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Driving sustainable banking in Nigeria through responsible management education: The case of Lagos Business School

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ABSTRACT

This article focuses on ways business schools and management development institutions can through responsible management education drive learning for sustainable banking as a channel to address the Sustainable Development Goals (SDGs). The article discusses the role of business schools and management development institutions in advancing progress to attain the SDGs in Nigeria, a developing nation in sub-Saharan Africa. This is examined within the context of a globalized banking and financial sector which is yet to fully maximize opportunities to drive sustainable development due to, among other factors, the lack of clear understanding of how to integrate sustainability into the banking system. Ongoing systemic efforts to drive sustainable banking through responsible management education are discussed and ways to further integrate sustainable banking to accelerate the attainment of SDGs are presented.

1. Introduction

The United Nations Conference on Trade and Development (UNCTAD) estimates the investment needs for the United Nations Sustainable Development Goals (UN SDGs) for developing countries to be around $2.5 trillion dollars annually and globally to be around $5 to $7 trillion dollars yearly (UNCTAD, 2014). Considering this huge financial investment required in achieving the SDGs, the crucial role banks as financial services providers can play in facilitating and directly advancing progress with the SDGs becomes much clearer. However, it is important to note that for banks to play this crucial role of driving the SDGs effectively through their activities and services, they must make a complete shift from traditional banking and embrace a sustainable banking approach (Citigroup, 2017; David & Laurie, 2012). Sustainable banking incorporates sustainability principles into funding decisions, corporate strategy and product definition processes (Bouma, Jeucken, & Kilkers, 2001; Weber, 2016). In sustainable banking, capital market decisions are based on not only risk and return as in traditional banking, but also social and environmental impacts are given serious consideration (Deloitte, 2017). Sustainable banking purposes to balance profit maximisation with social and environmental concerns.

Although the concept of sustainable banking has of late gained much popularity, through increased advocacy for its adoption, banks still grapple with diverse challenges in integrating the concept. Of all the challenges they face with regards the adoption and implementation of sustainable banking, one which stands out is that of poor knowledge of what sustainable banking really is and how it can be integrated into every aspect of their business to foster sustainable development (not just being practised superficially merely to fulfil some regulatory requirements). This knowledge gap places demand on business schools and management development institutions generate content and pedagogy to fill the gap. Business schools and management development institutions must therefore reconstitute their tools and approaches to take up the responsibility of driving learning for sustainable banking. By using innovative strategies, they are challenged to educate future and current leaders in the banking industry on how they can through their

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sustainable banking initiatives advance sustainable development in the various regions they operate. In an increasingly globalized world, tailoring the knowledge being disseminated to fit into the context of the region where they operate is paramount and would be highly effective in advancing progress towards achieveing the SDGs.

This paper aims to present the role of business schools and management development institutions in driving learning for sustainable banking for the advancement of the Sustainable Development Goals. It discusses the link between management education and the Sustainable Development Goals, exploring the learning challenge in relation to these fields. The paper further examines the various ways in which sustainable banking can contribute to the advancement of the SDGs and the role of business schools and management development institutions in driving learning for sustainable banking is presented. The article concludes with a discussion on the case of Lagos Business School, to better undserstand

2. Methodology

Adopting a qualitative approach, research for this study was conducted through interviews, review of reports and documents, as well as reviews of scholarly articles, book chapters, case studies and media articles. To gain a clear perspective of the perception and practice of sustainability by Nigerian banks, in-depth interviews of key personnel of eight out of twenty-one commercial banks in Nigeria was conducted. Also, to analyse efforts towards advancing sustainable banking through management education, the study selected Lagos Business School (LBS), located in Lagos State, Nigeria as a case study. LBS was chosen because of its strategic location in Lagos, the commercial hub of Nigeria and one of the largest economies in Africa (Nigerian Investment Promotion Commission, 2016) and particularly for its long-term engagement with the financial sector as management educator provider.

Curriculum and brochures of the different programmes of LBS were analysed. The programmes offered at LBS include MBA (Masters of Business Administration), Executive MBA, Modular Executive MBA, Open Seminars and Custom Executive Education. Also, the school's Sharing Information on Progress (PRME SIP) reports between 2013 and 2017 were also analysed; ongoing research and publications by LBS faculty were also considered alongside other initiatives and programmes of the institution. The institutional study was conducted by investigating how the various programmes and initiatives of the school aligns with frameworks for advancing responsible management education under the six United Nations Principles for Responsible Management Education (UNPRME[1]). The Principles under the framework relate to purpose, values, method, research, partnership and dialogue as categories for principled action in driving responsibility in management education.

3. Management education and Sustainable Development Goals

To many countries, particularly developing countries, the Sustainable Developments Goals (SDGs) provide a roadmap and global vocabulary inspiring action to end poverty, reduce inequality, address climate change and solve other social, economic and environmental problems plaguing our world. In order to foster sustainable development, the UN 2030 Agenda for Sustainable Development was adopted in 2015 and urged countries to reach according their own priorities and resources the 17 SDGs by 2030. The 17 goals and 169 specific targets of the 2030 Agenda target action in the areas of people, planet, prosperity, peace and partnership (UN, 2015).

The role of responsible management education in catalysing progress with these goals in any society cannot be overemphasized. Kolb, Frohlich, and Schmidpeter (2017) argue that quality education impacts all the other SDGs to the extent that by improving the educational level of future and current managers, better results in the field of SDG#8 (Decent work and economic growth), SDG#9 (Industry, innovation and infrastructure), SDG#12 (Reduced inequalities) and SDG#17 (Partnerships for the goals) can be achieved. Going further they stated that education can also drive innovation which would in turn foster clean water and sanitation (SDG#6), affordable and clean energy (SDG#7), life below water (SDG#14) and life on land (SDG#15). Also, education indirectly impacts all the other SDGs not mentioned. Drawing from Kolb et al., Fig. 1 gives a pictorial representation of how education links to all the SDGs.

Business schools can also impact SDGs by helping businesses, through the leaders and managers they educate, understand and embrace the risks and opportunity the Sustainable Development Goals present. This must be a priority for business schools (Muff, Kapalka, & Dyllick, 2017).

The capacity for business schools and management development institutions to play this educationally transformative cum ethical leadership role is not without its critics. Business schools and management development institutions have been blamed for failing to provide the right kind of education that can promote sustainability and create an equitable world. The criticism of these institutions range from providing education that is too narrow and academically specialised, too market-driven, to teaching and propagating unethical and amoral theories and practice (Dyllicks, 2015; Ghoshal, 2005; Mintzberg, 2005). The deficiency of morality, ethics and sustainability in the education provided by these institutions have been said to be responsible for the failure of businesses to utilize their opportunity for creating social value (Dyllicks, 2015). Management education deficient of ethics, sustainability and responsibility is thought to cause more harm than good. Leaders and managers who are products of such education rather than being pillars of

[1] The UNPRME elements of the UN Global Compact are viewed as one of the most important initiatives to drive responsible management education globally (Okręglicka, 2018; Stefanova, 2013). This idea of educating the management students for sustainable development was formalized in form of the Principles of Responsible Management Education (PRME), which has been coordinated by the United Nations since 2007. PRME provides six principles that guide business schools and universities in playing their role as drivers of sustainable change and to adapt their curriculum, pedagogy and institutional strategies. Business school signatories commit themselves to implement the six sustainability-related principles.

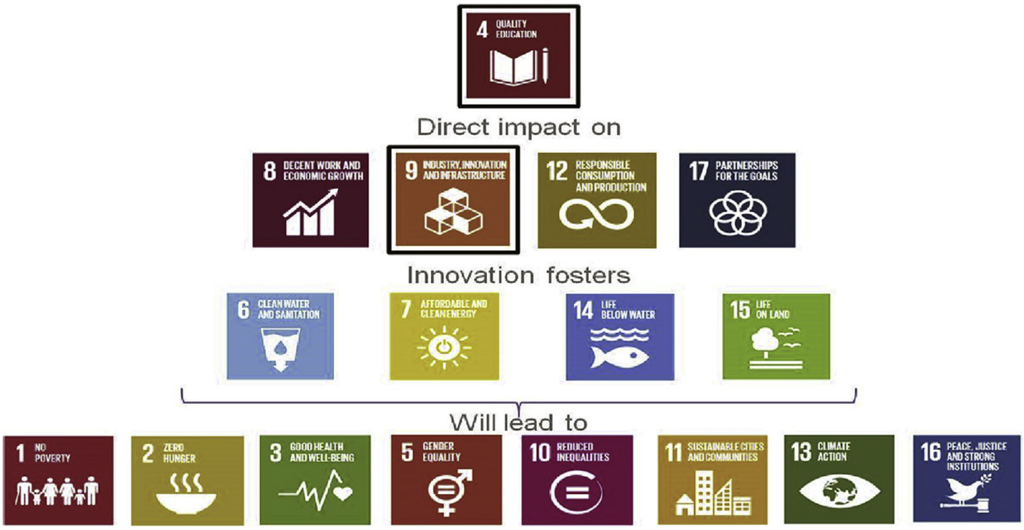

Fig. 1. Impact of business schools on SDGs.
Source: Kolb et al. (2017).

social good become problems in the society. For example, the recession of 2008 was said to have been caused – amongst others – by greedy Wall Street and London City bankers (Prandini, Vervoort, & Barthelmess, 2012).

Businesses lacking the fundamentals of responsibility and sustainability have cost many countries especially in the developing economies the stability of trade and financial systems thereby keeping their populations in grinding poverty and destitute conditions (Dyllicks, 2015). Such businesses through unethical and unsustainable practices have further led to economic crisis, hunger, inequality and environmental degradation. In Nigeria, for example, unsustainable practices by oil and gas companies have had negative environmental impacts in the Niger Delta region which has had rippling negative consequences on the socio-economic wellbeing of residents of affected areas. Oshwofasa, Anuta, and Aiyedogbon (2012) described it thus:

> "*Since the discovery of petroleum oil by Shell in Oloibiri in 1958 and the subsequent flurry of prospecting activities by other multinational companies, much damage has been done to both the natural and the built environment in Nigeria. The natural environment has been severally breached by the deleterious consequences of oil exploration. Flora and fauna have been adversely affected; cash and subsistence crops have had more than a fair share of defoliation as a result of incessant oil spillage and the attendant toxicity of the soil. As a consequence of the foregoing, the food chain has been partially truncated by hybrid crops that are a caricature of their former selves. Thus, yam tubers have become unusually small and even sweet varieties of yam have become everything but sweet. Aquatic life has not fared much better. Some species of fish have migrated, and others have become virtually extinct as a result of oil spillage and industrial effluents that are wantonly disposed in mangrove swamps and fresh waters across the Niger-Delta.*"

More than ever, business schools must educate businesses to shift from a zero-sum capitalist paradigm that seeks profit at all costs. The concepts of responsibility, sustainability and shared value are increasingly recognized as essential components of a viable business model. Corporates are increasingly invited to embrace the new culture of sustainability which is based on the triple bottom line (TBL) concept of people, planet and profit. The TBL concept, coined by Elkington (1994) broadens a business focus on the financial bottom line to include social and environmental considerations. Companies aiming for sustainability need to perform not against a single financial bottom line but against the triple bottom line- implying a shift from the emphasis of organizations on short-term financial goals to long-term social, environmental, and economic impacts (Elkington, 1998).

According to Peter Bakker, president of the World Business Council for Sustainable Development: "*The conventional model for capitalism is found wanting in terms of the benefits to the majority of society, the impact on the planet, and even in terms of continued economic prosperity. The call for change rings loud – capitalism requires a new operating system, and needs to be re-booted if we are to avoid the ultimate recession or worse total collapse … What is required is a revolution of capitalism, not with the aim to overthrow it, but to improve it in a way that balances the economic, the natural and the social dimensions as that is the only way to achieve future-proofing of our economies*" (Bakker, 2012). This presents huge challenges for business and for business schools and management development institutions as well.

It is therefore imperative that business schools remodel management education to catalyse social change and sustainable development. This is key if business schools desire to remain relevant in providing solutions to the numerous complex challenges of today's world. According to Dyllick (2015), these changes will need to be equally radical as they are foreseen for business and the economic system as a whole.

3.1. The learning challenge

The crisis of advancing sustainable development through business is in critical respects a crisis of knowledge. The onus of producing business leaders and managers hence businesses that are governed by this new culture of ethics, responsibility and sustainability lies on business schools and management development institutions. According to Mintzberg (2005): "Management education as well as management is deeply troubled, but neither can be changed without changing the other." The demand for change in businesses towards sustainable development makes the need for change in business schools imperative. This is because business schools are the primary source of management education and form a link between knowledge generation and knowledge transfer into businesses and society (Kolb et al., 2017). Their role involves injecting into today's business leaders the knowledge needed to transform their businesses and to prepare professionals who will lead and influence organizations in the future. As a primary place for future decision-makers, they bear significant responsibility, for students, businesses and the society at large (Kolb et al., 2017; Matten & Moon, 2004).

Business schools have a responsibility to train their students in a responsible way (Stefanova, 2013). By embedding sustainability and responsibility into the various spheres of management education, business schools can become catalysts for transformation in businesses which would accelerate the attainment of the SDGs. It is also imperative that business schools develop strategies and methodology for integrating sustainability principles into each business sector. Okreglicka (2018) stated that sustainability can be integrated through a narrower or discipline-specific focus (within the management discipline) or can refer to a broader or more cross disciplinary focus (across the business school). Also, other authors (Kolb et al., 2017; Rusinko & Sama, 2009) also advocated for integrating sustainability within and across disciplines expressing the need for a broader based approach to integrating sustainability in management education- that is, beyond the management discipline and into the broader business curriculum. Often, business leaders lack a clear understanding of how the general principles of sustainability apply to their own industry and within key functional areas. This lack of clarity constitutes a serious constraint in adopting and integrating sustainability into their businesses. For example, Shamshad, Sarim, Akhtar, and Tabash (2018), stated that the financial sector, including the banking sector did not see themselves as environmental polluters and thus they took a very long span of time in recognising how to integrate the sustainability concept into their business. It becomes therefore paramount for the sustainability concepts to be tailored to each industry and functional area.

4. The banking sector and sustainable development

The banking industry plays an intermediation role between depositors and borrowers (Roy, Sarker and Parvez). Banks hold a unique position in sustainable development because of their strategic roles in the economic development of a nation through the provision of financial services as a catalyst for economic progress, poverty alleviation, and ensuring the general well-being of the economy and the people (Hoijtink, 2005; Roy, Sarker, & Parvez, 2015). According to Hoijtink (2005), banking can play an effective role in achieving the environmental, economic and social sustainability of any nation. The relevance of this sector is linked to the fact that every country holds the stability of its financial sector in high esteem.

In Nigeria, the strategic importance of banks in the value chains of key sectors such as trade, agriculture and energy make them important players in driving the attainment of the Sustainable Development Goals (SDGs). However, for banks to successfully accelerate sustainable development within and beyond the financial sector, they must shift from a traditional banking approach to adopt and integrate sustainability tenets into their operations and activities. The adoption and integration of the sustainability principles into the bank's operations and activities is referred to as *sustainable banking* (Deloitte, 2017).

4.1. Institutionalizing sustainable banking: global and national developments

Several years ago, the main part of the banks did not consider the social and environmental problems relevant for their operations. However, in recent times, sustainability is now increasingly recognized as central to the growth of emerging market economies. For the banking sector, this represents both a demand for greater social and environmental responsibility as well as a new horizon of business opportunity (Shamshad et al., 2018).

Sustainable banking involves carrying out banking operational and business activities, with conscious consideration for the environmental and social impacts of those activities (Bouma et al., 2001; Shamshad et al., 2018; Tan, Chew, & Hamid, 2017). According to Bouma et al. (2001), sustainable banking can be characterised as that which provides financial capital and risk management to projects and bodies that promote environmental protection, economic progress and social justice. It involves allowing the sustainability principles guide the bank's strategy, projects, operations, products and services, in order to bring about positive social, environmental and economic impact thereby promoting sustainable development. For example, innovative products and services that promote financial inclusion through targeting certain populations (e.g. women, the poor, etc.), that support educational funding or that encourage purchase of green products (e.g. green credit cards) go a long way to accelerate the attainment of the SDGs. Table 1 shows how some of the SDGs can be advanced through sustainable banking.

Unlike traditional banking where capital market decisions are based on a two-dimensional risk and return analysis, in sustainable banking, they are based on three dimensions: *risk, return and impacts* (Deloitte, 2017). Sustainable banking integrates profit maximisation with social and environmental concerns in its operations, credit risk management and investment decisions to create positive value in the society. It is based on the principles of responsible business practices, shared value and the triple bottom line of environmental, social and governance (ESG) to manage negative footprints and contribute to the transformation of the society while

Table 1
How sustainable banking contributes to the Sustainable Development Goals (SDGs).

SDGs	Sustainable Banking Initiatives Advancing the SDGs
SDG#1: No Poverty	● Creating products and services that are affordable by the poor and help them save. ● Giving the unbanked sector access and usage opportunities through financial services such as micro loans and mobile banking.
SDG#2: Zero Hunger	● Improving access to financial services to help farmers make profitable investments that increase their yields, hence enhancing food supply, and increasing household income and food security.
SDG#3: Good health and wellbeing	● Savings and insurance products can help households prepare for and cope with unexpected healthcare expenses.
SDG#4: Quality Education	● Corporate social responsibility projects and financing that supports educational provision and school attendance
SDG#5: Gender Equality	● Financial inclusion products and packages that empower women eg. through microcredit and financial literacy opportunities enabling them become part of the formal financial sector
SDG#6: Clean Water and Infrastructure	● Micro-loans and other innovative products and services provided through social enterprises and public authoritieis can help bring safe water and sanitation services within reach for low-income households, ultimately saving lives.

remaining profitable (David & Laurie, 2012; Elkington, 1998; Tan et al., 2017).

Shamshad et al. (2018) describes how the three spheres of sustainability- environmental, economic and social, can play out in the banking sector. They stated that environmental sustainability involves the bank restructuring its activities to promote eco-friendliness by minimising water use, consuming less paper, using renewable energy and ensuring that lending only goes to support projects that are environmentally friendly such as investment opportunities in green funds, environment friendly bonds, etc. Also, economic sustainability deals with the aspects a bank is following as regards to its operations and support to the economy which includes corporate philanthropy, assimilation of sustainability parameters, clarity of bank operations, administration and norms and making economically viable investments. And, social sustainability includes the development of society, development of bank's human resource including shareholders, provision of equal opportunities to women employees and to other minority groups. It also includes the concurrence of stakeholders in all the decisions and to follow the internationally laid down rules and regulations of sustainability (Bouma et al., 2001; Shamshad et al., 2018).

Sustainability in the banking sector can be said to mean the overall development of environment, economy and society with the help of innovative methods such as green finance, green credits, less paper consumption, green service counters, unique financial inclusion products and services, education and health care packages for the poor, etc.

Of late there has been a movement for sustainable banking both at the global and local level. David and Laurie (2012) set the principles of sustainable finance and sustainable banking for the Global Alliance for Banking on Values (GABV), which they described as: (i) *Triple bottom line approach at the heart of the business model.* (ii) *Grounded in communities, serving the real economy and enabling new business models to meet the needs of both.* (iii) *Long-term relationships with clients and a direct understanding of their economic activities and the risks involved*. (iv) *Long-term, self-sustaining, and resilient to outside disruptions.* (v) *Transparent and inclusive governance*. (vi) *All of these principles embedded in the culture of the bank*.

Recently, banks have begun to realize the major possibilities of impact through a sustainable development driven approach to banking and, implicitly, the possibilities of this approach in driving the creation of value of through banking in the future (Roy et al., 2015). In Nigeria, for example, banks have received a considerable amount of pressure from diverse stakeholders including powerful regulators such as the Central Bank, shareholders, investors, media, non-governmental organizations (NGOs) and customers to carry out business in a responsible and ethical manner (Amaeshi & Ogbechie, 2013). In fact, the Central Bank recently introduced the *Nigeria Sustainable Banking Principles* which mandates banks to report on their social, environment and economic impacts. As a result, there is increasing engagement in the sector with regards to sustainability issues and expressed interest to learn more about ways to implement sustainability in a financial sector setting.

There is an interest in avoiding risk in this movement towards sustainable banking and responsible management education. Certainly, unsustainable and socially irresponsible operations can have a negative impact not only on a bank's share prices, brand reputation and growth and success in the long run but also on the economy and society. Nowadays, more customers increasingly inquire on or are influenced by their perceptions of a bank's social responsibility position. In effect, customers and socially responsible investors collectively have voiced expectations on corporations to take into account contemporary global issues such as on climate change in recent years. Similarly, the other powerful stakeholders that have significantly shaped the issues and brought these to public light are the state regulatory bodies and NGOs (Amaeshi & Ogbechie, 2013; Roy et al., 2015).

In order to ensure the integration of sustainable banking in banks operating in Nigeria, the Central Bank of Nigeria (CBN) implemented the Nigerian Sustainable Banking Principles (NSBP) and the accompanying three sector guidelines on Agriculture, Power, and Oil and Gas in July 2012. The NSBP consist of nine Principles which require banks to formally integrate environmental and social risk management into investment and lending decisions, by introducing frameworks to identify, assess and mitigate such risks. Also, the Principles include specific sector guidelines, specifying risk assessment in the high-risk sectors of oil and gas, power and agriculture (Central Bank of Nigeria, 2012).

The nine Principles are: (a) Managing environmental and social risk in business decisions; (b) Managing the bank's own environmental and social footprint; (c) Safeguarding Human Rights; (d) Promoting women's economic participation/empowerment; (e) Promoting financial inclusion of communities and groups with limited or no access to the formal financial sector; (f) Meeting the imperatives for good governance, transparency and accountability; (g) Supporting capacity building in the sector; (h) Promoting collaborative partnerships to accelerate sector progress and (i) Reporting to take stock of sector progress and attendant needs.

The implementation of the NSBPs has certainly driven sustainable banking in Nigeria forward. However much more still needs to be done to maximize the opportunities for sustainable development that sustainable banking presents. A survey of 18 banks in Nigeria conducted by Deloitte in 2016 showed that although all of the banks surveyed engaged with the NSBPs on some level, yet many of them are yet to successfully integrate their sustainability strategy into their overall business strategy. Though significant progress has been made by the banking sector as a whole and impressive strides have been made by some banks, there is still a wide room to further improve sustainable banking practices in Nigeria (Deloitte, 2017).

4.2. The knowledge gap in the Nigerian banking sector

The interviews of key commercial bank personnel in Nigeria conducted for this study showed that there is huge knowledge gap on sustainable banking. According to our respondents, sustainable banking is still an evolving concept in Nigeria, and many employees in the banking industry are yet to fully grasp its basics. The interviews revealed that though some claim to understand the concept of sustainability, many are deficient of clear understanding of how it can be effectively applied in the banking sector for creating corporate and social value for sustainable development. Some banks engage in sustainability merely to fulfil regulatory requirements without understanding how to make sustainability business as usual. The head of the sustainability unit in one of the biggest commercial banks in Nigeria revealed during the interview "*that driving sustainability in the bank is still difficult because the management and stakeholders are difficult to convince on why they should engage more on sustainable banking despite the regulations and enforcement*".

The interviews also revealed that in order to completely drive sustainability into the Nigerian banking sector, much more than regulation and enforcement is needed at this stage: creating awareness by the regulatory bodies and developing sustainability as a culture by the board members of the banks is highly required. The need to educate current bankers and future bankers on how sustainable banking can become business as usual in order to solve societal problems and spur sustainable development is highly critical.

5. Role of business schools in sustainable banking

The discussion on sustainable banking has come up more generically under a broader concept of sustainability management and developing leaders of the future, and less as one focused on sustainable banking per se. In the literature and practice of sustainable management there has been increased discussions about which areas of management education should be changed and what specific changes should be made in order to educate the future leaders that will produce sustainable business solutions. Along these lines, Cortese (2003) highlighted four dimensions of higher education institutions needing modification. These dimensions are: *education*, *research*, *university operations* and *external community*. However, the approach of most higher institutions towards integrating sustainability in business and management education is narrow and hence incapable of bringing the desired change. Kolb et al. (2017), combining recommendation of several scholars outlined the following areas as major areas to be transformed in order to bring about holistic change: (i) reorientation of curricula (ii) development of graduates with appropriate skills and competence (iii) providing sustainability education for practitioners (iv) creating specialist sustainability education for industries (v) increasing public awareness of sustainable development (vi) conducting research to advance knowledge on CSR (vii) providing training for the workforce (viii) implementing sustainability within one's institution.

Business schools have the most important role to play in incorporating sustainable banking in the country. Though other bodies like government and relevant regulatory agencies have an important role to play in this, yet the role of the business schools is most critical if banks would be efficient in integrating sustainability as a mindset and a core business strategy. Business schools must work to help leaders within the banking industry see sustainable banking not as a burden or extra weight placed on the banks, but as a means of growing their banks, increasing their profits, impacting their communities positively and spurring sustainable development in the society. The next session discusses how Lagos Business School, located in Lagos, Nigeria, is addressing the challenge of sustainable banking through, management education.

6. Lagos Business School driving sustainable banking in Nigeria

Lagos Business School (LBS) is a private business school located in Lagos State, a major economic focal point in Nigeria. Most commercial and financial transactions are carried out in the city of Lagos. This is also where most of the country's commercial banks, financial institutions and major corporations are headquartered. Lagos is estimated to have a population of over 21 million making it the largest city in Africa.

For over twenty-five years, LBS has been a leading provider of business and management education, serving the financial sector and diverse sectors in the city of Lagos and broader country. LBS began in 1991 as the Centre for Professional Communications and later changed its name to Lagos Business School (LBS) in 1992. LBS has a stated commitment to create and transmit business and management knowledge of global significance and relevance to emerging markets. The institution commits itself to the objectives of the United Nations Global Compact, Principles for Responsible Management Education. LBS became a signatory to PRME in August 2011, and is currently the only Advanced signatory of the four participating institutions in Nigeria.[2]

The LBS Slogan: "*Developing Responsible Leaders for Africa and the World*" depicts the commitment of the school to raise business leaders with a strong sense of morality, ethics and responsibility that would drive sustainable development in Nigeria, Africa and the world at large. Activities and initiatives of LBS to drive sustainable banking and raise responsible business leaders and managers with emphasis on the banking sector are discussed in the next sections.

6.1. Purpose, mission and values at LBS

The Mission Statement of LBS clearly reflects a commitment to influence the practise of management in Nigeria and Africa at large by creating and transmitting management and business knowledge. The Mission Statement states: "*LBS is a community of people committed to creating and transmitting management and business knowledge based on a Christian conception of man and economic activity and relevant to the Nigerian environment. We strive to be a world-class business school which will have a significant impact on the practice of management in Nigeria.*"

The action plan to achieve this mission as stated by LBS includes: (i) Providing high potential professionals with a general management education which stresses professional ethics and service to the community through the practice of management, (ii) Having a positive impact on the professional and ethical standards of business management in Nigeria and (iii) Making intellectual contributions which support the practice of management, contribute to the advancement of the management disciplines, and create high quality teaching materials. Also, Lagos Business School commits itself to uphold to five core values: *integrity, professionalism, spirit of service. Mutual respect* and *community*.

As part of its commitment to the UNPRME, LBS curricula and programmes integrate ethics and sustainability through modules, teaching materials such as case studies and students/participant engagements. Careful investigation of LBS MBA curriculum (regular and executive) showed that Business Ethics is taken as a core course during the programme. Other executive programmes (such as the Senior Managers Programme, Owner Managers Programme etc.) have ethics and sustainability embedded as a core part of the curriculum and facilitators employ a Socratic dialogic approach to facilitating learning in the Ethics and Sustainability classroom. This approach, anchored on traditional business school case studies, places the student at the centre of real ethical dilemmas in which they are to freely choose, drawing on ethical understandings and frameworks, the best and hopefully most ethical routes to resolution.

Other seminars/courses offered at LBS that are aimed at driving sustainability in the practice of business and management include: Managing Risk in Financial Institutions, Translating Sustainability into Action, Leading a Sustainable Business, etc. Which participants have indicate as having laid the foundations of their understanding of key concepts and tools of sustainability. Sustainability-related content is taught on the Senior Manager Programme and other high-level executive programmes which draw participation of over 40% from major banks and financial institutions.

6.2. Research and methods

As stated earlier sustainable banking is still evolving, hence there is need for more research in this direction. Research helps banks to see areas they can adjust their strategy and helps regulators also understand how to better handle issues that arise. One of the major ongoing research projects at LBS which focuses on a key aspect of Sustainable Banking is the Sustainable and Inclusive Digital Financial Services (SIDFS) research project supported by the Bill and Melinda Gates Foundation, United States (Grant number OPP1210710). Founded in 2015 at Lagos Business School, SIDFS is the first research centre for digital financial services, financial literacy and financial inclusion research and advocacy established in an African university. It combines a pragmatic approach to responsible market development with an evidence-based advocacy platform to inform policy and influence key decision makers in the industry. The focus of the research is on enabling sustainable solutions to drive financial inclusion. The scope of the research includes Digital Financial Services, Microfinance and Banking, Micro, small and medium Enterprise Financing and Digital Finance. The project features numerous stakeholder forums bringing together industry practitioners, policy makers, academia, FinTech companies, as well as financial sector experts to discuss opportunities and challenges in digital financial services for reaching the un-banked and under-banked. The project was instrumental in bringing together leading regulators to industry players to rethink the cumbersome KYC (know-your-customer) regulators which prevented millions or unbanked citizens from access and use of financial services. The project has emerged as a locus for understanding through research and implement financial inclusion in close collaboration with Financial Service Providers (FSPs). SIDFS is now engaging with major players to co-create and pilot financial products and services that are appropriate to the needs and financial capabilities of the unbanked and under-banked, mainly women, youth and rural dwellers. The SIDFS model meanwhile engages FSPs, regulators, telecommunication companies and other relevant stakeholders in learning (seminars and workshops) around its research and advocacy on financial inclusion.

Also, at the Lagos Business School Sustainability Centre, there is an ongoing research focus titled 'Business and Sustainable Development in Nigeria'. The first volume of the research focuses on the banking industry. According to a top personnel in one of the commercial banks in Nigeria "*a major challenge faced in our bank and the banking sector in general is that, most people still don't understand what sustainability is and despite the enforcement by the Central Bank of Nigeria, there is still a knowledge gap even among the professionals. Encouraging individuals to see sustainability as a culture and not just a policy or requirement to fulfil will help tackle this challenge*" Thus, LBS continues to carry out research, aiming at clarifying concepts regarding sustainable banking and provide solutions to challenges faced by banks in this area.

[2] The four UNPRME participating institutions in Nigeria are: American University of Nigeria- Non-communicating signatory; Horizon Business School- Basic signatory; Lagos Business School- Advanced Signatory and Onitsha Business School- Basic signatory (PRME Secretariat, 2019).

Also, other research by faculty members are also contributing to creating knowledge that would foster responsible management in Nigeria as these insights are brought into the classroom. LBS′ faculty continues to make contribution to academic literature on subjects closely linked to ethics, sustainability and responsible business. Major outputs between the years 2015–2017 include different cases and technical notes, close to 20 book chapters and over 10 journal articles. Some of the research output from LBS faculty members are listed below:

- David-West, O. (2015). The path to digital financial inclusion in Nigeria: Experiences of Firstmonie. *Journal of Payments Strategy & Systems*, 9(4), 256–273.
- Ogbechie, C. I., & Iheanachor, N. (2016). Equity Bank's Internationalization – Building an African Multinational. In I. Adeleye, L. White & N. Boso (Eds.), *Africa-to-Africa internationalization: Key issues and outcomes* (pp. 211–268). London, England: Palgrave Macmillan.
- Nwagwu, I. (2017). Reaching the Bottom Billion through Inclusive Business: Lessons from Enterprises in Africa. In M. Gudić, T. K. Tan, & P. M. Flynn (Eds), *Beyond the Bottom Line: Integrating Sustainability into Business and Management Practices.* (pp. 108–119). Saltaire: Greenleaf.
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6.3. Partnerships and dialogue

Business schools are mediators between business and society (Kolb et al., 2017), and so they should work to build partnerships within and between industry, media, NGOs and regulators. In order to promote sustainability LBS interacts with managers of business corporations to extend its knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective ways of handling their challenges. LBS has partnered with several notable organizations and universities for fostering knowledge creation and action for solving sustainable development problems. For example, LBS was part of the international team of nine different universities across the world for the Africapitalism Project which sought to explore the constraints, enablers and framing of the private sector for sustainable development in Africa. Also, to foster dialogue between managers and LBS, LBS hosts the LBS Breakfast Club which give room for regular dialogue between the school and business leaders.

6.4. Faculty development

Preparing today's students for tomorrow requires faculty to continually build capacity and be abreast with new knowledge and developments. Sparks and Hirsh (2000) rightly said: "*We cannot expect teachers to teach what they do not know, nor to use yesterday's training to prepare today's students for tomorrow's future*". Therefore, in order to enhance faculty's knowledge and build their capability to implement sustainability in their teaching in a way that influences students to make positive impact, LBS provides different platforms for formal and informal faculty development. For example, its faculty members partake in the Academy of Business Management 'teaching business' workshops. Also, LBS partners with Instituto Estudos Sociais e Economicos (IESE) Business School in Spain to provide its faculty with pedagogical seminars and workshops aimed at faculty development, relying on the PRME network to supply conference engagements and research opportunities to enhance faculty understanding of sustainable development.

6.5. Impact of LBS initiatives on the Nigerian banking sector

LBS diverse initiatives beyond increasing the consciousness and awareness of banks on ethics and sustainability is providing answers to the various questions within the field. The school's efforts have provided relevant knowledge on how banks can adjust their policies, practices and products to create greater social value by solving societal problems and advancing sustainable development in Nigeria without compromising their growth and profitability. For example, some of the banks who participated in the 2018 LBS sustainability programme have began to champion the cause of sustainable development by creating centers such as the Centre for Sustainability at the Lagos Business School as well as the Sustainabilty initiative at the University of Lagos. Further, the LBS Sustainability Centre conducts conferences on Sustainability which attracts players in sustainability frome across the banks and financial institution, This has led to banks now pursuing the sustainability challenge by setting up their own sustainability summits (such as that recently offered by Access/Diamond Bank) involving internal and external stakeholders.

7. Looking forward

The study has shown that LBS is making determined efforts towards driving sustainability in diverse sectors, particularly the banking sector through various courses and activities. The next sequent step in this engagement is to join up institutional and international efforts in order to enlarge the depth and breadth of its impact. This includes an increasingly deliberate and empathic focus on the banking sector. Partnership arrangements have been made with international organizations train in specific areas such as green financing which is an emergent field and development in the financial sector here.

More knowledge must not only be created to meet the needs of banks, but knowledge and engagements already targeting the sector must be consolidated and diffused to curricula. Importantly, multi-stakeholder partnerships between private sector providers and regulators must be strengthened around key sustainable development issues such as gender equality, clean energy, etc. And must be elaborated to create the enabling environment for strategic change based on new thinking and action in business schools and management development institutions and the industries they support.

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