Principles for Responsible Management Education
Sharing Information on Progress (SIP) Report
July 2012-June 2014
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Deusto Business School’s Commitment to the Principles for Responsible Management Education
Renewal of Commitment to the Principles for Responsible Management Education

Since Deusto Business School joined PRME, we have worked conscientiously to address today’s needs, in particular the need for globally responsible leadership.

I am aware that our institution still has a long way to go in fulfilling all the requirements to be a leading business school for a better world. However, I am convinced that we are on the right track.

We will continue our current effort to implement the PRME principles in the coming years.

As Dean of Deusto Business School, I am now pleased to renew our commitment to the Principles for Responsible Management Education.

In Bilbao, June 16th 2014

Guillermo Dorronsoro
Dean
Deusto Business School
Principles for Responsible Management Education
2014 Sharing Information on Progress (SIP) Report

INTRODUCTION

Deusto Business School (DBS) is the Business Administration School that, together with other Faculties of Law, Engineering, Social and Human Sciences, Psychology and Education, and Theology, forms part of the University of Deusto (UD), a centenary institution founded in 1883, privately owned by the Catholic Church and managed by the Society of Jesus, with a well-established reputation for intellectual leadership and excellence. The University has campuses in Bilbao and San Sebastián, where DBS’s main buildings are located, as well as facilities for executive education in Madrid.

Deusto Business School has been a pioneer in Spain for training business leaders. It was founded in 1916 at La Comercial in Bilbao and was the first Business School in Spain offering university level studies in Business Economics and Administration. Later on, in 1979, the University of Deusto incorporated into its institutional framework the second business school in Spain, ESTE (Escuela Superior de Técnicos de Empresa) of San Sebastián, which is also of Jesuit orientation. This School introduced the current university bachelor degree in Business Administration (BBA) – the first of its type in Spain – and its Executive Education activities began in 1960.

The distinguishing features of Deusto’s business education have always been high-quality education in the basics of management and a values-based education that places emphasis on the ethical values of professionalism, personal integrity and the social dimension of business leadership.

In 2008, Deusto decided to embark on a new phase of development for their business education activities.

A new brand name was created, Deusto Business School (DBS), with the objective of gradually but steadily becoming a major player in the sector of international business schools.

The new brand name - Deusto Business School - was initially used to give a name to a new executive education unit whose aim was to systematically undertake and develop executive education activities.

In 2010, following the merger of the two Faculties of Business Administration of the University into one Faculty/Business School with a unified faculty body and unified governance bodies, the brand of Deusto Business School (DBS) came to include the whole educational offer of undergraduate Programs, postgraduate degrees, the doctoral Program and executive education.

In 2011, the School opened new facilities in Madrid for executive education.

With 72 core Faculty members, 77 adjunct professors, 227 collaborating Faculty and 40 staff exclusively devoted to the non-teaching activities, Deusto Business School educates on average 2,000 students and 1,000 additional executives in its customised programs for companies.
Deusto has a well-earned reputation as one of the most important educational institution in business studies in Spain. The close link between DBS and Spain’s business community and leaders is clearly reflected on the DBS Council, which is formed by prestigious figures from the world of economics and business. It includes the presidents and vice-presidents of major financial and industrial groups, such as the Santander Bank, BBVA, Kutxa Bank, Ibercaja, Bankia, Spain Mediaset, Price WaterhouseCoopers Spain, CAF, Deloitte, KPMG, E&Y, Telefonica, CEPSA, Renta4. Throughout its 100-year history, well-known figures in Spain, including ministers, presidents of the major Spanish banks and important intellectuals have studied and taught at DBS.

With over 13,000 alumni, their influence on Spanish business is a barometer of the School’s success.

DBS’s reputation is particularly acclaimed in two areas of expertise: Finance and Strategic Consultancy and Audit. Proof of this is that a high percentage of its graduates are recruited by large financial groups (including BBVA, Santander, Barclays Bank, BBK and Bankinter) as well as major international consulting firms such as Deloitte, E&Y and Price Waterhouse (DBS has developed a specialist in-house Master’s for their new recruits), KPMG and Accenture.

In recent years, as a result of its new developments, DBS has gained a high reputation in the areas of innovation and sustainability. An illustration of this is the spectacular increase in its In-Company activities with an impressive number of companies.
OUR APPROACH TO THE 2014 SIP REPORT

Deusto Business School and its approach to PRME

As Jesuit-oriented institutions, the University in general and DBS in particular are characterized by their strong commitment to ethical and humanistic behavior.

From an academic point of view, DBS is deeply rooted in the Jesuit-oriented approach to business education in which ethics and values-based education have traditionally been a cornerstone of its activities.

More recently, sustainability has been chosen as a strategic dimension and it is now a pivotal element in the design of the School’s operations and future; moreover, additional steps are being taken to embed sustainability transversally within all the disciplines taught at DBS.

In April 2010, the School Board adopted the Principles for Responsible Management Education (PRME) as an appropriate framework to reinforce the School’s strategic positioning, a proposal which was signed and endorsed at the highest level of our governance system by the University’s Rector.

The implementation of PRME is viewed as a process of systemic organizational change affecting crucial aspects of the School’s daily activities (resources, processes and educational services).

Resources:

A specific governance resource has been created by the School’s PRME Committee consisting of the Dean, the Director of the Global Center for Sustainable Business, four faculty members and two elected students.

The School is demonstrating its commitment to its new strategy by introducing a set of initiatives that includes the re-designing of curricula, recruitment of expert faculty members who are committed to sustainability, and the professional development of faculty members on sustainability issues.

Another key development in DBS’s sustainability strategy has been the creation of the Global Centre for Sustainable Business (GCSB) that acts as a hub across departments. The Centre’s mission is to accomplish its vision of pioneering new business education approaches to sustainable business and value creation through advanced research, advocacy and leadership in ideas, and national and international dialogues on sustainable business. The Centre operates as the Secretariat coordinating the Global Network for Corporate Citizenship (GNCC). The GCSB also participates in international networks such as the Principles for Responsible Management Education (PRME), where DBS is now a member of its Champions Group.

In addition, the School’s interdepartmental research groups on ‘Competitiveness and Economic Development’ and ‘Innovation and the Management of Organizations’ have adopted sustainability and Corporate Social Responsibility as strategic lines of research.

Processes:

In our strategy of gradual systemic change towards sustainability the most important processes that have been established are:

1) Recruitment and Faculty Development. DBS is implementing a recruitment strategy aimed at hiring international faculty sensitive and knowledgeable about sustainability-related topics within their own specific field of expertise in addition to two faculty members and four visiting professors who specialize in sustainable business strategy.

At the wider level of ethics and values, Loyola Province Society of Jesus Educational Unit and the University of Deusto organize training Programs for DBS members to consolidate leadership skills and Jesuit-oriented ethics. Thanks to an initiative of UNIJES (Federation of Jesus Universities of Spain), training is offered on the “Ledesma–Kolvenbach teaching model” focusing on the meta-competencies of utilitas, humanitas, justitia and fides (competence, commitment, consciousness and compassion).
(2) Program Design and Innovation. DBS has set up a new process for the design of new sustainability modules in existing and new Programs. Sustainability has become part of the competences acquired at our business school, not only through the learning of conceptual and analytical tools but also via the creation of a mindset.

(3) Partnerships Development. DBS is coordinating efforts within the University through the Vice-President’s Office for Identity and Mission in the belief that education on sustainable business acts as a complement to the teaching on ethics and values.

DBS is building strategic partnerships with regional and national experts in addition to initiatives such the Spanish Network of the UN Global Compact and Spainsif.

Educational Services:

Deusto has traditionally held compulsory courses on ethics and values, such as “Education in Human Values”: a strategic module promoted by the University’s Vice-President for Identity and Mission that is taught to all undergraduates throughout the University. 15 academic members from DBS teach on this module.

Extracurricular activities such as ‘Deusto Campus’ aims to create a university community of students and staff through a wide range of activities including social and environmental voluntary work, citizenship projects, workshops and specific campaigns.

New modules on sustainability are already operational in DBS Executive Education Programs, the new MSc Program that was introduced in 2013 and the Doctoral Program.

Moreover, the design of the new full-time MBA - whose first course has successfully concluded - has been directly inspired by the PRME framework and includes as a basic dimension the vision, tools, skills and competences to manage sustainable businesses.

2014 SIP: reporting on new relevant areas of progress

Specific Reporting acts as an aid to evaluating achievements to date and is the gateway for formulating new goals. Two years ago DBS published its first Sharing Information on Progress (SIP Report) for PRME, employing a comprehensive framework based on an analysis of our resources, processes and products to advance sustainability along the path inspired by the PRME Principles. This time however, we will follow to the letter the recommendation of the PRME Secretariat:

“The drafting of the SIP report should not be a complicated, time-consuming, or difficult task. SIPs can be produced in the language decided by each participating institution and should include the following elements:

1. Renewal of the commitment to PRME, signed by the highest executive of the organization;

2. Major achievements in relation to the implementation of one or more Principles during the last 24 months (since signing up to PRME or since last SIP report);

3. Key objectives for the next 24-month period with regard to the implementation of the Principles

4. Desired support (meetings, tools, best examples, implementation guidelines...) from the PRME community which could help most in achieving your key objectives for the next 24 months”

It was logical to use an extensive approach when we wrote our first SIP.

Nevertheless, our future reports for PRME will only cover new relevant areas where we have experienced significant transformation under the inspiration of the PRME framework. We will also include our key objectives for the next 24-month period.
PROGRESSING IN OUR UNDERSTANDING OF SUSTAINABILITY

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.

In order to fully incorporate the values of Sustainability into our academic activities, it was widely felt that we need to deepen our understanding of the matter. Those of us in business schools should not take for granted what the concept and practice of corporate sustainability signifies. Corporate sustainability as an international trend is a comparatively new phenomenon that took off with the turn of the 21st century and is still evolving. For this reason, over the last two years we have carried out an intense collective process of discussion among all concerned members of the Faculty about the current trends of Corporate Sustainability.

FROM CSR TO “SUSTAINABILITY ORIENTED INNOVATION”

Perhaps the best way to express our evolution is to say that at an early stage of development Corporate Social Responsibility (CSR) was understood, theoretically as well as practically, as predominantly a risk mitigation exercise for the excesses that companies can create in society if they do not exercise their power responsibly. However, we believe that, little by little, CSR is pivoting towards a more balanced practice whereby risk management combines with the new horizon of opportunities when companies connect their growth to positive societal impacts.

Probably the first and most important indication of the need to reorient corporate sustainability efforts towards the world of opportunities was formulated by Porter and Kramer with their notion of “shared value creation”. However, their notion is partial and incomplete and could result in a weakening of CSR, in three aspects:

a) Porter and Kramer argue that CSR should be superseded by the concept of “shared value creation”. This argument is unfair and very dangerous. It is unfair because so far the development of CSR has generated many positive assets such as the notion of ‘stakeholders’ and the practices relating to them, increased transparency and reporting, and a metric that not only relates to the economic value but also to the social and environmental impact from a company perspective. Furthermore, it is very dangerous because the development of CSR as risk mitigation has prevented many excesses that could have had huge and very negative social and environmental consequences. Strategies to prevent companies’ misbehavior remain essential, and the new approach of CSR, focusing on mutually beneficial opportunities for business and society, should not replace earlier strategies but rather work in tandem with them.

b) Second, the notion of shared value as outlined through multiple partial examples by Porter and Kramer, is not systematic and proposes an anecdotal practice which could be applied to any operational aspect of the company; for example, a company could pursue a “business-as-usual” approach (i.e. could behave irresponsibly) while creating shared value for society in a specific field by, say, restructuring its distribution logistics. By contrast, a company that addresses the realm of shared opportunities between business and society in a way that is consistent with the overall philosophy of CSR, would apply a systemic approach, undertaking a comprehensive review of the available opportunities by analyzing all the resources, processes and operations of the company in terms of new products or services, new solutions to the product life cycle, new designs of the value chain or new business models.

c) Finally, Porter’s concept of “shared value creation” is incomplete because it lacks a connection with one of the main competitive advantages of companies: innovation. Innovation represents a unique opportunity to link the company's strategy to a more relevant response to unsolved social and environmental problems. Innovation is the engine for company growth and is at the heart of value creation. Mirvis and Googins, both visiting fellows at Deusto, have defined corporate social innovation as “a strategy that combines a unique set of assets (entrepreneurial skills, innovation, business acumen, ability to scale, etc.) with the assets of other sectors to co-create innovative solutions to complex social, economic and environmental factors that affect the sustainability of business and society”.

It is this vision of a new development of CSR (a development that does not replace but rather complements previous approaches – systemic, not anecdotal - and which connects with the potential of innovation) that we at Deusto call “sustainability-oriented innovation”. We call it “Innovation”, because that is the key to the new development; and we call it “sustainability-oriented” because it addresses the co-creation of new solutions made possible
Sustainability-oriented Innovation

<table>
<thead>
<tr>
<th>STEPS</th>
<th>DESCRIPTION</th>
<th>AIM</th>
<th>TOOL / CASE</th>
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<tbody>
<tr>
<td>First step: assessment</td>
<td>To assess the extent to which CSR has so far not encompassed the realm of business opportunities, and has been biased towards risk management and risk mitigation.</td>
<td>To use sustainability questionnaires to assess to what extent the company has not explored business opportunities with significant societal impact through its CSR policy.</td>
<td>Sustainability questionnaire</td>
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<tr>
<td>Second step: internal mapping of sustainability and innovation actors</td>
<td>To identify all the internal resources dealing with sustainability and innovation in the company.</td>
<td>Using visual thinking methodologies, to draw a map of all the actors who are potentially involved in innovation processes together with all the actors involved in the sustainability efforts.</td>
<td>Mind map, frameworks</td>
</tr>
<tr>
<td>Third step: systemic review of the opportunities potential</td>
<td>To develop a process of systemic dialogue among the actors dealing with sustainability and innovation within the company.</td>
<td>1 – Value from new products, services, business models, arrangements of the value chain, B2B alliances 2 – Value chain 3 - Case study: Nestle</td>
<td>Value chain, Innovation value, Nestle</td>
</tr>
<tr>
<td>Fourth step: environment scanning</td>
<td>To scan social and environmental surroundings of the company, defining mega-trends and identifying main societal challenges.</td>
<td>Use radars and foresight methodologies to solve these challenges and link them to new business models or new arrangements of the value chain of the company.</td>
<td>Radars, foresight, KPMG, ATOS</td>
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<td>Fifth step: scope of innovative solutions</td>
<td>To define the scope of the innovative potential of the company based on the environmental scanning performed in the previous step.</td>
<td>Use the three horizons framework from the core business providing the greatest profits and cash flow to emerging opportunities that might require investments for potential ideas in the long term.</td>
<td>3 horizons Mckinsey</td>
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<td>Sixth step: mapping of new stakeholders</td>
<td>To define the set of external stakeholders who will be invited to participate in the conversation and the internal process of strategic formulation.</td>
<td>To draw a map of all the stakeholders relevant to the selected societal challenges and the range of possible innovative solutions being considered.</td>
<td>Mind map, new stakeholders</td>
</tr>
<tr>
<td>Seventh step: co-ideation with stakeholders</td>
<td>To check/enrich the initial strategic formulation by evolving into a second phase of the sustainability-oriented innovation process: with the actors from within the company and a set of social stakeholders.</td>
<td>To co-ideate with those stakeholders in society who have specialized knowledge relating to the social challenges which have been selected by the company. Specific tools have been designed by DBS (IS2, NUF5) for this step.</td>
<td>Open Innovation, Design Thinking Opportunity test, ideas NUF test</td>
</tr>
<tr>
<td>Eighth step: formulation of the strategy</td>
<td>To formulate a strategy of sustainability-oriented innovation as a multi-year planning framework closely linked to the growth of the company and to its core business.</td>
<td>To formulate the new plan in such a way that it can follow the normal process of approval by the Management Team of the company and its Board of Directors. Case study: Snam.</td>
<td>Strategic plan of Snam.</td>
</tr>
<tr>
<td>Ninth step: an integrated framework</td>
<td>To integrate the sustainability-oriented innovation strategic plan into the existing sustainability or CSR strategic plan of the company.</td>
<td>Integrate sustainability-oriented innovation into the existing risk management CSR strategic plan: this integration will transform the risk side and the opportunities side of the sustainability efforts of the company.</td>
<td>(ESSO) Business Model and Sustainability</td>
</tr>
<tr>
<td>Tenth step: business plan and metrics</td>
<td>To complement the framework with a business plan and new metrics to estimate the impact on financial, strategic and societal areas.</td>
<td>Visual Thinking is used to develop a graphical business plan and a new dashboard showing the investments needed, returns and societal impacts of the plan.</td>
<td>Business Plan and Dashboard</td>
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FROM CONCEPTUAL WORK TO ACTION RESEARCH

In February 2013 we had the first workshop to present our ideas to a group of 15 Spanish companies. To end the workshop a joint exercise of reflection on its conclusions was conducted by the Faculty and participants (CSR managers in Spanish and global companies and representatives of NGO’s). Below are some of the main headings that were suggested:

1. Innovation, is either social and responds to societal needs or does not exist.
2. In CSR, we must move from managing problems to creating futures.
3. CSR and innovation are key elements for creating a new way of doing business and are the main factors of future business success.
4. For CSR to be truly integrated into the strategy of the company it must go hand-in-hand with innovation. This symbiosis has been lacking.
5. We must understand sustainability as a transversal dimension that must cross-fertilize with innovation, given that innovation is the motor of change in a company.
6. Innovation means converting novelty into value, hence the importance of the merger of the assets of innovation and CSR in businesses.
7. Sustainability-oriented Innovation (SOI) is an opportunity to convert the benefits of CSR into value for business, society and the individual.
8. SOI is a new way of understanding the path to success in today’s market: it integrates CSR and innovation, placing it closer to the core business and multiplying its positive impact on society.
9. SMEs are part of the engine of innovation, not just large companies. Often, their smaller size allows them to be more flexible in this regard.
10. The vectors of innovation and CSR in business have to share a common language and a common business purpose with a positive impact on society.
11. SOI opens up a new scenario of internal CSR alliances with the various departments of the company (R & D, Marketing, Strategy …).
12. Any company that reinterprets its value chain in a systematic search for new projects with high social impact will find new business opportunities.
13. SOI can contribute to finding solutions to the challenges posed by Human Rights and the ethical management of the company.
14. SOI is not directed solely to the outside, but to fundamental innovation processes and systems within the firm. It implies internal cultural change and a creative leap for all employees; the Department of People Management within the company plays a key role.
15. Education is a very important factor: if there is no culture of innovation, if error is not allowed, there will be no progress.
16. We need to transform our own role, to reset.
17. SOI implies new co-ideation processes with stakeholders in a shared search for new solutions.
18. Companies, NGOs, governments and each of us in our sphere of influence must be willing to promote sustainability and create innovative solutions to the problems that concern us.
19. Reporting: it is necessary to process information in innovative ways in order to be effective and to transmit the correct messages.
20. The difficulties lie in implementation; to facilitate this, we must create appropriate spaces for dialogue on key CSR and innovation issues.

Twelve members of the core Faculty were involved in the on-going debate on Sustainability-Oriented Innovation, representing a cross-sector sample of all the departments at DBS.

Our journey to produce and disseminate an advanced understanding of Corporate Sustainability has by no means ended. The evolution of our thinking has enabled us to establish contact with many companies in Spain to undertake joint “action research” on Sustainability-oriented Innovation. Moreover, some academic papers are currently being produced.
DEUSTO MBA – SERVICE LEARNING: A POSITIVE EXPERIENCE ABOUT SUSTAINABLE LEADERSHIP

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that encourage effective learning experiences for responsible leadership

Our Deusto MBA, inspired by the PRME Principles, inaugurated its first edition in January 2013. In this MBA sustainability is not taught as a stand-alone topic but is embedded transversally in all management disciplines.

One of its most innovative features was a period of Service Learning, which took place between September and December 2013. In this report we present our evaluation of this new initiative.

Service-learning is an excellent learning opportunity for students but it also allows them to contribute in a positive way to their environment and the organizations working within it. Business Schools have taken a wide variety of approaches. Some incorporate local projects, pairing students with local businesses, NGOs, organizations or even individuals, to provide a service or advice, while others send students to other countries and communities to work there.

Service Learning at Deusto is a credit-bearing educational experience that requires participation in an organized service activity that meets identified community needs. It begins with in-class learning sessions to provide students with the necessary background and knowledge to ensure that students do not only learn from this experience but also are able to give something back. Service Learning is an individual project, although in some cases may be carried out by a group of no more than 3 students, depending on each specific project.

METHODOLOGICAL APPROACH

Service Learning is rooted in John Dewey’s educational philosophy. David A. Kolb helped to popularize the idea of experiential learning and drew heavily on the work of John Dewey, Kurt Lewin, and Jean Piaget. His work on experiential learning has greatly contributed to expanding the philosophy of experiential education.

Deusto MBA Service Learning is founded on four elements, or stages, based on Kolb’s Model of Experiential Learning:

1. **THINK.** This stage took place during the normal MBA programme with the presentation of the various project possibilities. Location: DBS Bilbao. Duration: 1 month.

2. **PLAN.** This second period was developed via a workshop organized with the help of partner organizations, enabling students to focus on their chosen project and to gather details about the area, local partners, and activities to be carried out. Location: DBS Bilbao. Duration: 1 day.

3. **DO.** The students were sent to their chosen projects in different parts of the world. They confronted the reality of the project, adjusted their initial expectations, worked with local partners and created their network. Location: Worldwide. Duration: 2 months

4. **OBSERVE.** When students returned from their project they shared their experiences with their peers, faculty and partner organizations. As a result, everybody knew what others had developed and together reflected on the learning outcomes obtained. Location: DBS Bilbao. Duration: 2 days

LEARNING GOALS

The learning goals of our first experience in Service Learning were:

- To develop student’s ability to apply the knowledge they had learnt and the skills they had developed during the program to a real problem in a particular social context.
- To provide students with a hands-on experience where they could develop their critical thinking and ethical behavior.
- To develop project management skills gained during the course.

ENCOURAGING KEY COMPETENCIES

The key competencies we were aiming to encourage were:

- Intercultural team work;
- Dealing with unknown and uncertain contexts;
- Project management;
- Global and responsible mindset.

First, students chose the type of project and country they thought best suited their expectations. The next phase
entailed working with collaborating institutions on their specific projects and being briefed by them.

The Service Learning academic coordinator liaised with students and hosting institutions during the project to ensure its quality.

Once students returned, the experience was shared with all the other students, faculty and collaborating institutions.

There was a two-day seminar at Deusto Business School to evaluate and assess the competencies and skills gained. Students were assessed by:

- The content of a written report/case study that had to show how the student approached the problem from a managerial perspective which took the social context into account.
- Feedback from the hosting organization. Feedback was made available to the Program Director and, when appropriate, was conveyed to the student.
- Each student made a presentation of their project to their class peers.

**A POSITIVE EXPERIENCE**

Although some coordination problems with third parties could be improved, the overall level of satisfaction was high.

One difficulty that needs to be resolved is how to handle students’ expectations prior to the project and the reality they found *in situ*.

All in all, the experience has fulfilled the School’s and students’ expectations, and the school will repeat this project with the next MBA cohorts.

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![Figure 1: Examples of types of Service Learning projects and locations for the Deusto MBA](image-url)
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 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 jointly explore effective approaches to meeting these challenges.

Principle 6 | Dialogue: We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The Global Center for Sustainable Business is the hub that Deusto has set-up primarily to fulfill the PRME mandates for research and social out-reach. The Global Center for Sustainable Business (GCSB) was established at the University of Deusto in 2012 as a research institution and “think/do tank” in the field of corporate sustainability and innovation. It became fully operational in 2013.

These are the main characteristics of the Center:

VISION
To become a national and international reference institution specializing in frontier topics in the field of sustainability

Sustainability-Oriented Innovation
More than an era of change, we are living in a change of era. As part of the transformation that the world is experiencing the role of the firm is changing and companies can become agents that - without renouncing profits and growth - provide solutions to the global sustainability challenges that humankind is confronted with today. Given this context, corporate sustainability needs to broaden its scope and come up with better ways to approach value creation by linking-up two key strategic drivers: sustainability and innovation.

MISSION
The Center aims to realize its vision through curriculum development, research, thought leadership and the organization of national and international dialogues on the new role of business in society in the 21st century.

The Center was born out of a desire to help resolve the increasing difficulties of systems and institutions when confronted by the most pressing world problems. Specifically, the Center focuses on the role that business can play in exploring new ways to create value for the company as well as to make a positive impact by providing solutions for society.

The Center acts as Secretariat of the Global Network for Corporate Citizenship. The GNCC is an international alliance of experts on corporate responsibility and academic close-to-market Sustainability Centers working together to advance research, advocacy and education on the changing role of business in society.

In addition, the GCSB is the focal point at the University of Deusto for the UN PRME. The GCSB also represents Deusto Business School in the PRME Champions Group.

ACTIVITIES
- Business education: development of teaching materials; embedding case studies and methodological frameworks transversally into the Deusto Business School programs with the aim of contributing a pioneer approach to business education that focuses on sustainable business and sustainable value creation.

- Advanced Research providing rigor and relevance to national and international frontier sustainability issues; identifying new processes and management practices to generate sustainable value and help business leaders to promote new and profitable sustainable business models.
- Thought leadership: contributing to the progress of international sustainability initiatives and communicating our interdisciplinary academic work to business leaders committed to sustainability, with the aim of promoting the role of business in generating solutions to growing social and environmental challenges in the world.

- National and international dialogues with key stakeholders in sustainable business: companies, universities, public authorities and non-profit institutions.

CURRENT ACTIVITIES

At the moment the Center is developing the following activities:

- Teaching modules in six Masters at Deusto Business School, transversal education in sustainability in the Deusto MBA
- Two Reports being published
- Five ongoing research projects in the areas of:
  - Sustainability-oriented innovation in innovative Spanish companies
  - Status of Corporate Social Innovation in international companies - project funded by Bizkaia: Talent
  - The Role of Boards of Directors in sustainability oversight.
  - Global Sustainability and Innovation Index
- Seven projects for companies in the areas of:
  - New strategies of value creation based on "Sustainability-driven Innovation"
  - Two events on Internationalization and Corporate Social Responsibility
  - Intelligence Reports on sustainability and CSR in the Latin American context

- Renewable Energy

GLOBAL DIALOGUES

On June 26-27th 2013, roughly 45 leading sustainability leaders from academia and industry gathered at the 2013 Global Dialogues on Sustainable Business at Deusto Business School, Bilbao, Spain. The majority of participants were from global companies. The attendant academics were mainly directors of the Global Network for Corporate Citizenship’s research centers from around the world.

The aim of the Global Dialogues was to assess the current situation of CSR/Sustainability after a decade of practice and to jointly examine new practices and developments at company and international level.

The topics on the agenda covered some frontier issues, such as “A Change of Era for Sustainable Business”, “The limits of current approaches and the promise of Innovation”, and “The Opportunities for business stewardship in the global agenda: The Sustainable development Goals”.

The full report on the 2013 Global Dialogues can be downloaded at the following link

NEXT STEPS

Looking ahead, it is clear to us that participating in PRME is a long-term endeavor, a journey that we have only just embarked on.

Based on the experience we have gained, we do not want to be overly ambitious concerning our next steps. We will continue to consolidate what we have already achieved: in terms of curriculum change, developing and embedding sustainability in all the subject matters of our educational offer; advancing the process of rethinking sustainability and thereby producing research related to advanced and frontier issues in sustainability; improving our practice in terms of experiential learning and new educational frameworks - such as Service Learning. We also aim to continue our search for new partnerships with companies in order to explore together new sustainable strategies and solutions through action research and joint projects.

However, we believe that there are two important challenges that merit renewed efforts over the next two years. If our choice is correct, we intend to focus our next SIP Report on the progress achieved in the following two specific areas:

1. **To enlarge the number of Faculty members active in PRME.** This would include upgrading the importance of the PRME Committee, the regularity of its meetings, and the ambition of its action so as to involve many more professors and researchers in PRME activities (working groups, use of PRME tools and materials and new initiatives around PRME).

2. **To allocate some time to examine an area of PRME that - although not one of its Principles - is an important part of the PRME commitment.** We refer to the last paragraph in the PRME manifesto:

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

   In other words, as the second new task for the next two years, we intend to take a look at the **sustainable practices of Deusto Business School itself**, particularly as regards environmental sustainability.
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