

# 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



# First reflection

- 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



# 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 (JBE, 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 Czsiksentmihaly.
- 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 *Leaderships and Governance* Chair to address the complexities of leadership

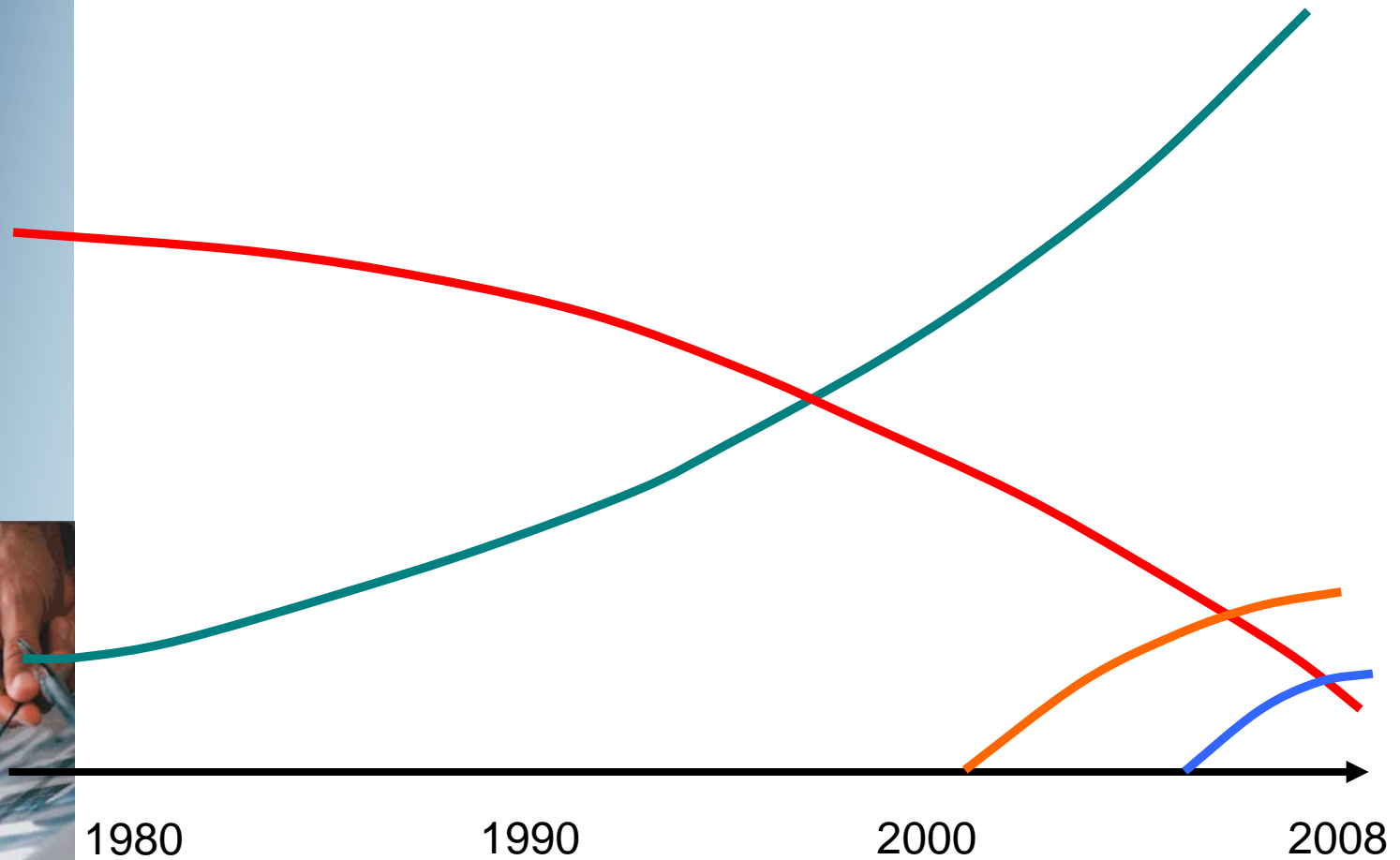




# Overview of research lines

- **Integrate third sector**  
NGO Management. Presence in boards (OXFAM)
- **Public Private Management**  
Long tradition of cooperation with public sector
- **Social Entrepreneurship**



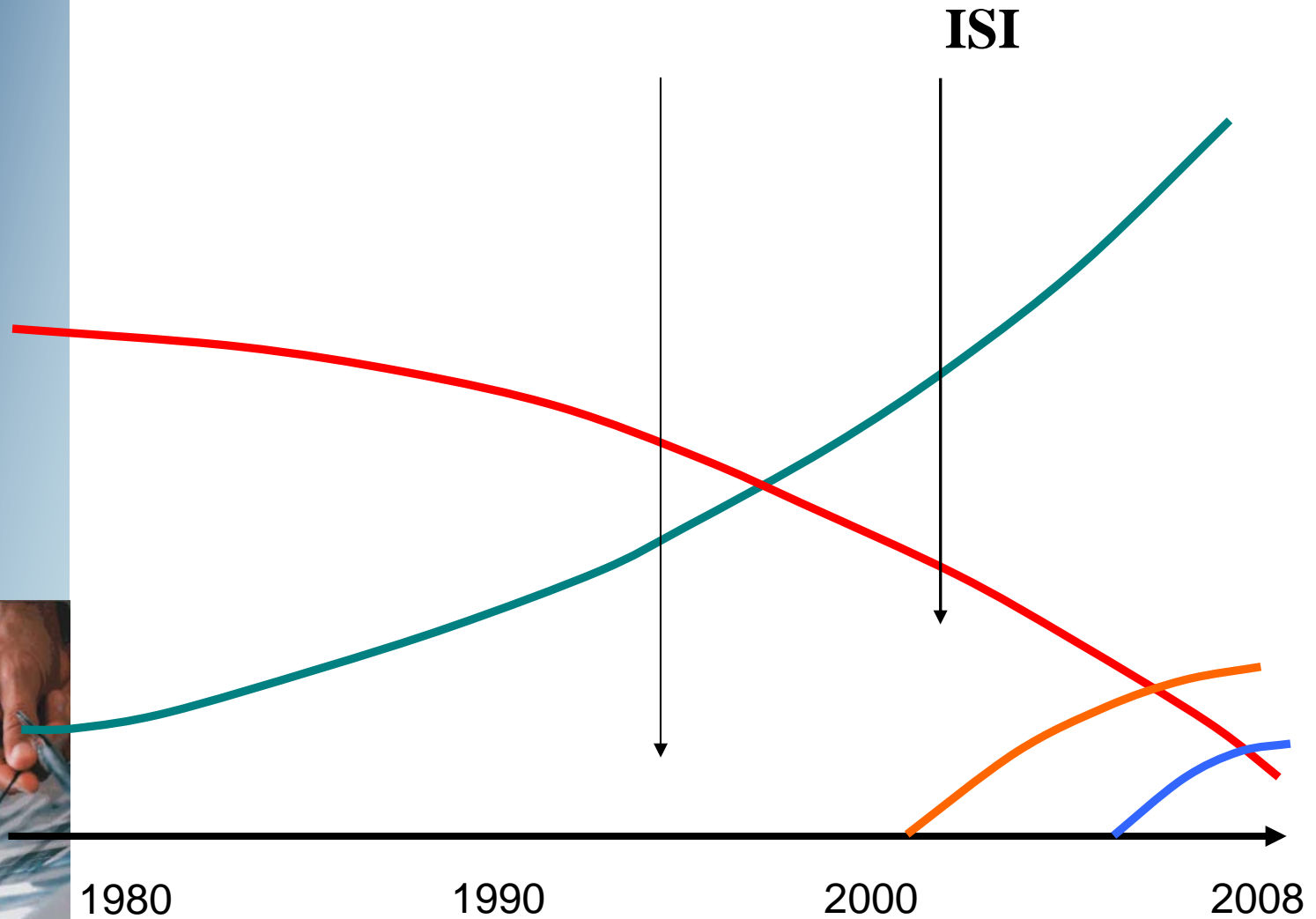


Business Ethics

RSE

Responsible  
Leadership

Human  
Quality



Business Ethics

RSE

Responsible  
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Human  
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ISI

# 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)



## Education: programs are site for experimentation

- **Vicens Vives:** On Responsible Civic Leadership. Participants from private sector 2/3. Public sector, trade unions, and NGO's 1/3. Creation of a cohort. Moodle platform.





# 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**



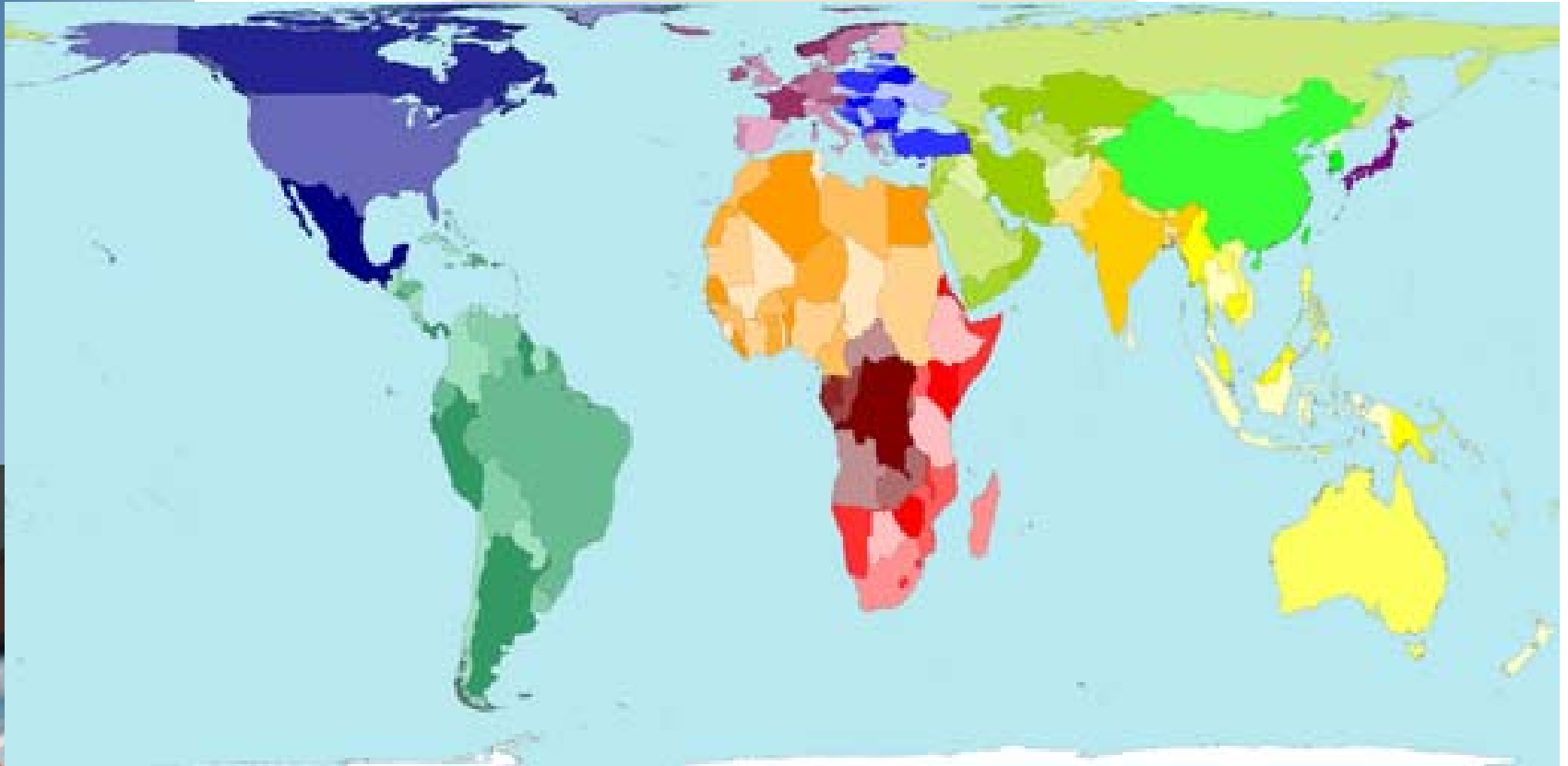
- Part II

What kind of **research**?

In what kind of **context**?

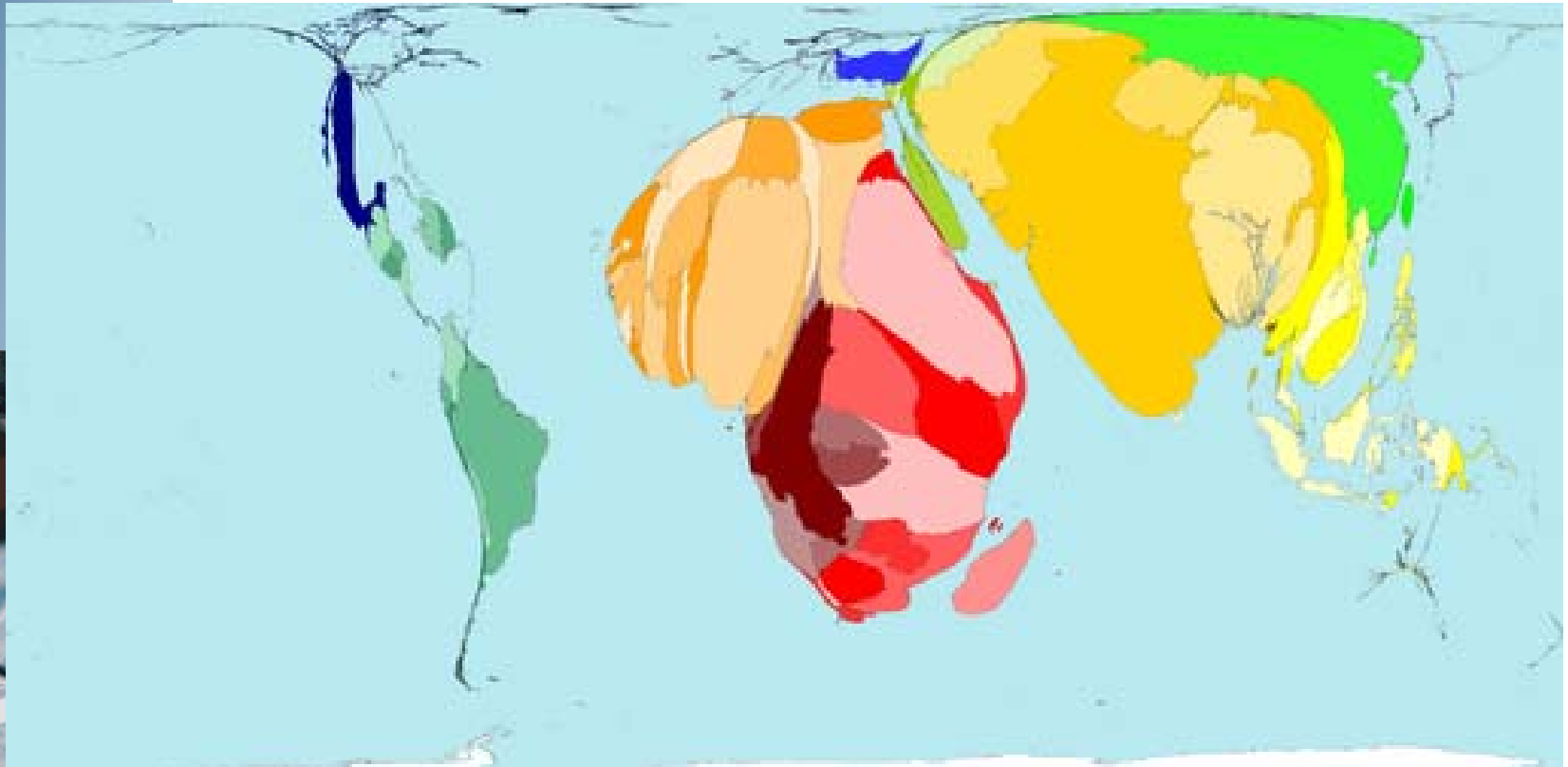


NATIONAL BESTSELLER

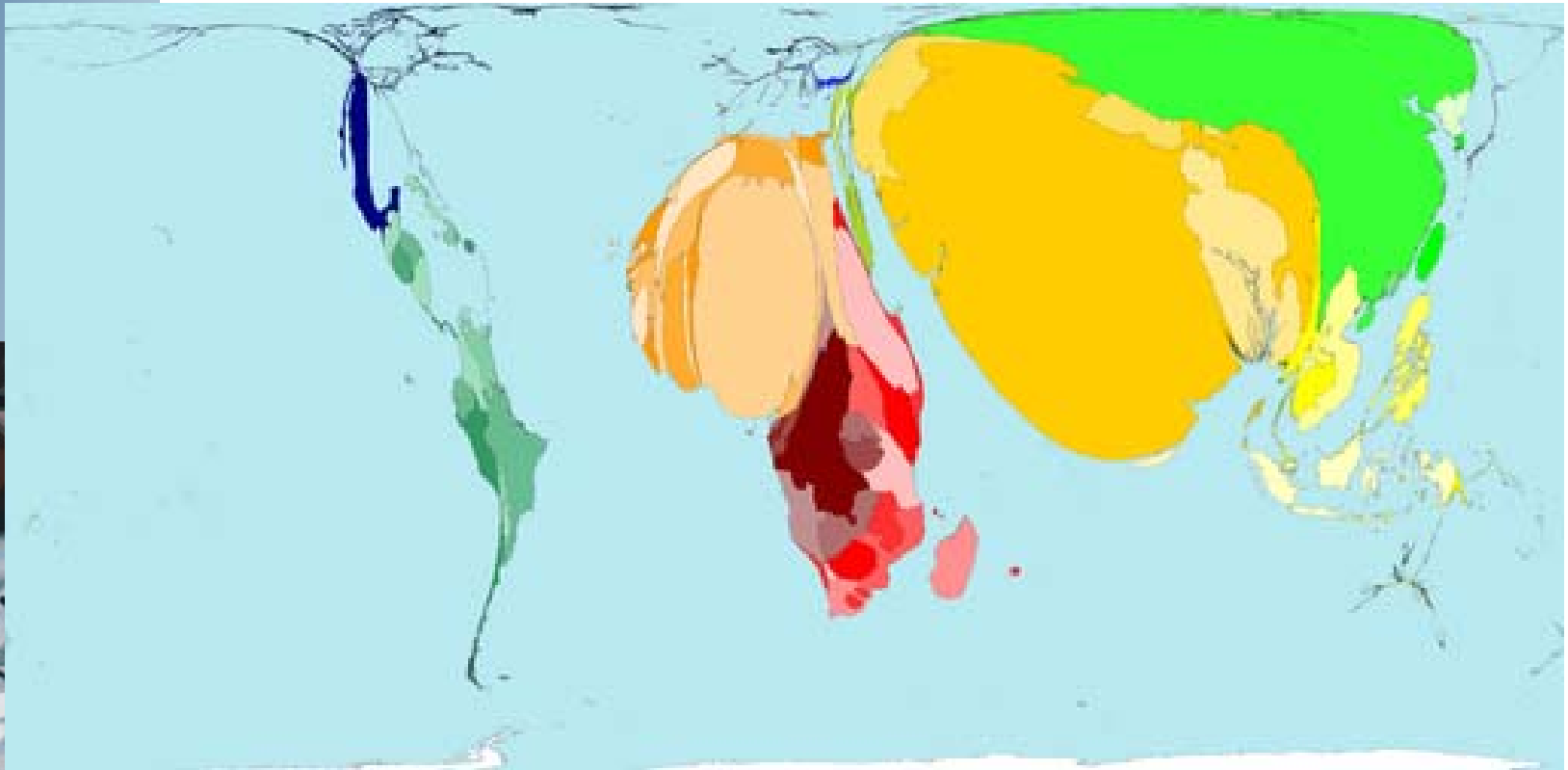


Thomas L. Friedman

# Children work



# Population living with less than 1 \$ a day



Do we  
promote a  
cammaleon  
moral?





“These are my principles, if you don’t like them, I have more”





# If we claim that we are educating and developing responsible managers...what kind of research we conduct?

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 overstretched
- Social Psychology: Social pressure, group think,
- Institutions: Path dependency. Investment banks after 70 years.
- Individual development: Absence of critical thinking



# Yet....

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



# Last reflection on research....and education

Old indian saying: The eldest surrounding

Ortega y Gasset: the tribe

Social Learning theories: Identity

H.G. Gadamer: self education



