

2024 Sharing Information on Progress (SIP) Report

ESADE

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

ESADE demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

Message from the President of the Board of Trustees and the Director General

Since its founding, Esade has been committed to making a positive and meaningful impact on people, organizations, and society at large.

One of the most important milestones of the 2022/23 academic year was the drafting of Esade's Institutional Strategic Plan (PEI from the Spanish) for the 2023–2027 period. The PEI defines Esade's vision for 2030 with the slogan “Inspire to transform,” and one of its main objectives is the ambition to be an institution that fosters and drives the “purposeful transformation of organizations and society.”

The integration of social impact is a key differentiator of Esade's value proposition and one that faithfully reflects its founding values. Accordingly, the 2023–2027 PEI provides for the implementation and monitoring of the 2022–2026 Sustainability Plan and the 2022–2026 Equality Plan, as well as the implementation of various actions related to the educational experience and impact measurement, thereby reinforcing the institution's social impact and sustainability strategy.

Among the many initiatives and activities undertaken in the 2022/23 academic year, special attention should be drawn to the launch of the official Master of Science in Sustainability Management program and the progress made on the mainstreaming of sustainability across the educational experience. Equally significant was our firm commitment to fostering diversity and equal opportunity in the classroom. In the 2022/23 academic year, 307 talented students from diverse socioeconomic backgrounds were able to enroll in our programs thanks to the scholarship fund, the overall amount of which increased by 15%. Finally, our ongoing efforts to be carbon neutral in scope-1 and 2 emissions by 2024 also stand out, as we have reduced our emissions by 84% compared to the 2019 baseline period.

This report reflects our commitment to people, the planet, and governance. In this regard, we would like to recognize, thank, and congratulate the entire Esade community for its involvement and performance. We would also like to reiterate our strong commitment to the Global Compact Principles and the Principles for Responsible Management Education (PRME), two United Nations initiatives that have enabled us to continue to improve in terms of transparency and accountability.

We hope that reading this report will be useful and thought-provoking for anyone interested in learning how higher education institutions integrate sustainability, and seek to increase their social impact as an essential aspect of their daily work.

Jaume Guardiola
President of the Esade Foundation Board of Trustees

Xavier Mendoza
Director General

Institutional Mission, Vision, and Strategy

The following outlines ESADE's institutional mission, vision, and strategic approach to responsible management education.

Mission and Values

Our mission and values serve as the pillars for the holistic education we provide students and professionals, an education to which we are fully committed. <https://www.esade.edu/en/about-us/mission-values>

Relevant Stakeholders

Students and Participants, Alumni, Faculty, Administrative Staff, Executive Committee, Board of Trustees, Alliances, Academic Partners, Companies and Law Firms, Foundations and NGOs, Suppliers, Government, Accreditation Agencies, Rankings, Ratings and Media.

Purpose

Our mission as a leading educational institution is to drive and promote meaningful and impactful social change, in a framework of intercultural dialogue inspired by the humanistic and Christian traditions. To do this, we work on three fundamental pillars: - Provide integral education to individuals, so they can become competent and socially responsible professionals. - Generate knowledge to help improve organizations and society. - Contribute to the social debate to build free, prosperous, fairer, and more socially and environmentally sustainable societies.

[Supporting Links](#)



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

RME Leadership Accountability

At ESADE, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

The role is formalized in the senior leadership team

As of January 2019, Esade created the **Identity and Mission Unit (I&M)** to promote transversal actions jointly with the rest of the institution's units to ensure that **our students' educational experience and the employees' professional experience are better aligned with our mission**; and to ensure the development of the institution's different areas of activity in **social responsibility and sustainability**.

The Identity and Mission unit is led by the Director of Identity and Mission, who is part of Esade's Executive committee.

<https://www.esade.edu/en/about-us/people/corporate-governance/executive-committee>

Through the transversal actions promoted by the I&M unit, we motivate the members of our community to reflect, engage in dialogue, and act in ways that **transform our declared mission into a truly lived and shared mission**. Some of the most important projects promoted during the last years to align our activities with our mission and values have been:

- The design and implementation of Esade's first **sustainability plan**, which involved more than 300 people and 11 key stakeholders and includes actions in 6 different pillars (2 of these pillars are related to programmes and learning).
- The participation of our school in the **Positive Impact Rating**.
- Our assessment through the **Business School Impact System (BSIS)**.
- Being one of the **PRME** schools to pilot the new reporting system.

<https://www.esade.edu/en/about-us/mission-values>

<https://www.esade.edu/en/about-us/mission-values/sustainability-and-impact>

Organizational Structure for RME

The following organizational entities at ESADE are responsible for RME:

- ❖ Research-Focused Entity
- ❖ Teaching-Focused Entity

❖ Community Engagement Entity



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

RME Elements in Degree Programs

ESADE integrates responsible management education into its degree programs through 6 different approaches:

Program-Level RME Integration

Guest Speakers and Showcase Events

Professor-Discretionary Course Topics

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Business model

Esade is an academic institution that maintains close links with the business world and is recognized for the quality of its education, its international scope, and its clear focus on the holistic development of the individual.

Esade is a business school member of the UNIJES network of Jesuit universities and has been part of the Ramon Llull University since 1995. It was founded in collaboration with the Society of Jesus in 1958 with a commitment to generating a positive and major change in business, entrepreneurship, and people.

We build our identity on a set of values that reflect human quality and academic and professional excellence. Our behavior is guided by concepts of integrity, sensitivity, diversity, the common good, justice, and sustainability. We encourage inclusive leadership and the development of talent through academic innovation, technology, and solidarity.

Esade has created a collaborative ecosystem to develop these values. Our university campuses are spaces for knowledge, educational experience, and networking – and where students live within a rich environment of academic, entrepreneurial, business, and organizational activities. Our campuses are laboratories for innovation, entrepreneurship, and social progress.

<https://www.esade.edu/en/about-us/business-school>

Our claim “Do Good. Do Better” describes our leadership in academic innovation and our internationally recognized impact on society – as well as the professional and human quality of our community.

Course-Level RME Learning Goals

BITLASI - Course: Applied creative and critical thinking

Learning objectives: Logical reasoning, problem solving, and recognizing and mitigating cognitive biases are among the most fundamental skills that facilitate effective work in any area. In this course, we systematically practice these skills, learning to apply them to concrete problems across domains. Students will gain a foundation in critical and creative thinking upon which they can build expertise in disciplinary knowledge. Link: [https://prodesade.esade.edu/gea/generate/9A_EN/report.html?](https://prodesade.esade.edu/gea/generate/9A_EN/report.html?dgr=107412864&year=2023&wfl=n&sby=109152508&gl=1*10yu7fq*_ga*NDk0NzYxOTc5LjE3MDUwNzY5MTI.*_ga_S41Q3C9XT0*MTcxNTI1Nzc4Ny4xMDQuMS4xNzE1MjU5Mjc2LjEuMC4w)

[dgr=107412864&year=2023&wfl=n&sby=109152508&gl=1*10yu7fq*_ga*NDk0NzYxOTc5LjE3MDUwNzY5MTI.*_ga_S41Q3C9XT0*MTcxNTI1Nzc4Ny4xMDQuMS4xNzE1MjU5Mjc2LjEuMC4w](https://prodesade.esade.edu/gea/generate/9A_EN/report.html?dgr=107412864&year=2023&wfl=n&sby=109152508&gl=1*10yu7fq*_ga*NDk0NzYxOTc5LjE3MDUwNzY5MTI.*_ga_S41Q3C9XT0*MTcxNTI1Nzc4Ny4xMDQuMS4xNzE1MjU5Mjc2LjEuMC4w)

Department

Society, Politics and Sustainability

Learning Object Subject

Applied creative and critical thinking

Educational Level

Undergraduate Year 1

Learning Outcome

Logical reasoning, problem solving, and recognizing and mitigating cognitive biases are among the most fundamental skills that facilitate effective work in any area. In this course, we systematically practice these skills, learning to apply them to concrete problems across domains. Students will gain a foundation in critical and creative thinking upon which they can build expertise in disciplinary knowledge.

Interactivity Type

This is a 4-ECTS course, which means that students are expected to dedicate approximately 100 hours of workload (25 hours per ECTS). This workload encompasses various activities, including blended classes, both in-person and online, synchronous, or asynchronous, autonomous student work, study time, or any other time dedicated to the subject.

Learning Object Description

Learning objectives: Logical reasoning, problem solving, and recognizing and mitigating cognitive biases are among the most fundamental skills that facilitate effective work in any area. In this course, we systematically practice these skills, learning to apply them to concrete problems across domains. Students will gain a foundation in critical and creative thinking upon which they can build expertise in disciplinary knowledge. Link: [https://prodesade.esade.edu/gea/generate/9A_EN/report.html?](https://prodesade.esade.edu/gea/generate/9A_EN/report.html?dgr=107412864&year=2023&wfl=n&sby=109152508&gl=1*10yu7fq*_ga*NDk0NzYxOTc5LjE3MDUwNzY5MTI.*_ga_S41Q3C9XT0*MTcxNTI1Nzc4Ny4xMDQuMS4xNzE1MjU5Mjc2LjEuMC4w)

[dgr=107412864&year=2023&wfl=n&sby=109152508&gl=1*10yu7fq*_ga*NDk0NzYxOTc5LjE3MDUwNzY5MTI.*_ga_S41Q3C9XT0*MTcxNTI1Nzc4Ny4xMDQuMS4xNzE1MjU5Mjc2LjEuMC4w](https://prodesade.esade.edu/gea/generate/9A_EN/report.html?dgr=107412864&year=2023&wfl=n&sby=109152508&gl=1*10yu7fq*_ga*NDk0NzYxOTc5LjE3MDUwNzY5MTI.*_ga_S41Q3C9XT0*MTcxNTI1Nzc4Ny4xMDQuMS4xNzE1MjU5Mjc2LjEuMC4w)

[Supporting Links](#)**MSc - Sustainable innovation project: materiality assessment**

Organizations of all kinds are grappling with challenges of sustainability in their day-to-day as well as their strategic decisions and processes. Such challenges include, for example, the pursuit of CO2 reduction goals or of better labor conditions across supply chains, the search for materials with lower footprints, or the need to develop and apply metrics for biodiversity or wellbeing. The Sustainable Innovation Project (SIP) starts with a specific challenge from a partner host organization. The Project is intended to strengthen students' ability to understand and analyze complex challenges and to co-create solutions with the partner host organizations in an iterative way to develop prototypes or actionable proposals. Ultimately, the Project is an opportunity to help lead change in an organization and an opportunity to learn from every step (and occasional misstep) along the way, across Term 1 and Term 2.

Department

Society, Politics and Sustainability

Learning Object Subject

Sustainable innovation project: materiality assessment

Educational Level

Master Level Year 1

Learning Outcome

- Understand and where needed refine the scope of the project - Gather and analyze information from the organization and other stakeholders, including the analysis of opportunities, bottlenecks, gaps, interdependencies and tensions - Conduct a thorough materiality assessment related to the issue - Rapidly develop a vision for change and the future, to be honed in on and refined in Part 2 of the Project - Learn how to navigate team dynamics, how to manage the Project, and how to interact with decision-makers in organizations

Interactivity Type

The Sustainable Innovation Project is - given the nature of the course - organized as a Lab where only a relatively small part of the course will take place in the plenary of the class and in coach meetings. The remaining hours of work need to be planned as a team with weekly work sessions, both individually and as a group, and a more intensive sprint about mid-term with intense touch points with the organization besides the weekly or biweekly check-in with the host organization. The course uses mixed methods to accompany the stages of the Projects, including interactive lectures on key ideas and concepts, exercises in and outside of class, coaching, as well as check-ins on progress and report outs by teams. The plenary classes include practical ideas for students to apply them in their own project.

Learning Object Description

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[Supporting Links](#)

MBA - Managing Ethics & Social Responsibility

This course is designed as a continuation of the course on Business, Government and Society taught in the Fall semester. The departure point is the understanding that companies need to re-think and re-frame their role, particularly in terms of contributing to sustainable development. This means that future managers will have to integrate social and environmental issues in their responsibilities. Our departing assumption is that learning to effectively manage social and environmental issues can produce positive results for the manager as well as for the company. Thus, the central objective of this course is to present students with tools to understand and manage social and environmental issues produced by business activities, and to turn these into opportunities to increase firm competitiveness. The central premise of the course is that sustainability and firm competitiveness are connected through innovation. To achieve that the course is designed as a funnel that mirrors the process companies must follow to understand, frame and integrate these issues in their operations, starting with a discussion of the current issues in the field so as to fully understand what we are talking about, then deciding and defining a sustainability vision based on ethics and values, translating this vision into a culture

of sustainability and innovation, and finally discussing how to integrate all these pieces into a coherent narrative in order to implement a long-term responsible competitiveness or shared value strategy.

Department

Society, Politics and Sustainability

Learning Object Subject

Managing Ethics & Social Responsibility

Educational Level

Master Year 1

Learning Outcome

Different companies use different names and acronyms to refer to the management of social and environmental issues, such as corporate social responsibility or social impact, to name but a few. All these terms have two things in common: (1) these are different tools designed with the common purpose of contributing to sustainable development; and (2) these tools approach social and environmental issues as specific issues that need to be managed independently, and more often than not consider these issues from a risk management perspective. This is a limited and incomplete view of social and environmental issues, as many companies are approaching these issues from an opportunity perspective, under the assumption that sustainability can be a source of innovation and competitiveness for firms. However, in order to develop sustainable competitiveness strategies firms need to develop a clear sustainability vision and embed this vision through a firm culture. This means integrating these issues into an ethical framework, translating this into specific company values, mapping material issues, engaging stakeholders, and doing all that from a culture of social entrepreneurship or intrapreneurship. In other words, in this course we will learn about issues such as: * Business ethics: corporate identity, company values, codes of conduct, codes of ethics, enforcement, etc. * Sustainability issue mapping: employee practices and rights, work-life balance, equal opportunities, diversity, climate change, energy, etc. * Stakeholder mapping and engagement: identify and manage key stakeholders, such as clients, employees, suppliers, shareholders, governments, communities, non-profits, etc. * Social and environmental innovation: social and environmental issues can be sources of innovation that generate value for the company as well as society (BoP, Nudges, Frugal Innovation, etc.) * Social entrepreneurship/ intrapreneurship, bottom of the pyramid * Trends in CSR sustainability, including strategic CSR (shared value, responsible competitiveness, blended value....) * Metrics for sustainability * Implementing responsible competitiveness strategies

Interactivity Type

2 ECTS. There will be two basic working units in the class: plenary and groups. Before each session students will have to individually read a text on the subject of the session, as well as a group task that will include a weekly delivery. Generally, each day we will read one text, article, or case study. In class we will discuss the text in plenary and listen to a presentation on the subject. Most days we will also have an additional activity such as a group exercise, discussing a specific case, looking at videos, analyzing company documents or guest speakers. In addition, as a final project students will have to present an innovation sustainability project for a specific company.

Learning Object Description

This course is designed as a continuation of the course on Business, Government and Society taught in the Fall semester. The departure point is the understanding that companies need to re-think and re-frame their role, particularly in terms of contributing to sustainable development. This means that future managers will have to integrate social and environmental issues in their responsibilities. Our departing assumption is that learning to effectively manage social and environmental issues can produce positive results for the manager as well as for the company. Thus, the central objective of this course is to present students with tools to understand and manage social and environmental issues produced by business activities, and to turn these into opportunities to increase firm competitiveness. The central premise of the course is that sustainability and firm competitiveness are connected through innovation. To achieve that the course is designed as a funnel that mirrors the process companies must follow to understand, frame and integrate these issues in their operations, starting with a discussion of the current issues in the field so as to fully understand what we are talking about, then deciding and defining a sustainability vision based on ethics and values, translating this vision into a culture of sustainability and innovation, and finally discussing how to integrate all these pieces into a coherent narrative in order to implement a long-term responsible competitiveness or shared value strategy.

[Supporting Links](#)



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

ESADE incorporates responsible management education into its research endeavors through 5 different methods:

Regular Research Seminars

Research seminars

PhD Seminars: The Advanced Research Seminars are interactive sessions organized by research groups, research chairs, or research institutes that bring the best scholars from around the world to present their research work at Esade. PhD candidates must enroll and participate in at least one of the seminars.

<https://www.esade.edu/research-programmes/en/programmes/phd-in-management-sciences/academics/program-structure>

Research Seminars during 2022-2023 (examples):

Örjan Bodin

Stockholm Resilience Centre at Stockholm University

October 20th

Title: Multiplex and multilevel social and environmental networks - A network perspective on environmental governance

Nicole Abi-Esber

Assistant Professor of Organisational Behaviour in the Department of Management at the London School of Economics

October 26th

Title: Inclusion in action: how leader eye gaze fosters safety and speaking

Alessandro Tirapani

Postdoctoral researcher at Esade Business School

November 2nd

Title: Turning or breaking the wheel of precarious work? Interns in Brussels and (un)questioned precarity

Julia Langdon

Assistant Professor of Organizational Behavior at ESMT

November 3rd

Title: Lies seem less unethical when they fit the facts

Felipe Alexandre de Lima

Postdoc researcher at Solvay Brussel School of Economics and Management

November 25th

Title: #Circular economy – A Twitter Analytics framework analyzing Twitter data, drivers, practices, and sustainability outcomes

Cecilia García-Peñalosa

Aix-Marseille School of Economics

December 1st

Title: Inequality and Mobility in lifetime incomes in France

Martin Jacob

WHU – Otto Beisheim School of Management

December 14th

Title: How Effective are Emission Taxes in Reducing Air Pollution?

Johannes Klausmann

Postdoctoral Research Associate for the Mayo Center for Asset Management at the University of Virginia's Darden School of Business

January 20th

Title: The Impact of Managerial Myopia on Corporate Environmental Performance

Sangho Chae

Associate Professor at the Tilburg School of Economics and Management

January 20th

Title: Small worlds within global supply chains: Implications for ESG controversies

Pedro Gallo & Marga Mari-Klose

University of Barcelona

January 25th

Title: Period poverty among young women in Barcelona: prevalence and implications

Shuang Chen

Swiss Finance Institute

January 26th

Title: Green Investors and Green Transition Efforts: Talk the Talk or Walk the Walk?

Veronica Villena

Associate Professor at the Arizona State University

May 31st

Title: Do Sustainability and Resilience Go Hand in Hand? The Case of Pennsylvania Dairy Farmers

<https://www.esade.edu/faculty-research/en/research-yearbook/2022-2023-edition/research-seminars>

Research Conferences

Conferences on Leadership and Management at NGOs and Not-for-Profits

Conferences Institute for Social Innovation Talk Series on Leadership and Management at NGOs and Not-for-Profits <https://www.esade.edu/faculty-research/en/institute-social-innovation/events-and-webinars/talk-series-on-leadership-and-management-at-ngos-and-not-for-profits>

Date

June, 2024 - August, 2025

Location

Online

Speakers

Renowned speakers who provide valuable personal and professional experience.

[Supporting Links](#)

Talk series aims to use social debate to help professionals from the social sector develop their management skills and leadership and innovation capabilities in order to turn their organizations' purposes into meaningful social transformation.

Conference series “Connecting through the Workplace”

The series of conferences “Connecting through the workplace” will analyze and discuss the main challenges, trends and strategies of the future that 21st century companies must overcome in order to be competitive, sustainable and innovative in a highly uncertain and volatile environment. <https://www.esade.edu/faculty-research/en/institute-social-innovation/events-and-webinars/conference-series-connecting-through-the-workplace>

Date

June, 2024 - August, 2025

Location

Online

Speakers

The series of conferences “Connecting through the workplace” organized by ISS Facility Services and the Esade Institute for Social Innovation, will analyze and discuss the main challenges, trends and strategies of the future that 21st century companies must overcome in order to be competitive, sustainable and innovative in a highly uncertain and volatile environment.

[Supporting Links](#)

The conferences are intended for CEOs, managers of CSR/ sustainability, innovation, corporate communication, human resources, digitalization and everyone in leadership positions in companies and institutions seeking to anticipate future trends and incorporate them into their business models in a novel way.

Research Awards Program

PhD-Level RME Courses

PhD - Training on Gender in Research

In-class discussions will be supported with a selection of reading materials. Experiential learning that seeks to enhance critical thinking and creativity to effectively deal with the gender dimension in research will be facilitated by the use of additional self-assessed questionnaires, and experiential group-based exercises that promote your active participation and reflection in the on-going discussions. You will have the opportunity to give and receive feedback from your teammates.

Department

Department of People Management and Organisation

Learning Object Subject

Training on Gender in Research

Educational Level

PhD

Learning Outcome

Upon completing this course, you will have acquired a set of concepts, frameworks, and skills you need to understand issues related to gender in research. In particular, you will have developed skills: • To acquire a body of knowledge, concepts and strategies specific to understand issues related to managing gender diversity in organizations • To identify gender-related information and apply appropriate analytical tools to understand it; • to display critical thinking, analysis, and creativity skills in understanding and evaluating research with respect to the gender dimension; • to enhance effective research skills by factoring in gender in their own research agenda.

Interactivity Type

This course is highly interactive.

Learning Object Description

In-class discussions will be supported with a selection of reading materials. Experiential learning that seeks to enhance critical thinking and creativity to effectively deal with the gender dimension in research will be facilitated by the use of additional self-assessed questionnaires, and experiential group-based exercises that promote your active participation and reflection in the on-going discussions. You will have the opportunity to give and receive feedback from your teammates.

Required Research Reporting



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

ESADE partners with external stakeholders to advance responsible management education through 4 different approaches:

Knowledge Translation and Dissemination

External Community Dialogue

Collaborative Problem Solving

Description of partnering activities that involve problem-solving

The Rambla of Innovation is an ecosystem that promotes innovation in entrepreneurship and social-impact projects, enabling Esade students to strengthen ties with other change agents, other institutions, and civil society. Through its seven laboratories, students come into contact with companies and social institutions, with the aim of promoting meaningful, impactful entrepreneurship.

The Rambla of Innovation in figures:

- + 350 Projects
- + 2,200 Students
- + 130 Professors
- + 120 Companies
- + 210 Events

Link: <https://www.esade.edu/en/learning-innovation/rambla>

The Rambla of Innovation is a space for experimentation and creation. It is a vibrant startup ecosystem which brings together Esade learning and research, the business community, public administrations and social enterprises to respond to the real challenges that companies and society face.

The Rambla connects companies looking for new solutions and students who have brilliant ideas, providing them the facilities and services they need to launch innovative projects in a multicultural setting focused on making an impact.

Experiential Learning.

The Rambla of Innovation helps to innovate Esade's educational model, responding to new real-life demands and future challenges by means of practical, transformative, multicultural and multidimensional experiences that help our students to develop their creative and entrepreneurial skills.

Link: <https://www.esade.edu/en/learning-innovation/rambla>

An example of partnering activities that involve problem-solving:

Challenge-Based Innovation (CBI)

The course brings together multidisciplinary student teams work to tackle societal challenge in line with Sustainable Development Goals (SDGs), while leveraging the technologies and knowledge at CERN in Geneva.

Esade students: Full Time MBA

Partners: Universitat Politècnica de Catalunya, Instituto Europeo di Design

Link: <https://www.cbi-course.com/>

Article: CBI-Fusion Point: A decade of student-driven tech for a greener world -> <https://dobetter.esade.edu/en/CBI-fusion-point-green-tech-students>

Article: How can universities and organizations cooperate to solve current challenges? -> <https://dobetter.esade.edu/en/universities-organizations>

Collaborative Change Action



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

ESADE has implemented 8 policies to support its commitment to responsible management education:

Greenhouse gas emissions

Policy on Greenhouse gas emissions

We are firmly committed to taking action, educating and carrying out research to promote meaningful changes with a positive impact on our planet's regeneration.

We are firmly committed to taking action, educating and carrying out research to promote meaningful changes with a positive impact on our planet's regeneration.

We commit to becoming carbon neutral in 2024 in scopes 1 and 2 by offsetting GHG emissions that we cannot reduce.

We also commit to reducing scope-3, mobility related emissions by 33% (compared to 2019 emission levels) by 2030.

Impact Commitment on PLANET

The 2022–2026 Sustainability Plan was defined through a participatory process ("Sustainable impact: Our chance to change the world together") launched in October 2020 and involving 338 members of our community (faculty, staff, and students) and 11 stakeholders (businesses, public institutions, alumni, social entities, etc.). The Sustainability Plan is structured around six basic commitments, which are fully aligned and respond to the most important issues, as prioritized in the materiality matrix carried out in 2021, which was the result of a co-creation and dialogue process with our key stakeholders. Under the 2022–2026 Sustainability Plan, the members of the Esade community undertake to promote social transformation and environmental regeneration through three action pillars, three impact areas, and six commitments. The strategic objective in the impact area dedicated to PLANET sets out our firmly committed to taking action, educating and carrying out research to promote meaningful changes with a positive impact on our planet's regeneration. Four specific objectives have been defined: 1. Become carbon-neutral by 2024 in terms of scopes 1 and 2 by offsetting GHG emissions we cannot reduce. 2. Reduce scope-3, mobility-related emissions 33% by 2030 (compared to the baseline period: 2019). 3. Act in procurement to promote changes that positively impact the planet's regeneration, ensuring that 50% of the volume of purchases (in €) is managed according to ESG criteria by the 2025-2026 academic year. 4. Reduce energy

consumption in our facilities 15% by the 2025-2026 academic year (compared to the baseline period: 2019). Link Executive Summary Sustainability Plan: https://www.esade.edu/itemsweb/wi/Esade_Plan_sostenibilidad_ENG.pdf

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Employee equity, diversity, inclusion

Travel

Student equity, diversity, inclusion

Student equity, diversity, inclusion

The Esade community is entirely committed to supporting talent and diversity. We believe that having that talent and diversity in our classrooms is fundamental to be able to enrich our students' educational experience, providing them with ever greater learning opportunities and favoring progress and social justice at the same time.

To help support and develop the best talent, we strive to attract the most outstanding students, regardless of their financial situations, origins, cultural backgrounds and religious beliefs. In this way, we can train future leaders who are innovative, socially responsible and academically excellent.

For all these reasons and to ensure the most talented students have the opportunity to study at Esade, we have created an ambitious Scholarship Program and also offer different grants and financial aid options.

Link: <https://www.esade.edu/en/about-us/scholarship-program-and-financial-aid>

The Scholarship Program is one of our strategic projects and proof of our firm commitment to promoting diversity and equal opportunity in the classroom. In the 2022-2023 academic year, 307 talented students from diverse socioeconomic backgrounds were able to enroll on our programs thanks to the scholarship fund, the overall amount of which increased by 15%. Esade itself provides 63% of the funding for the Scholarship Program, while the other 37% is funded by private donations.

As proof of our commitment, the percentage of fees covered by the scholarships was increased and now ranges from 60% to 100% of the tuition. The scholarships awarded to the 78 new scholarship students starting undergraduate or double degree programs in the 2022/23 academic year covered an average of 88% of the cost of their studies.

Local staff/student/faculty transportation

Policies on local staff/student/faculty transportation

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Faculty, staff and student

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Policies on local staff/student/faculty transportation

Our objective is to reduce scope-3, mobility-related emissions in 33% by 2030 (compared to the baseline period: 2019).

Reducing scope-3 emissions is one of the greatest challenges facing institutions because it is the area in which the largest percentage of emissions is produced, and they are not always under the control of the organization's policy. Nevertheless, Esade is working to reduce mobility related emissions by 33%. This report provides the emissions data calculated for the 2021-2022 academic year, since at the date of preparation of this report we did not have the data for the 2022-2023 academic year.

In the 2021-2022 academic year, we achieved a 29% reduction in scope-3, mobility-related emissions (baseline period: 2019) and a 51% reduction per student.

Over the 2022-2023 period, we also achieved the following milestones:

- Mobility plan: We designed a mobility plan with an external consultant to define strategies for reducing mobility-related emissions.
- Facilitating transport with electric vehicles. Additional charging points have been installed for electric vehicles in the parking lots of Building 3 on the Pedralbes campus (2 units) and of the Graduate Building on the Sant Cugat campus (8 units).
- Encourage the use of personal micromobility vehicles (MVs). MV charging points have been installed at Building 3.
- Travel policy. The Travel Policy was updated in May 2022, making it mandatory to travel by train on routes between Madrid-Barcelona-Madrid and Barcelona-Madrid-Barcelona.
- Information on emissions. With a view to raising awareness, an individual travel report is being sent out to each traveler with the information on their emissions.
- Offsetting of air transport emissions. Points were exchanged for sustainable aviation fuel with Lufthansa, enabling an offset of 3,464 kg of CO₂.

Buildings/real estate

Policies on buildings/real estate

Our objective is to become carbon-neutral in scope-1 and 2 emissions by 2024 by offsetting GHG emissions we cannot reduce.

Our commitment to the environment and the responsible use of natural and renewable resources led us to take the following measures:

- Calculation of emissions. Esade's scope-1 and 2 emissions were calculated as part of the Ramon Llull University (URL) Decarbonization Roadmap and Esade Carbon Footprint Calculation projects. The latter has been certified by TÜV Rheinland, and these emissions have been registered with the Spanish Ministry for Ecological Transition (MITECO); we have also joined the URL Voluntary Agreement Program for the Reduction of Greenhouse Gas Emissions. We have continued to prioritize efforts to reduce emissions. Specifically, in the 2021-2022 academic year, we managed to reduce scope-1 and 2 emissions by 84% (compared to the baseline period: 2019).
- Green energy investment projects. We continue to promote investment projects in our facilities to strengthen our commitment: upgrading air-conditioning equipment, commissioning the photovoltaic panels on the Pedralbes and Sant Cugat campus buildings, switching to LED lighting, and installing presence-detection and climate-control systems.
- Energy saving plan. Over the academic year, we implemented an energy saving plan to adjust comfort temperatures, which has contributed to a 10% reduction in energy consumption per facility.
- Energy purchasing. We reinforced our commitment to green energy consumption in the new energy purchase negotiations.
- LEED certification. We began the assessment phase for LEED certification of the Sant Cugat campus.
- Integration of sustainability criteria and "cradle to cradle" materials into new building and renovation projects, for both the construction work and the purchase of the associated furniture.

Policies on building/real estate

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Water**Policies on water**

The Esade community strives to make constant improvements to reduce and optimize the consumption of resources needed to carry out our activities and to minimize waste.

Actions in place to reduce water consumption:

- Strict compliance with the established landscape irrigation restrictions.
- Installation and commissioning of a drip irrigation system outside Building 3.
- Installation of automatic, low-flow faucets in the Graduate Building.
- Planting of low water consumption species.

Link Sustainability and Impact Report:

https://www.esade.edu/itemsweb/wi/ESADE_MEMORIA_SOST_22-23_ENG.pdf

Policies on water

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Institutional Aspiration Targets

ESADE has set aspiration targets in 8 different areas:

- ❖ GHG Emission Targets
- ❖ Internal Transportation Targets
- ❖ Travel Reduction Targets
- ❖ Employee EDI Targets
- ❖ Student EDI Targets
- ❖ Building and Real Estate Targets
- ❖ Water Conservation Targets



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, ESADE operates with the following approach:

Full Transparency Disclosure

Website of disclosure of performance

2022–2026 Sustainability Plan - Impact Commitment on GOVERNANCE AND SUSTAINABLE CULTURE. We undertake to act ethically and responsibly throughout our organization. Our commitment is to act ethically, responsibly, and transparently, in keeping with our values and purpose, in order to be a benchmark for our commitment to sustainability in all our areas of impact. Link Sustainability and Impact website: <https://www.esade.edu/en/about-us/sustainability-and-impact> Link Executive Summary Sustainability Plan: https://www.esade.edu/itemsweb/wi/Esade_Plan_sostenibilidad_ENG.pdf Link Sustainability and Impact Report: https://www.esade.edu/itemsweb/wi/ESADE_MEMORIA_SOST_22-23_ENG.pdf

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Stakeholder dialogue

Sustainability Governance Model. Our sustainability governance model is made up of various committees, which are responsible for coordinating the necessary efforts to move toward an exemplary, inclusive, responsible, sustainable, transparent academic institution that puts people at the center and acts to regenerate the planet. Stakeholder dialogue. Every five years, a

materiality assessment will be conducted to review the material issues in sustainability and update our strategy. Link Sustainability and Impact website: <https://www.esade.edu/en/about-us/sustainability-and-impact> Link Executive Summary Sustainability Plan: https://www.esade.edu/itemsweb/wi/Esade_Plan_sostenibilidad_ENG.pdf Link Sustainability and Impact Report: https://www.esade.edu/itemsweb/wi/ESADE_MEMORIA_SOST_22-23_ENG.pdf

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SIGNATORY

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