PRME • SIP
SHARING INFORMATION ON PROGRESS
2013–2014

This is our Sharing Information on Progress (SIP) Report on the Implementation of the Principles for Responsible Management Education
I. LETTER OF RENEWED COMMITMENT

Our report on the AESE’s PRME engagement provides an overview of the actions carried out by the School in these years.

As an institution of higher education involved in the development of current and future managers, AESE Business School is committed to progress in the implementation of the Principles for Responsible Management Education, starting with those that are more relevant to our capabilities and mission, report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

We are committed to put in practice in our own organizational practices these Principles to serve as example of the values and attitudes we convey to our students. We continue our interactions with our students through the Alumni Association, furthering the PRME principles impact in their companies and in the society.

While continuing the work so far developed on a national level, it is our aim to spearhead the creation of a PRME Regional Chapter for the European Mediterranean countries.

Obviously we strongly encourage other academic institution and associations to adopt and support the Principles.

Yours sincerely,

José Manuel Ramalho Fontes, Dean
CULTURE OF CONTINUOUS LEARNING

METHOD
CASE METHOD
LEARNING TO LEAD
BY DOING

VALUES
HUMANISM ETHIC AND CORPORATE & SOCIAL RESPONSIBILITY BELIEF

RESEARCH
CULTURE OF CONTINUOUS LEARNING

PARTNERSHIP
ALUMNI NETWORK

DIALOGUE
MANAGEMENT AND LEADERSHIP
PRUDENTIAL DECISIONS

PURPOSE
II. AESE/PRME COMMITMENT

“A commitment to ethical leadership, with best practices and with social and environmental responsibility, will be the hallmark of large organizations in the future, for which they will be judged, in addition to the results they obtain.”

Raul Diniz, President

AESE, the oldest Business and Management School in Portugal has since 1980 been dedicated to the development and improvement of business leaders according to a Christian perspective of man and society. One of the steps towards this goal was to sign up the Principles for Responsible Management Education.

The school’s reputation in the business world is directly linked to its 5 pillars that make AESE an unique Business School: more than 33 years teaching with the Case Method while encouraging prudential decisions, a culture of participative learning based on a humanist stance, ethics and corporate and social responsibility, result in a real transformation of the participants into managers and leaders who actively build the Portuguese society.

The Case Method is, at AESE, the key of the educational process, a lively and interactive process of learning, discovery and sharing that allows each participant to develop their analytical skills whilst encouraging prudent decisions.

To keep the bonds created among the participants alive, as well as those created between them and the School, AESE promotes activities that enable participants to get together over a wide range of aspects of business and social life.
III. IMPLEMENTING THE PRME IN AESE (2012 TO 2014)
**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.

---

**OVERVIEW**

AESE’s educational guidelines give special relevance to the impact that decisions regarding to the business operating can have on the society and the environment.

---

**ACHIEVEMENT**

*Introduction of two modules dedicated to Individual Development in the Executive MBA AESE/IESE.*

Executives constantly face a subtle challenge that conditions their management of the teams and institutions with which they are entrusted: managing themselves.

To act with personal freedom and responsibility, to guide decisions towards goodness, to concentrate on what they know is just, requires not simply foresight and command of situations: it requires command over oneself.

Before developing as a leader one must develop as a person: know oneself, accept oneself, improve.

It is commonly said that “institutions are their people”; and that “institutions vibrate to the rhythm of their executives”.

So much depends, therefore, on the personal development of the executive...
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.

The proverb says that “smooth seas do not make skillful sailors.” Managers will not emerge from a restructuring process unscathed. They will either be stronger or weaker managers and individuals. They will either gain credibility or become incapable of once again inspiring trust among the employees that remain.

sic. José Luis Illuesca, IESE
CICLO DE ÉTICA EMPRESARIAL

19 Setembro de 2013

Ética nos processos de interação
com José Ramon Pin do IESE
Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

OVERVIEW
The Case Method, created and used by Harvard Business School since 1924, is the basis of the formative process at the AESE. Defined as “The art of managing uncertainty”, the Case Method enables effective learning experiences for responsible leadership.

The cases are based on real problems, similar to those that an executive or leader encounters in his/her professional life, with complexity, high risks and challenges, through which the participants’ leadership capacities are developed in a practical, real and invaluable manner.

ACHIEVEMENT
Participation in the pilot project to introduce the subject of anti-corruption into Business school curricula, using the methodology developed by the Working Group on Anti-Corruption. As a result the PRME Anti-Corruption Toolkit now provides comprehensive anti-corruption guidelines for curriculum change in business schools and management-related academic institutions around the world, with the knowledge acquired in the pilot phase.

No. of students: 37
(12th Executive MBA AESE/IESE)

PUBLICATIONS:
Ética para Dirigentes e Administradores
- Como construir empresas de excelência e socialmente responsáveis
[Ethics for Executives and Directors
- How to build socially responsible companies of excellence]
Pedro Regojo (2012)
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.

OVERVIEW

AESE, through the humanist vision that characterizes it, aims to provide the participants in its Programmes with a clear and cross-cutting approach to Ethics, in functional areas such as marketing, operations, accountancy, finance and company policy, to reinforce the consistency of the values that guide the countless decisions to be taken by executives.

ACHIEVEMENT

Doctorate by Prof Fátima Carioca at Manchester Business School - University of Manchester, entitled Work-Family Practices in Portuguese Enterprises. Employee and Organizational Perceptions.

The aim of the research was to present empirical evidence of the effects of framing the business commitment to work-family life issues as a corporate social responsibility.

The research consisted of a national cross-sectional study based on a set of twelve medium-large Portuguese firms. Different research methods were used: a survey and in-depth semi-structured interviews. The analysis situated the firms, according to their work-family life policies and culture and corporate social responsibility approaches, on a general map describing the panorama regarding the way firms consider their role in society. The study also assessed that a gap exists between the institutional perspective and employees’ perception of the value and accessibility of work-family initiatives and overall organization’s family-supportiveness.

In addition, the research revealed that such gap was related to the alignment (or misalignment) between the approaches to both fields: work-family practices and corporate social.
**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.

**OVERVIEW**

AESE establishes a platform of on-going learning and permanent transformation through its Alumni network. Events, studies and conferences promoted by AESE are moments in which eminent academics and professionals talk on pertinent topics in the area of management, helping and facilitating learning in each of the functional areas of the company or in the company as a whole, as part of society.

**ACHIEVEMENT**

**CORRUPTION AND MISMANAGEMENT: TECHNOLOGIES AND MODELS FOR PREVENTION AND CONTROL**

25 June 2012

Co-organized by: IESE, KPMG

Sessions led by: Antonio Argandoña, Pedro Cunha, Miguel Trindade Rocha, Carlos Gómez-Jara, José Luís Silva and Gerben Schreurs.

No. of participants: 32

**CORPORATE ETHICS SERIES 2012**

**FUNDAMENTAL PRINCIPLES OF SOCIAL RESPONSIBILITY AND SUSTAINABILITY**

27 September 2012

Session led by: Antonio Argandoña, IESE

No. of participants: 73

**LEVERAGE PROJECTS FOR SUSTAINABLE DEVELOPMENT**

21 June 2012

Session attended by representatives from Portuguese companies

No. of participants: 56

**BEST PRACTICES IN SUSTAINABILITY AND SOCIAL RESPONSIBILITY: THE EXPERIENCE OF EDP**

10 May 2012

Session led by: António Neves de Carvalho, EDP

No. of participants: 70
**OVERVIEW**

AESE’s stand to interact with managers of business corporations to extend their knowledge of the challenges in meeting social and environmental responsibilities and to jointly explore effective approaches to meeting these challenges makes the school an ideal place to discuss ideas and knowledge with the participants and society in general.

**ACHIEVEMENT**

**BUSINESS ETHICS AND THE ROLE OF THE BOARD**

28 June 2013

Co-organized by:
PRME – UN Global Compact
Sessions led by: Jonas Haertle and Ronald E. Berenbeim.

No. of participants: 22

This seminar had the participation of several top representatives of key companies in a wide spectrum of economic sectors.

Among the participants it is relevant to note the presence of 6 higher education institutions, as well as, companies from the financial, health, transportation, energy and telecommunication sector.

Participation in the creation and launch of the study Looking at the future – A new reflection on corporate social responsibility.

2012-2013 Study coordinated by GRACE
Partners: Accenture, AESE, Heidrick & Struggles, KPMG, PWC.
ASSOCIATED SCHOOLS
ASM - Angola School of Management, Luanda, Angola.
CEIBS - China Europe International Business School, Shangai, China.
ESE - Escuela de Negocios, Universidad de Los Andes, Santiago, Chile.
IAE - Escuela de Dirección y Negocios, Universidad Austral, Buenos Aires, Argentina.
IESE Business School, Universidad de Navarra, Madrid and Barcelona, Spain.
IESE NY, New York, USA.
IHE-Afrique - MDE Business School, Abidjan, Ivory Coast
INALDE - Instituto de Alta Dirección Empresarial, Universidad de la Sabana, Bogota, Colombia
IDE - Instituto de Desarrollo Empresarial, Guayaquil, Ecuador.
IEEM - Instituto de Estudios Empresariales de Montevideo, Universidad de Montevideo, Montevideo, Uruguay.
IPADE - Instituto Panamericano de Alta Dirección de Empresa, Universidad Pan-Americana, Mexico City, Mexico.
ISE - Instituto Superior da Empresa, São Paulo, Brazil.
LBS - Lagos Business School, Pan-African University, Lagos, Nigeria.
NTU - Nile Tech University, School of Business, Cairo, Egypt.
PAD - Escuela de Dirección de la Universidad de Piura, Lima, Peru.
SBS - Strathmore Business School, Strathmore University, Nairobi, Kenya.
UNIS - Business School, Universidad del Istmo, Guatemala City, Guatemala.

PARTNER SCHOOLS AND ACADEMIC ALLIANCES
IAE de Paris - Sorbonne Graduate Business School, Paris, France.
IIMA - Indian Institute of Management de Ahmedabad, Ahmedabad, India.
Michigan - Stephen M. Ross School of Business at the University of Michigan, Ann Arbor, Michigan, USA.
IV. IMPLEMENTING THE PRME IN AESE

Future perspectives / Key objectives and support that may be of help from other PRME signatories or from the PRME Steering Committee.

While continuing the work developed so far on a national level, on a wider agenda and together with fellow signatories of PRME, it is AESE’s aim to help create a PRME Regional Chapter for the European Mediterranean countries. The PRME European Mediterranean Regional Chapter would:

• Provide a platform for dialogue, learning, and action on responsible management and leadership education and research
• Increase the visibility of PRME and its signatories in the region
• Adapt the Six Principles of PRME into the local context
• Develop and promote activities linked to the Principles

For further information on the AESE PRME SIP, please contact:

Prof. Ana Machado
anamachado@aese.pt