

**Sharing Information on Progress
on
Implementing the Principles for Responsible Management Education (PRME)
at
EBS University of Business and Law
Wiesbaden, Germany**

Academic Year 2016-2017

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Preface

EBS is highly aware of key global challenges such as accelerated economic change, global population growth, and numerous social and environmental problems. Together, these challenges have brought about a more intensive debate about the role of institutions in society, about values and the way we live. Equally, the growing pressures on leaders and managers to perform and achieve create dilemmas and choices which are increasingly tough for organizations and individuals.

EBS recognizes and fully accepts its responsibility to work with all its stakeholders – students, faculty, staff, alumni, business partners and the wider academic, business and other communities – to create awareness, generate new insights and learning programs to help them deal with these global challenges. EBS sees itself and seeks to behave as a socially aware organization. This self-image permeates the organization in its entirety and influences the types of students, faculty and staff EBS attracts and how the school interacts with, supports and influences all its stakeholders.

Our concept of responsibility is a very broad one and it covers issues of ethics, responsibility, and sustainability (ERS). *Ethics* implies that members of the school conduct their activities in accordance with legal, professional, and academic moral standards. *Responsibility* implies that members of EBS conduct their activities not only based on economic considerations but, at the same time, consider ethical, social and environmental impacts. *Sustainability* implies that members of EBS strive to contribute to solving key social and environmental problems of global society.

EBS proudly belongs to the first 40 universities, who committed themselves to the UN Global Compact Principles for Responsible Management Education. Since 2007 we are continuously striving to become better in serving our purpose, committing to our values, exploring new teaching methods and engaging in responsible research with reliable and responsible partners, with which we provide spaces for dialogue on social and business innovations, sustainable solutions and responsible actions.

Wiesbaden February 2016

Professor Dr. Sebastian Hesse, Dean of EBS Business School at EBS University of Business and Law

1. Serving our Purpose

We consider PRME to be a framework for systematic change for an education of managers who can lead for a more sustainable and more inclusive global economy. This is in accordance with our educational purpose, since we are highly aware of key global challenges such as accelerated economic change, global population growth, and numerous social and environmental problems.

As a leading school for business we recognize and accept our responsibility to work with all its stakeholders – students, faculty, staff, alumni, business partners and the wider academic, business and other communities – to create awareness, generate new insights and learning programs to help them deal with these global challenges.

Our concept of responsibility covers questions of ethics, responsibility, and sustainability (ERS). *Ethics* implies that members of the school conduct their activities in accordance with legal, professional, and academic moral standards. *Responsibility* implies that members of EBS conduct their activities not only based on economic considerations but, at the same time, consider ethical, social and environmental impacts. *Sustainability* implies that members of EBS strive to contribute to solving key social and environmental problems of global society.

For more than a decade, EBS has been involved in ERS. The first manifestation of its commitment was the introduction of the philosophy programme, *studium universale*, in 2003. Since, then the school's ERS activities have gradually expanded and, today, permeate the entire school. The following list summarizes key achievements in ERS that document that ERS is now institutionalized in diverse ways within the school:

- 2003: Introduction of the philosophy and business ethics programme *studium universale*
- 2006: Creation of new faculty position in philosophy of science
- 2007: Implementation of Institute for Business Ethics
- 2009: Creation of new faculty position in practical philosophy
- 2010: Creation of new faculty position in sustainable logistics and supply chain management
- 2011: Service Learning becomes as integral part of the curriculum
- 2011: Creation of new faculty position in social business
- 2011: Creation of new faculty position in transformation management
- 2011: Definition and implementation of manager oath
- 2012: Implementation of EBS Goes Green
- 2013: Implementation of Institute for Transformation in Business and Society
- 2014: Implementation of honorary faculty position in sustainable development
- 2015: Implementation of Institute for Sustainability

Today, ERS is a pervasive issue in the school more than in any other school in Germany. It pervades teaching, research and practice transfer. Within the school, people meet both formally and informally to think of and drive the promotion of ERS within the school. The school formally appointed people with a responsibility for ERS in teaching and research. They deliver courses, projects and other pedagogical offers explicitly centering on ERS. They also engage in research projects and practice transfer events to promote the school's reputation in this area. At the same time, many ERS initiatives within the school are the result of informal engagements of committed faculty. For instance, the course "Social Entrepreneurship and Social Business" offered by Peter Russo and Karin Kreutzer is the result of informal engagement. Additional examples will be provided in the following sections.

2. Committed to Values

EBS is committed to ethical operations and is centrally involved in the development of an ethical approach internationally. We see ourselves as a socially aware organization and this implies that the expectations and perspectives of key stakeholders are integrated into key strategic decision making. This is captured in our Mission “to inspire individuals and develop personalities who will make a sustainable and values-driven contribution towards shaping economic activity both in Germany and throughout the world.” Aside from the integration of key EBS stakeholders in the school’s mission, EBS has implemented ethical codes and policies that are binding for students, faculty and staff such as

- Faculty and Staff Code of Ethics and Ombudsperson: The EBS Guidelines for Safeguarding Good Scientific Practice and the Procedure in Cases of Suspected Scientific Misconduct are based on the DFG Proposals for Safeguarding Good Scientific Practice (DFG stands for Deutsche Forschungsgemeinschaft or German Research Council). The policy prohibits activities such as plagiarism, misrepresentation, and falsification of data. Alleged scientific misconduct is dealt with by the Ombudsperson and the Standing Committee for the Investigation of Alleged Scientific Misconduct. The policy is an integral part of all EBS employment contracts and is regularly updated.
- Student Code of Conduct and EBS Judicial Board: The EBS Student Code of Conduct specifies expectations about academic integrity and rules that apply in case that student misbehavior with regard to these expectations is detected. The EBS Judicial Board is responsible for deciding on allegations of non-academic misconduct among students.
- EBS Oath for Managers. In cooperation with the World Economic Forum and leading business schools worldwide, such as Harvard Business School, Thunderbird School of Global Management and INCAE Business School, EBS is developing a "Hippocratic Oath" for managers, within the context of the Young Global Leaders (YGL) (www.globalbusinessoath.org). This is organized at EBS within the so called "The Oath Project" (www.theoathproject.org). The society is also a platform to organize Oath-related events, such as guest-lectures, round tables and workshops with company partners, in order to provide further opportunities to reflect on the Oath – for instance on its principles and their relation to the business world and society at large. Upon graduation, EBS students can choose to take the Manager Oath thereby committing themselves to serving the greater good.

Building on this very strong commitment and the current level of activity, EBS strategy is to continue to develop its work in education, research and practice transfer activities in ERS with the strategic intent of becoming the most active and influential school in Germany and the most recognized one in Europe. The school formulated three main goals that shall enable the school to live up to this intention:

- **EBS aims at cultivating in all our students a sense of responsibility.**
- **EBS makes intellectual contributions to identify and contribute solving global ethical, social and environmental problems.**
- **EBS supports its corporate partners in integrating social and environmental value creation alongside traditional economic value creation into their strategy and operations.**

EBS feels that ethical and social topics are well covered in existing faculty positions and institutes. Yet, an important objective is to further integrate these initiatives, to plan and implement them in a more concise way across the school. Therefore, the integration of ERS in degree programs, executive education programs, and academic research will have to become the responsibility of the corresponding Vice Deans. In addition to that monitoring and incentive systems will have to reflect ERS more comprehensively

3. Exploring New Teaching Methods

EBS strives to cultivate in all students a sense of responsibility which goes along with the positions they are likely to acquire in their later professional life. This aspiration is embedded in an overall consideration of ethical and other fundamental aspects of human life which are mandatory in the degree programmes. At the same time, we want to disseminate knowledge and develop capabilities in ethics, responsibility and sustainability. Hence, EBS programmes are designed in a way that ALL students at all levels and in all programmes are exposed to topics related to ERS both explicitly in specific ERS programmes and throughout the curriculum implicitly.

As stipulated in the EBS Faculty Policy and Procedures, the academic director is required to develop the programme strategy based on the school's strategy so programme contents need to support a main goal of EBS which is to cultivate in all students a sense of responsibility. Resulting from this, the development of responsible leaders is a main learning goal in all EBS programmes involving the perspectives of all stakeholders who have in the past encouraged EBS to update its programmes to reflect social and environmental issues. Annual reviews ensure that course contents are regularly updated.

In addition to these specialized offerings, both those people formally holding formal ERS-related appointments and those informally interested in ERS integrate ERS in the teaching portfolio. Examples include but are not limited to:

- Operations Management, undergraduate, mandatory: includes a session on environmental operations and green supply chain management
- Advanced Strategy, undergraduate, elective: includes a session on stakeholder management and corporate social responsibility
- Corporate Finance, graduate, mandatory: includes a session on the ethics of financial markets

At EBS, students are exposed to ERS from the beginning of their studies until graduation. Every year in the introductory week, EBS invites a lecturer to speak about the challenges and implications of global environmental, social and ethical problems. For instance, in 2014 Prof. Björn Stigson held a speech entitled "A Strategy for a Sustainable Future – The Green Race is On!" for Bachelor students and, for Master students, Jochen Hauff from A.T. Kearney spoke on "Implementing sustainability strategies: "Green Energy" for industrial consumers and utilities".

The offering of ERS related contents includes a wide variety of teaching formats including courses, field studies, written assignments, project work, service learning, and many others thereby providing a rich and deep learning experience to EBS students. The detailed module descriptions for the courses will be provided in the baseroom.

Course	Level	Type	Objective
studium universale	Bachelor	mandatory	–familiarize students with the fundamentals of ethics
Business & Society	Bachelor	mandatory	–address the role of business in society
Socio Cultural Impact	Bachelor & Master	elective	–develop students' cognitive, social and intercultural skills through discovery, engagement and impact
studium fundamentale	Master	mandatory	–deepen students' knowledge on ERS in governance and ownership
Personal Mastery	Bachelor &	mandatory	–develop key skills such as leadership, entrepreneurship, teamwork etc.

	Master		
Sustainable Real Estate Development	Master	mandatory	–familiarize with implications of sustainability in real estate, accreditation and certification and legal aspects
Sustainability along Global Value Chains	Master	elective	–familiarize and apply concepts of sustainable development in production, product development and supply chain management
Social Entrepreneurship & Social Business	Master	elective	–familiarize with and apply concepts of social entrepreneurship and social business
Consulting Field Study	Master	elective	–simulate real-life consulting challenge regularly relating to ERS
A Crash Course on Empirical Theory	Doctoral	mandatory	–Critically discuss and reflect on theory and philosophy of science

Here are some details on these courses:

Business&Society (Mandatory)

Our Lecture on “Business & Society” is mandatory for all students of Business Administration. Students critically discuss the role of business in society as the blurring of traditional boundaries between the private and the social sector is a growing trend in societies worldwide. In this course we focus on three main topics: 1.) the role of business in society and corporate social responsibility, 2.) management of civil society organizations, 3.) social entrepreneurship & social business.

Socio Cultural Impact "Do it!"and “educare” (Electives)

Within our Socio Cultural Impact Program we offer two Service-learning Courses. Both provide a solid structure to experience and reflect how communities function, what problems they face, the importance of individual commitments of time and energy to enhancing community life and the common wealth. Students can choose between direct service in welfare institutions (Do it!) or by creating their own project (educare). Students employ already acquired skills in order to contribute to a more sustainable economy and a more inclusive society. Both programs aim to promote global social responsibility. The experiences of the students are reflected and collected in their learning diaries, essays and presentations, where they are asked to reflect their cultural values, social attitudes and political stances prior and after their service experience. This information is collected and evaluated in order to enhance the development the program.

We piloted with “Do it!-Community Service Learning” in 2008 and “Educare-Academic Service Learning” in 2009 as voluntary courses. Because of the positive feedbacks we received from the students we have integrated these courses in our Bachelor- and Mastercurriculum in 2011. Since then students may earn up to 3 ETCS when they successfully complete the courses within the SCI-program. Approximately 220 students participate each academic year serving 40 hours per semester. The students thus provide annually 8.800 hours of service for the common good.

For the upcoming academic year the educare team is launching various projects worldwide in collaboration with the CSR departments of various international and German companies and NGO’s. They offer a wide range of topics such as the impact of the triple bottom line (People Planet Profit), business ethics, sustainability and environmental protection. In addition students take on larger projects for example conducting surveys among clients of soupkitchens, establishing foundations for underprivileged children or organizing supporter networks for international NGO’s.

Graduate level

Sustainability Along Global Value Chains (Elective)

The objective of this course is to provide students with a practice oriented perspective on managing the global supply chains with focus on sustainability. By tackling the institutional environment and different functions along the supply chain, this course explores opportunities for sustainable business practices. The stance taken on sustainability is clearly business oriented. Students will understand what makes a company more successful whilst considering environmental and social issues. The course starts by summarizing and framing key global environmental and social problems including global warming, air and water pollution, soil erosion, decreasing biodiversity, etc. It then identifies different stakeholders and their expectations related to each of these issues. The course continues to examine environmental issues in relation to key value chain functions: strategy, operations, product design, purchase and supply relations. Some of the topics covered include: closed-loop supply chain management, life cycle analysis, design for the environment and supplier development. The teaching format is a combination of lectures, case discussions, and discussions of other material. A group project is a major component of the course.

Social Entrepreneurship and Social Business (Elective)

In this innovative course format, students gain an overview over the concepts of social entrepreneurship and social business through an initial set of lectures and case studies. Guest lectures of experts in the field allow students to reflect on the opportunities and challenges of managing businesses with a double bottom line. Established Social Entrepreneurs then act as clients in a 3-week consulting challenge, where students learn have to develop solutions for their pressing management challenges.

Postgraduate Level

PhD Workshop Social Entrepreneurship, Social Business & Management of Nonprofit Organizations

In November 2012, our first PhD workshop provided a forum for 15 international PhD candidates to network with their peers, present their dissertation projects and to receive feedback from 7 senior researchers from several universities. The workshop also succeeded in fostering an ongoing exchange between scholars in the area of management of non-profit organizations and Social Entrepreneurship & Social Business researchers.

Executive Education

There are two pillars responsible for the integration of ERS-related contents in the EBS executive education programs: the executive education unit itself and the research institutes described in the previous section. Numerous initiatives of the executive education unit led to the inclusion of ERS-related contents in executive degree and certificate programs as well as in corporate programs.

- **Real Estate Management:** There is a one week certificate training labelled “responsible leadership” targeted at managerial decision makers from real estate management. The program includes courses on stakeholder management, business ethics and LEED certification.
- **Finance:** Several executive degree and certificate programs offered by the Private Finance Institute integrate lectures by Richard Raatzsch and Max Urchs on business ethics.
- **Controlling:** Upon request of Hansgrohe, a German manufacturer of sanitary equipment, Professor Ronald Gleich developed a two-day training on sustainability for Hansgrohe taught by Julia Hartmann.

- Women in Leadership: EBS implemented an executive education program targeted at female leaders to address issues of gender equality. The program has three components: my role in modern leadership, skills of modern leadership, and move in modern leadership.

A main task of all EBS institutes is the communication and transfer of EBS activities to outside stakeholders, most notably practitioners. Hence, many executive education initiatives on ERS-related topics are also driven by these institutes. For example INIT offers certificate and firm-specific programs on transformational change strategies and innovation; offers the regular executive roundtable “Corporate Incubation” to support start-up initiatives for social entrepreneurs.

EBS is aware of the fact that, in future, the inclusion of ethics, responsibility and sustainability issues in executive education program will need to become more strategic and systematic. This one of the strategic challenges the new executive development unit will deal with from 2016 onwards and the school is well placed to capitalize on its existing experience to meet this challenge.

Today, ERS is already a pervasive issue in the school more than in any other school in Germany. It pervades teaching, research and practice transfer. Within the school, people meet both formally and informally to think of and drive the promotion of ERS within the school. The school formally appointed people with a responsibility for ERS in teaching and research. They deliver courses, projects and other pedagogical offers explicitly centering on ERS. They also engage in research projects and practice transfer events to promote the school’s reputation in this area. At the same time, many ERS initiatives within the school are the result of informal engagements of committed faculty. For instance, the course “Social Entrepreneurship and Social Business” offered by Peter Russo and Karin Kreutzer is the result of informal engagement.

As a result, all EBS degree-seeking students are exposed to ERS-related contents in their curriculum today. The success of these initiatives is also measured by the number of graduates who deliberately take the manager oath which rose from 30 in 2011 to 79 in 2014 and by the output of ERS-related research.

These developments represent a real strategic intention to make ERS, in its widest definition, a real and pervasive element of life within EBS. EBS is proud of the progress made to date which places it amongst the most active of European schools in this field and renews its commitment to further develop teaching, research and transfer of ERS working with all its stakeholders, in particular in the difference ERS makes to our students, and to achieve further national, European and international recognition for its work. Future strategic initiatives include but are not limited to

- planning ERS in a more concise way across the school
- generating additional funds for ERS activities
- achieving a successful Institute for Sustainability
- creating additional faculty positions specialized in ERS
- improving the systematic integration of ERS in executive education programs
- achieving further national and international recognition as innovative think tank on ERS.

These initiatives will be driven by the Dean of the business school, the members of the Institute for Sustainability, the Vice Deans for Education and Research, and the head of executive education.

4. Engaging in Responsible Research

At EBS, research activities are formally coordinated by the Management Committee Research and controlled by both by the Dean of the Business School and the Vice Dean Research. This includes the formulation of research objectives for the faculty members who hold faculty positions in ERS specific areas and are expected to research and publish in this domain.

In addition to that, ERS-related research is often also strongly driven by the informal commitment and engagement of individual faculty members. For instance, Julia Hartmann works together with EBS internal colleagues from different disciplines on several research projects related to sustainable development, with Jan Mutl (economics) and Christian Landau (strategy) most notably. Karin Kreutzer (social business) works with Marjo-Ritta Diehl (organizational behaviour) on social entrepreneurs. Individual faculty members also contribute to sharpening the EBS research profile by inviting scholars from their respective fields on the EBS campus. Research colloquia regularly feature recognized ERS experts. In 2014, Gilvan Souza from Kelley School of Business, Indiana University Bloomington, held a presentation on the management of renewable energies. Bernd Helmig from Mannheim University held a presentation on why donors donate. Together, these formal rules and informal processes result in multiple interdisciplinary research projects that drive EBS reputation for innovative and transdisciplinary research on ERS.

Research institutes also play a central role in communicating the EBS research results and contributions to external stakeholders thereby sharpening the EBS profile and external recognition. A major task of research institutes is to translate academic research results in practitioner language and organize practice transfer events. The table below depicts the three ERS-related institutes of EBS and highlights how each of these contributes to communicate research results to students and practitioners. Two of the institutes described below are operative. The Institute of Sustainability will be in place by beginning of 2015.

Institute	Founding Year	Faculty Members	Contribution
Institute for Business Ethics (IfU)	2007	Richard Raatzsch Max Urchs Marcus Kreikebaum	<ul style="list-style-type: none"> –Students: IfU integrates innovative teaching and learning concepts on ERS to foster students’ sense for responsibility and to provide practical experience in social work and social projects Mechanisms: service learning, educare, do it –Practitioners: IfU serves as a platform for learning and knowledge exchange between scholars and practitioners thereby assisting manager in dealing with situations involving ethical dilemmas Mechanisms: ethical roundtables, golden lily award
Institute for Transformation in Business and Society (INIT)	2012	Peter Russo Hartmut Kopf Karin Kreutzer	<ul style="list-style-type: none"> –Practitioners: INIT organizes knowledge exchange events on key social problems such as aging society, stakeholder integration and the like –Start-Ups: INIT encourages social entrepreneurship initiatives through knowledge exchange events and academic research

Institute for Sustainability	2015	Rolf Wolff Richard Raatzsch Björn Stigson Max Urchs Julia Hartmann	<ul style="list-style-type: none"> –Students: Institute will be responsible for the further integration of ERS-related content in the EBS programmes thereby providing a more comprehensive teaching and learning experience on sustainable development –Practitioners: Institute will be responsible for organizing and executing knowledge exchange events on sustainable development thereby supporting organizations in the implementation of techniques, processes and solutions
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EBS encourages intellectual contributions to different ERS domains through the faculty management system (FMS) described in chapter 5. The FMS recognizes and rewards research published in journals specific to ERS and presented at target academic conferences with either a full or partial focus on ERS, such as for example

Target outlet covered by FMS	Type	Selected examples
Journal of Business Ethics	Journal	–Wolf, J. (2014). The Relationship between Sustainable Supply Chain Management, Stakeholder Pressure and Corporate Sustainability Performance. <i>Journal of Business Ethics</i> , 119(3), 317-328
Business Strategy & the Environment	Journal	–Wolf, J. (2013). Improving the sustainable development of firms: The role of employees. <i>Business Strategy and the Environment</i> , 22(1), 92-108.
Alliance for Research on Corporate Sustainability	Conference	–Grobecker, A., Germain, R., & Wolf, J. (2013, May). Organizational Antecedents to Sustainability: Lessons from Russia. Paper presented at the 5th Annual Research Conference of the Alliance for Research on Corporate Sustainability, Berkeley, USA.

EBS encourages faculty involvement and active membership in academic associations dedicated to ERS such as GRONEN Group on Organizations and the Natural Environment, the Academy of Management: ONE Division (Organizations and the Natural Environment) and SIM Division (Social Issues in Management), the Strategic Management Society: Stakeholder Interest Group, The German Academic Association for Business Research (VHB), Schmalenbach Society for Business Studies and the Verein für Socialpolitik.

Together with Prof. Dr. Jörg Hofstetter from the University of St. Gallen, Julia Hartmann organized two professional development workshops on sustainability in multi-tier supply chains during the 2013 and 2014 Academy of Management Annual Meetings. A third one is planned for AOM Annual Meeting in 2016.

5. Establishing Reliable Partnerships

Reliable Partnerships are very important strength of EBS University at large and especially with regard to progressing in issues of Responsible Management Education (RME).

Associated Memberships

Association	EBS Membership	Objectives
United Nations Principles of Responsible Management Education	Active member	Commit to and share knowledge on responsible management education
European Business Ethics Network Deutschland e.V.	Active founding member	Support and promote the intercultural dialogue on business ethics
Bildung durch Verantwortung-National Academic Network Service Learning	Active member	Develop knowledge on service learning Provide for a platform for dialogue
FONA Forschung Nachhaltigkeit – Research for Sustainable Development	Active member	Network platform for interdisciplinary research on sustainable development
Lernen vor Ort im Rheingau-Taunus-Kreis	Active founding member	Develop and implement local education and training initiatives

Corporate partners do not only provide practical challenges theory has to face but are also active in funding new chairs and institutes, concerning research on applied ethics, sustainability and social business at EBS.

Institutional partners of EBS are e.g. the City of Wiesbaden, the Rheingau Taunus Kreis and the state of Hesse. Together we aim at building a social business network that initiates projects to help solve social problems. Wiesbaden is one of the first two cities worldwide to implement a comprehensive social business concept, known as a "Social Business City". This includes the founding of various new social businesses; transformation of existing businesses into social businesses; setting up a financial infrastructure for social businesses and establishing social business incubators. They can support Wiesbaden as well as partner cities in the realization of this concept. In addition EBS entertains close relations with the state of Hesse, the Rheingau Taunus Kreis and the communities of Oestrich-Winkel, Wiesbaden and Frankfurt.

EBS is also partner to the initiative "Learn local" (Lernen vor Ort). This is an initiative of the Federal Ministry of Education and Research to support local communities in creating a coherent offering of educational programmes. In this context, EBS Business School welcomed the former President of the German federal Parliament on campus for the inception of the initiative in the Rheingau-Taunus area and conducts research on educational issues together with the Rheingau-Taunus-Kreis.

Non-profit partners of EBS are the World Vision Institute, Caritasverband Wiesbaden-Rheingau, Diakonie Wiesbaden, Lebenshilfe Rheingau-Taunus e.V., Go Smile Uganda e .V. and other non-profit initiatives and organizations. They offer service learning opportunities and are also engaged in joint research activities related to the common good.

EBS also of course maintains a strong network of partner schools. Many of these partner schools are located in emerging and developing economies. Many of these will play a key role in managing the global societal transition towards sustainable development. Through its network, EBS can infuse students and partner schools for the need of ERS. Students coming from Brazil, Russia, India or China participate in courses such as "Business & Society" or the studium universale while staying at EBS.

Partner schools are located both in developed and less developed regions such as the BRIC countries (e.g. University of Sao Paulo, St. Petersburg University, Indian Institute of Management in Ahmedabad, and Tsinghua University), Eastern Europe (e.g. Estonian Business School in Tallinn), Asia (e.g. University of Malaysia), Africa (e.g. HEM – Institut des Hautes Etudes de Management, Casablanca), and South America (e.g. Universidad del Pacifico, Lima). By sending EBS students to these schools and countries, students gain direct and personal experience of the environmental and social problems these countries face.

6. Providing Spaces for Dialogue

As an organization that is largely driven by its stakeholders we are constantly engaged in dialogues with business leaders concerning current and future global challenges. Ongoing members of the staff, faculty and students of EBS play an active role in local clubs, corporations and organizations. EBS students and faculty members also take part in a range of ethical initiatives and conferences at both local and global level as well.

Conferences on important topics for businesses such as corporate ethics and sustainability are held regularly at the School's campus and bring the business community into direct contact with the School, faculty and students. Some of these conferences are organized directly by students themselves (Annual EBS Symposium and Entrepreneurship Conference for example), while others are organized by faculty.

EBS Business Ethics Roundtables

EBS Institute for Business Ethics fosters and promotes dialogues among responsible business leaders and students and engaged citizens. It addresses managers, students and citizens who are interested in ethical programs, e.g., codes of conduct, corporate citizenship and experiential service learning. It focuses on the critical analysis of existing ethical programs as well as in establishing new projects and partnerships. It fosters students' social skills and ethical competence by integrating practical experience into the curriculum.

By doing so, it reinforces the already successful Good Citizenship-Programs at EBS. The institute manages the studium universale, Service Learning and the Oath Society at EBS. The Business Ethics Institute is supported by a Board of Trustees, whose members contribute substantially to the development of this unique philanthropic center. They meet twice a year for a business ethics roundtable, which is open to the public and discusses ethical questions of interest to all stakeholders.

Professor Raatzsch held a fireside talk on "The Purpose of Life" for pupils of the Internatsschule Schloss Hansenberg. The objective was to familiarize the "students-to-be" with philosophical reasoning. Other EBS professors followed the Raatzsch's examples and also offered classes at local schools.

EBS also assists others in assuming responsible leadership and integrating ERS issues. Therefore, the school engages in a variety of dialogues for transfer and outreach activities through both faculty and students:

Contributor	Type	Idea	Contribution to	Example(s)
School & Faculty	Practitioner Roundtables	Exchange and develop ideas on ERS	Management Profession Local	Business Ethics Roundtable Women in Modern Leadership Roundtable

			Communities Wider Society	
Faculty & Students	Practitioner Conferences	Foster dialogue on ERS	Management Profession Local Communities Wider Society	Social Innovation Germany Conference Ageing Society Conference
Faculty	Practitioner Workshops & Symposia	Exchange knowledge on ERS	Management Profession Local Communities Wider Society	Seniors4SocialChange E-Mobility Day
School & Faculty	Speeches, Fireside Talks Discussions	Transfer Knowledge on ERS	Management Profession Local Communities Wider Society	Dr. Jürgen Heraus, Chairman of UNICEF Germany Peter Kusterer, Director Corporate Citizenship & Corporate Affairs IBM Germany Prof. Björn Stigson, former President of the World Business Council for Sustainable
Institutes	Awards	Recognize ERS efforts	Management Profession	Golden Lily Award for responsible local businesses
Faculty	Advisory Functions	Support businesses in ERS	Management Profession	Peter Russo was advisor to the social innovation project Bildungsstifter
Faculty	Associations	Foster networks on ERS	Management Profession Academic Community	Julia Hartmann is founding member of the International Group on Sustainable Value Chains, a group that promotes research and transfer of sustainable supply chain management research
Faculty	Academic Conferences	Foster academic knowledge exchange; networking	Academic Community	Julia Hartmann regularly attends the GRONEN Group on Organizations and the Natural Environment and the ONE division of the Academy of Management

Faculty	Academic Workshops	Foster academic knowledge exchange	Academic Community	Julia Hartmann regularly organizes such workshops on Sustainable Supply Chain Management
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Corporate donor day

Once a year, EBS also hosts a corporate donor day that gives funders the opportunity to learn about the school's achievements, to reflect on the past year and to jointly develop ideas for future initiatives. These ideas are impulses meeting EBS aspiration to engage in managerially relevant research.