

UNITED NATIONS PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

SHARING INFORMATION ON PROGRESS

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PRME Principles for Responsible
Management Education

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ESADE, A SOCIALLY RESPONSIBLE ACADEMIC INSTITUTION

by **Eugenia Bieto**
Director General

ESADE's mission is to educate and to conduct research in the fields of Management and Law, in addition to creating and contributing to social debate. More specifically, the School aims to provide comprehensive training for the development of competent and socially responsible future leaders; to create relevant knowledge for improving organisations and society and to participate in social debate on building free, prosperous and just societies.

In order to achieve the aims of our mission, the School will have to grapple with the challenge of going beyond the development of competent, professional managers and lawyers. We will have to instil in our students and participants a keen sense of ethical behaviour (justice, social, civil and political values), human values and an awareness of spiritual values (religious or secular). ESADE develops its mission, inspired by the humanist and Christian traditions, within a framework of intercultural dialogue.

Our current commitment to the foundational mission is that, over the coming years, ESADE should become a global benchmark academic institution, which inspires and enables people and organisations to develop innovative and socially responsible leadership in order to build a better future for everyone. This is reflected in our motto: **'Inspiring futures'**.

Today, more than ever, this commitment requires everyone to act with a deep sense of responsibility, aware that our decisions and behaviour, both personal and collective, have a considerable influence, and thus their impact must be positive and beneficial for society. Being a part of ESADE – as students, faculty, administrative and service staff, alumni or collaborators – has to be a motive for pride and for active commitment to the values that we uphold: personal integrity, professional rigour and social responsibility.

In 2007, we signed up to the Principles for Responsible Management Education (PRME), and in accordance with our commitment, we are aligned with the principles and regard them as inspirational guidelines that help us achieve our objective of becoming an increasingly socially responsible and sustainable school. This report confirms our commitment to PRME and we welcome the opportunity to submit it.



ESADE AT A GLANCE

ESADE is an independent, non-profit Academic University Institution, founded in Barcelona in 1958 as an initiative of a group of business leaders and the Society of Jesus. It has formed part of Ramon Llull University since 1995.

We are training tomorrow's professionals and executives. We are studying the future challenges facing leadership and corporate management; and we are engaging in dialogue on socioeconomic questions in order to build a more humane world and a better future for all. Through education, research and social dialogue, ESADE aims to inspire 'the futures' of people determined to be competent professionals in the business and legal worlds, in addition to being socially responsible citizens.

ESADE belongs to a globalised world and this is reflected in the international character of our students, our administrative and teaching staff, business and academic partners, and the wide range of activities we carry out (www.esade.edu).

HIGHLIGHTS

- A **multicampus structure** with a growing number of activities in the Buenos Aires and Madrid campuses and the inauguration of the new Barcelona-Sant Cugat Campus.
- The opening of the first two **ESADE Global Centers** in São Paulo and Munich to facilitate contact with potential students and strengthen links with academic partners, multinational firms, local institutions and the media, in addition to fostering the creation of knowledge.
- The **International Advisory Board** comprising CEOs from major multinationals. The aim of the IAB is to help the school anticipate changes in the global, socioeconomic and political environment and identify where ESADE can continue to remain a relevant agent of positive change internationally. The Board is truly functional insofar as ESADE discusses significant strategic options facing the school openly with its members.
- **Strategic alliances** and a network of the best Management and Law universities, which together constitute a distinguishing, key feature of ESADE's globalisation.

ALUMNI: A GLOBAL NETWORK

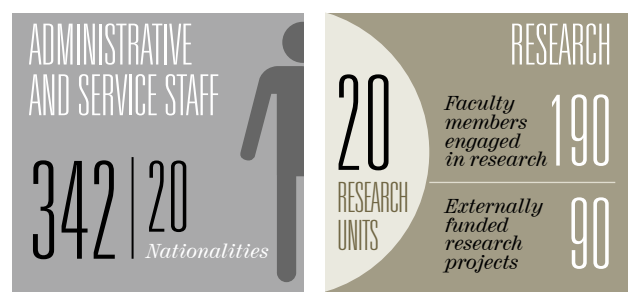
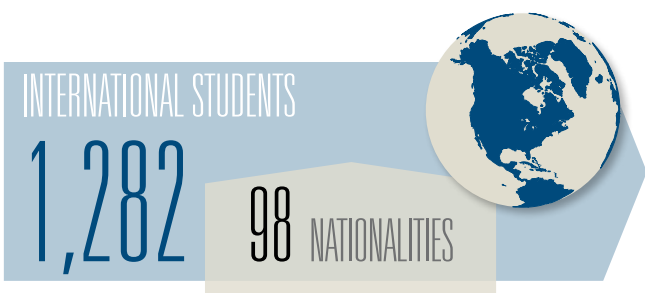
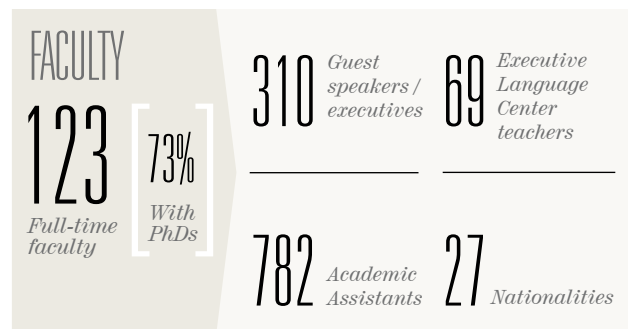
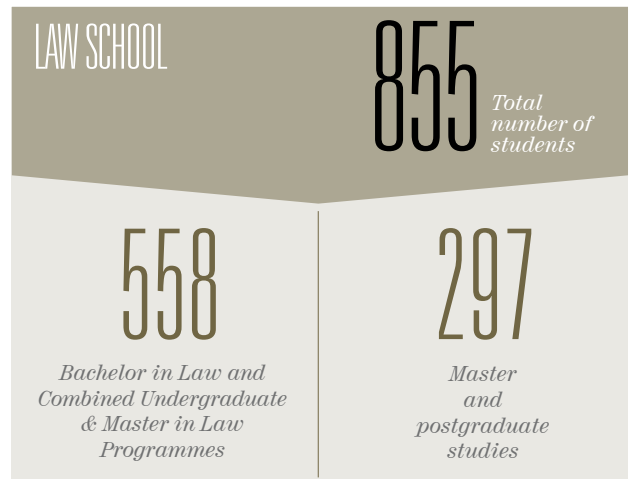
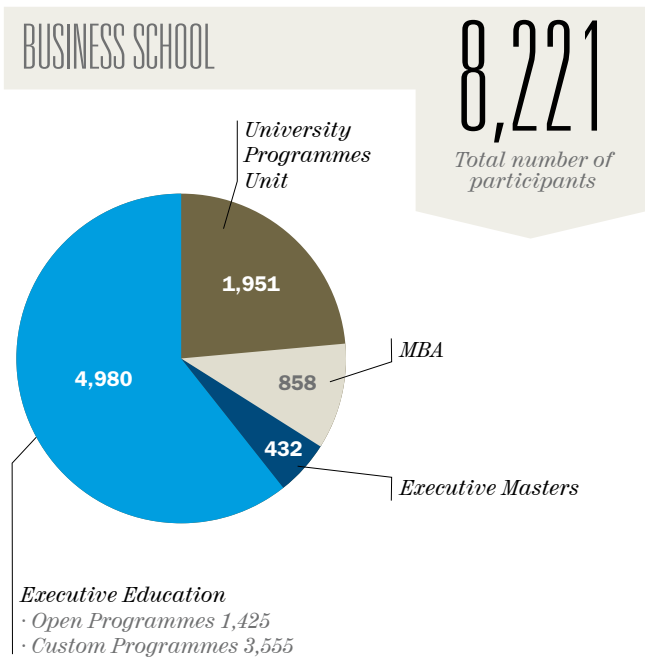
ESADE has more than 45,000 alumni, who are also a fundamental part of our international network. A total of 8,000 alumni live and work outside Spain in a network spanning 115 countries. The **ESADE Alumni Association** is extending the network by developing 32 chapters and local offices in 30 countries around the world.

JOB PLACEMENT

94% of BBA graduates find work in three months. Companies continue to value the high degree of training, international vision and skills of ESADE's students. As a result, 94% of Business Administration and Management participants find work within three months after their graduation, and 60% even do so while studying. The main sectors in which they find employment are financial services, auditing, consultancy and mass commodities. Spanish and multinational companies with offices in Spain continue to maintain their level of offers of contracts to ESADE graduates, although there has been a noticeable increase in international recruitment. Indeed, 79% of BBA graduates found work in Spain and 21% abroad, which is similar to the figures for previous academic years, but with international recruitment being 7% higher.

90% of MSc graduates work outside of Spain. With regard to the students from the ESADE MSc programmes, with their more specialised and international profile, the majority find work outside of Spain. In the case of the MSc in Finance and MSc in International Management programmes, up to 90% are signed up to work in offices of companies based outside of Spain, many in Germany and the United Kingdom, and the degree of internationalisation continues to grow year after year.

92% of MBA students find work within three months of graduation, over 80% taking jobs overseas. Nearly all of ESADE's MBA graduates find work, more than 80% of them outside of Spain: 61% in Europe, 16%



in Asia, 11% in the United States, and 9% in South America, demonstrating the ESADE graduates' capacity for internationalisation and the importance of a global education and vision for professional growth. As part of the 2011 ESADE MBA Career Forum, ESADE Lecturer and Executive Director of the MBA Programmes Unit, Glòria Batllori, presented data on job placement for MBA students: 92% of the 2011 MBA graduates are already working, and the rest are involved in advanced selection processes. This represents a rising trend in MBA recruitment, which has increased by 6% over the last year and 12% over the past two years.

TRIPLE CROWN

ESADE has been awarded the three most prestigious international business school quality accreditations: the 'triple crown'.

The quality of the programmes offered by ESADE has been widely acknowledged at an international level, as demonstrated by the fact that it is the first Spanish school to have been awarded the three most prestigious international accreditations in this sector:



RANKINGS

MBA

International ranking - MBA <i>BusinessWeek</i> (November 2010)	4 th
European ranking - MBA <i>The Economist</i> (September 2010)	7 th
European ranking - MBA <i>The Financial Times</i> (January 2011)	7 th

EXECUTIVE EDUCATION

Global ranking - Executive Education Custom Programs <i>The Financial Times</i> (May 2011)	5 th
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UNIVERSITY PROGRAMMES

Global ranking - CEMS Master, delivered by ESADE <i>The Financial Times</i> (September 2010)	2 nd
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LAW SCHOOL

Master in International Business Law <i>El Mundo</i> (June 2011)	1 st
Master in Tax Consultancy and Management <i>El Mundo</i> (June 2011)	2 nd



INTERNATIONAL ACADEMIC PARTNERHIPS

ESADE has entered into partnership agreements with over 100 universities and organisations across the globe, and also belongs to leading international academic networks.

ESADE is a founding member of the **European Doctoral Programmes Association in Management and Business Administration (EDAMBA)**.



ESADE is a founding member of the **European Doctoral School on Knowledge and Management (EUDOKMA)**. This consortium of European universities promotes international academic projects to doctoral students.



ESADE is a founding member of the **Themis Network**, which offers the Joint Certificate in International Business and Law – an open programme for final-year law undergraduates and Master's degree students.



ESADE is a founding member of the **Community of European Management Schools (CEMS)**, a global alliance of 27 first-rate management schools and 59 leading multinationals.



ESADE is a founding member of the **European Academy for Business in Society (EABIS)**, which encourages debate on the role of business in society and inspires future business leaders to foster social responsibility.



ESADE is a member of the **European Business Ethics Network (EBEN)**, an international NGO focusing exclusively on business ethics within companies.



ESADE is a member of the **Partnership in International Management (PIM)**, a network of 57 of the world's most prestigious business schools.



ESADE is the sole European member of the **Social Enterprise Knowledge Network (SEKN)**, an initiative led by Harvard Business School and comprising eight Latin American business schools.



ESADE is a member of the **European Foundation for Management Development (EFMD)**.



ESADE is a member of the **Association to Advance Collegiate Schools of Business (AACSB International)**.



ESADE is a member of the **Latin American Council of Management Schools (CLADEA)**.



ESADE is a member of the **International Association of Jesuit Business Schools (IAJBS)**.



ESADE is a member of the **Association of MBAs (AMBA)**.



ESADE is a member of the **Business Association of Latin American Studies (BALAS)**.



ESADE is a member of the **Graduate Management Admission Council (GMAC)**.



ESADE is a member of the **Executive MBA Council (EMBAC)**.



ESADE is a member of the **International University Consortium for Executive Education (UNICON)**.



INTRODUCTION

Social responsibility is one of the pillars that govern our academic and research efforts, and it is also one of our strategic priorities, because we believe that our role as a business school is to do more than simply to develop our students in knowledge and skills and, as active agents of social transformation, to educate them in values, and participate actively in addressing and solving social problems. Our responsibility implies assuming a leading role in creating a culture of social responsibility in society through our own actions and example, and we are committed to upholding the ideals, responsibilities, and objectives of a socially responsible academic institution.


As stated above, we are committed to Social Responsibility, a concept in which we include the dimensions of social responsibility (a management model whose strategic focus is composed of social and environmental responsibilities), ethics (values), and sustainability (results and impacts). We believe that these three dimensions should be embedded and integrated throughout our school, in a cross-cutting manner, in line with our mission, identity, and day-to-day practices

ESADE'S JOURNEY WITH REGARD TO SOCIAL RESPONSIBILITY AND THE COMMITMENTS MADE


ESADE'S journey with regard to social responsibility, as well as the commitments made in terms of initiatives involving international organisations, dates back to 2002, as described below:

2002

- Founding Partners in 2002.
- Members of the Management Board since 2009.
- Members of the Board since 2012.
- Continued participation and hosts of the 6th Annual Colloquium in 2007.




- Joined in 2003.
- Members of the Executive Committee of the Spanish Network.
- Progress Reports (CoP) in 2008, 2009 and 2010, the last being qualified as GC Advanced.




Beyond Grey Pinstripes



- Participation in the BGP Global 100 ranking: 2003 (Distinction), 2005 (2), 2007 (14), 2009 (32), and 2011 (12).
- Participation since 2003.
- In 2009 declaration of the commitment to institutionalise the SEKN network at ESADE




2007

- Participation in the taskforce responsible for drawing up the Principles.
- Joined in 2007.
- Progress reports (SiP) in 2010 and 2012.




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- Associate members since 2009.




- Creation of the Net Impact Club in 2009.
- Gold Chapter Status was obtained in 2011.




- Joined in 2010.


- Joined in 2011.




- Representatives of the Aspen Institute España since 2011.
- Participants in Academic Projects: "Economics and Peace Faculty Network" (2011), "Undergraduate Business Education Consortium" (2012).



- Signing of the Rio+20 Declaration (2012), including the commitment to 8 Sustainability Projects.




- Members of the Board of Directors (2007-2012).
- Preparation of the ESADE Institutional Annual Report, following the GRI (G3:1) guidelines, and audited by an external consultancy firm, from 2013.



2015

- In 2015, the implementation of ESADE's Environmental Management System.



OUR JOURNEY

In January 2009, ESADE formalised its internal CSR Policy in order to further its culture of social responsibility and adopt a transversal strategy. After preparing a diagnostic report, a CSR Committee was set up to include knowledgeable experts and, even more importantly, people who could serve as internal advocates.

INSPIRATIONAL PRINCIPLES

- Environmental awareness and healthy austerity
- Co-responsibility and social commitment
- Transparency and accountability

AN INITIAL PLAN WAS DEFINED WITH FIVE LINES OF ACTION AND MAIN INITIATIVES

1. Raise awareness and encourage students, staff and faculty to adopt behaviours and habits in line with a more sustainable view of the organisation.
2. Improve service, equipment and facility operations so as to achieve a more rational use of available resources.
3. Link the CSR policy to ESADE's policy regarding suppliers, bearing in mind socially responsible criteria in the selection and certification of the latter.
4. Define an institutional social action programme aimed at a major Foundation or NGO, allowing ESADE to link and involve different groups within our community and offer diverse possibilities for collaboration.
5. Favour and improve the organisation's transparency and accountability. Give visibility to the application of ESADE's mission and values.

ESADE'S GREEN RULES

Campaign for Best Environmental Practices.

In order to raise awareness and encourage students, staff, and faculty to adopt behaviours and habits in line with a more sustainable view of the organisation, a campaign on best environmental practices has been launched: ESADE'S Green Rules.

Various actions have been undertaken in co-ordination with the different units: the distribution of these Rules (viral marketing, roll-ups, events, etc.), the 2010 Green calendar, screensavers with recommendations, TV screens on campus, and internal publications (*ESADE al día*, etc.).

Improvement in Service Operations.

The efforts focused on the following:

- Improvements in the collection of paper, plastics, glass, organic matter, batteries, digital equipment, etc., by installing specific recycling bins on all campuses.
- Improvements in computer equipment and printers, sustainability principles applied during the purchasing process, optimal energy use, the systematic withdrawal of old equipment, a recycling policy, donation of equipment to the third sector, etc.

Institutional Social Action Programme.

ESADE faculty and PAS staff members were asked to vote on the organisation with which they wanted to collaborate as part of the institutional Social Action Programme. Due to the high rate of response, the wide distribution of the votes and our community's potential, we felt it was appropriate for the institutional Social Action Programme to work with the three organisations receiving the most votes: *Amics de la Gent Gran* and *Acció Sòlidaria Contra L'Atur*, both in Barcelona, and *Fundación Balía*, in Madrid.

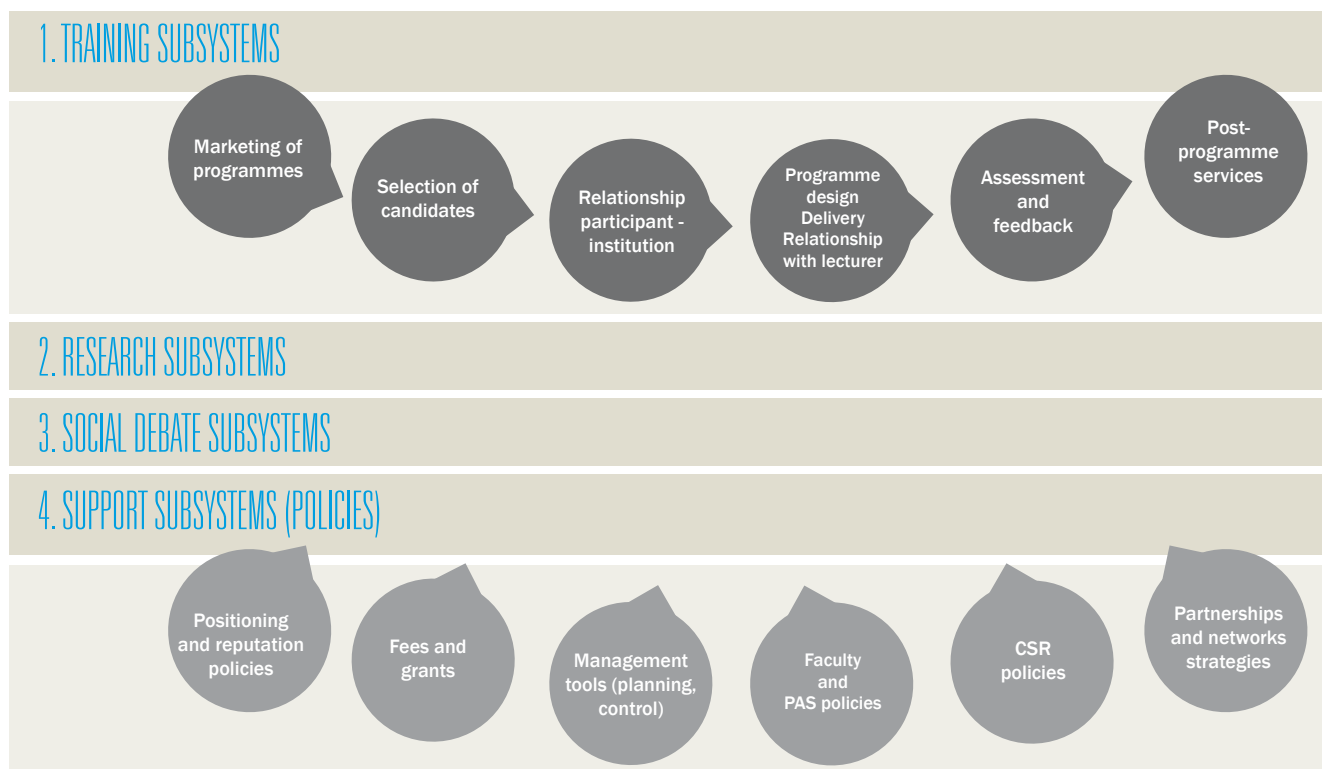
A PROCESS OF CONTINUOUS IMPROVEMENT

Committed to our mission and values, and aspiring to be a globally recognised academic institution, we believe it is necessary to define a new endeavour for ESADE to become increasingly socially responsible. It is important to stress that, for us, the term 'social responsibility' includes the dimensions of social responsibility, ethics and sustainability.

In order to integrate these three dimensions into the Institutional Strategic Plan, in September 2010, the general director convened a taskforce made up of experienced ESADE directors and professors to reflect on this issue and draw up a Master Plan proposal. The taskforce process is shown in the following figure:



For the elaboration of the Master Plan, ESADE used one of its own models (Losada, Martell and Lozano, 2011) which analyses, in a systemic and cross-cutting manner, the questions and actions to be developed in the different strategic lines and subsystems of our School, as shown in the following figure:



By Losada, Martell and Lozano (2011)

The taskforce carried out diagnoses in the four strategic lines: training, research, social debate and institutional policies. After a process of reflection and analysis, the **Social Responsibility Master Plan** Proposal for 2011-2014 was drawn up by the taskforce and subsequently approved by the Executive Committee in December 2011. It includes the following objectives:

- **Training** – To include in all official programmes, and in our own degree programmes, a learning objective directly related to social responsibility and its implications in professional practice.
- **Research** – To make substantial progress towards the full adoption of the PRME recommendations on research.
- **Social Debate** – To promote dialogue and debate on critical issues and cases related to global social responsibility and sustainability – with the various stakeholders – and the participation of the faculty.
- **Organisational Culture** – To promote the adoption of behaviours and habits within the ESADE community¹ in accordance with a more sustainable vision of the organisation, to strengthen the development of a culture of social responsibility.
- **Institutional Policies** – To review internal policies in order for ESADE to become an increasingly socially responsible institution.
- **Sustainable Campus** – To implement a new system of environmental management by 2015 in order to prevent, reduce, minimise and eliminate the institution's impact.
- **Social Action** – To maximise the institutional social action programme to link and involve different community groups with a view to raising awareness and offering different possibilities for collaboration and volunteering.
- **Transparency and Accountability** – To produce and deliver the Institutional Annual Report as of 2013, under the GRI (G3: 1) standards, with an external audit.

We consider that three key success factors will contribute to achieving our goal of making ESADE an increasingly socially responsible academic institution:

- The involvement of the ESADE community,
- A systemic and cross-cutting approach, and
- A process of continuous improvement.

1. The ESADE community includes students, faculty, administrative staff and alumni.

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.

In November 2010, the Board of Trustees of Fundació ESADE approved the Institutional Strategic Plan for 2011-2014, as well as the new formulation of ESADE's mission and vision.

MISSION

To educate and carry out research in the fields of Management and Law for:

- The comprehensive training of professionally competent, socially responsible individuals.
- The creation of knowledge relevant to the improvement of organisations and society.
- The contribution to social debate regarding the building of free, prosperous and just societies.

ESADE develops its mission, inspired by the humanist and Christian traditions, within a framework of intercultural dialogue.

VISION

To be a globally recognised academic institution, which inspires and prepares individuals and organisations for developing, innovative and socially responsible leadership, in order to build a better future.

MAJOR ACHIEVEMENTS

TALENT GRANTS

ESADE continues to foster talent and excellence among its students. A total of 300 grants have been awarded in this academic year alone, and there has been a sharp increase in applications, resulting in a 32% increase on the previous year. By the end of this academic year, scholarship funding is estimated to reach 2.2 million euros for the various degree courses (Business Administration and Law), which constitutes a 47% increase on the previous year. It should be noted that, in the last five years, the number of scholarships awarded has increased by over 250%.

Students' skills are recognised partly through the Scholarship Programme, whose goal is not only to provide scholarship students with an academic experiences, but also to give them the opportunity to achieve their professional aspirations. Therefore, the contributions from corporate and individual donors have been the key to achieving this year's results. At present, 28% of scholarship funding comes from these donors and 72% from ESADE's own budget.

One of ESADE's strategic objectives in the next four years is a substantial increase in the Talent Grants it awards through a fundraising programme aimed at alumni and corporate donors.

MASTER IN INNOVATION AND ENTREPRENEURSHIP: MANAGING IDEAS, CREATING INNOVATION

The ESADE **Master in Innovation and Entrepreneurship** is geared towards individuals whose future ambitions lie in the spheres of creating business opportunity and corporate innovation management. The course objectives set out to equip candidates with not only the tools and skills necessary for the development of ideas, but to instil a 'can do' entrepreneurial attitude for new business enterprises. Students will learn the core essentials of entrepreneurial management and explore the areas of opportunity evaluation and conceptual business models.

As always at ESADE, emphasis will be placed on how to implement such complex factors by incorporating socially responsible business practices and socially beneficial values.

The ultimate goal of this Master is to educate and groom students for leadership and the direction of innovation in all its ambits: from the management of corporate innovation systems (new products, services, business models and processes) to the creation of new business (entrepreneurship) opportunities and models.

<http://www.esade.edu/management/eng/programmes/master-entrepreneurship>

VICENS VIVES PROGRAMME: LEADERSHIP AND CIVIC ENGAGEMENT

This is an innovative educational programme aimed at training young executives to develop a global vision of their surroundings, instilling in them an interest in and sensitivity towards the various problems (scientific, economic, sociological, political and cultural) that currently affect our world. The Vicens Vives Programme was created to collaborate in the integral education of professionals with a vocation and ability to lead all types of organisations and become involved in the challenges that their country will have to overcome within the framework of globalisation.

<http://vicensvives.esade.edu/>

MANAGEMENT IN THE NON-GOVERNMENTAL ORGANISATIONS

The programme adopts a clear generalist approach, examining in detail subjects related to management, using as a basis the recognition of the specific features of not-for-profit organisations. It is aimed specifically at people with managerial responsibility and extensive professional experience in the third sector who want to learn and develop management skills based on the criteria of efficacy and efficiency.

http://www.esade.edu/exed/esp/programas/Gestion_de_ONG/direccio_gestio

LEADERSHIP AND SOCIAL INNOVATION IN NGOS PROGRAMME

This programme aims to facilitate the continuing education of people with managerial responsibility in NGOs, covering subjects such as leadership, outcome measurement, governing bodies, collaboration with companies, innovation and political pressures, etc.

This programme is made up of modules, which either can be taken together or separately. Each of these modules is devoted to an innovative topic related to the leadership and management of not-for-profit organisations.

http://www.esade.edu/exed/esp/programas/Gestion_de_ONG/lideratge_i_innovacio

TRAINING COURSE FOR DIRECTORS OF EDUCATIONAL CENTRES

This course was run for the first time this year and constitutes a renewal of ESADE's commitment to Catalonia's National Education Pact, which was obtained after the Social Awareness Manifesto for Education in Catalonia, which took place in 2009.

One of the main challenges facing the Catalan Education Service is the need to have **skilled directors capable of exercising the responsibilities** conferred by the new Catalan Education Act. ESADE has a great deal of experience in training managers, both in the private and public sectors and aims to use this experience to train the directors of educational centres. The main objective of this course is to help directors of public and state-assisted private schools to develop management skills to address the specific requirements of the non-university education sector and to adopt a proven management training model.

SOCIAL LEADERSHIP FORUM

During the academic year 2010-11 in the **ESADE-PwC Social Leadership Programme**, various types of performance measurement system initiatives in NGOs were studied, giving rise to the publication, *Results-oriented leadership in NGOs. Strategy, measurement systems and balanced scorecards*.

It is essential for NGOs to be able to collect all the information possible on the work they carry out as well as its results and to link with the strategy adopted. In order to do this, in addition to specific tools, the publication also includes introductory chapters on the importance of results-oriented leadership and the relationship between strategy and performance measurement in order to achieve this approach.

<http://www.esade.edu/research-webs/esp/socialinnovation/formacion/foros-liderazgo>



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.

ESADE aims to educate people with a high level of professional competence, aware of their responsibility as citizens of their own respective countries and the world, sensitive to issues of solidarity and social justice and with the ability to commit to collective projects. For this, ESADE aims to foster 'human qualities': A combination of knowledge, criteria, balance and depth, which leads to confident, coherent and reliable people capable of upholding fundamental values.

Being part of a university institution such as ESADE should imply a commitment to its mission, a commitment that is expressed by the values governing our daily coexistence and academic activity. Those who share these values make up the ESADE community.

Members of ESADE freely form part of their community and, in accepting these values, each member has to determine their own personal way of upholding them. In this climate of freedom and mutual respect, ESADE invites its members to promote actions and behaviour consistent with these values.

OUR VALUES

The ESADE community is committed to promoting a set of values consistent with human qualities and academic and professional excellence, values with which it aims to serve the local and global society. These values are:

1. Acting with integrity in academic and professional endeavours. This means behaving, even in difficult circumstances, in a manner that reflects a commitment to fundamental values such as rigour and hard work when carrying out activities, honesty, a critical spirit, fairness and a sense of responsibility.
2. Respecting colleagues, individuals and oneself, and being sensitive to other people's specific circumstances. This means recognising the dignity of all individuals and being able to accompany and help them when needed, thus working to create a more just and humane world.
3. Valuing diversity as something positive and learning from the differences between people, ideas and situations. This implies understanding that differences of gender, socio-economic status, ethnic origins, culture, language, religion, sexual orientation, physical characteristics or other differences represent enriching opportunities to learn about others, the world and oneself.
4. Searching, sharing and contributing to the common good of the ESADE community. This means being aware that pursuing one's own interests cannot be separate from the good of the community as a whole, reflecting respect and responsibility towards the community.
5. Assuming responsibility and making a commitment to create a more just society. This implies not only an understanding of the 'true' reality of our society, but also of the fact that it 'should be' based on justice, a fundamental value expressed in the Universal Declaration of Human Rights.

ESADE accepts that its mission is to train students and other participants within the framework of a holistic vision of the individual, of the profession and citizenship, so that they can develop the qualities that should define the profile of students who study at our institution: competence, conscience, commitment and compassion.

MAJOR ACHIEVEMENTS

SUD – UNIVERSITY DEVELOPMENT SERVICE (BBA)

As a training programme aimed at fourth-year Management and Law students, the University Development Service (SUD) offers the so-called "**Socially-oriented Professional Internships**". These internships are carried out in various organisations: Companies, NGOs, universities and, in general, public and private institutions, working in Latin America. They last 8 weeks and count as work experience, which requires the application of the knowledge acquired in the last few years of the university course, and involves a considerable degree of personal and professional responsibility, since in this type of internship the students are generally considered to be true professionals by their hosts in the countries they travel to.

CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABILITY (GEMBA)

This course explores the integration of social, environmental and ethical issues in the management of companies. Companies are integrating social and environmental issues into their strategy for a variety of reasons and in a variety of ways. The students will devote special attention to the efforts of making CSR/sustainability a strategic issue and implementing it through the various value chains. They will also examine the need of collaboration between companies and non-traditional stakeholders in order to achieve social and environmental sustainability. The second part of this course examines how the international political and legal environment provides businesses with incentives to behave in socially responsible ways.

GLOBAL CONTEXT OF MANAGEMENT (MBA)

This course contributes to the MBA curriculum because it provides students with an understanding of the non-market components that form the environment in which companies carry out their activities. These components, which are also viewed as sub-systems of society, can be grouped in three categories with their own institutions and organisations: a) technological-economic; b) social-political; c) cultural-axiological. The course offers an introductory analysis of the political, social and

cultural forces, as well as the identity, values and incentives of various social actors that affect the business activity and are often misunderstood or overlooked by companies and managers. The course helps the student to have a vision of business and management that incorporates the interdependence and interaction with non-market institutions. At the same time, the course aims to discuss the positive and negative impacts that companies can have on the societies in which they operate, and their three subsystems.

CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABILITY (MBA)

One objective of this two-session course, organised by ESADE and University of St. Gallen, is to improve the skills in making corporate-level decisions in the face of changing conditions. The emphasis is on managerial action shaped by the global external environment. Another objective is to improve analytical thinking and problem-solving skills. We use theory and evidence applied to real business situations. Cases and problems are the vehicles. Skills to be improved include the ability to:

- Understand the complexity of local and global non-market environments; the motivations and capabilities of NGOs, the media and international organisations.
- Understand ways of incorporating social and environmental concerns into a company's strategy as well as the challenges of implementation.
- Develop a strategic proactive vision that sees CSR/sustainability as an opportunity for organisational learning and innovation as well as for competitiveness.

SOCIAL LEADERSHIP (BBA)

This course is based on learning and service, a methodology adopted across the globe, which combines learning and community service processes as part of a well-organised project. Participants learn in situ whilst endeavouring to address the real needs of their environment. In order to achieve this, a specific subject has been designed, which fosters the skills and attitudes that facilitate leadership in social transformation projects.

LEADERSHIP AND HUMAN QUALITY (MBA)

Experience shows that leadership can be used for very different purposes, and can also be destructive and toxic. The course's goal will be to discuss whether leadership should be submitted to some kind of ethical evaluation. The notion of leadership and its main components (vision, relationship and the human quality of the leader) will be reviewed. Special emphasis will be placed on the notion of "human quality" and other related elements (sensitivity and spirituality).

ENERGY, CLIMATE AND THE BUSINESS RESPONSE (BBA)

The CEMS Seminar is thought to introduce students to the climate change and energy issue not just simply as an interesting social issue, but to view it as a topical way of approaching management skills and of recognising emerging business opportunities.

The Seminar aims to spread the message that we are facing tremendous problems due to the consequences of climate change. However, these problems provide enormous opportunities for business and, as Yvo de Boer pointed out when he resigned as Executive Secretary of the UN-FCCC, "Business should come up with the solutions for those problems".

As recently documented (Stern Report, 2006), climate change is the greatest and widest-ranging market failure ever seen. Correcting for this market failure will consequently create substantial risks and opportunities for corporations worldwide.

CLEAN TECH INNOVATION AND ENTREPRENEURSHIP (MSc)

The course aims to show students the significant opportunities arising from the fact that the human race can no longer continue to power its growth with the fossil-fuel based systems employed to date. If we choose to make a change, three factors become vitally important, the three new essential requirements: a) improving energy efficiency, b) fully committing to renewable energy and, c) ensuring strict regulations on the reduction of emissions.

There is a growing conviction that to avoid undesirable outcomes, we have to move from an overall situation based on 20:80 (20% reduction in CO₂ emissions compared with 1990, 20% use of renewable energy versus 80% from fossil fuel sources) in 2020, to a situation of 80:20 (80% reduction compared with 1990, 80% use of renewable energy against 20% from conventional fossil sources) in 2050. Innovation for sustainable energy has become a key issue in our social-ecological systems today.

PRINCIPLE 3

Method:

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

A few years ago, the **Educational Innovation and Academic Quality** (DIPQA) office was created within the Dean's office. The aim of DIPQA is to promote quality and innovation in learning and teaching processes within ESADE, in collaboration with faculty and programme directors. This goal gives rise to the following contributions: the development of academic quality assurance programmes, process conceptualisation and design, teaching materials and tools, pedagogical assessment and faculty training, and the communication of research and results.

DIPQA currently has five important strategic priorities in line with its aim:

1. To develop the Internal Quality Assurance System (SAIQ) for ESADE's academic activities.
2. To ensure that the principles stemming from the Bologna Process are fulfilled, thus guaranteeing ESADE's leading position within the new European Higher Education Area.
3. To promote the implementation of learning assurance processes, which ensure that the learning objectives established regarding the different ESADE programmes are fulfilled.
4. To promote the effective use of ICTs in order to enhance pedagogical innovation and the broadening of physical, temporal and relational learning spaces.
5. To ensure that the required processes and activities are introduced in order to meet the academic accreditation standards of the most important national and international external agencies.

MAJOR ACHIEVEMENTS

DESIGN OF INNOVATIVE LEARNING EXPERIENCES

During academic year 2009-2010, the **Integrative Module I** was implemented for the first time in the second year of the Bachelor of Business Administration. This innovative educational tool is aimed at training future competent professionals solve problems or challenges similar to those they will encounter in their future professional activity. The particularities of this challenge are:

- Its complexity, requiring students to apply the knowledge and competences acquired in previous courses in an integrated manner.
- It focuses on a socially sensitive issue.

An example of such a problem would involve telling students to imagine they are part of the Spanish government and that they are asked to prepare a technical report saying whether they consider the retirement age should be raised from 65 to 67, bearing in mind the economic, social and people management dimensions, as well as the current economic context in this country.

This complex learning environment thus helps students acquire new knowledge and competences by requiring them to solve problems by devising solutions that are effective not only from an economic point of view but also from a socially responsible perspective.

The success of the Integrative Module has helped make of it a permanent component in the Bachelor of Business Administration curriculum, where it has even been extended in the form of a second Integrative Module taught during the second semester of the 4th and last year of the Bachelor's degree programme.

The learning objectives of the **Integrative Module II** include:

- To develop an awareness of the problems and opportunities generated by the relationship between business (organisations in general) and society within the framework of a greater need for social and environmental sustainability.
- To identify business situations in which there is an urgent need to consider social and environmental sustainability, to be able to identify the values at stake, to diagnose the positive and negative externalities and develop proposals for action that can be integrated into the company strategy, maximising the positive externalities and minimising the negative ones.
- To develop a personal awareness that allows for the identification of one's own values and the deep motivations in terms of sustainability issues.
- By extension, to identify the key values and motivations in the development of one's own professional project and to be able to work and reflect on them.

FACULTY SUPPORT

The support this office provides, to faculty members, is focused on processes and tools.

With regard to processes, DIPQA has designed and implemented a protocol to provide individual assessment to the faculty in charge of newly redesigned courses in line with the Bologna Process directives. In terms of tools, DIPQA has created the following:

- a. An **Activity Catalogue**, which details different participatory learning activities used in courses already in line with the European Higher Education Area directives regarding undergraduate programmes. It serves as a resource that faculty members can consult, although it constantly changes and is adapted as the different classes define or change their respective pedagogical objectives.

We are currently developing a project aimed at designing learning tasks that provide students with opportunities to develop socially responsible leadership. Once they are designed, a specific catalogue will be prepared, aimed at providing faculty with ideas on how to include this in their courses' learning objectives.

- b. A **Pedagogical Guide for Faculty teaching the Bachelor of Business Administration** whose objective is to provide professors with the programme information they need to contextualise and adapt the teaching objectives as much as possible. The Pedagogical Guide has been judged to be a useful tool by the faculty and has now been extended in order to provide suggestions and recommendations for teaching and learning processes within other academic programmes (such as the Masters of Management).

FACULTY TRAINING

The DIPQA has designed and implemented different training programmes to develop faculty skills in the use of pedagogical resources; this includes the technological platform adopted to design online learning environments and class websites. These seminars are adapted to the faculty's different levels of ICT skills, with programmes ranging from generic, introductory seminars to highly specific ones (for example, focused on the appropriate tools for implementing peer review evaluation systems).

In addition to these seminars, four internal seminars on educational innovation have been organised this academic year. Moreover, faculty have been invited to attend the Teaching Innovation Conferences organised by Universitat Ramon Llull's Vice-Rector's Office, aimed at encouraging faculty from the different schools that make up the university to share their innovative experiences. At last year's conference, a communication presented the experience of the Integrative Module in the Bachelor of Business Administration programme.

ESADE COMPETENCY MODEL

In the process of implementing the European Higher Education Area's directives, ESADE has created a general competency model consisting of 6 cognitive competencies, 6 personal skills, 7 relational skills, 4 managerial competencies and 4 others directly linked to the school's mission. The different educational programmes select from this general model those

competences that best suit its specific learning objectives and the professional profiles the programme aims to help students/participants develop.

We are currently preparing a project aimed at reaching a consensus regarding which competence profile distinguishes socially responsible leaders. Once this profile has been outlined, we aim to use it as reference point in the design of learning experiences within the educational profiles of ESADE's portfolio.

E-GARAGE

The E-Garage is a new space created for ESADE students and aimed at providing them with the resources and environment needed to start new business ideas: A place for making things happen!

It is a polyvalent space, with moveable furniture, that allows you to work in a single room, or in up to four distinct zones.

The aim of the E-Garage is to be a launch pad for new businesses created by ESADE students, to act as a meeting point for student entrepreneurs, faculty and ESADE Creapolis and to position us as a key point of reference in the entrepreneurship sector. We would like to apply what is taught and learnt in the ESADE programmes in a practical manner, so that others, who are thinking about entrepreneurship, are encouraged to take the leap. Many ESADE students are getting business projects going and need (and indeed ask for) support.

STUDENT CLUBS

Worthy of note are various initiatives aimed at sharing knowledge, debating, developing professional opportunities and networking in the field of social responsibility. These clubs included:

- **Business and Society (BBA):** A student organisation whose aim is to promote research and participation in various projects, analysing the relationship between companies and society at a global level. It focuses particularly on topics such as social responsibility and the environment, as well as ethics and CSR in corporations.
- **Net Impact Club (MBA):** A student club within the international network of the same name. Its aim is to raise awareness amongst students on topics such as social responsibility and the environment, and encourage students to improve the world through their own professional lives.
- **Clean Energy & Environment (MBA):** This student association's mission is to provide its members with a dynamic platform from which to share their knowledge, to debate, to encourage networking and develop professional opportunities in the fields of energy and the environment.

- **IGreen: Oikos (BBA):** A student club within the international network, Oikos, aimed at promoting sustainability within the business community, making clear the high value added offered by this paradigm. IGreen's activities are based on organising events and projects related to the sustainability-business binomial.

STUDENT AND ALUMNI PARTICIPATION IN CSR-RELATED CASE STUDIES

The tangible results of the first three principles are the achievements of our students, as well as the awards and distinctions they have received, which strengthen their capacity for leadership and generating value. Examples of this include:

- Two ESADE MBA participants won **first prize in the 2012 ADIDAS Case Competition**. This year's ADIDAS Case Competition aimed to come up with innovative proposals with which to rethink Reebok's branding plan, a company they acquired in 2005. The jury was composed of four ADIDAS executives and faculty from ESADE and IESE. Six finalists were chosen, three of them from ESADE, from among the 16 competing teams. The winners were awarded an internship in the multinational sports company.
- A group of ESADE MBA students has classified as the winning team of the London Regional Final in the Education category of the **2012 Hult Global Case Challenge**, which is a worldwide competition between leading business school and university students to generate solutions to alleviate global poverty. ESADE MBA team won the regional final of the US Global Poverty Challenge with a new business solution for the NGO, One Laptop per Child. ESADE MBA students participated in the three tracks: Education, Energy and Housing.
- A team of five ESADE MBA students from Taiwan, Singapore, Japan and Saudi Arabia won the international competition, the **IBM/Novartis NCD Challenge**. This is a competition that aims to find solutions that contribute to the reduction of the 21st century's main non-communicable diseases. The team of students has developed Dr. Diabetes, a manual device with an application and two servers that permit detection and constant monitoring of diabetes. The proposed solution was designed on the basis of a mechanism that alerts – and in some cases predicts – risk situations for people that face diseases such as diabetes on a daily basis.
- Finalists in the **PRME LEADERS+20 Competition** where students and lecturers within management-related education are encouraged to team up and co-create the education of LEADERS+20 for a sustainable future: integrate sustainability perspectives in new or existing course descriptions and curricula and demonstrate an inspiring cross-generational cooperation between students and a lecturer.
- The fundraising initiative, **ESADE's Got Talent**, launched by a group of ESADE 2013 MBA students in April, has exceeded its goal of raising funds to buy 1,000 e-books for children in Africa. The MBA students have almost doubled the original goal and have raised a total of more than US\$ 8,500, which can buy over 1,700 e-books for children in Africa. All the proceeds from the ESADE's Got Talent fundraising event will go toward Worldreader's mission to bring digital books and e-readers to children in the developing world. The ESADE's Got Talent fundraising initiative is the first ESADE talent show to raise money for a non-profit organisation. The event aims to become an annual tradition among the ESADE MBA community.

Also worthy of note is the significant achievement by ESADE's Educational Innovation and Academic Quality (DIPQA) office:

- Awarded a prize at the **MET Fund Awards: GMAC's Management Education for Tomorrow**, in the "Ideas to Innovation Challenge" category. This NGO awarded ESADE a prize for their educational, social and global innovation project, entitled: "If I ruled". This is a programme designed by DIPQA, which aims to solve real problems such as unemployment, the unsustainability of public services such as healthcare, or the retirement age.



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.

ESADE has several research units devoted to developing and diffusing knowledge in areas of importance for the world of business, the public sector, the legal world and civil society.

The research work carried out by these units is organised in thematic blocks or areas of interest established by ESADE. Thus, in each of the 6 institutes, 3 centres, 2 chairs and 8 research groups, the individual contributions on specific topics are coordinated and organised, and the development of joint lines of work is encouraged. The following are worthy of note:

CHAIR IN LEADERSHIPS AND DEMOCRATIC GOVERNANCE

This Chair takes up the challenge of studying and promoting innovative forms of leadership that are appropriate in our complex environments. It also studies leadership as a means of promoting progress, welfare and cohesion in today's society through a threefold entrepreneurial, social and political approach aimed at forging links between these three fields, in addition to analysing the respective institutional frameworks. Many ESADE faculty members participate in this Chair, together with researchers and leading figures involved in business, politics and social initiatives.

LIDERCAT is the new blog launched by the ESADE Chair in LeadershipS and Democratic Governance. LIDERCAT aims to provide and share reflections, experiences and initiatives derived from the study of leadership and its learning processes developed in ESADE's academic environment, often enriched by direct contact with leaders working in the public administration, business, political, social and cultural sectors.

<http://liderazgo.esadeblogs.com/>

INSTITUTE FOR SOCIAL INNOVATION (IIS)

The Institute for Social Innovation encourages and supports research aimed at promoting management skills in the third sector. Its various programmes focus on the study of three main lines: the integration of CSR into business strategy and the relationship with stakeholders; leadership and management of NGOs; social entrepreneurship. The Research Group on Corporate Social Responsibility (GRRSE), linked to IIS, investigates the processes involved in strategically redefining the relations between company and stakeholders as the linchpin for the debate on corporate responsibility in society. The IIS blog offers extremely informative, though-provoking articles on the main subjects dealt with by ESADE professors.

<http://innovacionsocial.esadeblogs.com/>

ESADE CENTER FOR GLOBAL ECONOMY AND GEOPOLITICS (ESADEGEO)

The ESADEgeo Center aims to become an international benchmark in the study of economic globalisation and global governance, along with their implications for the various social actors: companies, governments and civil society organisations. The Center conducts research into the study of economic globalisation and its interactions with geopolitical and global governance, and generates knowledge on the connections between business leadership, economics, politics, social realities and global governance. The research is based on the following values: academic rigour and interdisciplinarity; independence, pluralism and transparency; and co-operation with other national and international centres.

<http://www.esadegeo.com/>

INSTITUTE OF LABOUR STUDIES (IEL)

This research unit focuses its activity on creating scientific and technical knowledge for work environments that facilitate the creation of added value based on an individuals' knowledge. IEL is working on the strategic line of how to produce a shift towards a knowledge society, using an employment model based on professional qualifications, the quality of life, respect for the dignity of work and a sustainable growth environment. IEL's research work is based on the following lines of research: structure and dynamics of the job market; diversity and equality; health and quality of working life; and culture and corporate values.

<http://www.esade.edu/research-webs/esp/iel>

LEADERSHIP DEVELOPMENT RESEARCH CENTRE (GLEAD)

Our mission is to help people achieve their dreams. That is, to help people in organisations (from individuals to teams, communities, work organisations and countries) strive to live better, more caring and fulfilling lives; lives that foster personal and social development, and enhance the sustainability of human organisations. The research areas are: individual emotional and social competencies; the assessment and development of emotional and social competencies in a Business School environment; the coaching and development of emotional and social competencies; team emotional intelligence; and organisational cognitive neuroscience and responsible leadership.

<http://www.esade.edu/research-webs/eng/glead>

FUTURE OF WORK CHAIR (FWC)

The FWC's main objective is to turn future trends in the world of work into core research, teaching and executive education activities. Also to help organisations transform their culture to support the new trends at work via the development of tools and methodologies to affect cultural transformation. The chair will collaborate in the development of new ideas for enhancing productivity and well being in the new world of work (via research, debates, the Talent Laboratory Forum, and other initiatives), and aims to create a global network/consortium with global business leaders, academics and political leaders.

<http://www.esade.edu/research-webs/eng/fwc>

MAJOR ACHIEVEMENTS

A sample of competitive research projects with public European funding:

INSTITUTE FOR PUBLIC GOVERNANCE AND MANAGEMENT

<http://www.esade.edu/research-webs/esp/igdip/investigacion/proyectos>

- **ALICE RAP** (Addictions and Lifestyles In Contemporary Europe – Reframing Addictions Project) is the first major Europe-wide study of addictions and their impact on wealth, health and stealth. The aim of this five-year €10 million co-financed European Union project is to stimulate comprehensive public dialogue and debate on current and alternative approaches to addictions.
- **COMPOSITE** (Comparative Police Studies in the European Union), is a research project focusing on change processes in police forces all over Europe. COMPOSITE aims to study which factors contribute to the success or failure of these change processes based on the study of organisational structures, identities and cultures, leadership styles and processes. Its consortium consists of 15 partners from ten European countries. Moreover, it cooperates with police forces in Belgium, the Czech Republic, France, Germany, Italy, the Republic of Macedonia, the Netherlands, Romania, Spain and the United Kingdom.

FOR INNOVATION AND KNOWLEDGE MANAGEMENT

<http://www.esade.edu/research-webs/eng/iik/projects/current>

- **KIC INNOENERGY** envisions paving the way for an independent and sustainable energy system enabling a climate-neutral Europe

by 2050 achieved through the successful commercialisation of innovations, i.e. new products, services and business ideas. ESADE is one of the few business schools represented in the prestigious effort by the European Union to usher in a new paradigm of research institution comprised of business, academia and the public sector. Technologies do not exist in a vacuum, but rather, are utilised and shaped by social context, and further re-shape social norms. ESADE's role is to cultivate education and research on sustainable energy; basic and applied research, and its commercialisation, diffusion and impact in a social space.

Recently, the European Commission granted its first EIT Entrepreneurship Award to Noem, a company based at ESADECREAPOLIS whose business revolves around renewable construction materials. The environmentally friendly company forms part of KIC InnoEnergy, an EU-backed project dedicated to innovation in sustainable energy, which is being led by the European Institute of Innovation and Technology (EIT) in partnership with ESADE. ESADECREAPOLIS, ESADE's innovation park in Sant Cugat del Vallès, also contributes to the project by bringing together research, education, industry and in-house companies on a single campus.

- **GAME AND LEARNING ALLIANCE** is a network of excellence on serious games that, for five years, will aim to connect the most outstanding groups and researchers in this field in Europe. GaLA will promote complementary activities such as workshops, consortium meetings, events and publications. ESADE-IK is a partner in the project, especially involved in the use of serious games in business education.
- **OPEN CITIES OPEN INNOVATION** is a three-year European project with a €5.9M budget and the participation of several European cities: Helsinki, Berlin, Amsterdam, Paris and Barcelona. The aim is to explore open innovation methodologies in the public sector, particularly in smart cities, by experimenting with novel mechanisms in pan-European platforms around urban labs (living labs in cities), crowdsourcing, open data, fiber to the home and open sensor networks. ESADE-IK is the organisation coordinating Open Cities.

CONFERENCES

The annual research day at ESADE and a sample of conferences related to CSR, sustainability, and leadership:

ESADE'S 7TH ANNUAL RESEARCH DAY

The objective of this annual event is to contribute – through celebration, socialisation and recognition – to ESADE's transformation into an academic institution that produces advanced research. "The Challenges

Facing Companies and Management Research Over the Next 20 Years". By bringing together more than 70 researchers from all of ESADE's research units and departments, the event promoted reflection on – and forecasting of – the major problems that companies and other organisations will have to solve in the coming years, as well as the solutions that research can provide. Some of these solutions are currently being generated as a result of ongoing lines of work and research projects in academia. Others, however, will have to be found through the launch of new research lines and programmes in the framework of research groups, institutes and other units at business schools.

VI ESADE CHAIR OF LEADERSHIPS AND DEMOCRATIC GOVERNANCE CONFERENCE AT THE MONASTERY OF SANT BENET DE BAGES: "THE INSTITUTIONAL CHALLENGES OF THE NEW POLITICAL CYCLE IN SPAIN AND EUROPE"

Organised by the ESADE Chair in LeadershipS and Democratic Governance in collaboration with the Caixa Manresa Foundation, this aim of this annual event is to foster reflection on questions related to leadership in our society. Managers, business people, academics as well as renowned politicians and former politicians addressed the issue of leadership in our society, including Artur Mas, President of the Catalan Government; Joaquín Almunia, Vice President of the European Commission and Commissioner for Competition; Antonio Garrigues Walker, chairman of the leading law firm Garrigues Abogados; Jordi Pujol, holder of the Chair in LeadershipS and Democratic Governance at ESADE. Focusing on the new political cycle in Spain, the featured participants included former Spanish Prime Minister Felipe González, former politician and lawyer Miquel Roca, People's Party MP José María Lassalle, and Professors Fernando Vallespín, Agustí Colomines and Ferran Requejo.

THE INSTITUTE FOR SOCIAL INNOVATION'S 5TH ANNUAL CONFERENCE: "COMPANIES COMMITTED TO SUSTAINABILITY CAN BE MORE COMPETITIVE IN TIMES OF CRISIS"

It pays to be responsible. This was one of the main conclusions of the ESADE's Institute for Social Innovation's 5th Annual Conference, which brought together companies, NGOs and internationally renowned experts in innovation to discuss the best practices in corporate social responsibility (CSR) in order to help companies become more competitive at a European level. The speakers at the conference, entitled "Connecting innovation and sustainability: Fostering innovation to address social and environmental challenges", agreed that a commitment to sustainability should be embraced as an opportunity, rather than just another expense. The speakers also noted

that social responsibility should be taken as a key element in improving competitive advantage, especially in times of crisis, when companies have the opportunity to change their model from the bottom up and strive to differentiate themselves in an increasingly competitive market.

The conference, certified by Offset Options as carbon-neutral, also included sustainability and innovation workshops on topics such as creating shared value in companies in order to address social and environmental problems, design thinking as a more humane way to innovate, the importance of creating innovative and sustainable work cultures within organisations, and strategic planning as a tool for promoting creativity and innovation for sustainability.

CASE LIBRARY

ESADE's Case Library contains over **125** case studies, **24** (19.2%) of which are directly related to corporate social responsibility (CSR), and another **14** (11.2%) of which contain some kind of reference to CSR.

Listed below are several examples of case studies prepared by ESADE Professors, and cover different areas of social responsibility:

- Arenas, Daniel & Fosse, Jeremie. **Acciona and the Green Revolution: Leading the global transformation towards sustainability.**
- Arenas, Daniel & Parareda, Maria. **MRW: La acción social en una red de franquicias [MRW: Social action in a franchise network].**
- Arenas, Daniel; Castelló, Itziar & Lozano, M. Josep. **Novartis and its corporate citizen strategy.**
- Castiñeira F. Ángel. **Escolarització intercultural dels infants: tot un repte [Intercultural education for children: a real challenge].**
- Costa, Gerard; Vila, Mar; Verdu, Laia. **L'auditori [The auditorium].**
- Giro, Valentin & Vernis, Alfred. **Emprender, una aventura. Historia de un pequeño equipo y un gran sueño: la escalada del K2 por la Magic Line [Entrepreneurship, an adventure. The story of a small team and a big dream: climbing K2 via the Magic Line].** (multimedia).
- Hennchen, Esther, Lozano, M. Josep. **Mind the gap: Royal Dutch Shell's sustainability agenda in Nigeria.**
- Ogola, Onyango; Montalvo, Adolfo & Mària, S. Josep. **Corporate Social Innovation in East African Breweries Ltd (EABL): Senator Keg (B).**
- Pless, Nicola. **Dame Anita Roddick – Founder of the Body Shop.**
- Pless, Nicola & Maak, Thomas. **Building a bridge over troubled waters? BP's CEO prepares for a dialogue with onshore stakeholders.**
- Mària, S. Josep. **SGM: A Mining company in Africa. The Role of Companies in Society.**
- Marti, Margarita; Montalvo, Adolfo; Palma, Maria Macarena. **El género de MRW [MRW's gender].**
- Murillo, David. **CAF: globalizar un proyecto de emprendimiento social [CAF: globalising a social entrepreneurship project].**

- van Cranenburgh, Katinka & Arenas, Daniel. **A Roadmap for the Heineken Africa Foundation.**

It should be noted that an ESADE teaching case study on Shell's corporate social responsibility practices in Nigeria has the **2012 OIKOS Case Writing Competition**, which is a worldwide competition promoted by the OIKOS Foundation and supported by Ashoka. Co-authored by Esther Hennchen, PhD Candidate and Josep M. Lozano, Professor and senior researcher in CSR, the case study "Mind the Gap: Royal Dutch Shell's Sustainability Agenda in Nigeria" was ranked first in the Corporate Sustainability Track for its "excellence" and "strong contribution to corporate sustainability".

In support of their decision, the award committee stated, "This case study contributes immensely to the clarification of the context in which Shell has been struggling for decades in Nigeria, while presenting a very useful challenge for management practice". They went on to say, "The case is very well researched, presenting relevant data from interviews and secondary sources. The result is a very detailed account of a very complex situation involving Shell's presence in Nigeria in the past decades".

PHD PROGRAMME

The PhD in Management Sciences programme has positioned itself as one of Spain's leading doctoral courses on management. **The Spanish Ministry of Education awarded ESADE its "Towards Excellence" distinction**, which recognises doctoral degree courses at Spanish universities for their scientific, technical and educational excellence. The programme aims to develop in students the competencies required for analysing and formulating research questions, as well as for conceptualising and implementing designs and methodologies that enable them to broaden the horizons of their knowledge in their respective fields of research.

The ESADE PhD Programme includes a number of students whose research projects focus on subjects that include business ethics, corporate social responsibility, sustainability, etc. Listed below are a few examples of the most recent Doctoral Theses defended:

- Calabretta, Giulia: **The takeoff of environmental technologies: A historical analysis of timing and affecting.** Universitat Ramon Llull. ESADE Barcelona.
- Castelló Molina, Itziar: **The corporate role in a changing society: A model of sensemaking and of firm characterization.** Universitat Ramon Llull. ESADE.
- Martell Sotomayor, Janette: **Socially responsible business schools: A proposed model.** Universitat Ramon Llull. ESADE.
- Scarlata, Maria Rosa Giovanna: **Inside the philanthropic venture capital investment model: an exploratory comparative study.** Universitat Ramon Llull. ESADE.
- Ventura Egoavil, José Epifanio: **La relación entre la empresa y la familia para la reducción de la pobreza: empresas locales en un entorno rural. Estudio de casos [The relationship between business and the family for the reduction of poverty: local businesses in a rural environment. Examination of case studies].** Universitat Ramon Llull. ESADE.

ESADE remains committed to addressing the most formidable research challenges in management, legal and social sciences. Yet the results of these endeavours are of greatest value when shared with as broad an audience as possible. Consequently, ESADE is very proud to have launched its new ESADE Knowledge Portal at www.esadeknowledge.com. This is a multi-genre platform that allows the greater ESADE community to search and enjoy all of the useful content generated by ESADE. Not only does it include our entire portfolio of leading scientific research, it also comprises alternative genres such as videos, blogs, books and teaching cases. There is little doubt that the evolution in information and communication technologies will continue to give rise to many different novel media genres. With the ESADE Knowledge Portal, we look forward to showcasing a wide variety of new forms of communication for many years to come.

Around 8,000 publications in recent years

ESADE has significantly increased the resources devoted to research, and this has led to a notable advance in the quantity and quality of the research output.

It should be noted that the ESADE Professors Nicola Pless and Thomas Maak recently received the **2011 Best Article Award** from the Global Leadership Advancement Center (GLAC) for the publication of their research on learning about responsible leadership in developing countries, which was published in the *Academy of Management Learning and Education*, Vol. 10(2), 237-260.

The award-winning paper, "Developing responsible global leaders through international service learning programs: The Ulysses experience", was chosen for its "impressive contributions to global leadership development" and because its findings "will be extremely helpful to scholars and practitioners alike", according to the jury's conclusions. An earlier version of the paper had already attracted international attention, when it was one of the three selected for the final round of the Carolyn Dexter Award for the best international paper at the 2010 Academy of Management annual meeting in Montreal, Canada.

A SAMPLE OF OUR FACULTY'S PUBLICATIONS

REFEREED AND PEER-REVIEWED JOURNALS

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- Correa, D. Marc & Serrano, R. Ignacio. (2010). Gestión de personas en equipos multilocalizados. Competencias, diversidad cultural e internacionalización. *ICE Información Comercial Española. Revista de Economía*, Ministerio de Industria, Turismo y Comercio. Secretaría de Estado de Comercio Exterior, No. 856, 09, p. 41-52.
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- Parada, M. J.; Nordqvist, M. & Gimeno, A. (2010). Institutionalizing the family business: The role of professional associations in fostering a change of values. *Family Business Review*, Sage, Vol. 23, no. 4, 12, p. 355-372.
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- Scarlata, Maria Rosa & Alemany, G. Luisa. (2010). Capital riesgo filantrópico: generación de deal-flow y selección de proyectos. *Revista Española de Capital Riesgo*. M&A Businessshop, No. 2010/4, 10, p. 55-61.
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- Carreras, F. Ignasi; Iglesias, P. Maria & Sureda, V. Maria. (2010). *Transformar con éxito las ONG. El liderazgo del cambio*. Barcelona: ESADE. Instituto de Innovación Social, 06, 212 p.
- Carreras, F. Ignasi; Iglesias, P. Maria & Sureda, V. Maria. (2010). *Successfully transforming NGOs: Leading change*. Barcelona: ESADE. Instituto de Innovación Social, 11, 130 p.
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NEWSLETTERS

Listed below are some of ESADE's newsletters:

iSocial

iSocial is the Institute for Social Innovation's main format for publicising its research and activities. Its contents include information on studies, publications, events and conferences related to the Institute's main areas of activity: Corporate Social Responsibility (CSR), non-profit organisation management (NGOs) and social enterprise.

Frequency: bimonthly

Website: www.innovacionsocial.esade.edu/isocial

Business and Human Rights Newsletter (BEDH)

ESADE's Institute for Social Innovation publishes the first monthly e-newsletter on the business world's role in human rights. The newsletter includes a selection of the most relevant news and initiatives related to this topic on an international level.

Frequency: monthly

Website: <http://www.innovacionsocial.esade.edu/bedh/>

ESADE Knowledge Briefings

Formerly newsletter which aimed to communicate knowledge generated at the institution. It includes summaries of different types of research: PhD theses, books, studies, case studies, etc. A new addition to this newsletter: videos of authors commenting on their research. In the future, Knowledge Briefings will be just another element on ESADE's knowledge portal.

Frequency: three-monthly

Website: <http://www.esade.edu/newsletter/eng/knowledge/ESADE-KnowledgeBriefingsApril2011>

PRINCIPLE 5

Partnership:

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

Companies and organisations constitute ESADE raison d'être. Professional entrepreneurs founded the institution. Today, directors and entrepreneurs form part of its governing body. Thus, our mission is to reach out to organisations and, more specifically the people working in them.

ESADE HELPS THE BUSINESS WORLD

In 1958, when few people believed in the need for business education, a group of entrepreneurs and professionals founded a school in Barcelona devoted to business research and training. This is how ESADE was created, a business school that, from the very outset, has been able to create and maintain links with great added value between the business and academic worlds, in order to ensure that organisations and companies improve their management policies, are more competitive and, at the same time, socially responsible.

Today, ESADE offers companies an advanced learning model and effective solutions to their growing training requirements; rigorous research to contribute to innovation, and an area for directors, professional and entrepreneurs to meet and exchange ideas, experiences and reflections. Specific examples of the above are the new Sant Cugat Campus and the ESADECREAPOLIS business park.

THE BUSINESS WORLD HELPS ESADE

Companies and organisations are a vital source of information. ESADE depends on the collaboration and professional advice of the Board of Trustees, and on that of the International Advisory Board, in order to reflect on and focus their teaching and research work.

Fundació ESADE's Board of Trustees is a fundamental body for the institution, as well as constituting its main governing body. Its support takes many different forms, ranging from support in relations with civil society and the business sector, to economic contributions and collaboration in research projects.

The professional advice provided by the Business School and the Law School, as well as the International Advisory Board, made up of important organisations, offer ESADE ideas and meet its requirements in order to guarantee that its training programmes are constantly updated.

MAJOR ACHIEVEMENTS

ESADE ALUMNI

As an association, ESADE Alumni aims to provide value to ESADE alumni, to ESADE and to society at large by taking the following steps:

- Encouraging networking among alumni by holding forums, lectures, class reunions and recreational activities;
- Helping alumni brush up on their knowledge through refresher programmes, the ESADE Matins series, and lectures;
- Supporting the professional development of alumni through ESADE Career Services;
- Supporting ESADE and building its reputation in the business world;
- Harnessing the management talent of ESADE alumni for solidarity projects.

ESADE's alumni network has grown in strength and visibility in recent years. The success of our alumni is also our success: If ESADE Alumni grows, the network grows larger, stronger and also more useful.

The network currently consists of over 48,000 alumni working in the major economic and social sectors in 115 different countries. Our mission is to keep growing at both national and international levels and to consolidate our already strong worldwide network. Our network offers a platform where alumni working in a particular professional sector or geographical area can discuss problems and find solutions based on their colleagues' experience.

During the past year, more than 900 of our alumni have actively participated in the association's activities by means of work committees, the executive boards of function-specific and sector-specific clubs, regional clubs, international chapters, and activities organised by graduating classes. A network that is open to participation is a strong network.

<http://www.esadealumni.net/>

ESADECREAPOLIS

ESADECREAPOLIS is a third-generation business park, which will play host to almost 100 companies at the new ESADE Campus in Sant Cugat del Vallès.

This first international innovation centre to carry out "Open & Cross Innovation", in which companies interact with one another: collaborative work, with different sectors exchanging knowledge and experi-

ence in order to speed up innovation. It is a multisector park, which can host companies from different sectors. There is a sectoral mix, which will reinforce the lateral innovation processes thanks to our experts. It is clearly results-oriented, with participants being helped throughout the entire innovation process: to detect business opportunities, diagnose their potential, define how to exploit them and organise their tacit execution.

The companies created in the business incubator located in ESA-DECREAPOLIS have won international competitions for their innovative solutions in renewable energy, efficiency and sustainability.

The companies specialising in renewable energy, efficiency and sustainability based at ESADECREAPOLIS' KIC InnoEnergy incubator have received international recognition. Northstar Telemetrics, ParkGreen, Noem, WorldCoo, Enerbyte and OpenDomo have won international awards such as the **EIT Entrepreneurship Award** in the category of sustainable energy, or the **Startup Business Award**. These specialised projects have also been recognised by associations such as the **European Trade Association for Business Angels** (EBAN), and at events, such as the **Smart City Expo**, and in competitions, such as the one organised by **InnoCentive**, a US-based organisation dedicated to finding innovative solutions to social problems.

<http://www.esadecreapolis.com/>

INTERNATIONAL ADVISORY BOARD

ESADE's International Advisory Board is the essential driving force behind the strategic dimension of the Business School. Through their contributions, the Board members offer ESADE support in three complementary and interrelated areas:

- **INNOVATION:** To promote innovation in syllabuses and in research activities from an international perspective.
- **RELEVANCE:** To ensure that ESADE meets the current and future global needs of business and society.
- **IMPACT:** To address the foundational goals and have an impact on the future global development of executive management training.

NETWORKS AND ALLIANCES

ESADE promotes its participation in numerous international networks and collaborates actively in the development of initiatives that help expand the knowledge of all the academic institutions in the field of social responsibility and sustainability. The main alliances are:



GLOBAL MANAGEMENT RESEARCH INITIATIVE (GMRI)

A joint ESADE-Georgetown University project involving two of the latter's schools, the McDonough School of Business and the Walsh School of Foreign Service. This objective of this initiative is to promote a series of activities linked to the creation and spreading of knowledge. These include joint research projects and the publication of their results in academic or executive-oriented journals, the participation of the Georgetown faculty in ESADE's doctoral programme, and the organisation of an annual meeting.

ESADE, GEORGETOWN AND FUNDAÇÃO GETÚLIO VARGAS ESTABLISH AN ALLIANCE TO TRAIN LATIN AMERICAN EXECUTIVES IN GLOBAL LEADERSHIP

The McDonough School of Business at Georgetown University in Washington D.C., ESADE Business School in Spain and EBAPE/Fundação Getúlio Vargas, Brazil's most prestigious business school, are developing a new Master's degree programme, the Corporate International Master (CIM), which is due to begin in spring 2013. By combining the strengths of each school, the CIM programme aims to provide executives with the essential skills for business and general management. All elements of the programme have been integrated in order to offer participants the concepts and skills required to be successful in the international economy. The main areas of interest include interpersonal dynamics, intercultural communication and negotiation, contextual awareness, executive mobility, decision-making in times of uncertainty and value-based leadership.

CREAFUTUR

An entity promoted by the Generalitat de Catalunya and ESADE, with the aim of identifying business opportunities through the analysis of present and future patterns of consumer behaviour.

Studies carried out include:

- **Outlook 2012: The new consumer: profound changes and business opportunities.**
- **Teens 2010: How teenagers are today and how their consumer habits will evolve.**
- **Sustainability Report 2008: Sustainability and business opportunities.**

The **Observatory** is a service Creafutur offers its subscribers, based on the exploration and observation of the main international sources and channels for summarising important trends and opportunities in 4 areas: Entertainment, Communication, Food and Sustainability.

<http://www.creafutur.com/es/creafutur>

MOMENTUM PROJECT

The Momentum Project is an initiative organised by ESADE and BBVA, which aims to contribute to the **development of social entrepreneurship** in Spain, by implementing a support programme and ecosystem to allow the most promising social entrepreneurs to consolidate, grow and increase their impact. It is aimed at entrepreneurs who are planning innovative, sustainable initiatives that help address social and environmental challenges, in the context of various areas such as education, social and vocational integration, access to housing, the environment, citizen participation, etc.

This project aims to be a point of reference in the consolidation and growth of social entrepreneurship, in other words organisations that recognise a social problem and are able to create, manage and develop a business project that brings about social change. It aims to encourage entrepreneurs who are developing projects and need to establish and guarantee their viability. The main aim is to attract talent, experience and knowledge at all levels: social entrepreneurs with the greater projection, ESADE students with the greatest abilities, specialised mentoring by BBVA directors and sponsors of the best companies in Spain.

The magazine, *Actualidad Económica*, awarded the Momentum Project the **"100 best ideas of the year"** prize in the Corporate Responsibility category.

<http://momentum-project.org/es>

ESADE BAN-BUSINESS ANGELS NETWORK

ESADE BAN is a business angel network promoted by ESADE Alumni's Entrepreneurs and Investors Club. Its mission is to advance entrepreneurship and investment in Spain. It fosters growth in Spain's financial sector by recruiting, educating and co-ordinating business angels. The aim is to become the country's biggest network of private investors in terms of the number of projects funded. It focuses on boosting new companies or those in the early stages of growth. The preferred investment model is co-funding with other members of the network or with capital risk firms.

The ESADE BAN private investors' network kicked off 2012 after closing 2011 with an investment volume of €2.7 million channelled through its Business Angels to fund 15 new start-ups. This is a 93% increase over last year, when the network funnelled €1.4 million into six business projects. Most of the 15 start-ups granted funding over the course of the last year were projects related to new technologies or ITC and 2.0 companies. These projects include: **Nub3D, EyeOs, Visualnet, Efirmarket** and **FaithFan**.

<http://www.esadeban.com/>

ALUMNI GIVING BACK

Alumni Giving Back is a project organised by ESADE Alumni, aimed at raising the awareness of the institution's alumni, and the ESADE community in general, about different social issues by means of a variety of initiatives, including the following:

- **PRO BONO CONSULTANTS:** ESADE alumni do pro bono consulting work for various foundations and NGOs. During the last academic year **175 volunteers** took part in a total of **26 projects**.
- **FILM FORUM:** This is a series of politically committed films, which aims to act as a tool for reflection and social debate. Sessions are held every two months.

The Alumni Giving Back project is an initiative that channels ESADE graduates' experience, management skills and desire to contribute to society, in order to help third-sector organisations. Alumni Giving Back helps to create a more just and sustainable world, promoting values such as social responsibility, human development, the desire to serve others and innovation.

Journey:

- Over 623 ESADE alumni have volunteered to work in consultancy projects.
- A total of 102 third-sector organisations have benefited from the Alumni Giving Back's services.
- We have already spent 29,900 hours on pro bono consultancy work, estimated to be worth over 3,000,000 euros.

http://www.esadealumni.net/ea/alumni_giving_back



PRINCIPLE 6

Dialogue:

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

ESADE wants to help promote debates on ideas and proposals of economic and social interest in order to help build free, prosperous and just societies. Over the years, it has become a space for dialogue on the most important topics concerning our future. It is an open, plural forum for debating and making proposals on challenges facing society and the economy. International meetings, conferences, cycles, lectures and forums are just some of the formats of the 400+ events that have been organised over the course of the last year, and which have brought together over 41,000 participants. Debates on ideas and proposals to inspire a better future.

MAJOR ACHIEVEMENTS

SOME OF THE MOST IMPORTANT PUBLIC EVENTS

- **Eugenia Bieto was appointed as the new Director General of ESADE** (September, 2010). The ceremony was presided over by the Chairman of the Board of Trustees of Fundació ESADE, Pedro Fontana, who introduced Eugenia Bieto Caubet as the new Director General of ESADE, replacing Carlos Losada, who held this position for the last 10 years.

In her acceptance speech, the new Director General of ESADE, Eugenia Bieto, spoke about social responsibility:

“...ESADE is now a benchmark in the area of social responsibility. I will do my utmost to ensure that this continues. And not because we are a school that belongs to the *International Association of Jesuit Business Schools* (IAJBS), or because this is currently in fashion, but because we believe in it; because this is how we have worked for over 50 years now; because in the 1980s, when no-one or almost no-one was speaking about this topic, ESADE was already committed to business ethics (as it was called at that time); because ESADE has been able to create a group of professors and, in particular, researchers specialised in this subject, and not only in the Department of Social Sciences; because, for the six director generals that preceded me, this was an important subject in their agendas; because we want to continue to inspire futures, and we want to do this serving society and helping to build a better world; because, as Carlos Losada said, we don't want to be the best school *in* the world, but rather the best school *for* the world.”

- **Business leaders' meeting at ESADE with the President of the Generalitat de Catalunya** (April 2011). ESADE invited around 180 chairpersons and CEOs of leading Catalan companies to a meeting with Artur Mas, the President of the Generalitat de Catalunya. The aim of this business meeting was to establish

direct contact between Catalonia's leading business executives and the President in order to exchange views, through an open dialogue on the current state and future of the Catalan economy.

- **ESADEgeo Chairman Javier Solana, former European Union High Representative for the Common Foreign and Security Policy and Former Secretary General of NATO, presented his latest book *Reivindicación de la política: veinte años de relaciones internacionales* [Revindicating politics: twenty years of international relations]** (November, 2010). Since taking office as Secretary General of NATO in 1995, Javier Solana has spent the last 15 years at the forefront of international politics. These 15 years have been eventful: the break-up of the former Yugoslavia; the decline of Russia; the rise of China; the emergence of Islamic terrorism; the Clinton years; the Bush administration and the arrival of Obama; the expansion of NATO and the European Union; globalisation; and the greatest economic crisis since 1929. Due to his experience and presence at summits and meetings that have defined major world events, Javier Solana, guided by intelligent questions from the prestigious journalist Lluís Bassets, presented a fascinating panorama of today's world: of the challenges we face and how we have made the transition from the stability of the Cold War to the uncertainties of today's world.

INSPIRING FUTURE SESSIONS

ESADE's 'Inspiring Futures Sessions' lecture series was devised as a venue for excellence to debate current issues and analyse future trends. The most recent events held include:

- **How to Face Change without Fear** from “The Secret Letters of the Monk Who Sold His Ferrari” by best-selling author, Robin Sharma, one of the world's most highly respected leadership experts.
- **Fourth Master Class: The Middle East in geopolitical perspective by expert J. P. Filiu**, Professor at Sciences Po, Paris School of International Affairs and moderated by ESADEgeo president Javier Solana, reflected on the global challenges of geopolitics in the Middle East.
- **Reflections on the Science & Cooking course organised by Harvard University and Fundació Alicia**. This event reunited the prestigious chefs from the first Science & Cooking course, which was held at Harvard University, in collaboration with Fundació Alicia and ESADE. Ferran Adrià (elBulli), Joan Roca (El Celler de Can Roca), Carles Tejedor (Via Veneto), Enric Rovira (master chocolate maker), and Nandu Jubany (Can Jubany) were the chefs who took part in this meeting, during which the participants discussed creativity and the interdisciplinary dialogue between the worlds of cookery and science.

ESADE ALUMNI CHAPTERS

Examples of the events held that were related to social responsibility and leadership include:

- **CSR as part of a family business' DNA** (Barcelona). The ESADE Alumni Family Business Club organised this session on CSR in family businesses.
- **CSR in Franchise Companies** (Barcelona). In collaboration with ESADE Alumni, the United Nations Global Compact in Spain and MRW presented the first guide to managing CSR strategy within the franchise model.
- **Implementing CSR. The company's perspective** (Valencia). The ESADE Alumni Community of Valencia Club invited the local alumni to attend this conference, as part of the closing ceremony for the subject Ethics and Corporate Social Responsibility delivered by the ÉTNOR Foundation, in collaboration with Inmerco Marketing.
- **Corporate social responsibility and values: where do we come from and where are we going?** (San Francisco). The ESADE Alumni California Chapter held a round-table discussion on corporate social responsibility and values led by Josep M. Lozano, Professor and senior researcher in CSR.
- **Corporate social responsibility, beyond social marketing: The case of FC Barcelona** (Barcelona). The ESADE Alumni Marketing Club presented the lecture, the first person to take the floor was Joan Oliver, Corporate General Manager of FC Barcelona, and he explained that FC Barcelona was a sports club with a difference, and he also discussed the Barça's 2003-2010 management model. The second talk was given by Marta Segú, General Manager of the FC Barcelona Foundation, who discussed how the FC Barcelona Foundation had become a tool for developing the club's social policy all over the world.
- **Responsible Leadership** (Munich). Organised by the ESADE Alumni Germany Chapter. This Refresher Programme was given by Nicola Pless, Associate Professor in the Department of Social Sciences.
- **Responsible Leadership** (Paris). The ESADE Alumni France Chapter organised this Refresher Programme, given by Thomas Maak, Professor in the Department of Human Resource Management.
- **Leadership in difficult times: less show and more responsibility** (Andorra la Vella). The ESADE Alumni Andorra Chapter organised this session with Carlos Losada (Lic&MBA 81), Associate Professor in the Department of Business Policy.

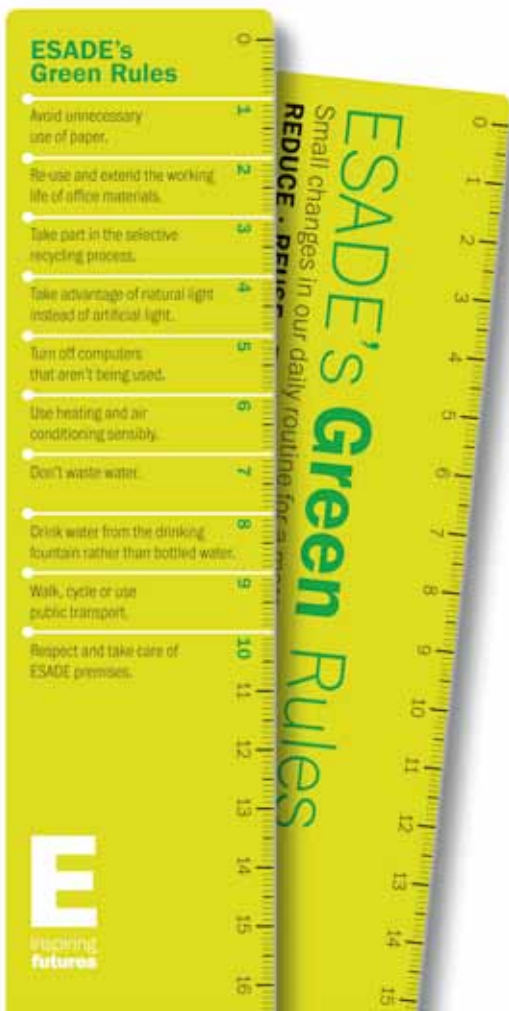


PRINCIPLE 7

We understand that our own organisational practices should serve as an example of the values and attitudes we transmit to our students

ESADE'S GREEN RULES: CAMPAIGN FOR BEST ENVIRONMENTAL PRACTICES

Over the last two years, a campaign has been carried out to raise awareness and promote the adoption of behaviour and habits in line with a more sustainable view of business. The campaign aims to involve the entire ESADE community and making them aware of the importance of setting an example in our professional and personal environment, by reducing energy consumption, promoting recycling and the rational use of resources. In parallel with this, work has been carried out to improve the functioning of the services, equipment and facilities in order to achieve a more rational use of the available resources.



2010-2012 COLLABORATION PROJECT – SOCIAL ACTION

The collaboration projects in ESADE's field of social action arose as a response to the need to organise and channel initiatives in the social field, which were being carried out by the institution. The aim was to involve and link up different individuals and groups in our community, and offer various possible means of collaborating: voluntary work, training, visibility consultancy, participation in campaigns, etc. In order to do this, internal voting was carried out by the faculty and PAS, in order to choose the body with which to collaborate, from among a group of NGOs selected by a committee of experts. The organisations chosen were *Acció Solidaria Contra L'Atur*, which works to solve problems related to unemployment, *Amics De La Gent Gran*, a foundation that works to improve the quality of life of elderly people and *Fundación Balía*, and organisation devoted to the complete development of children and young people who are at risk.

<http://itemsweb.esade.es/wi/documentos/memoria-programa-accion-social-2010-11.pdf>

OTHER SOCIALLY-ORIENTED INITIATIVES

In parallel with the Social Action programme, ESADE has collaborated in one-off, socially-oriented initiatives, which have raised the awareness of the community. The following initiatives are worthy of note:

- **The COACH PROJECT organised by Fundació EXIT**, which promotes contact between young people at risk of social exclusion with the world of business, in order to develop their professional skills and help them achieve labour market integration. www.fundacionexit.org
- **The WORLD COMMUNITY GRID system**, with which ESADE participates, donating its unused computer time to help humanitarian research projects, which would not be possible without this system due to the high costs of the infrastructure required. The aim of this system is to create the largest public computing grid in the world carrying out projects to benefit humanity. It has been thirteen months since ESADE joined the World Community Grid, and it is time to look back and see the results that have been achieved. In total it is estimated that in the 13 months that they have been connected, the 500 computers in the lecture rooms and communal spaces have produced the same results as one single computer, dedicated exclusively to this research, would have achieved in 15 years, 294 days, 23 hours and 36 minutes. During these months, the ESADE computers have provided some 15,000 results of calculations for this research. www.worldcommunitygrid.org

- **JAPANESE RED CROSS**, following the tsunami (Japan, March 2011), Japanese students at ESADE, supported by the fellow students, organised a series of initiatives to raise funds, using the migranodearena.com online platform. ESADE collaborated with the students in the organisation of an event on 22 March to show solidarity with Japan as well as other initiatives (solidarity concert, film projection, solidarity flea market, etc.).
- **BANC DE RECURSOS [RESOURCE BANK]**, a non-profit foundation that collects surplus materials from companies and individuals and sends them to needy countries and groups (Third and Fourth World). A round-table discussion entitled, “*Corporate Social Responsibility and Cooperation*” was organised at ESADE in order to celebrate the 15th anniversary of the Banc de Recursos [Resource Bank].
www.bancderecursos.org
- **“DONATE YOUR MOBILE PHONE” PROGRAMME**, promoted by the Spanish Red Cross and The Entreculturas Foundation to collect unwanted mobile phones and recycle them.
www.donatumovil.org
- **9th STUDY SOLIDARITY OLYMPICS**, promoted by the NGOs Co-opera, Cooperación Internacional and ACTEC. For each hour of study time recorded, the campaign’s sponsors donate 1 euro to finance four educational projects in Angola, Cameroon, Ecuador and Haiti. The 9th Study Solidarity Olympics have once again been a success in terms of participation and fundraising, in which ESADE has played an active role. In total, the business school completed 509 hours – which is equivalent to €509. In addition to this, a total of €3,580 was raised by the four libraries of the Ramon Llull University that took part in the Solidarity Olympics.
www.olimpiadasolidaria.com
- **Fundació MAMBRÉ**: Collaboration in the Christmas campaign of this Foundation, whose aim is to integrate homeless people and those suffering from social exclusion into society. ESADE participated in the initiative by cancelling the paper version of the institution’s Christmas card and donating the money saved to the Foundation.
www.fundaciomambre.org
- **TRAILWALKER 2012**: Support for this initiative by Intermón Oxfam, a sporting challenge to help fight against poverty. 7 teams of ESADE professors and students are taking part. Intermón Oxfam forms part of an extensive global movement, which aims to eradicate injustice and poverty.
<http://trailwalker.intermonoxfam.org/es>

ESADE

IS AN INSTITUTION

WITHIN
SOCIETY

AND FOR
SOCIETY

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This SiP Report has been drafted with the greatest care and rigour. Please send any comments or suggestions for its improvement to enrique.lopez@esade.edu.

inspiring futures

Mediante la formación, la investigación y el debate social, en ESADE queremos seguir inspirando futuros para formar a profesionales competentes en el mundo de la empresa y del derecho, y ciudadanos socialmente responsables.

Inspirando futuros con valores: actuando con integridad en lo personal, con exigencia en lo profesional y con responsabilidad en lo social.

En ESADE, no pretendemos ser la mejor escuela *del* mundo; queremos ser una de las mejores escuelas *para el* mundo.
