that consequently would guide the stakeholders towards ethical behavior. The students of Hotelschool The Hague agree that joining UN Global Compact, as a corporate sustainability initiative, will potentially improve their perception of the school's ethical climate. Furthermore, the research shows that the more the students are willing to respect 10 UN Global Compact Principles, the more they think their perception of Hotelschool The Hague ethical climate would improve. That means,

the willingness to actively participate in a corporate sustainability initiative would potentially improve their perception of the school's ethical climate. This shapes the advantage for Hotelschool The Hague in case of joining UN Global Compact: as one of the major ethical behavior influencers (Victor and Cullen, 1988), enhanced school's ethical climate will encourage desired behavior in a long-term prospective.

RQ4: Will joining UN Global Compact potentially positively affect the students' ethical behavior?

The scientific evidence suggests that joining UN Global Compact, as a corporate sustainability initiative, has a powerful influence on the ethical behavior in the organization as the stakeholders have to respect the principles based on the human rights, anticorruption and environment (Gonzalez-Perez and Leonard, 2015). Hotelschool The Hague students agree with the fact that their ethical behavior will be potentially positively affected by the school joining UN Global Compact. Nevertheless, the research cannot confirm that the more the students are willing to respect 10 UN Global Compact Principles, the more they think their ethical behavior will change. Therefore, the students believe it is not adhering to 10 UN Global Compact Principles that will potentially positively change their ethical behavior. Thus, students' ethical behavior would be influenced by enhanced perception of the ethical climate that, in its turn, is proved to be impacted by the willingness to respect the principles.

The Theory of Planned Behavior Application

According to the Theory of Planned Behavior, the intention is a direct predecessor of behavior (Ajzen, 1991). The stronger the behavioral and normative belief, and the stronger the control belief is, the stronger the intention is towards the actual behavior (ibid). Thus, the Theory of Planned Behavior was applied through three survey questions in order to determine how strong the intention towards the positive change in students' ethical behavior (please refer to Appendix 2 for their explanation). The results showed the means of the variables, that also measured Behavioral, Control and Normative believes, are high (M>=4). Therefore, it can be concluded that there is a strong intention among the students to positively change their ethical behavior after Hotelschool The Hague joins UN Global Compact.

How will joining UN Global Compact, a corporate sustainability initiative, influence Hotelschool The Hague students' ethical behavior?

The research reveals that Hotelschool The Hague has a direct influence on the students' ethical behavior. It is mainly being reinforced through establishing a positive ethical climate that is proven to be the key in forming organizational ethical commitment. The students agree that joining UN Global Compact will potentially positively influence their perception of the school's ethical climate, partly due to their willingness to participate in the initiative by adhering to 10 UN Principles. Sequently, the students agree that joining UN Global Compact will potentially improve their ethical behavior. However, since there is no relationship found between this opinion and the willingness to respect 10 Principles, the potential improvement in ethical behavior would be a result of enhanced perception of the school's ethical climate. Finally, it can be concluded that joining UN Global Compact will potentially positively change the students' ethical behavior, mainly through its high positive influence on the institutional ethical climate, which would create a long-term competitive advantage for Hotelschool The Hague. The strong influence of the corporate sustainability initiative on the ethical climate would impact the organization and stakeholders as a whole, which would create a long-term competitive advantage for Hotelschool The Hague.

6. Solution Design

This research focused on providing evidence if joining UN Global Compact would benefit Hotelschool The Hague in terms of enhanced students' ethical behavior. Thus, the solution for this research is the distribution of the evidence gathered on how the students' ethical behavior will potentially positively change in case Hotelschool The Hague joins UN Global Compact.

The conclusions presented in Chapter 5.2 are essential to reach the goal of the research, namely, to convince the authorities of Hotelschool The Hague to join UN Global Compact. Therefore, the way to disseminate the gathered evidence to the Board of Directors will be designed in this chapter. As one of the most important dissemination stakeholders, the Board of Directors has to receive a clear communication of this research conclusions and has to be convinced to join UN Global Compact. Therefore, the following steps have to be taken as a part of the solution for this research:

1. Communication of the research conclusions to the commissioner Ms. van Geuns.

2. First reach to the Board of Directors: introduction email outlining the initiative, that is underpinned by the infographics.

3. Virtual meeting with the Board of Directors to pitch the idea of joining UN Global Compact including the underpinning of the evidence gathered with this research.

The solution structure was approved by the commissioner and in case of the successful implementation, it would reach the goal of hers and this research. Nevertheless, the first plan would directly involve the Board of Directors and would rely on their availability and responsiveness. Consequently, a plan B was developed with the commissioner to ensure the successful dissemination of the gathered evidence. The plan B does not involve the Board of Directors directly, however, would create enough guidance for the commissioner and other Business Ethics faculty to distribute the initiative to them. The plan B includes the following steps:

1. Creating a proposal package on why Hotelschool The Hague should join the UN Global Compact and how it would influence students' ethical behavior. A proposal package would entail the explanation of UN Global Compact, the reasons why this initiative would benefit Hotelschool The Hague and underpinning with the conclusions of this research. Furthermore, a prepared sales pitch (text & presentation) would also be the part of it. The goal of this proposal package is to provide the commissioner with sufficient materials and knowledge so that she could present it to the Board of Directors when they would be available.

2. Handing over the proposal package to the commissioner and the Business Ethics faculty though the virtual meeting and facilitating a Q&A session with them.

To conclude, plan A and plan B were designed together with the commissioner in order to successfully distribute the research conclusions and achieve the goal of the research. Plan A is a preferred option, which would involve the researcher with the Board of Directors and would entail pitching, convincing and creating urgency for joining UN Global Compact through the virtual meeting. Should the Board of Directors not be available or responsive in the time frame of the research, the plan B will be followed. Then the knowledge dissemination will occur between the researcher and commissioner together with the Business Ethics faculty. It would allow them to be able to communicate the initiative and research conclusions later when applicable.

7. Implementation

Plan A, discussed in Chapter 6, was a preferred way of implementation of the solution, as the researcher was aiming to disseminate the knowledge directly to the decision-making stakeholder group. The implementation timeline is presented below:

Presenting the research to the commissioner	First dissemination step with Board of Directors	Feedback from the Board of Directors	Second dissemination step with Board of Directors	Evaluation
March 2021	**April 2021**	**May 2021**	**June 2021**	**June 2021**

Firstly, the research conclusions were shared with the commissioner. The feedback was provided by the commissioner regarding the report and scientific evidence, which was later implemented by the researcher. The commissioner and the researcher agreed that the first step of dissemination – sending an introduction email to the Board of Directors – should be executed as soon as possible and it would be a deal breaker in choosing the plan for further implementation. The introduction email was drafted by the researcher and, after approval of the commissioner, was sent to the Board of Directors. The email was supported by the infographics with the outline of the UN Global Compact and the research. For the infographics and introduction email, please refer to Appendix 4.

The Board of Directors responded to the introduction email in a week and has positively reacted to the initiative. They showed high interest in the research conclusions and the entire idea of joining UN Global Compact, therefore, the virtual meeting is scheduled for the 24th of June. The Board of Directors would only be available end of June due to finalizing the handover with the campus renovation. Since the approximate date for the virtual call falls in the time frame of the research, plan A is followed. That means, the researcher will prepare and execute the sales pitch herself on the 24th of June.

The Board of Directors is defined as a major decision-making stakeholder, therefore, the second distribution step – pitching the conclusions of the research – is a vital dissemination act. The following goals are set for the virtual meeting with the Board of Directors:

1. To create awareness of UN Global Compact as a largest corporate sustainability initiative among the meeting attendees.
2. To create a sense of urgency among the Board of Directors to join UN Global Compact.
3. To deliver convincing reasons on why Hotelschool The Hague will benefit from joining UN Global Compact.
4. To present the research conclusions as an underpinning of the potential positive influence of the initiative on the students' ethical behavior.
5. To create the understanding on what steps have to be taken to join UN Global Compact.
6. To convince the Board of Directors to take a decision to join UN Global Compact.

The presentation will be structured as a sales pitch, meaning the focus will be put on sharp facts and convincing statements, that will aim to reach the goals of the virtual meeting. In order to enhance the in-depth understanding, the presentation will be followed by a Q&A session in order to eliminate any concerns or elaborate on any points

that were unclear to the audience. Finally, a follow up email will be sent to the Board of Directors with attached presentation and research report, where they may refer to the elaborated research findings and conclusions. Below is the agenda and the outline of each topic that will be presented in the sales pitch (see Figure 5). For the PowerPoint presentation please refer to Appendix 5.

Introduction to UN Global Compact
The presentation will start with the main facts about UN Global Compact as a corporate sustainability initiative: their vision, number of companies and in particular higher educational institutions that joined; actions needed from the company that joins the initiative; explaining 10 UN Global Compact Principles.
The benefits for Hotelschool The Hague to join UN Global Compact
The focus point will switch to Hotelschool The Hague. The main sharp benefits will be pitched: the first Hotelschool worldwide that would join the initiative (creating unique selling point for the school), enhanced sustainability reporting as a clear way of communication with the stakeholders, a tool to develop the sustainability focus among future hospitality leaders (students) – to be covered later in the presentation. Finally, the researched benefit – enhanced ethical behavior among the students.
How joining UN Global Compact would potentially influence students' ethical behavior?
Firstly, the helicopter view on the research will be presented (survey, number of participants, who participated). Secondly, the conclusions will be presented, without any overwhelming figures but sharp convincing statements.
Plan to join UN Global Compact
General step-by-step overview of what it would take Hotelschool to join UN Global Compact. This would create an understanding of the extent of complexity of joining the initiative. Furthermore, the researcher will share the potential idea of delegating the task of writing annual reports to the students (when Hotelschool joins the initiative). This will help to develop better sustainability awareness among the students and will lead to raising sustainability-focused international hospitality leaders (a link back to the benefits).
Why doing it now
The presentation will be wrapped up with creating the urgency for considering joining UN Global Compact. The following reasons will be presented as an underpinning: still being the first Hotelschool to do so; being proactive towards upcoming EU regulations regarding sustainability reporting. Creating a sense of urgency in the presentation will be a vital step in convincing the Board of Directors. The topics covered in the pitch would create a solid reasoning for why the action should be taken while the sense of urgency is the first step in taking that action. According to Kotter (2012), the first step of managing change is creating the sense of urgency which will build the motivation to start the action. In case the sense of urgency is developed with the main decision-making stakeholder, in this case the Board of Directors, the change is likely to proceed. Therefore, the final part of the presentation will play one of the key roles.

Figure 5. Sales Pitch Agenda

8. Evaluation

The outcome of the second dissemination step – a virtual meeting with the Board of Directors - will be evaluated. The evaluation will be executed in order to understand whether the goal of the commissioner for this research was achieved: **The commissioner's goal** for this research is to convince HTH authorities to join UN Global Compact as it will benefit Hotelschool The Hague by contributing to the students' ethical behavior.

The solution implementation will be evaluated by executing the survey with the presentation participants after the virtual meeting. The survey will be based on the goals that were set in Chapter 7 and are the following:

1. To create awareness of UN Global Compact as a largest corporate sustainability initiative among the meeting attendees.
2. To create a sense of urgency among the Board of Directors to join UN Global Compact.
3. To deliver convincing reasons on why Hotelschool The Hague will benefit from joining UN Global Compact.
4. To present the research conclusions as an underpinning of the potential positive influence of the initiative on the students' ethical behavior.
5. To create the understanding on what steps have to be taken to join UN Global Compact.
6. To convince the Board of Directors to take a decision to join UN Global Compact.

These goals will be turned into the survey questions. The statements will be answered based on a 5-point Likert scale from 1 - "totally disagree" to 5 - "totally agree". A 2-minute survey will be shared right after the virtual meeting so that the participants may directly reflect on their impression of the initiative. They will answer the following statements:

1. I believe I have a general idea about what the UN Global Compact is.
2. I believe I understand how joining UN Global Compact will benefit Hotelschool The Hague in multiple ways.
3. I believe the implications of joining UN Global Compact on the students' ethical behavior are convincing me to consider the initiative.
4. I feel the urgency to take the decision regarding Hotelschool The Hague joining UN Global Compact.
5. I have been convinced that Hotelschool The Hague should join UN Global Compact.

The survey will be evaluated with the SPSS and should the mean of the answers be equal or higher than 4 (meaning "agree"), the goal of the commissioner and the researcher will be reached. In case the mean of the questions will be less than 4, the follow up email will be sent to the Board of Directors to clarify the areas they would need more in-depth research on. Such an evaluation is crucial in order to capture the extent of solution understanding by the stakeholder group, which in this case is the Board of Directors. If the evaluation discovers some gaps in their conviction, further actions will be taken, such as additional research or dissemination from the commissioner's side.

9. Dissemination

9.1. Dissemination with the stakeholders

Stakeholder	Knowledge	Knowledge Delivery	Benefits
The commissioner – Ms. van Geuns (Research Domain)	The in-depth research was conducted on the topic of the commissioner's interest. The scientific literature revealed some vital relationships between the variables. The findings of primary research entail the data underpinning commissioner's idea and will help to achieve the goal of the commissioner for this research.	The knowledge is delivered through the reports (Proposal and Final Report) and online meetings (individual or group).	The commissioner will benefit from the outcomes of both primary and secondary research. In case Hotelschool The Hague authorities will be convinced to join UN Global Compact, the goal of the commissioner, as an ethics lecturer, will be achieved. Otherwise, the opportunities for further research will be available where the knowledge shared with the commissioner may form the base.
The coach – Ms. Huynh (Research Domain)	The knowledge gained through the primary research, regarding students' ethical behavior and what its biggest influencers are, may be applicable. Furthermore, the conclusions of the research may bring better understanding of how students evaluate their current ethical behavior and how they think the school has an impact on it.	The knowledge is delivered in online meetings and through the Proposal and Final reports.	Considering the fact that Ms. Huynh is a lecturer in the first block of the students' Hotelschool The Hague journey, the ethics matter is highly relevant for her as it is widely discussed in Checking-In. Therefore, the knowledge may be applicable to review, reflect and perhaps elevate the current introduction of the ethics to the first-year students.
Board of Directors of Hotelschool The Hague (Industry Domain)	Conclusions of the research form the evidence on why Hotelschool The Hague should join UN Global Compact. Together with the scientific evidence, the knowledge gained about the UN Global Compact and its benefits as an initiative, will be disseminated.	The knowledge will be delivered through two steps of dissemination, that are included in the intervention stage. Firstly, the email and infographics covering the general knowledge on the topic were delivered. Secondly, the virtual meeting (consisting of presentation and a Q&A session) will allow the researcher to disseminate the in-depth knowledge gained through the research. After the evaluation of the second dissemination touch point, the decision will be made if any additional knowledge delivery is needed.	This stakeholder is identified as a key decision-maker in the process of achieving the goal of the research. Therefore, it is crucial to ensure that the knowledge is efficiently received by the Board of Directors. The stakeholder will benefit from extended understanding of new opportunities for the organization as well as the actions it has to take to achieve the benefits.

9.2. Impact of the solution

A successful implementation of the solution will bring a great value to the case company – Hotelschool The Hague. Firstly, the research draws attention to the students' ethical behavior issue in the institution, which may not be constantly in the spotlight of the authorities. Confirmed by both the commissioner and the scientific evidence, only counting on the existence of the code of ethics is not enough in the higher educational institution. The research showed that currently students think that Hotelschool The Hague encourages them to behave ethically and has an influence on their behavior, mainly through the institutional ethical climate. Therefore, it is vital for Hotelschool The Hague not to lose this momentum, but instead, use it as a solid base for new initiatives. Thus, joining UN Global Compact is a perfect solution for it. Furthermore, the research proved that the students are willing to comply with 10 UN Global Compact principles, which shows the readiness of a highly important stakeholder group for the new corporate sustainability initiative.

Secondly, should Hotelschool The Hague decide to join UN Global Compact as soon as possible, it will create a long-term competitive advantage. Being the first Hotelschool worldwide that joins the initiative would become a unique selling point of the school and would help to strengthen the top position of Hotelschool The Hague in worldwide rankings. Besides that, by focusing on transparent reporting of the corporate sustainability even more than in the current setting, Hotelschool The Hague will continuously prove its credibility and reputation to various stakeholders while establishing a positive ethical climate. In its turn, the enhanced ethical climate of the institution will positively influence the students' ethical behavior. This way, Hotelschool The Hague will focus on long-term ethical stakeholder commitment rather than investigating short-term individual judgements.

Finally, the research creates the urgency to join UN Global Compact. As a vital step of change management, feeling the sense of urgency would create a strong motivation to take the action. Taking into consideration the evolving attention of the EU government to the sustainability of supply chains in European organizations, it would be a proactive step of the Board of Directors to join UN Global Compact. This way there would be secured sustainability standards and clear regular communication established at Hotelschool The Hague as a EU organization.

10. Academic Reflection

Design-Based Research

Design-Based Research (DBR) was used as a theoretical structure for the research approach, therefore, five steps of DBR were followed (see figure 6). The researcher used all five steps, that is why the DBR cycle can be considered complete. Nevertheless, some steps could be enhanced with extra actions discussed below.
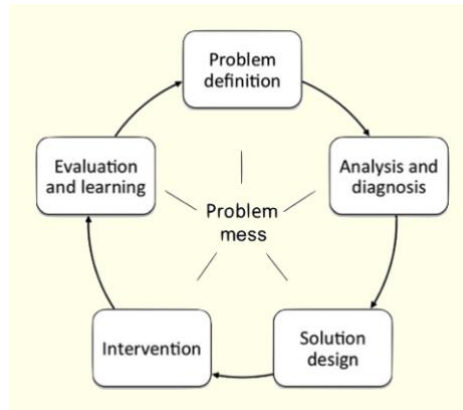

Figure 6. Five Steps of DBR cycle (Anderson and Shattuck, 2012) (13 Words)

Step 1. Problem Definition: The problem mess was first presented by the commissioner: her idea was to suggest the Board of Directors to join UN Global Compact. From the commissioner's experience it would be beneficial for the institution in many ways: from financial aspects to marketing and reputation. Since those topics were creating a problem mess and the researcher aimed at staying within the Business Ethics context, the evidence regarding ethical behavior was gathered and how it could be influenced by the UN Global Compact. For the problem definition stage only scientific literature and the stakeholder, who was the commissioner herself, were the main sources for the evidence of the problem. Even though it was sufficient to narrow down to the problem definition, other DBR-related sources could be consulted: organizational data and practitioners. In case of this research, those could be the Hotelschool data on how the students' ethical behavior is currently evaluated and the experience from the practitioners who were involved in the similar settings. That kind of additional evidence could make the problem definition stronger and more relevant.

Step 2. Analysis and Diagnosis: Same as in the first step of the research, two main sources of evidence were used: scientific literature and stakeholders. Scientific literature allowed to understand vital relationships between the terms and led to forming the tailored framework for the research. The framework allowed to formulate the relevant research questions, which in the end helped to solve the problem definition. All academic sources were thoroughly selected by the researcher and multiple meta-studies were used as suggested by DBR. Based on the outcomes of scientific evidence, including a tailor-made framework, the survey was created for the stakeholder group, outcomes of which led to important results. A synthesis of both scientific and stakeholder evidence sources allowed the researcher to formulate the conclusions for analysis and diagnosis. Nevertheless, another source of evidence would strengthen the conclusions. For instance, the interviews with practitioners from other universities, that faced the same problem, would add more evidence from the real-life experience of the similar cases.

Step 3. Solution Design: Current research was already based on the solution since the problem definition stage. However, in order to increase the value of the research outcomes for the commissioner, the solution design was communicated and approved by

the commissioner in order to ensure alignment. Plan A and Plan B were created in order to secure the successful implementation of the solution.

Step 4 & 5. Implementation & Evaluation: Even though these two steps of DBR cycle has not been executed yet, they have been thoroughly planned in this report, including the dates and presentation materials. Implementation of the solution will be executed in two steps of the dissemination with the stakeholder, where the second step will be evaluated with the survey. The main concern for this part is that two steps of dissemination may not be enough to reach the goal of the commissioner and the research. In order to eliminate this risk, the suggestion for future research will be made and this report may form the base for it.

Reason Reflection

The reason for this research was clearly communicated by the commissioner in the problem definition stage. As the research is narrowed down to only one benefit of joining UN Global Compact, the conclusions and evidence may not be enough to convince the Board of Directors to take such an important decision for the organization. However, this research forms a solid base for considering joining UN Global Compact as it strongly addresses the reasons. With the dissemination acts, the researcher is aiming to create awareness about the initiative, create the urgency to take action and underpin it with the evidence. Should the Board of Directors require further evidence about other implications of joining UN Global Compact, they may request a facilitation of one of the suggested future research opportunities from the commissioner.

Methodology Reflection

Before the data collection was executed, the possible limitations were highlighted aiming to find a possible way to avoid them in the process of data collection. The main cause for the limitations was the online distribution of the survey. On one hand, some limitations, such as misinterpretation of the questions, and misunderstanding of the purpose and concept behind them, were almost avoided by providing concise but clear outline of the context before the questions (together with the link to the UN Global Compact website - see Appendix 1 for the survey). In order to ensure the confidentiality of the questionnaire and eliminate the risk of dishonesty of the responses, the disclaimer was attached before the survey. Furthermore, 95 responds was achieved. On the other hand, 69,5% of the respondents were Phase-4 students while 29,5% were representing current Phase 3. Only 1% belonged to Phase 1 and Phase 2 was not at all involved, meaning that the sample, consisting only of students from Phases 3-4, can barely be representative for the population of all current HTH students. Finally, since some of the respondents are in the same Phase as the researcher, their answers might be biased by some further knowledge or involvement in the subject of research.

Having concluded the limitations of data collection, the level of reliability and validity of the data collection can be established. Firstly, the validity of the research is the extent to which the survey measures what it intends to (Heale and Twycross, 2015). The survey questions were thoroughly designed to gain the necessary information to answer the research questions, and as the data analysis shows, they managed to give the necessary insights. Nevertheless, considering the risk of biased answers, the survey can be considered as rather valid. Secondly, the reliability refers to the extent to which the survey is consistent if it gets retested (Heale and Twycross, 2015). It may be estimated that the survey is rather reliable. There are some unknown patterns that can drive respondents' answers in different points of time, together with the possibility of occasional misinterpretation of the questions. Finally, considering not perfect representation of the population caused by the convenience setting, the research may not be called absolutely reliable.

Implications for Future Research

The same problem definition could be researched again with the different sampling in the data collection. In case the research is executed with involving more students from Phase 1 and 2, new insights could appear, and the outcomes would add value to this research. Furthermore, since the research was dedicated to exceptionally one implication of joining UN Global Compact, the further research into different areas of benefits for Hotelschool The Hague is strongly advised. The future research on other winning dimensions of Hotelschool The Hague joining UN Global Compact, would contribute to a more solid underpinning of such an important strategic move for the institution. The following topics are suggested for the future research:

- What are the long-term financial implications of joining UN Global Compact for Hotelschool The Hague?
- How would joining UN Global Compact influence the reputation of Hotelschool The Hague among various stakeholders?
- A study on the future outlook of EU sustainability regulations: would joining UN Global Compact be sufficient for Hotelschool The Hague to secure sustainable supply chain?
- How would joining UN Global Compact contribute to Hotelschool The Hague objective of raising the sustainability-focused intercultural hospitality leaders?

Link between Research and Stakeholders

The stakeholders of this research benefited from the new knowledge distributed to them. Both the commissioner and the Board of Directors gain new knowledge into various relationships between the variables that were established through the scientific literature, for example and strong influence of the organizational climate on the students' ethical behavior. Besides that, the primary research allowed the relevant insights from within the institution. Not only may this knowledge be used for the purpose of reaching the research goal, but also for the in-depth understanding of the current situation of ethical commitment at Hotelschool The Hague. Even though the distributed knowledge is of a high value, some aspects could be further developed. For instance, besides the ethical climate, the researcher could figure out other dimensions through which the school currently influences the students' ethical behavior. That would give more knowledge into the tools the school authorities could use to continuously contribute to the students' ethical awareness.

11.Appendices

11.1.Appendix 1. The Survey

Introduction

I am Alisa Pakhomova, and I am conducting a LYCar research to figure out how HTH students' ethical behavior will be changed if HTH joins UN Global Compact. UN Global Compact is the largest worldwide corporate sustainability initiative which encourages organizations to contribute to the sustainable future and econonomy. By joining the UN Global Compact, the company has to adjust operations and culture to respect 10 main principles on human rights, labor, environment and anti-corruption (more information is available via this link https://www.unglobalcompact.org/what-is-gc/mission/principles). My objective is to propose HTH authorities to join UN Global Compact, therefore, your contribution to this survey is vital and beneficial for the future of our school!

Please note that this survey is only applicable for current HTH students. It is anonymous (personal details will only be used for this research), and you can stop any time. It will take you no more than 5 minutes to fill it out. Should you be interested in further details regarding the research, please contact me via 671133@hotelschool.nl. By proceeding to the survey below, you indicate having read and understood this consent and agree to participate in the study.

Part 1 (Multiple Choice Questions)

1. Are you a Dutch or international student? (Answer: Dutch/International)
2. What is your gender? (Answer: Female/Male/Prefer not to say)
3. Which program are you following at Hotelschool The Hague? (Answer: Bachelor Program/International Fast Track/Masters)
4. Which year of your program are you currently in? (Answers: Year 1/Year 2/Year 3/ Year 4)
5. Which campus are you affiliated to? (Answers: Amsterdam/The Hague)
6. Are you a member of any student associations? (Answers: Yes/No)

Part 2: UN Global Compact 10 Principles

In this part, UN Global Compact 10 principles, as the essential part of the initiative, are introduced to you. Please indicate* to what extent you are willing to incorporate the following principles into your day-to-day life and decision-making:

*The questions in this section are answered according to Likert Scale: from 1 (definitely not willing) to 5 (definitely willing)

1. Supporting and respecting the protection of internationally proclaimed human rights
2. Ensuring not being complicit in human rights abuses.
3. Upholding the freedom of association and the effective recognition of the right to collective bargaining.
4. Upholding the elimination of all forms of forced and compulsory labor.
5. Upholding the effective abolition of child labor.
6. Upholding the elimination of discrimination in respect of employment and occupation.
7. Supporting a precautionary approach to environmental challenges.
8. Undertaking initiatives to promote greater environmental responsibility.

9. Supporting encourage the development and diffusion of environmentally friendly technologies.
10. Working against corruption in all its forms, including extortion and bribery.
11. After having read UN 10 Principles, I am willing to respect and incorporate them into my daily behavior.

Part 3. The Effect of Joining UN Global Compact

In this final section, please indicate* to which extent you agree with the following statements:

* The questions in this section are answered according to Likert Scale: from 1 (strongly disagree) to 5 (strongly agree)

1. I believe the school encourages me to behave ethically in the day-to-day school life.

2. I believe my day-to-day behavior at HTH is ethical.

3. I believe that current HTH ethical climate* is positive. *Ethical climate is "a type of work climate that is best understood as a group of prescriptive climates reflecting the organizational procedures, policies and practices with moral consequences" (Martin and Kullen, 2006).

4. I believe that HTH ethical climate influences my ethical behavior to a major extent.

5. I believe that my ethical behavior will positively change after HTH joins UN Global Compact.

6. I believe that my perception of HTH ethical climate will positively change after HTH joins UN Global Compact.

11.2. Appendix 2. The Theory of Planned Behavior – Application in Survey

Question	Theoretical Aspect
I believe that my perception of HTH ethical climate will positively change after HTH joins UN Global Compact. *(Part 3, Question 6)*	This question contains the Behavioral Belief as it reflects "beliefs about the likely consequences of the behavior". In this case the potential participation in UN Global Compact might have the consequence of improved perception of HTH ethical climate (Ajzen, 1991).
I believe that my ethical behavior will positively change after HTH joins UN Global Compact. *(Part 3, Question 5)*	This question contains the Control Belief as it reflects "beliefs about the presence of factors that may facilitate or impede performance of the behavior". Participation in UN Global Compact in this case is a factor that may facilitate the performance of ethical behavior (Ajzen, 1991).
I believe the school encourages me to behave ethically in the day-to-day school life. *(Part 3, Question 1)*	This question contains the Normative Belief as it reflects "beliefs about the normative expectations of others". The question will test if the expectation of the school to be encouraging in students' ethical behavior is true (Ajzen, 1991).

11.3. Appendix 3. Survey Results

The results of the survey are presented per hypotheses that were established beforehand.

Descriptive Statistics

<u>**Hypothesis 1:**</u>

- H0: The mean of students' willingness to adhere to 10 UN Principles is 4.
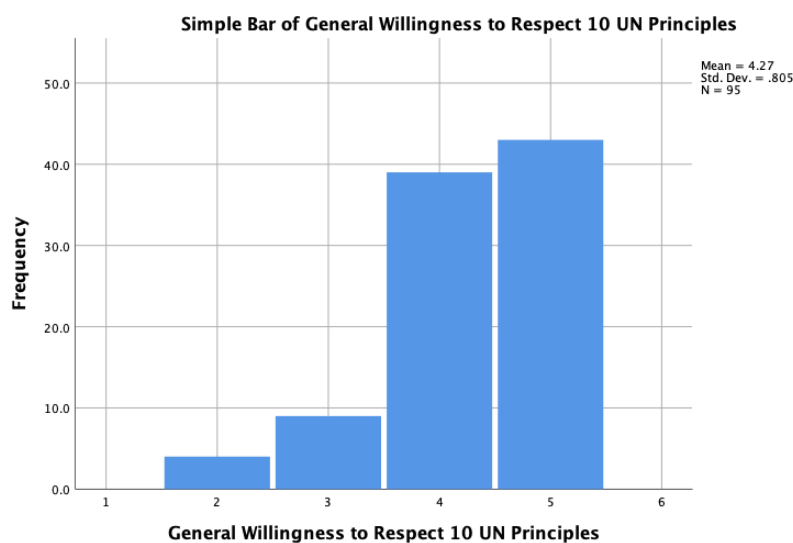- H1: The mean of students' willingness to adhere to 10 UN Principles is not 4.

Figure 7. SPSS Output for Hypothesis 1

<u>Result:</u> The mean of the students' willingness to respect 10 UN Principles is higher than 4 (M=4,27; SD=0,805) (see Figure 7). The mean score was compared to the value of 4, the results of the test are significant (P<0,5), thus H0 is not true. Therefore, it can be concluded that the students both agree and strongly agree with the fact that they are willing to respect 10 UN Principles.

<u>**Hypothesis 2:**</u>

- H0: The mean of perceived school encouragement of students' ethical behavior is 4.
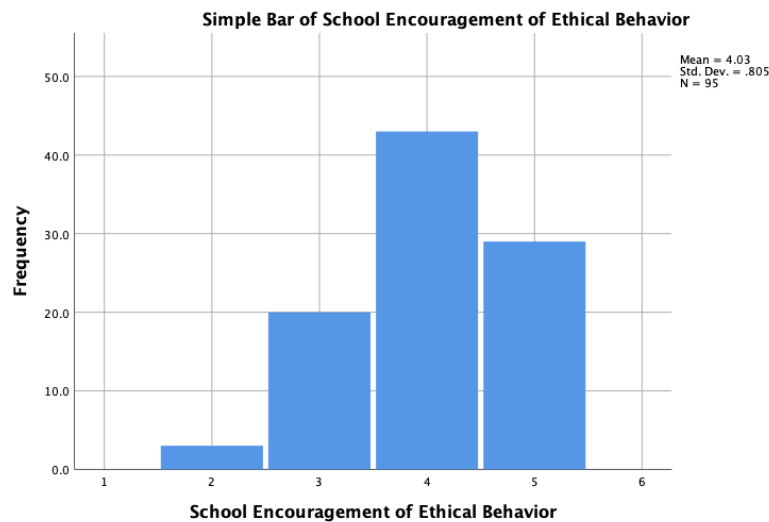- H1: The mean of perceived school encouragement of students' ethical behavior is not 4.

Figure 8. SPSS Output for Hypothesis 2

Results: The mean of the opinion on the school encouragement of ethical behavior is 4 (M=4,03; SD=0,805) (see Figure 8). The mean score was compared to the value of 4, the results of the test are not significant (P>0,5), thus H0 is true. Therefore, it can be concluded that the students agree with the fact that the school encourages them to behave ethically.

Hypothesis 3:

- The mean of opinion on potential positive change in ethical behavior after joining UN Global Compact is 4.
- The mean of opinion on potential positive change in ethical behavior after joining UN Global Compact is not 4.
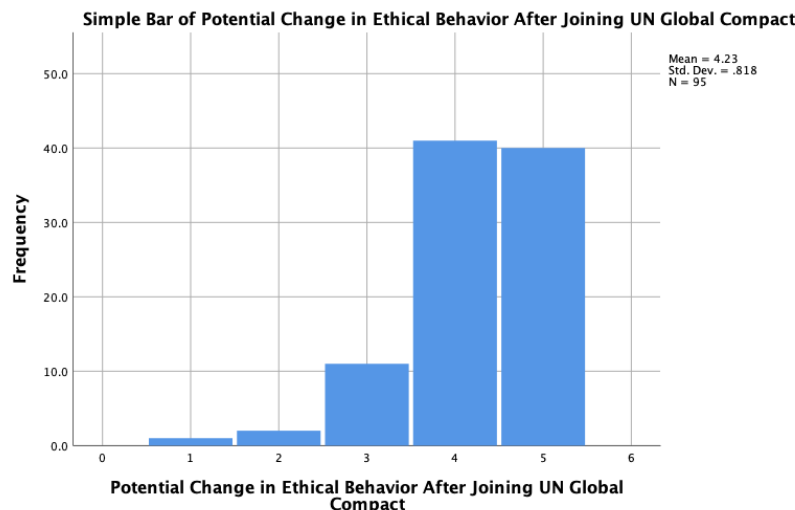

Figure 9. SPSS Output for Hypothesis 3

Results: The mean of the opinion on potential change in ethical behavior is 4 (M=4,23; SD=0,818) (see Figure 9). The mean score was compared to the value of 4, the results of the test are not significant (P>0,5), thus H0 is true. Therefore, it can be concluded that the students agree with the fact that their ethical behavior will positively change after joining UN Global Compact.

Hypothesis 4:

- H0: The mean of opinion on potential change in perception of ethical climate after joining UN Global Compact is 4.
- H1: The mean of opinion on potential change in perception of ethical climate after joining UN Global Compact is not 4.

Simple Bar of Potential Change in Perception of Ethical Climate After Joining UN Global Compact
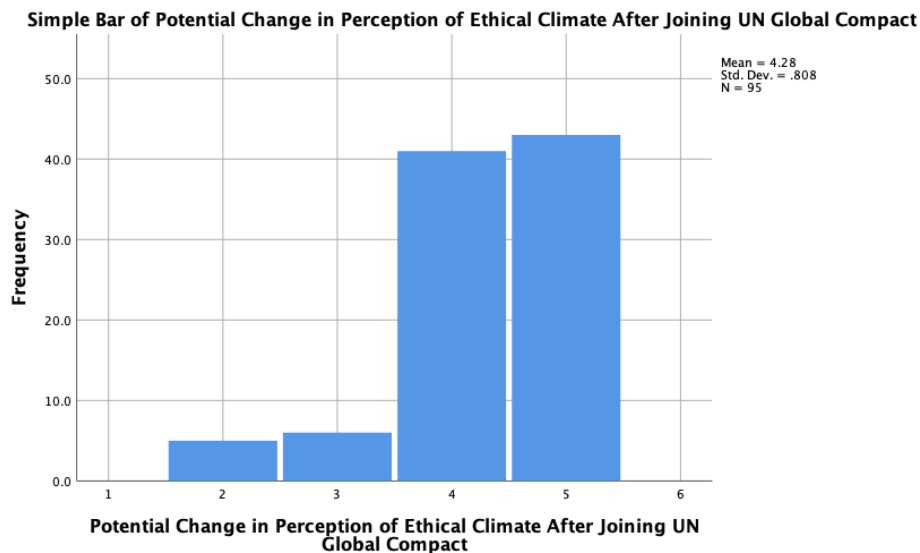
Mean = 4.28
Std. Dev. = .808
N = 95

Figure 10. SPSS Output for Hypothesis 4

Results: The mean of opinion on potential change in perception of ethical climate after joining UN Global Compact is higher than 4 (M=4,28; SD=0,808) (see Figure 10). The mean score was compared to the value of 4, the results of the test are significant (P<0,5), thus H0 is not true. Therefore, it can be concluded that the students both agree and strongly agree with the fact that their perception of HTH ethical climate will positively change after joining UN Global Compact.

Inferential Statistics

Hypothesis 5:

- There is no relationship between students' perception of ethical climate and their ethical behavior.
- There is a relationship between students' perception of ethical climate and their ethical behavior.

		Current Opinion on Ethical Behavior	Current Perception of HTH Ethical Climate
Current Opinion on Ethical Behavior	Pearson Correlation	1	.516
	Bayes Factor		.000
	N	95	95
Current Perception of HTH Ethical Climate	Pearson Correlation	.516	1
	Bayes Factor	.000	
	N	95	95

a. Bayes factor: Null versus alternative hypothesis.

Figure 11. SPSS Output for Hypothesis 5

Results: The table above represents the statistical testing of the relationship between current students' opinions on the ethical behavior and perception of ethical climate (test used: Pearson R) (see Figure 11). There is a positive moderate relationship between how students evaluate their ethical behavior and perceive HTH ethical climate ($P<0,5$; Correlation=0,516). Therefore, it can be concluded the more positively students perceive HTH ethical climate, the more ethically they think they behave.

Hypothesis 6:

- There is no relationship between the willingness to respect 10 UN Principles and potential improvement of ethical behavior after joining UN Global Compact.
- There is a relationship between the willingness to respect 10 UN Principles and potential improvement of ethical behavior after joining UN Global Compact.

Bayes Factor Inference on Pairwise Correlations[a]

		General Willingness to Respect 10 UN Principles	Potential Change in Ethical Behavior After Joining UN Global Compact
General Willingness to Respect 10 UN Principles	Pearson Correlation	1	.258
	Bayes Factor		.515
	N	95	95
Potential Change in Ethical Behavior After Joining UN Global Compact	Pearson Correlation	.258	1
	Bayes Factor	.515	
	N	95	95

a. Bayes factor: Null versus alternative hypothesis.

Figure 12. SPSS Output for Hypothesis 6

Results: The table above represents the statistical testing of the relationship between the willingness to respect 10 UN Principles and the potential change in ethical behavior after joining UN Global Compact (test used: Pearson R) (see Figure 12). There is no relationship between the willingness to respect 10 UN Principles and the potential change in ethical behavior after joining UN Global Compact ($P>0,5$). Therefore, it cannot be concluded that the higher the willingness to respect 10 UN Principles, the more likely the potential change in ethical behavior after joining UN Global Compact to occur.

Hypothesis 7:

- There is no relationship between the willingness to respect 10 UN Principles and potential improvement in perception of HTH ethical climate.
- There is a relationship between the willingness to respect 10 UN Principles and potential improvement in perception of HTH ethical climate.

Bayes Factor Inference on Pairwise Correlations[a]

		General Willingness to Respect 10 UN Principles	Potential Change in Perception of Ethical Climate After Joining UN Global Compact
General Willingness to Respect 10 UN Principles	Pearson Correlation	1	.386
	Bayes Factor		.007
	N	95	95
Potential Change in Perception of Ethical Climate After Joining UN Global Compact	Pearson Correlation	.386	1
	Bayes Factor	.007	
	N	95	95

a. Bayes factor: Null versus alternative hypothesis.

Figure 13. SPSS Output for Hypothesis 7

Results: The table above represents the statistical testing of the relationship between the willingness to respect 10 UN Principles and the potential change in perception of HTH ethical climate after joining UN Global Compact (test used: Pearson R) (see Figure 13). There is a weak to moderate relationship between the willingness to respect 10 UN Principles and the potential change in perception of HTH ethical climate after joining UN Global Compact (P<0,5; Correlation=0,386). Therefore, it can be concluded that the higher the willingness to respect 10 UN Principles, the more likely the positive change in perception of HTH ethical climate after joining UN Global Compact to occur.

11.4.Appendix 4. Dissemination Act 1 – Introduction Email

What are the current issues?

Universities are in charge of students'ethical behavior encouragement

Only having Codes of Conduct is not enough

There must be initiatives which would stimulate the compliance and ethical behavior

What does the literature say?

One of the most influencing factors on students' ethical behavior is the school's **ETHCIAL CLIMATE**

One of the ways to impact ethical climate is a focus on **CORPORATE SUSTAINABILTY**

Joining **CORPORATE SUSTAINABILITY INITIATIVE** is an efficient way to maintain a positive ethical climate

Should the students be willing to respect 10 UN Principles, their ethical behavior will be influenced positively

?

How does this apply to Hotelschool The Hague?

My reserach shows:

✓ HTH students *are willing* to respect and incorporate 10 UN Principles in their school lives

✓ HTH students believe that the school's climate influences their ethical behavior

✓ HTH students agree that joining UN Global Compact would positively effect their perception of HTH ethical climate

✓ HTH students agree that joining UN Global Compact would positively effect their ethical behavior

#1

All above facts prove that Hotelschool The Hague should join UN Global Compact as it will positively affect the students' ethical behaviour!

Let me tell you more about my research and further benefits for the future of our school

Dear all,

I truly hope that this email finds you well! My name is Alisa Pakhomova and I am at the latest stage of LYCar. I am writing to you in order to introduce you to the essential topic, that should be considered in order to strengthen the future of Hotelschool The Hague, namely joining UN Global Compact. As my research matter, I have chosen to contribute to the Hotelschool community and hereby I would like to present the idea of joining UN Global Compact, that may forever establish the image of Hotelschool The Hague as a sustainable and socially responsible organization.

To briefly explain you the concept of UN Global Compact and why Hotelschool The Hague must join it, I have created the infographic which you may find attached to this email. UN Global Compact is the largest corporate sustainability initiative that aims towards sustainable and responsible businesses and organizations. By joining the UN Global Compact, the company is obliged to adhere to 10 UN Global Compact principles that cover human rights, labor, environment and anti-corruption. Moreover, the company must regularly report on its progress and new goals on the principles. Reporting the sustainability and corporate responsibility is proven to benefit the organization in improved image and enhanced stakeholder management, therefore, the companies joining UN Global Compact have a doubtless competitive advantage. To give you a clearer image of how large and growing the UN Global Compact is, almost 700 academic establishments around the world are already participating in this corporate sustainability initiative. Most importantly, should Hotelschool The Hague take an action shortly, it would become the first Hotelschool worldwide to join the UN Global Compact. This could not only become the unique selling point of our school, but also a reason to maintain and, perhaps, grow the position in rankings. Last but not least, it would be a proactive move towards securing a sustainable supply chain, as the short-term future EU regulations would require.

My research was based on a commissioned topic of Business Ethics and with great support and inspiration of Ms. Van Geuns, I am extremely eager to bring it up to you. As part of my research, I dived into better understanding to what extent the students, as one of the key Hotelschool The Hague stakeholders, are willing to adhere to 10 UN principles and how that would influence their ethical behavior. I am absolutely excited to share the results of the research as well as more reasons on why Hotelschool The Hague should join UN Global Compact. I would highly appreciate the opportunity to explain and inspire more during the virtual meeting.

I trust I have triggered some interest regarding the opportunity to join UN Global Compact and I am looking forward to receiving your feedback!

Stay safe!

Warmest regards,
Alisa Pakhomova

📄 PDF

Hotelschool The
Hague...act.pdf

11.5.Appendix 5. Dissemination Act 2 – Virtual Presentation

Agenda

- Introduction to UN Global Compact
- The benefits for Hotelschool The Hague
- How joining UN Global Compact would potentially influence students' ethical behavior?
- How to join UN Global Compact
- Why doing it now

UN Global Compact

Vision: Mobilize a global movement of sustainable companies and stakeholders to create the world we want

694 Academic participants

10 UN Global Compact principles
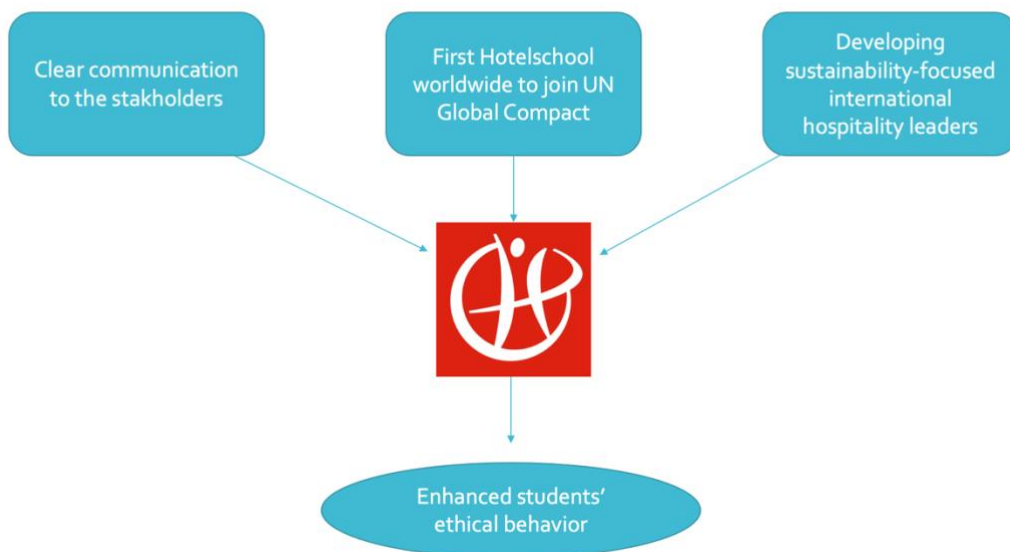
What is required?

Responsible Operation

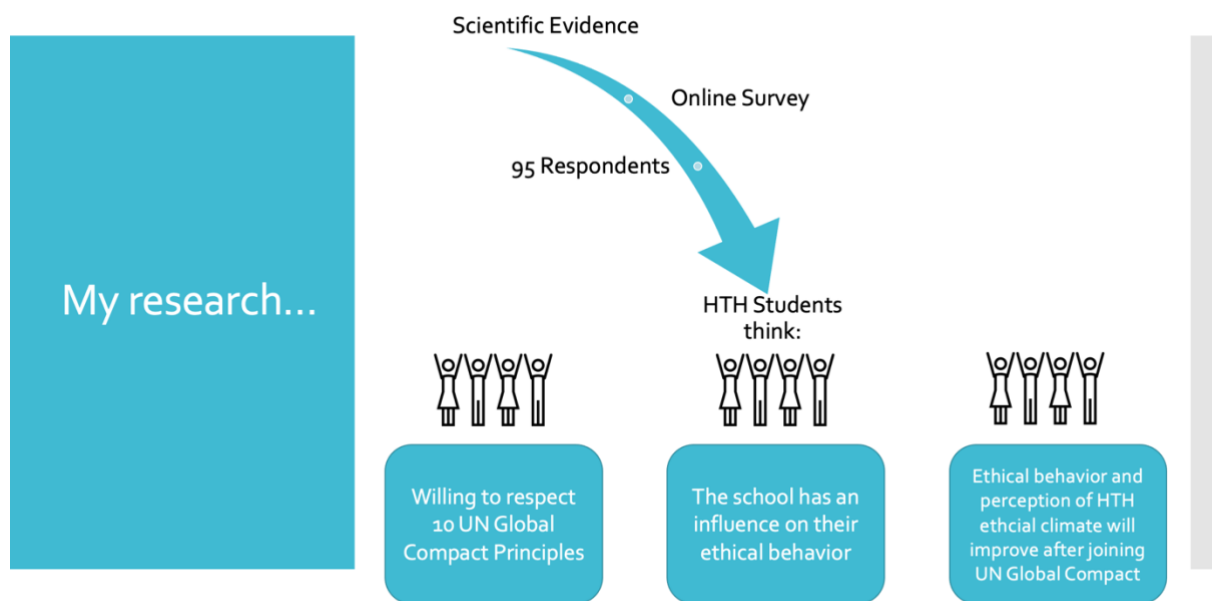- Human Rights
- Environment
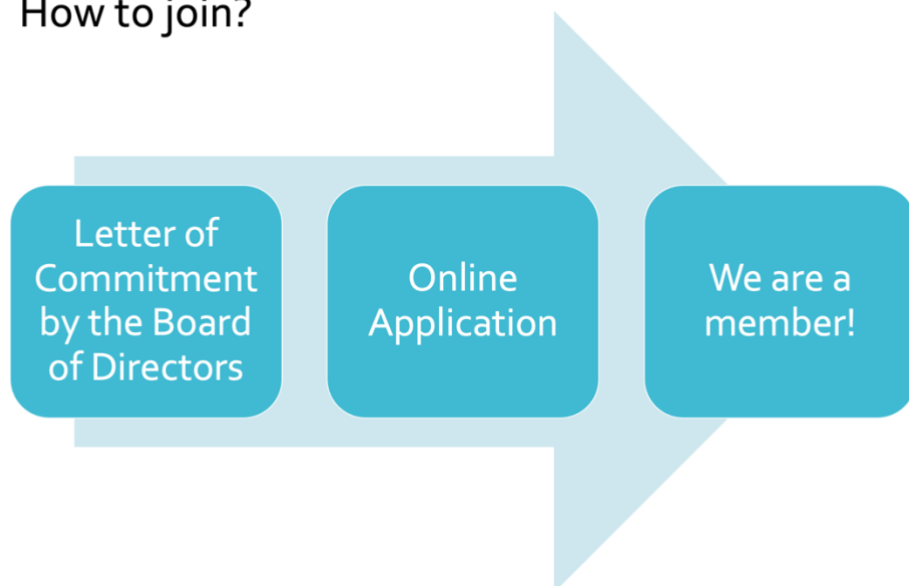- Anticorruption
- Labour

Annual Reporting

- Communication on Progress Annual Report

Why joining?

Clear communication to the stakholders

First Hotelschool worldwide to join UN Global Compact

Developing sustainability-focused international hospitality leaders

Enhanced students' ethical behavior

My research...

Scientific Evidence

Online Survey

95 Respondents

HTH Students think:

Willing to respect 10 UN Global Compact Principles

The school has an influence on their ethical behavior

Ethical behavior and perception of HTH ethcial climate will improve after joining UN Global Compact

How to join?

Letter of Commitment by the Board of Directors

Online Application

We are a member!

11.6.Appendix 6. Proof of Data Sets Delivery

Research Number: 2021-102

Excel sheet with survey data is uploaded:

Dear Alisa Pakhomova,

This is an automatic delivery message to notify you that a new file has been uploaded.

Name : Alisa Pakhomova
Student Number : 671133
Email : 671133@hotelschool.nl
LYCar Coach : Ms. Huynh
Research Number : 2021-102

We kindly request you to forward this email to your LYCar coach as evidence that your data files have been uploaded securely.
Thank You.

SPSS File to be uploaded by Research Center due to the delivery error:

RE: File Upload Error   ↩ ↞ →

RH   ○ **Research Hotelschool The Hague <research@hotelschool.nl>**   Friday, 28 May 2021, 06:57
         To: ● Alisa Pakhomova

Dear Alisa,

Please try to shrink your file and upload it again. In case you don't succeed, please send files to me to snapkovskaya@hotelschool.nl via the WeTransfer and I will store them for you.

Best regards,
Ludmila Snapkovskaya

From: Alisa Pakhomova <671133@hotelschool.nl>
Sent: Wednesday, May 26, 2021 7:35 PM
To: Research Hotelschool The Hague <research@hotelschool.nl>
Subject: File Upload Error

Dear all,

While uploading my research files, I have faced an error with the .sav file.

|	
Name(required)	Alisa Pakhomova
Student Number(required)	671133
Email(required)	671133@hotelschool.nl
LYCar Coach(required)	Ms. Huynh
Research Number(required)	2021-102

Upload file (one per upload, click 'Select File' - 'Upload File' for every file until you done)

[   ]   Select File   Upload File

File LYCar-Survey_Alisa-Pakhomova_671133_2021-102.sav not uploaded   ▾

I would highly appreciate if you could help me with solving this issue.

Warmest regards,
Alisa
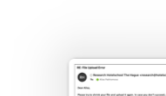
Re: File Upload Error   ↩ ↞ →

AP   ● **Alisa Pakhomova <671133@hotelschool.nl>**   Today at 11:08
         To: ○ Research Hotelschool The Hague

Dear Ms. Snapkovskaya,

As discussed, I am still facing the error while delivering the file, therefore, I would kindly ask you to upload it for me. Please see the link for the document: https://we.tl/t-p74vhtmhLY .

Warmest regards,
Alisa

11.7.Appendix 7. Approval LYCar Proposal Proof

LYCar Proposal Grading Rubric
v.1.1 (Version LYCar 2020; 25 November, 2020)

Student Name:	Alisa Pakhomova	LYCar Coach:	Ms. Huynh
Student Number:	671133	Primary PLO:	1
Date Submitted:	07.02.2021	Secondary PLO(s):	7, 9

Note: All boxes with red border to be filled by student

Preconditions (required for assessment)	Yes	No	Comments
Checks content and completeness			
Executive Summary is present, concise, can be read independently, contains information about process and content, focuses on results and outcomes	☐	☐	
LYCar Proposal meets formal reporting criteria (according to e.g., LYCar Reading & Writing Guide)			
LYCar Proposal is written in English and is professional, including common basic components such as Intro, ToC, Conclusion etc.- see Reading & Writing Guide	☐	☐	
LYCar Proposal is max. **5.000 words** (counting after Table of Content, incl. text in tables) **-** visual proof of wordcount is included in Appendices.	☐	☐	
Harvard Referencing Style is used consistently, referencing to primary sources only, List of References is well presented	☐	☐	
Check (technical) formalities and submissions			
Ephorus upload	☐	☐	
LYCar Proposal incl. Appendices are uploaded in Osiris	☐	☐	
Ethics and data management			
Ethical, integrity and data management requirements	☐	☐	
Entitled to assessment? (All yes above required):	☐		

DD1: The student has demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that is supported by advanced textbooks

	Excellent	Pass	No Go
1.1 Use of literature and knowledge of the field	Student uses in-depth literature and knowledge of the field throughout the report. The report contains no mistakes and factual incorrectness.	Student uses in most cases literature and knowledge of the field in the report. The report contains some mistakes and factual incorrectness in a limited part of the report.	No sufficient or correct use of literature and knowledge of the field in the report. The report contains mistakes and factual incorrectness.
1.2 Intellectual depth and abstract thinking	Student takes all significant factors into account and looks from different perspectives, sees patterns, relates situations to concepts in order to solve larger problems. The reports show excellent thinking capacity of the student. New unique insights presented in the topic and depth of understanding displayed. Excellent linking between the elements and the underlying issues within the case situation.	Student takes different perspectives into account. The report shows intellectual depth (taking into account all significant factors and looking from different perspectives) in most parts of the report. Some patterns are clear. Some links have been made.	The report lacks intellectual depth (superficial and merely descriptive) in some parts of the report. Patterns are not sufficiently made clear.

Student Feedback:
Excellent ○ Pass ○ Not Yet ⬤(red)

Relevant and valid literaure is applied in problem definition, analysis & diagnosis, however, not in the solution design

Assessor Feedback:
Excellent ○ Pass ⬤ Not Yet ○

It clear what you would like to measure, the solution is not yet clear, however the way how the research is designed it has potential for a fine solution design.

DD2: The student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining feedback and solving problems within their field of study

	Excellent	Pass	No Go
2.1 Application of theories/models to situations at hand	Student uses a range of theories/models appropriate to the problems in the case skilfully and able to add their own unique perspective and insight. They own the model(s).	Student mentions a range of theories/models appropriate to the problems in the case and applying some of them in the correct way.	Mentioning models and theories but not using them in a correct way.
2.2 Possible impact and meaning of own work - dissemination of research	Student plans evaluation of impact and meaning of own work in relation to business and industry with sound underpinning. Identification of all stakeholders and acts of dissemination. Plan on how to effectively disseminate knowledge through different channels fitted for a variety of audiences is also presented.	Student formulates criteria for evaluation. Student describes possible impact and meaning of own work. Identification of stakeholders and planning of dissemination through at least one valuable channel with an audience is presented.	Student fails to describe criteria how to evaluate impact. No identification of stakeholders or realistic plan on dissemination of knowledge through at least one valuable channel with an audience.

Student Feedback:
Excellent ○ Pass ○ Not Yet ○

Based on the literature review, own tailormade model was created

Assessor Feedback:
Excellent ○ Pass ○ Not Yet ○

DD3: the student has the ability to devise data gathering events, gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues

	Excellent	Pass	No Go
3.1 The Design Based Research Process	Student sets the research process up in a systematic and well organised way. Student makes sense of a problem mess, analyses a (complex) problem and formulates feasible solutions by using a design-based research approach. Logical flow from Problem definition to Analysis to Solutions Design/methods are well chosen and motivated,	Student analyses the problem, and formulates possible solutions underpinned by literature using a design-based research approach. Methods motivated and mostly logically chosen	Insufficient problem analysis and methodology, research cycle not used.
3.2 Analysis and evaluation of data	Student plans analysis and evaluation of data/information well using appropriate (digital) tools and makes data-driven decisions. All statements are underpinned with facts and figures and/or referencing. The appropriate tools are used in all steps. Analysis is sufficiently complex with use of information from more than 2 different dimensions (practioners, scientific literature, the organization and stakeholders).	Student plans analysis and evaluation of solutions clearly, with some flaws or unclarities. Some statements are underpinned with facts and figures and/or referencing, some lacking underpinning. Analysis is sufficiently complex using data from at least one dimension and sufficiently backed up with literature.	Plan of analysis and evaluation of solutions is not clear. Statements are mostly not underpinned with facts and figures and/or referencing; some are contradicting. No tools are used. Lacking or no analysis and not backed up with literature.

Student Feedback:	Excellent ⭕ Pass ⭕ Not Yet ⭕	The design-based research was used for all the steps, however, no practitioners/organizational data was used in analysis and diagnosis, only scientific evidence and stakeholder opinion
Assessor Feedback:	Excellent ⭕ Pass ⦿ Not Yet ⭕	The process is clear, yet is it not clear what the results are and how these results are interpreted.

DD4: the student can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

	Excellent	Pass	No Go
4.1 Communication to audience making use of professional (business) English	Student divides information effectively in paragraphs/chapters. No noticeable errors in English usage and mechanics. Use of language enhances the argument and avoids abbreviations. Sentence structures are well varied, and voice and tone are highly suitable for the specific audience/s. Style and content complement each other into an appealing, high quality story. Highly skilful organisational strategy. The logical sequence of ideas increases the effectiveness of the argument and transitions between paragraphs strengthen the relationship between ideas. Sub-headings are employed effectively and the links between different sections are reinforced through linking expressions. Shows attention to detail in all parts of the report.	Student divides information in paragraphs/chapters. Errors in English usage and mechanics are present, but they rarely impede understanding. Use of language supports the argument. Sentence structures are varied, and voice and tone are generally appropriate for the intended audience/s. Generally, a clear organisational strategy. The sequence of ideas in most cases supports the argument and transitions between paragraphs clarify the relationship between ideas. The report is mainly comprehensively written and lacks some attention to detail in some parts of the report.	Distracting errors in English usage are present and they impede understanding. Use of language is basic, only somewhat clear and does not support the argument. Word choice is general and imprecise. Voice and tone are not always appropriate for the intended audience/s. Basic organisational strategy, with most ideas logically grouped. Transitions between paragraphs sometimes clarify the relationship among ideas. The report is not comprehensively written and lacks attention to detail in most parts of the report.

Student Feedback:	Excellent ⭕ Pass ⭕ Not Yet ⭕	The report is consise and clear to read. The flow of thoughts is clearly established
Assessor Feedback:	Excellent ⭕ Pass ⦿ Not Yet ⭕	

DD5: the student has developed those learning skills necessary to continue to undertake further study with a high degree of autonomy

	Excellent	Pass	No Go
5.1 Plan on IQ development in PLO: Reflection on product(s)	Student has clear plans on what will be delivered and uses different relevant theory to underpin own work and reflect on it.	Student has a plan on what will be delivered and uses theory to underpin planned own work and reflect on it.	No clear deliverables mentioned and almost no theory to underpin own work and reflection.
5.2 Plan on AQ & EQ Self development	Student devises excellent ability to critically reflect on own developmental goals and demonstrates real growth mindset for life-long learning. Student proposes a demonstration of being able to self-direct, taking initiative in unpredictable situations. Student shows different metrics that can demonstrate development in terms of their EQ/AQ.	Student shows developmental goals and demonstrates growth mindset. There is a plan on how to reflect on values, attitudes and behaviour. Starting levels and desired end levels are described and measurements are provided.	Developmental goals are not concrete, there is no demonstration of growth mindset. Plan on how to reflect is vague and does not give enough substantiation to show growth.
5.3 Plan on EQ Social development	Student provides a plan on how to construct a multitude of proof that shows development as an Intercultural Hospitality Leader. Excellent ability to contribute to the global society/local community as a responsible citizen. Excellent analysis of diversity of people the student will deal with. Possible effective collaboration with all stakeholders in different cultural settings. Hospitality is key to the project or work the student does.	Student provides a plan on how to prove development as an Intercultural Hospitality Leader. Plan on how to contribute to the global society/local community as a responsible citizen. Proposing ideas on how to collaborate with different stakeholders in different cultural settings. Hospitality is a differentiator in the students' project or work.	No clear plan on development as an Intercultural Hospitality Leader. Plan on how to contribute to global society/local community is missing. Ideas proposed on collaboration or hospitality are not sufficient.

Student Feedback:	Excellent ◯ Pass ◯ Not Yet ◯	The goals are sufficient but not extensive. All goals are measurabe and feasible

Assessor Feedback:	Excellent ◯ Pass ◯ Not Yet ◯	It is clear what the students is trying to achieve and the actions are there in place to make it happens.

Overall Assessor Feedback

LYCar Proposal Outcome

Excellent	◯	All qualitative criteria awarded a "Pass" and at least two qualitative criteria awarded a "Excellent"
Pass	◉	All qualitative criteria awarded a "Pass". "P" registered in Osiris. Student can continue with LYCar execution.
No Go	◯	One or more qualitative criteria graded as "Not Yet". "F" registered in Osiris. Student re-writes LYCar Proposal with incorporated feedback.
Pre-Condition NY	◯	Pre-conditions not met. Student resubmits LYCar Proposal. No grade or feedback provided to the student.

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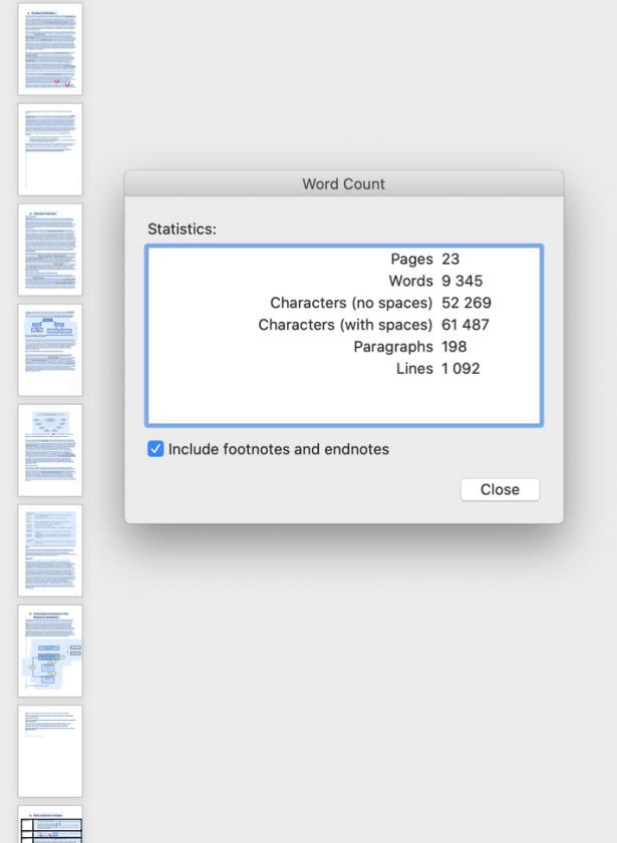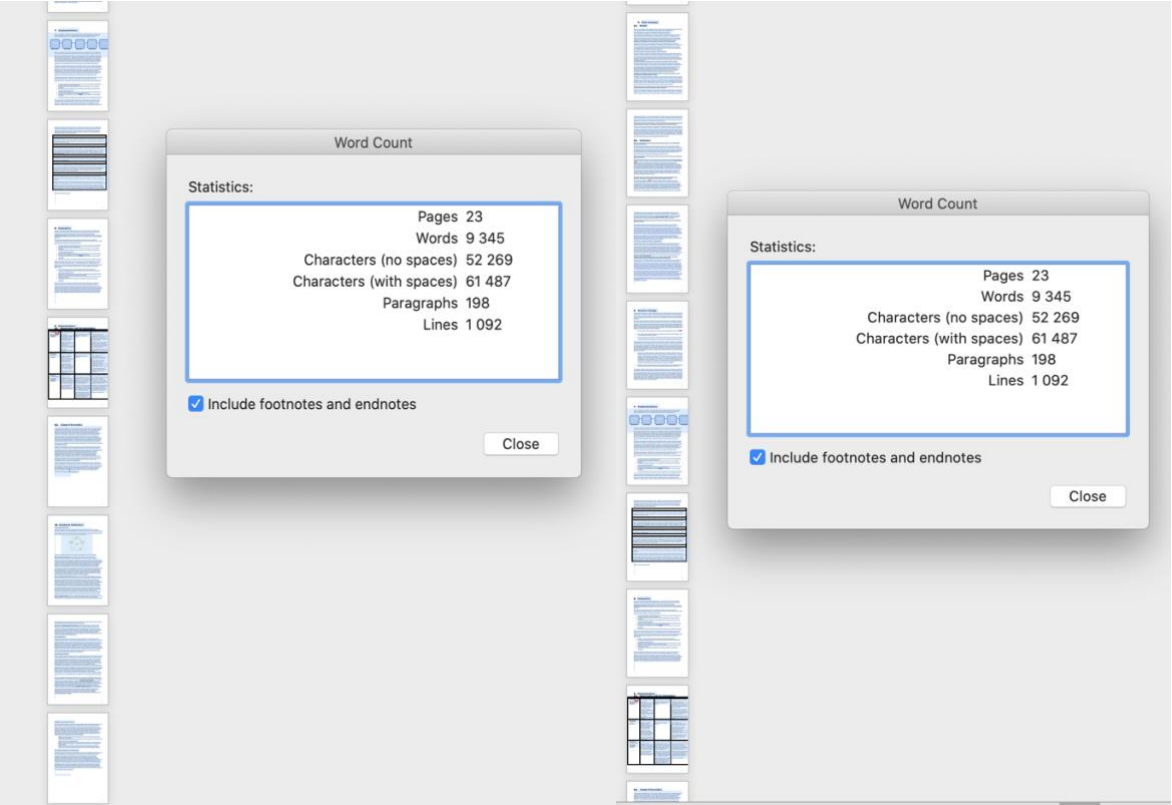
Word Count

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