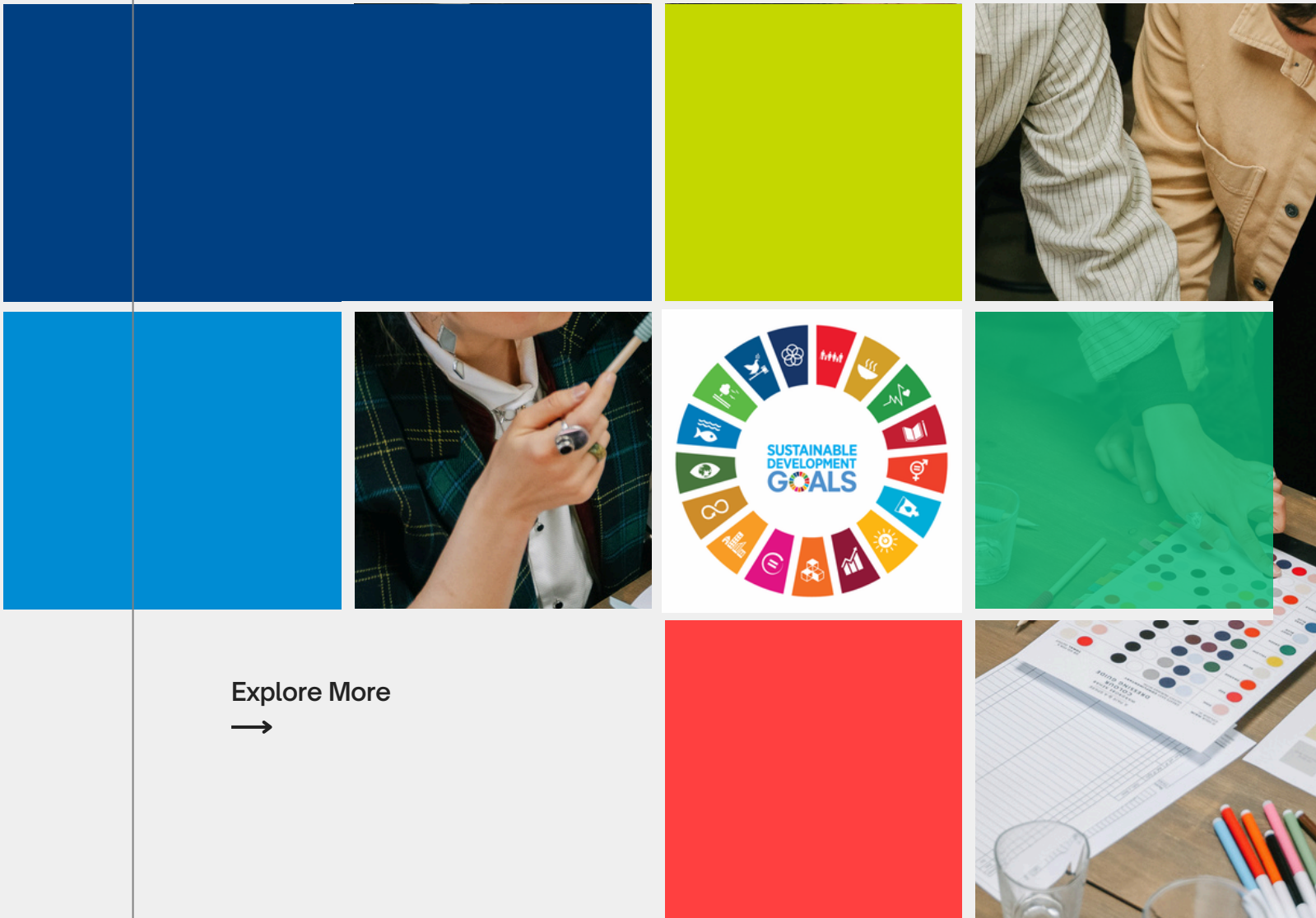




EGADE Business School  
Tecnológico de Monterrey

# PRME SIP REPORT

2021-2022



Explore More



# Global Compact - Mexico Network

As a Higher Education Institution (HEI), EGADE Business School, materializes its commitment to the 10 principles of the United Nations Global Compact, through actions in: Its purpose and values declaration; teaching method; research; partnerships; dialogue; and organizational practices. These axis are set by the HEIs Branch of the United Nations Global Compact, PRME (Principles for Responsible Management Education). Thus, the following report' structure follows the above mentioned lines of work.

In addition, in 2022, EGADE published its annual report and included its social impact initiatives. This report can be consulted [here in its Spanish version.](#)



# Table of Contents

Letter from the Dean .....	01
Letter from PRME lead at EGADE Business School .....	03
About EGADE .....	04
Principles 1 and 2: Purpose and Values .....	05
Principle 3: Method .....	07
Principle 4: Research .....	17
Principle 5: Partnerships .....	20
Principle 6: Dialogue .....	22
Organizational Practices .....	24



# Letter from the Dean

Dear PRME Community,

I am delighted to connect with you through this letter. Assuming the role of Dean at EGADE in 2022, my inaugural year was marked by two primary objectives. Firstly, I aimed to familiarize myself with the esteemed faculty and staff, and secondly, I endeavored to craft a strategic vision that would chart the course for the school in the years ahead.

At the core of this strategy lies our redefined purpose, collaboratively shaped through collective introspection. Following extensive deliberation, we proudly articulated EGADE's purpose as: "To reimagine the future of business to drive sustainable development in Latin America".

This recalibrated purpose now serves as our guiding principle, steering our endeavors into the future. It underscores the notion that while EGADE stands as a global beacon of higher education, our most profound impact is felt within the dynamic landscapes of Latin America. Consequently, we recognize our pivotal role in championing solutions to the region's pressing challenges, which, despite its vast potential, grapples with profound social and environmental issues.

We believe that achieving this goal necessitates a departure from conventional business paradigms and a concerted effort to cultivate sustainability competencies among both future and current business leaders. To this end, we remain steadfast in our commitment to infuse responsible management education across our academic and professional programs.





# Letter from the Dean

In the realm of research, our aspiration is to bridge the gap between academia and industry, generating actionable insights that foster responsible business practices. Such endeavors thrive on partnerships with likeminded institutions and the active engagement of stakeholders, while also demanding our firm commitment to sustainable practices within our own operations.

In this vein, I am confident that our participation in PRME will serve as a catalytic force in advancing responsible management and the 2030 agenda, with a particular emphasis on priority Sustainable Development Goals, as integral components of our broader social impact strategy. In the years ahead, I will personally oversee the efforts to fortify EGADE's adherence to PRME principles, amplifying our positive influence within society.

Warm regards,

**Horacio Arredondo**

Dean  
EGADE Business School  
Tecnologico de Monterrey



# Letter from PRME lead at EGADE

As I reflected on my second period as PRME lead at EGADE Business School I became aware of the progress we have made, but at the same time I realized that the road ahead is still challenging, and the pace of our advances needs to increase.

With our revised purpose “To reimagine the future of business to drive sustainable development in Latin America”, I am certain that our efforts will multiply in upcoming years through the work of our entire EGADE community.

Our work for next term will be focused on building a structure that support the institutionalization of practices related to PRME and sustainability, to also serve as seed to a thorough planning process of our social impact strategy.

In addition, we will strengthen our ties to PRME working groups, particularly those on climate action and sustainability mindset to promote our faculty development and educational innovation because reimagining business also requires rethinking business education.

I am looking forward to our next steps in our engagement with PRME.



**Christiane Molina**

PRME Lead  
EGADE Business School  
Tecnologico de Monterrey

# About EGADE

EGADE Business School is the graduate school of business of Tecnológico de Monterrey, a private higher education institution in Mexico founded in 1943 by Mexican visionary, industrialist, and philanthropist Eugenio Garza Sada, along with a group of business leaders. The first Master in Management (MA) was launched in 1964 and nine years after the Graduate School of Management was established. In 1995 the school was renamed EGADE and moved to an independent campus in the city of Monterrey. EGADE's Monterrey site first received the "triple crown" of international accreditations (EQUIS, AMBA and AACSB) in 2008 and then again at the national level in 2013.

## Key Figures 2021-2022

### Locations and Academic Offering

---

- 3 established sites: Monterrey, Santa Fe (Mexico City), and Guadalajara
- 5 Management Programs
- 3 Online Master's Degree Programs
- 2 Specialty Master's Degree Programs
- 2 PhD Programs

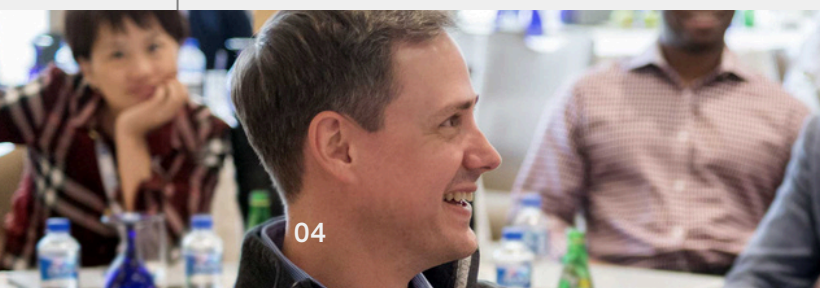
### Faculty

---

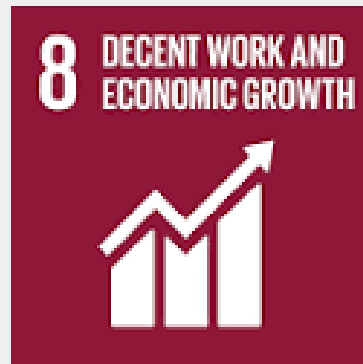
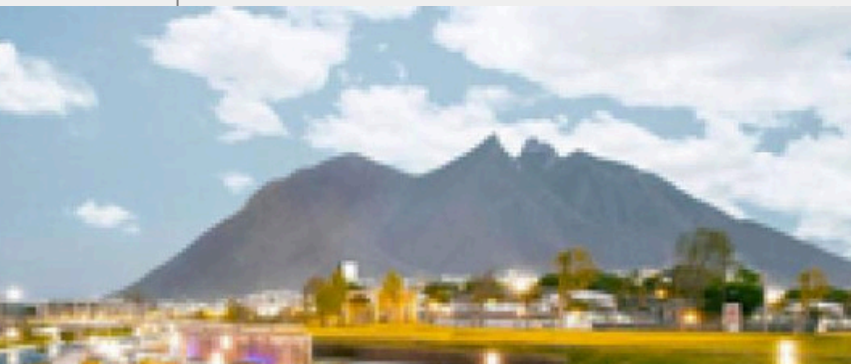
- 76% male, 24% female, 282 faculty members (full time and part time)
- 23% international faculty, representing 21 nationalities
- 4 academic departments

### Rankings and Accreditations

---







## Principles 1 and 2: Purpose and Values

EGADE Business School is aligned with the mission, vision, values, and strategic direction of Tecnológico de Monterrey. In February 2019, Tecnológico de Monterrey published its 2030 vision “Leadership, innovation and entrepreneurship for human flourishing,” with a focus on the evolution of the educational model and a lifelong learning mindset, reinforcing its commitment to internationalization, innovation, research, and societal impact. Thus, these elements have permeated EGADE’s operations since then.



In 2022, with the arrival of Dean Horacio Arredondo, EGADE Business School went through a process of review of its plans for the future. As a result, the purpose of the school was defined as follows: “To rethink the future of business to impact the sustainable development in Latin America”. The renewed purpose statement highlights the role that EGADE can play in a region with enormous potential, but with prevalent poverty and inequalities. It also recognizes the need to both transform how we teach business and challenge dominant paradigms in the field to achieve inclusive and sustainable development. The purpose was introduced to EGADE’s community by different means and was formally integrated into the Strategic Plan for 2025th, launched in November.

Our values, which are core for decision-making and serve as guide for our daily work remain the same: innovation (we are passionate about disruption that generates value), integrity (we practice freedom with responsibility), collaboration (we work together to reach our vision), empathy and inclusion (we always put people first), and global citizenship (we work for a sustainable world). Through consultations, the school also established priority SDGs that fit both the competencies of faculty and staff and the Latin American context in which we have greater reach. Four SDGs were selected and incorporated into the 2025 strategic plan: SDG8 Decent Work & Economic Growth; SDG9 Industry, Innovation & Infrastructure; SDG10 Reduced Inequalities; and SDG17 Partnerships for Impact.



EGADE Business School is aligned with the mission, vision, values, and strategic direction of Tecnológico de Monterrey. In February 2019, Tecnológico de Monterrey published its 2030 vision “Leadership, innovation and entrepreneurship for human flourishing,” with a focus on the evolution of the educational model and a lifelong learning mindset, reinforcing its commitment to internationalization, innovation, research, and societal impact. Thus, these elements have permeated EGADE’s operations since then.

The school’s participation in the PRME community has been fundamental to the generation of a roadmap for the transversal inclusion of sustainable education in the academic program as well as in the research and dissemination strategy. For this reason, the strategic plan also considers transversal strategies for societal impact that follow our purpose to rethink the future of business to impact the sustainable development in Latin America. In this way, the school contributes to a new mindset to foster innovative and sustainable business solutions to address social, economic, and environmental problems in Latin America. These transversal strategies are:

- Leadership Training for Sustainability
- Impactful Research
- Community Engagement

We believe that since 2008, year in which we joined PRME, our alignment in terms of the school purpose and values has grown stronger and in light of the more recent strategic plan, our commitment to advance PRME principles and the 17 SDGs further by collaborating with other likeminded institutions is reignited.



**17 PARTNERSHIPS FOR THE GOALS**



# Principle 3: Method

To build a collaborative learning ecosystem to develop leaders who vow to be guided by innovation, ethics, and sustainability, is one of EGADE's commitments going forward that will shape how the school permeates the third principle of PRME related to method. To achieve this commitment, our strategic plan includes a line of work around "Leadership Training for Sustainability" that reaches both degree and non-degree programs and contemplates faculty development.

The school's academic curriculum includes mandatory courses in ethics, responsible leadership sustainability, and corporate social responsibility (CSR). Some examples include the following:

- Ethics and Governance in Business (MBA, MBM)
- Responsible Leadership (MBA, MBM)
- Corporate Governance and Ethics (GBS, FT MBA, MBA Online)
- Corporate Sustainability (GBS, FT MBA, MBA Online)
- Ethics and Corporate Social Responsibility (EMBA)

During the 2021-2022 period more than 3200 students took at least one of these courses. In addition, the number of sustainability-oriented courses for MBA learners increased with the addition of 4 elective courses in the past reporting period. These courses are: Business Strategy for Sustainability; Business Models Based on Circular Economy; The Art & Adventure of Conscious Leadership and Conscious Marketing & Human Behavior. Some additional elements in the required curriculum are integrative projects submitted to the Aim2Flourish initiative, Global Network Week in Social Innovation, and students' clubs where learners demonstrate social impact.



## **Global Network Week**

Global Network Week is an intensive 5-day learning experience where students from different universities within the Global Network for Advanced Management engage in lively discussion on current topics in business. Our school has designed and offered Global Network Weeks focused on sustainability challenges, particularly for the Latin American region.

Table 1. Global Network Week Participation (2021-2022)		
Year	Topic	Professors
2021	Strategic Innovation and Strategic Marketing	Fernando Sierra   Claudia Quintanilla   Cédric Vialle   Christopher Harris   Lucila Osorio   Ivan Ventre   Diana Kolbe   Fernando Moya
2022	Shape the future: Enhancing your strategic marketing management skills for the new reality in Latin America	Fernando Sierra  Cédric Vialle  Edgar Centeno   Christopher Harris  Claudia Quintanilla
2022	Sustainable Entrepreneurship in LatAm: towards a more equitable and innovative economy	Cristian Granados  Juan Carlos Rivera   Raúl Montalvo   Edgar Centeno   Ernesto Amoros   Alfonso Ávila  Fernando Moya
2022	Strategic Innovation and Management in Emerging Markets: Latin America	Cristian Granados  Juan Carlos Rivera   Raúl Montalvo   Edgar Centeno   Ernesto Amoros   Alfonso Ávila  Fernando Moya

### ***EMBA GNW: Global Network students explore LATAM's sustainable entrepreneurship in EGADE***

This week-long course within the offering of the Global Network for Advance Management was delivered in June 2022. It was entitled “Sustainable Entrepreneurship in LATAM: Towards a More Equitable and Innovative Economy” and was offered to Executive MBA students. Four professors participated in this course and helped students explore the emergence and development of social innovation with emphasis on these processes in Mexico and Latin America. Some of their experiences are presented next.



"I consider myself really lucky to get enrolled for this course as this help me widen up my vision a lot. I am an entrepreneur and own a fruit juice company in India and after attending this course, I will really add to the vision of my company to find ways to help people and the planet in whatever way I can through my company. The professors of EGADE and their guests were really knowledgeable and experts and that stimulated me to deep dive and find innovative solutions to societal issues. Moreover, I was very much obliged to have colleagues from all over the world and have their views and comments and get to know their thought processes. I am really happy to see and experience the Mexican culture and their delicious food dishes. Overall it was a really good experience and I will really wish to take some more courses from EGADE anytime in the future," said Kuldeep Vamja, a student from the Indian Institute of Management Bangalore.

"It has been a great pleasure being part of this team. I thank EGADE Business School for allowing me to be part of this cohort. From the start, I have to appreciate all the lecturers and the guest speakers for taking their valuable time to take us through this course, and of course not forgetting our lovely Valeria for always making sure that we know more about Mexico for those us who only know it through the map! If given a chance I would love to visit the campus and tour Mexico. I have been learning about sustainability, but this time I have learned more, it is not just about leaving zero footprints, it is about doing business consciously, and this can only be achieved by seeking to create social and environmental improvements through organizational practices and products, and it doesn't stop there, an organization must be regenerative! I'm in the hospitality industry and was very impressed by the video shown about the Playa Viva hotel and its regenerative nature. I call upon my fellow industry players to start thinking seriously about Regenerative Tourism!," said Maureen Obunga, a student from the Kenyan Strathmore Business School

"This program has been prepared in an extremely professional way. It provides the right theoretical frameworks and combines them with live examples of companies that are generating a positive impact on society and the planet. Of course, we cannot forget, that even though we couldn't travel to Mexico to attend it, the online cultural interactions and sharing of Mexican food, music, and traditions made me feel like I was there and created that experience of expanding my world knowledge," said Christian Sofer, a student from the German ESMT Berlin.



Besides the work portrayed above which relates to our curricula and course offering, in 2021 and 2022, we also made progress on this principle by expanding our offering of executive education programs on urgent matters such as climate change and promoting educational innovation among our faculty.

Specific projects developed and delivered in the reporting period are mentioned next: Women for boards, Women Leading Organizations, Leadership for Climate Action, + Talento and BBVA Momentum and Management Business Skills. These lifelong learning offerings aim to foster a mindset shift toward responsible leadership at the C-level positions in national and international companies. More than 240 participants were registered during 2021-2022.

### ***Women for Boards***

Women for boards is an executive education program that started in 2019 in Mexico City in alliance with Dalia Empower, an organization that promotes Mexican women's empowerment and strives to eradicate social biases and stereotypes that prevent women from accessing leadership positions. This program is designed for women who have at least 5 years of experience and want to acquire the knowledge, skills, and tools to become board members. Such initiative aims to increase the number of women in boards because currently less than 7% of the boards' seats are occupied by women.

# 240+

Participants of lifelong learning programs with SDG impact



## ***Leadership for Climate Action: The Role of Corporate Governance***

In 2021 EGADE Business School in partnership with the Conscious Enterprise Center (CEC), and Chapter Zero Mexico, the climate governance initiative from the World Economic Forum, established an alliance to offer the first climate governance program for board members and C-Suite executives to enable them to lead the climate governance agenda in their organizations. The program started in August 2022 with 27 participants from 18 companies, 9 instructors, and guest speakers from various sectors and areas of expertise. The program was delivered in a digital format with live sessions every two weeks for a total of 30 hours. By developing and delivering this program EGADE, the CEC, and its allies from Chapter Zero support SDG 13, particularly target 13.3. by improving “education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

## ***Women Leading Organizations***

In August 2022, EGADE Business School launched a new executive education entitled “Women Leading Organizations”. This program aims to support women in executive positions on the discovery of their personal purpose and the development of their leadership competencies to advance their career and enhance their effectiveness. Joanna Barsh, Director Emeritus, McKinsey & Company, and founder of the Centered Leadership program at this global consulting firm, Nilima Bhat, coauthor of Shakti Leadership, international visionary, speaker and coach in the fields of leadership, mindfulness, and diversity and inclusion, and Raj Sisodia, cofounder and global leader of the Conscious Capitalism movement, FEMSA Distinguished University Professor of Conscious Enterprise, Tecnológico de Monterrey, and president of the Center for Conscious Enterprise are the facilitators of this program that is divided into 5 modules: Consciousness and Purpose; Self-Care; Tools; Inner power; and Empowerment. The first cohort of this in-person 48 hour, intensive program met in Puerto Vallarta Jalisco in November 2022. This program supports SDG 5.

## ***Journey to Conscious Capitalism***

A program developed by the Conscious Enterprise Center of Tecnológico de Monterrey, that promotes the tenets of conscious capitalism: Higher purpose, stakeholder engagement, conscious culture and conscious leadership. Distinguished FEMSA University Professor of Conscious Enterprise Raj Sisodia is the lead instructor of this program.

## ***Conscious Enterprise Diploma***

A collaboration between EGADE and Emeritus, an online education platform, resulted in the development of 3 independent certificates: Sustainable Leadership, Circular Economy, The Business Strategy and Sustainable Finance. Taken together, these certificates can be upgraded to a diploma. These courses were developed in 2022 and scheduled for delivery in 2023.

## ***Management Business Skills***

Management Business Skills was launched in October 2021. This fully online digital course offered completely in Spanish was designed to offer middle managers the capacity to acquire practical knowledge with the flexibility they demand. In this vein, the course supports SDG4, particularly the development of skills for employment. The program's foundation rests on 4 main themes: Leadership, strategic vision, innovation and entrepreneurship, and exponential technologies. In the strategic vision path, students can select the course "Fundamentals of Corporate Sustainability", whereas in the leadership path students go through mandatory courses on "Conscious Leadership" and "Diverse and Disperse Teams", all of which aim to develop competencies linked to responsible management and sustainability. Until December 2022, 207 participants have completed the program, 6 have taken the course on foundations of sustainability.

## ***+Talento 2021 and 2022***

+Talento is a 100-hour degree program that aims to develop competencies for the design of projects for labor inclusion of people with disabilities, as such this degree is linked to SDG8, specifically to target 8.5. This program was created in 2014 in alliance with Movimiento Congruencia, an NGO dedicated to labor inclusion of people with disabilities. The first edition was held at EGADE in Monterrey. Since 2016, Entrale, the alliance for labor inclusion joined the partnership to deliver the program in Mexico City, enhancing the number of cohorts to two per year. On its 6th edition in 2021, with the help of Movimiento Congruencia and Entrale, +Talento gathered 26 participants from 12 companies. This edition was the first delivered fully online nationwide through live sessions supported by videoconferencing applications and an LMS. One labor inclusion project was developed for each company and presented to their directors of talent, HR, or human capital departments. That year 10 instructors participated. Teams from each company were supported by a tutor and a total of 2 tutors participated. In 2022, the program continued being offered in digital format nationwide. In this edition, 9 participants from 4 companies were enrolled. A total of 13 instructors delivered the contents of the program divided in 10 modules and 3 tutors supported the teams which prepared 4 different projects (one per company) for the labor inclusion of people with disabilities. All projects were presented to top executives from the participants' companies as part of the degree requirements.

## ***BBVA Momentum Project***

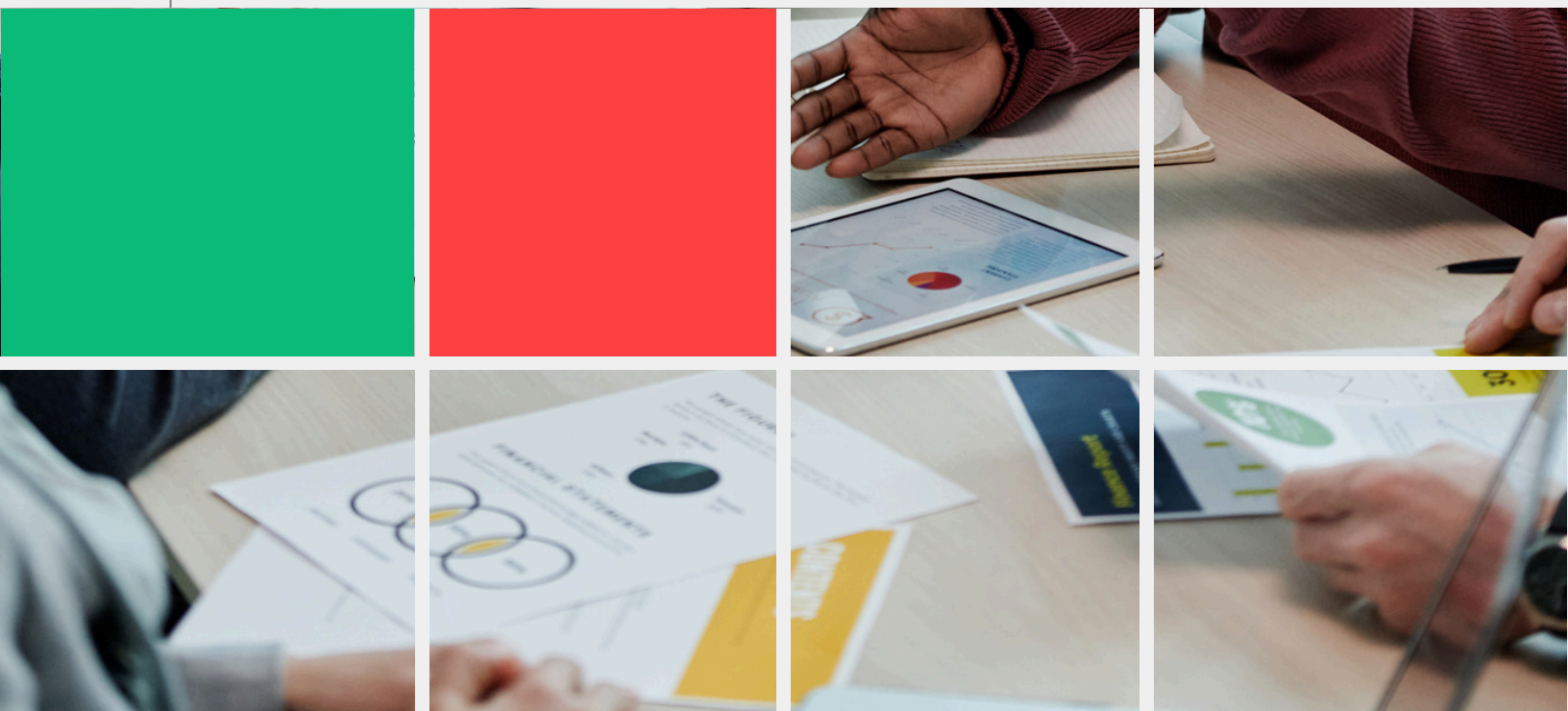
In 2021 and 2022, EGADE and the Conscious Enterprise Center joined BBVA in the deployment of their Momentum Project. Momentum is a program that supports social entrepreneurs by developing competencies and offering preferential credit to scale their business and impact, thus contributing to SDG8. This project is particularly relevant in the context of economic recovery. Momentum comprises 4 different stages: Digital education offered to 100 social entrepreneurs; incubation which is offered by another ally of the program, New Ventures, for 40 participants; specialized formation offered at EGADE to 20 social entrepreneurs; and the social investment day in which the same 20 participants present their pitch in front of investors and BBVA executives.



In 2021, EGADE was involved in the first and third phase of the project, and in 2022 it focused on the specialized formation or phase 3, for a total impact on the development of competencies of 120 mexican social entrepreneurs.

### ***Faculty Development and Educational Innovation***

Regardless of their area of expertise EGADE's faculty has access to an extensive offering of training that includes sustainability related topics with the intention of incorporating activities and projects related to these issues. In 2021 and 2022 we offered training on the Sustainability Mindset and Impact Management, among other topics. In addition to the work on faculty development, EGADE strongly believes that the transformation in business education cannot rely solely on changing the topics and contents of the courses we deliver to students, it must also be accompanied with a change in our teaching methodologies. The school educational innovation team manages and promotes educational innovation at the school. To illustrate the work of our faculty members in creating learning experiences that address the affective element of sustainability competencies' development, we present the reflections of two faculty members. These learning experiences are also aligned to the i5 project.





### ***Learning about Circular Economy through an Off-site Experience***

This learning experience planned and implemented by professor Eduardo Aguiñaga at the Monterrey site can relate to Make Learning Meaningful moves of the i5 project. The offsite experience has become a flagship activity of the Responsible Leadership course. It is executed in collaboration with HEINEKEN, at their manufacturing facilities in the city of Monterrey. The activity starts with transportation to the factory and a guided tour in which students get to know the history and business model of the company. Later, students are guided through the brewing process but more importantly they learn about the company's sustainability strategy with special focus on their Circular Economy initiative.

After the guided tour, there is a 90-minute Master Class on Circular Economy taught by the professor alongside with the intervention of company's experts on the topic. Usually, these experts talk about new processes, materials and their impact on sustainability, or intrapreneurial opportunities identified by the company. While the executives of the company present their plans for transforming their regional operations based on the principles of circular economy, the professor motivates students to reflect upon the challenges and opportunities of this project and its importance for regional sustainability. Whenever possible, this part of the activity takes place in the boardroom, where the CEO and Vice-presidents of the company usually meet.

The Outcomes & Impact: One of the most recurrent comments from students is that this activity has been one of their favorites of the trimester. Partly as it has been insightful, innovative, interesting, and engaging. Moreover, one of the most common reactions of students is their willingness to explore more about the circular economy concept and its implementation, especially on the entrepreneurial side of business. In other words, this activity sparks in them their desire to create circular entrepreneurships based on the transformation of abundant waste into something more valuable (upcycling). Some others acknowledge the impact on society and realize a new way to benefit the community. Overall, this off-site class completely changes students perception of business strategy, sustainability, and the role of companies in their surroundings.

Lessons Learned: There were no real issues for implementing this innovation other than aligning the class scheduled, the schedule of the invited expert guest speakers at the company and the tour of their facilities. Leveraging on the network of professors to encourage this type of off-site class with more experiential learning and interaction with the industry is recommended. Logistics support for the professor eases the overall experience. Also, providing students with pre-readings on the topic is recommended for them to seize this opportunity.

Required resources: Overall, the resources needed for this activity involve professor with industry connections; a topic in which to host company excels or want to share about; a company open to receive students, give a tour, and provide space in their facilities; guest speakers from the same company. Logistically speaking, the activity requires a small bus or van to transport students, professor, and any other staff to the company and back to the university.

9 INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



## Reflections: Principle 3 Method

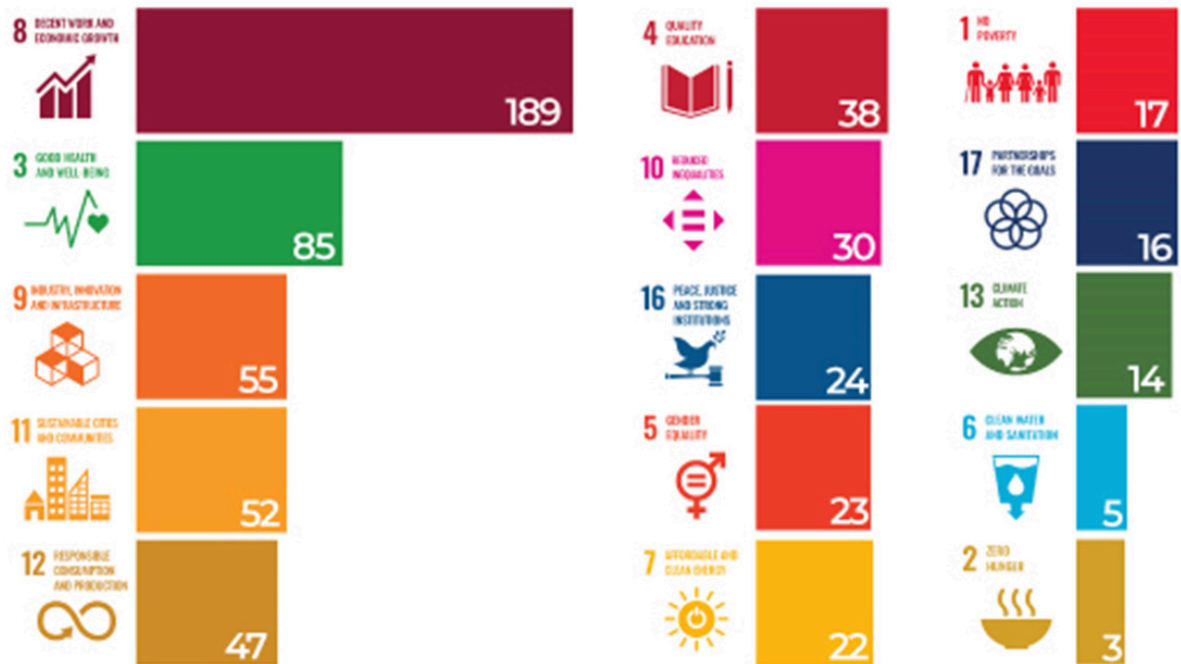
We strongly believe that the transformation of the business ecosystem needs to happen not only through new generations but also through responsible management practices of current business leaders. Thus, in the period reported here, 2021-2022, the school advanced its impact on responsible management education and the SDGs by increasing its offering of executive education programs and strengthening the ones already available. In addition, professors were encouraged to innovate in their pedagogy and the school offered them specialized training to support this process. For the next period, 2023-2024, we expect to foster innovation through academic communities for each course to increase the reach of these teaching practices. The upcoming redesign of MBA curricula in 2023 will provide us with the opportunity to extend the length of current mandatory courses on sustainability and to strengthen the offering of electives that will help students specialize on related subjects.

# Principle 4: Research

As the school seeks to generate knowledge that contributes to both organizations and society, the UN SDGs provide the ideal framework to guide research efforts because they represent the world’s biggest challenges. In this period, EGADE Business School continues to map the contribution of its scientific research using the SDGs’ framework.

Table 2 shows that around 56% of journals, conferences and newspapers publications produced by EGADE’s faculty relate to an SDG. The analysis is performed at keyword level in the 2021–2022 period. Based on the map we can highlight that SDG 8 "Decent work and economic growth" is associated with highest number of scientific products.

**Table 2 SDG-related intellectual contributions (journals, conferences, and newspaper articles), 2021–2022**





Some examples of the research mapped in relation to the SDGs in the previous table are:

- Consumer Behavior Research and Marketing Interventions to reduce obesity and improve alimentary conduct; more than 13 publications have been related to this research project of high impact linked to SDG3.
- The SWIT initiative from 2017-2021, with 17 scientific articles published in SCOPUS-ranked journals, nine books and 14 book chapters, and 14 theses (11 master's degrees and three doctoral degrees) is aligned to several SDGs. Mainly SDG 8, SDG 9, SDG 10, SDG 11, and SDG 12. Furthermore, SWIT has been recognized internationally, Awarded by AACSB as one of the 2021 Innovations that Inspire which recognizes institutions from around the world as champions of change in the business education landscape. In 2022, it was recognized with the BGA Business School Impact granted by AMBA & BGA Excellence Award.

Faculty members are motivated to share their work with the wider community through EGADE IDEAS an online platform that can reach broader audiences. In 2021 alone, 350 articles were published by school faculty, who are active actors of the country's media, disseminating relevant content about finance, business trends, etc.

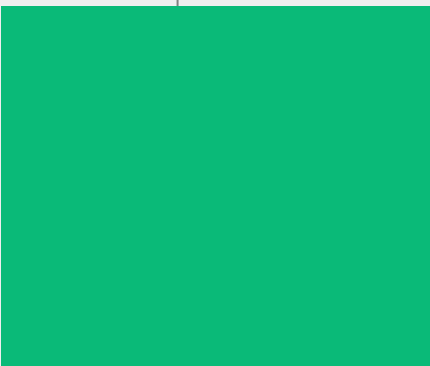
As part of its engagement with the Champions for PRME, during 2021 and 2022, EGADE continued working together with La Trobe University, ISAE and Externado University in a research project on Emotions, Covid and Unemployment. This research seeks to provide some understanding of the public's emotional reactions to the issues of employment during the pandemic.

The manuscript is developed to seek publication in the outlets of the four universities. In addition, continuous engagement with the working groups of Sustainability Mindset and Sustainable finance supported faculty development initiatives described above in the method section and enabled the interaction of faculty with other experts on the field.

In addition to publishing in top tier journals, faculty members are motivated to share their work with the wider community through EGADE IDEAS an online platform that can reach broader audiences. In 2021 alone, 350 articles were published by school faculty, who are active actors of the country’s media, disseminating relevant content about finance, business trends, etc.

## Reflections: Principle 4 Research

Our school seeks to reduce the gap that exists between the research produced by our faculty and the practical application in businesses. Thus, in the future we plan to continue our efforts to not only bring this practical knowledge to the community, but also to generate research that stems from the current challenges that organizations face in their quest for sustainability. We will strengthen our EGADE Ideas platform and, leveraging on principle 5, we will enhance our collaboration with industry actors.



# Principle 5: Partnerships

Partnerships are an essential part of the school's objective to build a vibrant ecosystem that promotes innovation and entrepreneurship with social impact. As part of its 2025 strategic Plan EGADe also aims to strengthen its relationships with the main national and international stakeholders. Such relationships open more opportunities to advance in PRME principles.

For instance, EGADe's membership to the Global Network for Advanced Management (GNAM) helps students connect from multiple member schools, working collaboratively in multicultural environments. Currently, 32 member schools are actively working in 28 countries within this network. A few examples of the impact of GNAM related activities are described under the method principle.

Another partnership that results in great impact is with the Mexican Institute of Finance Executives (IMEF), an association of leaders in the financial sector of Mexico. In partnership with IMEF, every year the Work Life Balance Forum is organized, to discuss the trends impacting women in the business world.

During the 2021-2022 period EGADe faculty also collaborated with Global Compact in its working group initiative that also brings together the Enterprises' Coordinating Council (CCE by its name in Spanish). This partnership resulted in the publication of the Circular Economy Best Practices Report in June 2022 and the of the Sustainable Investment Best Practices' Report in October of the same year.



**17** PARTNERSHIPS  
FOR THE GOALS



## 17 PARTNERSHIPS FOR THE GOALS



EGADE's engagement in PRME events and the regional Chapter of Latin America and the Caribbean, help the school to continue expanding its partners' networks and increasing the engagement with the PRME working groups and other initiatives community. For example, during the LAC Chapter's regional meeting of 2021, we were able to establish new relationships with the Carbon Literacy Project team and started conversations to launch various initiatives in the next reporting period.

### Reflections: Principle 5 Partnerships

EGADE has a wide network of partnerships, in the country, the region and across the globe. For the future, we will seek to deepen relationships that help us advance our purpose and particularly, the SDGs we have defined as a priority with our social impact strategy as a guiding compass. We expect to involve more members of EGADE so that we also increase our engagement with the various initiatives that PRME and the Global Compact comprise.





# Principle 6: Dialogue

During the pandemic, several initiatives were developed to promote dialogue with a wider audience for a positive social impact. In this period we continued and enhanced some of these initiatives. In 2021, the Territorio Negocios Podcast ranked second in the business category of Apple Podcasts and was positioned within the Top 50 Business podcasts on Spotify. The podcast was also available via Google Podcasts and Amazon Music.

In addition, the EGADE Future Forum webinar series, launched in April 2020 to provide support to business and respond to contingencies stemming from COVID-19, continued in 2021 with national and global leaders and was moderated by the school's faculty. It discussed multiple topics, including agile organization, exponential technologies, customer experience, corporate responsibility, adaptability to change, economic policy, retail innovation, and artificial intelligence ethics.

Furthermore, every year, the National MBA Summit offers an intensive academic and networking experience for all school students. In the 2021 Virtual MBA Summit students worked in business challenges to solve social problems associated with various of the United Nations SDGs. Students participated in workshops where they discussed and advanced business ideas to contribute to the achievement of the SDGs, there was a section for Team Challenges about Futures Thinking and Strategic Foresight in four main topics aligned with SDGs: Urbanization (SDG 7 & 11), Social Change (SDG 10 and 12), Tech Breakthrough (SDG 8 and 9), Global Power Shift (SDG 16 and 17).

Also, our students of the Master in Finance had the opportunity to reunite in their own National Summit. In 2021 over 100 students explored the





# Our Organizational Practices

The following examples highlight initiatives aimed at reaching the external and internal community to consolidate a collective effort to build up networks and diversify communication channels to foster societal impact.

Student and staff **well-being** is vital among the school's priorities. Therefore, the school launched the platform ***Take Care of Your Mind (Cuida tu mente in Spanish)*** to address the community's mental health. On this platform, the school has shared content around the following areas: healthy mind during lockdowns, emotional support content and resources, and content to create stronger bonds among community members. In addition, for active learners and employees, an application called Guide (Orienta in Spanish) was created to provide medical, psychological, legal, and many other forms of advice.

As part of the commitment to sustainability, a school-wide effort is carried out to implement environmentally friendly technology and practices. For example, recycling is carried out within the Monterrey site; mainly cardboard, glass, plastic, and electronic waste is separated. In addition, suppliers at events are instructed to classify beverage waste accordingly, and the cleaning team performs a final separation, if necessary. With these efforts EGADE Business School also contributes to various social causes, such as the Childhood Cancer Association. Monterrey went through a severe drought in 2021–2022.



The school, conscious of its impact, redesigned its gardens to reduce water usage. Gardens now show mostly endemic regional plants adapted to semi-arid weather conditions and require less watering. With an investment of around \$19,627 USD, the efforts created efficiency reflected in water consumption. Additional initiatives include energy-efficient refurbishment and a PET-free campus as part of the Tecnológico de Monterrey's "Ruta Azul" initiative launched in 2021 to consolidate a road map toward sustainability. In addition, the Monterrey site is equipped with electronic charging stations for electronic vehicles.

**Volunteering** is encouraged among the school's stakeholders, and some events organized for fundraising are Golf for a Good Cause in October 2021 and building piñatas in April 2022 for both learners and alumni and their families. In addition, the EGADE community continues to support the Líderes del mañana, a program that supports bright young people, with great social sensitivity, so that they achieve the professional development they deserve and can be the agents of change that Mexico needs. Furthermore, staff and professors of the School annually participate in the "Día del Voluntariado" initiative which ignites solidarity experiences with high social impact that contribute to the experience of human flourishing.


**Inclusion, gender equality, and human dignity** are promoted by the school not only through programs described in the methods section but also through efforts to support extraordinary talented women to attend a graduate program. This is the case of the Advancing Women in Business scholarship which seeks to increase the number of women who earn a graduate business degree.


In terms of organizational practices, we seek to leverage on the sustainability plan of our parent institution, Tecnológico de Monterrey, to reduce our ecological footprint and to increase our positive impact in the environment. We also aim to enhance the engagement of students and promote their participation in the creation of social impact initiatives.





# Thank You

 Rufino Tamayo y Eugenio, Av. Eugenio Garza Lagüera, Valle Oriente, 66269 San Pedro Garza García, N.L.

 <https://egade.tec.mx/en>

 <https://mx.linkedin.com/school/egadebusinessschool/>