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The Responsible Business School Project

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Table of contents

- 1. Why? 5
- 2. How? 6
- 3. Who? 7
- 4. What? 9
 - 4.1. Background studies about SR for Business Schools 9
 - 4.2. Stakeholders engagement plan..... 12
 - 4.3. SRD: Social Responsibility Diagnosis 18
 - 4.3.1. EOI’s background 18
 - 4.3.2. Diagnosis..... 22
 - 4.3.3. SWOT analysis 26
 - 4.4. Benchmarking..... 27
 - 4.4.1. Introduction..... 27
 - 4.4.2. Financial Analysis..... 28
 - 4.4.3. ESG Analysis..... 29
 - 4.4.4. The benchmark..... 32
 - 4.4.5. Comparative results..... 54
 - 4.5. Materiality study 59
 - 4.5.1. How the sector addresses the material issues 62
 - 4.6. Action Plan 69
 - 4.6.1. Integrating SR into EOI’s core strategy..... 69
 - 4.6.2. Further recommendations 71
- 5. Conclusions 80
- 6. Perspectives for the Future 81
- 7. Bibliography 83
- 8. Annexes..... 84
 - Annex 1. The Oath Project 84
 - Annex 2. Stakeholders tables 85
 - Annex 3. Benchmarking questionnaire 87
 - Annex 4. Code of Good Governance 88

Annex 5. Indicators.....	90
Annex 6. Maturity of material issues in the sector	91
Annex 7. Relevance of material issues for EOI’s stakeholders.....	93
Annex 8. The surveys.....	95
Annex 9. Globearth: summary of the business plan	105

1. Why?

The purpose of this work

The purpose of this project is to create a framework and methodology with which EOI will be able to begin integrating social responsibility into its strategy and daily functions. Using theoretical studies and available tools this work will identify the principal stakeholders of EOI, highlight what is important to them and what is important to the school, and use this information to make recommendations for the future. By integrating social responsibility more fully into the school it is hoped that EOI will be able to identify more clearly future opportunities and also be in a stronger position to face the challenges that emerge.

In brief, the two main objectives of this project are the following:

- 1st Objective – Create a SR (Social Responsibility) framework for EOI.
- 2nd Objective – Create a flexible SR methodology that can be adapted for use by all business schools.

2. How?

Methodology used: theoretical studies using secondary sources and current tools

Using tools and skills learnt in the IMSD (International Master in Sustainable Development and Corporate Social Responsibility) the authors of this report have designed a framework for SR around the issues that arise from this information. The two main ways of gathering information on what the stakes or material issues are for EOI and its stakeholders are:

- **Secondary sources:** websites [1-4], brochures, the media, annual reports, sustainability reports, blogs and other official documents like EOI's *2020 Strategic Plan*.
- **Primary sources:** these are direct consultation methods like surveys, focus groups and personal interviews, aimed at engaging the different stakeholders in the project so that they actively participate and provide relevant information, suggestions and feedback.

Given more time and greater resources a more profound stakeholder engagement plan could be carried out (see section "6. Perspectives for the future"), revealing more important issues that EOI has to consider. For the scope of this project, we have mostly worked with indirect methods (secondary sources), a sufficient method to guide EOI in its first steps towards the complete integration of sustainability and social responsibility into the strategy of the organization. Meanwhile, we have also begun developing two tools that will enable more direct information gathering in the coming future:

1. A website for the project with forum-like pages where visitors can leave comments to any posts or news articles we upload: *The Responsible Business School Project* [8]
2. Blog within EOI's official website: *Responsible Management Education EOI* [9]

With the information acquired from secondary sources we have determined the most relevant issues that arise as a result of the relationship between EOI and its stakeholders (materiality study). Using these issues we have created some key performance indicators and with these indicators, we have designed questionnaires to ask stakeholders as objectively as possible their view with regard to the material issues. The questionnaires will be submitted, in the next stage of the project (section 6), to the parties under evaluation either in person or by electronic means: email, website or social networks. Information collected from these surveys will go directly to excel spreadsheets from where it will be used to improve EOI's approach to sustainability and social responsibility.

At the end of this study, we have arrived at the following outcomes:

- Stakeholder engagement plan
- SR diagnosis
 - SWOT analysis
- Benchmarking of the sector
- Materiality study
- Action plan
 - Strategic CSR action plan
 - Mission, vision & values
 - Code of ethics and good governance
 - Recommendations for the future.

3. Who?

Actors involved in the project and their roles

The aim of this point is to define the different actors involved in this project as well as their mission on it and their role.

The authors

First of all, the authors of the project who aim to develop a framework (see section 1) for EOI to adopt CSR practices which, in the future (see sections 3, 5 and 6), could be applied to different business schools so they could integrate CSR values into their strategy. In order to communicate the CSR practices that are going to be developed in EOI and engage all its stakeholders, the authors will use several communication channels and methods such as the website [8] and blog [9] that we are currently constructing, EOI's social networks [3,4], several meetings with the management team, etc.

Globeearth [5]

Our entrepreneurial drive and desire to change the world has pushed us (together with a group of experts in other fields related to sustainability) to create an organization -Globeearth- for the promotion and deployment of Sustainable Development (SD). For the project at hand and its possible continuation (section 6), Globeearth is going to serve as a support base of knowledge and expertise.

Out tutor

We have had the pleasure to have Aurora Pimentel [6], an experienced consultant in the field of CSR, both as our teacher at the IMSD (course on “Stakeholder Engagement”) and counselor all throughout the development of this project. Her advice and experience in designing and implementing CSR strategies and stakeholder engagement plans for both large companies and SMEs have been fundamental. So has her knowledge of EOI, an institution with which she has been collaborating for many years.

The IMSD 2009-2010 class [7]

If we were to talk about the inspiration behind this project, we would of course refer to our classmates at EOI's IMSD master in the very first place, as it has been their passion to learn, work together in teams, and apply the lessons at home (i.e. improve the sustainability of EOI); they have provided the real spark that ignited this project. Concretely speaking, as part of the course on “Stakeholder Engagement” mentioned, we did a group exercise on EOI's stakeholders (identification and analysis of their influences and impacts on/by EOI), which all our classmates eagerly shared with us for the purpose of this project.

EOI Business School [1]

By holding a variety of meetings and personal interviews with EOI's managers (Eva Curto, Carlos Magro, Eduardo Lizarralde, Carmen Vallejo, Leila Nachawati, etc.), especially with our program coordinator -Eva Curto-, and the Vice-Dean -Joaquín Rodríguez-, we have been able to refine the scope and goals of the project as well as the methodology to be used. Their role as facilitators has been of great value as they have granted us access to valuable sources of information and put us in contact with the right people in charge of specific areas of interest for this work (community manager, marketing, communications and human resources directors, etc.)

Since EOI aims to be the pioneer business school in Spain in applying CSR practices and create programs according with these values, the key step to develop a successful CSR strategy is to understand and direct EOI's mission, vision and values so they best match with current and future trends in CSR. Therefore, EOI's Vice-Dean, as an actor in close contact with the Board of Trustees, has had a key role in explaining the authors what the mission, vision and values are and how they trickle down into EOI's daily basis as well as the current situation in other material issues such as the code of conduct.

The rest of EOI's relevant stakeholders

In spite of the importance of the previous actors, those having a high-relevance are all the parties that can affect or be affected by EOI's actions, the so-called stakeholders. Their mission would be to actively participate in the process, communicate with them, fostering their participation and finally engaging them. It could be done through innovative surveys and personal interviews (see section "2. How") that would help to better understand what they demand from EOI and what EOI needs from them, so they would be able to provide the most accurate feedback, suggestions and ideas on how EOI's performance could be improved according to their views and interests.

Since those are the groups with an interest in EOI's success in delivering intended results and in maintaining the viability EOI, being able to engage them will be a must, therefore they will have the largest influence on whether EOI has been successful in helping to make the relationship between business and society as mutually beneficial as possible. As a first approach, stakeholders can be divided in external and internal and external, being the first the ones whose activity is directly developed at EOI (students, teachers, employees, etc) while the second ones are whose activity affects EOI's performance (suppliers, alumni, etc)

A stakeholders analysis will be done in section 3.3 in order to accurately identify them, their impact on EOI and vice versa as well as identify the most relevant so latter on a stakeholders engagement plan could be properly defined.

4. What?

Action plan

In this section we define the methodology followed in this project:

1. We conducted background studies of the business schools sector in terms of socially responsible (SR) practices.
2. We identified EOI's main stakeholders as well as strategic reasons to engage them.
3. We assessed EOI's current policies, programs and practices regarding SR (including a SWOT analysis).
4. We carried out a benchmarking exercise to compare EOI's performance, with regards to sustainability and SR, with similar academic institutions.
5. We carried out a materiality exercise to find out what is material or relevant for EOI and its main stakeholders.
6. We designed an action plan to put the methodology previously developed into practice. This included the integration of sustainability and SR into the school's core strategy as well as some recommendations for improvement.

4.1. Background studies about SR for Business Schools

What Business Schools are doing today

Business Schools as Learning Organizations

Technological, social, political, and economic conditions are changing the production of knowledge in contemporary societies, therefore traditional institutions of education are being transformed. The idea of business schools as institutions where professionals share their ideas with students is not viable anymore and should evolve towards learning organizations. Those are organizations as an integrated whole of individuals who, as they learn and work together, are greater than the sum of their parts, thus their core characteristic are being collaborative, non-hierarchical and network-based, in order to create a learning-oriented culture.

What business Schools should do to become learning organizations is to ask themselves what is their vision of the business of the future and how are they contributing to social needs. The book called *The Living Company*, written by Arie de Geus, is a study about companies more than 200 years old where he found out that all of them had the capacity to keep questioning whether they were really meeting social needs. In the same way the business schools focused in their long-term performance and wanting to survive, have to develop a vision of an alternative type of business that can help solve the societal problems.

However, the main obstacle to make that change happen relays in the organizations themselves, business students are taught that the purpose of business is to maximize the return on capital invested, but even worse, this approach creates a vicious circle: when the business schools' curriculum communicates this idea, it creates a selection bias that attracts students who hold that vision of business in the first place. Indeed in a recent experience with EOI's students at the MBA, a visiting professor asked the students why they decided to study a Master in Business Administration; their response was to make money and help companies make money. Business Schools should ask themselves if it is how they want their students, the future leaders of the business world, to think. If business schools continue to reinforce the idea that the purpose of business is to make money, we doom ourselves to mediocre business.

Acknowledging that the greatest impact of business schools in the society is made through their courses it is necessary to understand what is needed to assess whether MBAs and postgraduate courses are socially and

environmentally responsible. In order to do that, according to *Beyond the Green Pinstripes*, a report released by the Aspen Institute that ranks business schools that spotlights innovative MBA programs leading the way in integrating social and environmental stewardship into their curriculum and scholarly research, the programs could be assessed in four areas:

- Availability of relevant courses: counts the number of courses offered that contain social, environmental or ethical content. How much opportunity do students have to take courses with this content?
- Student exposure: measures teaching hours and student enrollment in these courses. To what extent are students actually exposed to such content?
- Relevant courses on for-profit impact: considers the number of courses that specifically address the intersection of social impact management with mainstream, for-profit business. Do any of the courses being taught on campus explicitly discuss how business can be an engine for improving social and environmental conditions?
- Faculty research: counts the number of scholarly articles containing some degree of social, environmental or ethical content being published in peer-reviewed, business journals. To what extent do professors on campus explore these issues in their own research?

United Nations Principles for Responsible Management Education

The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education globally.

The PRME are inspired in the principles of the United Nations Global Compact and were developed under the coordination of the UN Global Compact and leading academic institutions, namely AACSB International (The Association to Advance Collegiate Schools of Business), European Foundation for Management Development (EFMD), The Aspen Institute Business and Society Program, European Academy of Business in Society (EABIS), Globally Responsible Leadership Initiative (GRLI) and Net Impact.

They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

Therefore, the PRME are a set of principles for business schools and universities worldwide to gradually adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities of the 21st century.

The Six Principles of UNPMRE act as a guiding framework, any institution which is willing to integrate corporate responsibility and sustainability in a gradual but systemic manner is welcome to join. Those principles are:

- Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
- Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
- 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.
- Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

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

The PRME can serve as a framework for systemic change for business schools and management-related institutions, on the basis of three distinctive characteristics of the initiative:

1. **Continuous Improvement:** implementation of the Principles should be understood as a long-term process of continuous performance improvement, the role of the PRME is to provide a framework of general principles through which to engage faculty and staff, and build institutional support.
2. **A Learning Network:** by collecting and channelling good practices, it will facilitate an exchange of existing and state-of-the-art experiences within the PRME network.
3. **Report to Stakeholders:** by signing the PRME the signatory school is asked to report publicly regularly on its progress, the public reporting is the best way to ensure the credibility of the initiative and allows giving recognition to good performances.

The Oath Project

The Oath Project is an independent non-profit organization, founded in 2009, it is the intent of The Oath Project to serve as a platform or “hub” that supports and enhances the work of the many individuals and organizations who have committed themselves to advancing the concept of the Oath, the founding partners include the World Economic Forum's Young Global Leaders, the MBA Oath, the Aspen Institute, the Principles for Responsible Management Education, the UN Global Compact, the Association of Professionals in Business Management, Net Impact, and the Canadian MBA Oath.

This idea of creating an oath for business managers is an old one, and has been discussed for many years, in fact Several MBA programs have experimented with Oaths at various points. For example, in 2005 the Thunderbird School of Global Management adopted a “professional oath of honor” which has since been taken by students upon their graduation.

Recently, the concept has been given new life in several venues such as an article written in 2008 for the Harvard Business Review where Professors Rakesh Khurana and Nitin Nohria suggested a draft oath or in World Economic Forum where its Executive Chairman has also spoken extensively about the need for an oath, finally in January 2009, the World Economic Forum at Davos hosted a special session on an oath for business leaders that inspired a group of Young Global Leaders from around the world to begin the process of creating a “global business oath.”

In May 2009 an enterprising grass-roots movement led by Harvard Business School students created the MBA Oath, which was signed by the HBS graduating class of 2009, but also by 1,000 other business school students from MBA programs across the globe.

The purpose of the Oath is to provide a guiding compass for business leaders —to serve as a touchstone, a reminder of their purpose, responsibilities, and obligations. It encourages business leaders to reflect on their behaviour in moments of moral uncertainty or group pressure. We believe that a business oath can help focus the attention and aspirations of working executives as well as students of business. It may help connect them with the ideals and values that business represents at its best. It is an important first step towards making business a profession.

One day, all business leaders will hold themselves to the higher standard of integrity and service to society that is the hallmark of a true professional. The Oath Project supports and enhances the efforts of the individuals and organizations who are pursuing this mission.

The goals of the Oath project can be summarized in:

- Advancing scholarship that puts the idea of the Oath on a sound intellectual footing,

- Promoting a common language for the oath so that there is a commonly shared understanding of a business leader's purpose, role and responsibility,
- Proposing and sharing habits that those who take the oath can embrace to “live the oath,”
- Acting as a repository for case studies and other best practice advice/methodology on how to best organize a group that wants to mobilize people around the Oath,
- Providing a suite of technological tools to help these organizing efforts,
- Linking various efforts into a well-coordinated network that can benefit from both the diversity of its parts and the scale of the entire network.

However, till date only a limited number of business schools have signed the Oath Project:

- **Columbia** (Columbia Business School's Honor Code) establishing a lifelong commitment by all members of the School's community
- **Thunderbird Professional Oath of Honor** - A “Professional oath of honor” adopted by the faculty and the board in 2005 is taken by graduating students in all commencement ceremonies.
- **University of Texas at Arlington**, EMBA Program, Ethics Code
- **University of Wisconsin-Madison**, MBA Exit Pledge

NetImpact

Another international initiative of major interest for EOI and its mission to become a leader in sustainability is *Net Impact*, a network of like-minded professionals and students who are leaders in CSR, social entrepreneurship, non-profit management, international development, and sustainability, who actively advocate a more responsible business world as a key driver for positive change in society. Practically speaking, business schools and their students can become members of the Net Impact community by initiating a “chapter”, i.e. an independent group abiding by Net Impact's principles and with the power to organize student-run conferences and other events under the support of the network. This is indeed the real added-value this initiative can provide for EOI. EOI will gain in a number of ways from networking with other schools, professionals and fellow students. Furthermore, the students will have a great opportunity to organize a major event and start building a network of contacts for the future. This project will pave the way for the setting up of a NetImpact chapter and the holding of a conference in 2011 at EOI (inspired by the NetImpact conference we attended in February 2010 at IESE Business School in Barcelona [26])

4.2. Stakeholders engagement plan

What is an stakeholder

Finding a path towards sustainable development will require the pooling of diverse perspectives, knowledge and resources because no single individual, organisation, nor even a single segment of global society is likely to by themselves identify and implement the solutions to the big challenges humanity is facing today, thus the views of everyone who has impact, some influence or expectations about certain organisation must be considered, understood and take into account, so to say the views of everyone who has a stake on the the organization's performance has to be listen, the view of each and every stakeholder.

Why engaging stakeholders

Last decades have seen an increase in the complexity and dynamics of the operating environment for all kinds of organisations, including businesses schools. In order to understand and address the issues emerging out of this dynamic complexity, individual actors, whether businesses, civil society organisations or governments, are becoming increasingly dependent on sharing knowledge and working together. The activities of every organization have economic, environmental and social impacts on society from a local through to a global scale.

Benefits of stakeholder engagement

An effective and strategically aligned stakeholder engagement can:

- Lead to more equitable and sustainable social development by giving those who have a right to be heard the opportunity to be considered in decision-making processes;
- Enable better management of risk and reputation;
- Allow for the pooling of resources (knowledge, people, money and technology) to solve problems and reach objectives that cannot be reached by single organisations;
- Enable understanding of the complex environment, including market developments and identification of new strategic opportunities;
- Enable corporations to learn from stakeholders, resulting in product and process improvements;
- Inform, educate and influence stakeholders and the business environment to improve their decision-making and actions that impact on the company and on society;
- Build trust between a company and its stakeholders;

Despite the obvious challenges of stakeholder engagement, the outcomes of best possible practice in stakeholder engagement clearly justify the necessary efforts. Successful stakeholder engagement not only helps organisations to secure leadership in an increasingly complex and ever changing environment, but will also help to bring about systemic change towards sustainable development.

Stages of the stakeholders engagement plan

- The first Stage is an overall consideration of strategic organizational objectives, how these relate to stakeholders and specific issues, and how you can undertake an initial prioritisation of stakeholders and issues for further analysis.
- The second Stage introduces different levels of engagement, and guides you in analysing your existing relationships, available resources and organisational constraints. It also helps you to learn more about specific stakeholder’s representatives, and to decide on what kind of relationship you want to develop with these stakeholders.
- The third Stage addresses questions of internal and external competencies and capacities to engage, and provides guidance on how you can ensure that all parties to an engagement are able to join and take part in it effectively.
- The fourth Stage outlines different engagement techniques, and – building on the previous steps – helps you to design an approach that suits the needs of your specific situation and helps you to reach your objectives.
- Finally, in the fifth Stage, provides you with guidance on how to follow up on the outputs of engagement, and how to ensure that your stakeholders feel assured regarding the quality of your efforts.



The overarching principle of an stakeholder engagement plan is inclusivity, according to AA100:

“Striving for inclusivity means that an organisation is committed to reflect, at all stages of a process, the views and needs of all Stakeholder groups. Stakeholder views are obtained through an engagement process that allows them to be expressed without fear or restriction. Inclusivity requires the consideration of ‘voiceless’ stakeholders including future generations and the environment”.

Inclusivity can be achieved by adherence to the following three principles:

- **Materiality:** requires knowing what concerns and is important to you and your stakeholders.
- **Completeness:** requires understanding and management of material impacts and associated stakeholder views, needs, and performance perceptions and expectations.
- **Responsiveness:** requires coherently responding to stakeholders' and the organisation's material issues.

Our stakeholder engagement plan

Out of the five stages to develop an complete stakeholders engagement plan, due to the constraints of time and resources we will not be able to develop all the three stages but we will focus in developing the most important one that if properly done would be a key step to successfully engage EOI's stakeholders. The other four stages might be develop in the future (see Perspectives For the Future)

The aim of this first stage is to identify your reasons for stakeholder engagement and the key stakeholder groups and issues that relate to your organisation. This will provide a basis for ensuring that stakeholder engagement informs and becomes part of your business strategy. The key principle use at this stage is the materiality meaning that the organisation identifies and addresses the most material impacts related to its business operations and the strategy, as well as the stakeholders that are subject to these impacts. Furthermore, the organisation identifies and addresses the stakeholders with significant potential to influence the organisation.

The identification of stakeholders was done with the information gathered from the workshops with stakeholders and focus group carried out by EOI in March and April 2009 as well as during a brainstorming among the students in the stakeholders engagement course included in the International Masters in Sustainable Development and Corporate Social Responsibility. The outcome of this process was the following list of stakeholders:

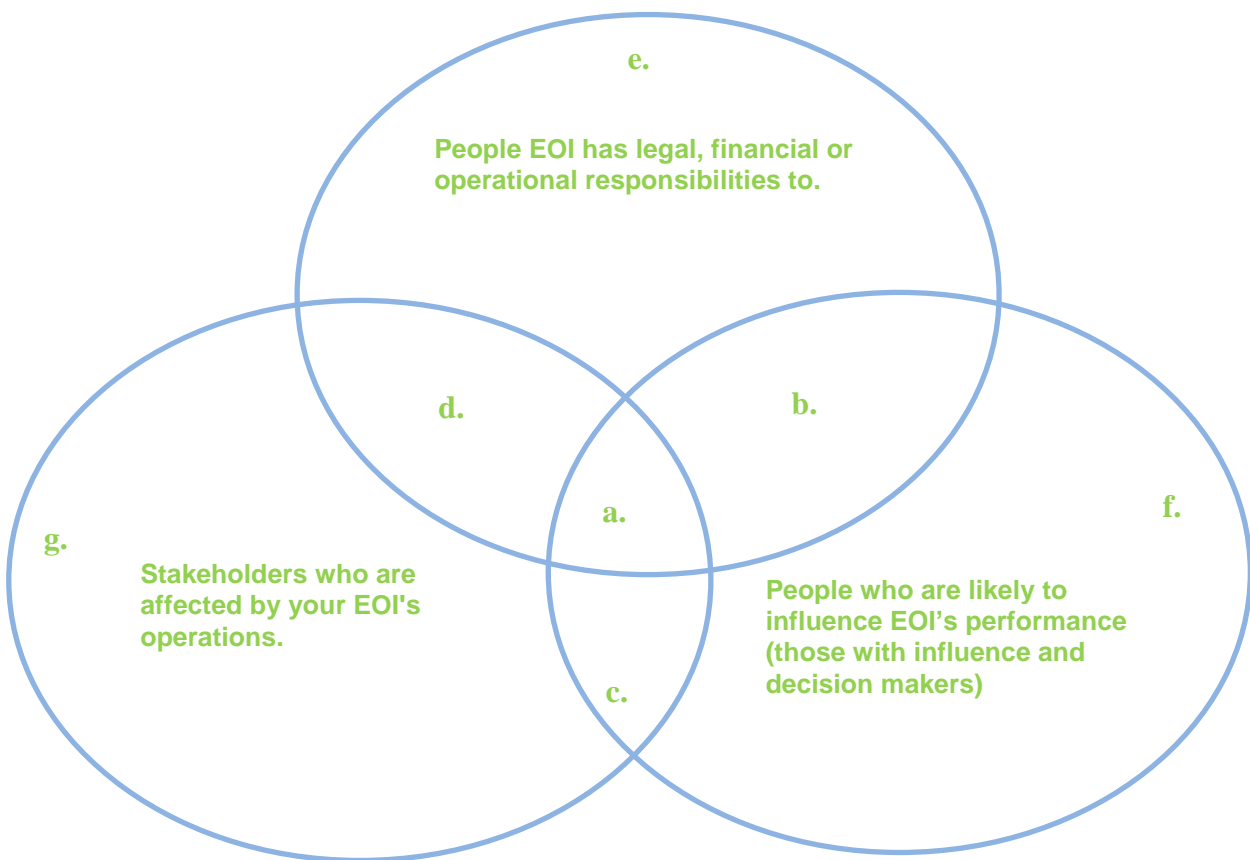
- Students
 - Current students
 - Prospective students
 - Former students
- Teachers
- Administrative staff
- Board of Trustees
- Companies
 - Large companies
 - SMEs
- Local communities
- Society at large
- Suppliers
- European Union
- Ministry of Industry
- Spanish public administrations
- Other knowledge institutions
- Ranking & accreditation agencies
- Media
- NGOs

Once the stakeholders are listed, the next step is to map the stakeholders, to do so there are a number of different dimensions that can be considered when identifying stakeholders;

1. **By responsibility:** people to whom you have, or in the future may have, legal, financial and operational responsibilities enshrined in regulations, contracts, policies or codes of practice.

The Responsible Business School Project

2. **By influence:** people who are, or in future may be, able to influence the ability of your organisation to meet its goals. These can include those with informal influence and those with formal decision making power.
3. **By proximity:** the people that your organisation interacts with most, including internal stakeholders, those with longstanding relationships, those you depend on in your day-to-day operations, and those living next to your production sites.
4. **By dependency:** the people that are most dependent on your organisation, for example employees and their families, customers who are dependent on your products for their safety, livelihood, health or welfare or suppliers for whom you are a dominant customer.
5. **By representation:** the people that are through regulatory structures or culture/ tradition entrusted to represent other individuals; e.g. heads of a local community, trade union representatives, etc.



a.	Current Students, Teachers, Administrative Staff, Large companies, Society at Large.
b.	Current Students, Teachers, Administrative Staff, Board of Trustees, Large companies, Society at Large, Ministry of Industry, European Union, Spanish public administration, Ranking & Accreditation Agencies.
c.	Current Students, Former Students, Teachers, Administrative Staff, Large companies, Society at Large, Other Knowledge Institutions.
d.	Current Students, Teachers, Administrative Staff, Large companies, SMEs, Local communities, Society at Large, Suppliers.
e.	Current Students, Teachers, Administrative Staff, Board of Trustees, Large companies, SMEs, Suppliers, Society at Large, Local communities, Ministry of Industry, European Union,

	Spanish public administration, Ranking & Accreditation Agencies.
f.	Current Students, Former Students, Teachers, Administrative Staff, Board of Trustees, Large companies, Society at Large, Ministry of Industry, European Union, Spanish public administration, Other Knowledge Institutions, Ranking & Accreditation Agencies, Media.
g.	Current Students, Former Students, Prospective Students, Teachers, Administrative Staff, Large companies, SMEs, Local Communities, Society at Large, Suppliers, Other Knowledge Institutions, NGOs.

Table 1.

The second step of this stage is to set strategic objectives for engagement. Engaging stakeholders is an activity that organizations in general and business schools in particular have been doing since they exist, however there are many good strategic and operational reasons to engage with less-traditional groups and on less-traditional issues. In fact, there is a changing nature of relationship with stakeholders on:

- Who are the stakeholders: from traditional interactions such as students, companies or teachers to a broader interaction taking into account local communities, employees' families, civil society, etc.
- What issues should be addressed: from legal and contractual issues, e.g. marketing, educational relationships to emerging issues and new responsibilities, such as environmental impact, social exclusion or economic development.
- How to do it: from one-way communication through media or publicity to dialogue and partnership, such as consultation, online feedback, multi-stakeholder forums and partnerships.

What are EOI's external drivers for stakeholder engagement?

Regarding EOI's first strategy, 'To develop and promote a differentiated offer in training and services, specialised in sustainability, technology, entrepreneurship and internationalization,' the following are the external drivers for stakeholder engagement:

- Greater competition and the growing need for partnerships (with universities, business schools, businesses, head hunters, corporate universities). In this context the recognition of the EOI diplomas by European or other international universities is important. Additionally, EOI could find a way of differentiating itself from its competitors by partnering to a greater extent with business to give their students the opportunity to work on projects and problems from the real world.
- Growing demand for specialist training especially in technology, the environment, sustainability and innovation.
- Growing need for greater flexibility and ability to adapt quickly, in the context of globalization and internationalization.
- Growing global recognition of the importance of sustainability.
- Changes in the type of postgraduate courses on offer.
- Transformation of the Spanish economy from a solely construction, real estate and tourism based economy to a more global and export orientated economy.
- More intense use of technologies in organizations. This provides the need for training for SMEs, business associations, public-private collaborations, in the use of cross-cutting management technologies.
- Demand for support in the creation and survival of businesses. Provides a need for training and consultation in how to consolidate a company's business.
- Demand for innovation and the management of innovation. This has been driven by the EU Businesses Based on Technology (EBT) which emphasizes the importance of management in research and development and innovation. Overall, recently more importance has been given to the management of intangibles.

Regarding EOI's second strategy, 'To promote the creation of a Digital School, with a highly specialised academic area, a cutting-edge technical support service, and infrastructures that enable the intensive use of ICT,' the following are the external drivers for stakeholder engagement:

- Greater impact of technology in education.
- Impact of new technologies (Intensive use of ICT in education, change in methodology, open materials and e-learning).
- Development of social networks (students, teachers, alumni) and partnerships between schools.
- Further adoption of technologies in organizations (training SMEs, business associations, public-private collaborations. Increased use of cross-sector management technologies).
- Growing demand for transparency and accountability (need to create a CSR report).
- Growing debate around the Real vs Virtual model for teaching courses.

Finally, with regards to EOI's third strategy, 'To build a sustainable management model that takes a proactive approach to the strategic priorities of the ministries of industry, tourism and trade, and the environment, grounded in strong partnerships and with a clear international orientation,' the following are the external drivers for stakeholder engagement:

- Greater competition between business schools, leading to the need to optimize resources.
- Growing demand for flexible organizations.
- Again the growing demand for transparency and accountability.
- Need for a firm strategy and its continuation. The management has the responsibility for this.
- Growing importance of intangibles and the management of human resources.
- Need for better and more training in public administrations.

What benefits can EOI gain from stakeholder engagement?

EOI can gain a number of benefits from pursuing a policy of stakeholder engagement. The benefits are listed below according to each principal stakeholder.

Current Students

- EOI can better understand their motivations and expectations in order to adapt their courses, career development support services and overall approach to student welfare
- EOI can better understand the various talents of the students and as a result assign resources to help develop them

Society

- EOI can measure the impact of its programs in society
- EOI can learn how it can work together with society through partnerships and other initiatives
- EOI can find out what is important to society and design its programs around the data it collects

Teachers

- By finding out what the teachers are interested in and what their fields of specialisation are EOI can adapt its courses or create new courses and research bodies

Large Companies

- By understanding what skills the large companies look for in new employees, EOI can design its courses to ensure that its students have these skills when they graduate
- By finding out what large companies are interested in, EOI can create partnerships that foster the interaction between its students and business

Administrative staff

- EOI can better understand their training needs
- EOI can better understand their requirements with regards to their work/ life balance
- EOI can better understand what particular elements its employees value over others so as to manage these more closely

What are the risks for EOI in not engaging stakeholders and what are their strategic objectives for doing so?

The risk for EOI in not engaging its stakeholders is that it will be unaware of their changing needs and demands. This could result in a loss of competitiveness, through the failure to recognise opportunities, and a reduced ability to deal with threats and challenges when they arise.

In the same way the strategic objectives of stakeholder engagement for EOI are to be able to spot the emerging opportunities, prepare for the likely challenges and design its products and services around the demands and needs of its most important stakeholders.

The third step of this stage is to identify the relevant issues for the stakeholders. Many issues that organizations should consider engaging on will already be clear from the strategic engagement objectives. However, there are issues that may not be immediately strategically relevant, but nonetheless need to be identified and addressed, as they also have the potential to impede business performance. In general, issues can be specific or general aspects of a organization activities or decisions where the organisation is perceived to have a positive or negative impact on stakeholders.

This step was done with the information gathered from the workshops with stakeholders and focus group carried out by EOI in March and April 2009 as well as during a brainstorming among the students in the stakeholder engagement course included in the International Masters in Sustainable Development and Corporate Social Responsibility.

4.3. SRD: Social Responsibility Diagnosis

4.3.1 EOI's background

Before starting to assess which is EOI's current state on Social Responsibility it is necessary to better understand Escuela de Organizacion Industrial, its history, its government bodies where the decision-making power relies as well as how the top managers at EOI foresee its future.

Looking back

EOI was founded July the 12th 1955 thanks to an agreement between the Ministries of Education and Industry, becoming the first business schools in Spain and one of the first in Europe.

EOI draws on the model of American business schools, establishing a collaboration agreement with the American Mission in Spain. In 1957 the school opens, from the first moment defines the methodological elements that will be the hallmarks of the EOI in its more than 50 years of operation: eminently practical, small groups, and strong and direct relationship between students and teacher. Equipping of a cosmopolitan faculty, the school has very high-level teachers, and attractive programs about teaching practices very attached to their needs of Spanish economy.

The result of its close relationship between the Spanish business and academic world, in 1958, is the creation of Alumni Association.

In 1960, it goes a step further in his vocation to become an international reference centre launching business management activities researchers through the research service.

In that same decade, the school becomes an important prestige and reputation, entering in Spain methodological developments emerging in international universities and other business schools. Its global calling translates into numerous agreements with international institutions with exchanges occurring teachers and those made constant visits

In 1964 School enters the computer age with first computers, which are used, among other activities, to perform collaborative work with companies and various agencies.

In the early 70's EOI provides business skills to most engineers and senior executives of the Instituto Nacional de Industria (INI).

In 1977, the School becomes autonomous of Ministry of Industry and Energy. At this time the school coexists with other major innovative schools to maintain its innovative momentum through pioneering and advanced to those times. In the late '70s, the school launch an Environmental Management area positioning as a reference in Spain in the field of sustainability.

In 1993, EOI Andalusia, starts off programs related to the characteristics and needs Andalucía at this time begins expansion to Latin America of the teaching activity of EOI launching a major training program graduate school.

Since 1993, significant resources have help promote the program to entrepreneurs and SMEs, which combines training and advice, created or consolidated companies from these programs become part of the network REDEPYME. In 1997, EOI establishes itself as a Public Foundation under this responsibility of the Ministry of Industry while his presidency lies with the owner of the Secretariat.

In this period the emphasis is on developing teaching methods that exploit the innovative way of putting teacher-student relationship putting up the EOI-digital. It is also worth noting the attention paid to the analysis of developments in the implementation of the path Bologna, in the framework of the European Higher Education and its impact on schools business.

Since the late twentieth century to the present, the importance and the need to support the creation and management of technology-based companies has been clear, EOI has gained a significant degree of specialization in this area.

The need to generate added value within a sustainable economy has been key in the history of EOI, his character hybrid (Public Foundation living in the market) the placed in a unique position to bridge the Administration, business and professional world.

Turning now to the second decade of the new century EOI is facing a new transformation process to remain a leading institution of business in training and public service, in line with ethical values and social needs.

Governance body: Board of Trustees

EOI have always been close to spanish business centers and industrial decision. This proximity allowed it to be pioneer in many aspects of management education, professional training and implementation of numerous initiatives and projects.

As a reflect to this situation, EOI is a public foundation with representation in its board of public and private actors that monitor the performance of its statutory purposes and the promotion of the strategic.

- President: Amparo Fernandez Gonzalez, Deputy Minister of Industry, Tourism and Trade
- 1st Vice President: M^a José Gómez Gómez, Technical Secretary General Ministry of Industry, Tourism and Trade
- 2nd Vice President: José Luis Ripoll García, Fundación Vodafone
- Members:
 - Alberto Casado Cervino, Director General of the Spanish Patent and Trademark

- Andres Serrano Contreras, Chief of Cabinet of the Deputy Minister of Industry, Tourism and Trade
- Juan Carlos Gallego, on behalf of La Caixa
- Enrique Jiménez Larrea, representing IDEA
- Sebastián Muriel Herrero, representing RED.es
- Secretary of the Board of Trustees: Paul Crevillén Verdet, State Attorney

EOI's identity

Mission, vision and values

EOI's mission is : “to develop students and professionals through postgraduate and continuous training, to produce and disseminate knowledge in society, and to offer services to businesses, entrepreneurs and administrations with the aim of helping them to adapt to the future in the context of globalization, in the areas of industry, environment, innovation, new technology and knowledge management”

While EOI states its vision as: “the EOI of 2020 will be an open, digital and collaborative institution being a point of reference for education, services and the management of knowledge in the areas of Sustainability, Technology and Internationalization”

EOI remains at the forefront, accompanying companies and executives in the constant and rapid development of the knowledge society. EOI promotes with its activities, an innovative company that creates business and advocates for sustainable development through the development of our three strategic thrusts.

There are three characteristics that identify EOI: Technological Innovation, Sustainability and a commitment to decide to support entrepreneurs.

Innovation and Technology

The School has always been linked, from the very beginning, with industrial enterprises, especially those that use technology and innovation as elements of competitiveness. In this field, EOI develops various lines of activity:

- Incorporation of innovation and technology as a key element in the educational activity carried out in both the contents of the training and the application of the most appropriate teaching methodologies and technologies.
- Outreach. EOI has launched the magazine "Innovation", published in collaboration with the Massachusetts Institute of Technology (MIT), which since its first issue March 2005, has become a national benchmark in the field of dissemination of innovation and technology. It promotes the realization of discussion boards, days of reflection, exchange of experience among managers, etc. in order to help innovation becomes a differential element of competitiveness of the Spanish economy.

Sustainability

EOI is essential for the application of principles of sustainable development to corporate governance, and economic activity can not ignore the maintenance of the environment. EOI in this area is a reference institution, not only because they have launched, for many years, programs on environmental management, sustainable development, renewable energy, etc., But also because, this approach sustainable companies that are responsible, is a model has trickled down in all the programs of EOI. This will remain a key feature of his performance in the future by applying in its internal management, translating into an environmental statement and certify their management systems EMAS. The school believes in companies rooted in their

values, managed with sustainability criteria in their development, harmonizing the needs of its shareholders, clients, suppliers and employees with those of society in general.

Entrepreneurs

For EOI, the success of the Spanish economy relies in the promotion of entrepreneurship, both for professionals who implement new businesses and for the managers, who manage existing ones, because they must be able to compete in environments and rapidly changing markets, requiring a rethink of strategies on an ongoing basis.

In this area, highlights the program CRECE, developed in collaboration with the European Social Fund, the Ministry of Industry, Tourism and Trade and numerous local partners, which is the most ambitious training program for entrepreneurs in the European Union, and as a result of which have created thousands of companies clustered in a network called REDEPYME.

Looking forward: Plan 2020

The transformation proposed in the Plan 2020 meets the social need to train managers in certain areas and with specific values. The EOI 2020 is defined as a foundation dedicated to public sector training, specialized in:

- Sustainable economy that ensures a continuous development with limited resources, promote new values and promotes a distribution of wealth fairer.
- Digital economy based on a new way of understanding the culture of the company, based on participation, collaboration and creativity.
- Social economy as a model which combines production and employment with the values of solidarity, responsibility and dignity at work. An economy linked to the territory, to the real economy and non-financial person.

Directed to develop future leaders and entrepreneurs in the new production model Spanish and SMEs managers, public administrators and managers of the Social Economy in ethical values, creativity and entrepreneurship, globalization, technology, regional development and regulation. Operating in Spain and Latin America throughout the world as a center of international reference. With a proprietary methodology based on a professional teacher of international renown, an educational model, the intensive use of technology, production and dissemination of research in areas of strategic interest and the constant promotion of creativity and innovation.

The feasibility of transforming EOI involves the consolidation of a sustainable business model in the market, transforming the institutional organization more open to businesses, government, alumni and other academic centers, orienting the internal organization with greater market professionalism and streamlining of procedures for managing e integrating digital culture at the school.

The 2020 Plan is articulated by three development strategies:

- Strategy 1: To develop and promote a differentiated offer in training and services, specialised in sustainability, technology, entrepreneurship and internationalization
- Strategy 2: To promote the creation of a Digital School, with a highly specialised academic area, cutting-edge technical support service, and infrastructures that enable the intensive use of ICT
- Strategy 3: Build a sustainable management model that takes a proactive approach to the strategic priorities of the Ministry of Industry, Tourism and Trade, and the environment, grounded in strong partnerships and with a clear international orientation

Since EOI's mission is to train its postgraduate and executives students in the field of sustainability orienting this training towards social economy, it becomes necessary to assess if beside IMSD, its flagship program, EOI's curricula communicates this idea. We will focus on the common subject that are compulsory for all the postgraduate students and on the executive, full-time and global MBAs.

Regarding the common subjects [29-31], the only subject covering this topic is **Introduction to Sustainability**. This subject covers the new role of business in society. Covering how sustainable management of the private sector is not only key for business survival but it is also a fundamental element for the future of our society and its resources.

While regarding the MBA programs the only subjects is **Corporate Responsibility**. The course focuses on strategic and dynamic issues that are essential in the building high-performing organizations with a sense of ethics, civic engagement and social responsibility. Provides a theoretical and practical understanding of what role organizations should play in society

The Full-time MBA [30] have its own specialties; two of them are specially aligned with EOI's vision and mission:

MBA- Corporate Responsibility

This specialty offers a renewed vision of global enterprises, analyzing the different factors influencing their management: globalization, new technologies, emerging economies in countries of the base pyramid and how to respond to the demand for practical responsible. It addresses the subject of Management and Corporate Governance since they the major concepts that form the model of Corporate Governance. It also addresses the modifications to be undertaken, the responsibility scheme of the Directors and recommendations to improve the reputation, image of the company and its market value. It also enables participants to combine local differentiation with global development by establishing trade agreements and by developing internationalization processes. It is done with subjects such as international finance, multilateral projects and internationalization strategies of companies, deepening in mergers and acquisitions as part of business strategy.

MBA – Social Entrepreneurship

The aim of this specialty is to train future leaders generating business models that can reconcile production and employment with the values of solidarity, responsibility and dignity at work. We analyze business models related to territory wealth generation and local and regional sustainability.

4.3.2 Diagnosis

The initial step to create a framework for CSR is to assess the current situation of Social Responsibility, even if social responsibility appears to be a new concept, organizations have been listening to its stakeholders and acting in their benefits, however lately to fulfill the expectations of non-traditional stakeholders has become more necessary.

The aim of this point is to better understand the insights of EOI, its performance has been assessed according to a set of indicators (see Annex 5) that cover the material issues identified by the stakeholders, and those issues are presented in the following table:

ENVIRONMENT

Energy
Waste Management
CO2 emissions
Transportation
Materials

SOCIAL

Entrance into labor market
Entrepreneurship
Learning environment
Networking
Brand recognition
Training and education for employees
Employment
Labor/management relationship
Diversity & equal opportunities
Occupational health & safety
Communication channels
Customer satisfaction
Partnerships/collaborations
Community
Customer privacy
Accountability towards donors/sponsors
Media relations
Support of social projects / social investments
Outreach/awareness programs to the general

GOVERNANCE & ECONOMIC

Mission/visión/values
Economic performance
Code of ethics/good governance
Signatory of UNPRME or similar
Indirect economic impact

Environment

The first thing that we have realize when looking for information in different sources is the lack of information regarding the different environmental issues. The main problem we have identified here is the lack of transparency; EOI does not have any report available, not even the annual report where some information regarding this topic could be included and even less a sustainability or CSR Report. However, EOI has its own policy of Quality and Environment and is under the process of obtaining an environmental certification, so actually is doing things regarding environmental issues but probably in an unstructured way, without clear objectives in the issues identified. Eventually, putting some effort to cover this topic will be a need at EOI since other knowledge institutions seem to be working in those issues, leaving EOI behind and making it loss competitiveness.

Governance and Economy

Regarding the Governance and Economic issues we have seen that EOI is doing fairly well. According to the Plan EOI 2020 its mission “To train graduate and professional students, produce and disseminate knowledge to society, and offer value-added services to support business entrepreneurs and governments, to help them achieve excellence in the global context of a social green and digital economy in the fields of industry, environment, innovation, new technologies and management knowledge” what addresses EOI’s main objective of training students but also covers the social and environmental aspects. While its vision: “being a business school referent open, digital and collaborative in training, services and knowledge management in the areas of sustainability, technology, entrepreneurship and internationalization” has the value of sustainability and entrepreneurship embed, however it lacks of some social or ethical aspects and of a

forward-looking vision that takes into account the next generations. Finally, EOI's values are: guidance to the real economy, technological and social innovation and commitment to service to society. They seem to cover some aspect of responsibility in management education such as real economy focused on social aspects and people; however it lacks of ethical values but what seems to be more important is that those are not real values but could be considered strategic axis of work.

Another important issue to be studied is the code of ethics and good governance, EOI has developed its own addressed to top-managers or decision-makers and employees, it sets the behavioral principles, it states principles for decision making, services delivery, and good management also gives responsibility to the General Secretariat to report to the General Directorate the incidents occurred, ensure the compliance of the code and establish further actions. On the other hands, the new students sign up at the beginning of the academic year the "Students' Handbook" that includes their rights, duties and responsibilities. However, there are no tools to train the employees over the year on how to apply the code, how to solve the dilemmas or similar situations they might face, tools to better ensure the follow-up or a whistleblowing line to report the breaches. Furthermore, the code of conduct should include the main internal stakeholders and be more in-depth.

The commitment of EOI with initiatives to be in the fore-front of responsible management education institutions is ensured by signing up to the PRME initiative; however EOI has not communicated its information on progress. Also, EOI has neither signed up for the Oath Project nor has its own oath. Another important feature is the inexistence of a NetImpact Chapter at EOI, falling behind, as could be seen in the benchmarking analysis, the most prestigious business schools in Spain and Europe.

If we take a look at the economic performance of EOI it can be easily understood that EOI has to put its efforts to ensure its economic sustainability, the Schools has a high dependence on public aid, especially from the European Social Fund, indeed even if it has been to diminish its dependence in the last years, in 2008, 30% of their incomes came from this fund. It is a remarkable that the organization has also increased its fixed costs over the last years, being mainly staff and teachers, risking losing its flexibility to adapt itself to the changing environment.

Another issue that would be interesting to study is the indirect economic impact of its activities, however it seems difficult to measure and there is a lot of work to be done in that issue.

Social

The third area of impact, society, is composed by nineteen different issues that try to encompass the reality of and impact on EOI.

The first issue to be considered would be how easy is to postgraduate students to entry into the labor market, to support this step EOI has the Professional Careers Department that puts in contact companies with students and offers 2-days workshops on how to enter into the labor market, but the support of this department is limited to have a data basis where companies and students come together and lacks of further support to students.

One of the ways to support the entrance into the labor market of postgraduate students and the career development of executive students is through starting up their own businesses, entrepreneurship. EOI offers a common subject to all the postgraduate masters about entrepreneurship but it lacks of concrete support to help the students start up their businesses with ideas coming from their final projects or any kind of project develop over the courses. On the other hand it offers training and support to the creation, management, modernization and consolidation of microenterprises and SMEs through the "Programa Operativo Plurirregional Adaptabilidad y Empleo 2007-2013" funded by the European Social Fund, EOI has also created REDPYME a network to help SMEs by sharing their knowledge among themselves and encourage entrepreneurship spirit especially among fresh graduates and women.

Another way to improve the access to the labor market and promote the exchange of experiences and ideas between the different stakeholders is the networking. EOI has an Alumni Club to put in contact former students as well as current students among themselves and with companies but it is acknowledge by EOI decision-makers interviewed that this club does not have the sufficient impact to promote the networking. An activity that also has a large impact in promoting networking is the conferences and workshops organized in EOI about the different topics related to EOI's main activities, where people representing different stakeholders gathered and can exchange their needs and views.

Another important issues at EOI is the learning environment, EOI offers up-to-date courses in its main focus themes and it also has a highly renowned teaching staff with very prestigious national as well as international teachers in their fields, nonetheless out of the whole teaching staff composed by 370 teachers, only 70 of them are full-time while the rest 300 are part-time therefore there is a lack of commitment from the part-time teachers to get completely involved in EOI activities.

One of the key issues for business schools in general and EOI in particular is their brand recognition, EOI highlights for been known as a pioneer business schools in green issues such as sustainability and environment, services to SMEs and training for public administrations. Nonetheless the weakness identified is the lack of recognition of EOI's MBA courses and executive training for large firms.

Analyzing the labor practices and decent work conditions, EOI has 119 employees (December 2008) however it does not disclose information about the breakdown by gender, age region, type of contract or even about the benefits provided to employees. Also regarding the training and education for employees EOI's website states that continuous formation is important to update knowledge and skills but we have not recognized any concrete actions to support this statement. The situation of occupational health and safety is similar; EOI acknowledges its importance but does not have any concrete action. While the equal opportunities for employees, is supposed for being a public-private organization.

Afterwards, come two of the most important issues, a priori, for business schools. The first are the communication channels, in this aspect EOI has a very large presence in social networks (twitter, facebook ...) where some of the main stakeholders could interact with EOI, indeed it is one of the points where EOI is putting more efforts, nonetheless there is the general feeling among EOI's stakeholders that there is no clear strategy on how to spread the information about the different issues and what EOI wants to obtain by engaging its stakeholders through social networks. Another way of communication that is more a unidirectional communication channel are the blog, EOI has 24 blogs included in its platform called "blogosfera EOI", those blogs cover a wide range of topics: economy, alumni, library, climate and energy, tools 2.0, finance, internationalization, mobile learning, reputation, SMEs, sustainability, marketing and EOI communication among others. The second important topic is partnerships and collaborations with businesses, government, NGOs and other business schools; to cover this issue EOI has Red America, an initiative to carry out programs in partnership with 7 knowledge institutions in Latin America, but only has exchange programs with 4 international business schools, aside from this program, and learning agreement with 16 universities/business schools around the world. In terms of agreement with businesses, the school has agreements with around 100 companies, some large companies and SMEs but there is a lack of in-depth engagement and collaboration with them, especially with large firms. Probably the strongest point is the strong public relationships due to the fact that EOI is participated by the Ministry of Industry, while the weakest point is the lack of partnership with NGOs.

The last topics that could be material are, measuring stakeholders' satisfaction through satisfaction surveys what EOI does to teachers, students and employees, media relationships where EOI has a special website with press releases and news about EOI in the media.

Special attention deserves the outreach and awareness programs where EOI hold its own Research Department working on two different types of publications, one a Colección EOI with more than 80 volumes published specialized in three specific topics; technology and innovation, environmental sciences and management. And a second line of publication related to specific cases and studies collected in monographic journals. EOI considers dissemination of research results as a key component of a successful research strategy; therefore the school regularly organizes book presentation, seminar and workshops, conferences

and roundtables related to our lines of study. However, there are many things to be improved such as setting up chairs in partnerships with businesses or involve more international researchers and create campaigns to increase public awareness.

4.3.3. SWOT analysis

As a summary of the prior analysis, we put things together to assess EOI's current strengths and weaknesses in its internal functioning as well as the threats and opportunities arising in the surrounding environment.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Good use of social networks to engage stakeholders. • Club Alumni has a lot of potential to increase the level of networking among prospective students, current students, alumni and their companies or organizations. • The IMSD flagship, one of the few masters in Europe focused on sustainability and social responsibility with a diverse range of subjects. • Hosting of conferences on a number of different topics, especially on sustainability and social responsibility. • Strong relationship with SMEs, offering them consultancy services. • Professionals from a wide range of companies from different sectors are teachers at EOI, so bring expertise and networks of contacts with the business world. • EOI has a well-known brand & reputation for sustainability and environmental studies in Spain 	<ul style="list-style-type: none"> • Lack of agreements and student exchange programs with other knowledge institutions. • Few research programs and publications. • Poor communication of EOI's mission, vision and values, with the result that the majority of stakeholders are unaware of them. • Lack of a formal and well communicated code of ethics for the principal stakeholders. • Lack of training for principal stakeholders on the code of ethics and its implementation in EOI. • Lack of extra-curricular activities for students. • Sustainability and social responsibility are not sufficiently covered by courses other than the IMSD. • Insufficient communication, collaboration and cooperation with all the stakeholders. • Sources of income that are not sufficiently diversified to be sustainable given the financial challenges of today.
Opportunities	Threats
<ul style="list-style-type: none"> • Increase partnerships with other business schools and NGOs. • Create research centers where businesses and EOI could come together using the resources of both to find solutions to current global challenges, thereby enhancing EOI's prestige on a national and global level and giving students the opportunity to work on real rather than theoretical case studies. • Use of extra-curricular activities to involve students more fully in the carrying out of the mission of EOI. • Implementation of a volunteering program for students & staff in collaboration with NGOs or other community organizations. • Increase the scope of the students' final projects to involve companies, NGOs and other important global actors. • Create firm partnerships with business to secure a strong and sustainable source of income in exchange for supplying students as skilled employees, as well as advice and training for business. 	<ul style="list-style-type: none"> • High competition from other Spanish business schools in being the first to integrate sustainability and social responsibility into its strategy and fabric. • Reputation of EOI could be damaged if it is seen to be giving courses in sustainability and social responsibility but not actually acting as an example and adopting these concepts. • Number of prospective students could decline if the school does not make sufficient efforts to involve students more in the accomplishment of its mission and vision. • The standard of teachers could decline as teachers of a high quality leave to work in business schools that have a better reputation as a consequence of successfully integrating sustainability and social responsibility. • EOI may not find sufficient income to replace EU funds.

Table 2.

4.4. Benchmarking

4.4.1. Introduction

Our goal

The first question that arises when assessing EOI's current state in terms of sustainability and SR practices is how it is doing with respect to the sector, i.e., other business schools both in Spain and across the world. We want to find out whether EOI can be considered as a sector leader or if it is falling behind in some aspects. For so doing, we are going to develop a benchmark to assess and compare SR practices in the business school sector so as to map EOI with respect to its "competitors".

The final objective being to improve EOI and its services to society, as we will be explaining in detail later, we have selected some representative schools, placed ahead of the pack in this realm (SR champions). By proceeding in this manner, benchmarking becomes a powerful tool to determine the best practices in the sector and then define an intelligent strategy for EOI to incorporate those into its strategy in its own, original way.

The methodology

Once the need to compare similar institutions has been understood, we face the problem of how to construct that benchmark. In other words, we need to frame the evaluation and define what issues, and indicators within them, we are going to be looking at when analyzing those schools, as well as where to obtain that information from (secondary vs primary sources).

When all those needs come together, one realizes that the best way to tackle this challenge is by using a standardized methodology: a benchmarking analysis in our case. However, it has to be acknowledged that there are a number of trades-off to be taken into account when benchmarking:

- Flexibility vs. arbitrariness: being the aim of this benchmarking analysis to develop a methodology that could be applied for all businesses schools it implies to create a flexible framework to assess each business school performance in terms of sustainability however the more flexible it becomes also the more arbitrary it is, so it is necessary to establish an appropriate grade of flexibility without compromising its reliability for being too arbitrary. The key to overcome this issue is to use a standardized methodology, in this case we have used a grading system that gives a certain point to each of our areas of impact according to a series of indicators pre-established that encompass the different realities and situations of all the knowledge institutions studied, the so-called Key Performance Indicators (KPIs)
- Intuitive vs. complex: an in-depth benchmarking might become very complex due to the quantity of information to be analyzed, the different issues studied from different perspectives, however if this analysis is done in a more intuitive way it risks to become superficial. In order to overcome this problem is to represent the outcomes of the analysis in a comprehensive way as possible, so in order to make a more intuitive analysis the results are going to be plotted in different types of graphs such as net and bar graphs.
- Self-explanatory vs. overwhelming information: this trade-off has a strong connection with the explained above, since benchmarking can include too much information becoming overwhelming, it has to be found the equilibrium between making it easy and self-explanatory and with information enough to be relevant. Even if the quantity of information used as an input to develop the analysis is overwhelming a way to make the analysis understandable has to be found, in this case the grading system established as well as the graphical representation of the final grading are very useful to make this analysis self-explanatory enough.
- Police vs. indulgent: the grades given to each area of impact could be very strict or very benevolent depending on the person that develops the benchmarking study, so the best way to solve this trade-

off is to grade the performance of each business school in a compensated team in terms of strictness and indulgence.

The context

In order to understand what drives business schools in their pursuit of excellence in education of business leaders, we need to zoom out and look at the big picture of what is currently going on in the world and what is the role of business in it. In this respect, several factors play a part in this global arena of business education:

- The world crisis: as a number of renown voices around the world claim (Globeearth included), the current crisis we are experiencing goes beyond the financial realm and lands on our very own values and principles as a society, and ultimately, as individuals. It is the entire socio-economic fabric that cries for change and, for that to happen, the only viable way passes by the contribution of each and every one of us in our daily behaviors and actions. If we are to move from the “greed and rapacity” of Adam Smith’s capitalism to the equality and long-term vision of Sustainable Development, education is the only capable tool in our hands. To bring about the necessary revolution, we need to inculcate the principles of sustainability, responsibility and humanity to the new generations. “Theirs is the future and ours the responsibility”. Speaking about business schools, their task is not other than bridging the power of business with the search for the social benefit. Businesses have to be social and there, responsible business schools hold the key to the rainbow society.
- Very much connected to the prior argument, comes the must of “preaching the example”, of leading in the first person. As it affects business schools, if they are to impart knowledge and practice on sustainability to the managers of tomorrow, the only credible way of doing so is by applying those principles “at home” first and foremost for students to follow suit in their careers. And this is where the “Responsible Business School Project” comes into play, as a standard framework to support this new educational model. Within the scope of this project, we have scrutinized how responsible and sustainable business schools (the leaders in the sector) are behind their doors.

And finally, there is the issue of globalization and the shifting balance of powers in the world. Feared by some, known by all is the fact that “new” areas of the world (massively populated in many cases) are emerging in their economic leverage. The rise of countries the likes of China, India or Brasil on the one hand, and the saturation of the western markets on the other, are shaping a new business world and trade relations across the globe. Business schools must as they should weigh in this new world map in their curriculums and provide their students with pathways and tools to design and develop innovative sustainable business models for this new world landscape.

4.4.2. Financial Analysis

Due to the limited time at our disposal for this project, we have focused our efforts on the ESG analysis (next section). However, a proper, complete assessment of the sustainability practices of business schools, and of any organization for that matter, should comprehend a thorough evaluation of the financial situation of the entity at hand. For the sake of comparing institutions (benchmark), we should have access to vital financial figures the likes of: revenues, net income, total assets, shareholders equity, assets turnover, profit margin, rating, leverage, ROA, ROE, etc. This will undoubtedly be covered in the continuation of this project (see section 6 “Perspectives for the future”) and will lead the deployment of a “sustainable portfolio” with the assessed schools. Such tool provides socially responsible investors a comprehensive analysis of the SR behavior of the entities reckoned for them to invest their funds on. It is therefore a compelling driver for positive change in those organizations, wanting to become more responsible and sustainable in order to attract investments and support.

4.4.3.ESG Analysis

We have performed our SR assessment of those institutions from two complementary perspectives:

- A. SR infrastructure: within this category we have evaluated the level of integration of SR into the organization's mission, vision, values and strategy, the existence of a proper structure to deal with SR (SR committee ...), the appropriateness of the training procedures in place, the follow-up policies, etc.
- B. ESG analysis (Environment – Social – Governance): this standardized assessment methodology evaluates the school's practices, impacts and influences on its stakeholders on those three dimensions and according to a number of KPIs (Key performance Indicators) specifically designed for the particular sector or company under analysis.

A. SR Infrastructure

At this stage, our objective is to appraise the infrastructure deployed by the schools regarding SR management. There are, in this view, two levels of such framework depending on whether it touches upon the core strategy of the organization (strategic level) or its relationships with its main stakeholders; as well as three main categories, namely: hard –structure in place, either bodies or documents-, medium –concerning human and social capital- and soft –events organized to involve and interact with the community and society at large.

- Hard
 - A. Strategic level:
 - Vision/Mission/Values (formal or informal)
 - Code of ethics/good conduct
 - Code of good governance
 - SR report or integrated report
 - Management Systems (SR structure: committee, managers, person/s in charge of follow-up...)
- Medium
 - A. Strategic level:
 - Culture of SR within the organization
 - Communication (training, web site, brochures...)
 - internal
 - external
 - B. Stakeholder level:
 - Map of all their stakeholders
 - Stakeholders engagement program
 - Content (what the school does with respect to every STK)
 - Relations and channels used
- Soft
 - Corporate philanthropy
 - PR events, etc.

B. Areas of impact

The areas of impact dealt with in this analysis are essentially based on the triple bottom-line, i.e. the three pillars of Sustainable Development, simply substituting the economic one (treated on the financial analysis) by governance:

- Social
- Governance
- Environment

Material issues and Key Performance Indicators (KPIs)

In all those three dimensions, we have identified (see 4.3.2. Diagnosis) the main issues for the most relevant stakeholders of the sector and then, decompose them into measurable indicators taken from an internationally-recognized standard -GRI (Global Reporting Initiative)- together with some others created by ourselves, especially in the governance category. By using such tools and figures, we have been able to compare the performance of different knowledge institutions on the aspects identified in the stakeholder engagement plan. Those indicators, that from now on we will call Key Performance Indicators (KPIs), are the ones whose betterment will guide EOI to quantitative performance improvement in the SR realm. After an in-depth analysis on how to better adapt the GRI indicators to business schools and, taking into consideration that there is no specific supplement in GRI for such sector, we have decided to create a customized set of indicators that best meet the needs and realities of EOI and that can, at the same time, be easily applied to other business schools.

The Sustainability Mix

Within each of the three dimensions of sustainability there are four perspectives that are fundamental in the pursuit of excellence. Those four aspects encompass the following criteria as stated by Jaime Silos from Foretica [15]:

- **Leadership:** aspirational principles, external commitment and internal alignment, etc.
- **Dialogue:** dialogue exchanges, strategic alliances, expectations from management with respect to employees, etc.
- **Management:** systemic risks, specific risks and management model.
- **Transparency:** transparency and reporting, customized information, social networks and public relationships

Customization to the sector

For the sake of comparing the different schools in the benchmark in a two-axis graph (figure 8 in section 4.4.1 Comparative results), i.e. against the two perspectives considered -ESG and the sustainability mix-, we have combined the various sub-levels (environment, social and governance on the one side, and leadership, dialogue, management and transparency on the other) into a single measurement by assigning them some relative weights according to their importance in the sector. In other words, we have customized the mix of dimensions to the particular case of business schools.

Hence, these are, as we see it, the relative significance of the three areas of impact of the ESG analysis for business schools:

- **Social: 45%**

Given the focus on people of educational institutions of this nature where the human and social capital are, by far, their main assets, this –social- is clearly the most important pillar in this case. This dimensions concerns (see KPIs in section 4.3.2) integral issues both inside the organization (career development of employees, entrance into labor market of students, learning environment, etc.) and with respect to its relations with its external groups (partnerships and collaborations, community relations, support of social projects, outreach and awareness programs, etc.). Education is, and will always remain so, centered around people because it is nothing but a personal experience that we convey to the coming generations.

- **Governance: 35%**

Right after the people (human resources) and their relations that make up an organization of this kind, comes the way it is structured and managed. The roots lying at the core of the entire functioning of a business school are its mission, vision, values and code of ethics/good governance and the extent to which those are integrated into the everyday actions of every and each of its members. In this respect, an adequate emphasis on communicating and training on those cardinal virtues (the roots of the tree of knowledge) underlies the success on its pursuit of excellence in education. Everything else derives from there (the trunk, the branches and the leaves). The foundations of any project, more so of an educational nature, are its people and their principles.



Figure 0. The Tree of life

- **Environment: 20%**

And lastly, in the particular case of business schools, the impact/influence they have or can have on the environment is relatively reduced as compared to other much more resources-intensive sectors (e.g. mining, manufacturing industries, etc.) The amount of water they consume is rather low and so is the amount of energy and CO₂ emissions generated. This does not mean at all that these institutions do not have to worry about these matters. For instance, as they generate a lot of transport of personnel from and to their facilities, sufficient priority and resources have to be allocated to encourage low-carbon mobility programs for all its employees, professors, staff, etc. Equally, coherent and extensive recycling programs can largely improve their waste management practices. Needless to mention what redesigning the facilities, according to more bioclimatic criteria, can do to their needs of heating and cooling.

Following the same procedure with the four dimensions of the sustainability mix (dialogue, management, leadership and transparency), we have come up with some relative weights according to their importance for the sector:

- **Leadership: 35%**

Business schools are at the heart of the today's and tomorrow's behavior of business. The task of training and educating the next generations of business leaders is of grand magnitude as the extent to which those institutions succeed in inculcating their students the values of sustainability and responsibility will undeniable reflect in how the business world shapes itself with respect to society. Consequently, leading the way in responsible education and preaching by example so that students believe in the credibility and feasibility of what they learn, is a matter of extraordinary importance if we are to harness the power of business to change the world and its people for the better. Leading by example and leading from behind (letting others take command when they time comes) are the lights illuminating the path to the future.

- **Dialogue: 30%**

Reflecting on the social nature of these organizations, the existence, proper functioning and maintenance of the adequate bi-directional communication channels represents a recipe for success in engaging in meaningful and value-creating dialogue with all the school's main stakeholders. To improve an organization and enhance the services it provides to society, there is nothing as effective as consulting every concerned party. Motivating them to participate and giving them the power to do so.

- **Management: 20%**

If you have the two previous ingredients (leadership and dialogue) embedded across all areas of your institution, the rest comes naturally. In this respect, good management, for instance, is always achieved through fluent communication fostered and facilitated by natural leaders. Still, it is a must to support those conditions with the appropriate hierarchy, or better said, lack of it. By this, we mean that, as we believe, horizontal structures grounded on teamwork embody the greatest potential for prosperity as they rely on giving every individual a chance to speak out his or her mind and put in practice all his great thoughts on how to improve the organization.

- **Transparency: 15%**

Transparency is, to some degree, the combination of all the above factors and as such is usually achieved by committing oneself to those. Out of the lot, the main one would be dialogue as it is via purposeful and flowing communication that all the stakeholders can get to know what is happening inside the gut of the beast and thus have a chance to contribute to the progress of their organization with their own ideas.

In annex 3, we will explicitly express the questions we have designed to check and evaluate business school against all the prior criteria related to SR. Our methodology in this respect will comprise (further details in section 6) developing an on-line form for schools to fill in directly (sample questionnaire already available at this project's website [8]) as well as other more direct approaches such personal interviews with their SR managers.

4.4.4. The benchmark

The knowledge institutions analyzed within this benchmark, together with EOI (see chapter 4.3.2.), include:

- UPM-ETSII (*Escuela Técnica Superior de Ingenieros Industriales*) [20]
- Universidad de Santiago de Compostela [17]
- ESADE Business School [19]
- Bentley Business School [18]

Universidad de Santiago

A pioneer university in Spain in terms of Social Responsibility. It was the first Spanish knowledge institution for instance, to build a Sustainability Report (back in 2006) and so it has long experience in integrating social responsibility into its core strategy.

Environment		
	STRENGTHS	WEAKNESSES
Energy	<ul style="list-style-type: none"> - Urban design and planning - Study of light contamination on USC campuses. Collaboration with the University's Astronomy Observatory - Energy Optimisation Plan (POE): "to encourage an environmentally friendly and optimised anagement of USC's energy supply through the application of new remote supervision and remote management technologies." - Use of cogeneration (7 plants, 11 engines in total on campus): obtain electricity and heat through the combustion of natural gas - In 2006, 28.17% of the energy consumed at USC came from electricity acquired from the supplier, in 2007 this amount went down to 26.79%. - Savings on central heating oil thanks to the use of cogeneration 	<ul style="list-style-type: none"> - As the USC campus has expanded over the years so have its energy requirements

engines increased in 2006 by 7% in relation to 2005 and in 2007 by 10% in relation to the previous year.

Waste Management

- Implantation of selective bins and waste collection points for waste separation: paper and cardboard, plastic, tetra-brik and tins, glass, batteries, nk and toner, mobiles, CDs and DVDs and compost. Collaboration with the copy shops providing printing materials, the Coordinating Office of the Sustainable Development Plan, the Hazardous Waste Management Unit and the city councils of Santiago and Lugo.
- The companies providing cleaning services in university facilities were bound by contract to participate in waste separation tasks
- Successful minimisation plan for hazardous and toxic waste (collected and managed by the Hazardous Waste Management Unit): 14.5% drop in the production of hazardous waste at USC in 2006 compared to 2005, and of 2.3% in 2007
- Classified and inventoried all types of hazardous waste listed in the in the EU Waste List (and Basel Convention)

CO2 emissions

- Measures the total GHG emissions produced and inventories the sources: electricity, natural gas and central oil heating
- Several emission-reducing initiatives developed by the Coordinating Office of the Sustainable Development Plan together with the Vice-Rector's Office for Infrastructure in order to present energy-saving related plans for USC buildings to the INEGA (Galician Institute of Energy). Through this course of action facade shading products, intelligent lighting and shading for the swimming pool were all requested.
- In 2007, the first phase of the shading system in the ETSE was completed, thanks to which an energy saving of 6140 kWh was achieved and CO2 gas emissions reduced by 710 tons.
- Measured the effects of water consumption and other types of indirect consumption (paper, construction works, waste, transport, etc.) in GHG emissions
- In 2007, USC together with the Regional Department for the Environment and Sustainable Development carried out a study of its ecological footprint. The study shows that USC would need an extension of 5,217 ha of Galician forest to assimilate the CO2 emissions it produces: this is more than 55 times the size of the land occupied by the Santiago and Lugo campuses and 0.18% of the total surface of the Galician Autonomous Region. USC's ecological footprint is 0.16 ha/person/year. This amount corresponds to 2.56% of Galicia's ecological footprint.
- The main environmental impact identified is that associated with the consumption of electricity, followed by the impact associated to the consumption of natural gas (for producing electricity and heat in the cogeneration facilities and the generation of heat in some boilers) and the impact of mobility.

-As energy requirements have increased over the years so have the greenhouse gas emission rates, especially in terms of CO2. 20,638.10 TCO2 in 2007 compared to the 16,696.19 TCO2 of 2005.

Transport

- Survey on "Mobility Habits" carried out by the Coordinating Office of the Sustainable Development Plan in 2007: 1,220 surveys among the students, 320 among the admin. and service

- Despite the efforts to foment the use of bikes

	<p>staff (PAS) and 798 among the teaching and academic staff (PDI).</p> <ul style="list-style-type: none"> - Sustainable mobility program focused on the promotion of public transport, bicycles ... - Promoting cycling. 2007 Bike-lending Scheme: 60 bicycles available (2007) on loan for free. Among the participants, the following results were achieved (survey): in Santiago, the number of trips by car went down as the percentage of participants who used their cars on a daily or almost daily basis went from 27.5% to 8.3%. In Lugo the daily or almost daily use of the car went from 63.2% to 33.4%. The daily or almost daily use of the bike increased among the participants in the two cities: in Santiago, it went from 32.5% to 63.9% and in Lugo from 16.8% to 36.9%. An estimated reduction of 7.10 tons of CO2 was achieved. - In 2007, USC together with the Regional Department for the Environment and Sustainable Development carried out a study of its ecological footprint, including a detailed study of mobility-related issues. 	<p>and public transport, still new roads were constructed on and to the campus, indirectly promoting in this manner the use of motor vehicles -> need for coherence in policies</p>
Materials	<ul style="list-style-type: none"> - Through the Sustainable Development Plan, USC accepts the commitment to incorporating measures for increasing the amount of processes for reducing, recycling and re-using waste generated through university activities. - Recycling programs: in 2007, it is estimated that the 30% of the total paper consumption corresponded to recycled paper. - Dialogue with the copy shops, in which USC's interest in the recycling of toners and the use of recycled paper is expressed, and cooperation in any possible tasks related to environmental protection, including the dissemination of information, is encouraged. - Encourage "green" cafeterias: to make voluntary environmental statements, such as changing plastic bags for paper ones and plastic bottles for glass ones, recycling any oils used, etc. 	<ul style="list-style-type: none"> - Among all the environmental aspects, recycling is the one least dealt with in the report

Table 3.

Social		
	STRENGTHS	WEAKNESSES
Training and education for employees	<ul style="list-style-type: none"> - Continuous training of staff members of the Sustainable Development Plan Coordinating Office - The SPIU grantees go through a special training plan which consisted of talks, debates, excursions/visits, etc. - Several resources for the improvement of the teaching-learning process: <ul style="list-style-type: none"> --Bridge programme between secondary education and USC: <ul style="list-style-type: none"> • Informative talks • Event: "Meeting between Secondary Schools and USC: moving forward" • Meeting with Parents' Associations of Galicia in the USC • Contest: How do you imagine USC? 	

- Recognition Ceremony for best secondary students
- USC Introduction and Recognition Ceremony for those students over 25 years old who passed the university entrance exam
- Teaching training and innovation programme: training programme that facilitates the familiarisation of new lecturers and professors to their functions and helps the rest of the teaching staff in their continuing progress -> University Teaching Diploma
- Cooperating for improvement: with the intention of reinforcing the lecturers' and professors' role in the different levels of education, the Department of Education and University Planning of the Regional Government of Galicia and the University of Santiago de Compostela – through the Institute of Education Sciences (ICE-USC)– organised the 2nd Edition of the Prizes awarded to Articles on Educational Matters
- Innovation in teaching: promoting the USC virtual campus, encouraging participation in educational innovation activities and the annual public tender process for teaching innovation projects are key aspects to improve
- Educational innovation awards
- Commitment to training new researches: in order to facilitate entry into the first stages of research training, USC creates and manages its own employment opportunities for trainee research staff, while also adopting the role of coordinating state and regional level research grant holder policies.
- 4th and 5th Introductory Training Course for Volunteers (2006-2007)
- University and Social Commitment Conference: Development Cooperation, Social Entrepreneurship and Volunteers (2006)
- Civic responsibility, Participation and Entrepreneurship Conference: Young Action Proposals (2006)
- Courses on Technology and Human Development Cooperation

Entrance in labor market

- Quality Plan: “in order to provide the student with a competitive advantage as he/she faces his/her entry into the world of work, professional placements were encouraged and programmes offering guidance on careers and accessing the job market were strengthened.”
- Placement programmes for USC students and graduates were encouraged through the:
 - Social Council: placements in companies and institutions by encouraging collaboration agreements with both Galician and national organisations. In addition, the placements can be validated as electives. In the overall period covered by this report 3,866 students took advantage of this programme.
 - The Galician Company-University Foundation (FEUGA): non-profit organization created in order to promote and support the relationship between companies and universities in Galicia.
 - The Euro Practicum Programme: for USC graduates who wish to complete their training in companies and institutions in the European Union
- Survey among graduates in 2007: Of the 51.7% of those surveyed, who carried out non-compulsory placements that were not part of their degree schemes, 68.2% of them considered them to be very or quite useful.
- Programmes offering guidance on careers and accessing the job

-More agreements (bilateral especially) with companies are needed still to facilitate students' access to market

market.

- Through the Careers Department, currently part of Enterprise and Employment Support Services (SAEE)
 - Provided students and/or graduates with personalised assessment that ranges from information on job or training opportunities, courses of interest and even activities aimed at developing their CVs or training in job searching techniques
- The Social Council publishes guides that feature the leading employment opportunities for each one of the qualifications taught at USC.
- Job market access support: The Vocational Guidance Department (AOL) provides university students with the necessary resources to start their professional activity. The main objectives of this Department are: a) to provide USC students and graduates with guidance, support and training for an effective job search, and b) to collaborate in the rapprochement between the university world and the business world.
- Training for the improvement of the job market access: with the aim of contributing to the job market access of our students, USC encourages training activities -which might be accredited as elective subjects- through different courses and conferences oriented to the acquisition of the necessary skills for the professional activity.

Entrepreneurship

- USC possesses a very successful company incubator of its own - Uniemprende-, an umbrella legal entity encompassing a number of initiatives such as:
 - Uninova: a technology business incubator.
 - *Woman Emprende*: to encourage female entrepreneurship.
 - Uniemprende Business School: “provides training on entrepreneurship by increasing both the number of activities and participants.”
- Several companies which were created by the Uniemprende program were awarded with various prizes and honours.
- The Self-employment Department, framed within the agreement signed in 2006 between the Regional Department of Work and the three Galician universities, provides a comprehensive service to all members of the university community who have doubts about self-employment and how to start up a business.

Learning environment

- Many services offered to the university community:
 - University library and many services associated with it
 - Cultural Service Area
 - Sports Service Area
 - “Breogán” Infant School
 - Music Library
 - University Residence Hall Service (SUR)
 - Cafeterias and Dining Halls
 - City transport service subsidy
 - Linguistic Standardisation Service
 - Advanced ICT services
 - Service of Publication and Scientific Exchange

- Commitment to transversaleducational activities that facilitate people’s “all-round education”: USC provides different courses and activities that promote citizenship, social responsibility and commitment, an improvement in employability,cultural and sporting activities and complementary training in languages and information technology.
- Complementary education: A range of different courses were offered that would improve students’ competences in information and communication technology and modern languages. -> Center for Modern Languages
- Grants and aids for students:
 - Grants for 1st and 2nd cycle studies of the Ministry of Education and Science (MEC)
 - USC’s own grants and aids
- Culture and leisure activities:
 - Music and dance concerts
 - Exhibitions
 - Film seasons
 - Films screened
 - Theatre performances
 - Summer courses
- “Ramón M^º Aller” Astronomy Observatory is to bring the astronomy world and the observatory’s tasks closer to society through the PECAS (Programme for Cultural Dissemination of Astronomy)

Networking

- Socrates-Erasmus Programme, exchanges with faculties and universities in 24 European countries.
- Sicue/Séneca Programme, exchange programme between Spanish universities
- Bilateral Programmes. Exchange Scholarships were organised for studying in universities in America, Asia and Oceania with which USC has agreements (Argentina, Australia, Brazil, Canada, Chile, Colombia, USA, etc.)
- Pre- and Post-doctoral Study Grants. As part of the scheme to support the studies of students from Latin American countries 25 and 37 pre- and post-doctoral study grants were awarded

Brand

- Not specifically addressed although it is directly implied by all the rest and how USC is regarded all across Spain and abroad

Employment

- Enterprise and Employment Support Services (SAEE)
- Statistics on all types of categories for students: academic results, by degree, dropout rate, etc.
- Detailed profile of the student body: by gender, origin, studies, etc.
- An impressive list of awards for their students and research staff
- Large number of programs at all levels addressing sustainability education, including PhDs, general public courses and a vast array of elective subjects
- USC was ranked fourth nationally and first in Galicia in terms of PhD programmes awarded a certificate of excellence in the 2006-07
- in 2005-06 and 2006-07 respectively 40.9% and 51.1% of the student body carried out their studies while working or undertaking other

studies (19% and 18.3% respectively), while 19% and 31.2% studied full time.

-USC is the first university in Galicia and one of the first universities in Spain to issue the European Diploma Supplement

- Human resources policies: USC's human resources policies are based on consolidating a culture in which all staff members share the values to which they are committed. Their objectives are:

- » Hiring and promoting according to abilities and merits.
- » Equal payment and distribution of benefits.
- » Developing talent through a suitable training policy.
- » Encouraging internal communication and staff participation.
- » Providing maximum health and safety at work.
- » Encouraging social dialogue.

-Benefits:

- Refundable advance payments.
- Pension plan payments.
- Sick pay
- Training grants.
- holiday exchange programme

- Work-life balance programs including: University Crèche. The work-life balance for staff is one of the university's concerns. As a result, we have a crèche service for the children of our full-time staff.

Labor-management relations

- **University Community Ombudsman**
- **Clear, simple and based on ethical principles code of good governance**
- **Every main stakeholder of the organization participates in the decision-making bodies**
- **University-Staff relations: during the report period there has been a clear policy of encouraging social dialogue with staff representatives, who are consulted and informed of organisational changes before they are enforced. USC has considerable respect for the activities that are carried out by the different unions, especially in terms of collective negotiation, in line with current legislation.**

Diversity and equal opportunities

- USC defend equality between men and women by encouraging their equal participation in the decision making process according to the European Union recommendations. They also take on the principles of freedom, equality, justice and pluralism to inspire university life. As a reflection of our values, the Interdisciplinary Centre for Feminist Research and Gender Studies (CIFEX) and the Office for Gender Equality were founded in 2006 and 2007 respectively. Besides, under the belief that we all have the same opportunities, we have a support programme for students with special needs.
- % of women indicated in all the stakeholder categories: students, staff, etc.
- Office for Gender Equality
- International Relations Office
- University Participation and Integration Service
- In terms of *postgraduate studies and continuing education*, while the majority of students were Spanish, a high percentage of students registered on the Master's courses came from abroad, a figure that

stood at 18.2% in 2006-07. In 3rd cycle studies, 21.4% of the registered student body in 2006-07 came from abroad.

- University Sustainability, Participation and Integration Scholarships
- Student placement programme: to facilitate the integration of the students registered in USC's international courses, the institution has a programme for placing students with families
- Integration of students with special needs: with the aim of guaranteeing equality among university students, a percentage of the registration places is set aside for students with disabilities in all qualifications. Besides, several support systems are also provided, from curricular adaptations and personalized services (personal assistants, sign language interpreters, etc.) to technical support methods (frequency-modulated equipments, Braille printers, adapted computers, etc.). USC's web includes an accessible version for people with disabilities.
- Awareness-raising campaigns:
 - *Social Integration Conference "We all fit in here"*
 - *"University and Disabilities. Favouring Knowledge, Encouraging Participation" Conference*
- Gender equality remarkable activities:
 - *2nd "Women, Institutions and Politics" Conference*
 - *International Day against Gender-based Violence.*
 - *»»"Women in the Global Village" Exhibition*
 - *Compostela Forum on Women in Research and Society*
 - *Women in the 21st Century*
 - *"Women, Employment and Social Quality" Conference*
 - *"Disability and Gender-based Violence in Galicia" Conference*
 - *Series of Conferences on Women and Science*
- *Creation of the Office for Gender Equality*

Occupational health and safety

- USC Anti-smoking campaign: *"Deixa o fume fóra"* (Leave smoke outside). Medical and psychological support
- Several services in support of the university community:
 - Quality and Improvement of the Procedures Area
 - Prevention of Working Risks Service
- Mental Health Volunteers Conference
- USC is committed to guaranteeing the best levels of health and safety and to training and informing staff of the existing risks and the preventative measures applicable to their jobs.
- USC's risk prevention policy is based on four basic principles:
 - »»The value of people as the main issues in preventative actions, and in turn, the need to guarantee a high level of safety, health and welfare for everyone.
 - »»The integration of preventative management in daily activities, accepting that the responsibility for the management of risk prevention concerns the whole of the university.
 - »»Participation as a central element for continuously improving preventative action, through information, enquiries and the involvement of staff, at all levels of the university.
 - »»The understanding that risk prevention is an essential requisite for quality in university activities, which include respect for the safety,

health and welfare

- Health and Safety Committee. Its main functions are:
 - Participate in the creation, implementation and evaluation of Prevention plans and programmes.
 - Propose initiatives on effective risk prevention methods and Procedures.
 - Get to know the situation in terms of risk prevention in the places of work through the visits that the Committee deems Necessary.
 - Be familiar with the documents and reports on working conditions that are necessary to ensure the fulfilment of the Committee's functions.
 - Find out about and analyse the damage done to staff's health or physical integrity in order to evaluate the causes and propose the necessary measures.
 - Understand and get information from the Risk Prevention Service's annual report and programme.
 - Plan a joint meeting with health and safety committees or, if this organisation does not exist, with risk prevention representatives from external companies who carry out their work at USC.
- Safety at work:
 - General preventative
 - Approval of equipment in the workplace.
 - Self-protection plans.
 - Training in risk prevention.
- Health Surveillance Service

Communication channels

- Through the representation of the various groups in official governing bodies (Social Council, University Council, Governing Board, Faculty and School Boards, Departmental Committees) USC guarantees their involvement in the decisions taken keeping at the same time an open, necessary and dynamic dialogue with the main interest groups (teaching and research staff, services and administrative staff, student body and society).
- USC corporate webpage
- The USC website meets the webpage accessibility specifications for people with disabilities, as shown in the "Web Accessibility Test" (TAW).
- USC's Journal". An electronic newsletter in which the University's main events are featured.
- Corporate intranet. This regularly informs staff of especially relevant issues.

Customer satisfaction

- Teaching evaluation: With the evaluation of training by the student body, we intend to improve lecturers' and professors' teaching performance -> surveys to students
 - Students' satisfaction with the teaching received in 1st and 2nd cycle qualifications
 - Student body's satisfaction with postgraduate courses
 - Student body's satisfaction with official postgraduate
- Do

programmes

- Student body's satisfaction with PhD programmes

-Satisfaction surveys to other stakeholders:

- Lecturers' and professors' opinion on teaching
 - Satisfaction with the teaching activity carried out
 - Satisfaction with teaching support services
 - Satisfaction with the training

- Staff surveys. USC carries out regular surveys among the teaching staff in order to evaluate their degree of satisfaction with the development of teaching, the teaching support services and the training received.

Partnerships/ collaborations

- Environmental criteria and management in USC contracts with suppliers: companies in charge of campus cleaning services, copy shops, etc. -> publicity for them - In 2007, USC signed an agreement with the Regional Department for the Environment and Sustainable Development. It was negotiated by the Coordinating Office of the Sustainable Development Plan and the Directorate-General for Sustainable Development in June. The objectives were to carry out a study of USC's ecological footprint in 2007.
- Participation in networks: since 2003, USC is part of CRUE's (Spanish Conference of University Rectors) executive committee for The Environmental Quality and Sustainable Development Working Group and we have participated in all of the meetings.
- Collaboration with the NGO Engineering without Borders through a travelling exhibition on Fair Trade
- Collaboration with the Acción Natura foundation and the Ministry of the Environment in awareness-raising campaigns on climate change.
- Spanish Conference of University Rectors (CRUE) *on environmental quality and sustainable development*
- Copernicus Programme (Cooperation Programme in Europe for Research on Nature and Industry through Coordinated University Studies), a network of European universities in support of sustainability.
- Universale Network (Universities and Social Responsibility in Latin America, Asia and Europe)
- University Network for the Climate
- Interuniversity Development Centre (CINDA)
- Columbus Network of Universities
- Compostela Group of Universities
- Unisic Network, a group of Latin American universities concerned by and devoted to the challenge of facing the knowledge society
- ISEP (International Student Exchange Program)
- Emprendia Network (Network of Latin American Universities for the Incubation of Companies)
- National Association for University Programmes for Older Adults (AEPUM)
- EUNIS (European University Information Systems) Association
- INEO's Advisory Council

Community

- Cataloguing and conservation of natural heritage found on the USC campuses. USC's Luis Iglesias Museum of Natural History

- USC, through the University Participation and Integration Service, takes part in the “*Voluntariado en defensa del Monte Gallego*” (Volunteers in defence of the Galician Mountains)
- An entire block dedicated to Environmental dissemination, awareness and involvement, which “main objective of this third block is the creation of an ecological consciousness that will encourage the participation of the university community in activities related to developing sustainable behaviour inside and outside the university.”
- SPIU Funds: in collaboration with the University Participation and Integration Service, annual University Sustainability, Participation and Integration (SPIU) funds are organised and 27 grant holders are named each academic year, They perform a range of activities such as carrying out surveys, disseminating information through informative meetings about the Plan’s campaigns, visits to energy facilities, etc.
- Green Grants: since 2005, USC works with the Green Grant holders from the SUR (University Residence Hall Service) on environmentally related activities that take place in the different SUR centres.

Customer privacy

-Not mentioned directly

Accountability towards donors/ sponsors

- Studies and disclosure of USC’s Ecological Footprint
- Certificates and accreditations that evaluate USC’s good practice in environmental issues:
 - Quality management systems certifications in the academic field: UNE-ENISO 9001 standard.
 - Activities that affect the whole of USC (Risk Prevention Service): UNE-EN-ISO 14001 standards
 - Activities carried out by different units: the Galician Institute of Ceramics was certified according to UNE-EN-ISO 14001:1996 standards. It also implemented an Environmental Management System that meets the requirements of the EU Eco-Management and Audit Scheme (EMAS).

Media relationship

-Probably the part least dealt with in the CSR report

Support of social projects / social investments

- USC, through the University Participation and Integration Service, promoted the commitment to society, especially through programmes of community service, participation and international cooperation.
- The participation in charity activities, understood as a fundamental part of the university students’ training
- The Community service, Participation and International Cooperation Department is in charge of coordinating the direct action of university community members interested in spending part of their time in voluntary service. The actions they carry out through the different programs are the following:
 - Support programmes for people with special needs
 - Support programmes for children
 - Actions in the healthcare field
 - Assistance of elderly people
 - Ethnic minorities
- Other important programmes:

»» United Nations Volunteers Programme, in collaboration with which activities in third countries (Guatemala, Brazil, Colombia and Cape Verde) related to the elimination of the digital divide and the dissemination of the millennium goals were promoted.

»» Campaigns related to the 4th and 5th Charity Study Competition (November 2006 and 2007), in collaboration with Coopera Foundation, to raise funds for the start-up of educational projects in Cameroon, Haiti and Angola.

»» International Cooperation Programmes: Knowledge of Reality Programmes 2006 and 2007, in collaboration with Engineering without Borders, with the goal of training volunteers in the knowledge of underdeveloped countries' specific reality. Activities were organised in the Sahara (2 volunteers) and Nicaragua (2 volunteers).

»» Intergenerational Coexistence Programme, in collaboration with Santiago City Council, in which, aiming for a greater coexistence between young and elderly people and in order to delay their institutionalisation, an elder person takes in a student in his/her home during that academic year in exchange for a series of benefits, such as helping in household chores.

- Social commitment agreements signed by USC (2006-07)

- Santiago de Compostela, City Council
- Action against Hunger Association
- Galician Association of Patients for Organ Donation (AGEDO)
- Fight against Kidney Diseases Association (ALCER)
- Association of Parents and Tutors of People with Intellectual

Disability (ASPNAIS) of Lugo

- Regional Government of Galicia
- Santiago de Compostela City Council
- Amnesty International (AI) Association
- Association of Bulimia and Anorexia of Galicia (ABAGAL)
- USC University Hospital Complex (CHUS)
- "Monte del Gozo" Foundation-Proyecto Hombre
- Galician Confederation of People with Disabilities (COGAMI)
- USC 4th cycle Association

Outreach/awareness programs to the general public

- Dissemination and development of teaching and research in the field of renewable energies and "green chemistry". Partnership with ETSE (Technical School of Engineering) and the Hazardous Waste Management Unit

- Environmentalisation of the educational programs

-In 2005 and 2006, USC collaborated with the NGO Engineering without Borders through a travelling exhibition on Fair Trade that the Coordinating Office of the Plan rotated around ten USC centres for a period of two weeks each.

- Collaboration with the Acción Natura foundation and the Ministry of the Environment in awareness-raising campaigns on climate change. In the 2006-07 academic year, the exhibition entitled "*O clima cambia, e tí?*" (The climate is changing, and you?) was exhibited in 4 centres for 6 weeks (between October and November 2006). In 2007, the campaign was entitled "*Estás implicado?*" (Are you involved?)

-Students could be more involved as well as administrative staff with their own associations and clubs to foment these practices

- Dissemination of the Sustainable Development Plan: since the beginning of the program USC has tried hard to attend all the workshops organised by institutions, associations, etc, and other events so as to present the work they had being carried out. Some of those events include: Presentation of the Sustainable Development Plan to the Cruceiro Baleares Secondary School (A Coruña); 2nd Workshop on Responsible Universities in Zaragoza; UAM Green Week, Experiences in Sustainable Mobility in Universities, Madrid; 2nd International Congress on Energy Education, As Pontes, etc.
- Remarkable awareness-raising activities (2006-2007):
 - Water without Barriers.
 - Transfusion Centre of Galicia.
 - World Cancer Day.
 - Action against Hunger.

Table 2.

Governance and Economy		
	STRENGTHS	WEAKNESSES
Mission/vision & Values	<p>- SR and sustainability have integrated in the USC's core since its birth: "For the USC, social responsibility constitutes an inherent characteristic of its activity not only in the present but also in the future. The adoption of this approach by USC leads social responsibility to be reflected in its mission, approach and values, which mark the daily development of its activity."</p> <p>-USC's mission as set on its strategic plan: "knowledge at the service of society".</p> <p>-Vision: "We aspire to be a prestigious university and a reference point in the new European Higher Education Area and validate our position as one of the main research universities in Spain in the new European Research Area scenario while being a socially committed and enterprising university which is fully integrated in society."</p> <p>-Values directly related to sustainability/CSR:</p> <ul style="list-style-type: none"> • Respect, concern and preservation of the environment. • Commitment to sustainable development. • Defence of peace, respect for the rights of every man and woman in general and of our students and employees in particular. • Commitment to transparency, accountability and good governance. • Defence of ethics in research and respect for intellectual property. • Involvement with the transfer of knowledge to society and the results of our research efforts. • Respect for diversity and individual freedom. • Involvement with the value education. 	<p>- Not explicit mention to communication and training on those, although being present in the website and CSR report is already a major step forward</p>
<i>Economic</i>	-The accounts results for the 2007 tax year were also	- Structural imbalance

<p><i>performance</i></p>	<p>positive, at 22.12m euros, which, when added to the net variation of financial liabilities, created a credit balance of 30.23m euros.</p> <p>-In the 2005-06 academic year the 2005-2010 Galician Universities Funding Plan came into effect, a plan that introduces research-and quality-based funding, rather than funding linked to student numbers.</p> <p>-<i>USC Restructuring fund</i>: previous funding was complemented by an additional contribution of 1.35m euros in order to support USC's financial recovery, promoted by the Economic and Financial Budget-Balancing Plan.</p> <p>- Implementation of a budget-balancing plan between 2004-6 necessary which, along with the cost containment and income management process in order to improve efficiency, allowed for the creation of the first balanced budget in 2006.</p> <p>- While USC is on the same level as other universities in the region in terms of staff numbers and results achieved, it receives less public funding. In 2006 and 2007 the costs budgeted by the Autonomous Region for the Galician University System (SUG) stood at around 0.75% of the Region's GDP, in the face of a Spanish average of 1% of the GDP of the different autonomous regions. These differences increase further when the level of the Galician GDP is taken into account.</p> <p>-Budget priorities: Within the framework of the cost containment process, USC concentrated its resources on the following priorities: staff, teaching and research, transfer of knowledge, university community, social presence and infrastructure.</p>	<p>between revenues and expenses</p>
<p>Code of ethics/good governance and training</p>	<p>- One of its values encompasses USC's ethical commitment directly: "Defence of ethics in research and respect for intellectual property."</p> <p>- In 2007, the University Council passed the USC Code of Ethics containing the school's moral commitments and gathering the principles values and rules that guide the university's internal activity and its social actions.</p> <p>- Besides, USC Code of Ethics contains the principles and Commitments that must guide both objectives and procedures carried out by the university as well as the correct behaviour of all university community members. It considers reprehensible behaviours such as abuse of power, self-benefit or the participation in decision-making processes when personal interests are at stake.</p> <p>- In the USC Statutes it is established that: "The University of Santiago de Compostela will be governed emocratically and will guarantee the participation of the various sectors of the universitycommunity in its governance..."</p> <p>-Its main constituent bodies are:</p> <ul style="list-style-type: none"> • Social council: intermediary between society and 	<p>- Ethical training/courses not mentioned</p> <p>- Does not seem to be an ethical committee or similar structure</p>

		<p>the university</p> <ul style="list-style-type: none"> • University council, in charge of: a) receiving information about the university performance and objectives; b) supervising the management of the university • Governing board: It represents all university community members as well as those of the Social Council.
<i>Signatory of UNPRME or similar initiatives</i>		<ul style="list-style-type: none"> - United Nations Global Pact (signed in 2003) - Declaration of Principles: “Building the Information Society”, containing Geneva’s <i>World Summit on Information Society</i> principles, - Curricular Sustainability Guidelines for University Studies, passed by the Spanish Conference of University Rectors (CRUE) on environmental quality and sustainable development, - Compostela Declaration (February 2004), in which rectors and heads of international relations commit themselves to improve quality levels in the training and research fields that contribute to the harmonic and sustainable development of society.
Indirect impact	economic	<ul style="list-style-type: none"> - Creating value to society: “USC has an important role to play in invigorating the economy and society, not only as major source for generating human capital but also in its relationship with the socioeconomic environment.” -In terms of research and the transfer of technology and Knowledge, USC contributes to economic development and innovation, promoting the creation of businesses and showing commitment to the development of an enterprise culture. - Financial value created: The functioning of the university has a financial impact on its location through the investment it makes and the expenditure made by the groups within the institution (staff and students) in other sectors of the economy. As a result, the expense generated by USC in this report period stood at around 0.59% of the output generated by the Galician economy. The multiplying effect of this demand on other sectors of the economy that have had to increase their production should also be added to this figure.

Table 3.

The Responsible Business School Project

Bentley Business School

It was one of the first businesses schools to sign up for the UNPRME and has being reporting its improvements in terms of responsible management education, so it can be seen as an SR champion.

Environment		
	STRENGTHS	WEAKNESSES
Energy	<ul style="list-style-type: none"> - New constructions will meet LEED silver standard - They are doing energy efficient audits. - Advanced digital heating and cooling controls have replaced old systems - Sub-metering for electricity - Low flow fixtures for water and gas in all 4 residence halls - Hand-dryer installations 	
<i>Waste Management</i>	<ul style="list-style-type: none"> - Full recycling programme with recycling points, a university recycling truck and a partnership with a recycling firm. - Educational Programmes for recycling and sustainability. - Internal publicity campaigns 	
CO2 emissions	<ul style="list-style-type: none"> - All CO2 emissions related to air travel paid for by the university is offset - CO2 2008-2009 was 22,341 metric tonnes - 60% of carbon footprint is from the electricity taken from the grid 	
<i>Transport</i>	<ul style="list-style-type: none"> - Publicity campaigns aimed at stopping students using cars and encouraging use of public transport - Conversion to biodiesel for all university transport by 2010 	<ul style="list-style-type: none"> - Car culture: many students drive cars from residences to classes
Materials	<ul style="list-style-type: none"> - Each residence hall with a recycling collection center. - 160 tons of material in recycled paper 	

Table 6.

Social		
	STRENGTHS	WEAKNESSES
Training and education for employees	<ul style="list-style-type: none"> - Campus Connections Committee holds subsidised social events for staff - Tour de Bentley: 12 week fitness challenge for employees 	
<i>Entrance in labor market</i>	<ul style="list-style-type: none"> - Alumni Career services: career service for alumni for a lifetime - Bi-weekly newsletter covering careers for alumni and students - Job Search Skills Workshops allow for students to learn how to job search efficiently 	<ul style="list-style-type: none"> - Percentage of students employed at time of graduation: 41%
Entrepreneurship	<ul style="list-style-type: none"> - Bentley Entrepreneurship Society: encourages and supports entrepreneurship amongst 	

The Responsible Business School Project

	students	
Learning environment	<ul style="list-style-type: none"> - Many extra-curricular activities and lectures - Multi-cultural Centre: on retention, cultural programming, advocacy, educational resources and career connections - Diversity mentioned in mission statement 	
Networking	<ul style="list-style-type: none"> - Bentley Success Network: organisation helps students to network in the business world - Falconet: allows students and alumni to communicate online 	
Brand	<ul style="list-style-type: none"> - Regarded as a quality brand. Came 38th out of 100 top business schools in the US.News ranking 	<ul style="list-style-type: none"> - Is more a national than international brand
Employment	<ul style="list-style-type: none"> - Evidence suggests good wages-44 percent of Bentley employees have been here for more than 10 years, and 70 percent have been working at the school for at least three years 	
Labor-management relations	<ul style="list-style-type: none"> - Liberal vacation and tuition remission policy to help employees achieve a good work/life balance 	
Diversity and equal opportunities	<ul style="list-style-type: none"> - Flexible Spending Accounts for Medical and Dependent Care - Health Advocate - Met Life Auto and Home owner Discount Insurance Program - Professional Advantage Mortgage Company - Real Estate Advantage Program 	
Occupational health and safety	<ul style="list-style-type: none"> - Employee Assistance Program - Center for Health & Wellness - Counseling and Students Development 	
Communication channels	<ul style="list-style-type: none"> - Bi-weekly newsletter for alumni - Facebook - Twitter - Falconet: social website for students, alumni and staff 	
Customer satisfaction	<ul style="list-style-type: none"> - Surveys on-line for limited number of stakeholders 	<ul style="list-style-type: none"> - Do not report about outcomes
Partnerships/collaborations	<ul style="list-style-type: none"> - Partnership with 10 NGOs where students can be placed - 7 partnerships with: Bank of America, WGBH, Open Pages, Evoke Software Corporation, Babson-United Inc, Seers Roebuck & Co and State Street Corporation. - More than 50 partnerships with universities across the globe 	<ul style="list-style-type: none"> - Not very well known NGOs - Local not international partnerships with other knowledge institutions
Community	<ul style="list-style-type: none"> - Programs and outreach benefit local residents and members of the university's community alike, opportunities in: academic scholarships, arts and lectures, athletics and recreation, service-learning projects, employment opportunities 	

The Responsible Business School Project

Customer privacy	- Does not disclose information
Accountability towards donors/sponsors	- Annual donor report - Recognition of donors policy
Media relationship	- Bentley Website shows news from outside media related to the school
Support of social projects / social investments	- The Service Learning Centre: students mentor high-school students, give classes in IT or English and do other charitable deeds - Community have access to some of the School's lectures, take part in athletics and many are employed by the school - Bentley Micro-Finance Club: provides loans to people in local area below or near the poverty line
Outreach/awareness programs to the general public	- Students work with local communities in voluntary role

Table 7.

Governance and Economy		
	STRENGTHS	WEAKNESSES
Mission/vision & Values	- Mission is clear and covers ethics	- Values are not listed separately
Economic performance	- Steady profits over last years, economically sustainable - Accounting audited by renown consultancy	- Use of advanced financing activities such as hedge funds or derivatives
Code of ethics/good governance and training	- Code of Honour covers good ethics and governance and comes in a handbook - Academic Integrity Board upholds the Honour code and investigates breaches	- No mention of ethics in student requirements
Signatory of UNPRME or similar initiatives	- Yes and have created reports for 3 years - NetImpact chapter	
Indirect economic impact		- No information available

Table 8.

ESADE Business School

Even if it has no sustainability report, ESADE is one of the most prestigious business schools in Spain as well as in Europe. So ESADE is known as a leader in the business school sector in Europe.

Environment		
	STRENGTHS	WEAKNESSES
Energy	- New building in 2006 to reduce the environmental impact, up-to-date technologies, eco-friendly roof to reduce air conditioning and energy consumption, increase natural lighting and ventilation	- Does not give importance to energy consumption - Does not provide information about electricity consumption
Waste Management		- Does not disclose information about waste management

The Responsible Business School Project

CO2 emissions	- Does not measure CO2 emissions
<i>Transport</i>	- Lack of sustainable mobility programmes
Materials	- Does not disclose information about materials usage and recycling

Table 9.

Social	
STRENGTHS	WEAKNESSES
Training and education for employees	- Does not disclose information
<i>Entrance in labor market</i>	- Careers Resource Center: self-knowledge, understand the market, choose a career, self promotion, search of job openings, hiring process, analyse an offer, accept a job offer, management of long term career - 75 % of students find jobs before finishing the program
Entrepreneurship	- Research group focused in entrepreneurship - Career Resource Centers has an special part devoted to entrepreneurship
<i>Learning environment</i>	- 138 staff members are involved in research, 45 articles indexed in journals, 37 books published, 78 research projects, 17 research groups including entrepreneurship and democratic governance - 20 research units and 65 research project financed externally - 115 nationalities of students, 32 international ESADE chapters - Campus in Buenos Aires - National & international renown faculty
Networking	38.000 alumni work in 5 continents - 4 blogs, twitter and facebook pages - ESADE chapters in 32 countries integrated in ESADE alumni network
<i>Brand</i>	- Top 10 in international rankings for executive education and law - First or second in Spain for executive education and law
Employment	- Does not disclose information
<i>Labor-management relations</i>	- Does not disclose information
Diversity and equal opportunities	- 18 nationalities in staff
<i>Occupational health</i>	- Does not disclose

<i>and safety</i>		information
Communication channels	- Communication: website, web TV, newsletters from alumni, careers service's newsletter, clubs and chapters. quarterly alumni magazine	
<i>Customer satisfaction</i>	- Level of satisfaction: 8.0 (out of 10) for students 9.3 (out of 10) for faculty	
Partnerships/collaborations	- Partnership with 125 academic institutions across the globe, ESADE Global Executive MBA (GEMBA) in conjunction with Georgetown University and with HEC in France - Member of CEMS, PIM and Themis networks - ESADE Creapolis: cluster to increase relationship with companies - Alumni giving back: alumni working in projects with foundations and NGOs - The University Development Service (SUD) has participated in various development projects in Latin America for the seventh consecutive year - ESADE-Fundación "la Caixa" partnership focused on training to work for NGOs, social business and CSR	
<i>Community</i>	- Local volunteering programs - ESADE pro bono alumni program - Cineforum	
Customer privacy		- Does not disclose information
<i>Accountability towards donors/sponsors</i>	- Donors campaigning - Special website for donors explaining: projects, finance models, grants, what they do with the money	- Lack of specific information about how much money each donors gives
Media relationship	- Differentiated press room for international and national media - In-depth information about what ESADE does, relevant news in each sector	
<i>Support of projects / social investments</i>	- Alumni giving back: alumni working in projects with foundations and NGOs - The University Development Service (SUD) has participated in various development projects in Latin America for the seventh consecutive year - ESADE-Fundación "la Caixa" partnership focused on training to work for NGOs, social business and CSR - Institute for Social Innovation - Local volunteer programmes: 54 students in 8 social institutions in 2009	
Outreach/awareness programs to the general public	- Wide range of events, media articles and publications that tackle hot issue for the Spanish society	

Table 10.

Governance		
	STRENGTHS	WEAKNESSES
Mission/vision & Values	<ul style="list-style-type: none"> - Values: diversity, respect to individuals while being aware of special circumstances, searching for the common good, to create a fair society. - Mission includes social aspects as well as humanism, dignity and dialogue - Set of 5 lines of action in SR: accountability, efficiency, social action, raise awareness and include suppliers 	
<i>Economic performance</i>	<ul style="list-style-type: none"> - Present its balance sheet - 4 million euros surplus 	
Code of ethics/good governance		- No
<i>Signatory of UNPRME and similar initiatives</i>	<ul style="list-style-type: none"> - Signatory of UN Global Compact & UNPRME - Has a NetImpact Chapter 	
Indirect economic impact		- No information available

Table 11.

Universidad Politécnica de Madrid- Escuela Superior de Ingeniería Industrial

It is one of the first knowledge institutions in Spain to have a Sustainability Report and the first one in Spain to report according to GRI.

Environment		
	STRENGTHS	WEAKNESSES
Energy	- Reduction of consumption of natural gas (17%/2007-2009) and gasoil (15%/2007-2009)	- Increase in electricity consumption (6.6%/2007-2009)
<i>Waste Management</i>	<ul style="list-style-type: none"> - Decrease of hazardous waste disposal - Program to recycle mobile phones - Full compliance 	<ul style="list-style-type: none"> - Collection of used oil is outsourced - Separated collection points only in main building - Lack of information about electronic equipment
CO2 emissions	- Reduction in direct emissions (28,64 kT) and stable indirect emissions (around 1,5 kT last 3 years)	
<i>Transport</i>		- Lack of sustainable mobility campaigns
Materials	- Almost doubled the use of recycled paper from 2007 to 2009	

Table 12.

Social		
	STRENGTHS	WEAKNESSES
Training and education for employees	- Sabbatical period for staff in order to carry out international exchange programs	- Lack of analysis about staffs' needs in terms of training - Sharp reduction in training offered for staff
<i>Entrance in labour market</i>	- Programs to reduce dropout rate and increase success rate	
Entrepreneurship	- Area of Entrepreneurship that helps to start-up businesses, contest to promote entrepreneurship, with 11 new companies in 2007-2009 - Subject on entrepreneurship	- Mechanisms to promote entrepreneurship not efficient enough
<i>Learning environment</i>	- 24% of PFC are somehow related to sustainability and CSR - Lack of accurate information about the different topics that cover the research, whether it covers social and environmental problems or not - Accreditation ABET (Accreditation Board of Engineering and Technology) and ANECA (Agencia Nacional de Evaluacion de la Calidad y la Acreditacion)	- Subject related to social issues and sustainability are elective
Networking		- Lack of tools to promote network among stakeholders and alumni
<i>Brand</i>	- UPM-ETSII is known as the best engineering schools in Spain and one of the best in Europe	
Employment	- Breakdown by employment contract and gender	
<i>Labor-management relations</i>		- No information available
Diversity and equal opportunities	- Public university so salaries do not depend on them	- 70% men, 30% women in staff but equality in wages - Lack of other incentives to staff such as awards, or other kind of incentives, only a salary is provided
<i>Occupational health and safety</i>		- No information available
Communication channels	- Periodic meeting of alumni representatives with UPM-Ingenieros' director and subcommittees - Claim and suggestions channels - Oficina de Atención a las Personas con Discapacidad - Communication only through intranet and mail, lack of alternative means such as weekly or monthly publications, social media	
<i>Customer satisfaction</i>	- Satisfaction surveys to companies (4.6 out of	

5) and to students (4.7 out of 5)		
Partnerships/collaborations	<ul style="list-style-type: none"> - Many internal organizations working with NGOs (ISF, Grupo Desarrollo Sostenible,..) - One of the engineering schools in Spain with more university partnership, so wide range of exchange programs for students and staff - Sharp increase in grants for students (40.000 euros- 70.000 euros) - Strong relationship with companies: INDUEMPLEO, Consejo Asesor, catedra universidad-empresa, Sociedad Amigos de la Escuela 	<ul style="list-style-type: none"> - Engagement with NGOs and government could be improved - Inequalities to obtain grants
<i>Community</i>		- No information available
Customer privacy		- No information available
<i>Accountability towards donors/sponsors</i>		- No information available
Media relationship		- Lack of communication with media
<i>Support of social projects / social investments</i>	- 18 associations with different social aims	
Outreach/awareness programs to the general public		- Lack of campaigns run by the school to increase awareness

Table 13.

Governance		
	STRENGTHS	WEAKNESSES
Mission/vision & Values	- Includes environmental issues	- Does not include social pillar - Neither vision nor values include the idea of sustainability or ethical behaviour
<i>Economic performance</i>	- Being a public university is financially sustainable	- Lack of accurate data and breakdown in different aspects
Code of ethics/good governance and training		- Lack of code of ethics or good governance
<i>Signatory of UNPRME or similar initiatives</i>		- Not signatory
Indirect economic impact		- No information available

Table 44.

4.4.5. Comparative results

Based on the information gathered in the prior tables on the 5schools of the benchmark (EOI included), we now assign grades on a 1 to 5 scale (5 being the best performance) to the 3 dimensions of the ESG analysis and, within each of them, to the 4 elements of the sustainability mix (leadership, dialogue, management and

transparency). We then take the average of those 4 aspects for each for the sake of comparing a single figure per dimension (environment, social and governance).

Environment

	EOI	UPM-ETSII	Univ. Santiago	Bentley	ESADE	AVG.
Leadership	1	1,5	4,5	4,5	1	2,5
Dialogue	1	1	4	4	1	2,2
Management	1	2	5	4	1	2,6
Transparency	1	2,5	4,5	4,5	1	2,7
AVG.	1	1,75	4,5	4,25	1	2,5

Table 55.

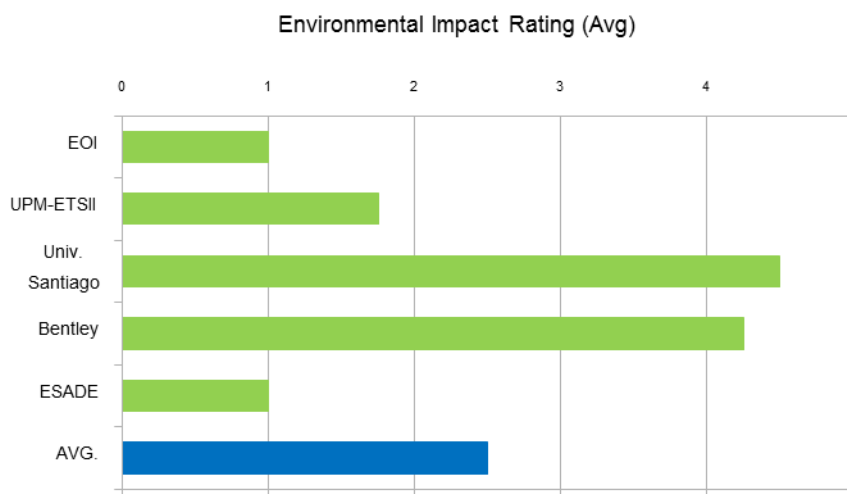


Figure 1.

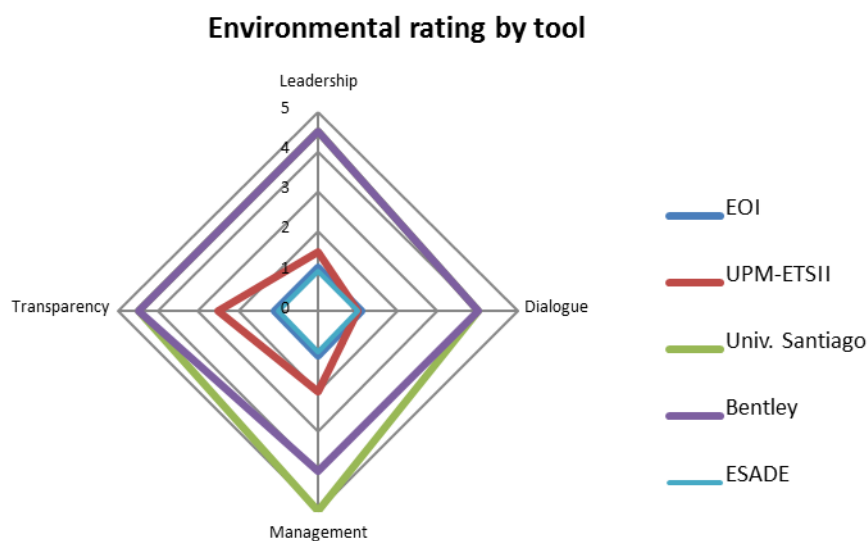


Figure 1.

Social

	EOI	UPM-ETSII	Univ. Santiago	Bentley	ESADE	AVG.
Leadership	2,5	3	4,5	3,5	4	3,5
Dialogue	2	2,5	5	4	4,5	3,6
Management	3	2	4	3,5	3,5	3,2
Transparency	2	2	4,5	4	3	3,1
AVG.	2,375	2,375	4,5	3,75	3,75	3,35

Table 6.

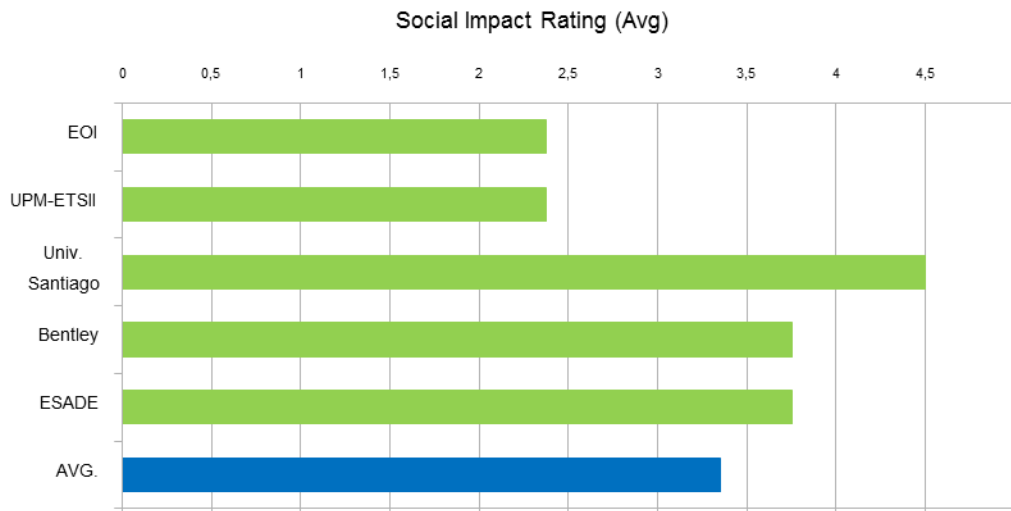


Figure 2.

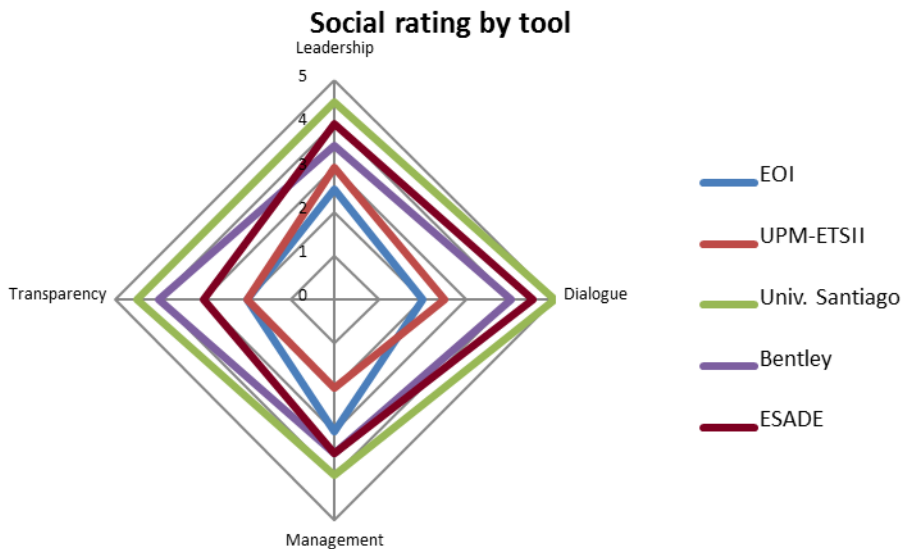


Figure 3.

Governance & Economy

	EOI	UPM-ETSII	Univ. Santiago	Bentley	ESADE	AVG.
Leadership	2,5	3	4,5	4	4	3,6
Dialogue	2	2,5	4,5	3,5	2	2,9
Management	3	2	4	4	4	3,4

Transparency	2	2	4,5	4	3	3,1
AVG.	2,375	2,375	4,375	3,875	3,25	3,25

Table 7.

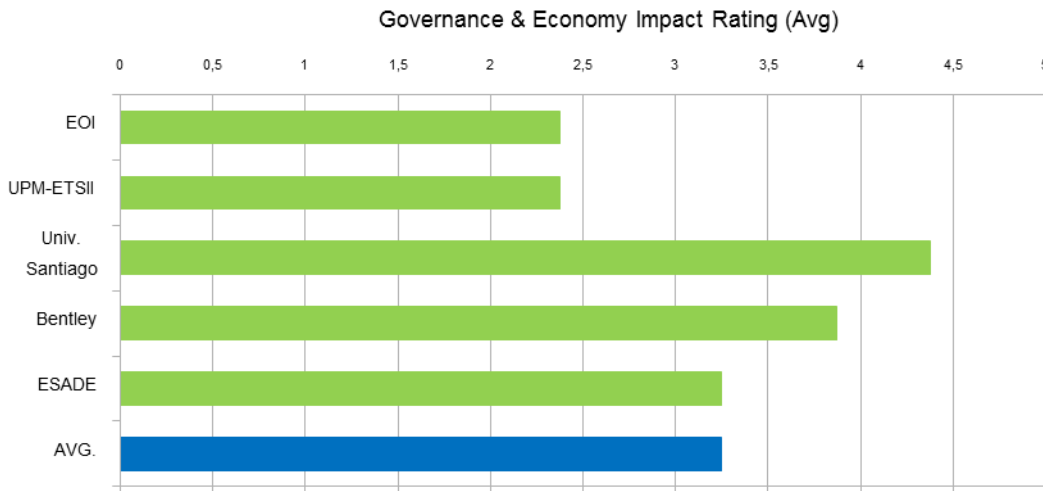


Figure 4.

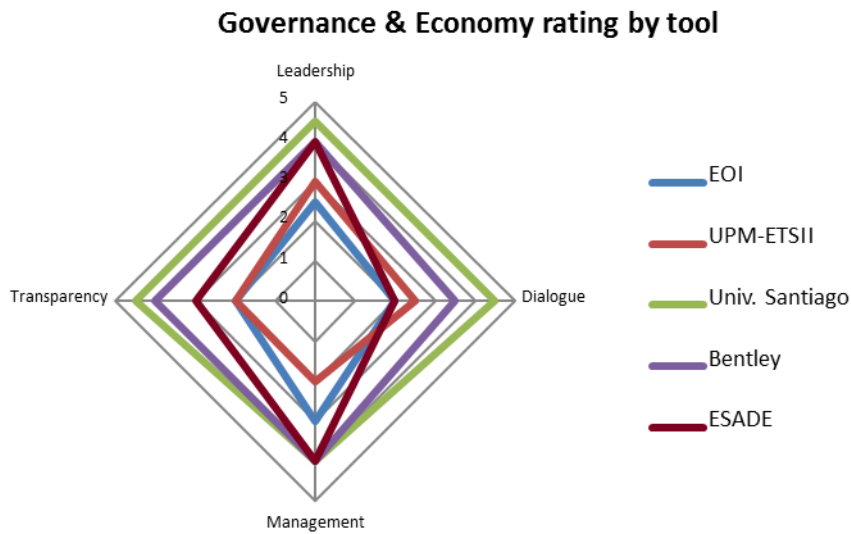


Figure 5.

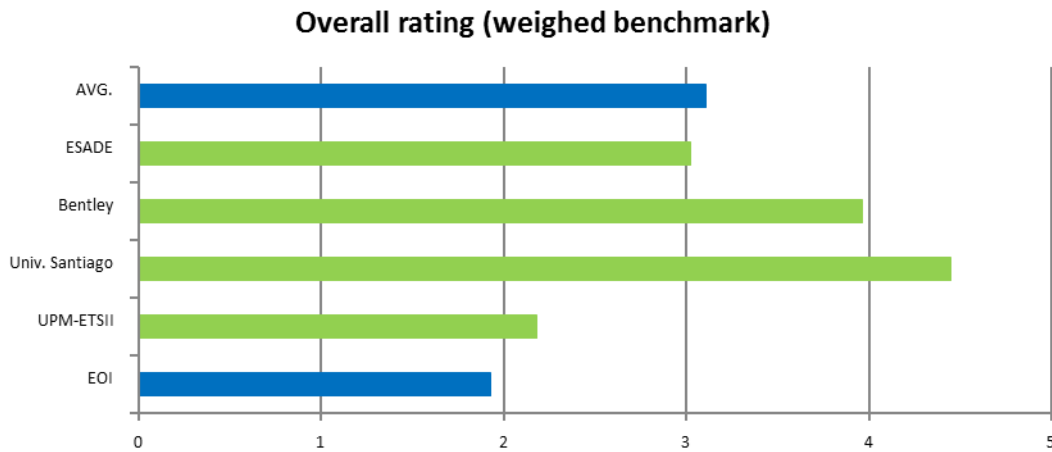


Figure 6.

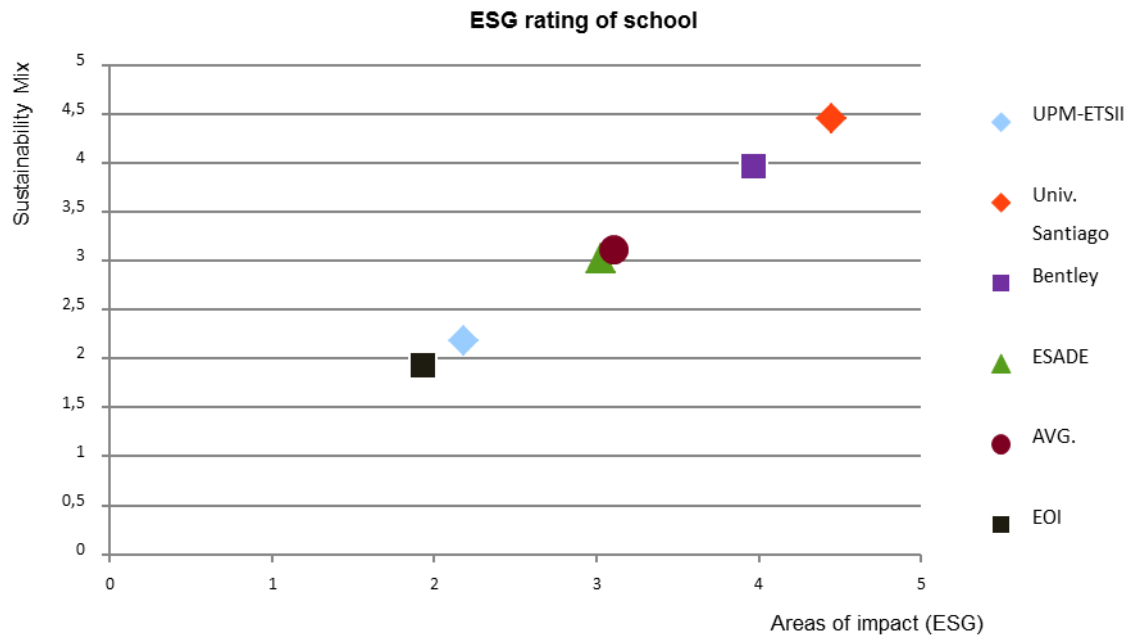


Figure 7.

As this last figure clearly shows, EOI is well behind the CSR champions of the sector (upper education academic institutions, mostly business schools) assessed in the benchmark, both in the sustainability mix (leadership, dialogue, management and transparency) and the three dimensions of the ESG analysis (Environment, Social and Governance). This, rather than a threat, represents a major opportunity for EOI to look up to those leaders and really commit itself to the real sustainability: the one that starts at home and flows onto all its interested parties (stakeholders). This is the actual work that needs to be done to make the school a relevant leader in the sector and suitably falls within the timing and scope of the continuation of this project in collaboration with Globeearth 5].

4.5. Materiality study

The aim is to determine and map (maturity vs relevance) the most relevant issues for EOI, however the ultimate goal of a materiality study is to help guide CSR strategy and communication, in fact it shows the importance or relevance of an issue to a business, those things that could make a major difference to an organization's performance therefore helping to identify opportunities and manage risks. According to GRI: "materiality is the threshold at which an issue or indicator becomes sufficiently important that it should be reported. Beyond this threshold, not all material topics will be of equal importance and the emphasis within a report should reflect the relative priority of these material topics and indicators» So, it could be used for further actions on the CSR framework in three different ways:

- Strategy: it helps to understand the alignment between sustainable development issues and business strategy
- Reporting: develop corporate report and broader communication and engagement strategies that reflects active priorities of business and stakeholders.
- Engagement: influence debates and strategy development by identifying gaps between emerging areas of concern and current business strategy.

According to GRI there is a different set of factors determining materiality, those could be:

- Internal: key organizational values, policies, strategies, operational management systems, goals and targets. Interests/expectations of stakeholders specifically invested in the success of the organization. Critical factors for enabling organizational success (e.g. Human resources or R&D). Core competencies of the organization and the manner in which they can or could contribute to sustainable development.
- External: Main sustainability interests/topics and indicators raised by stakeholders. Main topics and future challenges for the sector reported by peers and competitors. Relevant laws, regulations, international or voluntary agreements with strategic significance. Reasonably estimable sustainability impacts, risks or opportunities

In order to develop the materiality study, two complementary approaches that takes the advantages of an theoretical approach but overcoming its disadvantages with the direct stakeholders approach, have been used. On one side, the theoretical approach has been performed with the use of publicly available information, both during the development of the project itself but also thanks to the work during the practical exercise carried out in the course of Stakeholder Engagement. On the other side, the stakeholder engagement process carried out by EOI during March and April 2009 has been used as a input to overcome the disadvantages of a theoretical approach giving a more detailed understand of the different issues and more exhaustive details as well as promoting engagement from the stakeholders.

The outcome of this process has been the map of material issues that consists on the graphical representation of the different issues, plotting them according to:

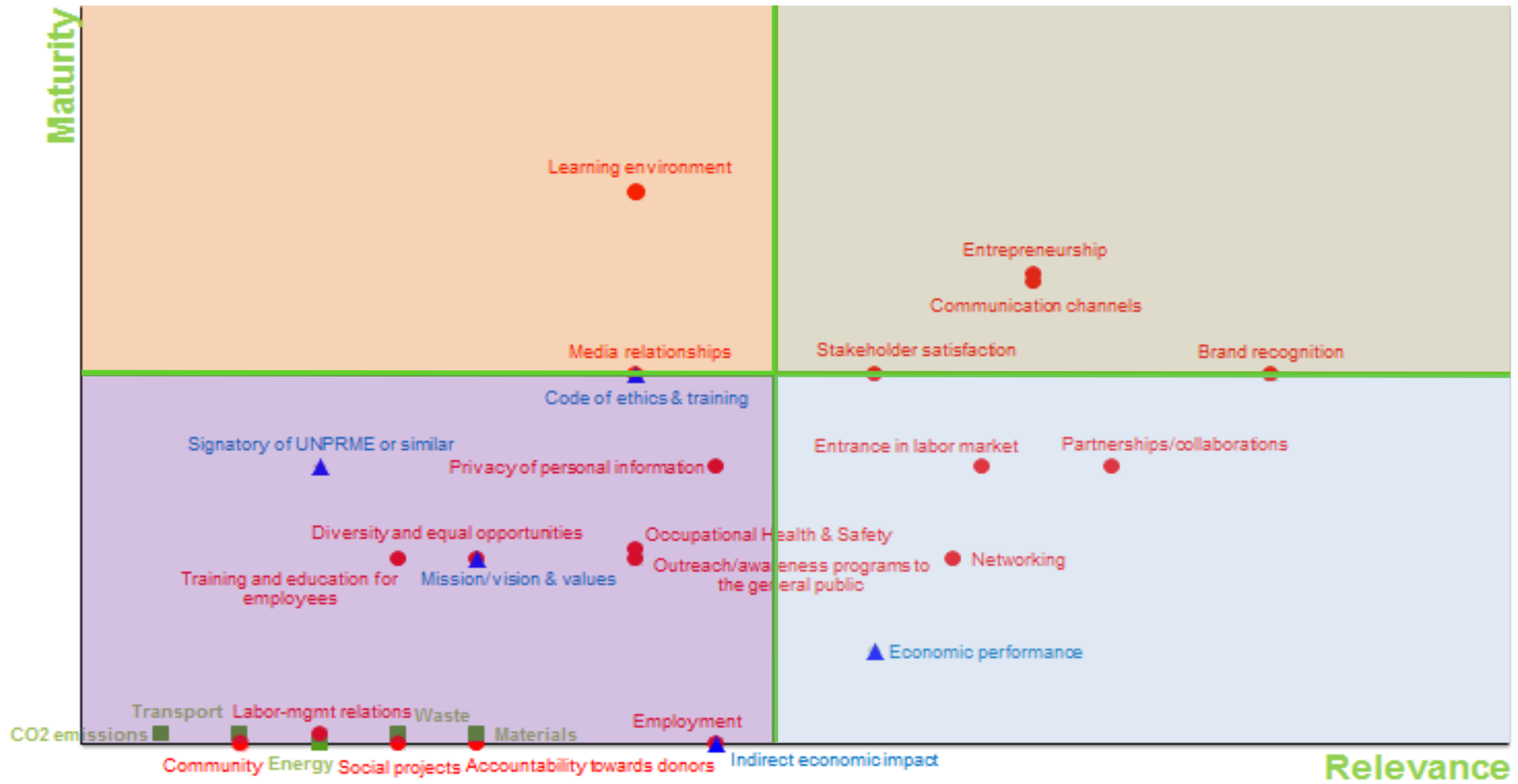
- Maturity in the sector, whether a certain issue is taken into account by different actors within the sector. In order to assess this point the methodology used has been a benchmarking analysis (see Benchmarking Analysis) of different knowledge institutions, in this case Universidad de Santiago, Universidad Politécnica de Madrid-Escuela Técnica Superior de Ingenieros Industriales, Bentley Business School and ESADE Business School.
- Relevance: whether the stakeholders consider an issue important or they foresee it as low importance. In order to assess this point the methodology used has been the stakeholders engagement plan (see Stakeholders Engagement)

The next step is to prioritize stakeholders and issues. Engaging with all stakeholders or on all issues is neither possible nor desirable, this would go beyond any available resources, and at the same time make it very difficult to adequately respond to stakeholders, leading to frustration. Therefore, organizations should try and prioritise their stakeholders and issues to ensure that time, resources and expectations are well managed. In order to do that, the materiality matrix is the most helpful tool, as can be seen, it is divided in 4 sectors:

- Emerging issues: currently these issues are of a low importance for both stakeholders and actors in the sector, but they are likely to grow in importance. Therefore if dealt with quickly they can be used by the organization to differentiate themselves from its competitors in order to gain advantage.
- Urgent issues: these issues are seen as important for stakeholders but are not being dealt with by actors in the sector because they have not yet recognised them as material. Its development can generate advantage over its competitors and increase the trust the stakeholders have in the organization.
- Required issues: issues that both stakeholders and the sectors acknowledge to be important. Those can be understood as potential risks or source of problems and risks for an organization if not properly managed.
- Common issues: issues that have low importance for stakeholders but which actors in the sector regard as important, so they entail no advantage or risk to the company

The Responsible Business School Project

Materiality Study



■ Environment
 ● Social
 ▲ Governance & Economy

■ Emerging
 ■ Urgent
 ■ Required
 ■ Common

Most important relevant issues and stakeholders identified:

Current Students

- Entrance into Labour markets
- Networking
- Entrepreneurship
- Outreach/Awareness programs to general public
- Social projects/ investment

Teachers

- Brand recognition
- Networking

Admin Staff

- Training and education for employees
- Labour/ Management relations
- Employment

- Stakeholder Satisfaction

Large Companies

- Partnerships and Collaboration
- Entrance into Labour Market
- Stakeholder satisfaction

Society

- Waste management
- Materials
- Economic performance
- Indirect economic impact
- Outreach/ awareness programs to the general public
- Transport

4.5.1. How the sector addresses the material issues

In order to compare what EOI is doing regarding the issues identified as material with what other knowledge institutions are doing we will represent their performance, so we would be able to understand whether EOI is the sector leader or is behind other business schools.

Entrance into Labour markets

Even acknowledging that EOI has its own Professional Careers department, if compared to the other institutions we have identified that it is far behind them. This is a critical issue since the main aim of EOI's students is to get a job after the master program and boost its career. Here ESADE could be seen as an issue-leader, since it has a very useful and innovative Career Development Centre, carrying, at the same time, activities and workshop to increase the employability of their students.

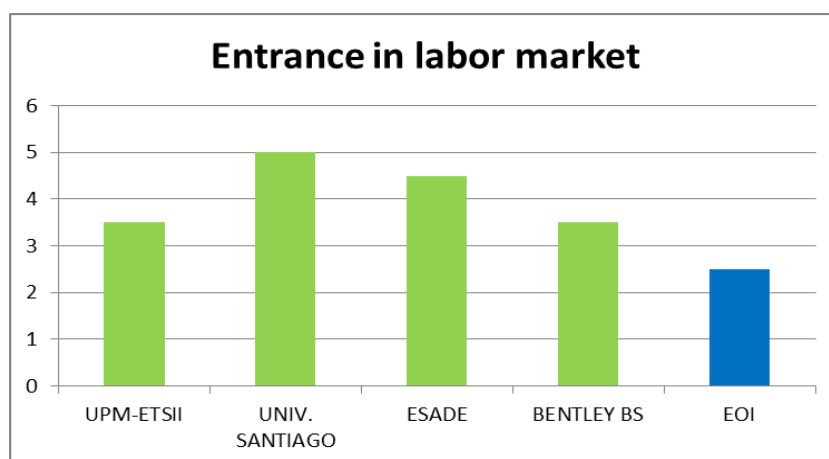


Figure 8.

Networking

Similar as in the previous case EOI is far behind the institutions we have studied; it is a critical point since one of the main characteristics that is supposed for business schools is to have a large networking capacity. In this field we can see that ESADE is the leader with a very large alumni network and with ESADE chapters in more than 30 countries. It is remarkable that ESADE and Bentley Business School organize a wide range of workshops and conferences that gathered the most important actors on each topic, the flagship event of ESADE is the NetImpact chapter it has and conference it organizes.

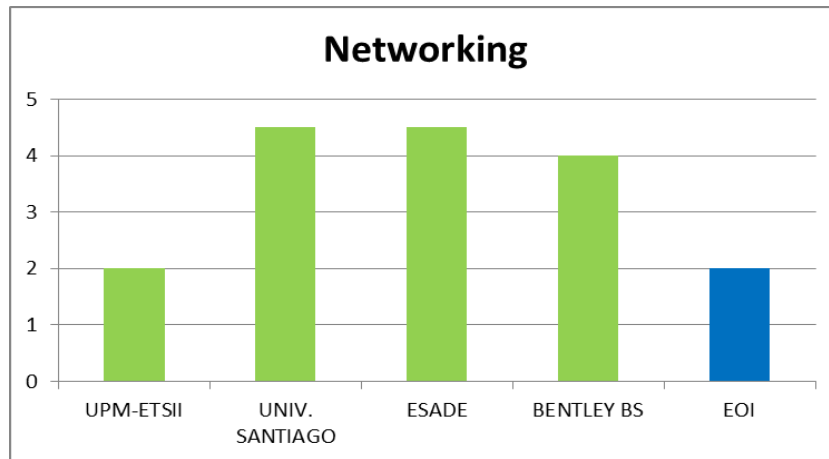


Figure 9.

Entrepreneurship

In this case, EOI performs comparatively well in comparison with other institutions due to the fact that it is a leader in Spain in the field of entrepreneurship for SMEs, however there is much to be done in comparison with ESADE Business Schools or Universidad de Santiago that has its own centre of entrepreneurs.

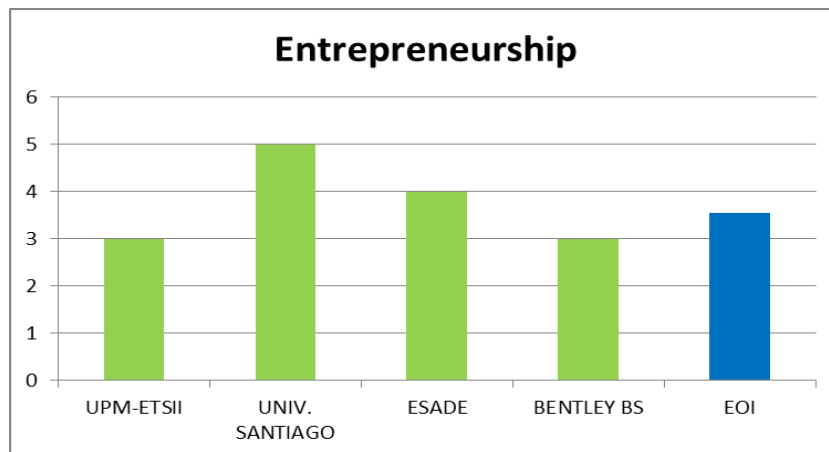


Figure 10.

Outreach/awareness programs to general public

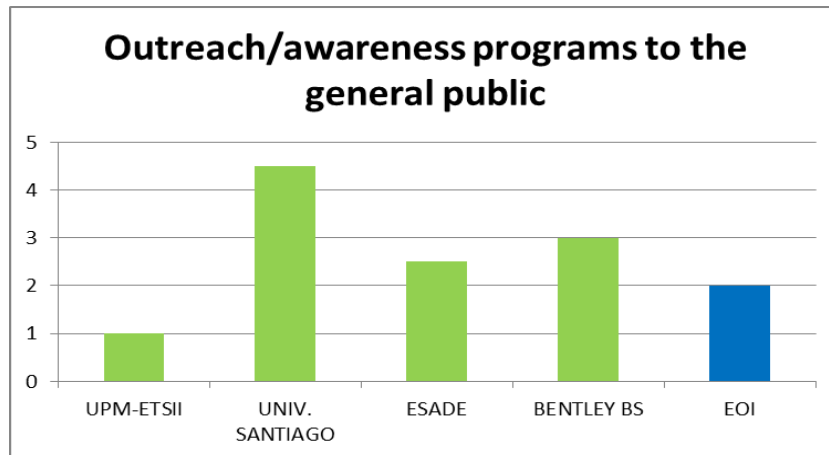


Figure 11.

Social projects/ social investment

Regarding the social projects, EOI seems to be again the last in the institutions studied, this fact seems to be surprising since EOI values is to orient its activities towards social action and real economy. However, it lacks of specific programs to reinforce this strategic objectives while Bentley Business School has a large amount of activities including a microfinance program.

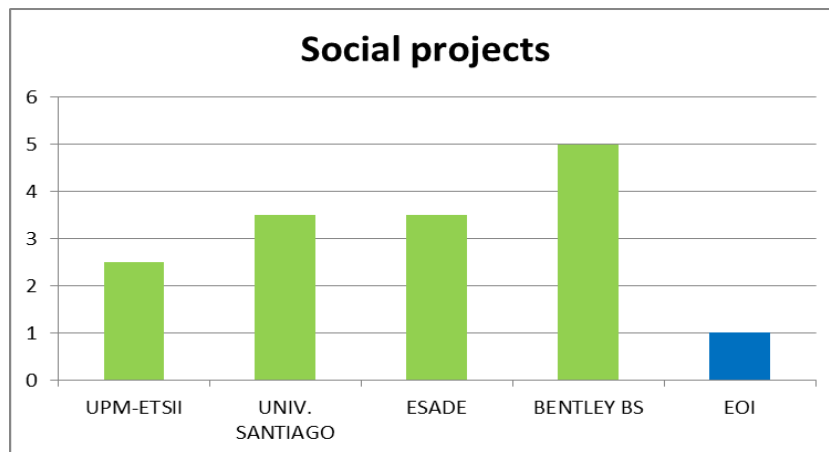


Figure 12.

Brand recognition

As previously identified EOI's well-known in the fields of sustainability and environment, however it is behind in terms of its management programs, ESADE Business School, one of the top business schools in all the national, European and world wide rankings, even Bentley Business School is in the upper strait of American business schools. One the other hand, UPM-ETSII and Universidad de Santiago have a really good reputation in their fields.

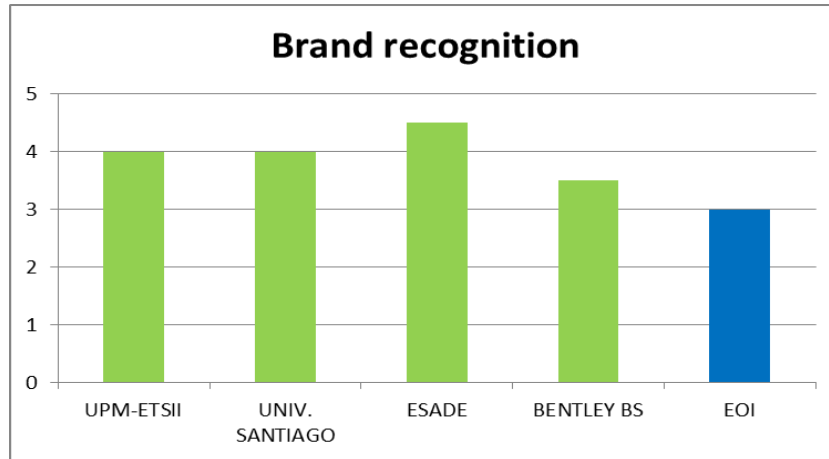


Figure 13.

Training and education for employees

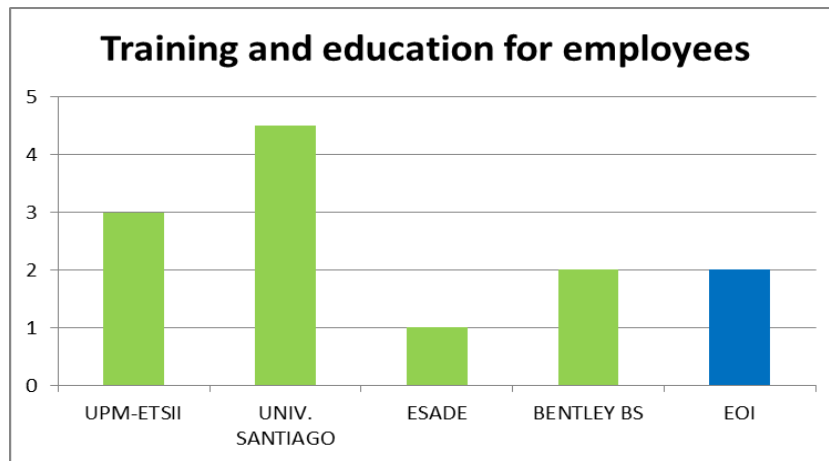


Figure 14.

Labour-management relations

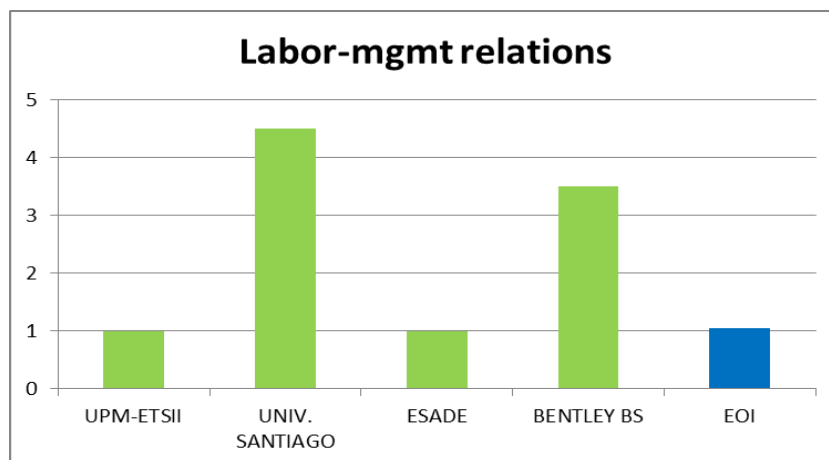


Figure 15.

Stakeholders satisfaction

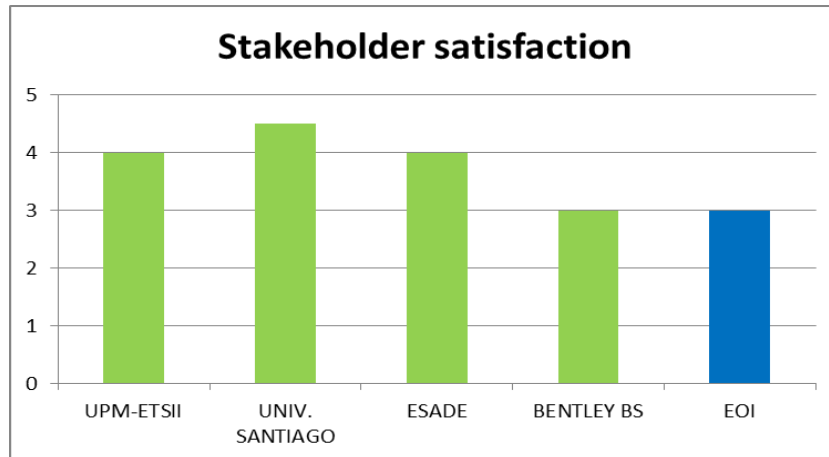


Figure 16.

Partnerships and Collaboration

This is probably one of the main problems at EOI, when talking about partnerships with business, NGOs or other business schools EOI is far behind its competitors, especially because of the lack of agreements with top business schools and NGOs, it is remarkable that EOI being a leader in sustainability has far less collaboration with NGOs than other business schools and universities. Its strong point is the close relation with the government. While the other institutions compared have a wider range of collaboration, ESADE being the leader in this issue with collaboration programs with a wide base of companies, other business schools and NGOs.

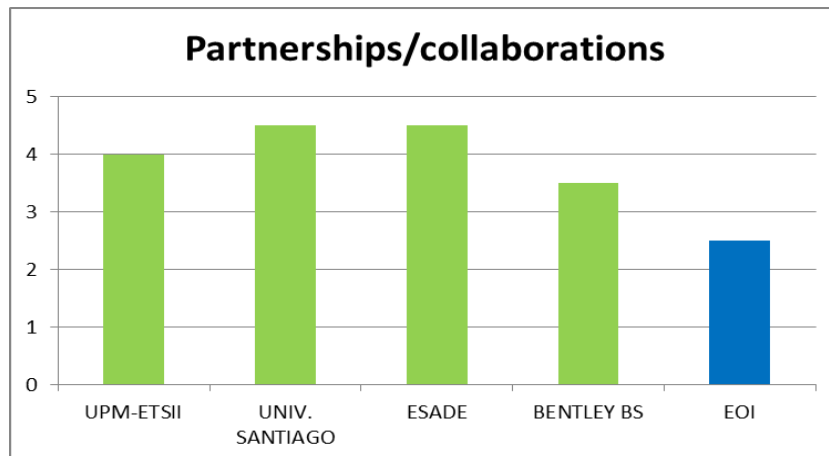


Figure 17.

Waste management

EOI's main weakness is lack of reporting on environmental issues, however EOI is under the process of environmental assurance but from our deeper knowledge of EOI we have identified that waste management is not being tackled by specific managerial commitments or actions. In this field Bentley Business School has a wide range of programs, actions and commitments.

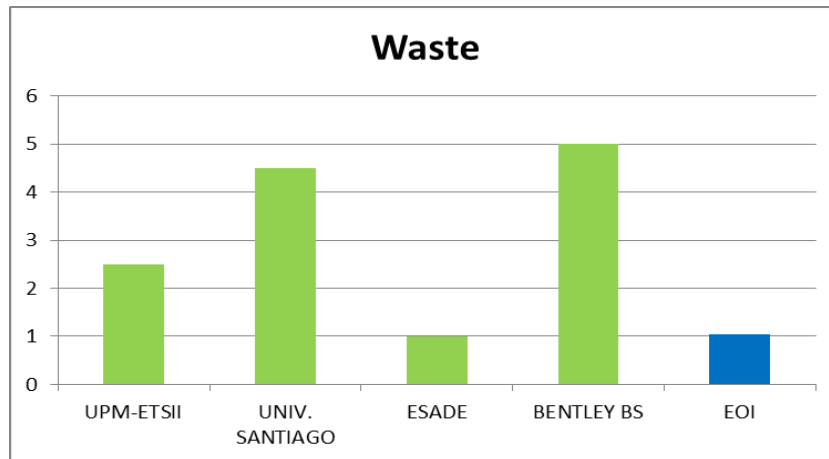


Figure 18.

Materials

As mentioned before EOI's main weakness is the lack of actions and commitments regarding environmental issues as well as lack of reporting on those issues, in the case of Materials (see annex 5. Indicators) EOI and ESADE do not reporting what they do, while UPM-ETSII, Universidad de Santiago and Bentley Business School have different programs to increase its use of recycling paper and reduce the consumption of paper. However, taking into account that one of EOI's strategic objectives is to become a digital school, probably this result would not be that low.

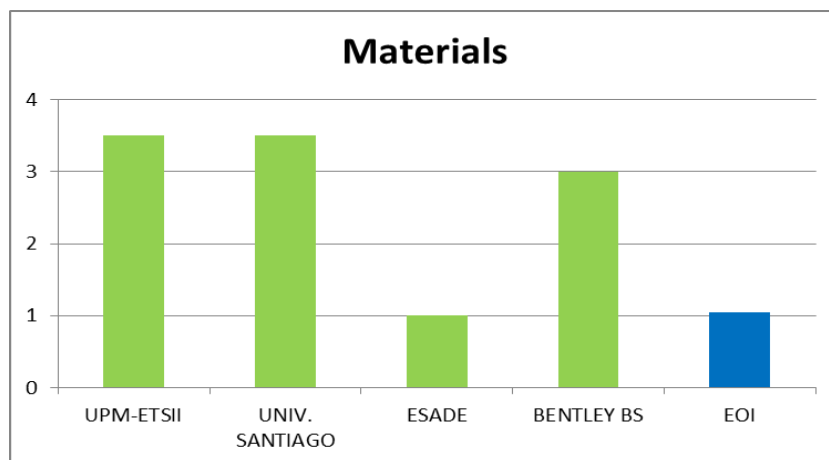


Figure 19.

Transport

This could be one of the important areas of improvement for EOI, the lack of actions to reduce the environmental impact of transport of materials and people from and to EOI is an issue to be tackled. Indeed, EOI could learn from Universidad de Santiago and Bentley Business School where this issue have a large importance.

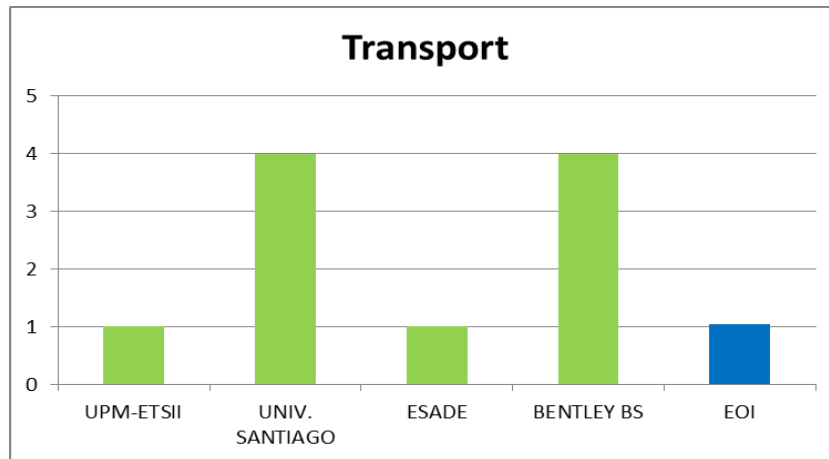


Figure 20.

Economic performance

This might be a critical issue for EOI in the long-term, due to the reduction and eventual disappearance of european funds EOI needs to put its efforts in this issue, while other private business schools such as Bentley or ESADE have been making estable profits for the last years

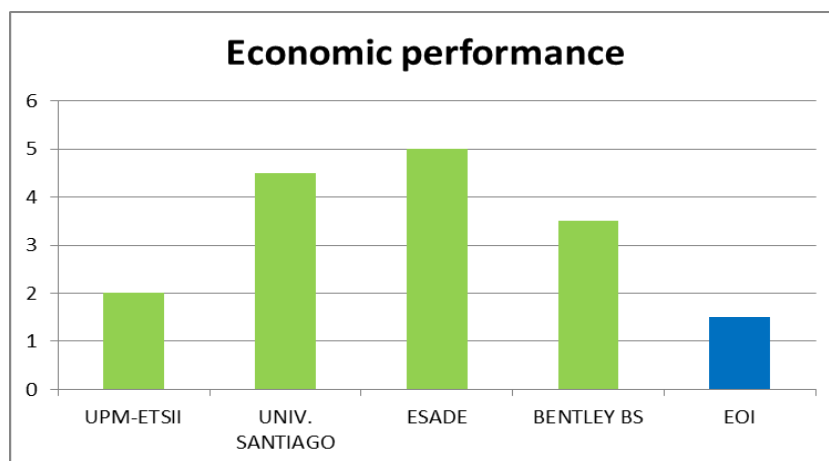


Figure 21.

Indirect economic impact

In this field there is much to be done for almost all the institutions studied, only Universidad de Santiago carries out some research programs to measure the indirect economic impact of its activities. Being the leader in this field, ther is much to be learned from it, so it will be worthy to study in-depth its research programs in this issue.

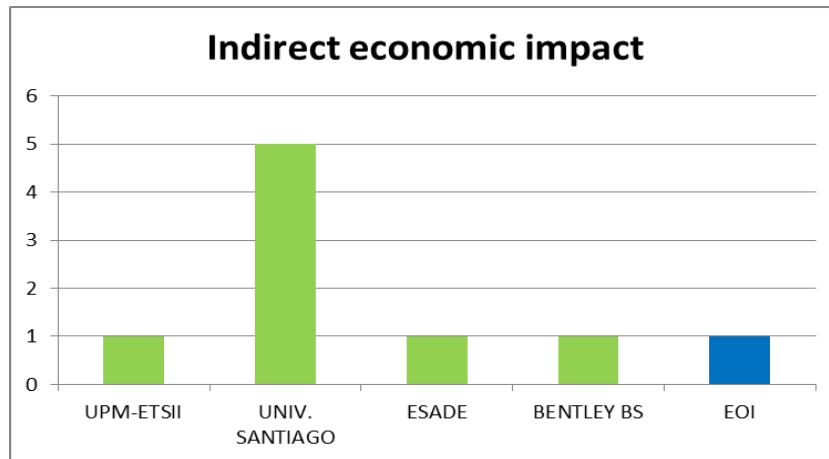


Figure 22.

4.6. Action Plan

4.6.1. Integrating SR into EOI's core strategy

As in every manned mission to unexplored frontiers, the Holy Grail that separates success from failure resides in what lies at the core. From an organization's point of view, this core is made up of its mission, vision and values. It is important how these articulate and embody the principles of sustainability and ethics and, most importantly, the extent to which those values are embraced by its stakeholders. Our goal in this respect is to improve EOI's mission, vision and values so that they integrate the fundamentals of sustainability and ethics and can be easily communicated.

As mentioned before, EOI's mission and values do not include ethical issues and, of the values mentioned, only one is in reality values in itself, for example like honesty. Furthermore, only one was ethical. This is an important point because well-defined values are the foundation on which the code of ethics is built.

Our proposed mission, vision and values are:

Mission: To provide a forward-looking education that embraces innovation, ethics and sustainability to take on the challenges of today for the generations of tomorrow.

Vision: To be one of the top-ten leading institutions in the world, in creating, developing, disseminating and implementing knowledge to promote sustainability and ethics in business and society as a whole.

Values: Honesty, Efficiency, Unity of purpose, Respect, Dynamism, Fairness, Transparency, Perseverance, Generosity, Commitment.

Using the values stated before it necessary to revise and improve EOI's code of conduct and good governance, to ensure that these codes is aligned with those values and that they are addressed to the main stakeholders. It would also be necessary to implement training programs to ensure the dissemination among the main stakeholders and the internalization within the organization.

Resulting from the study at hand, we have derived the following conclusions regarding EOI's ethics and we would propose the following recommendations for improvement, which we will take into consideration for the new code we are developing:

- The code: only addresses staff and there is a separate 'code' for students, which are called "Student General Rules". Overall the code doesn't address the needs of other important stakeholders. A stakeholder and materiality study needs to be done to highlight the impacts and interests of each

stakeholder. Currently EOI is working on a code of conduct for Professors. We suggest the creation of a dilemma solving framework as part of the Code of Ethics.

- **Structure:** there is no structure to promote or manage ethical practices in EOI. There exists no CSR department, no ethics committee and it is not clear who is responsible for ethics in EOI. A CSR department should be established with a clear structure where each member's responsibilities are known not only by themselves but by every stakeholder. The ethics committee should be made up of the relevant people from each stakeholder group, such as a representative of students, for example. The committee should meet at least every six months.
- **Awareness, training and follow-up:** lack of communication with and involvement/engagement of the different stakeholders: We have found that students are not aware of a code of ethics even though they signed it at the beginning of the course. At the beginning of the course the school should hold a presentation that is both informative and entertaining, and that explains to the students the existence of the code of ethics and what it entails. It should make clear what they should do in situations which they are likely to encounter. This presentation should be repeated halfway through the course. It is important that this presentation is made entertaining, perhaps with the use of humour, so that students pay attention and remember the crucial elements of the code.
- **Lack of training procedures:** After this presentation a written test should be carried out to ensure that the students have understood what the content of the code of ethics is and how it can be applied in real-life situations. This procedure must be carried out with all the principal stakeholders.
- **Currently follow-up mechanisms** are part of the General Secretary's job functions as they produce a report every 4 months containing all the incidents and dilemmas arisen; however, in our view, this could be much better performed by the ethics committee with every representative of the different stakeholder groups reporting on behalf of their colleagues on a regular basis.

For Code of ethics and good governance see annex 4.

EOI's core business is to equip business leaders for the 21st century with the vision and knowledge to integrate corporate profitability and social value by promoting ethics, civic behaviour and sustainability among students throughout the whole master's program. However, as mentioned before, EOI needs to add several subjects related to sustainability, ethics and social entrepreneurship.

Ethics and Finance

This course will examine the role of ethics in finance and financial services. It will include an overview of the need of ethics in finance, overview of financial environment and an impact of current financial events on society at large. It will also examine ethical issues in financial services, investment decisions and ethics in financial markets.

Business Ethics in Corporate Law

The objectives of this course will be to gain a deeper understanding of ethics in the corporate law context. Applying concepts of socialization or rationalization to reveal structural influences on lawyers.

Corporate Philanthropy

This course will be designed for future business leaders who will be in the position of raising funds or giving away funds for charitable purposes at some point in their career. This course will explore the topic of strategic fundraising and philanthropy including: the history, trends and current topics in philanthropy; specific tools and lessons in strategic fundraising by applying these skills within a nonprofit that will be partnering with EOI; how corporations can use their philanthropic efforts to further the strategy and goals of the business.

Philosophy and Ethics

Ethical issues, moral reasoning, assumptions of capitalism and rationality will be covered, as well as social theory. It will include a practical component, using existing organizational cases (such as the Bhopal or Enron scandal) to critically look at ethical and moral dilemmas and how leaders can address them.

Social Entrepreneurship

This course will be about the efforts of students to create effective responses to social needs and innovative solutions to social problems. The objectives of this course will be: to introduce students to the concepts, practices, and challenges of social entrepreneurship; to equip students with frameworks and tools that will help them be more effective in their socially entrepreneurial pursuits, and to engage students in a joint learning process as we all develop a better understanding of this emerging field.

Inclusive Business

It will examine the technology commercialization from an investor’s point of view. Social issues addressed in this course will include recognizing and screening opportunities, base of the pyramid markets, high technology and emerging market product innovation.

Managerial Theory and Administration for Not-for-Profit

This course will establish a framework for management in the not-for-profit sector by examining the relationship between institutional and organizational theory and practice. The course will introduce management techniques related to the not-for-profit sector by building on management theory, public administration and public policy theory and practice.

Despite of the necessity to include courses related to the areas mentioned above, the MBAs should not consider ethics and other basic values as a tag-on for the company but as something to be embedded as a cross-cutting issue in all the functional areas such as finance, operations, supply chain, marketing or human resources. Therefore business ethics, sustainability and CSR should be mainstreamed across the programs, in all and every subject. In order to achieve these objectives, faculty and programs’ director should work more closely to better define the contents of the subjects and ensure that those values are mainstreamed in the subjects.

Another important issue would be to assess the impact of these renewed programs in the students in order to do that, EOI could make a survey for students at the beginning and end of the masters to measure impact of EOI’s education in sustainability and ethics on the students as well as track their activities quarterly through a Tracking Form that would assess which were the activities carried out by the students outside the programs, which was its main focus (ethics, sustainability or civic engagement) and which were the lessons learned from the different activities.

4.6.2. Further recommendations

According to our materiality study we have selected some material issues for each principal stakeholder (see 4.5.). We have focused on the areas of the graph where there is the most potential for differentiation: the urgent and emerging issues. For each of these two issues we have clarified what EOI is currently doing and we have used the indicators already created to set objectives and deadlines for actions that ought to be carried out. Furthermore, for the accomplishment of these objectives, we have assigned responsibilities to the relevant personnel within EOI and allocated resources accordingly.

Recommendations	Addressed Stakeholders	Covered issues
1. Partnerships with NGOs	<ul style="list-style-type: none"> - Current Students - Teachers - Society 	<ul style="list-style-type: none"> - Entrance into labor markets - Networking - Social projects/ investment
2. Partnerships with other business schools	<ul style="list-style-type: none"> - Current Students - Teachers 	<ul style="list-style-type: none"> - Partnership and collaboration - Networking
3. Partnerships with businesses and research think tanks involving students	<ul style="list-style-type: none"> - Current Students - Teachers - Administrative Staff - Society 	<ul style="list-style-type: none"> - Partnerships and collaborations - Networking - Entrance into labor markets - Outreach/awareness programs to general public

		<ul style="list-style-type: none"> – Economic performance – Research
4. Change approach to transport	<ul style="list-style-type: none"> – Current Students – Teachers – Administrative Staff – Society 	<ul style="list-style-type: none"> – Transport
5. Recycling program	<ul style="list-style-type: none"> – Current Students – Teachers – Administrative Staff – Society 	<ul style="list-style-type: none"> – Waste Management – Materials – Partnerships and collaborations
6. Volunteering in the community	<ul style="list-style-type: none"> – Current Students – Administrative Staff – Society 	<ul style="list-style-type: none"> – Outreach/awareness programs to general public – Social projects/ investment – Brand recognition – Stakeholder Satisfaction
7. Competition among employees and managers	<ul style="list-style-type: none"> – Administrative Staff 	<ul style="list-style-type: none"> – Labour/ Management relations
8. Career Development service	<ul style="list-style-type: none"> – Current Students – Alumni 	<ul style="list-style-type: none"> – Entrance in labour market
9. Net Impact Chapter	<ul style="list-style-type: none"> – Current Students – Teachers – Large companies – Society 	<ul style="list-style-type: none"> – Networking – Entrance into labor markets – Partnerships and collaborations – Outreach/awareness programs to general public – Social projects/investments
10. Measuring the economic Impact of the school	<ul style="list-style-type: none"> – Society – Current Students – Teachers – Large companies 	<ul style="list-style-type: none"> – Indirect economic impact – Partnerships and collaborations – Networking – Entrance into labor market – Outreach/awareness programs to general public – Economic performance – Research
11. Entrepreneurship incubator	<ul style="list-style-type: none"> – Current Students – Teachers – Society 	<ul style="list-style-type: none"> – Entrance into labor markets – Partnerships and collaborations – Networking – Brand recognition – Economic performance

Table 8.

1. Partnerships with NGOs

Stakeholders addressed: Current Students, Teachers, Society.

Material issues covered: Entrance into Labour markets, Networking, Social projects/ investment.

These should involve students working with NGOs to research areas that are of importance. The final projects of students could be based on this and the NGOs could provide opportunities for students to have work experience in their offices or even in the field in Spain or abroad. The aim of these partnerships would be for the NGOs to gain valuable research resources from EOI and the students and also to have the opportunity to employ students at the end of the master. At the same time the students would have the opportunity to have experience working in the NGO sector, learn about the real issues at first-hand and gain

employment with the NGOs at the end of the master. Using the financial resources of EOI and the NGOs together small social projects could be set up whereby the students gain experience whilst helping the community.

2. Partnerships with other business schools

Stakeholders addressed: Current Students, Teachers.

Material issues covered: Partnership and collaboration, Networking.

These will provide exchange programs between the students of each school to give them the opportunity to have a wider variety of courses and to study in different international locations. Also the schools should set up a knowledge sharing program, whereby important information and conclusions from research carried out in one institution are shared with the others. Conferences could be held on an annual basis to share this information with teachers, masters' coordinators and students from the different institutions meeting together.

3. Partnerships with business and research think tanks involving students

Stakeholders addressed: Current Students, Teachers, Large companies and Society

Material issue covered: Partnerships and collaborations, Networking, Entrance into Labour Market, Outreach/awareness programs to general public, Economic performance and Research

One of the areas with the largest margin for improvement for EOI at present time concerns both the realm of research (especially in sustainability and CSR), partnerships/collaborations with other institutions (public and private research centers, companies, etc.) and the implication of students in those matters. Combining those three key factors with the EOI-born company Globeearth we have come up with the following project - G-Sinc- to tackle these issues and take EOI to the next level in terms of partnerships, collaborations and research. For the students, this would take shape within the framework of their program's final projects or internships as a direct pathway to their professional careers that will follow. In the future, as this project unfolds and gains ground in the sector, it will also include collaborative research projects in the context of PhDs, post-doctorates, etc., with other research institutions such as universities, and companies, financed via both private and public funds (state, EU, etc.), thus propelling EOI into a whole different category of budget dedicated to research.

Speaking about the impact in society of the work carried out within the G-Sinc one of its major strategic axis will be outreach and communication of the results obtained through publications, (books, articles in refereed specialized journals), Internet-based tools (website, blog, social networks, etc.), communication events (conferences/congresses, workshops ...).

In summary, these are the foundations of the G-Sinc project aiming at fostering multidisciplinary and multi-stakeholder research in the field of sustainability and CSR:

G-Sinc: Globeearth Sustainability Incubator. Incubating Our Sustainable Future

Incubator, managed and coordinated by the Globeearth Foundation [5], dedicated to research (theoretical and applied), the development of concrete projects (for companies notably), communication (conferences, workshops, meetings) and education/training in Sustainable Development (SD) and Corporate Social Responsibility (CSR) through partnerships and collaborations with other knowledge institutions (universities, business schools and other research centers both public and private), companies and civil society organizations (third sector: NGOs, foundations, associations, etc.).

G-Sinc carries out a multiple mission:

- The promotion of research and innovation in SD/CSR.
- The education and training of students and professionals (including NGO workers) in SD/CSR.
- The integration of SD/CSR in the core business of companies.
- The fostering of collaborations among the different actors of the SD world: academia, private companies, civil organizations, etc.
- The transmission/communication of the knowledge acquired.

G-Sinc approaches the SD/CSR sector from a triple perspective:

- Research
 - Theoretical: R&D research in collaboration with other academic institutions and research centers.
 - Applied: with concrete projects for companies (especially SMEs) as well as innovation and development of “sustainable” products and services.
- Communication via written channels such as web, magazine, articles, publications in specialized media, as well as oral channels, including conferences, workshops, meetings, seminars for the general public, schools, etc.
- Education and training : training courses for the projects' participants: students, professionals, NGOs and other organizations will be offered.

G-Sinc will be implemented through a **global partnership** among:

- Globeearth (The Globeearth Foundation): manager and coordinator of the center as well as knowledge-provider thanks to all our experts in the different fields of sustainability (see annex 9)
- Academic institutions: we already have established links with:
 - Public universities: from Spain (UCM [32], URJC [33], etc.) and abroad (Instituto Superior Tecnico de Lisboa [34], UC Berkeley [35], Paris V-VI [36], MIT [37], MIST [38] ...)
 - Business School: from Spain (EOI [1], IE [39], etc.) and abroad (ESC Toulouse [40], ESC Grenoble [41] ...)
 - Other research centers (public and private) specialized in SD/CSR
- Private companies:
 - Large companies and SMEs, with special attention to the latter as they are the main engine of the spanish economy (80% of total employment)
 - Leading companies in sustainability and CSR, with a strong culture in those departments but that want to keep improving themselves.
 - Companies that, although weren't born with those principles have recognised the need to change and are seeking expert counseling in that regard.
- Civil society organizations (third sector):
 - Local, regional, national and international
 - NGOs, foundations, associations, etc.
 - Specialized on the environment like “Ecologistas en Acción” [42] or Greenpeace [43]; or in social issues like Globalízate [44] o the “Plataforma del Foro Social Mundial de Madrid” [24]

4. Change approach to transport to and from EOI

Stakeholders addressed: Current Students, Teachers, Administrative Staff, and Society.

Material issues covered: Transport.

The main objective of this would be to reduce the number of people who travel to and from EOI by car. EOI should firstly help new students in finding lodging near to the school to keep their travel requirements to a minimum. In depth information should be provided about local public transport networks to make it as easy as possible to use. There should be a program to promote the use of bicycles whereby bike racks are built at the school, safe local routes are mapped and the school could even finance a program that provides bicycles for students, teachers and staff, or at least provide incentives. Such a program could be financed by the local authority to promote the reduction of the use of cars in the city. EOI should attempt to make an agreement with Metro in order to provide cheaper tickets for students, teachers and staff. Lastly, the number of car park spaces available in EOI could be reduced (and the garden expanded) or EOI could charge for parking.

5. Recycling program

Stakeholders addressed: Current Students, Teachers, Administrative Staff and Society

Material issues covered: Waste Management and Partnerships and collaborations.

EOI should set up a recycling program. Recycling points would be set up around the school with the necessary bins. Students would be given the responsibility to raise awareness for the recycling program within EOI and even in society as a whole perhaps through the media. EOI should make a partnership with a company that specialises in recycling. The company could find employees from among EOI's students and use its resources and students to carry out research. Furthermore it can use EOI's networks to improve its business. EOI's students can be involved in research projects and use the company's knowledge to create an excellent recycling program at EOI. Through the students' awareness programs EOI can find here an important differentiating factor.

6. Volunteering in the community

Stakeholders addressed: Current Students, Administrative Staff and Society

Material issues covered: Outreach/Awareness programs to general public, Social projects/ investment, Brand recognition, Stakeholder Satisfaction

In an effort to involve the local community more in the mission of EOI the students and staff should take part in activities that provide direct benefits. This could include students and members of staff visiting schools or receiving children at EOI itself to take part in sustainable projects and classes. Or the students and staff could provide assistance for elderly care homes in the area. Such projects would give the staff and students an opportunity to be involved in real social responsible action, give their work and their studies a more real perspective and also help them feel that their efforts are worthwhile.

7. Competition among employees and managers

Stakeholders addressed: Administrative Staff

Material issues covered: Labour/ Management relations

With the objective of improving the relations between the management and the employees in EOI, we recommend that EOI create a scheme whereby employees, together with managers, take part in a competition. Groups could be set up including both managers and employees and their task would be to work together to create something using their talents. On the last Friday of every month a meeting could be held involving all the staff in which they show the results of their efforts. For example the group could use their talents to create a short play or musical, they could perform a song or design something. In addition, every year the managers and staff should have a day together when they have the opportunity to take part in team-building and leadership activities.

8. Career Development service for students

Stakeholders addressed: Current Students

Material issues covered: Entrance in labour market

Create a Career Development Web aiming to offer the necessary tools to help current students and alumni manage their professional career in the long-term and find a placement in the short-term, while increasing the networking between alumni and current students. It could have different steps:

- Know yourself: self-evaluation on personality, values and interests, abilities, knowledge and personal achievements, dreams and ideals.
- Know the market: data base of companies, identify the situation of different sectors, description of tasks in different positions, ranking of companies, standard salaries.
- Choose a professional career: guide with professional careers of people with similar background and offering the services of a career counsellor.
- Promote yourself: information and training on how to write a CV, cover letter and foster networking.
- Placement search: where to find job placements such as websites, head-hunters or advice on whether students have what is needed to be an entrepreneur.

- Recruitment process and interviews: offering advice and workshops on how to do the personal interviews and assessment centres, including common questions and common mistakes, how to prepare you for those interviews.
- Analyse a job offer: helping students make sure they will be receiving a fair salary and how to negotiate with companies.
- How to manage your professional career in the long term with guidance on how to build your professional career help your dreams come true.

9. Net Impact student-run Chapter

Stakeholders addressed: Current Students, Teachers, Large companies and Society

Material issue covered: Networking, Entrance into Labor markets, Partnerships and collaborations, Outreach/awareness programs to general public and Social projects/ investment

As explained in section 4.1 (“Background studies”) Net Impact, is a network of professionals and students (mostly from business schools) leaders in CSR, social entrepreneurship, non-profit management, international development, and sustainability, who actively advocate for a more responsible business world. In this regard, Net Impact would be the perfect platform to get EOI students involved in the management of the school's main relations with some of its key stakeholders such as other business schools from around the world, companies of all sizes, etc. Initiating a “chapter” (an independent group) within Net Impact and organizing an event (conference, workshop, etc.) as part of it, would undeniably give current EOI students a huge boost to their management skills and networking leverage.

On the one professional side, the amount of contacts they are going to make would open tons of doors for their career after graduation, as well as dramatically increase the school's partnerships and collaborations with other knowledge institutions, companies, etc. About this latter, students and professors from other business schools could be invited to take part on the event and thus increase EOI's linkages with them in light of future possible exchange programs and other collaborations.

On the outreach/impact realm, the mission of Net Impact and its chapters aligns perfectly with EOI's: the pursuit of more responsible businesses with a positive impact in society. In this manner, EOI students could take advantage of this initiative to convey their message of sustainability and ethics to the world and, especially, to the youth as we are going to see.

As current and future active former students from EOI, we plan on launching and leading a Net Impact chapter for EOI, topped by a conference in 2011 around the following lines:

“Theirs is the future, ours the responsibility” (May 2011)

- 2-3 day congress on Education in Sustainability
- Theme related to the UN topic for 2011: “UN International Year of Youth: Dialogue and Mutual Understanding” [23]
- Organised and run by students from EOI and co-organised by Globeearth [5].
- Students will get academic credits for participating in this initiative and some of them could even integrate it in their final projects.
- Other participants include: Civil Society Organizations such as the “Plataforma del Foro Social Mundial de Madrid [24], Entreculturas [25], SMEs, former students and their contacts, students and teachers from other schools, etc.

10. Conduct research, via partnerships with other institutions, to measure the economic impact (direct and indirect) of EOI's activities and publish/communicate the results through different channels

Stakeholders addressed: Society, Current Students, Teachers and Large companies

Material issue covered: Indirect economic impact, Partnerships and collaborations, Networking, Entrance into Labour Market, Outreach/Awareness programs to general public, Economic performance and Research

The role EOI plays in its surrounding environment and in society at large can be quantified, to a certain extent, through the impact it provokes in the economy at local, regional and national level. In other terms, a

fundamental indicator of EOI's performance is the value (financial and non-financial) it generates both directly (tangible assets) and indirectly (intangibles). Consequently, in order for EOI to measure its contribution to society (main goal of any educational organization), it is of uttermost importance to estimate the value created through its activities, services and human capital such as: research, transfer of technology and knowledge, contribution to economic development and innovation, promotion of business creation (entrepreneurship culture), relationships with other institutions (partnerships and collaborations), impact in society of the activities carried out by its human capital (staff, managers, teachers, etc.) and its students, etc. In this realm, a great example to look up to is USC (Universidad de Santiago de Compostela [1]), a pioneering academic institution in Spain in measuring and quantifying its influence (and that of its main stakeholders) in the economy (e.g. the Galician economy).

There are several aspects to take into account when assessing the school's generated value. Among the direct financial transactions, we can find the investments (facilities, services, etc.) it puts forth or the expenditures made by its internal groups (staff and students). On the indirect side of the equation, the main objective is to quantify (either in monetary term or other more innovative metrics) the multiplying effect of the school and its stakeholders' activities in other sectors of the economy. This latter matter finds itself at the state of the art of today's economic theories and tools and thus considerable amount of efforts are required to be put into research. Environmental Economics and the measurement of intangibles are among the disciplines of larger relevance in this realm. If seized properly and timely, this represents a major opportunity for EOI to gain a competitive advantage in the sector as it could become a powerful tool to, on the one hand, evaluate whether its mission is being accomplished and, on the other, show the world the real impact of its activities. However, the magnitude and multifaceted nature of the task demands for collaboration with other institutions experts on these issues. Therefore, a platform such as G-Sinc (annex 9) will place EOI at the forefront of research in SD/CSR and, particularly, of intangibles valuation, by networking it with other key actors in this field such as other leading business schools, universities, think tanks and other research centers, third sector organizations, large companies and SMEs, Globearth, etc.

11. Entrepreneurship incubator

Stakeholders addressed: Current Students, Teachers and Society

Material issue covered: Entrance into Labour Market, Partnerships and collaborations, Networking, Brand recognition and Economic performance

As assessed in our SWOT analysis (section 4.3.3), entrepreneurship constitutes, as of today, a strong weakness of EOI. This statement is supported by our own observations as current students of the school:

- On the one side, we have not seen much of an entrepreneurial spirit (desire to create their own enterprise in the near future) among the participants of the two programs we have interacted with: our own (the IMSD [7]), and the MERME (*Master en Energías Renovables y Mercados Energéticos* [45])
- On the other, there has been, in our opinion, a lack of proactiveness from the school to awake the entrepreneurial drive that many students inherently possess but may just be dormant at present, waiting for the right spark to light it up. The amount of courses as well as other more practical activities in heading this direction has just been insufficient from our view

These two observations presented are further reinforced by the fact that we, ourselves, have been endeavouring to create our own company –Globearth [5]– during the course of our program at EOI, and have encountered an inadequate structure dealing with, especially when compared to other business schools in the sector. We have been, nonetheless, received enormous and valuable help from a number of people within EOI:

- From the staff: Eva Curto Izquierdo –IMSD executive director-, Frederique Muscinesi –activities and events manager-, Leila Nachawati –community manager- or Esperanza Campos –IMSD coordinator-
- And from the faculty, we have had the pleasure to get wise advice from many professors the likes of Antonio Fontanini –Marketing- David de Pastors –Strategy-, Jon Icazuriaga –Entrepreneurial Initiative-, etc.

All in all, after our careful assessment of the current situation regarding the promotion of entrepreneurship within the students group, we conclude that EOI is not allocating the necessary resources (material, human and knowledge-related) to maximize the potential of students to generate value to society to society and to EOI as well (brand recognition) by creating businesses at the heart of EOI. On the contrary, EOI is doing rather well with SMEs in this respect, and thus this successful model could be transferred, with the required customization, to the students' realm.

Despite this apparent hole in EOI's armour, the promotion of an entrepreneurship culture within the school, and especially among its students, has been made into a core strategic goal for EOI in its 2020 Strategic Plan []. In this respect, EOI aims at achieving the following target for 2015: "40% of the students from the master programs will launch their own companies in topics related to their final project". This shows that the school has identified this area for improvement and seized the opportunity by setting an ambitious goal in this department. And this is where our proposal comes to the rescue for EOI to set up an overarching structure from where to inspire, guide and father students in their enterprising endeavours. It is a must saying that a big source of inspiration for the coming ideas has been a pioneering institution in incorporating CSR into their core strategy: The *Universidad de Santiago de Compostela* (USC [17]).

Our idea is centered around the creation of a permanent body -a **company's incubator**-, within the guts of EOI, that provides a supporting framework for prospective entrepreneurs to make their projects become reality. It will mostly focus its efforts on students, both current and former, but will remain very open to any other member of the EOI community like staff, teachers, etc., and, why not, to the contacts of those. It will therefore have a double-edge mission: foment the culture of entrepreneurship in the school and accompany prospective entrepreneurs all along their adventure by offering the following services:

- To include, as part of the curriculum of all of EOI's educational programs, courses (both mandatory and elective) on:
 - The basics of business management: finance, strategy, marketing, etc. This is, essentially, being done already by the school at the moment.
 - Developing student's entrepreneurial skills as well as awakening their curiosity with regards to this world. Specific topics comprise: understanding what is an entrepreneur and what it takes to succeed in launching a business, building a business plan, finding and managing financial resources (venture capitals, business angels, investors, credits/loans, governmental aids and grants, etc.), managing human resources, etc.
 - Step-by-step courses (express and in depth) on how to start up and run a business of any nature.
 - Special courses on third sector organizations (foundations, NGOs, associations, etc.) and the peculiarities of their launching, financing, taxing, management, etc.
- Conferences, seminars and workshops, especially addressed at students and given by competent professionals with experience in entrepreneurship, on the themes aforementioned.
- Special advice on the resources available for entrepreneurs in Madrid and Spain.
- Networking: putting entrepreneurs in contact with the appropriate organization or person given his or her particular enterprise and situation. For this purpose, EOI counts with a winning ace up its sleeve: The EOI Alumni Club, as a hub for interconnecting current students wanting to initiate their own ventures with former students that have engaged in such matters at some point of their career and that could guide and tutor them on those first steps in the exciting life of an entrepreneur.
- A supporting legal, physical (office space) and financial structure -incubator- where to host start-ups initiated by students for the first months (up to a year or two) of their journey.
- Building synergies among the different projects incubated and in the pipeline.
- Follow-up of projects and companies created after their stay at their incubator to continue to guide them and keep in touch as valuable contacts for the future.

Regarding the last point, a major "return on investment" for EOI would undoubtedly be the successful entrepreneurs and extraordinary professionals that will emerge from the incubator and that will constitute a fantastic pool of knowledge and experience (professors and lecturers) to be deflected back at the students

through courses, seminars, conferences, story-telling and overall counselling on entrepreneurship skills and endeavours.

Besides putting EOI's own know-how and resources at the disposal of its entrepreneurs, the role of EOI's company incubator should definitely include directing entrepreneurs to the adequate organizations where to continue their search. For that to happen, EOI could use this platform to forge agreements with several departments and agencies from the public administration in charge of the realm of business creation and development such as: *Agencia de Desarrollo Económico Madrid Emprende* [46], *Emprendelo* [47], etc. Along these very same lines, building on EOI's participation this year in the Madrid Enterprise week [48] (as part of the European Entrepreneurship Week [49]), students from the incubator could take on a more active role and contribute in the organization and management of these events and even present their own projects to the entire *Comunidad de Madrid* [50] audience.

Another cool initiative to foster entrepreneurial and creative minds would be competitions on business ideas and ventures. Competition when pointing towards the right direction can be a powerful tool to provoke innovation.

Summing up, for the sake of implementing this project, we will follow a step-by-step, cycle methodology in pursuit of continuous advancement (a kind of Deming cycle [51]):

- Assess the existing resources at EOI concerning entrepreneurship: staff, professors, course materials, funds, etc.
- Set up targets and define metrics to measure the level of accomplishment against those objectives. Some of the indicators to be used could involve:
 - # entrepreneurs attending the courses, # projects assessed, # companies promoted, # businesses promoted, # jobs created, etc.
 - # courses, workshops, seminars, etc., imparted, # attendees on average ...
- Build a catalogue of courses reaching across EOI's core programs and disciplines, as well of conferences, workshops, seminars and other more specific courses as previously detailed.
- Allocate the necessary resources to the project: human, financial and similars. A vital part of the financial plan regards sponsors including: private companies, public agencies and grants (state, EU,..)
- Find an example (champion in the sector) to look up to. In this case, as mentioned before and explained in section 4.4.4, it will clearly be USC [17]. USC possesses a very successful company incubator of its own -Uniemprende-, an umbrella legal entity encompassing a number of initiatives such as:
 - Uninova: a technology business incubator.
 - *Woman Emprende*: to encourage female entrepreneurship.
 - Uniemprende Business School: “provides training on entrepreneurship by increasing both the number of activities and participants.”
- Partner with the above cited institutions and initiatives from the public administration at local, regional and national levels to increase the school's network and resources.
- Monitor and follow up the functioning of the incubator and its achievements against the targets set:
 - Gather feedback (via surveys, interviews, focus groups ...) from all the different participants.
 - Redesign the strategy and operations of the project in light of the return obtained and in pursuit of constant improvement.

5. Conclusions

The data collected during this project and the results of the various studies clearly suggest that there exists a great opportunity for EOI in the current economic and social climate. In the midst of a financial crisis and with the threats of climate change more widely known and understood, society is looking for leadership from all the major actors in the world.

With the responsibility of educating the business leaders of the future more public attention is being directed towards business schools. This increased public scrutiny is both a threat and an opportunity; a threat because if business schools do nothing they will find themselves, so to speak, out of the game, and an opportunity, because if business schools act now and take measures to adapt to the demands of sustainability they will not only be regarded as leaders in the field but they will do better business.

The growing number of students who regard social responsibility as an integral part of business will look to EOI for courses and businesses who recognise the importance of social responsibility for their futures will seek partnerships and employees from the school. What's more, with stronger partnerships with business EOI could change its business model and rather than relying heavily on EU funds and public funds, the school could find more sponsorship from business. It is in the interest of business to assure a steady source of employees and managers who are well-studied in social responsibility. If EOI can act now and integrate social responsibility into its strategy and courses it can take advantage of this growing demand in the business sector.

It is suggested that EOI acts quickly and follows the recommendations set out in this work. By embracing the concept of social responsibility an organization is preparing itself for the future by strengthening itself internally as well as by reinforcing its position in the international arena. By starting the International Masters in Sustainable Development EOI has made itself one of the leaders in its field. Now it must act on what is taught in that master to forge a new position in the business school market. A position where all the important needs of its stakeholders are addressed and from where the school can continue on a sustainable path into the future.

6. Perspectives for the Future

In order to make EOI a *Responsible Business School* we propose a continuation of this project that encompasses the following steps based on the stakeholder identification plan that has already been completed. We suggest that responsibility for the continuation of the project be given to *Globeearth* a company set up by a student of EOI's IMSD. With the knowledge that this student and his colleagues have of EOI will be crucial to helping EOI integrate social responsibility into its strategy.

1. SR Diagnosis

In the future the diagnosis of EOI's approach to sustainability will be more thorough and not just secondary sources such as EOI's website, brochures and blogs will be studied. Staff and students will be interviewed and surveys and focus groups will be used to ensure that anything EOI is doing already to contribute towards social responsibility is well known. This is essential because the social responsibility strategy can be based on what EOI is doing already and also on what the employees, management, students and teachers think should be done.

2. Stakeholder Engagement

During this project we have only used secondary sources such as websites, blogs, brochures and reports. In the continuation of this work future information will be gathered from primary sources through surveys, focus groups and interviews with the relevant stakeholders. As per the AccountAbility Stakeholder Engagement Handbook there are many other stages that EOI has to work through. In the continuation of this project strategic objectives will be set with regards to the stakeholders and then prioritized. For example if EOI decides to concentrate more resources and time in communicating with international students, a deadline has to be set and responsibility for the plan given to the appropriate personnel. Progress will be continually reviewed and lessons will be learned from how other business schools engage their stakeholders. The ability of EOI to engage its stakeholders will be strengthened using all the communication tools at hand and the capacity of stakeholders to engage will be built up. Finally processes will be set up to ensure that the stakeholder engagement plan is ongoing, that lessons are learned and that actions are carried out as a result of what is learned from the engagement process.

3. Benchmarking

To carry out the benchmarking study secondary sources were studied including the websites of different schools, their annual reports, their sustainability reports, their blogs and other official documents. In the same way the benchmarking study can be improved with the use of information from primary sources. The best way of gathering this information will be to conduct interviews with and complete surveys with SR managers (or the person/department responsible for these matters) of the institutions under analysis. Information from secondary sources is limited and to interview the persons involved in social responsible initiatives in other business schools and learning institutions will be crucial to finding more ways of carrying them out at EOI. Also in this way EOI will be able to strengthen ties with other business schools, paving the way for the sharing of ideas and research data in the future.

As of the sustainability appraisal conducted, due to the time constraints of this project, we only focused on the 3 dimensions of the ESG analysis. However, in the future we will complete the assessment by adding the third pillar of sustainability –economy- via thorough financial valuation of the organizations under study, with key financial figures the likes of: revenues, net income, total assets, shareholders equity, assets turnover, profit margin, rating, leverage, ROA, ROE, etc. This will lead to the development of a “sustainable portfolio” with the schools given. For that, we will be needing to combine both the ESG and the financial ratings for each school into a single value accounting for the share of the total investment fund (imaginary fund for the purpose of the project) associated to that institution. Such combination method requires once again the allocation of weights to the ESG grade relative (percentages) to the financial one or. At this point, one could think of innovative tools to do the latter and define, for instance, a criteria for financial

“sustainability” or “viability” that organizations have to comply with in order to qualify for the ESG analysis that will follow. A sustainable portfolio of this nature provides socially responsible investors a comprehensive analysis of the SR behavior of the entities reckoned for them to invest their funds on. It is therefore a compelling driver for positive change in those organizations, wanting to become more responsible and sustainable in order to attract investments and support.

3. Materiality

The Materiality study will be expanded to include more relevant issues and a greater number of stakeholders. After carrying out the stakeholder engagement plan in more depth it is likely that more material issues will be identified. When the materiality study is completed using these new issues and the input from other stakeholders as well as a greater number of actors in the sector, the issues that appear in the emerging and urgent sectors of the materiality graph will be given special attention. Objectives will then be set to ensure that these issues are addressed before a certain date.

4. Innovation

The future plan is not just that EOI integrate social responsibility into its strategy but that the process it uses to do this will be extremely innovative. One major weakness of current approaches to stakeholder engagement are that they are not very engaging. Surveys are often uninteresting and people are reluctant to spend their time filling them in. Also the idea of social responsibility can be regarded as a dull side-line that takes up the time of the employees and managers with no real tangible gains.

The team responsible for the continuation of this project will embrace other methods to engage stakeholders in a more exciting and original way. Humorous online surveys will be created using videos and step-by-step instructions that hold the attention of the person filling them in. Focus groups will be held with skilled moderators who focus on making them entertaining. Furthermore other cultural activities such as plays and films will be carried out and created to make stakeholders more interested and integrated into EOI's mission to be more socially responsible. While it is important to attract and engage stakeholders with what interests them it is also important to ensure that any information they provide is collected in as impartial a way as possible to ensure its reliability. With this in mind all activities will be designed to be engaging but also useful for the ends of the project.

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8. Annexes

Annex 1. The Oath Project

As a business leader I recognize my role in society.

- My purpose is to lead people and manage resources to create value that no single individual can create alone.
- My decisions affect the well-being of individuals inside and outside my enterprise, today and tomorrow.

Therefore, I promise that:

- I will manage my enterprise with loyalty and care, and will not advance my personal interests at the expense of my enterprise or society.
- I will understand and uphold, in letter and spirit, the laws and contracts governing my conduct and that of my enterprise.
- I will refrain from corruption, unfair competition, or business practices harmful to society.
- I will protect the human rights and dignity of all people affected by my enterprise, and I will oppose discrimination and exploitation.
- I will protect the right of future generations to advance their standard of living and enjoy a healthy planet.
- I will report the performance and risks of my enterprise accurately and honestly.
- I will invest in developing myself and others, helping the management profession continue to advance and create sustainable and inclusive prosperity.

In exercising my professional duties according to these principles, I recognize that my behavior must set an example of integrity, eliciting trust and esteem from those I serve. I will remain accountable to my peers and to society for my actions and for upholding these standards.

This oath I make freely, and upon my honor.

Annex 2. Stakeholders tables

STAKEHOLDER	EXPECTATIONS or NEEDS
Ministerio de Industria	Colaboración en sus políticas públicas, con aproximación sectorial. Concretar políticas públicas en acciones y programas. Por ejemplo: PYME, Internacionalización, comercio, industria, energía y medio ambiente, industria turística. La EOI como “think tank” para la Administración, conectado a la economía real.
Patronato	Cumplir estrategias marcadas y contribuir a la creación de conocimiento en la Sociedad.
Administraciones Públicas y Organismos Públicos (OEPM, DGPYME, ENISA, DDI,IDEA...)	Contribuir a la gestión del cambio de las Administraciones públicas: Técnicas de gestión del sector privado bien adaptadas al sector público. Aportar tecnología de la Administración estatal a la autonómica. Apoyar la “segunda descentralización” hacia la Administración local. Apoyar en la creación de modelos y formación para Administraciones Públicas de otros países. Ejemplo: cómo desarrollar una economía local. Ayudar a la transferencia entre Adm.locales.
Unión Europea (fondos para programas operativos)	Contribuir a la generación de conocimiento y el desarrollo local en España, especialmente en zonas menos desarrolladas.
Empresas	Ver Grandes empresas y PYMES más abajo
Grandes Empresas	<p style="text-align: center;">FORMACION</p> Formar a cuadros y directivos potentes (flexibilidad en programas de formación/ “que nos den lo último”). Contribuir a mejorar la relación privado-pública. Contribuir a la formación a cuadros de empresas españolas en otros países. Búsqueda de un socio (partner) de colaboración: flexibilidad para poder integrar la oferta de la EOI en el plan integral de formación de la organización. Contribuir a la formación de gestores en un ámbito de especialización, pero también a gestores generalistas. Por parte de EOI a las grandes empresas colaboradoras (Consejo Asesor): fuerte respaldo y colaboración con nuestros programas (ayudas económicas a alumnos...).
	SERVICIOS/ CONSULTORÍA
	Servicios de calidad e innovadores.
PYMES	<p style="text-align: center;">FORMACION</p> Ayudar a la creación, consolidación e internacionalización de la PYME.
	SERVICIOS/ CONSULTORÍA
	Servicios de calidad, innovadores y con un coste accesible.
Socios locales	Obtener una relación fiel a largo plazo. Contribuir a la transferencia de I+D+i / tecnología. Contribuir a la creación de conocimiento en los ejes EOI. De EOI a Socios locales: nos pueden servir como red de captación de demanda de servicios EOI.
Alumnos Postgrado y Profesionales	FORMACION

Personalizar la relación con EOI a lo largo de la vida. Un socio “acompañador” de la carrera profesional (one to one).

Asegurar la calidad docente (con apoyo de las TIC y una metodología innovadora), aplicabilidad de la formación y respaldo empresas colaboradoras.

Postgrado:

Ayudar a su inserción en el mercado laboral.

Título oficial???. Reconocimiento oficial de la titulación y acreditación internacional (demanda muy fuerte por parte de los alumnos extranjeros).

Profesional:

Contribuir al networking para su carrera profesional.

Equilibrar su formación especializada y gerencial.

OTROS

Orgullo de pertenencia a EOI: marca, prestigio, sentirse útil a la sociedad.

Profesores y directores de programas

FORMACION

Transparencia y flexibilidad en la relación con EOI.

Relación fiel a largo plazo.

Encontrar en EOI un núcleo de conocimiento y benchmarking de buenas prácticas en su área docente.

AREA ACADÉMICA

Contribuir en estudios de investigación y crecer académica y profesionalmente.

OTROS

Orgullo de pertenencia a EOI: marca, prestigio, sentirse útil a la sociedad.

Antiguos Alumnos

Encontrar en EOI un ayuda para prosperar en el mundo profesional.

Orgullo de pertenencia a EOI: marca, prestigio, sentirse útil a la sociedad.

Sociedad en General

La Sociedad necesita un modelo de funcionamiento sostenible (respeto por el Medioambiente, ética empresarial), más justo y con una mayor generación y difusión de conocimiento aplicado.

Necesidad de crear una masa crítica de emprendedores.

Gran vínculo con la sociedad latinoamericana.

Cuidado del Medioambiente.

Creación de una conciencia más justa.

Universidades

Contribuir a aplicar en la práctica el conocimiento generado (en el mundo empresarial, Adm.Públicas o tercer sector).

Especial relación con Univ. Latinoamericanas.

Otras Escuelas de Negocio

Competencia transparente y ética.

Alianzas para hacer crecer el conocimiento en la sociedad.

Intituciones

Internacionales
(GLOBAL COMPACT,
ASPEN INSTITUTE,
PRME...)

Alianzas para hacer crecer el conocimiento y la sostenibilidad en la sociedad.

Entidades de Acreditación, Rankings

Ofrecer productos/ servicios acreditables, con la calidad y el rigor demandado.

Proveedores de TIC y de Información

Contribuir a la difusión y mejora de las TIC en el tejido empresarial y la sociedad en general.

Otros proveedores (...de servicios logísticos?) (cafetería, limpieza, papelería, mantenimiento, seguridad...)

Relación ética y transparente.

Ayudarles a impulsar la RSC dentro de sus organizaciones.

Annex 3. Benchmarking questionnaire

The following questions have been designed to map the SR practice of business schools with respect to the criteria explained in section 4.4 (“Benchmarking”), basically the three dimensions of the ESG analysis (Environment, Social and Governance) and the SR infrastructure of the school.

A sample questionnaire containing these very questions can already be found at this project’s website []. For the sake of clarity, and as we will (section 6) be using other methodologies than the website form itself (personal interviews, email inquiries, etc.), we will make sure we cite our sources.

1. Is there any reference to SR or sustainability or ethics in your institution's vision/mission/values (formal - written- or informal -not written-)?
2. Does your institution any code of ethics/good conduct (formal or informal)?
3. Does your institution have any code of good governance (formal or informal)?
4. Does your institution have/produce any SR/Sustainability annual report?
 - In case yes, when was the first one published, how often do you publish such a report and who is in charge of it?
 - In case not, is SR present in their general report? (integrated report)
5. Do you have any specific structure, body and/or mechanism in place to take responsibility for:
 - 5.A. SR: SR department, committee, manager/s or person/s in charge?
 - 5.B. Ethical issues/dilemmas?
 - 5.C. Good governance management?
 - 5.D. Follow-up of issues?
6. Are SR/ethics/good governance principles an integral part of your organization's strategy?
7. Are the workers of your organization committed to SR/ethics/good governance principles and/or especially characterized by a strong moral fabric?
8. Are the ethical/SR issues that arise dealt with in a proper, natural manner disregarding of the structure in place?
9. How does your organization communicate its SR/Sustainability policies, code of ethics and of good governance internally (to professors, staff, students, etc.): web site, brochures, lectures, workshops, training programs (first day on the job, every year...), etc.?
10. And what about externally, how does your organization communicate with external stakeholders such as prospective students, sponsoring/hiring companies, professionals, society, etc.?
11. Has your organization carried out a map of its stakeholders? If so:
 - 11.A. Is this information publicly available and where?
 - 11.B. Which stakeholders have you identified as your most relevant ones and why?
12. Has your institution conducted any stakeholder engagement program and with what purpose?
13. What methodology did you use for each of those stakeholders: communication channel, consultation method (survey, focus groups, personal interviews ...), engagement initiatives, partnerships, etc.?
14. Have you carried out any benchmarking study on other similar academic institutions (business schools...) either from your country or abroad?
15. Any materiality study?
 - 15.A. If so, which issues have they assigned the highest priority to?
16. Talking about international initiatives on ”responsible schools” and their role in spreading sustainability principles among tomorrow's leaders (today's students), does your institution actively participate in some of the following:
 - UNPRME (United Nations Principles for Responsible Management Education)?
 - The Oath Project?

- NetImpact?
- Other similar ones? (please cite)

Annex 4. Code of Good Governance

PREAMBLE

The Board of Trustees of EOI is committed to the principles of good governance, whereby decisions are made and put in practice in accordance with the values stated in the organisation's Code of Ethics.

ORGANISATION

- Chairman of the Board – is responsible for:
 - Notifying the members of the Board of Trustees when a meeting will take place and what the agenda will be. (He is exempt from this responsibility only in times of emergency).
 - Making sure that all Trustees are aware of the content of the agenda before the meeting so that they have enough time to review it in detail and suggest any changes.
 - Ensuring the committees or sub-groups are organised effectively and in accordance with the by-laws of the foundation.
- Vice-President – is responsible for:
 - Fulfilling responsibilities of the Chairman of the Board when he is not able to do so.
- Managing Director – is responsible for:
 - Ensuring that the Annual Action Plan, and any other resolutions, approved by the Board of Trustees are carried out accordingly.
- Secretary of the Board – is responsible for:
 - Ensuring that the actions and resolutions of the Board of Trustees are carried out and passed in accordance with current regulations, laws and legislation.
 - Ensuring that the actions and resolutions of the Board of Trustees are carried out and passed in accordance with the rules relating to the Board itself.
 - Taking and recording the minutes of each Board of Trustees meeting.

RULES OF GOOD GOVERNANCE

Guidelines

The conduct and behaviour of all Trustees shall adhere to the following guidelines:

- The Board of Trustees shall meet at least once every six months.
- Each Trustee will have one vote.
- The Board of Trustees will be selected according to merit and their level of positive contribution to the Foundation's mission, vision and values.
- All the members of the Board of Trustees shall attend meetings in person or, in exceptional circumstances, approve another Trustee as a delegate.

- The Board of Trustees and its members will ensure that the Foundation has both the tangible and the intangible resources to achieve the objectives set out in the Foundation's mission.
- Trustees shall not participate in debates or votes that relate in any way to a subject in which they have a particular interest.
- Votes to change the principles of the Foundation (i.e. mission, vision and values) will only be valid after an in-depth analysis of the opinions of all the relevant stakeholders has been carried out and sufficiently communicated.

The conduct and behaviour of all Trustees, directors and managers shall adhere to the following guidelines:

- Managers shall meet the Dean and Director at least once every 2 months.
- A committee meeting shall be convened every six months, involving representatives from all the interest groups inside the Foundation. (Board of Trustees, Managers, administrative staff, teachers, students, maintenance staff etc.)
- In keeping with the values of the Foundation diversity (gender, ethnic background, other), will be encouraged in the Foundation and any discriminative actions reported as per the regulations of the Foundation.
- Ensure all the necessary resources and procedures are in place to enable all employees to confidentially or anonymously report any misconduct.
- The Board of Trustees, directors and managers shall fulfil its functions according to the mission, vision and values of EOI, complying with all relevant regulations, laws and legislation, whilst always searching for new opportunities to benefit society.
- Information shall be communicated to the media and relevant stakeholders in a transparent manner after referring to guidelines set out in the document EOI's guidelines on media relations.
- The Trustees, directors and managers must always oppose any agreement that is contrary to the Foundation's By-laws or values.
- Trustees, directors and managers shall not use any information concerning the Foundation that they receive by reason of their position, to further their own personal gain.
- Trustees, directors and managers shall inform the Foundation as soon as possible, after becoming aware of a conflict of interest with regard to their own activities.
- In abiding with the values of EOI, Trustees, directors and managers shall ensure that financial resources are used efficiently to avoid unnecessary and excessive waste.
- Trustees, directors and managers may not use the Foundation's resources for personal and private purposes.

Remuneration

- Trustees will be only be remunerated for any justified expenses that they incur in performance of their duties and functions.
- In the performance of duties and functions outside the remit of their role as Trustees, remuneration may be received only in compliance with the following:
 1. The quantity of remuneration shall be deemed reasonable according to the rules of the relevant professional organisation, or according to market price.
 2. Golden parachute agreements are forbidden (i.e. agreements that guarantee a certain duration, remuneration or severance benefits.)
 3. The payment for services rendered will be actioned afterwards or at the end of the normal service period.
- The Remuneration Report will include figures that represent the salaries of all contracted personnel, including the managers and directors.
- The Annual Report and Remuneration Report will be made publicly available.

Updating and amending the code of Good Governance

- The Board of Trustees shall review this code of good governance at least every 3 years, ensuring that it is in line with EOI's mission, vision and values.

- Trustees, directors and managers may propose partial or full amendments to the code of governance by stating the proposed amendment and by justifying the reasons for the changes.

Annex 5. Indicators

ENVIRONMENT

Materials

- EN1 Materials used by weight or volume. (Core)
EN2 Percentage of materials used that are recycled input materials. (Core)

Energy

- EN3 Direct energy consumption by primary energy source. (Core)
EN4 Indirect energy consumption by primary source. (Core)
EN5 Energy saved due to conservation and efficiency improvements. (Additional)
EN6 Initiatives to provide energy-efficient or renewable energy based products and services, and reductions in energy requirements as a result of these initiatives. (Additional)
EN7 Initiatives to reduce indirect energy consumption and reductions achieved. (Additional)

Emissions, Effluents, and Waste

- EN16 Total direct and indirect greenhouse gas emissions by weight. (Core)
EN18 Initiatives to reduce greenhouse gas emissions and reductions achieved. (Additional)
EN22 Total weight of waste by type and disposal method. (Core)
EN26 Initiatives to mitigate environmental impacts of products and services, and extent of impact mitigation. (Core)

Transport

- EN29 Significant environmental impacts of transporting products and other goods and materials used for the organization's operations, and transporting members of the workforce. (Additional)

ECONOMIC & GOVERNANCE

Economic Performace

- EC1 Economic value generated and distributed, including revenues, operating costs, employee compensation, donations and other community investments, retained earnings, and payments to capital providers and governments.(Core)
EC4 Significant financial assistance received from government. (Core)

Indirect Economic Impacts

- EC9 Understanding and describing significant indirect economic impacts, including the extent of impacts. (Additional)

Mission, Vision & Values

Level of communication of Mission, Vision and Values (surveys, social networking, website, newsletters, exam)

Alignment between mission, vision and values of the organization and those of its stakeholders

Level of integration of the concepts of sustainability and ethics

Participation in international sustainability initiatives

Number of initiatives that the organization is signed up to

Code of ethics

Level of communication of code of ethics
Training hours per employee/student in code of ethics
Existence of an ethical manager/committee

SOCIAL PERFORMANCE: LABOR PRACTICES & DECENT WORK

Employment

LA1 Total workforce by employment type, employment contract, and region. (Core)
LA2 Total number and rate of employee turnover by age group, gender, and region. (Core)
LA3 Benefits provided to full-time employees that are not provided to temporary or part-time employees, by major operations. (Additional)

Labor/Management Relations

LA4 Percentage of employees covered by collective bargaining agreements. (Core)
LA5 Minimum notice period(s) regarding significant operational changes, including whether it is specified in collective agreements. (Core)

Occupational Health and Safety

LA7 Rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities by region. (Core)

Training and Education

LA10 Average hours of training per year per employee by employee category. (Core)
LA11 Programs for skills management and lifelong learning that support the continued employability of employees and assist them in managing career endings. (Additional)
LA12 Percentage of employees receiving regular performance and career development reviews. (Additional)

Diversity and Equal Opportunity

LA13 Composition of governance bodies and breakdown of employees per category according to gender, age group, minority group membership, and other indicators of diversity. (Core)

SOCIAL PERFORMANCE: HUMAN RIGHTS

HR4 Total number of incidents of discrimination and actions taken. (Core)

SOCIAL PERFORMANCE: SOCIETY

Community

SO1 Nature, scope, and effectiveness of any programs and practices that assess and manage the impacts of operations on communities, including entering, operating, and existing. (Core)

Public Policy

SO5 Public policy positions and participation in public policy development and lobbying. (Core)

SOCIAL PERFORMANCE: PRODUCT RESPONSIBILITY

PR5 Practices related to customer satisfaction, including results of surveys measuring customer satisfaction. (Additional)

Customer Privacy

PR8 Total number of substantiated complaints regarding breaches of customer privacy and losses of customer data. (Additional)

The Responsible Business School Project

	UPM-ETSII	UNIV. SANTIAGO	ESADE	BENTLEY BS	EOI	MATURITY
ENVIRONMENT						
Energy	2,5	4	3	4,5	1	3
Waste management	2,5	4,5	1	5	1	2,8
CO2 emissions	2	4,5	1	5	1	2,7
Transport	1	4	1	4	1	2,2
Materials	3,5	3,5	1	3	1	2,4
SOCIAL						
Training and education for employees	3	4,5	1	2	2	2,5
Entrance in labor market	3,5	5	4,5	3,5	2,5	3,8
Entrepreneurship	3	5	4	3	3,5	3,7
Learning environment	4	4,5	5	4	4	4,3
Networking	2	4,5	4,5	4	2	3,4
Brand recognition	4	4	4,5	3,5	3	3,8
Employment	2,5	4,5	1	3,5	1	2,5
Labor management relations	1	4,5	1	3,5	1	2,2
Diversity and equal opportunities	2	4,5	3	4	2	3,1
Occupational health & safety	1	4,5	1	5	2	2,7
Communication channels	2	4	4	4	3,5	3,5
Stakeholder satisfaction	4	4,5	4	3	3	3,7
Partnerships/collaborations	4	4,5	4,5	3,5	2,5	3,8
Community	1	4,5	3	5	1	2,9
Privacy of personal information	1	2	1	1	2,5	1,5
Accountability towards donors/sponsors	1	4	3,5	3	1	2,5
Media relationships	1,5	2	4,5	2,5	3	2,7
Social projects / social investments	2,5	3,5	3,5	5	1	3,1
Outreach/awareness programs to the general public	1	4,5	2,5	3	2	2,6
GOVERNANCE						
Mission/vision & values	2	5	5	3	3	3,6
Economic performance	2	4,5	5	3,5	1,5	3,3
Code of ethics & training	1	5	2	3	3	2,8
Signatory of UNPRME or similar	1	4,5	4	4	2,5	3,2
Indirect economic impact	1	5	1	1	1	1,8

The Responsible Business School Project

Annex 7. Relevance of material issues for EOI's stakeholders

	Employees	Ministry of Industry	Board of Trustees	Public administration	European Union	Companies		Local communities	Teachers
						Large companies	SMEs		
ENVIRONMENT									
Energy		1	1						
Waste	1			1				1	
CO2 emissions									
Transport								1	
Materials	1		1						
SOCIAL									
Training and education for employees	1	1	1						1
Entrance in labor market	1	1	1			1	1		1
Entrepreneurship	1	1	1				1	1	1
Learning environment	1		1						1
Networking	1		1			1	1		1
Brand recognition	1	1	1	1	1	1	1		1
Employment	1	1	1	1	1			1	1
Labor-mgmt relations	1		1						1
Diversity and equal opportunities	1	1	1						1
Occupational Health & Safety	1	1	1	1					1
Communication channels	1		1			1	1		1
Stakeholder satisfaction	1	1	1			1	1		1
Partnerships/collaborations	1	1	1	1		1	1		1
Community								1	
Privacy of personal information	1		1			1	1		1
Accountability towards donors		1	1	1	1	1			
Media relationships	1	1	1						
Social projects								1	
Outreach/awareness programs to the general public			1					1	1
GOVERNANCE									
Mission/vision & values		1	1						
Economic performance	1	1	1	1	1	1			1
Code of ethics & training	1		1						1
Signatory of UNPRME or similar			1						
Indirect economic impact		1	1	1	1	1	1	1	

The Responsible Business School Project

	Students			Society	Other knowledge institutions	Suppliers	Media	NGOs	Ranking & accreditation entities	RELEVANCE	RELEVANCE (standardized)
	Current students	Alumni	Prospective students								
ENVIRONMENT											
Energy				1						3	0,83
Waste				1						4	1,11
CO2 emissions				1						1	0,28
Transport				1						2	0,56
Materials	1			1		1				5	1,39
SOCIAL											
Training and education for employees										4	1,11
Entrance in labor market	1		1	1	1				1	11	3,06
Entrepreneurship	1	1	1	1	1				1	12	3,33
Learning environment	1		1		1				1	7	1,94
Networking	1	1	1		1			1	1	11	3,06
Brand recognition	1	1	1		1		1	1	1	15	4,17
Employment				1						8	2,22
Labor-mgmt relations										3	0,83
Diversity and equal opportunities				1						5	1,39
Occupational Health & Safety	1					1				7	1,94
Communication channels	1	1	1	1	1		1		1	12	3,33
Stakeholder satisfaction	1	1			1				1	10	2,78
Partnerships/collaborations	1	1	1		1			1	1	13	3,61
Community				1						2	0,56
Privacy of personal information	1	1	1							8	2,22
Accountability towards donors										5	1,39
Media relationships				1	1		1		1	7	1,94
Social projects				1	1				1	4	1,11
Outreach/awareness programs to the general public				1	1		1		1	7	1,94
GOVERNANCE											
Mission/vision & values				1	1				1	5	1,39
Economic performance					1	1			1	10	2,78
Code of ethics & training	1			1	1				1	7	1,94
Signatory of UNPRME or similar					1				1	3	0,83
Indirect economic impact				1						8	2,22

The Responsible Business School Project

Annex 8. The surveys

As a first approach to consulting stakeholders so as to gather information on the material issues identified, we have designed and upload into our website [] (as of on-line forms) the following surveys, addressed at each of the most relevant stakeholders determined. The idea would be to distribute the link to the page containing the forms to statistically significant amounts of individuals within each category and get them to fill them in as objective a manner as possible. For the sake of keeping their motivation levels up during the surveys, we will, as explained in the “Perspectives for the future” section, engage them with innovative and attention-grabbing mechanisms such as cool videos explaining the questions and answer through comic situations or even live sketches, etc.

“We need YOU!!

How can you contribute and make a difference for your school and society as a whole?

As an interested party of your academic institution (we all are), YOU can actively participate in this process of assessing and improving your school's CSR practices by providing good feedback, suggestions, etc., through our various consultation methods: surveys, focus groups, personal interviews, etc. Look for the appropriate category (professors, students...) within this section of the website and spare 5 minutes for the benefit of us all. Receive all our gratitude in advance, from the C-team ;-)”

Stakeholder	Material issues	Questions
All (common issues)	Statistical info about the interviewee	1.Age (choose from a list of ranges): <ul style="list-style-type: none"> • 18-23 • 24-27 • 28-33 • >34 2.Gender (choose from a list) <ul style="list-style-type: none"> • Male • Female 3.Country of origin (text box)
	Mission/vision	1.Are you aware of EOI's mission and vision? A. If so, please state where did you see/hear about it (choose from a list): <ul style="list-style-type: none"> • Website • Brochure • Training program • Conference/workshop at EOI

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		<ul style="list-style-type: none"> • EOI 2020 Strategic Plan • Word of mouth • Social media/blogs • Other (please specify) <p>2.From the following elements, please select the 4 most important ones, in your opinion, to be included in EOI's mission/vision?</p> <ul style="list-style-type: none"> • Excellence in education • Innovation • Ethics • Sustainability (explain in the video) • Collaboration with other actors • Rich cultural diversity • Social entrepreneurship • Technology for good
Values		<p>3.Which of these values do you think are EOI's at present time? (Select 4)</p> <ul style="list-style-type: none"> • Real economy 3. Do more with less • Technological innovation • Honesty • Social innovation • Respect • Service to society 4. Unity of purpose 5. Transparency <p>4.Which of these values do you think EOI should have? (Select 6)</p> <ul style="list-style-type: none"> 6. Integrity 7. Real economy 8. Honesty 9. Social Innovation 10. Unity of purpose 11. Respect 12. Service to society 13. Fairness 14. Transparency 15. Technological innovation 16. Generosity

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		17. Commitment
Students	Current	Code of ethics/good governance
		5.Are you are aware of EOI's code of ethics and/or of good governance?
		-Career development
		-Entrepreneurship
		-Personal/professional dreams
		-Quality education

17. Commitment

5.Are you are aware of EOI's code of ethics and/or of good governance?

6.Which program are you enrolled in? (choose from a list)

2. IMSD
3. Global MBA
4. MBA Full Time
5. MBA Part Time
6. MERME (Energías Renovables)
7. MAGUA (Ingeniería y Gestión del Agua)
8. MIGMA (Ingeniería y Gestión del Medioambiente)
9. Master en Dirección de Responsabilidad Corporativa
10. Other (please specify)

7.How satisfied are you by EOI's efforts in helping you find employment?

8.How do you see yourself in 7-10 year's time? (choose from a list)

- Employee of a major company
- Manager of a major company
- Entrepreneur
- Employee of an SME
- Manager of an SME
- Public administration
- 3rd sector (non-for-profits: NGOs, foundations, etc.)
- Teacher
- Other (please specify)

9.Do you feel that EOI has enabled you to do the following?

- Lead the business world to meet the challenges of today/tomorrow?
- Change the world for the better?
- Maximizing businesses profit?
- Promote sustainability in business?
- Manage the companies of the future?
- Launch your own business/organization?
- Other (please specify)

10.How satisfied are you overall with:

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		<p>-A positive learning environment -Networking</p> <p>-Examples to follow</p> <p>-Personal experience</p>	<ul style="list-style-type: none"> • The contents? • The professors? • The coordinators of your program? • The program in general? • The school? <p>11.How would you describe the environment in your class and its contribution to a good learning experience?</p> <p>12.How much has the program helped you to network in the professional world?</p> <p>13.How well do you feel EOI has provided you with the necessary skills to begin work in your field of choice?</p> <p>14.From which of the following groups have you drawn the most personal/professional inspiration (role models)? (select one)</p> <ul style="list-style-type: none"> • Your fellow classmates • Professors • Program coordinators • School's staff • Other (please specify) <p>15.Did the course give you value for money?</p> <p>16.How would rate your overall personal experience in relation with the program?</p>
	<p>Former</p>	<p>-Career development</p> <p>-Entrepreneurship</p>	<p>6.Which program did you follow? (choose from a list)</p> <ol style="list-style-type: none"> 11. IMSD 12. Global MBA 13. MBA Full Time 14. MBA Part Time 15. MERME (Energías Renovables) 16. MAGUA (Ingeniería y Gestión del Agua) 17. MIGMA (Ingeniería y Gestión del Medioambiente) 18. Master en Dirección de Responsabilidad Corporativa 19. Other (please specify) <p>7.When (year) did you graduate from EOI?</p> <p>8.How long did it take you (# months approx.) to find a job/internship after your graduation?</p> <p>9.What is your current position? (select from a list)</p> <ul style="list-style-type: none"> • Employee of a big company • Manager of a big company • Employee of an SME • Manager of an SME • Entrepreneur • Public administration

The Responsible Business School Project

		<ul style="list-style-type: none"> • 3rd sector (non-for-profits: NGOs, foundations, etc.) • Teacher • Other (please specify) <p>10. How did the program you followed at EOI meet your expectations in general (knowledge, contacts, current job, etc.)?</p> <p>11. Have you enrolled into any further programs at EOI? (yes/no)</p> <p>12. How regularly (if any) have you attended events (conference, workshop, etc) organized at/by EOI since your graduation?</p> <p>13. Since you graduated, how much have you kept in touch with:</p> <ul style="list-style-type: none"> • Classmates? • Professors? • Program coordinator? • Alumni Club? • Other (please specify)? <p>14. What about imparting classes at EOI at some point in the future, how strong will your motivation for that be?</p> <p>15. What has been your level of collaboration with EOI since you graduated (organized events together, partner for some projects, done business with, etc.)?</p> <p>16. How would rate your overall personal experience in relation with the school and the program you pursued?</p>	
	<p>Prospective</p>	<p>-Networking: keep in touch with the EOI community</p> <p>-Become professors at EOI</p> <p>-Partnership/collaboration/doing business together</p> <p>-Personal experience</p>	<p>-Career development</p> <p>6. Which program are you going to pursue? (choose from a list)</p> <ol style="list-style-type: none"> 20. IMSD 21. Global MBA 22. MBA Full Time 23. MBA Part Time 24. MERME (Energías Renovables) 25. MAGUA (Ingeniería y Gestión del Agua) 26. MIGMA (Ingeniería y Gestión del Medioambiente) 27. Master en Dirección de Responsabilidad Corporativa 28. Other (please specify) <p>7. Why have you decided to study at EOI? (multiple choice)</p> <ul style="list-style-type: none"> • School's prestige • Quality of education • Pioneering role in the Sustainable Development/CSR sector • Pioneering role in the Environment/Green sector • Pioneering role in the Energy sector

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		<p>-Entrepreneurship</p> <p>-Get a broad picture of the program beforehand:</p> <ol style="list-style-type: none"> 1. professional pathways 2. topics covered 3. overall strengths & weaknesses 4. quality of education: contents, professors, fellow students, school... 5. have the opinion of a large number of participants: current and former students, staff, professors ... <p>-Networking</p> <p>-Become professors at EOI</p>	<ul style="list-style-type: none"> • Location (Madrid, Spain) • Other (please specify) <p>8. Why have you chosen this particular program? (multiple choice)</p> <ul style="list-style-type: none"> • Contents/topic • Professional career opportunities • Professors • Other (please specify) <p>9. Where would you like to work after completing your program?</p> <ul style="list-style-type: none"> • Consultancy firm • Big company • SME • Your own company • Public administration • 3rd sector (non-for-profits: NGOs, foundations, etc.) • Teacher • Other (please specify) <p>10. What sources of information have you used to find out about the program you selected:</p> <ul style="list-style-type: none"> • Website • Official school blogs • Program coordinators • Current students • Former students • Brochures • Social media: <ul style="list-style-type: none"> • Facebook • LinkedIn • Twitter • Blogs (not run by school) • Other (please specify) • Other (internet) • Other (please specify) <p>11. Which of the following groups would you favor more to network with (a priori): (Rank in order of importance: 5 = "most important to you")</p> <ul style="list-style-type: none"> • Classmates • Professors
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The Responsible Business School Project

Professors	<p>-Partnership/collaboration/doing business together -Personal experience</p>	<ul style="list-style-type: none"> • Program coordinators/managers • Alumni Club (former students) • Other (please specify) <p>12. What about imparting classes at EOI at some point in the future, how strong will your motivation for that be? 13. And what about collaborating and/or doing business with EOI?</p> <p>14. How would rate your overall experience with the school (program coordinator/s, etc.) throughout the admission process?</p>
	<p>-Career Development</p>	<p>6. What program/s do you teach at the EOI? (multiple choice)</p> <ol style="list-style-type: none"> 29. IMSD 30. Global MBA 31. MBA Full Time 32. MBA Part Time 33. MERME (Energías Renovables) 34. MAGUA (Ingeniería y Gestión del Agua) 35. MIGMA (Ingeniería y Gestión del Medioambiente) 36. Master en Dirección de Responsabilidad Corporativa 37. Other (please specify)
	<p>-Impart knowledge</p>	<p>7. What courses do you teach? Please specify (long text box) 8. For how long (years) have you being involved with EOI? (short text box) 9. What is your overall satisfaction level with: (grade from 1-5)</p> <ul style="list-style-type: none"> • The school? • Program/s you teach at? • Students? • Staff? • Other (please specify)?
<p>-Give back (teaching) to the EOI community and society -Enlighten and inspire students with their own personal and professional experiences</p>	<p>10. Why have you decided to teach at EOI? (order by preference)</p> <ul style="list-style-type: none"> • Salary • EOI's reputation • Your own reputation • Contribute positively to society • Networking • Recruit students • Other (specify) <p>11. Are you planning on continuing your professional relationship with EOI?</p>	

The Responsible Business School Project

	<p>-Recruit some the best and brightest students for their own enterprises -Collaborations/partnerships/doing business together</p> <p>-Networking</p> <p>-Personal experience</p>	<p>A.If no, please specify why.</p> <p>12.With regards to employability, do you feel that the students at EOI are of a high quality?</p> <p>13.How regularly (if any) do you attend events (conferences, workshops, etc) organized at/by EOI?</p> <p>14.Apart from your teaching duties, how much do you collaborate/partner or do some other type of business with EOI?</p> <p>15.How much has your network of relevant professional contacts grown as a result of your relationship with EOI?</p> <p>16. And with which of the following groups have you had the most meaningful interactions: (Rank in order of importance: 5 =“most meaningful to you”)</p> <ul style="list-style-type: none"> • Your students • Your fellow professors • Program coordinators/managers • School's staff • Alumni Club (former students) • Other (please specify) <p>17.How would you rate the atmosphere in the class/es you teach?</p> <p>18.How would rate your overall personal experience in relation with the program?</p>
Staff	<p>-Financial stability -Health & Safety -Career development -Work/life balance -Diversity -Good communication channels</p> <p>-Meaningful career -Feel appreciated</p> <p>-Have responsibility in role</p>	<p>6.Does your salary match your level of responsibility?</p> <p>7.Do you think your working environment is healthy and secure?</p> <p>8.How well does EOI train you and help you develop in your career?</p> <p>9.Do you feel supported in finding a healthy work/life balance?</p> <p>10.If you are a member of a disadvantaged or minority group how well do you feel integrated into EOI?</p> <p>11.Do you feel that EOI communicates well with you?</p> <p>12.Do you feel that it is easy to get your voice heard?</p> <p>13.How well does EOI assess your performance?</p> <p>14.Do you feel that your job is beneficial to society?</p> <p>15.Do you feel appreciated in your role?</p> <p>16.Do you feel that EOI is interested in your level of satisfaction with your role?</p> <p>17.Do you feel that you have a reasonable level of responsibility in your role?</p>
Companies (that hire students)	<p>-Hire (job or internship) skillful and well prepared professionals (graduate students)</p>	<p>6.What are the reasons you consider for hiring EOI graduate students? (multiple choice)</p> <p>4. Quality of EOI's programs</p> <p>5. EOI's reputation</p>

The Responsible Business School Project

	<p>-Foster innovation within the company: give freedom to new recruits and encourage them to participate in the management of the company and contribute with their own views and ideas in order to improve the company.</p> <p>-Train new recruits and make sure they maximize their learning experience</p> <p>-Collaborations/partnerships/ doing business together</p> <p>-Networking</p>	<ol style="list-style-type: none"> 6. Students' knowledge in your field of work 7. Students' teamwork skills 8. Students' communication skills 9. Students' capacity to bring about innovation 10. Student's know how on sustainability 11. Students' overall attitude 12. Other (specify) <p>7. Do you offer internship opportunities for EOI students in your company? A. If so, how often do those interns obtain a full-time position in your company after the internship period? (percentages)</p> <p>8. How many EOI graduate students have you hired during the past 10 years?</p> <p>9. For how long do those EOI graduate students typically work for your company? (select from a list of ranges)</p> <ul style="list-style-type: none"> • 6 months-1 year • 1-2 years • 2-5 years • More <p>10. How good/bad was your initial impression on those graduate students from EOI at the time of the recruiting interview?</p> <p>11. How well has the EOI grad/s you hired performed according to your initial expectations? (badly, as expected, surprised me positively...)</p> <p>12. How much have those recruits from EOI contributed to bring about positive innovation in your company and thus improve its performance with relation with your stakeholders?</p> <p>13. Based on your previous experience with EOI grad students, how much would you be willing to hire EOI's students next year?</p> <p>14. How often does your company involve those recruited EOI grad students in training programs? A. And if so, how well do those students respond to those programs?</p> <p>15. How regularly (if any) do you, or anybody from your organization, attend events (conferences, workshops, etc) organized at/by EOI?</p> <p>16. Apart from the recruiting process, how much do you collaborate/partner or do some other type of business with EOI?</p> <p>17. How much has your network of relevant professional contacts grown as a result of your relationship with EOI?</p> <p>18. And with which of the following groups have you had the most meaningful interactions: (Rank in order of importance: 5 = "most meaningful to you")</p> <ul style="list-style-type: none"> • Students • Professors
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The Responsible Business School Project

All (common issues)	-Personal experience	<ul style="list-style-type: none"> • Program coordinators/managers • School's staff • Alumni Club (former students) • Other (please specify) <p>19.How would rate your overall personal experience with EOI and its graduate students?</p>
	-Suggestions for improvement	-What things could be improved at EOI and how? Provide up to 5 suggestions (in order of importance/urgency in your view

Globeearth

Business Plan

Summary



The Globeearth Team:

- Jesús Iglesias Saugar
- Ramón Peiró Pastor
- Inmaculada Rojo Baños
- José Jesús Molinero Sanz
- Sergio Martín Hernán
- Collaborators: Elena Sevilla Gil, Fernando Iglesias, Jose Luis Ruiz de Munain, Erica Takenouchi, Ruben Ron López, etc.

Table of contents (full business plan)

Executive summary

Why? What? Who? How? When?

Why?

- 1.Introduction: motivation for the Globeearth project
 - 1.1.The major world problems of today and tomorrow
 - 1.2.The solution: Sustainable Development

What?

- 2.Analysis of the organization: mission, objectives and resources
 - 2.1.Our contribution
 - 2.2.Attributes
 - 2.3.Mission, vision and values
 - 2.4.The concept

Who?

- 3.Our treasure: the people
 - 3.1.Human capital
 - 3.2.Structure

How?

- 4.Analysis of the market
 - 4.1.Market research
 - 4.2.Strategic business units
 - 4.3.Segmentation
- 5.Assessment of the competition
- 6.Strategic plan
 - 6.1.External generic analysis → *KEFs (Key Environmental Factors)*
 - 6.2.Internal generic analysis → *KSFs (Key Success Factors)*
 - 6.3.SWOT analysis
 - 6.4.Actions over strengths and weaknesses
 - 6.5.Strategy on opportunities and threats
 - 6.6.Redefining the project
 - A) Mission, objectives and resources
 - B) Organizational typology and principles
 - C) Strategy
 - D) Key elements
- 7.Marketing strategy
 - 7.1.The 7+1 Ps
 - 7.2.Marketing campaign

8.Operations plan

9.Financial plan

10.Legal form

When?

11.The Road to Globeearth: chronolgy and stages

12.Conclusions

13.References

14.Anexes

Executive summary

Why?

In recent times (since the Industrial Revolution and, more prominently so, during the second half of the 20th century), the human race has applied a type of society based in a non-sustainable model. The rapid depletion of natural resources, many of them non-renewable, the unbalanced growth of the human population, the changes in the world climate, the increasing inequalities, etc., are phenomena of rather unpredictable consequences though not so difficult to foresee their direction. These problems, while being essentially caused in the developed countries, they are global in their nature and most times, and here lies the big injustice of unsustainable development, the most vulnerable are hit harder. Inaction will lead to this model extending to the developing world and, over time, putting our survival as a species at risk in the medium-to-long term (in less than a century at this pace)

What?

Fortunately, the coming generations are more and more conscious of the limits and flaws of our current system, an emerging line of thought that is giving way to the birth of a new socio-economic model known as Sustainable Development, which seeks to assure the long-term wellbeing of the human race. A wellbeing for all and by all, based in mutual respect among all inhabitants of the planet and towards the future generations, and in the integration into our natural environment.

Nowadays, as we write these lines, this movement is beginning to gather momentum and take roots in the people, opening doors to a wide range of opportunities in a variety of fields. In this context, Globeearth sees the light of day as an organization of global character (global being the nature of the problems we face, global must be their solutions) that has identified the needs of our society in the pathway to change.

Who?

Given the magnitude of the challenge ahead, quite possibly the largest in our history, here we are ready to take on it. We are the best prepared generation ever to exist. We have lived and worked in all continents. We have known people, philosophies and ways of life diverse and complementary. We have at our disposal the necessary set of tools and technologies to manage large amounts of information and reach out to the masses. Globeearth we are a team of people, friends and youngsters born under different flags (Spain, Brazil, USA, France, etc.) but brought together for a common dream: change. Change for the better. We are a formidable human group comprising: engineers, architects, humanists, journalists, teachers, etc. (see the CVs attached); formed by the founders and a network of international collaborators and partners at national and international level (individual consultants, universities, companies, research centers, media...)

How?

Globeearth's mission is to catalyze the deployment of a sustainable socio-economic model aligned with people's needs. In this sense, Globeearth we position ourselves as a valuable agent of change for society as we gather the knowledge and distribute it among the different players (companies, public institutions, third sector, citizens, etc.), linking all the sectors concerned (environment, economy, politics, social development, etc.) For so doing, we structure ourselves around three lines of activity: consulting, research, and communication/education. Our global perspective is given by our diversity (internal and external), multidisciplinary, our mutual relationships with all actors of society and our international presence through our worldwide network of collaborators and partners. This comprehensive nature both in vision and action constitutes our added value, our idiosyncrasy.

When?

Right here, right now. The moment is now. The fight against Climate Change, the search for new energy solutions, the eradication of poverty ... all these major problems that affect us all, they all offer us a time window of about 20 to 30 years from now to react and avoid catastrophic consequences for our civilization, as by most studies indicate. This period fittingly coincides with our professional careers, of the members of the Globeearth project. Planet Earth finds itself at a critical point in time where action in the right direction is must and the chose ones are us, the youth of today. Society is prepared and so are its leaders. The "changemakers" we have identified the necessities, opportunities are arising, and above all, the movement is getting to the streets, to each and every one of us. Because, quoting Barack Obama, "real change is only possible when ordinary Americans are willing to organize from the bottom up." Substitute "Americans" by "people" in Barack's words and you will have our real dn only weapon: grassroots solutions. Globeearth, we are ready to take on this challenge and lead our people forward bringing about the needed change towards sustainability.

What?

"Change we need. Change we want. Change we are"

2. Analysys of the organization: mission, objectives and resources

2.1. Our contribution

In this context (defined in section 1) we are born, Globeearth, an organization formed by a group of experts in the this new socio-economic model called "Sustainable Development" (SD), aimed at defining, promoting and facilitating its implementation into our current society. So let's see step by step what our vision and solution is going consist of.

2.2. Attributes

Name: Globeearth

Slogan: *Thinking global, acting local*

Our services: *Knowledge, communication, research & education in sustainability: energy, environment, climate, society, economy, politics, etc.*

Business card and image:



Knowledge, Information, Education & Research in Sustainability: Energy, Environment, Climate, Economy, Society...

www.globeearth.org

Jesus Iglesias Saugar
MSc in Sustainable Development & CSR
Space & Earth System Science Researcher
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Domain names:

- The Globeearth Foundation: www.globeearth.org
- Globeearth-Knole (consulting): www.globeearth.es

2.3. Mission, vision and values

The mission, vision and values of the Globeearth Project are us, the people who personify it. At Globeearth we believe in people and facts (we are what we do) above any declaration of intent written or unwritten. In this sense, we believe that the best to lead this project forward and establish its basis (say its mission, vision & values) is by example and from behind (without "pushing" anybody, just motivating and inspiring people so that they take action by themselves). Globeearth is not an organization in charge of doing some particular work, Globeearth is a bunch of individuals with a common goal in life. In any case, we take note of those ideals and principles in this document so as not to forget them (we are human beings after all ;)

Mission

Our mission is clear and simple: we want to protect life on Earth by applying sustainable solutions through **knowledge, information, research and education**.

Vision

For us, the world is not as we see it but as we imagine it. At Globeearth we imagine a world full of opportunities for everybody, fair and based on respect and common understanding of each other. A world where diversity is the norm and the way. At Globeearth we imagine a world that sustains itself over time so that future generations will be able to enjoy it as much as we have ourselves. For that to happen, our approach is grounded on two complementary paths:

- "Top-down": routing economy's main agents (especially SMEs) towards sustainability.
- "Bottom-up": educating/training citizens on the principles (raising awareness) and practical solutions (hands-on strategies) that will put us in the right track to the desired finish line.

Values

Our principles revolve around two lines: preaching by example and leading from "the second row and quietly". We are much more than an organization; we are a lifetime project, a way of life. We believe in what we do and propose to the world and as such we are going to put it into practice in and within ourselves first. These are our underlying, core values from where the rest of our project (and the rest of ourselves) derives:

- Justice, solidarity and respect towards everybody
- Respect and sustainable integration into the environment: no to consumerism, no to the waste of resources, no to pollution, etc.
- Yes to a future plentiful of opportunities for everybody
- Democracy as something much bigger than just electing our representatives every 4 years. Democracy as a vision of the world conceived from the active participation of oneself in the first place.

2.3.The concept

We are a group of experts in the new socio-economic model known as "**Sustainable Development**" (SD), contributing both to its development and putting into practice.

"Sustainable Development" is the word of mouth today, but not a lot of people really know what it means or implies. This is where we come to play. We are going to furnish them with the tools to understand what this is all about, how and where to look for the information they need and, most importantly, what they can do to react ... and contribute.

In that sense, our **mission** is clear and simple: we want to protect life on Earth by applying sustainable solutions through **knowledge, information, research and education**.

Our structure is going to be that of a social organization with a **worldwide network** of collaborators and partners. We will collect, analyze and distribute information on SD to all the parties concerned: institutions, NGOs, businesses, governments, organizations and, above them all, regular citizens like you and me; and at all levels: local, regional, national and transnational.

We want to bring change to the table. Change towards a new global model, a more fair and sustainable one from **the 2 dimensions of SD**:

- **Space:** equal opportunities & rights for everybody on Earth: freedom, dignity, equality, education, wealth distribution, fair trade, etc
- **Time:** respecting future generations' right for a "habitable" and opportunity-full planet.

As for our **realms of action**, knowing the complexity of the challenges upon us, we want to offer as complete and global perspective (solutions!) as possible, by integrating together a diversity of complementary visions through **the 3 pillars of SD** (as defined by the UN at the Earth Summit held in Rio de Janeiro in 1992):

People:

- Education & training
- Information & communication
- Social & humanitarian projects

Planet:

- Environment
- Climate
- Energy

Economy:

- Sustainable management of resources
- Quest for social well-being: health, happiness & prosperity

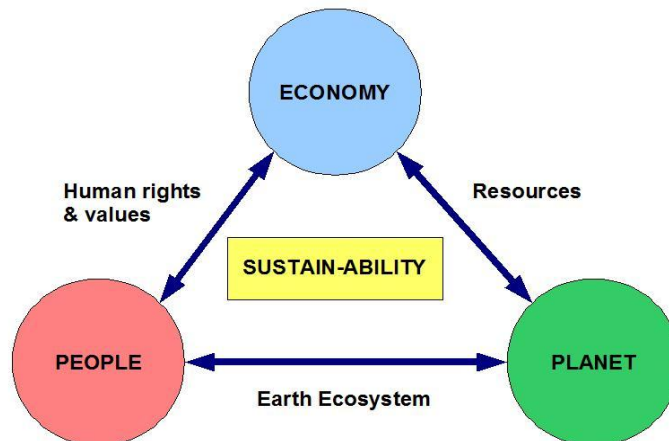


Figure 2. The Globeearth's vision of SD: the three pillars

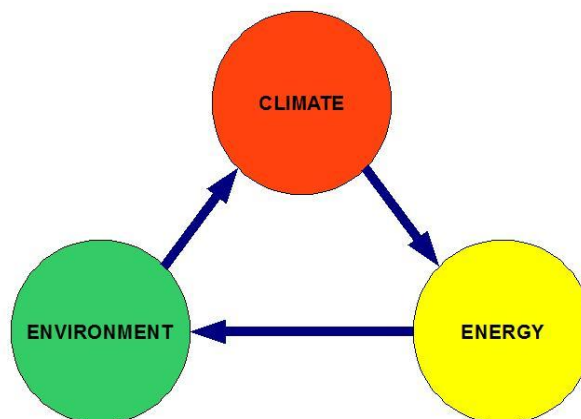


Figura 3. The “planetary” strategy of Globeearth.

Initially, as every business starting up, we will focus solely on some of those fields (determined by the first projects we are getting) as we will see later on. However, as we evolve, the idea is to encompass the majority of them (global solutions) while remaining coherent in terms of resources (manpower, etc.)

To respond to the above mentioned necessities, we have developed three branches or lines of actions fully interlinked among them but with differentiated input and output pathways to the world:

- **Globeearth-Knowledge (GK):** knowledge-based consulting
- **Globeearth-Communication (GC):** Info, com. & education/training
- **Globeearth Research (GR):** Research & Development

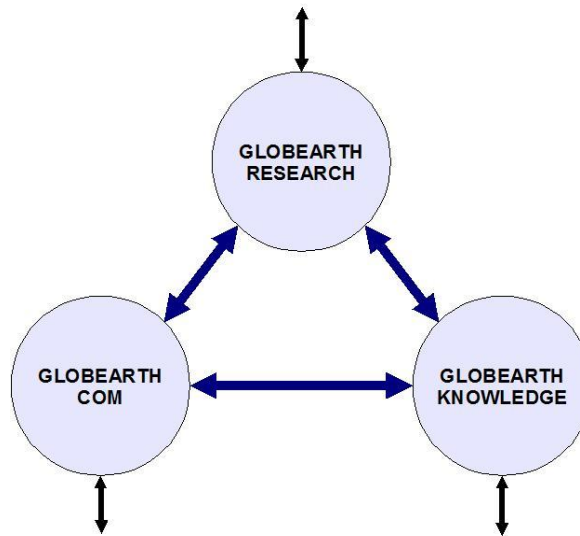


Figure 4. The triple perspective of Globeearth

The **multi-connections, multi-feedback** nature of these three lines of action constitutes Globeearth's main added-value asset as a service to society.

Who?

"A single rose can be my garden ... a single friend, my world." -Leo Buscaglia

3.Our treasure: the people

3.1.Human capital

Our key elements are, in this order, **people** (both internally and externally) and **global perspective** (the only necessary and sufficient resource to get us out of this situation we are in). Therefore, we focus the most of our efforts on our human resources (**human capital**) and their relationships with the world (**social and relational capital**), in building a multidisciplinary and complementary team (**knowledge and diversity** of backgrounds, nationalities, etc.) capable of managing the complex and global challenges we are facing nowadays. We are an organization based on **intangibles** and consequently we set our priorities (principles, etc.) and strategies (training, etc.)

As a whole, we count among us with people from a **variety of professional fields**:

- **Engineers:** aeronautics, industrial, forestry, agriculture, telecommunications, etc.
- **Scientists:** environmental science, biology, Earth system Science (Earth Observation, Climate Change, etc.)
- **Journalists**
- **Teachers/educators**

- **Architects**
- **Business experts:** administration/management, markets, communication, HR, marketing, finance, etc.
- Experts in different realms such as: history, economy, etc.

Such a diverse team of talented individuals is structured in the following flexible and scalable manner:

- **Core** (the founding partners) + **network of external collaborators** on a project by project basis (**collaborative free-lance**)

1. The “Core”

"The Founding Fathers". A bunch (around 20 so far) of youngsters (mid to late twenties) from different backgrounds and nationalities that dedicate themselves full-time to the Globeearth Project.

- **Jesús Iglesias Saugar:**

Main tasks:

- Globeearth-Knowledge: Global Solutions, Climate-Carbon, SR (Social Responsibility)
 - Globeearth-Research: low-carbon solutions, social entrepreneurship
 - Globeearth-Com: bring in all actors (businesses, academia, government, civil society, etc.)
- MSc in Space and Earth System Science + International MSc in Sustainable Development and Corporate Social Responsibility (IMSD) at EOI Business School

[Personal website](#)

Personal Blog "One World, Ours" at <http://one-world-ours.blogspot.com/>

Professional adventure (Linkedin): <http://www.linkedin.com/in/iesuspiro>

- **Fernando Iglesias Saugar:**

Main tasks:

- Globeearth-Knowledge: environment
 - Globeearth-Research: environmental strategies and impact assessment methodologies
 - Globeearth-Com: conferences, workshops, etc.
- BSc in Environmental Science + 1 year Erasmus exchange program in Florence (Italy)

- **Ramón Peiró Pastor:**

Our “company man”: finance, HR, marketing, CSR, etc.

Commercial Engineer (Telecommunications) + IMBA at the "Instituto de Empresa"

- **Inmaculada rojo Baños:**

- Globeearth-Knowledge: environment
 - Globeearth-Research: ecosystems, biology, biodiversity, etc.
- Biologists and expert on the environment + MSc in Environmental Engineering and Water Management at EOI Business School

- **Elena Sevilla Gil:**

Journalist specialized in SD.

Leader of Globeearth-Com

- **José Jesús Molinero Sanz:**

- Globeearth-Knowledge - Environment and Energy
- Forestry engineer + MSc in Energy Markets and Efficiency

- **Sergio Martín Hernán:**

-Globeearth-Knowledge - Energy

Aeronautics engineer + MSc in Energy Markets and Efficiency

2. International network of collaborators

Our global view comes from many friends and acquaintances we've made on our trips around the planet. We want to know how SD is seen and implemented in Africa, Europe, Asia, America, Australia, etc. We are going to have different sorts of partnerships: some freelancers will provide new and articles to our website/magazine, other will help with the management of events, etc.

3. Other initiatives (partnerships)

We are open to collaboration with any other entity irrespectively of its nature (business, NGO, government, etc.), nationality, realm (local, regional, national or transnational), etc. We love and seek diversity. In this sense, we believe international platforms like [Business Fights Poverty](#), [Idealist.org](#), [The Hub](#), [Ashoka](#) and many others offer a magnificent communication/networking framework for gathering all motivated people and organizations together and get the boat moving in the right direction.

4. You, the citizen

We need you, the anonymous citizen with his mind full of ideas and his heart of passion. We need every one of you willing to give a hand, share some thoughts and contribute in the making of this new global society. So, yeah, we would love to have your feedback through any channel you can think of: our website, blog, email, in person, etc.

3.2.The structure

Once we enter our nominal phase (see section "When?"), with a stable volume of business and and well established in the market, our internal structure will be that of a matrix with two business units (described in detail in section "4.2. Strategic Business Units"):

- **Globearth-Knole:** (GK) consulting in SD. It will take the legal form of a limited responsibility society. → www.globearth.es
- **The Globearth Foundation:** (GC + GR) research, communication and education/training un SD. It will take the shape of a foundation. → www.globearth.org

and two transversal departments:

- **Company Department (CD):**
- **Information Systems Department (ISD):**

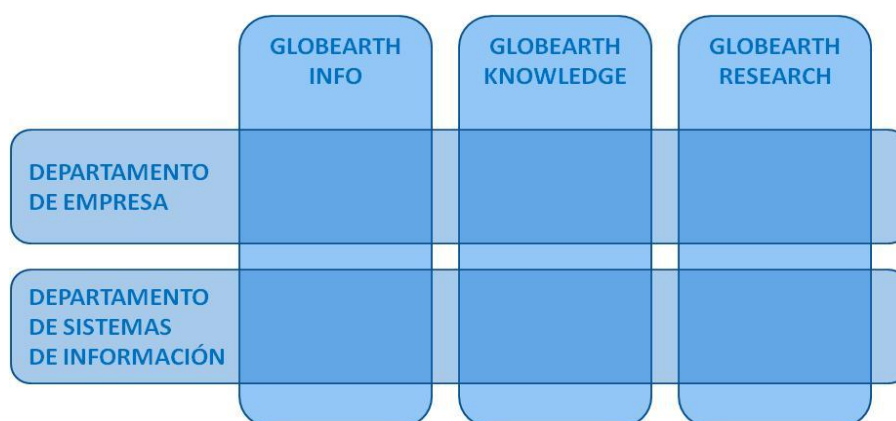


Figure 5. Organizational diagram of Globearth

1. Globearth-Knole

Globearth-Knowledge (GK)

Knowledge-based consulting in SD/CSR. It will take the form of a limited responsibility corporation. Within the GK platform we will develop projects to improve the sustainability practices and policies of the different economic agents on the basis of:

- Evaluation of current practices
- Proposal of solutions for improvement
- Advise and follow-up with their implementation
- Constant advancement of our services thanks to our customers' feedback.

This section is comprised of various teams:

1. Team Environment (ENV)
2. Team Climate-Carbon (CA)
3. Team Energy (EN)
4. Team Bio-climatic Architecture/Urbanism (NA)
5. Team Water Management (WM)
6. Team Sustainable Transport/Mobility (ST)
7. Team Sustainable Tourism (STou)
8. Team Eco-agriculture (EA)
9. Etc. (following needs)

-Services:

Consulting in SD/CSR, specifically in the following within the three pillars of sustainability:

- Planet:
 - Environment: environmental impact studies, environment integration strategies...
 - Energy: energy efficiency and savings studies, renewable energy systems integration, decentralization of energy production...
 - Climate: carbon footprinting, CO2 emissions reduction projects so as to lower our dependence on fossil fuels through sustainable mobility, ecological agriculture, local and fair trade, ICT technologies, offsetting...
- Society:
 - Integration of companies in the communities where they operate and/or have an impact on.
 - Social development projects in cooperation with NGOs
 - **"The Messengers of Love"** program as a way to integrate unemployed and other socially excluded groups into society by training them to connect their personal stories (very often of hardness and difficulties) with sustainability and then tell them to kids in schools (spread love ; -) and adapt them for companies to learn and apply the lesson to their operations
- Economy:
 - Analysis of CSR practices of companies and recommendations for improvement (engaging all their main stakeholders, life/work balance programs for employees...)
 - Environmental economics projects/strategies: valuation, use, re-use and recycle of resources, waste management...

-Clients:

- The major economic agents: private companies (especially SMEs), public entities, NGOs...

-Website:

- Spanish: www.globearth.es
- [English](#)

2. The Globearth Foundation

Research (**Globearth-Research, GR**), communication (**Globearth-Com, GC**) and education/training in SD/CSR. It will take the shape of a foundation and will manage a research center: **G-Sinc** (*Globearth Sustainability Incubator*), an incubator dedicated to research in SD/CSR, through collaborations with: academia, private companies (especially SMEs) and CSOs (Civil Society Organizations).

-Services:

- Customized (or general) news, articles, interviews, data, studies and analysis on SD/CSR.
- Organization and management of communication events on SD/CSR: conferences, round tables, workshops, “sustainable” games for kids...
- Citizens' awareness and education and training of workers on SD/CSR.
- Research projects (PhDs, post-doctorates, end-of-studies projects...) in SD/CSR.

-Clients:

- Private companies (especially SMEs), public entities (the state, EU, etc.), CSOs, educational institutions (universities, business schools...), research centers (private and public), citizens, etc.

-Website (blog): www.globearth.org

The Globearth Foundation pursues therefore a double mission: research and communication in Sustainable Development (SD) and Corporate Social Responsibility (CSR). Thus, we distinguish two well-defined areas of activity:

Globearth-Com (GC)

Information and communication in SD. It takes the shape of a press agency (research journalism) and a communication department specialized in SD and CSR. Their services are structured around three realms and include:

- **Info:** on the virtual side, we are going to interact with the world through our **website & magazine:** news, articles, data, interviews, etc., on SD.
- **Communication:** we are going to organize and manage “**sustainable**” events (conferences, meetings, workshops, etc.), provide **educational services** to children/adults, “**green**” training for workers, communication strategies for companies, others (on demand), etc. All events will be carbon-free.
- **Social:** we will provide services to integrate the socially excluded (unemployed, handicapped, discriminated, etc.), partner with various NGOs (UNICEF, Greenpeace, Doctors without Borders, etc.) for **social & humanitarian projects**, etc.

Globearth-Research (GR)

Mixed research body (MRB) in SD composed of technical personnel (GK) and journalists specialized in research (GC). Its mission is to conduct analysis and research in SD through bibliographic studies of the main publications on the field (science-technology, economy-society, politics, etc.) and Globearth's own resources: data, information and knowledge coming from GK (consulting) and GC (journalism).

The Responsible Business School Project

This **triple feedback** among the three areas (GK, GC, GR) embodies one of Globeearth's main innovative and differentiating asset. It is our blueprint, our bet on R&D in SD and CSR revolving around the implementation of new, emerging ideas from GR onto GK's solutions and their communication to the world via GC.

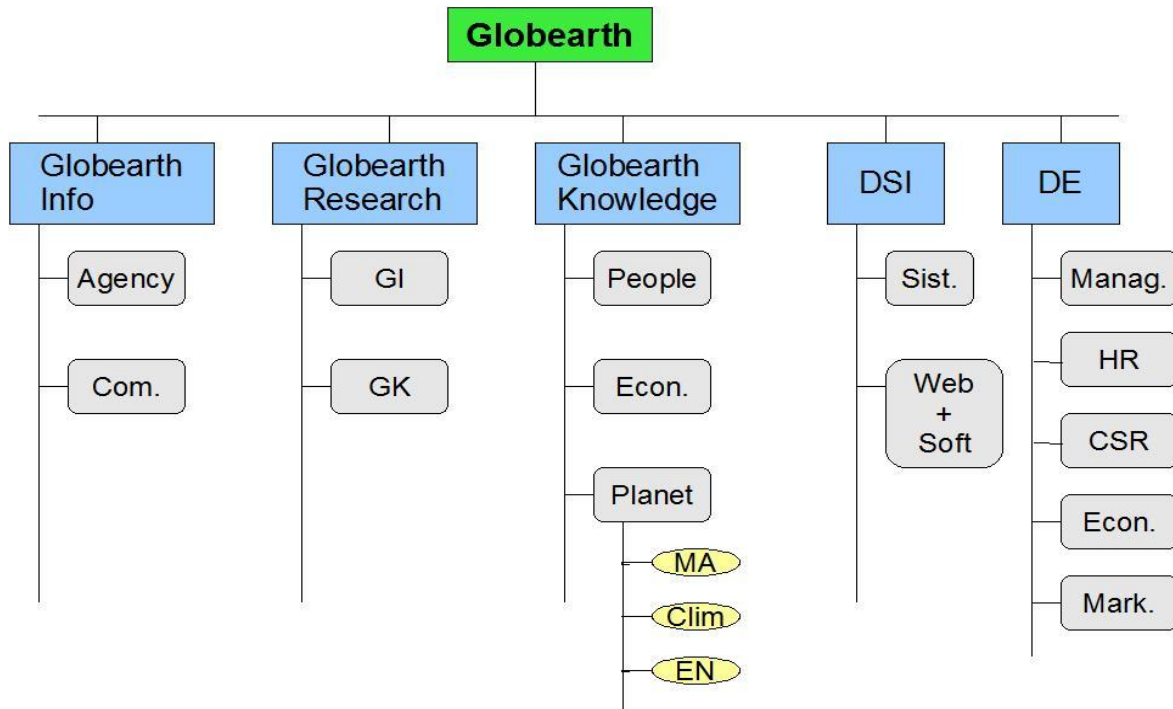


Figure 6. Overall structure of Globeearth