



**ESPAE**®

GRADUATE SCHOOL OF  
MANAGEMENT • ESPOL

**PRME AT ESPAE**

**SHARING INFORMATION ON PROGRESS**

DECEMBER 2018

GUAYAQUIL-ECUADOR

[WWW.ESPAE.ESPOL.EDU.EC](http://WWW.ESPAE.ESPOL.EDU.EC)



ESPAE Graduate School of Management is recognized as a school aligned to social responsibility and sustainability. When ESPAE became a signatory of PRME in 2008, the school did it convinced that this commitment would be a guide in responsible management education.

As shown in this Sharing Information on Progress-SIP Report, we are proud to show how the PRME Principles and the Sustainable Development Goals are key drivers in our mission of crafting learning communities 'to promote ethical and sustainable management'.

I recently became the Dean of ESPAE, and it is my responsibility to continue the work done by the previous dean, Prof. Lasio who remains as PRME Coordinator. The commitment of our school to PRME remains intact, We have gone a long way but we are aware of the remaining challenges. We are increasingly integrating these principles in our teaching, research, and engagement activities.

In this sixth SIP Report, we present the new initiatives made by our school in fulfilling the PRME. To mention a few highlights, we have started a social entrepreneurship platform called Impulsum EC in alliance with VUB (Belgium) and local NGOs. We have also started a new inter-disciplinary non-degree program to prepare new Chief Sustainability Officers in Ecuador. Our faculty is actively participating in the 'SDG Tables', a Global Compact initiative in Ecuador to work on joint projects with companies oriented to a specific SDG.

We will continue to strengthen the implementation of PRME in the next reporting period, in order to have better administrators for a better world.

**Xavier Ordeñana**

**ESPAE Dean**



My deanship term ended in June 30 this year. Fortunately, I keep my responsibilities as coordinator of PRME at ESPAE, and I am glad that I will be able to devote more time to this task.

In this, our 2017-2018 Sharing Information on Progress- SIP- report we would like to imprint the school personality and showcase all internal collaborators and other partners that made our progress possible: staff, faculty, students, alumni, advisory board members, among other great allies. We thank them all for their support and

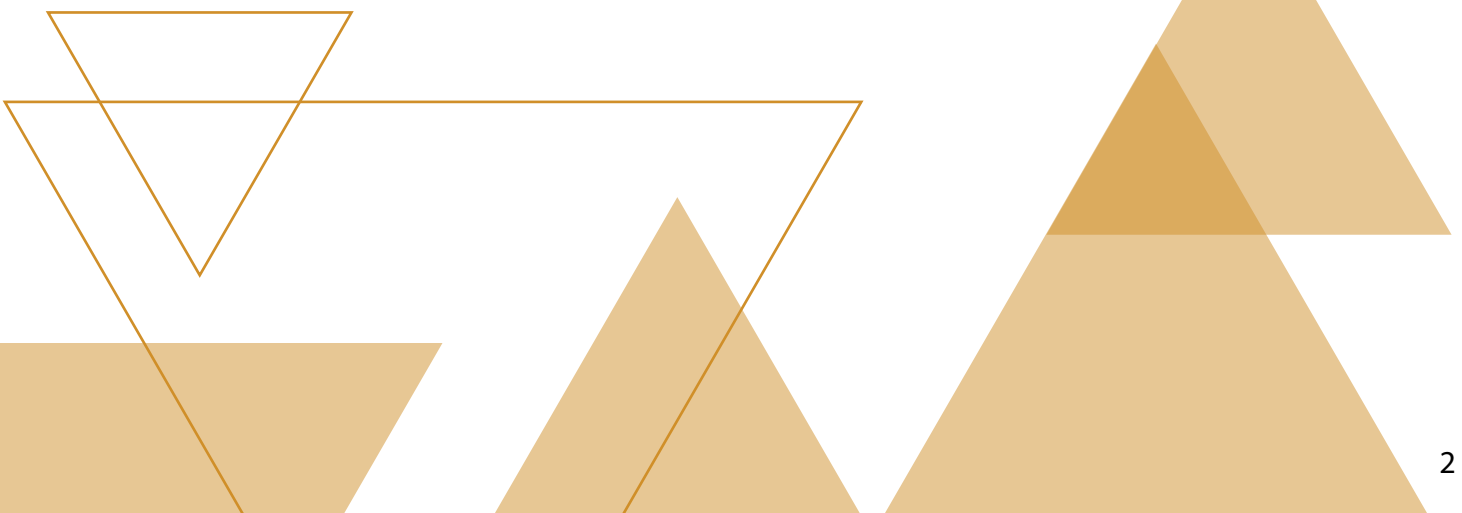
time devoted to discuss, think, and ideate better and impactful ways to manage, teach, research, cocreate, etc.

We recognize that the implementation of PRME at ESPAE is a work in progress, and full of challenges ahead; since the beginning it has been a learning process, and we all are ready for a lifelong learning journey.

Thus, collectively, we renew our commitment to the Principles for Responsible Management Education; we expect that our communication will motivate other schools in our country and region to join and also become signatories in the near future.

**Virginia Lasio**

**ESPAE PRME Coordinator**



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## ESPAE Graduate School of Management at ESPOL

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL (ESPOL) was born as a response to the growing demand of scientific–technical education in the Coastal Region of Ecuador. It was created under the presidency of Dr. Camilo Ponce Enríquez, through Executive Decree No. 1664 published in the Official Registry of November 11th, 1958. In May 25th, 1959, 51 students officially began ESPOL’s academic life, under the direction of its first Rector, Walter Camacho Navarro.

ESPOL is a public university, located in Guayaquil- Ecuador. Celebrating this year its 60th anniversary. ESPOL has 33 undergraduate programs and 38 graduate programs, in the fields of Engineering, Computer Science, Economics, Management, Statistics, Tourism, Logistics, among other areas. Six of the university engineering majors are Abet accredited.

ESPAE, the Graduate School of Management at ESPOL, was established in November 29th, 1983 as a Graduate Program in Business Administration. ESPAE is located at Campus “Las Peñas” in downtown Guayaquil. The vast majority of ESPOL academic activities are currently held at Campus Gustavo Galindo. It started its activities in May 1984, offering a part time MBA. The school activities emphasize leadership, innovation, entrepreneurship and sustainability, which has positioned ESPAE as a pioneer in different fields.

ESPAE started in 1995 the first Specialization program in Health Care Administration in the country, and in 2003 the First Master in Taxation, in 2016 the first Master in Sustainable Agribusiness, in response to specific needs of the Ecuadorian society. ESPAE is also a national and regional referent in entrepreneurship education and applied research in entrepreneurship. In 2014 obtained accreditation by AACSB International and in 2018 the MBAs accreditation by the Association of MBAs- AMBA.

ESPAE offers the following graduate degrees: Master in Business Administration - MBA, Executive MBA - EMBA, Master in Project Management - MPM, Master in Hospital Management – MHM , and Master of Sustainable Agribusiness MSA.

The School has 51 faculty members and about 400 students per year in all its master programs. By June 2018, ESPAE graduates added up to 2800, in the following programs:

- 35 cohorts of MBA
- 22 cohorts of EMBA
- 9 cohorts Master in Taxation
- 12 cohorts Master in Hospital Management
- 15 cohorts of Master in Project Management



# Mission

“We are an Ecuadorian graduate school of management with global quality standards. We craft learning and knowledge-sharing communities, in collaboration with firms, entrepreneurs and society at large, to promote ethical and sustainable management and entrepreneurial ventures”

# Values

**We believe that our organization identifies with the following values:**

**Passion:** We work with initiative, commitment and high energy to achieve proposed results.

**Sustainability:** We responsibly manage the relevant aspects of our stakeholders and the positive social, economic and environmental impact.

**Entrepreneurship and Innovation:** We value the initiative and proactivity to innovate within current businesses and the creation of new ventures.

**Honesty:** We value integrity, and thus our actions are aimed to reflect what we teach.

**Excellence:** We educate, research, and manage with international quality and accreditation standards.

**Global Vision:** We promote a holistic view in a framework of collaboration and cultural diversity.



Since 1983



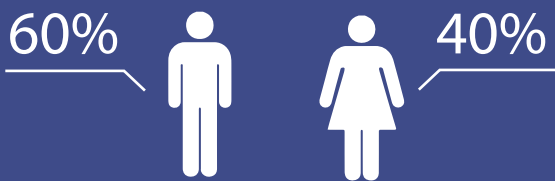
MBA  
Executive MBA

2900 + Alumni

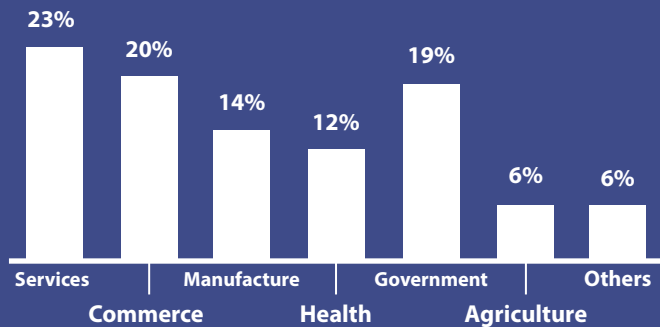


Master in Project Management  
Master in Sustainable Agribusiness  
Master in Hospital Management

340+ Students



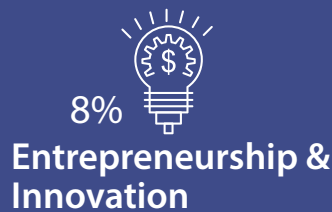
Average work experience



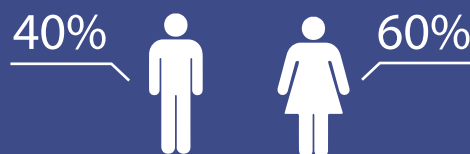
Faculty



7 Nationalities



Staff



# THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

**1. 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.

**2. Values:** We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**3. Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

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

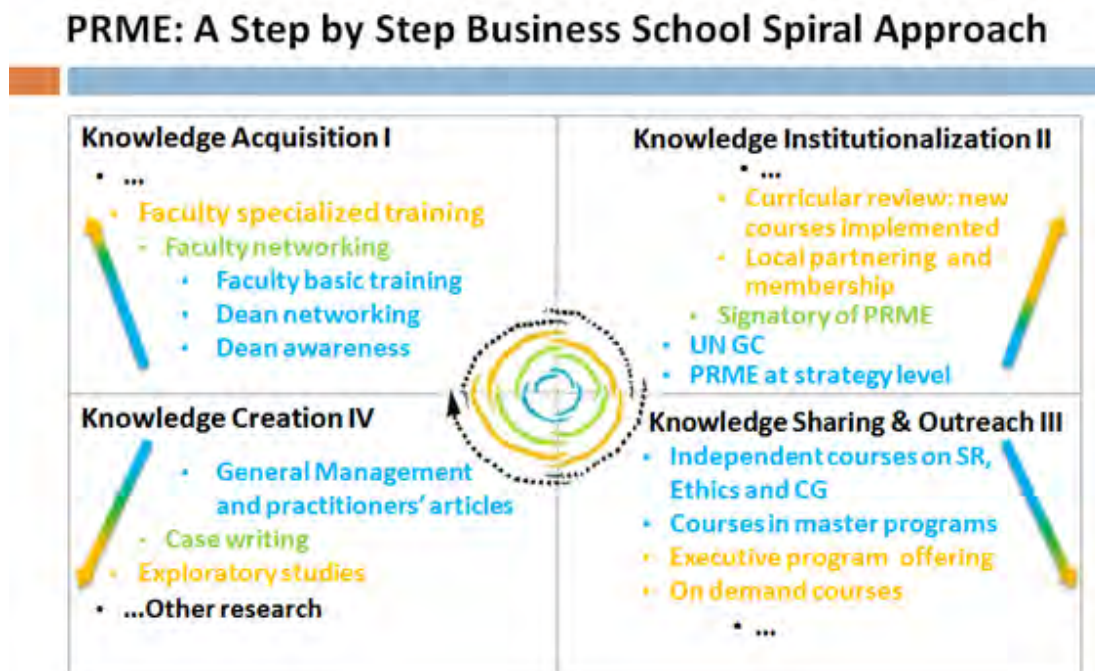
**5. Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

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



# PRME STEP BY STEP

When preparing our first report, and searching a way of making sense and systematize the work done by the school in social responsibility, we devise a model that we called PRME Step by Step, based on a spiral metaphor, which allowed us to plot activities, projects, and strategies, at diverse stages of development.



**Figure 1. PRME step by step**

Each group of activities triggered a knowledge cycle of a spiral characterized by the following stages: Acquisition – Institutionalization – Sharing – Creation. Nevertheless, our experience tells us that simultaneous stages may occur and that some of the activities may overlap. The PRME spiral metaphor tries to explain that every cycle increases our knowledge, reinforce institutionalization, involve more people and develops the knowledge creation capacity. Being signatory of the PRME has been a permanent learning experience for ESPAE.

## “Knowledge Acquisition”

The first quadrant of the model includes instrumental activities, a kind of knowledge toolbox that feeds the process. Some of the activities pertaining to Knowledge sharing & Outreach also allow for internal knowledge acquisition; when is the case we include the activity under both categories.

## “Knowledge Institutionalization”

The second quadrant is where three of the PRME principles, Purpose, Values and Method, may be worked. We believe that change starts at individual level, and thus our efforts focus on our faculty, students, and staff.

## “Knowledge Sharing & Outreach”

The third quadrant includes all the activities aimed at communication and development of relationships with stakeholders, alliances, and outreach activities. We consider that the Principles of Partnerships and Dialogue fit in here.

## “Knowledge Creation”

The fourth quadrant includes research activities. We view research on SR, and broadly on sustainability, not as an end but as a mean to a better understanding of local practices to improve courses and teaching, as well as a resource to work with industry. . Thus, we include cases, technical notes, books, and scholarly research.

We believe that the modelo or template is still valid for ESPAE, and thus we report our progress according to the scheme, as follows.



## I-“Knowledge Acquisition”

### Purpose (1)

ESPAE materiality analysis. An MBA students’ graduation project led by Professor Jorge Rodriguez, analyzed ESPAE’s operations to assess its sustainability and environmental impact, and developed a baseline for the school to improve its processes. Professor Rodriguez presented an executive summary to the school dean emphasizing the need to recruit for impact. Other actions in diverse fields are also recommended, and some activities or projects are already in progress and reported in this SIP. More details in Annex 1.

Training on sustainability. Andrea Samaniego, Coordinator of our recently created social entrepreneurship platform IMPULSUM EC (details under Principle 5), attended the on line course Sustainability Business Strategy <https://hbx.hbs.edu/courses/sustainable-business-strategy/>

## II-“Knowledge Institutionalization”

### Purpose (1)

In February 2016, we began reviewing the school’s strategy, during the process that took several months and had direct and indirect participation of all of ESPAE’s stakeholders (students, alumni, staff and faculty, among others), sustainability was set as a cornerstone in the school’s mission.

**Faculty Training.** During 2017, a second faculty workshop to discuss curricula in the framework of sustainability led to the design of an exploratory program “Strategic Management of Corporate sustainability” introducing an interdisciplinary approach ( See Annex 2) . This program (see Annex 3) will be delivered on an open format in early 2019. The design and delivery of the program will allow the necessary experience to introduce changes in the MBAs.

**Programs Learning Goals.** Learning goals for our Master programs reveals the importance of being responsible in business; every master program has a specific learning goal related to it.

# Master in Business Administration

## Our graduates for the PMBA will be:

1. Competent managers in functional areas of business administration
2. Effective communicators
3. Professionals with entrepreneurial mind-set capable to starting new businesses
4. Sensitive (knowledgeable) to the global environment of businesses
5. Professionals committed with sustainability as individuals and in the business environment

## Our graduates from the EMBA will be:

1. Competent managers in functional areas of business administration
2. Effective communicators
3. Entrepreneurial mind-set professionals capable to start and implement innovation projects
4. Sensitive (knowledgeable) to the global environment of businesses.
5. Professionals committed to sustainability as individuals and in the business environment.
6. Professionals capable to integrate their experience into the learning process.

# Project Management Program

## Our graduates will be:

1. Competent professionals in the Project Management cycle initiation, planning, execution, performance/monitoring, and project close.
2. Socially responsible professionals capable of developing innovative sustainable projects
3. Project managers with the skills and competencies to lead high performance project teams within the ethics and law codes.
4. Competent professionals with a business mindset able to propose a portfolio of projects aligned with the corporate strategy



# Hospitals Management Program

## Our graduates will be:

1. Competent professionals in the management of health-care organizations
2. Effective communicators in the organizational context
3. Professionals able to exploit their creative and innovative abilities
4. Professionals able to develop new ventures
5. Socially and ethically responsible professionals in the context of health-care service organizations
6. Socially politically and economically sensitive to the health-care systems at the global context

# Master in Sustainable Agribusiness.

## Our graduates will be:

1. Able to manage functional and strategic aspects of agribusiness
2. Professionals with the knowledge and skills to identify opportunities and develop sound agribusiness projects
3. Professionals fully competent to manage international agribusiness
4. Committed with sustainability principles, and highly sensitive with the social and environmental context of agribusiness



## Programs curricula

Our master's programs curricula include courses on Ethics, Social Responsibility, Environmental Impact, Sustainable Development, and Corporate Governance; 938 students (478 in 2015 and 460 in 2016) have attended those courses as shown in the following table:

**Table 1. Students who attended specific courses on ethics, social responsibility, environmental impact, sustainable development, and corporate governance.**

PROGRAMS	MODULES	DATES	NUMBER OF STUDENTS
EMBA20	Social Responsibility	October 2017	36
MBA33	Social Responsibility	May - August 2017	32
MSA1	Natural resources economy	August - September 2017	30
MSA1	Rural development	January - March 2017	29
MSA1	Sustainable environmental management	July 2017	30
MSA2	Sustainable agribusiness management	July 2017	29
MHM10	Ethics and social responsibility	August 2017	27
MPM12 (P1)	Analysis of social demands	April 2017	29
MPM12 (P1)	Analysis and evaluation of social projects	August 2017	26
MPM12 (P1)	Environmental impact assessment	May 2017	26
MPM12 (P2)	Analysis and evaluation of social projects	July 2017	30
MPM12 (P2)	Analysis of social demands	March 2017	27
MPM12 (P2)	Environmental impact assessment	May 2017	30
MPM13	Ethics and social responsibility.	April 2017	29
MPM13	Environmental impact assessment	December 2017	30
MPM13	Sustainable development	March 2017	30
MPM13	Analysis of social demands	October 2017	29
<b>2017 Total</b>			<b>499</b>



**Table 1. Students who attended specific courses on ethics, social responsibility, environmental impact, sustainable development, and corporate governance.**

EMBA21	Social Responsibility	September 2018	31
MBA34	Social Responsibility	January - April 2018	26
MSA2	Sustainable agribusiness strategy	May - June 2018	28
MSA2	Sustainable environmental management	December 2018	26
MSA3	Sustainable agribusiness management	August - September 2018	25
MSA3	Introduction to sustainability	June - July 2018	25
MHM10	Corporate governance	December 2018	28
MHM11	Ethics and social responsibility.	August 2018	29
MPM13	Analysis and evaluation of social projects	Analysis and evaluation of social projects	29
MPM14	Environmental impact assessment	October 2018	36
MPM14	Analysis of social demands	August 2018	38
MPM14	Ethics and social responsibility	March 2018	36
MPM15	Ethics and social responsibility	July 2018	37
<b>2018 Total</b>			<b>394</b>

## Ethics and sustainability awareness

From the Exit Survey we apply to PMBA and EMBA students we can assess their perceptions on the improvement in Ethical Awareness. Scores are on a 10-point Likert type scale as shown in Table 2 below.

**Table 2. Exit Survey Results: Ethical Awareness**

Program	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
EMBA	8.6	8.6	8.2	8.4 (4.2)	7.6 (3.8)
PMB	8.7	8.6	8.2	N.D	8.2(4.1)

From the assessment of learning goals in our master programs, we find a fair understanding on social responsibility in the context of each master; more than 70% of students in each program meet expectations according to the instruments applied to assess the objectives.

**Table 3. Assessment of learning- Social responsibility learning objectives by program**

PROGRAM	LEARNING OBJECTIVE	DME	ME	EE
<b>PMBA</b>	Social responsible individuals( Obj.5)	9%	91%	-----
<b>EMBA</b>	Social responsible individuals( Obj.5)	9%	76%	15%
<b>MHM</b>	Social and ethically responsible individuals in the health context (Obj. 4)	8%	75%	17%
<b>MPM</b>	Socially responsible professionals able to develop innovative sustainable projects (Obj. 2)	6%	82%	12%

## Values (2)

In 2016 as part of the review of the school's strategy, we decided to include Sustainability explicitly as one of the school values. In 2017, consistent with the value of Honesty, we established a gift policy for the school (Annex 4) to contribute with the awareness and management of potential conflicts of interest.

We also recognize the Sustainable Development Goals- SDG- as complementary to the Principles for Responsible Management Education, and a framework for decisions and actions; accordingly, some of our activities relate to SDGs or are in alignment with them.

ESPAE in a Nutshell. To communicate our mission, vision and values we developed a booklet summarizing those, and including our value proposition for students, the foundation of our culture (see diagram below), and the six principles for responsible management education. We called this brochure "Nuestra Esencia". We share the booklet with internal and external stakeholders, and include in the students welcome package.

### Our Management Culture

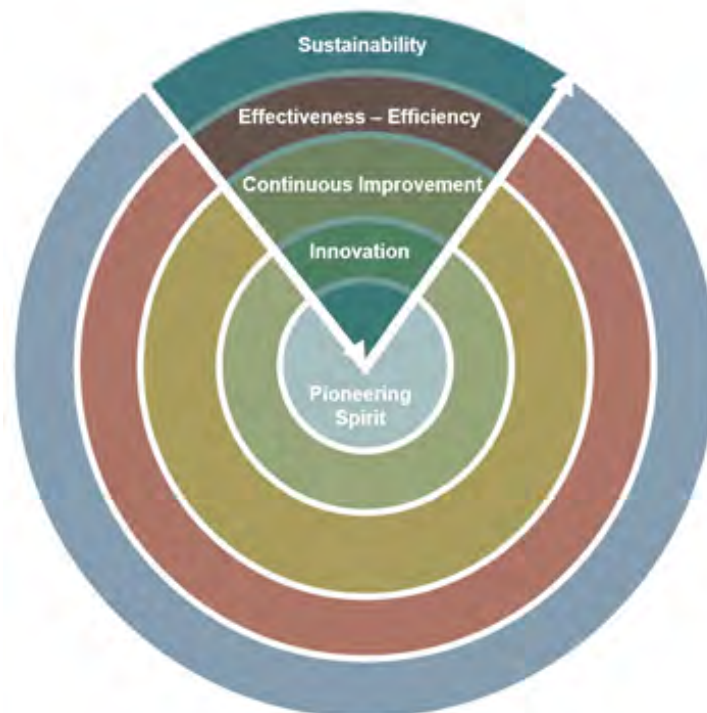


Fig. 2

**CONNECT+COLLABORATE+LEARN= IMPROVE +GROW**



33 Micro Entrepreneurs of the Project: “Escuela de Microempresarios”

**Spin- offs of 2016 staff training:** During 2017, teams of staff, with faculty support when needed, carried out two projects; they receive operational and financial support from ESPAE.

a) “Escuela de Microempresarios” /Micro Entrepreneurs School.

A training program for small and micro business owners from the area surrounding the campus: Las Peñas- Cerro Santa Ana, in which ESPAE staff and alumni acted as facilitators. The project 33 individuals, from 24 small business. Impact measurements conducted in 2018, show in general a positive impact, and although some of the proprietors closed already their businesses, most of this subset are planning or starting new initiatives. The impact assessment identified also some weaknesses and opportunities for improvement that are currently in analysis by the promoters team and the school authorities to revise and plan the next cycle. ( See Annex 5)



Project team of “Escuela de Microempresarios”: Estefanía Trujillo, Daniela Álava, Luisa Vera, Pablo Cantos and Galo Méndez with Virginia Lasio.



## ESPAE Alumni – Volunteers Escuela de Microempresarios



Carolina Estevez  
EMBA17



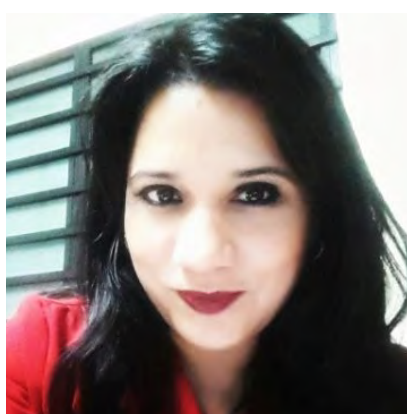
Lily Izurieta  
EMBA17



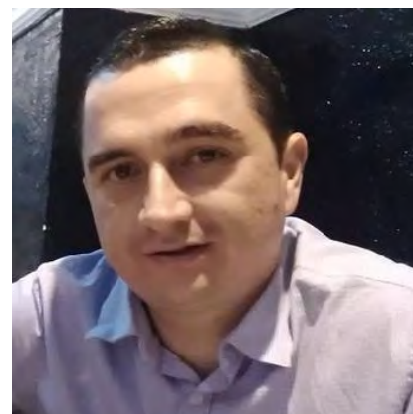
José Serrano  
EMBA17



Pablo Cantos  
EMBA17



Verónica Yagual  
EMBA17



Manuel Cerda  
EMBA17



Margarita Peralta  
MGH11



María Pauta  
EMBA13



Zoila Ortiz  
MGP

b) Resources saving campaign “Vive la Sostenibilidad”. This project is still ongoing at the level of the school, involving staff, faculty and students. The first stage focused on reducing the use of plastic cups, and recycling of plastic and paper; we do not have an assessment of impact yet.(Annex 7)



ESPAE staff involved in activities of the project “Vive la sostenibilidad”.

## Methods (3)

Starting in 2008, and maintained ever since, ESPAE organizes study teams composed by diverse and complementary members; for the conformation of study teams we take into account demographics, admission test, etc., conduct team building sessions at the beginning of each program, and assist students with their conflict resolution during their masters.

In 2014, we reoriented our entrepreneurship emphasis for business ideas generation to a problem solving approach. Exploring with the Part time MBA an Ideas boot camp in 2015, all students of the school were invited to voluntarily participate in either one of two Ideas boot camp. Since 2016, the Ideas boot camp was incorporate to the Entrepreneurship curriculum.

## MBA Students Business Plans

Ecuadorian higher education law requires that students present a final graduation project before obtaining their master degree. Consistent with the entrepreneurship focus derived from ESPAE’s mission, MBA students have the requirement to complete a Business Plan as final project, and specialized master students (MPM, MHM, MSA) can choose this option too. Among these final graduation projects, about 6% are social – environmental oriented:



**Table 4. Graduation projects socially or environmentally oriented**

PROGRAM	TITLE
EMBA17	Inclusive business model for biogas production and organic fertilizer from anaerobic treatment of
EMBA16	Assembly and commercialization of solar showers.
MGP8	Exporting business for organic products from SMEs.
MGP10	Production of cellulose fiber from rice husk ( to substitute imported cellulose) for the manufacturing process of arc welding electrodes ( LINDE)
MGP10	Sports and music center for temporary teenagers´dissasters refuge in Portoviejo
EMBA18	Proposal for a community stock center in Ayangue
MSA	Manufacturing unit for cocoa based products oriented to USA and EU markets through the associative Enterprise “Cien Familias”
MSA	Business plan for a certified business aimed at collect, process, and dispose obsolete pesticides and plastic waste from pesticides importers and sellers.
MSA	Analysis of tariffs efficiency and sustainability for public irrigation systems in Ecuador.
MSA	Cost-benefit analysis of certifications implementation for production and sustainable management of cocoa in Ecuador.

## Revised structure for Business Plan.

A team of faculty members revised the structure to include two subjects: sustainability and innovation. The new structure for these graduation projects will apply starting with cohort 20 of our EMBA and MBA cohort 33. The new structure has the following main additions concerning sustainability:

As part of the technical analysis, the assessment of waste management along the phases of production processes and recycling. Regarding facilities, the analysis of environmental regulation, and a complete new section on sustainability analysis, risk analysis was added to the requirements as well.

## Industry Reports.

At the end of 2015, ESPAE launched a series of open access Industry reports, aimed to provide the business community- particularly SMEs- with systematized information and analysis of the country's main industries. By mid-2016, we incorporated a chapter on Sustainability, pointing out the main concerns for the incumbent industry as well as suggested actions, using SDGs as a framework for this section. (<http://www.espae.espol.edu.ec/estudios-industriales/>)

As a spin-off of these reports, we are currently working on the sustainability analysis of a group of selected industries such as: aquiculture, tourism, metals, and energy. The analysis will be collected in a single document for digital distribution. It is worth to mention, that Industry reports and the sustainability analyses can also be used as class materials.



## III-“Knowledge Sharing & Outreach”

### Partnerships (5) & Dialogue (6)

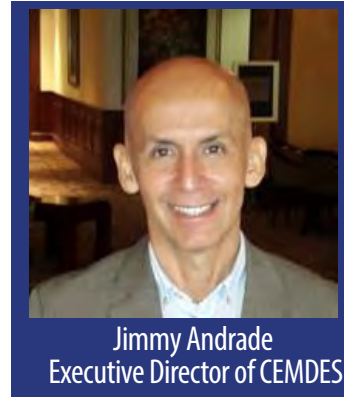
#### CEMDES Partnership

We hold a partnership with CEMDES (the Ecuadorian Chapter of the WBCSD) since 2010. The partnership allowed ESPAE and CEMDES to run a successful Breakfast Series on Sustainable Business Development organized annually from August to October. These conferences are held at ESPAE and started its 9th consecutive year in 2018.

The conferences mostly deal with sustainability practices; in 2017 presentations were related with selected company cases, discussing the inclusion of SDG related actions as part of their corporate strategy

ESPAE is currently a member of CEMDES, and the alliance has allowed involvement in other several projects, as will be described below.

Table 5 summarizes the conferences during 2017-2018.



Conferences organized by ESPAE and CEMDES with the participation of local industries.

**Table 5. ESPAE CEMDES Breakfast Series on Sustainable Business Development**

Schedule	Conference	Web link
<b>30 August/2017</b>	Integración de los Objetivos de Desarrollo Sostenible (ODS) en la estrategia de Negocio de la Empresa”  Juan Fernando Gutiérrez- Gerente de Desarrollo Organizacional de la Unidad Agroindustrial del Consorcio Nobis	<a href="https://goo.gl/vGJnKG">https://goo.gl/vGJnKG</a>
<b>27 September/2017</b>	PRONACA alineada a los ODS.  Esteban Tapia - Coordinador Regional de Gestión Ambiental en PRONACA	<a href="https://goo.gl/T8rmJG">https://goo.gl/T8rmJG</a>
<b>15 November/2017</b>	Soluciones 2030: Propuestas de negocio que contribuyen a los ODS. Elcira Cedeño, Coordinadora RSC Holcim Ecuador	<a href="https://goo.gl/LxA6UP">https://goo.gl/LxA6UP</a>
<b>12 September/2018</b>	Jorge Rodríguez, Profesor de ESPAE  Pamela Nath – Directora Sustainable Shrimp Partnership (SSP)	<a href="https://goo.gl/XuRpGh">https://goo.gl/XuRpGh</a>
<b>17 October/2018</b>	Jorge Rodríguez, Profesor de ESPAE  Herbert Frei, Presidente de Pikaia Lodge	<a href="https://goo.gl/YdMgpP">https://goo.gl/YdMgpP</a>
<b>21 October 2018</b>	Jorge Rodríguez, Profesor de ESPAE  Juan Alfonso Eguiguren, Director de Gestión Integral de ADELCA	<a href="https://bit.ly/2PR7pj0">https://bit.ly/2PR7pj0</a>

## New projects with CEMDES

**Cases.** The partnership allowed research on business practices; in 2017 CEMDES and ESPAE published a case study book about 6 companies operating in Ecuador, on how they integrated the sustainability concept into their core strategy. The cases are freely available in the following website: <http://ods.cemdes.org/>.

**Workshops.** In 2018, 4 workshops were designed and delivered to create awareness among business people and entrepreneurs; each workshop was about 3 hours, and they were free for the participants. These workshops were organized for the members of several companies' associations such as: Guayaquil Chamber of Industry, AMCHAM Guayaquil, and CEMDES' members, and each had an average of 15 participants. Workshops were facilitated by Professor Jorge Rodriguez and CEMDES Executive Director Jimmy Andrade.



## Other Partnerships

**Partnership with AMCHAM.** ESPAE is member of the sustainability committee of AMCHAM Guayaquil since December 2017. The committee promotes best practices on corporate sustainability among AMCHAM members, and Professor Jorge Rodriguez is the representative of ESPAE in this committee. The activities performed by this committee in 2018 were the following: talks to members about the links between SDG and competitive advantage, seminars for other AMCHAM's committees in order to create awareness among other AMCHAM's officers; and a supporting program of SMEs members of AMCHAM, to identify projects that allow them to contribute to SDGs and be more competitive. This program was launched in April 2018 with 6 companies, and it will continue until October 2019.



**Elena Arias**  
President of AMCHAM Guayaquil



**Jorge Rodriguez**  
Professor of ESPAE



**Partnerships SEKN and SCALA.** In 2016, ESPAE became part of the Social Enterprise Knowledge Network, where leading business schools from the region partner to push the frontier of knowledge and develop Case Studies. ESPAE benefits from this network by having access to regional cases and for developing Ecuadorian cases SEKN mission is “To expand the frontiers of knowledge and the practice of social entrepreneurship, through rigorous joint research, shared learning, excellence in participant-centered teaching, and capacity-building of business schools, for the service of their communities”.

After joining SEKN, ESPAE became part of the SCALA project, led by the Inter-American Development Bank, which goal is to study Base of the Pyramid –BoP- Supply Chain initiatives impact. We report Cases developed within these initiatives under the Research Principle.

**Partnership with ASHOKA.** Through the Social Lab of Universidad San Andres, Argentina, our school was invited to be a partner for the initiative on social Innovation COMPROMETIDOS (COMMITTED) (<http://comprometidos.sociallab.com/challenges/comp2018>). Our role was to volunteer as mentors for several projects’ teams. We collaborated with 21 mentors; among them, eight were faculty members, 11 were alumni, and one staff member, mentoring entrepreneurs from ten projects, from which 7 were from Colombia, 2 from Venezuela, and one from Ecuador.

**MENTORES**

Proyecto: **RETO 9 - LABORATORIO JUVENIL SALESIANO / COLOMBIA**

**ALEX CEVALLOS**  
Economista, MBA y PMP, coordinador académico y profesor de la Maestría en Gestión de Proyectos MGP de la ESPAE-ESPOL, consultor en proyectos de desarrollo.

**JORGE ANDRÉS RODRÍGUEZ**  
Doctor en administración de empresas de ESADE Business School, Barcelona-España. Trabaja como profesor en la ESPAE school of management de Ecuador dictando los cursos de cadenas de suministro, RSE y desarrollo sostenible.

**MENTORES**

Proyecto: **MULU PACHA / ECUADOR**

**TANIA TENESACA**  
Ingeniera en Negocios y Finanzas Internacionales y Master en Estudios de Asia Pacifico de la Universidad de Tamaqua. Especialista en proyectos de desarrollo exportador y cooperación internacional. He participado como mentora o coach en proyectos de internacionalización.

**XAVIER ORDEÑANA RODRÍGUEZ**  
PhD en Economía por la Universitat Pompeu Fabra (Barcelona, España). Ha desarrollado cursos de especialización en Harvard Business School y en la Kennedy School of Government. Es actualmente el Decano de ESPAE Graduate School of Management, donde también dicta las cátedras de Entorno Económico y Negocios y Finanzas Internacionales.

**MENTORES**

Proyecto: **GUIO TEJIENDO UN PAÍS / COLOMBIA**

**MABEL VÉLEZ ASPIAZU**  
Ingeniera en Alimentos, cursando MBA, fundadora y Cte Gral de Kobo SA. Ha participado en proyectos sociales/emprendimiento, como EJE-ESPOL, Vaca Mecánica-Club rotario, Club de Emprendedores-ESPOL.

**SONIA ZURITA**  
Profesora en el campo de las Finanzas. Actualmente está enseñando la metodología de design thinking y le gustara aplicarla en el emprendimiento social.

COMPROMETIDOS 35 ESPAE GRADUATE SCHOOL OF MANAGEMENT - ESPOL





**Nikolay A. Dentchev**  
Vrije Universiteit Brussel (VUB)



**Abel Diaz Gonzalez**  
Vrije Universiteit Brussel (VUB)



**Edgar Izquierdo**  
ESPAE - IMPULSUM-EC



**Mariuxi Villacrés**  
COINNOVAR



**Andrea Samaniego**  
ESPAE - IMPULSUM-EC



**Estefania Trujillo**  
ESPAE - IMPULSUM-EC

**Partnership VUB- Solvay Business School.** On October 25, ESPAE launched a new project IMPULSUM-EC, a “platform for social entrepreneurship”, in partnership with Solvay Business School VUB (Brussels), local COINNOVAR, and CEDESA, the engagement with society unit at ESPOL Faculty of Social Sciences and Humanities (FCSH). This project is consistent with the school emphasis in entrepreneurship in their master programs as well as in related research. IMPULSUM consists in a crowdsourcing platform for social entrepreneurs developed at VUB, and a mentoring phase for entrepreneurs that qualify to be included in the platform.

The team at ESPAE is composed by Professor Edgar Izquierdo, Andrea Samaniego y Estefania Trujillo and a group of volunteer alumni; from Coinnovar the co-founders Mariuxi Villacres and Belen Pastor. The Engagement with Society unit at the FCSH, will also collaborate with the project. The platform will allow participants to get exposure to obtain diverse resources and support. A sample with a project that has been mentored during the initial phase, can be seen at <https://platform.vubsocialentrepreneurship.com/project/15592>

**Global Compact Ecuador Network.** As members of the local network faculty members of ESPAE participate in the initiative “Mesas de Dialogo por los ODS” (Dialog for the SDGs), as follows:

SDG 2- Jorge Rodriguez

SDG 8: Xavier Ordeñana

SDG 9- Virginia Lasio

SDG 12- Juan Carlos Bustamante

## PRME Meetings attendance

Global Forum, July 19-20 2017 NY, Fordham University. Professor Virginia Lasio, ESPAE dean at the time, attended the Forum and participated in deans meeting and regional meeting. UN Higher Education Sustainability Initiative, HESI, invited professor Lasio as a panelist in the event “Higher Education Institutions- Key Driver of the Sustainable Development Goals”. At the panel “Integrating SDGs into sustainability strategies of higher education institutions”, among other experiences, we shared the partnership with CEMDES.

Sixth PRME LAC and fourth PRME Research Conference September 11-12, 2017 Curitiba, Brazil, ISAE/FGV. Professor Jorge Rodriguez represented ESPAE at the meeting.

Seventh PRME LAC September 18-20, Universidad de Lima, Peru. Professor Virginia Lasio represented ESPAE at the meeting.



## IV- “Knowledge Creation”

Figure 3 shows thematic distribution of ESPAE publications; about 46% is distributed across the main axes derived from the institutional mission: entrepreneurship, global perspective of business and sustainability.

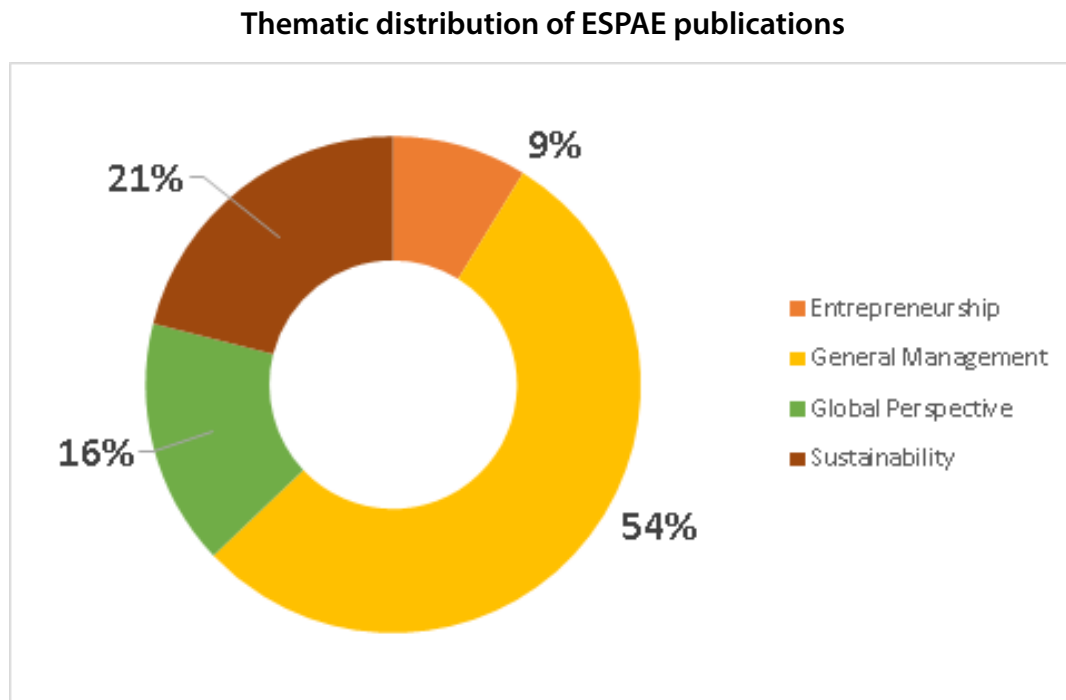


Fig. 3

### Publications and Paper Presentations

ESPAE publications, allow us to share our faculty research with other universities, business community, scholars, alumni and students.

Among scholarly publications, those derived from the sustainability axis during 2017 and 2018 were:

## 2017

Rodriguez, J., F.Wiergarten, (2017) "The role of process innovativeness in the development of environmental innovativeness capability", *Journal of Cleaner Production*, vol. 142, no. 4, pp. 2423-2434

Gallagher, R. S., R. C. Stehouwer, V. H. Barrera Mosquera, S. P. Alvarado Ochoa, L. O. Escudero López, F. Valverde, A. Portilla, K. Webber, and J. M. Domínguez Andrade. (2017). Yield and Nutrient Removal in Potato-Based Conservation Agriculture Cropping Systems in the High Altitude Andean Region of Ecuador. *Agron. J.* 109:1836-1848. doi:10.2134/agronj2016.11.0635

Catherine LAROCHELLE, Jeffrey ALWANG, Elli TRAVIS, Victor Hugo BARRERA & Juan Manuel DOMINGUEZ ANDRADE (2017) Did You Really Get the Message? Using Text Reminders to Stimulate Adoption of Agricultural Technologies, *The Journal of Development Studies*, DOI: 10.1080/00220388.2017.1393522

Rodriguez, J., (2017) "Commitment in BOP Markets: The Interaction Effects of Contracting and Product Market Voids" en *Academy of Management Meetings*, *Academy of Management Proceedings*, vol. 2017, no. 1, pp. 17595, 2017, Atlanta, GA, ESTADOS UNIDOS

CASTILLO, M. J. (2017) "Análisis de la productividad y Competitividad de la ganadería de Carne en el Litoral Ecuatoriano" *IFAMA World Conference 2017*, Miami, FL, ESTADOS UNIDOS

## 2018

Cañadas, Á., J.Andrade, J. M. Dominguez, C.Molina-H, O.Schnabel-D, J. J.Vargasher-nández, C.Wehenkel (2018) "Growth and yield models for Teak planted as living fences in Coastal Ecuador" *Forests* 2018, 9(2), 55; <https://doi.org/10.3390/f9020055>

OCHOA, P., M.-T.LEPELEY, P.ESENS (2018) *Wellbeing for Sustainability in the Global Workplace*, London, United Kingdom: Routledge.

Ochoa, P. & Blanch, J.M. (2018). Psychosocial Wellbeing at work: Reasons to invest in healthy employees and workplaces. En P. Ochoa, M.T. Lepeley & P. Essens (Eds.), *Wellbeing for sustainability in the global workplace*. London, United Kingdom: Routledge.

Andrei, D.M., Ochoa, P. & Griffin, M.A. (2018). Safety and employee health and wellbeing. En P. Ochoa, M.T. Lepeley & P. Essens (Eds.), *Wellbeing for sustainability in the global workplace*. London, United Kingdom: Routledge

Rodriguez, J. (2018) "Social issues in BoP distribution channels" *IPSERA 27th Annual Conference. 2018*, Atenas, GRECIA

# Research Projects

## SEKN & SCALA

In 2018 the professor Jorge Rodríguez submitted the case “Programa Siembra Futuro” for the project SCALA led by Universidad de los Andes. The case documents how a large company in the food and beverage industry can undertake training programs to secure the long-term continuity of micro-retailers in Base of the Pyramid neighborhoods. Furthermore, this case study served as an exploratory research to design a quasi-experiment to assess whether these training program enhance micro-retailers’ productivity.

As part of the participation of ESPAE in SEKN, Professor Quezada and Professor Rodríguez have drafted a case study on how to combine logical framework project methodology with design thinking to address issues of sustainable development in rural activities. This case will be submitted by the end of 2018 to the SEKN network, which upon acceptance will be available through Harvard business publishing platform.

## MOPSE

In 2016, ESPAE joined EGADE’s Busines School -TEC Monterrey research project on “The state of sustainability of SMEs in Latin America”. The leading researchers are Consuelo García, from EGADE (Mexico) and Gustavo Yepes, from Externado (Colombia). Other participating schools are Lima’s University and ESAN (Perú), IAE (Argentina), Universidad Andrés Bello (Chile), Lok Jack GSB (Trinidad & Tobago), Rio Piedras-Puerto Rico University (Puerto Rico), INCAE (Costa Rica) and UDEM (Mexico). A book compiling country chapters is under review for publishing in English.

## IISLAC

In 2017 ESPAE joined the project “Bribery Institutionalization Index in Latin America and Caribbean”, IISLAC, led by Gustavo Yepes from Universidad Externado (Colombia). The purpose of the study is to measure the level of pervasiveness of bribery into the corporate culture of business; a book chapter per participating country will be elaborated, and a compendium will be published in Spanish.

## NEXT STEPS

Below, an outline of activities and projects concerning the Principles and the 2030 agenda to be addressed in the following years.

**1. Curricular review.** During the period 2019-2020 all our master programas will enter the reapproval process with the Ecuadorian higher education authority CES. This is the opportunity to review the curricula and introduce major changes; ESPAE plan to update the social responsibility courses and introduce formally sustainability courses.

Microcurricular design will assure also that , whenever possible, sustaibnability issues will be addressed in the pertinent individual courses along the master program.

**2. Research lines.** We committ to develop research lines to contribute with SDGs 8, 9 12, and 17. We selected those SDGs, taking into account our faculty competencies, and the expected impact of our research on public policies, ESPAEurrent work and industry engagement.

**3. PRME promotion.** The school, through their authorities, faculty, and staff will continue to promote the PRME. In addition, ESPAE recently created a Business school network that will p´rovide a perfect space for sharing with other schools in the country, our experience and goals in regard to PRME, and develop new alliances as well.

**4. Organizational practices.** ESPAE will continue the internal Project on saving resources. The scope of the Project will extend in ligh of the remodeling of our main facilities.