ESADE
UNIVERSIDAD RAMON LLULL

E

2015
2016

ESADE IDENTITY, MISSION AND SOCIAL RESPONSIBILITY REPORT

SIP **PRME** Principles for Responsible
Management Education

2015
2016

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Contents

ESADE, a socially responsible institution

This year once again it is a pleasure for me to present this Report and reiterate our institutional commitment to ESADE's identity (mission and values) and social responsibility.

The institution wishes to impregnate its decision-making processes, everyday practice and organisational culture with its mission-driven values and make its social responsibility consistent with them.

This Report presents the most important projects, activities and initiatives carried out in the 2015-2016 academic year. We continue to strive to become an increasingly socially responsible academic institution, through the development of our Identity and Social Responsibility Master Plan, which comprises several projects in line with our mission – training, research and social debate – as well as organisational culture and institutional policies.

From this last year, I would like to highlight: the approval and implementation of the ESADE Code of Conduct, and the creation of the figure of the Code Ombudsman; the launching of the Student First educational innovation project, with the successful running of the first pilot tests, and the celebration of the 2nd Stakeholder Forum, which featured dialogue on the main institutional projects with representatives of the academic community – faculty, administrative and services staff, students, and staff committee – and our main stakeholders – Board of Trustees, alumni, suppliers, social enterprises and organisations, and so on.

In accordance with its mission, ESADE endeavours to contribute towards building a more cohesive and inclusive society that also bears in mind those who are most vulnerable, following the principles of freedom, justice and prosperity that inspire our work.

The fulfilment of this mission is a process that is in constant evolution. As a result, this Report contains information that makes it possible to evaluate the progress and the advances made along the way in the various areas of action, as guided by the principles of the Global Compact and the Principles for Responsible Management Education, to which we renew our commitment.

Eugenia Bieto
Director General
ESADE

Presentation of ESADE

OUR COMMITMENT

Become a global academic institution of reference that inspires and educates people and organisations to develop innovative and socially-responsible leadership and to help to build a better future.

Through training, research and social debate in management and law, ESADE works to inspire "the futures" of individuals who can become competent professionals and socially responsible citizens, in accordance with a mission inspired by the humanist and Christian traditions, and with a particular set of values: personal integrity, high professional standards, and social responsibility.

This new report reflects the efforts made by a large group of individuals who, with their own way of doing things, with differentiating values, with a human and open vision of organisations and society, have over this period helped the institution to progress towards social and environmental responsibility.
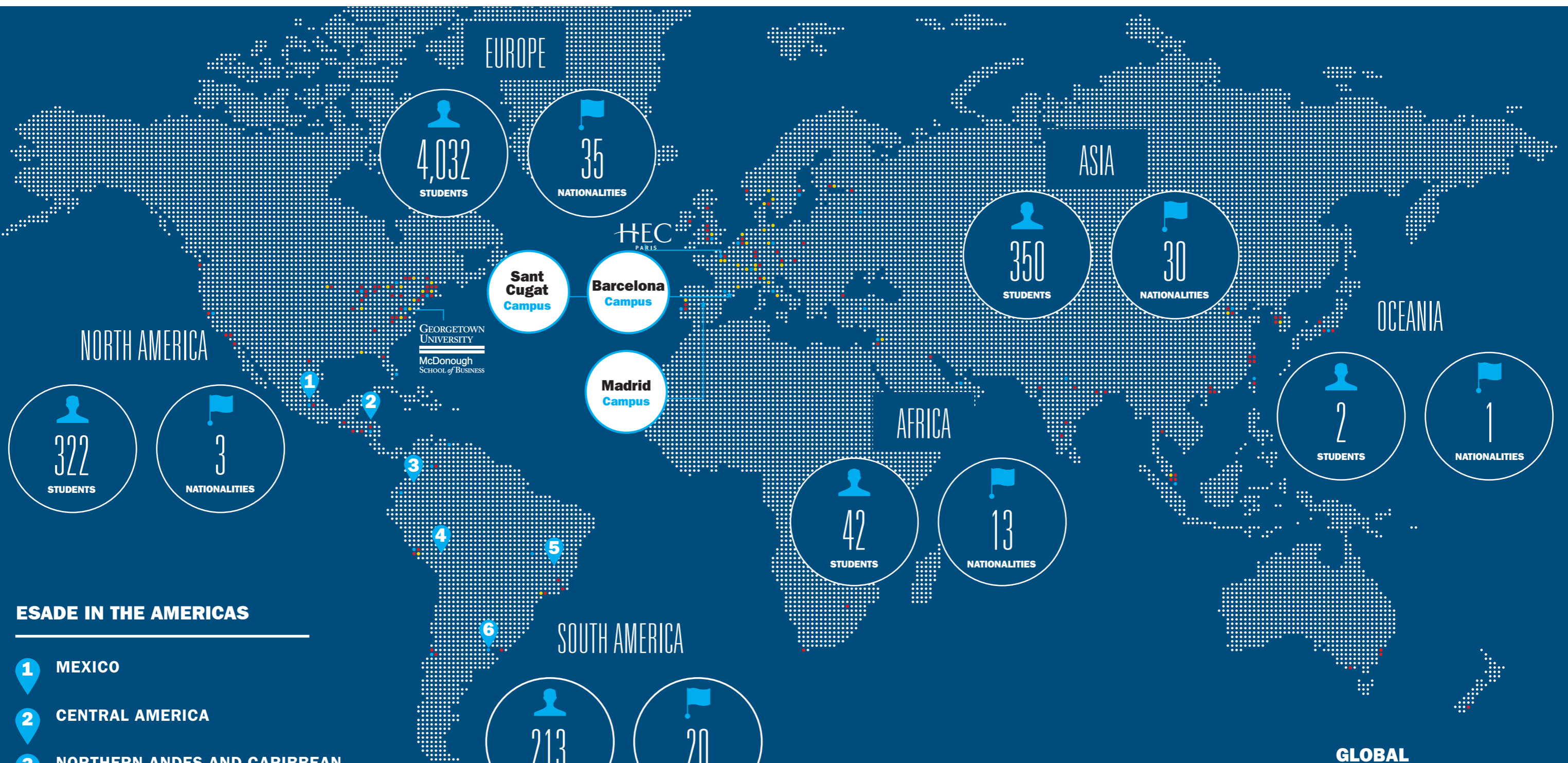
It has been decided that from now on all initiatives and actions concerned with **identity, mission and social responsibility** shall be included in this one report, with the aim of reflecting all the advances made in these areas in a single document and on a yearly basis.

It is undoubtedly a source of pride for us that ESADE should be recognised as one of the pioneering schools on the international stage to incorporate the promotion of corporate social responsibility into its training programmes, with an approach to business management that matches the realities and challenges of new times.

In this regard, in the recent conference of the International Bar Association (Washington, September 2016), Christine Lagarde, Managing Director of the International Monetary Fund, singled out ESADE as an example of "good education," stating that "business schools should adopt a shift in paradigm about the meaning of individual success – placing more emphasis on professionalism and value to society, as opposed to high bonuses. Many business schools around the world are updating their curricula (…). For example, (...) at ESADE in Spain, Managing Ethics and Social Responsibility is a core course." Specifically, this subject forms part of the MBA programme and is given by Professor Marc Vilanova.

ESADE's commitment is to continue to advance, in a process of continuous improvement, towards making our *2020 Vision* come true: "To be a global benchmark academic institution, which inspires and enabling people and organisations to develop innovative and socially responsible leaderships in order to build a better future."

ESADE is a great joint project with a long tradition. It will celebrate its 60th anniversary in 2018. Our aim is and will continue to be not so much to be the best school *in* the world as to be **the best school for the world.**

EUROPE

4,032 STUDENTS

35 NATIONALITIES

HEC PARIS

Sant Cugat Campus

Barcelona Campus

Madrid Campus

GEORGETOWN UNIVERSITY
McDonough School of Business

ASIA

350 STUDENTS

30 NATIONALITIES

OCEANIA

2 STUDENTS

1 NATIONALITIES

NORTH AMERICA

322 STUDENTS

3 NATIONALITIES

1
2
3
4
5
6

AFRICA

42 STUDENTS

13 NATIONALITIES

SOUTH AMERICA

213 STUDENTS

20 NATIONALITIES

ESADE IN THE AMERICAS

1 **MEXICO**

2 **CENTRAL AMERICA**

3 **NORTHERN ANDES AND CARIBBEAN**

4 **CENTRAL ANDES**

5 **ATLANTIC**

6 **ARGENTINA**

GLOBAL PRESENCE

● ESADE Alumni International Chapters

● Business School International Partnerships

● Law School International Partnerships

Key Alliances

GEORGETOWN UNIVERSITY
McDonough School of Business

HEC PARIS

ESADE AT A GLANCE

A GLOBAL COMMUNITY

2,840
INTERNATIONAL STUDENTS

102 **NATIONALITIES**

11,037
TOTAL STUDENTS

Business School

2,046
STUDENTS
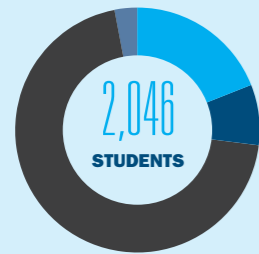
UNIVERSITY PROGRAMMES

1,296
Students

34
Nationalities

MASTERS OF SCIENCE

378
Students

36
Nationalities

MBA PROGRAMMES

319
Students

19
Nationalities

EXECUTIVE EDUCATION

5,861
Students

82
Nationalities

Law School

1,215
STUDENTS
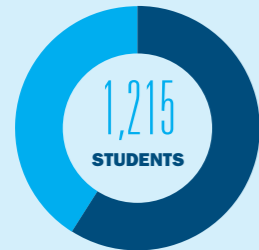
UNIVERSITY PROGRAMMES

449
Students

40
Nationalities

MASTER AND POSTGRADUATE STUDIES

644
Students

40
Nationalities

Faculty and Staff

163
FULL-TIME MANAGEMENT AND LAW FACULTY

334
ADMINISTRATIVE AND SERVICES STAFF

44
NATIONALITIES

IMPACT ON SOCIETY

Miembros de:

PRME   THE GLOBAL COMPACT   INTERNATIONAL ASSOCIATION JESUIT BUSINESS SCHOOLS

RESEARCH

18 Knowledge Generation Centres

68 Articles published in impact Factors Journals

75 Papers accepted in academic conferences

53 ESADE Faculty with Researcher Profile

12 Books

17 Doctoral theses o PhD theses

SCHOLARSHIPS
in 2014 - 2015:

2.2 M€ ESADE has invested €2.2 milions in scholarships

225 Talented students have received need-based scholarships
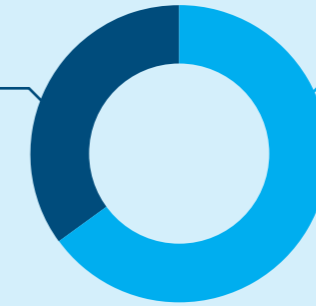
623 Alumni supporting the Scholarship Programme

24 Companies supporting the Scholarship Programme

The ESADE Challenge for Talent

ESADE ALUMNI

17,705
MEMBERS

56,000
ALUMNI

32 **INTERNATIONAL CHAPTERS**

12 **TERRITORIAL CLUBS**

20 **FUNCTION AND SECTOR-SPECIFIC CLUBS**

INTERNATIONAL RECOGNITION

Business School

TOP 5 EUROPE
Financial Times

Academic Quality Accreditations

AACSB ACCREDITED   Accredited by Association of MBAs   EFMD EQUIS ACCREDITED

Masters of Science

TOP 5 WORLDWIDE
Financial Times

2ND GLOBAL RANKING
Master in Finance
The Financial Times

MBA Programmes

TOP 10 EUROPE
Financial Times
The Economist
Forbbes
América Economía

Executive Education

TOP 10 WORLDWIDE
Financial Times

Law School

University Programmes

1ST IN SPAIN
Private University. Degree in Law
El Mundo

Master in Law

TOP 10 WORLDWIDE
América Economía
El Mundo

A.
Identity, Mission and Social Responsibility

![icon] **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.

Two important international events regarding sustainability have affected principle 1. In September 2015 the General Assembly of the UNO, held in New York, adopted the **2030 Agenda for Sustainable Development**, and in December of the same year the main world leaders met in Paris to renew the **Kyoto Treaty.**

The 2030 Agenda sets 17 Sustainable Development Goals (SDGs) with 169 targets covering the three pillars (values) of sustainability: economic growth, the protection of the environment and social welfare. The fourth SDG is dedicated to "quality education".

In each of the SDGs, universities and business schools should propose a value-centred education with responsible and sustainable business practices and internal management that is consistent with these values.

Identity and mission

ESADE is an academic institution founded in Barcelona in 1958 on the initiative of a group of local personalities and the Society of Jesus. It has formed part of Ramon Llull University since 1995. It also belongs to the UNIJES network of Jesuit universities.

ESADE's mission, identity and values are set forth in its institutional documents. Specifically, its **mission** is:

"To educate and undertake research in the fields of management and law, for:

— The comprehensive training of professionally competent and socially responsible people.

— Knowledge creation relevant to the improvement of organisations and society.

— Contribution to the social debate regarding the building of free, prosperous and just societies.

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

ESADE assumes its responsibility to society by fulfilling its mission, its raison d'être, that is, its ultimate purpose, which takes concrete form in the development of its three mission lines – training, research and social debate – and the deployment of the corresponding institutional policies. ESADE's social responsibility is written into its institutional DNA and is none other than to fulfil its mission as well as it possibly can.

ESADE's recent history has been marked by the promotion and approval of documents that develop and clarify the values of its mission: the Statement of Values (2008), the Orientational Framework for the Educational Model (2010), the Statement on the Spiritual Aspect (2010) and the Code of Conduct (2015).

The permanent challenge is how to improve the effective dissemination of these documents in order to inspire the programmes, activities and projects carried out.
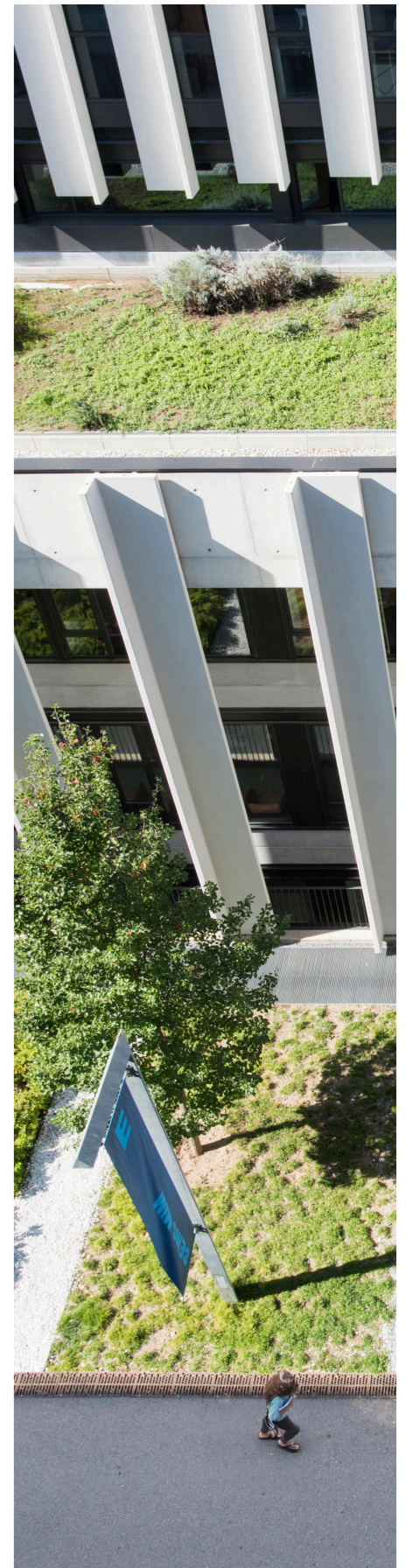
Commitments and track record in social responsability

The mission sets forth the commitment to **train "professionally competent and socially responsible people".** In the Statement of Values, the members of the ESADE community commit to act with **personal integrity, high professional standards and social responsibility.**

ESADE is also a signatory (2003) of the 10 Principles of the United Nations **Global Compact**. Equally, it has adhered to and signed (2007) the Principles for Responsible Management Education (**PRME**), along with the **Rio Declaration** (2011), which establishes commitments in sustainability issues. And recently (2016), ESADE has adhered to the **HeForShe** platform, a solidarity initiative of **UN Women** to promote gender equality.

These commitments, undertaken voluntarily, entail everyday responsibilities for ESADE's academic community and accountability through progress reports such as the one you are reading.

ESADE's track record in matters of social responsibility and the commitments undertaken in the framework of various international organisations can be observed in the path it has followed over the last 15 years, as illustrated below:

2002

The Academy of Business in Society

— Founding member (2002).
— Member of the Supervisory Board (2002-2008).
— Constant participation and host of the 6th Annual Conference (2007).
— Member of the Board (since 2012).

2003

THE GLOBAL COMPACT

— Adherence in 2003.
— Member of the Executive Committee for the Spanish network (2007-2016).
— Progress report 2008, 2009, 2010 (GC Advanced); the 2011, 2012, 2013 and 2014 reports are already included in the GRI annual report.

BEYOND GREY PINSTRIPES
An Aspen Institute Center for Business Education Initiative

— Participation in the BGP's Global 100 ranking: 2003 (distinction), 2005 (2), 2007 (14), 2009 (32) and 2011 (12).

SEKN

— Participation since 2003.
— Declaration of our commitment to institutionalise the SEKN network at ESADE (2009).

2007

PRME

— Participation in the task force in charge of preparing the principles (2006).
— Adherence in 2007.
— Progress reports in 2010, 2012 and 2014..
— Co-leader in the curriculum development area (since 2013-2014) for PRME Champions.

2009

Eurosif   spainsif

— Associate member (2009-2013).

NET IMPACT

— Creation of the Net Impact Club (2009).
— Gold Chapter status obtained in 2011.

2010

THE OATH PROJECT

— Adherence in 2010.

2011

gbsn

— Adherence in 2011.

THE ASPEN INSTITUTE

— The Aspen Institute representative in Spain (since 2011).
— Participation in the following projects: Economics and Peace Faculty Network (2011) and Undergraduate Business Education Consortium (2012, 2013, 2014 and 2015).

2012

RIO+20 United Nations Conference on Sustainable Development

— Adherence to the Rio+20 (2012) declaration which includes a commitment to launch 8 sustainability projects.
— 2014-2018 commitments updated.

2013

Global Reporting Initiative

— Member of the Executive Board (2007-2012).
— ESADE Annual Report completed in keeping with GRI standards and integrating the Global Compact progress reports (2011, 2012, 2013 and 2014).

2016

HeForShe
UN Women Solidarity Movement for Gender Equality

— Adherence in 2016.

ESADE, a Socially Resonsabile Academic Institution

2014-2018 Institutional Strategic Plan

The 2014-2018 Institutional Strategic Plan establishes the framework, the value proposition and the five strategic priorities for this period, together with the planned organisational development. And, as the figure below shows, all this must include a cross-cutting and aligned integration of **identity, mission and social responsibility.**
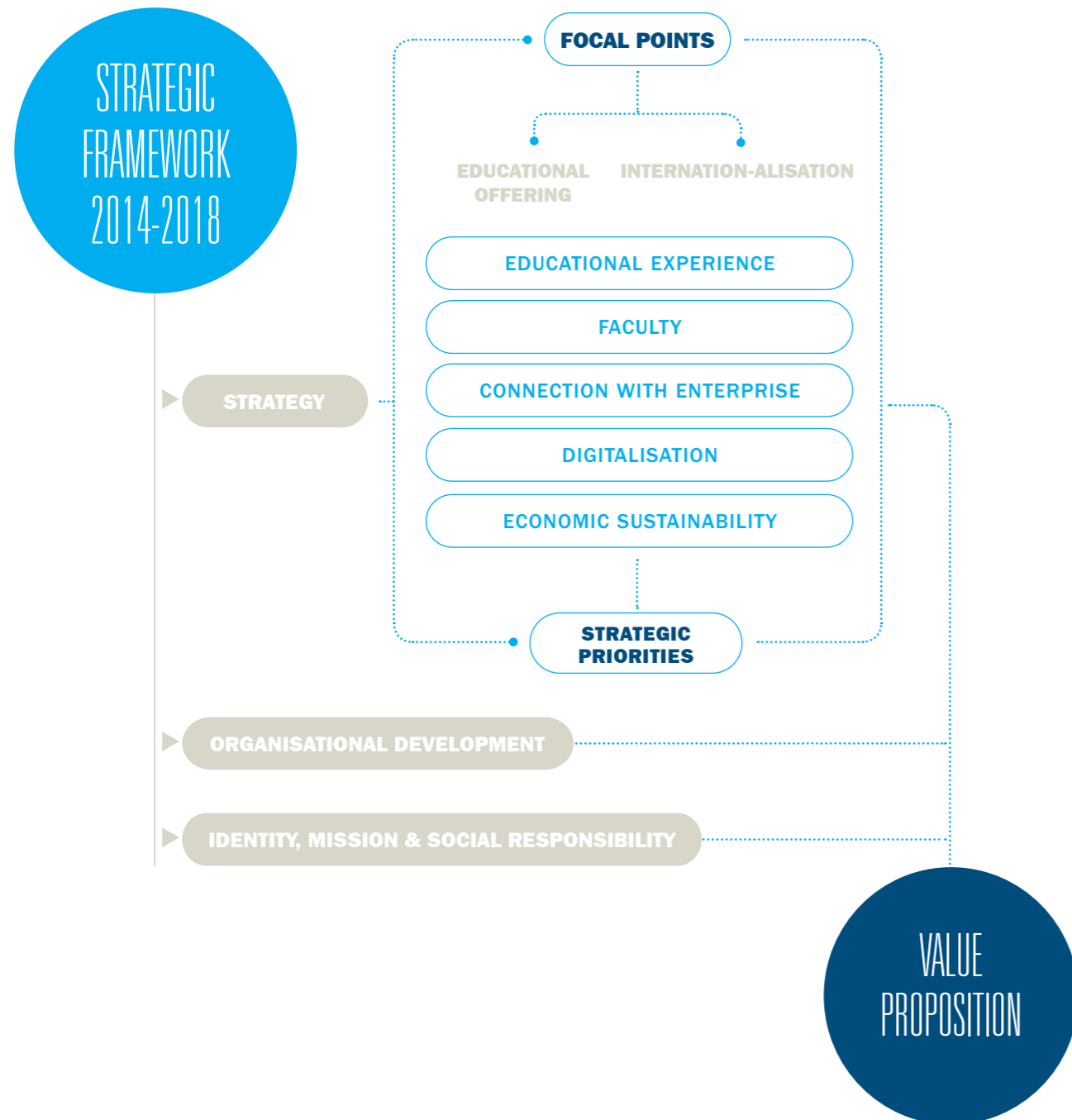

2014-2018 SR- ESADE Master Plan

In the framework of the 2014-2018 Institutional Strategic Plan, a new SR-E Master Plan with five general goals has been defined which brings together, integrates and spotlights the various projects and initiatives carried out in the eight areas that make up the SR-ESADE model, as shown in the figure below:

The five SR-ESADE goals for the period 2014-2018 are:

1. To collaborate in several institutional policies and lines of action, promoting the SR-ESADE model and approach.

2. To collaborate with the community in order to promote the adoption of more socially and environmentally responsible behaviours and habits.

3. To collaborate and coordinate initiatives and projects with key stakeholders and national and international institutions in this field.

4. To promote the communication, transparency and accountability of ESADE as a socially responsible institution, through its main projects and initiatives.

5. To develop the institutional Social Action Programme and coordinate solidarity and cooperation initiatives, by involving the ESADE community.

The SR-E Master Plan is developed using a **bespoke model** devised by professors at the School (Losada, Martell and Lozano, 2011), which takes a systemic, cross-cutting approach to the questions to ask and actions to take in the different strategic lines and in the various subsystems of ESADE, as illustrated in the figure below:
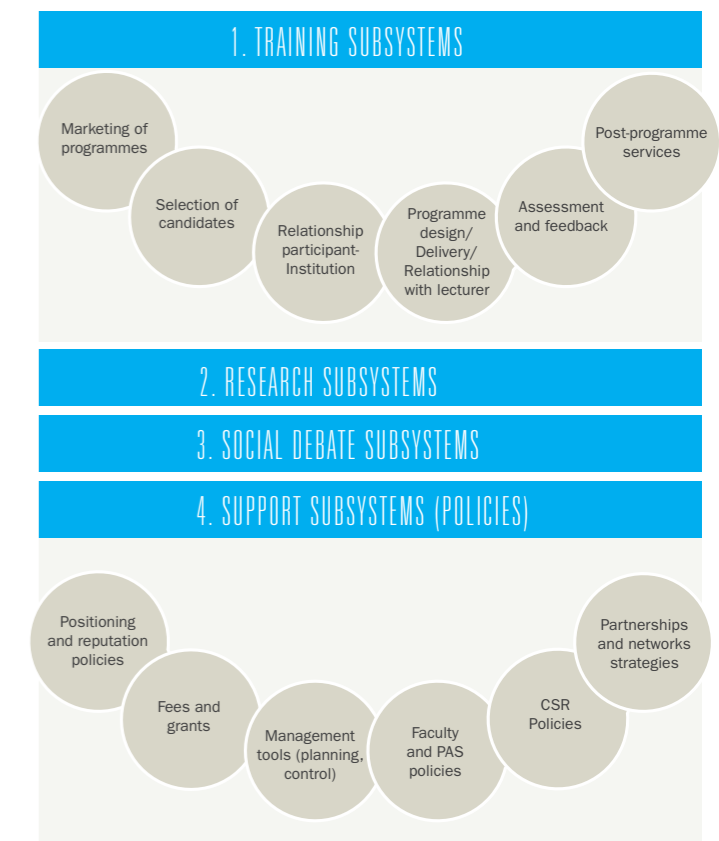
By Losada, Martell and Lozano (2011)

Gobernance of RS-ESADE

ESADE has chosen not to have a specific SR-E committee to promote and assess the Master Plan. Responsibility for this is taken by the **Executive Committee** itself, which is chaired by the Director General, with specific support from the General Secretary in this field, in order to achieve a better fit with general strategy. Furthermore, the Executive Committee benefits from the collaboration of the **Identity and Social Responsibility Advisory Board**, made up of management, faculty and administrative and services staff, which provides analysis and feedback for the process of continuous improvement.

The **SR-E team**, coordinated by the General Secretary, is in charge of promoting and coordinating the various projects in the SR-ESADE Master Plan, and also communicating and reporting about it to several bodies.

"We convey values and educate not through what we say but through what we do and what we are."

Losada, Martell and Lozano (2011)

Notable Achievements in the academic years 2014-2015 and 2015-2016

In the following, we highlight one significant initiative for each of the eight areas that make up the SR-ESADE model.

1 | Training

In the framework of the Student First institutional project, we would single out the course on Socratic dialogue entitled **From Thought to Action** (Professor Sira Abenoza), a pioneering educational experience that for 11 weeks puts Law students in contact with inmates of Lledoners Prison (Barcelona) to talk about life's big issues – love, justice, forgiveness, happiness, fear, the meaning of life, and so on – and ultimately puts on the table the life experiences of all the participants. This initiative led to the making of a documentary entitled Philosophy in Prison, which was awarded first prize in its category at the Valladolid International Film Festival (2015).

2 | Research

The PRME Secretariat promoted the project **PRME Champions** (2013-2015), which had three research groups, and invited ESADE to co-lead one of them: Curricular Development. The ESADE team (Josep M. Lozano, Maria Prandi and Janette Martell) focused their research on the identification and analysis of different experiences and models of learning in a social context, in order to develop responsible management skills and competencies.
The outcome has been the report entitled Learning in a Social Context, published recently.

3 | Social Debate

Big Challenges, a joint initiative by ESADE and ESADE Alumni, was launched in 2015 with the aim of creating social awareness and reflecting on major global trends. At the various events held in Barcelona and Madrid, lectures by experts and round tables have explored issues such as inequality (December 2015), the referendum in the UK (February 2016) and a reflection on change and continuity in European politics (April 2016).

4 | ESADE Community

This year marked the 10th anniversary of Alumni Giving Back, an ESADE Alumni initiative primarily aimed at providing useful instruments for alumni who wish to do volunteer work improving the management of third-sector organisations. Since it was started up in 2006, more than 1,500 alumni have done volunteer work on consultancy projects; 200 third-sector organisations have benefited from the services of Alumni Giving Back; over 80,000 hours, valued at more than €8 million, have been worked altruistically in consultancy activities; and more than 3,000 people have attended the numerous activities programmed.

5 | Institutional Policies

The ESADE Code of Conduct was approved by the Board of the Foundation in July 2015. It is an explicit declaration of ESADE's principles and values, and a guiding framework for the behaviour of the individuals who belong to our community. Furthermore, in order to secure compliance with it, the figure has been created of the Code Ombudsman, who will be at the service of students, faculty, administrative and services staff, alumni, suppliers and the various external partners of the institution.

6 | Environmental Responsability

The project to eliminate plastic bottles from ESADE premises was implemented in January 2016, with a startup phase on the Barcelona-Sant Cugat Campus. This measure will gradually be extended to the other campuses.

7 | Social Action

In the framework of the 2014-2016 Social Action Programme, special attention is due to the collaboration activities performed with Caritas, which have enabled the two organisations to come into closer contact and carry out joint work by a variety of groups and teams in teaching, volunteering and experience exchange activities.

8 | Transparency and accountability

One of the most notable initiatives was the drafting of the first ESADE identity and mission report (November 2015), which was a specific complement to the 2014-2015 Annual Report on this issue. Subsequently, on the occasion of the 2nd Stakeholder Forum, the Activities and Results Report on the 2011-2014 SR-ESADE Master Plan was published to draw the attention of the academic community and the main stakeholders to the progress made in the eight areas of SR-ESADE.

Relationship with the academic community and the main stakeholders

Given the importance of communication and interaction between the academic community (faculty, students, administrative and services staff and alumni) and the main stakeholders, we give account of the main initiatives along these lines below.

Aliars-E Network

The AliaRS-E network is now three years old and comprises **153 allies** (administrative and services staff and faculty members) with a commitment to support and promote SR-E. It is an informal and open network that aims to bring about a significant change in awareness and behaviour, in their social and environmental aspects.

Aliars-E Network Forums

Four forums were held in the period 2014-2016:

— The **3rd Forum** (December 2014), entitled "Our Community", consisted in sharing visions and proposals on how to "care for each other better" in the community. The event was attended by **65 allies**.

— The **4th Forum** (May 2015), on "The Educational Experience", focused on "empathy with the learner" and served as a gateway to the presentation of Student First. The event was led by Professor Lluís Martínez-Ribes and **60 allies** took part.

— In the **5th Forum** (December 2015), entitled "For Humanity and for Us", Professor Francesc Lozano Winterhalder gave a talk on the sustainable development of the planet and climate change, coinciding with the Paris Conference of the United Nations. It was attended by more than **50 allies.**

— In the **6th Forum** (June 2016), "From Mission to Reality", Enrique López Viguria, General Secretary of ESADE, shared the conclusions of his doctoral thesis "The university mission of the Society of Jesus: An exploratory study of the profile of graduates of its business schools in Spain". A panel of guest speakers then offered other visions of the subject, which were debated by the **60-plus allies** present.

1st Annual SR-ESADE Day: *Solidarity day*

The 1st Annual SR-ESADE Day, dedicated to solidarity, was held on the Barcelona-Sant Cugat Campus in April 2016, with the attendance of some **150 people.** This initiative originated with the idea of creating an environment of peaceful coexistence between the members of our community. *Solidarity Day* was dedicated to sharing, reflecting and discovering how, through small acts, we can help to improve the world in which we live.

After the welcome address by the ESADE Director General and the Vice Dean for Institutional Relations at URL, the Deputy Director of *Entreculturas,* Luis Arancibia, gave the keynote speech entitled, *Building Solidarity*, based on the Spanish Society of Jesus' document, *A Crisis of Solidarity. Solidarity in confronting the crisis*. This was followed by the round table discussion, "A Look at the Refugee Crisis", with testimonials from four people who worked as volunteers on the Greek island of Lesbos and the Idomeni refugee camp. Lastly, the event served to launch the UN's gender equality initiative, *HeForShe*, in Barcelona. ESADE was one of the first to adhere to the latter in March 2016.

In view of the success of the event, it was decided to repeat the day annually.

2nd Stakeholder Forum: *Student First* and SR-E

The 2nd ESADE Stakeholder Forum was held in June 2016, on the theme Student First. It involved **41 people** from the institution's various stakeholder groups: the Board of Trustees, alumni, enterprise, suppliers, NGOs, students, faculty, administrative and services staff and management.

After the welcome by the Director General, Eugenia Bieto, the General Secretary, Enrique López Viguria, presented the 2014-2016 SR-E Master Plan Progress Report and the priority projects for the 2016-2017 academic year. The Deputy Director General, Francisco Longo, went on to present the institutional strategic project **Student First.**

During lunch a dialogue was opened on SR-E and the Student First project, and to conclude, proposals for improvement were shared.

B.
Training

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.

Principle 3: Method

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

Principle 2

Institutional Policies

With the aim of advancing towards the goal of being a socially responsible academic institution, each year new policies contributing to this aspiration are revised or developed. Two such cases are the Code of Conduct and the Donation Acceptance Policy, both presented below.

Code of conduct

The Code was approved by the Board of the ESADE Foundation in July 2015. It is an explicit declaration of the principles and values that inspire and guide ESADE's behaviour as an academic institution, and a guiding framework for the modus operandi and behaviour of the individuals who belong to its community, at all times considering the different fields of action and groups of people involved.

The Code has been disseminated throughout 2016, and to facilitate its implementation the figure has been created of the Code Ombudsman (to which post the retired Professor Manuel Alfaro has been appointed), who will be at the service of administrative and services staff, faculty, students and anyone who considers that the behaviour of the institution or any member or members of the community is contrary to the principles, values and guidelines of the Code.

Donation acceptance policy

The Policy was approved by the Board of the ESADE Foundation in July 2015. In its fund-raising strategy, and in accordance with its mission and its values, the ESADE Foundation commits to develop a transparent policy for the acceptance of donations from businesses, foundations and private individuals, based on a set of ethical criteria and standards of social responsibility, with the aim of establishing a consistent and sustainable relationship of trust and cooperation with donors, in order to avoid and/or resolve potential conflicts of interest and institutional reputation.

Attracting talent through grants

In the 2015-2016 academic year, ESADE increased the amount allocated to the Grants Programme, reaching the figure of €2.3 million. This enabled the School to award grants to 218 students on the various university programmes and improve the average coverage of the grants. The big challenge facing ESADE is how to boost these figures with a progressive increase in the number of donors and of grants awarded.

The distribution of grant-holders by programme is as follows: 97 on the Bachelor in Business Administration (BBA), 33 on the Double Bachelor in Business Administration and Law, 15 on the Master of Science (MSc), 20 on the Bachelor in Law, 18 on the MBA, 24 on the Double Bachelor in Law and Global Governance, and 11 on the Master in Legal Practice (MUA).

In order to keep up the improvement in these figures year after year, ESADE continues to seek support from alumni, students, faculty, friends of the institution, businesses and organisations, through the ESADE Challenge for Talent campaign. The Grants Programme is key in enabling more and more talented students without sufficient economic resources to benefit from the ESADE training experience.

Training programmes- Academic content

In order to guarantee a unique, innovative and transformative educational experience aimed at training competent, aware, compassionate and committed individuals, it is essential to include subjects to this end in the training programmes, encourage students to get involved in solidarity initiatives, support students by awarding grants and foster their commitment to society.

Below we list some of the compulsory and optional subjects that are included in the main programmes and contribute towards offering a transformative experience, together with some programmes and initiatives with a high mission content.

Notable compulsory subjects

— **Sociology I** (programme: BBA, 1st year). This course deals with the relationship between the individual, social groups and society as a whole, thus helping future managers to take a critical approach to the social conditioning that influences their lives. In this way, in the exercise of their citizenship and their profession, they will be aware of their capacity to transform society, in accordance with a set of freely assumed values. To this end, students use methods to analyse social reality, they are encouraged to take a critical view, and events are placed within a historical and global/local vision of society.

— **Sociology II** (programme: BBA, 3rd year). The perspective of this course is predominantly cultural. The values discussed serve firstly as a guide to individual and group decision-making, and secondly as criteria to assess the consequences of the options that drive the history of societies. Thus, the subject asks the questions that lie at the base of corporate social responsibility: the relationship between business and society, i.e., what responsibility companies should take as regards the impact their decisions have on society.

— **Integration Module** (programme: BBA). In the final year, this course is intended to encourage students to reflect on management functions and roles, the psychological profiles and values of the manager, in a responsible business setting, and to integrate meaningfully the knowledge and skills acquired during the course.

— **Business in Society** (programme: MSc). The aim of this subject is to show students how issues related to business in society will have a significant role in their future professional responsibilities, and to show them how they can turn challenges into opportunities.

— **Business, Government and Society** (programme: MBA). The aim of this course is to help the participants to have a business and management vision that incorporates interdependence and interaction with non-market social and public institutions, taking examples from a variety of countries and companies.

— **Ethics Management and Social Responsibility** (programme: MBA). The point of departure of this course is to rethink and reframe the role of the company, in terms of its contribution to sustainable development. Future managers should integrate social and environmental aspects and problems into their responsibilities. We present tools for understanding and managing social and environmental issues related to business activities, in order to turn them into opportunities and improve competitiveness.

— **Leadership and Values: The Individual and Values in Leadership Processes** (programme: EMBA). This module takes a practical approach to the notion of leadership and its relationship with values and personal qualities. Dealing with these aspects benefits not only the participants but also the organisations they belong to, affording improvements in leadership processes and the human relationships level of the organisation.

— **Values and Public Management** (programme: EMPA). The aim of this course is to offer an overview of the relationship between values, government and public management; to link ethics and values in public management to the changing dynamics of the sociocultural context; to explore a variety of tools, processes and experiences that are valid for working with values in government, and to highlight the leadership role that can be played by managers with regard to values.

Notable optional subjects

— **From Thought to Action** (programme: BBA). The aim is to foster critical thinking, intelligence and character, as the stuff of a good manager, by helping the participant to know herself better. To achieve this, the participants' ideas on key issues are pooled using Socratic dialogue and the thought of a number of prominent philosophers. We also take an in-depth look at self-knowledge, the ability to think critically, interpersonal relationships and decision-making.

— **Restorative Justice** (programme: Bachelor in Law). The aim is to bring together two groups of people, future lawyers and prison inmates, in order to understand each other better and make for a fuller knowledge of the situation in prisons. Inmates are also given an insight into the world of lawyers and the workings of justice. The methodology is based on the Socratic dialogue.

— **In Search of Principles for a Philosophy of Life: Lessons from Art, History and Economics** (programme: MSc). The course sets as a prerequisite the desire to improve oneself, from a humanist perspective. It seeks to provide students with a time and a space for humanistic learning and growth, thus enabling them to enhance their professional capabilities, by cultivating their appreciation of literature and art, and increasing their knowledge and awareness of history.

— **Sustainability and Corporate Social Responsibility** (programme: GEMBA). The course analyses international economics and politics, examining how the political and legal setting offers companies incentives to act in a socially responsible way. We deal with the integration of social, environmental and ethical issues into businesses leadership, strategy and management. We study interaction with NGOs, international institutions and governments to regulate anti-corruption practices, labour rights and human rights.

Specific Programmes with a high mission content

— **University Development Service (SUD). Training students through professional internships.** It is the leading programme in this field. SUD is the ESADE service responsible for promoting, coordinating and encouraging university development cooperation. It seeks to put knowledge at the service of social justice through transformative professional experiences.

It targets fourth-year Management and Law students and participants in the Masters of Science and the MBA. The internships are carried out in a variety of organisations which share a common aim: conducting projects for the community. These NGOs, social enterprises and organisations, universities and public and private institutions in general operate in 13 countries in Latin America, Africa and Asia. The internships last 8 to 12 weeks and are recognised academically in the students' curriculum with between 2 and 20 ECTS credits.

These internships are based on the combination known as service learning for their educational methodology. Students, faculty and institutions work and learn together, with the aim of meeting the specific needs of each community. To this end, they use the knowledge acquired to develop projects in the interests of the common good and concrete causes. Furthermore, it is a solidarity experience providing a significant learning process, with involvement and compassion (that is, "feeling with others"), which enables students to become aware of the reality around them and gain a better understanding of the dimension of professional responsibility.
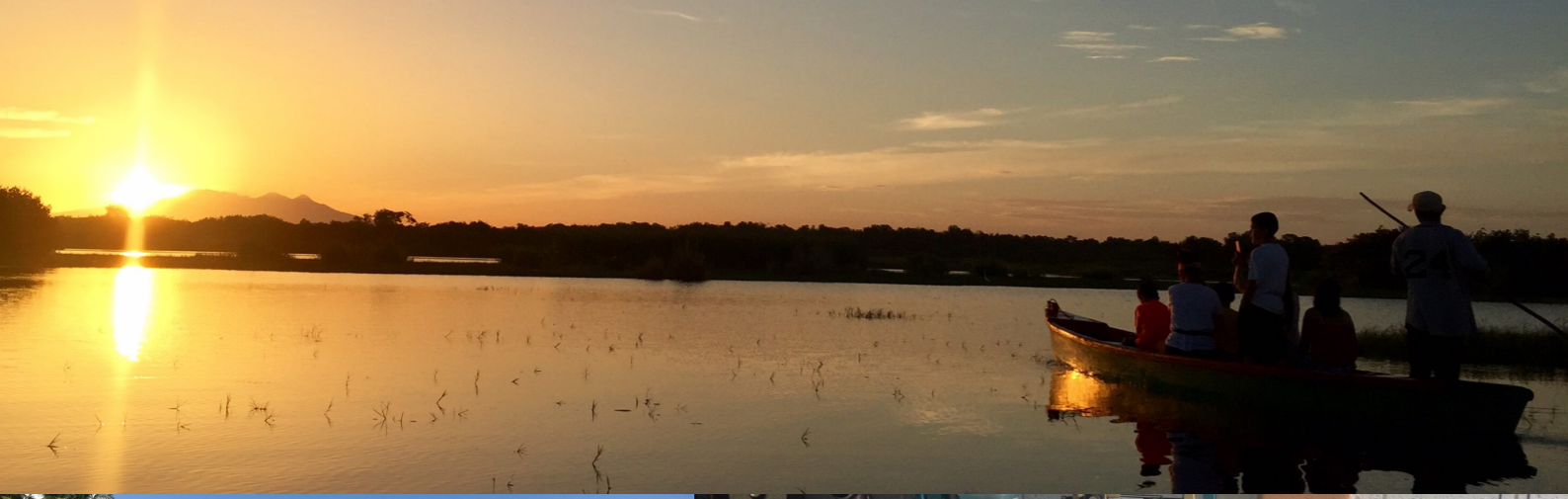
SUD IN FIGURES

The total number of students taking part in SUD in the academic years 2014-2015 and 2015-2016 was 146. By programmes: BBA (84), Law (22), MSc (18) and Double Degree (22).

In total, 84 projects were carried out (44 in 2015 and 40 in 2016) in the following countries: Bolivia, El Salvador, Nicaragua, Guatemala, Peru, Costa Rica, Paraguay, Mexico, India, Philippines, Thailand, Vietnam and Tanzania. The main projects were related to studies, plans and proposals in the areas of entrepreneurship, law, marketing, finance, strategic analysis, business viability and human resources.

— **Leadership and Social Innovation in Non-Governmental Organisations.** Leadership, measurement of results, governing bodies, partnership with businesses, innovation and political pressure are the main issues addressed. This course provides continuous training for people with management responsibilities in Spanish non-profit organisations. The main sponsor is "la Caixa" Foundation.

— **Management of Non-Governmental Organisations.** This course offers tools to examine in depth and deal with current topics in the management of NGOs and other non-profit bodies. Its main purpose is to develop managerial talent, nurture leadership abilities and help to create a culture to drive organisational change, the improvement of internal management and social innovation. Again, "la Caixa" Foundation is the main sponsor.

— **Vicens Vives "Values, Commitment and Leadership" Programme.** This course seeks to contribute to the training of managers with a global vision, adding to their professional specialisation an interest in and sensitivity to all the scientific, economic, sociological, political and cultural problems facing today's world, encouraging managers to be interested in the world about them and aware of the dimension of leadership and commitment to values that this involves. The course targets managers aged 30 to 40 with a good academic record and good career prospects, from the world of business, public administration or non-governmental organisations.

— **Humanities Workshop.** Managers and leaders are people. Cultivating human qualities is important for orienting oneself and exerting good leadership. One way to do so is through enquiry and personal reflection on the basis of great works of literature, philosophy, art and so on, in order to come into close contact with emotions, values and ideals that are inherent to the human condition. This workshop allows a better approach to the complex reality of organisations (power dynamics, ambition, honesty, integrity, commitment, etc.).

146
STUDENTS

—

84
PROJECTS

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BOLIVIA, EL SALVADOR, NICARAGUA, GUATEMALA, PERU, COSTA RICA, PARAGUAY, MEXICO, INDIA, PHILIPPINES, THAILAND, VIETNAM AND TANZANIA

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Principle 3

Almost 60 years ago, a group of visionaries identified the changes that society was undergoing and decided to create ESADE. It was not easy to foresee the future, but time has proved them right. The success of ESADE can be attributed to those visionaries' desire to contribute towards the progress of society.

Nowadays it is globalisation and the digital revolution that are challenging ESADE's future vision and its capacity to train the competent, collaborative, responsible and compassionate leaders that our global and interconnected society requires. Like yesterday, the new context demands a thorough, participatory and humanistic education based on attitudes and values, but with new skills to cope with technologically more advanced environments, adapting modes of learning to new generations.

This need to reinvent comes hand in hand with the best educational tradition of ESADE. Far from questioning its identity, it reinforces it. The challenge is to achieve a unique, innovative and transformative educational experience in each student, each participant. For this reason, ESADE's authentic value proposition has been named Student First and is the institutional strategic project par *excellence.*

STUDENT F1RST

Student First

Student First means that the students' learning is our top priority when we make decisions about curriculum design, organisational development, spaces and logistics, etc. Academic research and educational practice show that the best way to guarantee lasting and transformative learning that can be transferred to other situations is to offer students the largest possible number of opportunities to create knowledge, at the same time as they carry out their tasks (learning by doing), always under the expert guidance of the faculty, in order to ensure that they advance to the full in their learning.

With this goal in mind, students are first required to learn the main concepts they will need to apply. In accordance with the methodology of flipped learning, students acquire these basic concepts – preferably using multimedia materials – outside class hours. This enables them to be ready to make the most of the face-to-face sessions, which will play a central role in their learning process.

The main objective is to foster innovative and challenging learning processes in the classroom, in order to give the classroom sessions a unique and unrepeatable value. One of the most appealing ways to attain this goal is to set challenges. If, in addition, these challenges are set through problems that executives and lawyers must face not only now but also in the near future, and they address issues related to social responsibility, the graduates of the future are being trained more effectively.

Centre for educational innovation

This centre offers faculty a range of services, notably including training activities such as the following:

— The **mentoring programme,** aimed at generating a partnership dynamic among faculty that will provide mentees with an external gaze and support for the subject they teach, beyond and above one-off feedback from a classroom session.

— **Meetings to share teaching experiences,** designed to enable a group of faculty to share those experiences they consider to be most interesting for the rest of the academic community.

— **Seminars and workshops** on a variety of topics: communicational skills, case teaching, seminars on the use of teaching technology, etc.

World trial simulation competition in Washington

In the 2014-2015 academic year, ESADE Law School students travelled to Washington D.C. to take part in the Jessup Moot Court Competition, a worldwide championship simulating trials in accordance with international law. The competition, organised by the International Law Association, is considered as the most prestigious international round of moot courts, with 56 years of history. Around 90 law schools from more than 80 countries participated in this edition. The students representing the Law School emphasised the merits of the internships that form part of the degree course in enhancing the knowledge acquired.

http://www.esade.edu/web/esp/about-esade/today/news/viewelement/310943/1/estudiantes-de-esade-law-school-participaran-en-la-competicion-mundial-de-simulacion-de-juicios-en-washington

Social, Ethical and moral values and criminal Law

In the subject Criminal Law (ESADE Law School), brainstorming sessions were held with guest speakers sharing their experiences with the students. In one of them the guest speaker was **Shujaa Graham**, one of the 138 people who have managed to get out of death row alive. In 1973 he was unfairly accused of the murder of a prison guard and spent six years on death row in California for a crime he had not committed. Sessions of this sort provide a space of reflection to relate social, ethical and moral values to the enforcement and application of criminal law.

Launch of ESADE'S First MOOC

ESADE launched its first MOOC on "Geopolitics and Global Governance: Risks and Opportunities", directed by Professor Javier Solana. For five weeks, various ESADEgeo experts examined the keys to understanding the world to come, the opportunities that present themselves and the need for changes imposed by global transformation. The MOOC offered a geostrategic and geopolitical reflection on the fundamental elements for understanding the multipolar world, characterised by heavy interdependence among states and non-state actors.

Creativity for business innovation challenge (C4BI)

During the 2015-2016 academic year, ESADE Business School and elBulliFoundation – the foundation run by the renowned chef Ferran Adrià, who promotes innovation at elBulliLab – organised a competition among ESADE students called the Creativity for Business Innovation Challenge (C4Bi), with the aim of analysing the creative process of the company Roca, and so obtaining its creativity profile and putting forward innovative initiatives. "Creative process auditing is a tool for obtaining the greatest efficiency in innovation and, in particular, for ensuring that this efficiency has longevity," explained Ferran Adrià. This first edition involved the participation of several five-person teams made up of Bachelor in Business Administration (BBA), Master of Science (MSc) and MBA students.
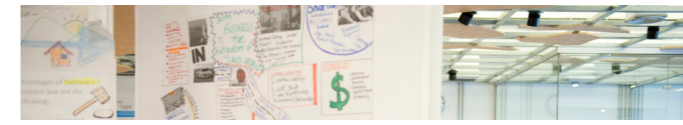
http://www.esade.edu/homepage/esp/newsroom/press-releases/viewelement/317281/2321/estudiantes-de-esade-y-ferran-adria-trabajan-conjuntamente-para-trasladar-la-auditoria-creativa-de-elbulli-al-mundo-de-la-empresa

Participation in the Harvard Worldmun

In the 2015-2016 academic year, 18 students of the Double Bachelor in Law and Global Governance took part in the 25th edition of the Harvard WorldMUN in Rome. WorldMUN is a renowned university competition, recognised by the United Nations, in which other international organisations and NGOs also participate. For a week, more than 2,500 students of 122 nationalities acted as representatives of more than 20 United Nations committees and other institutions, such as NATO and Amnesty International; they took part in simulations of real-life situations and were required to apply all the knowledge acquired during their university studies. One of the ESADE Law School participants, second-year student Mohamed Bouzagou, was given the prestigious Diplomatic Award for his work in the Nature Conservancy Committee. Other ESADE Law School students also played leading roles in simulations of a crisis cabinet, as members of the FIFA Executive Committee and intervening in a historic crisis.

http://www.esade.edu/web/esp/about-esade/today/news/viewelement/321021/1/esade-triunfa-en-las-olimpiadas-de-las-naciones-unidas

5th National Young entrepreneurs Competition

The Inspiring Young Entrepreneurs competition targets talented young people under the age of 30 who have developed and started up a company but have not had the chance to complete their management training. Its fifth edition rewarded the young person with the most enterprising career path and awarded him a full grant to participate in one of the most prestigious ESADE Executive Education programmes, the Programme for Owner-Managers.
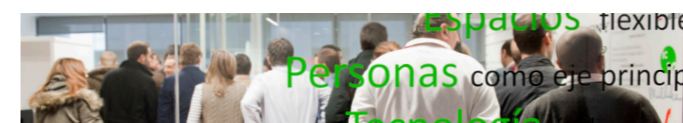

GEMBA Legacy Project: fighting for a future in education

The GEMBA Legacy was launched in 2015 by the seventh cohort of the Georgetown University and ESADE Business School Global Executive MBA (GEMBA). It is an initiative that seeks to raise awareness of social issues and set up projects providing creative and lasting solutions. The GEMBA Legacy promotes social programmes throughout the world, channelling the social commitment of present and future participants in the programme. There are two projects under way at present:

— Colombia Project (7th cohort). Offers educational childcare programmes in Colombia, and will equip 22 educational centres in Bogotá, Cali, Barranquilla, Cúcuta, Bello and Medellín.

— Kenya Project (8th cohort). Now under way, this project seeks to raise $50,000 to build a facility housing the music programme of St Aloysius Gonzaga secondary school for orphans with AIDS in Nairobi (Kenya).

http://www.esade.edu/web/esp/about-esade/today/news/viewelement/322463/1/el-proyecto-gemba-legacy-en-kenia:-luchando-por-un-futuro-en-la-educacion-como-una-oportunidad-para-todos

Executive master Day 2016: creating a better world

In the 2015-2016 academic year, a new activity has been added to the agenda of the five Executive Masters that ESADE offers in Barcelona and Madrid to more than 300 professionals and managers from the world of finance, marketing, sales, operations and digital business. The activity in question is the Executive Master Day 2016, created under the banner "How to create a better world" with the intention of challenging all the participants of the Executive Masters 2016 to leave a legacy: 4 statements, each from a different professional perspective, accompanied by 12 ideas that will reach more than 250 companies, where the ESADE participants will be able to put them into practice. Professors Jaap Boonstra and Francisco Loscos put this challenge to the participants: "If you manage to 'leave a legacy', you will have changed the meaning of quid pro quo, because you will have given back more than what you received." In this respect, those present stressed the responsibility and the power it represents for them to be drivers of transformations of the world around them.

Hult prize, the social entrepreneurship competition

The Hult Prize is an accelerator of social startups for young people with entrepreneurial initiative from universities all over the world. Promoted by the Bill Clinton Foundation, it has grown to become the largest student movement for social good and the world's largest crowdsourcing platform. Participating annually are thousands of students from around 130 countries representing over 350 institutions of higher education. In the last three editions, several ESADE MBA students have reached the final of the competition. The ESADE project that reached the final round of the 2015 Hult Prize addressed the fact that, in the early stages of their lives, millions of children are in a situation of extreme disadvantage because they have no access to quality education in their early childhood, and sought innovative solutions to face this challenge.

http://www.esade.edu/web/esp/about-esade/today/news/viewelement/310384/1/esade-llega-a-la-final-de-hult-prize,-la-competicion-de-emprendedores-sociales-mas-importante-del-mundo-por-tercera-vez-consecutiva

Momentum project

The purpose of the Momentum Project, organised by BBVA and ESADE with the collaboration of the PwC Foundation, is to offer backing for entrepreneurs with projects that would be unviable without it, and to guarantee a full training programme, strategic support and access to funding, in order to help them improve their projects and multiply their social and economic impact. It also seeks to encourage cooperation and the sharing of knowledge among the entrepreneurs, who are advised by a team of mentors composed of ESADE MBA graduates and managers of BBVA and other partner companies.

Since its first edition in 2011, the Momentum Project has supported 49 ventures that have benefited more than 1,200,000 people and have turned over more than €60 million. Employees on vocational integration schemes amount to 70% of the total workforce of these social ventures. The initiatives that took part in this fifth edition of the Momentum Project benefited, already in 2014, a total of 1,515 people, and the figure rose by 46% in 2015 to a total of 2,213 people.

http://www.esade.edu/latam/esp/esade-bites/esade-medios/viewelement/316364/2321/las-iniciativas-participantes-en-momentum-project-de-bbva-y-esade-preven-beneficiar-a-2.213-personas-en-2015

C.
Research

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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.

Principle 4

Training, research and transformation are the three hubs around which the activity of ESADE revolves.

Analysing a subject, asking relevant questions arising from that analysis, reflecting on them and trying to answer them are all constituent elements of what we call research. Sometimes its outcome contributes to social debate, providing information, theories or ideas that others will use to make proposals or enrich teaching. In other cases it involves generating knowledge that is directly applicable. In any event, the intellectual exercise and the effort required help to mature one's own knowledge and the way it is set forth.

ESADE's investment in research grows yearly. At present there are several research units with dozens of professionals, leaders in their respective fields, who conduct research projects.

A clear research orientation is the best way to guarantee that ESADE faculty participate actively in the discussions, debates and scientific progress that define the limits of knowledge in our fields of study. This is important, for a number of reasons:

— Research **ensures that our professors are world-class trainers,** academics who inspire their students with innovative ideas.

— Research **guarantees that numerous people and private, public and third-sector organisations** who interact with ESADE **participate in informed and relevant dialogues.**

— Research **contributes to ESADE's mission by playing an important role in society,** promoting and participating actively in the scientific and social debates of our time.

Research Units

ESADE has various research units devoted to the development and dissemination of knowledge in areas relevant to the business world, the public sector, the legal domain and civil society, collaborating with key organisations and people in each area.

At present there are 7 umbrella centres, 10 research groups and 1 think tank, as shown in the figure below:

Institute for Social Innovation

The Institute carries out its mission by **generating and transferring knowledge of high academic value** that at the same time is a useful contribution for businesses, social enterprises and non-profit organisations.

Priority has been given to five topics:

— CSR and competitiveness: responsible leadership.
— Business, the environment and climate change.
— Social impact through NGO-enterprise partnerships.
— Strengthening NGOs and social enterprises: social leadership.
— Models of innovation for social and environmental challenges.

Three projects stand out:

1. *Momentum Project*
2. ESADE-PwC Social Leadership Programme
3. EU-InnovatE

http://www.esade.edu/research-webs/esp/socialinnovation/acerca-de/que-hacemos

Chair in leaderships and democratic governance

The Chair carries out its action programme to elaborate on the questions that arise in connection with this issue, by organising workshops, seminars, discussion forums, studies and publications.

The Chair aims to **foment a forum for permanent dialogue** between organisations (companies, public administrations and NGOs) and individual players (entrepreneurs, managers, and political, social, civil, trade union and other representatives) that are currently committed to a responsible response to the challenges involved in governing a world which is both global and local. The Chair also strives to study and promote innovative forms of leadership in accordance with our complex settings. It organises a widely acknowledged annual workshop on leadership.

http://www.esade.edu/research-webs/esp/liderazgo/acerca

Research group on conflict management

The mission of this group is to create knowledge through applied research and transmit it to society by means of publications and dissemination activities, and to deliver training using innovative methodologies and a practical focus. The group **works directly with companies, legal experts, conflict management bodies, consumer associations and financial institutions,** and with any other organisation interested in preventing and resolving conflicts economically and efficiently, in line with the latest international developments.

The group explores three working areas:

— Conflict Management and Companies
— Conflict Management and Justice
— Conflict Management and Institutions

In all three, the aim is to encourage efficient and integral conflict management and the adoption of new organisational models in companies, the legal system and other government institutions, and to transfer the knowledge generated to the classroom and society as a whole.

http://www.esade.edu/research-webs/esp/gdf

Leadership development research centre (GLEAD)

The mission of this group is to help people, groups and organisations (teams, communities, labour organisations and even countries) to inspire leaderships that facilitate personal and social development and improve the sustainability of human organisations.

Its research areas are:

— Individual emotional and social competencies
— Evaluation and development of emotional and social competencies in a business school context
— Coaching and development of emotional and social competencies
— The emotional intelligence of teams
— Cognitive neuroscience and responsible leadership in organisations

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

Knowledge Generation Centres

INSTITUTE FOR SOCIAL INNOVATION
IIS

Research Group on Corporate Social Responsability
GRRSE

Chair of Leadership and Democratic Governance

CENTRE FOR PUBLIC GOVERNANCE
ESADEgov

Research Group for Leadership and Innovation in Public Management
GLIGP

Institute for Healthcare Management

Partners Programme

CENTRE FOR GLOBAL ECONOMY AND GEOPOLITICS
ESADEgeo

ESADE China Club

INSTITUTE FOR INNOVATION AND KNOWLEDGE MANAGEMENT
IIK

Centre for Innovation in Cities
CIC

OBSERVATORY OF SPANISH MULTINATIONAL COMPANIES
OEME

Research Group in International Management
GRUMIN

ESADE ENTREPRENEURSHIP INSTITUTE
EEI

Research Group in Entrepreneurship
GRIE

Umbrella Centres

Business Network Dynamics
BUNeD

Research Group on Tourism Management
GRUGET

The Jean Monnet Chair at ESADE

Leadership Development Research Centre
GLEAD

Research Group on Brand Management
GREMAR

Patrimonial Law Group

Research Group on Knowledge Engineering
GREC

Institute for Laboral Studies
IEL

Future of Work Chair

Group for Research in Economics and Finance
GREF

Research Group on Conflict Management

THINK TANKS

RESEARCH GROUPS

RESEARCH GROUPS | Accredited by AGAUR

The units mentioned above by way of illustration have integrated mission and social responsibility into their studies and projects. Below we provide some examples:

— **Presentation of the book Brands with a Conscience** (co-authored by Professor Oriol Iglesias). Brands with a conscience can contribute towards a better world, by identifying the needs of all stakeholders, integrating them and so adding value to the whole. The book holds that in most developed societies a new social conscience is making a strong breakthrough, forcing brands to have long-term vision and more responsible management that goes beyond pure business without renouncing it and has a transforming impact on the societies in which they operate.

— **Round table: "The Ethics of Finance",** featuring the presentation of the book of the same name (co-authored by Professor Carmen Ansotegui), on the initiative of UNIJES. The participants in the event discussed ethics and the social function of finance, and also the ethical dilemmas financiers face when using inside information and in cases of conflicts of interests.

— **Antenna for Social Innovation.** A study that seeks to pick up the strongest signals recently emitted by those at the forefront of social innovation. The Antenna sets out the patterns of the innovative thinking and activities being developed at the best national and international centres of social and entrepreneurial innovation. The 2015-2016 academic year saw the publication of the fourth edition of *Antenna for Social Innovation: We Share, Who Wins?,* which presents one of the most significant and controversial transformations in an economic setting: what is known as the *sharing economy.*

— **CSR before the Mirror.** Since the first CSR policies initiated by a handful of Spanish companies at the beginning of the century, numerous events have taken place that have changed the CSR landscape in Spain. This study seeks to understand the current situation of CSR and foresee its future challenges. The main partner in the project is the Abertis Foundation.

— **Annual Report on the Impact of Microcredits.** Since 2010, MicroBank has commissioned the Institute to produce the Annual Report on the Impact of Microcredits. The latest edition gave an in-depth analysis of the importance and value of this instrument in enterprise by women.

— **EU Innovate. Sustainable Lifestyles 2.0.** This is a triennial interdisciplinary research project that deals with the obstacles and prospects facing sustainable lifestyles in Europe. It focuses on four areas: energy, housing, mobility and food. ESADE participates in this European project, together with 14 benchmark institutions: academic centres, think tanks and other partners.

— **ESADE-PwC Social Leadership Programme.** This initiative consists of the annual organising of two forums and a publication. It was launched in the 2008-2009 academic year with the aim of generating and disseminating knowledge on leadership in NGOs and other social organisations. Fifty managing directors of Spanish NGOs participate by invitation. Activities (leadership forums and research) focus on the various fields of social leadership and management of non-profit organisations. This is a joint project conducted by the Institute for Social Innovation and the PwC Foundation.

— **Social Innovation in Latin America (BID).** The purpose of this project is to generate a conceptual framework and a practical study for use by the Multilateral Investment Fund (FOMIN) in developing its involvement in social innovation initiatives. The Inter-American Development Bank (BID) collaborates with the project.

— **Women Innovators for Social Business in Europe (WISE).** This is an integral training and development programme targeting women entrepreneurs in Europe who want to set up a business with social impact. The creation of Europe's first virtual network of women social entrepreneurs has also been under consideration. WISE is funded by the European Union Erasmus programme and is developed by the ESADE Institute for Social Innovation, together with five other European institutions (one university, three social SMEs and one NGO).

— **Old Clothes, New Social Enterprises: the case of Roba Amiga and two initiatives in Senegal.** The aim of this project is to help to show how different stakeholders prompt companies to change their behaviour with regard to social and environmental issues, what strategies they use to have more influence over companies, and what factors make some stakeholders more capable of influencing companies. The premise of this project is that companies should be closer to their stakeholders and foster their relationship with them, in addition to taking a deeper look at these stakeholders' motivations, capacities and strategies. The project is supported by the Abertis Foundation, sponsoring company of the ESADE Institute for Social Innovation.

— **Danone project and Ecosystem fund.** The aim is to measure the social impact of the project conducted by Danone and Ana Bella School since 2011 to empower socially disadvantaged women. It receives support from the Danone Group's Ecosystem fund and the Ana Bella Foundation.

— **First ESADE Survey on the Gender Balance in Spanish Companies.** To carry out this study, more than 140 managers were consulted on the equality policies of their companies and the main obstacles encountered during their career.

PhD Programme

This programme has established itself as one of the best in the field of management in Spain. In 2011 it received the Citation of Excellence awarded by the Spanish Ministry of Education to PhD courses with scientific, technical and educational excellence. In the ESADE PhD programme, numerous students carry out research projects focusing on topics related to business ethics, corporate social responsibility, sustainability and social entrepreneurship, among others.

PhD theses defended this academic year

Chliova, Myrto. *Entrepreneurship in the Service of Society: Antecedents and Implications.* Directors: A. Vernis Domènech and J. Brinckmann. Universidad Ramon Llull (URL)-ESADE.

Fernández Guzmán, Víctor Manuel. *El gas natural y la calidad de vida: factores percibidos por los hogares en un país en vías de desarrollo.* Directors: D. Arenas Vives. Universidad Ramon Llull (URL)-ESADE.

Goodman, Jennifer C. *Social Shareholder Engagement: How shareholders bring social, environmental and ethical concerns to the heart of management.* Directors: D. Arenas Vives and T. Hebb. Universidad Ramon Llull (URL)-ESADE y Carleton University.

Hawkins, Matthew A. *An Investigation into Consumers' Relationship with Their Consumption Activities.* Directors: J. J. Singh and A. Majchrzak. Universidad Ramon Llull (URL)-ESADE and USC Marshall School of Business.

López Viguria, Enrique. *La misión universitaria de la Compañía de Jesús. Un estudio exploratorio sobre el perfil de los egresados de sus escuelas de negocios en España.* Directors: C. Losada Marrodán and J. M. Lozano Soler. Universidad Ramon Llull (URL)-ESADE.

Mannen, Delia. *Promoting Dignity in Organizational Life: A Conceptualization, Application, and Theoretical Extension.* Directors: T. Maak and Simon L. Dolan. Universidad Ramon Llull (URL)-ESADE.

Salvador Jácome, Leoncio J. *Importancia de los grupos de interés en la adopción de prácticas de gestión ambiental en las empresas de exploración y explotación de hidrocarburos en el Perú.* Directors: M. Santana Ormeño. Tutora: V. Sierra Olivera. Universidad ESAN and Universidad Ramon Llull (URL)-ESADE.

Sancha Fernández, Cristina. *Extending Sustainable Practices along the Supply Chain.* Directors: C. Giménez Thomsen. Universidad Ramon Llull (URL)-ESADE.

Vilanova Pichot, Marc. *Managing Responsible Competitiveness: Identity, Culture, Paradox and Narratives.* Directors: J. M. Lozano Soler. Universidad Ramon Llull (URL)-ESADE.

Some publications by our faculty

Articles in impact factor journals

Aguilera Vaqués, Ruth (with García-Castro, R.). "Incremental Value Creation and Appropriation in a World with Multiple Stakeholders". *Strategic Management Journal* (2014 IF = 3.341; Q1 Business; Q1 Management; FT45; BW20; ESADE 4), vol. 36, n° 1, pp. 137-147. Wiley, 2015.

Aguilera Vaqués, Ruth (with Terjesen, S., y Lorenz, R.). "Legislating a Woman's Seat on the Board: Institutional Factors Driving Gender Quotas for Boards of Directors". *Journal of Business Ethics* (2014 IF = 1.326; Q3 Business; Q1 Ethics; FT45; BW20; ESADE 3), vol. 128, n° 2, pp. 233-251. Springer, 2015.

Aguilera Vaqués, Ruth (with Vadera, A.K., y Aguilera, R.V.). "The Evolution of Vocabularies and Its Relation to Investigation of White-Collar Crimes: An Institutional Work Perspective". *Journal of Business Ethics* (2014 IF = 1.326; Q3 Business; Q1 Ethics; FT45; BW20; ESADE 3), vol. 128, n° 1, pp. 21-38. Springer, 2015.

Batista Foguet, Joan M.; Revilla, Melanie A.; Saris, Willem E.; Boyatzis, Richard; Serlavós Serra, Ricard. "Reassessing the Effect of Survey Characteristics on Common Method Variance in Emotional and Social Intelligence Competencies Assessment". *Structural Equation Modeling: A Multidisciplinary Journal* (2014 IF = 4.176; Q1 Mathematics, Interdisciplinary Applications; Q1 Social Sciences, Mathematical Methods; ESADE 4), vol. 21, n° 4, pp. 596-607. Routledge, 2014.

Chliova, Myrto; Brinckmann, Jan (with Rosenbusch, N.). "Is Microcredit a Blessing for the Poor? A meta-analysis examining development outcomes and contextual considerations". *Journal of Business Venturing* (2014 IF = 3.678; Q1 Business; FT45; ESADE 4), vol. 30, n° 3, pp. 467-487. Elsevier, 2015.

Giménez Thomsen, Cristina; Sierra Olivera, Vicenta; Rodón Mòdol, Joan (with Rodríguez, J. A.) "The Role of Information Technology in the Environmental Performance of the Firm: The interaction effect between information technology and environmental practices on environmental performance". *Academia: Revista Latinoamericana de Administración* (2014 IF = 0.205; Q4 Business; Q4 Management) vol. 28, n° 2, pp. 273-291. Consejo Latinoamericano de Escuelas de Administración, 2015.

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D.
Social Debate

Principle 6: Dialogue

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

Principle 6

Social Debate

With almost 60 years of experience, ESADE has a series of hallmarks that have inspired the institution's activities and have made possible an undeniably significant and innovative contribution to society. ESADE can be said to contribute towards:

— **Promoting an open vision of management** that embraces all sorts of organisations: companies, public administrations and non-profit organisations.

—**Driving the process of modernising the economy and internationalising** companies.

— **Encouraging innovation and an entrepreneurial spirit,** by training entrepreneurs who are capable of pursuing innovative and sustainable business models.

— **Introducing and fostering corporate social responsibility**, combining professional expertise with a vision of committed leadership at the service of society.

Social debate is one of ESADE's mission lines, and is aimed at exercising its social influence responsibly and being present in the public debate, serving as a platform for knowledge transfer, and encouraging and facilitating discussion on activities and changes in the public sphere.

ESADE is a meeting place for entrepreneurs, managers, academics, legal experts, politicians and representatives of civil society. In the 1,100-plus events organised each year, many of them in conjunction with ESADE Alumni, nearly 80,000 people take part.

It is also in a position of leadership among Spanish business schools in terms of opinion pieces published in the international press.

ESADE is present in social debate through the organising of workshops, conferences, seminars and forums; the awarding of prizes; the drafting and dissemination of reports, studies and proposals; opinion pieces and contributions in the national and international media, and through alliances and partnerships with other social players.

Below we present the principal initiatives in the sphere of social debate.

Big Challenges

How can we create prosperity sustainably? How can we acquire the knowledge we need to face the new? How can we articulate the global and the local, the traditional and the emergent, the public and the private, and make it governable? How can we do all this putting people at the centre, without excluding anyone?

Big Challenges is a social debate initiative through which ESADE and ESADE Alumni want to find answers to these questions. We want to explore the future in order to help our students and alumni, businesses, social organisations, their leaders and professionals, and society as a whole, to cope with the complexity of the times we live in.

https://www.youtube.com/watch?v=uL5g2h7UNZ0&feature=youtu.be

Annual conference of the institute for Social innovation

— The **8th Annual Conference** of the ESADE Institute for Social Innovation was held in February 2015 with the title **"Collaborative Social Innovation".** This new paradigm born of the crisis and the lack of tax incentives, has led many to reconsider traditional management models and seek out disruptive ones to help NGOs, companies and social organisations move forward. The participants in the Conference analysed how models based on collaborative resources can be more efficient in specific situations than the habitual models based on more traditional resources.

— The **9th Annual Conference**, held in April 2016, was dedicated to **"Social Innovation to Tackle Future Challenges"**. Our societies are facing extraordinary challenges: rising inequality, increasing rates of poverty, youth unemployment, climate change and more. The Conference was attended by a number of national and international experts who shared their knowledge on the main trends in social innovation.

Spirituality and Creativity in Management Congress

This event, held in April 2015, brought together more than 400 participants, including speakers of international prestige such as Peter Senge, a leading academic at MIT Sloan School of Management; Richard Boyatzis, professor of Weatherhead School of Management and ESADE; Naomi Tutu, daughter of the South African pacifist and bishop Desmond Tutu, and Chris Lowney, expert in "Jesuit style" leadership, among others.

"The idea for the conference was basically born out of personal curiosity: I wanted to find out how people define spirituality, whether it can be taught, and whether we should bring it into business schools," explained Simon Dolan, ESADE professor and organiser of the event. "Through business schools, the management field must make a dual contribution. We mustn't concentrate exclusively on helping executives to develop as professionals," said Eugenia Bieto, Director General of ESADE. "By focusing on spirituality, we provide organisations with free people and help executives to understand that they have a purpose beyond themselves," she added.

Social Confidence index

ESADE seeks to promote and support the economic and business world's commitment to social cohesion, reduction of inequality, inclusion of different social groups and protection of the most vulnerable. To this end, it has launched an innovative initiative consisting in the publication of the Social Confidence Index, developed by ESADE and "la Caixa" Social Work Programme in collaboration with the Agbar Foundation and the Aquae Foundation. This new subjective social analysis tool measures the degree of confidence of Spanish citizens in various aspects of their country's present and future: housing, the labour market, education, health care, etc.

The **3rd ESADE-Obra Social "la Caixa" Social Confidence Index** was presented in September 2015, with the purpose of exploring citizens' perceptions, detecting their mood and discussing the main social trends nationally and internationally. This knowledge of society's demands also helps to attune ESADE's lines of social debate.

http://itemsweb.esade.edu/wi/web/InformeSocial-ESADE-LaCaixa-septiembre_2015.pdf

The **4th Social Confidence Index** was presented in June 2016 in an event on the future of pensions which included the participation of José Ignacio Conde-Ruiz, of Complutense University of Madrid and FEDEA.

http://itemsweb.esade.edu/wi/web/InformeSocial-ESADE-LaCaixa-marzo_2016.pdf

Annual Summit of the Business | Science Network

Just days before the 2015 Climate Summit in Paris, European research leaders met at ESADE to sign a manifesto vindicating the potential of innovation to combat climate change and calling for a common plan of action to highlight the importance of leadership and budgetary policies in support of education and research. "Climate change matters to all citizens. We all want to be empowered to develop and adopt new solutions faster. The European community of researchers and innovators have a special responsibility and capacity to make it happen," the declaration stressed.

The 2015 Annual Science|Business Summit brought together Richard L. Hudson, CEO and Editor of Science|Business; Eugenia Bieto, Director General of ESADE; Jonathan Wareham, Dean of Faculty and Research at ESADE; Tuula Teeri, President of Aalto University; Carlos Zorrinho, Member of the European Parliament; Sergio Bertolucci, Director for Research and Scientific Computing at CERN; Isabelle Thizon de Gaulle, Vice-President for European Strategic Initiatives and Scientific Relations at Sanofi R&D; and Richard Templer, Director of the Grantham Research Institute on Climate Change and the Environment at Imperial College, among others.

http://www.esade.edu/web/esp/about-esade/today/news/viewelement/317969/1/lideres-y-cientificos-europeos-exigen-en-esade-actuar-y-acelerar-la-inversion-y-el-compromiso-para-combatir-el-cambio-climatico

ESADE Alumni Annual Conference

— The **20th Barcelona ESADE Alumni Annual Conference** was held in May 2015. On this occasion, the keynote speaker was Paul Polman, CEO of Unilever, who received the ESADE 2015 Award for his leadership in corporate social responsibility.

— The **9th Madrid ESADE Alumni Annual Conference** was held in October 2015 with the title "Big Data and Business Strategy: The New Rules of the Game", featuring as keynote speaker international expert Kenneth Cukier, Data Editor at *The Economist* and co-author of the book *Big Data.*

— In turn, the **21th Barcelona ESADE Alumni Annual Conference** was held in May 2016. On this occasion, Indra K. Nooyi, Chairman and CEO of PepsiCo, received the ESADE 2016 Award for Best Leadership, for successfully leading the worldwide strategy of the company for over a decade.

Conference of the Chair in Leaderships and Democratic Governance

In October 2015 the ESADE Chair in LeadershipS and Democratic Governance organised a new conference for reflection and debate at the Benedictine monastery of Sant Benet de Bages. On this occasion, it brought together more than 70 entrepreneurs to discuss the future model of representation in business, and invited employers' associations, chambers of commerce, trade unions and other social and public players to "put the company at the centre of their priorities."

Joaquim Gay de Montellà, Chairman of the employers' association Fomento del Trabajo, participated in the conference, stressing that his organisation would be "whatever our companies and our sectoral groupings want it to be." Also present was Miquel Valls, Chairman of the Barcelona Chamber of Commerce, who emphasised the role of chambers in "promoting the internationalisation of the economy of the country and its companies." Lastly, Josep González, Chairman of the employers' association PIMEC, came to the defence of small and medium-sized enterprises, and the need to "re-establish the good image of the entrepreneur."

Values Yearbook 2015

The report of the Values Observatory, created jointly by the ESADE Chair in LeadershipS and Democratic Governance and the Carulla Foundation, highlighted that in 2015 the topic that caused most discussion and debate with regard to values was jihadism, followed by the Catalan independence movement and political corruption.

The 2015 Values Yearbook poses the following questions: What are the material and moral limits of our capacity for collective hospitality? Where do we draw the line between freedom and security when it comes to dealing with terrorism? And where are the limits between national sovereignty and democratic will in a hyperglobalised world, directed by capital markets and multinationals? Who sets or imposes the limits (or the spending cuts) to the welfare state and how?
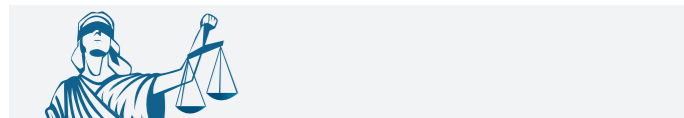
The Yearbook is prepared on the basis of an analysis of information appearing in the eight main newspapers read in Catalonia *(ABC, ARA, El Mundo, El País, El Periódico, El Punt Avui, La Razón and La Vanguardia).*

ESADE participation at the FT SPAIN Summit 2015: "Education is undergoing a radical Paradigm Shift

In October 2015, Eugenia Bieto, Director General of ESADE, took part in the round table entitled "Mobilising Spain's Youth: Rethinking Education", organised by the Financial Times, with the aim of analysing the sectors that will play a central role in the new global era for productivity, in which it will be necessary to make a long-term investment in education. "When we teach, we need to take into account not only technical competencies," explained the ESADE Director General, "but also creativity and entrepreneurial spirit, as well as critical judgement, teamwork capacity and, above all, values." Dr Bieto highlighted the importance of linking education to practice and "ensuring that students go to class in order to be challenged," and she urged companies to play "a much more active role in designing training programmes".

http://www.esade.edu/web/esp/about-esade/today/news/viewelement/316728/1/eugenia-bieto,-directora-general-de-esade,-en-la-ft-spain-summit-2015:-la-educacion-esta-viviendo-un-cambio-radical-de-paradigma

Dialoga Prize

As part of its dissemination and promotion activities in support of conflict resolution through dialogue and communication, some years ago ESADE Law School created the Dialoga Prize, in conjunction with the Association of Notaries of Catalonia, with the aim of rewarding the best projects and activities performed in Catalonia in the sphere of coexistence and positive conflict management.

Three sixth-formers at two Barcelona secondary schools won the second edition of the Dialoga Prize, which recognised the best projects presented by students in Catalan schools. The third edition focused on "conflict management in social networks."

Women, business and the law, a World Bank study

This report was presented, for the first time in Spain, by ESADE and the consultancy *Comerciando Global.* According to Augusto López-Claros, Director of the Global Indicators Group at the World Bank, the main conclusion of the study was that "only 18 countries can boast of having no legal restriction on women's access to jobs and these nations include Spain, Holland, and Canada… as well as Armenia, South Africa, and Peru. This means that job equality is not always linked to the per capita income of a nation." The event was attended by representatives of the Spanish Ministry of Health, Social Services and Equality and Aberdeen Asset Management.
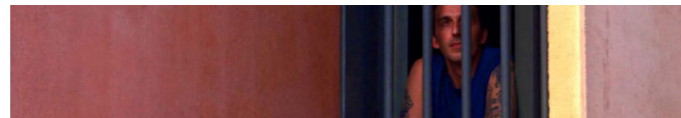
http://www.esade.edu/web/esp/about-esade/today/news/viewelement/316161/1/el-90-de-los-paises-del-mundo-ponen-barreras-a-las-mujeres-para-trabajar,-segun-un-estudio-del-banco-mundial-presentado-en-esade

Philosophy in prison, first prize at the 60th Valladolid International film festival

In the framework of the subject Restorative Justice, the documentary *Philosophy* in Prison features seven ESADE Law School students and inmates of Lledoners Prison in Manresa. The documentary takes dialogue as a basis for overcoming prejudices, and stands as an illustration of the educational innovation pursued at ESADE.

ESADE *ONLINE* COMMUNICATION

ESADE has powerful online communication channels enabling the School to disseminate the knowledge generated by its experts and share everything that happens on our campuses that might be of interest to society.

Inspiring futures newsletter

The newsletter *Inspiring Futures* has been one of ESADE's leading communication platforms since 2012. It is a monthly online publication aimed at the general public and focuses on disseminating recent activities and notable new developments in the academic community (faculty, administrative and services staff, students and alumni).

ESADE creates opinion

This channel, launched in April 2012, brings together in digital format all the opinion pieces published by ESADE faculty. In the 2015-2016 academic year, the platform made available to the online community a total of 813 opinion pieces on current affairs topics in such varied areas as the economy, globalisation, law, politics, innovation, finance and public sector management, among others.

ESADE blogs

The ESADE Blogs project was created with the aim of giving voice to ESADE's experts, by disseminating their opinions on current affairs topics and in particular the latest developments in their respective fields of study.

At present the project comprises 10 thematic blogs led by faculty, in the fields of leadership, geopolitics, social marketing, finance, law, social innovation, entrepreneurship, innovation, knowledge management, and development cooperation.
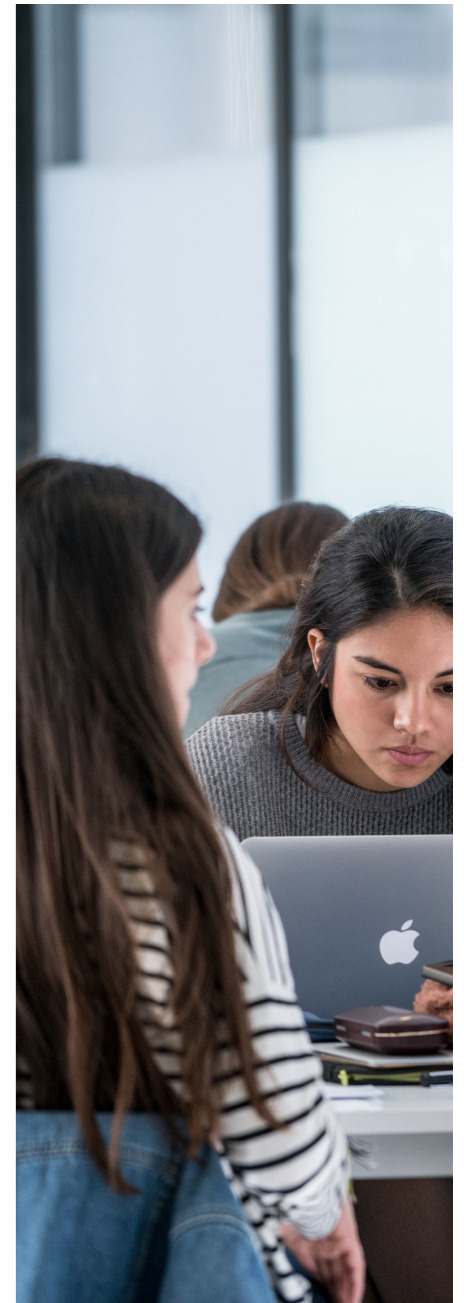
Social Networks

ESADE has a highly dynamic presence on social networks, from which it conveys all its activity to society, while at the same time actively listening to it. The institution has become a benchmark in the use of these tools as a space for communicating with society. This is betokened by the thousands of followers that every day have the opportunity to experience ESADE on a variety of electronic devices, with the possibility of accessing high-value content and new developments taking place at ESADE. The institution is present, with one or more accounts, on: LinkedIn, Twitter, Facebook, YouTube, Instagram, Flickr, SlideShare, Google+, Weibo and Periscope.

SR-ESADE Website

The SR-E website is a space for sharing the most significant aspects in the sphere of social responsibility at ESADE. It contains information on the SR-E Master Plan, the institution's track record regarding social responsibility, and the commitments acquired with several international organisations, which have been in force for many years. It also includes an area on social action, the AliaRS-E network, and another on transparency and accountability, where the various Global Compact and PRME reports are available. The site is updated annually.

http://www.esade.edu/web/esp/about-esade/rse

E. Connection with enterprise, alumni and networks

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Principle 5: Partnership

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

Principle 5

ESADE and the Business World

Companies and organisations are, together with the Society of Jesus, ESADE's raison d'être. In 1958, when few people believed in the need for business education, a group of professionals and entrepreneurs founded a school devoted to management training and research. From the outset, ESADE has been capable of creating and maintaining a relationship with great added value between the academic and business worlds, in order to ensure that organisations and companies improve their management policies, being more competitive and at the same time socially responsible.

ESADE offers companies an advanced learning model and effective solutions to their growing training needs, rigorous research to contribute to innovation, and a place for executives, professional and entrepreneurs to meet and exchange ideas, experiences and thoughts. Examples of this are the Barcelona-Sant Cugat Campus and the ESADECREAPOLIS creativity park.

Companies and organisations are a vital source of information. ESADE trusts in the collaboration and advice of the Board of Trustees, the Professional Advisory Board and the International Advisory Board when it comes to designing its teaching, research and knowledge transfer activity.

The **Board of Trustees** of the ESADE Foundation is its main governing body. It ensures compliance with the mission and approved strategy, and better use of its resources. It also provides crucial support in relations with civil society and the business sector, and in the form of economic contributions for research projects, grants and so on.

Another important body is the **ESADE Foundation Members' Assembly** (also known as the Assembly of Trustees), the mission of which is to inform and advise the Board of Trustees of the trends and needs of civil society. The Assembly of Trustees is made up of more than 50 national and international companies and organisations that collaborate with ESADE by means of financial contributions to strategic projects for ESADE. In addition to its advisory role, the Assembly of Trustees is also a top-level business forum, in which representatives of member organisations – presidents, CEOs and general managers – find a space for debate on economic, business and social reality. The Assembly comprises, as well as organisations, also a number of individuals, on the grounds of their special link with ESADE, such as former presidents of the Foundation and ESADE Alumni, or because of their long involvement with the School.

The **ESADE Professional Advisory Boards** (that of the Business School and that of the Law School) and the International Advisory Board are made up of qualified representatives of leading companies and organisations, and are valuable instruments to adapt the institution to the demands of new settings.

International advisory board

The ESADE International Advisory Board (IAB) is an essential driving force for the institution's strategic dimension. Through their input, the members of the IAB provide ESADE with support in three interrelated and complementary areas:

INNOVATION: to optimise the innovative development of the curriculum and research activity.

RELEVANCE: to guarantee that ESADE addresses the current and future global needs of business and society.

IMPACT: to ensure that ESADE has the capacity to respond to its foundational goal of influencing the future global development of executive education.

http://www.esade.edu/web/esp/alumni-and-network/international-advisoryboard

Networks and alliances

ESADE participates in numerous international networks and collaborates actively in the development of initiatives that help expand knowledge in various areas, including social responsibility and sustainability. Specifically, in these areas, the main networks and alliances are:

— Academy of Business in Society (ABIS)
— Aspen Institute Business and Society Program
— Association of Jesuit Universities of Latin America (AUSJAL)
— European Business Ethics Network (EBEN)
— European Venture Philanthropy Association (EVPA)
— Giving Voice to Values
— Global Reporting Initiative (GRI)
— Global Social Benefit Incubator (GSBI)
— Global University Network for Innovation (GUNI)
— International Association of Jesuit Business Schools (IAJBS)
— Net Impact
— Global Compact
— PRME
— Rio+20
— Social Enterprise Knowledge Network (SEKN)
— Social Innovation Exchange (SIX)
— Jesuit Universities (UNIJES)
— Universia

By way of illustration, the **Institute for Social Innovation** works in close cooperation with the following:

— **Social Enterprise Knowledge Network.** A network that contributes to the knowledge and practice of social enterprises, through joint research, shared learning and the strengthening of executive education institutions so that they can serve their respective communities. ESADE is the only European business school to form part of the SEKN, which is led by Harvard Business School.

— **Academy of Business in Society.** This is a global network made up of more than 130 companies, academic institutions and other affiliates, with a commitment to the practice of sustainable management and development. It was founded in 2002 with the aim of helping enterprises to better understand and manage their responsibilities and their impact on society, in a strongly changing business context. Professor Alfons Sauquet is Chair of the Board of Directors of ABIS, and Director General Eugenia Bieto is also on the Board.

— **Social Innovation Exchange.** This is the main network worldwide for social innovation. Its vision is to encourage people and organisations all over the world to be more innovative and connect with each other more easily, by sharing "Xchanging" methods and solutions on a global scale.

— **European Venture Philanthropy Association.** This is an association made up of organisations interested in practising philanthropy and social investment in Europe.

Collaboration with main stakeholders

In recent years ESADE has had a constant presence and has worked in collaboration with two important United Nations initiatives: the *Global Compact* (UNGC) and the *Principles for Responsible Management Education* (PRME). In addition, recently it has joined the UN Women *HeForShe* platform. The main activities have been:

Global Compact

ESADE became a signatory to the United Nations Global Compact in 2003. Since 2008 activity has been uninterrupted, especially through Network Spain, of which Enrique López Viguria, General Secretary of ESADE, was a member of the Steering Committee until 9 June 2016.
Some of the latest activities carried out are of particular relevance:

— Participation in the development of the **Integrity and Transparency Management System for SMEs.**

— Participation in the study **The Value of Sharing Principles**, aimed at assessing the state of social responsibility in the Spanish signatory organisations and the level of implementation of the Ten Principles of the Global Compact in them.

http://www.pactomundial.org/2015/04/el-valor-de-compartir-principios/

Principles for Responsible Management Education (PRME)

This initiative proposes a strategic change in business schools worldwide to incorporate sustainability into the core strategy of each institution. Its goal is to implement a process of continuous improvement, in order to transform academic programmes, research and learning methods, with a view to developing a new generation of responsible leaders. Among recent activities we can highlight:

— Participation in the PRME Champions group, in its initial phase (2013-2015)
— Publication of the ESADE PRME Progress Report 2014
— Participation in the PRME Global Forum 2015, held in New York
— Participation in the team that led the creation of the Emerging Chapter Spain and Portugal (Chapter Iberian)
— Participation in the development of the guide **Transformational Model for PRME Implementation,** which provides a new tool to integrate the values of sustainability into schools and their programmes. —The guide describes how to advance systematically when undertaking transformation in the sphere of the university as a whole and in that of the business school.

http://www.unprme.org/resource-docs/PRMETransformationalWeb.pdf

PRME Champions

ESADE was chosen out of the best business schools and academic management institutions in the world, to participate in the PRME Champions group, the mission of which is to contribute to thought and action leadership on responsible management education in the context of the United Nations sustainable development agenda (post 2015). The PRME Secretariat promoted three research groups in PRME Champions (2013-2015) and invited three schools to lead them: Curriculum Development (ESADE), Faculty Development (Copenhagen Business School) and Research (Mendoza College of Business, at the University of Notre Dame).

This phase concluded with the Global Forum 2015 in New York, where the results of the research projects were presented. The work led by ESADE, entitled **Learning in a Social Context,** was conducted by Josep M. Lozano, Maria Prandi and Janette Martell.

http://www.unprme.org/resource-docs/LearninginaSocialContextReport.pdf

PRME Chapter Iberian

The Chapter Spain and Portugal (Chapter Iberian) was set up as an emerging chapter in 2014 with the participation of the main Spanish and Portuguese business schools. Since then it has held three meetings with the aim of identifying common interests making it possible to take advantage of synergies to work together in advancing the PRMEs in the region. Among the projects developed we can mention the definition of indicators on the implementation of the PRMEs as sustainable development goals (SDG 2030) and the drafting of a guide inspiring good practices, which was presented at the Global Forum 2015 in New York. The coordinator of the Chapter Iberian for Spain is José M. de la Villa, Director of Institutional Relations at ESADE.

HeForShe Platform

ESADE has become the first Spanish business school to join the HeForShe platform, a solidarity initiative by UN Women to promote gender equality. The move was announced in March 2016 by Enrique Verdeguer, Director of ESADE Madrid, at an event on the Madrid Campus in which Meral Güzel, coordinator of the UN Women platform Empower Women for Europe and Central Asia, presented in a lecture the various different projects carried out by the United Nations to fulfil the Agenda 2030. Specifically, HeForShe focuses on furthering equality by taking as its starting point the involvement of men as defenders and agents of change in defence of women's rights in order to achieve gender equality.

http://www.esade.edu/latam/esp/esade-bites/in-focus/viewelement/320383/2441/esade,-primera-escuela-de-negocios-espanola-en-sumarse-a-la-plataforma-heforshe-de-onu-mujeres

"Connection with enterprise" project

Last academic year, work began on the "Connection with Enterprise" project, which derives from one of the lines of the Institutional Strategic Plan (PEI) 2014-2018, the objective of which is to achieve strategic and integrated management of the relations that the institution has with companies. The diagnosis and design phase of this cross-cutting project has involved 26 people in 18 different units, led by the Corporate Relations Service and supported by the Strategic Planning Office. In this phase a task force was set up, comprising representatives of Executive Education, the Career Services of the Business School and the Law School, ESADECREAPOLIS, ESADE Alumni and Corporate Relations.

The project has six basic lines of action, which enter the implementation phase in the 2016-2017 academic year:

1. To develop an integrated portfolio of ESADE services for enterprise and unify commercial criteria.

2. To create an interconnected network of "Connection with Enterprise" heads in all units.

3. To engage the faculty and encourage the presence of companies in the classroom, in accordance with the goals of Student First.

4. To exploit the potential of the ESADE Alumni network.

5. To have a CRM that integrates the relationship with enterprise.

6. To select a group of premium companies (customers and potential customers) to provide them with special unified attention, which requires:

   — Configuring the relationship from an integrated vision of the service portfolio.
   — Unifying ESADE's dialogue with these companies and devising a specific homogenous bonding plan (potential customers) and loyalty plan (customers).

ESADE Alumni

As an association of former ESADE students, ESADE Alumni aims to provide value to ESADE Alumni members, ESADE itself and society at large, through the following lines of activity:

— **Encouraging networking** among alumni through forums and lectures, promotional gatherings, and leisure and sports activities.
— **Helping alumni to update their knowledge** through refresher programmes, ESADE *Matins* sessions, and lectures.
— **Support the professional development** of alumni through ESADE Career Services.
— **Support ESADE** and its connections with the business community.
— 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 ESADE Alumni is also ESADE's success. The ESADE Alumni network currently consists of over **50,000 alumni** working in the main economic and social sectors of **115 countries**. Its mission is to keep growing at both national and international levels and to consolidate the network worldwide, offering a meeting platform for alumni in a particular professional sector and/or geographical area, to exchange experiences and share projects.

In the last academic year, almost a thousand alumni participated actively 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 consolidated network.

The working areas that define its strategic focus are:

— A global network, clearly responding to the internationalisation of students taking ESADE programmes.
— Support for entrepreneurial activity, by helping to find funding and providing guidance for enterprising projects.
— Solidarity through consultancy projects for social organisations carried out altruistically by former students.
— Accompaniment in professional development through career advice services, activities and programmes.
— Networking among members, providing ways of meeting to create opportunities for new contacts that will contribute to their professional and personal development.
— A firm resolve to enhance the prestige of ESADE and contribute to its development through various initiatives and projects, such as the ESADE Challenge for Talent grant and research fundraising campaign, in which alumni play an essential role.

ESADE Alumni offers its members multiple activities and services, including:

— Annual Conference (in Barcelona, Madrid and London)
— *Matins* (in Barcelona) and Breakfasts (in Madrid)
— Forums and lectures
— Refresher programme
— Career advice
— Webinars
— Sport and culture

We describe one of its main initiatives below by way of illustration:

Alumni entrepreneurship: ESADE BAN

ESADE BAN is the business angel network promoted by ESADE Alumni. It acts as a meeting point between investors and innovative startups with high growth potential. The network comprises 200 investors and analyses more than 500 projects a year. In recent years, the network has invested over **€22 million in more than 100 startups**. Some examples of these investments are: Wuaki.tv, Wallapop, Signaturit, Wave and RedPoints.

ESADE BAN organises meetings between project designers and entrepreneurs to get to know, foster and channel investments. About 18 of these meetings or Investment Forums are held every year.

In the 2015-2016 academic year, **ESADE BAN was awarded the prize for the best private business angel network in Europe** by the European Business Angels Network (EBAN). In 2014, it received the prize awarded by the Spanish Business Angel Association (AEBAN) as the best in the country.

F. University community

Principle 7

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

Principle 7

Identity and mission action plan

The Identity and Mission Plan was devised during the 2014-2015 academic year and implementation began in 2015-2016. The Plan entails actions at various levels: the governing bodies of the Foundation, the management team, faculty, and administrative and services staff.

To this end there have been the Loyola Conferences, a conference at the *Cova de Manresa* and several meetings with senior management to address topics concerning values upheld and values practised, among others. In addition, the welcome plans for faculty and administrative and services staff have continued to be carried out, with the aim of creating a spirit of cooperation and belonging. These sessions feature a presentation of the institution and its values, history, mission and vision.

Identity and mission training for faculty and administrative and services staff

Loyola conferences

The Loyola Conferences pursue four goals:

1. To foster knowledge and interpersonal relationships with people who work at various different university centres of the Society of Jesus.
2. To understand Ignatian spirituality as the cornerstone of the identity and the mission of a university centre of the Society of Jesus.
3. To understand the most significant features of the mission of a university institution of the Society of Jesus in the world today.
4. Reflection on personal experience at a university centre of the Society of Jesus.

— **Loyola I Inter-university Conference.** Over the week of 9 to 13 November 2015, a group of 50 members of the faculty and administrative and services staff of UNIJES university centres (five of them from ESADE) took part in the 17th Loyola I Inter-university Conference. Under the banner "Participating in the Project", the various presentations and group tasks enabled those present to examine in depth and discuss, from the roots of Ignatian spirituality, the mission of a Jesuit university in the framework of the global mission of the Society of Jesus, from the perspective of teaching and research.

— **Loyola II Inter-university Meeting.** Under the title "Sharing the Mission", some 40 professors and administration and management professionals of the various UNIJES university centres (three of them from ESADE) participated in the 9th Inter-university Meeting, which was held at the Spirituality Centre of the Society of Jesus in Salamanca from 13 to 17 June 2015. The central theme of the meeting was to work on the four dimensions for university training that are contained in what is known as the Ledesma-Kolvenbach paradigm, an educational model for the UNIJES centres. As a resource for follow-up and future contact between the participants, the meeting has a Moodle site which is offered as a space for exchanging good practices. This website is at the disposal of all those who have participated in the different editions of the Loyola II Meeting from the start, and provides continuity and support for all, enabling them to develop projects to innovate and improve on their teaching activity, in line with the four dimensions of the model.

Manresa Workshop

The purpose of this workshop is to open up a space for personal reflection, group work and joint reflection on the experience of leadership and management at ESADE, in the light of its mission. The second edition was held in May 2015, focusing on how to lead and handle frequent day-to-day tensions, when the constraints of the competitive setting are at odds with the values of ESADE's mission. The guest speaker on this occasion was Chema Vera, Director of Oxfam Intermón. The workshop was attended by 34 members of the academic community of ESADE.

Welcome plans for faculty and for administrative and services staff

— **Directorate General.** Annual meeting with the Directorate General, attended by faculty and non-academic staff who have joined ESADE during the academic year, with the aim of engaging in a two-way dialogue on the background, mission and values of ESADE. This year's session was attended by 24 members of the administrative and services staff and 4 professors.

— **Welcome plans for faculty.** At the beginning of each academic year, new recruits participate in a welcome plan to facilitate their integration. The agenda of the Directorate General allows for an individual interview with each new professor.

— **Welcome plans for administrative and services staff.** These consist of a programme of meetings with certain internal services (Human Resources, ICT, Economic-Financial Service, Procurement, etc.), with the aim of encouraging a spirit of cooperation and a feeling of belonging to ESADE. The part corresponding to the welcome from Human Resources features a presentation of ESADE and its values, mission and vision, and also its structure, and each new non-academic staff member is provided with the existing institutional documents (Report and Value Statement, among others).

Other events and services aimed at the academic community

Family day

This event, closely linked to values and socialisation, involves faculty and non-academic staff and their families. At the 2014-2015 event, 95 members of the community (administrative and services staff and faculty) participated with their children in a cookery workshop at the Pueblo Español complex. The 2015-2016 event featured a workshop of the *trencadís* technique at Bellesguard House, attended by 70 members of the community (administrative and services staff and faculty), together with their families.

Wellness Line

This initiative, launched by the Department of Human Resource Management in 2013 and initially targeting the administrative and services staff, is now available to the whole of the ESADE community. It is aimed at designing cross-cutting workshops with content linked directly to physical and mental health, helping to improve habits and therefore welfare in members' private and professional lives.

Pastoral actions (SAR)

All UNIJES university centres have a pastoral service, which at ESADE is called the Religious Guidance Service (SAR). The existence of this service is a characteristic common to UNIJES centres. In the Province of Spain, these services are coordinated through the MAGIS programme.

At ESADE, on both the Barcelona-Pedralbes Campus and the Barcelona-Sant Cugat Campus, the Eucharist is celebrated monthly with the participation of students, faculty and administrative and services staff. Spaces for reflection called "Times of Silence" are also offered during Advent and Lent.

Events organised in collaboration with UNIJES

— **2nd Unijes symposium on christian social thought.** The 2nd UNIJES Symposium, entitled "The Church in the World: The Autonomy of Reality in the Light of Faith. On the 50th Anniversary of Gaudium et Spes (1965-2015)" and organised by IQS and ESADE (Ramon Llull University), was held on 1 to 3 July 2015 to reflect on these issues in the context of the world today and following the path laid out by Pope Francis. The event was structured around four main thematic areas: 1) The current state of humanity, 2) Theological anthropology, 3) The mission of the Church, and 4) The contribution of universities to humanism. The participants presented several papers which had been evaluated beforehand by a scientific committee.

— **Act of remembrance of the murder of father Ignacio Ellacuría.** ESADE commemorated the 25th anniversary of the death of the Jesuit priests of UCA. ESADE and UNIJES remembered the death of Father Ignacio Ellacuría, Rector of UCA, and seven others, who were murdered on 16 November 1989 in the Jesuit residence at the University of Central America (UCA) in El Salvador.
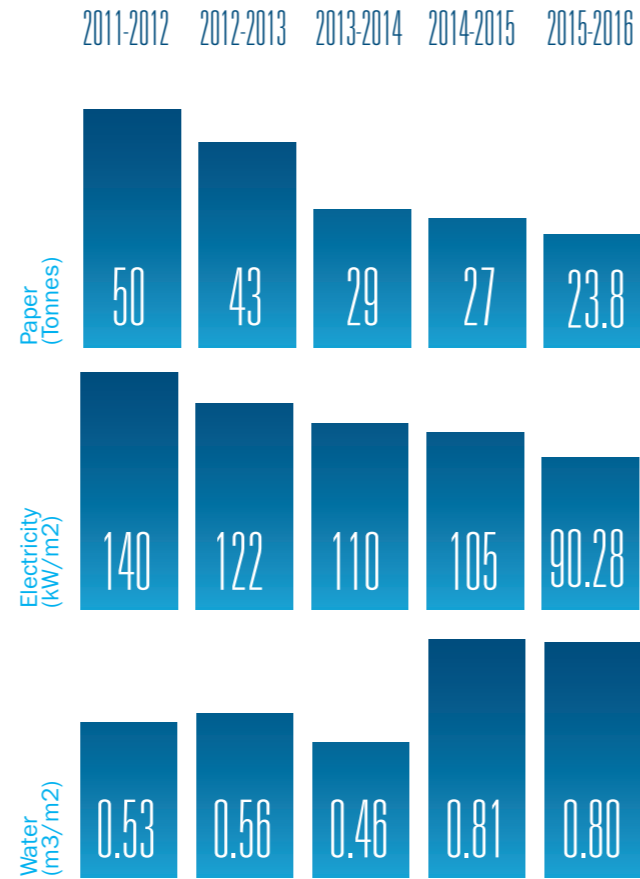
— **Institutional statement by the unijes universities and centres of higher education.** ESADE aligns itself with the institutional declaration made by the universities and centres of higher education of the Society of Jesus in Spain (UNIJES) to commemorate the anniversary of the death of Father Ellacuría, calling for reflection on the social purpose of Jesuit universities. "We want our graduates to be able to analyse the deeply-rooted structural injustices that surround them and to have the courage to dedicate their lives to building a better world. We want graduates who feel responsible for Man's lot and contribute their knowledge to foster social change, human dignity and respect for the environment," indicates the statement.

— **Round table: "The ethics of finance".** As part of the cycle "Enterprise and Responsible Banking", sponsored by BBVA, on 10 February 2015 DeustoForum promoted reflection on ethics and finance, with the participation of renowned specialists. The round table served to present the book *Ética de las finanzas* (collection: Ética de las Profesiones, UNIJES), co-authored by ESADE Professor Carmen Ansotegui, together with a professor from Deusto and another from Comillas. This book, born of dialogue with the professionals, addresses the big issues surrounding the ethics of finance: the difficulties inherent in the very concept of financial ethics, the recurring problems in the relationship with money and risk, information and agency, conflicts of interest and issues relating to market structures.

Environmental Responsibility

Three strategic lines were defined as the basis for carrying out the various environmental responsibility actions and initiatives: 1) Minimising environmental impact, 2) Organising events following social responsibility and sustainability criteria, and 3) Improving the sustainability of the cafeterias.

The campaign of environmental good practices was continued, with the aim of raising awareness among students, faculty and administrative and services staff, and encouraging them to adopt behaviours and habits in line with a more sustainable view of the organisation. The table below shows the changes in consumption registered over the last five years:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Paper (Tonnes)	50	43	29	27	23.8
Electricity (kW/m2)	140	122	110	105	90.28
Water (m3/m2)	0.53	0.56	0.46	0.81	0.80

The main measures taken are described below:

— Awareness-raising campaigns. Over the academic year, campaigns are conducted that help to raise awareness and foster good environmental practices, taking advantage of the celebration of World Days such as those dedicated to Food, Energy Efficiency, the Environment and Recycling, and Earth Hour, among others.

— Initiatives to reduce environmental impact

Initiatives to reduce energy consumption
· Renegotiation of power capacity
· Certification of the energy quality of Building 2
· Improvement of electrical installations
· Improvement of air conditioning systems in classrooms and common areas

Initiatives to reduce environmental impact
· Hiring of an environmental sustainability specialist
· Purchase of recycled and recyclable furniture for classrooms and common areas
· Organic water-based, solvent-free paints and varnishes
· New halogen-free cabling
· Building materials with EC labelling and environmental rating within BRE parameters (www.greenbooklive.com)
· Resin flooring instead of PVC (Library)
· Recycling, restoration and reuse of equipment (furniture in offices and common areas)
· Gardens laid out with native species of shrubs with low water requirements
· Organic nitrate-free fertilisers

— "Avoid plastic, avoid waste" Campaign. The goal of the campaign is to eliminate plastic bottles from the Barcelona-Sant Cugat Campus. When the results have been evaluated, and as soon as the necessary resources can be allocated, the initiative will be extended to the Barcelona-Pedralbes and Madrid Campuses.

— CSR-related initiatives in general services

· Hiring of a new cleaning company (CET)
· Establishment of an in-house prevention service
· General improvements in accessibility for people with reduced mobility
· Adaptation of the new toilets for people with reduced mobility
· Updating of AEDs
· Purchase of measuring equipment (lighting and air quality)
· Staff training in ORP, first aid and firefighting

ESADE Community

Promotion of the Aliars-E Network

The purpose of this informal network, created in 2013 and open to faculty and administrative and services staff, is to lead and foster a significant change in attitudes and behaviours in order to promote the adoption of more socially and environmentally responsible habits and initiatives. At present it has **158 allies.**

Each ally receives a monthly newsletter reporting on the activities, initiatives and projects carried out during that month in relation to identity, mission and social responsibility issues. Over the last academic year, the 5th and 6th AliaRS-E network forums were held. The first of these was held in December 2015 with the title "For Humanity and for Us", and was attended by more than **50 people.** Professor Francesc Lozano Winterhalder delivered a lecture on the **sustainable development of the planet and climate change**, coinciding with the United Nations conference that was being held in Paris.

The 6th AliaRS-E network forum was held in June 2016 under the title "**From Mission to Reality**", and was attended by more than **60 allies**. It was a good occasion to make a brief assessment of the CSR initiatives undertaken over the previous year, and to get first-hand knowledge of the main conclusions of the PhD thesis of Enrique López Viguria, General Secretary of ESADE, entitled "The university mission of the Society of Jesus: An explanatory study on the profile of graduates of its business schools in Spain". After the presentations, a panel of guest speakers (members of the administrative and services staff and faculty) offered their views on the subject and subsequently a debate was opened to the floor.

Solidarity day: "how can we help to improve our world?"

The 1st ESADE Annual Social Responsibility Day, dedicated to the issue of solidarity, was held on 21 April 2016 and attended by nearly 150 people. This new initiative was born with the idea of creating a space for coexistence among the members of the academic community: faculty, administrative and services staff, students and alumni. The intention is to convene the event yearly to address a different topic but with the same philosophy, designed for our community and by members of it. The Solidarity Day enabled us to share, reflect and discover that, with little actions, we can help to improve the world in which we live.

2nd ESADE Stakeholder Forum – Student First

The 2nd Stakeholder Forum was held on 27 June 2016 and attended by **41 people** from the different stakeholder groups: trustees, alumni, companies, social organisations, students, faculty, administrative and services staff, and suppliers. The Progress Report on the first two years of the 2014-2018 SR-E Master Plan was presented, together with the priority projects for the 2016-2017 academic year and also the institutional strategic project Student First (SF). Over lunch the participants, divided into five tables, discussed SR-E and the SF project. To conclude, the main contributions of each group were presented.

Transparency and accountability

During the academic years 2014-2015 and 2015-2016, notably the following publications were prepared and disseminated:

— The *Report* on activities and results of the 2011-2014 SR-ESADE Master Plan.
— The *2014 PRME Report*.
— The *2014-2015 Institutional Report*, following the criteria of the GRI-4 (Global *Reporting Initiative*), which included the *Progress Report* on the Global Compact.
— The 2015 *Identity, Mission and Social Responsibility Report.*
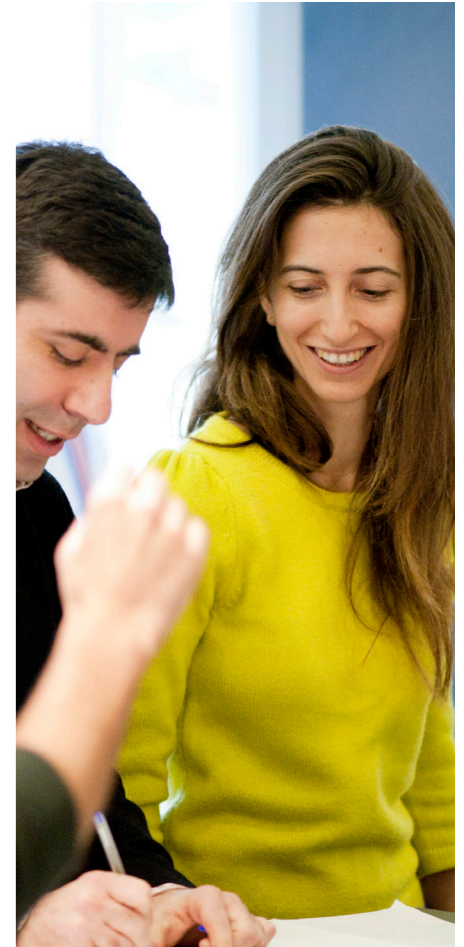
G.
Social action and cooperation

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🏛 **Principle 7**

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

Principle 7

Social action programme: a shared project

This project is open to the whole of the ESADE community and allows those involved in it to experience a collective solidarity initiative. The participant organisations are chosen by means of an internal voting system (among faculty and administrative and services staff) out of a group of NGOs previously shortlisted by an internal committee of experts. The criteria used are as follows:

— The organisation should be aligned with the mission and values of ESADE.
— It should have some sort of link with ESADE.
— It should be proposed and led by a person or group of people from ESADE (who will be able to act as a liaison with the organisation).
— The organisation's mission should have a positive awareness-raising effect in a particular field or for a specific group of people (poverty, international cooperation, children, etc.).
— The organisation should be able to present a collaboration project that fits in with the nature of our activities and matches the available resources.

Over the two-year period 2015-2016, this programme was conducted with three organisations: Caritas (Barcelona and Sant Cugat), Fundación Juan XXIII (Madrid) and Worldreader (international). In this third edition of the programme, several initiatives have been carried out, some of which we present below.

Participation in academic activities and working meetings

— Several members of social organisations have participated in **training programmes** at ESADE to enhance their skills in management, leadership, etc.

— **Caritas–ESADE Solidarity Breakfast** (February 2015), with the participation of 29 people from the two organisations, with the aim of exchanging knowledge and determining partnership possibilities.

— **Worldreader–ESADE Solidarity Breakfast** (November 2015 in Barcelona; May 2016 in Madrid), where representatives of companies linked to ESADE were invited to get to know the Worldreader project with a view to establishing partnership links.

— For two academic years an activity was carried out within the framework of the subject **Civil Law III** (Professor Rebeca Carpi) with the aim of bringing students into closer contact with the problem of foreclosures and the crisis, in order to provide the most realistic overview possible. This experience was possible thanks to the **Caritas Mediation Service.**

— Participation in a **case competition** led by students in the Enterprise and Society Club and Professor Teo Mellen, in order to solve a real case presented by **Caritas.**

— Working meeting between the staff of **ESADE Career Services** and heads of the **Caritas** Feina amb Cor programme, with the participation of 12 people. The purpose of the meeting was to exchange experiences and share methodologies, bearing in mind the huge differences between the publics dealt with by the two teams.

Events and visits to centres

— Visit by Madrid Campus staff to **Fundación Juan XXIII** to get to know first-hand the activities carried out with people with intellectual disabilities with a view to improving their quality of life and that of their families, by maximising their personal development and encouraging their independence and autonomy.

— Visit by a group from the Barcelona community to a **Caritas** centre in the neighbourhood of Barceloneta that implements the *Feina amb Cor* programme, aimed at finding jobs for disadvantaged groups, and the Paidos programme, providing support for families, and also the child and youth centre where they are based, which provides educational support and keeps youngsters off the streets.

— Invitations to members of the organisations to attend certain events organised by ESADE (film club, Solidarity Day, presentation of the Social Confidence Index, etc.).

Collaboration in volunteering campaigns

— Institutional **food collection** drive by the community for the benefit of Banc dels Aliments and Caritas.

— **Crowdfunding** campaign to raise funds for **Fundación Juan XXIII** through the participation of members of the ESADE community in the **Madrid Half Marathon**.

— Fundraising campaign for **Worldreader** on the occasion of **Sant Jordi,** the traditional Catalan festivity of the book and the rose.

— Participation by the BBA student sports association in Fundació Brafa's tournament to benefit the NGO, **Cáritas.**

Volunteering in the coach project

Since 2012, the Human Resources Service has offered the possibility of participating as volunteers in the Exit Foundation **Coach Project**, which seeks to improve the employability of young people at risk of social exclusion and school failure through techniques such as coaching, mentoring and providing their first contact with the business world. There are two calls for volunteers per academic year, in Barcelona and Madrid, and two volunteers participate in each of them.

Support for dissemination and communication

— **Signing of a memorandum of understanding between Caritas and ESADE,** in the framework of the "Universities with a Heart" programme, with the presence of Salvador Busquets, Director of Caritas; Eugenia Bieto, Director General of ESADE, and several other people representing the two organisations. Public dissemination of the memorandum via a press release, the website, ESADE screens and social networks.

— Publication of a leaflet on **institutional social action,** with information about the three organisations that form part of the programme and a brief mention of the activities carried out.

— Publication of the different initiatives that have been undertaken with these organisations through various media: the ESADE website, social networks, press releases, posters, screen savers, etc.

— Hosting of the **exhibition "70 years of Caritas"** in Building 1 on ESADE's Barcelona-Pedralbes Campus in summer 2015.

Solidarity and cooperation initiatives

Parallel to the Social Action Programme, various one-off initiatives are carried out over the academic year, led by members of the community and with support from the institution. Some of these initiatives, between 30 and 35, are repeated year after year. From last year, the following are of particular note:

— Participation in the **Gran Recapte d'Aliments**, a food collection campaign. In the last edition (2015), 1,116 kg were collected and the campaign was extended with online donations.

— Support for *La Marató de TV3*, a television fundraising marathon in aid of diabetes and obesity research, with the participation of more than 80 people. The ESADE drive raised €1,856.

— Collaboration with the **Blood and Tissue Bank,** holding regular blood and bone marrow donation campaigns open to the participation of the whole academic community.

— **Barcelona Magic Line,** a sponsored walk organised by Obra Social Sant Joan de Déu, a children's hospital charity, with several teams of ESADE students, administrative and service staff and faculty.

— **Mambré Foundation** Christmas Campaign, with the participation of members of the community in the headcount of people living on the streets.

— Annual collaboration in the **Oxfam Intermón** Trailwalker.

— **Transpirenaica Social y Solidaria,** a sponsored mountain trek with the participation of several people in the community.

"Bridge of solidarity" breakfast

Every year two solidarity breakfasts are held with companies that have close links with ESADE, in order to acquaint them with the work done by various social organisations and the services they offer, with the aim of building bridges of partnership. During the past academic year the following were held:

— **4th Solidarity Breakfast,** with Worldreader, with 25 participants.

— **5th Solidarity Breakfast,** with NGOs and companies in the hospitality and food industry, with 28 participants.

4th Academic exchange meeting: the universities of Central America and ESADE

Event held in August 2016 at José Simeón Cañas University of Central America, with social enterprise as its central theme. It was attended by 45 teachers from the three **Jesuit Universities of Central America** (UCA) and, as speakers, Professors Alfred Vernis and Sira Abenoza of ESADE and Andrew Lieberman of the Global Social Benefit Institute (GSBI) at Santa Clara University.

Executive training in Kinshasa

As part of the Programme for Development in Management, Business and Leadership, co-organised by ESADE, the Congolese business association CADICEC and the business school of Loyola University Congo, ESADE Professor Pep Mària and Director General Eugenia Bieto taught an intensive course (July 2016) on "The Strategy of Socially Responsible Business".

In addition, the partnership that has been underway since 2012 between ESADE and CADICEC was evaluated in a meeting between the Director of CADICEC, the Jesuit Provincial of Central Africa and the Business Officer at the Spanish Embassy.

Entrepreneurship class: learn and launch

For the third year running, ESADE promoted, in conjunction with the **Prevent Foundation**, the training and mentoring programme aimed at **disabled entrepreneurs** who are seeking to start up a business or accelerate a recently created business initiative. This programme enjoys the sponsorship and active participation of private enterprises that are leaders in their respective areas of business. Two editions have been held to date in Barcelona and one in Madrid, with a total of 63 entrepreneurs trained, 18 grants worth a total of €90,000 offered to the best initiatives, and 40 professionals involved (professors, faculty advisors and managers). At present, the 3rd Barcelona edition (June to November 2016) is under way and the 2nd Madrid edition (October 2016 to March 2017) is scheduled.

Alumni Giving Back: 10th Anniversary

This ESADE Alumni programme is intended as a contribution towards a fairer and more sustainable world, putting alumni's talent at the service of the third sector. The initiative is now 10 years old and has become a benchmark in *pro bono* consulting and strategic advice for social organisations in Catalonia, Madrid and Valencia.

The selfless contribution of this group of ESADE alumni in the form of knowledge is very well received by NGOs, as it represents one step further towards their sustainability. In the course of these 10 editions, Alumni Giving Back has, through former ESADE students, provided the third sector with support in the form of knowledge valued in excess of €8 million. Some 1,500 volunteers have done more than 80,000 hours of unpaid consulting for more than 200 social organisations.

The level of awareness and the degree of personal and professional fulfilment of Alumni Giving Back volunteers are very high. Furthermore, the project has evolved and now also offers consulting, legal services, career coaching and support for enterprise-based projects in developing countries, in partnership with ESADE's University Development Service (SUD), among others.

The following link shows the video of the programme's 10th anniversary:

https://www.youtube.com/watch?v=a0UC6yUHaAY

Pro Bono Consultants

Former ESADE students do pro bono (unpaid) consulting work for non-profit foundations, in legal and administrative matters, organised in teams for a period of eight months.

In the 2015-2016 edition, Alumni Giving Back had 363 volunteers and offered consulting in a variety of areas of management to 47 organisations. The most common requests are for support to improve communication and marketing skills and strategies; to implement or optimise the marketing of products/services with a view to self-financing; and to design strategic plans to face new challenges and ensure the future sustainability of the social organisations involved.

Some examples of NGOs to which support was given during the academic year are: Caritas, Fundació Acció Social Infància, Formació i Treball, Fundación Vicente Ferrer, Fundación Juan XXIII, El Lloc de la Dona, Fundación Exit, Amics de la Gent Gran, etc.

Testimonies from alumni volunteers:
https://www.youtube.com/watch?v=zowHkKbmxS4&list=PL998B289DDAA00EB0&index=1
https://www.youtube.com/watch?v=umH9r6w7cos&index=9&list=PL998B289DDAA00EB0

Testimony from organisations receiving the services:
http://www.esadealumnisolidario.org/es/blog_alumni_solidario/ejemplos-de-casos-de-%C3%A9xito

Together - International volunteering in inclusive markets

ESADE Alumni Giving Back and ESADE's University Development Service (SUD) work together on several projects in developing countries, with the aim of helping to generate productive activity in those countries. In these projects, senior alumni interact with current university students. First the alumni go out to the country concerned, do consulting work on the ground and return having identified those actions in which the students on the SUD programme will subsequently be able to carry out their internships, supervised remotely by the alumni.

The following projects were developed in 2016:

— Paraguay, CEPAG (Jesuita Comparte network): sesame oil cooperative

— Bolivia, Oxfam Intermón (Empresas que cambian vidas project): honey cooperative

— Nicaragua, UCA Managua: drafting and follow-up in the implementation of the strategic plan

— Mexico, Yomol A'tel: Chiapas coffee cooperative

Telefónica Foundation Top 100 Innovation project

Former ESADE students have participated in this Telefónica Foundation project, which focuses on the challenge of "Educating for the Digital Society". Their work consists in identifying which projects and initiatives enhance students' digital competencies and preparing them to live and work in the digital society. In the pilot scheme, they have collaborated in the strategic planning of the growth model, the definition of the business model and its funding plan. ESADE Alumni contributes to the project with eight mentors who provide support for the Education Challenge coordination team, made up of members of Telefónica Foundation and UpSocial. In this way, ESADE Alumni helps, through the volunteering of its alumni, to respond to one of the great social challenges of global society.

Film Club

Cinema as a tool for reflection and social debate. Alumni Giving Back uses committed cinema to raise awareness of social problems among alumni, faculty, administrative and service staff and other members of the community. Top-quality documentaries dealing with current social issues are screened to encourage post-viewing dialogue among those present.

Over the 2015-2016 academic year, documentaries were presented on the following topics: ecology and environmental sustainability (*How to Change the World and Racing Extinction*), the new reality of mass migrations due to protracted conflicts (*Frame to Frame and Salam Neighbor*) and sustainable cities (The Venice Syndrome), among others.

Forum for trusts and boards of trustees

In response to the needs of donors, sponsors and members of foundations and non-profit organisations, interested in the proper functioning of their governing bodies, with transparency and accountability, Alumni Giving Back offers training sessions to analyse the decisive aspects for strengthening the boards of trustees and boards of directors of these organisations. Since 2011, it has organised an annual Forum for Trusts and Boards of Trustees. The 4th edition of the Forum was convened in 2014, with the title "For an Effective Board of Trustees: The Legal Liability of its Members". The 5th Forum, held in 2015, focused on the topic "Transparency, Responsibility and Commitment of the Boards of Trustees of Non-Profit Organisations".

Annex | Forecasts and future objectives ■

OBJECTIVES	INDICATOR	STARTING VALUE 2013-14	RESULT 2014-15	RESULT 2015-16	GOAL 2016-17	GOAL 2017-18
1 To collaborate in several institutional policies & lines of action, promoting the SR-ESADE model & approach.	Num. of institutional policies & projects connected to SR-ESADE, approved by the Executive Committee and deployed, in the areas of training & HR (administrative & services staff and faculty).	Training: None HR: None	2 0	3 2	≥ 1 ≥ 1	≥ 1 ≥ 1
2 To collaborate with the community in order to promote the adoption of more socially & environmentally responsible behaviours & habits.	Consumption: Paper Water	2013-14 29 t 0.46 m³ water/m²	2014-2015 27 t 0.81 m³ water/m²	2015-2016 23,8 t 0,80 m³ water/m²	- 2 %	- 2 %
	Electricity	114 kW/m²	105 kW/m²	90,28 kW/m²		
	Num. of people attending SR-E events.	167	125	248	≥ 250	≥ 250
	Num. of allies in the aliaRS-E network.	115	132	153	≥ 160	≥ 170
	Overall opinion of the community (biennial) re progress of SR-E (5 = very good, 1 = very bad).	None	N/A	N/A	≥ 3.0	≥ 3.6
3 To collaborate & coordinate initiatives & projects with key stakeholders and national & international institutions in this field.	Num. of SR initiatives in which there is collaboration with several institutions.	6	11	8	≥ 10	≥ 10
	Overall opinion of the stakeholders (annual) re progress of SR-E (5 = very good, 1 = very bad).	None	N/A	4.07	≥ 4.07	≥ 4.07
4 To promote the communication, transparency & accountability of ESADE as a socially responsible institution, through its main projects & initiatives.	Num. of *relevant* proposals expressed by the community and stakeholders that have been developed/implemented.	None	2	2	≥ 1	≥ 1
	Level of improvement in the transparency of the corporate website & the intranet.	None	N/A	23 %	≥ 40 %	≥ 50 %
	Num. of communicable inputs of SR- ESADE activities and initiatives generated.	3	6	10	≥ 12	≥ 12
5 To develop the institutional Social Action Programme and coordinate solidarity & cooperation initiatives, by involving the ESADE community.	Num. of volunteer, solidarity & cooperation initiatives.	33	35	35	35	35
	Num. of faculty, administrative & services staff and students taking part.	None	762	965	≥ 900	≥ 900

ACKNOWLEDGEMENTS

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Inspiring futures

Through training, research and social de-bate, ESADE works to inspire "the futures" of people to help them to become compe-tent professionals in business and law, as well as socially-responsible citizens.

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