

2025 Sharing Information on Progress **(SIP) Report**

University of Hamburg Business
School

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	16
5. Values	18
6. Teach	22
7. Research	44
8. Partner	52
9. Practice	54
10. Share	60

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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 Our Mission, our Values

Subjects

- Business Administration
- Sustainable Development
- Corporate Social Responsibility (CSR)
- Ethical Leadership

Provide supporting context

Our Mission

Building on Hamburg's history as an international trade metropolis, we develop and teach contemporary approaches to business. In our research and research-based education we focus on evidence-based decision-making. We contribute valuable data-driven insights and foster critical thinking for a sustainable future.

Our Values

Our values are inspired by the Hanseatic "honorable merchants" who have shaped commerce in Hamburg for centuries. They are recognized as smart and successful business leaders with a global network and a pronounced sense of responsibility for their own companies, for society, and for the environment. Honorable merchants are trustworthy, down-to-earth, and unpretentious.

- *Excellence*: We are committed to excellence in everything we do.
- *Impact*: We contribute to society by generating innovative, relevant insights based on rigorous research and by educating critical thinkers who make a difference in the world.
- *Responsibility*: We uphold and encourage sustainable, socially responsible behavior.
- *Openness*: We engage openly with other disciplines, communities and cultures. We embrace diversity in all its forms.
- *Connectedness*: We are a collegiate and supportive community that fosters cooperation and gives researchers and students the autonomy to flourish.

2. Vision

2.1 Our Vision

Subjects

- Business Administration
- Corporate Social Responsibility (CSR)
- Social Entrepreneurship
- Sustainable Development

Provide supporting context

Our Vision

Our vision is to be a leading Business School in Europe for quantitative and empirical research with high economic and societal impact and for research-based education that develops future leaders to shape a sustainable future.

3. Strategy

3.1 The Schools Strategy 2027 and Equal Opportunities Strategy 2027

Subjects

- Business Administration
- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development

Provide supporting context

School's Strategy

The School passed its Strategy 2027 in 2022. The Strategy outlines the School's main strategic objectives for the next five-year period. The School has since appointed a Representative for Sustainability with the Management Board and the University's Chief Sustainability Officer. The School also has a Representative for Equal Opportunities. In updating its Mission, Vision, and Values in 2024 and expanding its strategy in key areas, the School has strengthened ethics,

responsibility and sustainability (ERS) content in existing courses and developed new courses with an ERS focus or strong ERS component. Each year, the School reports on the progress made in the previous year towards the strategic objectives.

Equal Opportunities Strategy 2027

The School passed a new five-year Equal Opportunities Strategy in 2023. Each year, the School reports on the progress made in the previous year towards the goals defined in the Equal Opportunities Strategy.

3.2 School Strategy 2027

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School Strategy 2027_Passed 11.2022

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4. Strategy Alignment

4.1 Strategy Alignment

Subjects

- Business Administration
- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development

Provide supporting context

How do your institution's strategic priorities align with advancing sustainable development, the common good, and quality education?

The School further anchored ethics, responsibility, and sustainability (ERS) in the mission, vision, and values statements passed in 2024. This commitment can be seen in the School's Strategy, and in the actions it has taken in since the strategy was passed in 2022. The Strategy has four key areas:

- **Internationalization:** Since 2022, a key focus has been on the internationalization of programs, promoting international experiences, and internationalizing the students and staff. This aligns with the strongly with the School's commitment to excellence, openness, and an international mindset.
- **Programs and students:** The School is one of the top business schools in Germany, and one of only four public universities with international EQUIS accreditation. It is updating its programs, and has strengthened ERS content greatly. For example, ERS themes are common in business administration modules (73% of bachelor, 51% of master modules).
- **Research:** The School has an excellent reputation for research. It is ranked third in Germany in the Wirtschaftswoche Ranking 2024 (the most important business research ranking in Germany), and 126-150 in THE Ranking 2025 for "business and management". In the past three years, it has published 135 research articles (43% of the articles) related to ERS, with 42 appearing in top international journals (FT50 and/or VHB-Rating A+/A).
- **Connections with practice:** The School is very well connected with practice partners, in line with its focus on empirical research and impact.

Equal Opportunities

The School has made progress in hiring female professors since it was founded in 2014, and has achieved an excellent gender balance in two faculty groups (lecturers and doctoral research associates) and amongst business administration students.

5. Institutional History

5.1 A history of the School and the development of ethics, responsibility, and sustainability

Subjects

- Business Administration
- Responsible Management Education

Provide supporting context

In keeping with Hamburg's reputation as a mercantile city, there has been a long tradition of business research at the University. With his appointment to the Faculty of Law and Political Science, Curt Eisfeld became the University's first professor of business administration in 1927 and helped establish the degree program in business administration. From 1954 onward, business administration was taught in the Faculty of Business, Economics and Social Sciences. In 2005, Hamburg's University of Business, Economics and Politics (Hochschule für Wirtschaft

und Politik) was integrated into the Faculty. In 2008, the Department of Business Administration was formed as one of four departments of the Faculty. In 2014, the Department of Business Administration was transformed into the Faculty of Business Administration. In 2022, as part of the School's commitment to ongoing improvement, it conducted an internal review of activities related to ethics, responsibility, and sustainability, and set up systems for further tracking (e.g., of research articles related to the SDGs). In an endeavor to further strengthen tracking of and to promote ERS in research and education, it joined PRME. This was strongly supported by the University of Hamburg, which prides itself on its commitment to sustainability, ethics, and equal opportunities. In 2022, the School appointed a Representative for Sustainability (to join the long-established Representative for Equal Opportunities), to coordinate sustainability activities. In 2023, it was awarded EQUIS Accreditation for the first time. In 2024, the School reworked its mission, vision and values, strengthening the focus on ERS in the process; rebranded itself "University of Hamburg Business School"; and was awarded the University of Hamburg Sustainability Award for implementing a system to track ERS in its study programs. In the same year, the University of Hamburg was ranked first in Germany and 29th worldwide in the QS Sustainability Ranking. In September 2025, the School ran its first summer school (online) focusing on sustainability, with students from across the globe taking part. The School is constantly working to strengthen ERS in all aspects of its operations.

6. Graduates

559

7. Degrees Offered

- Doctorate in Business Education (Dr. rer. oec.)
- Bachelor of Education (B.Ed.)
- Bachelor of Science (B.Sc. or B.S.)
- Master of Science (M.Sc. or M.S.)
- Master of Education (M.Ed.)

8. Faculty & Staff at the University

13701

9. Faculty & Staff at the Institution

141

10. Student Enrollment at the University

42397

11. Total Student Enrollment at the Institution

2729

12. Undergraduate Student Enrollment at the Institution

1710

13. Graduate Student Enrollment at the Institution

900

14. Doctoral Student Enrollment at the Institution

119

15. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

0

16. Undergraduate Degree Programmes

16.1 B.Sc. in Business Administration

Degree Type

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

Department

- Business Administration

Degree Programme Subject

- Business Management Administration

16.2 B.Sc. in Industrial Engineering & Management**Degree Type**

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

Department

- Industrial Engineering & Management

Degree Programme Subject

- Industrial Engineering & Management

16.3 B.Ed. in Teacher Training in Vocational Education**Degree Type**

- Certificate

Department

- Teacher Training in Vocational Education

Degree Programme Subject

- Teacher Training in Vocational Education

17. Masters Degree Programmes**17.1 M.Sc. in Health Economics & Health Care Management****Degree Type**

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

Department

- Business Administration

Degree Programme Subject

- Health Economics & Health Care Management

17.2 M.Sc. in Industrial Engineering & Management**Degree Type**

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

Department

- Industrial Engineering & Management

Degree Programme Subject

- Industrial Engineering & Management

17.3 M.Ed. in Teacher Training in Vocational Education**Degree Type**

- Master of Education (M.Ed.)

Department

- Teacher Training in Vocational Education

Degree Programme Subject

- Teacher Training in Vocational Education

17.4 M.Sc. in Business Administration**Degree Type**

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

Department

- Business Administration

Degree Programme Subject

- Business Management Administration

18. Postgraduate Degree Programmes

18.1 Doctorate in Business Administration - Dr. rer. oec.

Degree Type

- Certificate

Department

- Business Administration

Degree Programme Subject

- Business Economics



Purpose

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

19. Letter of Commitment

19.1 Letter of Commitment

Upload or select a document

Letter of Commitment_Dean_PRME

View document  Download document 

20. Define Purpose

The School's Mission: Building on Hamburg's history as an international trade metropolis, we develop and teach contemporary approaches to business. In our research and research-based education we focus on evidence-based decision-making. We contribute valuable data-driven insights and foster critical thinking for a sustainable future.

21. Institutional Engagement

51% - 75%



Values

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



22. RME Lead

- Interdisciplinary efforts across parent organization
- Disciplinary efforts within business school
- Centralized sustainability office
- Individual leader
- Interdisciplinary efforts across business school

23. Define Values

The School's values are inspired by the Hanseatic “honorable merchants” who have shaped commerce in Hamburg for centuries. They are recognized as smart and successful business leaders with a global network and a pronounced sense of responsibility for their own companies, for society, and for the environment. Honorable merchants are trustworthy, down-to-earth, and unpretentious. The values are: Excellence, Impact, Responsibility, Openness, and Connectedness.

24. Student Awareness

0% - 25%

25. Student Voices

25.1 An academic career and personal development through Responsible Management Education

Subjects

- Responsible Management Education
- Business Administration
- Corporate Social Responsibility (CSR)

Provide supporting context

In my master's thesis, I empirically investigated how the formulation of high ambitions (known as aspirational talk) in the area of environmental sustainability affects the future sustainability performance of a company. Through the support of the Business School and my supervisor, Prof. Wolfgang Drobetz, I was able to contribute to the research by developing a measure of aspirational talk and gaining initial empirical evidence of its effectiveness.

In my thesis, I delved deeper into an important aspect of the major role of companies in the area of sustainability transformation and at the same time gained many insights into other socially relevant sustainability issues. In particular, the great necessity, but also the great challenge (e.g. in the appropriate evaluation of a company's sustainability performance) of empirically investigating issues in the field of sustainability motivated me to deal with relevant sustainability issues in greater depth. That's why, following my Master's degree, I started a doctorate at Leuphana University Lüneburg, where I am now researching precisely these topics. When I was awarded the ERS prize by the business school, I was very pleased and was particularly encouraged by my personal motivation that it is important to provide empirical findings on the socially very relevant issues in the field of sustainability.

Clemens Tegetmeier

25.2 Responsible Management as part of my academic and personal journey

Subjects

- Business Administration
- Responsible Management Education
- Social Entrepreneurship

Provide supporting context

As part of my master's thesis, I examined the topic of burnout intensively. My particular focus was on the influence of different leadership styles and the factors that significantly affect the well-being of employees. Current studies, stress reports and the ongoing discussion about recognizing burnout as an official illness illustrate how relevant and explosive this topic is in today's working world - especially with regard to the mental health of employees.

Dealing with this topic, especially the influence of different management styles on burnout, has shaped my view of responsible management.

I was particularly motivated by the continuous support from my faculty, especially my supervisors Prof. Dr. Dorothea Alewell and Sarah Bartsch. The proximity to the renowned burnout researcher Matthias Burisch, who once taught just a few rooms away, was an additional source of inspiration.

The intensive study of the topic of burnout and the award of the ERS prize have once again shown me how close this topic is to my heart. In future, I would therefore like to become actively involved in preventing and dealing with burnout.

Leonard Wittmer

26. Student Engagement

26% - 50%

27. Values Voices

27.1 Values at the University of Hamburg Business School

Subjects

- Business Administration
- Corporate Social Responsibility (CSR)
- Responsible Management Education

Provide supporting context

The Business School seeks to incorporate ethics, responsibility and sustainability (ERS) across all its activities. Within this framework, for example, the Business School awards two prizes of €500 each each semester to the two best final theses that deal with an ERS topic. Through regular and transparent reporting, the Business School reflects on its actions and is constantly working on new ways to guarantee and improve organizational responsibility and accountability to society and the planet in all its core activities. The School upholds, emphasizes and encourages ethical, responsible and sustainable behavior in its research and education, ensuring its actions contribute to a better future and inspire its students to become responsible leaders to shape a sustainable future.



Teach

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

28. Define Teach

The School's official Teaching Philosophy has four cornerstones: (1) Our teaching is research-oriented; (2) Our teaching emphasizes quantitative methods and evidence-based decision-making; (3) We develop future leaders; and (4) Our teaching reflects our values: Excellence, Impact, Responsibility, Openness, and Connectedness.

29. Courses

29.1 Trade and Service Marketing

Course code

BA-MARKET 3(H)

Department

- Marketing

The duration of my course is:

- 21 weeks

My course session format is:

- Lecture (2 hours), Practical course (2 hours)

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Grounded in core business and management methodologies
- International mindset
- In-depth business knowledge
- Scientific thinking
- socially responsible decision-making mindset

My course touches on the following concepts:

- Service marketing
- Trade marketing

My course implements the following pedagogies:

- Multimedia materials
- Case studies
- Guest lectures
- Discussions
- Assignments

- Textbook/script
- Exam trainer
- E-Learning and Digitalization

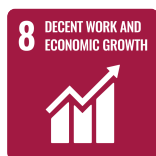
Course Description

Part 1 - Retail marketing: As an introduction, the special features of market-oriented management in retail are explained. Subsequently, objectives and strategies are dealt with in the context of strategic marketing planning. On this basis, location planning and important problems of the operative marketing mix in retail companies are dealt with in depth. Part 2 - Service marketing: The second part of the lecture begins with an overview of the specific characteristics of the management of services. Building on this, the consequences for the classic marketing mix are worked out and the tasks of an extended marketing mix for service companies are dealt with. Finally, selected aspects of strategic and operative service marketing are examined. In the tutorial, the lecture material is repeated and deepened through exercises, case studies and/or presentations from business practice.

Tell us about the impact you're making on your students

The following interdisciplinary contents and teaching methods create an impact for the students: Ethics, responsibility, and sustainability (ERS) - ERS content, examples, and/or perspectives - guest lectures on ERS topics - course and/or reading materials on ERS topics - ERS in practice - Decent work and economic growth - "Social business" - social responsibility - environmental protection - responsible and sustainable practice and production

Relevant SDGs addressed through the course



29.2 Corporate Risk Management

Course code

MA-FBI 2(F)

Department

- Finance

The duration of my course is:

- 21 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- In-depth business knowledge
- Analytical skills
- Management skills
- Socially responsible decision-making
- International mindset

My course touches on the following concepts:

- Corporate Finance and Capital Structure
- Derivatives and Risk Management
- Corporate Risk Management

My course implements the following pedagogies:

- algebraic modeling
- assignments
- digital interaction with lecturers
- discussions
- field trips
- exam training program/software
- textbook/script
- online learning platform
- guest lectures
- case studies
- multimedia materials

Course Description

This module introduces the fundamental principles of risk management. The terms risk, risk management, and uncertainty are first defined, and various approaches to assessing risks, motives, and reasons for risk management in companies are then examined both theoretically and empirically. One focus of this module is the examination of risk management approaches, including the resulting advantages and disadvantages. Students gain an overview of the various sources of corporate risk to this end and learn about quantitative and qualitative tools and techniques for risk management as well as the optimal distribution of risk between different stakeholders. The economic value of risk management is moreover analyzed. The module is based on the findings of both pioneering and current international studies on corporate risk management.

Tell us about the impact you're making on your students

By implementing the following Interdisciplinary content and learning methods, an impact is made on the students: Ethics, responsibility, and sustainability (ERS): - ERS content, examples, and/or perspectives - course and/or reading materials on ERS topics - ERS in practice - ERS is an important topic in the module - ERS and internationalization - ethical decision-making - health - social business - social responsibility

Relevant SDGs addressed through the course



29.3 Introduction to economics

Course code

22-1.EVWL

Department

- Economics

The duration of my course is:

- 20 weeks

My course session format is:

- Lecture (2 hours), Practical course (1 hour)

My course learning outcomes are:

- Overview of the working and analysis methods of economics
- understand and apply basic economic concepts and ways of thinking
- analyze and assess issues from an economic perspective
- classify and answer economic policy issues

My course touches on the following concepts:

- Economic Risk Analysis and Global Markets
- Microeconomics and Business Applications
- Macroeconomic Indicators and Business Planning
- Economic Development and Growth Strategies
- Economic Policy and Public Finance
- Economics of Social Welfare and Public Policy
- Public Sector Economics and Government Regulation

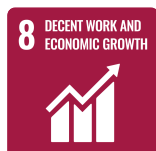
My course implements the following pedagogies:

- Active Learning
- Lectures

Course Description

Basic concepts of economic analysis, basic microeconomic concepts, basic macroeconomic concepts

Relevant SDGs addressed through the course



29.4 Data Mining

Course code

MA-BA 2(F)

Department

- Business Analytics

The duration of my course is:

- 21 weeks

My course session format is:

- Lecture (2 hours) + practical course (1 hour)

My course learning outcomes are:

- Analytical skills
- In-depth business knowledge
- Management skills
- Scholarly thinking
- international mindset
- socially responsible decision-making

My course touches on the following concepts:

- Data Mining and Predictive Analytics
- programming language (e.g., Python)
- data storage, management and processing
- results analysis, calculation of error measures and ratios, and interpretation

- data preparation and modeling

My course implements the following pedagogies:

- assignments
- discussions
- case studies
- guest lectures
- textbook/script
- software: data analysis
- software: mathematical/statistical (eg. Python, R, and Matlab)
- algebraic modeling

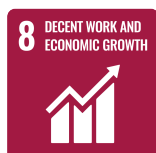
Course Description

The module uses exercises and case studies to impart knowledge and skills on theoretical concepts of individual analysis methods as well as their computer implementation. The module consists of the following parts: • process models for completing data mining tasks • introduction to a programming language (e.g., Python), especially data storage, access, management, and processing as well as the use of common methods for data mining • classification, clustering, regression, and related methods • examination of case studies

Tell us about the impact you're making on your students

An impact is created through the following interdisciplinary topics, content and skills: Ethics, responsibility, and sustainability (ERS) - ERS content, examples, and/or perspectives - ERS case studies

Relevant SDGs addressed through the course



29.5 Controlling and corporate management in the digital age

Course code

MA-WPSTEU 10(F)

Department

- Accounting

The duration of my course is:

- 21 weeks

My course session format is:

- Lecture (2 hours), Practical course (1 hour)

My course learning outcomes are:

- in-depth business knowledge
- Analytical skills
- Management skills
- Socially-responsible decision making
- Scholarly thinking
- International mindset

My course touches on the following concepts:

- Internal Controls and Risk Management
- Corporate Taxation and Compliance
- Corporate management
- Controlling
- Digitalization

My course implements the following pedagogies:

- assignments
- Digital interaction with lecturers
- Discussions
- Case studies
- Guest lectures
- Textbook/script
- Software: Data analysis
- Power BI

Course Description

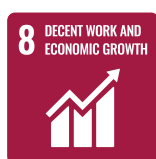
The module deals with the influence of digitalization on various aspects of controlling and corporate management. The first part of the module provides a differentiated perspective on the influence of digitalization on controlling and corporate management: - Relevance of digitalization for controlling and corporate management - Different perspectives on the influence of digitalization The second part of the module provides in-depth knowledge with regard to the management of digital business models: - Analysis and differentiation of digital business models - Approaches to the evaluation of digital business models - Challenges in the evaluation of digital business models - Approaches and KPIs for managing digital business models - Implications for the structure and logic of corporate management The third part of the module teaches skills for dealing with digital technologies in controlling: - Data analytics and artificial intelligence in decision support - Digital value driver models in strategic planning and forecasting - Use and design of dashboards in reporting - Potential and effects of automation

initiatives (e.g. RPAs) - Critical appraisal of digitalization, taking social aspects into account The fourth part provides an outlook on how digitalization can change the role of controlling and CFOs and what new skills requirements will arise as a result: - Changing roles of the controlling function and of CFOs - New competence requirements As part of the module, the application of the content learned is practiced using various examples and practical case studies.

Tell us about the impact you're making on your students

An impact is created through the following interdisciplinary topics, content and skills: Ethics, responsibility, and sustainability (ERS): - ERS content, examples and/or perspectives - Course and/or reading materials on ERS topics - Accounting - Data protection - ERS in practice - ERS and (digital) technologies - Decent work - Transparency and corruption

Relevant SDGs addressed through the course



29.6 Enterprise Resource Planning

Course code

BA-WI 4(H)

Department

- Computer Information Systems

The duration of my course is:

- 21 weeks

My course session format is:

- Lecture (2 hours), practice course (2 hours)

My course learning outcomes are:

- In-depth business knowledge
- Analytical skills
- Management skills

My course touches on the following concepts:

- Enterprise Resource Planning (ERP) Systems

My course implements the following pedagogies:

- discussion

- case study
- guest lectures
- multimedia materials
- softwares

Course Description

The lecture part of the module provides in-depth knowledge of the use of standard software for enterprise resource planning. This can include both the intensive study of a special ERP system, e.g. SAP S/4HANA, as well as the limitation to a business application area, e.g. logistics. To this end, the architecture, functionality and application scenarios of ERP systems are discussed, with a focus on software-based support for operational processes. The introduction and migration of ERP systems and customizing are also covered. The practical part of the module focuses on using an ERP system from different perspectives. To this end, case studies are used in which students independently carry out typical operational business processes in the ERP system or even configure and implement them.

Tell us about the impact you're making on your students

An impact is created through the following interdisciplinary topics, content and skills: Ethics, responsibility, and sustainability (ERS): - Data protection - ERS and (digital) technologies

Relevant SDGs addressed through the course



29.7 International Management

Course code

BA-UFÜ 1(H)

Department

- International Business

The duration of my course is:

- 21 weeks

My course session format is:

- lecture (3 hours), practical courses (1 hour)

My course learning outcomes are:

- In-depth business knowledge
- Management skills
- international mindset
- Analytical skills
- Scholarly thinking

My course touches on the following concepts:

- International Corporate Social Responsibility (CSR) and ESG
- International Human Resource Management
- Global Leadership and Talent Mobility
- international corporate activities

My course implements the following pedagogies:

- assignments
- discussions
- case studies
- guest lectures
- textbooks/scripts
- multimedia materials

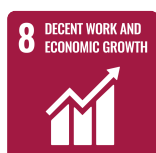
Course Description

Students learn: - Theories of international business, - management functions of international business activities

Tell us about the impact you're making on your students

An impact is created through the following interdisciplinary topics, content and skills: Ethics, responsibility, and sustainability (ERS): - ERS content, examples and/or perspectives - ERS case studies - Group work on ERS topics - Course and/or reading materials on ERS topics - Students work together in groups on ERS topics - Students present, write and/or take exams on ERS topics - ERS in practice - ERS and internationalization - Decent work - Social business - Social responsibility - Transparency and corruption

Relevant SDGs addressed through the course



29.8 Management of Human Resources: Personnel Planning

Course code

BA-UFÜ 3(H)

Department

- Human Resource Management

The duration of my course is:

- 21 weeks

My course session format is:

- lecture (3 hours), practical course (1 hour)

My course learning outcomes are:

- In-depth business knowledge
- Management skills
- Analytical skills
- Scholarly thinking
- socially responsible decision-making

My course touches on the following concepts:

- Personnel planning
- personnel requirement planning and its methods
- personnel equipment planning and its options for action
- Management of Human Resources
- design of employment and employee transfer contracts
- personnel deployment planning and its methods
- labor law framework conditions and restrictions of personnel planning
- economic evaluation of the labor law framework conditions
- works councils as institutional actors in personnel work
- co-determination of the works council in the management of personnel resources
- economic effects of co-determination

My course implements the following pedagogies:

- case studies
- discussions
- assignments
- guest lectures
- textbooks/script
- multimedia materials

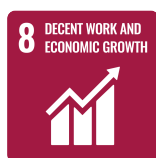
Course Description

Personnel planning, personnel requirement planning and its methods, personnel equipment planning and its options for action, design of employment and employee transfer contracts, personnel deployment planning and its methods, labor law framework conditions and restrictions of personnel planning, economic evaluation of the labor law framework conditions, works councils as institutional actors in personnel work, co-determination of the works council in the management of personnel resources, economic effects of co-determination

Tell us about the impact you're making on your students

An impact is created through the following interdisciplinary topics, content and skills: Ethics, responsibility, and sustainability (ERS): - ERS content, examples and/or perspectives - Group work on ERS topics - Course and/or reading materials on ERS topics - Students work together in groups on ERS topics - Students present, write and/or take exams on ERS topics - Other: Perspectives of co-determination bodies and possible areas of conflict of interest between employers and employee representatives are repeatedly addressed and discussed in the module. In the exercises, students are asked to use mini case studies to think their way into different positions and points of view, to define their own position and to find compromises between conflicting points of view. - Decent work - Social business - Social responsibility

Relevant SDGs addressed through the course



29.9 Technology and Innovation Management

Course code

MA-UFÜ 5(F)

Department

- Management

The duration of my course is:

- 21 weeks

My course session format is:

- Lecture (2 hours), Practical course (2 hours)

My course learning outcomes are:

- In-depth business knowledge

- Analytical skills
- Scholarly thinking
- International mindset
- Socially responsible decision-making

My course touches on the following concepts:

- Digital Transformation and Leadership
- Design Thinking and Innovation Management
- Digital transformation management
- Technology
- Digital age

My course implements the following pedagogies:

- assignments
- digital interaction with lecturers
- digital interaction between students
- discussions
- case studies
- textbooks/script
- multimedia materials
- online learning platform (e.g. Open Olat)
- guest lectures

Course Description

Traditional technology management - The advent of the digital age - Digital innovation management - Digital transformation management - Digital ecosystem management - Management of emerging technologies Practical session: The content of the lecture is deepened by examples and assignments.

Tell us about the impact you're making on your students

An impact is created through the following interdisciplinary topics, content and skills: Ethics, responsibility, and sustainability (ERS): - ERS and (digital) technologies

Relevant SDGs addressed through the course



29.10 Digital Innovation Lab

Course code

MA-FWB4(F)

Department

- Business Administration

The duration of my course is:

- 21 weeks

My course session format is:

- Project (3 hours)

My course learning outcomes are:

- Socially responsible decision-making
- International mindset
- Management skills
- In-depth business knowledge

My course touches on the following concepts:

- Digital Business Models and Innovation
- Sustainable Business Models and ESG Integration
- design thinking practices

My course implements the following pedagogies:

- assignments
- digital interaction with lecturers
- digital interaction between students
- discussions
- case studies
- guest lectures
- online learning platforms (e.g. Open Olat)
- (Computer-based) Simulations/games
- technology development
- software: data analysis
- projects (groups)
- Multimedia materials

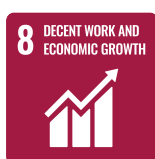
Course Description

This course includes: - Introduction to digital innovation - Introduction to sustainable development goals - Grand challenges and wicked problems of a sustainable society - Selected emergent digital technology stacks - Digital innovation and design thinking practices - Project and team management - Design and implementation of digital innovations - Prototyping and Testing

Tell us about the impact you're making on your students

An impact is created through the following interdisciplinary topics, content and skills: Ethics, responsibility, and sustainability (ERS): - ERS content, examples and/or perspectives - ERS case studies - Ethics in research/good scientific practice - Guest contributions on ERS topics - Group work on ERS topics - Course and/or reading materials on ERS topics - Students work together in groups on ERS topics - Students present, write and/or take exams on ERS topics - Accounting - Data protection - ERS in practice - ERS is an essential topic in the module - ERS and (digital) technologies - ERS and internationalization - Health - Gender equality and diversity - Decent work - Social business - Social responsibility - Transparency and corruption - Environmental protection - Responsible and sustainable practice and production

Relevant SDGs addressed through the course



29.11 Entrepreneurship and Digital Transformation

Course code

BA-EDT

Department

- Entrepreneurship

The duration of my course is:

- 2 weeks

My course session format is:

- 1 full day workshop

My course learning outcomes are:

- In-depth business knowledge
- Scholarly thinking
- Socially responsible decision-making
- management skills
- international mindset

My course touches on the following concepts:

- Digital Entrepreneurship and eCommerce
- Business Model Canvas and Lean Startups
- Sustainable Business Startups
- Business administration
- globalization
- Entrepreneurship and Digital Transformation
- digitalization
- human resources
- consumer behavior
- classic and digital business models
- Entrepreneurial Financial Planning and Cash Flows
- Legal challenges in startups and firm management
- Financial and Cost Accounting

My course implements the following pedagogies:

- digital interaction with lecturers
- digital interaction between students
- discussions
- case studies
- guest lectures
- textbook/script
- online learning platform (e.g., Open Olat)
- Projects (groups)
- Multimedia materials

Course Description

This module provides an overview of the core areas of business administration. This is done on the basis of scientific study results as well as practical case studies: - Overview of the core areas of business administration - Theoretical foundations of consumer behavior - Overview of strategies and competition - Digitalization and globalization - Overview of classic and digital business models - Digital innovations and methodological approaches (e.g. customer-centric development process, design thinking, platforms, adoption and diffusion) - Changes in the core areas of business management due to digitalization and globalization - Entrepreneurial

Financial Planning and Cash Flows - Financial and Cost Accounting: Basic Ideas - Financing of Start-ups and Projects - Legal challenges in startups and firm management - Human Resources - Recruiting and Management The lecture is rounded off by practical presentations and discussions with company representatives on various aspects of the lecture

Tell us about the impact you're making on your students

An impact is created through the following interdisciplinary topics, content and skills: Ethics, responsibility, and sustainability (ERS): - ERS content, examples and/or perspectives - ERS case studies - Ethics in research/good scientific practice - Guest contributions on ERS topics - Data protection - ERS in practice - ERS and (digital) technologies - Social responsibility - Environmental protection - Responsible and sustainable practice and production

Relevant SDGs addressed through the course



30. Teaching Awards

30.1 Hamburg Teaching Award 2024

Award Granter

The Ministry of Science, Research, Equalities and Districts

Award Grantee

Fiona Sauerbier, Simon Rienks, Tobias Vlček

Description of Award

The Ministry of Science, Research, Equalities and Districts awards this prize, each worth €10,000, for engagement in teaching and innovative teaching and communication methods. Students nominate the candidates and choose the winners together with an internal university jury. This is designed to foster open discussion between teachers and students regarding the nature of good teaching.

[Award link](#)

30.2 University of Hamburg Sustainability Award 2024

Award Granter

University of Hamburg Sustainability Office

Award Grantee

University of Hamburg Business School (Matthew Fennessy, Dorothea Alewell, Simone Neumann)

Description of Award

University of Hamburg Business School was awarded the University of Hamburg Sustainability Award 2024 for Tracking Sustainability-Related Content through Module Handbooks. Through the module handbooks, the School tracks ethics, responsibility, and sustainability (ERS) across all its courses.

[Award link](#)

31. Educator Recognition

- Annual teaching excellence awards
- Student-nominated teaching awards
- Course evaluation scores
- Professional development opportunities

32. Teaching Voices

32.1 Teaching at the University of Hamburg Business School

Subjects

- Business Administration
- Ethical Leadership
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Corporate Social Responsibility (CSR)

Provide supporting context

ERS is a central aspect of programs. It is outlined in the School's values and embodied in the Intended Learning Outcomes (ILOs), especially ILO 5. Socially-responsible decision making and ILO 6: International Mindset. ERS themes are common in business administration modules (73% of bachelor, 51% of master modules). In the last three years, 24% of bachelor and 30% of master theses in the business administration programs have been related to ERS.

The School has been actively increasing its offer of courses in responsible management, soft skills, and personal and academic development since 2023. For example, in the master course "Negotiation and Relationship Management" launched in Winter Semester 2024/25, students learn how to negotiate effectively, develop skills in non-violent communication and in dealing confidently with unfair negotiating partners, and to reflect on their own attitudes and approaches.

In 2025, the School launched its own teaching awards to honor excellence in teaching. The award is presented by the Management Board in various categories, such as best lecture or tutorial, and is based on the results of the course evaluations by students.

32.2 University of Hamburg Business School at Spencer Student Risk Management Challenge

Subjects

- Sustainable Development
- Responsible Management Education
- Ethical Leadership
- Corporate Social Responsibility (CSR)
- Environmental Studies
- Social Entrepreneurship

Provide supporting context

In 2025, Prof. Petra Steinorth sent a dedicated team of students from the University of Hamburg Business School to participate in the global Spencer Student Risk Management Challenge. The Risk Management Challenge is a 7-month-long global competition for students, where university/college teams compete to develop and present the most comprehensive Risk Management Report based on a case study.

It offers students a platform to deal with current global challenges in a solution-oriented manner.

This year's focus is on the city of Huntington in the USA. The students will conduct a comprehensive analysis of the risks that climate change poses to Huntington and develop a detailed risk management plan that proposes preventative measures to mitigate the risks.

The team members Olivia Schubert, Giulia Haueisen, Thirza Petersen and Maxim Grabow (each in their 5th Bachelor semester) focus on various risks in their analysis: The threat posed by floods, by storms and hurricanes, and by heat and fire. "We are delighted to have the opportunity to broaden our academic horizons and make global contacts through Universität Hamburg," says Olivia Schubert. And Thirza Petersen adds: "The RIMs Risk Management Challenge offers an exceptional opportunity to apply key business management content to a practical case study."

The project requires teamwork and initiative. Their common goal is to make it into the top eight teams and present their solution in Chicago.

32.3 Course "Societal Impact through Entrepreneurship"

Subjects

- Social Entrepreneurship
- Sustainable Development
- Ethical Leadership
- Environmental Studies
- Entrepreneurship
- Corporate Social Responsibility (CSR)
- Business Administration
- Responsible Management Education

Provide supporting context

As part of a grant from the Federal Ministry of Education and Research, Prof. Jana-Michaela Timm (along with Prof. Michel Clement and Prof. Rouven Seifert) offered the interdisciplinary study program Societal Impact through Entrepreneurship in summer semester 2024. Students designed entrepreneurial solutions for social challenges in an interdisciplinary format. They learnt methods to help them develop their mindset as well as their ideas and business models in order to present their business idea for social change.

Prof. Dr. Jana-Michaela Timm said: "The idea was to make the whole thing a little bigger, even if only the name. We want to show that it's not just a social entrepreneurship course; rather, it's about creating a positive impact through entrepreneurial thinking and action. The students should learn that in this course."

33. Barriers to Innovative Curriculum

- Budgetary limitations

- Assessment challenges
- Compliance and legal concerns
- History and institutional tradition
- Scalability issues
- Time constraints

34. Barriers to Innovative Pedagogy

- Budget constraints
- Assessment rigor concerns
- Classroom infrastructure limitations
- Compliance concerns
- History and institutional tradition
- Scalability issues
- Standardized testing pressures
- Time constraints

35. Fostering Innovation

A lot

36. Experiential Learning

Somewhat

37. Learning Mindset

To a great extent

38. Method of Teaching and Learning

In person



Research

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

39. Define Research

The School understands itself as a research-led institution, as the mission states: Building on Hamburg's history as an international trade metropolis, we develop and teach contemporary approaches to business. In our research and research-based education we focus on evidence-based decision-making. We contribute valuable data-driven insights and foster critical thinking for a sustainable future.

40. 2024 Publications

116

41. Research Barriers

- Time constraints
- Funding challenges

42. 2024 Publications on Sustainable Development and/or RME

51

43. Research Funding

- National
- Local
- Regional
- International
- Institution Specific

44. Socializing Research

- Open-access platforms
- Public events and lectures
- Research collaborations
- International media
- Local media
- National media

- Community organizations
- Government and policy makers
- Social media and digital outreach
- Industry and business networks

45. Research Projects

45.1 Funded research projects starting in 2024 and related to SDGs

Who is involved in the project

- Faculty
- Postdoc students
- PhD students
- Masters students

Department

- Business Administration
- Accounting
- Entrepreneurship
- Computer Information Systems
- Marketing
- Health Economics

This research project covers:



Period covering

December, 2023 - December, 2027

Describe the research project

University of Hamburg Business School Research projects that:

- have external funding.
- started in 2024, and
- relate to one or more SDGs.

Projects typically run for three to five years.

PROJECT	FIELD	AMOUNT	FUNDING	SDGS
R2D - Ready to Discharge? Implementation, influencing factors and effects of discharge management in cardiological care	Health economics	€274,853	Innovation Fund of the Joint Federal Committee (Innovationsfonds, G-BA)	Good Health and Well-Being (3)
Early treatment of atrial fibrillation for stroke prevention trial in acute stroke (EAST-STROKE)	Health economics	€238,472	EU	Good Health and Well-Being (3)
German Red Cross Scholarships	Marketing, Health economics	€168,900	Red Cross Blood Donation Service	Good Health and Well-Being (3)
Climate orientation in corporate law – Quantitative comparative law and empirical evaluation	Accounting	€160,700	Volkswagen Foundation	Climate Action (13)
Exist-Founders Scholarship: HIVESOUND (health of bees in a hive using AI)	Entrepreneurship	€143,500	Jülich (FZJ)	Life on Land (15)
Exist Women 24/25: Grants for female founders	Entrepreneurship	€88,000	Federal Ministry for Economic Affairs and Climate Action (BMWK)	Gender Equality (5)
Gender-Fair Language in German Machine Translation (GeFMT)	AI	€5,750	European Association for Machine Translation	Gender Equality (5)

[Additional materials](#)

45.2 How Marketing Communication and Megatrends Influence Social Development Goals - Cumulative Dissertation

Who is involved in the project

- PhD students
- Postdoc students

Department

- Marketing
- Marketing & Branding

This research project covers:



Period covering

July, 2024 - August, 2025

Describe the research project

In 2015, the 2030 Agenda for Sustainable Development by the United Nations, has been adopted and created a guideline of global topics that need to be addressed in the future to protect the people, planet and ensure peace (United Nations, 2015). These 17 Sustainable Development Goals (SDGs) serve as a “call to action to end poverty and inequality, protect the planet, and ensure that all people enjoy health, justice and prosperity” (World Health Organization, 2025). Currently, we are only 5 years away of the full implementation of this agenda and yet only 17 % of the SDGs are on track (United Nations, 2024). The pace of change remains insufficient, for instance sustainable finance is increasing, but not fast enough, and shifts in attitudes and behaviors lag behind the required change to achieve these goals (United Nations Economist Network, 2020). Therefore, it is important to conduct research that actively addresses as many SDGs in-depth as possible. In addition, pursuing the SDGs unlocks market opportunities worth US\$ 12 trillion in the economic systems, such as food and agriculture, cities, energy and materials, and health and well-being (UN Global Compact, 2025). This dissertation aims to explore how marketing communication can influence SDGs and how this influence is shaped by megatrends, defined as long-term forces shaping the global future (Galan, 2025), across three papers. In particular, I focus on four megatrends, namely technological advances and inequalities, climate change, and demographic shift (United Nations Economist Network, 2020) and six SDGs, namely Gender equality, Affordable and clean energy, Industry, innovation and infrastructure, Reduced inequalities, Responsible consumption and production, and Climate action from the 2030 Agenda for Sustainable Development (United Nations, 2023).

Marketing communication is of great importance as it has the power to transfer messages from companies and brands to target audiences with the goal of informing or persuading consumers (Affonso et al., 2023). In the context of megatrends and SDGs, it can translate these rather abstract trends and goals into action, which will be applied through the lens of consumer characteristics and dynamic processes.

Each of the four selected megatrends has a direct link to the 2030 Agenda. Three of them are directly linked to a specific SDG (9, 10 and 13). The fourth megatrend, demographic shift, is featured in the target of several SDGs. I address further SDGs (5, 7, 12) – directly or indirectly – in this dissertation in all three papers.

Provide any supporting materials

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46. Research Awards

46.1 Social impact award at the 18th Conference of the European Chapter of the Association for Computational Linguistics

Award Granter

EACL 2024

Award Grantee

Prof. Anne Lauscher

Description of Award

The Best Paper Awards recognise outstanding papers at EACL 2024. Prof. Anne Lauscher was honored to accept the Social impact award for the paper "Sensitivity, Performance, Robustness: Deconstructing the Effect of Sociodemographic Prompting" (Tilman Beck, Hendrik Schuff, Anne Lauscher and Iryna Gurevych).

[Award link](#)

47. Share Publications

47.1 Articles related to the SDGs in top publications in 2024

This is a

- Peer-reviewed articles (List)

Authors

- Published by School Faculty

Date of publication

September, 2025

Abstract or Summary of Publication

Articles that:

- were published 2024,
- were top ranked – FT50 and/or VHB-Rating A+/A. VHB is the leading rating system in Germany for business administration publications, and
- related to one or more SDGs (only one SDG is identified in column "SDG" but in many cases, more than one is relevant).

ARTICLE NAME	JOURNAL	SDG
Braving the waves: Exploring capability well-being patterns in seven European countries during the COVID-19 pandemic	The European Journal of Health Economics	3
Comparing methods for estimating causal treatment effects of administrative health data: A plasmode simulation study	Health Economics	3
Country-level effects of diagnosis-related groups	The European Journal of Health Economics	3
From health to well-being: Toward a monetary valuation of a well-being-adjusted life-year	Value in Health	3
Harmonizing regulatory market approval of products with high safety requirements: Evidence from the European pharmaceutical market	Health Economics	3
Hospital competition and health outcomes: Evidence from acute myocardial infarction admissions in Germany	Social Science and Medicine	3
Improving blood donor retention and donor relationships with past donation use appeals	Journal of Service Research	3
Mapping from SIBDQ to EQ-5D-5L for patients with inflammatory bowel disease	The European Journal of Health Economics	3
Preventive healthcare facility location planning with quality-conscious clients	OR Spectrum	3
The impact of integrated care on health care utilization and costs in a socially deprived urban area in Germany: A difference-in-differences approach within an event-study framework	Health Economics	3
White Americans' preference for Black people in advertising has increased in the past 66 years: A meta-analysis	Proceedings of the National Academy of Sciences of the United States of America (PNAS)	3
A shift scheduling model for ridepooling services	OR Spectrum	9
Police service district planning	OR Spectrum	11
Growing online-to-offline platform businesses: How Vytal became the world-leading provider of smart reusable food packaging	Information Systems Journal	12
iRepair or I Repair? A dialectical process analysis of control enactment in the iPhone repair aftermarket	MIS Quarterly	12
Optimal insurance contract design with government disaster relief	Journal of Risk and Insurance	12
Digital Anxiety in the Finance Function: Consequences and Mitigating Factors	Journal of Management Accounting Research	16
Do foreign institutional shareholders affect international debt contracting? Evidence from Yankee bond covenants	Journal of International Business Studies	16
Institutional dual ownership and voluntary greenhouse gas emission disclosure	Journal of Corporate Finance	16
The Sustainability committee and environmental disclosure: International evidence	Journal of Economic Behavior & Organization	16

What would be the ideal impact of this research in the field and/or in society?

The impact depends on the field and the nature of the journal. As articles published in top-ranked journals, they aim to contribute to and lead academic debate on these important issues. Research is typically based on real-world data.

This research covers (Department):

- Business Administration
- Accounting

- Entrepreneurship
- International Business
- Management
- Marketing
- Finance
- Computer Information Systems
- Health Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)



Partner

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

48. Partners, Accreditation Bodies, Associations, etc.

- EFMD (European Foundation for Management Development)

49. Define Partner

School professors and researchers work together closely with practice partners, especially in research. Managers make an important contribution to education by providing courses, especially related to (socially responsible) entrepreneurship, through guest lectures which often focus on real-world (ethical) challenges., and through mentoring programs for master students and doctoral researchers, amongst other things.

50. Student Partners

- None



Practice

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

51. Define Practice

The School is committed to further strengthening ERS throughout its entire structure (research, education, administration) and its people (academic and administrative staff, students). This is reflected in the School's mission and values, as well as its strategy and day-to-day operations. The

52. RME Practices

- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Ethical data sourcing guides
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Water
- Zero-waste guides
- Open-access guides

53. RME Policies

53.1 The University's Climate Action Report

Upload or select a document

uhh-klimaschutzbericht-2023-eng

View document  Download document 

53.2 Equal Opportunity Strategic Plan 2023-2027

Upload or select a document

Equal Opportunity Strategic Plan
2028_Passed 2023

View document  Download document 

54. Practice Awards

54.1 University of Hamburg Sustainability Award 2024

Award Granter

University of Hamburg Sustainability Office

Award Grantee

University of Hamburg Business School (Matthew Fennessy, Dorothea Alewell, Simone Neumann)

Description of Award

University of Hamburg Business School was awarded the University of Hamburg Sustainability Award 2024 for Tracking Sustainability-Related Content through Module Handbooks. Through the module handbooks, the School tracks ethics, responsibility, and sustainability (ERS) across all its courses.

[Award link](#)

54.2 Prizes for the best theses on “Ethics, Responsibility and Sustainability”

Award Granter

Forvis Mazars

Award Grantee

Clemens Peter Tegetmeier, Leonard Wittmer

Description of Award

Sustainability and ethical and responsible action are more important than ever for our society today - and at the same time represent important personal and professional educational goals in our degree programs. In order to further promote the study of these topics, once a semester the Business School awards 2 prizes of €500 each to the best theses that deal with ethical issues, problems and solutions in the area of sustainability or responsible action in society. The prizes are sponsored by Forvis MAZARS and are presented at the respective graduation ceremony.

[Award link](#)

54.3 Social impact award at the 18th Conference of the European Chapter of the Association for Computational Linguistics

Award Granter

EACL 2024

Award Grantee

Prof. Anne Lauscher

Description of Award

The Best Paper Awards recognise outstanding papers at EACL 2024. Prof. Anne Lauscher was honored to accept the Social impact award for the paper "Sensitivity, Performance, Robustness: Deconstructing the Effect of Sociodemographic Prompting" (Tilman Beck, Hendrik Schuff, Anne Lauscher and Iryna Gurevych).

[Award link](#)

55. Practice Voices

55.1 International Online Sustainability Week

Subjects

- Sustainable Development
- Social Entrepreneurship
- Responsible Management Education
- Ethical Leadership
- Environmental Studies
- Corporate Social Responsibility (CSR)

- Business Administration

Provide supporting context

The Business School held its first International Online Sustainability Week in September 2025. This English-language, blocked online workshop focuses on sustainability and offers a variety of engaging formats. Key components include keynotes from sustainability experts, the "[Climate Action Simulation Game](#)", and "[The Week](#)" group experience. The Summer School is open to master students at the University of Hamburg and its partners at TUHH, as well as students from universities abroad. It includes guest speakers, the Climate Action Simulation roll-play game and The Week, in which students work together to understand the environmental challenges the world is facing today.

Students participate in group discussions and project work, fostering active engagement with sustainability topics.

The main objectives of the International Online Sustainability Week are to raise awareness about environmental issues among students, promote international and interdisciplinary networking, and engage students as active change-makers. Through interactive workshops and discussions, students learn about the challenges of climate change and formulate actionable plans for sustainability.

"We're really excited about the Sustainability Week Summer School," co-organizer Prof. Simone Neumann said prior to the course. "It's a great chance to better understand the major climate challenges we are facing today, and to work together in international teams to work out what we can do to combat climate change – at home, on campus, and in our studies, research and work."

55.2 The Week

Subjects

- Sustainable Development
- Responsible Management Education
- Environmental Studies
- Corporate Social Responsibility (CSR)

Provide supporting context

As part of "The Week" project, employees from the University of Hamburg Business School and Technische Universität Hamburg worked intensively on the topics of sustainability and climate change in an interdisciplinary group. The aim was to gain experience together and develop concrete ideas for individual contributions to environmental protection.

The format consisted of watching three consecutive documentaries, followed by discussions in which impressions were shared and possible measures discussed. Suggestions ranged from competitions to encourage cycling to setting up a neighborhood network for borrowing and swapping items.

“The Week” was included in the “International Online Sustainability Week” in the Master's degree program in Business Administration. The participants emphasize how valuable and enriching it is to actively engage with environmental and sustainability issues and call on others to have the same experience.



Share

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



56. Define Share

Through regular reporting on ERS (e.g., on equality, sustainability, diversity, and internationalization) in its Annual, PRME and EQUIS reports, as well as its communications, the School seeks to be transparent. The School strives for continuous improvement and further development.

57. Transparent Engagement

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

58. Transparency Barriers

- Feedback loops
- Data privacy regulations
- Ownership issues
- Audience reach

59. Audiences

- Accreditation bodies
- Faculty and staff
- Media and public relations channels
- Prospective and current students
- Boards and advisory committees
- Business and industry partners
- Research and academic networks

60. Sharing Voices

60.1 Communication between university departments, social media, website, online marketing

Subjects

- Business Administration
- Communication
- Marketing

Provide supporting context

Denise Longe, coordinator for marketing and communications, University of Hamburg Business School:

Collective learning through exchange at various levels within the University of Hamburg and the Business School is an important part of my work. For instance, there are working groups focusing on topics such as social media and university communication. These groups allow speakers from different schools to share their experiences. These groups result in new synergies, such as smaller exchange groups. In addition to the educational benefits, these exchanges connect us beyond our own school and strengthen our sense of cohesion and shared goals.

SIGNATORY

University of Hamburg Business School



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Germany



Website

<https://www.bwl.uni-hamburg.de/en.html>