Principles for Responsible Management Education

Sharing Information in Progress (SIP) Report

July 2010 to June 2012
Researchers:
Laura Albareda
Assistant Professor of Sustainability Strategy
Kepa Telleria
Assistant Professor of Strategy
Celia Escudero
Participant of MSc in Business Administration
Mercedes Ellacuria
Student of BBA
Joakin de Goiburu
Student of BBA & Law

Authors:
Laura Albareda
Assistant Professor of Sustainability Strategy
Kepa Telleria
Assistant Professor of Strategy
Manuel Escudero
Director-General of DBS

DBS PRME Committee:
Antonio Yabar
Dean of DBS
Manuel Escudero
Director-General of DBS
Milagros Pérez
Assistant Professor of Human Resources
Iñaki García Arrizabalaga
Associate Professor of Marketing
Marisol Basabe
Director of Open Programmes of DBS
Laura Albareda
Assistant Professor of Sustainability Strategy
Joakin de Goiburu
Student of BBA & Law
Eugenia Marin
Student of BBA
Contents

1. Introduction .................................................. 4
2. Deusto Business School ...................................... 6
3. A 125 year-old Institution with its sights set on the Future .. 8
4. Deusto Business School Strategic Mission ................ 9
5. Principles for Responsible Management Education ........ 10
6. An Account of Actions taken to implement PRME at DBS .... 11
   a. Resources .................................................. 12
   b. Processes .................................................. 14
   c. Educational Services .................................... 16
7. Next Steps .................................................... 31
INTRODUCTION

Deusto Business School’s Commitment to Principles for Responsible Management Education
In the context of its 125th anniversary and the celebration of the University of Deusto foundation, it is an honor for me to present this report and highlight Deusto Business School’s (the Business School of the University of Deusto) commitment to the Principles for Responsible Education as participant in the United Nation’s Global Compact Initiative.

The DBS is part of a Jesuit university and shares the mission of serving the individual and society through their contribution to science and culture, whilst simultaneously fulfilling their mission inspired by the principles and values of Christian humanism. In particular, the School’s community of scholars and managers is committed to preparing business leaders with the highest commitment and capabilities to contribute to society. We aim at preparing leaders to behave ethically, with social responsibility and to take sound and effective decisions within the complex and global economy we face.

This mission and values were the guideline for the past century, but remain as the key principles for the economic, technological, environmental, political and social challenges of the 21st century. In this context, there are three main features that define the identity of Deusto Business School: sustainability, innovation and entrepreneurship and networked and digital strategy. Thus, the School attempts to examine those three dimensions in all its research and education programs.

As you will have the chance to read in the following pages, the DBS is involved in multiple research and teaching activities related with sustainability. Importantly, all the team members, including the management team and project stakeholders, are deeply involved in these initiatives.

Finally, I would like to announce the welcome of the “Global Center for Sustainable Business,” which aims to be “a leading international institution on sustainable business.” To do so, this center will host, coordinate and promote academic activities related to business sustainability.

Yours sincerely,

Antonio Yábar
Dean of DBS

It is my great pleasure to write this introduction to the Deusto Business School SIP as a participant of the UN-supported PRME initiative.

Our report shows that we are fully committed to the PRME framework. Deusto Business School has embarked on a new phase of development, building on the century-old prestige of Deusto, in order to become a truly international business school, and a pioneer in the new business landscape of the 21st Century. In the debate about “how to fix business schools”, we humbly submit our own answer to the challenge. We believe that there are three new trends in updating business education today: sustainability and shared value creation; innovation and entrepreneurship; and the new digital and network business strategy. We believe that these are the new dimensions to update the teaching of the fundamentals of management today. For us, PRME has become an essential tool for adapting business education to the current needs of today’s successful and competitive businesses in conjunction with our new differentiating definition of business education. With the guidance of such a framework, we have taken a gradual systemic approach to change within our school.

This report has also become an important tool: not only to assess our progress, but also to communicate our progress to our peers, and to make what we are doing more explicit to the Faculty members of Deusto and our stakeholders. All these aspects are important. But the Deusto SIP reporting exercise is equally important for clarifying the challenges we face in the years to come and, especially, with regard to the specific objectives we want to achieve in the next academic year.

All in all, we are proud to belong to the world-wide community of business schools participating in PRME, and with this report we renew our commitment to an initiative that is genuinely facing up to the challenge of transforming business education to meet the needs of the business communities around the world and to the needs of the global agenda.

Yours sincerely,

Antonio Yábar
Dean of DBS

Manuel Escudero
Director-General of DBS
Deusto Business School (DBS) is the Business Administration School of the University of Deusto. DBS, with three campuses and facilities located in Bilbao, San Sebastian and Madrid, aims to be an international reference benchmark for business and executive training for competent, conscious and committed business leaders.

Deusto Business School is a Jesuit-oriented private business school that forms part of the University of Deusto, together with other schools (law, engineering, social and human sciences, psychology and education, and theology). The University of Deusto has a well-established reputation for intellectual leadership and rigour, a modern, educational institution with an innovative spirit, capable of adapting to the rapid changes in today’s society and committed to social innovation, sustainability and cultural development.

Deusto has also been a pioneer in Spain in training business leaders in Business Administration and Management in its two facilities:

- **La Comercial University of Deusto**, created on the Bilbao campus in 1916 as the first Business School in Spain, offering university level studies in Business Economics and Administration. It entered the field of executive education in 1963 with the inauguration of its International Institute of Business Administration (INSIDE).

- The **ESTE** was founded in 1956, making it the second Business School in Spain. This school introduced the current university degree in Business Administration (BBA) - the first in Spain - and executive education began in 1960. Its MBA programme dates back to 1971, making it the third oldest in Spain.

Since 2007, DBS has been organised as the University of Deusto Business School, bringing together La Comercial University of Bilbao, the ESTE of San Sebastian and a new executive education unit in a single academic institution. It aims to become an international benchmark devoted to training “world class” graduates, postgraduates, executives, senior managers and entrepreneurs who are fully committed to the society they serve.

In 2011 DBS opened new facilities in Madrid. The new facilities are located in the heart of the city’s business and financial centre. It contains classrooms where senior management and in-company are taught and the International Relations Department of DBS is based. This privileged location is a key factor to pursuing the objective of becoming an international reference, meeting point and venue of activities to update the broad network of Deusto international alumni.

In 2012, DBS has an extensive and diverse network of over 11,000 alumni in more than 30 countries worldwide. Its influence on the Spanish business world is a barometer of its success – nowadays Deusto alumni occupy senior executive positions in 20% of the Spanish companies of the IBEX 35 stock index.

With a core Faculty of 60 Professors, an extended faculty of up to 150 adjunct professors, in addition to 100 visiting professors, the school teaches over 1,700 undergraduates and 1,000 postgraduate participants in a wide range of training and development programmes: Degrees and Double Degrees, Master Degrees and Double Masters, MBAs, Executive Masters, PhD, Open Programmes and In Company (customised) programmes - primarily taught at the School’s campuses in Bilbao, San Sebastian and its facilities in Madrid. The work of Deusto Business School is greatly enhanced by the benefits gained from international alliances and collaboration with other business schools. Many of the Bachelor degrees, Master degrees and Executive programmes allow participants the opportunity to attend modules and/or to be awarded double master degrees through its international network of more than 100 universities throughout America, Asia, Europe and Oceania.
A 125 YEAR-OLD INSTITUTION WITH ITS SIGHTS SET ON THE FUTURE

The University of Deusto was founded in response to the concerns and needs of society. The University of Deusto opened its doors in 1886, making it the first private university in Spain.

In 1916, Business Administration was added to the existing degrees already offered. Deusto has been a pioneer institution in the field of Business Administration, forming leaders at its two faculties: La Comercial, in Bilbao, and ESTE in San Sebastian, created in 1956. Other pioneering programmes of Deusto University (Law, Economics Specialisation, Computer Science…), have subsequently been included in the portfolio of degrees at other universities.

In the course of the 20th Century, Deusto became the “alma mater” of many of the most prestigious professionals, business and financial leaders in Spain. The distinguishing features of Deusto’s business education were, on the one hand, a high-quality education in the fundamentals of management, and on the other, a values-based education, emphasising the ethical values of professionalism, personal integrity and the social dimension of business leadership. Through this approach to business education, Deusto became the most prestigious national educational institution for business education.

In 2007, Deusto decided to embark on a new phase with a new internationalisation strategy. Under the new name of Deusto Business School, the aim was to become one of the leading business schools internationally. The initial steps were:

a) To merge the two business education institutions – La Comercial of Bilbao and the ESTE of San Sebastian - into one business school and one Faculty with Bilbao and San Sebastian as its two main campuses;

b) To undertake executive education systematically by creating a new development unit under the joint responsibility of the University and a Board of Directors made up of members – most of whom are former Deusto alumni – holding senior posts in the leading global companies in Spain;

c) To integrate executive education, postgraduate business degrees and undergraduate programmes within the same brand;

d) To open new facilities in Madrid for executive education and selected degree programmes.

The team heading this new development of Deusto Business School decided that the only way to attain success in the competitive sector of international business education was through clear differentiation, by identifying some specific features that would make Deusto a world-class business education institution.
DEUSTO BUSINESS SCHOOL STRATEGIC MISSION

During this exercise of establishing a differentiated international positioning, Deusto Business School made its mission explicit in 2010: to provide “Business Education to Serve the World”. In undertaking this mission, the aim of DBS is to innovate and update management education in order to influence business practice and market mechanisms to bring about social change in the world today. We are committed to developing a business school that is more responsive to today’s global, economic, social, environmental and cultural challenges and opportunities; a business school devoted to training “world-class” graduates, postgraduates, executives, senior managers and entrepreneurs who are fully committed to the society they serve; in short, devoted to training “globally responsible leaders”.

Consequently, Deusto Business School defined three features that will set Deusto business education apart on the international stage: Sustainability; Innovation & Entrepreneurship; and Digital and Networked Strategy.

1. Sustainability: we have a clear vision that success in business is best achieved by serving society through the social, environmental and governance impacts of corporations. This dimension highlights the importance of social inclusion, innovation and sustainability and our on-going commitment to building more responsible global business values, culture and climate.

2. Innovation & Entrepreneurship: we are dedicated to understanding entrepreneurship in a broader context than previously considered, researching models of innovation from a global standpoint, and developing a creative mindset and sound intrapreneurial behaviour.

3. Digital and Networked Strategy: we want to achieve a high level of preparation in state-of-the-art digital and networked business platforms.

In choosing these three dimensions, we believe that Deusto business education is connecting with the new international trends of change affecting both corporations and the global agenda. While we intend to continue the successful approach of delivering high-quality education on the fundamentals of management, we believe that Deusto has to be redefined by mainstreaming these three dimensions (sustainability, innovation & entrepreneurship and the digital & networked strategy) in management.

Furthermore, we believe that the interface created by these three dimensions provides the most fertile ground for connecting social needs and corporate value creation in the world today. Thus, the connections between sustainability and innovation are clear, since the implementation of sustainability at the heart of the strategy of a company has to be conceptualised as a core innovation exercise, leading to new business models of social entrepreneurship and intrapreneurship where the aims of the company and society are harmonised. It is also clear that today, innovative entrepreneurship is linked to the digital and networked enterprise.

Therefore, we believe that today’s managers have to be educated on the interface of these three new dimensions. Managers need to become innovative, creative thought leaders who are fully equipped to generate value for their organisations and to act for the benefit of society as a whole; leaders who can adapt their working practices to the digital business and networked environment of business.

With these three differentiating features, Deusto Business School has embarked on its international development at a crucial moment in business education. Deusto has replied to the debate on “how to fix business education” with this new multifaceted and genuinely global approach in order to place DBS and its new strategic differentiation in a good position to answer the challenging questions facing international business today.
To this end, the DBS proposal considered adopting the values of global social responsibility, as described in the United Nations Global Compact initiative, in our academic activities and educational programmes.

In April 2010, the Director-General of Deusto Business School proposed adopting the Principles for Responsible Management Education (PRME) as an appropriate framework to reinforce the strategic positioning adopted by the School. The proposal was endorsed by the academic governing body of the School (the “Faculty Board” chaired by the Dean), as a means of placing the School in a leading position in the field of corporate sustainability. Responsible Management Education was therefore chosen as the key strategic framework of DBS’s intent to enhance its reputation as an international business school of excellence.

However, the process of adopting PRME did not stop there. Before the decision was finally taken, it was presented to the faculty members, thereby, following a top-down and bottom-up approach.

At the same time as the proposal was being considered, DBS’ Director-General and the Dean’s Office organised two one-day Faculty meetings in June 2010 on the two campuses in order to present and discuss the rationale, reasons and commitments implicit in joining PRME. Professors from all departments (Corporate Law, Economy, Finance and Accounting, Human Resources, Marketing, Strategy and Information Systems, Operations and Quantitative Methods) (participated in these meetings and DBS also invited international experts in executive and responsible management education to attend these one-day sessions to take part in the discussion. After this exercise, three outcomes became clear:

a) The Faculty favoured the adoption of these three basic new dimensions of business education proposed as the new strategic orientation of the school;

b) The Faculty considered PRME as an appropriate framework to reinforce such a definition of our approach to business education. The faculty committed itself to adopting PRME as a framework for its bid to become a leading business school renowned for training responsible, committed, competent, compassionate and conscientious business leaders;

c) A relevant number of Professors had already undertaken research on sustainability issues and many had incorporated this dimension into their educational and teaching activities. This had occurred as a result of the Jesuit-oriented approach to business education, where ethics and values-based education has traditionally been a cornerstone of business education. From this point of view, it became apparent that, although the values of sustainability and corporate responsibility were already included in the Deusto curricula, it was necessary to shape existing efforts in a comprehensive and systemic manner. PRME was an ideal framework for such an effort.

Thus, the Principles for Responsible Management Education lent clarity to the strategic vision of DBS. In our first year as participants in PRME, we have striven to embed sustainability as the nucleus of our school’s DNA.
AN ACCOUNT OF ACTIONS TAKEN TO IMPLEMENT PRME AT DBS (July 2010-June 2012)

We have defined three new strategic dimensions (sustainability, digital and networked strategy, and innovation/entrepreneurship) in order to provide the School with an international competitive edge. They are now the pivotal elements in the design of the School’s future, its purpose, its values and mission, programmes, teaching methodologies, educational guidelines and research centres. Our basic approach has been to initiate a process of gradual systemic organizational change that will continue intensively during the next 3 to 4 academic years, until the bulk of our organisational change is completed.

In this section, which will be followed – where necessary - by a more detailed account, we have decided too to follow a systemic approach to reporting.

We view PRME implementation as a process of systemic organizational change affecting the three crucial aspects of a business school and its daily activities: resources, processes and educational services. Thus, we will report on the changes achieved in these three aspects:

**Resources.** In this area, our main progress during this period has affected:
- Governance
- Faculty
- Centres
- Facilities

**Processes.** This area includes:
- Recruiting & Faculty Development
- Programmes Design & Innovation
- Partnerships
- Reporting

**Educational Services.** As a result we have produced:
- New Programmes
- New Methodologies
- New Research
- New Dialogues with our Stakeholders
# DBS PRME IMPLEMENTATION

## GRADUAL PROCESS OF SYSTEMIC ORGANIZATIONAL CHANGE

## EDUCATIONAL SERVICES

<table>
<thead>
<tr>
<th>NEW PROGRAMMES</th>
<th>NEW LEARNING &amp; TEACHING METHODOLOGIES</th>
<th>NEW RESEARCH</th>
<th>NEW DIALOGUES WITH OUR STAKEHOLDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REDESIGN</strong></td>
<td>MINDSET CHANGE MODULES</td>
<td>GLOBAL CENTER FOR SUSTAINABLE BUSINESS’ NEW LINES</td>
<td>125TH ANNIVERSARY OF THE UNIVERSITY OF DEUSTO</td>
</tr>
<tr>
<td>Core Courses on Sustainability</td>
<td>SERVICE LEARNING FOR SUSTAINABLE MANAGEMENT</td>
<td>INTERDEPARTMENTAL RESEARCH GROUPS</td>
<td>GLOBAL CENTER FOR SUSTAINABLE BUSINESS’ INTERNATIONAL DIALOGUES</td>
</tr>
<tr>
<td>Education in Human Values</td>
<td>REAL PROJECTS WITH COMPANIES</td>
<td>PHD PROGRAMME</td>
<td></td>
</tr>
<tr>
<td>The Deusto Campus Initiative</td>
<td>SUSTAINABLE PERSONAL SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Modules in Postgraduate and Executive Education</td>
<td>Transversal embedding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LAUNCHING</strong></th>
<th>New Deusto MBA</th>
<th>New Specific Programmes</th>
<th>New Sustainable Business Facilities in Bilbao and San Sebastian Campuses</th>
</tr>
</thead>
</table>

## PROCESSES

<table>
<thead>
<tr>
<th><strong>RECRUITING &amp; DEVELOPMENT FACULTY</strong></th>
<th><strong>PROGRAMMES DESIGN &amp; INNOVATION</strong></th>
<th><strong>PARTNERSHIPS</strong></th>
<th><strong>REPORTING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW FACULTY MEMBERS</td>
<td>SUSTAINABILITY, INNOVATION AND DIGITAL ACADEMIC COORDINATORS</td>
<td>UNIVERSITY OF DEUSTO VICE-PRESIDENT FOR IDENTITY AND MISSION OFFICE</td>
<td>FIRST DBS SIP PRME REPORT</td>
</tr>
<tr>
<td>VISITING FACULTY ON SUSTAINABLE BUSINESS</td>
<td>MINDSET CHANGERS</td>
<td>ARISTOS CAMPUS MUNDUS 2015</td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT PROGRAMMES, WORKSHOPS AND TRAINING COURSES</td>
<td></td>
<td>SOCIAL STAKEHOLDERS</td>
<td></td>
</tr>
</tbody>
</table>

## RESOURCES

<table>
<thead>
<tr>
<th><strong>GOVERNANCE</strong></th>
<th><strong>FACULTY MEMBERS</strong></th>
<th><strong>INTERDISCIPLINARY CENTERS</strong></th>
<th><strong>FACILITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRME COMMITTEE</td>
<td>COMMITMENT</td>
<td>GLOBAL CENTER FOR SUSTAINABLE BUSINESS</td>
<td>NEW SUSTAINABLE FACILITIES IN BILBAO AND SAN SEBASTIAN CAMPUSES</td>
</tr>
</tbody>
</table>
RESOURCES

Resources are the source fount from which a Business School creates value. Within a University, resources are the necessary inputs that, properly processed, will enable us to deliver the business education that is needed today.

a) Governance
First, the main impulse to the new strategy is governed and monitored by the highest level of our governance system. This is why the application letter to become members of PRME was signed and endorsed by the President of the University, and why the Faculty Board is involved in a collegial manner in the progress achieved regarding our new strategic positioning.

However, we also decided that PRME merited a specific governance resource. This explains why we have created the Business School PRME Committee, comprised of two administrators (the Dean and the Director-General), four voluntary faculty members and two students, chosen by the Students Committee of the School. The PRME Committee is responsible for editing and publishing the DBS SIP Report.

b) The most important resource: Faculty members
It would be impossible to up-grade business education without the conviction of the professors. From the very beginning at Deusto, the Faculty Board and most of the faculty members demonstrated their agreement and willingness to follow the path of the school’s new strategy: internationalisation by differentiating our education along the lines of sustainability, innovation and digital strategy.

Thus, the first and most important building block towards a systemic change of the school, commitment, was already in place.

But commitment had to be translated into a whole set of new actions: first and foremost, the process of re-designing programmes, the update and gradual transformation of syllabi and a gradual reorientation of existing strands of research to embed sustainability and the other new, complementary dimensions.

In parallel, it was necessary to expand the educational offer, with the launch of new programmes, such as a full-time MBA, and a new line of Master of Sciences in both business administration and other, more specific and specialised programmes.

We have also undertaken the professional development of our Faculty members in the area of Sustainability.

The need for recruiting new members of the Faculty was also accepted by the administrators of the School.

Thus, the redesign of the curricula and the design of new curricula for new degrees, the recruiting of new Faculty members and the professional development of existing faculty members were the processes needed to update our basic resource, Faculty, to the new strategic orientation.

c) Setting up new interdisciplinary Centres
Since the three dimensions of the new Deusto approach to business education are by definition intended to be transversal and interdisciplinary, the next priority in terms of resources was to create some hubs across Departments.

The Global Centre for Sustainable Business (GCSB) has been the first and main development of the Sustainability Strategy at DBS.

The Centre’s mission is to accomplish its vision through:

a. Business Education, producing teaching materials, case studies and innovative educational frameworks and methodologies to be transversally embedded in the Deusto Business School curricula with the aim of pioneering new business education approaches to sustainable business and sustainable value creation;

b. Advanced Research, combining rigor and relevance in forward-looking research into domestic and international issues that can facilitate the progress of sustainable business and identify new processes and managerial practices to generate sustainable business value and help business leaders to advance new profitable sustainable business models;

c. Advocacy and leadership in ideas, contributing to the progress of international sustainability initiatives and bringing together interdisciplinary scholarship and sustainable business leaders to promote the role of business in solving the world’s growing social and environmental challenges;

d. National and international dialogues with key protagonists in sustainable business: corporations, academia, public authorities and non-for-profit institutions, facilitating international dialogues on sustainable business.

The Centre will work as the Secretariat coordinating the Global Network for Corporate Citizenship (GNCC), an international alliance of leading corporate responsibility experts and ten close-to-market academic institutions around the world, thus connecting with other international initiatives.

Finally, the GCSB will participate in international networks such as the International Association of Jesuit Business Schools (IAJBS), UN Global Compact and Principles for Responsible Management Education (PRME).

Furthermore, during the current period we have laid the foundations for two additional Centres: the Deusto Entrepreneurship Centre and the Digital and Networked Enterprise Lab.

d) Facilities
Business education does not take place in a vacuum, but rather in physical locations, with specific infrastructures, both physical and related to Information and communication technologies. Obviously, the new phase of development of Deusto, in its internationalisation strategy, together with its three new approaches to business education, means that Deusto Business School has to revise and enhance its physical and technological infrastructures and its procedures in order to operate as a sustainable, innovative and digital institution.

Although there is still a lot of ground to cover in this area, the recently-built facilities of DBS, both in Bilbao and in San Sebastian Campus, use new geo-thermal energy systems.
Resources attain the optimum capacity and quality when there are processes in place to ensure it. In our strategy of gradual systemic change, the most important processes that have been established are: (1) Recruiting and Faculty Development (2) Programme Design & Innovation (3) Partnerships Development and (4) Reporting.

**a) Recruiting & Faculty Development**

**Recruiting**

1. Recruiting new members for Deusto Faculty (New Doctorates, Assistant, Associate and Full Professors)

We are already implementing a vigorous recruitment policy to hire international faculty members for a number of departments (Corporate Law, Economy, Finance and Accounting, Human Resources, Marketing, Strategy and Information Systems, Operations and Quantitative Methods) who are especially sensitive to, and knowledgeable about corporate social responsibility and corporate sustainability topics within their own specific area or field of expertise.

In order to achieve progress, the Faculty Board and the government bodies of the University have approved a new set of rules for new Faculty recruits: procedure for candidates selection; new provisions for the academic performance of new members of the Faculty; special provisions for the recruitment of New Doctorates, and a new by-law for the academic career of new members of the Faculty.

2. Recruiting Visiting Professors, Senior Fellows and Fellows in the area of Sustainable Business

We are also recruiting two Faculty members who specialise in the specific field of sustainable business strategy.

As a key strategy to promote innovative learning methodologies, we have hired a Senior Fellow to design and lead the MBA Service Learning.

In order to reinforce our teaching on sustainability modules throughout our programmes, we have recruited four additional visiting professors for this area.

Our plans for the Global Centre for Sustainable Business include the recruitment of a Director of the Centre, four Senior Fellows and four Fellows to undertake advanced research on sustainable business.

To initiate the new strategy, we invited leading practitioners in the area of sustainable business, corporate sustainability and responsibility and directors of corporate social responsibility departments in global multinational companies to take part in teaching our sustainability modules.

**Faculty development**

**Facilitating the development of Faculty members in all Departments at DBS**

We organized a Development Programme for the update of Faculty members in the digital and networked enterprise area. Over a period of two months, 21 members of the Faculty attended the 40 hours programme.

Training the right people is a vital to set in motion a strategic process for implementing sustainability. Over the last year, DBS has made training its teaching staff in this area a priority. This was the aim of its Faculty Development Workshop on Sustainability.

In March 2012, we adopted a programme offering teachers in each department specialized workshops providing a deeper understanding of sustainability. The workshop was organized by DBS departments (Corporate Law, Economy, Finance and Accounting, Human Resources, Marketing, Strategy and Information Systems, Operations and Quantitative Methods).

DBS aimed to provide the faculty with the key concepts in the field of sustainable business. The main objectives of the workshop were the following:

1. To support departments and help integrate the topic and principles of sustainable business and CSR into all courses;
2. Provide an overview of business and sustainability;
3. Provide a greater in-depth understanding of sustainability as it relates to their specific focus area;
4. Provide a range of ways for faculty to incorporate these issues into their curriculum (reading, case studies etc).

The workshop gave the faculty access to guest speakers, and provided teaching materials including course outlines, course activities, events, movies, and games, and innovative ways to incorporate these into curriculum.

**Marketing:** Analysis of sustainability in the marketing mix: people, products, price, place, and packaging. Advertising, communication through eco-labels and social and cause related marketing.

**Economics:** Externalities, regulations and compliance, market-based incentives, doing business with the world’s poor, valuation, ecosystem services.

**Finance & Accounting:** Role of the CFO, shareholders, ownership, reporting, disclosure, indexes, investors, banks and project finance, SRI, Microfinance, Integrated Reporting, Sustainability Reporting, ESG Performance Indicators.

**Human Resources & OB:** Leadership, managing change, incentives and rewards, employee engagement, culture, future of work.

**Strategy:** How sustainability is being incorporated into company strategies including stakeholder analysis, materiality, target setting.
In its first edition, the program was led by Giselle Weybrecht, the author of “The Sustainable MBA”. The 3 hours and a half workshops were attended by 43 members of the Faculty of DBS. As a result, many Faculty in various departments have begun to develop specific syllabi that include Corporate Law, Economy, Finance and Accounting, Human Resources, Marketing, Strategy and Information Systems, Operations and Quantitative Methods.

At the wider level of Ethics and Values, Loyola Province Society of Jesus Educational Unit with the University of Deusto have organised two training programmes for teachers and staff to consolidate leadership skills and Jesuit-oriented ethics: Programme on Identity and Mission and Programme on Ignatian Leadership.

Finally, on the initiative of UNIJES (Federation of Society of Jesus Universities of Spain), training courses are offered on the “Ledesma – Kolvenbach teaching model”, on the “meta-competencies” of “utilitas”, “humanitas”, “justitia” and “fides”.

b) Programme Design & Innovation

In order to redesign existing programs and design new programs, embedding into them the transversal nature of sustainability, Innovation & entrepreneurship, and digital and networked strategy, we have had to set up new, more interdisciplinary processes of design, as well as new processes to incorporate new educational “building blocks” from elsewhere into our curricula.

Programme Design
In the same way that we have created interdisciplinary centres, we have set up a new process for the design of new modules for existing programmes as well as for new degrees and programmes. In both cases, this has involved the introduction of Academic Coordinators in the areas of Sustainable Business, Innovation & Entrepreneurship and Digital & Networked Enterprise. These coordinators are responsible for the transversal integration of the three dimensions into existing programmes and for collaboration with the appointed Directors of new degrees and Open (non-degree) Programmes.

Programme Innovation
Entrepreneurship and sustainability become part of the competencies acquired in a business school not only through the learning of conceptual and analytical tools and organizational skills but also via the creation of a mindset.

For this reason we have introduced the design of new building blocks that can facilitate such a transformative process of learning. The new, innovative “building blocks” that we are formulating will emerge from an in-depth process of dialogue with external partners, the internalization of their inputs and the design of specific modules.

c) Partnerships Development

We have established partnerships on three levels:

- Internal partnerships within the University of Deusto,
- International alliances
- Partnerships with social stakeholders

We are coordinating our efforts at the University of Deusto through the Vice-President’s Office for Identity and Mission because we view education on sustainable business as a complement to the teaching already ongoing at Deusto on Ethics and Values.

Within the broader international network of Jesuit-oriented Business Schools, we have initiated work with the International Association of Jesuit Business Schools, as well as a more specific partnership on sustainability issues with other like-minded schools: ESADE, ICADE, Fordham, Boston College and Georgetown, under the umbrella of the Aristos Campus Mundus project. University of Deusto has forged a strong agreement with an international network of Jesuit Universities to promote Aristos Campus. In May 2010, University of Deusto formed a strategic alliance with Ramon Llull University, University of Comillas, Georgetown University, Boston College and Fordham University to present the 2015 Aristos Campus Mundus project via an advanced strategic cooperation agreement among Jesuits Business Schools. The 2015 Aristos Campus Mundus project promoted by the University of Deusto has been designated a Campus of International Excellence in the European regional category in the Ministry of Education’s 2011 call for applications.

We have collaborated closely with outstanding visiting professors in the field of sustainability integrating them into our key courses on sustainability within the Executive programmes. We have attracted many experts and social organizations to the events organized around the 125th anniversary of the University, and we are building strategic partnerships with national experts on sustainability, national sustainability initiatives such the Spanish Network of the UN Global Compact, and regional initiatives on sustainability.

d) Reporting

Reporting is more than an exercise of transparency and of sharing information on our progress. It is an integral part of the process of organizational change. It a) invites interested parties to take a comprehensive view of all strategic and operational aspects of the business school, b) allows for a more systemic approach to change and innovation, c) facilitates an evaluation and assessment of what has been achieved and d) is the gateway for formulating new goals for the next period.

In the case of this first PRME report from DBS the process has involved the following steps:

1) The setting up of a Task Force under the auspices of the PRME Committee;
2) A thorough empirical exercise involving interviews with a majority of members of the Faculty and a relevant sample of administrators to establish a detailed repository of their teaching and research activities related to sustainability;
3) Collective work by the PRME Committee in order to evaluate progress and define future steps;
4) A refinement of the reporting process itself by the introduction of various improvements for future exercises (for example, the establishment of some Key Performance Indicators (KPIs);
5) The endorsement of the Report and the goals for the next period by the Faculty Board.
EDUCATIONAL SERVICES

Resources and processes are not an end in themselves: their ultimate justification is to facilitate a change in the services provided by our business schools, placing the values of sustainability and corporate responsibility at the core of our educational efforts. In this section, we map our progress in four crucial areas: programmes, methodologies, research and dialogue with the wider community of the stakeholders of the school.

a) New Programmes
Deusto Business School has the following portfolio of Programmes.

Undergraduate degrees
Currently, at the Bilbao and San Sebastian campuses, DBS awards degrees in Business Administration in accordance with the European Framework of the Bologna agreements and via two different models of degrees in single and double subjects:

Postgraduate degrees
DBS awards the following postgraduate, Masters of Science (MSc) and PhD degrees:

<table>
<thead>
<tr>
<th>General Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIBM (European International Business Management)</td>
</tr>
<tr>
<td>MSc in Business Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialized Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master in Auditing</td>
</tr>
<tr>
<td>Master in Human Resources</td>
</tr>
<tr>
<td>Master in Management Development</td>
</tr>
<tr>
<td>MSc in Competitiveness &amp; Innovation (to be launched in 2013-2014)</td>
</tr>
<tr>
<td>MSc in Finance &amp; Accounting (tbl 2013-2014)</td>
</tr>
<tr>
<td>MSc in International Business tbl 2013-2014)</td>
</tr>
<tr>
<td>MSc in Marketing (tbl 2013-2014)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PhD Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Competitiveness, Economic Development &amp; Innovation and the Management of Organizations</td>
</tr>
</tbody>
</table>

DBS Degrees and Double Degrees

<table>
<thead>
<tr>
<th>MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multinational MBA</td>
</tr>
<tr>
<td>Executive MBA</td>
</tr>
<tr>
<td>MBA (full-time) (tbl 2012-2013)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Executive Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master in Business Innovation</td>
</tr>
<tr>
<td>Master in Executive Coaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Entrepreneurship Accelerator Programme</td>
</tr>
<tr>
<td>PLD Programme for Leadership Development</td>
</tr>
<tr>
<td>PEDF Programme in Financial Management</td>
</tr>
<tr>
<td>Programme on Health Management</td>
</tr>
<tr>
<td>PEGE Strategy &amp; Business Management Executive Programme</td>
</tr>
<tr>
<td>Deusto-Deloitte Programme in Auditing and Executive Development (partnership with Deloitte)</td>
</tr>
<tr>
<td>PEDE Executive Programme in Business Management</td>
</tr>
<tr>
<td>Programme in Executive Coaching</td>
</tr>
<tr>
<td>Programme on Management of Public Power (MPP)</td>
</tr>
</tbody>
</table>
Redesigned existing programmes

1. Core courses on sustainability, business in society and values.

DBS aims to embed ethical, responsible and sustainability values in all its undergraduate, postgraduate, PhD and executive programmes as a key strategic dimension.

Education in Human Values

Before Deusto adopted its new strategy on sustainability and other related strategic dimensions, Deusto programmes already had core courses on ethics and values, offering the mandatory “Education in Human Values” module. This strategic module was adopted by the whole of Deusto University and it is promoted by the Vice-President for Identity and Mission.

The “Education in Human Values” module is a compulsory module for all the degrees at Deusto University. It was adopted by the President's Office and it is promoted by Deusto's Vice-President for Identity and Mission. Recipients of a Deusto degree must have a global vision and awareness of global economic, social, environmental, governance and ethical challenges. In consequence, this module was designed to offer an innovative and experiential educational learning process aimed at developing thoughtful leadership, ethical values and principles, and a critical mind-set in all Deusto undergraduates.

It aims to achieve ethical and human rights competences; teach principles of equality, solidarity and democracy. It covers the design of universal access to resources for everyone, based on a culture of peace and tolerance of diversity. The objective is to achieve an integral set of personal values applicable to many spheres of corporate and other types of governance.

The module offers students the opportunity to learn and gain practical experience on sensitive questions and to develop their awareness of the issues faced by a culture based on humanistic values.

Currently, all the University of Deusto programmes include this compulsory module. At DBS we have 15 teachers lecturing on it at the Bilbao and the San Sebastian campuses, as well as holding student tutorials and supervising all the courses.

The module itself is made up of two main compulsory courses:

Course 1. Values and personal options/choices

This first compulsory course is given in the second year of the undergraduate degree.

The formative activities of this part of the module are mainly experiential (with 75 hours of compulsory practical work). These are divided into three modalities:

1. Learning and service: Students gain experience as volunteers or by involving themselves in social participation. They gain hands-on understanding of values, equality, diversity, inter-culturalism and cooperation. Students choosing this option have the opportunity to work as volunteers in social and civic organizations with links to the University of Deusto.

2. Humanism and Society: culture, religion and personal/social values, inter-disciplinary themes and social and Christian thinking.


Course 2: Civic and Professional Ethics

This second mandatory course at DBS is given in the third year of the undergraduate degree course. It provides an opportunity for reflexive learning during a semester.

The focus of this course is to teach the application of ethics to problem-solving in a way that is personally fulfilling and offers a model for coexistence. The contents cover the person as a moral being, the learning of ethical Citizenship, Human Rights, Equality and peaceful coexistence.

The learning methodology is based on the progressive, parallel development of theoretical concepts with practical exercises inside and outside the classroom establishing a feedback loop between theory and practice. The contents are developed by:

- Group debates concerning problematic actual cases and questions in relation to professional business;
- Written assignments;
- Reading
The Deusto Campus Initiative

In our programmes, extracurricular activities related to values and sustainability also play an important role. This is the case of the initiative “Deusto Campus”.

Deusto Campus is the global initiative of the University of Deusto to cover extracurricular activities for students and the university community. Campus life opens up a host of opportunities for students to grow and enjoy their time at university at the same time as becoming actively involved in the community. Deusto Campus offers a range of activities in four spheres: faith, solidarity, culture and sports. Here we include the field of Solidarity, which is directly related to this report:

Deusto Campus aims to create a university community that is highly qualified and committed to helping underprivileged people in our society and our globalized world and caring for the Environment. Deusto Campus establishes different strategic lines of activities for Solidarity:

1. **Voluntary Work and Citizenship**
   a. Courses and workshops: voluntary work with people deprived of freedom and culture, and people using sign language;

2. **Cooperation and Development**
   a. Debates and workshops: Human right, politics, humanitarian aid, Sustainable Economy, the right to education, development cooperation;
   b. University & Development: There is a team of volunteers actively involved in the promotion of development cooperation at our university;
   c. Awareness campaigns: Fair trade, the right to education, underprivileged countries;
   d. Cooperative voluntary work in underprivileged countries.

3. **Ecology and Sustainability**
   a. Debates and workshops: recycling, sustainable consumption, natural resources management, cruelty to animals, social and environmental responsibility and policy;
   b. EKODEusto: a team of volunteers that are actively involved in the promotion of ecology and sustainability at our university;

New modules in Executive Education on Sustainability

In 2010, at the same time as we adopted PRME and defined the new strategy for the school, sustainability became a key strategic element for Postgraduate and Executive Education.

As a first step, in the academic year 2010-2011, DBS designed and included sustainability courses and modules in the majority of our programmes (e.g. the Multinational MBA, the Executive MBA, the Programme for Leadership Development and the Advanced Programme in Health Management).

We offer as an example the module that was introduced in the Executive MBA: “Global agenda of the company: the creation of sustainable values”

This module focuses on how to develop sustainable business in today’s changing environment, the strategic management and leadership. It provides an important background to contemporary companies’ global agendas in a context of change and economic, financial, social and environmental crisis. Participants approach the analysis of the global context of the company from an economic, social and environmental viewpoint, with the objective of generating economically sustainable frameworks and understanding how companies must operate in 21st-century society. This session analyses the principal elements of the theoretical debate concerning the impact of current global changes, especially those concerning the materiality of the company and its business models. We offer the necessary tools and concepts to understand the implications of a sustainable environment for companies in the coming decades.

We also dedicate this session to the analysis of concepts such as “sustainable business” and introduce the different elements in social, economic and environmental responsibility. Participants acquire the concepts of strategic management so that business policies can be analysed from a sustainable perspective taking a middle- and long-term view.
**New Module on the MSc Programmes**

In the academic year 2011-2012, a new compulsory module of 60 hours of lectures, “Sustainability and responsible innovation in an interconnected world” was designed for the postgraduate MSc degrees to be launched in 2012-13 (Finance & Accounting, International Business, Marketing and Competitiveness & Innovation).

**Module on the PhD Programme**

Finally, within the PhD programme, we also offer a Seminar on Corporate Social Responsibility. In this module, participants examine the major theoretical perspectives and their current applications in five areas: a) Sustainability, CSR and Strategy; b) Business Ethics and CSR; c) CSR and SMEs; d) CSR Reporting and, e) the Consumer Movement.

However, we are aware that the transformation of our curriculum cannot take place by including “add-on” courses in our curriculum, but by transforming the whole curriculum. This is why we are now building the next step of “transversal embedding”.

2. **Transversal embedding**

Sustainable businesses and corporate social responsibility have started to be mainstreamed throughout the entire syllabus of all the school’s programmes.

This process is already being rolled out and the aim is to encompass all the disciplines covered at DBS by including the sustainable dimension in one, or preferably several of the aspects that define a course, such as content, tools, skills and learning methodologies.

**Launching new programmes**

1. **The new Deusto MBA (full-time).** We are now progressing towards fully integrating sustainability, entrepreneurship and digital business in the Deusto curriculum.

The first step has been the design of the MBA (full-time), to be launched in January 2013, with an altogether new approach, embedding the three dimensions of sustainability, entrepreneurship and digital enterprise in all its disciplines as integral, transversal and multidisciplinary components.

MBA has been directly inspired by the PRME framework and contains the vision, tools, organisational skills and personal competencies to master the four basic dimensions necessary for a company’s success in the business environment of the 21st century: an update on fundamental theories and management practices, sustainable business, the digital networked enterprise and an entrepreneurial and innovative mindset.

First of all, we have transformed traditional courses by introducing the sustainability dimension (Economics, Strategy, Finances and Accounting, Marketing, Operations, Management Control, Human Resources and Operations).

Second, some core courses on sustainability, business in society and the global corporate agenda have been included in the curriculum, such as a new course on “Business in Society”, “The Global Agenda”, a workshop on “CSR implementation”.

We are designing new workshops for organisational skills such as the workshop on “Dialogue, Mediation and Negotiating with Stakeholders”.

Finally, we have included a pioneering four-week service learning period in sustainable management.

The following is a more detailed account of the Deusto MBA:

MBA is designed and inspired by the Principles for Responsible Management Education, transversally embedding the values of sustainability at all levels of the curriculum including new methods of experiential learning. Furthermore, sustainability cannot be taught in a vacuum, but must be interwoven with other basic dimensions of today’s corporate demands, such as an innovative and entrepreneurial mind-set and a clear vision.
about how a successful digital and networked enterprise operates. Deusto MBA aims to meet the needs of successful companies in the complex business environment of the 21st century.

**Guiding principles of the MBA**

In keeping with its principles, we have devised the following set of commitments and guiding principles for our new MBA:

1. **Aim**: To provide talented participants with the appropriate learning environment as a means to become professionals and leaders who work for the sustainable growth of companies, society and of the planet; master the ongoing digital and Internet revolution; and to develop the entrepreneurial and creative mind needed nowadays for social and economic ground-breaking change.

2. **Corporate Values**: The promotion of human rights, the full development of employees and care for the environment as basic values of a successful and competitive enterprise. These values also advocate transparency to combat corruption, explore ways to fight poverty, foster the discovery of new socially useful products and services as well as aim to contribute to the Millennium Development Goals and the ideal of intelligent and inclusive global governance.

3. **Personal Values**: The participants of the MBA are taught the values of reflective and courageous leadership: integrity, cooperation to compete, leading by example and social and environmental awareness of decision-making processes.

4. **Curriculum**: The MBA contains the vision, tools, organizational skills and personal competences to master the four basic dimensions necessary for a company’s success in the business environment of the 21st century: an update of fundamental theories and management practices, sustainable business, the digital networked enterprise and an entrepreneurial and innovative mind-set.

5. **Learning Methodologies**: We combine traditional MBA methodologies with new experiential frameworks of learning-by-doing, such as work in real projects within a corporate environment, and service learning dealing with the impact of corporate operations on communities.

6. **Professional Development**: We act as facilitators in building bridges between sustainable corporations and a new generation of globally responsible, entrepreneurial and internetworked leaders.
MBA Sustainability Approach

Sustainability Approach is integrated in different specific features of the curriculum:

1. Core courses
   Core courses on “Business in Society” and “The Global Agenda”.

2. Transversal Embedding
   Sustainability is an integral part of the MBA and covers all relevant areas of business (Economic environment, Strategy Finance and Accounting, Marketing Entrepreneurship, Organizational Development and Human Capital, Operations, Management Control). The relevant levels of business operations are comprehensively covered:

3. Service for Sustainable Management
   This feature has been designed to introduce participants to the process of planning intervention strategies of a relational and multi-stakeholder nature. These are vital in managing the kinds of corporate crises that may arise, directly or indirectly, from the roll-out of global business models.

   Its relational approach allows solutions to be designed, with a broad concept of development, linking crises and crisis-management with the conflicts and disasters that may be their cause and/or effect.

   Service for Sustainable Management allows participants to:

   Manage corporate intervention models that overcome the so-called Disaster Cycle applying an innovative approach: the Disaster Bicycle. At the same time, it provides participants
with an opportunity to understand the human element in complex global crises;

Resolve: (i) theoretical cases in the classroom and (ii) practical cases in the field, providing participants with the opportunity to understand the human element of complex global crises.

The objectives are to help participants to:

1. Distinguish between crisis, conflict and disaster through an innovative framework that from the outset integrates management and development as parts of the same corporate agenda;
2. Assess the impacts of global crises on the harmonious development of business models;
3. Identify key indicators in order to construct corporate solutions and responses to crises and, finally,
4. Select key stakeholders from their articulated relational solutions and based on their agendas and abilities to resolve crises/disasters from a sustainable and harmonious point of view.

2. New specific programmes on sustainability, entrepreneurship & innovation and digital strategy:

We have focussed on promoting Sustainability Programmes in Executive Education, first and foremost in In-company programmes (in response to the demand from companies for training) and open programmes from our portfolio of executive programmes.

We have designed our first In-company programme in Sustainable Business with ENAGAS. This programme has given us insight into the current training needs of multinational corporations and global firms in the area of sustainability.

In the last month, DBS has also launched open programmes such as the Global Entrepreneurship Accelerator Programme, an international accelerator. Currently, we are launching a series of intensive programmes for entrepreneurship called DeustoStart.

b) New Learning and Teaching Methodologies

Our efforts at redesigning the educational products of our curriculum also include a shift towards new learning methodologies and educational frameworks; in many cases, with the valuable help of our partnerships and networks.

- We have introduced new modules to promote a shift of mindset among our participants and students towards innovation & entrepreneurship, and sustainability such as:

“Critical Thinking”, a workshop taught by Professors of Philosophy from the School of Social and Human Sciences at the University of Deusto.

“Business as Design”, a workshop linking new business models and design thinking, in collaboration with several “design thinkers” from Spain and abroad.

“Business and Arts”, a partnership with the Guggenheim Museum, designed to promote reflective leadership and to “incorporate the language of arts into the dehydrated language of management.”
• For the new (full time) MBA, we have created a new educational framework called “Service Learning for Sustainable Management”. The participants will have the chance to act as corporate conflict-solving officers in project-based learning processes in developing and emerging countries.

• We have expanded the practice of working on real projects with companies to all our students, introducing sustainability as a key element.

• Personal skills: socially responsible leaders. Finally, we are transforming our own view of the skills that our students need to acquire through our new approach to business education. To date we thought that it was necessary to equip them with “vision”, “analytical and decision making tools” and “organisational skills”. But we have now decided that all this has to be complemented with individual personal skills. That is why we are creating an internal network of personal coaches and introducing coaching sessions so that our students can improve their own personal skills and become reflective, courageous and responsible global leaders.

c) New Research

1. The Global Centre for Sustainable Business is reorienting and promoting new lines of research related to sustainable business.

The Global Centre for Sustainable Business draws together and promotes new research projects concerning the development of sustainable businesses and Corporate Social Responsibility, promoting and integrating different research groups or lines. This has led to the design of new projects in the following eight lines of research:

• Economy and sustainable development. International Sustainability Ranking
• Global Governance, Business regulation and CSR
• Corporate Governance and Sustainable Business: Boards of Directors
• Corporate Social Performance, Corporate Financial Performance and Stock Exchange Performance
• Sustainable Business and Shared Value
• Theory of CSR
• Social Innovation, Social Economy and Social Entrepreneurship
• Social Contract and Sustainable Business

2. Interdepartmental Research Group on Competitiveness and Economic Development

The objective of this research group, set up in 2010, is to analyse both the structural factors that determine competitiveness (size-ownership and business groups, productive specialisation, etc.) and the behaviour and policies that support it (innovation, entrepreneurial capacity, co-operation networks and clusters, etc.). This analyses the determining factors of business competitiveness and economic development. The research team has included Sustainability and Corporate Social Responsibility as a strategic line of research.

3. Interdepartmental Research Group on Innovation and Management of Organisations in the Knowledge Society

The objective of this research group is to analyse the transformation that the different areas of business management


The PhD Programme follows five main lines of research considered as key aspects of business competitiveness and economic development: (1) Innovation Systems, Growth and Territorial Competitiveness, (2) Entrepreneurship, (3) Clusters and Regional Development, (4) SMEs, Family Businesses and Business Groups and (5) Corporate Social Responsibility (CSR). The CSR research aims to meet a need for a change in how firms are understood.

d) New Dialogues with our Stakeholders

The traction generated by our commitment to sustainability has also meant a new horizon of dialogue with our stakeholders. Two instances deserve attention:

1. To commemorate the **125th Anniversary of the University of Deusto**, DBS organised a two-day series of events at both the Bilbao and the San Sebastian Campus under the theme “Towards an Innovative, Internetworked and Sustainable World”. The target for participation in the different events was the students, the Faculty and representatives of companies throughout the Basque Country. Some 600 people took part in the programme, where the interface of our three strategic dimensions was the central issue.

The dialogue on sustainability unfolded throughout four different sessions and workshops:

- Workshop on “Sustainability, Entrepreneurship and the Global Agenda”
- Workshop on “Internetworked Entrepreneurship”
- Roundtable on “2000-2020: a new era of Sustainability”
- Roundtable on “Towards a sustainable, innovative and internetworked world”

2. The Global Center for Sustainable Business has as one of its main aims an annual international dialogue on advanced issues related to sustainability. The first international dialogue will be hold in 2012-13.
The overall aim should be to continue, for 2012-2014, the gradual process of systemic change.

- In terms of the Educational Services delivered by DBS, the aim should be:

1. To **expand the transformation of basic disciplines** of management achieved in the Deusto MBA (full-time) to all the Postgraduate (MScs) and the Undergraduate portfolio of the School. This transversal spread has a clear advantage: there is no need of great changes in the curriculum (in terms of a new structure of the degrees content), but of the content of the syllabi taught by Faculty members in the different Departments: Corporate Law, Economy, Finance and Accounting, Human Resources, Marketing, Strategy and Information Systems, Operations and Quantitative Methods. In so far that the change in the syllabi is achieved, the transversal embedding of sustainability and the other strategic dimensions (innovation & entrepreneurship and digital & networked strategy) will take place.

2. To **consolidate the content and methodologies** used in 1) new courses (“The Global Agenda”, “Business and Society”, “CSR Implementation”), 2) new “mindset changers” (modules on “Critical Thinking”, “Business as Design”, “Business and Arts” and “Reflective Leadership”), and 3) new educational frameworks (“Service Learning for Sustainable Management”, and the practice of real projects with companies). Once these complementary aspects of the Deusto approach to education are consolidated in the Deusto MBA (full-time), they will spread gradually to the curriculum of other executive programmes, the Postgraduate university programmes and the Undergraduate programmes.

3. To **progress in new research**, publishing at least six research papers in peer-reviewed journals under the facilitation of the Global Centre for Sustainable Business and to produce at least two sustainability cases in each Department of the School.

4. **Organize the dialogue between the Ignatian values of a Jesuit-oriented business school and the PRME values-based sustainability proposition.** We should commit ourselves to organizing these dialogues both internally at Deusto University and to lead it, along with another willing business schools internationally in the International Association of Jesuit Business Schools.

- In terms of Processes, some of the goals established in the previous paragraphs should be linked to some important processes:

5. To deepen the practice and establish a **more systematic approach to Faculty development** in the area of sustainability, innovation and digital strategy, in order to further syllabi development in all the areas, through ongoing interdisciplinary and disciplinary seminars at the Global Center for Sustainable Business, the Deusto Entrepreneurship Center and the Digital and Networked Enterprise Lab. In order to proceed, the policy of Visiting Professors has to be increased.

6. To establish a **policy for case development** by Faculty members.

7. To further explore the **conceptual meaning of the interface** between the three areas of differentiation of the school (sustainability, innovation & entrepreneurship and digital & networked strategy).

8. To introduce an **improved systemic approach to reporting**, by introducing KPIs and formulating a performance scorecard to be updated annually.

Finally, in terms of Resources two areas deserve attention in the next round of PRME implementation:

9. To **enrich the governance of PRME** by holding meetings of the PRME Committee and by establishing the practice of interim reports of the Committee to the Faculty Board every trimester.

10. To undertake a **systemic approach to the updating of our physical and technological infrastructures** in terms of the three strategic dimensions of Deusto Business School. In particular, the next round of the implementation of PRME (2012-2014) should have two main targets: a) the setting-up of a carbon-neutral policy at our campuses and facilities via a process of consultation, and b) the increasing digitalization of the school (the introduction of blended programmes, eradication of paper and introduction of tables and apps. as the way of delivering documentation to our students, etc).

These are, then, the ten goals that Deusto Business School proposes to achieve in the next round of implementation of PRME for the period June 2012 to June 2014.