



Sharing Information on Progress 2026

Leuphana School of Management
& Technology

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	11
5. Values	14
6. Teach	20
7. Research	24
8. Partner	39
9. Practice	48
10. Share	51

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Leuphana School of Management & Technology, including key details and basic institutional data.

Mission

We leverage the combined potential of business administration, business information systems, engineering and psychology.

We conduct high quality and impactful research to address major challenges in business and society.

We advance knowledge and competencies for responsible, future-oriented action.

We offer inspiring learning environments preparing for the future of work.

Our values are:

RISE – responsible, interdisciplinary, solution-oriented, entrepreneurial

Responsible

In all our areas of activity, we emphasize a responsible approach in social, economic, environmental and personal dimensions and resources. We enable our students to think and act in a sustainable way and to understand the impact of their own actions and decisions. We conduct research in a responsible way which includes assessment of its potential impact. Our understanding of responsible management is improved through exchange with other universities in the PRME initiative.

Interdisciplinary

The challenges of our time require interdisciplinary approaches and corresponding competencies. By combining the strengths of multiple disciplines, we are able to contribute innovative findings to research and solutions to practice. We value the additional perspectives and personal skills that develop through interdisciplinary work as they are necessary in many work contexts. Our degree programs include interdisciplinary courses to prepare our students for professional life and for future challenges.

Solution-oriented

We value a mindset that allows our faculty, students and staff to develop solutions to transform business and society. Our students learn to methodically explore a situation, and to develop, evaluate and apply solutions. We leverage our academic knowledge to support individuals and organizations in developing new solutions to major challenges.

Entrepreneurial

We value the ability to identify, seize and create opportunities that challenge existing and often unquestioned structures and thus create economic, ecological or social added value. Entrepreneurial skills include the development and realization of new business models, ideas, innovations and solutions. We encourage faculty and students to take initiative, to be courageous and to transform the world through entrepreneurial action.

Institutional History

Responsible Management Education at Leuphana

The School of Management & Technology at Leuphana University of Lüneburg is home to around 1,700 bachelor's and master's students and doctoral candidates, supported by professors and research associates across the disciplines of Accounting & Finance, Information Systems, Business Psychology, Engineering, Management, and Marketing.

Our core aspiration is to drive innovation in management and technology to foster responsible and sustainable transformations. In our research, we pioneer understandings of and solutions to the core challenges of our time, such as digitalization and sustainable production. In our teaching, we challenge conventional wisdom and inspire entrepreneurial thinking and responsible action. We contribute substantially to the sustainable development of the region of Lower Saxony, in Germany, in Europe and beyond. We value the interrelationships between disciplines, which is reflected in our interdisciplinary degree programs and collaboration in research.

In all our areas of activity, we emphasize a responsible approach in social, economic, environmental and personal dimensions and resources. We enable our students to think and act in a sustainable way and to understand the impact of their own actions and decisions. We conduct research in a responsible manner, including careful assessment of its potential impact on society. The exchange with other universities in the PRME initiative allows us to continuously deepen our understanding of responsible management and how we can contribute to it.

In **July 2019**, the University formally signed the Principles for Responsible Management Education (PRME), aligning its mission with global efforts to integrate sustainability and responsibility into management education. This moment marked another important step in institutionalizing responsible management education at Leuphana and the School of Management and Technology in particular.

Between **2021 and 2023**, Leuphana deepened its commitment by publishing its first two PRME progress reports. The first report in 2021 introduced Leuphana, and its commitment to responsible education and sustainable development to the PRME community. The second report in 2023 highlighted the School of Management and Technology, which facilitates Leuphana's PRME commitment and reports our progress. This second report reviewed Leuphana's progress in the previous years and reflected on its PRME commitment. Further, the internal reporting structures for the PRME reporting were more formally established and continue to be advanced.

As of **2025**, Leuphana's School of Management and Technology achieved **AACSB accreditation**, further strengthening its international profile and underscoring its dedication to quality, responsibility, and impact in management education.

In **2026**, Leuphana hosts the **13th Responsible Management Education Research Conference**, a recognition of its growing role as a hub for research, innovation, and dialogue in sustainable and responsible management education.

Moreover, the School of Management & Technology will become the only business school at a public university in Germany to join **Sulitest's "Change Leaders" program**, which commits participating universities to advancing sustainability knowledge in society. Members administer TASK (The Assessment of Sustainability Knowledge), a standardized test aligned with the European Sustainability Competence Framework (GreenComp) and the UNESCO ESD Framework, making it possible to track how sustainability knowledge develops over time. For students, TASK is a way to assess, expand, and certify their sustainability literacy and their grasp of key concepts in the global discourse.

Graduates & Enrollment

2025 Statistics	Number
Graduates	359
Faculty & Staff at the University	1191
Faculty & Staff at the Institution	177
Student Enrollment at the University	9504
Student Enrollment at the Institution	1794
Undergraduate Attendance	1155
Masters-Level Postgraduate Attendance	444
Doctoral Student Attendance	166

Degrees Offered

Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Engineering (B.Eng.)

Masters Programs

-  Master of Science (M.Sc. or M.S.)

Doctoral Programs

-  Doctor of Philosophy (D.Phil.)
-  Doctor rerum naturalium (Dr. rer. nat.)
-  Doctor rerum politicarum (Dr. rer. pol.)
-  Doctor of Engineering (Dr.-Ing.)



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



Leuphana University Lüneburg · Presidential Board · 21335 Lüneburg

PRME
Principles for Responsible Management Education
Secretariat

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March 17th, 2026

Renewal of our commitment to PRME

Dear members of the PRME Secretariat,

As a public institution, Leuphana aims to serve as a beacon for shaping a sustainable society and to further strengthen its sustainability profile in research, teaching, community engagement, and campus management. We believe that responsibility and freedom are essential foundations for higher education to create a lasting impact on society – the same holds true for research and science.

As a university dedicated to educating current and future managers, we affirm our commitment to advancing the implementation of the Principles for Responsible Management Education within our institution. We take pride in sharing our progress and are eager to exchange knowledge and practices related to these principles with other academic institutions.

Leuphana strives to make academic contributions that address the major transformations of our time. Our academic community is committed to continuous renewal through excellence in research and teaching. Educational and teaching innovations are closely aligned with our mission of sustainable development, freedom, and responsibility – values that stand at the heart of the society of tomorrow. As President of Leuphana, I am pleased to reaffirm our dedication to consistently implementing the Principles for Responsible Management Education.

Yours faithfully,


Sascha Spoun
President Leuphana University Lüneburg

Definition of Purpose

We are a leading academic institution in combining management and technology to drive innovation and to shape transformations in business and society. It is part of our mission to advance knowledge and competencies for responsible, future-oriented action and offer inspiring learning environments preparing for the future of work.

Institutional Engagement

76% - 100%

of faculty at Leuphana School of Management & Technology actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Contact Information and Acknowledgements

PRME Representative

Prof. Dr. Hannah Trittin-Ulbrich

*Professorship for Business Administration,
in Particular Business in Society*

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Dean of the School of Management and Technology

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Coordination of the PRME Report

Dr. Anna Stöber & Lillian Lommel

We would like to thank all parties who contributed to completing the report, including Dr. Simon Burandt, Dr. Lotte Lutz, Dr. Elena Refec as well as all students and colleagues who generously shared their experiences with us.

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Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

RISE (Responsible, Innovative, Solution-oriented, Entrepreneurial) represents our core values. In line with the definition of the Values Principle and with RISE, we emphasize a responsible approach in social, economic, environmental, and personal dimensions and resources.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Sulitest, the institution is 'Change leader'
- ❖ PRME is addressed in faculty appointment processes
- ❖ Student contributor
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Voices

The following narratives demonstrate how Leuphana School of Management & Technology has influenced students' academic journey and personal growth.

Max Schwendemann - Bachelor Alumnus

"Anyone who wants to combine management with responsibility is in exactly the right place at Leuphana. In my view, the University of Lüneburg does an excellent job not only of providing practice-oriented knowledge, but above all of creating inter- and transdisciplinary connections. It promotes this structurally, for example through its major-minor-complementary structure, the Leuphana semester, and numerous project-based assignments. These collaboration skills and the consideration of diverse perspectives will, in my opinion, play a key role in agile management in the future. The fact that sustainability is embedded as a cross-cutting theme at the university is also essential in this context.

In addition, there are numerous initiatives in which students can get involved and thereby further develop their skills. For example, I was active for almost three years as a spokesperson for the Cradle to Cradle group, through which I learned a lot about team leadership, project organization, and collaboration within ecosystems. With the Transformation::Spaces – or TRAFOS for short – a wonderful place has also been created that hosts impact-driven seminars as well as project work and co-working

opportunities. I myself worked there as a student assistant for a long time. Spaces like these, which function as "living rooms," are essential – where people come together in a cozy atmosphere or run into each other by chance – keyword: serendipity.

What I would wish for the university is that this concept is further expanded and that students are given even more opportunities to participate. My vision: a co-creative innovation hub right on campus. In my view, even more startups could emerge from the university – startups that use business as a lever for positive change and want to put management knowledge into practice. The expertise is already there, as is the network – for example through inspiring professors like Prof. Steffen Farny, Prof. Dr. Berta Martín-López, or Prof. Michael Braungart and their teams, as well as institutions like the CSM or StartUp Port, through which I was able to participate in the HOLII incubator. There are also many innovative research projects, such as the Transformation Communities (TriCo) or the Transformation Lab, which reflect the strong will to create change among the people at this university."

Oguzhan Demir - Master Student

"During my studies at Leuphana, two courses in particular shaped the way I think about responsibility, sustainability, and the role of management in society. In Cultivating Entrepreneurial Mindsets: From Personal Transformation to Collective Impact with Dr. Theres Konrad, I learned that entrepreneurship is not only about business ideas or market strategies. Instead, it is a mindset – a way of approaching problems with creativity, initiative, and resilience. What inspired me most was the realization that changemakers are not lone heroes; they collaborate, build trust, and empower others. This helped me see entrepreneurship as a tool to foster social impact, sustainability, and innovation, while also reshaping how I think about my role as a student and future professional.

In Responsible Research and Innovation with Prof. Dr. Ursula Weisenfeld, the Fast Fashion Workshop broadened my perspective on business and society. At first, I assumed industry resistance was the main barrier to sustainability. However, by working with stakeholder personas and engaging in roundtable discussions, I realized that fast fashion is a complex socio-technical system shaped by regulation, consumer behavior, and cultural trends. This experience showed me that no single group can solve systemic challenges alone. Real progress requires collaboration, compromise, and balancing economic competitiveness with sustainability goals. Together, these experiences have profoundly influenced my academic journey, teaching me that responsible management education is about developing the mindset, skills, and collective commitment needed to drive sustainable change in society."

Felix Müller - Master Student and Research Assistant in the TriCo Project

"I am currently a Master's Student at Leuphana University Lüneburg. What drew me here was especially the focus on societal and economic transformation, which allowed me to build on and complement my previous degree in Industrial Engineering with a new perspective.

Although I have only been here in Lüneburg for a few months, I have already noticed how constructively the supposed tensions between economy, society and sustainability are being addressed. While delving deeply into topics related to sustainability science can at times be frustrating, which is hardly surprising given the complexity and scale of current and future challenges, the programme has already given me a great deal of optimism: the focus is not only on conflicts and challenges, but also explicitly on potential solutions and opportunities; in many cases, this involves direct dialogue with people who are putting these approaches into practice.

In addition, Leuphana offers the Leuphana Sustainable Entrepreneurship Certificate (L-SEC) to all Master's students, providing them with a deeper understanding of sustainable and responsible entrepreneurship and business practices.

A particularly formative aspect of Leuphana is its genuinely lived inter- and transdisciplinarity. Rather than remaining an abstract principle, it manifests concretely in research practice: students are actively encouraged to pursue transdisciplinary approaches and to engage with a broad range of methods. This orientation is reflected in the numerous projects and initiatives addressing sustainable transformation at the university. I myself am involved as a student research assistant in the TrICo project ("Transformation through Innovation and Cooperation in Communities"), which builds partnerships with a diverse range of societal actors and develops solution-oriented approaches in collaboration with them. What strikes me most here is seeing how many different people and organisations are working on solutions in parallel, each from their own angle, but towards a shared goal. Not only in this project, but across the entire university."

Lisa Tran - Bachelor Alumna

"When I started studying at Leuphana, sustainability was already important to me, but the interdisciplinary environment shaped me long-term. At Leuphana, sustainability is more than just a curriculum, it's embedded in daily interactions, discussions, and initiatives between classes, where students inspire and challenge each other to act responsibly. This special environment encourages students to integrate social and environmental responsibility into their daily lives. I aim to work in finance, contributing to a sector where sustainability and social impact are still not ingrained and striving to change that from within."

Leonie Weng - Bachelor Alumna

"Studying at Leuphana has shaped the way I think about the role of business in society by making questions of sustainability and responsibility a recurring part of my studies. For example in the seminar 'Corporate Digital Responsibility', I realized that responsibility in digital transformation is not only a matter of strategy and governance, but is also embedded in technical decisions and their social and

ethical consequences. Since then, I have become more conscious of the responsibility I carry when using and shaping digital technologies, both in my own choices and in the decisions I hope to make in my future career."

Values Voices

Prof. Dr. Benjamin Klusemann - Professor of Materials Mechanics and member of the Leuphana Innovation Community Sustainable Production

"It is our responsibility to work on sustainable and resilient solutions for production systems and materials used to preserve our world and society in which we want to live. Material circularity is one aspect where we are looking at how recycled materials can open up new sources of raw materials and thus significantly reduce costs and dependencies on supply chains and raw materials itself. In particular, if we recover materials, such as metals, from existing components, we create a new, significantly more energy-efficient source of raw materials.

This is a clear competitive advantage – especially with rising CO₂ prices. However, the biggest challenge is to design the processes in such a way that it can cope with the changed properties of recycled materials while still meeting the requirements for new components. Alloys and impurities change the material properties, in this regard, we target questions such: How tolerant can we make our manufacturing process or our entire value chain in order to deal with these variations?

We need to rethink our approach: not every recycled material has to be used in the same application again, which means that when recycling or upcycling a material, we always have to keep in mind what we want to use it for later. Additionally, these research goals need to be achieved with environmentally friendly manufacturing processes. In our research, we want to better understand, simulate and optimize existing processes and to provide new technological solutions for the future."

Leonie Eising and Prof. Dr. Ursula Weisenfeld - LOST-Coordination and Workshop on „Organizing for Social Transformation“

"Discussions at the [Leuphana Center for Organization & Social Transformation](#) (LOST) reflect a strong commitment to organizational responsibility and accountability towards society and the planet. We place responsible, innovative, and solution-oriented organizing at the center of our research and teaching. LOST works as a community of practice, with a view of responsibility as a relational and collective endeavor, which is particularly relevant in times of social and ecological crises.

The recent LOST workshop on "Organizing for Social Transformation" embodies these values by aiming to connect academic research activities to societal impact. The workshop was structured around four interconnected thematic areas. First, we invited participants to critically reflect on future-making processes, desired futures, and the role of organizations in translating visions into concrete action.

Second, we discussed insights on future-making in the context of polarization, thereby addressing a pressing societal challenge. Third, we explored concrete methods and concepts and analytical tools for organizing for social transformation in responsible ways. Finally, we connected theory and practice, foregrounding reflexivity and action, asking how scholars can meaningfully contribute to sustainability transitions through research, teaching, and engagement with invited practitioners.

Through workshop format like this, LOST actively creates spaces for responsible knowledge production and discussion, collaborative learning, and action-oriented research, thus aligning academic excellence with societal relevance for more sustainable futures."

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Statement by Prof. Dr. Oliver Genschow - Representative for Equal Opportunities at the School of Management and Technology

"The School of Management and Technology is dedicated to fostering an inclusive academic environment where diversity, equity, and participation are actively embedded in everyday practice. This commitment guides the design of teaching, learning, research, and administrative processes with the aim to ensure equal opportunities and consistent implementation of diversity and gender equality standards.

In recent years, the school has initiated numerous processes and developed best-practice formats to strengthen these principles. Building on this progress, the current focus relies on consolidating and expanding existing measures while introducing additional initiatives that further reinforce a culture of inclusion across the institution.

A key priority is raising awareness. Through targeted activities (e.g., gender and diversity talk series), the school promotes sensitivity toward gender perspectives, cultural differences, and diverse global viewpoints. This shared understanding shall foster respectful collaboration.

Structurally, the school continues to refine transparent, well-defined procedures and governance processes. For instance, the school is working on better recruitment procedures and a gender and diversity fund that encourages the implementation of gender and diversity measures.

In teaching and early-career support, gender and diversity perspectives are part of ongoing discipline-specific discussions. A specific focus of the school are activities to promote STEM-related fields to emerging female talents."



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

Emphasizing responsibility, we enable our students to think and act in a sustainable way and to understand the impact of their own actions and decisions. Students learn to methodically explore a situation, and to develop, evaluate and apply solutions. We unite disciplinary insights from interdisciplinary study programs, fostering out-of-the-box thinking.

Educator Recognition

At Leuphana School of Management & Technology, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Professional development opportunities
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at Leuphana School of Management & Technology support sustainability and responsible management in their classrooms.

Teaching Voice - Dr. Theres Konrad

"My courses are informed by (1) cognitive apprenticeship, (2) experiential learning theory, (3) portfolio assessment, and the (4) flipped classroom approach.

To start with the latter (4), students intensively prepare upfront the blocked seminar sessions for an interactive time together in the seminar room. Having gone through the same learning activities upfront, including TEDtalks as well as academic literature, I make sure we depart from some common understandings. Still, my courses allow for making the learning journey a personally meaningful one. For instance, students are invited to identify role models and best practices, to get inspired and create a mental model of where their own journey could lead to (1). With the block seminars and retreats, students are exposed to diverse creative activities, i.e. experiences, which will be reflected upon thereafter, while also shared in the evolving, trustful learning community. This allows not only to derive meaning from activities oneself but to get inspired by different perspectives on the same experience (2). Right from the start, students are asked to set their own learning objectives, and to take ownership of their learning process, as no teacher I know of could take 20+ students by the hand. What is needed outside the seminar, in society, is trained in the seminar: taking ownership for what one cares about,

starting with their own learning objectives and project goals. A learning process portfolio prepares as well as supports students learning processes (3). My courses not only shed light on theory on the deep leverage point of “mindset”; mindset is the practical (de-)construction site of my courses.”

Teaching Voice - Svenja Rehwinkel

“My teaching contributes to the school’s teaching approach by translating the emphasis on responsibility, interdisciplinary thinking, and societal impact into concrete learning experiences.

For example, in my Master’s seminar “Developing Entrepreneurial Solutions in the Context of HEYHO”, students engage with social enterprises as real-world laboratories for responsible management. The course brings together insights from management studies, sustainability science, and entrepreneurship, reflecting the faculty’s commitment to interdisciplinary learning. Using cases ranging from the local social enterprise HEYHO in Lüneburg to international organizations such as Greyston Bakery and Homeboy Industries, students analyze how organizations navigate tensions between social purpose and economic performance.

Academic rigor and experiential learning go hand in hand. That is why I design my courses in a way that engages students with influential research from leading journals on social enterprises, hybridity, and paradox theory, and transform these insights into innovative training formats that can be applied in other organizational contexts. Through challenge-based learning, interactive coaching methods, and close collaboration with practitioners, students learn to analyze complex situations, reflect critically on their own assumptions, and develop solutions that are both responsible and viable.

What matters most to me is the mindset students develop. My teaching aims to foster confidence, empathy, and courage – all needed to question dominant narratives, to embrace responsibility, and to believe that meaningful change is possible. In this way, my courses contribute to the School of Management & Technology’s goal of enabling students not only to understand the impact of their decisions, but to actively shape more sustainable and humane forms of doing business.”

Barriers to Innovative Curriculum

In 2025, Leuphana School of Management & Technology identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Compliance and legal concerns
- ❖ History and institutional tradition
- ❖ Time constraints

- ❖ Standardized testing expectations

Barriers to Innovative Pedagogy

In 2025, Leuphana School of Management & Technology identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Compliance concerns
- ❖ Measurement difficulties
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ AI-related challenges
- ❖ Change resistance



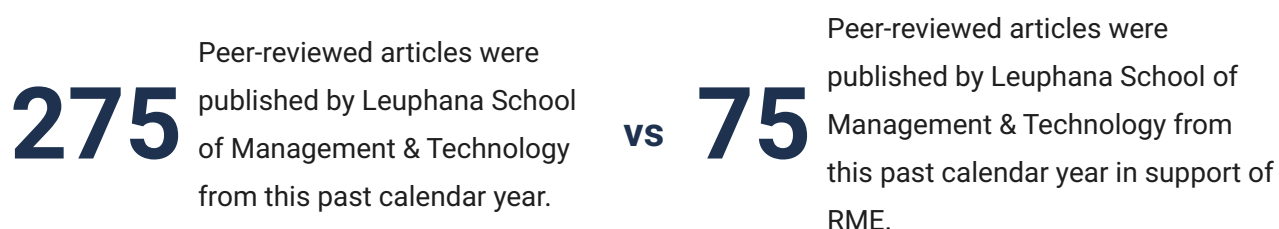
Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

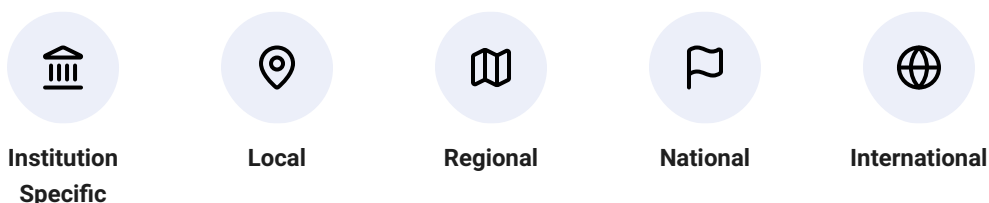
At Leuphana's School of Management & Technology, we explore and promote ways to operate and use management and technology in more sustainable and responsible ways. For example, we explore psychological and organizational factors for sustainable behavior and decision-making, social entrepreneurship as a driver for change, ethical concerns related to digital technologies, and more sustainable use of materials.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Leuphana School of Management & Technology was awarded funding for research that is:



Socializing Research

In 2025, Leuphana School of Management & Technology contributed research findings to:

- ❖ Open-access platforms
- ❖ National media
- ❖ Local media
- ❖ International media
- ❖ Industry and business networks
- ❖ Government and policy makers
- ❖ Community organizations
- ❖ Public events and lectures
- ❖ Research collaborations

- ❖ Social media and digital outreach

Research Projects

In 2025, Leuphana School of Management & Technology reported 5 research projects that implemented responsible or sustainable activities.

Social-Innovative Transformation through Inclusive Workplaces (SinTrA)

Period Covering: January, 2023 - December, 2026

Department: School of Management & Technology

Leuphana University advances responsible research on social innovation and inclusion through the "Social-Innovative Transformation through Inclusive Workplaces" (SinTrA) project, led by [Professor Steffen Farny](#) (Social & Sustainable Entrepreneurship) and Professor Monika Imschloss. Funded by the European Social Fund (ESF) and the state of Lower Saxony (2023-2026), the project investigates how organizations can better integrate individuals with employment barriers, such as histories of incarceration, addiction, or mental health challenges.

The establishment of inclusive work environments is a central aspect of a fairer and more sustainable society. At a time when social justice and equal opportunities are becoming increasingly important, the integration of people with placement barriers into the labour market is not only an ethical obligation, but also an opportunity for companies to help shape the change towards a fairer society. In the project "Social-innovative transformation through inclusive work environments" (SinTrA), Leuphana University Lüneburg and HEYHO GmbH are working closely together to explore a social-innovative model for integrating people with multiple placement barriers (such as prison histories, addiction or mental illness) in order to offer them sustainable employment opportunities. By combining scientific expertise and practical know-how, we aim to support companies in their transition to a more equitable world of work.

In the SinTrA project, we therefore analyse both the barriers that companies face in hiring people with multiple placement barriers and the concerns that clients have in doing so. In close cooperation with HEYHO, a pioneer in the social-innovative work change movement, we develop, test and evaluate measures and interventions to effectively promote this entrepreneurial change. In doing so, we jointly answer questions such as: Which methods and tools are best suited for social-innovative change? How can we increase the readiness of entrepreneurs and better communicate this change to customers?

The project is divided into the following three phases:

Phase 1: Method development

In this phase we collect tried and tested methods that are already being used at HEYHO and other organisations in Germany and abroad to integrate people with placement barriers into the world of work. These methods are evaluated for their effectiveness according to scientific standards and success factors as well as barriers to successful reintegration are derived from the company's perspective. We investigate how companies can change their assumptions, processes, structures and practices to adapt and establish a model for successful inclusion of people outside the previous workforce spectrum. We also develop effective communication strategies to communicate this approach most effectively to clients.

Phase 2: Practical implementation and evaluation

In close cooperation with selected project partners from different sectors, the developed approaches are tested, examined and evaluated in practice.

- **Testing:** Together with HEYHO, we test various entrepreneurial assumptions, processes, structures and practices for improving the integration of people with multiple placement barriers in innovative workshop formats with interested companies.
- **Investigation:** Based on qualitative and quantitative methods, we explore the effects of inclusive work models in participating companies and with people with multiple placement barriers.
- **Evaluation:** Using quantitative methods, we evaluate the changed consumer behaviour and the success of the integration of people with multiple placement barriers. We also focus on identifying psychologically effective interventions in companies that enable companies to implement their own socially inclusive models of working environments.

Through close professional and scientific support, we will gain valuable insights to further improve the results in iterative development stages during the project period.

Phase 3: Publication and use

The developed results will be made available to a broad public free of charge in the form of a practical toolbox and an online platform. We also aim to offer workshops for companies and other interested parties and to establish a permanent advisory concept. In doing so, we work in close cooperation with Appinio, the Social Entrepreneurship Netzwerk Deutschland (S.E.N.D. e.V.), the Social Change Hub, InMind Magazine and NN Publishing GmbH.

Source



MEHRCE Innovationcommunity

Period Covering: February, 2025 - December, 2025

Department: Management

Funded by the Federal Ministry of Research, Technology and Space until 2028, the MEHRCEinnovation community is all about making reusable systems the new normal. Some challenges are just too big to tackle alone, so we bring together over 200 members from business, science, and everyday society to team up on practical solutions. We share ideas, spark new projects, and support the entire reusable value chain – from the people running the systems to researchers and service providers. With a €4 million budget fueling three big innovation phases, we are shaking things up for a more sustainable future. Keeping us all on track is a coordination team made up of the Wuppertal Institute, Mehrwegverband Deutschland e.V., Leuphana University Lüneburg, and Kühne Logistics University.



ScaleF: Promoting Female Entrepreneurship

Period Covering: January, 2025 - December, 2025

Department: Entrepreneurship

Female founders remain underrepresented in Germany's entrepreneurial landscape, presenting two key challenges. First, despite being highly educated, women in Germany possess vast, yet underutilized potential for launching successful ventures. Second, many women continue to face the gender pay gap and gender pension gap, leaving them more vulnerable to financial insecurity, including old-age poverty. Supporting female entrepreneurship not only fosters innovation within Germany's startup ecosystem but also enhances women's long-term economic stability.

[ScaleF](#) is a third-party funded ([EXIST-Women](#)) female entrepreneurship program at Leuphana University's School of Management & Technology that supports female entrepreneurs in advancing technology-oriented business ideas through workshops, coaching, and mentoring. The project is codirected by Prof. Dr. Stefanie Habersang (Assistant Professor in Digital Transformation) and Carsten Wille in cooperation with Leuphana University's Start-Up Service.

By empowering female founders to create innovative ventures, ScaleF increases women's representation within the entrepreneurial ecosystem and aligns with the United Nations Sustainable Development Goals, particularly SDG 5 on gender equality. Each year, the program guides 10 female entrepreneurs over the course of a year as they refined their business models, secured funding, and expanded their networks, while developing an entrepreneurial mindset and enhancing communication and negotiation skills. As a result, 30% founded their own businesses, and another 30% applied for funding to further their ventures. Overall, ScaleF aims to foster technology-driven female entrepreneurship in the greater area of Lüneburg.

Source

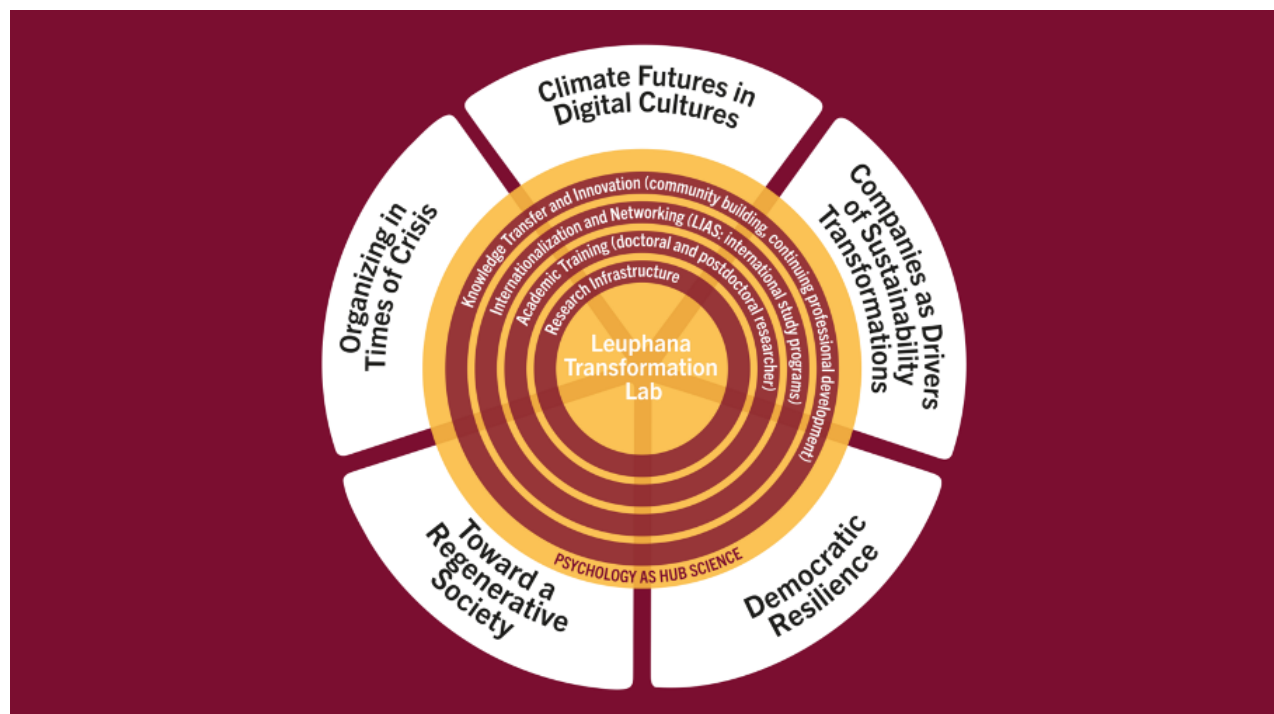


Embracing Transformation

Period Covering: September, 2025 - September, 2030

Department: School of Management and Technology

Climate change, digitalization, socio-political upheavals, globalization, new working and organizational models – the present is characterized by profound changes. The **future viability of societies** depends crucially on their capacity to manage transformations. In the structural program “**Embracing Transformation**”, Leuphana researchers investigate what transformation is and how it can be successfully shaped. To this end, they undertake research, education and transfer activities in **five interdisciplinary key subject areas** and moreover establish a psychology of transformation. The **Leuphana Transformation Lab** integrates the findings of researchers, doctoral candidates and practice partners into comprehensive transformation knowledge for today’s society.



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Five key subject areas for the **further development of transformation research** have emerged within the interdisciplinary research topics of digital cultures, democracy, entrepreneurship, sustainability, and organization. In these areas, researchers examine key questions about change in today's societies to develop **new knowledge for future-oriented solutions**. From a psychological perspective, **options for action and behavioral changes** are examined as a cross-cutting theme of digital, socio-political, entrepreneurial-technical, and sustainable transformations. The School of Management and Technology is involved in three of the five key subject areas as well as the psychology of transformation:

Companies as drivers of sustainability transformations: Creating positive sustainability impact in markets and for society

The key role of companies and entrepreneurship in **sustainability transformations of markets and society** is widely acknowledged. While companies cause ecological and social problems, they can also drive and shape sustainability transformations beyond their organizational boundaries. Leuphana researchers investigate **what positive impact contributions organizations can make to transform markets and society** most effectively towards sustainability. They integrate research perspectives on how companies can successfully contribute to sustainable consumption and lifestyles, business relationships, societal developments, and changes in the natural environment.

Speakers: Prof. Dr. Stefan Schaltegger, Prof. Dr. Hannah Trittin-Ulbrich, Prof. Dr. Jacob Hörisch and Prof. Dr. Michael Gielnik

Postdoc: Dr. Sara Dahlman

Doctoral researcher: Laura Hetzler

Organizing in Times of Crisis

Established approaches to **understanding and managing crises** build on the idea that crises are temporary, seemingly enabling a return to a state of order. Yet, environmental catastrophes, health crisis, wars, and other disasters severely disrupt routines and infrastructures in both public and private spheres. Leuphana researchers develop transformation knowledge for understanding the nature of [organizing in times of crisis](#) as a multilevel, systemic phenomenon instead of a temporary condition. They foster research on **organizational processes and practices as well as their impact on social change** and, furthermore, propose new models of crisis management.

Speakers: Prof. Dr. Elke Schüßler and Prof. Dr. Matthias Wenzel

Postdoc: Dr. Iris Seidemann

Doctoral researcher: Hanna Pauline Börries

Toward a Regenerative Society

Economic, social, and ecological processes are increasingly unsustainable, causing trends of degeneration in a wide range of socio-ecological systems. In this light, **notions of regeneration** have entered discourses in diverse disciplines. Leuphana researchers work to deepen and strengthen the conceptual and theoretical foundation of regeneration, and to explore its potential to bring about real-world change [toward a regenerative society](#). In this way, they generate transformation knowledge about **how regenerative dynamics can be enabled, supported and maintained in specific systems and contexts as well as in social practices**.

Speakers: Prof. Dr. Jörn Fischer and Prof. Dr. Steffen Farny

Postdoc: Dr. Rowan Alden Hull

Doctoral researcher: Maria Wolters

Psychology of Transformation

Leuphana's transformation research is permeated by the question of whether a **transformation towards greater sustainability** is possible at the **individual level**. In the Transformation Lab, the existing cross-faculty focus of psychological research is being further developed into a **psychology of transformation**. To this end, the psychological foundations of sustainable behavior will be investigated through interdisciplinary and transdisciplinary collaboration. This enables an integrated analysis of **factors influencing behavioral change** as a cross-cutting issue in digital, socio-political, entrepreneurial-technical and sustainable transformations.

Contact: Prof. Dr. Oliver Genschow

Postdoc: Dr. Ronja Gerdes

Doctoral researcher: Mayleen Luisa Schack

The Embracing Transformation program is funded by the [Strategic Development of Potential initiative](#) of the **Lower Saxony Ministry of Science and Culture (MWK)** and the **Volkswagen Foundation**.

Source



Shaping rural innovation ecosystems sustainably - LIONA

Period Covering: June, 2023 - May, 2025

Department: School of Management & Technology

Innovation is a much-discussed term and is often seen as a solution to social challenges. However, many innovation approaches focus on innovation hubs, impact labs or start-up centres in urban contexts - but what do we actually know about innovation in rural areas? How does innovation work in rural areas and how can it be consciously supported in order to contribute to sustainable development?



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Research project

The BMBF-funded research project LIONA is a sub-project of the [“Wir!” alliance “Landvorteil”](#) and investigates the functioning of rural innovation ecosystems and the possibility of shaping them in the interests of sustainable development. Leuphana University Lüneburg, with the Institute for Management and Organisation, and the Think & Do Tank [neuland21 e.V.](#), in the [Labour and Economy](#) programme area, are working closely together on the scientific basis to provide targeted support for innovation-based structural change in structurally weak rural regions, helping them to meet social challenges.

We are also interested in expanding the concept of innovation. Characterised by the context of urban areas and a technological perspective, innovation is often measured in terms of patents, start-ups and research and development expenditure by companies. Especially in the context of structural change in rural areas, however, it is more about social innovations that have a social impact. However, these are often insufficiently recognised in typical innovation indicators. As a result, the potential for innovation in rural areas is overlooked and social innovations in particular do not receive the support they need.

Research concept

The aim of our project is therefore to develop a new way of looking at and measuring rural innovation ecosystems, their innovation performance and approaches to sustainable design. One framework for this is the concept of “Responsible Innovation”, which focusses on the question of how innovation can be shaped responsibly. In our context, this means that the sustainable design of innovation processes can only succeed if the distinct features of rural areas are taken into account. Based on this, action-oriented guidelines for innovation promotion and innovation management will be derived for the Landvorteil-region (Ludwigslust-Parchim and Herzogtum Lauenburg districts) and beyond.

To summarise, we are focusing on three central objectives:

- - Improving the understanding of the (further) development of innovation ecosystems in rural areas
 - Developing, testing and piloting of a framework and associated indicators for the further development of the innovation ecosystem
 - Deriving impulses for the further development and conscious design of innovation management to promote innovation ecosystems in the Landvorteil-region and in rural areas

Contact (at Leuphana):

Prof. Dr. Matthias Wenzel

[Source](#)



Research Awards

In 2025, Leuphana School of Management & Technology was awarded 7 research awards for responsibility- and/or sustainability-related research.

EAWOP impact incubator research dissemination award

Granter: European Association of Work and Organizational Psychology

Grantee: Yara Bouckaert, Louisa Vofrei, Nina Jonczyk, Annika Mertens, Meikel Soliman, Laura Venz and David Loschelder

Award Description:

The EAWOPii research dissemination award supports the dissemination of research findings to industry and policymakers.

A team of researchers and students from Leuphana University won this prize for their paper "Is the joke on you? The impact of sexist humour and gender dynamics on interpersonal work outcomes"

Transfer & Impact Award awarded to TrICo Project

Granter: Leuphana University

Grantee: Transformation through Innovation and Cooperation in Communities (TrICo) Project

Award Description:

Leuphana University Lüneburg honoured the outstanding achievements in the areas of knowledge transfer, cooperation and impact in the project Transformation through Innovation and Cooperation in Communities (TrICo) by Prof. Dr. Paul Drews for the conception, acquisition and establishment of four Leuphana Innovation Communities.

Leuphana Innovation Community Sustainable Production

Prof. Dr.-Ing. Noomane Ben Khalifa

Prof. Dr.-Ing. Jens Heger

Prof. Dr.-Ing. Benjamin Klusemann

Prof. Dr. Dr. h.c. Stefan Schaltegger

Leuphana Innovation Community School Development and Leadership

Prof. Dr. Simone Abels

Prof. Dr. Marc Kleinknecht

Prof. Dr. Marcus Pietsch

Leuphana Social Innovation Community

Prof. Dr. Steffen Farny

Prof. Dr. Jacob Hörisch

Prof. Dr. Markus Reihlen

Prof. Dr. Ursula Weisenfeld

Prof. Dr. Matthias Wenzel

Leuphana Innovation Community Art and Culture

Prof. Dr. Timon Beyes

Prof. Dr. Boukje Cnossen

Sub-project Community and Impact Management and Leuphana Media Studio

Prof. Dr. Paul Drews

The Transformation through Innovation and Cooperation in Communities (TrICo) project is an outstanding application-oriented research initiative that stands out for its cooperative, effective and forward-looking approach to knowledge transfer. The award and funding for the project as part of the German federal and state government's 'Innovative Universities' programme underscore the quality and relevance of the commitment shown by the scientists involved.

As the largest and most ambitious project for transdisciplinary knowledge production and transfer in an innovative community model that Leuphana has been able to attract over the past ten years, TrICo brings together outstanding research expertise from the four faculties of Education, Cultural Studies, Sustainability, and Management and Technology. The communities cooperate with the Helmholtz Centre Hereon, the Hamburg University of Applied Sciences and Ubuntu Social Impact Lab GmbH (Utopia), as well as numerous other partners such as art and cultural institutions, schools, non-profit organisations and institutes in the fields of education and social entrepreneurship, as well as companies, regional economic development agencies, chambers of commerce and innovation centres.

Add-on Fellowship for Interdisciplinary Science and Transfer

Granter: Joachim Herz Stiftung

Grantee: Lillian Lommel

Best Experimental Paper for Potential Policy Impact

Granter: Innovation Growth Lab

Grantee: Michael Frese

Award Description:

IGL Annual Research Prize Competition, Innovation Growth Lab, London England

Highly Ranked Scholar

Granter: Scholar GPS

Grantee: Patrick Velte

Award Description:

Rank 26: Accounting; Rank 48: Audit; Rank 56: Governance

Prior five years (2021-2025) - Rank 1: Accounting; Rank 5: Governance; Rank 12: Environmental resource management; Rank 56: Sustainability



Academy of Management 2025 International HRM Scholarly Research Award

Granter: Academy of Management

Grantee: Jürgen Deller and his co-authors



AIS Best Information Systems Publications Award

Granter: Association for Information Systems

Grantee: Bijan Khosrawi-Rad and co-authors

Research Voices

The following statements demonstrate ways in which researchers at Leuphana School of Management & Technology bring sustainability and responsible management into their research.

Research Voice - Exploring Ecological Transformation in the Altes Land Region

Researchers Leonie Eising-Mertsch, Dr. Laura Fey-Kreuzer and Dr. Anna Stöber from the [Leuphana Center for Organization & Social Transformation](#) (LOST) are currently conducting a [collaborative research project in the Altes Land region](#), northwest of Lüneburg. As the second-largest fruit-producing region in Europe, the region provides a rich empirical context for examining how organizational and ecological dynamics in agricultural production interact under increasing environmental, economic, and regulatory pressures. In line with PRME's understanding of research, the project examines people, organizations, and their wider context to inspire more responsible and sustainable management practices.

The research project investigates collaborative practices among farmers, research institutes, and non-human actors, particularly ecological processes, that shape agricultural production within the region. By focusing on how these actors interact and coordinate, exchange knowledge, and experiment with environmentally responsible practices, the project explores new forms of organizing that support sustainable transformation in agriculture. Special attention is given to how competing interests are negotiated within multi-actor constellations and how responsibility is distributed.

The project adopts a longitudinal, qualitative research design, enabling researchers to trace how collaborative and sustainability-oriented practices evolve over time. The findings contribute to key debates in organization and management studies on sustainability, inter-organizational collaboration,

and human–nature relations. By generating insights that are both theoretically grounded and societally relevant, the project advances responsible management research and promotes more sustainable and responsible ways of organizing and using technology.

Research Voice - Dr. Frederic Kohlhase

"My research explores how economic activity can be reimagined to create sustainable and inclusive value for society. At its core, my work examines pioneers who challenge conventional business logics and demonstrate that social and environmental impact can be created without losing economic feasibility.

A central focus of my research is the scaling of social innovations. While many social ventures generate promising local solutions, only few manage to create impact at scale. I investigate the pre-conditions and strategies that enable social ventures to scale impact as well as the outputs, outcomes and impact that is created thereby. These insights are highly relevant for organizations seeking to embed responsibility into their core operations rather than treating it as an add-on.

Another key area of my research is impact measurement in sustainable startups. Measuring social and environmental impact remains a major challenge, particularly in early-stage ventures operating under uncertainty. My research analyzes how impact measurement can serve not only as a reporting tool, but as a strategic instrument for learning, decision-making, and stakeholder engagement. This contributes to PRME's emphasis on transparency, accountability, and evidence-based management.

Finally, I study social innovation communities. These communities, often spanning sectors and disciplines, play a crucial role in diffusing practices and fostering collective learning. By exploring how such communities emerge and thrive, my research sheds light on how responsibility and sustainability can become shared norms rather than individual ambitions."

Research Voice - Prof. Dr. Franziska Kößler, Assistant Professor for Psychology, in particular the transformation of the world of work

"At the beginning of the coronavirus pandemic, protective clothing was in short supply – and was mostly reserved for medical staff. A cleaner told me about her work in a hospital. She was significantly less well protected, even though she worked in the same rooms as nurses and doctors, for example.

Those who clean, build or harvest often bear the greatest risks in terms of their health and their economic situation. Yet, precarious employment no longer affects only marginalised groups in the labour market but is a global phenomenon that puts pressure on people in a wide variety of circumstances. Above all, so-called flexible forms of employment, such as temporary work, undermine many social achievements.

My research draws on a variety of methods, including qualitative interviews, quantitative surveys, and the analysis of secondary data. I am currently developing a questionnaire to examine the generalizability of the findings from previous qualitative studies. The aim is to explore how widespread such employment-health dilemmas actually are – and which industries are particularly affected. We know that when people have to choose between two negative options, it creates enormous emotional stress – and that can make them ill. Yet, dangerous dependencies can also arise in supposedly privileged professions. How freely a person can actually decide depends on many factors: Is the employment relationship temporary? Are there financial obligations? My research explores these aspects and thus aims to contribute to a responsible and socially just transformation of the world of work."

Research Barriers

In 2025, Leuphana School of Management & Technology identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Administrative barriers
- ❖ Data access and management
- ❖ Ethical concerns
- ❖ Funding challenges
- ❖ Publishing barriers
- ❖ Time constraints



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

We leverage our academic knowledge to support individuals and organizations in developing new solutions to major challenges. We share our expertise transparently in a variety of interactive formats. We hold numerous collaborations with practitioners such as business enterprises, international organizations, civil society organizations, as well as arts and cultural institutions.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Local institutions and associations
- ❖ Sulitest
- ❖ GBSN (Global Business School Network)
- ❖ Ministries of Education, Higher Education, or similar national bodies

Student Organization Partnerships

- ❖ Cradle-to-Cradle Student Group Lüneburg
- ❖ UNICEF Student Group Lüneburg
- ❖ Enactus
- ❖ PRME Students

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Leuphana School of Management & Technology support sustainability and responsible management education.

Enactus Lüneburg - Partner Voice

"Enactus Lüneburg is a student initiative at Leuphana University of Lüneburg. Enactus runs entrepreneurial projects that address challenges related to the Sustainable Development Goals (SDGs).

One example is 2nd Page, a project that collects misprinted pages from university offices and classrooms. Although the blank sides of these pages are still usable, they often end up being thrown away. We repurpose them into new notebooks, with every other page available for writing.

The School of Management and Technology, along with the Social Change Hub at Leuphana University, supports Enactus by providing project guidance and training. This support helps students develop practical skills in sustainable entrepreneurship."

[Website](#)

Utopia Lüneburg - Partner Voice

"Our collaboration with Leuphana University has been a highly inspiring and impactful partnership. As a longtime practice partner, the Utopia shares a strong commitment to advancing responsible management, sustainability, and transformative learning.

Working with Leuphana students and faculty has consistently demonstrated how academic reflection and practical experience can mutually reinforce one another. In joint projects, workshops, and dialogue formats, we collaboratively learned from real-world sustainability challenges—ranging from responsible business models to impact measurement and stakeholder engagement. What stands out is the university's clear value-based approach: responsibility, critical thinking, and long-term impact are not treated as abstract ideals but as guiding principles for action.

For us as a practice partner, the exchange is equally valuable. Students bring fresh perspectives, analytical depth, and the courage to question established routines. PhD students helped us create the atmosphere and ambiance at Utopia and we learned from the latest research results. At the same time, we can share hands-on insights from implementing sustainability strategies, and fostering cultural change within organizations. This reciprocal learning process embodies the spirit of PRME: connecting theory and practice to shape leaders who understand that economic success, social responsibility, and ecological boundaries must be considered together.

Leuphana's consistent integration of sustainability into teaching, research, and institutional practice makes the collaboration authentic and credible. We are proud to contribute to this shared mission and to support the development of future decision-makers committed to responsible and sustainable management."

– Kerstin Blumberg, Utopia Lüneburg

[Utopia Lüneburg](#) is a community space founded in 2023 with a mission to connect people who are working on social and sustainable solutions for current societal challenges. You can learn more about the collaboration between Leuphana and Utopia Lüneburg in [this video](#).



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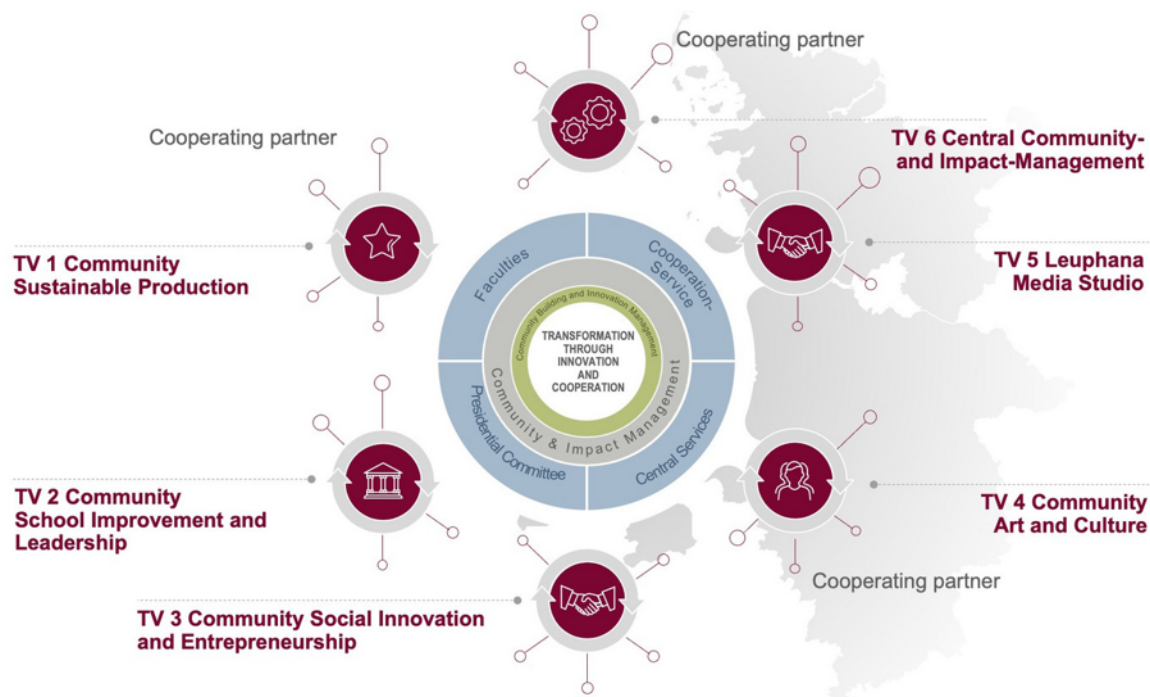
Continue telling your story

TrlCo - Transformation through Innovation and Cooperation in Communities

Funded by the Federal Ministry of Education and Research and the German Joint Science Conference within the programme "Innovative Hochschule", Leuphana is carrying through the project "TrlCo - Transformation through Innovation and Cooperation in Communities". The objective of the project is to significantly and sustainably improving innovation and transfer activities in the Hamburg metropolitan region and in Lower Saxony.

Four Leuphana Innovation Communities center on the topics of "Sustainable Production", "School Improvement and Leadership", "Social Innovation and Entrepreneurship" as well as "Arts and Culture". Through their activities, they aim to successfully address major current and upcoming social transformation processes and foster long-term and open technological and social innovation. Focussing on socially relevant issues, the communities will bring together interdisciplinary and transdisciplinary groups of entrepreneurs, decision-makers, experts and members of academia.

The four communities are supported by the mobile "Leuphana Media Studio", which develops and implements hybrid event and media formats to increase the outreach of knowledge transfer and communication. An integrated community and impact management supports the development of impact-oriented communities and multidirectional learning processes with a wide range of partners. Based on this, a compelling and transferable cooperation model for inter- and transdisciplinary community building and open innovation for small and medium-sized universities will be developed.



Direct cooperation partners of the project are the Helmholtz Center Hereon, the Hamburg University of Applied Sciences and the Ubuntu Social Impact Lab GmbH. In the communities, cooperation takes place with numerous other partners such as art and cultural institutions, schools, non-profit organizations and institutes from the fields of education and social entrepreneurship, as well as with companies, regional business development institutions, chambers and innovation centers.

[Source](#)

Leuphana School of Management and Technology receives AACSB accreditation

After strategically realigning the School of Management and Technology (LSMT in short) and significantly developing its management, the members of the Leuphana School are now reaping the rewards: as of 2025, the School and its study programmes proudly bear the AACSB accreditation seal of quality.

The **AACSB (Association to Advance Collegiate Schools of Business)** is a network that has existed for over 100 years to test and certify the quality of education at business schools. This certification is one of the most prestigious awards for institutions of business education worldwide. With the AACSB seal, Leuphana School of Management and Technology (LSMT) is a pioneer. Only 16 other universities or schools in Germany obtained this seal of quality so far. In northern Germany, LSMT is the first public organisation to receive this distinction.

The members of LSMT are justifiably proud of this success, as only six per cent of all business schools worldwide are AACSB-certified institutions and meet international standards in teaching, research and administration.

'This is a great achievement by all our colleagues in science and administration. The accreditation makes us even more attractive for prospective international students, partner universities and companies because it is easier to see what our strengths are and how systematically we conduct research and teaching', says Leuphana President Sascha Spoun.

Paul Drews, Dean of the School, adds: *'The accreditation provides us with independent external confirmation of the high quality of teaching and management at LSMT. It opens further doors for us for international cooperation.'*

Ambitious development

The Leuphana School offers a unique combination of management and technology and thus an interesting portfolio of study programmes and research specialisations internationally. It fully exploits the combined potential of Business Administration, Business Information Systems, Engineering and Psychology in the workplace.

Elena Refec, the accreditation manager, describes the complex process: *'The school has emerged stronger from the AACSB accreditation. We have further developed all processes, such as course planning, curriculum development and human resource management.'*

Quality assurance for students

The quality management in teaching developed as part of the national accreditation was also updated with the so-called 'Assurance of Learning'. Lotte Lutz, who is responsible for this, says: *'At the LSMT, we strictly monitor the extent to which students actually complete their studies with all the skills and abilities that the programme offers. If we do not achieve certain goals, we react immediately.'*

After all, compliance with the AACSB standards also confirms to students that they are being thoroughly prepared for the challenges of the global job market.

'We now have proof that we consistently pursue our goals and continuously check whether we are on the right track or whether our goals are still right. This is an intensive but also promising process,' summarises managing director Simon Burandt.

A connection for more responsibility

In terms of subject matter, the LSMT provides the framework for strong interdisciplinary research and teaching: *'By working across disciplines on topics such as digital transformation, entrepreneurship, organisation Studies, responsible management, product development processes and psychology in the world of work, we are contributing to a better understanding of relevant social transformation processes,'* adds dean Drews.

Impact is also a focus of the accreditation and LSMT's strategy. *'We measure the extent to which our projects in teaching, research and transfer influence industry or society,'* says Matthias Wenzel.

In addition to academic and economic impact, the Lueneburg school aims to contribute to social change and thus create 'societal impact'. To this end, it supports, among other things, the founding of social and sustainable companies.

At the end of 2024, the school awarded 'impact' prizes to its researchers for the first time, including, for example, a workshop programme that led to the founding of companies in third countries and an international collaboration between researchers initiated by a professor of LSMT that advocated for the new European supply chain directive.

[Source](#)

Student Initiatives at Leuphana

Students at Leuphana organize themselves in a large number of initiatives, groups and organizations. The university currently lists around 95 student initiatives in eleven areas, including education, society, culture, politics, sports and economics. Many of them belong to the umbrella organization of student initiatives (DSi), which supports their work with joint events, public outreach and rooms. Registered initiatives can also use university rooms free of charge for their events. Through this engagement, students gain skills beyond their degree programs, connect with peers who share their interests and contribute to campus life.

Sustainability is the largest single area of student engagement, with 19 initiatives. They range from climate activism, such as Fridays For Future Lüneburg, Fossil Free Lüneburg and the KlimaKollektiv Lüneburg, to hands-on projects that put sustainable practices to work on campus and in the city: an edible campus, a permaculture garden, a swap space, a food purchasing cooperative, and initiatives on the mobility transition, tiny houses and Cradle to Cradle. Sustainability also runs through initiatives in other areas, for example the alumni network 23grad for environment and sustainability and BiLeNa, which links education, learning and sustainability.

Several of these sustainability initiatives speak to themes of responsible management. For instance, the Cradle to Cradle group works on circular approaches to products and materials. The food purchasing cooperative and the swap space show in practice how economic exchange can be organized differently. Initiatives on the mobility transition and fossil fuel divestment raise questions about how businesses and institutions can change established practices.

In addition, several initiatives in the area of economics address responsibility and ethics in business directly. sneep, the student network for business and corporate ethics, gives students a space to discuss ethical questions in business beyond the curriculum. MÖVE advocates for greater diversity in economic thinking and brings pluralist perspectives into students' engagement with economics. Enactus, the student consultancy contact&cooperation, the startup initiatives IGNITE and StartersLab, and the Women in Business Club give students practical experience in consulting and

entrepreneurship and build networks among future managers and founders. These initiatives complement our teaching and give students room to put questions of sustainability, responsibility and ethics into practice.

[More information](#)

Communicorn Conference 2025

On 16 and 17 September 2025, the Leuphana's [Social Innovation Community](#) hosted the [Communicorn Conference](#). Under the motto "What if we shape change together", people from business, civil society, politics and science came together to create new social innovations and scale existing ones.

The conference invited participants to break out of familiar ways of thinking and explore new paths together, guided by the question: "What if we stopped working against each other and started cooperating consistently?" Instead of competition and profit maximisation, the focus was on community and solidarity. The aim being to create Communicorns: communities that shape social innovation and sustainable change together.

Participants were invited to take part rather than just listen. The conference offered space to try out methods for cooperative economics directly and to learn from social entrepreneurs, collectives and pioneers who showed how community-oriented projects can grow and have an impact. In workshop discussions, using co-creative methods and in smaller groups, participants worked on six core areas of living: Climate and Energy, Food and Agriculture, Municipal Administration, Media and Journalism, Craftsmanship and Technology, as well as Youth and Education. Together, they developed visions for the future, identified key leverage points and agreed on next steps.

The first day opened with a keynote by Kübra Gümüştay, author of "Sprache & Sein" and fellow at the New Institute in Hamburg, on the power of utopias and imagination. In the afternoon, participants left campus to visit places of change in and around Lüneburg, where they saw how people and initiatives are already shaping social change.

The second day began with a keynote by Professor Pablo Muñoz of Durham University Business School on how the generation, spin-off and dissemination of social innovations differs from technical innovations. This was followed by hands-on future methods workshops, organised together with the FutureSEE project of the Eberswalde University for Sustainable Development (HNEE) and numerous method experts.

COMMUNICORN - PROGRAM

Tuesday, 16th of September 2025

09.30 AM **Getting into the right frame of mind**
Keynote: Kübra Gümüşay

11.30 AM **Work In Progress Talks: Shaping the future
in core areas of living**

1 PM Lunchbreak

2 PM **Experiencing Lüneburg's places of change**

6 PM **Evening discussion and reflection**

Wednesday, 17th of September 2025

09:30 AM **Getting into the right frame of mind**
Keynote: Pablo Muñoz

11:30 AM **Methods workshops: Shaping the future
hands-on**

1 PM Lunchbreak

2 PM **Harvesting - Sowing - Moving on**



WHAT IF WE SHAPE CHANGE TOGETHER?

Leuphana's Social Innovation Community also explores ideas around community entrepreneurship in a dedicated [Communicorn podcast](#) featuring best-practice examples of community-driven companies.

The conference was organised in cooperation with FutureSEE, with the Social Entrepreneurship Alliance Hamburg as conference partner, and was moderated by "die neue gesellschaft".

[Source](#)



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

We adopt sustainable management practices, anchored in the university's sustainability approach. The mission statement of Leuphana University of Lüneburg is based on the three basic concepts of humanism, sustainability and action orientation. To concretize the mission statement "sustainability", eight sustainability guidelines were adopted.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Environmental stewardship policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Student equity, diversity, inclusion

Policy Documents Related to RME and/or Sustainability

Leuphana ModalSplit2025_short_english

[View document](#)  [Download document](#) 

Sustainable Guidelines

[View document](#)  [Download document](#) 

EMAS_Certificate 2027

[View document](#)  [Download document](#) 

2026 Leuphana Umwelterklärung

[View document](#)  [Download document](#) 

2022-12-22_Diversitaetskonzept_Leuphana

View document 

Download document 

2025-01-08_Equality_Concept_for_Parity_20230_final

View document 

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Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

We are committed to collective learning through a supportive organizational culture and institutionalized tools. For example, the Assurance of Learning (AoL) tool monitors whether students acquire the competencies which a program has been designed for. We celebrate successes with the yearly awards in teaching, research, and impact.

Engagement Opportunities

Leuphana School of Management & Technology offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Leuphana School of Management & Technology communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Faculty and staff
- ❖ Government and policy makers

Sharing Voices

The following statement from stakeholders at Leuphana School of Management & Technology demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Communication Voice: A statement by Almut Schafner (Communications Officer at the School of Management & Technology)

"Approximately 1,600 students are currently enrolled in major and minor programs offered by the [Leuphana School of Management and Technology](#) (LSMT). We are educating the responsible professionals of tomorrow, some of whom will hold senior management positions and will need to address the challenges of our time, such as climate change and growing social injustice.

One of our key research areas is "Responsible Management": Our researchers investigate and promote ways to practice management in a more sustainable and responsible manner. The UN initiative "Principles for Responsible Management Education" (PRME), of which Leuphana has been a member since 2019, is supposed to impact both areas—management education and research.

As the communications officer for the Leuphana School of Management and Technology, it is therefore particularly important to me to report on responsible and sustainability management research and to highlight the added value of responsible and sustainability management in teaching to prospective students, current students, and alumni.

The [13th RMER Conference](#) is hosted at our school in 2026, bringing together researchers from around the world to address the challenges of responsible management education, both now and in the future. Students are also invited to explore new possibilities for their education in a Design Jam.

The involvement of students in the development of their management education is strongly emphasized at the LSMT, and this is also communicated to the outside world: Whether it's the call for a dedicated PRME student initiative at Leuphana, participation in the Sustainability Literacy project—which aims to strengthen sustainability topics in LSMT's degree programs—or reporting of new degree programs such as the "Entrepreneurship" minor, the new peer mentoring program for international students, and the findings from seminars like "Artistic Citizenship and New Approaches to Concert Design: A Concert Lab with Steinway & Sons."

This makes it clear that change doesn't necessarily have to come "from the top," but rather that there is even a desire to empower students themselves to initiate change toward a more strongly emphasized, responsible management education. A big plus for those starting their studies in the LSMT major and minor programs at Leuphana College or the Graduate School!"

Communication Barriers

Leuphana School of Management & Technology faces the following barriers in transparent communications:



**Bureaucratic
delays**



**Data privacy
regulations**



**Donor
sensitivities**



**Engagement
gaps**



**Messaging
clarity**



**Ownership
issues**



SIGNATORY

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