

Research and PRME

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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.



- Part I : Research and PRME
- Part II: The Goshal argument



First reflection

- I. **Institutional driver.** Mission statement stresses responsibility and accountability of the Business School
- II. **History and Culture** based
- III. **Research and Education** are closely linked



PRM Research

- I. Structure and output
- II. Networks
- III. Culture
- IV. People
- V. Education: Programs



Structure

- Institute for Social Innovation
- Leaderships and Democratic Governance Chair



Knowledge creation and diffusion

- Regularly in journals (JBE, and the like)
- One or two books per year. Latest on Palgrave and a second in Oxford.
- Volume series on Work and Values (Sp.). Tradition of Gardner and Czsiksentmihaly.
- Training of young researchers on CSR
- Consulting with Public Agencies (Parliament, and local) reports, etc.
- Acts, *manifestos*



Overview of research lines

- Initial attention to **Business Ethics**.

Struggling with the separation principle/practice. Focus on the individual at crossroads. (80's)

- Promoting **CSR** from early start.

Adds the organizational side. More managerial. Action research associated. Learning approach to CSR. (90's)

- **Responsible Leadership**.

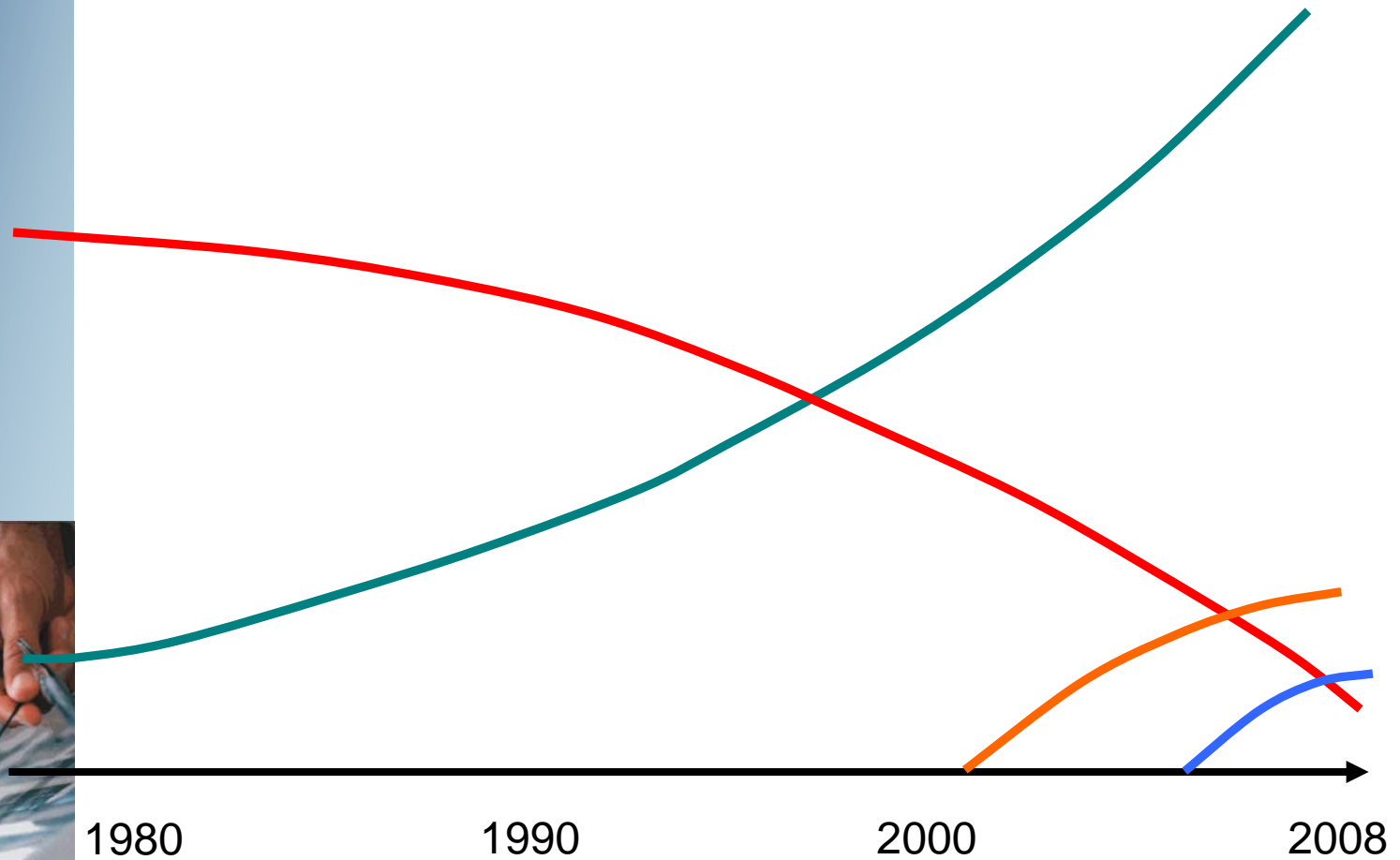
Focus on the individual holistically. Bridging traditional research on leadership with CSR. Birth of the *Leaderships and Governance* Chair to address the complexities of leadership



Overview of research lines

- **Integrate third sector**
NGO Management. Presence in boards (OXFAM)
- **Public Private Management**
Long tradition of cooperation with public sector
- **Social Entrepreneurship**



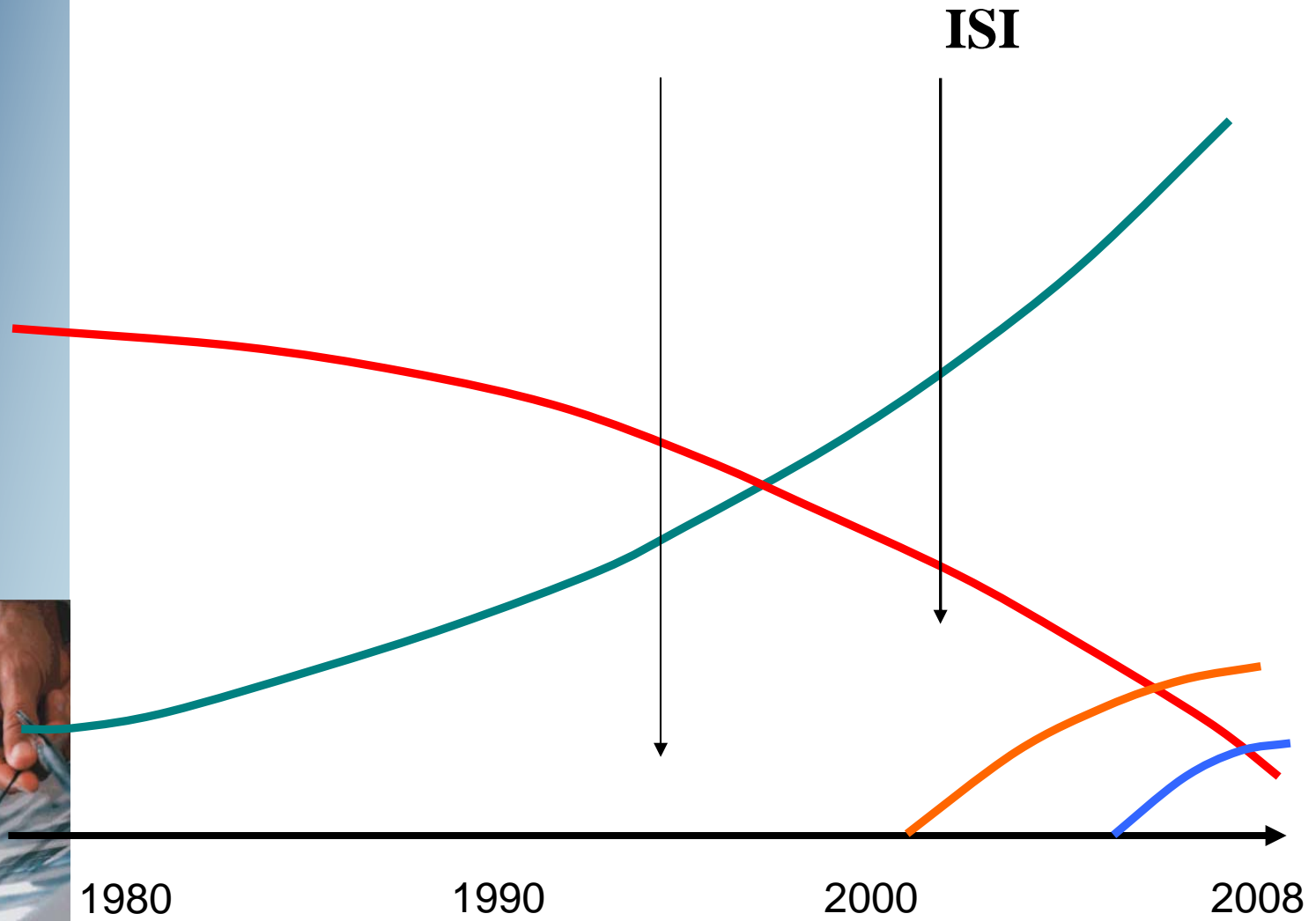


Business Ethics

RSE

Responsible
Leadership

Human
Quality



Business Ethics

RSE

Responsible
Leadership

Human
Quality

Overview of content lines

- Responsible leadership has been important internally to provide a second backbone to the competence development program (LEAD), developed in 2004.
- Currently two axis:
 - a) From leadership to Referencing (Ortega, Lave, 90's)
 - b) Human quality and development.

The underlying concern of this line is education in relationship with the acknowledgement that the **previous private/public dimension** becomes blurred and that it cannot be filled with *coaching*



Human Capital at the ISI

- Professors from Business Policy, Social Sciences, HRM, Operations
- Senior Researchers
- Management and administrative support
- Doctoral students
- Post Docs and Visiting professors



Social Capital: Research Networks

Institutions: EABiS, Copenhagen Business School, Warwick, Weatherhead

Interfaculty Group CEMS (17 B.Schools)

Social Enterprise Knowledge Network (SEKN;
Harvard, Austin)

Sustainable Energy -**Knowledge and Innovation Community-** Politécnico di Milano; KTH, etc.)



Education

Courses

CSR, Geopolitics, Society and Culture, Leadership,
Public private management

Focused Programs

- NGONG (Master NGO Management)
- Vicens Vives
- Strategic CSR Integration with Stanford
- GEMBA (School of Foreign affairs)



Education: programs are site for experimentation

- **Vicens Vives:** On Responsible Civic Leadership. Participants from private sector 2/3. Public sector, trade unions, and NGO's 1/3. Creation of a cohort. Moodle platform.



Culture: cum grano salis

- **Faculty commitment**

Pro Bono Visitingships (UCA, Congo)

Emeritus

Faculty meeting (December 1st.)

- **SUD** (University Development Service)

- **ESADE Values** process promoted and co-managed by non-academic



Challenge: Culture and Competence

- **Recruiting**
- **Socialization processes**
- **Role of heads of centers**



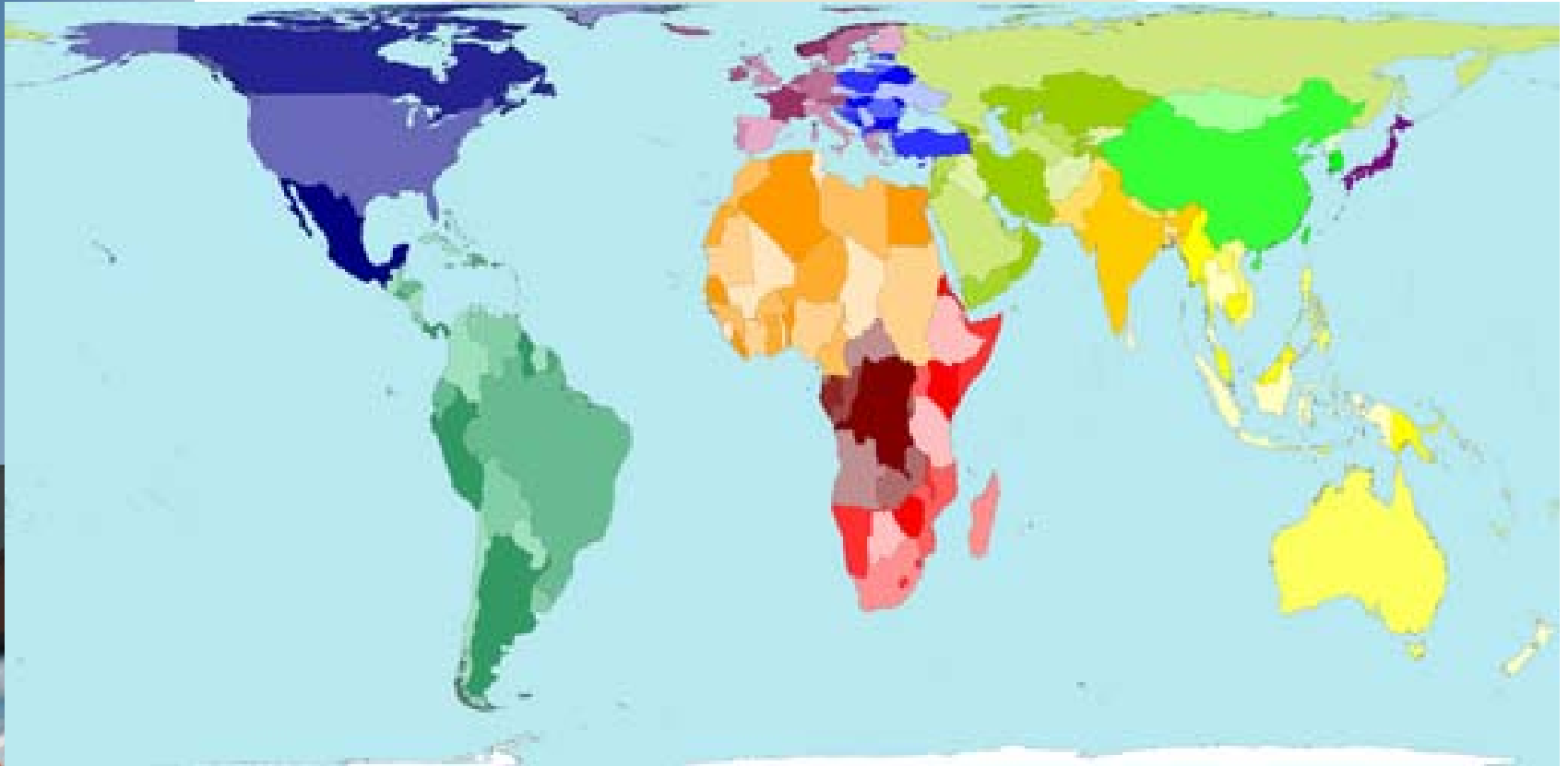
- Part II

What kind of **research**?

In what kind of **context**?

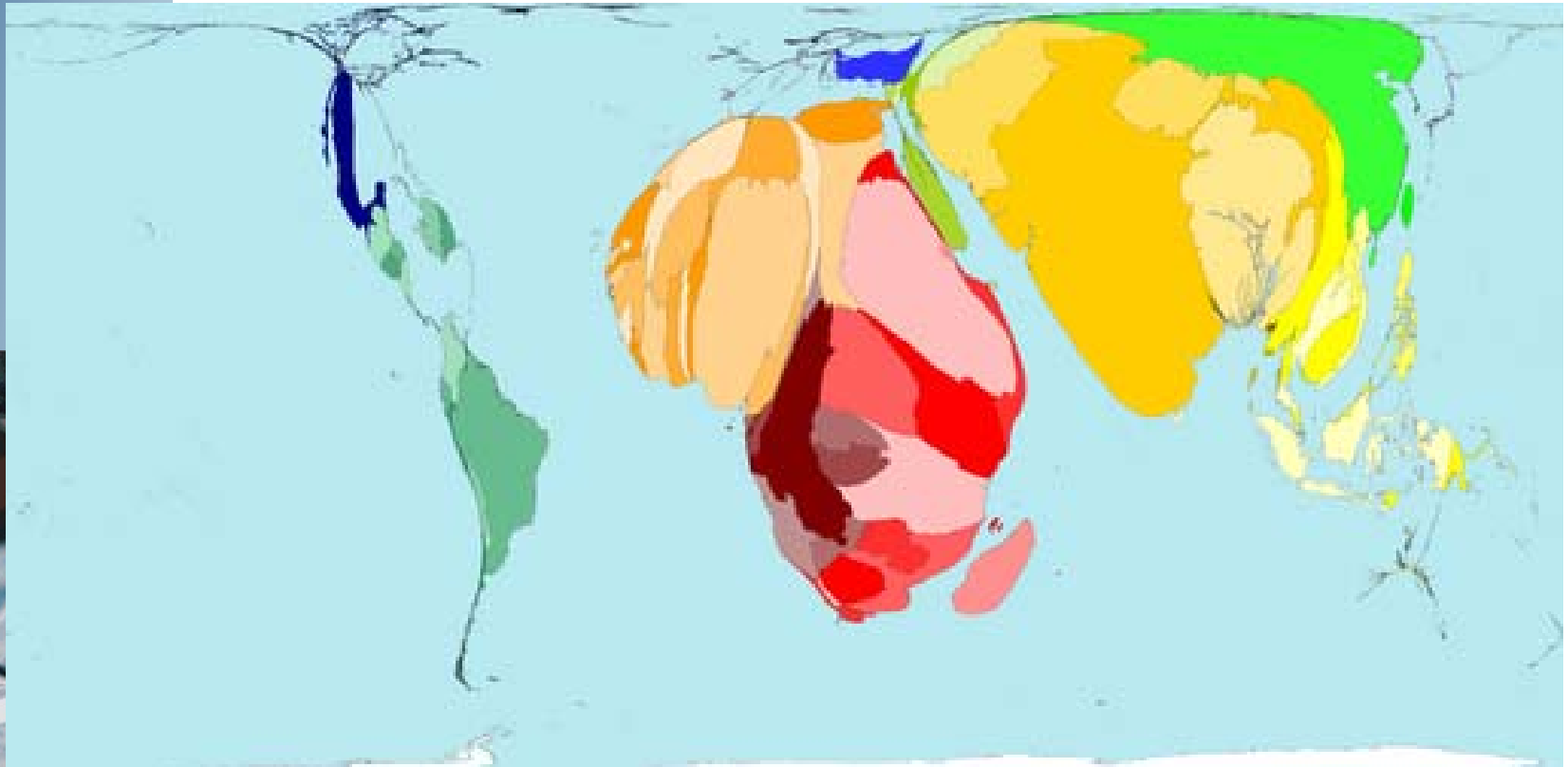


NATIONAL BESTSELLER

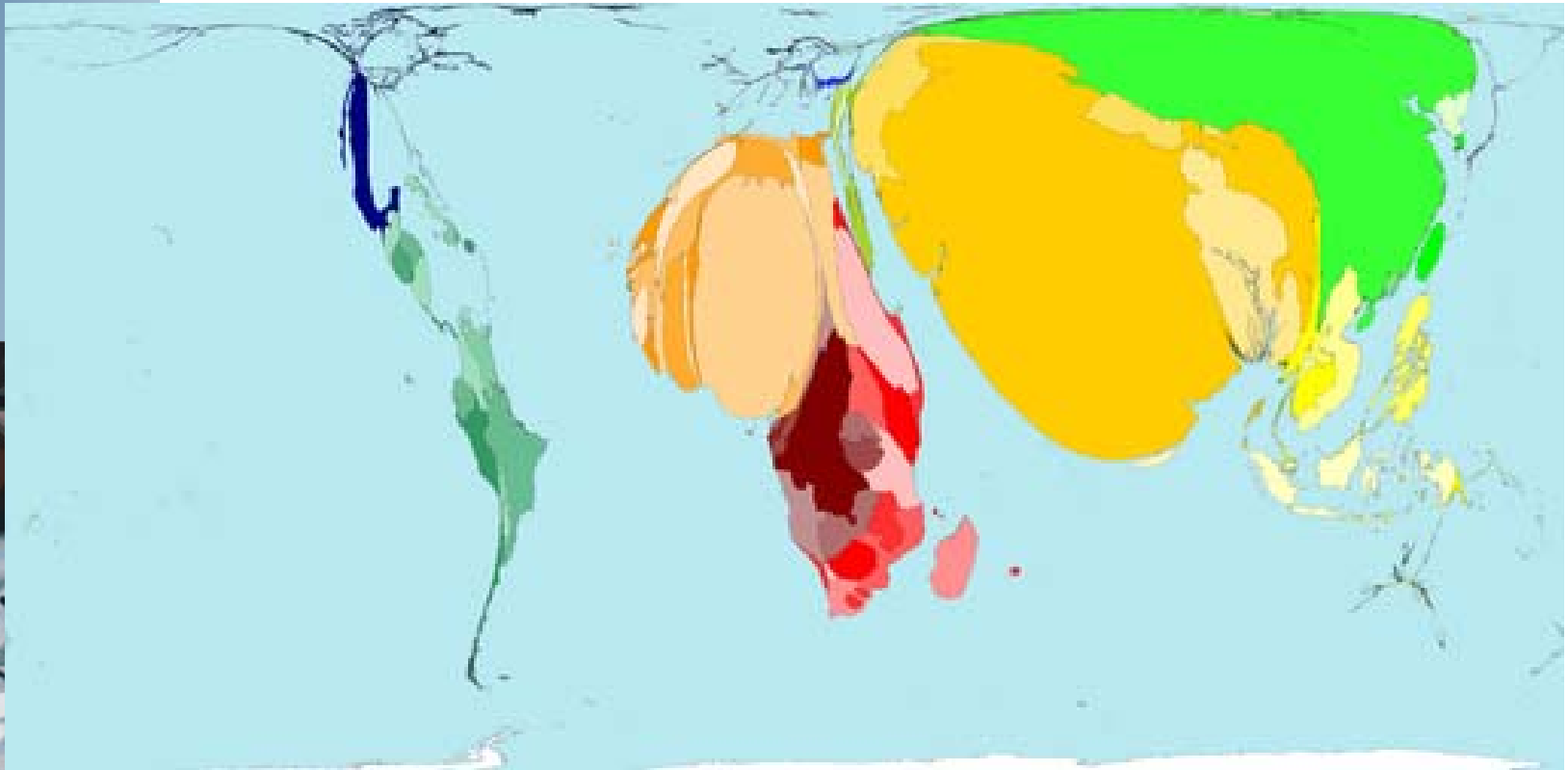


Thomas L. Friedman

Children work



Population living with less than 1 \$ a day



Do we
promote a
cammaleon
moral?





“These are my principles, if you don’t like them, I have more”



If we claim that we are educating and developing responsible managers...what kind of research we conduct?

The Goshal argument, bad theories are affecting good practices.

Part I: Bad theories... not so much for the theory but for the institutionalization of it and our difficulty to contest them. Criticality and innovation...the case of the dutch trucks.

Good practices are to be respected. If good practice is there; probably there is a good theory but amenable to codify for diffusion? Social Practices are context bounded. Wisdom.



Are there theories available that help to explain what has happened:

- Managerial: MBO plus an incentive system overstretched
- Social Psychology: Social pressure, group think,
- Institutions: Path dependency. Investment banks after 70 years.
- Individual development: Absence of critical thinking



Yet....

are our programs framed in ways in which the previous theories can be made sense in practice:

- Are the success stories the right ones?
- Are our communities/companies offering a diverse range of role models?
- Are our institutions selecting on criteria other than individual ambition? Development?
- Are our institutions walking the talk? Or are we simply espousing theories



Last reflection on research....and education

Old indian saying: The eldest surrounding

Ortega y Gasset: the tribe

Social Learning theories: Identity

H.G. Gadamer: self education



