



Barcelona School  
of Management



**PRME**

**Progress Report**

**Barcelona School of Management**

**Barcelona, April 2019**

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## 1. LETTER OF RENEWED COMMITMENT TO PRME

Over the last academic year, we have continued working to improve the excellence of our teaching, research and knowledge transfer activities with a focus on the organization's social and economic aspects.

Since we are aware that BSM's staff are a key pillar for its success, we have focussed on their development and consolidating the core faculty. We have also continued to implement the new teaching model, which already includes 27 programs, and the project to bring culture into management has taken its first steps. The new teaching model has required us to improve services and infrastructure, so we have renovated the lobby and other areas, creating settings for socialization and cross-disciplinary work.

We are proud to have obtained the accreditation of four Masters of Science. We have also received the Barcelona Prize for Innovative Company in Conciliation and Time from Barcelona City Council for our flexible hours policy. It is one of our initiatives within the Social Responsibility Program, which has been implemented in the various areas.

Companies are continuing to work closely with the school, not only through involvement in governing bodies but also in areas such as tailor-made training for companies and the internship program. This is accompanied by a new program aimed at former students that has emphasized three areas: knowledge, skills and community.

We are committed to planetary wellbeing and values such as transparency, social responsibility, culture and the humanities, and consolidation of the teaching model, allowing us to test and adjust the incorporation of cross-cutting issues related to ethics, culture, social responsibility and sustainability in our programs and way of doing things.



**Oriol Amat**  
Dean

## 2. MAJOR ACHIEVEMENTS DURING THE LAST 24 MONTHS

In the previous report, we set out the key objectives to be developed in the next 24-month period. At that time, we committed to:

1) Aspects related to curricular activities:

a) Continuing previous successful activities, incorporating faculty and contents related to ethics and corporate social responsibility

b) Adding cross-curricular subjects, related to SENSITIVITY, to develop our students' social responsibility

2) Aspects related to the Alumni program: continuing to emphasize aspects of responsive management, social value and ethics.

3) Inclusion programs: continuing to collaborate with NGOs to help people with diseases through organizations such as *Fundació Catalana Síndrome de Down*<sup>1</sup> and *Associació Espanyola de Direcció y Desenvolupament de Persones (AEDIPE)*<sup>2</sup>

Below we will describe the activities carried out during these 24 months.

### 2.1 Curricular activities

#### 2.1.1 Programs

##### ▪ Teaching model

BSM's training model focuses on people and their talent. We provide a model based on challenges, projects and mentors, which is adaptable to the learning needs of each student. Training is no longer seen as a content program but instead as a professional and life experience in itself.

The key concepts of this model are:

- *Real challenge*: solving real problems and challenges is a trigger for learning and is fully integrated into the curriculum.
- *Project*: student projects are carried out from the beginning of the program and form the backbone of the learning process.
- *Personalization*: learning is personalized and adapted to the training needs of each student's project.
- *Mentor*: teachers become mentors: they are the people who drive students forward in their process of discovering and building knowledge around the project.
- *Tutor*: students have the support of tutors from their professional field who guide and advise them on the performance of the projects.

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<sup>1</sup>Fundació Catalana Síndrome de Down: <https://www.fcsd.org/en>

<sup>2</sup> Associació Espanyola de Direcció y Desenvolupament de Persones (AEDIPE): <http://www.aedipe.es/>

- *Interdisciplinarity*: training is seen as interdisciplinary and develops competences in different subjects in an integrated manner.
- *Critical spirit*: the creation of value propositions, questioning established ways of thinking and contrasting ideas is part of the system and an objective in itself.

### **2016-2017 New Teaching Model Results**

- During the academic year 2014-2015, two programs were selected for the pilot test for the new teaching model: the Official Master's Degree in Marketing and the Master in Direct and Digital Marketing. The results were:
  - Implementation of the model in 16 programs
  - Expansion of the BSM Inside training module
  - New teaching material
  - Development of the immersion phase (visit to Fablab and two creativity workshops)
  - Skills and mentoring tutorials for 17 programs
  - Equipment and technological developments (classrooms 510 and 511)
  - Dissemination (Management is Cool video capsules publicity campaign and special training reports)

### **2015-2016 New Teaching Model Results**

During the academic year 2015-2016, two more programs were incorporated into the pilot, giving a total of four programs: the Executive MBA, Master in International Business, Master in Marketing and Master in Direct and Digital Marketing. The results were:

- *Production of 103 individual projects*, linking theory with practical application, and integrating knowledge, attitudes and skills from multiple disciplines.
- *Participation of 49 mentors*, with a final student satisfaction percentage of 86.1%. More than 50% were rated Excellent.

#### ▪ **Postgraduate Course on the Fostering of Active Aging Projects**

(May 2018)

##### **10 ECTS - Academic Management: Paulina Ballbé and Dr. Jordi Camí**

The aim of the Postgraduate Course on the Fostering of Active Aging Projects is to train specialists in active aging. At present, there are not enough "active aging" policies in Catalonia and specialists are needed who are qualified to design and promote them. Trained specialists are also required in sociocultural management in this sphere of active aging, who can develop projects and activities in this area of specialization.

The aim of this program is to train specialists from:

- Public authorities, in areas related to the elderly, culture, education, participation, tourism, social services and health etc.
- Municipal facilities (civic centres, homes for the elderly, cultural centres, etc.)

- Private associations and foundations (cultural associations, NGOs, social projects, etc.)
- Service companies specialized in leisure, culture and the elderly, etc.

Xavier Prats Monné concluded this fourth course, referring to the conclusions drawn from an important study carried out on the state of health of the populations of the 28 countries of the European Union ('The state of health in the EU'). This work was led by the General Directorate of Health and Food Safety of the European Commission and provides very useful up-to-date data on the health systems of the EU Member States. He also reflected on the relationship between science and society as a basis for human progress.

▪ **Bringing businesses and the university closer: *The Challenge***

*The Challenge* is a project about open innovation applied to learning in which teams of students from different programs at UPF Barcelona School of Management and different nationalities work on the same business challenge. Students who come from different countries, situations, surroundings and disciplines became a whole new source of fresh ideas that are almost pure and even disruptive to businesses. These ideas, using the tools and dynamics provided by lecturers, become proposals or business projects that the company itself will evaluate at the end of the project.

This is the philosophy behind *The Challenge*, a project that UPF Barcelona School of Management began in 2011 and which aims to move towards a new integrated model of learning, based on solving real-life business challenges that truly connect students with the world of work.

**Challenge Program 2017 (December 2017)**

**BSM joins the #ParaLosValientes (For The Brave) campaign.**

Sant Joan de Deu Hospital in Barcelona joined the MBA Challenge Garage, an open innovation project promoted by Barcelona School of Management

Executive MBA students faced the challenge of devising a project that would reactivate the campaign and boost the social share in fundraising. The #ParaLosValientes (For The Brave) campaign by Sant Joan de Deu Hospital in Barcelona started in February 2017 with the collaboration



of Leo Messi. It managed to raise 14.4 million euros through micro-donations and contributions from large donors and companies for the construction of the SJD Pediatric Cancer Centre Barcelona, the largest children's cancer hospital in Europe. Construction at the hospital started in 2018, but San Joan de Deu Hospital needed to raise an

additional 15 million euros to complete the project, which will have 40 rooms, 8 cameras for hematopoietic progenitor transplants, 30 day hospital cubicles, 20 offices for external consultations, radio pharmacy, laboratories and other non-healthcare services.

The project's promoters decided to use BSM and its open innovation project, the Challenge Garage, to boost fundraising. Open innovation means combining internal and external knowledge to carry out strategic and R&D projects. For two weeks, the university, hospital and students worked intensively in creativity and innovation sessions in which ideas, proposals and even business models were shared. The challenge consisted of devising a strategic plan for Sant Joan de Déu Hospital, which would allow it to raise 5 million euros in donations via the web.

### **Challenge Program 2018**

#### **Executive MBA students accept the challenge of the Josep Carreras Foundation against Leukaemia**



5,000 cases of leukaemia, the most common paediatric cancer, are diagnosed in Spain each year. Recovery rates have improved due to research but even today two out of every ten children do not overcome the disease. In the case of adults, the percentage is under 50%. Three out of four people who require a bone marrow transplant do not have a compatible family member. For more than 30 years, the José Carreras Leukaemia Foundation has tirelessly promoted all kinds of projects for the

benefit of patients and science. In 2010, it created set up the Josep Carreras Leukaemia Research Institute (IJC), one of the few centres in the world dedicated exclusively to leukaemia and other oncological blood diseases. Since 1991, it has managed the official registry of bone marrow donors in Spain, REDMO, in close collaboration with the public health system. More than 9,000 people around the world have been able to receive a transplant thanks to its research and it has provided support for patients and their families in the form of information services, guidance and even temporary accommodation.

The foundation receives contributions from individuals and businesses, family legacies and charity concerts and performances by Josep Carreras, an internationally-famous tenor. The foundation is aware that it needs new fundraising channels, especially to make itself known and connect with a younger audience that has not heard of Josep

Carreras. This was the challenge that the foundation set for students on BSM's Executive MBA: increasing the foundation's fundraising and awareness among a younger audience. It used BSM's Social Challenge to do this. The challenge is an open innovation project, which consists of combining internal and outside knowledge to carry out the strategic and R&D projects. BSM makes its ecosystem of school agents and student community, in this case the Executive MBA, available to companies and organizations. For a week, the university, foundation and students worked together in creativity and innovation sessions to find inspiring solutions. The students, divided into teams, presented their proposals to the foundation in December 2018.



▪ **Academic Projects Related to Responsible Management**

Throughout these 24 months, students at UPF-Barcelona School of Management have produced master's thesis projects, many of them related to the themes of social responsibility, inclusion, health and welfare.

The outstanding final master's theses during this period were:

Academic Year	Program	Project Description	Mentor
2017-2018	DTRAND	Pallapupas. An association that contributes to the humanization of hospital processes with the support of professional actors and actresses	Genís Roca
2017-2018	MCPI	A project focused on designing a plan to pass laws promoting the rights of Peruvian indigenous peoples in Parliament	Jordi Xifra
2017-2018	MCPI	A project focused on the design of an effective communication strategy tailored to an existing program known as "Gender Violence Alert" (AVG) in Mexico	Pau Canaleta
2017-2018	MGEP	A project that consists of the organization and management of a charity regatta to raise funds for the Sant Joan de Déu Hospital Association.	Tatiana Vilaseca
2017-2018	MGEP	This project called "Adopt a Mother-in-law" focused on elderly people and was based on the principle that everyone should respect elderly people, who should be present in their day-to-day lives.	Lara Torrano
2017-2018	MIF	A marketing plan to reposition Lemtrada, a Sanofy-Genzyme drug, which was launched on the market in 2013. Lemtrada is a last-resort treatment and we accepted the challenge of changing that positioning so that Lemtrada is administered to all patients with Multiple Sclerosis.	Xavi Olba

Academic Year	Program	Project Description	Mentor
2017-2018	MMDD	A web solution to connect kennels for abandoned dogs with people who want to adopt dogs in Lima, Peru.	Pablo Montero Hernández-Barahona
2017-2018	MMEDAC	A project to create a mediation centre in order to work on the transformation of the child's relationships and so achieve better development in relating to people who have a direct relationship with the child's life.	Javier Wilhelm
2017-2018	MUIBAL	A project to introduce biodegradable wrappers for the Thai brand Super Bee in the Japanese market.	Ferran Lemus

*Legend:*

DTRAND: Postgraduate Diploma in Digital Transformation of Organizations

MCPI: Master's Degree in Political and Institutional Communication

MGEP: Master's Degree in Management of Events and Protocol

MIF: Master's Degree in Pharmaceutical Marketing

MMDD: Master's Degree in Direct and Digital Marketing

MUIBAL: Master of Science in International Business

MMEDAC: Master's Degree in Professional Mediation

## 2.1.2 Courses

### 2.1.2.1 Social Responsibility Courses

The following courses have been designed to be offered across all UPF-BSM programs:

- **Ethics and sustainability**

During the academic year 2017-2018, the ethics course continued in BSM's Master of Science with the following learning objectives:

- Developing critical thinking skills to identify and resolve ethical issues based on reason;
- Understanding ethical reasoning and the importance of consistency in solving practical problems;
- Distinguishing between different criteria for moral consideration and the implications for whom we must consider ethically;
- Distinguishing between the most important ethical approaches and providing reasons for each of them for or against alternative courses of action;
- Removing the implications of these general ethical positions for the specific question of sustainability;
- Knowing the different steps in the process of making ethical decisions and being able to apply them to different specific cases;
- Making sound ethical decisions and being able to evaluate the results of the decision-making process.

*Contents:*

1. What is ethics?
  - 1.1. What is ethics?
  - 1.2. Ethical problems
  - 1.3. Consistency
  - 1.4. Ethical relativism
2. Moral Consideration
  - 2.1. Consequentialist approach
  - 2.2. Anthropocentrism
  - 2.3. Sentiocentrism
  - 2.4. Environmentalism
3. Ethical Approaches
  - 3.1. The consequentialist approach
  - 3.2. The rights approach
  - 3.3. The equity approach
  - 3.4. The sustainability approach
4. The ethics of sustainability
  - 4.1. Sustainability: the problem of definition
  - 4.2. 3-axis sustainability
  - 4.3. Sustainability: for whom?
  - 4.4. Implications of sustainability
5. Ethical decision-making
  - 5.1. Ethical decisions
  - 5.2. Identifying and defining the problem
  - 5.3. Getting the relevant facts
  - 5.4. Evaluating different alternative courses of action
  - 5.5. Making the decision
  - 5.6. Testing the decision
  - 5.7. Acting and evaluating results
  - 5.8. Transforming ethical decisions in professional practice

*Lecturers*

*Ethics:*

- Fernando Campa (Master in Business Financial and Accounting Management. Specializing in Auditing – 3-hour course)  
In addition to applying accounting criteria and producing annual accounts, the auditing profession must also consider ethical aspects of the business management environment. Unfortunately, ethics and finance have not always gone hand-in-hand.

*Corporate Social Responsibility:*

- Xavier Dueñas (Master in Banking and Finance - 4 hours)  
Case studies on: investor behaviour, corporate finance, property owners (payment rights), managerial skills such as leadership, team work and time management.
- Manel Palencia-Lefler  
How the concept of corporate social responsibility is presented in today's businesses and how it is reflected in actions such as patronage, among others, as well as the fundamental role that business communication plays in this area.
- Xavier Carbonell (BSM Inside)  
He has worked as an auditor and financial consultant. He specializes in corporate social responsibility and auditing and teaches both subjects at BSM.

### 2.1.2.1 Free Courses

**MOOC (Massive Online Open Courses) finance for non-financial professionals:** this course has been designed as a tool to democratize training in one of the most specialized areas of UPF. To date, more than 18,000 people have registered.

### 2.1.2.2 Solidarity Courses

The Culture Project continued in 2017-2018. In this project, BSM incorporates culture into the training experience as an element of student transformation and interrelations. Everything related to humanities and culture is important at the school as part of our teaching model. The activities carried out included:

- Literary recommendations

Selection of 16 literary titles that were recommended to students for different reading moments.

- *Bartleby, the Scrivener*

BSM published its own, exclusive edition of the novella *Bartleby, the Scrivener*, by Herman Melville. In addition to the author's story, the book included contributions from lecturers. A total of 3,700 copies were published and distributed among all the students as well as employees and lecturers.

- Laberint Festival

From 5 to 9 March, BSM's headquarters became a labyrinth of cultural proposals, a week dedicated to culture with workshops, conversations, conferences, concerts, exhibitions, art installations, cinema and literature. The Laberint Festival program included both academic activities for our students and other non-academic activities.

- World Press Photo

BSM invited students on a guided tour of World Press Photo, the major photography exhibition that travels to more than 150 cities around the world each year and displays stunning photographs of different situations and social, cultural, economic and natural phenomena.

- Bookcrossing

BSM promoted book exchange as part of the St George's Day festivities with the second edition of Bookcrossing. To make this possible, BSM gave away more than a hundred books, including 25 copies of an exclusive edition of *Bartleby, the Scrivener* by Herman Melville.

- Promotion of literary production

Alumni of the Master in Literary Creation at BSM received several awards, notably including the GABO (Gabriel García Márquez Award) for narrative journalism, the Simón Bolívar Prize and the Herralde novel prize.

## 2.2 Special events & guest speakers

During 2017-2018, BSM held a number of events, notably including the following:

The most important talks were:

Date	Guest	Topic
30 September 2017	Director of Humannova, Virginio Gallardo.	"Towards the (digital) HR Manager of the 21st century"
15 January 2018	Joaquim Saurina is a former member of the Board of Directors of the BFA-Bankia Group and vice-president of Barcelona European Financial Centre.	"Lessons from the financial crisis: The Bankia case"
28 February 2018	Walter Jennings, Vice-president for Corporate Communication at Huawei, Marsha Collier, Craig Brown, Enrique Dans and Carlos Scolari	"Branding and mobile communication: HUAWEI's Key Opinion Leaders Program"
16 May 2018	Laura Rosillo, an expert in Age Management and Professional Maturity, and Maribel Álvarez, Talent Management Director at Zurich Spain.	"Senior talent: opportunities and challenges in the management of mature talent"

### Relevant talks based on PRME principles:

- **"Communication of climate change"**  
18 June 2018, organized by the Master in Scientific Communication, with James Essex Painter, researcher and expert in climate change and communication at the University of Oxford.
- **"How to legislate to promote public health: tobacco and accidents"**  
12 April 2018, Professor Jaime Pinilla gave this talk for the students on the Master in Health Economics.

### Promotion of Social Debate:

UPBSM has organized more than 50 events including conferences, talks, roundtables and debates. The following stood out:

- **Campus Gutenberg:** organized by the Master in Scientific Communication, bringing together more than 300 experts and public science professionals.
- **Masterclass: "Quality sports journalism"**. Organized by the Master in Sports Journalism, with sports journalist José Luis Rojas, professor of journalism and author of several books.
- **Second Mediation Workshop: "Conflict management through dialogue"**. An event organized by the Master in Professional Mediation with Javier Wilhelm and Maria Munné, during European Mediation Week.
- **Master class: "Active aging"**. Organized by the Postgraduate in Active Aging, with Xavier Prats-Monne (General Director of Health at the European Commission), Roser Galí (Catalan Government General Director of Families) and Enrique Cano (Head of Promotion of the Elderly People, Barcelona City Council).

### 2.3 Alumni continuity program

2017-18 was a key year in the transformation of the Alumni Program. In order to keep the continuous transformation of former BSM students active, a knowledge update program was prepared based on the trends and drivers of today's society and new spaces, physical and virtual, were created to enhance the connection of BSM's broad ecosystem of multidisciplinary talent.

The result was that more than 1,800 people enrolled in the 20 activities that alumni held during the 2017-18 academic year. Some of the concepts most repeated by those attending in the evaluation surveys were: trend, quality, innovation, debate, networking, inspiring, speakers, practicality.

Trends	Transformation engines
<ul style="list-style-type: none"> <li>• Decalogue of an exceptional campaign, Pau Canaleta</li> <li>• Blockchain, Montse Guàrdia, and Luz Parrondo</li> <li>• Barcelona Brand, Consol Vancells, and Jorge Carrión</li> <li>• Future of Work, Jordi Serrano and Virginio Gallardo</li> <li>• Legal Tech, Jorge Morell and Lluís Escribano</li> <li>• Senior Talent, Laura Rosillo and Maribel Álvarez</li> <li>• Mediation workshops, Javier Wilhelm and Maria Munné</li> </ul>	<ul style="list-style-type: none"> <li>• Cybersecurity, Sergi Cabré and Jordi Aroca</li> <li>• 5G technology as an accelerator of change, Carlos Cuffí and Genís Roca</li> <li>• The visualization of data, a key tool in decision making, Ignasi Mayor and Xavier Marcet</li> <li>• Artificial intelligence and the seven liberal arts.</li> <li>• Josep Maria Ganyet and Mar Galtés</li> </ul>

### 2.4 Inclusion

- **Community spaces**

As part of our responsible commitment actions, we reach collaboration agreements with social associations and organizations to collaborate in different areas and encourage social debate. We have free space transfer agreements with:

- Barcelona Down
- Association against Anorexia and Bulimia
- Catalan Down Syndrome Association
- Catalan Down Syndrome Foundation
- Catalan Public Management Association
- Catalan Regional Science Association
- Spanish Association of Management and Development of People (AEDIPE)
- Human Factor Foundation

- **Inclusive Courses:**

UPF-BSM has designed curricular adaptations of its programs, in an individualized way, based on the special needs of students with some type of disability.

## 2.5 Institutional Scholarships Program

- **Talent Scholarship**

With the aim of promoting and recognizing talent, UPF Barcelona School of Management created the Talent Scholarship program six years ago. In these six years, we have



allocated almost one million euros to promote the training of 344 students. The scholarship covers between 25% and 50% of the fees for the chosen master's degree. The scholarship committee considers the student's academic record (which must exceed a B (8) grade), their profile, motivation letter, professional merits and social commitment.

### Countries

Germany >2	United Kingdom >1
Argentina >2	Netherlands >1
Armenia >1	Hungary >1
Brazil >1	Italy >1
Chile >1	Mexico >10
China >1	Nicaragua >1
Colombia >12	Panama >1
Cuba >1	Peru >1
Ecuador >7	Poland >1
USA >3	Turkey >1
Spain >16	Venezuela >1
Russia >1	Total scholarship students >68

## 2.6 Human Resources Development and CSR

During these two years we have continued to closely examine the path taken by employees, seeking to connect the purpose of transforming people in the organization with a review of the processes for attraction of talent and bringing people into the organization. We have co-created a map of professional competences linked to this purpose. At UPF Barcelona School of Management we work on 115 people management tasks. Every day our excellent staff help to transform the school, while ensuring the smooth operation of all the programs and services we offer.

- **Barcelona Award for Innovative Company in Conciliation**

Barcelona City Council has awarded UPF Barcelona School of Management a special mention in the Barcelona awards for Innovative Company in Conciliation and Time for its FlexiTime program of flexibility and conciliation policies for the personal and professional lives of its employees. These awards



recognize large and small businesses and organizations in the city committed to improving time management to achieve conciliation between work, family and personal life. The award represents recognition of UPF Barcelona School of Management's commitment to facilitate the work-family balance of its workers and move towards a real democratization of time use.

- **New social benefits**

During the 2017-18 academic year, a new social benefit was added: the nursery voucher for all employees who have children aged 0 to 3. This benefit enables the requesting employee to save on day-care costs. So far, two workers have requested it. Meanwhile, almost 50% of employees hold private health insurance that the company offers them and their families with significant discounts. In addition, almost 75% of the entire staff benefit from luncheon vouchers and 39% receive help with travel costs.

- **Staff development and training**

Training is a fundamental tool in talent management and UPF Barcelona School of Management is convinced that investing in training is investing in innovation and quality, especially to be able to manage constant changes effectively. During the academic year 2017-18, 45% of the entire staff working at UPF Barcelona School of Management participated in action to improve their curricular training or new areas of professional development.

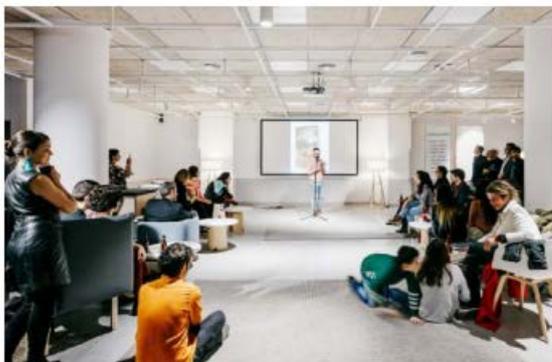
- **BSM Inhouse**

UPF Barcelona School of Management has started this course exclusively for employees: the BSM Inhouse initiative, a series of meetings and interviews with experts from BSM in order to discuss topics of interest in its various knowledge areas. Through these meetings we are seeking to take advantage of the school's talent ecosystem and put it in the service of everyone so that, through an informal, calm and personal chat, we can receive information about topics of interest, resolve doubts and share knowledge. This course has involved four talks, attended by more than 120 people in total.

- "The economy and domestic finance in contemporary Catalonia"
- "How to teach finance to our children"
- "The tax system in Spain"
- "The impact of China on the West"

## 2.7 Infrastructure and Sustainability

During the academic year 2017-18, Barcelona School of Management made progress with the reconceptualization of its spaces, aligning them with the deployment of the educational model in academic programming, based on systemic and collaborative work between the different agents of transformation at the school. This year new multipurpose spaces were added as the teaching model required new open spaces so that the users could actively participate in them, converting them into living spaces and generating unforeseen uses compatible with the usual academic activities.



- **Summit on innovative learning spaces**

UPF Barcelona School of Management was one of the projects that inspired the third Innovative Learning Spaces Summit, an international meeting that brings together experts from around the world in the educational, design and architecture fields interested in innovations and trends in the design of educational spaces. UPF Barcelona School of Management was invited to present its teacher reform project applied to educational spaces and to participate in a panel discussion on pedagogy and innovative learning spaces.

### **3. KEY OBJECTIVES FOR THE NEXT 24-MONTH PERIOD**

BSM continues to be fully aligned with the values of Responsible Management Education and will continue to incorporate the values of global social responsibility as described in the United Nations Global Compact into our academic activities and curricula.

Over the next 24 months, we will be committed to continue to work on and develop new training activities, thematic areas and conferences in the initiatives we carry out. Our objective as an institution continues to be to promote a proposal of innovative value that helps citizens and professionals generate solutions that transform and contribute to the development of our society and economy, and constantly seek greater knowledge through solidarity.

#### **3.1 Curricular activities**

As for curricular activities, during the next 24 months, we will extend the teaching model to all UPF-BSM programs, incorporating the cross-curricular subjects of ethics and corporate responsibility into the contents of all master and postgraduate courses. Additionally, we will continue to incorporate ways of connecting academic and social activities.

##### **3.1.1 Continuation of previous successful activities**

###### **▪ Ethics and Corporate Social Responsibility subjects**

Incorporation of these two transversal subjects into all master and postgraduate programs at UPF-BSM.

##### **3.1.2 New courses**

#### **SENSITIVITY**

The production of thesis projects related to the following topics will be encouraged in all master and postgraduate programs:

- Sustainability
- Ethical commitment
- Recognition of diversity and multicultural environments
- Discretion
- Integrity

#### **COURSE IN CREATION AND MANAGEMENT OF CHARITIES AND SOCIAL ECONOMY COMPANIES**

In collaboration with Xarxa Economia Social de Catalunya (Social Economy Network), we are launching a course specialized in the management of social economy companies.

The Catalan charity and social economy is currently expanding rapidly as a result of public policies committed to boosting the creation of cooperatives throughout the region through the Ateneus Cooperatives network, individual initiatives by people who opt for an economically sustainable business model, and democratic government that prioritizes social impact over profit.

This course aims to provide students with the skills needed to create, manage and lead companies in the social economy. The course is designed to reinforce knowledge of the dynamics that contribute to strengthening cooperativism, such as collective sustainability, communication, cooperative democracy, time management, economic viability and all the variations of intercooperation.

### **SYSTEMATIC WORK: CHALLENGE PROGRAM**

During the next two academic years, we will continue to hold the Challenge programs in the Master of Science, encouraging students to develop ideas related to social responsibility and sustainability.

### **3.2 Alumni continuity program**

2017-18 was a key year in the transformation of the Alumni Program. In order to keep the continuous transformation of former BSM students active, a knowledge update program was prepared based on the trends and drivers of today's society and new spaces, physical and virtual, were created to enhance the connection of UPF Barcelona School of Management's broad ecosystem of multidisciplinary talent. The result was that more than 1,800 people enrolled in the 20 activities that alumni held during the 2017-18 academic year. Some of the concepts most repeated by those attending in the evaluation surveys were:

Trend, quality, innovation, debate, networking, inspiring, speakers, practicality.

### **3.3 Inclusion**

In issues related to inclusion, we will continue to support and lend our facilities to organizations that hold events related to issues concerning sustainable social, environmental and economic values.

#### **4. CONTINUING THE JOINT WORK AND SUPPORT OF THE PRME COMMUNITY**

BSM has made joint creation and collaboration one of its fundamental values and pillars. All of our academic programs take account of the importance of transversality in courses and cross-skills.

We always encourage and promote ways to share experiences with other people and institutions. As part of our commitment to quality, we believe in and apply continuous improvement in everything we do, always being aware of the need to evaluate and correct. Everything we do serves as an example for our students, faculty and support staff, so we must continually learn from our own practices to transmit this clearly and transparently.