Sharing Information on Progress on implementing Principles for Responsibility Management Education at EBS Universität

Bi-Annual Report 2020

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LETTER

Our university belongs to the first 40 universities, who committed themselves to the UN Global Compact Principles for Responsible Management Education. Since the academic year 2007/2008 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.

Much has changed during the last years. But the key global challenges such as accelerated economic change, global climate crisis with its social and environmental challenges remain and we at EBS University are highly aware of them. 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 in times of uncertainty and disruption. 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. Especially in recent times the school has proven ones again its capabilities and its spirit by transforming all lectures into online lectures as well as to online-examinations in order to ensure the quality in deliverance and service to its students due to the Corona-Virus Outbreak.

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.

PRME gives us the opportunity to assess what we have achieved so far but moreover what we may achieve when we combine our forces to strive for a more sustainable and just economy in democratic societies and to exchange this with our PRME partners. We are glad and proud to member of this great network and hope you enjoy this report on our progress in the years 2018 to 2020.

Sincerely,

Prof. Christian Landau, Dean of EBS Business School
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## 1. OVERVIEW PRME AT EBS

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| **Values** | | | |
| Reference to our institutional values and principles, ethical guidelines, mission statements, codes of conduct, oaths, and pledges | Revision of Ethical Guidelines | Report of Ombudsman for Ethical Conflicts | Revision of Values |
| | Alignment and Integration students extracurricular with in community based research/ service learning projects. | Social Impact Evaluation Self-managed Students Ressorts Personality oriented Assessments | Open dialogues with student representatives and alumni of impact projects |
| | Ongoing survey and documentation on impact of student resort impact | | Revision of Assessment Interview and Evaluation process |

| **Methods** | | | |
| Description of strategy and systems in place to develop PRME-related course content and assess its collective impact on students and alumni | Integration of Philosophy at Master and Doctoral Level Extension through mainstreaming ERS Topics and SCI Issues through the curriculum Implementing Community based research projects | Implementation of Bachelor Re-Design No of stud. Enrolled/Projects per Termn 200 No. of CBR-Projects per term: 3 | Integration of Social Impact Program at Master and Doctoral Level |
| | | | |

| **Research** | | | |
| Assessment of the extent to which student are involved in PRME-related research | +Faculty Fellows Program to incentivize CBR +Structured Survey on Community Outreach Projects for scientific research | Engaged faculty research: Julia Hartmann Karin Kreutzer Richard Raatzsch Marcus Kreikebaum | Increase concern and research on topics concerning sustainability, social justice and responsible management |
| | | | Increase no. of teaching materials for BA/MA Studies, and Articles on Ethics and ERS related issues. |

| **Partnership** | | | |
| Description of strategy for stakeholder engagement and partnerships (including but not limited to community, government and business | Alumni Corporate Partnernetworks Nonprofit Partnernetworks | SCI Network Alumni Network | Partnership with Alumni-Network Extension of Partner-Network through Certification Programm |
| **Dialogue**  
*Highlights of prominent or impactful events (e.g. forums, workshops, roundtables, conferences)*, including an assessment of their impact | **Overview**  
EBS Symposium  
EBS Entrepreneurship Forum  
Women in Business Talks  
Social Impact Events (EBS Green Day, EBS Blood Donation Day, EBS Clothes Donation Campaign) | **Documentation and Feedbacks on Forums, Workshops, Roundtables, Conferences**  
Public lectures | **TED Talks on interesting subjects** |
|---|---|---|---|
| **Organisational practices**  
*List of environmental assessments, certifications and awards received* | **Accreditations**  
Sustainability on campus  
Environmental practices | **FIBAA**  
EBS goes Green | **AACSB Accreditation** |
2. HOW WE DEFINE OUR PURPOSE

EBS is the oldest private university in Germany. We have been teaching future leaders with international perspective since 1971. The EBS Law School, Germany’s most recently founded law school, has since 2011 offered a full-featured, classic law study programme leading to the state examinations with a special focus on business law, as well as an integrated Master in Business (M.A.). With its professional training programmes, the EBS Executive School provides further education for specialists and executives.

At EBS we see ourselves as educators and researchers to guide the next generation of open-minded, critically thinking and highly skilled business and legal professionals, leaders and entrepreneurs to cope with future challenges and to understand and shape an uncertain, rapidly changing world.

This statement provides information on important aspects of the schools aspirations and strategic approach. It signifies for the irrevocable unity of research and teaching, and thereby addresses in particular the uncertainty of the economic and social environment provoked by globalisation, technological change and disruption. We want to enable students and professionals to become highly skilled, critically thinking, and globally minded experts, managers, and entrepreneurs who take the lead in times of uncertainty and disruptive change.

In order to complete this mission we are continuously exploring innovative teaching methods and research projects to maximize our impacts. Thus the students at EBS University receive an education based on the ability to come to terms with this uncertainty, with practice-empowered, scientifically sound and internationally oriented preparation, enabling them to take on management functions and social responsibility based on the Code of Conduct.

Our study programs impart the outlasting skills for ongoing critical revision and further development of expertise, on the one hand to recognise structures and, on the other, willingness for life-long learning. EBS’ understanding of excellence attracts students and professors who are both talented and enthusiastic, performance-oriented and creative. With the methodical combination of business administration and legal elements, EBS University fosters the students’ ability to think and understand interdisciplinary issues, thus providing a particular added value. One of the outstanding added values of the entrepreneurial EBS Universität für Wirtschaft und Recht is the specific advancement of network skills and the opportunities to use the EBS network. This network includes large international and German and European large to medium-sized companies as well as innovative Start-ups and social enterprises, since EBS attains to a large social impact network due to its obligatory Social Impact Projects.

This forms a fundamental attitude to excellence achieved by teaching practice-oriented skills which includes a sound philosophical and self-reflective track beside business studies, which is another outstanding feature of EBS. In addition to training networking capability, EBS Universität can draw on an exceptional network of corporate partners, alumni, sponsors and friends who can offer students excellent career opportunities after graduation.
Currently, about 2200 students and doctoral candidates are studying and researching at three faculties and benefit in particular from a comprehensive network of international partner universities, companies and alumni.

Since July 2016, the EBS Universität has been part of the non-profit foundation SRH, a leading provider of educational and health services. Our common goal is to strengthen the EBS Universität as an excellent educational institution and to further develop the university on the basis of independent research and teaching.
3. HOW WE ENFORCE OUR VALUES

EBS Community is committed to a set of values that EBS faculty, students, senate and management have agreed upon:

**Responsibility**

Each member of the EBS community whether student, graduate, employee or professor assumes responsibility for herself/himself, for others and for her/his topics and tasks. This applies to her/his study and to any subsequent career.

Each EBS member commits herself/himself to implement assigned tasks and projects to the best of her/his knowledge. Each EBS member is obliged to estimate the consequences of a decision and to take responsibility for it.

Responsibility is the guiding principle of all actions for students, graduates, employees and professors. Each EBS member advocates and sets an example of responsible conduct and demands that from others.

**Trust**

Mutual trust is the basis for success at EBS Universität. Each EBS member has confidence in his own strengths and competencies, as well as that of his fellow students and colleagues. Each EBS member fulfils her/his tasks and projects with the necessary commitment and sense of responsibility.

**Respect**

EBS members respect other people, their opinions, views, ways of thinking and efforts. They treat each person with respect and appreciation. EBS members respect other scientific opinions and value scientific exchange. EBS thrives on diversity: EBS members respect background, culture and faith of our students, employees and professors. Internationalisation and cultural exchange are major pillars of our university.

**Passion**

EBS members advocate their topics and projects with outstanding commitment and courage. They put them into practice of their own volition. EBS members face challenges courageously and develop innovative and creative solutions in the context of a constantly changing environment accompanied by increasing uncertainty. By means of guiding ideas, EBS members promote their projects with dedication and enthusiasm.

**Integrity**

EBS members are aware of and comply with the current legislation and the internal rules of EBS Universität. EBS members are honest with others and themselves; respect and safeguard the defined values of EBS; and set a positive example. Integrity is the basic success factor for every entrepreneurial and academic activity. The defined values of EBS constitute the ethical foundation of each action and cooperation among students, graduates, employees and professors of EBS Universität.
FURTHER ACTIONS TO ENFORCE OUR VALUES

We foster a strong sense of responsibility and integrity in our students by providing various means to enhance their self-efficiency and social skills. This process starts even before the enrollment since we select the quality of student intakes by rigorous selection processes. These include a personal interview which assesses not only academic ability but personal qualities including social awareness and engagement.

In order to ensure that the EBS community lives up to its values we have 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.

Financial Aid for talented students

EBS also provides financial aid to students who want to study at EBS but have financial constraints. When allocating financial support, the results of the personal interview are considered inasmuch as applicants who demonstrated outstanding achievements in social engagements are in a better position to receive financial aid. An example of a guideline on allocation of financial aid will be provided in the baseroom.

In addition, EBS and several partner institutions offer scholarships for students from specific backgrounds:

- The Péter-Horváth-Scholarship is only open to Hungarian, Polish, Estonian, Latvian, Czech or Lithuanian citizens whose first degree was earned in one of these countries. All applicants must demonstrate outstanding social commitment.
- The Paula Seipel scholarship is awarded to an academically talented, young woman who has been strongly committed to social and societal engagement before entering EBS Business School.
- The Vodafone Foundation is awarded to first year students living in Germany with a migration background, regardless of nationality, residency status and type of higher education entrance qualification.
The Votum Foundation is an orphan’s foundation that supports orphans, children of a widowed parent or children of divorced parents up to the age of 27, whose life is centred in Germany, by providing loans or granting (partial) scholarships.

**Personal development**

Personal student development is an integral part of our curriculum to develop responsible leaders. Coaching@EBS, one of the distinctive strengths of the School, is a personal development opportunity offered to all undergraduate and graduate students and doctoral candidates. The focus is on development of interpersonal, social and leadership skills. All students in the Bachelor Program must develop, execute and reflect a social impact project as part of the curriculum in order to raise their social awareness. Another element of personal development is the course offering in Personal Mastery with a focus on Time & Stress Management and Self Organization, since the ability to deal with stress, to manage oneself and one’s time is a key qualification.

At EBS, student development is designed to increase awareness of the importance of ERS (Responsibility for Environmental and Social Issues). Corresponding teaching and learning experience is provided throughout their studies. EBS students have a lively campus life and, often, they initiate social projects, organize charity events and help others in achieving their goals. EBS supports the student initiatives by providing facilities and administrative support.

**Student initiatives**

Several student initiatives are designed to enable involvement in areas of particular student interest and outside their field of study. Initiatives shall make real contributions to society and develop student social awareness.

Students engage in many other extra-curricular activities that train and develop their capacity to become responsible leaders such as the organization of congresses, charity events, sport challenges and the like.

**Awards**

Students are recognized for their social engagement with several awards granted at graduation. In addition, they may receive a certificate of appreciation in case of an outstanding social engagement within the Social Impact Programme.

- **EBS Dean’s List Award**: This award recognises students who have shown exceptional extra-curricular social engagement. In 2014, the award was granted to 6 Bachelor and 4 Master students.
- **Martin Krämer Award & Arnd Schikowski Award (EBS Alumni)**: The EBS Alumni offer the Martin Krämer and Arnd Schikowski Awards that are granted to students who have demonstrated outstanding achievements in social engagement among other achievements.
4. HOW WE ADAPT OUR 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 and a course on ERS Investment by Executive School

At EBS, students are exposed to topics related to ethics, responsibility and sustainability from the beginning of their studies until graduation. 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 following table presents an overview on teachings related to PRME:

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Type</th>
<th>Objective</th>
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<tbody>
<tr>
<td>studium universale</td>
<td>Bachelor</td>
<td>mandatory</td>
<td>familiarize students with the fundamentals of logic, reasoning and ethics</td>
</tr>
<tr>
<td>Business &amp; Society</td>
<td>Bachelor</td>
<td>mandatory</td>
<td>address the role of business in society</td>
</tr>
<tr>
<td>Socio Cultural Impact</td>
<td>Bachelor &amp; Master</td>
<td>mandatory</td>
<td>develop students’ cognitive, social and intercultural skills through discovery, engagement and impact</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>mandatory</td>
<td>deepen students’ knowledge on ERS in governance and ownership</td>
</tr>
<tr>
<td>Personal Mastery</td>
<td>Bachelor &amp; Master</td>
<td>mandatory</td>
<td>develop key skills such as leadership, entrepreneurship, teamwork etc.</td>
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### COURSES RELATED TO ERS AT BACHELOR-LEVEL

#### Philosophy and Ethics

EBS offers a "*studium universale*" that is especially tailored to business administration courses. Students are introduced to the methodical principles of scientific theory and the methodological fundamentals of management science. They learn to deal with important philosophical and ethical issues, taking a look beyond business administration and sharpening their view of corporate social responsibility. Lectures on sustainability, service Learning, rhetorics and coaching, intercultural communication and other issues complete the programme. Professor Dr. Max Urchs and Prof. Dr. Richard Raatzsch are responsible for the *studium universale* at EBS.

#### SOCIO CULTURAL IMPACT (SCI)

SCI is an experiential learning program at EBS since 2008. Students usually form teams of six people to enter a certain social living world that is very different from their own in order to support, solve tasks or tackle specific problems of an NGO. In these essentially new and uncertain situations they have to react and act in a responsible manner/ with regard to diversity and inclusion. SCI has a network of about 24 local and international partner organizations where students may serve and learn. Most of them are welfare institutions such as local soup kitchens, senior homes, refugee camps or facilities for handicapped, homeless or migrant people. Students learn by designing, executing and evaluating projects with social impact mostly in welfare institutions and international NGO’s. By doing so they learn how to apply and refine their theoretical models through practice and to transfer learning outcomes back to their studies and their future careers.

Most SCI projects are motivated by economical and societal conflicts and dilemma situations such as poverty, migration, demographic change, globalization etc.. By supporting welfare institutions through community based research and innovative projects students are trained in handling these conflicts in our communities in responsible manners. Furthermore SCI assumes that by committing some of their time and energy to support the community students will be able to think critically,
become aware of and change their social behaviour and enhance their skills regarding teamwork, conflict solution and intercultural management.

SCI projects are designed to encourage students to impact and to reflect their impact on society for example by supporting social startups, fundraising activities and innovative social and ecological change projects in organizations. Students are mentored in this process in order to enable them to make a substantial contribution and a meaningful difference to their learning. Via successful implementation of project work, critical reflection and assessment of learning gains, it promotes responsible leadership and self-development. The experience and personal advancement gained from SCI can enhance personal traits such as enthusiasm, commitment, confidence, the ability to solve value conflicts and communication and supports the students in broadening one’s horizon and developing a well-rounded personality. Students demonstrate what they have learned by submitting an iterative learning diary, a self-reflective essay and a presentation on their learning outcomes and transfers.

**WHAT WE HAVE DONE TO ENFORCE OUR VALUES IN THE PAST 24 MONTHS**

We have fully integrated Service Learning into the bachelors curriculum as a three credit course. Because of this Service Learning is well established program at bachelor level. We work with more than thirty part organization and offer community services with a growing number of community based research formats.

We have also developed some interesting Community Based Research formats in order to develop together with our local communities. In addition we have been holding lectures and workshops regarding Service Learning and we have started our first research in this year.

We also play an active role in the national service learning network “Bildung durch Verantwortung” by delivering lectures, articles and workshops as well as organizational support. We are also active in fundraising for our program and have a network of eight business leaders who serve as supporters and mentors in our programmes.

**OUTCOMES**

About 200 students participate per semester and serve about 60 hours each. This adds up to total of 24,000 service hours per year which can be considered a substantial social impact on our communities. We do research on these outcomes and also enhance the development of our partners and projects by a constant evaluation of the results.

We have delivered four workshops and contributed four articles on SL at business schools in the past two years. Furthermore we have raised about 80,000 Euro p.a. in order to finance our institute and our programmes.

**OUTLOOK**

We want to use the opportunity of celebrating ten years of Service Learning at EBS by opening a new “Center of Service Learning” at EBS Universität für Wirtschaft und Recht. The new institute is designed to fulfill the following objectives:
• Further integration of Service Learning at all levels of the university by offering a Certification Programme consisting of a mandatory Introduction module (SL 101), 60 hours of community service and a service learning course.
• Implementation of a Capstone Program as an alternative to internship
• Faculty Fellowship Programm for scientists from all faculties for incentivize more interdisciplinary community based research projects
• Network of Alumni and Partner to sustain social activities and projects evolving through the center

**BUSINESS & SOCIETY**

Our courses on “Business & Society” taught at Bachelor level (2nd semester) by Prof. Dr. Julia Hartmann, Prof. Dr. Karin Kreutzer, Prof. Dr. Michael Nietsch provide an extension to classical theory and practice in strategic management that goes beyond mere profit maximization goals. Of course, business must generate profit for their owners in order to survive. At the same time, however, businesses also serve a public purpose as they create value for society. They are responsible for professional development of their employees, innovative new products for their customers, and generosity to their communities. They must partner with a wide range of individuals and groups in society to advance collaborative goals. They must consider limits of the natural environment. In other words, businesses have a variety of responsibilities and need to consider the interests of a variety of stakeholder groups. At no time have businesses faced greater public scrutiny or more urgent demands to act in a socially and environmentally sound manner than at the present.

This course addresses this complex agenda of issues and their impact on businesses and stakeholders. We will readdress such central issues as the role of business in society, the nature of corporate responsibility and corporate citizenship, business ethics practices, the interaction of businesses with governments, environmental degradation and environmental management.

The course includes a variety of pedagogical means including case studies, practical exercises, analyses of audio- and video material, newspaper reports and the like. The course is highly interactive and students are expected to be prepared for classes and participate in class discussions. The Session Plan includes topics such as Business & Stakeholder Relations, Corporate Social Responsibility and Creating Shared Value, Case Study: NIKE and International Labour Rights, Globalisation & Diversity, Corporate Social Responsibility and Compliance, Company and Community, Business and The Natural Environment, Managing Environmental Issues, “Does it pay to be green?”, Sustainable Products and Services, Sustainability in the Value Chain and Sustainable Marketing & Consumer Behavior

**STRATEGY CONSULTING**

Another example for the Integration of ERS Topics in the curriculum at Bachelor Level is our module on “Strategy Consulting” for Bachelor Students of the 5th & 6th semesters, taught by Prof. Dr. Julia Hartmann and Shalini Rogbeer, PhD

This module offers interested students the opportunity to gain in-depth knowledge about the management of strategy as a manager, as well as a strategy consultant. It
also provides a skill-development complement for those students with a career focus on consulting, and for those who pursue a career in other functional areas but who wish to acquire general competencies in the consultancy process.

The module has two components: The course “Advanced Strategy” and a “Consulting Workshop”. The course “Advanced Strategy” marks the milestones in the development of strategic management theory over the past forty years and reflects on future developments of strategic management. By collecting contributions of some of the most influential thinkers on strategy, students reflect both the power of the ideas which have shaped the thinking about strategy, and the rich variety of its intellectual heritage. One session of this course is dedicated to corporate responsibility. For this, students prepare two readings, Wood’s seminal work “Corporate Social Performance Revisited” and Michael Porter’s “Creating Shared Value”. These two contributions are the starting point for class discussion about the extent to which social and environmental responsibility affect corporate performance. Another session is dedicated to stakeholders, i.e. any group who is affected or may be affected by business activities.

Overview of the courses

- **Doctoral Studies**

  **Qualitative Research Methods**: This course aims at helping students to implement qualitative research methods within their doctoral research. We discuss theoretical orientations in interpretive research, sampling issues as well as methods of data collection and data analysis.

- **MBA**

  **Research Methods**: This course equips students with the skills to conduct independent, high-quality studies in the field of business and management. The course covers all aspects of the research process from choosing a topic, formulating a research problem, developing an appropriate research design, through to collecting and analyzing data, and writing the thesis.

  **Responsible Leadership**: Students learn the fundamentals of how to cope with the multifunctional and multidimensional problems of leadership in and of an organization, relating to for example sustainability and corporate social responsibility. This is achieved by case studies, exercises and discussions on topics that help students to reflect on what their values, beliefs and attitudes are.

- **Master**

  **MOOC Social Innovation**: This course offers a profound introduction on the principles, concepts and theories of social innovation and how they can help to solve societal problems. Students will get an overview of important literature and debates regarding social innovation. The course consists of an online course combined with interactive workshops.

  **Social Business and Social Entrepreneurship (SBSE)**: In this innovative course format, students gain an overview over the concepts of social entrepreneurship and social business. In a 4-week consulting project established social entrepreneurs act
as clients and students are asked to develop solutions for their most pressing challenges.

**Qualitative Research Methods:** The course is part of the module research methods. It aims at helping master students to successfully prepare research papers and their master thesis. Students will get to know a ‘toolbox’ they can use for collecting and analysing qualitative data. Furthermore, students will learn how to avoid possible pitfalls within the process of academic writing.

- **Bachelor**

**Business & Society:** The course focuses on four main topics: 1.) The role of businesses in society and corporate social responsibility, 2.) Globalization and business-government-relations 3.) Management of civil society organizations, 4.) Business models with a social mission (e.g. social entrepreneurship, social business).

- **Executive Education**

**Social Business and Social Entrepreneurship (SBSE):** This certificate course for executives offers insights into the management of and consultancy for foundations, social enterprises and social businesses.

- **Further Courses (Bachelor, MBA and MSc)**

**VIP Curriculum – „Very Inspiring Personalities“:** This course facilitates an intense exchange with a number of very successful and inspiring personalities. The students get the opportunity to learn about and to reflect on the VIPs life stories and personal development, career paths, values, aspirations and challenges. The objective of the course is to provide students with the inspiration, knowledge and analytical capabilities central to personal growth, professional success and self-fulfilment.

- **Thesis Opportunities**

**Bachelor and master thesis:** Bachelor and master students interested to focus their thesis on a topic related to ERS related research are most welcome to contact us to discuss potential topics.

Courses related to ERS at MAster-Level

**Master & MBA Consulting Field Studies**

Another method that we employ to provide students with an intense learning experience are so called “Consulting Field studies”. Students are assigned to teams to develop an original solution to a practical problem. Typical tasks are for example the development of disruptive business models and internationalisation strategies. The challenge is given by one of the school’s partner companies. Thereby, students are provided with access to the network of EBS and experience first-hand the nature of actual strategic challenges. Partner companies can be large corporations such as for example Deutsche Post, Porsche, Leifheit or Husqvana, but also small to medium-sized firms. These are very often hidden champion firms. By cooperating with such companies, students experience a unique feature of the German economy,
namely the large number of rather small firms that operate very successful in B2B niche markets on a global scale.

Since field studies involve an unstructured and previously unsolved problem with an open outcome to the solution process, students experience a high amount of uncertainty and learn how to work under such conditions. Students learn how to guide their own learning process and structure their approach to the problem. They have the opportunity to apply existing theories and tools, learn how to find appropriate concepts on their own, and learn how to build own frameworks for structuring practical work. In addition, field studies are an intense learning opportunity to reflect on the dynamics and challenges of working in teams, in particular from an intercultural and interdisciplinary perspective, since teams are composed of students from several different countries and educational backgrounds. Students are mentored in their development process — both in terms of the content and the learning experience of working in teams — by an experienced faculty member and by trained coaches in case of need.

Field studies also offer the opportunity for additional soft skill practice, since students learn how to prepare presentations for executive board members and how to present results to and interact with them, as students present their results to the board of the company or the responsible division head. Students furthermore learn how to use digital collaboration tools for efficient and effective project work. Field studies are a core element of the school’s vision to prepare students for uncertain business context by providing them with a learning experience that is co-created by faculty, staff, and the school’s network partners.

**THESES-EXAMPLES**

The following list displays examples of theses crafted by students to obtain either one of the degrees Bachelor of Science, Master of Science or Master in Business Administration at EBS.

**Bachelor of Science Theses**

- Corporate Social Responsibility: Strategies and challenges in Small and Medium-sized Enterprises
- Digital Transformation and its Effects on the Retail Industry – Strategies for Fashion Retailers to Benefit from Digital Transformation
- Managing Differences across the Globe – Capabilities in Global Management
- Relationship of Cultural Differences and Choice of Entry in M&A Decision
- The digital transformation of industries
- The Power of Fair Trade Labels

The Problems of the Bio Labels: Understanding why consumers buy bio products

**Master of Science Theses**
• Global coordination that supports innovation: The case of the VW Group
• The behavioral theory of R&D expenditures and innovations
• Feasibility of replacing conventional fuels with alternative fuels in cement plants in Dar-es-Salaam, Tanzania
• Product Diversification, International Diversification, and Firm Performance in Hybrid Home Country Environments
• Corporate Social Responsibility in Multinational Corporations An Explorative Research Approach
5. HOW WE FOSTER PRME RELATED RESEARCH

RESEARCH AT EBS SUPPLY MANAGEMENT INSTITUTE

Prof. Julia Hartmann

Our research strategy rests upon three central pillars. First, research questions we deal with are based on managerially relevant problems. On-going dialogues with experts from companies provide valuable information for our research agenda. Second, we emphasize theoretically sound and methodologically rigorous research. In order to continuously develop our academic expertise, members of the team regularly discuss their findings with representatives from the academic community at research colloquia, international conferences and writing workshops. We frequently organize and participate in trainings and seminars ourselves to advance our knowledge on scientific methods and academic writing. Third, publications in peer reviewed journals of high academic quality document our research results and findings. At the same time, we provide hands-on summative essays of our results which are published in practice-oriented journals and magazines.

ONGOING RESEARCH PROJECTS

OIL AND GAS FIRMS AND RENEWABLE ENERGY

Co-authors: Andrew Inkpen, Thunderbird School of Global Management, Arizona State University, USA
Kannan Ramaswamy, Thunderbird School of Global Management, Arizona State University, USA

Title: International Oil and Gas Firms, Renewable Energy, and the Changing Energy Landscape


The unpredictability that characterizes the transition to renewable energy for oil and gas companies makes investment decisions far more complex than it has been for decades. While some industry analysts suggest that the global energy sector will radically change over the next few decades as renewable energy displaces hydrocarbons as a primary energy source, others are less sanguine. There is an array of forces that will independently and collectively reshape the energy industry. While some of the impact of these forces is visible such the increasingly public role that environmental groups have been playing, there is significant uncertainty about many other factors (e.g., political realities, viability of emerging technologies) that are likely to impact the future. Given this cloudy mix of future scenarios, what explains the difference between the proactive choices of companies such as Ørsted that have made a significant change in their competitive scope from others such as Shell and BP that have made more limited changes or others, such as Saudi Aramco, ExxonMobil, Gazprom, and Rosneft, that have made few investments in renewables?
This is the central question that underpins this study. We seek to isolate the key factors that explain the differences in firm-specific behaviors associated with the willingness to invest in renewable energy.

**CSR AND NEGATIVE NEWS**

Co-authors: Sebastian Heese, North Carolina State University, USA

Title: **Taming the Beast: How Sustainable Supply Chain Management Shapes Negative Media Coverage**

Status: Working Paper

Companies are increasingly associated with supply chain scandals in the media about forced labour, accidents, and environmental spills. Hence, we investigate whether company efforts to render supply chains more sustainable pay out for firms in terms of a lower future likelihood of negative news coverage. Specifically, we use signalling theory and the risk management hypothesis of CSR to theorize a potentially curvilinear relationship between Sustainable Supply Chain Management (SSCM) and negative news coverage. Drawing on a sample of 756 firms and 4,257 firm year observations for the period 2002–2011, we indeed find support for the curvilinear relation: SSCM decreases future negative media coverage, but only when the engagement is very high. Companies benefit from further decreases in negative news reports when they use formalized external communication in form of CSR reports verified by external auditors and thus perceived as more reliable. In contrast, companies that engage in stakeholder dialogue do not benefit from additional decreases in negative media attention.

**CONSUMER WILLINGNESS TO PAY FOR RESPONSIBLE PRODUCTS**

Co-authors: Sabine Benoit, University of Surrey, UK

Christina Sichtmann, University of Vienna, AU

Martin Wetzels, Maastricht University, NL

Title: **Asymmetric and Product-Type Effects in Consumer Willingness to Pay for Responsible and Irresponsible Product Attributes**

Status: Working Paper

Retailers have the discretion to set prices for products and adapt those prices according to their customers' willingness to pay (WTP). Research into WTP has increasingly focused on markup effects, i.e., a higher WTP for Corporate Social Responsibility (CSR). Yet it seems equally important to know whether consumers show markdown effects, lowering their WTP for corporate social irresponsibility (CSI). Theory suggests asymmetric effects: the (attitudinal) reaction to CSI is supposedly stronger than to CSR. Retailers also need to know whether consumers' WTP reaction varies by product type. Previous research has shown different consumption patterns for hedonic and utilitarian products. Using experimental data, with an incentive-compatible measurement of WTP involving an actual purchase, we show that consumers show markup and markdown effects in their WTP for CSR/CSI. In contrast to theory we did not find asymmetric effects, however, which might be due to WTP being a behavioural and not attitudinal variable. There is evidence for a product type effect: Consumer WTP adaptation for CSR or CSI is stronger for utilitarian than
for hedonic products. We conclude by presenting implications for retailers and industry along with ideas for further research.

**TRUST DAMAGE AND TRUST REPAIR**

Co-authors: Sabine Benoit, University of Surrey, UK
Sebastian Forkmann, The University of Alabama, USA
Stephan C. Henneberg, Queen Mary University of London, UK
Björn Ivens, University of Bamberg, DE

Title: Trust Damage and Trust Repair in Supply Chains
Status: Working Paper

Chain liability denotes a phenomenon where consumers blame a market-facing focal firm for an incident caused by a contractor in the upstream value chain. Using Trust Repair Theory, this study analyzes the differences in trust damage for firms with prior communication about Sustainable Supply Chain Management as opposed to firms with no such prior communication. In addition, this study investigates the effectiveness of different supplier-directed strategies and actions in restoring trust. More precisely, we distinguish refuting strategies, which inform about the cause of the incident being a (sub)-supplier, and rectifying strategies, namely collaboration, monitoring, and relationship termination. Data are collected using a vignette based experiment with accompanying survey items collected from 1,103 respondents. Results suggest that Sustainable Supply Chain Management communication can repair the trust damage caused by irresponsible supplier behavior. In addition, rectifying strategies are more effective than refuting strategies in repairing trust: While refute strategies aggravate trust damage, all three rectifying strategies help to repair trust equally well.

**RECENT PUBLICATIONS**


**RESEARCH AT EBS CHAIR FOR SOCIAL BUSINESS**

**PROF. KARIN KREUZTER**

**Social Business Models – a typology (2017)**

In this publication we differentiate between integrated, partly-integrated as well as differentiated social business models. Using a broad range of examples from various
countries and sectors, we show that social business models differ in two parameters: the degree of integration of the beneficiaries as well as the allocation of resources to create economic and social value.

**Study on Corporate Social Innovation (2016)**

We analyzed success factors for Corporate Social Innovation projects of multinational corporations from different sectors which meet a real social demand and contribute to growth and profitability of the firm. In the study, we identify three critical success factors: partnerships with players from different sectors, a targeted social approach which allows leveraging existing corporate capabilities, and a dedicated budget combined with a committed team.

**LEGITIMATION WORK WITHIN A CROSS-SECTOR SOCIAL PARTNERSHIP (2015)**

This study illuminates how a cross-sector social partnership legitimizes itself toward multiple internal and external stakeholders. Within a single-case study design, we collected retrospective and real time data on the partnership between Deutsche Post DHL and The United Nations Office for the Coordination of Humanitarian Affairs.

**Volunteering Versus Managerialism: Conflict Over Organizational Identity in Voluntary AssociationsNonprofit (2010)**

This qualitative field study examines how volunteering and managerialism shape the organizational identity of six patient organizations from six different European countries. Volunteers represent a large part of the workforce in most voluntary associations.

**RESEARCH PROJECTS (FORTHCOMING)**

**CSR and Transformational Learning (Tarik El Bouyahyani):** We examine how CSR and the social engagement of organizations, through transformative learning, not only changes the recipients of CSR, but also the company and its employees.

**Women’s pathways to leadership (Elena Greguletz):** This doctoral thesis uses a mix of qualitative and quantitative research methods and looks at personal, interpersonal, and societal barriers to career advancement of female leaders.

**Organizational tensions in social enterprises (Elisabeth Niendorf):** This dissertation project aims at analyzing types and mechanisms of organizational tensions in social enterprises and analyzes how certain types of business models and management competencies can decrease the risk for so called ‘mission drifts’ and increase the sustainability of social enterprises.

**Organisational identity formation and change (Anna M. Pleser):** This dissertation project aims to investigate how founders of social businesses influence the formation
of organisational identity based on their leadership style. Moreover, the change of identity within organisations is examined to understand how organisations balance the question of 'who we are' in times of organisational change.

**Social Identity Formation Processes in the Context of Social Entrepreneurship (Franziska Schwarzer):** Membership criteria of the group of social entrepreneurs are not yet clearly defined. We investigate the effects that the resulting fuzzy group boundaries have on social identity formation processes.

**Social Software in a Cross-Sector Social Partnership – Case Study Regional Refugee-Integration (Andreas Hesse):** We analyze how multiple sectors (business organizations, welfare organizations, governance authorities and agencies, private associations etc.) collaborate with each other. In particular, we look at the question how a digital application (social software platform) can support this coordination.

**Contemporary mobility (Katrin Merfeld):** This research focuses on different fields in the sharing economy as well as autonomous driving technology. With regards to the sharing economy, the focus lies upon the sharing of assets in general as well as peer-to-peer carsharing and carsharing with shared autonomous vehicles in particular. Further, it addresses topics in autonomous driving with regards to its consumer perception and ethical implications.

**Entrepreneurial Orientation in the Context of Social Venture Creation (Kathrin Lurtz):** This dissertation employs qualitative research methods and focuses on entrepreneurship on the organizational level in nonprofit organizations. It investigates the role of entrepreneurial orientation in the founding process of a social venture.

**Legitimation in Cross-Sector Social Partnerships (Dominik Rüede):** This qualitative research analyzes the legitimation process of such a cross-sector social partnership (CSSP) under the main research question is: "How do cross-sector social partnerships legitimize themselves over time?"
6. **How We Sustain Our Partnerships**

Reliable Partnerships are very important strength of EBS University at large and especially with regard to progressing in issues of Responsible Management Education (PRME). Our faculty is engaged in a large array of partnerships in this region and beyond.

**Associated Memberships**

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

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.

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.
7. INVITING TO DIALOGUES

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 ply 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.

The school also engages in a variety of dialogues for transfer and outreach activities through both faculty and students. Here is an overview on our current activities:

<table>
<thead>
<tr>
<th>Contributor</th>
<th>Type</th>
<th>Idea</th>
<th>Contribution to</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School &amp; Faculty</td>
<td>Practitioner Roundtables</td>
<td>Exchange and develop ideas on ERS</td>
<td>Management, Local Communities, Wider Society</td>
<td>Business Ethics Roundtable, Women in Modern Leadership Roundtable</td>
</tr>
<tr>
<td>Faculty &amp; Students</td>
<td>Practitioner Conferences</td>
<td>Foster dialogue on ERS</td>
<td>Management, Local Communities, Wider Society</td>
<td>Social Innovation Germany Conference, Ageing Society Conference</td>
</tr>
<tr>
<td>Faculty</td>
<td>Practitioner Workshops &amp; Symposia</td>
<td>Exchange knowledge on ERS</td>
<td>Management, Local Communities, Wider Society</td>
<td>Seniors4SocialChange, E-Mobility Day</td>
</tr>
<tr>
<td>School &amp; Faculty</td>
<td>Speeches, Fireside Talks Discussions</td>
<td>Transfer Knowledge on ERS</td>
<td>Management, Local Communities, Wider Society</td>
<td>UNICEF Germany, IBM Germany, World Business Council for Sustainable Development</td>
</tr>
<tr>
<td>Institutes</td>
<td>Awards</td>
<td>Recognize ERS efforts</td>
<td>Management</td>
<td>Golden Lily Award for responsible local businesses</td>
</tr>
<tr>
<td>Faculty</td>
<td>Advisory Functions</td>
<td>Support businesses in ERS</td>
<td>Management</td>
<td>Bildungsstifter</td>
</tr>
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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.

Social Cultural Impact Days

EBS Social Impact Days are held on regular terms at the beginning of each semester. Students, faculty members and partners of EBS Service Learning Program are invited to discuss the results of last term’s community based research studies and service learning issues from last term and hear from new opportunities to become engaged. At each event we therefore introduce a major NGO, presented by a prominent speaker.

EBS Impact Institute

The world is facing growing social and environmental challenges. The Impact Institute will bundle our resources in research, teaching and consulting at EBS to better understand how businesses can have a positive impact on the lives of individuals.

EBS Impact stands for business activities that generate beneficial outcomes – a positive social impact – for individuals, organizations, and communities. The Institute develops academic education in business administration and entrepreneurship that embraces social impact and advances academic knowledge of how individuals and organizations can create such a positive impact with their business activities. The Institute specifically focuses on Service Learning, Social Business, Organizational Justice and Mindfulness at Work.

Focus

The EBS Impact Institute aims to become the preferred partner in the generation of social impact on the individual, organizational and community level in Germany.
core activities to reach this goal can be divided into three main pillars: Teaching, Research and Business Practice.

**Our Teaching**

A key activity of EBS Impact is the educational experience we create at EBS for our students who, in the future, will fulfill key roles as experts, entrepreneurs, managers, and leaders. At EBS we encourage our students to develop critical decision-making skills including awareness and consideration of different stakeholders, and of the fact that prioritizing of these stakeholders should not only be determined by the maximization of financial returns.

The teaching offered at the Bachelor and Master level includes mandatory courses such as Business, Society and Environment, and Business Ethics, as well as elective courses on Social Business and Social Innovation. The curriculum is complemented by a theoretical course focusing on Philosophy of Law and Political Philosophy, as well as more practice-oriented courses such as Service Learning *(Center for Business Ethics)* and **Personal Mastery** and our renowned VIP-Curriculum.

The teaching at the MBA and executive education level includes courses on Governance and Compliance, Social Entrepreneurship and Responsible Leadership, covering HRM, CSR, and Sustainability related issues.

**Our Research**

In research, we have a strong track record in publishing high-level research that aims at improving the well-being of individuals in organizations or supporting individuals in improving the well-being of others.

Empowerment of individuals for impact is a start, but scaling and creating sustainable impact requires the willingness and capabilities of organizations to develop and use internal tools and procedures to organize, manage, and execute strategies, initiatives, and projects which allow for impact creation on the organizational level as well. This is why these capabilities and processes are an important research area of the members of the EBS Impact Institute.

Finally, EBS Impact supports organizations and initiatives irrespective of their legal form to adopt strategies that increase the positive impact on a broader societal or environmental level – actively through collaborations as well as through the generation of new academic knowledge.

The results of the above-mentioned research activities have been published in high-ranking academic journals, such as Emotion, Human Relations, Journal of Business Ethics, Journal of Management, Motivation & Emotion and Psychological Reports.

**RESEARCH TALKS**

**Research talk given by Prof. Anne-Claire Pache, Ph.D., ESSEC Business School, France**

*Topic: From hybrid fields, to hybrid organizations and hybrid individuals: a research journey in the context of social enterprises // Date: 10 April 2019 // Time: 13:15 - 14:15 // Location: EBS Business School, Rheingaustraße 1, 65375 Oestrich-Winkel // Room: SH H2*

**Research talk given by Univ.-Prof. Andrea Fischbach, Deutsche Hochschule der Polizei**

*Topic: I’m no lady; I’m a leader: When gender stereotypes of anger do and don’t matter in leadership // Date: 27 March 2019 // Time: 09:15 - 10:15 //*
Research talk given by Prof. Radha Sharma, Ph.D.

Research talk given by Prof. Dr. María Isabel Peña Aguado
8. NEW ORGANISATIONAL PRACTICES

NEW PARTNERS

Supporting organizations in their impact generating activities and communicating the positive outcomes to the wider community is a fundamental goal of the EBS Impact Institute.

This includes activities such as providing consultancy services on topics such as strategic planning, coordination of volunteers, and organizational design as well as participating as regular members of selection committees in pitching events. Members of the EBS Impact Institute also actively support initiatives that are, amongst others, concerned with diverse topics of societal relevance, such as female empowerment.

Furthermore, members of the EBS Impact Institute are regular keynote speakers and presenters at the most important academic and practitioner conferences on a variety of topics such as CSR, Organizational Justice, Sustainability, Service Learning, and Social Entrepreneurship. In the context of these conference participations, the EBS Impact Institute members are further actively involved in organizing professional development workshops.
PRME Key Objectives for 2021-2022

Our key objectives for the upcoming period are:

- Continue to implement and further the six principles of PRME as a leader in responsible management education at the undergraduate, graduate level and doctoral level

- Integrate the UN Sustainable Development Goals into management teaching, in particular into the master and Ph.D. curriculum

- Pursue interdisciplinary research and curriculum development opportunities that reflect PRME principles in cross-school programs at EBS with academic, enterprise, and community partners

- Expand the opportunities for students and faculty to engage in innovative social impact programs and projects in collaboration with EBS research centers and cross-sector community partnerships especially with regard to digital and distant global and local service learning opportunities.