

PRIME

*an initiative of the
United Nations Global Compact*

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

EU Business School

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about EU Business School, including key details and basic institutional data.

Mission

EU Business School's mission is to contribute to the global community by providing a comprehensive and in-depth international business education to an inspired, culturally diverse student body.

Vision

Our vision is to uphold the highest ethical standards while excelling in teaching, learning, & research. We aim to provide an intellectually stimulating, ethically sound, socially relevant education, ensuring every student receives unrivaled quality in both education & service.

Strategy

EU Business School Strategy

EU Business School's strategy is built on five pillars that guide our development and position us as a leading international business school.

Academic Excellence & Accreditation

We will raise academic standards to meet global benchmarks, ensure consistency across campuses and partner universities, and reinforce governance, quality assurance, and academic policies.

Student-Centric Learning

We are committed to enhancing teaching quality through faculty development, expanding experiential learning opportunities, and making employability and career outcomes central to the student experience.

Global Identity & Partnerships

We will strengthen EU's reputation as a multicultural and globally connected school, deepen collaborations with partner universities for dual degrees, and pursue new partnerships aligned with OMNES' international strategy.

Digital & Pedagogical Innovation

We will integrate digital tools, develop hybrid and online learning formats, and encourage innovation in curriculum and teaching to deliver modern and engaging learning experiences.

Sustainable Growth & Community

We will align admissions growth with academic capacity, reinforce student life and well-being, and embed sustainability, ethics, and responsible leadership across all programs and operations.

Strategy Alignment

EU Business School Strategy Alignment

EU Business School's strategic priorities are fully aligned with our institutional vision and built on the same five pillars that guide our development.

Accreditation & Academic Excellence

Our commitment to academic excellence is reflected in the pursuit of international accreditations such as ACBSP, IACBE and CEEMAN IQA. These benchmarks ensure that our programs remain rigorous and competitive while reinforcing governance, quality assurance, and consistency across all campuses and partner universities.

Student-Centric Learning

Placing students at the heart of the learning journey, we align our teaching and program development with the goal of enhancing academic quality and employability. Faculty development, experiential learning opportunities, and career-focused initiatives are central to this approach, ensuring that learning outcomes are both relevant and impactful.

Global Identity & Partnerships

Our international character—welcoming students from more than 120 nationalities—supports a strong alignment between strategy and identity. Partnerships with leading universities and the expansion of dual-degree opportunities strengthen our global presence and enrich the educational experience we provide.

Digital & Pedagogical Innovation

Through the integration of digital learning formats, such as a complementary series of virtual masterclasses on topics related to AI and transformation, we deliver modern and engaging learning experiences. Curricular skills mapping projects currently underway will help to ensure that students are equipped with key future competencies in the areas of AI, sustainability and leadership in a rapidly-changing landscape.

Sustainable Growth & Community

We align growth with quality, ensuring that admissions expansion matches our academic capacity. At the same time, we foster student well-being, inclusion, and community life, while embedding sustainability, ethics, and responsible leadership into programs and operations—making them integral to our identity and long-term impact.

Institutional History

Our History

EU Business School (formerly European University) was founded in 1973 as a private higher educational institution. We provide students with a first-class business education through an innovative pragmatic teaching approach tailored to company needs to ensure a high level of employability for our students.

We offer business foundation, bachelor's, master's, MBA and DBA programs which are taught exclusively in English.

EU Business School (EU) has campuses in the European cities of Geneva (1987), Barcelona (1989), Munich (1991), as well as a Digital campus (2012). These cities were chosen for their cosmopolitan environments and thriving business sectors. EU has always worked hand in hand with companies and industry in its campus cities and beyond to provide students with unparalleled professional opportunities.

Dirk Craen, now honorary president of EU Business School, acquired the institution in 1999. After streamlining its activities, he immediately focused on attaining recognition from leading professional accrediting bodies to gain acknowledgement from the corporate world. Under his strong leadership, the school upgraded its range of programs earning recognition from leading international accrediting bodies. It became a member of the Association to Advance Collegiate Schools of Business (AACSB) in 2006, and, in 2010 was accredited by the Accreditation Council for Business Education (IACBE) and the Accreditation Council for Business Schools & Programs (ACBSP), both of which are recognized by the U.S. organization CHEA, the Council for Higher Education Accreditation. In 2011, EU Business School also achieved institutional accreditation with The International Association for Management Development in Dynamic Societies (CEEMAN IQA).

In 2014, to strengthen our business identity and in anticipation of changes in Swiss regulations, we changed our name to EU Business School. Furthermore, we signed a new academic partnership with the University of Derby in U.K. enabling us to extend our portfolio and include U.K. public university degrees across all our campuses. In 2017, we signed a partnership with Universidad Católica San Antonio de Murcia (UCAM), Spain, adding university degrees (*título propio*) to our portfolio. We also signed agreements with Dublin Business School, Ireland, and London Metropolitan University, U.K., in 2021 extending our offer of state-recognized degrees. In 2024, Universitat de Vic – Universitat Central de Catalunya (UVic-UCC) became our partner for university degrees (*título propio*).

Today, students graduating from EU Business School can earn ACBSP and IACBE accredited degrees from EU Business School Switzerland, which is institutionally accredited by IQA and certified by eduQaa, but also university (*título propio*) and/or state-recognized degrees.

Throughout our history, our mission has been to provide our multicultural student body a business education of the highest standard. Since 2013, EU Business School has been Sharing Information on Progress of responsible management practices with the UN-supported Principles of Responsible Management Education (PRME). The constant evolution of the programs we offer has been acknowledged by leading international rankings with prestigious QS currently rating EU Business School with five stars overall and ranks our Global MBA in the top 110 worldwide and our online MBA 16th in EMEA. In 2022, EU Business School joined OMNES Education Group to offer further academic and international opportunities to its students.

Graduates & Enrollment

2024 Statistics	Number
Graduates	960
Faculty & Staff at the University	601
Faculty & Staff at the Institution	601
Student Enrollment at the University	4486
Student Enrollment at the Institution	4486
Undergraduate Attendance	3302
Masters-Level Postgraduate Attendance	1159
Doctoral Student Attendance	25

Degrees Offered

Bachelor Programs

- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Business Administration (B.B.A.)

Masters Programs

- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Science (M.Sc. or M.S.)

Doctoral Programs

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

Undergraduate Degree Programmes

- Bachelor of Business Administration
- Bachelor of Arts in Digital Communication
- Bachelor of Science in Business Finance
- Bachelor of Arts in International Relations
- Bachelor of Arts in Digital Business, Design & Innovation
- Bachelor in Artificial Intelligence for Business
- Bachelor of Arts in Sports Management
- Bachelor of Arts in Leisure & Tourism Management

Masters Degree Programmes

- Master in Fashion & Luxury Business
- Master in Marketing
- Master in Digital International Relations & Diplomacy (UNITAR)
- Master in Digital Marketing, Transformation & Design Thinking
- Master in Business Analytics & Data Science
- Master in Management
- Master in Tourism & Hospitality Management
- MBA
- Master in Digital Business
- Master in Innovation & Entrepreneurship
- Master in Finance

Postgraduate Degree Programmes



Doctor of Business Administration



Purpose

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



Letter of Commitment

PRME Letter of Renewed Commitment

At EU Business School, we champion approaches rooted in forward-thinking practices. We are pleased to renew our commitment to the Principles for Responsible Management Education, as we embark on an exciting chapter of growth that celebrates a net positive approach to sustainability and ethics in business.

The EU Business School 2025 Sharing Information on Progress Report (SIP) underscores our objective of advancing responsible management education, training networks of entrepreneurial professionals who foster inclusive prosperity within a dynamic global business landscape.

Our collaboration with pioneers of the sustainable business sector includes such esteemed professionals as Co-Founder and Chair of IMAGINE, Paul Polman, expert Sustainability Consultant, Andrew Winston and Vice-Chair of Roche, André Hoffman, among others. Sharing our philosophy of creating a better world through innovation, these leading figures serve to guide our student community, inspiring them to pursue and develop careers that ensure the mutual thriving of both companies and our planet.

We are proud to be part of an international movement to promote transformative, responsible business as we look forward to embracing future challenges and successes at the global level.

Carl and Luc Craen
Managing Directors
EU Business School

Definition of Purpose

EU Business School's mission is to contribute to the global community by providing a comprehensive and in-depth international business education to an inspired, culturally-diverse student body. Through implementation of the OMNES Education Group's Time to Act CSR strategy, we "train and support all profiles in order to build their success".

Institutional Engagement

51% - 75%

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



Values

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



How We Define Values

EU Business School has four core values: global & connected, open, transformational and pragmatic. We connect individuals from diverse backgrounds through experiential learning that addresses evolving societal and industry needs. Our student wellbeing program is one example of how DEI, safety and wellbeing are at the heart of our approach.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Awareness

0% - 25% of students at EU Business School are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at EU Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

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



How We Define Teach

Through partnerships and collaboration with faculty, EU Business School focuses on preparing students to become responsible business leaders of the future by curricular integration of SDGs. Sustainability SMEs are currently engaged in an SDG mapping exercise to be accompanied by faculty development initiatives that reinforce linkages through proposed learning experiences.

Courses that support RME

EU Business School reports 11 courses in 2024 that support responsible management education and sustainable development goals.

Managing People and Organizations

| BCOBM112

This course serves as an introduction to the key concept of people management within contemporary organizations. It discusses the strategic importance for an organization to attract, develop, motivate, and retain talent, regardless of whether through a departmental function or managerial skill set. The course focuses on the necessity of becoming aware of the importance of people management issues, both from the perspective of the organization and from that of the employee. It will examine up-to-date global organizations as well as small medium enterprises, from a variety of industries and how they deal with managing their workforce to achieve competitive advantage.

Given my experience in the business world (I am an active consultant), I try to make them understand the impact of decisions from a practical point of view with exercises that make them think about the theoretical concepts worked on.



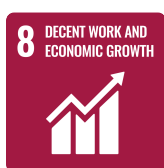
Portfolio Management & Sustainable Investment

| BSFBM223

The process of choosing and managing a group of investments to meet the long-term financial goals and risk tolerance of a client, a business, or an institution is known as portfolio management. This course's first part will offer a clear framework for building and evaluating a portfolio as well as tracking its performance in the financial markets. In order to determine the best investment portfolio with the highest return at the lowest risk, students will learn to compare and evaluate investment portfolios using a variety of theories and methods. The second part of the course focuses on sustainable investing. Any investment strategy that chooses and manages investments using

environmental, social, and corporate governance (ESG) criteria is considered sustainable investing. The demand from millennials and impact investors concerned with ethical investing has led to an increase in the popularity of sustainable investing.

In this course, I aim to help students build both solid financial skills and a strong sense of ethical responsibility. We look at how investment decisions can have a broader impact—not just on portfolios, but on people and the planet too. Through case studies and real-world examples, students explore how financial returns can be balanced with environmental and social goals. We dig into ESG criteria and how these influence investment choices, risk, and long-term value. A big part of the learning happens through hands-on activities, simulations, and discussions that encourage critical thinking. By the end of the course, my goal is for students to feel confident making investment decisions that reflect both sound financial judgment and a commitment to sustainability.



Applied Data Analytics

| BCOCM122

This course provides an applied and practical approach to data analytics using spreadsheet software (Microsoft Excel), equipping business students with the skills to analyze data for trends, patterns, and relationships. Students will learn to transform data into actionable insights and compelling narratives through lectures and hands-on workshops. The course aims to develop proficiency in Microsoft Excel for data analysis, understand and apply descriptive statistics and data visualization techniques, learn the principles of mine data for business intelligence, and how to design and deliver data-driven presentations that effectively communicate analysis results and insights. The course unfolds across several interconnected topics. Initially, students will utilize Excel to explore datasets, employing descriptive statistics and visualization techniques to discern trends and patterns. The course then integrates histograms, explaining how descriptive statistics inform strategic business decisions. Subsequently, students will engage with data mining principles through business intelligence software. Finally, the course culminates in data-driven storytelling, covering effective data visualization techniques, the theory of data storytelling, and strategies for structuring presentations to convey data insights effectively. Emphasis is placed on applying these skills in practical business contexts, including group projects and individual assignments.

I believe the most meaningful impact I have on my students lies in the development of their mathematical and structured thinking. At this university level, students often enter the classroom with some familiarity with data analysis concepts and supporting technologies. However, they frequently lack the mathematical mindset required to understand abstract concepts, such as variable relationships, data patterns, and the logic behind mathematical structures—that are essential in business-related disciplines. In my courses, I focus not only on teaching the standard metrics and

methods used in data science but also on cultivating structured thinking. This means helping students break down complex problems into manageable parts using proven methodologies: segmenting the problem, organizing steps through logical sequencing, reasoning based on data, and communicating insights clearly. The goal is not simply for students to apply a formula and interpret a result. Rather, I want them to understand how data can be used to construct a model, how that model reflects a structure, and how it can be adapted to meet specific business objectives. The true value lies in their ability to design and refine systems, not just to retrieve correct answers. A significant and growing challenge in teaching AI and data science today is the widespread availability of AI tools in the classroom. In data science especially, this impact has been profound. Students now have access to advanced tools that can solve most introductory exercises in descriptive statistics with little effort. The ease of use and accuracy of these tools mean that students can bypass much of the reasoning process if they choose. This situation calls for a proactive pedagogical response. While the role of AI in applied data science is rapidly evolving and well-documented, its implications for foundational learning, particularly in first-year mathematics and data literacy, are still under-explored. To address this, I have adopted a hands-on, model-based approach throughout my courses. My aim is to reduce passive reliance on AI by requiring students to actively build models. These models often relate to simple yet concrete business scenarios—for instance, estimating delays in a supply chain or analysing the effects of a marketing budget increase on key performance indicators. Ultimately, the goal is not just to build something functional, but to engage students in the thinking processes required to do so. Through structured reasoning, iterative modelling, and guided experimentation, students learn to see AI not as a replacement for understanding, but as a supportive tool to extend their own capabilities.



Economics & Enterprise

| BCOBM123

In this course students will be exposed to key economic concepts, models, facts, trends, and stakeholders that interact in the broad arena. Students will understand the logic behind production and consumer choices, how markets operate, and why government intervention is in some cases necessary. Students will further study the broader market environment and how the wellbeing of a nation is pursued and measured, and why and how the nations interact among themselves. The course will provide students with the good understanding of the agents of globalization and de-globalization affecting economic decisions and policies, while learning about the main theories of international trade, the effects of global economic integration, the role of international institutions and multinational companies. The course will then conclude with an overview of sustainability issues, to explore the concept of development beyond economic growth. This course will expose business students to the core principles of microeconomics, macroeconomics, and global economics in an

integrated course. The course utilizes the core principles of global economics as the basic structure and framework, with an overview of main microeconomic and macroeconomic concepts to support a critical understanding of international economy and business interaction.

The impact I hope to have on my students—and which I believe I have achieved with many of them—is to help them develop the maturity to understand the broader global context in which they live. My aim is not only to transmit knowledge, but to cultivate in them a deeper awareness of their place in the world and a sense of responsibility for the future. I want them to see themselves not just as learners or future professionals, but as individuals who will actively shape the society they will inhabit. I believe that economic tools are especially powerful in illustrating the complexity of our world, particularly in the context of global business. Through the study of economics, students begin to grasp the intricacies of markets, the interconnectedness of economies, and the often unseen consequences of decisions made at the micro and macro levels. These tools help them move beyond simplistic explanations and develop a nuanced understanding of global dynamics. My teaching philosophy is rooted in encouraging curiosity rather than providing final answers. I strive to ensure that my students leave the course not feeling that they have all the solutions, but rather that they have the right questions. I want them to feel intellectually restless—inspired to continue thinking, questioning, and learning on their own. Equally important is encouraging them to recognize their potential for impact. I often remind them that they are not passive observers of the future; they are the ones who will shape it. Whether they realize it or not, their choices—personal, professional, and civic—will contribute to the world we are all building together. Helping them embrace this idea with confidence and purpose is, I believe, one of the most meaningful outcomes of education.



Finance Accounting

| BCOCM115

This course will teach students the fundamentals of accounting and finance, such as how to evaluate, create, and interpret financial statements. Students will also examine significant governance and regulatory issues. Students will also acquire a comprehensive understanding of accounting tools and financial basics, such as the time value of money, which is a crucial skill for making informed investment decisions. These competencies are essential for managers in any business.

In teaching Finance and Accounting, I focus on helping students build a strong grasp of the basics—understanding how to read and interpret balance sheets, income statements, and cash flow statements. I emphasize that numbers are not just figures on a page; they tell the story of a business, reveal risks and opportunities, and guide decisions. By building this foundation, students learn to see patterns in data, make informed judgments, and connect accounting principles to real-world scenarios. It's rewarding to watch students gain confidence in working with financial information,

moving from confusion to clarity, and realizing how their ability to interpret numbers is crucial not only for business success but also for ensuring transparency, ethical behavior, and responsible decision-making.



Responsible Management

| BCOBM124

This course provides a comprehensive overview of responsible management, emphasizing the necessity for businesses to integrate ethics, corporate social responsibility (CSR), and sustainability into their core operations. It integrates responsible management with all of the key disciplines involved in successfully managing modern organizations. The course explores the responsibilities inherent in each of the management functions, combined with both a global (actually, 'glocal', that is local–global) and historical perspective on how these functions fit together. Students will explore how modern challenges such as climate change, globalization, and digitalization necessitate a shift towards more ethical and sustainable business practices. The course will highlight the role of businesses in contributing to the Sustainable Development Goals (SDGs) and engaging in global policy dialogues. Through interactive discussions, case studies, and practical assignments, students will learn how to develop and implement strategies that enhance stakeholder value and promote sustainable development. By the end of the course, students will be equipped with the tools and frameworks needed to lead responsibly and make impactful decisions in the business world.

As a teacher of Responsible Management, I'm helping shape the mindset and values of the next generation of leaders. Every class through discussions about ethics, sustainability, social responsibility, and long-term thinking, we're planting seeds that can influence how they approach business and decision-making for years to come. I'm encouraging them to think beyond profit – to ask tough questions, to consider the human and environmental consequences of their actions, and to reflect on what it really means to be a responsible leader in today's world. They're learning that success isn't just about climbing the corporate ladder, but about leading with integrity, compassion, and purpose. In the classroom, I create a safe space for open dialogue, critical thinking, and personal growth. The students develop a high knowledge on the evolution of Sustainability and the major worldwide trends that will impact Responsible Management. During the course students apply responsible management principles effectively in a variety of situations, and I prepare them to conceive business solutions to situations involving sustainability, responsibility, and ethics. Also is relevant that during the course the students check their carbon and water footprint and with different tests they are aware of their present knowledge on sustainability and tools to improve and develop it. The idea of Time to Act is really present in the content of the course.



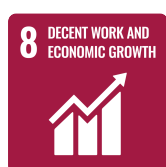
International Strategic Management

| BBABM313

This course aims to introduce the language of international strategy and examines contemporary global drivers of strategic change. International Strategic Management is about making distinctive choices concerning the direction and scope of the organization over the long term, in order to enhance its ability to create value and improve its prospects for organizational survival and growth. Dealing with a complex and turbulent international environment, with rapid economic, regulatory and technological changes, strategizing – the art of processing complex information thoughtfully and creatively and the ability to convince others of your analysis and recommendations – is a critical skill to acquire. The course examines MNCs and aims to explore the link between international strategic and international operational management. It explores the link between strategic considerations and the environment, social and governance issues and critically discusses international strategic management as a core management process. The course critically explores the dangers of strategic drift and attempts to ensure familiarity with the current literature. Finally, the course places strategic decision making in a culturally defined, international dynamic environment course and analyzes the complexity and dynamics of change within organizations, and change's relationship to an organization's vision and mission.

In a globalized and highly complex business world, the role of educators extends in reinforcing critical thinking and decision-making activities driven by real data captured from volatile, uncertain, complex, and ambiguous environments. The International Strategic Management course material goes beyond theoretical frameworks, it pushed the students to develop analytical mindset and practical skills required to lead and adapt in dynamic global markets. One of the most significant impacts I transmit to the students is to capture the strategic awareness. By engaging them with current global drivers of change, especially seen in geopolitical instability, sustainability and tech innovations, the student could observe a living, responsive process. Based on contemporary examples, I encourage students to

see strategy as a managerial mindset rather than a set of theories. Another key impact is cultivating cultural intelligence and global perspective which is specifically mentioned in the course outline. By analyzing MNCs across diverse regions, students learn to recognize the significance of ethnocentrism, polycentrism, and geocentrism which creates empathy and the ability to lead in multicultural environments—an essential skill in today’s borderless business world. Additionally, I put much effort in explaining the importance of adaptability and avoiding strategic drift through real-world cases where companies failed to align with their changing environments and where others succeeded by pivoting intelligently. A central component of my teaching philosophy is active learning. It helps transform students from passive recipients of knowledge into confident, engaged professionals. The classes are much more interesting and engaging. It is worthy to mention that by integrating SDG and ESG considerations into strategic analysis, the students learn that business success must be balanced with societal and environmental impacts. This shapes better strategists, they don’t just learn international strategic management—they become it.



People, Profit, Planet Keys to Sustainable Tourism

| MTRME102

People, profit and the planet are the three key elements of sustainability in tourism. Sustainable tourism should take all three aspects into account and strive to minimize the negative impacts of tourism, maximizing the positive ones. This course will therefore address all three pillars of sustainability: the ecological, the social and the economic and explore how they play out when tourism is planned and developed. Students will implement principles, concepts and tools seen in the course to the practice of tourism conception, planning and monitoring in order to improve performance over time.

I encourage students to reflect critically on how tourism impacts their own countries, drawing from personal travel experiences and prior work in the sector. I create space for them to connect abstract sustainability principles with real-world scenarios they’ve witnessed. This personalized approach fosters engagement and relevance. It empowers students to view themselves not just as future professionals, but as agents of change already embedded in tourism systems.



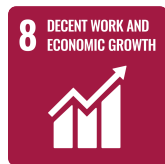


Data Analysis for Managers

| MCO105

This course is designed to introduce the essential quantitative methods for analyzing business situations, making business decisions and finding optimal data-based management solutions. In this course, students will acquire a greater comprehension of the importance of the business analytical approach, particularly when dealing with complex contexts, thus minimizing risk and uncertainty. Students will explore the most important theories and practical applications of data mining, data assembly and data assessment. This course will encourage students to examine different cases critically emphasizing in the role of data in drawing conclusions.

The most significant impact I have on my students is helping them overcome any apprehension about working with data, especially since many are not from technical backgrounds. By the end of the course, they gain a clear understanding of the purpose and value of data, not just as numbers, but as a foundation for generating meaningful business insights. I place strong emphasis on developing critical thinking, guiding students to see the connection from data, to information, to insights that trigger decisions. I encourage a problem-oriented approach, teaching students the importance of facing business challenges by breaking them down and analyzing the underlying data. I encourage students to question initial assumptions and consider alternative perspectives when approaching a problem. Through practical exercises and real business cases, students learn not only to solve problems but also to critically reflect on their reasoning and justify their decisions. Developing this analytical mindset not only improves their individual problem-solving skills, but also enhances their ability to collaborate in teams, as they learn to value diverse viewpoints and work together to develop the best solutions. Another important impact is preparing students for lifelong learning. The base of knowledge and confidence they develop enables them to tackle more advanced topics in the future, such as AI and digital transformation. I emphasize to my students that the future of business will increasingly be shaped by data, analytics, and artificial intelligence. By focusing on understanding the fundamentals of data analysis, my course provides them with the essential foundation to navigate and make sense of this rapidly evolving landscape. With this grounding, students are not only prepared to use current tools, but are also empowered to understand and adapt to new technologies and methodologies as they emerge. Ultimately, my goal is for students to leave the course ready to leverage data for better decisions in any business context, and to see themselves as adaptable professionals equipped for the data-driven future.



Winning Strategy Market Entry

| MASCO102

This is a practical course structured as a project with an iterative format. The course is designed to provide a dynamic and engaging experience of executing a strategy consulting project based on a case study. Students will learn to self-organize and collaborate with teammates to solve problems and manage projects effectively and successfully by learning to implement feedback. In addition, students will learn to apply tools and soft skills that will enable them to solve challenges and execute projects as external or internal consultants, individual contributors, or organizational leaders.

My experience as a professor is based on my real professional life. As a biologist, I learned the importance of research, and particularly the scientific method, based on statistics. I brought all this knowledge to the pharmaceutical industry where I have been working in different positions during more than 40 years. I have been leading marketing, and sales teams, medical teams, and I have created subsidiaries and affiliates in many countries both in Europe and Latin America. I have launched successfully many products during these 40 years and relaunched many others. Most of these products became leaders in their market segments, thanks to the motivation, commitment and engagement of my teams. Actively listening to my team members, and particularly the customers, has been a key success factor. Another success factor has been rewarding appropriately the teams, according to many motivational theories, and recognising their successes, and providing feedback to help them improve constantly. Therefore, I am teaching not from academic frameworks but combining these frameworks with real life experience. Every class must be rewarding both as an experience and learning. All my students are invited constantly to give their opinion on the topics discussed in class, obtaining enriching controversies that must end in a common position. The course Winning Strategies for Market Entry is a powerful experience as it combines many aspects of real companies: from defining the product, identifying the market and the potential customers, how to reach these customers, how to sell them the advantages of the chosen product, and how to access to the product from different perspectives. And finally, the financial implications of all these activities. The impact I make on my students in this course, is that they feel confident that they can create a successful business plan either for an start-up company to a new product line, or an affiliate in a new country as they have acquired the process to analyse, understand, critically think the pros and cons, and finally take the best decision, and track the expected result. The impact can be seen from some testimonials of my students during this year: Aman: "it was the best subject of my term 3. One of the big reason this whole experience was so impactful is because of our professor. Professor Joan Torrejon, let me tell you about this person he's not your typical teacher reading off a PowerPoint and slides but he's lived what he teaches." Vedant: "Today was the last class with you sir I really want to thank you deeply

for your efforts and understandings. Apart from the course you were the amazing personality” Arjet: “just wanted to say thank you for the course and everything you shared with us this term. Even though you sometimes kept us a bit longer than planned (we noticed! 😊), it was always worth it – we learned valuable things that I know will help me in my future career.”



Entrepreneurial Leadership

| BCOBM322

In recent times, entrepreneurial leadership has become a new phenomenon in business management. In this regard, students will review the importance of entrepreneurial leadership by examining the concept of entrepreneurial leadership within a theoretical framework. The primary objective of the course is for students to explore the roles and responsibilities of entrepreneurial and intrapreneurial leaders in the workplace and explore the development of theoretical approaches as well as discuss their practical application. Throughout this course, students will analyze the skills, traits and competencies of effective entrepreneurial leaders and examine alternative methods of entrepreneurial leadership development and apply it when constructing different business models.

In BCOBM322 Entrepreneurial Leadership, my focus is on helping students connect deeply with the mindset and practices of responsible entrepreneurship. As a professor, I like to spend time during the first lessons on the types of leadership in entrepreneurship, intrapreneurship and social impact entrepreneurship- Most of my students end up coming up with start-ups and or innovation projects that have a strong social impact objective. My students are encouraged to explore and develop projects that are not only viable in the market but also ethically sound, inclusive, and sustainability oriented. Through interactive case discussions, design thinking sessions, and real-world startup simulations, students learn how to lead with empathy, take smart risks, and build ventures that create shared value. Many students tell me they leave the course with a renewed sense of purpose, confidence in their leadership potential, and a toolkit for action in uncertain environments. I view teaching as a transformative dialogue between students and the evolving world around them. My role is not simply to deliver content, but to create a dynamic space where students can critically reflect on their assumptions, challenge conventional wisdom, and develop their own ethical leadership voice. In my classes we have a mix of theory, practical examples and student participation via pitching their own ventures in every class My pedagogy blends academic rigor with experiential engagement based on my own work experience – encouraging students to prototype solutions, collaborate across differences, and reflect deeply on their values. By integrating PRME principles into the course, I aim to prepare students to become not just successful entrepreneurs, but responsible global citizens committed to sustainable impact.



Educator Recognition

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

- ❖ Publication or research support

💡 Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

💡 Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

💡 Learning Mindset



To a great extent

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

Method of Teaching and Learning



In person

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



Research

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

How We Define Research

EU Research Hubs bring faculty together to conduct interdisciplinary research with the aim of converging socio-political issues, ecological concerns and contemporary business practices to understand the dynamic relationship between business and society, in order to generate actionable insights for businesses, policymakers and society.

Research vs Research for RME/Sustainable Development

18 Peer-reviewed articles were published by EU Business School from this past calendar year. **vs** **6** Peer-reviewed articles were published by EU Business School from this past calendar year in support of RME.

Socializing Research

In 2024, EU Business School contributed research findings to:

- ❖ Industry and business networks
- ❖ Public events and lectures
- ❖ Research collaborations



Partner

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

How We Define Partner

EU Business School partners with esteemed academic institutions, industry leaders and local organizations to enhance the student experience and ensure our graduates are equipped as responsible leaders of the future. Synergies created through these partnerships inform CSR skills. Our Alumni Hub fosters alumni engagement in local chapter and careers events.

Institutional Partnerships

- ❖ CEEMAN (Central and East European Management Development Association)
- ❖ ACBSP (Accreditation Council for Business Schools and Programs)
- ❖ Quacquarelli Symonds (QS)

Partnerships

The following provides more details on 2 key partnerships at EU Business School.

Holcim

The partnership between EU Business School Geneva and Holcim represents a distinguished example of responsible management in practice, effectively bridging academic expertise with real-world sustainability challenges. Initiated in 2023, the collaboration commenced with the joint development of a business case for Holcim's Cement-Based Thermal Battery solution, fostering innovation in sustainable energy storage. This partnership subsequently expanded to include engagement in Holcim's Maqer Incubator program, wherein EU Business School faculty and students provided mentorship to startups focused on sustainable construction practices. Furthermore, the EUBS x Holcim Entrepreneurship Challenge, titled "*Construction of Tomorrow: Advancing Net-Zero Building,*" was established as an annual initiative to inspire students across all campuses to devise innovative business concepts addressing decarbonization, operational excellence, and circular construction. As a result of this challenge, three business concepts are currently under development for implementation through collaborative efforts involving students, faculty, and with the active support of Holcim. This strategic partnership with Holcim serves as a dynamic platform for the co-creation of impactful, future-oriented solutions to the pressing environmental and societal challenges facing the construction sector.

Quacquarelli Symonds

EU Business School hosted the 2024 edition of the QS European Summit, in Sitges, Spain. Organized by Quacquarelli Symonds, this is one of the most prestigious events on the European higher education calendar, and brings together universities, institutions and professionals from across the sector.

The focus of the 2024 QS European Summit was: Changemakers in Sustainability: New Visions of Europe Higher Education by Empowering Young Minds. Multiple expert panels and four keynote addresses explored this overarching theme, with various representatives from the University System of Catalunya (SUC) participating in the discussions.

Additional Evidence

QS Summit_HES_Europe_2024_Key Highlights and Takeaways



Scan QR code to access document

Learning from Leaders

The world is changing along with tastes, preferences, ideas and visions. At EU Business School, high-profile leaders from major organizations around the world are often invited to give talks about leadership, what it takes to succeed, how to stay ahead, and how to adapt to changing global markets.

The 'Learning From Leaders' sessions stimulate students' curiosity, deliver detailed information on modern business practices and offer practical, informed opinions on current events, industry trends and new business models.

Take a look at some of the prestigious leaders EU has hosted here: <https://www.euruni.edu/en/EU-Experience/Learning-From-Leaders/Learning-From-Leaders.html>

The African Dream Conference Series

In 2023, the inaugural **The African Dream I** conference defined a unified vision for Africa by highlighting its shared cultural and economic strengths, and by fostering strategic collaborations among the continent's policymakers, entrepreneurs and scholars.

In 2025, Global thought leaders re-convened at EU Business School's Geneva campus for **The African Dream II - What Next?** to share actionable insights on Africa's growing role in the global economy. The conference addressed critical themes of inter-regional trade, sustainability, agricultural innovation, AI, migration and youth empowerment.

"This conference reflects our commitment to connecting academic excellence with practical impact, and we are proud to facilitate such an important conversation."

The African Dream II conference guest speakers:

Moise Diedhiou, Lecturer, West African Catholic University, and Former Project Coordinator, CBMI-SINOMA, Senegal

Harman Grewal, Founder, Kalasik Education, Kenya

Samuel Robert Kwasari, CEO, Be The Help Foundation Agroforestry Project, Nigeria

Ziko Kahenge, Senior Agricultural Officer, Ministry of Agriculture, Zambia

Rosemary Musa Mnongya, Lecturer, Ardhi University, Tanzania

John Nderitu, Secretary to the Competition Tribunal & Economic Policy Analyst in the National Treasury, Kenya

Tabitha Naisiko, Research Fellow, Universität des Saarlandes, Germany

Dr. Clifford Clement Obiero, Researcher, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenya

Kwame Owino, CEO, Institute of Economic Affairs, Kenya

Malick Kane, Technical Cooperation Lead, Trade, Environment, Climate Change and Sustainable Development Branch, UNCTAD, Senega



Practice

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



How We Define Practice

EU Business School is proud to have inaugurated and updated its facilities across all campuses to incorporate green building standards and as part of Time to Act, facilitating responsible procurement and social practices such as recycling and water conservation.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Greenhouse gas emissions
- ❖ Student equity, diversity, inclusion
- ❖ Travel guides
- ❖ Water

Policy Documents Related to RME and/or Sustainability

TimeToAct_EUBS_2024-2027



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Additional Evidence

Press Release Sarrià Campus September 2023



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Share

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



How We Define Share

EU Business School website hosts educational and informational resources for our community and prospective students. Therein, we report our strategy, student achievements and recognitions. Additionally, EU produces regular newsletters for our alumni, staff and the student body highlighting upcoming events and awards received.

Engagement Opportunities

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

- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

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

- ❖ Faculty and staff
- ❖ Prospective and current students

Additional Evidence

Corporate Social Responsibility Webpage Link

<https://www.euruni.edu/en/About-Us/about-eu-business-school/CSR/corporate-social-responsibility.html>

WE Newsletter May 9 2025



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WE Newsletter January 31, 2025-1



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SIGNATORY

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