Sharing Information on Progress (SIP) Report
April 2018

“Ut sementem feceris, ita metes.”
“We reap what we sow.”
(Cicero)
Introduction

Zurich Institute of Business Education, formally Lorange Institute of Business Zurich, is a private boutique institution in the higher education industry in Switzerland. The school has a relatively long history including several significant changes over the last few years. Most notably, the school has been affiliated with the China Europe International Business School (CEIBS) since end of 2015.

The Zurich Institute of Business Education’s main offerings are:
- Master Level Programmes, including Global Executive MBA Zurich
- Tailored Corporate and Partner Programs
- Incoming Excellence Exchange Programmes (study tours)
- One-day programs and events on topics of relevance to our target group.

Letter of Renewed Commitment to PRME – A message from the CEO

Zurich Institute of Business Education has been member of the Principles for Responsible Management Education (PRME) initiative by the United Nations since September 2011 (http://www.unprme.org). As an institution of higher learning involved in education of current and future managers and business leaders, we undertake efforts to ensure responsible management is at the heart of the students’, stakeholders’ and our own thinking and operations, with the six principles advocated by PRME guiding our efforts.

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students and we hereby express our continued commitment to the 6 principles of PRME, as outlined in this report. Furthermore, we welcome this opportunity to review and reflect on our current practices and lay out our direction and strategy going forward.

Dr Philipp Boksberger

CEO & Dean
Zurich Institute of Business Education
Zurich Institute of Business Education seeks to develop responsible leaders for business and society,

The school’s **mission** is: To educate responsible leaders world-wide.

Our **vision** is: To become a respected international business school by linking East and West in teaching, research, and business practice and by promoting China’s social and economic development through high-impact knowledge and dissemination.

Our **motto** is: Conscientiousness, Innovation and Excellence

We empower faculty, students and staff to innovate and create sustainable value for the complex business world. Both the professional and personal advancement of stakeholders and their further development is of utmost concern.

Our decisions are led by the following questions:

- Does it benefit the stakeholders?
- Does it benefit the global business world?
- Is it innovative?

In addition to these key questions we ultimately need to ask - does it work?

**Supporting our Commitment to Environmental, Social and Economic Sustainable Development at Zurich Institute of Business Education**

**Environmentally sustainable development in the completion of its tasks:**
At Zurich Institute of Business Education, we use a blended learning approach to our education programs, combining an online / virtual learning environment with traditional classroom methods. The use of digital learning material such as eBooks, online presentation material and instructions reduces the amount of printed material. Computer-mediated activities are combined with face-to-face classroom practices and by using a combination of digital instruction and one-on-one face time, students can work at their own pace and experience control over their own learning progress, which contributes greatly to student satisfaction.

The community of Horgen, where our campus is located, has been nominated as a Green Town (Horgen is labelled as “Energiestadt”), and is aspiring to achieve a « Gold Label » status by 2020. This « Gold Label » award is the highest European award for communities who have a strict Energy Saving Strategy & Transfer plan in place. In line with the community of Horgen’s Energy Strategy, Zurich Institute of Business Education has many power saving processes in place: no physical server infrastructure (use of cloud services); no lighting concepts; more and more lights that react to sensors; refurbishment projects in line with energy saving initiatives and continuously raising awareness amongst staff, students and vendors to be sensitive to energy matters. The upcoming campus extension in 2018/2019 will also be conducted with a high environmentally sustainable orientation.
Socially sustainable development in the completion of its tasks:
Zurich Institute of Business Education has created jobs for local individuals and companies, for example: 4 staff live very close to the Institute and profit from a relatively short commute. Other staff living further away profit from flexible working hours, overnight stays in Zurich Institute of Business Education’s on-site flats and home office hours. The restaurant attached to Zurich Institute of Business Education provides all catering on the Campus, creating further employment opportunities. Local maintenance companies are chosen for tasks such as: Lift Service, Rental of Copy Machines, Airing Systems, Chimney Sweepers, etc. In addition, Zurich Institute of Business Education has gone through major refurbishment projects in 2016 & 2017. For the majority of refurbishment works, local vendors have been engaged to execute the refurbishment. A key example of our good practice would be the newly installed turf roof.
A further project to extend the main campus is being planned. The old Waterwork station next door to the main campus has been acquired in 2017 and currently an extensive ecologically and environmentally sustainable construction project is being designed which is planned to be implemented by the end of 2019. For this project, many local vendors will be engaged.

Inclusive and Fair Working Environment

Disability: Zurich Institute of Business Education is accessible for wheelchairs, there are no stairs between the parking area and the main entrance of Zurich Institute of Business Education. With the newly implemented access & security initiative program, Zurich Institute of Business Education is now freely accessible without any assistance required.

Social Integration: Staff – all new staff will go through an onboarding programme, which is individually designed for each role. We place great emphasis on a positive team spirit development. A well-designed integration process of new staff is essential for the long-term wellbeing of each staff member as well as for the success of the Zurich Institute of Business Education.

Faculty: Each faculty member has a Programme Manager assigned to them who deals with all aspects of their engagement. Faculty are welcome to stay in Zurich Institute of Business Educations’ apartments and can use the facility before and after their engagement. We place great emphasis on the creation of long-term and close relationship building with all key stakeholders of Zurich Institute of Business Education.

Finance: Salary structures are based on competencies, not gender or nationality. Each year, the salary of each employee is assessed and if deemed justified, adjusted in favour of the employee. Each staff is eligible for a pre-agreed year-end bonus, dependent on him/her meeting the targets set in their KPI. Zurich Institute of Business Education pays 60% towards the staff’s work pension and staff pay 40% (normally 50/50). Furthermore, all staff benefit from a generous sickness daily allowance insurance scheme. We place significant importance in providing adequate information about the financial well-being of the Zurich Institute of Business Education.

Discrimination: no-one amongst the staff, student or faculty body should encounter any discrimination. Personal conduct expectations are clearly defined in the Personnel Regulations of Zurich Institute of Business Education and the Student Handbook.

Gender: Zurich Institute of Business Education employs a number of female professionals working as program managers, event managers and two females are part of the management team. Our aim is to promote females into positions with high responsibilities. Zurich Institute of Business Education aims to increase the male staff number over the coming years.

Minorities: Minorities are the majorities here at the Zurich Institute of Business Education.
Staff level – currently Zurich Institute of Business Education employs 12 staff with a diverse range of nationalities: 1 x Swiss; 1 x German/Canadian; 1 x Swiss/Spanish; 1 x USA; 1 x Chinese; 1 x French /
Economically sustainable development in the completion of its tasks:
Over the next 2-3 years Zurich Institute of Business Education has a growth strategy in place in terms of its offerings in the higher education sector. For example, in 2018 a new Hospitality EMBA will be offered in co-operation with the École hôtelière de Lausanne (EHL).
The newly created EMBA in Hospitality allows us “to leverage each institution’s strengths and create a new benchmark for excellence in hospitality management.” says Achim Schmitt, Associate Dean of Graduate Studies at EHL.

The HEMBA will be available as of May 2018, with courses jointly delivered by CEIBS and EHL faculty in Lausanne, Zurich, Shanghai, and other cities in the Asia Pacific Region.
Further programs are in the pipeline. The strategy for Zurich Institute of Business Education is to have a steady growth of offerings in place, 1 – 2 per year, without jeopardizing quality or long-term sustainability. At the centre of Zurich Institute of Business Education’s long-term strategy is a healthy pace of growth that does not overburden the organization nor the staff working at the Institute. A sustainable development of revenue, cost and cash flow is aimed for.

In line with program expansion, Zurich Institute of Business Education will also grow its body of staff and professors in line with the healthy expansion of its offerings. As of January 2018, two new staff will take up their positions at Zurich Institute of Business Education: A new professor for Organizational Behaviour and a new Head of Finance. Further staff, especially for the HEMBA, is planned for in 2018. Already in 2017, two new positions were created: An Alumni Relations Manager and a Program Manager for the Excellence Exchange Programmes.
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.

Code of Ethics and Conduct at Zurich Institute of Business Education

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

The community of Zurich Institute of Business Education shares the following fundamental responsibilities:

- To our students and customers - we owe the right of fair admission to our programs and fair access to all educational opportunities and benefits available at Zurich Institute of Business Education in an environment that is free of invidious harassment, discrimination, or intimidation.
- To our faculty - we must offer a fair opportunity to teach, conduct research, and to provide service to the community in a setting that provides the academic freedom necessary to cultivate a wide expanse of ideas and teaching methods.
- To our administrative staff - we must provide the opportunity to serve the institution to their fullest potential, in a work environment that is safe and free from illegal discrimination.
To our trustees - we owe our honesty and best judgment. We must manage the Zurich Institute of Business Education’s assets prudently and fairly in accordance with the trustees’ direction and within the constraints of law.

To our neighbours and the environment - we must operate our facilities in a way that does not unjustly deprive any of our residential neighbours and that respects the needs of the ecology.

Faculty, students, alumni, administrative staff and further employees of Zurich Institute of Business Education shall always operate with integrity and honesty in their dealings with each other. No discrimination should happen because of race, background, gender, nationality, religion, language or disability.

All kinds of work, examination and grading shall be done with the utmost fairness on students’ and faculty’s side. Cheating and plagiarism will be penalized with the respective consequences. On the contrary, the possibility of appeals exists. For both cases, the regulations and rules are within the policy handbook, student handbook and academic regulation handbook.

All persons involved in Zurich Institute of Business Education shall represent the institute in public with integrity and honesty in order not to harm other stakeholders.

Any further appointments shall not conflict with a person’s academic or administrative responsibilities or their duties or responsibilities as a member of Zurich Institute of Business Education.

Applying CEIBS’ Code of Ethics

Ethics, responsibility and sustainability (ERS) are common themes that run through all of CEIBS activities including the newly acquired Zurich Institute of Business Education. CEIBS is driven by its mission ‘to educate responsible leaders versed in China Depth Global Breadth’ and has formally committed to the PRME principles.

A formal code of ethics for all faculty members, students and staff has been in place since 2003 and Zurich Institute of Business Education is aligned with these. A strong culture and adherence to the code has developed through training, coaching and sanctions for substantiated violations. In recent years, CEIBS stakeholders have gone beyond the basic requirements of the ethics code to establish an active roster of programs and activities devoted to responsible leadership.

The CEIBS Code of Ethics, as last amended December 2012 reads as follows:

“CEIBS is committed to learning and the advancement of knowledge and to the development of ethically responsible managers in an international environment. It is the collective responsibility of faculty, students, administration and staff to foster an environment of honour and trust within the CEIBS community. All members of the CEIBS community are expected to strive to serve as exemplars of ethical excellence through respect for oneself and others, honesty in one’s words and actions, and the acceptance of responsibility for one’s conduct at all times. All members of the CEIBS community will uphold and actively support the Code of Ethics.

CEIBS students assume personal responsibility to conduct themselves in a manner appropriate to CEIBS’ mission as a world class institution. Each student is expected to adhere to the highest standard of academic integrity and overall ethical conduct. Students will participate fully and honestly in their academic pursuits, respect the individual and property rights of others, be truthful in all oral and written statements while representing themselves as members of the CEIBS community, and accept responsibility for their conduct. The CEIBS Student Code of Conduct is intended to provide guidance for a lifelong pursuit of wisdom gained through knowledge and experience, and for the development of a truly ethical and professional demeanour. MC reserves the right to withdraw a degree or certificate for behaviour of an alumnus that damages the school’s reputation.”

Education on ethical behaviour and academic conduct is a central element of the introduction of any new member of the CEIBS community. For new faculty, this takes place in the new faculty orientation as
well as in frequent ad hoc discussions on topical issues. Moreover, in each course, faculty normally reassert the importance of the Code of Conduct at the outset of the course. For staff, training in ethical behaviour and code of conduct is a central element of the new staff orientation and emphasizes in particular “to maintain business confidentiality and defend the intellectual property of the school”. CEIBS actively promotes equal access in management education for women. In recent years, female enrolment has been continuously increasing across all our degree programs, in part due to dedicated scholarships. Women also hold the majority of leadership roles in CEIBS administration and the share of female professors is increasing.

**Studying at the Zurich Institute of Business Education**

The studies at Zurich Institute of Business Education are committed to convey an optimistic and farsighted view on business. Intercultural understanding is advanced and the participants are trained to think outside the box. Ethical and sustainability aspects resonate in all study modules.

![2016 Global Executive MBA Zurich Cohort](image)

The primary objective of the CEIBS GEMBA is to help students become world class business managers and leaders, capable of far-sighted, creative, responsible planning and action. The emphasis of the program, therefore, is on challenging their current assumptions, on developing their ability to think and act strategically, and on helping them to understand their responsibilities to family, colleagues and society.

The CEIBS Student Code of Ethics as last amended in October 2016 reads as follows:

“CEIBS students assume personal responsibility to conduct themselves in a manner appropriate to CEIBS’ mission as a world class institute. Each student is expected to adhere to the highest standard of academic integrity and overall ethical conduct. Students will participate fully and honestly in their academic pursuits, respect the individual and property rights of others, be truthful in all oral and written statements while representing themselves as members of the CEIBS community, and accept responsibility for their conduct. The CEIBS Student Code of Conduct is intended to provide guidance for a lifelong pursuit of wisdom gained through knowledge and experience, and for the development of a truly ethical and professional demeanour.”
Faculty as Student Role Models

As role models for the students, CEIBS faculty members are involved in numerous CSR initiatives in the wider community. In particular, CEIBS faculty engage in many forms of community service, including support for student initiatives discussed above and active engagement with the domestic and foreign business community in the greater Shanghai area. Specific examples of GEMBA faculty community engagement include:

- Professor Bala Ramasamy is the leader of Foundations for Leadership and Moral Empowerment (FLAME), a not-for-profit organization dedicated to developing responsible young leaders. CEIBS MBA students participate in FLAME activities in youth training and engagement.
- Professor Lydia Price heads the Thought Leadership taskforce of the Business Council for Sustainability and Responsibility (BCSR), a committee of the American Chamber of Commerce in Shanghai devoted to boosting opportunities for CSR knowledge sharing, networking and capacity building.

![Gemba Class Engrossed in the Class!](image)

Faculty Philanthropic Activities

CEIBS values faculty members’ active participation in philanthropic activities, as this promotes corporate social responsibility as well as social development. In recent years, an increasing number of faculty members have dedicated part of their personal savings and spare time towards social causes. They are perfect examples of good practice to the CEIBS community, illustrating how to make use of personal success by contributing to society beyond just career service. In 2016, the CEIBS Philanthropy Award for Faculty Members has been established to honour faculty who make outstanding philanthropic contributions, and Prof XU Xiaonian became the first recipient.
Principle 3

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

Enabling the Effective Learning Experiences for Responsible Leadership

Across Zurich Institute of Business Education’s suite of events and programmes, the institute exposes the participants to diversity in various respects. Faculty from different cultures and continents, study groups made up of participants of heterogeneous backgrounds, and leadership-tasks with group-work, expand the study experiences and test behavioural patterns.

Groupwork and Excellence Exchange is Key to our Students’ learning

The Global Executive MBA

Programme Design: The GEMBA has been designed in view of The Zurich Institute of Business Education’s mission, namely to ‘educate responsible leaders and bring together the world of global business practices and academic theory’. The GEMBA programme has two cohorts; one based and executed in Shanghai and one in Zurich. Students are recruited from national and international companies from three continents (Europe, Africa and Asia) and form an exceptional group of students. Responsible leadership is the spine that runs through the entire GEMBA programme, as illustrated below:

Each student is responsible for working – as an individual and as a member of groups to achieve the highest possible standard of knowledge and scholarship, while learning to work effectively with a diverse population of colleagues in the spirit of integrity.

Technology: The virtual learning environment, Blackboard, is appreciated by the students and has been an important step towards a paperless, efficient learning environment. The social exchange via the social media platform, Wechat has stimulated much collaborative learning, such as online study
sessions, sharing of best practice and sharing of inspirational teachings and anecdotes. It has also facilitated extra-curricular activities, including social projects.

**Relevant GEMBA Elective Topics and Open Enrolment held at Zurich Institute of Business Education**

Two electives in particular support the PRME principles: “Governance, Integrity and Compliance”, and “Sustainable Business Management”.

In the module ‘Governance, Integrity & Compliance’, students learn how to cope with the 21st century expectation that leaders have to be able to deliver both value for business as well as for other stakeholders and society at large. This challenge includes the fundamentals of good corporate governance and the ability to cope with hard-law compliance requirements like Anti-Bribery and Anti-Corruption and many other areas of coded law. They are challenged by dilemma situations and familiarized with frameworks and approaches enabling them to take a holistic perspective, understand the materiality and relevance of influencing factors, take balanced decisions, and communicate them appropriately.

The elective ‘Sustainable Business Management’ assesses how businesses face some big problems, including: natural resource stress (climate/energy/water/ecosystems); intensified consumer expectations; vulnerable and complex supply chain; and, amplified demands for greater transparency from investors and governments. The course focuses on how businesses are tackling some of these most pressing sustainability challenges. Key take-aways and learnings include familiarity and fluency with strategic tools and tactics (i.e., scenario planning, systems thinking, visioning, sustainable supply chain management). Knowledge and understanding deepens as students consider the impact and effects of major sustainability risks and opportunities across key sectors and supply/value chains (i.e., mining, forestry, food & agriculture, FMCGs, tourism). The course outlines pathways for business to contribute to finding solutions and better understand how companies fuel growth while addressing critical challenges.

**The Work of the Class Committee**

Every GEMBA class democratically forms a class committee, which is made of up several roles, including the Charity Affairs Officer. The Charity Affairs Officer should have a passion for charity affairs and may even have resources in this area. It is their responsibility to coordinate the exploration of local charities and research how their class could support them, financially or otherwise.

For example, the GEMBA 2016 class donated 50% of their class collection (USD 350.) to a local Charity based in Ghana. The charity helps children, who drop out of school due to untreated learning difficulties, to get back to school and also develops teaching material for teachers to improve their teaching skills. When the students learned about this charity, they felt this topic had a strong educational focus and therefore a suitable charity to support. This class is also working with a Chinese NGO which organises reading centres.

During their visit to Pantang Psychiatric hospital in Accra, Ghana, the GEMBA 2017 class, in addition to giving a donation of GHS 10,000. (USD 2,200.) worth of medical equipment, decided to set up a business model that could help improve the state of psychiatric hospitals in Africa as a whole. They saw a lot of problems including abandonment and lack of the right drugs to facilitate recovery. Some of the benefits of their model include:

- Increased funding
- Reduced death rates
- Better relations between countries
- Increased reputation of CEIBS Zurich
Excellence Exchange Programme

In our EEP (Study Tour Programmes), whenever it fits the theme of the module, content around the social impact and responsibility of businesses is built in. For example, for our ‘Innovative Switzerland’ modules, we showcase the principle and effort of EMPA, the Swiss Federal Research Institute, whose research focus tackles the main challenges of sustainable energy, demographic change, climate and environment, scarce resources and renewing infrastructures. On one of the programs, a representative from EMPA will participate on the panel discussion and on the other program, participants will visit NEST, a live interactive platform where researchers and industrial partners cooperate together for more sustainable building and living materials and technologies.

Food- and Agribusiness Forums

Zurich Institute of Business Education works with our partner institution Wageningen University and Research on annual global food- and agribusiness forums in Aisa-Pacific, Europe and Africa. During these forums, recognised changemakers meet to discuss specially prepared real-life agribusiness cases which address how to provide a growing global human population with all the food it needs on limited resources. Examples of topics covered includes:

- **Newsflash Case: Shareholder Value and Sustainability** Observations and discussion with José Lopez, former COO Nestlé
- **Danone: Corporate Branding and CSR**
  Presented by: Ms. Nadine Küster, General Secretary D-A-CH region
- **Fair Trade International: Creating Impact**
  Presented by: Mr. Fabian Waldmeier, Director International Partnerships
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.

The Feedback Loop

The key criterion for faculty evaluation is that each faculty member is expected to be excellent in at least one of research or teaching, and at least good on the other. The CEIBS Centre for Teaching and Learning (CTL) holds annual teaching seminars in which student feedback is discussed and experienced faculty share their experience on topics such as case method teaching, teaching executives, and program teaching.

Research on Ethics Responsibility and Sustainability

CEIBS has three research centres dedicated to Ethics, Responsibility and Sustainability (ERS):

- First, a focus for business responsibility research, is the Euro China Centre for Leadership and Responsibility (ECCLAR) headed by Prof Lydia Price.
- Second, the CEIBS Centre for Healthcare Management and Policy supports research and teaching that enhance socially responsible innovation, entrepreneurship and management, as well as effective regulation in the Chinese healthcare system.
- Third, the CEIBS-World Bank China Centre for Inclusive Finance was launched in February 2014 as a platform through which all stakeholders involved in providing affordable financial services to sections of Chinese society that need it most.

Internal research grants are occasionally dedicated to CSR projects; in 2016 the project of professors Daniel Chng, Peter Moran and Byron LEE on social enterprises received financial support. In 2017, the professors delivered a research seminar lecture titled “Social enterprises as market shapers: Emerging evidence from China”.

This extensive research on CSR themes has led to a number of high profile publications by CEIBS faculty who have been contracted by Zurich Institute of Business Education, including the following papers published in FT50 peer-reviewed journals from 2014 to 2017 (including forthcoming):


Additionally, one of our local faculty, Prof Margaret Flaherty, who teaches the Sustainable Business Management elective mentioned earlier, has had the following paper published:


CEIBS faculty contracted by Zurich Institute of Business Education have also actively developed teaching cases on themes related to responsible leadership and social entrepreneurship:

- Prof. Mathew Tsamenyi and Research Assistant Nana Yaa Antiwi-Gyamfi co-authored a case study “Trashy Bags: Sustainability Crisis of a Sustainable Business”, which was placed third in the CEEMAN Case Writing Competition 2016.

**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.

Our vision is a transformed society where individuals have developed a stronger sense of WE and where people act responsibly to enable a dignified life for all. Zurich Institute of Business Education participates in the myclimate initiative (http://www.myclimate.org) and the Global Campaign for Education (http://www.campaignforeducation.org). Furthermore, we have entered into a co-operation with the Circular Society in 2014 (http://www.circularsociety.com) The Zurich Institute of Business Education is a member of or linked to several local and national business federations such as the Unternehmerforum Zürichsee (www.ufz.ch); the Swiss-American Chamber of Commerce (www.amcham.ch) or the Swiss Chinese Chamber of Commerce (www.sccc.ch).

Our campus is located in Horgen at the lake of Zurich; Horgen is labelled as an “Energiestadt/Energy City”. Environmental protection and energy saving is a compulsory element to all businesses located in Horgen. Hence our campus operates with modern, energy saving technologies and prefers suppliers that hold environmental certificates. To set a good example in environmental sustainability, the school also supports the use of public transport (e.g. by sponsoring half-fare travel-cards for the employees).
Corporate Community

Zurich Institute of Business Education maintains relationships with manifold national and international companies for the Excellence Exchange Programmes (study tours from China) and for our Corporate Training programmes. For each Study Tour, 2-3 exclusive company visits are organized for the participants. These companies operate in sectors such as: Branding; Service Excellence; Industry 4.0; Luxury Goods. In other cases, input speakers are invited to talk to the class about the topic they are studying or participate in panel discussions with higher management. The major aim is to bring highly relevant corporate experiences into the classroom and enrich the learnings of the students.

Community Outreach

Beyond regular classes, Zurich Institute of Business disseminates knowledge and helps to cultivate Zurich’s business markets by means of its regular events. These events bring experts from different industries together with students, alumni, and local community. Topics covered have included:

- Generation Y
- Social Recruiting
- Corporate Diplomacy
- Storytelling
- Interim Management
- Culture Intelligence

As previously mentioned under ‘Principle 2’, individual CEIBS faculty connected to the GEMBA are involved in numerous CSR initiatives in the wider community. In particular, CEIBS faculty engage in many forms of community service, including support for student initiatives and active engagement with the domestic and foreign business community in the greater Shanghai area.

Under ‘Principle 3’ the students’ involvement in community projects which are led by the Class Committee Charity Officer is also outlined.

In 2016, CEIBS participated in the Business School Impact System (BSIS) a survey developed and administered by EFMD to assess the school’s impact on the immediate environment in which CEIBS
operates. CEIBS’ education, research, and CSR activities have directly and indirectly supported many of local Shanghai municipality’s strategic initiatives, including bidding for an international financial centre, and establishing a hub of hi-tech innovation. CEIBS aims to continuously improve communication with strategic stakeholders about the school’s socio-economic impact through BSIS assessment process and feedback report.

BSIS experts in their 2016 report summarized the impact of CEIBS on society:

- “CEIBS is very well integrated into the local eco-system of the Jinqiao zone. For instance, CEIBS is the centre of the Jinqiao ecosystem. “CEIBS breathes an International Impact on Jinqiao area”. Several research projects in the Jinqiao zone have a strong impact on management practice.
- CEIBS is also a key player of the educational and business ecosystem in the Shanghai region.
- CEIBS has developed good relationships with the main private and public sector actors, both Chinese and international.
- CEIBS has developed a considerable impact on the training of faculty members in Chinese universities through the creation of the MBA case platform involving 40 universities. This activity, which is supported by the local authorities, demonstrates that CEIBS is a source of knowledge sharing in management teaching competencies.
- CEIBS also has an impact on the international mind-set of the people in the impact zone through the development of its other international campuses. This impact is both cultural and managerial.
- The involvement of CEIBS in the development of the “FOUR CENTERS” in Shanghai is a significant contribution.
- The intimate relationships developed with alumni and students (who are very proud of CIEBS) are an important asset for CEIBS but also for the region in terms of impact.

Finally, we can highlight the fact that CEIBS has a clear understanding of its responsibility towards the regional ecosystem in which it seeks to play an active role.”

### Principle 6

**Dialogue:** 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.

Zurich Institute of Business Education and CEIBS faculty actively participate in public debates on sustainability and ethics related business topics. In particular, management executives and faculty are supported in giving interviews, participating in panel discussions and publish columns. Recent examples of columns focusing on responsible leadership are:


### CEIBS Corporate Citizenship Round Table

Corporate Citizenship has become a prerequisite for any ambitious company determined to succeed in a rapidly changing global marketplace. It has risen because of changing expectations on business from society at large, even though the exact nature of those expectations differs from country to country. Corporate Citizenship can actually benefit the company by reducing its costs and its risk, and building relationships of trust with employees, customers and with the government. This is why the Zurich
Institute of Business Education launched the CEIBS Corporate Citizenship Round Table (Swiss Edition) in 2018. The aim of the new CEIBS Corporate Citizenship Round Table is to identify and discuss different social responsibilities within the companies, their impact and the role of leadership. The strapline for the course is “Corporate Citizenship is not about how to spend money. It is about how to make money in a responsible way!” This responsibility is in the hands of the leaders of today and the future leaders.

Potential Members of this programme include senior responsible leaders in this field, CEOs as ambassadors, researchers, large and medium sized companies, governmental bodies and universities, public agencies such as UN, companies whose headquarter is in Switzerland, and companies with representative office in Switzerland. The plan is for the participating members to have follow-up meetings 3-4 times a year.