

**UNITED NATIONS  
PRINCIPLES  
FOR RESPONSIBLE  
MANAGEMENT  
EDUCATION**

**SHARING INFORMATION ON PROGRESS**

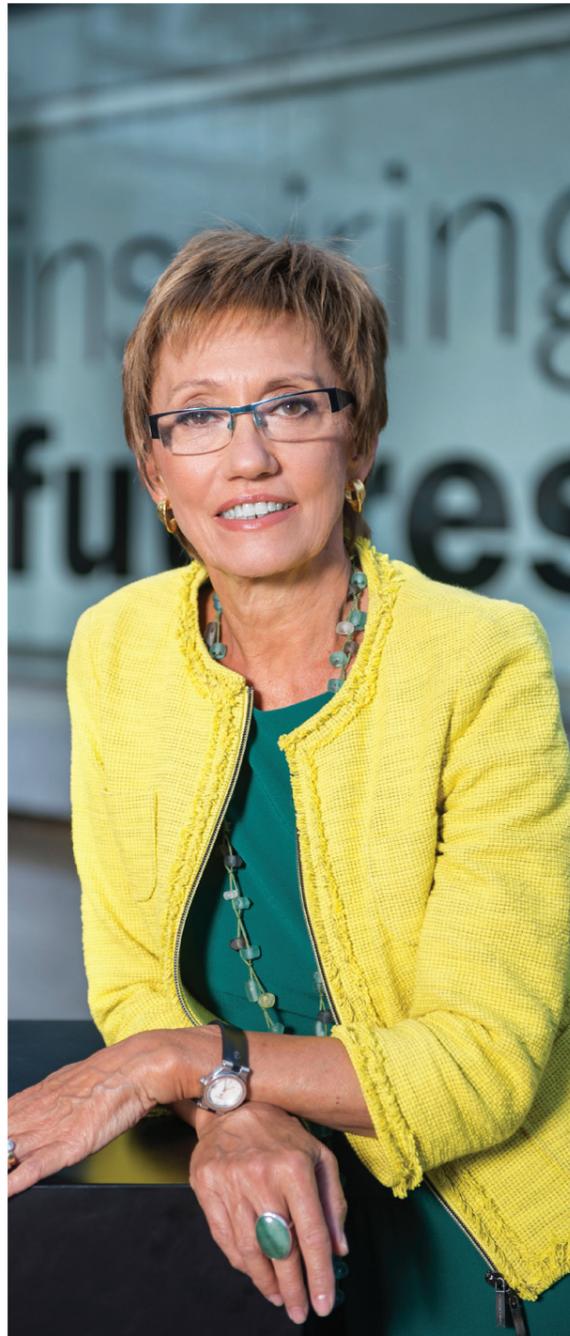
June 2014

**PRME**

Principles for Responsible  
Management Education

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# ESADE, A SOCIALLY RESPONSIBLE ACADEMIC INSTITUTION

by Eugenia Bieto, Director General

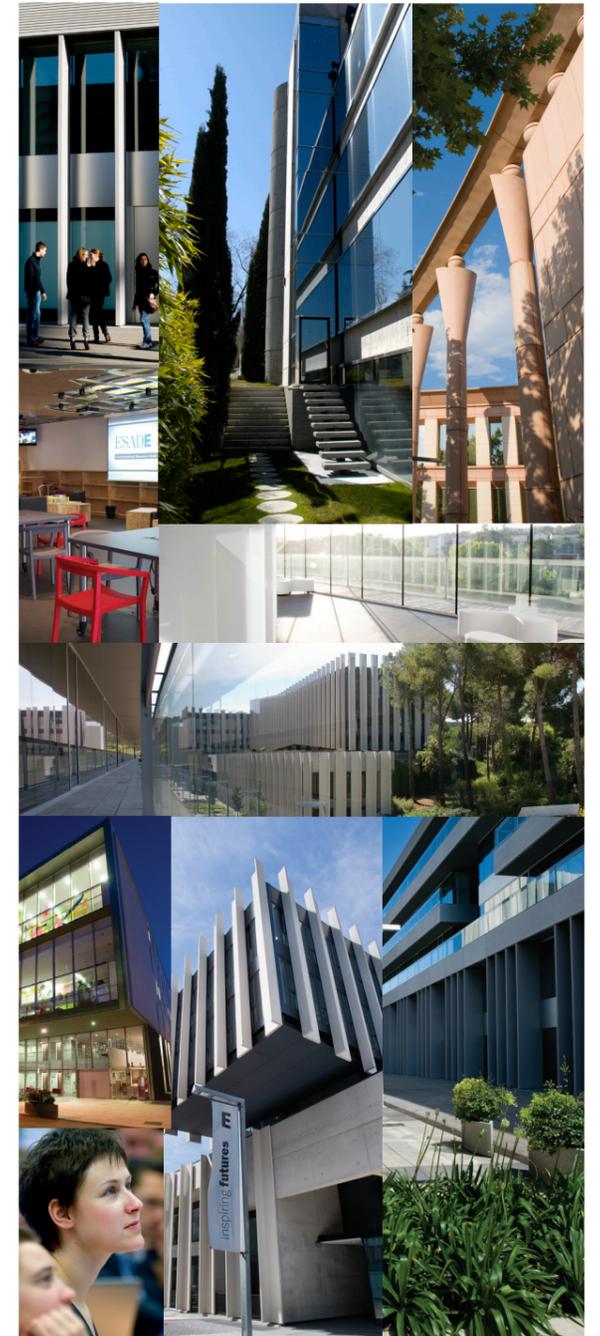
Once again, this year I am pleased to present this progress report and renew our commitment to the PRME initiative and the Global Compact. We continue to strive to become an increasingly socially responsible academic institution, through the development of our Social Responsibility Master Plan (SR-ESADE), which comprises several projects in line with the School's mission – training, research and social debate – as well as organisational culture and institutional policies.

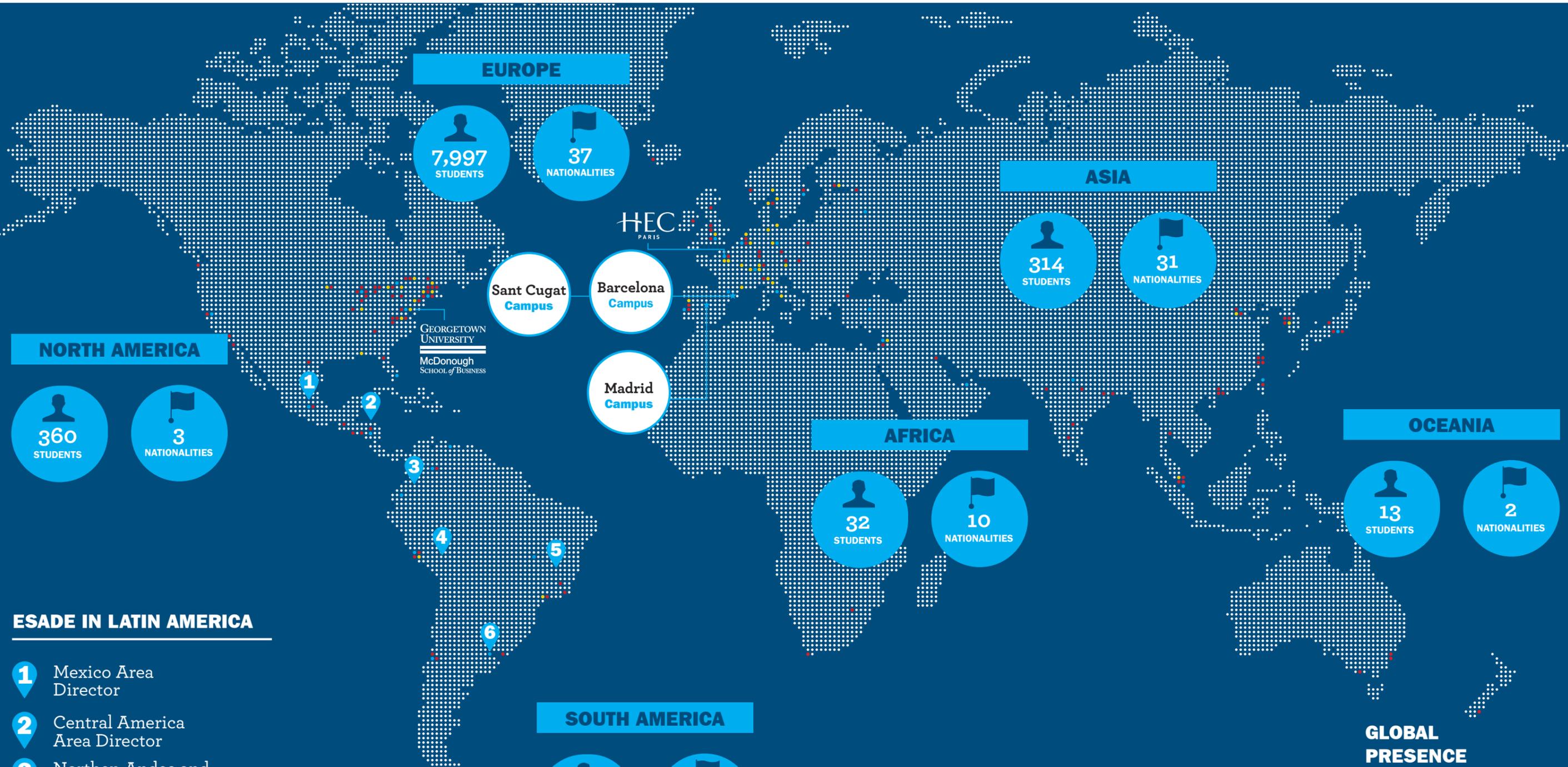
I would like to emphasise the socialisation of the SR-ESADE Plan with the internal community as a whole –faculty, administrative and services staff and students– and the key stakeholders –Board of Trustees, Advisory Board, Executive Committee, suppliers, alumni, Staff Committee, representatives of the local community and others– and the implementation of the first projects in the mission line.

At present we are in the process of defining the 2014-2018 Institutional Strategic Plan, in which social responsibility is a cross-cutting line, because we believe that our role as an academic institution consists not only in developing our students' knowledge and skills but also in assuming leadership in the creation of a culture of responsibility through our own actions and initiatives and our commitment to continuous improvement.

This report presents our reality and the advances we have made towards our goal of being a socially responsible academic institution and a global benchmark.

A handwritten signature in black ink, which appears to read "E. Bieto".





**NORTH AMERICA**



**ESADE IN LATIN AMERICA**

- 1 Mexico Area Director
- 2 Central America Area Director
- 3 Northern Andes and Caribbean Area Director
- 4 Southern Andes Area Director
- 5 Atlantic Area Director
- 6 Argentina Area Director

**SOUTH AMERICA**



**ASIA**



**AFRICA**



**OCEANIA**



**GLOBAL PRESENCE**

- ESADA Alumni International Chapters
- Business School International Partnerships
- Law School International Partnerships

**Key Alliances**

**ESADE AT A GLANCE**

Ramon Llull University

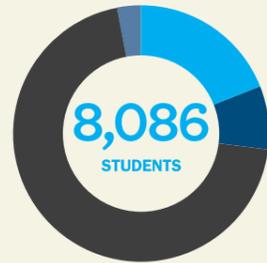




## A GLOBAL COMMUNITY



### Business School



#### University Programmes

1,183  
STUDENTS

25  
NATIONALITIES

#### Masters of Science

356  
STUDENTS

35  
NATIONALITIES

#### MBA Programmes

686  
STUDENTS

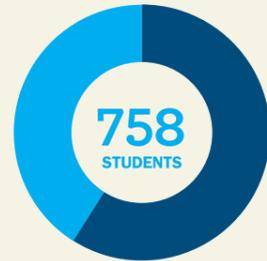
68  
NATIONALITIES

#### Executive Education

5,861  
STUDENTS

82  
NATIONALITIES

### Law School



#### University Programmes

438  
STUDENTS

8  
NATIONALITIES

#### Master and Postgraduate Studies

320  
STUDENTS

11  
NATIONALITIES

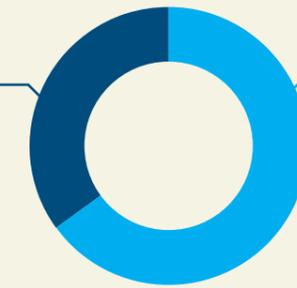
### Faculty and Staff

213 <sup>29</sup> NATIONALITIES  
FULL-TIME MANAGEMENT  
AND LAW FACULTY

364 <sup>26</sup> NATIONALITIES  
ADMINISTRATIVE  
AND SERVICES STAFF

## ESADE ALUMNI

17,180  
MEMBERS



50,000  
ALUMNI

32  
INTERNATIONAL  
CHAPTERS

12  
TERRITORIAL  
CLUBS

20  
FUNCTION  
AND SECTOR-SPECIFIC CLUBS



## INTERNATIONAL RECOGNITION

### Business School

NUMBER 3 European Business School  
*Financial Times, 2013*

#### Academic Quality Accreditations



### Masters of Science

2<sup>ND</sup> Global ranking  
Master in Finance  
*The Financial Times, June 2014*

10<sup>TH</sup> Global ranking  
Master in International  
Management  
*The Financial Times, September 2013*

### MBA Programmes

TOP 10 Non-US  
*Financial Times, Bloomberg Businessweek, The Economist, Forbbes, América Economía*

5<sup>TH</sup> European ranking - MBA  
*The Economist (September 2013)*

6<sup>TH</sup> International ranking - MBA  
*BusinessWeek (November 2012)*

8<sup>TH</sup> European ranking - MBA  
*The Financial Times (January 2014)*

### Executive Education

TOP 5 Worldwide  
*Financial Times, América Economía*

### Law School

### University Programmes

1<sup>ST</sup> In Spain  
Private University. Degree in Law  
*El Mundo, May 2014*

### Master and Postgraduate

1<sup>ST</sup> In Spain  
Master in International Business Law  
*El Mundo, June 2013*

2<sup>ND</sup> In Spain  
Master in Tax Consultancy and Management  
*El Mundo, June 2013*

## IMPACT ON SOCIETY

Memberships:

PRME



The Principles for Responsible Management Education are inspired by the internationally accepted values of the United Nations Global Compact.

International Association of Jesuit Business Schools

Research

19  
RESEARCH UNITS

61  
RESEARCH PROJECTS

222  
PEOPLE INVOLVED IN  
RESEARCH PROJECTS

152  
ARTICLES PUBLISHED  
IN JOURNALS

52  
BOOKS  
AND BOOK CHAPTERS

205  
SCIENTIFIC  
CONTRIBUTIONS

Scholarship

In 2013-2014:

€1.7 M 202

ESADE has invested €1.7 million in scholarships

Talented students have received need-based scholarships

400

Alumni supporting the Scholarship Programme

16

Companies supporting the Scholarship Programme

The ESADE Challenge for Talent

# ESADE AT A GLANCE

Ramon Llull University

# INTERNATIONAL QUALITY ACCREDITATIONS

ESADE awarded the three most prestigious international business school quality accreditations.

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



# INTERNATIONAL ASSOCIATIONS

ESADE belongs to 22 international associations:

**AACSB International**  
The Association to Advance  
Collegiate Schools of Business



**EMBAC**  
Executive MBA Council



**AMBA**  
The Association of MBAs



**EUDOKMA**  
European Doctoral School  
on Knowledge and Management



**BALAS**  
Business Association  
of Latin American Studies



**GBSN**  
Global Business School Network



**CEMS**  
The Global Alliance  
in Management Education



**GMAC**  
Graduate Management  
Admission Council



**CLADEA**  
Consejo Latinoamericano  
de Escuelas de Administración



**IAJBS**  
International Association  
of Jesuit Business Schools



**CTLS**  
Center for Transnational  
Legal Studies



**IALS**  
International Association  
of Law School



**ABIS**  
The Academy  
of Business in Society



**IBA**  
International Bar Association



**EBEN**  
European Business  
Ethics Network



**PIM**  
Partnership in International  
Management



**EDAMBA**  
European Doctoral Programmes  
Association in Management  
and Business Administration



**SEKN**  
Social Enterprise  
Knowledge Network



**EFMD**  
European Foundation  
for Management Development



**THEMIS**  
The Joint Certificate in  
International and Business Law



**ELFA**  
European Law Faculties  
Association



**UNICON**  
International University Consortium  
for Executive Education



# INTRODUCTION

ESADE is committed to social responsibility, a concept that includes the dimensions of social responsibility (management model, whose strategic focus is made up of social and environmental responsibility), ethics (values) and sustainability (results and impacts). We believe that these three dimensions should be incorporated and integrated into our school, in an interdisciplinary manner, aligned with our mission, identity and daily activities.

Social responsibility is one of the mainstays that support our academic and research work, and it is also one of our strategic priorities, because we believe that our role as a business and law school involves something more than simply the imparting of knowledge and skills to our students and, as active agents of social change, we aim to address and find solutions to social problems. This responsibility implies taking on the role of leader in the creation of a culture of

social responsibility in society through our own example and action, and we are committed to defending the ideals, responsibilities and objectives of a socially responsible academic institution.

In conclusion, ESADE's belief in social responsibility materialises itself when it carries out its mission – training, research and social debate – and also in its culture and institutional practice, in everything related to the academic community, in its various social and cooperative actions and initiatives, in the rational and sustainable use of resources and, ultimately, in its governance practice, transparency and accountability.

ESADE's trajectory in terms of its social responsibility spans many years. The following timeline details some of the most significant events in this area over the last decade:

<p><b>2002</b></p>  <p>The Academy of Business in Society</p> <p>Founding member (2002). Supervisory Board member (2002-2008). Constant participation and host of the 6<sup>th</sup> Annual Colloquium (2007). Member of the Board (since 2012).</p>	<p><b>2007</b></p>  <p>Participation on the taskforce responsible for preparing the Principles (2006). Adhered in 2007. Progress Reports 2010 and 2012. Participation in the PRME Champions project coleadering the curricular development area (since 2013).</p>	<p><b>2011</b></p>  <p>Adhered in 2011.</p>  <p>Aspen Institute Spain representative (since 2011). Participant in the projects: "Economics and Peace Faculty Network" (2011) and "Undergraduate Business Education Consortium" (2012 and 2013).</p>
<p><b>2003</b></p>  <p>Adhered in 2003. Member of the Executive Committee for the Spanish Network Progress Reports (CoP) 2008, 2009 and 2010 (GC Advanced), 2011 and 2012 (included in the GRI Report).</p>  <p>Participation in BGP Global 100 ranking: 2003 (Distinction), 2005 (2<sup>nd</sup>), 2007 (14<sup>th</sup>), 2009 (32<sup>nd</sup>) and 2011 (12<sup>th</sup>).</p>  <p>Participation since 2003. Declaration of our commitment to institutionalise the SEKN network at ESADE (2009).</p>	<p><b>2009</b></p>  <p>Associated member (2009-2013).</p>  <p>Creation of the Net Impact Club in 2009. Gold Chapter Status obtained in 2011.</p>	<p><b>2012</b></p>  <p>Adhered to the Rio+20 Declaration (2012), including a commitment to 8 sustainability projects.</p>
<p><b>2010</b></p>  <p>Adhered in 2010.</p>	<p><b>2013</b></p>  <p>Member of the Management Board (2007-2012). Preparation of ESADE's Annual Report according to GRI standards, and integrating the Global Compact's progress report (2011 and 2012).</p>	

## ESADE, A SOCIALLY RESPONSIBLE ACADEMIC INSTITUTION

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

In order to integrate these three dimensions into the Institutional Strategic Plan, in September 2010, the Director General convened a taskforce made up of experienced ESADE directors and professors to reflect on this issue and draw up a Master Plan proposal.

The basic aim of the ESADE Social Responsibility Master Plan (hereafter: SR-ESADE) is to help achieve the objectives set by ESADE for 2020: **"to be a globally recognised academic institution, which inspires and prepares individuals and organisations to develop innovative, socially responsible leadership in order to build a better future."**

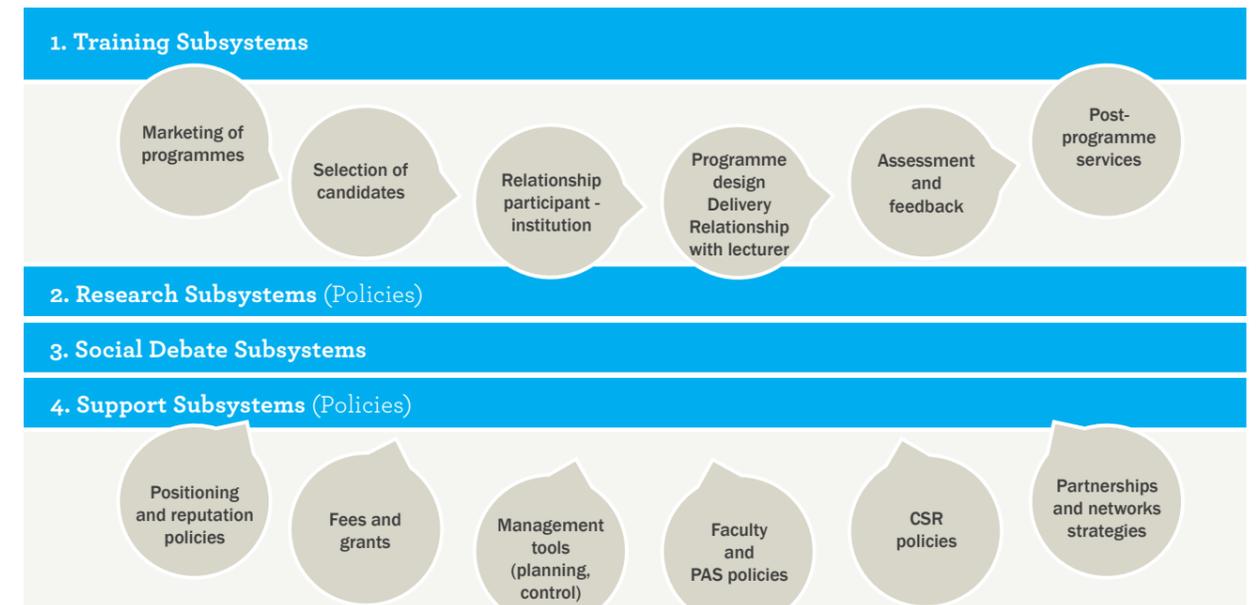
Aware that achieving these objectives requires a process of continuous improvement, the aspiration of the SR-ESADE Master Plan is to ensure that ESADE becomes an increasingly socially responsible and sustainable academic institution across all of its activities.

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

The following figure illustrates the process adopted by the taskforce:



ESADE has chosen not to create a specific SR Committee. All the SR-ESADE matters are handled directly by the Executive Committee under the supervision of the Director General. The Executive Committee promotes and assesses the SR-ESADE Master Plan to ensure that it ties in with ESADE's general strategy. Additionally, as part of our continuous improvement process, ESADE's management relies on the analysis and feedback of an Advisory Committee comprising executives and expert professionals.



## MAJOR ACHIEVEMENTS OF THE 2012-13 AND 2013-14 ACADEMIC YEARS

The SR-ESADE Master Plan encompasses numerous projects that involve the entire institution holistically and transversally in the following eight areas of activity:



The 2012-2013 academic year was dedicated to socialisation, communication and awareness-raising of the SR-ESADE Plan within the internal community and key stakeholders, together with the implementation of the first projects.

The figure below lists the first projects in the eight areas of activity, the same projects as are described in greater detail later on within the sections dedicated to the PRME principles:

### 1 | Training

Winners of the international Ideas to Innovation (i2i) Challenge awarded by the GMAC (Graduate Management Admission Council), to develop a **research project on educational innovation: Global Integrative Module (GIM)**.

### 2 | Research

Leaders of the **WISE project** (Women Innovators for Social Business in Europe), with **European funds**.

### 3 | Social Debate

Definition of the **Social Debate strategy** and launch of the first project: **ESADE Social Report**.

### 4 | ESADE Community

- **Socialisation of the Master Plan** (30+ meetings and 368 participants).
- Launch of the **AliaRS-E network** (exceeding the target of 100 allies), and monthly publication of **AliaRS-E news**.
- **I AliaRS-E Network Forum** held (50+ participants).

### 5 | Institutional Policies

- Policy on **external activities by faculty**.
- **Grants** policy.
- **Purchasing and suppliers** policy.

### 6 | Environmental responsibility

- Celebration of **I Sustainability Day** (40 students and PAS).
- Celebration of **World Environment Day** (700 plastic bottles saved). Definition of the four **lines of action**. Improvement in the **trend in consumption**: paper, water and electricity.

### 7 | Social Action

- Compliance with the institutional **Social Action** Programme.
- **30+ charitable initiatives**.

### 8 | Transparency and accountability

- Preparation of the **2011-2012 institutional report**, according to **GRI** criteria, including the **Global Compact** progress report.
- Launch of the **SR-ESADE site**.
- **I SR-E Stakeholders Forum** held (50+ participants).

In view of the importance of communication and interaction with the internal community and key stakeholders, below we focus on the main initiatives carried out during the 2012-2013 and 2013-2014 academic years.

## SOCIALISATION OF THE SR-ESADE MASTER PLAN

Several forums for dialogue were held with the internal community – faculty, administrative and services staff and students – with the aim of socialising, communicating and awareness-raising about the issues addressed in the SR-ESADE Plan, and also to listen to their ideas, proposals and expectations in order to take them into account when defining the action plans.

In total **35+ meetings** were held with the various academic departments and managers of support and service areas, resulting in direct contact with **460+ people** and **220+ comments and suggestions**.

## ALIARS-E NETWORK LAUNCH

This network, created in March 2013, is made up of a group of people committed to supporting and promoting social and environmental responsibility at ESADE. It is an informal network open to anyone within the internal community who shows the interest and desire to join. To date there are **112 allies**, comprised solely of **faculty (34)** and **administrative and services staff (78)**.

## AliaRS-E network

The mission of the network is to lead and foster a significant change in attitudes and behaviours in order to promote the adoption of more socially and environmentally responsible habits.

## I SR-ESADE STUDENT FORUM

In November 2012 we held the I Student Forum with the aim of informing, raising awareness and involving the student community in the SR Master Plan, in order to promote the adoption of more socially and environmentally responsible behaviours and habits.

We invited 17 students to this event: **delegates** and representatives of the various **student associations**.

## I ALIARS-E NETWORK FORUM

Over the last academic year we have held two AliaRS-E network forums. The first was held in December 2013, and was attended by **50+ allies**. The event served to present the main advances made in the SR-Master Plan during the 2012-2013 academic year and the priority projects for 2013-2014, in the eight areas of activity that make up the SR-ESADE Plan. We presented the SR-ESADE video, in which a number of people in the ESADE community share their thoughts about the importance of social responsibility, and a dialogue was opened in which various reflections and initiatives were made for the process of continuous improvement of SR-ESADE.



## II ALIARS-E NETWORK FORUM

The second forum, held in May 2014 and attended by **52+ allies**, focused on how to improve sustainability in the institution. There was an academic presentation on challenges for sustainability in the world, and a report on the actions carried out over the past academic year in the institution and projects under way for the period 2014-2015.

## I SR-ESADE STAKEHOLDERS FORUM

In October 2013 we held the I ESADE Stakeholders Forum, entitled: **“Stakeholders: An essential pillar for a good SR-ESADE policy”**.

The event was attended by representatives of the local community, suppliers, alumni, the Staff Committee, students, faculty members and managers of the institution.



After some words of welcome from the Director General, Eugenia Bieto, and the viewing of the SR-ESADE video\*, the SR-ESADE Master Plan Progress Report was presented, together with the priority projects for the 2013-2014 academic year, comprising eight areas of activity. (\*<http://www.esade.edu/web/eng/key-focus-areas>)

A dialogue was opened with the participants, who were invited to make comments and suggestions for the process of continuous improvement of SR-ESADE.

At the end of the event a commitment was made to send the participants a summary of the meeting and to hold the Stakeholders Forum annually, with a view to presenting the advances made and getting valuable feedback.

## A PROCESS OF CONTINUOUS IMPROVEMENT

In the present 2013-2014 academic year, socialisation, communication and awareness-raising of the SR Master Plan will continue and the projects detailed below will be implemented, most notably those in the area of training, social debate and the development of the strategy of environmental responsibility.

Recently the **I Environmental Responsibility Survey** was conducted on the whole community (faculty, administrative and services staff, participants and students), with the aim of knowing their opinion on possible actions to be carried out during 2014, and also to get better acquainted with their habitual practices and behaviours, in order to be able to identify opportunities for improvement. This is described in greater detail in Principle 7.

We are currently immersed in the process of defining the 2014-2018 Institutional Strategic Plan, in which social responsibility is a cross-cutting line, because we believe that our role as an academic institution implies more than just developing our students' knowledge and skills. Our responsibility implies assuming leadership in the creation of a culture of responsibility in society through our own actions and examples, and our commitment to a process of continuous improvement.

# Principle 1

## Purpose:

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

ESADE is an academic institution founded in Barcelona in 1958 by a group of businessmen and the Society of Jesus. It has been an integral part of Ramon Llull University since 1995. It is a member of the network of Jesuit universities (UNIJES).

## MISSION

To educate and carry out research in the fields of management and law for:

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

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

## VISION

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

## MAJOR HIGHLIGHTS

### UNIVERSITY DEVELOPMENT SERVICE

“We should be aware of the reality around us, get out there and find it, and do what we can to improve it.”  
SUD student, 2011

The University Development Service (SUD) was set up in 2003 with the aim of fostering training and social awareness in the academic

community, lending support to the strengthening of other university institutions and encouraging cooperation in order to promote value formation.

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

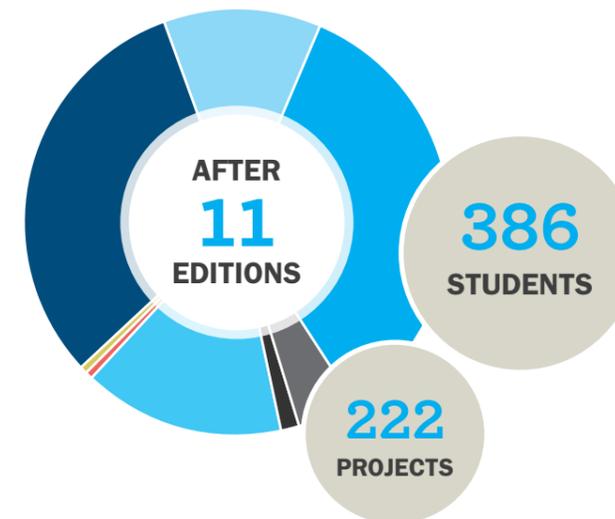
These internships are based on the combination ‘service-learning’ as its educational methodology. Students, professors and institutions work and learn together to meet specific needs of the community, using knowledge and its transfer to develop projects that benefit the common good. It is also an experience in solidarity, in which learning is inseparable from significance, involvement and compassion (in the sense of feeling with others); and it enable the students to become aware of the reality that surrounds them and gain a better understanding of the dimension of professional responsibility.



Guatemala. Cobán. DEMI. Collaboration with the Defensoría de la Mujer Indígena on legal assistance and conflict resolution.



Guatemala. Quetzaltenango. Universidad Rafael Landívar & Intervida design a business development centre and collaborate with other rural centers of Intervida (now “Alianza Mundial”).



34.5%	Guatemala	(133)
31.3%	Nicaragua	(121)
15.3%	El Salvador	(59)
11.9%	Bolivia	(46)
4.4%	Honduras	(17)
1.6%	Costa Rica	(6)
0.5%	Mexico	(2)
0.5%	India	(2)

At present, the activities of the SUD are carried out in Bolivia, El Salvador, Nicaragua, Mexico, Honduras, Guatemala, Costa Rica and India.



## IMPORTANT ACHIEVEMENTS

### THE ESADE GRANTS PROGRAMME

The ESADE Grants Programme is one of the main strategic commitments of the institution. Offering an extensive and varied portfolio of talent scholarships is a critical need for any top international business school, because it is essential to attract the best talent. Furthermore, for ESADE it means fulfilling its mission and its social commitment to have a positive impact on its surroundings and society, by generating opportunities for young people with talent but without sufficient economic resources.

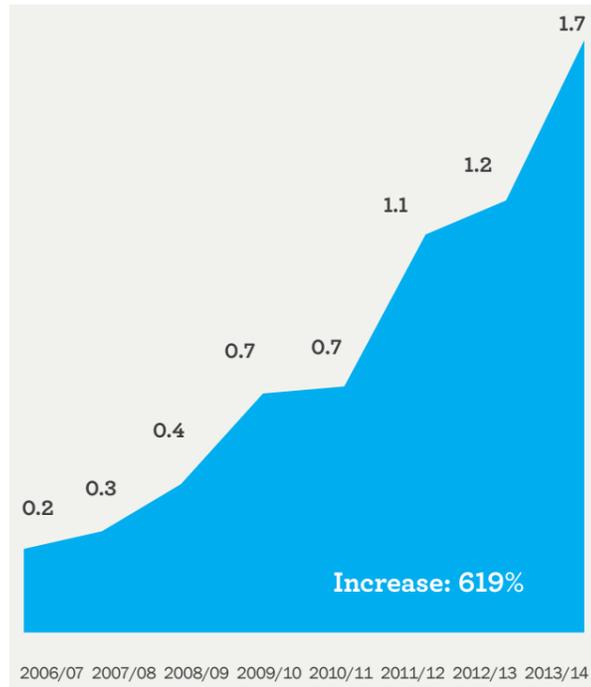
Contributions from companies and alumni over the 2012-2013 academic year have enabled ESADE to destine €1.7 million to the Grants Programme during the 2013-2014 academic year, thus allowing 202 talented students to benefit from a scholarship to study at ESADE. This year, 10% of bachelor degree students have received a talent scholarship, and the figure rises to 19% among students taking a double degree. On average, the scholarships cover 61% of the fees for bachelor degrees; 55% of those for the University Master’s in Law, and 37% in the case of the MSc programmes (Bologna master’s), while they cover 10% of the MBA.

ESADE’s commitment to talent involves increasing the percentage of scholarship students per class, which reflects the growing diversity to which ESADE aspires.

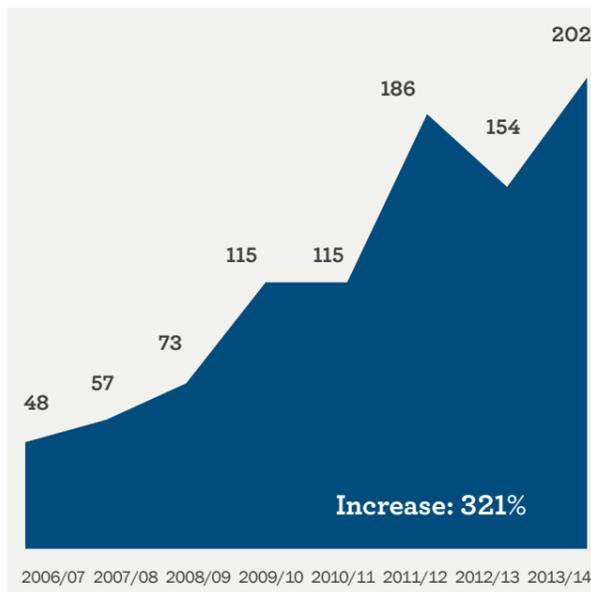
### COMPARISON OF KEY FIGURES

	2012-13	2013-14	INCREASE
Sum allocated to Need-based Scholarships	€1,225,602	€1,690,152	38%
Number of scholarship students	154	202	31%
Scholarship students as % of all students	7%	9%	28%

**EVOLUTION OF FUNDS ALLOCATED TO SCHOLARSHIPS ON ALL PROGRAMMES**



**EVOLUTION OF NUMBER OF SCHOLARSHIP STUDENTS ON ALL PROGRAMMES**



**MANAGEMENT FOR NGOS**

*“ This has been a valuable opportunity for me to gain an overview, present references and models for reflection, and get acquainted with tools for change and management, plus interesting lines for exploration and valid experiences of other organisations.”*  
**Juan Carlos Jiménez, Adsis Foundation, 2010**

The programme is clearly generalist in focus, aiming to further explore specific management-related topics within the context of non-governmental organisations.

The principal objectives of the programme are:

- To develop participants’ management skills so that they can formulate their programmes and actions with a greater degree of effectiveness and efficiency.
- To help to create a culture that facilitates management improvement.
- To encourage leadership abilities and a culture of transparency.
- To promote management skills, especially teamwork, decision-making, communication and negotiation.

The methodology combines theoretical sessions with practical exercises, case studies, group reflections, debates, round tables, etc., that serve to stimulate and organise the participants’ learning process.

Link to the programme: <http://www.esade.edu/executive-education/eng/open-programs/direccion-gestion-organizaciones-no-gubernamentales>

*This programme is supported by La Caixa Foundation.*

**LEADERSHIP AND SOCIAL INNOVATION IN NGOS**

The programme consists of modules which can be taken as a whole or independently. Each module is dedicated to a specific and novel topic in leadership and not-for-profit organisation management.

The programme is intended specifically for people currently holding management positions in NGOs, with ample experience in the sector, who want to improve their management skills.

The programme has the following objectives:

- To develop the key competences for leadership and management in increasingly turbulent and dynamic environments.
- To train third-sector managers in the specific issues that concern them most, taking into account their areas of action and interest.

- To help NGO chiefs to seek innovative solutions to the challenges that face the planet in the 21st century.
- To promote an international perspective in third-sector managers in this country.

Link to the programme: <http://www.esade.edu/executive-education/eng/open-programs/liderazgo-innovacion-social-organizaciones-no-gubernamentales>

*This programme is supported by La Caixa Foundation.*

**VICENS VIVES PROGRAMME VALUES, CIVIC COMMITMENT AND LEADERSHIP**

The Vicens Vives Programme (VVP) was launched in 2002 within the ESADE Business School Executive Education Unit. The VVP’s slogan is ‘Values, civic commitment and leadership’. The slogan highlights, on the one hand, the importance of values in personal, organisational and social life and, on the other, the intimate and essential link between civic commitment and different types of leadership.

The programme is named after the Catalan historian Jaume Vicens Vives (1910-1960). ESADE launched the VVP with the backing of the President of the Catalan Parliament, Joan Rigol, and with support and contributions from a number of business leaders concerned about the need to educate new leadership for the 21st century.

Using a variety of experiential and work-based creative pedagogical and logistical approaches, this programme emphasises core elements including:

- Reflective practices that develop awareness, the will to manage, and what some call ‘heart and soul’,
- System thinking, integration, and understanding of how to work effectively in today’s globalised world, and
- Application of these attributes to understanding and implementing the broad responsibilities, purposes, and ethical values associated with businesses and other organisations.

The programme goals are to develop a broad multidisciplinary view in young managers and to enhance the importance for them of the awareness and development of their own values.

The Vicens Vives programme is certainly not dedicated to transferring knowledge or acquiring skills (although these can take place). The programme responds to a genuine concern for managers’ personal dimensions. In this respect, ‘personal’ does not refer solely to the connection with participants’ inner lives, but also includes the sense of civic commitment and responsibility toward society.

Eight editions of the programme have taken place to date, each edition lasting one year and having about 30 participants, mostly businessmen and women but also public administrators, politicians, NGO employees, and trade union representatives.

In total, **250 people** have taken the programme. The programme has been sponsored by Gas Natural Fenosa (2002-2013) and La Caixa (2011 to the present).



(1) Management For NGOs.  
 (2) Leadership and Social Innovation in NGOs.  
 (3) The Vicens Vives Programme believes that values and commitment must be the starting point, and leadership must be the consequence, not the other way around.

# Principle 2

## Values:

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

ESADE aims to educate people with a high level of professional competence, awareness of their responsibility as citizens of their own respective countries and the world, sensitivity to issues of solidarity and social justice and an ability to commit to collective projects. To this end, ESADE strives to foment 'human qualities': a combination of knowledge, criteria, balance and depth which leads to confident, coherent and reliable people capable of living fundamental values.

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

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

## OUR VALUES

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

**1 |** To act with integrity in academic and professional endeavours. This means behaving, even in difficult circumstances, in a manner that reflects a commitment to fundamental values such as rigour and effort in carrying out activities, honesty, a critical spirit, fairness and a sense of responsibility.

**2 |** To respect colleagues, individuals and oneself and be sensitive to others' specific circumstances. This means recognising the dignity of all individuals and being able to accompany and help them when needed, thus working to create a more just and humane world.

**3 |** To value diversity as something positive and learn from the differences between people, ideas and situations. This implies understanding that differences of gender, socio-economic status, ethnic origins, culture, language, religion, sexual orientation, physical characteristics or other differences represent enriching opportunities to learn about others, the world and oneself.

**4 |** To seek, share and contribute to the common good of the ESADE community. This means being aware that pursuing one's own interests cannot be separate from the good of the community as a whole, reflecting respect and responsibility towards the community.

**5 |** To assume responsibilities and a commitment to create a more just society. This implies understanding what reality truly 'is' but also what it 'should be', based on justice, a fundamental value expressed in the Universal Declaration of Human Rights.

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

## MAJOR HIGHLIGHTS

### THE GLOBAL INTEGRATIVE MODULE (MSc & MBA)

The Global Integrative Module (GIM) is an educational innovation initiative led by the Vice-Dean's Office of Programmes and Educational Innovation at ESADE, aimed at proposing a learning task and environment capable of helping students from different programmes (Undergraduate, MSc and MBA) and different cultural backgrounds (coming from different business schools) to be and feel ready to confront and contribute to solve the challenges involved in their professional activity, as well as develop the necessary skills to do so. The global scope and the social implications of these challenges call for the application of an international approach and for the exercise of responsible leadership, two dimensions that need to be incorporated into

the training of future managers and around which this learning experience is articulated.

The GIM project, funded by the GMAC Management Education for Tomorrow (MET) Fund, has been implemented at ESADE for the first time in its international edition with the partnership of NYU Stern (US), SDA Bocconi (Italy) and Sogang University (South Korea) in the second semester of this academic year 2013-2014. Students have been confronted with the resolution of the current social, political and economic challenge **'Why and how can companies contribute to the reduction of economic inequality in the world?'** by producing a consultancy-like report integratively applying the approaches of economics, people management and social sciences. In this report, students are required to go beyond reflection to construct a personal and yet conceptually and practically justified action-oriented position that translates into recommendations for companies, organisations, governments and business schools with the objective of helping these stakeholders make the difference in solving the challenge.

The learning experience is based on a collaborative dynamic where the different international teams (each composed of students from the different schools and different programmes) work on the deliverables required with the mentoring of a tutor

and with the possibility to obtain further insight and guidance by the faculty involved. In addition, a web-based 'virtual studio' environment has been designed to enhance shared knowledge construction and problem-solving among the members of the international teams. Students experience some of the challenges any management professional faces in the exercise of his/her professional activity at a global scale, e.g. time constraints, or having to collaborate and contribute to lead a team in which members are geographically distributed in different time zones.

A total of **74 students representing 24 different nationalities** participated in the 2013-2014 international edition of the GIM. Of these students, 33 were undergraduate students, 26 came from various MSc programmes and 15 were studying an MBA. The composition of the first GIM cohort was 39% ESADE students, 31% NYU Stern students, 11% SDA Bocconi students and 19% Sogang University students.

At the current stage of the project (students are about to submit their final report), some feedback is already available. On the one hand, this first implementation has allowed us to become aware of the areas that require specific attention from the coordination side to enhance students' learning. On the other hand, the students' feedback on their learning outcomes is promising and inspires us to continue working along these lines.



## IMPORTANT ACHIEVEMENTS

### SOME OF THE COURSES IN CSR, ETHICS AND SUSTAINABILITY

#### BUSINESS IN SOCIETY (MSc)

The goal of this course is to educate participants about how business in society issues will play a relevant role in their future job responsibilities, and to identify ways in which they can turn these challenges into opportunities. Our starting premise is that learning to effectively manage business in society issues can produce positive results for the executive as well as for the company. Thus, the central objective of this course is to present students with tools to understand and manage social and environmental issues produced by business activities, and to turn these issues into competitiveness factors for the company through the development of innovative solutions.

#### GLOBAL CONTEXT OF MANAGEMENT, ETHICS AND CSR (MBA)

This course contributes to the MBA curriculum by providing students with an understanding of the non-market components that form the environment in which companies develop their activities. These components, which are also understood as subsystems of society, can be grouped in three categories with their own institutions and organisations: a) technological-economic; b) social-political; c) cultural-axiological. The course offers an introductory analysis of political, social and cultural forces, as well as the identity, values and incentives of various social actors that affect business activity and are often misunderstood or overlooked by companies and managers. The course helps the student to gain a vision of business and management that incorporates interdependence and interaction with non-market institutions. At the same time, the course aims to discuss the positive and negative impacts that companies can have on the societies in which they operate, and their three subsystems.

#### GLOBAL ENVIRONMENTAL CHALLENGES (BBA)

In our age of globalisation, to balance economic development with environmental protection has become a priority. From Rio 1992 to Johannesburg 2002 and beyond, sustainable development has made its way from the public and political agendas to the business agenda. The environment at the turn of the century is pressuring us to take action. This course is designed to provide the students with information and knowledge on four main aspects: a) to learn why environmental challenges become drivers for sustainability as a business topic, b) to analyse the introduction of environmental strategies through management and risk systems, c) to understand the impact of business in present socio-ecological systems and the importance of working in a professional and ethically responsible environment and d) to develop

the ability to understand proactive and reactive strategies and tools for managing corporate sustainability.

#### GREEN-TECH INNOVATION & ENTREPRENEURSHIP (BBA)

This course is aimed to show students the great opportunities opened up by the fact that the human race can no longer continue to power its growth with the fossil-fuel based systems employed until now. If we choose to make a change, three factors become vitally important, the three new baseline needs: a) improving energy efficiency, b) fully committing to renewable energy and, c) ensuring strict regulations on reducing emissions. There is a growing conviction that to avoid undesirable outcomes we have to move from an overall situation based on 20:80 (20% reduction in CO2 emissions compared with 1990 and 20% use of renewable energy versus 80% from fossil fuel sources) in 2020, to a situation of 80:20 (80% reduction over 1990 and 80% use of renewable energy against 20% from conventional fossil sources) in 2050. Innovation for sustainable energy becomes a key issue in our social-ecological systems today.

#### MANAGING CROSS-CULTURAL RELATIONS (BBA)

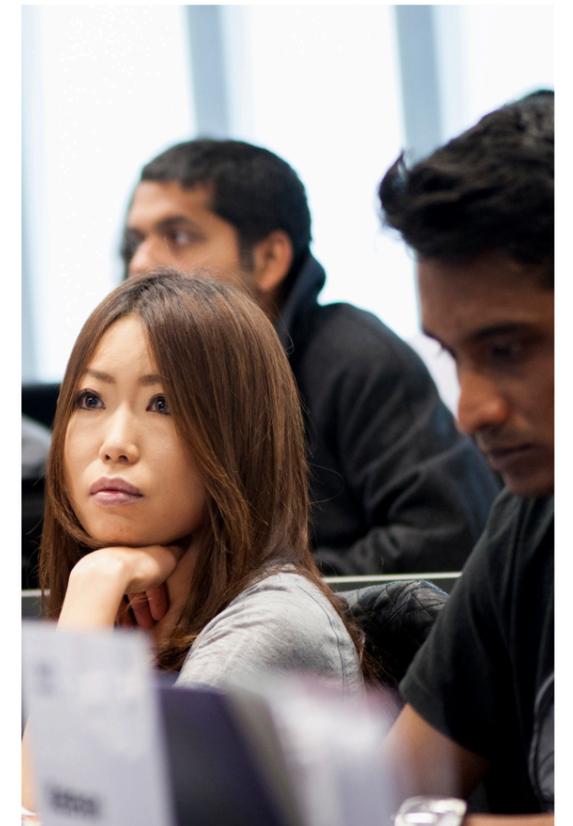
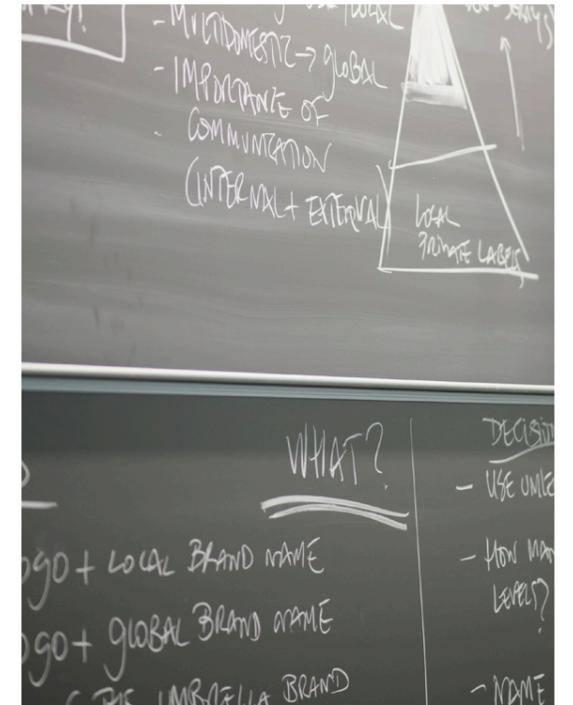
The course is an introduction to concepts in the study of cross-cultural communication and aims to provide a multi-source framework for learning about cultures. By using cases, scenarios, videos and problem-solving activities we apply value dimensions, specific local knowledge of cultures and the process of experiential learning to the reality of a multicultural business world. The objective of the course is to increase students' awareness of cultural issues in business and to offer them a framework for understanding cultural concepts and applying them to intercultural business dynamics.

#### SOCIAL ENTREPRENEURSHIP (MBA)

It is widely accepted that contemporary democratic societies are built around three sectors: public administrations, business companies and non-profit organisations. Like a three-legged stool, these three sectors have to work together to drive societies towards a state of equilibrium. However, certain organisations seem to blur the limits between these sectors: social enterprises. In an ever-changing, fast-paced environment, social enterprise organisations (for profit and non-profit) need the appropriate skills to face new challenges and continue to help improve the lives of people and communities. In other words, these organisations must be truly capable of leading the complex world of social intervention. The new demands placed upon social enterprises are the results of deep-rooted changes that are shaping contemporary societies. This course examines the nature and major trends of social entrepreneurship and the key challenges for companies and non-profit organisations in a sustainable development perspective.

#### MICROFINANCE (MBA)

This seminar aims to give the students an introduction to microfinance and how it is being used around the world. Here in Europe, and there in the developing countries. Nowadays it is being used as a very powerful tool in the international cooperation sector, but increasingly it is also becoming the way to promote entrepreneurial activities within developed economies. In this course, we will analyse and understand microfinance as a whole, how it avoids financial exclusion and what exactly this means. This seminar will include the description and analysis of the different types of microfinance institutions: private foundations, NGOs, cooperatives, banks, corporations... their objectives and their way of functioning. And last, but not least, we will also tackle different issues that have been questioned during the last decade: topics such as interest rates, guarantees, dividends, topics that have been and will continue to be controversial until innovation brings better alternatives. During the course, there will be theory, practical exercises, debates and other types of group dynamics.



## TEACHER TRAINING PROGRAMME IN CENTRAL AMERICA - UCAS

In the framework of the cooperation activities carried out for many years by ESADE in Central America, a new annual teacher training programme was started up in 2012 for the Central American University (UCA) in Nicaragua, José Simeón Cañas Central American University in El Salvador and Rafael Landívar University (URL) in Guatemala. This training programme has the following objectives:

- To train trainers, i.e., train professors in Central American Jesuit universities.
- To offer training programmes for Central American executives and professionals.

The first edition (2012) was held in El Salvador, and three seminars were given on **corporate social responsibility**. More specifically, it comprised:

- A 22-hour training course on CSR for 65 professors from all three Society of Jesus universities in Central America.
- A 2-hour conference on responsible leadership for 40 Salvadoran company managers.
- A 10-hour course for social leaders in the NGO sector in Nicaragua, held at UCA in Managua, with the participation of 30 managers.

The second edition (2013) was held at Rafael Landívar University in Guatemala, and consisted of two teacher training courses, the first on the subject of **The Family Firm** and the second on **Entrepreneurship**. The participants were academics and teachers at the three Jesuit universities in Central America: 11 professors from UCA El Salvador, 3 from UCA Nicaragua and 30 from Rafael Landívar University in Guatemala. The course duration was 20 hours. As part of the academic event, a breakfast conference was held on the subject of the family firm, attended by 23 entrepreneurs.

An evaluation was carried out, showing that 95% of the participants ranked the activity, presentation and content as excellent or very good. In their comments, the entrepreneurs expressed their satisfaction and interest in continuing to participate in similar activities. Furthermore, several of them indicated that they are willing to collaborate with the universities by sharing their business experience.

The third edition (2014) of the seminar will be held in Nicaragua, with a seminar on **New Models of Competitiveness for SMEs in Emerging Economies: The Role of New Technologies**.

## BONDEKO PROJECT EXECUTIVE EDUCATION IN KINSHASA

Bondeko is a word in Lingala (the lingua franca of the River Congo) meaning 'fraternity'. The Bondeko Project seeks to develop the fraternity that has grown up between ESADE and a small Congolese employers' association called CADICEC. CADICEC was founded in 1956 by the Jesuits to foster training and social responsibility among Congolese entrepreneurs. Throughout its history, it has trained businesspeople and entrepreneurs (especially women entrepreneurs) in order to contribute to the development of the Democratic Republic of the Congo (DRC): a very poor African country, but one full of initiatives and hope.

In 2011 the director of CADICEC, Congolese Jesuit Paulin Manwelo, visited ESADE and asked our Director General, Eugenia Bieto, to help CADICEC to become a Jesuit management school, teaching management professionals social responsibility, commitment to sustainable development and a profound interior life. Eugenia Bieto's positive and enthusiastic response has resulted in the first edition – from February to July 2014 – of an executive education programme in the capital of the DRC, Kinshasa.

This programme consists of intensive courses given by ESADE professors and extensive courses given by CADICEC professors. It is having a considerable impact: for the number of participants enrolled (28 professionals, both men and women), for the interactions between CADICEC professors and ESADE professors in relation to other development projects, and for the increased prestige of CADICEC.



## ENHANCING COMMUNICATION WITH OUR STAKEHOLDERS

From the perspective of the MBA Programme Management, the two most important **stakeholders** at the internal level are enrolled students plus faculty members teaching the mandatory and optional courses during the duration of the programme. In order to better inform both groups in a more proactive manner about what they can expect from each other and from us as their intermediate contact point, we have enhanced our communication with them towards a more proactive approach.

Taking advantage of the renewed intranet implemented during summer 2013, **students** have had online access to their most important documents of reference, their **Programme Rules and Regulations** and the **Honour Code**, and for the first time they were able to read them before actually arriving on campus. In addition, they received a copy of these documents upon the first day of their Orientation Week as a reinforcement of the key messages and values stipulated during the opening session as presented by our Dean and Programme Managers. A special focus was put on the importance of integrity, rigour and professional behaviour to be expected amongst all members of the ESADE community, into which the new students have been welcomed.

For the students in the Class of 2015 who started their journey with us last September, not only professional standards and ESADE's core values of integrity, respect, and diversity have been emphasised, but also policies of class attendance have been tightened to enforce rigour in the academic context. As a result, on-time class attendance has risen from 85% to 93% while applying stricter criteria, having a positive impact on our MBA community as a whole.

At the same time, starting with the academic year 2013-2014, the MBA Programme Management has provided **professors** teaching in the first year with the most important information related to the academic programme and its regulations, their schedule, organisational topics and processes all summed up in a personalised Faculty **Handbook**. The information package provided to them before the beginning of classes contains the list of students and their respective academic and professional backgrounds. In addition, professors now have access to the short CVs via the new Career Services platform Symplicity.

Together with meetings at the beginning and end of each term, this initiative has certainly improved communication and we will extend this measure to professors teaching electives during the second year.

# Principle 3

## Method:

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

Our approach for the service-learning projects at ESADE goes beyond learning and offering a service. Further, it cannot be presented as a philanthropic proposal, in its common sense of a paternalistic and simple approach to the solution of problems. We do not adopt a philanthropic service-learning approach because we are aware of the complexity of elements that interplay. Also because, in higher education, courses are valued for their intellectual rigour, educational contribution and real-life impact. Therefore, reactive solutions to complex problems are not our way of approaching a service-learning project. We want to provoke in our students a more nuanced understanding of the factors behind obvious problems and their possible solutions.

Further, we want to avoid confusion between our service-learning project and volunteering projects. Our project is not volunteering; it is a service-learning project because it has a pedagogic organisation that allows for two types of learning. First, those specific to the student curriculum of the BBA. Second, all those learning processes that we believe should be common to all higher education, those that have to do with developing civic engagement attitudes, creativity and innovation conditions and the development of human quality defined as an interest in others, an understanding of situations by questioning one's own parameters of comprehension and in general a service-oriented, reverent and inquisitive attitude.

Also, we have realised that the word 'service' might lead to misunderstandings. Because, for us, this attitude of service is not approached as 'us giving something' but as 'us creating something that is needed in partnership with those who need it'. In this way, it is not defined at the outset but is defined together with the beneficiaries of the service. This subtle change in what it means to serve is key. It has to be fully appreciated by students for them to develop a true caring and service-oriented attitude. Otherwise, service becomes an 'imposition' of one who is deemed superior due to the fact that he or she is granting a 'service'.

Furthermore, we are mindful that there are two types of services we are developing; one is the specific service we have designed together with our community. The other is the long-term service we are creating by our commitment to educat-

ing students in capabilities and attitudes towards the construction of a valuable society through engaging students' civic participation, and developing their human quality. Thus, we are very aware that our project is also to build social capital by increasing the connectedness and knowledge of diverse members of society.

Therefore our initial experience in starting and developing the integration of service-learning in ESADE has helped us to:

- Develop a better understanding of the key levers of service-learning as a methodology.
- Finely tune what type of service we are envisioning to develop:
  - First, the importance of defining the service together with stakeholders.
  - Second, understanding the short-term and long-term service we are developing.
- Reach a different understanding of what it means to serve our students. Service means asking students to serve our community. Only by developing their skills in this manner are we making sure they are educated and fully equipped to face the challenges of the knowledge society.

## MAJOR HIGHLIGHT

### TRAINING FOR SOCIAL LEADERSHIP – PUBLIC COMMUNICATION

“On this journey, you will have to work hard, but you will learn by doing, and learn by offering a service to society.”

**Alfred Vernis,**  
ESADE's Director of University Programmes

Service-learning at ESADE is aimed at developing the capacities, attitudes and qualities that make it possible to lead social transformation projects. Through this methodology we seek to enable future business administration and management professionals to get to know the society in which they will carry out their activity and act on it.

The course provides the students with the opportunity to put into practice their public speaking skills and knowledge, by contributing to improve the communicational skills of high school students and young people in social clubs, through the experience of the Comunica Workshop. The Comunica Workshop is the practical application of this subject, and takes place outside ESADE. It is intended to trigger positive changes in a need that exists in our society: the improvement of young people's speaking skills. In this way, it represents training in social leadership.

The aim is to enable the ESADE students to develop exhaustive public speaking abilities and skills, and to be able to motivate and manage teams (the high school students or young people in social clubs) with a view to their acquiring these same abilities.

## 2011-2012

**1st pilot group:**  
8 ESADE students & 32 High School students

## 2012-2013

**2nd pilot group:**  
22 ESADE students & 90 High School students

## 2013-2014

**Compulsory Class:**  
200 ESADE students & 800 High School students



## IMPORTANT ACHIEVEMENTS

### FACULTY TRAINING AND DEVELOPMENT

In recent years several training initiatives have been implemented by the faculty training and development area with the main aims of enhancing faculty's teaching skills, providing educational tools and facilitating the integration and socialisation of faculty into the ESADE community.

A series of faculty symposiums have been held, geared towards aspects of classroom teaching dynamics. More specifically, seminars have been organised that focus on training for the case study method and techniques for creating dynamism and leading classroom participation. The topics explored include skills for leading and orchestrating classroom discussion, the art of listening and asking, and class preparation and planning.

On a different note, discussion panels have been held among ESADE faculty aimed at sharing successful classroom experiences. These panels have enabled us to establish good teaching practices and foster the excellence and teaching quality of the education we provide.

Within the framework of the efforts being made at ESADE to introduce the liberal education model, a series of faculty seminars have been held with the intention of promoting knowledge of the concept of liberal education and its role in the field of management education. The model focuses on strengthening students' critical thought, their learning attitude, their awareness of the world in which we live, and their interpersonal competencies. The training of faculty in this field seeks to encourage an education based on these principles and values.

Lastly, initiatives have been taken towards facilitating the integration of new faculty members into the institution and enhancing knowledge of what it means to belong to the ESADE community. These initiatives take the form of encounters with professors that are intended to contribute knowledge of the culture and values of ESADE and foster the integration and internal cohesion of the school. Building on the notable educational tradition of the Jesuits and the mission and vision of ESADE, a workshop was organised with the title 'What it means to be a member of the ESADE community'.

### E-GARAGE

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

It is a multipurpose space, with moveable furniture, that allows you to work in one single room, or in up to four distinct zones. The purpose of the E-Garage is to be the launch pad for new businesses created by ESADE students, to act as meeting point for student entrepreneurs, faculty and ESADE Creapolis, and to position us as

a key point of reference in the entrepreneurship sector. We would like to apply in a practical way what is taught and learnt about on the ESADE programmes, so that others who are thinking about entrepreneurship are encouraged to take the leap. Many ESADE students are getting business projects going and need (indeed ask for) support.



### STUDENT CLUBS

Worth noting are diverse initiatives aimed at sharing knowledge, debate, developing career opportunities and networking in the social responsibility area. Included amongst these are the following:

**Empresa i Societat (BBA):** A student organisation whose aim is to promote research and participation in various projects, analysing the relationship between companies and society at the global level. It especially focuses on topics such as social responsibility and the environment, and ethics & CSR in corporations.

**Net Impact Club (MBA):** A student club within the international network of the same name. Its aim is to raise students' awareness of topics such as social responsibility and the environment, and encourage students to improve the world through their own professional lives.

**Clean Energy & Environment (MBA):** This student association's mission is to provide its members with a dynamic platform from which to share their knowledge, debate, encourage networking and develop career opportunities in the energy and environmental fields.

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

### SOCIAL ENTREPRENEURSHIP COMPETITION: HULT PRIZE

The Hult Prize is a start-up accelerator for budding young social entrepreneurs emerging from the world's universities. The Prize has grown to become the world's largest student movement for social good. It is also the world's largest crowd-sourcing platform. Participating annually are thousands of students from 130 countries, representing over 350 institutions of higher education.

In the last two years, ESADE MBA students have reached the final of this competition, the most prestigious in the world for social entrepreneurship projects.

The project presented by the ESADE team for the **Hult Prize 2013** focuses on food insecurity in India's slums. It aims to connect and bring together the small retailers of India's slums to enable them to come into contact with the major suppliers of food products.

For its part, the project entered for the **Hult Prize 2014** aims to raise awareness and offer diagnosis, treatment and care to people with high blood pressure in deprived neighbourhoods.

### ACTION LEARNING CONSULTANCY PROGRAMME - MBA

The Action Learning Consultancy Programme (ALCP) is a three-month, hands-on chance to analyse a real-world business problem from an ESADE Creapolis ecosystem company and propose a consultancy-style solution. The students work in a team of three or four people who share the passion to solve the same problem. Some of the challenges of recent editions are CSR-related:

#### FUNDACIÓ PLANETA IMAGINARIO

##### Intervention programmes for children with autism spectrum disorder (ASD).

The challenge was to calculate the Foundation's SROI (social return on investment), a method for measuring extra-financial value (i.e., environmental and social value not currently reflected in conventional financial accounts) relative to resources invested. The idea would be to measure the social impact of the work of the Foundation in terms of social, labour and economic benefit for all stakeholders (children with ASD, their families and society), and translate all this impact into euros.

#### APPICALLY, S.L.

##### Development of smartphone and tablet apps for people with special needs, mainly autism spectrum disorder.

After having developed and successfully launched Happy Geese – its first app – (80,000 downloads in 130+ countries), Appically is getting ready for the next stage: to establish itself as a leader in apps for people with special needs by developing a catalogue of four new apps. To fund this new phase of growth, Appically is about to start a second round of fund raising. This project is an opportunity to work in a fascinating market segment, taking an active role in the development of the new business plan and in the roadshow to raise this new funding.



# Principle 4

## Research:

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

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

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

### CHAIR IN LEADERSHIPS AND DEMOCRATIC GOVERNANCE

The Chair is focused specifically on developing a programme to explore these questions. Its aim is to foment permanent dialogue between the organisations (companies, public administrations and NGOs) and the individual players (businessmen, managers, political representatives, and social, civic and union leaders, etc.) that are committed to responsibly addressing the challenges faced in governing a world which is both global and local. In addition, the Chair aims to study and promote innovative leadership in accordance with this complex reality.

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

### INSTITUTE FOR SOCIAL INNOVATION (IIS)

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

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

### ESADE CENTRE FOR GLOBAL ECONOMY AND GEOPOLITICS (ESADEGEO)

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

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

### INSTITUTE OF LABOUR STUDIES (IEL)

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

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

### LEADERSHIP DEVELOPMENT RESEARCH CENTRE (GLEAD)

Our mission is to help people realise and reach for their dreams. That is, to help people in organisations (from individuals to teams, communities, work organisations and countries) inspire better, more caring and fulfilling lives; lives that foster personal and social development, and enhance the sustainability of human organisations. The research areas are: individual emotional and social competencies; assessment and development of

emotional and social competencies in a business school environment; coaching and development of emotional and social competencies; team emotional intelligence; and organisational cognitive neuroscience and responsible leadership.

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

### FUTURE OF WORK CHAIR (FWC)

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

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

### MAJOR HIGHLIGHT

#### WISE: A PROGRAMME FOR SOCIALLY INNOVATIVE WOMEN

WISE is an ESADE initiative to develop a comprehensive training and development programme for female entrepreneurs who wish to launch social enterprises. The training and business-development plan – based on innovative methodologies and an experience-based educational plan designed from a user-oriented perspective – envisions the creation of Europe's first virtual network of female social entrepreneurs.

A team comprising six European institutions is dedicated to making WISE bigger, better and wiser! We believe that the greatest challenges of our time require social solutions. The EU has outlined a growth strategy based on intelligent, sustainable and inclusive growth throughout European society (Europe Strategy 2020). This growth cannot be maintained solely through the ef-

forts of the member countries – which face increasing hurdles to maintaining the welfare state as we now know it – and of companies as they have operated in the past. These drivers have not brought about the desired level of growth.

When we say that the project's primary goal is to create a comprehensive development programme from **a user-oriented perspective of work**, our aim is to give a voice to women who wish to create a social enterprise. We want to know what they need, so that we can provide tools; to know what obstacles they face, so that we can help to overcome them; to show them what others have done to succeed in similar circumstances; and to put them in contact with other women who are also launching projects, so that they may pool their efforts. We want to channel the potential values of collaboration and caring for others, which are highly valuable in the creation of social enterprises. In short, we want to create the first European network of innovative female social entrepreneurs: Women Innovators in Social business in Europe (WISE).

Thanks to these motivations behind the project – and the excitement of developing it – we have managed to transform an idea into a real project, which is exactly what we want to help our participants to achieve.

More information:  
<http://mba.americaeconomia.com/blogs/esade>



**PARTNERSHIP**

**1 BUSINESS SCHOOL**

**ESADE (ES) Project Leader** specialized in social business and startup methodologies.

**Institute Social Innovation** with mission is to develop personal and organisational skills within the business community and not-for-profit organisations. [Spain](#)

**1 UNIVERSITY OF ST. GALLEN**

Specialised on Social entrepreneurship and innovation and Gender topics and life-work balance. [Switzerland](#)

**3 SOCIAL SMEs**

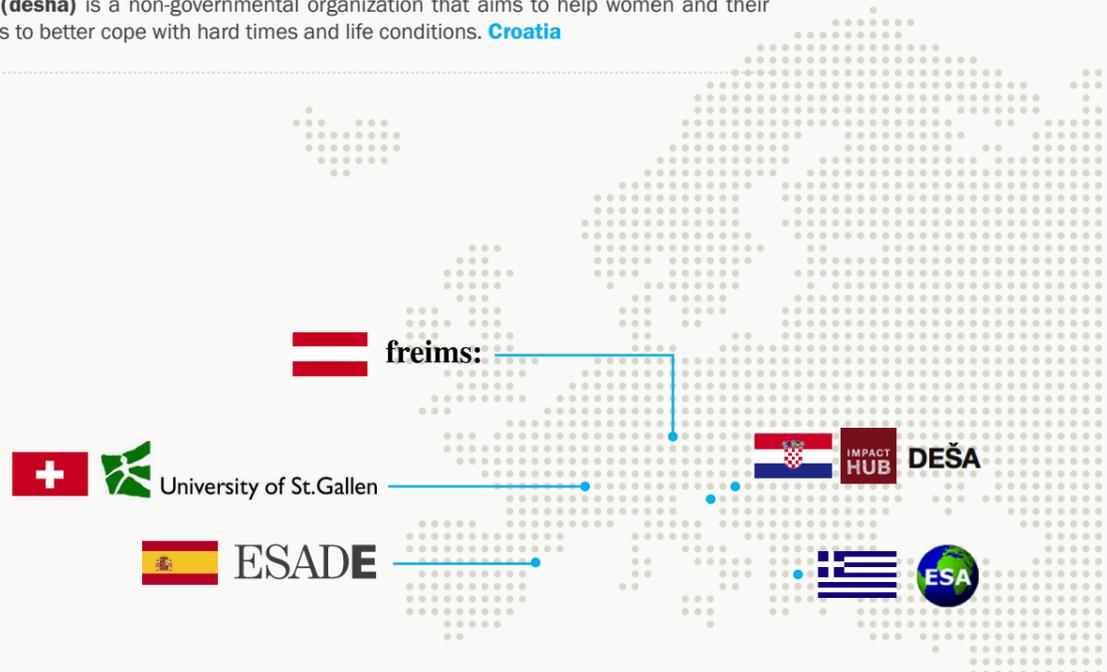
**Social entrepreneurship consultancy:** Freims OG; specialized in innovative methodologies to train and support social entrepreneurs. [Austria](#)

**Social-eco entrepreneurship: European Sustainability Academy.** Previous experience in women entrepreneurs initiative for peer group learning and support network in [Greece](#)

**International Network of Social Innovators.** Hub Zagreb; Idea in action - Association for promotion of social innovations. [Croatia](#)

**1 NGO**

**DEŠA (desha)** is a non-governmental organization that aims to help women and their families to better cope with hard times and life conditions. [Croatia](#)



**IMPORTANT ACHIEVEMENTS**

**VALUES YEARBOOK**

Since 2007, the ESADE Chair in Leaderships and Democratic Governance and the Lluís Carulla Foundation have been fostering the Observatory on Values, an initiative aimed at making an axiological diagnosis of the situation as regards values in Catalonia. The Observatory seeks to analyse the dominant values, detect the main elements of axiological controversy, identify emerging values, and put forward proposals as to how to improve the country's ethical quality. Seventeen studies have been published to date by the Observatory on Values, on such wide-ranging topics as politics, business, the media, education, labour, sport and others.

The publications can be consulted here: <http://www.esade.edu/research-webs/esp/liderazgo/publicaciones/observatori>



**EDUCATING ENTREPRENEURIAL TALENT IN CHILDREN AND YOUNG PEOPLE**

The Prince of Girona Foundation (FPdGi) commissioned ESADE to perform a study to analyse the current situation regarding entrepreneurial initiative in Spain, make an international comparison and propose lines of action to encourage the entrepreneurial spirit, especially among young people.

The *White Paper on Entrepreneurial Initiative in Spain* has been drawn up by a team from the ESADE Entrepreneurship Institute. It gathers and analyses information from research conducted over the last decade, both in Spain and abroad. It also presents the results of a survey involving more than 7,000 Spanish young people using the social network Tuenti and several interviews with leading experts.

The conclusions of the study attempt to go a little further than the necessary legislative measures, the simplification of administrative procedures and the improvement of their tax treatment, focusing on three structural factors that are considered key for the promotion of entrepreneurial initiative in Spain: **the encouragement of entrepreneurial culture, training in entrepreneurship, and the funding of new initiatives.**



Workshop on entrepreneurial education with schoolteachers

In 2012 the FPdGi held the I Workshop on Entrepreneurial Education and produced a report entitled *Learning to Be Enterprising*, which describes the successful initiatives carried out in Spain and derives pedagogical and didactic consequences from the accumulated experience in order to put forward criteria for the design of new programmes. ESADE participated in the scientific management of this report.

In the course of 2013 the report was distributed throughout Spain's 30,000 schools, serving as a starting point for the project *Educating Entrepreneurial Talent*, created to train specialists in entrepreneurial education in some 100 schools in Madrid, Barcelona, Bilbao, Sevilla and Valencia so that they can lead projects in schools. The project also includes counselling and assistance for the educational projects established as a result of the training.

In 2014, the project *Educating Entrepreneurial Talent*, started up in 2013, will complete its first year of activity and the II Workshop on Entrepreneurial Education will be held.

The project is planned to continue in 2015 with a second phase that pursues the challenge of **introducing the competency of Learning to Be Enterprising into teachers' everyday practice** in order to be able to move on from the present situation, in which there are a large number of isolated entrepreneurship projects, to a new scenario of *Enterprising Schools* in which entrepreneurship is the fifth pillar of education, alongside the existing competencies of Learning to Know, Learning to Do, Learning to Be and Learning to Live Together.

**SOCIAL INNOVATION ANTENNA**

The purpose of the study is to provide an antenna, receptive to the most recent and most intense signals coming from those who are at the forefront of social innovation. The antenna sets forth the patterns of innovative thought and the activities carried out in 10 inspiring social innovations promoted by the world's leading centres for social and entrepreneurial innovation.

The following publications have been produced by the Social Innovation Antenna:

- *Antena de innovación social: Vías hacia el cambio sistémico* (Social Innovation Antenna: Paths towards Systemic Change, 2013)
- *Antena para la innovación social: Las diez innovaciones sociales más destacadas e inspiradoras* (Antenna for Social Innovation: The Ten Most Outstanding and Inspiring Social Innovations, 2011)

## NGO LEADERSHIP

The ESADE-PwC Social Leadership Programme is a joint initiative of the Institute for Social Innovation of ESADE and the PwC Foundation, created during the 2008-2009 academic year, to generate and disseminate knowledge about leadership in NGOs and other not-for-profit entities.

The Programme also offers additional activities, like designing a research project and an annual academic case, the publication of a book with ideas arising in the course, and an annual public event at the end of each course.

As a result of the research and work done during the early years of the Programme, the following books have been published:

- Leaders for Social Change
- Successfully Transforming NGO
- Effective Collaboration in NGOs

<http://www.esade.edu/research-webs/eng/socialinnovation/publicaciones/ong>

## CASE COLLECTION

The ESADE Case Collection comprises **138** cases, **32** (23.2%) of which are directly related to corporate social responsibility (CSR).

Below we give some examples of case studies produced in recent years by ESADE professors on various aspects of social responsibility (CSR):

Correa Domenech, M.; Cava Martínez, J. - Gas Natural Fenosa. Liderazgo de equipo, Barcelona: ESADE 07/2013 - 13 pp.

Martí Ripoll, M.; Montalvo García, A.; Palma Naranjo, M. - Conflict at MRW: The new employee's pregnancy, Boston, Mass. (U.S.): North American Case Research Association (NACRA), 07/2013, Case Research Journal Vol. 33, Issue 3 (Summer 2013).

Planellas Arán, M.; Urriolagoitia Doria Medina, L. - Dilemmas of an entrepreneur (A): In the Spanish telemarketing sector (1992-2000); (B): In the Spanish contact-centre sector (2000-2005) - Barcelona: ESADE; Beds (UK): European Case Clearing House - (ECCH), 03/2013 12, 23 pp.

## PhD PROGRAMME

The PhD Programme has positioned itself as one of Spain's leading doctoral programmes on management. It holds the **Spanish Ministry of Education 'Towards Excellence' distinction** (awarded in 2011), which recognises doctoral degree courses at Spanish universities for their scientific, technical and educational excellence. The programme aims to develop in students the competencies required for formulating and analysing research questions, as well as for conceptualising and implementing designs and methodologies that enable them to broaden the horizons of their knowledge in their respective fields of research.

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

**Cristina Berg Johansen, PhD 2012**, Assistant Professor, Department of Organization, Copenhagen Business School (CBS), Denmark. Thesis: Sustainability-as-Practice. A Case Study of Managers' Micro-Strategic Work to Integrate Sustainability with Business Practices in a Healthcare Multinational.

**Matt Murphy, PhD 2012**, Assistant Professor of Sustainability and Strategy, Peter B. Gustavson School of Business, University of Victoria, British Columbia, Canada. Thesis: Cross-sector Social Partnerships: Value Creation and Capabilities.

**Fredrick Onyango Ogola, PhD 2012**, Full-time lecturer, Strathmore Business School, Strathmore University, Kenya. Thesis: Mechanisms for Development in Corporate Citizenship and the Social Responsibility of Financial Institutions in Developing Countries.

**Sondos Galmal Eldin Sobhy Abdelgawad, PhD 2013**, Assistant professor, Entrepreneurship Department, Instituto de Empresa (IE) Business School, Madrid, Spain. Thesis: Entrepreneurial Capability: Examining Opportunity Pursuit in Multiple Contexts.

**Marc Esteve Laporta, PhD 2013**, Lecturer in International Public Management, University College London, UK. Thesis: The Management of Interorganizational Collaborations.

## FACULTY RESEARCH

ESADE remains committed to addressing the most formidable research challenges in the management, legal and social sciences. Yet the results of these endeavours are of greatest value when shared with as broad an audience as possible. Consequently, ESADE is very proud to have launched its new *ESADE Knowledge Portal* at [www.esadeknowledge.com](http://www.esadeknowledge.com).

This is a multi-genre platform that allows the greater ESADE community to search and enjoy all of the useful content generated by ESADE. Not only does it include our entire portfolio of leading scientific research, but it also comprises alternative genres such as videos, blogs, books and teaching cases. There is little doubt that the evolution in information and communication technologies will continue to give rise to many different novel media genres. With the ESADE Knowledge Portal, we look forward to showcasing a wide variety of new forms of communication for many years to come.

## A SAMPLE OF OUR FACULTY'S PUBLICATIONS

### JOURNAL ARTICLES – Articles in journals with impact factor

Arenas Vives, D.; Sánchez, P.; Murphy, B. - Different paths of collaboration between businesses and civil society and the role of third parties - *Journal of Business Ethics* (2012 IF=1.253b Q3 Bus. Q2 Eth.b BW20b FT45) - Springer - Vol. 115, no. 4, 07/2013, pp. 723-739.

Celine, L.; Arenas Vives, D.; van Cranenburgh, K. - From preaching to investing: Attitudes of religious organisations towards responsible investment - *Journal of Business Ethics* (2012 IF=1.253b Q3 Bus. Q2 Eth.b BW20b FT45) - Springer - Vol. 110, no. 3, 09/2012, pp. 301-320.

Bonache Pérez, J.A.; Trullén Fernández, J.; Sánchez, J.I. - Managing cross-cultural differences: Testing human resource models in Latin America, *Journal of Business Research* (2012 IF=1.484b Q2 Bus.) - Elsevier - Vol. 65, no. 12, 12/2012, pp. 1773-1781.

Mendonça Tachizawa, E.; Giménez Thomsen, C.; Montes Sancho, M. - Green supply management strategies in Spanish firms, *IEEE Transactions on Engineering Management* (2012 IF=0.893b Q3 Bus. Q3 Manag.) - *IEEE Technology Management Council* - Vol. 59, no. 4, 11/2012, pp. 741-752.

Giménez Thomsen, C.; Sierra Olivera, V. - Sustainable supply chains: Governance mechanisms to greening suppliers, *Journal of Business Ethics* (2012 IF=1.253b Q3 Bus. Q2 Eth.b BW20b FT45) - Springer - Vol. 116, no. 1, 08/2013, pp. 189-203.

Giménez Thomsen, C.; Sierra Olivera, V.; Rodón Mòdol, J. - Sustainable operations: Their impact on the triple bottom line, *International Journal of Production Economics* (2012 IF=2.081b Q1 Eng., Ind. Q1 Eng., Manuf. Q1 Oper. Res. & Manag. Sci.) - Elsevier - Vol. 140, no. 1, 11/2012, pp. 149-159.

Waddock, S.; Lozano Soler, J. - Developing more holistic management education: Lessons learned from two programs, *Academy of Management Learning & Education* (2012 IF=3.000b Q1 Edu. Q1 Manag.) - Academy of Management (AOM) - Vol. 12, no. 2, 06/2013, pp. 265-284.

Maak, T.; Stoetter, N. - Social entrepreneurs as responsible leaders: 'Fundación Paraguaya' and the case of Martin Burt, *Journal of Business Ethics* (2012 IF=1.253b Q3 Bus. Q2 Eth.b BW20b FT45) - Springer - Vol. 111, no. 3, 12/2012, pp. 413-430.

Vallentin, S.; Murillo Bonvehí, D. - Governmentality and the politics of CSR, *Organization* (2012 IF=2.356b Q1 Manag.) - Sage - Vol. 19, no. 6, 11/2012, pp. 825-843.

Pless, N.; Jenny, A. - In pursuit of dignity and social justice: Changing lives through 100 percent inclusion - How Gram Vikas fosters sustainable rural development, *Journal of Business Ethics* (2012 IF=1.253b Q3 Bus. Q2 Eth.b BW20b FT45) - Springer - Vol. 111, no. 3, 12/2012, pp. 389-411.

Pless, N. - Social entrepreneurship in theory and practice: An introduction, *Journal of Business Ethics* (2012 IF=1.253b Q3 Bus. Q2 Eth.b BW20b FT45) - Springer - Vol. 111, no. 3, 12/2012, pp. 317-320.

Pless, N.; Maak, T.; Waldman, D.A. - Different approaches toward doing the right thing: Mapping the responsibility orientations of leaders, *Academy of Management Perspectives* (2012 IF=3.174b Q1 Bus. Q1 Manag.bFT45) Vol. 26, no. 4, 11/2012, pp. 51-65.

Pless, N.; Maak, T.; Stahl, G.K. - Promoting corporate social responsibility and sustainable development through management development: What can be learned from international service learning programs?, *Human Resource Management* (2012 IF=1.458b Q2 Manag. Q2 Psychol. Appl.b FT45) - Wiley - Vol. 51, no. 6, 11/2012, pp. 873-903.

Rodón Mòdol, J.; Mària Serrano, J.; Giménez Thomsen, C. - Managing cultural conflicts for effective humanitarian aid, *International Journal of Production Economics* (2012 IF=2.081b Q1 Eng., Ind. Q1 Eng., Manuf. Q1 Oper. Res. & Manag. Sci.) - Elsevier - Vol. 139, no. 2, 10/2012, pp. 366-376.

Singh, J.; Iglesias Bedós, O.; Batista Foguet, J.M. - Does having an ethical brand matter? The influence of consumer perceived ethicality on trust, affect and loyalty, *Journal of Business Ethics* (2012 IF=1.253b Q3 Bus. Q2 Eth.b BW20b FT45) - Springer - Vol. 111, no. 4, 12/2012, pp. 541-549.

Urriolagoitia Doria Medina, L.; Vernis Domènech, A. - May the economic downturn affect corporate philanthropy? Exploring the contribution trends in Spanish and U.S. companies, *Nonprofit and Voluntary Sector Quarterly* (2012 IF=1.490b Q1 Soc. Iss.) - Sage - Vol. 41, no. 5, 10/2012, pp. 759-785.

Juhn, C.; Ujhelyi, G.; Villegas Sanchez, C. - Trade liberalization and gender inequality, *American Economic Review* (2012 IF=2.792b Q1 Econ.b BW20b FT45) - American Economic Association (AEA) - Vol. 103, no. 3, 05/2013, pp. 269-273.

Wiengarten, F.; Fynes, B.; Onofrei, G. - Exploring synergetic effects between investments in environmental and quality. Lean practices in supply chains, *Supply Chain Management: An International Journal* (2012 IF=1.684b Q2 Bus. Q2 Manag.) - Emerald - Vol. 18, no. 2, 04/2013, pp. 148-160.

Pagell, M.; Wiengarten, F.; Fynes, B. - Institutional effects and the decision to make supply chain environmental investments, *International Journal of Production Research* (2012 IF=1.460b Q2 Eng., Ind. Q2 Eng., Manuf. Q2 Oper. Res. & Manag. Sci.) - Taylor & Francis -Vol. 51, no. 2, 01/2013, pp. 427-446.

Wiengarten, F.; Pagell, M.; Fynes, B. - ISO 14000 certification and investments in environmental supply chain management practices: Identifying differences in motivation and adoption levels between Western European and North American companies, *Journal of Cleaner Production* (2012 IF=3.398b Q1 Eng. Envir.b Q1 Envir. Sci.) - Elsevier - Vol. 56, no. 1, 01/2013, pp. 18-28.

Wiengarten, F.; Pagell, M. - The importance of quality management for the success of environmental management initiatives, *International Journal of Production Economics* (2012 IF=2.081b Q1 Eng., Ind. Q1 Eng., Manuf. Q1 Oper. Res. & Manag. Sci.) - Elsevier - Vol. 140, no. 1, 11/2012, pp. 407-415.

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Arenas Vives, D.; Rodrigo Ramírez, P. - The challenge of future generations for business ethics, *Journal of Management for Global Sustainability* - International Association of Jesuit Business Schools (IAJBS) - Vol. 1, no. 1, 06/2013, pp. 47-69.

Dolan, S.; Altman, Y. - Managing by values: *The leadership spirituality connection, People & Strategy*, Human Resource Planning Society (HRPS) - Vol. 35, no. 4, 12/2012, pp. 21-26.

Dolan, S.; Bao, Y. - Sharing the culture: Embedding storytelling and ethics in the culture change management process, *Journal of Management and Change* - Estonian Business School (EBS) - Vol. 29, no. 1, 11/2012, pp. 10-23.

Dolan, S.; Raich, M. - Coaching by values, entrepreneurship and care: A framework for reengineering an innovative and sustainable culture, *Kindai Management Review* - Kinki University - Vol. 28, no. 2, 02/2013, pp. 19-20.

Martell Sotomayor, J. - University social responsibility: Origins, scope, and potential future, *Journal of*

*International Business Education* - Neilson Journals Publishing - Vol. 7, no. 2012, 12/2012, pp. 77-102.

Murillo Bonvehí, D.; Vallentin, S. - CSR, SMES and social capital: An empirical study and conceptual reflection, *Ramon Llull Journal of Applied Ethics* - Universitat Ramon Llull. Càtedra Ethos - Vol. 3, no. 3, 12/2012, pp. 17-46.

Mària, J.; Murillo Bonvehí, D. - The promotion of CSR in SMEs by support organizations. A case study in the Democratic Republic of the Congo, *Ramon Llull Journal of Applied Ethics* - Universitat Ramon Llull, issue 4, pp. 143-172.

Vitell, S.; King, R.; Singh, J. - A special emphasis and look at the emotional side of ethical decision-making, *AMS Review* - Springer - Vol. 3, no. 2, 06/2013, pp. 74-85.

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### Articles in other relevant journal

Dolan, S. - La importancia de los valores: alineación y realineación, *Dirigir Personas* - Madrid: AEDIPE - no. 15, 03/2013, p. 1.

Mària, J.F.; Devuyt, E. - King Leopold's Mines, Cristianisme i Justícia Booklets, n. 149, Barcelona, October 2013.

Serlavós Serra, R. - Repensando el Estado de Bienestar, Informe Económico - Barcelona: ESADE. Departamento de Economía - no. 14, 01/2013, pp. 57-61.

## BOOKS

Alemaný Gil, L.; Marina, J.; Pérez Díaz 'Pericles', J. *Aprender a emprender: cómo educar el talento emprendedor* - Barcelona: Aula Planeta, 02/2013 - 127 pp.

Buckland, H.; Murillo Bonvehí, D. - *Antena de innovación social: vías hacia el cambio sistémico* - Barcelona: ESADE. Instituto de Innovación Social, 02/2013 - 162 pp.

Carreras Fisas, I.; Iglesias, M.; Sureda Varela, M. - *La colaboración efectiva de las ONG. Alianzas estratégicas y redes* - Barcelona: ESADE. Instituto de Innovación Social, 07/2013 - 200 pp. Programa liderazgo social. Castiñeira Fernández, A.; Lozano Soler, J.M. - *El poliedro del liderazgo. Una aproximación a la problemática de los valores en el liderazgo* - Barcelona: Libros de Cabecera, 12/2012 - 272 pp.

Castiñeira Fernández, A.; Lozano Soler, J.M. - *El poliedro del lideratge. Una aproximació a la problemàtica dels valors en el lideratge* - Barcelona: Fundació Lluís Carulla, ESADE, Barcino, 12/2012 - 194 pp. Observatori dels Valors no. 14.

Dolan, S.; Martine, G. - *Succès et valeurs: les valeurs pour un mieux-être professionnel et personnel* - Paris (France): L'Harmattan, 10/2012, 172 pp. Questions contemporaines.

Pugès Cambra, L. - *La odisea del management: propuestas basadas en el pensamiento de Aristóteles, Heráclito, Ovidio, Pitágoras, Tito Livio, Horacio, Virgilio, Sófocles y otros clásicos* - Barcelona: Profit Editorial 10/2012 - 120 pp.

Rodríguez Blanco, E.; Carreras Fisas, I.; Sureda Varela, M. - *Innovar para el cambio social. De la idea a la acción* - Barcelona: ESADE. Instituto de Innovación Social, Fundación PwC, 09/2012 - 116 pp. Programa ESADE-PwC de Liderazgo Social; nº. 2011-12.

## BOOK CHAPTERS

Arenas Vives, D. - Studying the confrontation and collaboration of business and NGOs, E. Simoes & J. Neves (eds.), *In Research on Ethics and Social Responsibility* - Lisbon (Portugal): Business Research Unit, ISCT-IUL, 09/2012 - pp. 111-117.

Arjona Sebastià, C. - Ética de los juristas y actividad científica. Reflexiones en torno a una deontología interprofesional, F.J. Rodríguez Pontón (coord.) *In Investigación biomédica, derechos fundamentales e intereses generales* - Barcelona: Universitat de Barcelona (UB), 11/2012 - pp. 101-128 Universitat; no. 54.

Lozano Soler, J.M. - Organizational ethics, L. Zsolnai (ed.), *In Handbook of Business Ethics: Ethics in the New Economy*, Oxford (UK): Peter Lang, 04/2013 - pp. 103-126.

Maak, T.; Pless, N. - Responsible leadership: Pathways to the future, J. Ciulla, M. Uhl-Biel & P.H. Werhane (eds.), *In Leadership Ethics* - London (UK): Sage, 03/2013 - pp. 98-122, SAGE Benchmarks in Leadership.

Spender, J.C. - A new theory of what? Humanizing the firm in the time of the precariat, Joan Eric Ricart Costa & Josep Maria Rosanas (eds.), *In Towards a New Theory of the Firm* - Barcelona: Fundació BBVA, 12/2012 - pp. 183-240, Monografías Fundación BBVA.

# Principle 5

## Partnership:

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

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

### ESADE HELPS THE BUSINESS WORLD

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

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

### THE BUSINESS WORLD HELPS ESADE

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

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

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

### INTERNATIONAL ADVISORY BOARD

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

**INNOVATION:** To promote innovation in syllabuses and in research activities from an international perspective.

**RELEVANCE:** To ensure that ESADE meets the current and future global needs of business and society.

**IMPACT:** To address the foundational goals and have an impact on the future global development of executive management training.

### NETWORKS AND ALLIANCES

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



### MAJOR HIGHLIGHT

#### ESADE ALUMNI

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

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

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

The network currently consists of over 50,000 alumni working in the major economic and social sectors in 115 different countries. Our mission is to keep growing at both the national and international levels and to consolidate our already strong worldwide network. Our network offers a platform where alumni working in a particular professional sector or geographical area can discuss problems and find solutions based on their colleagues' experience.

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

<http://www.esadealumni.net>

### IMPORTANT ACHIEVEMENTS

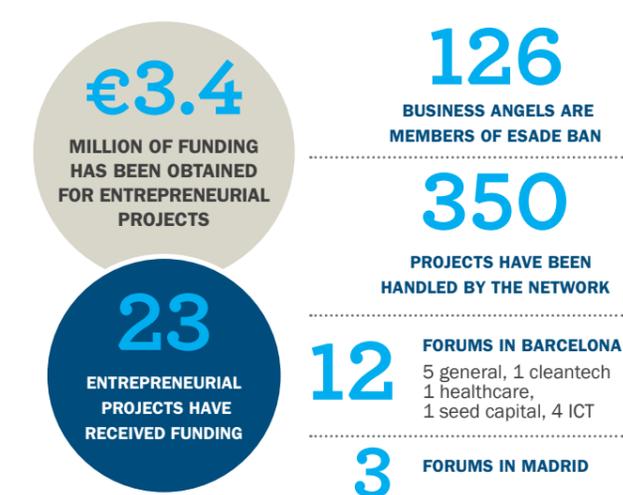
#### ALUMNI ENTREPRENEURSHIP

In Alumni Entrepreneurship we support entrepreneurs with a programme that combines activities and services for the development of their project (business plan, financing, orientation, etc.). And for private investors, through the business angel network ESADE BAN, we provide entrepreneurial projects in which to invest, training, networking and co-investment options with other investors in the network.

ESADE BAN is the business angel network promoted by ESADE Alumni. It acts as a meeting point between investors seeking investment opportunities and entrepreneurs with innovative projects and funding needs in their initial stages. The network is focused primarily on providing backing for firms that are either new start-ups or are in their first growth stages. The most popular investment model for the members of our network is co-investment with other network members or with venture capital companies.

[http://www.esadealumni.net/ea/entrepreneurship/esadeban\\_network](http://www.esadealumni.net/ea/entrepreneurship/esadeban_network)

Figures for the 2013-14 academic year:



### ALUMNI GIVING BACK

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

**PRO BONO CONSULTANTS:** ESADE alumni do pro bono consulting work for various foundations and NGOs. During the last academic year 175 volunteers took part in a total of 26 projects.

**FILM FORUM:** This consists of the screening of a series of politically committed films, with the intention of generating reflection and social debate. Sessions are held every two months.

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

**Track record:**

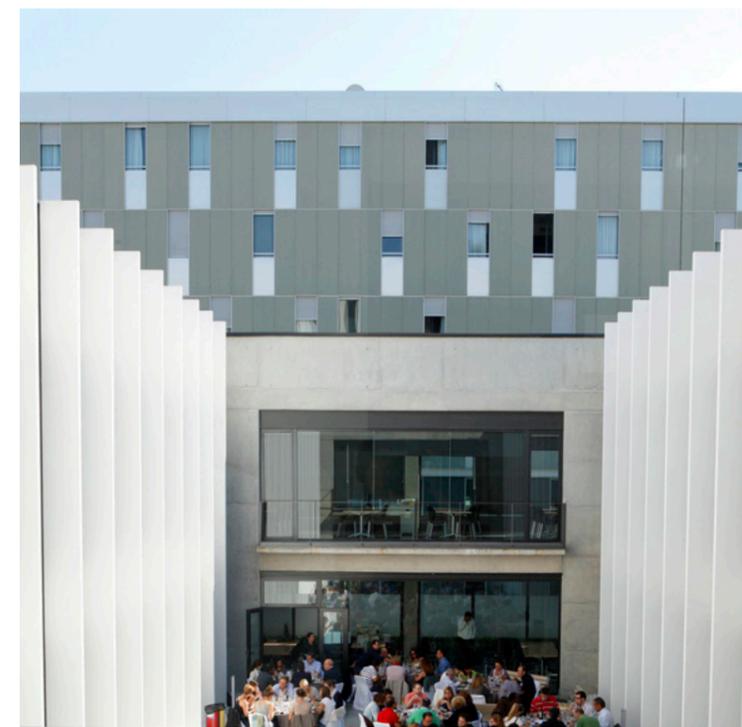
- Over 1,000 ESADE alumni have volunteered to work on consultancy projects.
- A total of 150 third-sector organisations have benefited from Alumni Giving Back's services.
- We have spent 50,000 hours doing pro bono consultancy work, estimated to be worth over €5 million.

[http://www.esadealumni.net/ea/alumni\\_giving\\_back](http://www.esadealumni.net/ea/alumni_giving_back)

### MOMENTUM PROJECT

The Momentum Project is an initiative organised by ESADE and BBVA which aims to contribute to the development of social entrepreneurship in Spain and Portugal, by implementing a support programme and ecosystem to allow the most promising social entrepreneurs to consolidate, grow and increase their impact.

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



# Principle 6

## DIALOGUE:

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

Over the years, ESADE has become a space of open and pluralistic dialogue where people can engage in discussion and make proposals on the most important challenges of today and tomorrow.

## MAJOR HIGHLIGHT

# PRME

## Principles for Responsible Management Education

ESADE has been chosen from among the 550+ leading business schools and management-related academic institutions from over 80 countries across the world, to participate in the **PRME Champions** project.

Based on the PRME initiative's vision to inspire and champion responsible management education, research and thought leadership globally, and a specific call for the creation of a leadership group in the Rio Declaration on the Contribution of Higher Education Institutions and Management Schools to The Future We Want: A Roadmap for Management Education to 2020, the PRME Secretariat proposed that this leadership group take the name **PRME Champions**, with the subtitle: Unlocking the next level of responsible management education and leadership. The PRME Champions group will be tasked with defining leadership in the PRME initiative. Comprised of the most involved PRME signatory institutions, the Champions group will lead the efforts of the PRME community to foster a vibrant learning community that encourages wider and more holistic implementation of responsible management education.

The project includes three areas of action, each co-led by three schools:

- 1. Curriculum development:**  
ESADE Business School (Spain), Fordham University School of Business (US), and University of Cape Town Graduate School of Business (South Africa).
- 2. Faculty development and engagement:**  
Copenhagen Business School (Denmark), Babson College (US), and IILM Institute for Higher Education (India).
- 3. Research:**  
Mendoza College of Business, University of Notre Dame (US), Audencia Nantes School of Management (France), and Ramon V. del Rosario College of Business, La Salle University (Philippines).

The PRME Curriculum Committee study is initially focusing on two areas of inquiry related to the competencies needed for responsible management and how to create them through management education. The ESADE team, made up of Josep M. Lozano, Maria Prandi and Janette Martell, is in charge of the first area of inquiry, centred on experientially based Learning in a Social Context (LSC), known to play a significant role in the development of responsible management and sustainability competencies.

The aim of this research is to identify and analyse the different experiences and models of LSC developed by PRME signatories. Beyond the descriptive component of the research, the analysis should enable the team to describe current LSC experiences, systematise different LSC models, and describe skills considered necessary in responsible management education, among others.

## IMPORTANT ACHIEVEMENTS

### ANNUAL CONFERENCE OF THE INSTITUTE FOR SOCIAL INNOVATION

The Institute for Social Innovation holds an annual conference. This year the theme of the conference was: *'Organisations with Social Impact: Fostering Intrapreneurship and Social Entrepreneurship'*.

The aim of this new edition of the conference was to contribute towards fostering the impact of social enterprises, whether consolidated or in the start-up phase, and also NGOs, socially responsible companies and public administrations so that they can become more enterprising in their defence of social causes.

“The future lies in the search for new models combining social innovation and financial sustainability.”  
**Pamela Hartigan,**  
Director of the Skoll Center for Social Entrepreneurship, University of Oxford

The Institute (IIS) gathered together international experts who have experienced social intrapreneurship within their organisations, with the intention of making known the leadership process they have gone through in challenging the status quo in order to attain a better future. The conference opted on this occasion for the talent of intrapreneurs and entrepreneurs as drivers of innovation and social impact. The event was attended by more than 250 people.

### VIII CONFERENCE OF THE CHAIR IN LEADERSHIPS AND DEMOCRATIC GOVERNANCE

The ESADE Chair in Leadership and Democratic Governance organises a yearly conference for reflection and debate at the Benedictine monastery of Sant Benet de Bages. After eight editions, the conference has become an extraordinary forum for reflection. The nature of the group, made up of top-level political, economic and social leaders, and the fact of getting all the participants around one single table on an equal footing have undoubtedly contributed to the consolidation of the Sant Benet annual conference as one of the country's most interesting, fruitful and relevant forums for debate and reflection.



This last edition addressed the topic *Enterprising Leadership: Opportunities in Adverse Scenarios*, with a threefold focus on leadership linked to entrepreneurship: enterprising experience (entrepreneurs' experiences, pathways and track records), learning (training of entrepreneurs: learning to be enterprising) and ecosystems (institutional and territorial frameworks favourable to entrepreneurship).

### GLOBAL COMPACT LEADERS SUMMIT

ESADE (Josep M. Lozano) and all the representatives of PRME Champion institutions, who met on the sidelines of the Global Compact Leaders Summit 2013, have made an ambitious commitment to work collaboratively to develop and promote activities that address shared barriers to making responsible management education a reality.

Participants also pledged to work more actively with United Nations agencies, funds and programmes, as well as participant companies of the UN Global Compact.

### CELEBRATING CEMS' 25TH ANNIVERSARY

The graduation ceremony of the Master in International Management (MIM) was held at ESADE in December 2013, congregating nearly 1,000 students from 67 countries and such prestigious universities as the London School of Economics, HEC Paris, Tsinghua University, Louvain, Bocconi, St. Gallen and the National University of Singapore, among others. The course is run through CEMS, a global alliance comprising 28 business schools, of which ESADE is one of the founding institutions. Furthermore, the graduation ceremony coincided with the 25th anniversary of CEMS. According to Eugenia Bieto, Director General of ESADE, "belonging to a global alliance like CEMS serves ESADE to consolidate a range of courses for young graduates that provides them with the necessary tools to progress professionally in a global business environment, thanks to having nurtured the spirit of enterprise and the fostering of new sustainable business models."

The guest speaker at the event was Javier Solana, President of the ESADE Centre for Global Economy and Geopolitics, who warned those present that for a better future we need "global

citizens". In Solana's opinion, the companies and managers of the future will have to contribute towards solving "global problems" that can only be tackled with a "day-to-day innovative and creative attitude". Javier Solana ended his graduation speech by inviting all the students of dozens of different nationalities to "open your arms to the future and improve the world we live in".

### ALUMNI CELEBRATING THE 25TH ANNIVERSARY OF ESADE ALUMNI

#### ESADE Alumni Annual Conference in Barcelona: The Industrial Challenge of Europe

The Conference Centre of Catalonia hosted a very special event: the celebration of the XIX Annual Conference, which coincided with the 25th anniversary of ESADE Alumni. This milestone was marked with two exceptional speakers: José Manuel Soria, Minister of Industry, Energy and Tourism of the Spanish Government, who gave the talk 'On the Road to Reindustrialisation', and Martin Winterkorn, CEO of Volkswagen AG, who delivered a talk entitled 'Forging a Solid Industrial Base for the Future of Europe'. Winterkorn was also awarded the ESADE Prize for his exemplary leadership in support of innovation and new technologies, with a truly global focus, and for his outstanding achievements as CEO of Volkswagen AG.

The conference ended with the acknowledgement of the 22 founder members of ESADE Alumni, some of whom took the stage to receive a tribute to their important work, role and influence on what ESADE Alumni is today. Before this, a video was shown in which the founders explained the reasons why they set up ESADE Alumni and how they see the future of the association.

#### 2013 PRME SUMMIT IN SLOVENIA

ESADE (Josep M. Lozano and Janette Martell) and more than 200 members of the responsible management education community convened in Bled, Slovenia, to discuss the continued creation of a new intellectual, research, teaching and institutional agenda that develops leaders for the future we want. At the 2013 PRME Summit - 5th Annual Assembly, hosted by CEEMAN, as 2013 Chair of the PRME Steering Committee, and co-organised with the PRME Secretariat, business school leaders, faculty, researchers and students, along with representatives from business, government and civil society, engaged in spirited discourse and shared recent learning from the global landscape of responsible management education.

The community has also urged other stakeholders, including major accreditors and ranking organisations, to fully incorporate responsible management education paradigms into their standards and criteria.

### INSPIRATIONAL GUIDE

The second edition of the **Inspirational Guide for the Implementation of PRME: Learning to go beyond** was released, featuring 27 new case stories from 17 countries. As with the first edition, launched at Rio+20, these inspirational guides highlight the real implementers of responsible management education.

Once again, **ESADE** contributed with a case story, on this occasion dedicated to the new Social Debate strategy.



### CHALLENGE FOR TALENT

The ESADE  
Challenge  
for Talent

Each year ESADE holds one of the most important events of the Grants Programme, the **Challenge for Talent**, in which scholarship holders share a few hours with the donors who make it possible for them to fulfil their dream of studying at ESADE.

The event bears witness to the ESADE Grants Programme as the perfect tool to attract the best talent. It also encourages dialogue between the two fundamental parties involved in the programme: the students who provide the talent and the donors - both companies and individuals - who collaborate in order to be able to award a large number of scholarships each year.

### ESADE'S ONLINE COMMUNICATION

ESADE showed its commitment to online communication by launching platforms and new content formats oriented towards promoting expert-generated knowledge in the online community.

#### INSPIRING FUTURES NEWSLETTER

In September 2012, we once again demonstrated our commitment to online communication by releasing the first edition of Inspiring Futures, a monthly digital publication that aims to inform the general public about ESADE's advances and activities.

#### ESADE TV

In April 2013, we made a clear commitment to audiovisual communication by launching our new ESADE TV channel. At the time of its introduction, the new multimedia platform had more than 500 videos on management, innovation, entrepreneurship, marketing, law, faculty opinions and anecdotes about ESADE's campus life. The channel is based on Nice264 Management, an innovative video platform that is fully adapted for smartphones and tablets.

#### ESADE CREA OPINIÓN

This online space, launched in April 2012, gathers all op-ed articles published by ESADE faculty members.

Over the course of the 2012-2013 academic year, the platform made 1,147 opinion articles available to the online community. The articles covered a variety of current-affairs topics, including economics, globalisation, law, politics, innovation, finance and public management.

### ESADE BLOGS

The ESADE Blogs project was created to give our experts greater voice, enabling them to express their opinions on current events as well as the latest developments in their respective areas of expertise.

With the addition of Gerard Costa's blog, the project now has a total of 10 thematic areas led by ESADE faculty members: leadership, geopolitics, social marketing, finance, law, social innovation, entrepreneurship, innovation, knowledge management, and development cooperation.

### SOCIAL NETWORKS

ESADE maintains a transparent and dynamic presence on social networks, with the aim of raising awareness about its activities. The institution has positioned itself as a leader in the use of social media, as evidenced every day by the thousands of followers who access news about ESADE as well as high-value content from our classrooms.

### SR-ESADE SITE

This academic year saw the launch of the SR-ESADE site, a space for sharing all the information generated at ESADE in the sphere of social responsibility. The site features information on the SR-ESADE Master Plan, the institution's track record on social responsibility, and the commitments made in the framework of various international organisations, which date back many years. It also includes an area for transparency and accountability, featuring the numerous Global Compact and PRME reports.

# Principle 7

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

## MAJOR HIGHLIGHT

### ENVIRONMENTAL RESPONSIBILITY STRATEGY

Four strategic lines have been defined in which the various environmental responsibility actions and initiatives are carried out:

1. Minimising environmental impacts
2. Organising events according to criteria of social responsibility and sustainability
3. Improving the sustainability of the cafeterias
4. Offering transparency, communication and accountability

## IMPORTANT ACHIEVEMENTS

### I ENVIRONMENTAL RESPONSIBILITY SURVEY

In February 2014 a survey was done of the whole ESADE community (faculty, administrative and services staff, participants and students), with the aim of knowing their opinion on possible actions to take, and also to become better acquainted with their usual practices and behaviours. The trilingual questionnaire was sent to **3,830 people**, and **413 responses** were received back.

To draw up the action plan, all the proposals and initiatives received from the community were analysed, and practices were identified that have been successfully applied at benchmark universities and business schools.

The purpose of this survey is to know your opinion about possible actions to take during 2014. **The support of the community is very important for making decisions that reinforce our environmental responsibility.**

### AWARENESS-RAISING CAMPAIGN IN GOOD ENVIRONMENTAL PRACTICES

We continued with our campaign to encourage good environmental practices amongst our students, faculty and administrative and services staff in order to raise awareness and help them to adopt behaviours and habits in line with a more sustainable view of our organisation.

## ACTIONS ON ENVIRONMENTAL IMPACTS

### INITIATIVES FOR REDUCING ENERGY CONSUMPTION

- Installation of presence sensors. Pilot test in certain areas.
- Replacement of some lighting with low-consumption bulbs and LEDs.
- Temperature control in common spaces according to GEN-CAT recommendations for generating healthy, comfortable, safe and productive surroundings.
- Encouragement of responsible use of spaces. Optimisation of space reservations at Sant Cugat according to real needs (sq m/person).
- Computers in ICT rooms switched off at night and on in the morning automatically. Remote-controlled schedules for 206 computers. Computers in ICT rooms programmed to hibernate after 30 minutes.
- Installation of 54 projectors with hybrid laser-LED technology.
- Responsible use of facilities with shutdown in times of little activity.

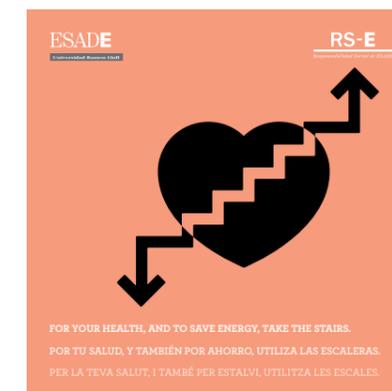
### INITIATIVES FOR REDUCING ENVIRONMENTAL IMPACT

- Implementation of a printing system controlled by the TUI card, default setting to print on both sides, and awareness-raising campaigns about paper consumption (21% saving over the same period last year).
- Printing materials meeting environmental standards (toner and paper).
- Institutional brochures printed on environmentally friendly paper: Splendorgel EW paper made from 100% chlorine-free wood fibre, FSC certified. Format guidelines recommended for optimisation of paper in the ESADE Visual Identity Guidelines.

- Procurement policy established according to standards of social and environmental responsibility.
- ESADE carpooling initiative. Application to share transport and reduce CO2 emissions.
- Environmental certification for the Barcelona-Sant Cugat shuttle. Certification for compliance with Euro 4 emission standards, according to European Community Directive 2005/55.
- Decrease in the consumption of plastic bottles as a result of the removal of the self-service refrigerators in Executive Education in Madrid and Barcelona and the installation of five new drinking fountains.

## RECYCLING IMPROVEMENT INITIATIVES

- Recycling of furniture, computer equipment and others in collaboration with Banc de Recursos (computers, chairs, cameras, printers, mobile phones, etc.).
- Recycling of highly polluting components. In collaboration with the Juvinter Foundation, dismantling of non-recyclable obsolete computers for spare parts.
- Recycling of paper and batteries through the Femarec Foundation.



## SOCIAL ACTION PROGRAMME A SHARED PROJECT

This is a shared project, open to the whole community, which makes it possible to have a collective experience in solidarity. Organisations are chosen by internal vote (faculty and administrative and services staff) out of a group of NGOs previously selected by an internal committee of experts, applying the following criteria:

- The organisation should be aligned with the mission and values of ESADE.
- It should have some sort of previous connection with ESADE (Society of Jesus, IIS, Alumni Giving Back, members of the ESADE community, etc.).
- The proposal should be put forward and led by a person or group of people from ESADE (who can act as a link with the organisation).
- The organisation's mission should have a positive awareness-raising effect on some specific field or group (poverty, international cooperation, environment, etc.).
- The organisation should be able to present a two-year collaboration project with ESADE that can match the nature of our activities and available resources.

The projects have a duration of two years, and three organisations are chosen.

In 2010, the three entities selected were: Amics de la Gent Gran and Acció Solidària contra l'Atur (Barcelona and Sant Cugat campuses) and Balía Foundation (Madrid Campus).

In 2012, the second programme was carried out with: Obra Social Sant Joan de Déu (Barcelona), Junior Achievement Foundation (Madrid) and Worldreader (international).

The information on the projects can be consulted on the website: <http://www.esade.edu/web/eng/about-esade/rse/social-action-cooperation>



## SOLIDARITY AND COOPERATION INITIATIVES

Parallel to the Social Action Programme, several initiatives in the sphere of solidarity and cooperation are carried out over the academic year, led by members of the community and with institutional support.

Over the 2012-2013 academic year, a total of 33 initiatives were catered for. In the 2013-2014, 26 initiatives have been catered for so far. Some examples are:

Organisation of the **ESMORZAR Pont Solidari**, as a result of collaboration between the institution and four social organisations (Banc de Recursos, Femarec, AcidH and Èxit Foundation), with the aim of making the work done and services provided by these organisations known to companies with close connections with ESADE (Aramark, ISS, Banc de Sabadell, CaixaBank, Danone, Deloitte and Caixa d'Enginyers).

Participation in the **GRAN RECAPTE d'Aliments** organised by the Banc d'Aliments Foundation, with food donations by the whole community. This year 2,130 kg were collected, 60% more than last year.



Regular on-campus **BLOOD DONATION** campaigns with the participation of the whole community. The participation recorded in the last edition was the best ever since the blood bank started visiting us: 135 people attended, giving 113 donations, 60 of them for the first time. This amounted to a 61% increase over spring 2013.



We should also mention our participation in the ÈXIT FOUNDATION Coach Programme, the MAMBRE FUNDATION Christmas campaign, the TV3 MARATÓ fundraising campaign, institutional collaboration with CARITAS, participation in the OXFAM INTERMÓN TRAILWALKER and others.

## ENTREPRENEURSHIP CLASS: LEARNING AND DOING

ESADE, in conjunction with the Prevent Foundation, has promoted this training and mentoring programme addressed to disabled entrepreneurs for business start-up or the acceleration of a recently created business venture. The initiative enjoys sponsorship and active participation from benchmark private enterprises in their sectors of activity. The project has been singled out as the best initiative promoting the employment of the disabled in the second edition of Banco Popular's Impulsa Programme.

## 'EMPRENDE EN VERDE' TRAINING PROGRAMME

This programme is run in the framework of the second edition of the Empreverde Network Prizes, promoted by the Biodiversity Foundation with cofunding from the European Social Fund through the Adaptability and Employment Operational Programme.

The training programme, designed and taught by ESADE, is intended to give support to entrepreneurs who have reached the pre-finalist round of the category 'Emprende en Verde' and contribute new knowledge in key areas: lean start-up, marketing, finance and presentation to investors.

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