

**PRME**

This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the **Principles for  
Responsible Management Education**

# Sharing Information on Progress (SIP) Report 2018



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# 1. Renewal of commitment to PRME

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ESMT Berlin renews its sustained commitment to the six Principles for Responsible Management Education. We will continue to report on progress and share effective practices with other academic institutions, therefore contributing to a more responsible management education.

ESMT believes that in the 21st century, which has seen a significant increase in the types of higher education institutions and a wave of teaching innovations, a business school with a strong research mission is essential. When program participants learn and work directly with faculty who create the knowledge published in leading journals, they are learning the most recent insights. Students engage with faculty who are masters of critical thinking and creative problem-solving – two highly demanded skills on the job market.

At ESMT, high-quality research and effective teaching are intertwined objectives. The school is convinced that faculty members who are intellectually engaged help develop students who are likewise intellectually engaged. ESMT continues to support and encourage research with a strong belief that it enriches the learning experience for all students. The innovative research conducted by ESMT faculty members makes them a valuable resource for business, organizations, and government. The school engages with these groups and shares its research insights through chairs, centers, institutes, executive education, and degree programs as well as research projects that address the true needs of real companies.

The distinctiveness of ESMT in comparison to other international business schools lies in its access to the founding companies and its strong corporate connections. As a school created by major global corporations and employer associations, the corporate dimension is integrated very closely into the governance, strategy, and culture of the school. Responsible leadership and behavior are built into the DNA of the school and represented in its mission statement. Through its commitment to the integration of sustainability topics into its curricula, as well as the support of the school for student initiatives, ESMT is at the forefront of sustainable management education in Europe.

This report details the ESMT progress in implementing the PRME.



Jörg Rocholl



Jörg Rocholl, President, Professor of Finance and EY Chair in Governance and Compliance

## 2. Progress report on principles

### Principle 1 | Purpose

ESMT is a member of:



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

The mission of the school has been at the center of all ESMT operations. It evolved as a direct result of the business education ideal that gave rise to the founding of the school. As a result, the mission is very much a living statement, and it plays a central role in defining the nature of all the activities of the school. Its current version has been discussed at the latest retreat of the Executive Management Committee (EMC) of the school and at the faculty meeting, and incorporated the results of the survey conducted in 2017 among its key stakeholders, such as alumni, board members, faculty, staff, and students. The feedback from the survey on perceived strengths and opportunities, and in particular on the main competence areas of the school was used to streamline the mission of the school, which now reads as following:

*From the heart of Europe, we create and impart new knowledge to advance business and society. We develop entrepreneurial leaders who think globally and act responsibly.*

ESMT is accredited by:



On the basis of the input from the key stakeholders the school aligned its three key concepts, or pillars – each of which underpins the guiding principles that inform the activities of the school, from research through to curriculum development – **leadership, innovation, and analytics.**

The mission of ESMT reflects the need to educate current and future leaders who are capable of mastering the demands of an increasingly integrated, diverse, and volatile world; who understand the value of an integrated Europe in addressing these demands, in Europe and beyond; who possess the leadership and analytical skills to advance innovation and technology in a sustainable and inclusive way; who can navigate the growing complexities of the interplay between business, policymakers, society, and other stakeholders on a global scale; and who can create responsible, entrepreneurial, and impactful solutions to the most pressing challenges of today.

The vision of the school is to train business leaders so that they are not only focused on their own business, but also take into account social context on a global level, and who operate in a sustainable and socially responsible manner. Moreover, research should generate new knowledge for the purpose of boosting sustainable growth. This newly generated knowledge should also be transferred into society. This vision implies that a company should not solely be viewed in the traditional economic sense, but also from a societal perspective.

Therefore, one of the key elements of ESMT in research and teaching is the connection of the business perspective and an overall economic perspective. Modern managers should be able to understand complex business relationships in their respective markets and assess economic development, regulation, policymaking, and environmental as well as social acceptance issues. Suitable regulation of companies and markets therefore requires a detailed understanding of how such regulations affect business activities and processes within companies. Business insights gained, for example from studies about the determinants of innovation activities in companies, consequently have a significant meaning for economic issues, such as the optimal design of patent systems. ESMT utilizes the synergies of faculty members' economic and business skills in their research on these topics.

Overall, ESMT is pragmatic about the impact it can have on the value systems of graduate students studying for one or two years at the school. There is little talk about "creating leaders" or "transforming people." The philosophy of the school is more focused on enabling people to improve themselves by raising their own levels of self-awareness through personal coaching and feedback, identifying future drivers for career success and personal happiness, and focusing on behavioral interventions that can best prepare graduates to achieve their goals.

ESMT defines values for the school and tries to live by these as an example to the students, but it does not attempt to prevent students from forming their own sets of values and priorities as they navigate the world around them. The school sees its job as sensitizing students to their responsibilities as managers and presenting the complexities that they will face as future business leaders as well as equipping them with the skills to deal with these responsibilities in a multicultural environment. Examples of specific initiatives that support the values of ESMT are two major fellowship programs (the Kofi Annan Business School Foundation Fellowships Program (see page 10) for applicants, and the Responsible Leaders Fellowship Program (see page 10) available to graduates of the MBA program), as well as the seven-week Social Impact Project (see page 5), which has been designed into the MIM program.

## Principle 2 | Values

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

ESMT offers a full-time MBA, an executive MBA, a Master's in Management, a PhD program (currently in cooperation with Berlin Doctoral Program for Economics and Management Science (BDPEMS) as well as open enrollment and customized executive education programs. A lot the courses taught in these programs are in direct relation to UN Global Compact. Specifically, mandatory courses in each program area with relevant themes include:

- Business Ethics and Sustainability (MBA)



MBA graduation



Master's in Management class 2018-2020

- Sustainable Business (Executive MBA)
- Fraud and Corruption (Executive MBA)
- Sustainability (Master's in Management, Innovative Management track)

In addition, ESMT offers the following elective courses in both full-time and Executive MBA programs:

- Sustainable Supply Chain Management
- Impact Investing
- Sustainable Energy Future
- Fraud Detection and Investigation
- Anti-Fraud Management and Compliance
- Corporate Governance and Integrity

Student participation in courses with UN Global Compact themes>

Course name	Program	Type	Number of students		
			2016	2017	2018
Business Ethics and Sustainability	MBA	Mandatory	65	64	67
Sustainable Business	EMBA	Mandatory	47	64	53
Fraud and Corruption	EMBA	Mandatory	47	64	53
Sustainability	MIM	Mandatory <sup>1</sup>	—	59	66
Sustainable Supply Chain Management	MBA	Elective	13	21	24
Impact Investing	MBA	Elective	—	15	16
Sustainable Energy Future	MBA, EMBA	Elective	— <sup>2</sup>	42	32
Fraud Detection and Investigation	EMBA	Elective	15	11	—
Anti-Fraud Management and Compliance	EMBA	Elective	15	11	— <sup>3</sup>
Corporate Governance and Integrity	EMBA	Elective	12	11	14

<sup>1</sup> For students participating in the Innovation Management track only.

<sup>2</sup> In 2016, Sustainability, Impact Investing, and Sustainable Energy Future courses were not part of the curriculum.

<sup>3</sup> Numbers are not yet known for Fraud Detection and Investigation and Anti-Fraud Management and Compliance in 2018.

ESMT has several Student Clubs that are student initiatives that begin with a desire to get directly involved. Through each club's contacts, students have a unique opportunity to complement and develop their academic experience. Some of the student initiatives are directly linked to the UN Global Compact Principles on environmental and social issues.

The **Social Impact Club** is pursuing projects and programming along three core themes: sustainability, social entrepreneurship, and education.

- In sustainability, the team has created external partnerships to connect ESMT with the global sustainability community and to scale projects. The team is engaged in a "Zero Waste" initiative to transform ESMT into the first environmentally friendly business school in Germany. Finally, the club also participates in "Screening Sustainability," in which club members attend and host environmental documentaries and films.
- In social entrepreneurship, the team is providing consulting services to social businesses created and run by current ESMT students and is engaging the local social startup community for workshops and networking opportunities.
- In education, the club is engaged in a student-mentoring program at the Berlin Metropolitan School as well as in two separate programs in Africa. Further, the team is continuing the tradition of fundraising for student scholarships in Haiti.

The club also hosts an assortment of speakers and guests to share their knowledge with ESMT students and provide opportunities for future collaboration. At the last club event, participants discussed reinventing healthcare with a special guest from Novartis senior executive team.

ESMT MBA students have created the **Net Impact chapter** in Germany. Net Impact, a global community of students and professionals who aspire to be the most effective change agents they can be, offers emerging leaders the skills, experiences, and connections they need to make a lasting social and environmental impact, now and throughout their careers. Net Impact helps turn passions into a lifetime of world-changing actions.

In September 2018, the chapter is organizing a large-scale networking event, panel discussion, and a campaign called "Clean the Spree." To mark World Cleanup Day, the club members will gather hundreds of participants at Spree riverbanks to get involved and raise awareness on water pollution.

ESMT has created opportunities for all students to engage in activities with positive social impact, from the compulsory **MIM Social Impact Project** to consulting projects in the MBA and EMBA programs. This includes the launch of new and innovative scholarship programs for participants from developing countries as well as the MIM Social Impact Project, an analytical consulting project with a social purpose.

## Principle 3 | Method

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

In accordance with Principle 3, ESMT is deeply cognizant of the necessity of creating a learning environment conducive to effectively instituting the curricular changes deriving from the Principles of Responsible Management Education. Perhaps most importantly, the work of fostering that environment begins with the creation of a community, including recruitment and support of students, faculty, and staff. ESMT has worked hard to build an “intentionally diverse community,” that is, a diverse, inclusive community that transcends the homogeneity of its organic geographic location by strong efforts to recruit and support diverse students, staff, and faculty.



ESMT has a strong mission to develop entrepreneurial leaders who think globally and act responsibly. The descriptions of skills and behaviors linked to this can be found in the learning goals and objectives associated with degree programs. The program teams aim to provide opportunities for students to live according to these entrepreneurial and socially responsible values.

Committed to the idea that business can do well by doing good, ESMT programs include courses that teach essential skills to participants to involve them in critical ethical deliberations. For instance, in the executive MBA (EMBA) program, courses such as Lead for Strategic Resilience: Sustainable Business, Entrepreneurship, Managing People as well as Thrive in International Management: Strategic International Management, Business at the Base of the Pyramid are offered. Recognizing the need in September 2014 for more teaching in the areas of ethics, compliance, and governance, a new track called Managing Business Integrity was introduced for the 2013–2015 EMBA cohort with input from EY (formerly known as Ernst & Young). Since 2014, EY experts on whitecollar crime, compliance, corporate governance, and business integrity share their knowledge and experiences. Electives offered in this track prepare students to protect company assets from damage caused by misconduct.

ESMT encourages ethical behavior among its participants and has developed several documents to emphasize the importance of responsible thinking. The Study Books of the different degree programs (distributed among degree program participants prior to the program) specify the following rules of conduct:

*Class and group members, as well as the class managers should confront behavioral issues first, as they are expected to suggest solutions for issues other than academic matters. They must attempt to resolve class problems without recourse to the program management, with possible advice of an ESMT faculty member when necessary. However, they have clearly no authority to enforce disciplinary measures. Where this proceeding proves impossible, or where unacceptable behavior becomes repetitive or serious, cases will be dealt with by the deans of degree programs and the Admissions and Examinations Committee.*

*Decisions made by any duly authorized individual or group related to ESMT does not preclude legal action by grieved individuals with legal authorities. Various behavioral actions may lead to a dismissal if proven. These include, but are not limited to: cheating on exams or plagiarism of another's academic or creative work (a class member or not) will be cause for dismissal. Sexual harassment is cause for dismissal. Generally, any type of behavior that is considered disruptive to the proper functioning of the ESMT community (such as abuse, exploitation, aggression, or racism) will be cause for dismissal. Evidence of student misconduct can be communicated to the program directors or to any member of the ESMT permanent faculty or staff by anyone in the ESMT community.*

Students of degree programs are required to sign a study contract stipulating that, in addition to the academic obligations resulting from the Examination Rules and the Study Books, they adhere to the terms of good academic practice. In the case of a severe violation of these terms, ESMT may terminate the study contract without prior notice, especially in cases that have adverse effects on teaching, study, and/or research activities and create a disadvantage for other members of the school or third parties.

## Principle 4 | Research

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

ESMT positions itself as a research-focused institution and strives to generate relevant and innovative knowledge for managers and policymakers through the integration of world-class research with a practice-oriented approach. As a result, research plays an important role in the recruitment, development, and promotion of the faculty. Research activities focused specifically on mission-related areas of interest have been facilitated through the establishment of relevant research chairs, centers, and institutes.

The research of ESMT faculty is integral to all programs of the school, and relevant research outcomes are used directly in teaching. Through their interaction with students, faculty members are confronted with a variety of issues stemming from professional practice, which leads to new avenues for further research. The approach of the school toward development and pedagogical innovation is based on an established goal to combine academic rigor with relevance in both degree and executive education teaching.

It is the mission of ESMT to develop entrepreneurial leaders who not only focus on their own businesses, but also take into account social contexts on a global level and conduct business in a sustainable and socially responsible manner. One of the key research elements of the school is the connection of the business perspective with an overall economic perspective. Research conducted at ESMT aims at having a significant impact at the highest academic levels, generating new knowledge, and boosting sustainable growth. The research output of ESMT faculty is published in international



Matthew Bothner, Professor of Strategy and Deutsche Telekom Chair in Leadership and HR Development



Laura Guillén, Assistant Professor of Leadership and Organizational Behavior

peer-reviewed academic journals that are first-class in their respective fields.

Matthew Bothner, Tamer Boyaci, Gianluca Carnabuci, Francis de Véricourt, Laura Guillén, Konstantin Korotov, and Martin Schweinsberg are faculty members who have produced output in the areas of corporate leadership, ethics, responsibility, and sustainability. They discuss the implications of the results for gender equality, leadership, and social perceptions (Guillén, Mayo, and Karellaia, forthcoming); research the socio-cognitive dynamics underpinning the evolution of informal leadership structures in groups where formal authority plays a limited role (Carnabuci, Emery, and Brinberg 2018); address the measurement and consequences of social status in several empirical settings, including venture capital, professional sports, and higher education (Kim, Lee, and Bothner 2015); investigate methods for the development of leadership competences in companies (Millard and Korotov 2014), and characterize existing and proposed forms of E-waste legislation and compare their environmental and economic performance (Mazahir, Verter, Boyaci, and Wassenhove, forthcoming). Over the past five years, these faculty members have published 38 peer-reviewed articles.

Human resources management often deals with the question of how the organization can make better use of their employees' potential. To put this into practice, this requires interaction between personnel management, corporate strategy, corporate culture, and performance. The recruitment, training, and evaluation of employees are important points in this context, as well as the way in which communication with employees is handled. These topics can be analyzed on the individual level, team level, or organizational level and are all mirrored in research at ESMT. Konstantin Korotov and Laura Guillén are concentrating on the individual level (micro-level, individual leadership, and identity theories) and Matthew Bothner's research focuses on the organizational level (macro-level, organizational theory, and sociology).

Bothner examines social status and its consequences in several empirical settings, such as in the areas of risk capital, professional sports, and higher education (universities). In this context, he has developed quantitative models in order to better understand the factors that influence the evolution of status-based, cumulative advantages, while also investigating the optimal strategies in competition for acknowledgment from fellow scientists. His research in this area has been published (among other places) in *Organization Science* and *Management Science*. This vein of research deals with the question of how far status affects HR management and whether it has implications for managing personnel when moving upwards in occupational status hierarchies.

Gianluca Carnabuci's research interests revolve around the analysis of inter- and intraorganizational networks, with particular regard being given to the generation and recombination of technological knowledge. Integrating insights from cognitive psychology into current network theory on the social capital of brokering and closed networks, he researches the relation between social network position and innovative performance. Carnabuci is interested in how social structures affect, and are affected by, processes of



Gianluca Carnabuci, Associate Professor of Leadership and Organizational Behavior

technological and organizational innovation. In particular, his main area of research examines how social networks affect the generation and recombination of knowledge across technological, social, and organizational boundaries.

In his latest research Tamer Boyaci and his coauthors focus on the 2012 waste electrical and electronic equipment directive in Europe, where the policymakers intended to create additional incentives for the product reuse. Their main message is that there cannot be a single best environmental policy that is suitable for all products. Therefore, the consideration of product attributes is essential in identification of the most appropriate policy tool. This can be done either by the implementation of different policies on each product category or by implementation of product based target levels.

## Principle 5 | Partnership

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

The distinctiveness of ESMT in comparison to other international business schools lies in its access to the founding companies and its strong corporate connections. As a school created by major global corporations and employer associations, the corporate dimension is integrated very closely into the governance, strategy, and culture of the school. The formal representation of executives from the founding companies - on the Board of Trustees of the ESMT Foundation, the Supervisory Board (SB), the International Advisory Council (IAC), and the Corporate Clients Council (CCC) - strengthens this integration. Consequently, ESMT has excellent national corporate links with major global companies. In addition, the foundation - established by the founding companies - guarantees the economic sustainability of the school. On various occasions, ESMT has been commended for the way it has engaged with a wide range of corporate partners and clients in developing research projects by using the expertise of its faculty. The activities of the school in providing numerous seminars, MasterClasses, the Annual Forum, and memberships in the Sustainable Business Roundtable (SBRT) serve as indicators of these strong relationships. ESMT took corporate relationships beyond the founding members by developing new corporate links and by tapping into the unique startup environment in Berlin as this grows in scale and as Berlin grows as an international hub.

The ESMT Sustainable Business Roundtable (SBRT), inaugurated in June 2011, represents a unique partnership between business and academia in which both parties can debate and discuss challenges and opportunities to mainstream sustainability practices within companies in a collegial and open setting. In seven years, the forum has grown to include 24 multinational companies within its membership: Accenture, Adidas, Aegon, BASF, Coca-Cola European Partners, Covestro, Deutsche Bank, Deutsche Telekom, E.ON,



ESMT SBRT Annual Meeting 2018

Enel, Fragomen, Fraport, H&M, IBM, ING, KBC, LafargeHolcim, McDonald's, Orange, Osram, PricewaterhouseCoopers, Siemens, Unilever, and UniCredit. The SBRT hosts biannual meetings and provides a learning platform that combines the latest academic insights with best-in-class business practices to develop leading-edge concepts that produce a "sustainability advantage" for businesses.

All MBA and EMBA students are required to conduct industry projects, which form 25 percent of their overall course grades. MBA consulting projects have been a key channel for engaging with business since the start of the program in 2006. With the launch of the MIM program, this has been strengthened by the MIM Social Impact Projects and internships of the MIM students for a period of up to six months.



ESMT Hacknight 2018

The ESMT Entrepreneurship Club organized and hosted the first ESMT Hackathon September 29-30, 2018. Together with local developers and MBA students coming from all over Europe, they worked on finding solutions for the future of education. The challenge: The future of education - Preparing new skills for the next generation at work. Judges included directors, entrepreneurs and business leaders from BCG Digital, Delivery Hero, Techstars, Lean Startup Co, and Hello Fresh. Mentors included experts with diverse roles from IBM, BCG Digital Ventures, Founder Institute, Lean Startup Co, Outfittery, Hello Fresh, Neuroscience Research Centre (Charité) and more.

ESMT events such as Open Lectures and the Annual Forum provide corporate, political, and academic leaders with opportunities for in-depth discussions on current global business issues. In addition, the events offer faculty and students further management interaction opportunities.



Annual Forum 2018: Panel on Driving Innovation with Data Analytics

For example, the ESMT Annual Forum of 2018, titled "Technology. Managing the Future," invited attendees to examine the challenges, opportunities, and impacts of technology in business. The forum addressed questions such as: What are the lessons to be learned from big data analytics, and how can business leaders use them to drive organizational change? How will technology support innovative business models and shape competitive market strategies? In what ways will robotics and artificial intelligence transform traditional industries in sustainable ways?

Forum keynotes and panel discussions brought together political and business leaders, academics, and technology experts to discuss these questions and others. Additionally, breakout sessions led by ESMT faculty and external experts invited participants to focus on specific outcomes of technology implementation in business.

The ESMT Open Lectures showcase speakers, who through their achievements and expertise are recognized leaders in their fields. The lectures cover a wide spectrum of fields ranging from business, economics, politics, and philosophy to the arts. Esteemed speakers not only provide detailed knowledge on their specialized topics, but also provocative insights that have broad relevance and wide-range application. The lectures provide a forum in which their ideas can be communicated to and debated with a wider audience.

A 45-minute lecture open to public is followed by a compelling Q&A session with the moderator and open discussion with the audience. Renowned speakers from previous open lectures include:

- Christine Lagarde, Managing director, International Monetary Fund
- Mikhail Khodorkovsky, founder of the Open Russia movement, former head of Yukos
- Oliver E. Williamson professor at the University of California, Berkeley, and recipient of the 2009 Nobel Memorial Prize in Economic Science.
- Niall Ferguson, Laurence A. Tisch Professor of History, Harvard University, and Trustee, American Academy in Berlin
- Hal Varian, Chief Economist, Google



ESMT Open Lecture with Christine Lagarde

## Principle 6 | Dialog

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

A mission and scope of a business school should reflect the current and upcoming challenges that business is exposed to. Academic partnership with developing countries, in particular Africa, is an integral part of the mission of the school. The following fellowship programs of ESMT, initiated and supported by the Friends of ESMT, are guided by the educational mission “to foster youth employability”:

- The mission of the Kofi Annan Fellowship is to boost the capabilities of individual students from developing countries, in particular Africa. Fellows are invited by ESMT Berlin to a one-year or two-year full-time MBA or Master’s in Management (MIM) program, with the aim of boosting their employment prospects in a first-tier European business school environment. After graduation, fellows are expected to apply their skills and knowledge to the benefit of their home regions.
- ESMT’s Responsible Leaders Fellowship Program invites MBA and MIM students of ESMT to volunteer after graduation for up to six months of service in emerging areas of the world. A pro bono service is provided to social entrepreneurs, NGOs, and regional business schools. International partner organizations are invited to join in. From 2013 to 2018, 34 Responsible Leaders Fellowships have been awarded by ESMT Berlin, supported by private donors and the Friends of ESMT.
- The Social Impact Project is an obligatory six-week project during the second year of the ESMT MIM Program. It offers students the opportunity to serve as economic or management consultants for organizations with specific social objectives, such as nonprofit organizations, CSR departments, social entrepreneurship ventures, or Social Impact Projects of for-profit organizations.

The Industry Immersion Program (IIP) was launched at the African Institute for Mathematical Sciences (AIMS) in South Africa in July 2017 as a post-graduate certificate program for African mathematical scientists. It runs in partnership with the Southern African German Chamber of Commerce and Industry, and with funding support from the German Federal Ministry for Economic Cooperation (BMZ) through the German Academic Exchange Service (DAAD). The program seeks to strengthen the employability of graduates of the MSc in mathematics program from the six campuses of AIMS across Africa. It provides a hands-on supplementary curriculum to those seeking a career in industry or in business.

As an institution, ESMT and its students are engaged with diverse communities in several ways:

#### Engagement with business:



Per Olsson, Professor of Accounting and Director of the Center for Financial Reporting and Auditing

- ESMT has always been close to practice, which has intensified through the establishment of the centers and institutes of the school. For example, with the Center for Financial Reporting and Auditing (CFRA), ESMT established a communication channel between the academic world and practice about research issues in financial reporting and auditing.
- In the field of co-educating talent, ESMT and EY have co-designed a track in the EMBA program that offers a set of core and elective courses in the field of “managing business integrity.” The cooperation with EY is an exemplary approach to co-education and innovation.
- All MBA and EMBA students are required to conduct industry projects, which form 25 percent of their overall course grades. MBA Consulting Projects have been a key channel for engaging with business since the start of the program in 2006. With the launch of the MIM program, this has been strengthened by the MIM Social Impact Projects and internships of the MIM students for a period of up to six months.
- As Berlin has become a startup hub in recent years, new opportunities have opened up for the school to engage in entrepreneurship: through hosting the Berlin-arm of the global accelerator “Techstars” and creating opportunities for ESMT students to engage with local startups as part of their educational experience.
- Through student and alumni clubs and speaker platforms such as the MBA MasterClass series and the EMBA Kaminabend format, the school engages a broad range of practitioners.
- ESMT has received generous funding from Allianz to support scholarships for young leaders who might otherwise be unable to attend a top management program. These scholarships will be awarded to ESMT applicants for the MIM, full-time MBA, and EMBA programs.
- In 2016 ESMT established the initiative of Executives in Residence, which offers a valuable link between corporate partners and the school. Executives and entrepreneurs in residence volunteer to share a wide range of experiences and expertise with students and other members of the ESMT Berlin community.



Digital Forum Summit 2018: Digitalization Panel. Jag Singh, CEO, Metro Accelerator

### Engagement across disciplines

- Through its Digital Society Institute (DSI), ESMT builds bridges between society, technology, and business. The DSI aggregates and develops basic research using methodological approaches and theories, combining them with an application-oriented and holistic viewpoint, and providing metrics and frameworks to measure, understand, and predict the digital world.
- Since 2009 the CLDR has been running an annual Coaching Colloquium, which serves as an opportunity for academics; practicing leadership coaches; human resources as well as learning and development professionals; and management consultants to enhance their knowledge, skills, and networks through intensive collaboration and peer-consultation on challenging or unusual cases in the practice of executive coaching.
- The CFRA aims at narrowing the gap between academic research and practice. The CFRA has hosted a few big events and is now planning a conference on entrepreneurial financial management, which will provide a unique forum for focusing on entrepreneurial finance and entrepreneurial accounting.

### Engagement with diverse communities

- In addition to ESMT having created its own internship program for refugees, ESMT students and staff are participating in a mentoring scheme for refugee students enrolled with Berlin-based Kiron University. There are currently 10 students participating in this initiative. Kiron offers refugees certified entry points to traditional university systems across Europe through flexible online learning and mentorship.
- The school plays a leading role in the Kofi Annan Business School Foundation and ensures that up to 10 percent of all spots on degree programs are made available through full scholarships (MBA and MIM) to candidates from developing countries or to candidates who work in positions that have a demonstrable positive social impact. In addition to the support from corporate donors, each year the program receives additional donations from the ESMT *Freunde und Förderer e.V.* (ESMT Circle of Friends).
- ESMT places a strong focus on entrepreneurship and fostering an environment for graduates to build their own companies. With this in mind, ESMT supports a diverse pool of talented and experienced managers on their way to leadership positions. The German newspaper *Tagesspiegel* and ESMT are offering a partial scholarship for applicants who have founded their own startup or have a solid business plan in place for a future startup.
- The 30 percent club/ESMT EMBA Scholarship has been established to encourage and support outstanding women who are aspiring toward more senior leadership roles. ESMT and the 30 percent club are committed to addressing gender imbalance and to helping more women reach influential positions.



Dr. Sandro Gaycken, Director, Digital Society Institute Berlin, ESMT Berlin and Melissa Hathaway, leading expert in cyberspace policy and cybersecurity at ESMT Annual Forum



Seminar with Christian Awe, artist

- In addition to scholarships, ESMT has created the opportunity for graduates from its MBA and MIM programs to undertake Responsible Leaders Fellowships (RLFs). Through the RLF program, graduates volunteer in organizations in developing countries, where their MBA skills can be put to good use for positive social impact.
- Program participants attend seminars with an artist Christian Awe , who also uses his art to support charities, for example his special edition to support ESMT Berlin's Kofi Annan Fellowships.

### 3. Future perspectives

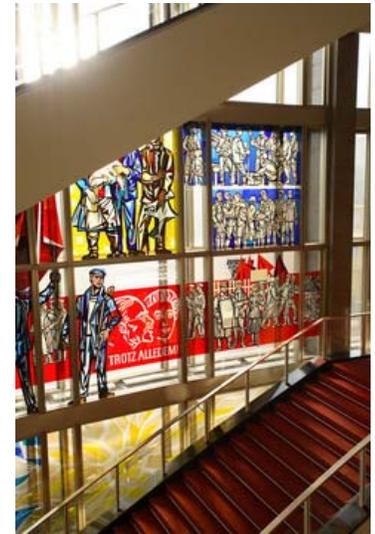
The strategy of ESMT up to 2025 focuses on the further enhancement of its reputation for academic excellence and maintaining its financial stability. The main strategic goals of the school are to be

- a premier school committed to excellence; a national leader within the scope of business education, as deemed by foreign peers;
- culturally rooted, globally minded: the most German international business school and the most international German business school, capitalizing on its location and roots in the heart of Europe, deriving value from – and providing value through – being truly entrepreneurial and international, with a particular focus on delivering value for society at large rather than a strict shareholder focus;
- a leading school that is known for impact in select areas of ideas and
- Within the mission of ESMT, three key pillars form the guiding principles of the school, from research through teaching to practical application: leadership, innovation, and analytics.

The strategic direction of the school centers on the following core themes:

- continuous growth of faculty, and research, degree, and executive education areas;
- internationalization and diversity of markets, partnerships, and delivery modes (e.g., blended learning);
- increase of income through fundraising, grants, and commercial income streams;
- a specific focus on providing opportunities for program participants to create social value.

Overall, the mission of ESMT is entirely congruent with the UN PRME principles. The school strongly supports the aims of the PRME. ESMT continues its commitment to long-term adherence to and support for the Principles. However, ESMT would prefer to prove itself by its actions rather than its promises.



ESMT Berlin

## 4. Support from PRME community

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We do not envisage specific actions for which specific support of PRME signatories will be required at this stage, but will not hesitate to call on members of our academic, corporate and institutional network for assistance and contacts whenever necessary.

## 5. About ESMT

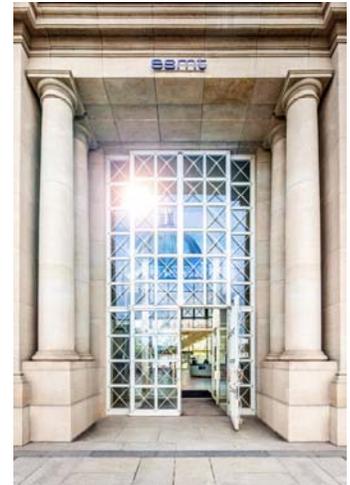
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ESMT Berlin was founded by 25 leading global companies and institutions. The international business school offers a full-time MBA, an executive MBA, a master's in management, as well as open enrollment and customized executive education programs.

ESMT focuses on three main topics: leadership, innovation, and analytics. ESMT faculty publishes in top academic journals. Additionally, the business school provides an interdisciplinary platform for discourse between politics, business, and academia. It is based in Berlin, Germany, with a branch office in Shanghai, China.

ESMT is a private business school with the right to grant PhDs and is accredited by the German state, AACSB, AMBA, EQUIS, and FIBAA.

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