Do Good.
Do Better.

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RAMON LLULL UNIVERSITY

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SIP **PRME** Principles for Responsible
Management Education

Report

Identity and Social Responsibility

2019
2020

Contents

Koldo Echebarria
Esade
Director General

Message from the Director General

The coronavirus pandemic, the climate emergency, significant inequalities and the need to look after people's health and welfare are challenges to which today's society attaches the highest priority, and they have highlighted the importance of social responsibility and sustainability in many areas, not least in universities.

Esade aims to be recognised as an educational institution at the forefront of sustainability and academic innovation and admired internationally for its impact on society and for the professional and human quality of its students. Therefore, we have made a strategic decision to galvanise our actions and focus more sharply on our sustainability policy, approving more ambitious initiatives of greater impact that will accelerate change towards a society that is environmentally safe and sustainable and socially fair and inclusive. With this in mind, we have asked the Identity and Mission Department to draw up an **Institutional Sustainability Plan**.

During the 2019-2020 academic year, we have developed the plan of action which sets out the prior initiatives, the stages of development and the cross-cutting activities chosen in order to draw up and implement Esade's first Sustainability Plan. This plan of action was approved by Esade's Executive Committee in July 2020.

The **Sustainable Development Goals** (SDG) will serve as a route map that will guide the entire institution towards a greater involvement in areas such as social justice, education of quality, climate action and responsible consumption, thereby offering new opportunities to continue generating a positive impact on society.

The next academic year will be a year of dialogue, in which the whole of the Esade community and its stakeholders will meet to talk about our priorities and the way in which we can build a better future for all.

This Report bears witness to the social commitment of the Esade community, which puts our motto "Do Good. Do Better." into practice on a daily basis. I would like to take this opportunity to express my gratitude to all the people and teams at Esade for their valuable contribution to the achievement of our mission through the different activities carried out during the year, which are highlighted in this progress report.

It is with enthusiasm that we renew our commitment to the Global Compact Principles and the Principles for Responsible Management Education (PRME) for another year, both of which are initiatives of the United Nations.

Cristina Giménez
Esade Identity and Mission
Director

Message from the Identity and Mission Director

Today's climate and health emergencies have underscored the importance of social responsibility. We are at a turning point, an overwhelming time of ever-faster changes, a threshold moment. It is with this sense of urgency that the world demands new and better criteria to help us to improve, make decisions and act. Esade can contribute to reimagine our world, to accelerate the an opporutnity to change? and to make something new grow. This report highlights our community's commitment to the creation of a more humane, fairer, more solidarity-minded and sustainable society that also respects differences.

We began the 2019-2020 academic year with great expectations. The recently created Identity and Mission Unit launched several initiatives to ensure that our identity and mission had a greater presence in the educational and professional experience of all those who make up the Esade community. After lockdowns were imposed mid-year, we proposed a series of activities with renewed hope, focused on taking care of ourselves and others. We organised weekly conversations on interesting, real-life issues which concerned us all as a community; we created a repository of resources to develop our inner lives (texts, music, proposals to practice silence and meditation, etc.); and we proposed numerous solidarity-based and volunteer activities. One such initiative was providing elderly people company throughout the pandemic via telephone, carried out in collaboration with Fundació d'Amics de la Gent Gran.

Other noteworthy initiatives launched during the 2019-2020 academic year include the *First-Year Experience* and the work groups dedicated to *Ignatian Pedagogy* and *Service Learning*, as well as the design of an action plan to draft our institution's first *Sustainability Plan*. The aim of the *First-Year Experience* programme is to orient students during their first year in our community and make their integration easier, offering them extracurricular activities to help them to interact with other students. This programme is based on the *cura personalis* ("care for the whole person") tenet in Ignatian spirituality and it is fundamental for students' academic success, their integration within the university and their own personal growth so that they can become socially responsible professionals in the future.

The *Ignatian Pedagogy* and work groups created a space that enabled our faculty and programme managers to reflect on the educational experience we provide and how it not only helps students to acquire knowledge and skills but to also develop universal human values which are essential for social commitment. As a result of this work, the number of Service Learning based subjects subjects doubled at the start of the 2020-2021 academic year.

During the 2019-2020 we also designed an action plan which should culminate in December 2021 with an ambitious *Sustainability Plan*, detailing our commitments to the UN's 2030 Agenda. More than 500 people from our community have participated in the action plan thus far, a plan which has also implied maintaining dialogues with our different stakeholders.

We would like to thank the entire community for its commitment and participation in the different initiatives. Our identity and mission take inspiration from Jesuit tradition and they are experienced through the actions and realities of our community members. This report illustrates how we live and put this mission into practice.

Esade in figures

Business School

3,184
students

1,795
of them from abroad

1,433 BBA

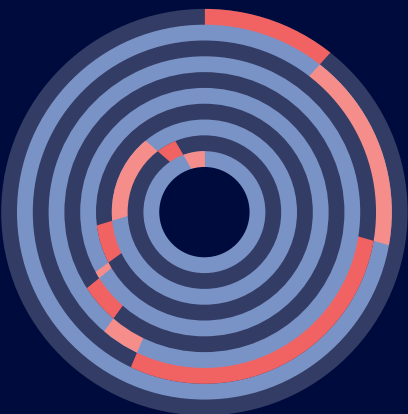**612** MSc Master in Management

372 MBA (MBA, Executive MBA Multinational MBA, MBA4Executives & Corporate MBA)

9 Master of Research

36 PhD Programme

223 Summer School (Summer School, International Weeks & Prevent)

Law School

1,360
students

205
of them from abroad

160 Bachelor in Law

241 Bachelor in Global Governance

369 Double Degree in Business Administration and Law

48 Double Degree in Global Governance, Economics & Legal Order and Law

57 Degree in Governance, Economics & Legal Order

12 PhD Programme

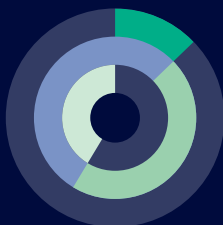**71** Continuing Educaiton

219 MUA

71 Postgraduates Programmes

112 International Exchange Programme Participants

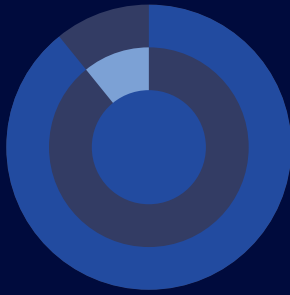## Executive Education

5,629
students

1,615
of them from abroad

721 Executive Education (Executive Masters, Corporate Programmes)

2,586 Open Programmes (of them 1.081 in In/On Programmes)

2,322 Custom Programmes in Management

Faculty

271	law and management professors
33	language professors

Personnel and Administrative Staff (PAS) members

440
PAS members

International origin

145
of all employees

38
nationalities

Campus

78,553 m²
de superficie total

BCN
32,655 m² BCN-Pedralbes
42,530 m² BCN-Sant Cugat

MAD
3,368 m² Madrid campus

Income

113.89 M€ Gross income	102.88 M€ Net income

56.6 M€ Business School	22.6 M€ Executive Education	19.1 M€ Law School

2.5 M€ Research	2.1 M€ Corporate Units	3.5 M€ *Fundraising*

Rankings

#1
Educational Experience
El Economista

#2
Entrepreneurial Mindset
Bloomberg Business Week

#4
International Mobility
Financial Times

esadealumni

More than **65,000 Alumni**

Esade BAN

22
Funded startups

3.2 M€
Invested

450
Projects attended

218
Business angels

Events and Participants

499
Events off & online

25,700
Participants

The United Nations Sustainable Development Goals

The following are the main activities carried out during the 2019-2020 academic year within the framework of the Sustainable Development Goals (SDG):

Identity and Mission

During the 2019-2020 academic year, the Identity and Mission unit and the Chair in LeadershipS worked on the **design of a plan of action to draw up our first Institutional Sustainability Plan**. This plan of action was presented and approved by the Executive Committee in July 2020.

The Sustainable Development Goals of the Agenda 2030 will be the route map that will guide the entire institution towards a greater involvement in fields such as social justice, education of quality, climate action and responsible consumption, thereby offering Esade new opportunities to continue generating a positive impact in the academic, professional, social and environmental areas of direct concern to the institution.

Training

For the sixth consecutive year, students from Esade, Universitat Politècnica de Catalunya and the Barcelona School of Design have participated in the **Challenge Based Innovation** (CBI) programme. Grouped into multidisciplinary teams, students from these three education centres have come together to **create innovative solutions in line with the Sustainable Development Goals** (SDG) of the United Nations, focusing on this occasion on SDG 11.

Research

The research conducted by Esade faculty members contributes to improving the knowledge and impact of organisations by creating sustainable, social, environmental and economic value, while it also has an influence on responsible leadership. With respect to the 2019-2020 academic year, the following figures are of note:

- Of all articles with an impact factor (IF) published during the year, **30% focus on ethics, corporate social responsibility and sustainability.**

- Of all projects financed, **53%** focus on ethics, corporate social responsibility and sustainability, compared with 35% during the previous year.

- Of all competitive projects, **56%** focus on ethics, corporate social responsibility and sustainability, compared with 32% during the previous year.

- During the last 4 years, **31% of faculty members** have published articles on ethics, corporate social responsibility and sustainability.

Social Debate

The XII Món Sant Benet Annual Leadership Symposium promoted by the Esade Chair in LeadershipS was held. It was entitled: **Are we in time? Business leadership to transform the world: the Agenda 2030 and the Sustainable Development Goals.** Approximately one hundred business leaders and representatives of public institutions attended this event to discuss the degree of awareness and implementation of the Agenda 2030 and the actions and responsibility of businesses in this respect.

Esade Community and Stakeholders

The Esade student community is intellectually restless, dynamic and diverse. Students on our Degree, University Masters and MBA programmes participate in more than **50 Student Associations** and in a wide range of sporting, recreational, cultural, professional and solidarity-based activities. Highlights of this academic year include the activities organised by **Oikos Barcelona, Ennova, Empresa i Joventut, EsTalent, the Esade Student Finance Society and the Esade International Student Committee, whose purpose was to make a positive impact on society and the environment.**

Institutional Policies

During the year, a **quantitative and qualitative diagnosis of equality** was made. As a result, an specific mesurement tool has been proposed that aim to eliminate the possible inequalities identified, in order to build an environment that offers the ideal conditions for the equitable growth of all professionals, regardless of their gender or condition.

Environmental Impact

As a result of an agreement, since 1 May 2020 we have been able to consume **100% renewable electricity** for the first time. This represents one more step in our commitment to sustainability. Thanks to this initiative, CO_2 emissions due to electricity consumption on our campuses will be reduced to zero for a minimum of 2 years.

Social Impact

Alumni Social promotes active participation in building a fairer society and a more sustainable world from within one's profession. During the year, **290 Alumni** actively participated in consultancy for social entities, offering their management knowledge free of charge over the course of **12,600 hours**, with the aim that **27 organisations** with an interest in improving might become stronger and more sustainable.

Governance

With the aim of making progress in the construction of solid and responsible institutions, in the course of this year the cross-cutting internal audit area was created within the institution, reporting to the Audit Committee. The creation of this area is motivated by the members of the Board of Trustees of the Esade Foundation wishing to **safeguard the culture of compliance and the management of possible risks** that may arise in the course of the institution's activity.

01

Identity & Mission

PRINCIPLE 1:

Purpose

We will develop the skills of students so that they can be future generators of sustainable value for companies and for society as a whole, and work for an inclusive and sustainable global economy.

Esade is an educational community whose identity is defined by its sensitivity, human qualities and commitment to social and environmental justice. It is an academic institution that aims to contribute to the construction of free and sustainable societies. Our mission consists in "educating and conducting research in the fields of management and law, in order to:

— Train competent and socially responsible professionals;
— Improve organisations and society through knowledge creation; and
— Contribute to social debate in order to build free, prosperous and fair societies".

The Identity and Mission (I&M) unit promotes cross-cutting initiatives to ensure that the educational experience of students and the professional experience of employees are more closely aligned with our mission. These initiatives are focused on three strategic pillars: Identity, Mission and Impact.
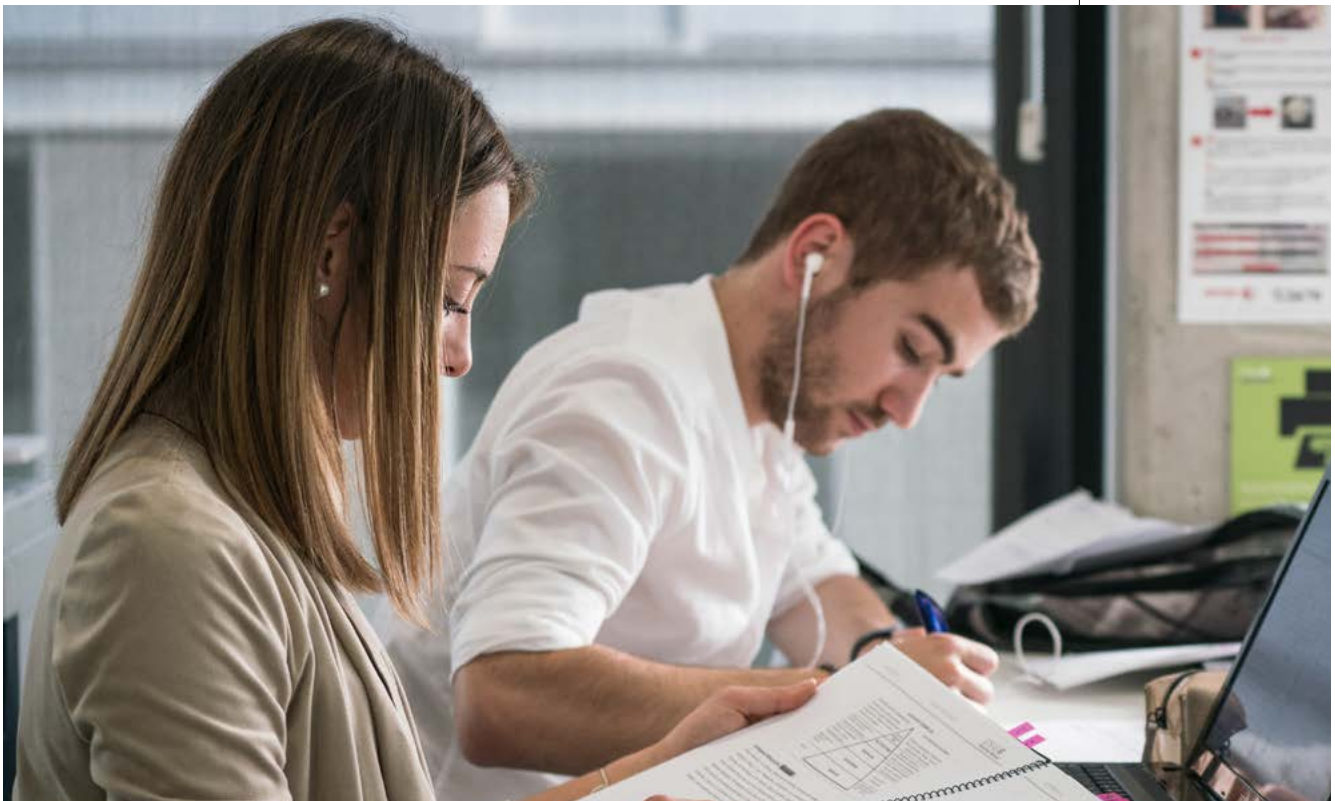
Identity

The principal aim of the initiatives related with this pillar is to ensure that the entire community of Esade has the opportunity to become familiar with our identity and our mission, encouraging reflection and conversation about them. Through these conversations we can take stock **of where we come from, where we are going and the path we should take** if we wish to remain true to our identity.

- For staff, these opportunities range from one-day workshops in Manresa to residential courses of several weeks in Loyola. These workshops are described in Chapter 5 of this Report.

- For students on the Degree and Masters programmes, they range from conversations, one to one or in small groups, to trips lasting several days.

During the 2019-2020 academic year, two new initiatives centred around identity have been launched:

First-Year Experience

The aim of this programme is to **foster the integration of students** into a new academic environment through a series of co-curricular activities. The programme helps students get to know their colleagues, and at the same time it offers them emotional support; these factors contribute to their academic success and personal growth. The activities are as follows: Welcome programme during the welcome week; individual/group meetings; cultural visits; spiritual and mindfulness outdoor activities; yoga and meditation sessions; and the Ignatian Way.

These activities help to **put our values into practice and reinforce our identity**, emphasising dimensions of human qualities and sensitivity, and social commitment. Commitment to social justice and sustainability come to the fore in some of the visits, such as the visit made to "Cooperativa la Olivera", a cooperative supporting social integration which employs persons with disabilities, in the belief that work is a life experience in which emotion plays a part. By way of example, the table below shows the trips organised during the 2019-2020 academic year.

Table 1. Trips organised during the 2019-2020 academic year.

	Description	Number of people who took part
Montserrat	This trip included the following activities: (1) brief visit to the shrine; (2) moments of silence; (3) "getting to know each other and sharing" – group dynamic for getting to know other colleagues; and (4) hiking. 4 visits were made to Montserrat during the months of September and October.	92 students
Hiking in Collserola	Activities included: (1) hiking; (2) visit to the Chapel of Sant Medir; and (3) getting to know other colleagues and Esade staff who may accompany them with tutorials/conversations. A trip was made in November.	16 students
Monasterio de Poblet & Cooperativa la Olivera	Activities included: (1) visit to the Monasterio de Poblet; (2) building relationships with other colleagues and Esade staff; and (3) learning about the social integration practices of a cooperative. 2 trips were made in February.	60 students
Retreat and Mindulness in the Cova de Manresa	This 2-day trip was organised at the request of the MBA students. It included moments of silence, yoga, contemplative walks, etc. 1 trip was made in March.	16 students

Video with students' impressions:
https://youtu.be/op4AO_I75Xo

Community Building

At the beginning of the lockdown and anticipating its duration, the I&M unit launched *Community Building*, a cross-cutting initiative aimed at all the members of the community (staff and students). The principal purpose of this initiative was to **create a sense of community** at a time of social distancing, placing emphasis on two principal dimensions of our identity (sensitivity/human qualities and social commitment).

Meeting up every two weeks, **20 people** from the following units participated in the design of these activities: People Management, Vice-Deanships of Faculty of the Business and Law Schools, Esade Alumni, Campus Life, Institute for Social Innovation, University Development Service, Communication, Marketing and the I&M team.

In order to work on sensitivity/human qualities and social commitment, three types of activity were proposed:

– Conversations (about life issues that interest and concern us as a community).

– Resources for working on one's inner life (texts, music, proposals for silent moments and meditation, etc.).

– Initiatives based on solidarity and voluntary work to make a contribution to society.

By way of example, the table below shows some of the conversations and solidarity-based actions organised as part of the *Community Building* initiative during the lockdown period from March to June 2020.

Table 2. *Community Building* initiatives.

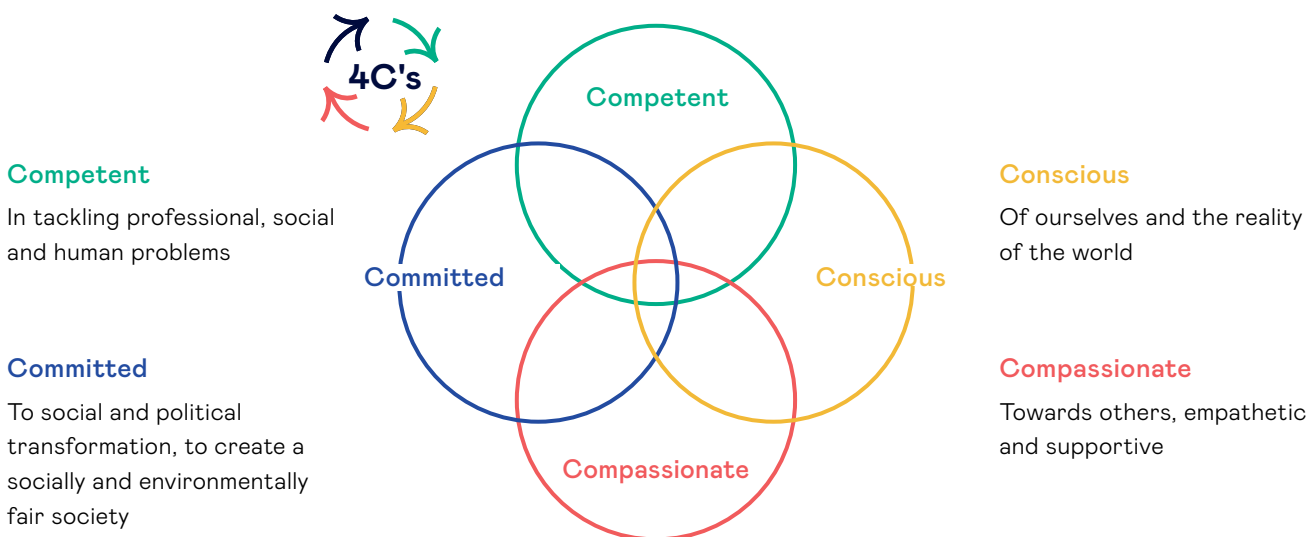|	Description	Number of people
Conversations	In the period from April to July 2020, 11 conversations were organised. These included: → Black Lives Matter (17 June; Ignasi Martí and Naomi Williams). → Living the lockdown, living in lockdown (12 June; M. del Mar Albajar, Mother Abbess at the Monastery of Sant Benet de Montserrat, and Josep M. Lozano). → Volunteers against unwanted loneliness: conversing with the elderly (5 June; Albert Quiles, director of Fundació Amics de la Gent Gran, and Cristina Giménez). → Grief, between fantasy and realism (22 May; Ramon M. Nogués, Professor Emeritus of the Biological Anthropology Unit, Universitat Autònoma de Barcelona, and Josep M. Lozano). → Feelings and empathy during lockdown (8 May; Pep Mària).	**400** participants (130 people took part in more than one conversation)
Voluntary work and solidarity-based initiatives	Attention was drawn to several solidarity-based initiatives in response to the pandemic led by members of the community and two voluntary work initiatives were proposed: → Voluntary work with Fundació Amics de la Gent Gran for 11 consecutive weeks, accompanying elderly people or the elderly by telephone during the lockdown period. → Voluntary work by students on different Degree and Double Degree programmes, who collaborated with local entities in summer activities for children and young people.	**50 volunteers,** who accompanied **290 elderly persons.** **27 students** collaborated with **7 local entities.**
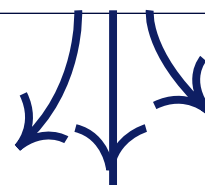
Mission

The focus of this strategic pillar is on the **deployment of Esade's mission in teaching, research and social debate.** In relation to our mission, initiatives with other units have been organised so that, working from each of these three areas (teaching, research and social debate), we can help to create societies that are fairer, more humane and more prosperous. Below, we describe the main actions taken in each of these three lines of Esade's mission.

Deployment of the mission in teaching

What Esade offers is an all-round education for its students, because we share and wish to contribute to a vision of human excellence; an education that provides a vision and authentic depth which extends well beyond the specialised discourse of each academic field. The pedagogical model of the 4 Cs expresses human excellence based on 4 competencies:

Competent

In tackling professional, social and human problems

Committed

To social and political transformation, to create a socially and environmentally fair society

Conscious

Of ourselves and the reality of the world

Compassionate

Towards others, empathetic and supportive

Our educational experience is designed not only with a view to acquiring knowledge and technical skills, but also to developing universal human values; these are essential to the development of a person's commitment – both as a citizen and as a professional – to the creation of a society that is fairer, more humane and focused on solidarity, more sustainable and more respectful of difference.

Esade's educational model seeks to meet students' needs in their development, providing them with tools and competencies they can incorporate into their personal and professional lives. We accompany students on their path towards maturity and personal growth with a learning process that demands their complete and profound education as human beings.

Learning, moving forward and growing as professionals and as human beings is dependent on a mixture of context, experience and reflection that will lead to decision-making and the choice of coherent options, behaviours and actions. At Esade, we support this learning process rooted in experience and reflection, following the model based on experience-reflection-action:

Procedural education

We accompany students on their journey of personal growth with a learning process that demands their complete and profound education as human beings. This style of teaching encompasses four dimensions:

1. Context
Understanding where students are and where they develop.
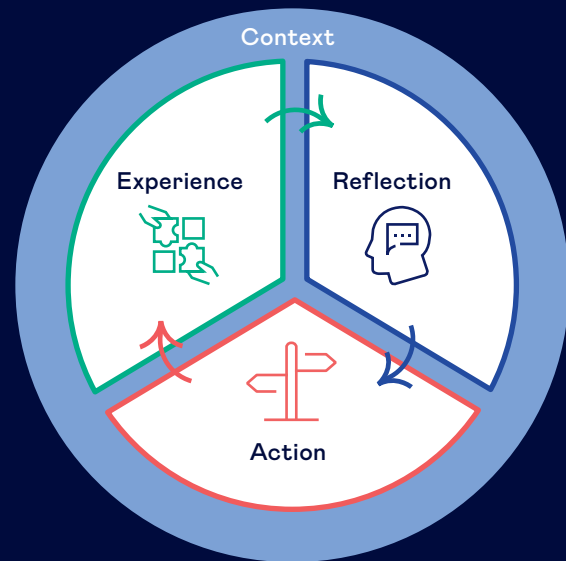
2. Experience
Facilitating a cognitive, affective and global reconciliation with reality.

3. Reflection
Critically capturing the meaning of everything experienced and preparing to make decisions.

4. Action
Making decisions and choosing coherent options, behaviours and actions after reflection.

Context

Experience

Reflection

Action

Among the initiatives launched for the deployment of the mission in teaching during the 2019-2020 academic year, particular mention should be made of the establishment of two internal working groups, whose objectives were to institutionalise (1) Ignatian pedagogy based on the experience-reflection-action model, and (2) the Service-Learning methodology, a pedagogy that promotes experiential learning through service to the community. **26 people** took part in these two working groups.

In addition, members of the management team and faculty members of the Business School took part in two IAJU (International Association of Jesuit Universities) task forces. Firstly, the Dean of the Business School, Josep Franch, and the I&M Director, Cristina Giménez, took part in the task force on *Rethinking Business Education* to promote a new paradigm in Management education. Secondly, the professors Pep Mària and Josep Maria Lozano led a project on Higher Education, Interreligious Dialogue, Secularisation and Humanism within the task force on Interreligious Dialogue, Secularisation and Ecumenicism, coordinated by Dorian Llywelyn SJ (Santa Clara University).

The Table below provides a summary of the activities organised to drive the mission in teaching.

Table 3. Initiatives to deploy the mission in teaching

	Description
Service-Learning task force	Team of more than **20 people**, Administrative & Services Staff and faculty members working towards the institutionalisation of Service-Learning at Esade. During the 2019-2020 academic year the task force pursued two objectives: (1) To define the characteristics a subject has to have in order to be considered a Service-Learning subject; and (2) To define the processes and support for faculty so that this teaching methodology may be extended to more subjects.
Working group on Ignatian Pedagogy	UNIJES project on Ignatian Pedagogy: Esade team composed of **4 people** participating in the UNIJES project and **2 faculty members** who are experts in Ignatian Pedagogy. The objective is to facilitate the adaptation and integration of the results of the UNIJES project into the context of Esade.
Working Group – "Rethinking Business Education" - IAJU	The members of this working group are reviewing the current undergraduate and postgraduate syllabuses and discussing ways in which management education can promote a more sustainable capitalism that will address the challenges faced by our society (i.e. ecological destruction, global poverty and economic inequality). The team prepared a working paper and organised a conference in which more than 150 faculty members from different institutions took part (**10 faculty members from Esade**).
Working Group – "*Jesuit Higher Education, Interreligious Dialogue, Secularisation and Humanism*"	This project forms part of the remit of the IAJU Working Group on Interreligious Dialogue, Secularisation and Ecumenicism. Its objective is to reflect on how Jesuit Higher Education can address the challenges and opportunities presented by secularisation and religious diversity. The first event was a workshop organised by Esade on 6-8 June 2020, with participants from different continents (**5 Esade faculty members took part**).

Deployment of the mission in research

One of the lines taken by Esade's mission is to create and divulge knowledge, based on the critical analysis of existing information and on highly rigorous scientific research of national and international importance, with the aim that this knowledge will contribute to the creation of a society that is more humane, in other words, one that shows more solidarity and is fairer, more sustainable and respectful of difference.

According to data provided by the Research Office, during the last 4 academic years, 51 faculty members, representing **31% of all members**, centred their **research around social responsibility, sustainability and ethics**. These faculty members belong to various departments, so clearly research in these areas at Esade may be described as cross-cutting. As for research groups, the contributions made by the Institute for Social Innovation and the Entrepreneurship Institute are of particular note. Chapter 3 of this Report is devoted to research.

Deployment of the mission in social debate

The third line taken by Esade's mission is to promote social debate, with information and ideas about important future priorities, in order to contribute from an independent standpoint to the transformation of society towards higher levels of justice and freedom. During the 2019-2020 academic year, **131 events, forums, debates and webinars** were organised, of which **20% were on the subject of CSR, social leadership and diversity**.

Impact

The focus of this strategic pillar is **evaluation of the impact that we have on society**, ranging from the preparation of the institutional sustainability plan to evaluation of the impact of our training on the development of socially committed professionals.

Evaluation of the alignment of the institution with the mission

December 2019 marked the end of the process of **evaluating the alignment of the institution with the mission**, within the framework of the evaluation process begun by UNIJES. This evaluation process involved **17 people** from different units, who met on 5 occasions between June and December 2019. At these meetings they talked about the principal characteristics shared by the different institutions of the Society of Jesus of the Society of Jesus and evaluated the institution identifying areas of improvement.

Assurance of Learning: Evaluation of teaching initiatives

During the 2019-2020 academic year, the I&M and Quality and Development of Programmes units worked together on the **definition of social commitment as a cross-cutting learning goal** and on the evidence requested by the AACSB. For the first time, all the programmes offered by the Business School share this cross-cutting learning goal.

In order to prepare the evidence for the "*assurance of learning*", a survey was designed which gathers information on how – right across the different core subjects – participants are trained to become socially committed professionals.
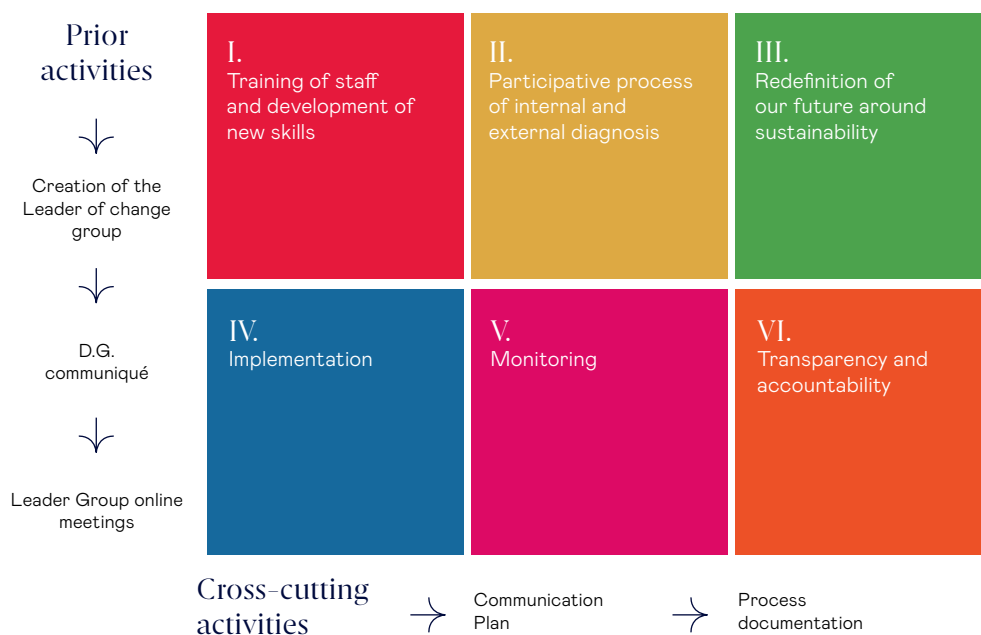
The table below provides a summary of the activities undertaken in this respect.

Description

Self-diagnosis *"Rethinking Business Education"*	In September 2019, within the framework of the IAJU task force on *Rethinking Business Education* , the Associate Deans responsible for the BBA, MSc and MBA units performed a self-diagnosis on (1) how sustainability, social justice and ethical dilemmas are covered on their programmes, and (2) what activities and teaching methodologies are being used for this purpose.
AACSB *Learning goal*	I&M worked with the Quality and Development of Programmes unit to establish "social commitment" as a cross-cutting learning goal on all the programmes offered by the AACSB.
Design of the AACSB survey for *"assurance of learning"*	During the spring of the 2019-2020 academic year, a questionnaire was designed based on the dimensions worked on in the IAJU task force on *New Paradigm in Business Education*. The questionnaire enabled us to determine to what degree a cross-cutting approach is being taken to dealing with sustainability in the various programmes, and to what extent these are contributing to the cross-cutting learning goal of "social

Table 4. Actions to study the impact of the mission on teaching.

Initiatives promoted with respect to our social and environmental impact: Development of the Institutional Sustainability Plan

Esade aims to be recognised as an educational institution at the forefront of sustainability and academic innovation which is admired internationally for its impact on society and for the professional and human qualities of its students. Therefore, during the 2019-2020 academic year the I&M unit and the Chair in LeadershipS **designed a plan of action to lead us towards the development of the institutional sustainability** plan. The Figure below shows the various stages of the plan.

Prior
activities

↓

Creation of the
Leader of change
group

↓

D.G.
communiqué

↓

Leader Group online
meetings

| I. Training of staff and development of new skills | II. Participative process of internal and external diagnosis | III. Redefinition of our future around sustainability |
| IV. Implementation | V. Monitoring | VI. Transparency and accountability |

Cross-cutting
activities   →   Communication   →   Process
                             Plan   documentation

The plan of action to develop the institutional sustainability plan was presented and approved by the Executive Committee in July 2020.

The starting point of our sustainability model can be found in the three lines of Esade's mission, training, research and social debate, and the aim is that sustainability is present in **everything we do**. However, in order to be a sustainable institution in and for society, it is important to consider not only what we do, but also **how, with who and where we do it**. Finally, sustainability entails **monitoring social and environmental impacts**, as well as **applying criteria of transparency and good governance**. The Figure below shows the model that will guide us in drawing up the sustainability plan.

What →	Training	Research	Debate
How With who Where →	Esade Community & Stakeholders		Institutional policies
Impact →	Environmental / Social		Economic sustainability / Governance

During the 2020-2021 academic year, the entire academic community will apply itself to developing Esade's first Sustainability Plan. The **Sustainable Development Goals** of the United Nations Agenda 2030 will be the route map that will guide the entire institution towards a greater involvement in fields such as social justice, education of quality, climate action and responsible consumption, thereby offering Esade new opportunities to continue generating a positive impact in the academic, professional, social and environmental areas of direct concern to the institution.

02

Training

PRINCIPLE 2
Values

We will incorporate the values of global social responsibility into our academic activities and study programmes in the terms that these have been described in international initiatives such as the United Nations Global Compact.

PRINCIPLE 3
Method

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

Subjects about ethics, CSR and sustainability on all the programmes of the Business and Law Schools

In order to foster universal human values in our students, essential to the development of their commitment as citizens and professionals, we ensure that they receive a holistic educational experience. Listed below are some **compulsory and electives subjects dealing with ethics, CSR and sustainability.** Included in the main programmes, they are designed to reinforce **responsible leadership** in the students.

→ BBA (Degree in Business Administration) 1/2

SUBJECTS	TYPE	STUDENTS	FACULTY MEMBER RESPONSIBLE
"An Enemy of the People": The individual & the common good	Optional	30	Arenas Vives, Daniel
Anthropology: Cultures & Religious Traditions	Optional	25	Flaquer Garcia, Jaume
Anthropology: In Search of Principles for a Career Philosophy. Lessons from Art & Literature	Optional	24	Macipe Catalán, Ferran
Anthropology: In Search of Principles for a Life Philosophy. Lessons from Art & Literature	Optional	35	Macipe Catalán, Ferran
Reasoning and debate	Optional	22	Lligadas, Gemma
Art and Culture in Spain and Catalonia: 2000 years of Beauty	Optional	119	Fernández de Castro Krings, Alejandro
Barcelona: Street Art; Art Street and much more: Gaudí, Dalí, Picasso, Miró… Understanding their Art to understand today's society.	Optional	34	Señor, Ana
Behavioural Economics	Optional	60	Rey, Pedro
Bioethics	Optional	19	Carrera Carrera, Joan
Business and Cinema	Optional	58	Fernández de Castro Krings, Alejandro
B&E: Global Environmental Challenges and the Business Response	Optional	100	Sardá, Rafael
Capstone Module: Leadership, Values & Self-awareness	Compulsory	331	Mària Serrano, Josep Francesc
Creative Writing	Optional	29	Iñesta Codina, Ana
(In)Equality	Optional	57	Sayeras Maspera, Josep M.
Dignity, Resistance & Social Change	Optional	25	Martí Lanuza, Ignasi
Doubt, corruption and A.I.: What literature teaches us about managing complexity	Optional	9	Pastor Olivés, Clara
EEO: Re-Imagining Capitalism: Alternatives for the 21st Century	Optional	131	Macipe Catalán, Ferran
EEO: Sustainability, Business & Values	Optional	73	Lozano Winterhalder, Francisco
Self-awareness: a key factor for a successful professional life	Optional	29	Iriberri Díaz, José Luis
ELS: Public Communication	Optional	34	López Fraile, Carlos

→ BBA (Degree in Business Administration) 2/2

SUBJECTS	TYPE	STUDENTS	FACULTY MEMBER RESPONSIBLE
Socio-political Environment of the Company	Compulsory	206	Martí Lanuza, Ignasi
Training for Social Leadership: Public Communication	Optional	34	Costa Duran, Jara
ESG: An open window on Latin America I	Optional	92	Maranges Bayó, Jaume
ESG: An open window on Latin America II	Optional	57	Maranges Bayó, Jaume
History of Islamic Civilization	Optional	14	Eryilmaz Ünsal, Fatma Sinem
Human Beings & the Power of Collectivities	Optional	22	Prat Pubill, Queralt
International Organisations in Globalisation	Optional	45	Santana Mariscal, Alejandro
Introduction to Politics	Optional	25	Ortiz Llargués, Daniel
Music as a Socio-cultural Phenomenon	Optional	25	Muraca, Eduardo
Leadership, Values & Self-Awareness	Compulsory	330	Mària Serrano, Josep Francesc
Leading uncertain situations using emotional intelligence	Optional	40	Royo, Carlos
Marketing & Society: values, change and social impact	Optional	45	Gabarró, Marta
Methods for solving complex problems, application to NGOs	Optional	16	López Fraile, Carlos
Never Too Many Movies: Spanish and Catalan society through Cinema	Optional	119	Fernández de Castro Krings, Alejandro
Who's in charge of my life? Living (and Surviving) at Esade with All That's Urgent Important	Optional	14	Lozano Soler, Josep Maria
Sociology I	Compulsory	403	Arenas Vives, Daniel
Sociology II	Compulsory	347	Martí Lanuza, Ignasi
Spain and Catalonia through Cinema	Optional	127	Fernández de Castro Krings, Alejandro
Spain and Catalonia Today: Recent History, Current Affairs	Optional	93	Fernández de Castro Krings, Alejandro
Strategic Business Simulation	Compulsory	330	Rueda, Enrique
Theatre-Based Techniques to Enhance Communication Skills	Optional	25	Segura Amat, Mercedes
Understanding Today's World through the Lens of Art	Optional	10	Ayuso Nogueiras, Ana

→ **GED (Degree in Law), GBD (Double Degree in Business & Law), GDL (Double Degree in Law, Global Governance, Economics & Legal Order), and BGG (Degree in Global Governance)**

SUBJECTS	TYPE	STUDENTS	FACULTY MEMBER RESPONSIBLE
Climate Geopolitics *(BGG)*	Compulsory	40	Vandendriessche, Marie Lut
Climate Geopolitics *(BGG)*	Optional	5	Vandendriessche, Marie Lut
Cooperating in Latin America - Preparation for SUD Internship I *(GED, GBD, BGG)*	Optional	55	Guindeo Aguerri, Laura
Cooperating in Latin America - Preparation for SUD Internship II *(GED, GBD, BGG)*	Optional	43	Guindeo Aguerri, Laura
Refugee law *(GED, GBD, BGG)*	Optional	46	Llonch, Marta
Globalisation, Economics and Politics *(GED)*	Optional	43	Lapuente Giné, Víctor
Globalisation, Economics and Politics *(BGG)*	Compulsory	5	Nicholls, Daniel Hywell
Ignacio de Loyola: Leader and trainer of Leaders *(GED, GBD, BGG, GDL)*	Optional	29	Puig Roure, Joan Francesc
International Human Rights Protection *(BGG)*	Compulsory	87	Traisbach, Knut
Emotional Intelligence in the Business Environment *(GBD)*	Optional	29	Parada, Francesc
Intercultural Communication Skills *(GED, GBD, BGG)*	Optional	31	Mourot, Michel
International Pro-Bono Programme *(GED, BGG)*	Optional	32	Añoveros, Susana
International Relations *(BGG)*	Compulsory	83	Arenas Vives, Daniel
Leadership & Social Skills I *(GED, GBD, BGG, GDL)*	Optional	21	Carnegie, Dale
Leadership & Social Skills II *(GED, GBD, BGG, GDL)*	Optional	19	Carnegie, Dale
Modern Political Thought *(BGG)*	Optional	23	Sáez Giol, Lluís
International Human Rights Programme - Philosophy in Prison *(GED, GBD, BGG)*	Optional	41	Abenoza González, Sira
Public Policies *(GEL)*	Básica	61	Lapuente Giné, Víctor
Re-Imagining Capitalism *(BGG)*	Optativa	11	Macipe Catalán, Ferran
Social Responsibility *(GED, BGG)*	Compulsory	113	Carpi Martín, Rebeca
Seminar: Practice and critique of human rights in a business context *(GED, GBD, BGG, GDL)*	Optional	27	Baulenas, Arnau
Sociology *(GBD)*	Compulsory	70	Sáez Giol, Lluís
Social Thinking *(BGG)*	Compulsory	5	Sáez Giol, Lluís
Social Thought I *(BGG)*	Basic	77	Sáez Giol, Lluís
Social Thought II (BGG)	Optional	28	Sáez Giol, Lluís

→ **(MIBA) MSc in Business Analytics, (MIE) MSc in Innovation and Entrepreneurship, (MIM) MSc in International Management, (MF) MSc in Finance, (MGSM) MSc in Global Strategic Management, and (Mkt) MSc in Marketing Management**

SUBJECTS	TYPE	STUDENTS	FACULTY MEMBER RESPONSIBLE
Business in Society	Compulsory	103 (MIBA)	Tampe, Maja
		58 (Mkt)	Abenoza, Sira
		143(MF)	Hahn, Tobias
		66 (MIE)	Abenoza, Sira
Business in Society: International Projects in Action *(MIM)*	Compulsory	132	Vilanova Pichot, Marc
Business in Society: Sustainability Strategies *(MIM)*	Compulsory	131	Vilanova Pichot, Marc
Geopolitics *(MIM)*	Compulsory	132	Murillo Bonvehí, David
In Search of Principles for a Life Philosophy: Lessons from Art, History & Economics *(MIM, MIBA, Mkt, MF, MIE)*	Optional	46	Macipe Catalán, Ferran Vilanova Pichot, Marc
International Project in Action *(MIM)*	Optional	132	Vilanova Pichot, Marc
Leading toward Sustainable Futures *(MIM, MIBA, Mkt, MF, MIE)*	Optional	40	Tampe, Maja
Managing Development in Emerging Countries *(MIM, MIBA, Mkt, MF, MIE)*	Optional	28	Maranges Bayó, Jaume Mària Serrano, Josep Francesc
Microfinance & Development *(MIM, MIBA, Mkt, MF, MIE)*	Optional	16	Balet Robinson, Susana Victoria
Social Entrepreneurship and Impact Investment *(MIM, MIBA, Mkt, MF, MIE)*	Optional	45	Casasnovas, Guillermo
Socratic dialogue: philosophy and narratives that improve our management skills *(CEMS MIM)*	Optional	60	Abenoza, Sira
Sustainability & Corporate Social Responsibility *(MGSM)*	Compulsory	38	Martí Lanuza, Ignasi
Understanding mindsets, values and rules through religious traditions *(CEMS MIM)*	Optional	25	Mària Serrano, Josep Francesc

→ MBA (Full Time Master of Business Administration) and EMBA (Executive MBA)

SUBJECTS	TYPE	STUDENTS	FACULTY MEMBER RESPONSIBLE
Corporate Social Responsibility (EMBA)	Compulsory	58	Arenas Vives, Daniel Carreras, Ignasi
Economy & Geopolitics (EMBA)	Compulsory	53	Murillo Bonvehí, David
Strategic Decision-Making: Leadership, Conflict & Courage *(EMBA)*	Optional	7	Martí Lanuza, Ignasi
Corporate Social Responsibility *(EMBA)*	Compulsory	31	Castiñeira Fernández, Àngel
Economics and Geopolitics (EMBA)	Compulsory	20	Castiñeira Fernández, Àngel
Corporate Social Responsibility *(EMBA)*	Compulsory	36	Castiñeira Fernández, Àngel
Economics and Geopolitics *(EMBA)*	Compulsory	38	Castiñeira Fernández, Àngel
Sharing Economy *(EMBA)*	Compulsory	12	Arroyo Moliner, Liliana
Corporate Social Responsibility (EMBA)	Compulsory	26	Vilanova Pichot, Marc
Economics and Geopolitics *(EMBA)*	Compulsory	30	Castiñeira Fernández, Àngel
Business, Government & Society *(FT MBA)*	Compulsory	186	Arenas Vives, Daniel
CBI Challenge-Based Innovation *(FT MBA)*	Optional	14	Hassi, Lotta
Geopolitics *(FT MBA)*	Optional	23	Murillo Bonvehí, David
In Search of Principles for a Life Philosophy *(FT MBA)*	Optional	32	Macipe Catalán, Ferran Vilanova Pichot, Marc
Managing Ethics & Social Responsibility *(FT MBA)*	Compulsory	186	Vilanova Pichot, Marc
Modern Spain and Catalonia: A Cultural Perspective *(FT MBA)*	Optional	23	Fernández de Castro Krings, Alejandro
Re-Imagining Capitalism	Optional	25	Macipe Catalán, Ferran
Social Entrepreneurship & Impact Investing *(FT MBA)*	Optional	32	Hehenberger, Lisa
Sustainable Management & the SDGs *(FT MBA)*	Optional	7	Arroyo Moliner, Liliana
Sustainable Value Creation by Firms *(FT MBA)*	Optional	34	Hahn, Tobias

→ MRes (Master of Research)

SUBJECTS	TYPE	STUDENTS	FACULTY MEMBER RESPONSIBLE
Business Ethics & CSR	Compulsory	9	Arenas Vives, Daniel

SUD & Together programme

Training students who are aware of their place in the world

In the field of training, the SUD (Servicio Universitario al Desarrollo) organises various programmes aimed at undergraduate, MSc and MBA students who wish to **undertake pro-bono work as legal advisors or consultants in institutions that work to promote social justice** in countries in Latin America, Africa and Asia. This internship has an academic recognitioin recognition in all programmes and, consequently, suits the course programme, either as a thesis at the end of the course or as a compulsory internship in the degree.

In order to be accepted on these programmes, students must undergo thorough prior training during the academic year, and they will be selected in accordance with the personal and professional profile required for these experiences of immersion, commitment and responsibility.

During the internship period, students are supported remotely by academic tutors who, along with the programme coordinator, will be responsible for assessing the academic performance of the young people. Upon their return,

students must **analyse and reflect on their experience** from both a professional and a personal perspective, without treating these separately. This has a dual purpose: on the one hand, to adjust their outlook on a world that is richer and more complex than the one they knew; and on the other hand, to listen to their inner voice and take note of their feelings about their life project.

There are two main lessons from these internships: firstly, that the person and the professional go hand in hand, and the best way to be an excellent professional is to be an excellent person. And secondly, that there are people in the world who are clearly suffering, and we must heed the call to change what we can, with the hope and confidence that reality can be transformed, although everything we do may strike us as little.

In the 2019-2020 academic year, the programmes were severely affected by the Covid-19 pandemic. Of the **109 participants accepted**, only 17 were able to take part in consultancy or legal aid projects, either from a distance or locally.

Alumni and students: Rewarding work together

In conjunction with Esade Alumni Social, the SUD organises the TOGETHER programme: three-year projects consisting of consultancy activities and business management support led by teams of senior alumni for institutions in Latin America and Africa. Once a year, teams of students join the project,

assisted by alumni. During the 2019-2020 academic year, **21 alumni took part in 9 projects.**

Specific ExEd Programmes

The following specific Ex Ed programmes are of note:

Esade-PwC Social Leadership Programme

This programme is a joint initiative between the Esade Institute for Social Innovation and Fundación PwC. Created in 2008-2009, it aims to generate useful knowledge so that third-sector leaders are in a better position to face their future challenges. The activities in this initiative include the production of an annual study and the organisation of work sessions (leadership forums) with general managers of NGOs, in addition to members of their governing bodies.

In November 2019, the report "Where is social leadership headed? New trends and competencies" was presented, the result of the study of the previous academic year. This publication focuses on leadership in NGOs and identifies new trends and desirable competencies for leaders in the sector. During the year, online forums and sessions were held, three of which were focused on sharing the impact of and response to the pandemic with the various organisations. The principal ideas that emerged were compiled in the document: The Third Sector in times of the Covid-19 crisis. Reflections and experiences.
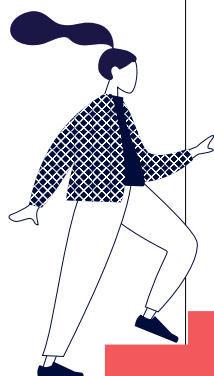
Leadership and Management in NGOs and other not-for-profit organisations programme

In its 21st edition, this programme offers tools for in-depth exploration of current issues in the management of NGOs and other not-for-profit organisations. Its main objective is to develop managerial talent, promote the capacity of leadership and contribute to the creation of a culture that fosters organisational change, facilitates the improvement of internal management and favours social innovation. It is organised in collaboration with the Chávarri Foundation for the Common Good.

Leadership and social innovation programme

Leadership, measuring results, organs of government, collaboration with companies, innovation and political pressure are the main areas addressed on this programme. Now in its 14th edition, it aims to provide continuous training for people with managerial responsibilities in not-for-profit organisations in Spain. It is organised in collaboration with the Chávarri Foundation for the Common Good.

Rambla of innovation

During the 2019-2020 academic year, the Rambla of Innovation has enhanced the synergies between its laboratories and aligned its various innovative and entrepreneurial initiatives from a perspective of **social impact and sustainable development**, in order to reinforce its commitment to a better world and lend coherence and shared purpose to the series of activities in which it is engaged.

Efforts have been made to forge closer links with the community, citizens, business centres such as EsadeCREAPOLIS, and academia, in order to consolidate the ecosystem in which our innovators, researchers and entrepreneurs work with specific socio-environmental objectives, with co-creation and the exchange of knowledge, the sharing of resources, infrastructures and both individual and collective skills, with the whole of society and public administration, according to the principles of collaboration and efficiency, and with the common good as the ultimate objective.

This Report highlights some of the activities undertaken at the Decision Lab, Fusion Point and FabLab:

DecisionLab

DECISION LAB STUDIES

"Decision-making, Well-being and Consumption during the Covid-19 quarantine".
Researchers: Sergio Pirla (UPF PhD Student) and associate professor Jordi Quoidbach. 13-22 April 2020

"Social Capital in times of confinement".
Researchers: Andreas Georgiou (Esade PhD Student) and associate professor David Murillo. April-May 2020.

**"Study on Happiness and Well-being during the coronavirus pandemic".**
Researchers: María Giulia Trupia (IESE PhD Student), assistant professor Isabelle Engeler (IESE) and associate professor Jordi Quoidbach. April-May 2020.

"The effects of Covid-19 quarantine on decision making".
Researchers: Adrià Bronchal (Esade PhD Student) and associate professor Pedro Rey-Biel. April-May 2020.

"Between a pandemic & an Infodemic: A citizen in crisis". Researchers: Sayantani Chakravarty (Esade PhD Student) and associate professor Pedro Rey-Biel. April-May 2020.
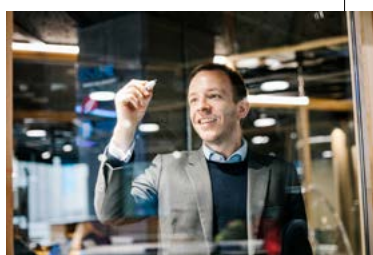
III ⠿⠿ FusionPoint

CBI - Challenge Based Innovation (September – December 2019). For the sixth consecutive year, second-year MBA students at Esade, UPC and the IED participated in a new edition of CBI. In multidisciplinary teams, the students created innovative solutions online with the United Nations Sustainable Development Goals (SDG). On this occasion, the proposals were focused on SDG 11, namely, to make cities more inclusive, safe, resilient and sustainable, with the collaboration of EIT Urban Mobility. As a result, eight projects were presented at CERN's Globe of Science and Innovation.

TeSI – Technology for Social Innovation (February - June 2020). An experimental course for **MBA students at Esade, UPC and the IED**, the objective of which is to solve a social challenge with the help of cutting-edge technologies developed by scientists at renowned European Research Centres. This course has been made possible thanks to the EU ATTRACT programme (financed by the EU Horizon 2020 programme). At the end of the course, the students presented proof-of-concept prototypes which were shared with members of the EC and the international scientific community during the ATTRACT Conference *Igniting the Deep Tech Revolution*.

I2P – Internship Innovation Project (February - June 2020). This programme connects students with different sectors and develops skills for today's world, tackling real problems and improving the capacity of participants to work in multidisciplinary teams.

Partnership with Barcelona City Council. Barcelona City Council set the challenge of "how to improve the process through which the Support Service for Immigrants, Emigrants and Refugees in Barcelona (SAIER) attends to people". Two multidisciplinary teams of students worked for 5 months on a design thinking process in order to provide an innovative solution to the challenge they had been set.

Participation in the pan-European online Hackathon EUvsVirus. Five challenges related with the health crisis were set at this event, organised by the European Commission in April 2020 in close collaboration with the Member States. A total of 20,900 participants from all over Europe signed up to the challenge, of whom 10 were MSc and MBA students or alumni from Esade.

A member of the global FabLabs network and the Maker collective, FabLab collaborates in research and implementation of innovative solutions with the aim of **promoting self-sufficient and sustainable companies.** At the beginning of the pandemic, FabLab suspended its usual activity and joined the #CoronavirusMakers initiative to **produce healthcare material using 3D and laser technology,** collaborating with health centres and essential services in an effort to reduce infection and the propagation of the virus. In this respect, the principal activities of FabLab were as follows:

— Drawing on a **network of volunteers**, with the collaboration of Esade and Sant Cugat City Council in the supply of raw material and several municipal schools that provided their 3D printers, FabLab produced more than **4,300 protective visors for health workers**. Recipients of these included Hospital Clínic and Hospital del Mar in Barcelona, Primary Healthcare Centres and Markets.

— Support was given to the **prototyping and manufacture of Protofy's OxyGen ventilator** and replacement valves for existing ventilators.

Scholarship Programme

The Scholarship Programme is one of Esade's strategic projects and reflects a clear commitment to **fostering diversity and equality of opportunity in the classroom**.

In the 2019-2020 academic year, scholarships were awarded to **278 talented young people** without sufficient funds to study at Esade, with an allocation of **3.2 million euros** for this purpose.

The sum assigned to the Scholarship Programme is drawn from Esade's own funds and the contributions of companies, foundations and individuals. Thanks to their collaboration, the Scholarship Programme has continued to grow every year. This commitment to Esade's talent is an effective contribution to society, through the training of socially responsible leaders.

During the last academic year, two Fundraising Campaigns were launched to increase the number of individual donors. One was organised at Christmas, aimed at Esade's internal community, and another in June, aimed at all Esade alumni. Through these campaigns, a total of six young people without the necessary economic resources and from a variety of backgrounds were given the opportunity to study at Esade.

03

Research

Research

We are committed to conceptual and empirical research that allows us to improve our understanding of the role, dynamics and impact of organisations in creating sustainable social, environmental and economic value.

Esade and its faculty are committed to excellence and to making a meaningful contribution to society, economics, business and management. This is reflected in faculty members' research output, which adheres to the principles of rigour and relevance whatever the field of study. In all our endeavours we emphasise the importance of responsibility, and this is very clear to see in the research centred on social and environmental sustainability. A constant readjustment is required in order to achieve a balance between the environmental, social and financial dimensions of the sustainability goals. Our research on sustainability offers managers information on how to achieve the goal of making their businesses sustainable.
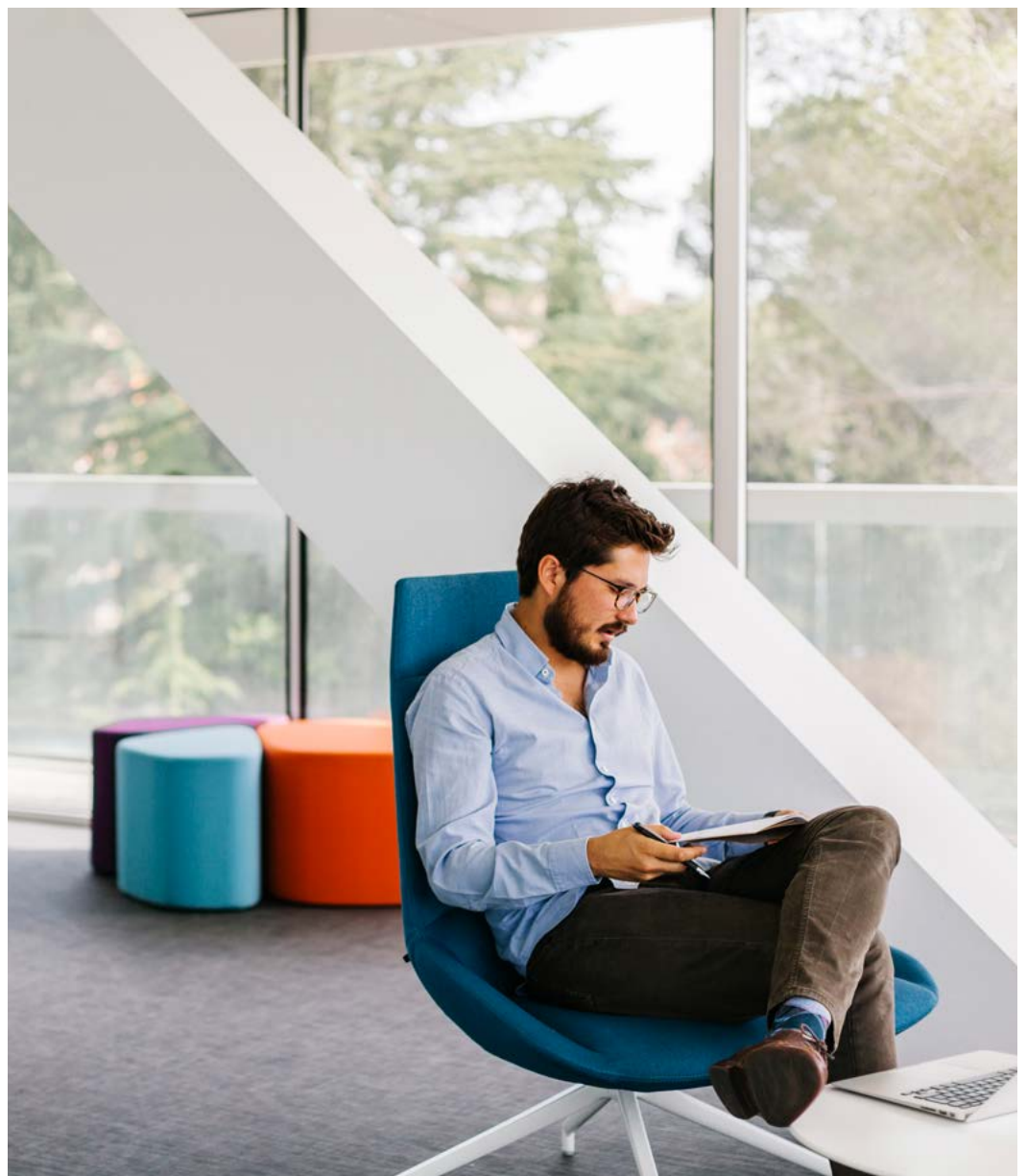
Selection of Publications on Ethics, CSR and Sustainability

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Arenas Vives, D.; Albareda Vivó, L.; Goodman, J. (2020): "Contestation in multi-stakeholder initiatives: Enhancing the democratic quality of transnational governance". Business Ethics Quarterly, 30(2): 169-199. DOI: 10.1017/beq.2019.29.

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Casabayó, M.; Dávila Blázquez, J.; Rayburn, S. W. (2020): "Thou shalt not covet: Role of family religiosity in anti-consumption". *International Journal of Consumer Studies,* 44(5): 445-454. DOI: 10.1111/ijcs.12577.

Casanovas-Rubio, M. M.; Pujadas, P.; Pardo-Bosch, F.; Blanco, A.; Aguado, A. (2019): "Sustainability assessment of trenches including the new eco-trench: A multi-criteria decision-making tool". *Journal of Cleaner Production*, 238, pp. 117957-117957. DOI: 10.1016/j.jclepro.2019.117957.

Chliova, M. ; Mair, J. ; Vernis Domènech, A. (2020): "Persistent category ambiguity: The case of social entrepreneurship". *Organization Studies*, 41(7): 1019-1042. DOI: 10.1177/0170840620905168.

Courpasson, D. ; Martí Lanuza, I. (2019): "Collective ethics of resistance: The organization of survival in the Warsaw Ghetto". *Organization*, 26(6): 853-872. DOI: 10.1177/1350508418820993.

Iglesias, O.; Markovic, S.; Bagherzadeh Niri, M.; Singh, J. (2020): "Co-creation: A key link between corporate social responsibility, customer trust, and customer loyalty". *Journal of Business Ethics*, 163(1): 151-166. DOI: 10.1007/s10551-018-4015-y.

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Palmeira, M.; Spassova, G.; Quoidbach, J. (2020): "You're not yelping your case: The unexpected social consequences of word of mouth". *European Journal of Marketing*, 54(2): 419-447. DOI: 10.1108/EJM-08-2018-0551.

Pagell, M.; Wiengarten, F.; Fan, D.; Humphreys, P. (2019): "Managerial time horizons and the decision to put operational workers at risk: The role of debt". *Decision Sciences*, 50(3): 582-611. DOI: 10.1111/deci.12338.

Pardo-Bosch, F.; Cervera Gómez, C.; Ysa, T. (2019): "Key aspects of building retrofitting: Strategizing sustainable cities". *Journal of Environmental Management*, 248(2019): 109247-109247. DOI: 10.1016/j.jenvman.2019.07.018.

Rodrigo Ramírez, P.; Aqueveque, C.; Durán Pinochet, I. J. (2019): "Do employees value strategic CSR? A tale of affective organizational commitment and its underlying mechanisms". *Business Ethics: A European Review*, 28(4): 459-475. DOI: 10.1111/beer.12227.

Sancha Fernández, C.; Wiengarten, F.; Longoni, A.; Pagell, M. (2020): "The moderating role of temporary work on the performance of lean manufacturing systems". *International Journal of Production Research*, 58(14): 4285-4305. DOI: 10.1080/00207543.2019.1651458.

Sancha Fernández, C.; Wong, C. Y. W.; Giménez Thomsen, C. (2019): "Do dependent suppliers benefit from buying firms' sustainability practices?" *Journal of Purchasing & Supply Management*, 25(4): 100542-100545. DOI: 10.1016/j.pursup.2019.100542.

Surroca, J. A.; Aguilera Vaqués, R.; Desender, K.; Tribó, J. A. (2020): " Is managerial entrenchment always bad and corporate social responsibility always good? A cross national examination of their combined influence on shareholder value". *Strategic Management Journal*, 41(5): 891-920. DOI: 10.1002/smj.3132.

Wiengarten, F.; Fan, D.; Pagell, M.; Lo, C. K. (2019): "Deviations from aspirational target levels and environmental and safety performance: Implications for operations managers acting irresponsibly". *Journal of Operations Management*, 6(65): 490-516. DOI: https://doi.org/10.1002/joom.1032.

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Correa Domènech, M.; Seguro, M. (2019):
"Sustainable ethical decision making in groups: Guidelines for operationalising a proposal by Jürgen Habermas". *Ramon Llull Journal of Applied Ethics*, 10(10): 37-59.

Ferrás-Hernández, X. (2019):
"La emergencia del tecnománager: Entre la disrupción digital y el humanismo crítico". Harvard Deusto Business Review, 294, pp. 52-62.

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"Economía colaborativa". *Harvard Deusto Business Review*, 293, pp. 28-56.

Naimi, A.; Arenas Vives, D.; Kickul, J. R. (2020):
"Too emotional to succeed: Entrepreneurial storytelling in a prosocial setting". *Academy of Management Proceedings*, 2020(1): 19044-19044. DOI: 10.5465/AMBPP.2020.19044abstract.

Naimi, A.; Hehenberger, L.; Bacq, S. C.; Kickul, J. R. (2020):
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"Supersized tensions and slim responses? The discursive construction of strategic tensions around social issues". *Academy of Management Discoveries,* 5(3): 314-340. DOI: 10.5465/amd.2018.0150.

Porro Martorell, O.; Pardo-Bosch, F.; Agell, N.; Sánchez Soler, M. (2020):
"Understanding Location Decisions of Energy Multinational Enterprises within the European Smart Cities' Context: An Integrated AHP and Extended Fuzzy Linguistic TOPSIS Method". *Energies,* 13(10): 2415. DOI: 10.3390/en13102415.

Romboli, Silvia (2020):
"El conflicto entre identidad nacional y Derecho de la Unión Europea en el caso Coman: el Tribunal de Justicia añade otra pieza fundamental para la protección de las parejas homosexuales frente a la discriminación". *Revista de Derecho Constitucional Europeo,* 33, pp. 1-20.

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"Un nuevo orden de prioridad en caso de violación simultánea de la Constitución y de la Carta de los Derechos Fundamentales de la Unión: la «sugerencia» de la Corte constituzionale a los jueces nacionales". *Revista Española de Derecho Constitucional*, 2020(119): 299-332.

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"Managing sustainability in lower-tier suppliers: How to deal with the invisible zone". *African Journal of Economic and Management Studies*, 10(4): 458-474. DOI: 10.1108/AJEMS-09-2018-0266.

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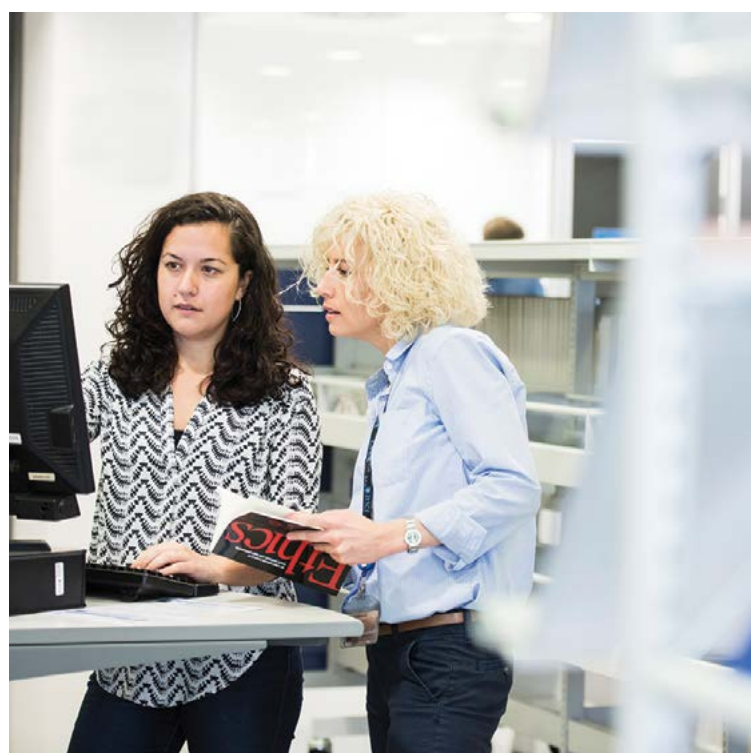
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COMPETITIVE PROJECTS

PrevDisc: Preventing discrimination, social exclusion and far-right attitudes in Spain: The role of identity threat and social contact
Ref.: SR0256, Principal Investigator: **Katharina Schmid**, Funding body: La Caixa - Call for Social Research la Caixa 2019, Funding: €99,850, Duration: 24 months.

eWork: Taking a holistic approach to assess the cost of digital last-mile delivery for workers, societies, and businesses
Ref.: SR0317, Principal Investigator: **Annachiara Longoni**, Other participants: Vicenta Sierra, Cristina Giménez, Frank Wiengarten, Funding body: La Caixa - Call for Social Research la Caixa 2019, Funding: €51,700, Duration: 24 months.

Crowdwork: *Crowdsourcing* en la distribución de última milla. La perspectiva de múltiples grupos de interés en la eficiencia organizacional y en la salud y la seguridad laboral
Ref.: PID2019-109248GA-I00, Principal Investigator: **Annachiara Longoni**, Other participants: **Cristina Gimenez, Vicenta Sierra, Frank Wiengarten, Cristina Sancha,** Research group: BUNED, Funding body: GENERACION DE CONOCIMIENTO 2019 — MICIU (Ministry), Funding: €48,642, Duration: 48 months.

EQUAL4EUROPE: Gender Equality Standards for AHMSSBL institutions throughout Europe
Ref.: GA 872499, Principal Investigator: Anna Ginès, Funding body: European Union (H2020), Funding: €563,250, Duration: 48 months.

ODELMAEBD: Diseño óptimo de pruebas de evaluación y de acceso al mercado de trabajo ante diferencias de comportamiento. Una perspectiva de género
Ref.: PID2019-107108GB-I00, Main Researcher: **Pedro Rey,** Research group: GREF, Funding body: GENERACION DE CONOCIMIENTO 2019 — MICIU (Ministry), Funding: €24,200, Duration: 36 months.

PREJUDICE: Prejuicio antiinmigrante y sexismo en España: factores de riesgo y estrategias preventivas<
Ref.: PID2019-111276GB-I00, Principal Investigator: **Katharina Schmid**, Research group: GLEAD, Funding body: GENERACION DE CONOCIMIENTO 2019 — MICIU (Ministry), Funding: €84,700, Duration: 48 months.

04

Social Debate

PRINCIPLE 6
Dialogue

We will facilitate and support dialogue and debate between educators, companies, the government, consumers, the media, civil society organisations and other stakeholders on critical issues related to global social responsibility and sustainability.

Institutional Events

Social debate forms a vital part of Esade's identity and mission. True to its founding mission, this year Esade has established itself once again as a key meeting place by staging **131 events**. Face-to-face, online or in a hybrid format, these events have attracted **582 experts** from all over the world, who offered their different perspectives on tackling the most important challenges faced by society. Some examples of these events are outlined hereunder.

A highlight was the opening ceremony of the 2019-2020 academic year, which took place on 17 October at Esade's Barcelona campus. Prof. **Michael Ignatieff**, president and rector of the Central European University, gave the inaugural lecture entitled "Nationalism and populism in times of globalisation". Other speakers included: **Xavier Torra**, President of the Esade Board of Trustees; **Koldo Echebarria**, Director General of Esade; and the rector of Ramon Llull University (URL), **Josep M. Garrell**.

The Future of Spain Seminar, jointly organised by Aspen Institute España and Esade, was held at the Sant Cugat Campus on 6 and 7 February. Two broad issues were debated: How to create consensus and the new economic agenda in an era of change. Those present included **Javier Solana**, President of Aspen Institute España, and the Director General of Esade, **Koldo Echebarria**. The debate was led by **Victor Lapuente**, visiting professor at Esade and professor of Political Science at the University of Gothenburg; **Marian Ahumada**, professor of Constitutional Law at the Autonomous University of Madrid; **Ignacio Conde-Ruiz**, visiting professor at Esade, professor of Fundamentals of Economic Analysis at the Complutense University of Madrid and deputy director of the Foundation for Applied Economics Studies; and **María Sicilia,** strategic director at Enagás.

The XII Món Sant Benet Annual Leadership Symposium, promoted by the Esade Chair in LeadershipS, was held on 30 September 2019. It was entitled: Are we in time? Business leadership to transform the world: the 2030 Agenda for Sustainable Development. Approximately one hundred business leaders and representatives of public institutions attended this event to **debate about the degree of awareness and implementation of the Agenda 2030 and the actions and responsibility of regarding to this agenda.**

REPORTS AND STUDIES

The creation of knowledge also forms part of Esade's mission and this is made evident in the publication of reports, books and studies.

Esade and Fundació "la Caixa" have analysed the contribution made by Spanish companies to the **Agenda 2030** and their commitment to sustainability in the **third report of the SDG Observatory**, entitled "The transformational potential of Sustainable Development Goals". Co-directed by **Àngel Castiñeira**, head of the Esade Chair in Leaderships, it puts the spotlight on the non-financial and diversity information act and the so-called *Decade of Action*; this concept was created by the Secretary-General of the UN in September 2019 to speed up a series of actions to be implemented within 10 years, aimed at accelerating sustainable solutions to the world's biggest challenges — ranging from poverty and gender to climate change, inequality and closing the finance gap.

DO BETTER

The Do Better platform was launched in 2019 with the aim of spreading the knowledge generated by faculty and researchers at Esade and boosting social debate. Do Better reflects Esade's commitment to **generate impactful knowledge and foster social debate**, focusing on topics relevant to society from the fields of business and law. During the academic year, the Do Better platform published in-depth articles, experts' perspectives and advances in research in four broad areas: Social challenges, Business, Global agenda and Innovation.

In response to the sudden arrival of the coronavirus pandemic, the Do Better platform enhanced its online presence and increased its range of content, with Esade experts offering live digital seminars during the confinement period. In the course of the 2019-2020 academic year, the platform published more than **400 items of content** (in English and Spanish), receiving more than **395,000 visits** and establishing an audience of more than **250,000 users** around the world.
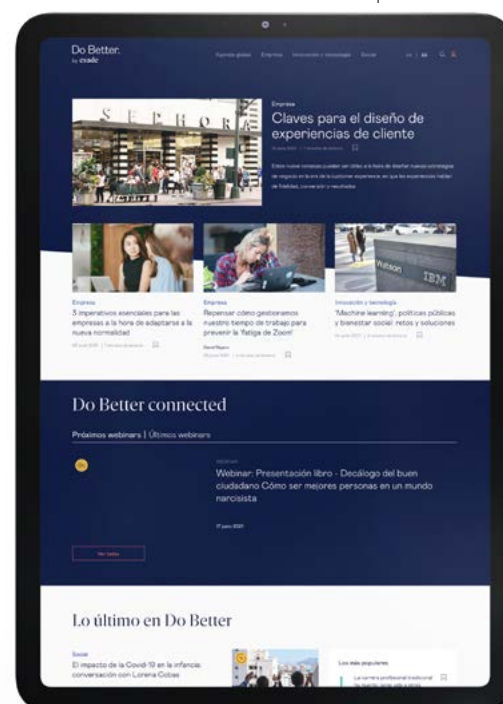
EVENTS ORGANISED BY THE INSTITUTE FOR SOCIAL INNOVATION

Through the transfer and generation of knowledge, the series of Conferences on Leadership and Management in NGOs/NPOs has become a key national and multi-sectoral meeting point for discussion and in-depth analysis of **managerial and social leadership skills** in third sector entities. The events are held in both Barcelona and Madrid, as well as in an online format, within the framework of the managerial training programmes for NGOs-NPOs run by the Institute for Social Innovation, in collaboration with the Chávarri Foundation for the Common Good, Coca-Cola and Fundació Abertis.

EVENTS ORGANISED BY THE ENTREPRENEURSHIP INSTITUTE

The Esade Entrepreneurship Institute (EEI) brings together students, professionals and academics who want to use their financial and business skills to **generate a positive social and environmental impact.** Within this community, outreach events are held, students who wish to set up their social entrepreneurship projects and/or participate in international competitions are mentored, and links between students and active professionals are established to generate consultancy or professional career opportunities.

The study **"From Measurement of Impact to Learning for Impact: European Charitable Foundations'** Learning Journey, with the support of BBK and the collaboration of the Spanish Association of Foundations, **reviews the measurement and management of impact** by studying four leading European foundations, and it highlights the importance of knowing what the impact generated by these types of organisations is in order to learn to maximise it. It was written and directed by **Lisa Hehenberger,** associate professor at Esade, with Leonora Buckland and Deborah Gold as co-authors.

The report "Humans at the center: How social entrepreneurs with a migrant background are making a difference", produced by the Esade Entrepreneurship Institute and the Institute for Social Innovation in collaboration with Ashoka Hello Europe, shines a light on the **unique approach of these entrepreneurs by taking the perspective of migrants as an opportunity instead of a threat.**

05

Esade Community and Stakeholders

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.

PRINCIPLE 7
Organisational Practices

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

Training in Identity and Mission

TRAINING IN IDENTITY AND MISSION

This training is aimed at all Esade staff (faculty and PAS) throught workshops:

1. The first workshop takes a top-down approach, outlining the origins of Esade, the life of Saint Ignatius of Loyola and how Jesuit values inspire the mission, the values and the way things are done at Esade. This workshop was held in the Cave of Saint Ignatius in Manresa.

2. The second workshop takes a bottom-down approach in which participants compare the proclaimed values with the values participants observe in their everyday professional lives. This workshop was held in the Borja Centre in Sant Cugat.

During the 2019-2020 academic year, one workshop a month was offered. Between October and March, **93 people** took part in workshop 1 and **29 people** took part in workshop 2. The workshops planned for the period from April to June had to be cancelled due to Covid-19.

OTHER TRAINING IN IDENTITY AND MISSION

These training initiatives are designed the Jesuit Spanish Province and through UNIJES (Jesuit Universities). The meetings serve to strengthen identity and mission, and they also offer participants the opportunity to share their experiences with colleagues from other Jesuit universities.

During the 2019-2020 academic year, **3 people** from Esade took part in basic training in Loyola, and **5 people** in the Ignatian Leadership training programme. This year also saw the launch of the UNIJES Executive training programme, in which **8 people** from Esade took part. In total, 16 people from Esade attended these meetings.

Training and development

The Training plan is one of the strategic tools employed by Esade to foster its development and increase its capacity to address present and future challenges.

The impact of the pandemic and the resultant commitment to maintaining training activities 100% online meant that the approach to training had to be updated and adapted to the new circumstances. The modifications implemented sought to provide the necessary resources to facilitate changes to the work and skill models required by the new context for the management and organisation of professional activity. Consequently, priority was given to training activities linked with:

– Tools and safe work in a virtual environment
– Agile working models for remote teams
– Efficient conversations for remote teams

The figures below provide an indication of the activity of the Training and Development area during the 2019-2020 academic year:

1,072
people took part in training

86%
of the participants were women

63
different courses, with calls in the 3 Campuses

1.5
per person

30h
training per employee, on average per person

Mention must also be made of the training imparted by the ICT service teams to facilitate the transition to a virtual environment, with **746 people** receiving support and training in virtual tools over a period of 241 hours.

Another team to highlight is the CORE project team, who have offered ongoing support in the implementation of the new technological platform for academic management. In all, 85 training hours were provided to a total of **203 people.**
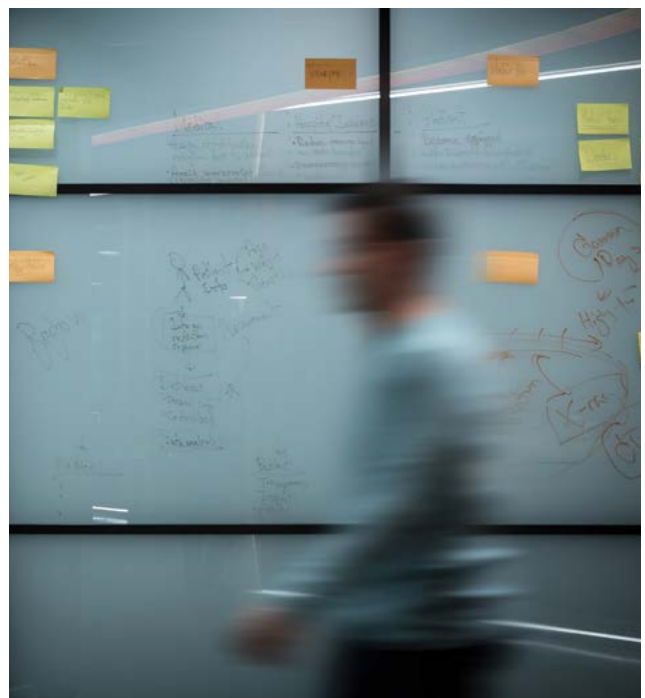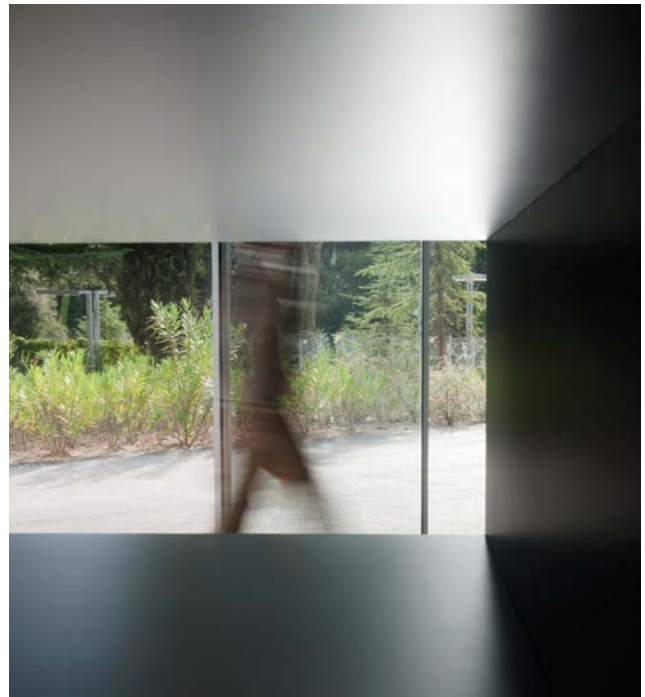
Other initiatives

WELLNESS PROGRAMME

As part of the training plan, a Wellness activity continues to be offered, whose goal is to ensure the health and well-being of the people at Esade.

This course consisted of an average 6 hours a week of yoga enjoyed by **166 people** (23% of all staff). Also of note were the virtual classes of Mindfulness and Yoga introduced within the framework of the Covid-19 pandemic safety plan. These were attended by 40 people.

ERASMUS+ STAFF EXCHANGE PROGRAMME

The aim of this programme is to promote professional mobility between European institutions signed up to the Erasmus University Charter, for the purpose of exchanging knowledge and learning from the good practices of other universities.

During the 2019-2020 academic year, three people participated in the Erasmus Staff programme: **Mireia Cañas Soler** (People Management) at Saïd Business School-Oxford University (UK), **Katica Boric Benet** (Research Office) at the University of Cambridge, and **Josep Alias Priego** (Entrepreneurship Institute) at Saïd BS Entrepreneurship Center-Oxford University.

INTERNSHIP STUDENT PROGRAMME

Guided by its vocation and educational mission, Esade engages in the training of internship students from other universities and/or educational programmes through formal collaborative agreements. The sole purpose of this relationship is to reinforce the academic training of the internship students, offering them a real-world working environment in which, besides increasing their knowledge, they can develop the skills that may prove useful to them when they subsequently seek employment.

During the 2019-2020 academic year, an agreement was reached with 9 different universities, and **44 students** joined various Esade services/units for an average period of 7 months. Of these, 3 joined Esade's staff as internal talent.

Relationship between the academic community and the main stakeholders

Student Associations

Students at Esade participate in many different activities through student associations. The following stand out, since they seek to generate a positive impact on society and the environment.

Oikos Barcelona

→ **Positive Impact Rating**
During this academic year, oikos Barcelona launched the 1st edition of the Positive Impact Rating (PIR), a new rating conducted by students and for students. It is the first time that students around the world assess their business schools on how they perceive their positive impact in the world. The survey was completed by 156 students and alumni.

→ **Green Friday**
In collaboration with FabLab, Green Friday set out to organise activities that would raise awareness about excessive consumption. The event took place during Black Friday. The activities included: stands, workshops, discussions, round tables and networking events, in which 60 students took part.

→ **Sustainability Cycle**
The Sustainability Cycle is a case competition, and in this edition the case of Authenticitys, a sustainable tourism start-up in Barcelona, was chosen. The guest speakers, who addressed issues related with the case, were from DESconnect and Feel By Doing. 30 students participated in this event.

Ennova

→ **Rambla Open Day**
An event which aimed to connect Esade students with the Rambla of Innovation. The central theme was how innovation affects future mobility. 30 people attended this event.

→ **Round table on the future of innovation with a social focus**
To coincide with Barcelona Tech Spirit, Ennova organised a round table at EsadeCREAPOLIS together with the MBA Entrepreneurship Club to discuss the future of innovation with a strong social focus and the presentation of StartUps, including the best of these from the IdeaUp Challenge programme. Approximately 80 people took part in this event.

ESTalent

Esade Students for Talent (EsTalent) is an association focused on **promoting talent and fairness** through the creation of events and partnerships that bring value to the Esade community, and whose purpose is to assign all the profits obtained to the Scholarship Programme. An example of one such event is the Travel Raffle, organised in collaboration with the company Wish & Fly and in which hundreds of students and faculty members took part, obtaining a profit of some €700.

Esade Student Finance Society

Esade Student Finance Society decided to bring a social perspective to bear on the subjects discussed at the Macroconference, held at Esade Forum and attended by more than 150 people. The aim of the conference was to give students a greater understanding of topical issues with the help of recognised professionals from the finance and start-up sector. Among other subjects, **discussion was devoted to the ESG (Environmental, Social and Corporate Governance) model** as a system for evaluating the future performance of companies from a socially and environmentally responsible perspective.

EsadeCreapolis

In the 2019-2020 academic year, EsadeCreapolis projects of note in the fields of social responsibility and sustainability were the following:

Redesign of care routes in Catalonia

EsadeCreapolis has taken on the challenge of creating a programme focused on complex chronic patients (those suffering from various pathologies) and of developing a "care route 2.0" which takes account not only of care needs, but also of existing information and management systems. The aim is to standardise and improve the monitoring of patients, ensuring coherence with the health system's own computer systems.

The principal sponsor of the project is the pharmaceutical company Boehringer Ingelheim. The solution that is being designed consists in creating a care route at a global level, without losing sight of ethical considerations and the specific solutions of each population group. One of the basic premises underlying the project is that the maximum consensus possible should be achieved among all those involved (professionals, organisations and public administration).

Study on online medical consultation and its benefits for healthcare systems

The study includes a comparative analysis of the present regulations, the barriers that currently limit the development of this consultation and the role that the Covid-19 health crisis has played. The study was jointly produced by the Esade Institute for Healthcare Management and the Barcelona Health Hub, with the aim of generating debate about the need to boost online medical consultation in the healthcare sector, emphasising its value and return, and proposing changes to the regulatory aspects that currently hinder its adoption in healthcare organisations.

Glovo packaging project

EsadeCreapolis organised a workshop which set out to identify the specific needs of the company to develop a packaging solution with a lower environmental impact that would be beneficial both for its partners (restaurants and businesses) and its clients, offering the same quality, but in a sustainable way. In order to address this challenge, experts from the field of packaging and marketing met, together with the company's stakeholders and external advisors, and drawing on techniques such as coworking and design thinking, the best materials and designs for each packaging were identified, respecting strict criteria of usability and sustainability, as well as cost and social impact.
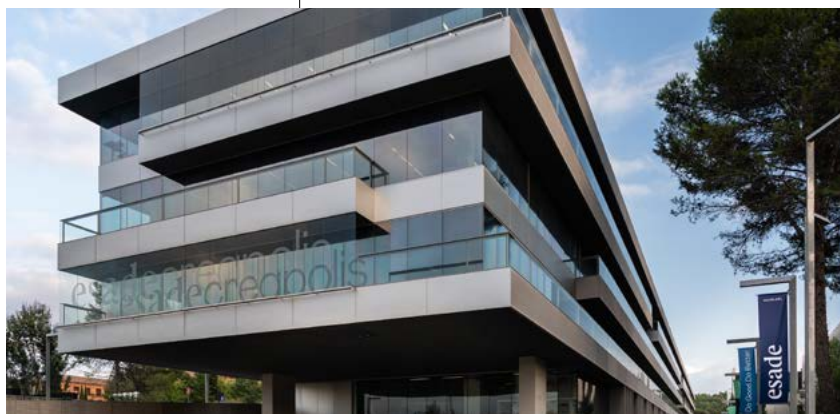
Ramon Llull University and the Agenda 2030

In September 2019, the rector of URL, Josep Maria Garrell, appointed Òscar Mateos as his Delegate to drive the Agenda 2030, whereupon a Working Group was created made up of representatives of each the institutions of which this Agenda is composed. Janette Martell represents Esade in this group.

With the aim of obtaining a **mapping and a radiography of the Agenda 2030 and the SDGs** in the activities undertaken by the institutions of the URL, the Working Group made a commitment to complete the survey created by the International Association of Universities (IAU), and as a result the Report entitled "Horizon 2030. Radiography and mapping of the 2030 Agenda and Sustainable Development Goals at Ramon Llull University" was produced.

Networks and Organizations

Spanish Network of the United Nations Global Compact

As it does every year, Esade plays an active part in the initiatives launched by the United Nations Global Compact (hereinafter: UNGC). The most notable of these were the following:

→ In April 2019, the UNGC launched the campaign **#IniciativasconPrincipios** (Initiatives with Principles), with the aim of highlighting the commitment and solidarity of the member companies and organisations in the face of the health and economic crisis caused by the pandemic. The initiatives had to be focused on a variety of issues, but linked at all times with the Sustainable Development Goals and the Ten Principles of the Global Compact.

Esade participated with the initiative **"Esade launches the digital knowledge platform 'Stay Connected' and a series of solidarity-based initiatives to create value for society"**. The UNGC compiled all the initiatives in a Special Dossier.

→ In June 2020, to coincide with the week of SMEs and SDGs, the UNGC invited Esade to produce an opinion article with relation to the report 'Towards a sustainable Europe'. **Anna Maria González Montes,** a researcher with responsibility for the Chair in LeadershipS projects, made the contribution entitled European SMEs and the challenges of the Agenda 2030.

→ The Identity and Mission team took advantage of the online courses offered by the UNGC during the year: **Do you know how to integrate the Sustainable Development Goals into your sustainability report?** (October 2019), **Managing integrity and transparency in your organisation** (February 2020), **Companies and human rights** (February 2020), and **How to draw up your Progress Report** (March 2020).

Global University Network for Innovation

During the 2019-2020 academic year, the Global University Network for Innovation (GUNi) held the 2nd open debate with the GUNi group of experts and presented the report **Implementing the SDGs at HEIs: Challenges and Responses** (October 2019); it also staged the 2nd International Congress on the Agenda 2030 and the SDGs: **Higher Education and Science in Action** (March 2020). Both these events were held in Barcelona. **Janette Martell**, member of the Identity and Mission team, attended on behalf of Esade.

Association for the Advancement of Sustainability in Higher Education

In October 2019, the AASHE Annual Conference was held in Spokane, Washington. Entitled **Co-Creating a Sustainable Economy**, it was attended by leaders in sustainability from 11 countries and more than 1,500 institutions, companies and not-for-profit organisations.

The conference showcased and strengthened the contributions made by higher education to the movement in support of a sustainable economy. **Janette Martell,** member of the Identity and Mission team, attended on behalf of Esade.

Global Business School Network

In November 2019, the Annual Conference of the Global Business School Network (GBSN) was held at the Nova School of Business & Economics in Lisbon, Portugal. The main theme of the conference was **measuring the impacts of business schools** and it was attended by more than 100 people. **Janette Martell**, member of the Identity and Mission team, attended on behalf of Esade.

In June 2020, within the context of its Cross-Border Webinars initiative, the GBSN offered a session entitled Business Schools and the Call to Community Action, in which **Cristina Gimenez**, professor in the Department of Operations, Innovation & Data Sciences and Identity and Mission Director, participated. She shared the initiatives undertaken during the first six months of the pandemic and the subsequent spread of the virus, highlighting Esade's rapid response to the crisis, with the decision to transfer the classes of 4,200 students to an e-learning format. She also outlined the various solidarity and volunteering initiatives carried out, which bore witness to the social commitment of the Esade community, putting the motto "Do Good. Do Better" into practice.

Fundación Seres

In May 2020, Fundación SERES offered the Webinar **Strategic Contribution to the SDGs,** in which the possible contribution of companies to achieving the Sustainable Development Goals was analysed, emphasising the need to obtain global responses.

Spanish Network for Sustainable Development

The Spanish Network for Sustainable Development (hereinafter: SNSD) is the Spanish node of the Sustainable Development Solutions Network (SDSN), which works to accelerate change towards achieving the **Agenda 2030** targets and the SDGs.

During the 2019-2020 academic year, various Webinars were organised, including '**Universities as agents of change**' (May 2020), which presented initiatives aimed at inspiring universities to adopt this role. One such initiative was **Challenged Based Innovation**, a Programme in which MBA students from Esade, UPC and IED are involved. During the event, the two recent publications produced by members of the SNSD were presented: the guide "How to evaluate the contribution of universities to the SDGs" and the dossier "Practical Education cases for the SDGs".

06

Institutional Policies

Organisational Practices

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

During the 2019-2020 academic year, Esade has continued to develop institutional policies that are closely aligned with its mission, identity and social responsibility.

Equality Plan

Coordinated by the People Management Department and with the active participation of the Works Council, during the 2019-2020 academic year the process of improving Esade's Equality Plan has been commenced. A quantitative and qualitative diagnosis of the current position of equality has been made, and specific measures have been proposed that aim to eliminate the possible inequalities identified, in order to build an environment that offers ideal conditions for the equitable growth of all professionals, regardless of their gender or condition.

Not only does this project seek to comply with the law and the Values of Esade, it also forms part of the Esade Women Initiative (EWI), directed by **Eugenia Bieto**, former director general of Esade, and the project EQUAL4EUROPE, directed by **Anna Ginès**, an associate professor in the Department of Law. Financed by the European Commission within the framework of the Horizon 2020 programme, this project is led by Esade, together with a consortium composed of Erasmus Universiteit Rotterdam (Netherlands), Comenius University in Bratislava (Slovakia), the IEDC Bled School of Management (Slovenia), ESMT Berlin (Germany), INSEAD (France), EFMD (Belgium) and PNO (Netherlands). Its objective is to generate standards of equality that will serve as a reference for higher education institutions in the fields of humanities, social sciences, business studies and law.

Protocol to combat mobbing and sexual or discriminatory harassment

As part of a series of actions to promote a respectful and inclusive working environment, during the 2019-2020 academic year the Protocol to combat sexual, discriminatory and moral harassment has come into effect. This protocol establishes the responsibilities and specific procedures for contributing to the prevention and eradication of possible cases of violence and harassment in Esade's working environment and, at all events, for offering employees who may be victims thereof suitable protection while preserving their right to privacy, dignity and equality.

This protocol applies to all employees and academic collaborators linked with Esade who work at any of the Campuses. It will also be applicable to Esade's suppliers, especially those who carry out their activity on Esade's premises on a contracting or subcontracting of services basis.

During the next academic year, a specific protocol will be developed to tackle possible cases of harassment between students.

Purchasing policy: Placing the accent on sustainability and transparency

During the 2019-2020 academic year, the policies and processes of the Purchasing department have been designed and redefined in accordance with Esade's Strategic Plan.

Criteria of sustainability and transparency have been integrated into the purchasing process, from the more strategic part of the process to more operational considerations; as a result, the department now has a process that is robust, consistent and flexible, through which it is aimed to make progress along the path towards sustainability.

Covid-19 protocols

During the 2019-2020 academic year, in response to the Covid-19 pandemic and in order to protect the safety and health of each and every member of Esade's academic community, 3 internal protocols were established to define courses of action to combat the virus.

For this purpose, the best practices for protecting people in this situation have been studied and advice has been taken from experts at the Hospital Clínic, who validated the protocols developed by Esade staff, as well as those developed by internal suppliers.

Protocol on general behaviour

This has been the main document stipulating the measures to be applied by the community in the various situations/spaces, as soon as they enter Esade's facilities, when moving around the building, participating in meetings, or visiting the library, cafeterias, etc., in order to prevent or at least minimise the risk of Covid.

Protocol for workers who are particularly vulnerable to Covid-19

Based on the indications of the Ministry of Health regarding specific groups who are vulnerable to Covid-19, a procedure has been formulated together with the External Prevention Services (ASPY) to ensure that those persons who inform us that they may be vulnerable are able to carry out their work safely.

Protocol when a person has Covid-19 symptoms

This protocol establishes how to proceed when one of the following situations occurs inside Esade's facilities:

1) When a person presents symptoms compatible with Covid-19.
2) When a person informs Esade that they have been diagnosed with Covid. The protocol establishes the procedure for tracing all contacts.
3) The protocol establishes the procedure for when a person has been in close contact with someone who has tested positive for Covid.

Adaptation measures in response to the COVID-19 pandemic

A wide range of initiatives were undertaken in response to the Covid-19 pandemic, in order to protect the safety and health of the entire Esade Community, placing people first at all times. The most important of these were the following:

Adaptation initiatives in the facilities

Installation of more than 6,000 new signs / instructions, more than 150 new hydroalcoholic gel dispenser points, positioning of 225 self-cleaning kits in classrooms and common areas, disinfection tasks and adaptation of facilities, installation of screens in reception areas and points where people are attended to, withdrawal of more than 900 individual wastepaper baskets from classrooms and offices, and installation of 85 new containers for communal use.

Protocols COVID-19

Creation of 3 internal Esade protocols to define courses of action in response to Covid; review of cleaning and disinfection protocols, adaptation of the catering service, creating specific protocols to combat Covid-19.

The best ways in which to protect the community were studied, taking advice from the Hospital Clínic, which validated all the protocols formulated both by Esade and its suppliers.

Individual protection

Review of the capacity of rooms and spaces, adapting this to the restrictions at all times; all the teaching and administrative staff were issued with a protection kit consisting of a door opener and two reusable hygienic face masks.

Monitoring

Creation of 2 monitoring groups: "Covid Coordinators - Teaching Area" and "Covid Coordinators - PAS", with a weekly meeting held to monitor a number of issues, including: monitoring of cases; coordination with Health and Safety to detect contacts and send the corresponding communications; making decisions about the quarantine of groups in coordination with Health and Safety;
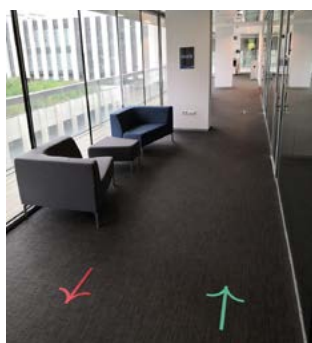
07

Environmental Impact

PRINCIPLE 7

Organisational Practices

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

Initiatives to reduce energy consumption and environmental impact

ENERGIA

Improvements in electricity consumption
Replacement of 206 emergency luminaires with LED lighting units on the Madrid and Barcelona campuses; and improvement of the lighting in communal areas and offices (Admissions Room and Economic-Financial Management Service) by fitting LED units at the Barcelona and Sant Cugat campuses.

Improvements in gas and electricity consumption
Change of 31 motor-operated valves to regulate the air conditioning circuit in Sant Cugat, improving the level of comfort in working areas and classrooms and contributing to savings on gas consumption.

Improvements in gas consumption
Use of just one gas boiler for air conditioning in Building 1, minimising its operation by taking advantage of the residual heat from the air conditioning in room 29 to serve all the radiators in the building.

Improvements in water consumption
Completion of the study to establish improvements in the water cycle in Sant Cugat and proposal of a plan of action that includes training and technical improvements to save water.

ATMOSPHERE

Reduction of CO_2 emissions
Since May 2020, 100% of the electricity consumed by Esade has been green, with CO_2 emissions from electricity generation reduced to zero. In comparison, in the previous year emissions from electricity consumption totalled 3,496.4 tonnes, the equivalent of 30,403 flights between Barcelona and Madrid.

WASTE

Reuse of furniture
Re-covering of 898 chairs, 55 armchairs and 58 sofas; renewal of 22 chairs in a classroom; and distribution of 30 old chairs among PAS and faculty members for personal use in Madrid.

Reduction in the use of paper and change to recycled paper
Reduction in paper waste, down from 18 tonnes in the 2018-2019 academic year to 11 tonnes the following year. Since this change, 55% of paper used has been recycled paper.

Reduction of plastic and change to more sustainable material
Replacement of plastic cups at water fountains and in the cafeteria with biodegradable cups and lids at all the campuses. Through this initiative with the company Aramark, the generation of approximately 727,000 kg of plastic has been avoided and this type of waste has been reduced by 100%.

Recycling of materials
Collaboration with Fundación Ecoalf in its project 'Upcycling the Oceans' through the purchase of sustainable footwear made of recycled nylon from sea waste for the team working at reception at the campuses.

Good gardening practices
→ Reuse of coffee grounds as a fertiliser.
→ Replanting of the Christmas tree in the MBA area.
→ Reuse as fertiliser of the pruning waste from the trees by Buildings 1 and 2.

Biodiversity
Use of herbicides and insecticides certified as ecological on the campuses; and use of ecological fertiliser in Sant Cugat.
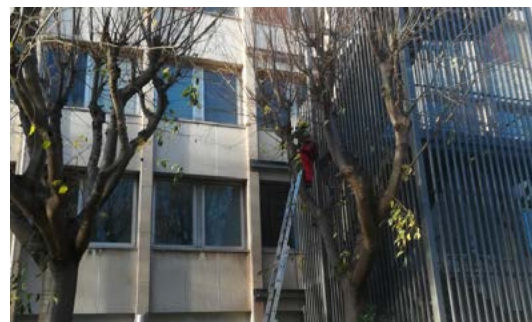
08

Social Impact

Organisational Practices

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

Solidarity and Cooperation Initiatives

During the 2019-2020 academic year, around **30 solidarity-based initiatives** were undertaken. The aim of these initiatives has been to sensitise the community to different social issues and involve them in actions motivated by solidarity. Various groups within the Esade community have taken part (students, faculty, administrative staff and others). During the 2019-2020 academic year, the most notable initiatives were the following:

→ Staging of the exhibition "Migrants" organised by **Fundación Entreculturas** at the Sant Cugat campus, aimed at raising awareness of the hardships faced by migrants and refugees in different parts of the world.

→ Organisation of the special "17 peaks" day as part of the **#Esadegoespink** campaign, with the participation of the mountaineer Javier Campos. The aim of this campaign, launched at Esade in 2016, is to make people aware of the importance of medical research, in this case, research into breast cancer, and to raise funds for the Vall d´Hebron Institute of Oncology.

→ Support for the **Casal dels Infants** in Barcelona with various fundraising campaigns. In September, school material was donated for children from vulnerable families. 100 chairs were also donated to furnish the new premises opened by the association in Sant Adrià del Besós. And at Christmas, CEMS students ran a special campaign to give presents to children supported by the association.

→ Organisation of the six-monthly blood and bone marrow donation campaign with the **Blood Bank**. 110 people from the community took part in the autumn edition of the campaign, but the spring edition had to be cancelled due to the pandemic. Despite this, a communication was sent out so that those who so wished could make a donation in centres close to their homes.

→ Participation in the Christmas campaign run by **Fundació Mambré**, which assists and accompanies homeless people. An institutional donation of 1,200 euros was made.

→ Support for the **Fundació Marató de TV3** through various activities organised to raise funds for research into minority illnesses, achieving a total of 5,906 euros.

→ Donation of sweatshirts and T-shirts with the old Esade logo to the **Santiago Masarnau Social Integration Centre** in Madrid, which offers homeless people shelter. In addition, donations of umbrellas and foulards were made to the **Fundació Amics de la Gent Gran,** and of other material with the old logo to Sant Ignasi School. This school used the material in a raffle at their annual party, with the funds raised going to the **Centre Sant Jaume** in Badalona, which assists **disadvantaged families**.

→ Collaboration with **Caritas Sant Cugat** through the Food Bank, with a donation of fruit juices, originally received as a gift by Fusion Point at Esade's Rambla of Innovation.

→ The event **#EsadegoesPink** in memory of our colleague Maria Piñol, who we lost to cancer last year. The aim of this initiative, launched in 2016, has been to raise awareness in our community and to promote research into breast cancer. Support has been received from the oncologist Dr. Javier Cortés .

→ Participation of three teams from Esade in the solidarity walk organised on 1 March by **Obra Social Sant Joan de Déu,** with the aim of raising funds for projects to support vulnerable groups such as the homeless or the mentally ill.

→ Beginning of a collaboration with **Fundación Acidh** – a foundation that provides comprehensive care for persons with borderline intellectual functioning and slight intellectual disabilities – to look at the possibility of employing a person at Esade. The process was halted due to the pandemic and the need to work remotely, but it is planned to resume the initiative when the situation improves.

Corporate Volunteer Work

During the lockdown period, a voluntary initiative was set up with the Fundació Amics de la Gent Gran to offer extra support, through calls and monitoring, for elderly people who were on their own and whose situation was exacerbated by the pandemic. Some **50 volunteers** from our academic community took part, deploying all their warmth, patience and empathy to help **more than 290 elderly people** who were experiencing loneliness and isolation. The volunteer work lasted 11 weeks, and once lockdown had ended, various people decided to continue collaborating with the Foundation.

Esade Alumni Social

Join Esade Alumni Social and play a part in building a fairer society and a more sustainable world.

At Esade Alumni we are 100% convinced that alumni can play a vital role in the social transformation that is taking place. Therefore, the association acts as a facilitator, to inspire and accompany all those who wish to work towards these goals from within their profession, with the aim of achieving a business ecosystem that is much more committed, responsible and sustainable. Thus, on the one hand we offer our members the opportunity to participate directly in experiences that will change them, through various volunteer work options that help to raise awareness; in parallel with this, we seek to empower our community through learning and reflection, so people may take action from within their profession, applying their influence and nurturing a new outlook on the world of business that goes far beyond financial profit alone. We mobilise for change, drawing on the commitment of our community. If there is one thing we have learnt from the Covid-19 crisis, it is that companies must be capable of making sustainable change and of taking a leading role in the social transformation demanded by such a serious situation. As the leaders and professionals that we are, aligned with values like commitment and responsibility, Esade alumni must seek to drive through this much-needed change.

Initiatives of Alumni Social

290 Alumni who have played an active part in consultancy work for social organisations. The nature of these projects can be seen in the Figure below.

12,600 Hours of expertise that our alumni have dedicated altruistically to society.

27 Entities that have benefited from social consultancy projects focused on improving their sustainability.

☆ New international projects open that support an inclusive economy.

9 Active Together projects that we have accompanied online.

8   Web seminars aimed at extending the social and business knowledge of our alumni in this subject matter.

1   Online closing session of the XIV edition of Pro Bono Consultants.

4   Film forums that encourage reflection and debate showing films and documentaries that highlight the problems and contradictions of our society.

☆   Participants in the Social Entities Governance Forum, which consists of learning sessions that analyse key aspects in any board of trustees or association, with the aim of promoting the inclusion of our best alumni in various governing bodies of social entities.

☆   Participatory workshops using tools that assist in making progress towards business sustainability and responsible and socially committed performance.

2   Training sessions that aim to offer useful tools to those alumni who wish play an active part in the Third Sector, collaborating as volunteers with NGOs in management projects.

8   Collective intelligence sessions with the aim of sharing knowledge and experiences to inspire and help others in this subject area.

Human Resources Area
48%

Viability plans of a new work areas (for example, EEC)
22%

Strategic reflection
22%

Types of Consultancy 2019-2020

*As at 10 January 2020

Proposals for improvement in internal processes
7%

Financial review and fundraising proposals
15%

Consultancy in Marketing and Communication
26%

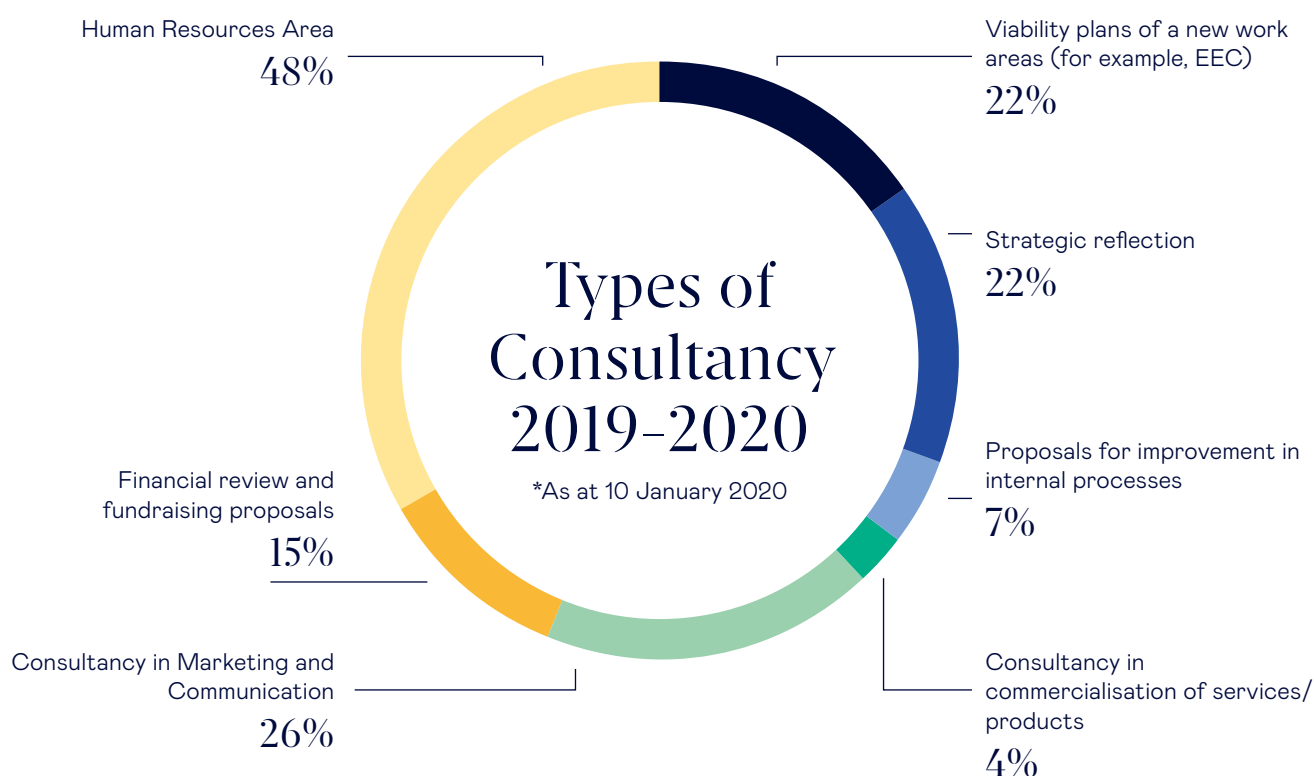Consultancy in commercialisation of services/ products
4%

Figure. Types of pro bono consultancy projects

Social Entities Governance Forum

During this academic year, the first edition of the Social Entities Governance Forum has been held. This initiative was specially created with the aim of promoting the inclusion of Esade alumni in the governing bodies of social foundations and associations. Over the weekends of 21-22 February and 6-7 March, a total of **44 participants** shared experiences with 20 guests, who included faculty members, those providing testimonies and other professionals in governance.

09

Economic Sustainability

PRINCIPLE 7
Organisational practices

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

Through concerted efforts to reduce costs, in our results we have been able to offset the negative impact of Covid-19, which has led to a 25% drop in the turnover of Executive Education..

From a strictly economic point of view, in the 2019-2020 academic year, Esade reported gross revenue of €113.89M and net revenue of €102.88M. The financial year result has been negative, as foreseen in the budget; nevertheless, it should be emphasised that in spite of not having reached the estimated turnover due to the impact of Covid-19, especially in the Executive Education unit, the institution has successfully adapted to the new situation and has achieved a better result than budgeted.

In comparison with the 2018-2019 academic year, revenue from the Business and Law School degree programmes and the Executive Education InOn courses increased considerably; this has offset the fall in revenue from the Executive Education Custom courses and the Summer Schools, which have been severely affected by Covid-19.

At the same time, it is important to note that Esade has been able to cut costs, particularly in Purchases, General Services and Marketing, in order to face up to the situation caused by the pandemic. Since mid-March 2020, the institution has constantly produced economic scenarios thanks to which it has been able to take quick decisions as the pandemic developed, thereby offsetting the decrease in revenue. To be specific, overheads have been reduced by approximately 16% with respect to the initial budget and the previous academic year.

Implementation of the CORE Project and digitisation/hybridisation have been the most important investments in the 2019-2020 financial year.

During the 2019-2020 academic year, Esade introduced a new academic management tool (CORE Project) and it has forged ahead with the Innovation and Digitisation of its programmes; thanks to the demands of the moment, this has enabled us to swiftly adapt to the exceptional circumstances caused by Covid-19.

10

Governance

Organisational Practices

We understand that our own
Organisational Practices
must serve as an example of the values
and attitudes that we convey to our
students.

Creation of the Internal Audit department

In the 2019-2020 academic year, the cross-cutting Internal Audit department was created, reporting to the Audit Committee. It is planned that this department will take on a leading role in three fields:

1. Establishment of the general framework of action for the control and management of risks at the heart of the organisation.

2. Supervision and monitoring of regulatory compliance.

3. Review and assurance of the effectiveness of the processes and controls of the institution.

The Esade Foundation Board of Trustees made a decision to create this department with a view to safeguarding the culture of compliance and the management of the possible risks that may arise as the institution carries out its activities. Therefore, Isabel Saez joined Esade as an internal auditor in October.

Creation of the Town Hall Meetings

This academic year has seen the introduction of the *Town Hall Meetings*, a series of **meetings between General Management and its Executive Committee**, whose purpose is to:

· Outline the most important new developments in the various areas of activity

· Answer the questions formulated by staff anonymously and in advance or during the meetings themselves.

· Foster more two-way dialogue.

· Involve the staff and share the development and strategy of the institution with them, in addition to clarifying the issues that concern them.

Initially planned to be held face-to-face, these events were transferred to a virtual format due to the pandemic, and they have proved to be instrumental in keeping management in close contact with the community during all these months of remote work.

Transparency and accountability

Throughout the year, the institution publicises its activities related to social responsibility through various channels. We can highlight the following:

The **2018-2019 Annual Institutional Report**, prepared within the framework of the Global Reporting Initiative (GRI), according to the regulations set by the Global Sustainability Standards Board. Its purpose is to contribute to a global sustainable economy in which organisations manage their economic, social and environmental performance, as well as their impacts, in a responsible manner and with transparent reporting. The Report also serves to strengthen and publicise the institutional commitment to the ten principles of the United Nations Global Compact, to which Esade has been a signatory since 2003.

The **2018-2019 Identity and Social Responsibility Report (PRME)**, which contains the initiatives that ESADE carries out during the academic year to further the fulfilment of its mission on various fronts and with reference to the Principles for Responsible Management Education (PRME).
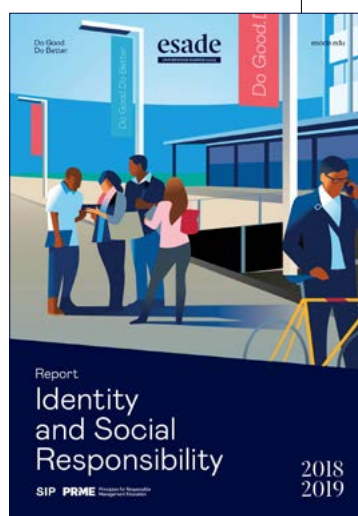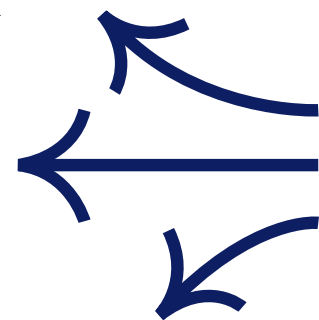
Appendix

Scoreboard

Social Responsibility Plan 2015–2020

Action plan with indicators and objectives.

N	Objectives	Indicator	Result 2015 2016	Result 2016 2017	Result 2017 2018	Result 2018 2019	Result 2019 2020	Key Actions
1	Collaborate on different institutional policies and lines of action to promote the RS-Esade model and focus.	Number of institutional policies and projects linked to RS-Esade, approved by the CEX and implemented in the training and HR (PAS and faculty) areas.	3	3	3	7	9	Collaboration and support for policies linked to RS-E in terms of training.
			2	5	2	2	0	…and HR, approved by the CEX. Promote the environmental responsibility policy.
2	Collaborate with the community to promote the adoption of more socially and environmentally responsible behaviour and habits.	Consumption: Paper	23.8 tonnes	19.8 tonnes	18.76 tonnes	17,9 tonnes	11 tonnes	Implement a biannual survey among the academic community.
		Water	0.80 m^3 water/ m^2	0.71 m^3 water/ m^2	0.77 m^3 water/ m^2	0.78 m^3 water/ m^2	0.37 m^3 water/ m^2	
		Electricity	90.28 kw/m^2	91.08 kw/m^2	90.97 kw/m^2	89.05 kw/m^2	79, kw/m^2	
		Number of RS-E event participants	248	309	340	234	370	Promote and support RS-E events: Roundtable discussions, AliaRS-E network forum, Solidarity Day, among others…
		Number of RS-E network allies	153	175	189	198	205	
		Overall community opinion (biannual) about RS-E's progress (5 very good… 1 very bad).	-	-	3.55 (**)	-	-	Implement a biannual survey among the academic community.

N	Objectives	Indicator	Result 2015 2016	Result 2016 2017	Result 2017 2018	Result 2018 2019	Result 2019 2020	Key Actions
3	Collaborate and coordinate initiatives and projects with key stakeholders and national and international institutions in this area.	Number of RS-E initiatives in which we collaborate with other institutions.	8	20	16	30	38	Collaborate with Global Compact Spain, PRME Iberian chapter, etc.
		Stakeholders' overall opinion (annual) regarding RS-E's progress. (Scale: 5 very good … 1 very bad).	4.07	4.00	4.00	-	-	Organise the annual Stakeholders Forum Implement an annual survey among stakeholders
4	Promote Esade's communication, transparency and accountability as a socially responsible institution through its key projects and initiatives.	Number of key proposals raised by the community and the stakeholders that have been developed / implemented.	2	2	1	3	3	Communicate relevant proposals to corresponding executives / managers. Promote improvements in the corporate website based on criteria in the Spanish University Report on Transparency.
		Number of communicable inputs generated by RS-E activities and initiatives.	10	16	20	21	18	Promote improvements in the intranet. Publish RS-E advances, aliaRS-E news, etc., in internal media. Publish RS-E advances, aliaRS-E news, etc., in internal media.
5	Develop the institutional social action programme and coordinate solidarity and cooperation initiatives, involving the Esade community in these.	Number of volunteering, solidarity and cooperation initiatives.	35	35	43	49	35	Manage the institutional social action programme.
		Number of participating faculty, PAS and students.	965	1,555	1,730	1,838	1,004	Coordinate and promote solidarity and cooperation initiatives.