Research and PRME

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Principle 4. Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
• Part I: Research and PRME

• Part II: The Goshal argument
I. **Institutional driver.** Mission statement stresses responsibility and accountability of the Business School

II. **History and Culture** based

III. **Research and Education** are closely linked

First reflection
PRM Research

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

- Institute for Social Innovation
- Leaderships and Democratic Governance Chair
Knowledge creation and diffusion

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

• **Initial attention to Business Ethics.**
  Struggling with the separation principle/practice. Focus on the individual at crossroads. (80’s)

• **Promoting CSR from early start.**
  Adds the organizational side. More managerial. Action research associated. Learning approach to CSR. (90’s)

• **Responsible Leadership.**
  Focus on the individual holistically. Bridging traditional research on leadership with CSR. Birth of the Leadership and Governance Chair to address the complexities of leadership
Overview of research lines

- Integrate third sector
  NGO Management. Presence in boards (OXFAM)

- Public Private Management
  Long tradition of cooperation with public sector

- Social Entrepreneurship
Overview of content lines

• Responsible leadership has been important internally to provide a second backbone to the competence development program (LEAD), developed in 2004.

• Currently two axis:
  a) From leadership to Referencing (Ortega, Lave, 90’s)
  b) Human quality and development.

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

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

Institutions: EABiS, Copenhagen Business School, Warwick, Weatherhead

Interfaculty Group CEMS (17 B.Schools)

Social Enterprise Knowledge Network (SEKN; Harvard, Austin)

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

Courses

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

Focused Programs

• NGONG (Master NGO Management)
• Vicens Vives
• Strategic CSR Integration with Stanford
• GEMBA (School of Foreign affairs)
Culture: cum grano salis

• Faculty commitment

  Pro Bono Visitingships (UCA, Congo)
  Emeritus
  Faculty meeting (December 1st.)

• SUD (University Development Service)

• ESADE Values process promoted and co-managed by non-academic
Challenge: Culture and Competence

- Recruiting
- Socialization processes
- Role of heads of centers
• Part II

What kind of research?

In what kind of context?
Children work
Population living with less than 1 $ a day
Do we promote a cammameleon moral?
“These are my principles, if you don’t like them, I have more”
The Goshal argument, bad theories are affecting good practices.

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

**Good practices** are to be respected. If good practice is there; probably there is a good theory but amenable to codify for diffusion? Social Practices are context bounded. Wisdom.
Are there theories available that help to explain what has happened:

- Managerial: MBO plus an incentive system over stretched

- Social Psychology: Social pressure, group think,

- Institutions: Path dependency. Investment banks after 70 years.

- Individual development: Absence of critical thinking
are our programs framed in ways in which the previous theories can be made sense in practice:

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

Ortega y Gasset: the tribe

Social Learning theories: Identity

H.G. Gadamer: self education