

**CLADEA**  
**Guide** to  
Responsible  
*Business*  
**Education** in  
Latin America

*Edited by* **Mariella Olivos Rossini**

© 2016 Greenleaf Publishing Limited

Published by Greenleaf Publishing Limited  
Salts Mill  
Victoria Road  
Saltaire  
BD18 3LA  
UK  
[www.greenleaf-publishing.com](http://www.greenleaf-publishing.com)

Cover by Sadie Gornall-Jones.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission in writing of the publishers.

British Library Cataloguing in Publication Data:

A catalogue record for this book is available from the British Library.

ISBN-13: 978-1-78353-335-0 [hardback]  
ISBN-13: 978-1-78353-322-0 [PDF ebook]

# Contents

Introduction.....	1
<i>Mariella Olivos Rossini, CLADEA Executive Coordinator</i>	
<b>1</b> The Teaching Learning Process Design (TLP) as a collective classroom agreement .....	5
<i>Fernando Pesántez, Luis Tobar</i>	
<b>2</b> Balance between the management strategies and the pedagogical strategies as support for research. Department of Business Administration Universidad Central. How is research organized? .....	17
<i>Ivonne Tatiana Muñoz Martinez, Francisca Rojas Santoyo</i>	
<b>3</b> A case for assessing ethics and CSR in master's programs. From Universidad Icesi.....	30
<i>Enrique Ramírez R, Edgar Benítez, Pilar Acosta</i>	
<b>4</b> The relationship between the labor market and Vuad's business management program in the city of Bogotá .....	43
<i>Martha Cecilia Pachón, Diela Moreno</i>	
<b>5</b> Commitment to Virtual Education in the Field of Business.....	61
<i>Ricardo Arderius Villanueva</i>	
<b>6</b> Consolidation of students as changemakers through PRME. The case of social entrepreneurship at the University of Monterrey .....	69
<i>Luis Portales</i>	

<b>7</b>	Pedagogical transformations in business schools: experiential and service-based learning for enhancing PRME engagement .....	81
	<i>Ricardo Uribe, Juan Esteban Escalante, María Alejandra González-Pérez</i>	
<b>8</b>	Business education responsibility among Latin American educational institutions. An Ecuadorian perspective.....	94
	<i>Cristina Acuña Bermeo, Efraín Naranjo Borja</i>	
<b>9</b>	Learning and teaching social responsibility at ESAN University.....	106
	<i>Kety Jáuregui, Patricia Gallo</i>	
<b>10</b>	The program reform as a responsible improvement process. Case: Program of Business Management .....	118
	<i>Uriel Bustamante Lozano, Juan Manuel Castaño Molano</i>	
<b>11</b>	Case: strategic management of the research at the Business Administration Program of Universidad de Cartagena.....	154
	<i>María Eugenia Navas Ríos, Emperatriz Londoño Aldana</i>	
<b>12</b>	Use of computer-based business simulation methodology in order to get a master's degree .....	165
	<i>Gonzalo Guzmán Sanjinés, Diego Guzmán Nagel</i>	
<b>13</b>	CLADEA Guide on Responsibility in Business Education in Latin America. Case: Esan University .....	189
	<i>Maritza Arbaiza Ríos, Andrea Sotil Chávez, Roberto Leo García</i>	

# 9

## Learning and teaching social responsibility at ESAN University<sup>1</sup>

**Kety Jáuregui**<sup>2</sup> [kjauregui@esan.edu.pe](mailto:kjauregui@esan.edu.pe)

**Patricia Gallo Negreiros**<sup>3</sup> [pgallo@esan.edu.pe](mailto:pgallo@esan.edu.pe)

In recent years, educational institutions have begun to address the challenge of training their students in Social Responsibility (SR). This document presents the actions taken, the challenges faced and the goals achieved as well as the future direction of SR training of undergraduate and graduate students at ESAN University. The university is developing three lines of action: the inclusion of SR courses in its programs, the search for appropriate teaching methodologies and the implementation of strategies of awareness and involvement related to SR. For the last six years, the subject of Ethics and Social Responsibility has been required in the MBA program, and 43% of the specialized master's degrees include this subject. The master's students have greater academic knowledge of SR and are more aware of the country's social and environmental problems. Between 2009 and 2014, students have completed 26 research theses on the subject of SR. Approximately 200 undergraduate students have participated

- 1 The authors wish to thank Mrs. Maritza Arbayza, Head of General Services of ESAN University, for the information provided for the development of this case.
- 2 Associate Professor in the area of Administration and Director of the Master's Program in People Organization and Management at the Graduate School of Business, ESAN University. Post-Doctoral Studies in Social and Sustainable Management at Peter B. Gustavson School of Business, Victoria University, Canada. Ph.D. in Management from IESE, Spain.
- 3 Coordinator of the University Social Responsibility Program and part-time instructor of undergraduate courses in Social Responsibility at ESAN University. She is an Industrial Engineer from the University of Piura, Peru. Master's in Human Development from Universidad Libre Internacional de las Américas, Spain.

**in the “Empowerment Entrepreneurs” (EE) program, which has benefited 230 micro-entrepreneurs.**

**Keywords:** ethics and social responsibility, SR training, ESAN University, MBA, micro-entrepreneurs

## Introduction

Beginning in the 1950s and increasingly since the late 1990s, interest has grown in educating new generations of executives in Social Responsibility (SR) (Teixeira and Rocha, 2010; Towell et al., 2012; Dzuránin et al., 2013) and in the role that educational institutions play in said training (Altmeyer et al., 2011). As a result, educational institutions are primarily taking three actions: integrating courses related to SR in their programs, exploring appropriate learning methodologies and increasing student awareness of SR. ESAN University is working on these three actions.

ESAN (Graduate School of Business Administration) was founded in 1963 under an agreement between the governments of Peru and the United States of America. Its organization and implementation were entrusted to the Graduate School of Business of Stanford University. It was transformed into ESAN University in 2003.

The university offers master’s programs (MBA and functional and sectorial master’s), executive and corporate programs, university careers and other academic services. It currently has 10182 graduates with master’s degrees and 617 graduates with undergraduate degrees as well as 1578 master’s students and 3966 undergraduate students.

ESAN is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and the Association for MBAs (AMBA). It is a founder member of the Latin American Council of Management Schools and Business (CLADEA) and a member of various academic associations, such as the Partnership in International Management (PIM).

The university adhered to the Principles for Responsible Management Education (PRME) in 2008. It has committed to the six principles (purposes, values, methods, research, dialog, association) as guidelines for achieving its mission to form competitive, honest leaders and professionals with a critical sense and international vision, through research, teaching and knowledge dissemination.

## Challenges

Undertaking SR training is not a trivial matter, especially in a country such as Peru, which is characterized by individualism, a greater orientation toward the present

rather than the long term, and a high power distance culture. Additionally, Peru has a corruption perception index of 36 points, which places it 88th among 167 countries (Transparency International, 2015); a human development index of 0.734, which places it 84th among 188 countries (UNDP, 2015); and a poverty index of 22.7%, down 1.2% from 2014 to 2013. The poverty index indicates that in 2014; 6,995,000 Peruvians were poor or extremely poor (INEI, 2015a) and only 15.9% of the population over the age of 25 had a college-level education (INEI, 2015b).

In this context, raising awareness and understanding of the importance of one's own society, among those who are privileged to have access to higher education, is a great challenge to achieving a more human society in which the common good is more important than individual advantages.

## What we did

The subject of Ethics and Social Responsibility was incorporated as an MBA requirement six years ago; 43% of the specialized master's programs also include this subject. The predominant learning method is constructivist, wherein student participation is fundamental. Independent reading, case studies, role-playing and group work are emphasized as learning tools. Furthermore, entrepreneurial value building and training workshops and SR self-diagnosis workshops are held so that students can evaluate the SR situation in their companies and sectors, reflecting on SR actions in their environment. This develops and enables competent professionals to create economic and social value with awareness of and sensitivity to the problems of poverty and inequality in Peru that could risk the sustainability of their business and society, as well as human life in general.

In the last ten years, the Business School has also launched various highly specialized programs related to SR. For example, in addition to classroom sessions, the highly specialized program of community relationships has students live in a community in Vancouver, Canada.

The university's Student Wellbeing division created the "Empowerment Entrepreneurs" (EE) program in 2010, with the objective of having the students provide basic management tools to low resource micro-entrepreneurs and future entrepreneurs from the southern zone of Lima (Atocongo). This program was developed in cooperation with the UNACEM Association (Nonprofit organization of the UNACEM Cement Corporation), which provides support in inviting and selecting entrepreneurs (beneficiaries of the program) as well as providing follow-up and facilities for the class, and advisory sessions. The program lasts three years and is composed of six phases. Each phase involves ten hours of training and advice. The program includes subjects such as marketing and sales, costs and budgets, formalization and process improvement. The micro-entrepreneurs and the students can choose the phases in which they will participate, from one to all.

In 2013, the university's administrative division created a unit called ECOESAN ("Live Responsibly") with the objective of developing social and environmental management programs. At present, two programs have been developed: a) school campaigns, Christmas campaigns and campaigns against extreme cold weather, aimed at the inhabitants of the island of Los Uros and the children's village, Virgen de la Candelaria (Puno); and b) recycling activities (e.g., paper, plastic bottles). Through these, we involve the community of ESAN in SR activities, promoting a spirit of empathy for others, environmental awareness and a focus on sustainable development.

## What happened

The master's students have greater academic knowledge of SR theories and are more aware of the social and environmental issues facing Peru. They have demonstrated this by volunteering for university SR programs. Additionally, students have been so interested in the subject of SR that they have made it the subject of their master's thesis. Between 2009 and 2014, the students have completed 26 investigation theses related to SR.

With regard to executive programs, at present, there are eight graduate classes from specialized social responsibility programs; nearly 200 professionals have been trained.

Approximately 200 undergraduate students have participated in the EE program and 230 micro-entrepreneurs have benefited. Students have commented that this type of program helps them to apply the knowledge received in the classroom to real business problems and that it involves and informs them of what is occurring in their environment, so that in the future they can generate social changes. Additionally, the program supports skills development (e.g., communication skills) and leadership based on ethical principles such as teamwork, the search for the common good, solidarity and mutual respect. Micro-entrepreneurs have commented that the program helped them grow and formalize their companies. Overall, 20% of the micro-companies have already been formalized and another 20% are in progress; the remaining 60% have stated their intention to become formal in the short term. In addition, one of the beneficiaries of the program won an award for being a "female entrepreneur" in her community, a prize that was bestowed by the municipal government.



## Next steps in the short and medium term

Because very little material exists in the Peruvian context, didactic material, particularly case studies, will be developed for the master's courses to strengthen their learning activities. The case method is a very efficient strategy, especially for this subject, because by assuming the role of the main protagonist, the students have to make decisions based on reflection and contextual analysis.

Furthermore, an expansion is proposed that would increase the offering of new executive social responsibility management programs to involve different sectors (e.g., media and health). Agreements with SR-certifying organizations are also being explored, so that students of our executive specialization programs can adopt a more globalized focus and embrace various practices not carried out in Peru.

The EE program will include a phase that comprises seminars and fairs with micro-financial institutions; these will provide micro-entrepreneurs with opportunities to get to know and relate to the local institutions that provide access to credit. The micro-entrepreneurs have requested this because many of them are already formalized and need access to micro-loans to grow their business, as well as to participate in other government programs provided for new businesses.

Finally, greater promotion is underway to increase undergraduate and graduate student participation in the university's SR programs, specifically, in the school campaigns, Christmas campaigns and campaigns against extreme cold weather in Puno.

## References

- Altmeyer, D., Yang, S. P., Schallenkamp, K., & DeBeaumont, R. (2011). "Student ethical awareness and business program matriculation: Evidence from the US". *Business Education & Administration*, 3(1), 41-49. Downloaded on 1/IV/2016 from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1947108](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1947108)
- Dzurainin, A. C., Shortridge, R. T., & Smith, P. A. (2013). "Building ethical leaders: A way to integrate and assess ethics education". *Journal of business ethics*, 115(1), 101-114. Downloaded on 1/IV/2016 from <http://link.springer.com/article/10.1007/s10551-012-1371-x#page-1>
- Instituto Nacional de Estadística — INEI (2015a). *Informe Técnico: Evolución de la pobreza monetaria 2009-2014*. Downloaded on 1/IV/2016 from [https://www.inei.gob.pe/media/cifras\\_de\\_pobreza/informetecnico\\_pobreza2014.pdf](https://www.inei.gob.pe/media/cifras_de_pobreza/informetecnico_pobreza2014.pdf)
- Instituto Nacional de Estadística — INEI (2015b). *Perú: Indicadores de Educación por Departamento 2004 al 2014*. Downloaded on 1/IV/2016 from [https://www.inei.gob.pe/media/MenuRecursivo/publicaciones\\_digitales/Est/Lib1293/index.html](https://www.inei.gob.pe/media/MenuRecursivo/publicaciones_digitales/Est/Lib1293/index.html)
- United Nation Development Program — UNDP (2015). *Human Development Report 2015*. New York.

- Teixeira, A. A., & Rocha, M. F. (2010). "Cheating by economics and business undergraduate students: an exploratory international assessment". *Higher Education*, 59(6), 663-701. Downloaded on 1/IV/2016 from <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=f133e491-bd05-457b-bcfa-023b32a9d775%40sessionmgr120&vid=0&hid=105>
- Towell, E., McFadden, K. L., McCoy, W. C., & Buhrow, A. (2012). "Creating an Interdisciplinary Business Ethics Program". *Journal of Academic Ethics*, 10(2), 93-112. Downloaded on 1/IV/2016 from <http://www.niu.edu/assessment/committees/CAN/PresentationsPapersArticles/towell-mcfadden-mccoy-buhrow-2012-creating-interdisc-business-ethics-prog.pdf>
- Transparency International (2015). *Corruption Perceptions Index 2015*. Downloaded on 1/IV/2016 from <http://www.transparency.org/cpi2015>