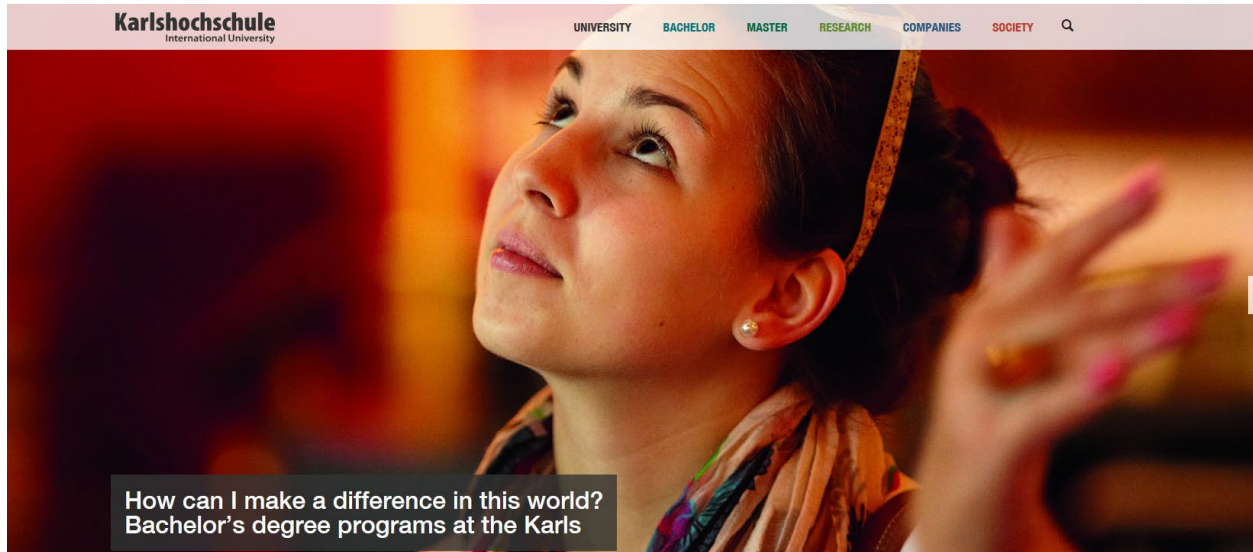


# Sharing Information on Progress (SIP)

2017-2018



## Principles of Responsible Management Education

by

Karlshochschule International University

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## Principle 1 Purpose:

*We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.*

### **Summary of existing practices**

Karlshochschule aspires to incorporate responsibility and sustainability on all levels as an institution. Karlshochschule's **mission statement** from a stakeholder perspective formulates "I'm looking for a university that is pursuing an educational ideal in which people, along with their personal growth and social responsibility, are front and center. This university wants to amaze its students and help them grow into contemplative individuals who help shape our future as thinkers and doers".

It's **updated guidelines** state that

- We act on the assumption of the educational ideal of an educated young person with multifaceted interests, who is willing to assume responsibility, believes that leadership is an opportunity to serve others and society.
- We act on the assumption of the ideal of a university that - literally - considers itself a service provider for the students, the economy and society, that, through its competitive orientation, seismographically detects developments and trends and integrates them into its research and teaching.
- Our academic profile is characterized by our cognitive interest in economic and entrepreneurial activity. We assume that economic reality is constructed and staged by the actors through ascription, interpretation and negotiation of sense and meaning and that economic interactions are culturally and socially "hyperperformed".
- We qualify young people for management and leadership functions in business and society. This includes, in addition to cognitive-theoretical knowledge ("rules") and instrumental knowledge ("tools"), orientative knowledge. Orientative knowledge is one of ethically justified ends and goals.

- We believe that, in the performance of our tasks with regard to teaching, studying and researching, we have a special responsibility vis-à-vis our city, the region and the federal state of Baden-Württemberg. In addition, we see this responsibility in relation to animals and people living here and the regional businesses and networks. We seek a trustful cooperation with relevant stakeholders and partners, including specific groups of society, businesses and other universities and academic institutions. We want to contribute to the University's capability to establish and maintain ethical sensitive and good working-relationships to regional, national and international collaborators.
- As a 'business' owned by a charitable foundation, we compete and cooperate with other academic institutions and universities for getting the best talented students, developing timely ideas and meaningful projects. Our services and programs are aimed at both, those who have a demand for education and training on the one hand and businesses and institutions on the other hand.

### *Programmatic Activities after the previous report*

The university has continued working on enacting its mission and purpose, building on the existing practices.

Again, in the annual staff retreat and the strategic meeting of all professors, the topic of Sustainability was debated and consequently integrated in the updated strategic plan (STEP). The discussion is ongoing and the awareness was increased since the last report.

### **SENSE project**

Karlshochschule has successfully applied and received a grant from the Ministry for Higher Education for its SENSE project. This includes a **Center for Civic Engagement and Responsible Management Education**, which serves as focal point for partners from civil society and works on strengthening links with the communities around and reflecting societal dimensions (rethinking society).

For this, the SENSE project comprises also a teaching and research part, which help to make the social and ethical dimensions of economic activities tangible and transferable for later decision- and policy making processes.

As outline in under principles 2 and 3, the SENSE project is part of all study programs and the students have the possibility to shape it according to their needs and wishes.

Karlshochschule wants to further develop and explicate principles that are underpinning our goals of becoming environmentally, societally and socio-culturally, as well as economically responsible and sustainable in our operations, and the lifelong learning and research opportunities for all students and staff and stakeholders of Karlshochschule.

Main topics are:

- enhancing understanding of sustainability (and cultivating sustainability literacy and capabilities, competencies and practices) through learning, teaching and research;
- consulting appropriately and encouraging debate on sustainability-related issues;
- encouraging responsible use of resources within the university, especially in relation to our stakeholders and the wider community

### ***Self assessment***

Karlshochschule is clearly oriented towards ethical and responsible management education. In staff, professorial, student and leadership retreats we worked on our purpose as a responsible university that wants to make a difference towards a more responsible and sustainable world and especially management education. We developed a shared understanding of our purpose and want to strengthen our resilience, our implementation capabilities and our determination to continuously improve.

### ***New Targets***

Our long-term vision is to create a culture for Sustainability, a catalogue of Sustainability activities and a roadmap for implementing Sustainability (“Sustainable Karls 2020”). This in turn shall enable graduates and staff to flourish as Sustainability practitioners and contributing for a sustainable future.

## **Principle 2: Values**

*We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*

### **Summary of existing practices**

Karlshochschule approaches the goals of a responsible, ethical and sustainable education in two ways. On the one hand, there are several programs that specialize on Sustainability, global social responsibility and citizenship and civic engagement. On the other hand, the topic of Sustainability responsibility and ethical issues are integrated into different courses and levels in all other programs.

During their study at Karlshochschule, students deal with different related topics via modules like Sustainable Development; Political Philosophy; Cultural Studies; Introduction in Strategic Practice; International Collaboration; Contemporary Society; Anthropology; Conflict Resolution; Introductory Community Project; Service Internship; Civic Engagement: Action Research; Ethics: Globalization - Sustainability – Practice; Justice, Human and Constitutional Rights; Advanced Community Project.

Besides these programs, which approach the goals of a responsible, ethical and sustainable education explicitly, sustainability and responsibility are integrated in other programs as follows:

### **Bachelor level**

In the academic year 2018/2019, sustainability, ethics and responsible management were integrated in various modules in all study programs. In order to enhance the impact of the principles even further, we now started with a focus on ethics and sustainability in the first semester for all our students:

**“Re-Thinking management”** with lectures about Knowledge and Human Interest, Power and Knowledge, Ethical Approaches, Digitalization, Ethics and Economy, Cultural Turns, Historical Development and Contingency, Can the Subaltern Speak? Postcolonial and Feminist View, Critical Management and “Doing Ethics”. In International Relations and Politics, Philosophie & Economics we integrated a new first semester module **“Civil Society”**.

In the reshaped program ‘International Business’ we offer a specific focus on Sustainability and an area of specialization Responsible Business with modules like **“Sustainable Development”**, **“Social Responsible Business & Society”**, **“Sustainable Entrepreneurship & Social Innovation”**, **“Circular Economy Lifecycle Management”**, **“Current Issues in International Sustainability Management”**. In addition to that, International Business entails modules like **“International & Sustainable Finance”** or **“Change and Innovation”**, where questions of societal and economic transformation are discussed. Thus in this study program, students are provided thorough knowledge about Sustainability, concerning doing business globally. Particularly, students can acquire comprehensive knowledge specializing on ‘Managing Operations Globally’ (operation management, resources and capabilities for sustainable operations strategy and sustainable logistics and supply chain); ‘Sustainable Development’ (introduction to the concept of Sustainability, the Sustainability discourse, Limit to Growth, the Brundtland Report, Social and Cultural Dimension of Sustainability); International Finance and Sustainability (Working Capital Management; Financial Value Drivers and Sustainable Return on Investment; Environmental and Natural Resource Taxation).

Furthermore, there is a selective module namely **‘Current Issues in Re-Thinking Management and Society**: that is applied for all the study programs on the bachelor level. Specifically, this module presents various interconnected areas from different perspectives such as concepts of Business Ethics, Global Consumption Culture, Transnationalism.

In our program “**Management**”, the PRME-paradigm is integrated in the study program. After the aforementioned module ReThinking Management, students discuss issues of responsibility in the context of market reciprocity. We offer a general module “Culture and Markets” and specific modules dedicated to the perspective of consumers and audiences. The third semester focusses on the issue of strategy in the context of different fields; in each field we dedicated one or two sessions to non-profit management strategies and their societal impact. In the following semester, students discuss the challenges of digitization with one element also reflecting the ethical implications of the digital era.

### **Politics, Philosophy and Economics’ and the ‘International Relations’**

In the ‘Politics, Philosophy and Economics’ and the ‘International Relations’ programs we have developed students’ knowledge of ethics, responsibility and sustainability whilst examining and explicating on the role of state and non-state actors within the global system. In particular, the students have picked up a range of theoretical and practical tools by working on a number of modules, which include but are not limited to the following: ‘Introduction to International Relations’ (foundational course on IR theory, ethical approaches, and in-depth case studies); ‘Global Economy’ (Global political economy; sustainability; and development); ‘Introduction in Strategic Practice’ (Innovative approach to strategic practices; Steps of strategic decision-making process in a global context; identified concrete strategies for the construction and interaction of institutions with (in) its socio-cultural environment); ‘Political Philosophy’ (critically reflect on major political theories against their historical and background of their origin; critically reflect on the theories and the categories in which we think and act politically); ‘Foreign Policy Analysis’ (concepts of power and influence; decision making; reflect on the impact of ethics, values and norms on state and non-state actors).

## **Master level**

### Master in Management

The Master in Management study program includes questions on ethics and responsibility implicitly as well as explicitly. The latter one is present in a module on ethics and aesthetics, where students learn that ethical and aesthetical dimensions of leadership and organizing are media for re-thinking legitimization in a changing landscape of business, economy and society. Both ethics and aesthetics allow (each and together), to put into practice new ways of doing business and management in a more responsive, responsible and artful way. Accordingly, this innovative module deals with learning how students individually and in groups as well as leading organizations can integrate ethics and aesthetics, especially for becoming more responsible and sustainable while developing a professional artistry.

Students who have successfully participated in this module will be able:

- to interpret classical texts about ethics and aesthetics and relate them to current issues.
- to appreciate and integrate ethical and aesthetical dimensions & issues and their effects with regard to their own organizing and leadership practices practice as a co-creative one.
- to question the extent to which ethics are universal, but also to learn how it can be guiding in concrete organizational and management contexts, especially with regard to dilemmas.
- to reflect on how sensations, empathy, intuition, spontaneity and taste make sense and contribute towards handling complex and uncertain situations and problems in organizing and leading.
- to understand that organisations and leadership are not only cognitive construction or institutional arrangement, but also a life-worldly practice that is shaped by embodied, and aesthetic experience, including tacit and implicit knowing.



- to reflect on their own learning and professional careers as a process of development and of cultivating ethical and aesthetic qualities and practices towards a genuine art of responsible leadership.

Example of a statement of a student about a module on Ethics & Aesthetics as part of the master-study program:

## 5. Conclusion

When I look at the news nowadays, I see people dying in wars or in terrorist attacks, people working more than 12 hours for a miserable salary and under unacceptable working conditions, I see the various impacts of climate change and waste, old people digging in the garbage, women getting raped or abused, more and more racist movements, discrimination and an exploitative economy.

In times like these, it needs people believing in the good of human people and acting according to an ethical standard, they can advocate. What I have learnt in the module Ethics & Aesthetics is that it is hard to always act ethically right. Life is full of ethical dilemmas, but our intuition and our feelings can help us to take the right track.

The Master programm at Karlshochschule and the course of Ethics & Aesthetics changed me a lot. It made me question the whole sense of my life. Who am I? Who do I want to become? What do I want to achieve in my life?

### ***Master in Management, specialized on Sustainability***

On the master level, Karlshochschule offers one specialization in Sustainability. Since in 2018 the number of applicants for this specialization was not sufficient, we enhanced our marketing and dissemination efforts. At the same time, we hope to create additional attractiveness by combining this specialization also with a new to be created master in Social Sciences. The applicants changed their specialization predominantly into Diversity Management.

The university also articulates Corporate Social Responsibility (CSR) and Sustainability on the master level in many other modules like Culture, Markets and Consumption; Business Analysis; Strategic Practice; Business Transformation, Ethics and Aesthetics; Controlling; Edu Tour and so on.

In the aforementioned specialization "Sustainability", students will investigate the paradoxes and transformative potentials of Sustainability in our "glocalized" world. Global tendencies of universalizing economic and social values are in sharp contrast with a new localism of identity politics and regaining regional autonomy. This specialization especially focuses on the rise of cities and metropolitan regions as experimental hotbeds for bottom-up sustainable transitions. The study will be cross-sectoral innovation processes between business, politics and civil society. Students have a chance to learn to approach, analyze, critically reflect, and experience the multiple facets of Sustainability at the crossroads of technological and social innovation. This will enable learners to manage the opportunities of new forms of cross-sectoral organizations in metropolitan areas for the global-local economy with empathy.

Specifically, in the specialization of sustainability, it is a process of building up knowledge along three semesters.

- In the first semester, the module 'Approaching Sustainability' provides an overall idea concerning various dimensions of economy, environment, society, culture and spirituality regarding sustainability. Also, this module deals with different possibilities how to apply the concept of sustainability to approach social, economic and business-related practices.

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- In the second semester, the module 'Sustainable Urban Development: Conflicts and Acceptance' focuses on the political level. In this module various dimensions of urban development are shown as well as relevant actors and their roles and the ways to deal with conflict and get acceptance in a development process.
- In the third semester, the 'Smart Cities & Regions: Transition & Transformation' module concentrates on the conflicting global political and economic environment regarding the transition to smart and sustainable cities. This module takes into account different approaches and perspectives on the chosen area, but also applying them to different areas while putting the topic into the context of broader economic interests and globalization.

### *Activities after the previous report*

The SENSE project has been an excellent example of how the values of global social responsibilities can be incorporated into (not only academic) activities of the Karlsruhochschule.

In this **service learning approach**, the multiple dimensions of human development that are often separated in university learning are connected. As such it is an educational approach combining academic learning with community service. By reflecting on the practical experience, learners can embody ethical values, construct their own reality and thus contribute to the well-being of their community.

Students are involved in all parts of the project, not only as participants, but they also shape the project in brainstorming sessions on conceptual questions and in the acquisition of project partners.

The project is made up of three components that complement each other and a cross-sectional component:

- **Community-oriented projects in and around Karlsruhe**

By working on a concrete task in and with social organisations, associations, initiatives or social enterprises, the students get to know practical work oriented towards the common

good. They sharpen their team skills, solution orientation and social skills. They gain a better understanding of social contexts and reflect on their own role and ethical questions.

The students take part in groups of 4-6 persons in the 3rd or 4th semester of a project oriented towards the common good. Over one semester they work on a concrete task set by the partner organisation - which has a direct or indirect relation to the study contents. The task can be very practical or conceptual and should be a real problem for the organisation for which it would like support. The students are prepared for their assignment in workshops and training sessions, receive accompanying coaching and subsequently take part in reflection seminars.

- **International Projects**

During or after their semester abroad, i.e. in the 4th or 5th semester, students have the opportunity to participate in another kind of project: this time individually and with an intercultural aspect. Here the project uses the blended learning approach, with a pre-departure training before they leave, an accompanying digital learning platform and a reflection workshop after their return.

- **School projects**

As an alternative practical phase, students can deepen their experience by using the didactical method "Learning through teaching". In cooperation with schools in Karlsruhe, they pass on their experience and knowledge and develop projects together with students. They are prepared for this in a workshop on didactics. The special focus on the subsequent reflection is also realized here.

- **Digital learning and ethics**

The topic of digital learning and ethics is a cross-sectional component of the project and the learning experiences of the students. Parts of the accompanying events will be designed via a digital learning platform. The project team develops short learning bites on ethical aspects of digitalisation that are integrated in different modules of the study programs, e.g. on ethics in digital marketing.

## **Upcoming steps**

In the summer semester 2019 the project will pilot the first two community projects with a refugee home of the German Red Cross and the Bürgerstiftung Karlsruhe (Foundation of citizen) the interest of the students was immense and the number of projects will be expanded significantly in the Winter Semester.

In summer semester 2019, the first students will go on their project experience and support the center with feedback on their needs to develop a suitable pedagogical concept.

For the school project as part of SENSE a pilot phase with 9th graders of Goethe Gymnasium will take place in Summer 2019.

Overall, SENSE will be a project to push and accelerate the process of deepening the profile of Karls towards responsibility, ethics and sustainability synergistically. In this way, it is a further building block to emphasize the vision of the Karlshochschule and its claim to Re-Thinking Management and Society more clearly. The project is therefore the impetus for a long-term implementation at the Karlshochschule.

## ***Self assessment***

The curriculum at Karlshochschule developed more in the direction of ethical and responsible management education. New programs and modules with a specific focus on responsibility and ethics were created while existing programs got special attention in marketing, dissemination and information.

## ***New Targets***

We continued to develop and prepare respectively put into operation new study programs with a clear focus on responsible management education. In the case of **Politics Philosophy & Economics and International Relations**, we have examined how and in what way we can emphasis more the role of ethics and sustainability in each module.

Overall these programs have developed very well – whether in the modules, internships or for student development. In many ways, the students’ pro-active engagement with the course and outside social activism has strengthened their theoretical understanding.

On the master level we plan to start a new masters in Social Sciences with a specific focus on Politics, Philosophy and Economics where the principals are specifically addressed. Already in the design phase, the principles are a guideline for program development.

### **Gender, diversity and inclusion**

The focus on gender, diversity and inclusion has been intensified. Deepening students’ understanding of these dimensions is an integral part of all Karlshochschule study programs. During their time at the Karlshochschule, students learn a range of theoretical knowledge and practical tools to become leaders and professionals, who are aspiring realising the UN sustainable development goals. Gender, diversity and inclusion directly relate to at least 9 out of the 17 goals: poverty reduction, health and well-being, gender equality, work and economic development, industry and innovation, reduced inequality, sustainable cities and communities, responsible consumption and production, and peace, justice and strong institutions.

In our teaching, research and interaction, gender, diversity and inclusion are attended through constructivist, critical and a non-essentialist methodologies, while using and further developing latest theoretical models and concepts as well as empirical findings. Whereas in our teaching and research we emphasise modern and postmodern approaches of the field, we also recognise the historicity and contextual specificities of gender, diversity and inclusion topics. This includes their intersectional, postcolonial and non-binary character. But also unsustainable consuming behavior that are dis respecting living beings

Accordingly, students are invited to conduct research projects on gender, diversity and inclusion in a critical and innovative manner, and discouraged from resorting to ready-made solutions that reflect hierarchical dominance, forms of silencing that are reproducing inequalities and enacting destructive and unsustainable power relations.

Students are encouraged to discover their own voice, and confidently use it, to question the existing power structures also at the university as well as in the media and local culture surrounding them, including political environments, and at work places.

Moreover, students are further encouraged to become role models within their community and as they enter their professional lives, in that they incorporate inclusivity in all their behaviour, starting from hearing out and respecting the voice of their classmates in classrooms, and choosing how they speak of other people. This is achieved by the offered breadth of theoretical learning, recent research as well as adequate support systems, networks and events at the university. All of them are designed to foster inclusion and constantly challenge all members of the university community to question and reflect their views and behaviour.

Finally, we take empowerment seriously by offering students capabilities and giving them tools to combat abuse and violence, discrimination and suppression in their personal and professional spheres. We try to support this by ensuring that we as a university provide a safe and inclusive study and working environment to all. This also includes having sufficient mechanisms to attend to any breaches of students' or staff members' personal space and integrity.

### **Citizenship and Civic Engagement**

The university is preparing a new study program and modules related to 'Citizenship and Civic Engagement' that focuses on the topic of social responsibilities and sustainable practices. As such it complements also the PPE and International Relations programs. This module provides students not only with the theoretical foundation for civic engagement but also with meaningful social activities:

Students in this program should learn to:

- distinguish historical, philosophical, social foundations, practices and models of service-learning and civic engagement
- describe different concepts and theoretical approaches to citizenship and civil engagement
- (re-)consider and reflect upon societal issues (e.g. poverty, unfair distribution, globalization, environment, diversity, discrimination, migration)
- define critical factors for effective engagement
- differentiate between different forms of involvement (e.g. participation, advocacy, activism, institutional politics etc.)
- evaluate the role of service learning and engage in community based projects for their studies
- create a personal action plan for the acquisition of qualifications and competences via community based service learning and theoretical reflection

They should furthermore be able to:

- differentiate and critically evaluate various theoretical approaches to action research
- apply research methods (data collection and interpretation) within the scope and framework of action research
- develop and implement an effective action research plan
- legitimize the chosen approach towards the community, experts and peers
- reflect about ethical issues of action research and the concrete action plan

The objective is to make sense of the society and to develop ideas for initiatives, groups or start-ups that help one's ideals to flourish and to make a difference in this world.

The program is designed for students who want to start right here and right now, even while they are studying, to put the knowledge and skills they have acquired into practice. They will be enabled to already in their studies and research bring about change in society.



Part of the study program is volunteer work for the chosen subject or issue. Students will go to the streets to protest against injustice or to promote their beliefs. They are involved in social networks where they start petitions, campaigns and debates. They mobilize people to join and support their ideas via crowdfunding. They aim to sustainably and constructively change the world in which we live. They want to live the changes and make a commitment to their future profession.

Future plans include new modules and workshops, and specifying the existing modules to even deeper reflect responsibility, ethics and sustainability in all our study programs.

We want to improve our marketing for the new study programs. Furthermore, we aim to integrate sustainability-related topics including gender, diversity and inclusion into more courses with the support of professors, who are specialized in this field and also experts within our network, further recruiting as well as making new contacts.

The following **Executive Master Programs** is in preparation:

A master in “Social Sciences” with a focus on responsibility and sustainability that can be combined with specializations in “Sustainability and Urban Development”, “Diversity”, “Culture and Society” and entails modules in politics, philosophy and economics.

Overall, Karlshochschule International University makes curricular space for the kinds of knowledge and/or experience that helps students conduct thoughtful, responsible (professional) lives. Implicitly related to questions of responsibility and ethics, Karls offers ways of knowing and learning for students (and other stakeholder) that have the capacity to enhance abilities to be ethical beings. These include various ways to become emotional and socially competent and to make sense, and being able to cultivate holistic discernment and informed judgement for educating more integral and inclusive mindsets.

Possibilities to exchange and develop further approaches concerning forms of emotional and cognitive, individual and social learning are also processes among professors and lectures during regular meetings.

The aim is to further developing a learning and teaching culture at the university that allows debate, critical thinking and “living discourses” with regard to topics of ethics, responsibility and sustainability in business and society.

### **Principle 3 Method:**

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

#### ***Summary of existing practices***

Karlshochschule focuses on the **personal development** of its **students**. To achieve this goal the “Karls” leads their students to increasingly demanding experiences. At the same time it facilitates the personal development with an abundance of supporting seminars and trainings. This starts with the Orientation Week, which includes essential steps towards the development of an ethically responsible manager like guiding principles, spirit, team-building, feedback, commitment and self-reflection. The mentoring program and the weekly moderated reflection encourage students to constantly reflect their learning progress and their contribution to the group and to their own development. In the third and fourth semester the company and community projects provide an encounter with team work, conflicts, feedback and different perspectives. This is then followed by intercultural sensitivity training, the semester abroad and an intercultural reflection after the exchange. Subsequently, Karlshochschule offers a preparation for the internship, the internship itself and a transfer week to reflect the experience. This week also prepares the students for the integration of their learning into their future live, which will be complemented by follow-up trainings during the course of their life.



- In the timeframe of the report, student-based projects (Be A Change Agent”) were continued. Accordingly, students were given a key role in implementing different sustainability -related activities with support from the Board of Management, professors and administrative staff. In this way, students could learn about sustainability and the possibilities and challenges of its implementation, not only from theory but also from their own experiences and practice.

**Karls Café**, an initiative run by students continued to be in operation. This café is a place for different events and a meeting point for different project groups. It provides the possibility for students to sit together and sometimes with their coaches or professors for discussing different topics. It provides students the possibility to generate their own business in a sustainable way, buy fair traded, local and sustainable products and experience responsible management in a real-life situation.

### ***Activities after the previous report***

Karlshochschule has continued and improved the aforementioned existing practices. Further progress has been made concerning a more **sustainable campus**. For example separate rubbish boxes have been placed the Karls Café has improved offering more local or/and organic products, especially foods and drinks.

Students have organized awareness activities and worked in a group called **Karlstainable**. With small projects as well as bigger events, this group tried to raise awareness for sustainability issues and implement whatever is possible at our university. They emphasize that sustainability is not only about environmental protection but also has a strong social component - with the ultimate goal to enable a good life for people in the present and the future.<sup>ii</sup>

### ***Self assessment***

The awareness about this topic has been increased; especially students are quite active in this respect. As part of the aforementioned SENSE project self-reflection plays an even larger role before, during (and starting in May 2019) after the work in/with the project. This is happening as part of the learning cycle of experiential learning (based on David Kolb) to ensure that experiences can be transformed into learning through reflection on many levels.

### ***New targets***

Our target is to develop even more activities for raising better awareness among our stakeholders and creating educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. We strive to integrate embodied ethicality in all of our study programs by making use of experiential learning, service learning and specific programs on mindfulness and awareness. We further our didactical competences and offer special empowerment workshops and opportunities for students. We support and encourage student initiatives, like Karlstainable, where students can develop their competencies as change agents in a self-organized way.

## **Principle 4 Research:**

*We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.*

### **Summary of existing practices**

Our academic profile is characterized by cross-disciplinary, pluralistic oriented research interests in economic and entrepreneurial acting and activities in organizational life-worlds and their socio-cultural, societal embedment. We act on the assumption that economic and organizational realities are constructed and staged (performed) by agents and agencies through attributions, interpretations and negotiations of senses and sense-making. For us these dimensions of meaning emerge co-creatively through the interacting agents as well as various stake-holders.

Thus Karlshochschule International University understands itself as a university for management and social sciences that is "coined" by the studies of culture, while it aspires to supplement or overcome traditional economic and managerialistic approaches. Therefore, we understand theories and concepts of management not as sub-discipline of economics, but as a culturally oriented inter- and transdisciplinary field inspired by sociology, politics, philosophy, anthropology, linguistics, communication and media sciences as well as art. In its research (and teaching) Karlshochschule orientates itself towards "Critical Management Studies" and further new research develops in social research coherences.

With this focus it pursues the aim to embrace and "fructify" the cross-disciplinary marked "cultural turn" for economics and especially organization and management studies. Referring to Bachmann-Medick (2010), we take as a starting point that "cultural turns" today are to be conceived as a plurality. Following the general orientation of the humanities and social sciences towards culturally relevant issues, pluralistically understood "cultural turns" represent current moves and new orientations that cut across and go beyond the cultural sciences.

Based on the mentioned orientation towards cultural studies, and alongside quantitative approaches, great importance is attached to qualitative research methods. Methodologically, the Karlsruhochschule pursues in particular an interpretative-critical and integrative approach in relation to economics, and organization and management studies and practices. Such interpretative and qualitative approach allows considering ambiguous and emergent phenomena, processes and dimensions of meaning, critically and systematically.

### *Activities after the previous report*

#### **Research Projects**

The Projekt Spiel MIT! is funded by Bundesministerium des Inneren and by Bundeszentrale für politische Bildung. The project is a co-operation with Hochschule Karlsruhe für Technik und Wirtschaft, Fachstelle für interkulturelle Öffnung AWO Kreisverband Jena-Weimar (Koordinator), Landessportbund Thüringen. General Information on the project can be found here:

<https://karlsruhochschule.de/de/forschung/aktivitaeten/forschungsprojekte/>

The project comprises:

- Development of a support network for integration ambassadors (e.g. needs and conditions)
- Essential factors for taking responsibility in sports clubs by persons with a migrant background
- Explanation approaches for the under-representation of persons with a migration background in functional roles in sports clubs
- Attitudes and needs of migrants towards sports clubs

Current Report:

Lietz, R.; Pietschmann, M.; Faust, H.; Cnyrim, A.; Montiel Alafont, F. J. (2018): Kultursensible Öffentlichkeitsarbeit von Sportvereinen. Eine Analyse des Webseiten- und Social-Media-Auftritts von drei Thüringer Sportvereinen in Hinblick auf die Andeutung kultureller Homogenität oder Heterogenität, Karlshochschule International University / Hochschule Karlsruhe - Technik und Wirtschaft, [online], [https://karlshochschule.de/fileadmin/user\\_upload/spiel\\_mit\\_kultursensible\\_oeffentlichkeitsarbeit\\_sportvereine.pdf](https://karlshochschule.de/fileadmin/user_upload/spiel_mit_kultursensible_oeffentlichkeitsarbeit_sportvereine.pdf)

Karlshochschule and its professors participated in research projects and published about topics related to PRME in various outlets, listed below.

### **Books (Edited)**

Balakrishnan, M.S., Moonesar, I.A., Awamleh, R. and Rowland-Jones, R. eds., 2017. *Actions and Insights: Middle East North Africa (Vol. 6): UAE – Public Policy Perspectives*. UK: Emerald Group Publishing. Translated into Arabic.

Küpers, W., Sonnenburg, S. and Zierold, M. (2017). (Eds.): *Rethinking Management*. Wiesbaden: Springer VS. Link: [http://link.springer.com/chapter/10.1007%2F978-3-658-16983-1\\_1](http://link.springer.com/chapter/10.1007%2F978-3-658-16983-1_1)

Küpers, W. and Statler, M. (2018): *Tales of Wisdom in Business and Leadership*, New York: Routledge

### **Book Chapters**

Bohnenkamp, B. (2017), “ReThinking Studying Marketing”, In: Küpers, Wendelin, Sonnenburg, Stephan and Zierold, Martin (Eds.), *ReThinking Management. Perspectives and Impacts of Cultural Turns and Beyond*. Springer: Wiesbaden, pp. 191-204.

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### **Conference Papers**

- Küpers, W. (2018) “Practices for Organizing Sustainable Praxis“ interactive paper for presentation, 12, 2018, ANZAM, Auckland, New Zealand.
- Küpers, W. (2018) “Inter-Prâxis – Integrating Prâxis, Practice, Phronesis for enacting Transformative Sustainable Development”, Paper for EURAM 2018, Stream 01.02.S Business for Society as a living project, (Best Paper Nominee), Reykjavik, Iceland
- Küpers, W. (2017), “Cultivating Sustainable Organizational Bodies by Embodied and Playful Learning as an ‘Inter-Practice’” for ARTEM conference sub-stream: Connecting creativity and sustainability via human body: Re-creating creative and sustainable organizational bodies through body-based management learning, ICN, Nancy, September.
- Küpers, W. (2017), “En-Fleshed Inter-Practices’ for more Sustainable Organisational Life-Worlds”, paper for ‘CARNE – Flesh and Organization’ 5th Standing

- Conference on Organizational Symbolism Università degli Studi di Roma La Sapienza, July 2017.
- Küpers, W. (2017), "Inter-Prâxis – Integrating Prâxis, Practice, Phronesis for enacting Transformative Sustainable Development in Organisation & Leadership", Paper for EURAM 2017, Glasgow, UK. STREAM: T 01\_08 Describing Work and Action from Ontology to Politics in Management.
- Küpers, W. (2017), "The Role of Embodied Ethos for an Integral 'Aesth-Ethical' and Wise Practices & Praxis in Organisations", paper for Sub-theme 12: Being Good or Looking Good? Interrogating the Contradictions and Tensions in Organizational Ethics EGOS 2017.
- Küpers, W. (2017), "Embodied Re-Design for Sustainability Development – From Design Thinking towards an Design Doing, paper for presentation at workshop on design thinking and sustainability at Leuphana University, Lüneburg in connection to 'SaM' research project ([www.leuphana.de/sam](http://www.leuphana.de/sam)).
- Girrbach, P. (2017), "Supporting Sustainability and Innovation by value-oriented Leadership", 5th International Conference Innovation Management, Entrepreneurship and Sustainability, 25th - 26th May, Prague, Czech Republic
- Girrbach, P. (2017), "Value-Based Corporate Governance –The Power Of Silent Leadership", 9th International Scientific MOTSP-Conference, (Management of Technology - Step to Sustainable Production), April 5th - 7th, Dubrovnik, Croatia
- Girrbach, P. (2018): Digitalization and its contribution to sustainability. In: Proceedings of the 6th International Conference Innovation Management, Entrepreneurship and Sustainability, Prague.
- Teitler, A. (2018), The Obama Administration's Afghanistan Policy, 2009-2017: Path Dependency and Change, June 2018. University of Buckingham: Public Seminar Series

### **Invited Talks/ Lectures, Interviews, Media, Blogs**

Küpers, W. (2018) “Phenomenology of Embodied New Work Practices”, Key-Note Speech for the 2nd International Workshop “Phenomenology & New Work Practices” Université PSL-Paris Dauphine, DRM – Management & Organisation (01. 06. 2018).

Balakrishnan, M.S. (2017), “The roadmap for building a business with heart”, *Entrepreneur Middle East*, 24 April. Available at: <https://www.entrepreneur.com/article/293126> [Accessed 25 April, 2017].

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Balakrishnan, M.S. (2017), “Tech Entrepreneurship to leapfrog developmental challenges and create sustainable societies”, In: *Academic CSR-Summit im Rahmen des Deutschen CSR-Forums 2017*. Ludwigsburg, Germany, 5 April.

Reichel, A. (2017). Sustainability 4.0 – Making the Digital Economy work for Sustainability, Talk Deutsches CSR-Forum, Ludwigsburg, 5 April 2017.

Reichel, A. (2017). *Sustainability: From Science to Politics to Ethics: Laudation for Jeffrey D. Sachs. GLOBART Award 2017, Vienna, 9 November 2017.*

Reichel, A., 2017. Sustainability 4.0 – Making the digital economy work for sustainability. In: *Academic CSR-Summit im Rahmen des Deutschen CSR-Forums 2017*. Ludwigsburg, Germany, 5 April.

### **Conference Organization**

Balakrishnan, M.S. (2017), Conference organizer and local host. 59th Academy of International Business annual conference. ‘The contribution of MNEs to building sustainable societies, Dubai, UAE, 2-5 July.

Balakrishnan, M.S. (2017), Track Chair for Managing Turbulence and Uncertainty. 59th Academy of International Business annual conference, special interest track, Dubai, UAE. New track for AIB.

Balakrishnan, M.S. (2017), Chair and panel organizer, Changing Role of International Business Organizations' and 'Building sustainable societies: Public policies and private actors. 59th Academy of International Business annual conference, Dubai, UAE. 2017, Dubai, UAE, 3 July. Panel members: representative of H.H. Sheikha Shamma Bint Sultan Bin Khalifah Al Nahyan; Fadi Ghandour, Founder and Vice Chairman Aramex and Managing Partner, Wamda Capital; Fred Sicre, Managing Director, The Abraaj Group; Dr. Mukund Rajan, Head of International Business and Ethics and Sustainability, Tata Group; Faisal Gilani, Head of Middle East & Africa, Gavi, the Vaccine Alliance;

Balakrishnan, M.S. (2017), Panel member, Women in Business in the United Arab Emirates. 59th Academy of International Business annual conference, Dubai, UAE, 3 July, UAE.

Reichel, A. (2017), *Darf das Wachstum Grenzen haben?* Keynote/Workshop at 20. Globart Academy, Krems, Austria, 23 September 2017.

Reichel, A. (2017), Wirtschaftswissenschaften und sozial-ökologische Transformation. Workshop and Panel Discussion, IÖW, Berlin, 6 November 2017.

Reichel, A. (2017), *Moving Beyond Growth in Management Research, Practice & Education*. Professional Development Workshop (Organizer/Speaker), Academy of Management Annual Meeting, Atlanta (GA), 5 August 2017.

Zierold, M. (2017), Roundtable Beyond the Theory/Practice-Divide (Role: Organizer, Chair, Participant), German Association for Arts Management, Weimar, Germany, 20 January 2017. Website: [http://www.fachverband-kulturmanagement.org/wp-content/uploads/2016/04/FVTagung2017\\_FlyerFINAL-2.pdf](http://www.fachverband-kulturmanagement.org/wp-content/uploads/2016/04/FVTagung2017_FlyerFINAL-2.pdf)

Zierold, M. (2018), *Annual Conference for Arts Management: Cultural Leadership and Innovation (Role: Co-Organizer)*, Hamburg, 17-19 January 2018

In addition to these contributions, there is an abundance of Bachelor and Master thesis on topics related to ethics and Sustainability.

### ***Self assessment***

Karlshochschule made some headway in concentrating its research on conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, cultural, environmental and economic value.

### ***New targets***

Karlshochschule will further strengthen its focus on how to re-think management and society as a cultural, responsive and sustainable practice.

As outlined before, with the reception of a grant and establishment of a research and teaching program (SENSE) and setting of Center for Civic Engagement and Responsible Management Education Karlshochschule want to intensify *research* on societal dimensions and thus what it means to rethink society.

## Principle 5 Partnership:

*We will interact with managers of business corporations and other stakeholder to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.*

Located in a region in Germany that is home to a number of leading high-technology firms, innovative companies and institutions and business incubators Karlsruhochschule has built and will develop more important and meaningful partnerships with organizations around Karlsruhe, Baden-Württemberg and beyond.

### ***Summary of existing practices***

Company and community projects are designed for students in the third and fourth semester. A **company project** is a fixed-duration proposal to create an innovative product, idea or result at the design, strategic or development stage. A **community project** is a fixed-duration proposal to support the community or civil society or to create a social innovation. The regular duration of a project is 4 months and each project is supported by 5-12 students. The student teams receive intensive coaching from professional external coaches and from professors of the university. In addition, Karlsruhochschule organizes various **Summer Academies** for international students in Karlsruhe and abroad and **Sustainability Camps** as well as further events open to the public as specified in the following.

## ***Activities after the previous report***

### **Company and community projects**

In 2017 and 2018 Karlshochschule conducted in total 50 company and community projects with external partners. The focus of the company projects continues to shift to sustainability-related topics and organizations including but not limited to for example renewable energy (Sonnen GmbH), future of mobility (Daimler AG), resource efficiency (Siloadmaxx GmbH), eco-friendly food and services (Biovegan GmbH, Bookitgreen GmbH).

In addition, questions of social and economic co-operation and integration have become a further recent focal point of the company projects (WeSmartCities, Netzwerkgesellschaft). Building on this trend, Karlshochschule has intensified its ambitions to become a leading regional player involving students in community projects. In 2017 and 2018 community projects could be implemented in co-operation with well established and leading institutions like the Deutsche Rotes Kreuz and the Arbeiterwohlfahrt (AWO). At the same time, Karlshochschule showed its commitment to support social-entrepreneurship and delivered projects for “Globalmatch” and “Tür an Tür”.

### **Summer Academy**

The Summer Academy **2017** *took place* September 4 to 15 2017, at the Eurasia University in Xi'an *China*. Focusing on Intercultural Experience in collaboration with InterCultur gemeinnützige GmbH. It approaches relevant topics in the field of intercultural management, communication and training and is intended to foster the intercultural perspective within the field of management studies as well as to develop applied solutions for the problems in business and society.

One focus of the Summer Academy **2018** was on “Post-Colonial Theory and Distribution of Wealth”. Students, practitioners and scientists in the Summer Academy brought together their own thoughts and worked on tasks, learning and collaborating together to experience something new!

## **Sustainability Camp**

On the 20. May 2017 at Karlshochschule focused on discussing on the ecological and economic alternatives and perspectives of our economy, politics, culture and society. With around 250 participants people of different generations, backgrounds and professions and 20 workshop sessions, the sustainability camp was a great opportunity to discuss, develop new ideas, exchange information, to share their own knowledge and deepen overcome inhibitions to create transparency, to develop common solutions and to form networks.

Karlshochschule organized an open space conference for a regional energy and urban services company. In this open space, all the students and professors of Karlshochschule contributed their knowledge and ideas to think ahead together with employees of this company and to generate scenarios for a sustainable and responsive future. Afterwards the company donated a significant amount to foster this kind of transformative education.

## ***Self assessment***

Karlshochschule did interact with business corporations and other partners to convey our message and to educate about the challenges in meeting social and environmental responsibilities. We developed approaches to jointly address these challenges.

## ***New targets***

We aim to develop further community projects and cooperate with businesses and non-profit-organizations to further responsible management and management education.

Connected to the aforementioned SENSE project, we plan to build a service learning center to enhance the possibilities of service learning and make further meaningful contributions to society.

We will conduct another Summer Academy in 2019 related to the topics of intercultural understanding, responsibility and Sustainability which **will take place from July 15 to 26, 2019.**

We will enhance our networking and support by providing facilities for partners especially ones who work in related topics related to responsibility, ethicality and sustainability.



We will continue to build our partnerships with multiple stakeholders and plan to increase student engagement with companies focused on responsibility, sustainability, and ethics. In particular, we plan to develop more academic partnerships also with other with other PRME signatories.

## Principle 6 Dialogue:

*We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and Sustainability.*

### **Summary of existing practices**

We communicated the PRME and our commitment on our official website.

Furthermore, we provide support, resources, and incorporate with others to facilitate discussions in the topics of social responsibility and sustainability (see Sustainability Camp, Summer Academy).

Our **weblog** <https://blog.karlshochschule.de/> is another platform that is used for various contribution and an ongoing debate about civil society and current issues related to societal and economic transformation.

*Moreover, the so-called “Karlsmagazine” communicated how the Karls is a place for ReThinking management, about a case of a company, artificial intelligence, and digitalization as well as student research*

Additionally, we organize the **Karlsgespräche** on a regular basis. They are free, public talk and discussion events hosted by Karlshochschule International University with the intention of creating a platform to promote dialogue on socio-political issues of current interest. Each semester the University invites high-level speakers from academia, politics, culture, religion and business to a public talk with ensuing discussion. The focus is on topics like Sustainability, societal transformation, responsibility, ethics etc.

Variou8s Karlsgespräche were on sustainability-related topics:.

<https://karlshochschule.de/de/hochschule/veranstaltungen/karlsgespraeche/>

### ***Activities after the previous report***

We established partnerships with various civil society organizations to broaden our network and enhance the impact of our teachings. Thereby we were able to offer specific content to partners outside the university and create relevance for responsibility and sustainability education.

### ***Self assessment***

Karlshochschule made some steps towards more visibility in PR and communication about the relevant commitments, but still has room for further improvement.

### ***New targets***

We plan to continue inviting speakers to talk to students, faculty and staff about responsibility, sustainability, and ethics in future Karlsruhgspreeche. Likewise, we want to engage more with other PRME signatories.

Furthermore, we will engage with media to increase awareness of role of business, organisations, and economy in relation to Sustainability Development and PRME goals. Karlshochschule will communicate this SIP 2017-2018 on the website and integrate the communication about its commitment in their various materials. Karlshochschule aims for becoming recognized as one of the change agents towards a more sustainable future and will use the different formats to create awareness and inspiration.

## **Principle 7: Organisational Practices**

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

### ***Summary of existing practices***

The Management and campus services are engaged in a number of initiatives to support and model sustainable practices.

These include the following:

- bottle fillers on water fountains
- waste separation / recycling
- renewable energy use
- energy saving led lights
- eco-paper for printing
- ink based printer

### ***Activities after the previous report***

We engaged all stakeholders and namely the students in a participatory approach to envision and create sustainable practices at our university and thereby developed a common understanding of shared leadership.

### ***Self assessment***

Although we established a number of organizational practices related to the principals, we feel that we can be more ambitious and increase our efforts

### ***New Targets***

- reduced power consumption via smart home heating
- eco-friendly toner project
- green cleaning products & practices
- future replacement of furniture with eco-friendly equipment
- green renovation, including windows with better insulation
- consciousness raising campaign and visualizing display of activities for internal and external stakeholders

One focus of our projects and efforts over the next years is to increase awareness of PRME and the SDGs, and broaden the ecological consciousness and engagement of internal and external stakeholders. Corresponding awareness campaign will help to visualise the amount of trash, paper consumption, electricity, etc. with analogies, numbers, pictures and to visualise the power consumption and energy efficiency projects.

For questions, comments, or ideas for collaboration, please contact:

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## Renewal of Commitment to the PRME

Karlsruhochschule International University expressed its commitment to the Principles for Responsible Management Education in 2015. Karlsruhochschule International University is still very firmly committed to those principles. Although there has been quite some progress, there is still a lot of work to be done in order to make the PRME principles an integral and deep-rooted part of our everyday life.

Karlsruhe, 17. April 2019



Michael Zerr

President

Karlsruhochschule International University



Angie Habermann

CEO

Karlsruhochschule International University

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<sup>ii</sup> <https://karlsruhochschule.de/en/university/people/karlsruinitatives/karlsruustainable/>  
<https://www.facebook.com/pg/karlsruustainable/photos/>