

PRME Principles for Responsible Management Education



ESADE
Business School
Ramon Llull University

Sharing Information on progress

June 2010

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I. Letter of renewed Commitment

ESADE is an academic institution whose **mission** includes a commitment to educate professionals that are fully aware of their responsibility to society and its development, a society that promotes human dignity within a context of intercultural dialogue.

ESADE reaffirmed its commitment to the Principles for Responsible Management Education (PRME) in 2010 and has readily made information available to both its stakeholders and other academic institutions about the various initiatives it has enacted in this respect over the last few years. At the same time, as a signatory of the Global Compact since 2003, ESADE periodically prepares and issues the corresponding progress reports.

The **ESADE Community Declaration of Values** was approved in January 2008. Through this document, ESADE community members commit themselves to act with personal integrity, meet high professional standards and incorporate social responsibility concerns into their endeavours. We understand that our values and the organisation's practices must also serve as an example for our students.

Our aim is to continue furthering the adoption and development of the six PRME principles in the academic area as well as extend these to the institution's management. This will be achieved by means of our **Institutional Social Responsibility Plan** that will help deepen our commitment to a more just, responsible and solidarity-minded world.

Barcelona, June 2010

Carlos Losada
Director General



II. Presentation

ESADE's Mission and the ESADE Community Declaration of Values – both of which are integrated in the corresponding principles below – are fully aligned with the Principles for Responsible Management Education which serve as a generic declarative text and as the basis for ESADE's own guidelines, attitudes and decisions.

These general declarations are present in every element and area within the organisation and they serve to group the CSR lines of action into three broad categories:

1. Teaching/learning;
2. Reflection, research and social dynamisation;
3. Socially responsible project promotion.

Every four years, ESADE drafts a Strategic Reflection Plan (PRE) in which it reconsiders its CSR goals, objectives and actions for that period. At the time of writing this report, the PRE for 2010-2014 is in full process of being debated and formulated. As such, at this time it is difficult to describe future CSR actions at ESADE other than those which will continue in line with current actions and which serve to renew ESADE's institutional commitment to CSR.

Teaching/learning

The actions undertaken in this area can be classified into three groups: Programme offering, curricular design and teaching methodology. In the first two, in addition to the topics and areas typically found within management schools, special emphasis has been given to foment both programmes and specific courses dedicated to issues such as social and environmental responsibility, public administration and services, and leadership.

Some programmes worth mentioning, amongst others, include:

- Non-governmental Organisation Management
http://www.esade.edu/exed/eng/programas/Gestion_de_ONG/direccio_gestio
- Leadership and Social Innovation in Developmental NGOs
http://www.esade.edu/exed/eng/programas/Gestion_de_ONG/lideratge_i_innovacio
- Vicens Vives Programme, Leadership and Civic Commitment
http://www.esade.edu/exed/eng/programas/Gestion_de_ONG/vicens_vives
- Executive Master in Public Administration
http://www.esade.edu/exed/eng/programas/programas_sectoriales/executive_master
- Healthcare Management
http://www.esade.edu/exed/eng/programas/programas_sectoriales/dire_salud
- Thinking about Leadership
http://www.esade.edu/exed/eng/programas/direccion_general/pensar_el_liderazgo
- Adaptive Leadership
http://www.esade.edu/exed/eng/programas/Recursos_humanos/liderazgo_adaptativo

And various courses offered in different degree programmes include:

- Corporate Citizenship
- Geopolitics, Society and Culture
- Instruments and Tools for CSR Strategy Management

- Leadership and Human Quality
- Leadership. Power and Influence
- Stakeholder Engagement
- Leadership Assessment and Development (LEAD)
- Managing Diversity
- Approaches to Freedom. A Text-based Debate
- Business and Climate Change: Challenges and Opportunities
- Business and the Environment
- Business Environment and Public Policy
- Business Implications of Corruption
- Corporate Social Responsibility
- Companies and Environmental Quality
- The Social and Geopolitical Setting: Technology, Power and Worldviews: A History of Humanity
- Business and Organisational Ethics: Introduction to Corporate Social Responsibility
- Environmental Management
- Global Capitalism and Sustainability
- Managing Diversity: Developing Skills for the Multicultural Workplace
- Motivation, Values and Commitment
- Non-profit Management and Leadership
- Organisational Culture and Identity
- Social Responsibility and Sustainability
- Responsible Leadership
- Social Entrepreneurship: Non-profit Management and Leadership

With respect to teaching methodology, the Bologna Declaration proposals have been incorporated for several years in terms of defining a system of competencies, fomenting interaction with and between students and weighing classes depending on the workload implied for students, in essence, changing the teaching-based focus for a learning-based model. An element that has served to encourage this change organisationally is the creation of the Educational Innovation and Academic Quality (DIPQA) office within the Deanship and, in the educational area, the creation of the Leadership Assessment and Development (LEAD) course.

Reflection, research and social dynamisation

This set of activities is essentially carried out by the different research entities that are constituted organisationally as institutes, centres, chairs and research groups. These consist of ESADE faculty and personnel in addition to external collaborators.

The units whose content and activities are most directly related to CSR are the following:

- Institute for Social Innovation
- Institute of Public Governance and Management
- Institute for Labour Studies
- Research Group in Entrepreneurship
- Chair in LeadershipS and Democratic Governance
- Center for Global Economy and Geopolitics

These units all prepare studies, edit publications, organise conferences, debates and forums, promote projects, etc., in line with their objectives and within their areas of expertise. Some also participate actively in the academic programmes detailed above.

Socially responsible project promotion

Members of the ESADE community can participate directly in a series of CSR-related activities. The latter consist of concrete projects with specific aims and, with institutional support from ESADE, they offer ample opportunities for different groups of individuals to voluntarily take part.

For some months, work has been dedicated to preparing the ESADE Institutional Social Responsibility Plan to organise, support and promote these activities and projects offered at the behest of and open to all the members of the community.

In January 2009, ESADE began the process of formalising its CSR policy and further developing a culture of social responsibility, the aim being to adopt a transversal strategy which would allow the institution to improve its impact on people, the environment and society. The process to formalise and implement this plan has been promoted throughout by ESADE's Executive Committee.

First, a diagnostic report was prepared on CSR, analysing topics related to identity, people, ESADE's organisation and functioning, the services offered and the school's relationship with the community and with the environment.

Afterwards, a CSR Committee was created to incorporate expert opinions and diverse sensitivities into the project, in addition to people who could serve as internal drivers.

Our three guiding principles are:

- Environmental sensitivity and healthy austerity;
- Co-responsibility and social commitment;
- Transparency and accountability.

At the same time, a CSR action plan with five specific lines of action has been approved this academic year. These lines of action represent different initiatives that will be developed over the coming months:

1. Raise awareness and promote the adoption of **conducts and habits** (amongst students, PAS administrative staff and faculty) in line with the organisation's vision and **more sustainable praxis**.
2. Improve service, equipment and facility **operations** to achieve **the most rational possible use of available resources**.
3. Link the CSR policy to ESADE's **supplier policy**, bearing in mind socially responsible criteria for their selection and process standardisation.

4. Develop an **institutional social action plan** aimed at foundations and NGOs, enabling people and groups within our community to become involved in diverse collaborative projects.
5. Favour and improve the organisation's **transparency and accountability**. Give visibility to how ESADE puts into practice its mission and values through its policies and interventions.

The institution actively contributes and participates in numerous social and cultural initiatives in the communities where it is present and it recognises these as stakeholders within its decision-making processes. For this it encourages **constant and permanent interaction** between members of the organisation and the different institutions and companies in the community, thus enabling it to constantly evaluate their needs. This interaction occurs by means of consulting, education, participation on management boards and boards of trustees, etc.

The concrete social initiatives put into practice thus far or which will be launched within the next few months are described in the following chapter organised by specific principles:

- SUD (University Development Service)
- Alumni Giving Back
- Social Action Programme
- VALOR ("Value", Volunteers and Local Responsible Action)

III. Commitment by principles

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's aim is formulated in its Mission and Identity described below:

Mission

ESADE's mission is to promote teaching and research in the areas of business management and law, in order to contribute to the scientific, social and personal education of highly professional individuals fully aware of their responsibility in the development of a society that upholds people's dignity according to humanistic and Christian traditions, and in a context of intercultural dialogue.

Raison d'être

ESADE, as a university institution, is committed to its raison d'être of promoting teaching and research in the areas of business management and law, in order to:

Educate highly professional and internationally-focused individuals aware of their responsibilities as citizens and professionals. To that end, ESADE views the learning process as a global and integral approach which is a service to individuals and society.

Create and divulge knowledge, based on the critical analysis of existing information and on the extensive scientific research of national and international importance.

Encourage social dialogue, with unbiased information and proposals about important future priorities, in order to contribute to social change and heightened justice and freedom.

Actions

Below we detail some of the actions taken within the scope of Principle 1:

Vicens Vives Programme (<http://vicensvives.esade.edu/>)



This is an innovative educational programme aimed at young executives to develop a global vision of their surroundings, instilling in them an interest in and sensitivity towards the different problems (whether scientific, economic, sociological, political or cultural) which currently affect our world.

The programme also aims to encourage executives to become people who are sensitive to their surroundings and aware of the commitments that this relationship entails: A commitment to other people, to the country and to society.

The Vicens Vives Programme was created to collaborate in the integral education of professionals with a vocation and ability to lead all types of organisations and become involved in the challenges that their country will have to overcome within the framework of globalisation.

To achieve this objective, the programme focuses on academic content, developing personal skills and shared reflection on values and providing a learning process that contributes to develop participants' potential at the intellectual, professional and human levels.

The programme's specific objectives are:

1. Present information and knowledge which encourages reflection, dialogue and exchange on the most pressing problems around us, guaranteeing maximum academic rigour and a pluralism of ideas and perspectives within the programme content;
2. Encourage amongst participants the ability to diagnose the significant techno-economic, socio-political and cultural challenges within their areas of professional activities, challenges that they will have to face in the future;
3. Promote an understanding amongst participants of the future challenges their countries will face within the framework of new supranational realities and the current context of interdependence and globalisation;
4. Develop the different skills required to work independently (reflection, self-awareness, etc.) and with others (communication, team-building, etc.) and foment the inherent attitudes in developing these competencies;
5. Create a forum for reflection and debate that facilitates the exchange of experiences and perspectives on the problems addressed;
6. Enable participants to have direct contact with the people, institutions and movements which have demonstrated to be important (scientific, social, political, business, cultural, spiritual, etc.) within the different areas presented in the programme, the aim being for the potential knowledge generated to have a personal impact on the participants;
7. Promote personal commitment amongst participants with respect to their social and national realities.

Management in Non-governmental Organisations

([http://www.esade.edu/exed/eng/programas/Gestion de ONG/direccio gestio](http://www.esade.edu/exed/eng/programas/Gestion_de_ONG/direccio_gestio))

This general programme involves a detailed study of topics with a bearing on the managerial function, but taking account of the special features of management in the NGO context. It aims:

- To develop the management skills of staff holding managerial responsibility in NGOs in Spain, equipping them to bring a more efficient and effective focus to bear in the course of their own programmes and actions. Management tools and instruments are explained and practised, enabling participants to structure the management tasks that form part of their respective areas of responsibility (human resources, voluntary action, communications, fund raising, new technologies, etc.).
- To help create a culture that fosters improved internal management among staff with managerial responsibilities in NGOs through encouraging continuous learning and the exchange of experiences among participants. Experience-sharing will have two facets: learning from what other organisations have done, and learning from the managerial experience of other professionals in the same situation.
- To build on the leadership abilities of NGO managers, empowering them to act as sponsors of innovation and change in their home organisations, always subject to prevailing NGO values and attitudes. The programme takes the view that in a world like the present, in constant evolution, NGO managers face ever-greater challenges. There is a need for people and organisations capable of innovating to deal with emerging social needs. However, better management does not mean more management. It means engaging in strategic thinking to identify which new tasks must be assumed, and which old tasks must be discarded.
- The programme aims to instil in participating managers a culture of effectiveness and efficiency, assimilating both transparency and a consistent process of accounting to all relevant groups (public administrations, local counterparts, members, the media, society in general, etc.) for the management of their NGOs.
- To strengthen management skills of senior NGO staff, placing particular emphasis on teamwork, decision-making, communication and negotiation.
- With the help of a tutor, each participant will choose his or her own organisational improvement project to carry out during the final part of the programme. This will be presented at the end of the course.

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

Declaration of valuesOur community

ESADE aims to educate people with a high level of professional competence, aware of their responsibility as citizens of their own respective countries and the world, sensitive to issues of solidarity and social justice and an ability to commit to collective projects. For this, ESADE aims 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.

This Declaration is open to possible changes as needs arise within the community.

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. Acting with integrity in academic and professional endeavours. This means behaving, even in difficult circumstances, in a manner that reflects a commitment to fundamental values such as rigour and effort in carrying out activities, honesty, a critical spirit, fairness and a sense of responsibility.
2. Respecting colleagues, individuals and oneself and being 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. Valuing diversity as something positive and learning from the differences between people, ideas and situations. This implies understanding that differences of gender, socio-economic status, ethnic origins, culture, language, religion, sexual orientation, physical characteristics or other differences represent enriching opportunities to learn about others, the world and oneself.
4. Searching, sharing and contributing to the common good of the ESADE community. This means being aware that pursuing one's own interests cannot be separate from

the good of the community as a whole, reflecting respect and responsibility towards the community.

5. Assuming 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.

Our commitment

In accordance with these values, the members of the ESADE community are committed to working with personal integrity, professionalism and social responsibility.

- Personal integrity refers to words and actions being consistent with each other, with personal convictions and beliefs and with the values embodied in this Declaration.
- Professionalism means rigour in carrying out activities, a culture of effort, continuously updating knowledge, a capacity for autonomy and cooperation, a spirit of service and overcoming limits.
- Social responsibility refers to assuming and taking into account the consequences of one's own decisions and their impact on justice in organisations and both local and global society.

Actions

Below are examples of two courses taught in different programmes but which are directly connected to CSR and the University Development Service (SUD) project.

Courses:

- Corporate Citizenship: Particularly relevant in light of the sub-prime mortgage crisis, students are exposed to issues of ethics and corporate responsibility when conducting business domestically and internationally. This course attempts to prepare students for situations in general management where a failure to consider corporate responsibility or ethics may result in corporate bankruptcy or prison terms for executives. Class discussions move from the abstract to the practical as students discuss the choices available to Executives and companies who were forced to make decisions that would be considered ethical or critical to corporate responsibility.
- Geopolitics, Society and Culture: This course challenges students to consider the way in which the influence of geopolitical environment on business strategies has affected the trajectory of global capitalism. Students are invited to analyse all dimensions of globalisation. Cases give the opportunity for practical application. In the case that highlights the rocky relationship between the Saudi Arabian government and Aramco students consider the role of governments in manipulating the public and private spheres specifically in regards to cases such as that of.



Discussions also span the responsibility of governments and multi-nationals to support the economic and social development. The benefits of the role of new technologies in alleviating poverty are discussed while juxtaposed with the political instability is often a symptom of socio-economic progress and changes in traditional social structures.

SUD (University Development Service)

This is a university development cooperation project in which students, faculty and PAS administrative and service staff can participate in diverse projects carried out in developing countries. The SUD project has three objectives:

- Contribute to the development of human capital in developing countries;
- Provide support to strengthen institutions in poor countries, especially university institutions; and
- Highlight the north-south and development cooperation issues in teaching programmes and in research carried out at universities, the aim being to encourage social responsibility amongst the professionals working or studying there.

The countries in which SUD projects have been carried out include Bolivia, Nicaragua, Honduras, Guatemala and El Salvador. 127 students took part in these initiatives and 30 ESADE faculty members took part in organisational restructuring efforts and taught classes in the PhD in Business Administration programme at the Universidad Centroamericana de Managua (UCA). In 2009, 38 Business Administration and Law students participated in SUD projects in 18 countries.

ESADE has an innovative programme of 'solidarity professional internships', which is offered to fourth-year Management and Law students, and which is recognised as a credit on the syllabus. The internships last between 7 and 10 weeks and count as work experience, as it is necessary to develop the knowledge acquired and to take on a high degree of responsibility.

Projects in 2009

PROJECTS IN BOLIVIA

- 'Basic Education by Radio' Project, Loyola Cultural Action Foundation (ACLO) (Tarija).
Study on possible advertising revenue for the recently acquired FM radio station in Tarija.
Given the intense degree of competition among FM stations, a study was carried out on audiences and programming among other FM broadcasters to provide more appropriate programming and obtain greater audience share and, thus, greater advertising revenue to finance the organisation.
- 'Basic Education by Radio' Project, Loyola Cultural Action Foundation (ACLO) (Sucre and Potosí).
Study on possible advertising revenue for the recently acquired FM radio station in Sucre and Potosí.
Given the intense degree of competition among FM stations, a study was carried out on audiences and programming among other FM broadcasters to provide more appropriate programming and obtain greater audience share and, thus, greater advertising revenue to finance the organisation.

PROJECTS IN GUATEMALA

- CEGE - Enterprise Management Centre (Antigua).
Consulting services for the Centre's micro-businessmen. Designing the CEGE webpage.
- Business Development Center (Cobán).
Market study to determine what types of computer skills the Centre could provide. In collaboration with experts from PRODEVER, visits to rural communities to identify leaders who might qualify for training, the aim being to carry out the specific projects each community needs the most.
- Municipality of San Juan de Chamelco (Alta Veraz, Cobán).
Analysis of how the municipality is organised and its internal structure and the presentation of a restructuring plan with emphasis on the Municipal Planning Office.
- ACODIHUE Association of Micro-Producers of Coffee (Huehuetenango).
Preparation of a guide for ACODIHUE to create a Sales Department and develop various commercial instruments (an informational brochure on ACODIHUE) for one of its products ("Café Mujer"), a sales catalogue, etc...
- Business Development Center URL (Quetzaltenango).
Designing a Business Development Centre in which Universitat Ramon Llull (URL) students might be able to work. It would be aimed at micro-companies and local town halls, communities and institutions to develop companies and the region as a whole.

PROJECTS IN EL SALVADOR

- Universidad Centroamericana José Simeón Cañas, UCA. (Valle de Jesús).
Viability study for a coffee production co-op in Valle de Jesús (an extremely impoverished area in the north of the country) to also become a co-op to sell its coffee. The business project is ready to be shown to donors for possible project financing.
- ENLACE micro-credit institution (Santa Tecla).
Preparation of a marketing plan for the micro-credit institution's potential clients to become familiar with the agency in addition to transmitting the firm's identity and establishing a climate of commitment and trust with its clients.

PROJECTS IN NICARAGUA

- Tecuilcán (Managua).
Inventory of tourist attractions in northern Nicaragua, as well as possible lodgings for tourists, all with the aim of designing a tourist route through the area.
- CEGE - UCA Enterprise Management Centre (Managua).
Study on the town of Ticuantepe's natural potential as the basis for a study by the UCA's School of Economics to develop said municipality.

- Quincho Barrilete.
Preparation of a communications plan for this institution for abandoned children and teenagers, the aim being to make it better-known and receive the financing it deserves and needs.
- FDL - Local Development Fund.
Field study on rural clients to classify them and analyse the institution's ideal response to each client category.
- JUAN XXIII Institute.
Study on costs and profit margins to determine the viability of popular pharmacies and, at the same time, reduce drug prices.
Study on the housing market for the economically solvent population and the possibilities of obtaining benefits to construct modest homes for the needy.
- Popol Na
Process to systematise this NGO's newly adopted focus aimed at creating urban co-ops in seven impoverished neighbourhoods within Managua and designing a new internal structure so that it functions more efficiently.

PROJECTS IN HONDURAS

- CREDISOL Micro-credit Institution (La Ceiba, Tocoa and Olanchito).
Study carried out on CREDISOL's three offices: La Ceiba, Tocoa and Olanchito.
 - a) Analysis of the competition and the financial products offered.
 - b) Study on CREDISOL's potential clients, segmenting the market and studying each segment's profitability.
 - c) Study on CREDISOL's internal institutional culture.

Principle 3

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

Educational Innovation and Academic Quality

A few years ago, the Educational Innovation and Academic Quality (DIPQA) office was created within the Dean's office.

The aim of DIPQA is to promote quality and innovation in learning and teaching processes within ESADE in collaboration with faculty and programme directors. This goal translates into the following contributions: The development of academic quality assurance programmes, process conceptualisation and design, teaching materials and tools, pedagogical assessment and faculty training, and communication of research and results.

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

- Develop the Internal Quality Assurance System (SGIQ) for ESADE's academic activities.
- Ensure that the principles stemming from the Bologna Accord are fulfilled, thus guaranteeing ESADE's leading position within the new European Higher Education Area.
- Promote the implementation of learning assurance processes which guarantee that the learning objectives established regarding the different ESADE programmes are fulfilled.
- Promote the effective use of ICTs to enhance pedagogical innovation and the broadening of physical, temporal and relational learning spaces.
- Ensure that the required processes and activities are introduced to meet the academic accreditation standards of the most important national and international external agencies.

One of the DIPQA's areas of intervention includes redesigning the curricula and providing faculty all the support needed in terms of learning methodology in order to fulfil our mission.

Curriculum Design and European Higher Education Area

The objective of this area is to collaborate with programme directors in adapting their course plans to the standards of excellence in their respective markets of reference and to help faculty in adopting their subjects to these standards, all the while ensuring that they are consistent with ESADE's pedagogical model and especially emphasising competence development and evaluation.

Primary projects:

- Adapting university Degree Programmes and subjects to the requirements of the European Higher Education Area (EHEA)
- Advising on competence development and evaluation

Actions

The actions carried out within the Principle 3 Method have addressed the two main actors involved in the learning process: faculty and students. They have also served to define the competency framework on which to define learning objectives and provide alumni with a channel for CSR collaboration through the Alumni Giving Back project.

Faculty support

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

With respect to processes, DIPQA has designed and implemented a protocol to provide individual assessment to faculty in charge of newly redesigned courses in line with the Bologna Accord directives.

In terms of tools, DIPQA has created the following tools, making them available to faculty:

- a. An *Activity Catalogue* which details different participatory learning activities used in courses already in line with the European Higher Education Area directives regarding undergraduate programmes. It serves as a resource which faculty members can consult, though it constantly changes and is adapted as the different classes define or change their respective pedagogical objectives.
- b. A *Pedagogical Guide for Undergraduate Faculty* whose objective is to provide professors with the programme information they need to contextualise and adapt the teaching objectives as much as possible.

Faculty training

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

In addition to these seminars, four internal conferences on teaching innovation have been organised this academic year. In addition, faculty have been invited to attend the Teaching Innovation Conferences organised by Universitat Ramon Llull's Vice-Rector's Office, aimed at encouraging faculty from the different schools that make up the university to share their innovative experiences.

ESADE competency model

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

This general model is then adapted to each educational programme based on its specific learning objectives and required candidate profiles.

Student and alumni participation in CSR-related case studies

- **The Clinton Foundation Case Study** January 25, 2010: As part of ESADE's Winter Career Week, The Clinton Foundation's Diana Noble took the Net Impact Club through a case study on how the Clinton Foundation HIV/AIDS Initiative transformed the prospects for HIV/AIDS infected children and infants of receiving life saving treatment across 33 countries in the developing world. The group put itself in the shoes of the Clinton team back in 2004/5 to:
 - understand the plight of children with HIV/AIDS (in the context of improving treatment availability for adults at the time);
 - identify the barriers to treatment:
 - debate how the Clinton Foundation, with the resources available to them, could address each of these barriers.

The Club gained insight into how the Clinton Foundation addresses major, complex, global challenges and what it might be like to be a member of the team developing and implementing a major programme like this.

- **Aspen Institute's Business & Society Case Competition** in April 9-12, 2010 with preparation workshop and post-competition case resolution session. (<http://aspencasecompetition.org>)



ESADE's alumni network has grown in strength and visibility in recent years. The network currently consists of more than 38,000 alumni working in major economic and social sectors in 115 different countries. 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.

Our main aim is to provide useful tools to the alumni wishing to take an active part in the third sector, cooperating as volunteers with NGOs in management projects.

One of the main projects is **Alumni Giving Back**. We try to contribute to a fairer, more sustainable world, promoting values such as social responsibility, human development, or the spirit of service and innovation.

Alumni Giving Back is an initiative of ESADE Alumni in close collaboration with the Institute of Social Innovation, whose activities in corporate social responsibility, NGO management and social development are open to the participation of alumni.

The **Alumni Giving Back project** channels ESADE graduates' experience, management skills and desire to help society to benefit third-sector organisations.

Alumni Giving Back helps to create a more just and sustainable world and promotes values such as social responsibility, human development, and the spirit of service and innovation.

There are two main aspects to AGB's work:

- **Dialogue:** AGB serves to pool information on the third sector and as a bridge between its members and charitable organisations. Its club offers various activities including talks and information sessions. Publicising and promoting ESADE's charitable activities is another of its tasks.
- **Action:** Implementing proposals and non-profit alumni consulting initiatives is perhaps the most visible part of Alumni Giving Back. Its managers consider meeting targets to be of prime importance and that results must be tangible and contribute significantly towards enhancing management of non-profit organisations.

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's research units are dedicated to generating and sharing knowledge applicable to the business world, the non-profit sector, the legal professions and society as a whole.

The work carried out by these research units is organised around thematic nuclei established by ESADE. This way, each ESADE-recognised institute, centre, chair, department and research group articulates and coordinates their individual contributions. This method promotes the development of long range, transversal projects wherein individual researchers can undertake specific lines of research that inform the larger trajectory of the research unit.

ESADE has five important research units that focus their activities specifically on the subjects of this fourth principle:

- Institute for Social Innovation
- Institute of Public Governance and Management
- Institute for Labour Studies
- Research Group in Entrepreneurship
- Chair in LeadershipS and Democratic Governance
- Center for Global Economy and Geopolitics

The activities and the results of the first two research units are described below:

Institute for Social Innovation

The aim of the Institute for Social Innovation is to develop individual and organisational skills within both the business community and not-for-profit organisations to strengthen their activities and their contribution to a more just and sustainable world.

With this goal, the institute carries out research, teaches and spreads knowledge focused on three main areas:

- CSR integration in business strategy and stakeholder relationships;
- NGO leadership and management;
- Social enterprise projects.

To make the most of the resources it has available, the Institute for Social Innovation establishes priorities for the three areas and related actions so that they interrelate and are thus mutually reinforced.

Networks

In order to achieve its aims, the Institute for Social Innovation feels that it must collaborate with other organisations. As such, it actively takes part in various knowledge and working networks, including:

- **Social Enterprise Knowledge Network (www.sekn.org)**
This network strives to move forward on the knowledge and practice of social enterprises through joint research, shared learning, student-centred education and strengthening executive education institutions to serve their respective communities.
- **European Academy for Business In Society (www.eabis.org)**
EABIS is an alliance of organisations, business schools and academic institutions which, with support from the European Commission, aim to integrate business theory and practice in public social policies.
- **European Sustainable Investment Forum (www.eurosif.org)**
The mission of this pan-European not-for-profit institution is to take and direct sustainability at the financial markets. It consists of non-profit organisations, financial service companies, academic institutions and research associations.

Actions

Below are some of the primary projects carried out by the Institute for Social Innovation during last academic year:

- ***Analysis of Corporate Philanthropy amongst Spanish Firms in the IBEX35 Stock Exchange.*** The magnitude and complexity of today's socio-economic problems increasingly require newer and more complex capacities. In this study, the authors propose that the following stage in studying business' social actions is to further analyse and pay special attention to the processes and contents of these activities. *With support from Abertis and Fundación Repsol*
- ***Businesses Inspiring Future.*** In times of change, reconsidering and carrying out in-depth and balanced analyses of why things have not turned out the way we expected can also represent excellent opportunities to examine firms with different approaches than the traditional production model. Internationally, these have been called 'social enterprises', and their primary trait is that they create social value while creating economic value at the same time. *With support from Obra Social Caixa Catalunya*
- ***Where is social innovation headed?*** The social innovation concept has different interpretations in both the academic community as well as amongst public sector organisations, the business community and NGOs. The aim of this project is to identify potential future trends on which to concentrate our knowledge generation efforts regarding social innovation. *With support from Abertis and Fundación Repsol*
- ***CSR in Corporate Governance Structures amongst IBEX 35-listed Firms. An analysis of Transparency.*** This study examines the integration of CSR concerns in corporate governance structures amongst publicly listed firms. This integration is analysed along three dimensions: Transparency (the level of information provided

by the firm in terms of CSR); the organs responsible for CSR within corporate governance structures; and senior executive and board member remuneration. *With support from Gas Natural*

- ***Socially Responsible Investment Observatory***. This yearly publication traces the change and trends in SRI around the world, with a special focus on the Spanish financial market. In this respect, the Observatory's goal is to provide investors and society in general with a tool to understand the role of SRI as a primary driver of CSR by investors seeking social responsibility and sustainability. In the Observatory's 2008 report, attention focused on employee pension funds in addition to detailing changes in the market. *With support from BBVA*
- ***RScat. Network for Social Responsibility in SMEs (www.rscat.net)***. This project represents the initiative and commitment of a series of entities, academic and business representatives, public administrations and labour unions to create and promote specific tools to bring CSR closer to local small and medium-sized enterprises. *With support from the Government of Catalonia and the Provincial Council of Barcelona*

PUBLICATIONS

All the books, studies, monographs and case studies edited and published by the Institute for Social Innovation can be consulted and downloaded in PDF format through its website.

Guías sectoriales de RSE en la pequeña y mediana empresa, sector de la automoción ("Sector-specific CSR guides for SMEs, the automotive industry")

Murillo, D.

¿Pueden las empresas contribuir a los Objetivos de Desarrollo del Milenio? Claves para comprender y actuar ("Can companies contribute to the Millennium Development Goals? Keys to Understand and Take Action")

Prandi, M.; Lozano, J.M. (coordinators)

Observatorio de la inversión socialmente responsable en España ("Observatory for Socially Responsible Investment in Spain")

Albareda, L; Balaguer, M.R; Arenas, D

Modelo de indicadores de la RSE para pymes. Manual de uso ("CSR Indicator Model for SMEs. Users' Manual")

Vilanova, M.; Dinarès, M.; Sureda, M. (adaptation); Murillo, D. (coordinator)

La RSE en el Gobierno Corporativo de las sociedades del Ibex 35. Un análisis de transparencia ("CSR in Corporate Governance Structures amongst Ibex 35-listed Firms. An Analysis of Transparency")

Arjona, C.; Lozano, J.M. (prologue)

Guías sectoriales de RSE en la pequeña y mediana empresa. El sector de la hostelería ("Sector-specific CSR guides for SMEs. The Hotel Industry")

Murillo, D.

DKV e Intermón Oxfam: El ciclo de vida de una alianza estratégica ("DKV and Intermón Oxfam: The lifecycle of a strategic alliance")

Intermón Oxfam, ESADE, DKV

Líderes para el cambio social. Características y competencias del liderazgo en las ONG ("Leaders for Social Change. Leadership Characteristics and Competencies in NGOs")

Carreras, I.; Leaverton, A.; Sureda, M.

Institute of Public Governance and Management (IGDP)

The Institute of Public Governance and Management focuses on governments and public sector organisations and it consists of a group of individuals, professors, academic collaborators, researchers and administrations working at ESADE.

Created in 1993, this institute represents the consolidation of an initiative launched originally in the 1980s, encapsulating ESADE's 25 years dedicated to the public management field. More than 2,000 governmental leaders and public administrators have taken part in the diverse activities organised over these years, and the Institute's research studies, books, conferences, scientific articles, case studies and other material attest to its members' academic endeavours.

The IGDP's mission is based on a decided commitment to public sector innovators. We believe in what's public but also in the immense possibilities for its development and improvement. The public management perspective, our own focus, provides the public sector with the necessary tools and, especially, today's much-needed values: Receptivity, citizen/client service orientation, responsibility for the results obtained, transparency and accountability.

The IGDP has centred its focus on carrying out studies and research on different areas of public management, in particular, the following five lines of research:

- Leadership in the public sector;
- Politics and public management. The institutional space for the executive function in democratic governance;
- Non-hierarchical coordination in public management. Transversal Management; Inter-organisational networks to provide public services;
- Public and private sector relationships;
- Institutional frameworks favouring entrepreneurship and efficient market operations.

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.

ESADE has maintained strong links with the business community since its foundation. These links are apparent in all of ESADE's activities, including: institutional governance; curriculum design; corporate donations to support the School's strategic development; faculty involvement with current management practices through research and consultancy undertaken in collaboration with corporate partners.

The scope for interaction between companies and business schools goes beyond executive recruitment and training. A business school provides expertise and intellectual input that may constitute a strategic resource. In ESADE's case, three main strands can be discerned in this respect:

- The contribution of ideas, perspectives and advice from the corporate world in two key processes: strategy development and curriculum design. The governing and consultative bodies are the Board of Trustees, the Fundació ESADE Assembly of Members, the International Advisory Board, and the Professional Advisory Board.
- Providing access to current management practice through case writing, research and consultancy projects undertaken by faculty in collaboration with corporate partners. The activities of ESADE's various centres, chairs and research institutes amply illustrate this facet.
- Providing teaching resources whether in the form of guest speakers (especially in the case of top executives) or as external lecturers (practitioners from the business world who combine their professional work with regular teaching activities). In ESADE's case, such participation is a common feature of the School's programmes.

Corporate participation in ESADE's governance is very prominent.

The Assembly of Foundation Members is made up of a total of 51 corporate members plus 12 private individuals, many of whom have distinguished careers in management and a strong affiliation with Fundació ESADE. The Board of Trustees is ESADE's highest governing body, 13 of its 17 trustees are prominent members of the business and law communities.

Furthermore, the involvement of the corporate world in ESADE's governance and strategy is underpinned by various advisory bodies and committees. These include the International Advisory Board and the Professional Advisory Board, the majority of whose members belong to international corporations.

In addition to this corporate involvement in ESADE, numerous activities are also organised. These are aimed at reflection and the dissemination of information on the challenges facing the business world in terms of social and environmental responsibility. A substantial part of these activities is organised by the Chair in LeadershipS and Democratic Governance. Over the last four years, the Chair has organised the Sant Benet de Bages Annual Conference, where participating professionals, businessmen, politicians and academics discuss topics closely related to CSR, which have been proposed by the Chair.

The Chair's 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.

Another part of this discussion is led by the Institute of Public Governance and Management, which is outlined above. In addition, the many events and debates organised throughout the year by ESADE and ESADE Alumni (*Matins, Desayunos*, forums, lectures, and so on) should also be mentioned.

Partners Programme



The PARTNERS Programme explores private-public partnerships with the highest degree of innovation and comprehensiveness. It also seeks to have a direct effect on the public and business sectors, with attention in particular to Spain and Latin America.

PARTNERS covers the entire spectrum of tools and methods of public-private co-operation: regulation of areas and services of general interest; outsourcing of production of public services; promoting areas of public interest and grants; arranging public services; co-production.

PARTNERS' activities focus on developing management training and research in public-private co-operation, as well as providing a meeting place for public and private sector executives.

PARTNERS is based on co-operation and its promoters include public organisations and private companies who see this programme as a venue for encounter, dialogue, learning and high-level visibility and participation within society.

InnovaRH

InnovaRH is a pioneering think-tank that enables Spanish companies to access innovative ideas and allows them to be at the forefront of human resources practices and improve talent effectiveness. The initiative has the backing of Siemens and the intangible assets consultants, Villafañe & Asociados.

Francisco Belil, CEO of Siemens, promoter of the idea and InnovaRH President, said: "We want to help businesses and society to discover and better develop existing talent".

This project is groundbreaking in two ways. Firstly, because it uses innovation as a key to raising issues on advanced people-management policies and, secondly, by virtue of being a research centre that is not limited to exchanging good practices, but rather one which drives real change.

The proposal stems from the commitment to innovation of top executives at some of the major companies operating in Spain that, along with ESADE and Villafañe & Asociados, have decided to promote this workshop. Together with Siemens, InnovaRH is made up of: Grupo Novartis, Fundación ONCE, Caja Navarra, DKV Seguros, Microsoft, MRW, Nestlé España, Puig, Vodafone and 3M España.

Actions

In collaboration with the institutions sponsoring the programme, PARTNERS has organised five events, which have served as the starting point for debate on public-private co-operation and to explore knowledge on relationships and the management issues entailed.

- Guided tour and lunch colloquium on “Public leadership and public-private partnership”, with Jordi Valls, President of the Port Authority of Barcelona.
- Conference on “The contribution of the private sector in implementing public policies in health and social services”, with the participation of Boi Ruiz, President of the Catalan Union of Hospitals, and Guillem López-Casasnovas, Professor of Economics (UPF), amongst others.
- Conference on “Public-private co-operation in social services: A local and co-operative world”, with the participation of Carolina Homar, Managing Director of ICASS, and Antonio Fernández, Secretary General of the Generalitat de Catalunya’s Department of Labour, amongst others.
- Conference on “Public-private co-operation: A new relationship paradigm between government and business”, led by Grupo CLADE.
- Round table on “The economic and social impact of public regulation”, with the participation of Anton Costas, Professor of Economic Policy (UB) and Arseni Gibert, Director General of Defence of Competition of the Generalitat de Catalunya’s Department of Economics and Finance.

The *Relatos* PARTNERS collection has been created to disseminate good practices in the field of public-private partnerships and to highlight the social value that this could entail.

Industrial Relations Forum

The aim of the forum is to contribute to an in-depth discussion on the challenges facing industrial relations in terms of addressing changes in business and society. It aims to make industrial relations a meeting point for the needs of companies and the rights of workers, as well as their needs as individuals.

Co-ordinated by **Joan Coscubiela**, Professor in ESADE Law School, 45 professionals and experts from different fields of industrial relations will participate in the Forum. This will be complemented by faculty from various universities, judges and magistrates in labour courts, the Superior Court of Justice of Catalonia, the Social Chamber of the Supreme Court, labour inspectors, business management professionals and trade union members.

Principle 6

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

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

International Associations

In its 50-year history, ESADE has established partnerships with over 100 universities and organisations on five continents, and forms part of the main international academic networks.

- ESADE is a founding member of the following associations:
 - European Doctoral Programmes Association in Management and Business Administration (EDAMBA);
 - European Doctoral School on Knowledge and Management (EUDOKMA). This consortium of European universities facilitates doctoral candidate collaboration in international academic projects;
 - The Themis Network, offering the International Joint Degree in Business Law, a programme open to students in the second cycle of the degree and Master in Law;
 - Community of European Management Schools (CEMS), a community that encompasses 27 of the world's top management universities, along with over 59 leading multinational companies;
 - European Academy for Business in Society (EABiS), promoting debate on the role of corporations in society and training future business leaders to promote social responsibility.

- ESADE is a member of:
 - European Business Ethics Network (EBEN), an international NGO dedicated exclusively to business ethics in all types of organisation;
 - Partnership in International Management (PIM), a network of 57 of the most prestigious business schools around the world;
 - The only European business school in the Social Enterprise Knowledge Network (SEKN), an initiative led by Harvard Business School, in association with ESADE, with the participation of eight Latin American business schools;
 - European Foundation for Management Development (EFMD);
 - Association to Advance Collegiate Schools of Business (AACSB International);
 - Consejo Latinoamericano de Escuelas de Administración (CLADEA);
 - Association of Jesuit Business Schools (IAJBS);
 - Association of MBAs (AMBA);
 - Business Association of Latin American Studies (BALAS);
 - Graduate Management Admission Council (GMAC);
 - Executive MBA Council (EMBAC);
 - International University Consortium for Executive Education (UNICON).

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 38,000 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 450 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. To everyone who has participated, thank you.

Student Clubs

Life at ESADE, both inside and outside of the classroom, is dynamic and intense. The programmes are fast paced and participants juggle a schedule that is filled with lectures, teamwork and networking events. But life here at ESADE is not all work and no play, we have a strong 'work hard, play harder' motto and participants indulge in a wide variety of social and extra-curricular activities.

Life at ESADE is colourful and dynamic. Participants can join one of the various business clubs and networks corresponding to the sector or industry in which they plan to pursue their career.

Some examples of clubs that currently exist are:

- Clean Energy & Environment Club: The club's mission is to provide members with a dynamic platform to share knowledge, debate topics, enhance networking, and develop professional and business opportunities in the clean-tech sector;
- Emerging Markets Club;
- Entrepreneurship Club: This is a student-run body that aims to stimulate entrepreneurial spirit and initiatives among MBA students. The club organises and promotes events to foster business networks, build entrepreneurial knowledge and create a platform for the sharing and development of business ideas;

- Finance Club;
- Sports Business Club;
- Net Impact Club: ESADE's Net Impact Club educates students on how to bring about positive environmental, social and economic change through their personal and professional lives. The club also connects members with like-minded professionals, responsible career alternative and immediate opportunities to make a positive impact.

Actions

The Net Impact Club organised a variety of activities throughout the year, such as:

- Club presentation
- Internship Talk
- Networking Dinner;
- Microfinance Talk;
- Green Marketing Talk;
- The Clinton Foundation Case Study;
- The SEKN Conference on 'Market, Poverty and Inclusive Business in Latin America' held on 2nd February 2010: ESADE's Institute for Social Innovation hosted this year's conference of the Social Enterprise Knowledge Network (SEKN). SEKN is a consortium made up of Harvard Business School and some of Latin America's leading academic organisations. Students participated in sessions and documented working lunch discussions with leaders in the areas of inclusive business, microfinance, international co-operation and multinationals in Latin America;
- Fundació Equilibri.

Extracurricular and institutional events

One of the basic lines of ESADE's reason for being is social debate, which means that ESADE is very much committed to this principle.

Some of the most relevant initiatives and events are:

- Organisation of the EGOS Colloquium. EGOS is a scholarly association which aims to further the theoretical and/or empirical advancement of knowledge on organisations, and organising the contexts in which organisations operate.

Diversity and plurality: EGOS has its identity and intellectual roots in social sciences. It encourages an analytical and theoretical approach towards organisations.

EGOS embraces diversity of all kinds including a pluralistic approach to understanding organisations from the perspective of social sciences (such as sociology, social history, political science, psychology and anthropology) as well as humanities (such as philosophy, discourse analysis, literary criticism and rhetoric).

Exploring research at the forefront of knowledge: EGOS emphasises broad themes as well as issue-based research.

The association provides a forum for identifying and discussing key issues in organisational theory and practice. Critical reflection on the most recent ideas and theoretical approaches is at the core of the association's activities.

EGOS, moreover, offers a stimulating intellectual environment for younger scholars, running well-attended PhD and post-doctoral workshops at the beginning of the annual EGOS Colloquium.

- Social call for education in Catalonia: A group of Catalan civil society organisations and public institutions that offer services promoting community spirit and culture in society. Concerned about the level of education in our country, we aim to put the following statement to Catalan society. This statement frames the sector-based commitments to education that we are prepared to assume in our respective areas:
 - Education is of paramount importance in every society, and it is crucial in the process of personal development. This makes it a key factor for the future of any country, and even more so in a country such as Catalonia. We are referring to the central element to improving the human, economic and social cohesion of a country. But the current situation in Catalonia regarding the educational process, even though this has a good base, is not satisfactory and should be improved. We lack the quality training that our future challenges require. The arrival of significant numbers of immigrants from other cultural backgrounds is an added challenge to this situation. And educating people with special educational needs also continues to be a challenge. We should be aware of and overcome this situation as quickly as possible, dedicating the necessary effort from all sectors. The current educational situation in our country, and its improvement, has led us to prepare an attached document, which details several points that may help deal with the nature and difficulties of the current situation.
 - The difficulties that face the educational process involve everyone. Families face a great many problems in relation to the education of their children. Schools fail to overcome the many obstacles encountered in carrying out their work. The government has failed to deploy all the resources and policies, which our educational system requires, and to provide a stable frame of reference needed by the system. The social environment and the various groups indirectly involved in educational work face a double deficit situation: We have been neither capable of giving the educational process the collective value that it deserves, placing it at the heart of our social dynamic and seeing it as the key to our future as a country, nor have we been capable of assuming our responsibilities in the educational process; a process in which we all have an important role to play. Education is not just a task for families and government, it is a task shared by everyone in which every social sphere has something to contribute, and some responsibility to assume.
 - In relation to institutions that channel social actions indirectly related to teaching, we would like to emphasise the shared responsibility of all in terms of trying to overcome the situation, and also our willingness to assume our own responsibilities. We are interested less in making demands than in taking a step forward: We ask ourselves the question 'What can we do to help improve the situation of education in our country?' We do not aim to criticise families, schools or government: What we *do* want to do is define what each of our areas can and should do, and we want to commit to this.

- Together, we aim to commit to promoting awareness of the decisive role of education. And, as much as possible, we want to value the social role of teachers and educators of all kinds, recognising their merit and authority, and give them the respect and prestige that they deserve. We also want to emphasise certain values that play an essential role in the educational process, such as quality, rigour, fairness, thoroughness and effort.
- Every social ambit aims to specify publicly the contributions that it believes it can make towards contributing to the improvement of education in Catalonia. Educating is not only something that is done in schools or within the family home, but is also something that is done throughout society as a whole. Educating is not only the task of some ‘professionals’, but is also the task of everyone; and if it take the whole *tribe* to educate a child, we should assume our role.
- We would like to express our determination in intensifying the actions that are the result of our social responsibility towards education, giving this subject priority in our governing bodies and committing to promoting specific programmes of activities in this regard.
- Lecture: ‘What does it mean to be a leader?’ This lecture will be held to mark the inauguration of the Thinking About Leadership Programme, organised by the ESADE Chair in LeadershipS and Democratic Governance. It will address issues such as: How does leadership work, how is it achieved and how does it develop? What situations lead to leadership? How do we get there? Do we need an ideal to be a leader or is it more a question of ambition and vanity? Where does the emotional strength to be a leader come from?
- 13th Session: ‘Permanent Seminar on Human Rights’. The Economy: An Instrument at the Service of a Union Founded on Human Rights?
- Presentation of the book *África, pecado de Europa* (unofficial translation Africa: Europe’s Sin)"
On 24th October, Luis de Sebastián, Honorary Professor at ESADE, published his most recent book: *África, pecado de Europa*, which features a prologue by Samuel Eto’o. According to the author, the book discusses ‘what Europe has done to Africa, what it has not done and what it should do’. That is, it evaluates the situation in Africa by means of an historical analysis and then presents a diagnosis and proposes a plan for developing the continent.
- Lecture: ‘Developing Your Leadership Values and Qualities’. The ESADE Alumni Human Resources Club is hosting a lecture entitled ‘Developing Your Leadership Values and Qualities’ delivered by Oriol Pujol, Director of the Human Growth Institute of Mumbai, India.
- Lecture: ‘Developing Your Leadership Values and Qualities’.
Learn how to identify and develop your professional, interpersonal and social values, as well as your influence, which is the main quality of leadership.
- HUMAN RESOURCES FORUM. ‘Time, Work and Life: The Meaning of Work, and Work with Meaning’. In recent years, there has been much debate on how to balance work, family life and leisure – that is, how to make one’s personal existence compatible with a professional career. But is this what really needs balancing? Are we really talking about balance, or about something else? Do all phases of a person’s life require the same type of balance? Is balance needed in all

jobs and professional levels? Should the same model always be applied? Is this essentially a political, social, business-related or personal issue? Or is it, to varying degrees, all of these things? We need to address these questions and many more in the debate on the meaning of work and work with meaning. In essence, we are discussing the meaning of our lives. Or do our lives sometimes have no meaning?

- **THINKING ABOUT LEADERSHIP.** Carlos Losada and Antonio Garrigues-Walker. Why are we concerned about leadership? How is leadership practised nowadays? In what day-to-day context is leadership exercised? How do people who occupy positions of responsibility experience leadership? How are the dynamics of leadership evaluated in Spain and around the world? What dangers and opportunities are created by leadership? What types of leadership do Spain and Spanish organisations need right now?
- **Corporate Social Responsibility (CSR) and the Business Agenda.** In a recent lecture, Daniel Arenas Vives, Assistant Professor in the Department of Social Sciences at ESADE and member of the recently created Institute for Social Innovation, addressed this question and other issues related to CSR. Professor Arenas acknowledged that it is difficult to determine the specific reasons that lead a company to introduce CSR policies. He also argued that it is impossible to apply a generic definition of CSR across the board, due to the wide variety of circumstances that prompt companies to adopt – or not adopt – this strategy. More and more firms are adopting CSR, said Professor Arenas, using examples such as oil companies, which until recently would never have considered taking such measures.
- **Self-Motivation and Self-Knowledge.** In a business world characterised by rapid and sudden changes, people often become disoriented. They look to outside sources for things they should be finding within themselves. Self-motivation, commitment and confidence are the paths recommended by Leila Navarro and José María Gasalla. In a mixed learning process, they will explore both cognitive and emotional domains and encourage the continual interaction of participants.
- **CSR and the Competitive Model in Catalan SMEs.** This project is the result of the initiative and commitment of a group of institutions, academics and entrepreneurs, along with government and union representatives to create and promote specific tools to introduce social responsibility (CSR) to small- and medium-sized enterprises. To that end, the Catalan CSR Framework in SMEs presents its latest work, developed jointly with the support of fifteen companies.
- **Crisis or Transformation of the World Economy?** Ethical companies face the current crisis. Aurelio Martínez was in charge of inaugurating the 18th Permanent Seminar on Economic and Business Ethics organised by the Fundación Étnor dedicated this year to the topic ‘Ethical Companies in the Current Crisis’. He began with a presentation analysing the current international economic situation, something he characterised as “a complicated framework”. Martínez emphasised that trust is the key element to re-establishing the economic system and that the existing mistrust among banks is precisely responsible for making the symptoms of the crisis more severe; and recovery even slower.
- **‘Mission and University: What future do we want?’** Delivered by Father Adolfo Nicolás, Superior General of the Society of Jesus. As part of ESADE’s 50th

anniversary celebrations, this event offers an extraordinary opportunity to gain a first-hand, knowledgeable and inspiring point of view on universities in addition to ESADE's mission and raison d'être. Father Adolfo Nicolás was elected Superior General of the Society of Jesus in Rome last January, replacing Father Peter Hans Kolvenbach.

- CASATEVA Foundation Presentation. The Casateva Foundation is a non-profit organisation that aims to provide answers to an emerging social need. Barcelona's hospitals are attended by many patients from other parts of Spain. More than 4,000 children from outside Barcelona are treated in the city's hospitals every year, with over 1,000 of them coming from outside Catalonia. This creates the need to care for the families of those who come to the city for treatment and who cannot afford the cost of a conventional hotel.