

2025 Sharing Information on Progress (SIP) Report

Munich Business School

September 2025

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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 Munich Business School, including key details and basic institutional data.

Mission

Munich Business School contributes to the economy and society by creating an **inspiring academic environment in Munich** that enables individuals to strive for entrepreneurial success while treating the people around them as well as our natural resources in a **respectful and responsible** manner.

In a holistic approach, we encourage people to fully understand and appreciate their role in and impact on society as well as to competently apply and continuously advance their business knowledge. We provide learners from all over the world with academic and professional prospects in Germany and beyond. In collaboration with our international partner universities, we enable them to gain advanced insights into the global economy and diverse cultures.

Together with our partners from business and academia, we create a platform for motivated and curious individuals with an entrepreneurial spirit to connect, exchange views, and learn from each other.

Vision

Munich Business School (MBS) envisions becoming **the preferred business school in Germany for globally minded, responsible, and entrepreneurial individuals** from all over the world in their lifelong pursuit of knowledge and personal development.

This vision reflects MBS's commitment to cultivating an inclusive, innovative, and sustainability-oriented academic environment. It aligns with the school's long-standing values and strategic direction, ensuring that learners are empowered to:

- Think and act **globally**, embracing intercultural experiences and international collaboration.
- Innovate with **purpose**, applying creative solutions to pressing societal and business challenges.
- Lead with **responsibility**, acknowledging their impact on people, communities, and the planet.

MBS operationalizes this vision through its Quintuple Bottom Line Impact Model, focusing on **Purpose, People, Planet, Prosperity, Passion**, and grounded in impactful **Research & Education**. These pillars guide the institution in equipping future leaders with the competencies needed to generate sustainable value for business and society.

Institutional History

Brief History of Munich Business School and Its Path Toward Responsible Management Education (RME)

Munich Business School (MBS) was founded in 1991 in Munich under the name *Europäische Betriebswirtschaftsakademie (EBA)* as part of the European Business Schools International (EBSI) network. From the outset, **MBS positioned itself as a globally oriented and practice-focused business school, committed to international exchange and entrepreneurial education.** In 1998, MBS joined the ESO Education Group, enhancing its access to shared educational infrastructure. The institution rebranded to Munich Business School in 2003 and aligned itself with the Bologna reforms by launching its Bachelor and Master in International Business. The first MBA program followed in 2005, expanding its postgraduate offerings. **In 2010, MBS received institutional accreditation from the German Council of Science and Humanities (Wissenschaftsrat), establishing its academic legitimacy in Germany's higher education landscape.**

MBS's formal path toward **Responsible Management Education (RME)** began with its commitment to the UN Principles for Responsible Management Education (PRME) in 2013. Signing the PRME initiative marked a strategic decision to embed sustainability, ethics, and social responsibility into teaching, research, and operations. However, the foundations for this commitment had already been laid years earlier. In 2016, during its 25th anniversary year, MBS initiated a collaborative process involving students, faculty, alumni, and external partners to reflect on its future direction. **This process culminated in a new mission and vision adopted by the university senate in early 2017, built on three guiding values: Innovative, Responsible, and Globally Minded.** These values continue to define the institution's identity and its approach to education and impact.

In 2020, MBS initiated a transformative Theory of Change process, engaging a wide range of internal and external stakeholders to redefine its impact mission. **This participatory work led to the development of the MBS Impact Model – a framework grounded in five pillars: People, Planet, Prosperity, Purpose, and Passion.** The same year, MBS deepened its institutional commitment to inclusion by signing **the German Diversity Charter and forming an internal Diversity Task Force.**

These developments were followed by the publication of **MBS's first Impact Report in 2021**, a milestone that publicly documented its progress and commitment to societal, environmental, and educational impact. In the years that followed, the impact strategy was further operationalized through curricular innovations, such as **the introduction of a new major in "Sustainable Business" in the Master's in International Business program. and the establishment of a professorship in Sustainable Business Transformation in 2023.**

Throughout this journey, a number of individuals have played key roles. **Dean Prof. Dr. Stefan Baldi** has been a long-standing champion of ethics and global responsibility in business education. **Chancellor Dr. Christine Menges** has led the integration of impact into institutional governance and stakeholder engagement. **Prof. Dr. Sophie Hieke**, as MBS's appointed Impact Officer, has spearheaded the design and implementation of the MBS Impact Model and annual impact reporting.


The institutional maturity of MBS's RME commitment was further affirmed in 2025, when it was awarded full AACSB accreditation. Today, MBS continues to work towards integrating the updated Seven Principles of PRME into its academic programs, research priorities, partnerships, and internal practices, reflecting a consistent and evolving journey toward becoming a regenerative, impact-oriented business school.

Graduates & Enrollment



2024 Statistics	Number
Graduates	119
Faculty & Staff at the Institution	70
Student Enrollment at the Institution	834
Undergraduate Attendance	435
Masters-Level Postgraduate Attendance	399
Doctoral Student Attendance	56
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered


Bachelor Programs

 Bachelor of Arts (B.A.)


Masters Programs

 Master of Arts (M.A.)  Master of Business Administration (M.B.A.)



Doctoral Programs


 Doctor of Business Administration (D.B.A.)


Undergraduate Degree Programmes

 Bachelor International Business (IB)

Masters Degree Programmes

 Master Innovation and Entrepreneurship (IE)  Master International Business (IB)

 Master International Marketing and Brand Management (IMBM)

 Master of Business Administration (MBA)



Purpose

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

Letter of Commitment



Munich Business School
university of applied sciences

Letter of Commitment

Munich Business School

Date: 20.05.2025

To the PRME Secretariat,

As one of the first signatories to PRME in Munich in April 2013, and an active member ever since, Munich Business School has proudly stood alongside other institutions of higher education in advancing the Principles for Responsible Management Education. Today, as we submit our 2025 Sharing Information on Progress (SIP) report, we do so with renewed dedication to our mission and a firm belief in the transformative power of education to serve the common good.

In times of global upheaval—from public health crises to geopolitical tensions—our institution has consistently relied on its core values as a compass: to be *innovative*, *responsible*, and *globally minded*. These values are not simply aspirational; they are embedded in our academic practice and institutional culture. They guide how we educate future leaders, produce knowledge, and engage with our communities.

Our strategic priorities reflect this alignment. We have developed and implemented a comprehensive Impact Model and restructured our approach to research and education around people, sustainability, and social innovation. We have strengthened our diversity and inclusion agenda and embedded ethical leadership as a measurable outcome in our Assurance of Learning framework. Across all areas of academic life—from curriculum and student services to research and partnerships—we continue to integrate the PRME Principles with intent and care.

This SIP report presents not only a record of our institutional activity but also a reflection of our ongoing commitment to continuous improvement, collective responsibility, and global citizenship. We share our progress transparently as part of a learning community dedicated to creating meaningful, measurable change.

With this letter, I reaffirm—on behalf of Munich Business School—our continued support for the PRME Principles and our determination to advance them with purpose, creativity, and integrity.

Sincerely,

Prof. Dr. Stefan Baldi

Dean of Munich Business School

Definition of Purpose

At MBS, Purpose means educating responsible, globally minded, and entrepreneurial individuals who understand their societal impact and act accordingly. We create an inspiring academic environment that promotes ethical leadership, sustainability, and respect for people and the planet—empowering students to contribute meaningfully to society and the global economy.

Institutional Engagement

76% - 100%

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

Additional Evidence



Dean Stefan Baldi



Values

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



How We Define Values

At Munich Business School, values are defined as the foundational traits that guide all institutional actions and decisions. Anchored in being innovative, responsible, and globally minded, our values are embedded in our mission, curriculum, governance, and community initiatives. We operationalize these values through our Quintuple Bottom Line impact model, our participatory Theory of Change, and the integration of responsibility, ethics, and sustainability into teaching, research, and leadership. This approach ensures that MBS remains accountable to both society and the planet, aligning closely with the PRME Values Principle.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Individual leader
- ❖ Student contributor
- ❖ Senior leadership office

Student Voices

The following narratives demonstrate how Munich Business School has influenced students' academic journey and personal growth.

Student Voice: Arya Sunil

"I came to MBS to pursue my Master's in International Business with the goal of building a career in marketing. But over time, that goal has become more purposeful. Through courses like *Conscious Business* and *Responsible Leadership*, I've come to see that I don't want to work at just any company—I want to be part of an organization that prioritizes sustainability, ethical decision-making, and long-term impact. These courses challenged me to reflect on what kind of business I want to support and what kind of leader I want to become. Today, I know that I'm not only seeking a job, but a meaningful career rooted in values that align with doing good for people and the planet."

—

Arya Sunil

International Business Program

Student Voice: Suriyanarayanan Sethuraman

"I joined Munich Business School with a strong background in supply chain management and finance, eager to enhance my expertise and broaden my impact. During my studies, the school provided me with a comprehensive understanding of how sustainability can be integrated into both supply chain and financial strategies to drive long-term value. Through practical case studies, industry projects, and expert-led courses, I learned how to align business operations with the European Union's Sustainable Development Goals (SDGs), focusing on reducing waste, improving resource efficiency, and fostering responsible investment. A key element of this learning journey was the emphasis on responsible leadership, which taught me to make ethical, transparent, and forward-looking decisions that consider not only profitability but also social and environmental impact. The program equipped me with the skills to critically assess and optimize existing processes, identifying opportunities for circular economy practices and sustainable financial planning that support both corporate growth and global sustainability targets."

–

Suriyanarayanan Sethuraman
Master of Business Administration

Student Voice: Rithik Madhava

"Since joining MBS, I have come to see that management education is not only about improving technical and strategic skill, but also about aligning them with responsibility and sustainability. Coming from an engineering and procurement background, my focus was initially on efficiency and cost optimisation. Through courses like Responsible Leadership and Global Management, I have started to integrate broader values like sustainability, ethical decision making and long-term impact into how I think about supply chain and business challenges.

This perspective has not only shaped my academic journey but also my personal growth, encouraging me to pursue a career where I can contribute to organisations that prioritise people, the planet, and meaningful progress alongside profitability."

–

Rithik Madhava
Master of Business Administration

Student Awareness

26% - 50% of students at Munich Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50%

of students at Munich Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Head of Alumni Relations: Dr. Lea Krähahn

"As Head of Alumni Relations, the overarching objective is to strengthen and professionalize our engagement with alumni by building a solid foundation of knowledge and data. To achieve this, we have developed a clear strategy: first and foremost, to better understand who our alumni are, where they are today, and how they would like to connect with us. With the planned launch of AlumniOS in early 2026, we will for the first time have a GDPR-compliant tool that allows structured data management, automatic updates via LinkedIn, and the ability to filter alumni by program, graduation year, company, or region. Combined with a redesigned alumni survey framework – including exit surveys right after graduation and follow-ups at key milestones – this will give us a much more accurate and dynamic picture of our community and its development. These steps ensure that alumni engagement is not just reactive, but strategically informed and measurable.

On this basis, our alumni work is driven by two complementary goals: giving back to our alumni and receiving their support in return. Giving back means strengthening connections, showing appreciation, and offering unique opportunities to stay involved. New initiatives such as the exclusive Alumni Rooftop Network in Munich, the relaunch of the Alumni Newsletter, and the 2026 "Hoamcoming" to celebrate 35 years of MBS all create meaningful moments of recognition and exchange. At the same time, when alumni feel valued and seen, they are more willing to give back to the school. This is reflected in initiatives such as the MBS Mentor Program, business project partnerships, or guest lectures, where alumni provide direct benefit to students and faculty. With the new format *Future Forward – Alumni Insights*, we also showcase the diversity of career paths and success stories after graduation, inspiring students while strengthening MBS's positioning. By nurturing this cycle of giving and receiving, we live our values of collaboration and shared growth while ensuring that alumni remain an integral part of the school's future development."

–

Dr. Lea Krähahn

Head of Alumni Relations at MBS

MBA Program Manager & Study Advisor: Maciej Kapron

"In September 2024, Munich Business School for the second year in a row took part in the in-person EMBA Consortium's International Week by sending a group of MBA students to partner schools and hosting incoming participants on an on-campus exchange that strengthened experiential learning and global networks. Munich module's theme, "Hidden Champions & Family Businesses," featured company visits, case study project, and discussions that connected our visitors with German business leaders. As part of the Consortium, MBS students travelled to partner locations including Japan, Poland, USA, Peru or Italy. Meanwhile, participants from the USA, Japan, Italy or Poland joined sessions in Munich, creating diverse, cross-cultural teams and fostering lasting professional links. This two-way exchange broadened participants' global perspectives, deepened their understanding of different business ecosystems, and enhanced collaborative problem-solving skills in an international context."

–

Maciej Kapron

MBA Program Manager & Study Advisor

Head of International Center: Jelena Novkovski

"At Munich Business School, **our international strategy is deeply rooted in the values of openness, diversity, and global responsibility**. As Head of the International Center, I believe that intercultural understanding is not a "nice-to-have" – it is essential for shaping responsible global citizens. Through our network of over 70 partner universities worldwide, we actively promote cultural exchange as a transformative educational experience.

During their time abroad, students are encouraged to reflect on their own cultural identity and engage meaningfully with different worldviews. This includes developing intercultural curiosity, navigating verbal and nonverbal communication, and cultivating cultural self-awareness. We see international mobility not only as an academic opportunity but as a powerful tool for empathy, personal growth, and ethical leadership. That's how we connect our international mission to the broader PRME values of inclusion, accountability, and societal impact."

–

Jelena Novkovski

Head of International Center

Chancellor of Munich Business School: Dr. Christine Menges

"At Munich Business School, our values are not just written into mission statements; they shape how we lead, how we collaborate, and how we create meaningful experiences for every member of our community. As Chancellor, I have the privilege of working with professional teams who often operate

behind the scenes: our colleagues in admissions, program management, student recruitment, marketing, campus operations, accounting, and human resources. Their commitment to our purpose is visible in every email sent, every student supported, and every partner welcomed.

Over the past years, I've seen how our values come to life across departments in small acts and major initiatives alike:

In Admissions, we continue to open doors. Whether through outreach to schools in underserved areas or one-on-one mentoring for first-generation applicants, our team ensures that access to business education is shaped by talent and motivation, not by background or circumstance.

In HR, we've taken concrete steps to embed well-being into the employee experience. From certified Mental Health First Aiders to expanded hybrid work policies, we foster a workplace where care, trust, and balance are prioritized because only supported people can truly thrive.

In Marketing and Communications, our revised brand message reflects who we are and who we aspire to be: a purpose-driven business school that stands for responsibility, inclusion, and global perspective. It is a voice we carry into every channel and every conversation.

In Program Management, our staff work with empathy and precision to support the learner journey. They are often the first to notice when a student needs encouragement, guidance, or just a listening ear. Their work embodies our commitment to human-centered education.

Alumni and Career Services keep our mission alive beyond graduation. Through mentoring, networking, and career guidance, they foster a lifelong commitment to responsible leadership and purposeful careers.

Scheduling, Examination Office, and Quality Management uphold fairness, transparency, and academic integrity. Their structured, student-centered processes ensure that our values are not only taught but practiced.

Campus Operations and Accounting ensure that our daily environment is professional, inclusive, and sustainable, whether by managing facilities for access and comfort or stewarding resources with care and accountability.

I want to especially recognize the contributions of our **Diversity Task Force**, which includes staff across functions. Their efforts, from inclusive event design to awareness campaigns, are not performative but purposeful. They are helping us build a culture where all identities are respected and all voices matter.

As we move forward, I encourage my colleagues, particularly those whose work happens outside the academic spotlight, to share their own reflections and values-driven practices in this report. Whether it's a program manager supporting a student through crisis or a marketer crafting a message that truly reflects who we are, these stories matter.

I believe that every role at MBS has the power to shape our culture and our collective impact. Let us continue to listen, learn, and lead with purpose together."

Dr. Christine Menges
Chancellor of Munich Business School

Celebrating Values

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

Workshop: Transforming Values into Behavior

In July 2024, MBS held a full-day interactive workshop titled "*Values in Action – Fostering a Collaborative Culture*" for faculty and staff, led by **Alexander Nusselt** (Coach, Consultant, and Heilpraktiker for Psychotherapy). The aim was to bridge the gap between MBS's stated values and daily professional behaviors.

The workshop guided participants through:

- Reflecting on the meanings of *innovative*, *open-minded*, and *responsible* in their own words.
- Exploring emotional and cognitive boundaries, as well as respectful communication styles.
- Co-creating a shared vision of ideal collaboration at MBS based on mutual respect, empathy, and psychological safety.
- Discussing how to move "from 'me' to 'we'" by actively living the values in everyday interactions.

This workshop is part of a longer-term reflection cycle with structured follow-ups, including self-assessment tools and goal-tracking worksheets.

Team Spirit & Shared Values in Action: Blomberg Team-Building Event

In July 2024, Munich Business School hosted a team-building event at the Blomberg climbing forest, designed to strengthen collaboration, mutual support, and alignment with the school's core values. Faculty and staff came together for a full-day experience focused on trust-building, communication, and shared learning.

The morning featured structured, adventure-based team challenges that encouraged participants to solve problems collectively. These exercises were followed by guided reflection sessions, where teams discussed group dynamics, identified behavioral patterns, and explored how MBS values like *responsibility, openness, and support for others* had played out in practice.

In the afternoon, most participants took part in climbing exercises that emphasized teamwork over physical skill. Regardless of prior climbing experience, everyone worked in groups to navigate the rope courses, support one another, and step outside their comfort zones. Those who preferred hiking were also included in the experience, reinforcing the inclusive and community-oriented spirit of the event.

The Bloomberg team-building day was a practical demonstration of MBS's commitment to cultivating a values-driven culture, where collaboration, empathy, and shared responsibility are lived out and reinforced through meaningful collective experiences.

Annual Potluck Lunch: Celebrating Culture and Diversity

In June 2024, MBS held its annual *Potluck Lunch*—a beloved tradition that celebrates the cultural diversity of its faculty, staff, and international community.

The event took place on campus in the MBS Lounge and invited participants to share a typical dish from their home country or region, creating a vibrant and inclusive culinary exchange.

Beyond food, the event served as a platform for informal cultural learning: **colleagues engaged in conversations about customs, traditions, and everyday life around the world**. Dishes were accompanied by storytelling, recipe sharing, and a call to contribute to a refreshed edition of the *MBS Cookbook*, linking past and present efforts to honor intercultural understanding at the institution.

The Potluck Lunch reflects MBS's value of being *globally minded* and contributes to building an open, welcoming, and curious community—where diversity is not only present, but actively celebrated.

MBS Xchange@Lunch: Building Successful DBA/Advisor Partnerships & Publishing Achievements

In December 2024, Munich Business School hosted a special *MBS Xchange@Lunch* session focused on building successful collaboration between Doctor of Business Administration (DBA) candidates and their academic advisors. The event brought together faculty, staff, and students in a hybrid setting to explore how MBS's commitment to **responsible supervision, academic excellence, and co-creation of knowledge comes to life**.

Led by Professors David Wagner and Markus Westner, the session spotlighted:

- Effective mentoring and guidance strategies that promote high-quality, publishable research.
- Prof. Westner's innovative "slicing" approach to structuring DBA projects for both academic rigor and practical relevance.
- Recent MBS research publications developed in close advisor-student collaboration, offered as case study examples.

By including students and showcasing their research impact, the session underscored MBS's values of *responsibility* and *innovation*, while also fostering a transparent, inclusive, and knowledge-sharing academic culture.

Participants enjoyed informal exchanges over refreshments, reinforcing the event's community-oriented format that aligns with the PRME principles of *Research*, *Teach*, and *Share*.

Semester Opening Ceremony: Celebrating Excellence and Community

On September 5, 2024, Munich Business School hosted its annual **Semester Opening Ceremony**, a cherished institutional tradition that brings together the entire MBS community—students, faculty, and staff—to mark the beginning of the academic year in a spirit of shared values, recognition, and connection.

Held in the MBS Garden or Lounge, the event opened with welcoming remarks and reflections on the academic year ahead. A central highlight of the ceremony was the presentation of the **MBS Awards**, which recognize outstanding contributions to academic excellence, innovation, community engagement, and value-driven leadership.

MBS Award Categories Presented:

- **MBS Student Representative Award** – for students who served as fair, dedicated advocates for their peers.
- **MBS Ambassador Award** – for students who professionally represented MBS at public events, fairs, and outreach activities.
- **MBS Academic Award** – for exceptional academic achievements during the study program, including theses or cumulative performance (nominated by faculty).
- **MBS Rudolf Gröger Award** – for students who demonstrated remarkable creativity, innovation, or entrepreneurial spirit.
- **MBS Explorer Awards**, celebrating the "Explorer Spirit" across the MBS community:
 - *Explorer Award (Students)* – for students who actively expanded their academic or personal horizons through experimentation and curiosity.
 - *Explorer Award (Professional Staff)* – for administrative or research staff who embraced innovation and open-mindedness in their work.

- *Explorer Award (Lecturers)* – for faculty who introduced innovative, creative, or exploratory approaches to teaching.

In addition to the student and staff awards, MBS also presented two prestigious faculty recognitions:

- **MBS Teaching Award** – recognizing excellence in pedagogy and student-centered learning. This award celebrates faculty who exemplify responsible, inclusive, and innovative teaching practices.
- **MBS Research Award** – honoring faculty for impactful research contributions that advance responsible management knowledge and align with the school's mission and values.

These awards reflect MBS's institutional commitment to the PRME principles of **Purpose, Values, Teach, and Research**, and they affirm the school's dedication to cultivating a high-impact, community-oriented academic environment.

Following the formal ceremony, the MBS community came together for a **shared food and drinks reception**, providing space for informal networking, student-faculty interaction, and cross-functional celebration. The event not only marked the start of a new semester, but also reinforced MBS's culture of recognition, collaboration, and shared purpose.

Additional Evidence

MBS Impact Report 2023

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

MBS Impact Report 2021

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

MBS Impact Report 2022_compressed

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



Teach

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



How We Define Teach

At MBS, “Teach” means fostering responsible, inclusive, and future-oriented learning by embedding ethics, sustainability, and impact into all programs. Through innovative pedagogy, co-learning, and mission-driven curricula, we equip students to lead with purpose in a global context.

Teaching Awards

In 2024, 2 awards were given to faculty and educators at Munich Business School.

ECRM Innovation in Teaching of Research Methodology Excellence Award

Granter: European Conference on Research Methodology for Business and Management Studies (ECRM)

Grantee: Prof. Dr. Sophie Hieke

Award Description:

In July 2024, Prof. Dr. Sophie Hieke, Professor of Marketing and Communication, Program Director of the Master in International Marketing and Brand Management, and Impact Officer at Munich Business School, received second place in the Innovation in Teaching of Research Methodology Excellence Awards at the 23rd European Conference on Research Methodology for Business and Management Studies (ECRM). This award honors educators who advance innovative, ethical, and impactful approaches to teaching research methods through participatory learning, integrity-driven practices, and real-world relevance. Prof. Hieke was recognized for her course concept “How ChatGPT Became My Co-Lecturer”, which reimagines the research methods classroom as a digitally supported and critically reflective space. Her approach empowers students to engage responsibly with emerging technologies such as generative AI while maintaining rigorous standards of academic integrity and societal impact. The initiative reflects Munich Business School’s core values of responsibility, innovation, and relevance in management education.

MBS Teaching Award 2024

Granter: Munich Business School

Grantee: Dr. Giulia Parola

Award Description:

The MBS Teaching Award recognizes exceptional commitment to student-centered, innovative, and impact-driven pedagogy at Munich Business School. Awarded annually, it highlights teaching that fosters critical thinking, creativity, and responsible leadership among students. In 2024, the award was granted to Dr. Giulia Parola, who distinguished herself through outstanding instruction in courses such

as Critical Thinking, Data & Text Literacy, Academic Writing, Start-up Ideation, and Master Thesis Preparation. Her interdisciplinary approach and dedication to building analytical and communication skills exemplify MBS's learning philosophy and commitment to educating responsible leaders. Her work contributes directly to the school's Strategic Goal 1: Fluid Co-Learning Experience, and reflects the institution's core values of innovation, responsibility, and global mindedness.

Educator Recognition

At Munich Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Annual teaching excellence awards
- ❖ Professional development opportunities
- ❖ Publication or research support

Teaching Voices

The following statements demonstrate ways in which educators at Munich Business School support sustainability and responsible management in their classrooms.

Teaching Voice: Dr. Giulia Parola

"First, I'd like to position myself as a learning educator.

When designing my course Critical Thinking, Text and Data Literacy II, I followed the approach of British author Tom Chatfield, who, in his book *How to Think*, emphasizes that critical thinking shouldn't focus on providing answers, but rather serve as a guide to something more practical and precious: questions that students can make their own. This idea also means that students are encouraged to critically question the taken-for-granted assumptions that often support dominant neoliberal narratives in management learning and education throughout the course.

The content of the course is structured around ten business cases, each presenting real-world challenges aligned with the United Nations Sustainable Development Goals (SDGs), such as gender equality (SDG #5), responsible consumption and production (SDG #12), and peace, justice, and strong institutions (SDG #16), among others. In the course sessions focused on research design and methods, I have pushed myself to move beyond the conventional training I received during my academic education. I emphasize to students that there are two primary research paradigms: Euro-Western and Indigenous. Many learners are often surprised to discover that Indigenous research practices and methodologies predate the Euro-Western paradigm by tens of thousands of years.

At the same time, I make it clear that I do not teach Indigenous methods directly. First, because I am not an Indigenous researcher, and second, because these methods are inherently tied to specific local contexts and are not simply tools to be selected and applied at will. Nevertheless, we do explore some of the ethical principles embedded in the Indigenous research paradigm. I believe we can learn a great deal from these values, which emphasize relational accountability, the communal nature of knowledge, reciprocity, and benefit sharing. In this view, research is inherently relational and ultimately aims to contribute to the betterment of the world, which is the key takeaway I hope students carry with them beyond the course.

In terms of pedagogy, I am committed to fostering a more inclusive classroom, an ongoing process that requires continuous learning on my part. Over the past year, I have become increasingly aware of my limited understanding of neurodiversity and neurodivergence, which has often left me uncertain about whether I was supporting students in the right way. For this reason, and with the support of Munich Business School and wonderful colleagues, I organized a workshop on neurodiversity in the workplace and educational settings, led by an expert in the field. I believe this is an important step toward cultivating more inclusive and supportive learning environments. More recently, I also participated in two professional development courses: one focused on gamification in teaching, and the other on designing flipped classrooms.

The insights gained from these experiences are helping me make the content more accessible to learners from diverse backgrounds. More importantly, I hope they contribute to creating a more student-centered learning environment that challenges traditional power dynamics between educators and students."

—

Dr. Giulia Parola

Lecturer for Master Thesis Preparation

Teaching Voice: Prof. Dr. Alexandra Hauser

"Teaching Business Ethics is one of the most meaningful parts of my role as an educator. It provides a space for students to explore ethical frameworks while reflecting deeply on their own values and moral compass. Through real-world cases, they grapple with complex dilemmas that connect business decisions to sustainability and social responsibility. I encourage open dialogue and critical thinking so students can understand multiple perspectives and the trade-offs inherent in ethical choices. Self-reflection is central, helping them recognize personal biases and develop a grounded sense of professional integrity.

This equips them to navigate uncertainty and lead with responsibility in addressing global challenges. Ultimately, I aim to empower them to make decisions that create sustainable, positive impact beyond the classroom."

—

Prof. Dr. Alexandra Hauser
Professor for Responsible Leadership
Vice Dean Learning and Teaching

Teaching Voice: Prof. Dr. Johannes Hofinger

"Finance and responsible management – a pair of terms that is not necessarily always mentioned in the same breath. This makes it all the more necessary to address this topic with students at an early stage in their finance courses. Is financing really only about maximising profit? Or is there more to consider?"

In seminar room discussions it is always interesting to observe how much students agree in their moral judgment on the "major financial scandals" such as Wirecard in Germany. However, when making decisions in their own world of experiences ("Am I willing to receive 25 basis points less for sustainable investments?"), they quickly become doubtful and have lively discussions with their fellow students. Promoting this critical dialogue is an important task for us professors, but at the same time it is personally exciting and pedagogically instructive. University teachers can make an impact after all!"

–

Prof. Dr. Johannes Hofinger
Professor for Finance and Accounting

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Munich Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Change fatigue
- ❖ Compliance and legal concerns
- ❖ Faculty resistance
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, Munich Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Student engagement concerns
- ❖ Resistance from students
- ❖ Budget constraints
- ❖ Classroom infrastructure limitations
- ❖ Measurement difficulties
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Technology gaps
- ❖ Time constraints

Additional Evidence



BA Learning Goals at MBS

View document  Download document 

MA Learning Goals at MBS

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MBA Learning Goals at MBS

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

MBS Learning and Teaching Philosophy

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

Teaching Day 2024: Exploring Playful Pedagogy and Immersive Learning

On May 7, 2024, Munich Business School hosted its annual *Teaching Day*, organized by the Learning & Teaching Committee, with a dedicated focus on innovative and playful approaches to higher education. The event began with a keynote by Dr. Jakub Cichor from the TUM Center for Educational Technologies, who spoke on "*Virtual Worlds, Real Progress: The Learning Potential of Games and the Future of Education*". His keynote emphasized the transformative power of game-based learning in fostering student engagement and developing future-ready skills. Following the keynote, participants engaged in hands-on workshops exploring various playful teaching methods, including **immersive learning environments**, **LEGO® SERIOUS PLAY®** for creative problem-solving, and a **medieval roleplay scenario on conflict resolution**. These interactive sessions provided opportunities for experimentation, peer learning, and critical reflection on responsible, student-centered pedagogy. The day concluded with a wrap-up session and a community-building "*Let's Play!*" networking event, featuring drinks and an MBS scavenger hunt. Teaching Day 2024 exemplified MBS's commitment to its Learning & Teaching Philosophy and Principle 3 (Teach) of PRME by cultivating inclusive, engaging, and transformative learning environments that prepare students for leadership in a complex, dynamic world.



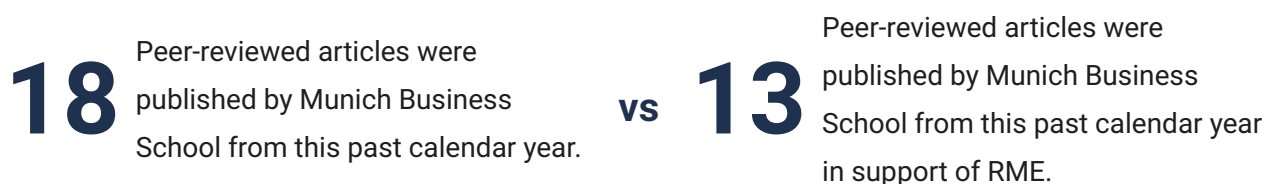
Research

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

How We Define Research

Research means generating knowledge that inspires responsible management and addresses societal challenges. At MBS, we pursue applied, impact-driven research in innovation, responsible leadership, and family business—framed by the megatrends of sustainability, globalization, and digital transformation—to combine academic rigor with real-world relevance and foster positive change.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Munich Business School was awarded funding for research that is:



National



Regional



International

Socializing Research

In 2024, Munich Business School contributed research findings to:

- ❖ Open-access platforms
- ❖ Local media
- ❖ National media
- ❖ International media
- ❖ Industry and business networks
- ❖ Government and policy makers

Research Projects

In 2024, Munich Business School reported 5 research projects that implemented responsible or sustainable activities.

Impact for Future (IFF)

Period Covering: March, 2022 - February, 2026

Department: International Business

Munich Business School is actively contributing to the advancement of sustainability-focused and impact-driven research through its involvement in the cross-university project **Impact for Future (IFF)**. As an associated partner, MBS plays a key role in supporting the program's educational and research dimensions.

One of the flagship initiatives of this project is the **Certificate for Transformational Change**, a one-semester interdisciplinary program that empowers students and professionals to co-create entrepreneurial solutions addressing **societal, ecological, and technological challenges**.

The program is conducted in collaboration with leading academic and ecosystem partners in the Munich area, including:

- Social Entrepreneurship Akademie
- Technical University of Munich (TUM)
- Hochschule München University of Applied Sciences
- Hochschule Landshut
- Universität der Bundeswehr München
- Munich Business School

The program is free of charge for participants and is designed to run alongside existing study or work commitments. It reflects MBS's strategic commitment to **responsible innovation, inter-institutional collaboration, and impact-oriented education**.

The broader **Impact for Future** research project, funded by the **Bavarian State Ministry of Science and the Arts** with €2.388 million, aims to:

- Develop a cross-disciplinary, impact-focused teaching framework,
- Promote social responsibility across diverse academic fields,
- Strengthen the role of universities in solving real-world problems through entrepreneurship.

MBS's contribution is led by **Prof. Dr. Nadine Chochoiek**, who brings expertise in entrepreneurship and social innovation to the consortium.

This project embodies the PRME Principles by integrating cutting-edge research, multi-sector collaboration, and education for sustainable development into the core mission of higher education.



EASE - Empowering Adult Survivors of domestic violence through Entrepreneurship

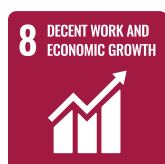
Period Covering: December, 2021 - December, 2024

Department: Entrepreneurship

EASE - "Empowering Adult Survivors of domestic violence through Entrepreneurship" is an Erasmus+ research project, that aims to support women affected by domestic violence in their regeneration and professional reintegration, through training and mentoring programs in the start-up/ entrepreneurship field. It also creates an opportunity for institutions of higher education, to expand their curricula, and offer new educational pathways for adults who have already left higher education or the education sector.

The project is being carried out under the leadership and coordination of **MBS professors Dr. Patricia Kraft and Dr. Barbara Scheck**. Further partners are Institute de Preparation a l'Administration et a la Gestion (France) and the University of New York in Prague, s.r.o. (Czech Republic), the think tank ThinkYoung (Belgium) and the NGOs led by HER (France) and Fondatsiya Bulgarski Tsentar za Gender Izvedvaniya (Bulgaria).

Pilot projects are being carried out in France, the Czech Republic and Bulgaria, with the goal to enable replication across Europe. The project ran for three years to 2024 and is funded by the EU Commission with approx. 380.000 Euros within the framework of the Erasmus+ program.



Conscious Business Education (CBE)

Period Covering: December, 2021 - September, 2024

Department: International Business

Conscious Business Education (CBE) is an Erasmus+ funded research project coordinated by Munich Business School. It aims to develop a syllabus on the topic of conscious business for bachelor's and master's programs as well as for the field of executive education.

MBS' partners on this project are the Julius Maximilian University of Würzburg (Germany), UPF Barcelona School of Management (Spain), Palacký University Olomouc (Poland), Nova School of Business and Economics (Portugal), Impact Centre Erasmus (Netherlands), and PIMEC, Catalonia's Association of Small and Medium Enterprises (Spain). **Konstantin Mudrack and Prof. Dr. Christian Schmidkonz (both MBS) are responsible for project management and academic input respectively.**

Together, the partners designed courses on all aspects of Conscious Business Education, including conscious leadership, conscious marketing, impact entrepreneurship, an ethical approach to risk management and governance, and many other relevant topics. The project ran for three years until fall 2024 and was granted around €300,000 of funding by the European Commission as part of the Erasmus+ program.

The course materials were tested by the participating universities as part of their curricula, presented to lecturers in Business Studies at public and private universities at conferences across Europe (known as "multiplier events") and further refined in an ongoing process of exchange.

The research project's stated aim is to train, inspire and motivate lecturers in Business and Economics throughout Europe to adopt elements of the CBE course material in order to change the way the subjects are taught.

After all, more conscious business means acting in a more ethical, people-centered, regenerative, inclusive, stakeholder-oriented, and purpose-driven manner.



STAY OK - Rethinking wellbeing at workplaces in the EU SMEs

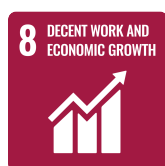
Period Covering: September, 2023 - September, 2025

Department: International Business

Stay OK is a two-year Erasmus+ research project (2023–2025) focused on **workplace well-being**, especially within small and medium-sized enterprises (SMEs) in the professional and consulting services sector. Sparked by the growing importance of mental health in the aftermath of the Covid-19 pandemic, the project aims to improve organizational well-being and help SMEs become more attractive employers.

Munich Business School plays a central role in the project, led by Prof. Dr. Giulia Parola, who coordinates the academic and scientific contributions from MBS. The project brings together six international partners from Italy, Malta, Spain, Austria, and Denmark to create a practical training program for SME leaders, trainers, and mentors. It also supports the wider VET (Vocational Education and Training) community by developing a digital self-assessment tool for evaluating staff well-being and identifying actionable improvements.

Stay OK is funded by the European Commission with €250,000 through the Erasmus+ program and follows a clear set of impact metrics, including 38 key performance indicators. The project contributes directly to SDG 3 (Good Health and Well-being) and aligns with PRME principles by integrating responsible leadership, human-centered management, and evidence-based social impact into both research and practice at MBS.



ELDiCo - Exploitative Leadership in Digital Collaboration

Period Covering: December, 2023 - December, 2027

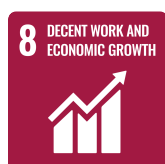
Department: International Business

ELDiCo is a three-year research project (running through 2027) that **investigates the complex dynamics and challenges of digital leadership, with a focus on promoting resilience and effective collaboration in virtual work environments.** Funded by the Bavarian Research Institute for Digital Transformation (bidt), the project explores how digital leadership practices—particularly exploitative mechanisms—affect the well-being and resilience of both employees and leaders.

A central focus of ELDiCo is the design and optimization of digital communication tools to foster successful collaboration in virtual teams and enhance leadership effectiveness. By integrating insights from psychology, organizational development, and informatics, the project aims to deliver practical, research-based solutions to current and emerging challenges in the digital workplace.

The project is a collaboration between Munich Business School, Hochschule Landshut, and the University of the Federal Armed Forces Munich, which serves as the coordinating institution. The interdisciplinary project team includes Prof. Dr. Ellen Schmid and Dr. Melanie Vilser (Bundeswehr University), Prof. Dr. Markus Böhm (Landshut), **as well as Prof. Dr. Alexandra Hauser and Maxi F. Holzapfel from MBS.**

ELDiCo contributes to responsible management education by addressing the risks and opportunities of digital transformation in leadership. Its goal is to unlock the potential of digital leadership while mitigating its negative impacts, thereby supporting sustainable, inclusive, and resilient forms of organizational collaboration.



Research Awards

In 2024, Munich Business School was awarded 1 research award for responsibility- and/or sustainability-related research.

MBS Research Award 2024

Granter: Munich Business School

Grantee: Prof. Dr. Nancy Landrum

Award Description:

The MBS Research Award is an annual internal recognition granted by Munich Business School to honor outstanding scholarly contributions by members of its faculty. This award exemplifies the institution's commitment to fostering impactful, responsible research aligned with its mission and strategic priorities, particularly in the areas of sustainability, responsible leadership, and innovation. In 2024, the award was presented to Prof. Dr. Nancy Landrum, acknowledging her significant contributions to the field of sustainable business transformation and her leadership in embedding sustainability across research, teaching, and institutional development. The award reflects Goal 2 of the MBS Strategic Plan 2022–2026: Co-Creation of Knowledge, and supports the school's mission to advance responsible management education and contribute meaningfully to societal well-being through high-quality research.

Research Presentations Related to RME and/or Sustainability

In 2024, Munich Business School gave 3 research presentations related to RME and/or sustainability.

Mobile Working vs. Labor Mobility: Impact on Urban Development.

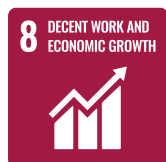
Authors: Prof. Dr. Florian Bartholomae

Date of publication: November, 2024

Presented at: National or international discipline-specific conference

Department: Economics | Urban Development

This paper discusses the impact of remote work on labour mobility and urban development. We argue whether remote work can replace high-skilled migration especially if job opportunities drive migration decisions. Given the characteristics of jobs that are suitable for remote working, along with different cost and types of migration we conclude that remote work is a good substitute for physical migration of high-skilled workers. The analysis highlights that this substitution leads to a relative increase in low-skill migration in urban areas, potentially affecting economic and social structures as well as land-use not only in urban areas but also in sub-urban areas. The study emphasizes the need for urban policies to adapt to these changes by promoting inclusive economic development plans and enhancing urban amenities to support a diverse and skilled workforce.



Closing the Gender Data Gap in Entrepreneurship: Risk Preferences of Female Entrepreneurs.

Authors: Prof. Dr. Nadine Chochoiek | Dr. Rosendahl Huber

Date of publication: September, 2025

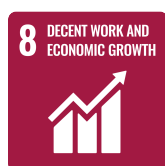
Department: Entrepreneurship

The study "Risk Preferences of Female Entrepreneurs – Closing the Gender Data Gap in Entrepreneurship" by Prof. Dr. Nadine Chochoiek and Dr. Rosendahl Huber, published in the Academy of Management Proceedings (2024), offers new empirical insights into how risk tolerance shapes entrepreneurial behavior among women. Addressing a long-standing gender data gap in entrepreneurship research, the study focuses on risk propensity, one of the most widely studied psychological traits influencing entrepreneurial decisions (Åstebro et al., 2014; Kerr et al., 2018).

Using a large-scale, multi-wave online experiment conducted in the Netherlands, the authors combine survey responses and behavioral data to compare risk preferences across male and female entrepreneurs and employees. The findings reveal that female entrepreneurs exhibit significantly higher risk tolerance than female employees, a pattern especially pronounced among owners of early-stage businesses. Importantly, while women employees tend to show lower risk-taking compared to men, this gender gap disappears among entrepreneurs, particularly those with incorporated businesses.

These findings suggest that risk tolerance is a key factor in women's decision to pursue entrepreneurship and that gender differences in risk-taking may be a structural contributor to the persistent gender gap in entrepreneurial participation. The authors conclude that public policies aimed at reducing the perceived riskiness of entrepreneurship could be effective in encouraging more women to start and grow businesses. Such interventions would not only benefit female founders but would also foster more inclusive and resilient entrepreneurial ecosystems overall.

This research aligns with Munich Business School's strategic focus on diversity, equity, and inclusion and contributes to PRME's goals of advancing responsible, inclusive business education informed by cutting-edge academic scholarship.



How ChatGPT Became my Co-Lecturer.

Authors: Prof. Dr. Sophie Hieke

Date of publication: July, 2024

Presented at: Regional or local issue or theme-specific conference | Regional or local discipline-specific conference

Department: Critical Thinking | Teaching Methodology | Innovation

In this pioneering case study, Professor Sophie Hieke outlines the redesign of a Bachelor-level research methodology course to explore the use of generative AI—specifically ChatGPT—as a pedagogical tool. Recognizing both the opportunities and ethical challenges posed by AI, the course was structured to integrate ChatGPT as a "co-lecturer," encouraging students to interrogate, critique, and co-create knowledge with the AI tool.

Through a series of carefully designed exercises, students compared their own work with ChatGPT-generated content, analyzed the AI's sources and reasoning, and reflected on its strengths and limitations. The course emphasized core academic values such as transparency, critical thinking, and the responsible use of technology in research.

Rather than viewing AI as a threat to academic integrity, the course positioned it as a mirror, reflecting student understanding and prompting deeper engagement with methodology and evidence. Students were required to document their use of AI and were assessed on their ability to critically assess its outputs rather than the quality of those outputs themselves.



Publications Related to RME and/or Sustainability

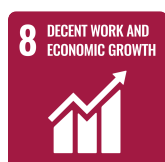
Like Wikipedia and Firefox, it's time to embrace the opportunity of community.

Authors: Prof. Dr. David Wagner

Date of publication: September, 2025

Department: Management | International Business | Responsible Leadership

This article by Prof. Dr. David Wagner introduces the concept of community-centricity as a new organizational philosophy that moves beyond traditional customer-centric models. Drawing on examples like Wikipedia and Mozilla, Wagner argues that building genuine communities within and around organizations can drive innovation, foster inclusion and contribute to solving global challenges. The article outlines how community-centricity can be embedded across various organizational functions, including mission, strategy, product development, HR practices, finance and technology. It emphasizes the importance of distributed leadership, open innovation and stakeholder participation. Community-centric organizations are positioned not only to create economic value but also to support social and environmental sustainability. The article links this approach to several UN Sustainable Development Goals, especially SDGs 8, 9 and 11, advocating for a mindset shift that sees community as a guiding principle rather than a marketing tool. Ultimately, Wagner calls for leaders to embrace community as a source of resilience, identity and progress in an increasingly complex world.



The future of work: Shaping new work with flexibility and legal certainty | [DOI](#)

Authors: Prof. Dr. Arnd Albrecht

Date of publication: August, 2025

Department: International Business | Management | Shared Leadership | Future of Work

Shared Leadership represents one of the most modern leadership principles. Following the 'Primus inter Pares' principle, which is close to the leadership culture of Scandinavian countries, there is an agile and democratic approach, which is supported by high professionalism and diversification of the team. In the Shared Leadership approach, the responsibility and task distribution is not combined in one person, but is rather carried by the entire team. This leads to higher flexibility and a greater sense of responsibility: In addition to better project implementation, it leads to performance improvement and better identification, thus contributing to internal employer branding. Only in defined situations does the leader assume overall responsibility in the team. Shared Leadership finds little success in strongly hierarchical cultures.



Emerging concerns in sustainability reporting: Disclosure of tertiary effects in the home appliance industry | [DOI](#)

Authors: Genc, U., Purdue University | Hardaway, K., Purdue University | Landrum, N., Munich Business School | Mulrow, J., Purdue University

Date of publication: August, 2025

Department: Management | Accounting | Economics

Home appliances like refrigerators, washers, and dryers have grown rapidly worldwide, contributing to significant ecological impacts across their life cycle. Part of the corporate response to ecological concerns has been to better document and report impacts via Sustainability Reporting (SR), which follows various global standards but often lacks specificity, particularly in capturing beyond direct (tertiary) effects. Our review asks how well and to what extent sustainability reporting covers these emerging "tertiary effects", in home appliance industry. We assess all 26 available SRs from 254 major home appliance brands (representing 50 conglomerate companies), to assess how well they cover tertiary effects including: measurement of Scope 3 greenhouse gas emissions, attention to the nine planetary boundaries, and estimation and discussion of potential rebound effects. Only 23% of reports mention rebound effects, often framed as beneficial due to increased product demand, without addressing the negative implications of expanded resource use. Just one report covers all nine

planetary boundaries, and relevant Scope 3 emissions, such as emissions from product use, are mentioned in less than half of the reports. The findings point to many opportunities for companies to disclose tertiary impacts. We draw on existing SR literature and examples from the reviewed SR reports to suggest ways for corporate self-reporting to better reflect ecological realities further afield from direct production operations. To improve SR, companies should acknowledge potential rebound effects from efficiency gains and follow guidelines to address a wider range of planetary boundary impacts and Scope 3 emissions beyond climate and freshwater concerns.



Toward a theory and practice of strong global sustainability.

Authors: Nancy E. Landrum, Professor of Sustainable Business Transformations, Munich Business School

Date of publication: August, 2025

Presented at: ESEE-Degrowth Conference

Department: Management

The world is facing a polycrisis and businesses are faced with the challenge of navigating this terrain, using sustainability as one approach. But research shows that, although more governments and businesses are adopting sustainability, the global challenges are worsening and current approaches are rooted in weak sustainability. Strong and very strong sustainability are believed to be the path that can lead us toward future global sustainability. The challenge is that there is no practical direction on how to adopt and implement strong and very strong sustainability. The current study sought to deepen our understanding of strong sustainability theory and to operationalize strong and very strong sustainability.



Showcase Symposium: Editor's panel: Sustainability research from underrepresented regions of the world.

Authors: Nancy E. Landrum, Professor of Sustainable Business Transformations, Munich Business School | Bidmon, Christina, Utrecht University | Shili Chen, Xi'an Jiaotong-Liverpool University | Remy Balarezo, University de Piura

Date of publication: August, 2025

Presented at: National or international academy of management

Department: Management

Across disciplines, most publications in top journals are authored by scholars in Western high-income countries. Increasing geographic diversity seems particularly important for sustainability research, not least because regions around the world have different perspectives on sustainable development and tensions related to business sustainability often include a spatial element. While many journals have started paying attention to the question of how to increase diversity of authors and research contexts, guiding the publication process for researchers from and on underrepresented regions also holds challenges. With an esteemed group of editors from business sustainability and management journals, we will discuss these challenges and what journals, editors, reviewers, and authors can do to foster publications from and on underrepresented regions of the world.



Organizational sustainability schemes align with weak sustainability. | [DOI](#)

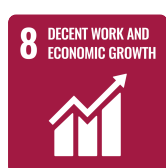
Authors: James Demastus, doctoral candidate, University Deusto | Nancy Landrum, Professor of Sustainable Business Transformation, Munich Business School

Date of publication: August, 2025

Department: Management

While sustainability research is expansive, studies of business-internal practices and resulting sustainability outcomes are largely unexplored. This research fills this gap by assessing the sustainability schemes that organizations internally employ to guide sustainability efforts. Content analysis is applied to 20 environmentally oriented sustainability schemes, through the triangulated lenses of strong sustainability and sensemaking theories. Each scheme is quantitatively assessed for positioning within the Stages of Sustainability model and rank abundance curves are generated to compare relative sustainability strength among the schemes for potential recommendations in

practice or future research. Results show that 100% of the sustainability schemes in this study align with various forms of weak sustainability, although five commendable schemes are more advanced than the others. Given this finding, it is expected that applying the sustainability schemes from our sample in research and practice will perpetuate weak, business-as-usual, sustainability while prolonging the wait for strong ecological sustainability. Novel contributions of this research include empirical evidence to support claims that sustainability schemes are aligned with weak sustainability, and the identification of the sustainability strength of sustainability schemes. Additionally, numerous calls from researchers to consider sustainability strength in research are heeded. Implications for practitioners, scheme developers, and academics relate to the development of schemes, business-internal practices, research, and teaching that aligns with ecological science-oriented, strong sustainability instead of the current approach that aligns with weak sustainability.



Explorations in organized hypocrisy and a proposed direction for a sustainable future

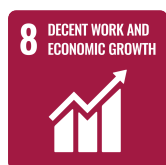
| [DOI](#)

Authors: Gerard Farias, Fairleigh Dickinson University | Nancy Landrum, Professor of Sustainable Business Transformation, Munich Business School | Christine Farias, City University of New York | Isabella Krysa, Fairleigh Dickinson University

Date of publication: August, 2025

Department: Management

Since the Brundtland report's call for sustainability, planetary conditions have deteriorated. This paper suggests that corporate hypocrisy is a major barrier toward the adoption of sustainability and offers a typology of business behavior that can move closer toward the adoption of true and strong sustainability.



Miss Rizos: Changing the world, one (black) curl at a time?

| [DOI](#)

Authors: Jose M. Alcaraz | Ivelisse Perdomo | Fernando Barrero | Christopher E. Weilage | Valeria Carrillo | Rodolfo Hollander

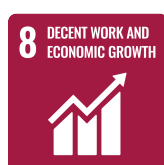
Date of publication: November, 2024

Department: International Business | Social Entrepreneurship

This case study traces the entrepreneurial and activist journey of Carolina Contreras, known widely as *Miss Rizos*, a Dominican-American changemaker who founded a natural hair movement rooted in empowerment and racial identity. In 2011, Contreras opened the *Miss Rizos* Salon in the heart of Santo Domingo, on a street historically linked to the slave trade. The salon's unapologetic mission was to empower Afro-Dominican, Afro-Latina, and Afro-descendant women by encouraging them to embrace their natural coils, curls, and waves. In doing so, it aimed to help them reclaim pride in their cultural identity.

By blending activism, education, and entrepreneurship, Contreras built a social enterprise that challenges Eurocentric beauty norms and fosters self-love, confidence, and community transformation. In 2019, she expanded her vision by opening a second salon in New York City, bringing the movement to a broader diasporic audience.

Set in the summer of 2023, the case presents a dilemma. How can *Miss Rizos* enhance its activist spirit, adapt its organizational structure, and, most urgently, ensure its long-term viability and potential for growth or scaling? The case invites critical discussion around social entrepreneurship, identity-based branding, sustainability, and the complexities of scaling mission-driven businesses in diverse sociocultural contexts.



Research Voices

The following statements demonstrate ways in which researchers at Munich Business School bring sustainability and responsible management into their research.

Research Voice: Prof. Dr. Alexandra Hauser

"My research focuses on leadership in the context of mental health and well-being, with a particular interest in exploitative leadership in digital collaboration (ELDiCo). ELDiCo examines how digital work environments can enable, mask, or amplify exploitative leadership behaviors, and how these dynamics impact employee trust, motivation, and psychological safety. By integrating qualitative and quantitative methods, I aim to uncover the subtle ways in which leaders can misuse digital tools and structures to exert control or extract disproportionate value.

Understanding these patterns is crucial for developing frameworks that promote ethical, responsible, and sustainable leadership in increasingly virtual workplaces. This work not only contributes to academic theory but also informs leadership development programs and organizational policies. Ultimately, my goal is to equip organizations with evidence-based strategies that prevent exploitation and foster digital environments where both people and performance can thrive."

–

Prof. Dr. Alexandra Hauser

Professor for Responsible Leadership

Vice Dean Learning and Teaching

Research Voice: Prof. Dr. Florian Bartholomae

"In both my research and teaching, I'm driven by a desire to understand how global economic shifts and technological developments impact local realities – and how we can equip students to navigate these changes responsibly. My recent research examines the growing role of remote work in shaping labor mobility and urban development. We find that remote work can increasingly substitute for high-skilled physical migration, with profound consequences for urban dynamics, equity, and land use. This raises important questions for urban policy, especially how cities can remain inclusive and attractive in a post-mobility era. The study contributes to SDG 8 (Decent Work), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities), and highlights the need for management education to embrace spatial, social, and economic complexity.

I also investigate the role of emerging technologies in higher education – both from a student and instructor perspective. One study explores how students perceive and use generative AI tools like ChatGPT in academic writing, shedding light on how digital tools can support (or undermine) learning performance, motivation, and academic integrity. Another project focuses on instructors' acceptance of digital teaching formats in quantitative business courses post-COVID-19. While performance expectations remain high, the study finds low hedonic motivation and concerns over institutional alignment, financial incentives, and discipline-specific needs. Both projects contribute to SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure), while also engaging with broader questions of inclusion, fairness, and responsible use of technology in education.

To further support Responsible Management Education, I've authored textbooks in game theory and international trade that combine analytical rigor with real-world relevance. These resources are designed to help students not only understand complex strategic and economic concepts, but also apply them ethically in international and organizational contexts. My teaching – in micro- and macroeconomics, game theory, and international political economy – is rooted in a belief that future decision-makers need not just models and methods, but also reflective thinking, interdisciplinary awareness, and a sense of responsibility for the systems they help shape."

Prof. Dr. Florian Bartholomae
Professor in Economics

Research Voice: Prof. Dr. Sophie Hieke

"What started out as research into health behaviours has long turned into a strong focus on sustainability in how we make decisions and particularly how we eat. It has been well over a decade that I have dedicated my main research focus on sustainable food choices, from reducing/replacing meat to encouraging a plant-based diet, as well as trying to combat food waste. One thing we have learned from food labelling research is that people don't do as they're told. So putting labels on foods that tell people they must be more sustainable also doesn't work. This means we have to be more creative and innovative in our research, in order to find ways to impact peoples' choices without force. This is where behavioural economics comes in. The art of understanding true human decisions and designing environments in a way that enable "better" choices. Nudging is one prominent tool that is often mentioned in this regard.

And this is my way in, well to my students at least. I teach them behavioural economics, in fact I call it behavioural marketing. And when talking about heuristics, biases, tools like nudging etc., I share my research and more generally research on sustainability behaviours with them. It's my way to show them how what they just learned about is being applied in research. That research can be about cool stuff. And more importantly, that research can be meaningful. Because the type of studies I have done so far are mainly applied research. I may not shape fundamental ways of thinking or create new theorems but I help advance empirical evidence on important topics around sustainability. One tiny step at a time. More often than not, it seems that I sparked interest among my students when they get to choose their seminar paper and particularly their master thesis topics. When they want to work on something they saw in or heard from my research. And if that's not creating a small but lasting impact, then I don't know what is."

Prof. Dr. Sophie Hieke
Professor for Marketing and Communication
Academic Director Master International Marketing and Brand Management
Impact Officer

Research Voice: Thomas Schiffelmann, DBA Candidate

"Global warming is already having a massive impact on people, now that the 1.5 degree limit and the associated tipping points have been exceeded. The consequences are already so enormous that people are dying and future generations will have to fight for their own survival. This is particularly evident in the struggle for resources. In addition, the gap between rich and poor is widening. These

developments have been researched, interpreted and published by scientists around the world for many decades. It has already significant consequences on all species, including humans. These issues stem from today's economic system, which prioritizes rapid and unlimited growth at the expense of human and natural resources. Humanitarian, social and ecological concerns are not adequately addressed in the current economic framework, the capitalism. Following this, the resilience of companies that continue to strive for ever higher profits in order to serve and satisfy their stakeholders seems particularly striking. But this is precisely where the flawed economic system and the unfair distribution of capital come to light. It is generating rapid and higher unlimited growth – at the expense of human and natural resources. Despite all the scientific findings and publications, ecological, social and humanitarian concerns are not given sufficient consideration in today's economic system.

Next to the existing economic model, numerous other approaches exist, but none are explicitly linked to the legal foundation of human. Therefore, my research in the Doctor of Business Administration program aims to close the gap by utilizing the human rights framework established by the United Nations and the European Union, particularly in relation to companies. It explores how different philosophers like Cicero or Immanuel Kant as well as the United Nations, the European Union and various constitutions define human dignity and what influence the Universal Declaration of Human Rights und the Global Compact by the United Nations as well as the Charter of Fundamentals Rights by the European Union have an impact on local, regional and global economic change. And for responsible management education, it is absolutely necessary according to all current scientific and practical findings that more social and ecological aspects were taken into account in economic research, teaching and bachelor's and master's theses, as well as in the MBA and DBA programs, in order to enable future generations to live a dignified life on this planet.”

Thomas Schiffelmann

Head of Marketing, Handicap International e.V.

Doctoral candidate at Munich Business School/Sheffield Hallam University

Research Voice: Doris Bampi-Hautmann, Research Coordinator

"At Munich Business School (MBS), I serve as Research Coordinator, acting as a vital link between university management and faculty to enable the pursuit of high-quality, impactful research. While my responsibilities include essential administrative functions—such as research documentation, budget planning and accountability, and contributions to accreditation processes (e.g., AACSB)—my role is equally focused on fostering continuous improvement in research quality, integrity, and relevance.

In alignment with MBS's mission and the PRME principles, I actively support responsible management education by cultivating a dynamic, transparent, and collaborative research environment. Working closely with the Vice Dean for Research and the Research Committee, I help ensure that research

activities address sustainable, ethical, and socially significant topics. This involves coordinating faculty development initiatives and providing administrative and communications support for externally funded projects with strong societal and sustainability impact, including the Erasmus+ projects EASE, Conscious Business Education, and STAY OK.

Another key aspect of my role is building research networks and fostering community engagement. I organize flagship knowledge-sharing events such as the MBS Doctoral Conference, the Researchathon, and the XChange@Lunch series—platforms that inspire dialogue, collaboration, and knowledge exchange among faculty, staff, and students. The Doctoral Conference provides doctoral candidates with the platform to present their research progress and benefit from the expertise of experienced supervisors and faculty. The Researchathon brings together MBS researchers and fellows to explore ideas collaboratively. XChange@Lunch, originally launched as “Brown Bag Seminars” to highlight faculty research, has evolved into an inclusive forum for diverse perspectives and topics, from innovative teaching methods and mental health initiatives to active research projects and creative approaches to academic writing.

My dual perspective as Research Coordinator and Quality Manager—being closely connected to developments in both research and teaching—has enabled me to shape this evolving exchange format, invite a broad range of speakers, and create an open, welcoming space for the MBS community to connect and share insights.

Through these activities, the Research Coordinator plays an essential role in strengthening MBS’s research culture, expanding the societal relevance of its outputs, and embedding PRME principles into the school’s research strategy, activities, and community life.

And those are the rewarding moments when I know we’re fulfilling our mission as a business school that is innovative, responsible and globally minded."

–

Doris Bampi-Hautmann

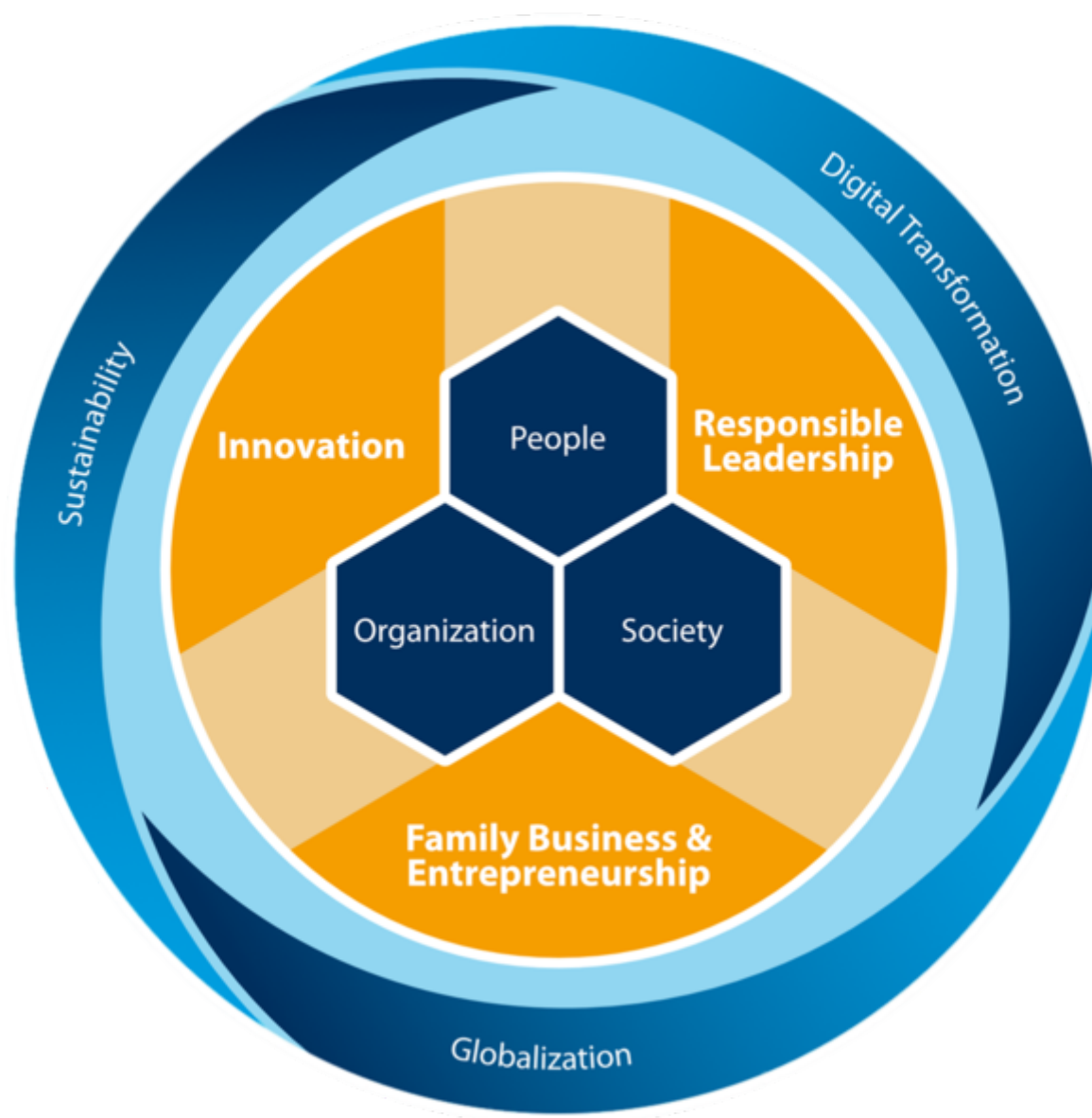
Research Coordinator at MBS

Research Barriers

In 2024, Munich Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Time constraints

Additional Evidence



MBS Researchathon 2024: Cultivating Faculty Collaboration and Research Impact

The fourth MBS Researchathon, held in July 2024 at Microsoft Headquarters in Munich, was a dynamic full-day event designed to foster interdisciplinary research collaboration and strengthen scholarly output aligned with the MBS mission and PRME's Principle 4 (Research). Organized by Professors Dr. Michael Rüdiger and Dr. Nancy Landrum, the event brought together MBS faculty to share methodological expertise, explore publication strategies, and initiate new joint research projects. The day began with a hands-on workshop on navigating peer-reviewed publishing, addressing topics such as journal selection and open access models. In the second workshop, faculty members mapped out their research strengths across qualitative and quantitative methods, promoting transparency, mutual support, and peer learning. The event culminated in a collaborative

research challenge based on a real-world business prompt, potentially provided by Microsoft, encouraging cross-disciplinary teams to co-develop impactful project ideas and lay the groundwork for joint publications. The Researchathon concluded with a community dinner, reinforcing academic camaraderie and interdisciplinary knowledge exchange.



Partner

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

How We Define Partner

Partner means collaborating with business, academia, civil society, and government to advance responsible management. At MBS, we co-create impact through strategic alliances, joint research, mentoring programs, and social initiatives—fostering a diverse ecosystem that supports sustainable and ethical development.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Ministries of Education, Higher Education, or similar national bodies

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 1 key partnership at Munich Business School.

Association to Advance Collegiate Schools of Business (AACSB)

Munich Business School's partnership with AACSB has become a cornerstone in advancing our institution's commitment to sustainability and social responsibility. From the outset of the accreditation process, we recognized that AACSB's standards, particularly Standard 9 on Engagement and Societal Impact, offered more than a framework for quality assurance; they provided a shared language and structure for embedding purpose into everything we do.

This affiliation prompted a strategic realignment across the university. We began by redefining our institutional goals to explicitly include societal impact, which became a core pillar in our Strategic Plan 2022–2026. Through this lens, we developed and adopted the MBS Impact Model, a comprehensive framework inspired by the Quintuple Bottom Line, which expands the traditional business focus on profit to include people, planet, purpose, and passion. This model now guides both operational decisions and academic initiatives.

Our collaboration with AACSB also led to deeper structural changes. We introduced a formal Assurance of Learning (AoL) system not just to track academic performance, but to assess how effectively we are instilling responsible leadership, ethical awareness, and sustainable thinking in our

students. These insights feed directly into curriculum development, such as the launch of a new concentration in Sustainable Business within our master's program, and the redesign of modules across programs to better reflect environmental and societal challenges.

In addition, AACSB's emphasis on impact encouraged us to create and publish regular Impact Reports, which systematically document and evaluate the outcomes of our research, teaching, partnerships, & community engagement. Faculty development has also benefited from this partnership, as AACSB's expectations around scholarly contributions have pushed us to expand our research in areas such as social entrepreneurship, sustainable finance, and diversity in leadership.

Perhaps most importantly, our partnership with AACSB has provided a reflective space to measure what matters. With tools like our internal activity database, SDG-linked research tracking, and stakeholder surveys, we now evaluate our progress not only in terms of student success or institutional growth, but in terms of the positive change we are making in the world. In this way, our relationship with AACSB continues to shape a more inclusive, responsible, and forward-looking business school.



Practice

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

How We Define Practice

Practice means embodying responsible management in the daily operations and governance of the institution. At MBS, this includes sustainable campus practices, ethical leadership, inclusive policies, and active staff engagement in impact initiatives—ensuring that our values are lived, not just taught.

Institutional Policies and Practices

- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Student equity, diversity, inclusion
- ❖ Ethical leadership or good governance policies
- ❖ Ethical data sourcing guides
- ❖ Employee equity, diversity, inclusion
- ❖ Curriculum guidelines
- ❖ Accreditation body recommendation documents

Practice Voices

The following statements from stakeholders at Munich Business School demonstrate our commitment to sustainable and responsible practices.

From the IT Administrator's Perspective

"Working in IT at Munich Business School, I see the Practice Principle in action every day, often from behind the scenes. Our role goes beyond keeping systems running; it's about enabling sustainable, secure, and efficient digital operations that reflect our values.

In recent years, we've implemented upgrades to our digital learning infrastructure that not only improve the student and faculty experience but also reduce our environmental footprint. For example, moving more services to energy-efficient cloud solutions, reducing paper use through fully digital processes, and optimizing server capacity to cut energy consumption. These changes support MBS's "Less is More" initiative and align with our impact model's Planet and Prosperity dimensions.

We also play a critical role in cybersecurity and data privacy, making sure our academic community can collaborate with partners around the world without compromising personal data or intellectual property. Every security protocol or system upgrade we introduce is a small but vital piece of the school's commitment to responsible operations.

For me, "practice" means turning abstract sustainability and responsibility goals into tangible, everyday workflows; from the way we manage devices, to how we train staff on secure and eco-conscious use of hybrid tools. It's the quiet, technical side of impact, but without it, the bigger initiatives wouldn't run as smoothly."

Farid Ismayilov
IT Administrator at MBS

Welcome Desk Operations at MBS

"At Munich Business School's Welcome Desk, we actively contribute to responsible and sustainable campus operations. One of our key initiatives has been the reduction of paper consumption by transitioning many administrative documents and processes to **student-friendly digital platforms**. This not only streamlines communication between students and campus departments but also supports our broader environmental goals.

As the first point of contact for students, staff, faculty, and guests, we ensure every individual is welcomed with respect and cultural sensitivity. **We strive to accommodate people in their preferred languages whenever possible**—beyond our working languages of German and English, we also offer support in Spanish, Russian, Turkish, and Azerbaijani. This multilingual approach fosters inclusion and reflects the diverse, globally minded community we serve."

—

Eliza Vargas-Machuca
Manager, Welcome Desk
Service and Administration Team
Munich Business School



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

Share means openly communicating successes, challenges, and learnings to foster collective growth. At MBS, we share through transparent reporting (e.g. Impact Reports, SIP), cross-stakeholder dialogue, and knowledge exchange platforms—strengthening our commitment to accountability and inspiring responsible management education globally.

Engagement Opportunities

Munich Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

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

Communication Audiences

Munich Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Faculty and staff
- ❖ Accreditation bodies
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Media and public relations channels
- ❖ Alumni and donors

Sharing Voices

The following statements from stakeholders at Munich Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Sharing Impact - Digitally

As the Social Media Manager of Munich Business School, I'm proud to share how we're using digital communication to drive visibility, engagement, and impact.

At MBS, communication is more than just storytelling. It's a tool for creating awareness, fostering dialogue, and amplifying responsibility. We don't just tell stories of our students, who come from all over the world – we also emphasize the importance of social impact projects and critical thinking about today's economic challenges. Our goal is to empower students to become **sustainable, responsible leaders** who drive positive change in business and society.

Through our digital channels, we don't just show what's happening at our university – we highlight what we stand for: sustainability, societal impact, and responsible leadership. This includes showcasing initiatives like our participation in **World Cleanup Day**, workshops such as **Climate Fresk**, and student-led projects that address the Sustainable Development Goals in real and tangible ways.

We use our platforms to highlight how our students, faculty, and partners are taking responsibility – through projects, research, and everyday actions on and off campus. Whether it's through updates, behind-the-scenes insights, impact stories, or interactive formats on LinkedIn, Instagram and more – we contribute to the global PRME conversation.

In short: we see digital communication as a key driver in making our values visible and in reinforcing our commitment to responsible management education.

Prof. Dr. Nancy Landrum on Advancing Sustainability Conversations in the Public Sphere

"In 2024, I had the opportunity to contribute to the public discourse on sustainability through interviews in four external media outlets. These interviews allowed me to share insights from my academic research with broader audiences, thereby supporting the Share Principle of the UN PRME. My focus was on translating complex research topics into accessible, actionable ideas that inform sustainable decision-making in business.

The interviews stemmed directly from my research on sustainable business operations and the evaluation of sustainability certifications and standards, both key areas within my academic portfolio at Munich Business School (MBS). Across these conversations, I emphasized how businesses can integrate sustainability into core operations and how organizations can critically assess the certifications they pursue.

In 1851 Franchise (Campisi, July 2024), I discussed how franchise businesses can strategically align their operations with sustainability goals, recognizing both the reputational and operational benefits.

In Getting Ecological (Dolden, June 2024), I joined James Demastus to explore how companies can select sustainability standards that truly reflect their values and stakeholder commitments.

In Best Life (Mack, May 2024), I provided practical advice on water conservation, demonstrating how everyday operational changes can contribute to long-term environmental resilience.

In Carbon Neutral Copy (Safane, January 2024), I clarified the meaning and strategic importance of corporate sustainability, helping general audiences and communication professionals understand its value beyond compliance.

These engagements are part of MBS's broader strategy to share knowledge beyond academic boundaries, directly supporting Principle 7: SHARE. By contributing to external media, I aim to ensure that the school's commitment to responsible management education is visible and impactful beyond the classroom."

–

Prof. Dr. Nancy Landrum

Professor for Sustainable Business Transformation

Communication Barriers

Munich Business School faces the following barriers in transparent communications:



**Engagement
gaps**



**Audience
reach**

SIGNATORY

Munich Business School



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