

SHARING INFORMATION ON PROGRESS (SIP)





CONTENT

p. 4	1. LETTER FROM THE PRESIDENT	p. 39	7. RESEARCH
			7.1 Approach
			7.2 Actions
			7.3 Goals
p. 8	2. LETTER FROM THE IESIDE'S PRME REPRESENTATIVE		
p. 11	3. ABOUT IESIDE	p. 43	8. PARTNERSHIP
	3.1 Mission		8.1 Approach
	3.2 Our programs		8.2 Actions
	3.3 International Agreements		8.3 Goals
	3.4 Our campuses		
	3.5 Afundación, non-profit social institution of ABANCA	p. 47	9. DIALOGUE
			9.1 Approach
			9.2 Actions
			9.3 Goals
p. 21	4. PURPOSE	p. 55	10. ORGANIZATIONAL PRACTICES
	4.1 Approach		10.1 Approach
	4.2 Actions		10.2 Actions
	4.3 Goals		10.3 Goals
p. 27	5. VALUES	p. 59	11. CHALLENGES
	5.1 Approach		
	5.2 Actions	p. 61	12. CONTACT INFORMATION
	5.3 Goals		
p. 31	6. METHOD		
	6.1 Approach		
	6.2 Actions		
	6.3 Goals		



Miguel Ángel Escotet, PhD
President of IESIDE

A higher education institution is not a paradigm designed for all times and all places, because it only emerges and acquires meaning when it can respond to the needs of a particular context. This is how educational entities acquire a historical reality, determined as they are by the environment in which they arise and evolve. This is also how such entities constitute an engine of progress. This results from their coming to terms with the realities they face in a critical and scientific manner, and with the ultimate goal of inspiring their students to participate in the transformation of the society in which they live.

IESIDE, the Intercontinental Higher Education Business Institute, with its 35 years of existence, is still a young institution. And yet its life has been intense and fertile from the very moment of its inception during Spain's fledgling democracy, following the transition. Since its creation, IESIDE has been unequivocally committed to the academic quality of its programs, to forging links with Galician businesses, and to imbuing its graduates with its core mission of professional and social responsibility. Today, IESIDE continues to be linked to reality, adapting to its environment, offering answers to a fast, changing, and unpredictable society, and training its students in the skills needed to come to terms with and manage these new transient circumstances.

Along these same lines of remaining at the forefront of reality as a thoroughly modern entity that participates in an ever-evolving world, and forging a future for all, while inspiring students to do so as well, IESIDE is committed to Corporate Social Performance. This is a concept that has its beginnings in CSR from a purely philanthropic base, and that has evolved into a much more cohesive and integral concept for organizations like ours that appreciate the need to define their role in society even more sharply. IESIDE applies this concept to its activities, including in its decision-making processes, and in the responsible actions that it takes in environmental, economic, social, educational, and ethical matters. Therefore, the principles, processes, and results that are all part of our search for sustainability through CSR are of paramount importance. The training offered by IESIDE is focused on this mission because, beyond the specific training we provide, we try to generate a culture in which the teaching team, students and the social and business fabric of our environment comprise, on the basis of diversity and complementarity, an active part of a sustainable, inclusive and evolving society.



The theoretical framework and the essential guide for our corporate social development as a higher education entity can be found in the PRME (Principles for Responsible Management Education). IESIDE is a proud signatory of this document, which gives us the tools and approach necessary to achieve this mission.

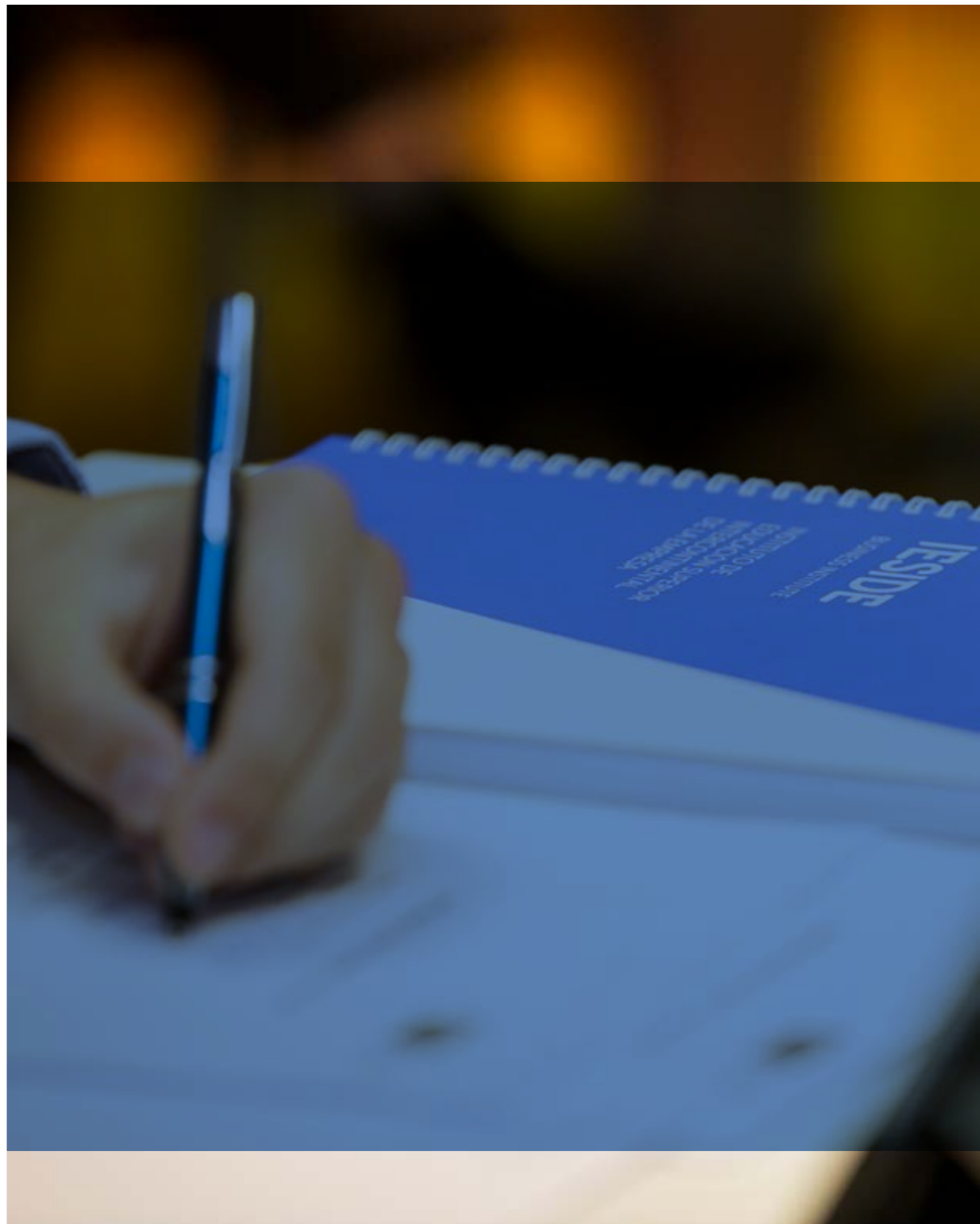
This first report is being published at a key historical moment, in a year marked by the outbreak of COVID-19, a phenomenon that will certainly change the longstanding paradigms that we have lived by: socially, interpersonally, ethically, and technologically, in the workplace, and as regards our mobility. IESIDE, in line with its mission and values, has known how to be flexible and versatile in the face of a reality that demanded quick answers to a variety of questions. It was in this spirit, and in line with its commitment to innovation, that IESIDE faced the first wave of the COVID-19 pandemic, anticipating the official isolation imposed by the state of alarm decreed on March 14, 2020. Two days before the decree, we began teaching our classes remotely through our Virtual Campus. The advanced technology of the online platform of our university institute that we had recently developed and implemented allowed us to be online within 12 hours of our decision to suspend all in-person classes. Students thus received interactive training in their own homes that was of the same quality as their previous in-person sessions. This enabled them to keep apace of their academic requirements. In addition to continuing with

Letter from the president

the usual academic training, we have also continued with our line of generating thought, reflection and debate through the IESIDE Forum on Society and Economy, which became available during lockdown through IESIDE Without Walls, on Afundación-TV. This new modality has allowed us to not only maintain contact with our usual audience, but to extend its reach to new and more global stakeholders. Through this project, IESIDE has consolidated its remote university extension program: a university without walls that makes available activities that are of value for the academic and professional community, both nationally and internationally.

IESIDE, which together with Afundación constitutes ABANCA's social outreach arm, sharing the same commitment to transformation, addresses the challenges of its time while also working with an eye to the future. For several years now, it has been planning the creation of what will be the first private university in Galicia, the Universidad Intercontinental de la Empresa (UIE), in which sustainability will be a core feature that permeates its entire mission, vision, values, objectives and purposes.

The people who work at IESIDE dedicate their time and skills to offering specialized, multidisciplinary, transdisciplinary, and interdisciplinary training within a global and integrated vision. Learning and teaching is for us a fascinating adventure that is shared by students and teachers alike. In addition, as part of our uncompromising commitment to quality, we are constantly working to create a stable relationship between our higher education institution and society, especially with production processes and with those other social dimensions that may affect value systems. In a world characterized by both uncertainty and the constant emergence of knowledge that advances in geometric progression, at IESIDE we have chosen to transform ourselves into a flexible institution, embracing diverse technologies and processes as part of our daily work. These are the components that constitute the foundations of our educational work, and which we draw upon to develop our Sustainable Development Goals. Attaining these goals will help us grow, learn, and improve as a higher education institution whose true vocation is collective evolution, human progress through knowledge. We aspire to be leaders in helping to balance utopian and pragmatic thinking, to renew democratic practice, to shape the ethical and aesthetic conception of society, and to be an engine of human renewal.





Dr Jaime Pérez Martín-Gaitero
Associate Lecturer in Sustainability
IESIDE

As members of society, each one of us requires a multifaceted change in order to attain the sustainability that society so desperately needs. The 17 Sustainable Development Goals are a fundamental guide for the achievement of this overarching objective. Mere energy-saving measures or waste recycling initiatives, or proffering grandiloquent statements – either for self-serving reasons or simply to follow current fashion – about the basics of business ethics or the importance of people in achieving an organization's goal, will no longer suffice. Perhaps they never did in the first place.

We must take the needed steps, leaving behind the kinds of sustainability reports that do not include practical application and that in the end constitute little more than window dressing. We at IESIDE have a triple bottom line that does not necessarily triple the work we do, but that merely constitutes our natural accountability to our stakeholders. We view contact with the companies in our environment as opportunities to jointly explore new ways of confronting our current challenges, working together to craft the responses that maximize the greater good of all parties involved. At IESIDE, students and teachers share knowledge and learn from one another every day, developing our training actions through active listening, promoting our own ideas, and cultivating a zest for learning. We create spaces that go beyond a conventional classroom, and that encourage this way of working and relating.

IESIDE takes concrete actions in order to achieve sustainability. Our actions eschew the merely philanthropic in favor of an approach that seeks to optimize Corporate Social Performance. Doing this requires applying responsible environmental, economic, social, and ethical actions to activities, and including them in decision-making processes. This process involves coordinating management with all social groups. The training we offer focuses on this mission. In the same way and with the same commitment that we collaborate with our students to attain objectives in the traditional areas within companies, we cooperate with the organizations so that they become an active part of a sustainable and inclusive society.

Our greatest impact lies in our educational work: what we teach and how we teach it. Our professors, the persons who are ultimately responsible for implementing this vision, initiate their involvement by assessing how their subject is related to sustainability, and by incorporating the resulting information into the academic training that they provide.

That is why our teachers have updated their teaching guidelines so that currently a total of 60 ECTS credits, out of the total 240 that make up the degree, include the topic of sustainability. In addition, an evaluation of their projects' sustainability is an essential requirement of the Graduate and Master's Dissertations.

Regarding sustainability in postgraduate and non-university education, IESIDE has designed a modular program of 30 ECTS credits as a specialty within its Executive MBA. This training allows us to offer a broad vision of the current situation and to provide students with the tools needed to address the paradigm shift necessitated by current sustainability challenges – always from the standpoint of challenges offering opportunities for improvement.

At the organizational level, we have been able to manage electricity consumption from renewable sources. This is our first step towards reducing our environmental footprint. We will also make progress in reducing the water footprint and CO₂ emissions associated with travel. If we consider the immediate consequences of the pandemic, we can say that our teaching activity has been altered by having to abruptly shift from classroom instruction to online learning. The extraordinary effort that has been made by all the people at IESIDE, administration staff, technicians, and lecturers, has been equaled by the commitment of our students to continue their education. This shared dedication during the dark days of lockdowns has consolidated the centrality of SDGs in our vision. Quality education is at the very core of what IESIDE is all about.

In this stage of explicit commitments to sustainability, which we began in 2018, we aspire to be a leading institution in this regard, blazing the trail in the creation and dissemination of knowledge, and in training and potentiating both individuals and organizations. In this context, it is important to point out that, since 2018, IESIDE has been a part of the Spanish Network for Sustainable Development (REDS), the national affiliate of the global Sustainable Development Solutions Network (SDSN). A year later, we became a Supporting Institution of the United Nations Environment Program Finance Initiative (UNEP FI), and endorsed the Principles for Responsible Banking.

For the purpose of focusing our day-to-day actions on concrete aspects of sustainability, we have analyzed the connection between the 169 SDG targets and our activity. Based on this study, we have classified the goals and targets into three groups: direct, complementary, and indirect, according to their need for immediate action and our operational capacity. In order to translate this analysis into concrete actions, we defined the targets in terms of our operational plan.

During the next two-year period, we will be seeking to implement the following projects:

- **Development of a line of research across the institution on Corporate Social Performance.**
- **Creation of a quantitative and qualitative performance system that directly links targets to internal indicators.**
- **Collaborate with our students to define values for sustainability, and to create the necessary academic and non-academic activities to develop them for the purpose of understanding the scope of decisions and actions taken in an organization.**
- **Involving our large community of alumni – more than 60,000 people – in our commitment to sustainability. Together, we will work to find solutions to the challenges and opportunities that the SDGs present to society.**

In short, IESIDE does not teach sustainability based on complex systems whose resource intensity makes their activities irrelevant in practical terms to most companies. Instead, we aspire to be a model that can actually be exported to other organizations so that, through day-to-day actions both small and large, and with the SDG targets as our mission, these companies come to understand – and learn to improve – the impact that their actions have on sustainability.



3. About IESIDE

- 3.1 Mission
- 3.2 Our programs
- 3.3 International Agreements
- 3.4 Our campuses
- 3.5 Afundación, non-profit social institution of ABANCA

3. About IESIDE

The Intercontinental Higher Education Business Institute (known by its Spanish acronym of IESIDE) is a private higher education institution, with a strong international orientation and specialized in the broad scope of business, with a diverse interdisciplinary quality offer and with more than 30 years of experience in the field. Its mission is to prepare students to become future leaders.

IESIDE is the strategic project of higher education of Afundacion, the non-profit social and cultural institution of ABANCA. It is the first financial institution of Galicia, committed to social and economic development of the Northwest of Spain and Portugal.

3.1 Mission

The mission of IESIDE is to carry out cutting-edge and innovative educational work that focuses on higher education.

IESIDE is oriented towards business and internationalization, on the basis of the most rigorous quality standards. Our purpose is to contribute to the training and education of human capital, promote corporate social responsibility and business innovation, and to increase the competitiveness of national and international companies, with a particular focus on northwest Spain and the Atlantic Axis.



3.2 Our programs

At IESIDE we seek to train students so that they can become future leaders and contribute to increased business competitiveness and the creation of a sustainable, inclusive, and egalitarian society at both the national and international level. We combine excellence, innovation and new technologies with a differential, adaptable and agile academic model based on cognitive and emotional skills. It is very important to point out that, although the focus of our programs is on in-person learning, all our programs also utilize a virtual campus and a system for recording classes and teaching them online. This allows for continuous training that cannot be interrupted under any circumstances – including those circumstances imposed by the current COVID-19 pandemic.

Our training includes the three components of university instruction, executive training, and in-company experiential learning.

3. About IESIDE

UNIVERSITY EDUCATION

Our university training consists of our program leading to the Degree in Business Administration and Management and the Master's Degree in Business Administration.

BBA International Joint Degree

The Bachelor's Degree in Business Administration (BBA) lasts four academic years, and consists of a total of 240 ECTS credits. The classes in this degree program are taught at our Vigo campus. Our BBA is an official university degree within the EHEA, and IESIDE has been teaching as an affiliated center of the University of Vigo since the 2010-2011 academic year. Prior to that time, since 1994, this bachelor's degree had been offered through the University of Wales.

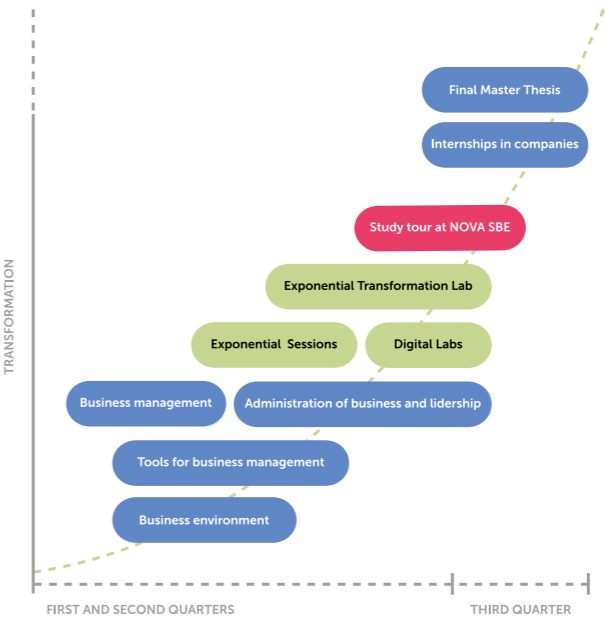
Since 2010, by virtue of an agreement with the Dublin Business School, we offer our students the opportunity to earn an International Joint Degree after five years of study (four at IESIDE and one at Dublin Business School).

Exponential MBA

It is beyond all doubt that the challenges and opportunities posed by the SDGs require organizations and individuals that are prepared to take them on. Our Exponential MBA was designed to provide the preparation that is necessary. Exponential organizations are leading the world market. These are companies capable of growing and causing an impact that is far greater than that of their competitors – exponentially greater. We achieve this by applying disruptive solutions to their business models, and by utilizing the most advanced technology.

The Exponential MBA at IESIDE is an official master's degree in business administration aimed at recent university graduates. Its contents are distributed in 90 ECTS, which are studied in a full-time schedule from Monday to Friday over the course of three four-month periods. The classes for the Exponential MBA program are taught at our Vigo and A Coruña campuses.

The goal of this innovative program is to transform traditional businesses into exponential organizations. Our students obtain, in addition to the official Master's Degree in Business Management and Administration granted by the University of Vigo, the Higher Certificate in Exponential and Digital Business, offered by IESIDE, and the From Creativity to Innovation Certificate, offered by NOVA School of Business and Economics (NOVA SBE).



3. About IESIDE



EXECUTIVE EDUCATION

IESIDE has offered this MBA since 1990. It is aimed at professionals with managerial experience and is oriented to the development of transformative and innovative knowledge and skills for managing teams and individuals. The courses for this program are taught at our Vigo campus.

The **Executive MBA** has a requirement of 75 ECTS. The program begins in February and ends in April of the following year, and is designed to be compatible with working hours, with Friday afternoon and Saturday morning sessions. It includes the International Business Program of Georgetown University, which is an intensive one-week program offered in May. The program is organized around three main activities:

FIRST:

The Executive Management Program (EMP), 30 ECTS, with a study tour at London School of Economics, LSE.

SECOND:

Six specialization programs of 30 ECTS each, from which the student could choose one of them:

Lidership and People Management: with a study tour at ESCP Business School – Campus de Paris (France).

Finance Management: with a study tour at Frankfurt School of Finance and Management (Germany).

Marketing Management: with a study tour at University at Albany- State University Of New York (USA)

International Business: with a study tour at University Of International Business And Economics Business School – UIBEBS Beigin (China).

Sustainable Business with a study tour at Rotterdam School of Management (Netherlands).

Digital Management: with a study tour at Coller School of Management - Tel Aviv University (Israel).

THIRD:

Final Master Thesis: 15 ECTS.

The **Master's Degree in Economic-Financial Management, MDEF** (2009/2010) is focused on the development of financial strategies that guarantee the profitable growth of the company, and that maximize the creation of value for the shareholder. MDEF lasts 9 months and comprises 420 teaching hours.

The **Master's Degree in International Business, MIB**, has been designed as a fully transformational program that opens the mind to cultural diversity, and that trains its students to make decisions in highly changing environments. It provides a practical knowledge of import-export operational tools, while also delving into matters of innovation and global expansion that require decisions reflecting a more advanced strategic vision. The MIB lasts 9 months, comprises 425 teaching hours, and is taught completely in English.

In collaboration with ESIC Business & Marketing School (also a PRME signatory), IESIDE offers the **Master's Degree in Marketing and Sales Management (GESCO)** which last 12 months and comprise 400 class hours.

3. About IESIDE

IESIDE currently offers the following specialized programs:

SPECIALIZED PROGRAMS

- Executive Program in Management Development
- Advanced Program in Sales Management
- Specialized Program in Corporate Compliance and Enterprise Risk Management

In 2021 the following programs will be offered:

- Specialized Program in Big Data, Business Intelligence & Controlling
- Blockchain Specialized Program: Business Applications
- Specialized Program in International Purchasing Management
- Specialized Program in Cybersecurity Management

3.3 International Agreements

Over the years, we have signed partnership agreements with the following universities, with a view to providing our students with a real international experience:

- Dublin Business School, Ireland
- Poznan University of Economics, Poland
- Haute École de Gestion de Genève, Switzerland
- Memorial University of Newfoundland, Canada
- NOVA School of Business & Economics, Portugal (scholarship for our MBA students)

Within the Erasmus+ program of the European Union, the centers with which we currently have study-abroad agreements are:

- Flensburg University, Germany
- Poznan University of Economics, Poland
- Istanbul Aydin University, Turkey
- University of Applied Sciences BFI Vienna, Austria

The international focus of our programs is increasingly reflected in the profile of our faculty and students, in their mobility, in our agreements with foreign universities that offer students the possibility of obtaining double degrees, and in the bilingual character of several of our degree programs. The following academic extension programs are worthy of mention:

EUROPE:

- NOVA School of Business & Economics, Portugal, 2020

ASIA:

- Beijing International Studies University, China, 2016
- University of International Business and Economics, China, 2017
- Tianjin Foreign Studies University, China, 2019

UNITED STATES:

- Georgetown University, Washington DC, EE. UU., 2003
- University of California, Riverside, California, EE. UU., 2019



3. About IESIDE

3. About IESIDE

3.4 Our campuses

IESIDE has three campuses, which are located in A Coruña, Vigo and Pontevedra. In addition, we offer three multicampus libraries with virtual access, as well as a student residence located in Pontevedra. We also have the additional support of ABANCA and Afundación centers in the main Galician cities.



A CORUÑA

IESIDE's facilities in A Coruña are in an area close to the city's downtown, and are easily accessible from the major thoroughfares. The building, which comprises 2000 m² distributed on four floors, includes a modern auditorium with a seating capacity of 200 persons.

The building complex offers several areas, including classrooms, seminar rooms, a digitalized library, entrepreneurial spaces, workrooms, a modern cafeteria, areas for students and teachers. The campus is equipped with cutting-edge audiovisual equipment and technology, and offers a spacious parking lot and garden area.

PONTEVEDRA

The Pontevedra campus is located on the top floor of Afundación's headquarters, and offers training programs that are developed in collaboration with other universities with whom we have partnership agreements. The objective of these programs is to refine students' skills and provide them effective management tools. The first degree program offered at the Pontevedra campus was the Advanced Diploma in International Relations (DARI), designed in partnership with Beijing International Studies University (BISU).

VIGO

Located 500 meters away from Plaza de España, one of the city's main squares, the Vigo campus of IESIDE has an area of 4088 m², and comprises a four-story building, parking areas and green spaces. Its classrooms, equipped with the most advanced accoutrements, also feature excellent acoustic design and a semicircular shape, which is conducive to an interactive and highly participatory class dynamic. The Vigo campus also offers many rooms and spaces for seminars to facilitate teamwork, a library, two computer rooms and a multimedia room for the personal use of students outside of school hours. All together, the infrastructure of the campus offers students a highly congenial learning environment.



STUDENT RESIDENCE HALLS

Located in the center of the city of Pontevedra, our university residence, with a maximum capacity of 129, offers 44 double rooms and 41 single rooms.

SATELLITE UNITS

Each of the Afundación offices in Ferrol, Lugo, Ourense, and Santiago has excellent spaces equipped with specific technological and teaching resources, with individual workstations, meeting rooms and auditoriums. IESIDE Ourense also has additional technological facilities.

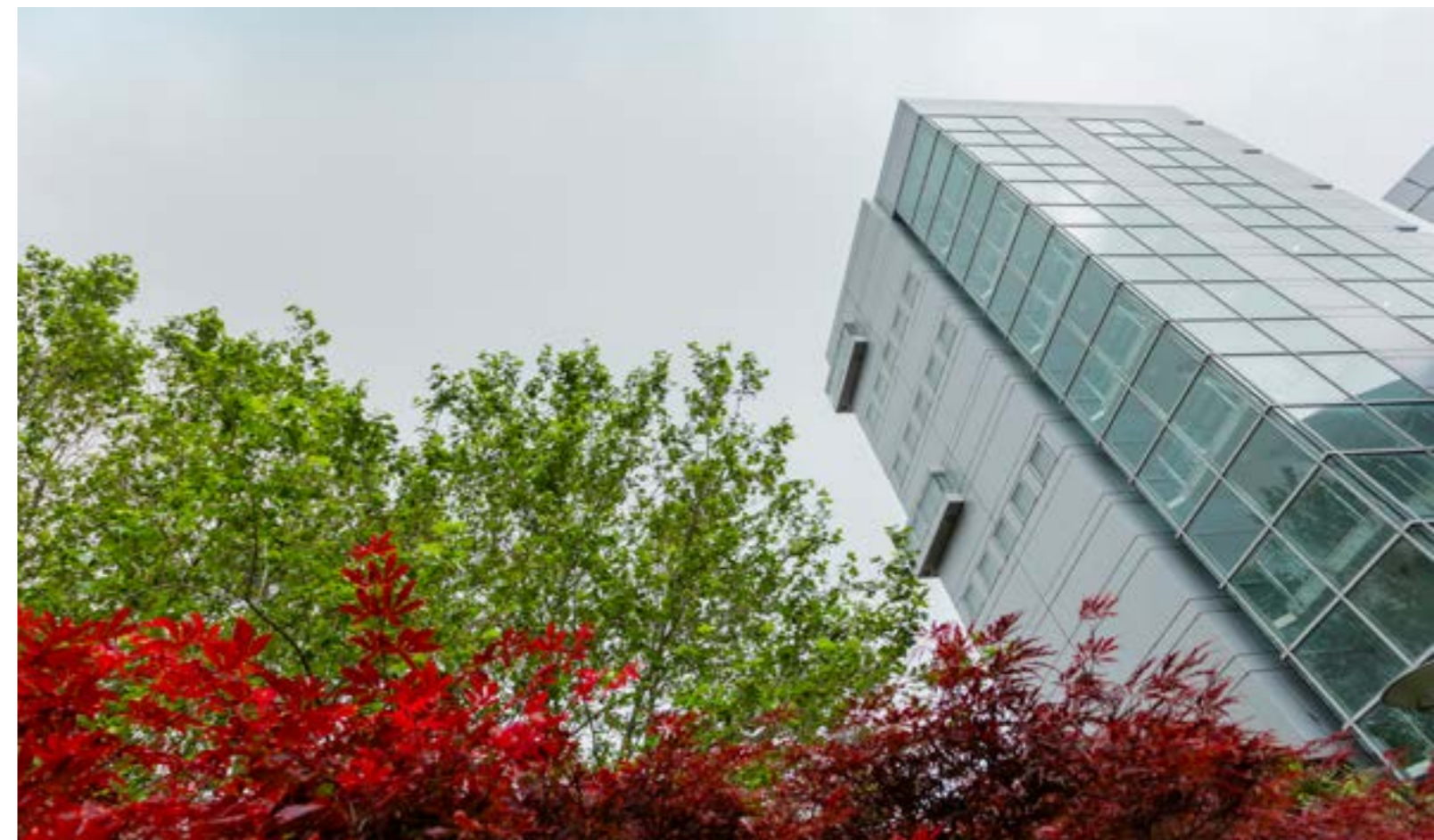
BUSINESS SCHOOL PARTNERSHIPS

Since its earliest beginnings, IESIDE has participated as a partner in the following prestigious national and international business school organizations:

- **AEEN, Spanish Association of Business Schools (since 2013)**
- **EFMD, European Foundation for Management Development (since 1994)**
- **CLADEA, Latin American Council of Business Schools (since 2011)**
- **HACU, Hispanic Association of Colleges & Universities (since 2019)**



IESIDE is a strategic partner of the Galician Chapter of SingularityU, a project of Singularity University (Silicon Valley) aimed at training, inspiring, and empowering people to use exponential technologies.



3. About IESIDE

3. About IESIDE



3.5 Afundación, non-profit social institution of ABANCA

Afundación, with its fundamental commitment to transformation, seeks the integral development of Galician society through educational, social, and cultural action within and outside the community of Galicia. Our main objectives are to develop an innovative, high-quality, and business-oriented model of higher education, to enhance the active role of senior citizens in society, and to promote knowledge through culture.

ABANCA expresses its social commitment through its activity, providing financing for the development of Afundación and IESIDE and contributing to the economic progress of its environment as an essential component of its corporate social responsibility. ABANCA endeavors to promote social advances and sustainable growth in a highly transparent manner, in line with both the ten principles of the Global Compact (of which it became a signatory in 2015) and the development goals approved by the United Nations. ABANCA's commitment to sustainability has been supported by the work done by IESIDE in this area, and has been materialized in the commitments undertaken through the signing of the following agreements:

- UNEP-FI Principles of Responsible Banking (Founding Signatory, September, 2019)
- Collective Commitment to Climate Action (September, 2019)
- Spanish Banking Sector Climate Commitment (December, 2019)
- United Nations Principles for Responsible Investment (May, 2020)
- United Nations Principles for a Sustainable Ocean (June, 2020)



3.5.1 Community Colleges

In addition to our undergraduate and graduate programs, IESIDE, along with Afundación, has two community colleges, which offer programs complementing post-compulsory secondary education and higher education. They are structured in modules of theoretical and practical training that are appropriate to the various professional fields. Most of them comprise 2000 hours or two academic years, equivalent to 120 ECTS.



Community College Afundación at A Coruña

The College was created in 1961 in the city of A Coruña. Its objective is to offer innovative teaching for young persons in the areas of Administration and IT. Currently, this two-year Community College offers three higher-level professional and technical education programs.



Community College Afundación at Vigo

This professional and technical center was founded in 1948 in the city of Vigo. It is considered a two-year college that enjoys an excellent reputation. It offers three higher-level professional and technical education programs and six intermediate-level technical education programs.

The College also offers courses to persons who are currently employed, in order to ensure that their specialized professional knowledge is up to date.



A blue-tinted photograph of a hand holding a SMART pen, poised over a laptop keyboard. The pen has 'SMART' and 'IESIDE' printed on it. The background shows the keys of the laptop, including a 'RE' key. The image is partially covered by a blue geometric overlay on the right side.

4. Purpose

- 4.1 Approach
- 4.2 Actions
- 4.3 Goals

4. Purpose

4. Purpose

4.1 Approach

The purpose of all of IESIDE’s programs is to enable students to understand the meaning and reality of social responsibility in all its dimensions; the role of organizations in an environment of globalization; the concepts associated with social responsibility (i.e., ethics, values, image, identity, reputation, etc.), the exercise of leadership in all areas of life (i.e., professional, economic, social, etc.); and the importance of basing one’s business decisions on values – a process that requires ongoing professional reflection and ethical behavior.

The area of Sustainability and Social Responsibility is responsible for directing the activities necessary to achieve our objectives and demonstrate our commitment. Every two weeks, the development of all our actions is evaluated with the general coordination of the center, and, every three months, the results are reported to the Governing Council.

4.2 Actions

During the initial two-year period (i.e., academic years 2018-2019 and 2019-2020) our actions have focused on identifying the relationship between IESIDE’s activities and our Sustainable Development Goals.

IESIDE AND SUSTAINABLE DEVELOPMENT GOALS

Although the Agenda 2030 for Sustainable Development is universal, the relationship of each person and organization with it varies due to many factors, such as capacity, situation, organizational activity, and even an entity’s specific stage of development. IESIDE began analyzing its activities vis-à-vis Sustainable Development Goals in December 2019. Two persons were assigned to this task: Aldara Díaz Piñeiro, coordinator of the MBA course at Coruña’s campus and Jaime Pérez Martín-Gaitero, professor of Business Creation and Sustainability.

These two persons carried out their work using internal information on the performance of our entity’s processes, the context of our organization, and external information from different sources, such as UN, PRME, REDS-SDSN and INE.¹ Specifically, they studied the way in which IESIDE’s activity as an organization and as a higher education center was related to the 17 SDGs and their 169 targets. In the forefront of their analyses at all times was IESIDE’s dual role as a university training center in business management and as an organization.

In the end, the two of them were able to identify targets that are related to the purpose of IESIDE and to our mission, vision, and values for each of the SDGs. The identification of the targets was based, on the one hand, on how IESIDE influences their attainment and, on the other hand, on how whether they are achieved or not can have an impact on IESIDE and its commitment to sustainability. Once these targets were identified, they were classified according to the degree of criticality for IESIDE and the degree of this entity’s influence on each of them. Each one of the targets was related to the actions either already in progress or in the planning stages, in which the commitment to sustainability is reflected in actual actions.

The result of the analysis involved sorting the SDGs containing the targets into three groups:

Direct: targets that are critically important for fulfilling the purpose of IESIDE and/or that IESIDE has a high operational capacity to achieve.

Complementary: the criticality and the capacity to influence are of a moderate level, but there exists the possibility to take action.

Indirect: IESIDE affects and is affected, like any other organization, without substantially compromising either its purpose or the attaining of the SDGs.

Classification of impacts:



TRACEABILITY OF THE IESIDE OBJECTIVES WITH THE SDGS

IESIDE’s strategy is captured in a planification document, which explains and analyzes the concrete actions that the center is going to take in order to attain its strategic objectives. Utilizing KPIs (Key Performance Indicators), these objectives are classified into three main groups:

- Clients - students
- Academic and support processes
- Human and technological resources

KPIs have been identified for each of the 17 SDGs and their 169 targets. By comparing this information with the study of the impact of the center’s activity on sustainability, we can extract information that allows us to see how the organization’s strategy supports the attainment of the SDGs. This enables the creation of a map in which the impacts of IESIDE on the 17 SDGs, and their targets – classified as direct, complementary, and indirect - can be tied to a specific KPI.

¹ INE, Instituto Nacional de Estadística: The National Statistics Institute is a legally independent administrative Autonomous institution assigned to the Ministry of Economic Affairs and Digital Transformation, via the Secretary of State for the Economy and Business Support. For the purpose of this document the Indicators for the Agenda 2030 for the Sustainable Development has been consulted.

4. Purpose

4.3 Goals

The main goal of IESIDE is to clearly define a policy of sustainability. This document will allow the implementation of actions in a way that is consistent with the new Strategic Plan of the organization.

IESIDE intends to define management indicators that will enable identification of a direct relationship between the organization’s actions and the attainment of the SDG targets according to the level of impact that the organization has on them. In this way, our commitment is shown by setting objectives and allocating resources within our operational programming.

DIRECT / INDIRECT ACTION TARGETS

TARGET 1-4

EQUAL RIGHTS TO OWNERSHIP, SERVICES, TECHNOLOGY AND ECONOMIC RESOURCES

TARGET 10-6

SUBSTANTIALLY REDUCE CORRUPTION AND BRIBERY

TARGET 1-5

BUILD RESILIENCE TO ENVIRONMENTAL, ECONOMIC AND SOCIAL DISASTERS

TARGET 10-8

DEVELOP EFFECTIVE, ACCOUNTABLE AND TRANSPARENT INSTITUTIONS

TARGET 1-8

MOBILIZE RESOURCES TO IMPLEMENT POLICIES TO END POVERTY

TARGET 10-7

ENABLE RESPONSIVE, INCLUSIVE AND REPRESENTATIVE DECISION-MAKING

TARGET 8-8

DEVELOP A GLOBAL YOUTH EMPLOYMENT STRATEGY

TARGET 10-10

ENSURE PUBLIC ACCESS TO INFORMATION AND PROTECT FUNDAMENTAL FREEDOMS

TARGET 17-54

ENHANCE POLICY COHERENCE FOR SUSTAINABLE DEVELOPMENT



La educación es lo que sobrevive
cuando se ha olvidado lo que se
ha aprendido

Burrhus Frederic Skinner

5. Values

- 5.1 Approach
- 5.2 Actions
- 5.3 Goals

5. Values

5. Values

5.1 Approach

The values that define our differential characteristics are as follows:

- **Company-focused:** efficient, responsible, and sustainable business management, entrepreneurship, innovation, commitment to new technologies and emerging sectors.
- **Excellence in the generation of knowledge.**
- **Internationalization in all dimensions:** content, students, and strategic alliances with institutions in diverse fields.
- **Liaison and collaboration with companies:**
Inclusion in the educational process (professional practices, exchanges, etc).
Innovation in developing management consulting services for companies.
Inclusion of trainers connected to the company.
- **Inclusion of activities aimed at developing the productive sector.**
- **Implementation of extracurricular programs aimed at employment, social commitment, and national and international inter-university actions.**

5.2 Actions

One of our fundamental actions during this initial stage has been, as developed in our methodology principles, the incorporation of sustainability in all of our programs. In this way, we hope that our youngest students embrace the value of sustainability as one of the necessary skills for business management.

TUTORIAL ACTION PLAN

Our students have professors acting as advisors who help them identify their professional expectations and develop their self-reliance so that they can achieve the goals we have set for them.

5.3 Goals

As goals for the 2020-2021 academic year, we are planning to carry out a materiality analysis, so that we can find out the opinion and sensitivity of our interest groups regarding sustainability.

Within our sustainability policy, we want to define a series of values associated with IESIDE for which all of our people (students, administration, and teachers) will serve as ambassadors. These values would then be highlighted in course materials, academic activities, and in all our relations with the different stakeholders.

DIRECT ACTION TARGETS



COMPLEMENTARY ACTION TARGETS



INDIRECT ACTION TARGETS





6. Method

- 6.1 Approach
- 6.2 Actions
- 6.3 Goals

6. Method



6.1 Approach

Our methodology is based on the following approaches:

Business oriented training for every stage of life:

From university to executive training, and corporate courses for companies.

Staying in touch with business reality, for the purpose of reinforcing our collaboration:

- **Through internships and exchanges.**
- **Incorporating trainers and professionals connected to the company.**
- **Developing activities and simulations that allow us to anticipate future business situations, and thus promote an education in dynamic entrepreneurship.**

Blended-learning Methodology:

This combines classroom education with intensive use of technology. This happens both inside classrooms, which are equipped with the latest technology and interactive videoconferencing systems, and in the virtual campus.

Sustainability as a vehicular tool, given that it is present in all of our subjects and processes.

6.2 Actions

INCLUSION OF SUSTAINABILITY IN SUBJECTS

The subjects "Ethics" and "Corporate Social Responsibility" have been taught in the bachelor's degree program since 2006, and in the master's degree program since 2010. The concepts of cultural diversity management were integrated into the course "Leadership and Communication Skills" in the fourth year, into the course "Intercultural Management" in the Master's in International Business and the Executive MBA, and into the course "Globalization and Interculturality" in the MBA program. These solid beginnings are due to the determined work of Professor Begoña Jamardo. An important contribution to the knowledge of the real actions that various organizations carry out vis-à-vis sustainability issues is the week that Professor Jamardo organizes as part of her third year "Business Ethics" course, where different people share their experience of implementing social responsibility initiatives and how these have contributed to identifying a fundamental purpose in their lives (e.g., "Vigo Against Cancer", Malayaka House, ICSEM, etc.). Talks are also organized with other PRME member teachers, such as Milenko Gudic, in which the importance of including sustainability in daily management is discussed.

During the development of this first stage at IESIDE, we believe that sustainability has to be explicitly present in two specific documents: the Teaching Guidelines and the Academic Planning Guidelines for each course. This is because these two documents indicate what course is being taught with what methodology, what references are going to be used, the relationship of each class with the objectives of the subject, and the method for evaluating students' comprehension.



6. Method

It is important to note that the teaching guidelines are required documents within the Spanish academic regulations and that these are subject to audits and reviews by the various university accreditation agencies in Spain.



As of the 2020-2021 academic year, teachers will evaluate the relevance of including issues related to sustainability in their courses. Such issues include content, methodologies, and learning outcomes, among others. The result of this process showed that, of the 43 courses, 13 included in one or more sections of the Teaching or Academic Planning Guidelines issues related to sustainability.

BUSINESS GAME AND PURCHASING GAME

In this simulated business competition, groups of students will, over the course of 40 hours, deal with business situations in which they will practice the skills and knowledge acquired throughout their coursework. This process will require participants to integrate into their conceptual framework all functional areas of the company. This competition is a part of the BBA Degree, the Exponential MBA and the Executive MBA programs.

A simulator is used to carry out this activity, which means that it can be conducted entirely online. The main benefits of the activity from the point of view of sustainability are:

- **Zero paper. In this new simulator, all document management is via the web.**
- **Reduction of the carbon footprint that would have resulted from real-life simulation of the activities.**
- **Focus on ethics and sustainability criteria, with an emphasis on purchasing functions, suppliers and R&D processes. In the previous simulator, this section was addressed in a very tangential way whereas, in this new stage, it is a central focus at both the strategic and operational levels.**

An analogous approach utilizes the Purchasing game, where real suppliers from different emerging countries (Turkey, India, China...) connect with students online in order to develop their intercultural negotiation skills. In this way, students not only learn to work within a context of cultural diversity, but also gain familiarity with the different situations that need to be addressed in order to have sustainable suppliers within a cross-border supply chain.

Therefore, of the 240 ECTS credits a student must obtain in order to earn the degree, 90 credits include sustainability issues within their teaching guidelines.

6. Method

INCLUSION OF SUSTAINABILITY IN THE RUBRIC OF THE GRADUATE DISSERTATION AND FINAL MASTER'S DISSERTATION.

From the beginning of their studies, students enrolled in the master's in international business program must include a section on intercultural adaptation as part of their Final Master's Dissertation, which consists of an international expansion plan for their company. They must describe the impact of diversity in their marketing strategies and in their personal communication with all the actors involved (i.e., distributors, employees in subsidiary companies, etc.). In April 2020, a process of revision began in which the rubric used to assess the Graduate Dissertation and Final Master's Dissertation and the criteria for this process are revised. The profound transformation that these rubrics undergone resulted in the requirement of students including a sustainability section in their projects, whether these involve the creation of a new company or the strategic development of an existing one.

TEAM INNOVATION 2018-2019

In 2018 and 2019, IESIDE participated in the **Helsinki Spain initiative** "Sustainable Development Goals, Tourism and Human Rights. Innovation and the jobs of the future in the Camino de Santiago" This was an International University Forum sponsored by the **Xunta de Galicia** in collaboration with the **UN World Tourism Organization (UNWTO)** and the **University of Santiago de Compostela**.

The highlight of this event, which encourages participants to reflect on the development of a culture of human rights that would be conducive to fostering global, sustainable and peaceful societies, was a five-day walk in which participants from different nations traversed at least 60 miles of the St. James Way (i.e., known in Spanish as the Camino de Santiago). Students and professors from more than twenty international universities in Spain and elsewhere took part in the event.

EXPONENTIAL MBA CHALLENGE

The impact of digital technologies on society is undeniable, and affects the way we work, communicate, study, and think. This impact is also reflected in our ability to find solutions that will enable us to attain the SDGs. This is why we at IESIDE have redesigned our MBA program in order to make it exponential.

In July 2020, as a way of reaching out to potential students of the Exponential MBA program, and in order to put the exponential methodology into practice within the IESIDE itself, a one-week challenge was developed. Participants in this challenge were candidates to begin the Exponential MBA program at IESIDE during the 2020-2021 academic year.

For this challenge, five different teams were created. Each of these teams applied the exponential thinking and management model. The objective of each group was to propose disruptive solutions to the challenge "The future of higher education and business" through scalable initiatives that had the potential to be realized.

At the end of the process, each member of the winning team was awarded a 50% scholarship for the Exponential MBA program at IESIDE.



6. Method

ACADEMIC PROGRAMS ON SUSTAINABILITY

As an educational center committed to sustainability, IESIDE also wants to provide specific training in this area. This training is included in the revision of the Executive MBA program as the unit "Sustainable Business," one of six optional program modules. This module will comprise 30 ECTS credits, and will include study at an international institution, in this case the Rotterdam School of Management of Erasmus University. As is the case with all of the specialization options offered as part of our Executive MBA program, students can enroll in this module independently of the central program.

Through workshops, working groups, master classes and the support of virtual training tools, our students will receive the information and tools necessary to create and manage sustainable businesses.

The beginning of this program is scheduled for October 2021.

| **Management and Strategy for Sustainability:**

| **Common Good Economy:**

| **Society and Development:**

| **Environment and Climate Change:**

| **Leadership and Sphere of Influence:**

6. Method

6. Method

EDUCATION AND TECHNOLOGY

IESIDE offers a teaching model that focuses on both classroom and online activity. This is done in order to create synergies between physical attendance and remote connection. Recording systems are available in all classrooms, and all of our degree programs are recorded, so that they can be accessed afterward through the Virtual Campus. This system allows the recording of various types of audiovisual content: MOOC, SPOOC and COOC courses, streaming broadcasts, etc.

The existence of recording rooms has been identified by the ICT Sector of CRUE Spanish Universities² as one of 21 best practices related to virtual teaching. The percentage of classrooms in Spanish universities with the type of equipment available³ at IESIDE (i.e., ADVANCED TYPE IT 2) is only 3.79%.

This equipment has helped ensure that the COVID-19 pandemic never disrupted classes at IESIDE. If a person, either a teacher or a student, is unable to attend class, he or she has the possibility of teaching or participating in the class, as the case may be, from home, and the students who are in the classroom interact with remote participants thanks to the screens and cameras without face-to-face teaching being adversely affected.

6.3 Goals

The goals we set for the coming 2021-2022 period are as follows:

- **Prioritize the identification of those components in each subject area of the teaching guidelines that are related to sustainability.**
- **Translating the values of sustainability into the actions of IESIDE as an organization, and including these values in our support methods and processes.**
- **Defining management indicators and their associated resources on the basis of IESIDE's impact evaluation, and planning actions that take into account the critical degree of impact.**
- **Development of academic volunteer programs.**

DIRECT ACTION TARGETS



COMPLEMENTARY ACTION TARGETS



INDIRECT ACTION TARGETS



² "CRUE Spanish Universities" is the association of universities in Spain that comprises a total of 76 universities (50 public and 26 private).

³ ADVANCED TYPE IT 2: all post with internet acces, video projector and the ability of recording lecture and streaming it.



7. Research

- 7.1 Approach
- 7.2 Actions
- 7.3 Goals

7. Research

7.1 Approach

Our approach to research is based on the development of lines of work involving Corporate Social Performance (CSP), specifically regarding how approaches to sustainability are generating real value for society.

Are the current organizations fulfilling their proper role? Are they contributing to society to the extent that society asks them to do so?

The goal of all this is to ensure sustainability. In short, we are talking about a more humane, more ethical, and more transparent way of doing business. This is because sustainability is not about how profits are distributed (i.e., the traditional approach), but rather about how profits are generated (i.e., the holistic approach).

As an academic institution focused on business, IESIDE wants to advance knowledge as regards how organizations can act effectively in order to be sustainable and inclusive. From an interdisciplinary, eclectic approach to the subject, we want to incorporate research from other fields into the domain of CSP.

That is, if sustainability (economic, social, ethical and environmental) is the objective of all organizations, CSR is the theoretical framework within which this search happens, and CSP is the practical way in which organizations can shape everything they do and get.



7.2 Actions

THE GALICIAN ECONOMY

The Galician Economy is an annual publication that, for the past 33 years, has collected and reported extensive data regarding the economy of Galicia. This document provides an in-depth analysis of trends in the labor market, diverse production sectors, the financial system, and the public sector. It also reports data reflecting the presence of the Galician economy in international markets.

In order to publish this document, we partner with the Instituto de Estudos e Desenvolvimento de Galicia (IDEGA) of the University of Santiago de Compostela, and with Afundación.

TASK FORCES:

Two permanent members of our faculty belong to PRME Task Forces. Professor Begoña Jamardo Suárez, coordinator of the International area, is an active member of the PRME Task Force on "Poverty, a Challenge for Management Education", while Dr Jaime Pérez Martín-Gaitero, Associate Lecturer in Sustainability, collaborates in the PRME Task Force on "Sustainability Mindset."



As part of her work with the Task Force on Poverty, a Challenge for Management Education, Professor Begoña Jamardo has participated in the Global Survey of Students Voices on SDGs, and she has also addressed the issue of Poverty in Management Education. This latter activity aimed to assess the perceptions and attitudes of future business leaders regarding the integration of poverty and SDGs in management education. In addition to her work with the Working Group, Professor Jamardo's work enabled the survey to reach 1,300 people in 38 countries through her Spanish translation. The first results of this research were presented at the Sixth RMER (Responsible Management Education Research) Conference that took place in September/October 2019 in Jonkoping, Sweden. A more extensive version of the findings was presented at the 7th RMER Conference held in Chur, Switzerland, in October 2020. This research is expected to be published later this year in an international journal.

PLAN-CT-ON PROJECT

IESIDE is a partner in the Fundación Biodiversidad's "High Tide" Program⁴, functioning as an academic entity within the Plan-ct-ON Project, which was assigned to Afundación Obra Social Abanca, the social outreach arm of Abanca. The main objective of this project is the creation of a multidisciplinary plan that raises society's sustainability awareness in general, and as regards the fishing sector in particular, especially with reference to responsible action in marine SPAs. Within the scope of this project, IESIDE will conduct a study to assess the viability of creating a task force to quantify the biodiversity value in four SPAs,⁵ which cover more than 6,600 km² along the Galician coast.

ABANCA OBSERVATORY BY IESIDE

IESIDE is involved in this initiative as a scientific consultant. The ABANCA Observatory seeks to provide Galician society, and especially its production sector (i.e., the self-employed, professionals, stores, businesses, SMEs, companies, corporations) socioeconomic data on trends in the community in order to provide these parties the data they need to make decisions.

The activity of this study team has been affected by the COVID-19 pandemic since its inception in May of this year. Thus far, the team has published six different reports that analyze how the measures implemented to combat the disease are influencing certain economic variables in Galicia.

7.3 Goals

Consolidate research on CSP in a way that transects the entire institution.

DIRECT ACTION TARGETS



⁴ Fundación Biodiversidad: is a foundations of the Government of Spain which is adjunto f the Ministry for Ecological Trasnition and the Demographic Challenge.

⁵ Zonas de Especial Protección para las Aves (ZEPA): Zones for birds special protection of birds are zone dedicated to preserve and adequately management of those species considered of priority interest in Europe. They are part of the European Union's Red Natura 2000.



Afundación, the ABANCA's Social Responsibility Institution.

The supporting institution of IESIDE

8. Partnership

- 8.1 Approach
- 8.2 Actions

8. Partnership



8.1 Approach

Within the study of IESIDE's impact on SDGs, one of the studies considered to have direct impact is 17 (Alliances). We have proven that we have a strong relationship with five of their targets. Our role as a center of higher education, as well as our strong commitment to this region and our being part of Afundación, ABANCA's social responsibility institution, make the partnership an integral and ongoing part of our work.

8.2 Actions

The following actions are particularly worthy of mention:

SUSTAINABLE DEVELOPMENT SOLUTIONS NETWORK (REDS-SDSN)

Since 2018, IESIDE has belonged to REDS, which is the Spanish branch of the Sustainable Development Solutions Network (SDSN). Belonging to this group of organizations, which seeks to mobilize technical and scientific resources in any field in order to make sustainable development possible, has given us access to an important network of knowledge that we have shared with our students. For example, the reports The SDGs in 100 Spanish cities and the multiple editions of the Sustainable Development Reports are two of the reference materials utilized in our courses.

From an internal standpoint, our management of sustainability has been based, among other documentation, on a detailed study of the work that REDS and SDSN have done for universities.

PRINCIPLES OF RESPONSIBLE BANKING

In September 2019, IESIDE supported ABANCA in its commitment to sustainability by collaborating with the Sustainable Finance Task Force created within the entity. As a result of this, an ABANCA Sustainability Policy was developed and subsequently published.⁶ As a training center in business administration, we have a clear link to the financial world, which led us to be included as an Endorser of the Principles of Responsible Banking (PRB). We are currently the only institution of higher education worldwide to have endorsed the PRB. Given the breadth of the financial sector, we also thought it important to be a Supporting Institution of the United Nations Environmental Programme Finance Initiative (UNEP FI), an entity that brings together the banking, investment, and insurance sectors, thus ensuring that these industries make the transition towards sustainability of their activities.



⁶ For more information see the link [ABANCA Sustainable](#), where, among other documentation, the [Sustainability Policy](#) can be consulted.

8. Partnership

8.3 Goals

Our general goal is to increase our active participation with UNEP FI and REDS-SDSN, collaborating with these entities in raising awareness and training programs.

DIRECT ACTION TARGETS



COMPLEMENTARY ACTION TARGETS



INDIRECT ACTION TARGETS





9. Dialogue

- 9.1 Approach
- 9.2 Actions
- 9.3 Goals

9. Dialogue

9.1 Approach

Knowledge cannot be generated without dialogue. Transversality, within each organization and in society is one of the key characteristics of sustainability. Therefore, IESIDE, as a knowledge-generating center, must necessarily promote dialogue among all of our stakeholders. During these first two years, we have sought to be an organization that begins the discussion about sustainability. Our efforts in this regard have taken the form of the following actions.

9.2 Actions

ABANCA RESPONSIBLE BUSINESS FORUM

IESIDE is an academic contributor to this forum. For example, in November 2018, the V ABANCA Responsible Forum Sports as a motor for social change, equality and values was held at the A Coruña campus of IESIDE. Key topics at this forum were support for grassroots sports activities; financial management; promotion of healthy lifestyles; and relationships between clubs, companies and institutions and their link with the Sustainable Development Goals (SDGs).

IESIDE SOCIETY AND ECONOMY FORUM

The IESIDE Forum on Society and Economy was a proposal intended to promote thought, debate, and reflection on the social and economic challenges we face in this era marked by change – an era in which no one can remain on the sidelines.

Why the IESIDE Forum?

This initiative is necessary to generate opportunities for analysis and learning, and represents an opportunity to hear the perspective of prestigious national and international speakers about the milestones marking the construction of our new society during times of uncertainty.

The Economy-Society Nexus

Among the topics to be addressed are new technologies and their risks and opportunities; industry 4.0; robotics; sustainability and new economic models. The forum will also hold discussions regarding relevant issues in economics, such as the circular economy, the silver economy or the gig economy and, of course, the challenges we face as a society: the demographic challenge, talent management, education, health, and inequality.

How is the Forum organized?

Each day consists of a conference followed by a debate moderated by journalists from different media outlets in which attendees are invited to participate. All activities are streamed live online.



9. Dialogue

EVENTS



February 4th. A Coruña Afundación Headquarters, 7:30 p.m.

José García Montalvo

Conference:

Big Data and Economics: promises, dangers, disappointments and fake news



March 5th. ABANCA Cervantes Social Work Center, Santiago de Compostela, 7:30 p.m.

Carlos Ocaña Pérez de Tudela

Conference:

Short- and medium-term situation and prospects of the Spanish economy in the context of the European economy



May 13th. 7:30 p.m. #IESIDEenCasa.

Pedro Antonio Merino García

Free Live Session:

The Oil Market: Current Situation and Perspectives



Fernando González Laxe

Conference:

Galicia in the face of a polycentric Europe: analysis of its accessibility and competitiveness



9. Dialogue

IESIDE WITHOUT WALLS

All classroom instruction was transformed during the COVID-19 lockdown. One of our responses to this health emergency was the "IESIDE without walls" initiative. In the words of Miguel Ángel Escotet, President of IESIDE and Afundación, "With this project, we consolidate our digital university extension program: a university without walls that makes available to the general public those activities that may be useful to the academic and professional community, both nationally and internationally." From April to September, we conducted more than 30 live broadcasts of master classes, lectures and dialogues on current issues, with special emphasis on the consequences of the pandemic and the social changes it has required.

Legal quarantine?

Alba Lema, lawyer and consultant

Sustainability. Now what?

Jaime Pérez, Professor of Sustainability at IESIDE

Current situation in the catering sector

Miguel Álvarez Rey, business angel

This is how you dominate the world: Geopolitical keys to power before the COVID-19

Pedro Baños Bajo, Colonel of the Infantry, specialist in geostrategy

Teamwork in times of isolation: a multiple challenge

Ignacio Martín Maruri, CLA Consulting partner

Rediscovering the importance of nature in health, climate, or economic crises

Fernando Valladares, biologist, research professor at CSIC

Crisis response: brand strategy in troubled times. The View from Silicon Valley

Roberto Álvarez del Blanco, Professor at New York University's Stern School of Business

People management and leadership in times of COVID-19

Pedro Casaño, Corporate HR director of Nueva Pescanova

The importance of data and artificial intelligence in the fight against epidemics such as COVID-19

Álvaro Gómez, Professor of Digital Marketing at IESIDE

The New Normal: Preparing for the Accelerated Future

Carlota Sánchez Puga, Professor of Finance at IESIDE

The oil market: current situation and perspectives

Pedro Merino, Head of Research and Chief Economist at REPSOL

Towards a new scenario: the economic and business world after the pandemic

Mauro Guillén, holder of the Zandman Chair of International Management at the Wharton School of the University of Pennsylvania

Managing people in times of uncertainty. JEALSA's response to COVID-19

Ekhi Etxeberria, JEALSA's Human Resources Director

Reinventing human resources through emerging leadership

Santiago Vázquez Blanco, economist and coach

The transformation of the business model awaits the action of directors and sales managers (what to do and how to do it)

Jesús Ferradás, ESIC professor

The new cycle of the Latin American economy and Spanish investments

Ramón Casilda, economic advisor to Deepwell Liquidity Management

The European Investment Bank's Response to the COVID-19 Crisis

Emma Navarro, Vice-President of the European Investment Bank.

Business Leadership for Sustainable Development after COVID-19

María Mendiluce, Director of Climate and Energy at WBCSD.

How fisheries can keep oceans sustainable: The vision of the international fisheries sector

Javier Garat, General Secretary of the Spanish Fishing Confederation (Cepesca)

Towards the energy of the future: from homo sapiens to circular energy

Nieves Cifuentes, Corporate Environmental Manager at Naturgy

Asia's hits and misses in the health and economic management of COVID-19

Alicia García Herrero, Senior Fellow at the Bruegel think tank

Africa: current situation and post-COVID-19 economic prospects

Ainhoa Marín Egocozzábal, Lead Researcher, Real Instituto Elcano

Digital transformation, Industry 4.0 and SMEs: Vision from the Atlantic Axis

Ana Teresa Tavares Lehmann, former Secretary of Industry, Portugal

Intro to exponentials: The Exponential Mindset

Manuel Tánger, consultant and lecturer



9. Dialogue

9. Dialogue

CONFERENCES AND LECTURES

We participate in numerous activities open to the public that are organized by our stakeholders. One of them was the third edition (November 2019) of the conference “Education and Business: Professionals and Professions of the Future”, as part of the Galician Business Roundtable. Pedro Otero, Managing Director of Afundación and General Secretary of IESIDE, participated in this event. He highlighted Afundación’s obligation to offer society the right tools in the face of new and exacting labor demands. At the session “Education, business and innovation: Future skills and education” IESIDE professor Jaime Pérez Martín-Gaitero highlighted the importance of collaboration between the university and the company in order to attain Sustainable Development Goals.

During the roundtable discussion “Qualifications demanded by companies and the difficulty of meeting them”, Emilio Perez Troncoso, Director of Development and professor at IESIDE, stressed the importance of making students aware of the competencies demanded by the market. Based on this approach to the company, Hugo Rossignoli, 4th year BBA student at IESIDE, said: “Knowledge does not come to us on its own. We need to be trained in skills and abilities, and IESIDE provides such training. The most important thing is to connect with the company during the internship as soon as possible. This experience is crucial”.



CHALLENGES, OPPORTUNITIES AND SUSTAINABILITY

In December 2019, IESIDE participated in the conference organized by the newspaper Cinco Días “The challenges and opportunities of change to a sustainable society”. The opening address of the conference was delivered by Emma Navarro, Vice-President of the European Investment Bank, followed by a speech by the CEO of ABANCA, Francisco Botas. The President of the Economic Trends Foundation and advisor to the European Union, Jeremy Rifkin, gave a talk on what the Green New Deal will mean for Spain. Subsequently, a debate was held, moderated by the management of Cinco Días, and with the participation of the professor of Sustainability and Business Creation of IESIDE, Jaime Pérez Martín-Gaitero, the general director of UN-Habitat in Spain, Carmen Sánchez Miranda, and the director of the Center for Innovation in Technologies for Human Development of the Polytechnic University of Madrid, Carlos Mataix.

9. Dialogue

9.3 Goals

We aspire to actively involve all our students and alumni, more than 60,000 people, in this debate. We want to make dialogues an integral component of our academic activity – an activity in which the participants can be enriched with the experiences of all the people who are within our sphere of influence.

DIRECT ACTION TARGETS



COMPLEMENTARY ACTION TARGETS



INDIRECT ACTION TARGETS





10. Organizational Practices

- 10.1 Vision
- 10.2 Actions
- 10.3 Goals

10. Organizational Practices



10.1 Vision

IESIDE wants to be an entity that reduces its environmental impact as much as possible. We have recently discovered that our greatest challenge in this regard is energy and paper consumption.

10.2 Actions

Our new contract assures that our entire supply of electrical energy comes from renewable sources.

We have an ongoing commitment to reducing paper consumption, a task of particular importance in a training center, where everyone is very much accustomed to using paper and taking notes.

10.3 Goals

We want to design a sustainability policy that reflects decisive action on water footprint reduction, carbon footprint reduction (especially in transport), safety and health (academic community stress management and addiction treatment) and healthy eating.

10. Organizational Practices

DIRECT ACTION TARGETS



COMPLEMENTARY ACTION TARGETS



INDIRECT ACTION TARGETS



11. Challenges



11. Challenges



Life at a higher education institution like ours is not easy. We face a great many challenges, the main one being the education of our students. When we add to this our emphasis on making students understand that sustainability is a vital part of their education, our challenge becomes all the greater. The current COVID-19 pandemic has changed the way we teach, catalyzed our commitment to new technologies in education, and has clearly pointed to the need to meet the challenges and seize the opportunities of Agenda 2030.

For the next two-year period, the topics that interest us most are:

- **The transition to the future of work, how this will affect our students and how we will train them to be prepared. We are confident that our Exponential MBA program will enable us to do this. We also believe that the development and utilization of new technologies will support us in this work.**
- **There are only ten years left to achieve the SDGs, and much work remains to be done. We propose actions and changes in our management, and invite decision-makers in organizations to join us in this work by enrolling in the Sustainability module of our Executive MBA program.**
- **On a practical level, the measurement of intangibles remains a vitally important mission of management science. “What is not measured is not improved, and what is not improved is always degraded,” said Lord Kelvin. Being able to provide useful knowledge so that sustainability decision-making is based on relevant information will constitute the main objective of our research.**
- **Society expects a lot from higher education, although it is being surpassed on many fronts by other actors. The creation and transmission of a clear purpose that allows differentiation through commitment to training is key in the immediate future. If we do not want to put our reputation at risk, centers like ours must take advantage, through our knowledge and abilities, of the opportunity for change.**

In our specific case, these changes find us making the transition from a center attached to the University of Vigo to the development of our private university project, the Intercontinental University of Enterprise (Universidad Intercontinental de la Empresa-UIE), the first of its kind in Galicia. We welcome this challenge as a golden opportunity to create a unique institution whose impact can be measured in terms of improving the sustainability of our stakeholders.

Contact information:

Area of Sustainability and Social Responsibility

Campus A Coruña
Ronda de Nelle, 31,
15007 A Coruña, Spain
+34 981 18 50 35

Campus Vigo
Avenida de Madrid, 60.
36204 Vigo, Spain
+34 986 49 32 52

ieside.edu



IESIDE and Afundación are ABANCA's Social Responsibility Institutions

ieside.edu