



**LEADING THE WAY:
HUMANITIES, RESPONSIBLE
LEADERSHIP, AND BUSINESS
ETHICS AT THE HEART OF
BUSINESS EDUCATION**

SHARING INFORMATION ON PROGRESS 2016-2017

United Nations Principles for Responsible Management Education

Leading the Way: Humanities, Responsible Leadership, and Business Ethics at the Heart of Business Education

A publication of CENTRUM Católica
Graduate Business School - Pontificia
Universidad Católica del Perú.

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Leading the Way: Humanities, Responsible Leadership, and Business Ethics at the Heart of Business Education

Sharing Information on Progress 2016-2017

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Letter from Percy Marquina Director General of CENTRUM Católica

It is with pleasure that I am presenting CENTRUM Católica Graduate Business School's 2016-2017 Sharing Information on Progress report. It has been ten years since CENTRUM Católica became a signatory of the Principles for Responsible Management Education (PRME), one of the first 60 institutions in the world to do so. From the onset we designed a strategy to make these Principles an integral part of our School's programmes: master in business administration (MBA), international corporative masters (ICM), our specialized masters programmes, and doctor of strategic business administration (DBA), as well as our non-degree programmes and executive education.

We also prepared our Faculty, developing new competences as needed, so as to assure the quality of the teaching-learning processes in the application of the PRME. As planned, we soon became a PRME Champion and began to interact with the other 30-odd business schools that had achieved this distinction to devise ways of working and modes of

operation to deepen the application of the Principles in other 600-plus PRME signatory Schools worldwide.

Since I took over as Director General last October, I have reaffirmed our commitment to continue leading the way within the PRME member schools, and to enhance what we do with a new Humanities approach, a prevailing framework to graduate MBA, MCI and DBA students in the future. In other words, we will seek to strengthen and, if needed, to instil a deeper and wider set of ethical values and principles to our graduates, with the focus on the human being and in their global habitat, so that they change their ways of being, behaving, of dealing with others, and of conceiving nature, to improve the ways of leading others and the organizations entrusted to them. In this sense, I believe that we at CENTRUM Católica are already starting a new phase in the way we go about teaching our students, including a wider range of principles than those included in the PRME, including their full alignment with the seventeen Sustainable Development Goals.

Executive Summary

The most important change at CENTRUM Católica during these last two years was the inclusion of the Sustainable Development Goals in all course's syllabi in all programmes. The institution is committed to the achievements of these seventeen goals. This is why the internalization of the School with existing and new partners was accelerated, the teaching-learning process for new competences and skills acquisition by our students was strengthened, and business ethics and responsible leadership was deepened in all programmes.

We also widened our outreach efforts in Perú: the School outreached one of the most conflict-prone areas in Perú to support government efforts to develop alternatives to coca-leaf production in the Apurimac, Ene and Mantaro River Valleys, an area known as VRAEM. This is a remote area reached only by helicopter. Our founding DG, Professor Fernando D'Alessio and other Professors visited the area and established a mechanism to support specific institutions located in the VRAEM to train micro entrepreneurs. In Lima, the School joined forces with the municipal government where it is located, Santiago de Surco, to strengthen the community security with drones, and technical personnel.

In the international arena, CENTRUM Católica continued its strategic alliance with the Institute for Management Development (IMD) in Switzerland to gather the Peruvian data to publish the

World Competitiveness Yearbook, with the Social Progress Initiative to conduct research and to launch the *Regional Social Progress Index in Perú*. It also continued to publish the Regional Competitive Index of Perú. CENTRUM Católica also continued brokering negotiations to do field trips with our MBA students to interact with executives in companies located in to Brazil, China, Canada, selected European countries, the United States of America, and selected countries in Latin America.

Internally, the Faculty management system was improved, and Faculty members continued to be trained in deepening their skills and competences associated with responsible leadership, responsible finance, global ethics, and their nexus with praxis at corporations. Quality Assurance was evaluated in all courses to monitor the teaching of managerial and behavioural competences in our graduates. Knowledge development by Faculty members, students and key Corporate allies was strengthened. R&D internationalization was also strengthened.

The School's governance was strengthened with a stronger, more diverse International Advisory Board. Furthermore, Stakeholders were involved in the Quality Assurance Process at the School, and interactions and support to the Alumni Association were strengthened. In a nutshell, the School maintained its drive to deepen the application of the PRME, and to lead the way in the exercise of responsible education in Latin America and the World.

Principles for Responsible Management Education

As institutions of higher learning involved in the education of current and future responsible business leaders, CENTRUM Católica is voluntarily committed to engaging in

a continuous improvement process by applying and reporting on progress to all of our stakeholders, and exchanging effective practices with other academic institutions and with businesses with respect to the following six UN PRME:



PRINCIPLE 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.



PRINCIPLE 2: VALUES:

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



PRINCIPLE 3: METHOD:

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



PRINCIPLE 4: RESEARCH:

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



PRINCIPLE 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



PRINCIPLE 6: DIALOGUE:

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

Brief Introduction to the Institution



CENTRUM Católica Graduate Business School (CENTRUM Católica) is an autonomous business centre of Pontificia Universidad Católica del Perú (PUCP), the leading private university of Peru. PUCP is licensed by the Peruvian government to award academic degrees On Behalf of the Nation. Because of the fulfilment of its mission, vision and strategic goals, based on continuous improvement and the standardised quality of its processes, CENTRUM Católica has progressed from being a start-up business school in 2001 to becoming a renowned global institution. In order to maintain high-quality academic standards, CENTRUM Católica implemented a quality assurance system based on ISO 9001 standards during 2003. In 2008, CENTRUM Católica subscribed the Principles for a Responsible Management Education (UN PRME), being one of the first 60 business schools in the world to do so.

In 2012, CENTRUM Católica integrated quality and environmental management

in all its programmes: the school got certified under ISO 14001 standards and recertified under ISO 9001:2008 standards. In 2014 CENTRUM Católica obtained the mention in ISO 26000:2010. Furthermore, in 2015, CENTRUM Católica was the first business school in the world to be certified in the integrated ISO 9001:2015 and ISO 14001:2015 standards.

In 2017, the international organization Eduniversal, which specializes in measuring the quality of management education, recognized our school and its programs with these placements as the Best Business School in Peru with 5 Palms of Excellence. According to Eduniversal, CENTRUM Católica ranks first among Peruvian business schools since 2012. Furthermore, the Executive MBA Global, ICM, and International MBA programmes were ranked among the top 1 to 3 programmes in Latin America since 2013.

Furthermore, The Financial Times Ranking 2016-2018 (FT) ranked CENTRUM Católica

as follows: 19th place globally in the Online MBA, 60th place globally in the Executive MBA, 71st place globally in the Executive Education, and 80th place globally in the Customized Executive Education. CENTRUM Católica has been ranked for five consecutive years among the 85 best Executive MBA programmes globally by FT. Also, CENTRUM Católica has been included in the FT global ranking for Executive Education for the past seven consecutive years in the top 75, and its Online MBA is ranked in the top 15 globally for the three years this ranking has existed.

The school is also accredited by EQUIS, AACSB International, and AMBA, being one of only 74 business schools in the world, and eight in Latin America and the only one in Peru to have the Business School Accreditation Triple Crown.

CENTRUM Católica is an active member in the following organisations:

- EABIS – European Academy of Business in Society

- UNGC – United Nations Global Compact
- AccountAbility - international professional organisation dedicated to the promotion of social, ethical and overall organisational accountability
- CLADEA – Consejo Latinoamericano de Escuelas de Administración [Latin American Council of Business Schools]
- Microeconomics of Competitiveness Affiliate Network (Institute for Strategy and Competitiveness) of the Harvard Business School
- The Social Progress Imperative

Corporate Connections

The concept underlying the creation of CENTRUM Católica is a meeting place for the academic and business worlds. Within this approach, companies, non-profit institutions and government agencies make corporate connections using the triple helix system (see Figure 1).

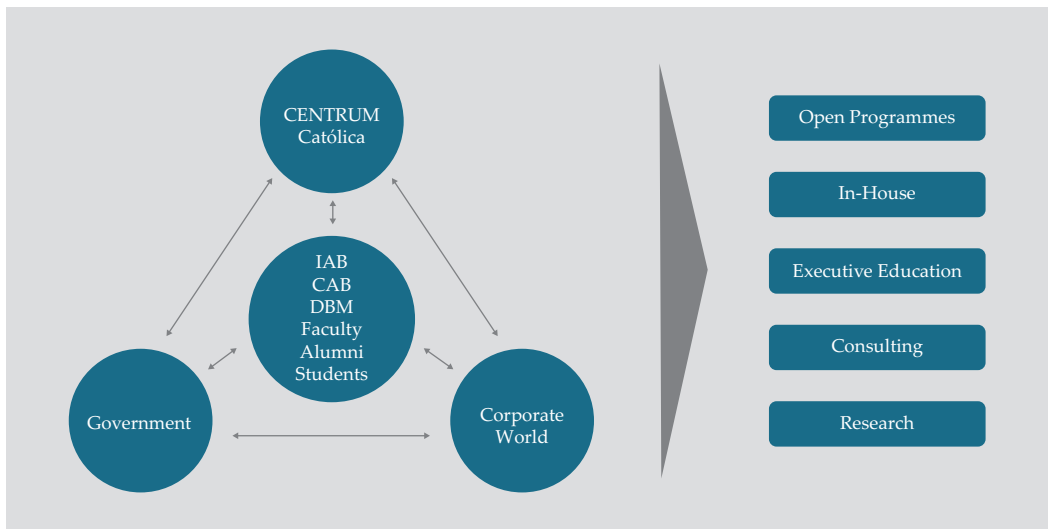


Figure 1. Corporate Connections.

The mechanisms established to develop corporate connections at CENTRUM Católica are the following:

- **Corporate Advisory Board:** The Corporate Advisory Board links CENTRUM Católica, government and the corporate world. The Corporate Advisory Board's functions are the following: (a) Promotion of a union with associations to achieve long-term objectives of national interest; (b) management of CENTRUM Católica-association joint projects focused on issues of common interest, such as productivity, competitiveness, knowledge management, practical research and other projects of equal importance; (c) joint development of events such as seminars, roundtable discussions and lectures that enable professional association officials to engage in state-of-the-art organisational disciplines; (d) strengthening of soft management skills for companies' top and middle management; (e) dissemination of existing training programmes and projects of the professional associations and CENTRUM Católica; and (f) training professional association officials according to the requirements of the business community.
- **International Advisory Board:** The International Advisory Board (IAB) members are distinguished representatives of the international academic community who meet as required to discuss matters of primary concern to CENTRUM Católica, including its governance. The extraordinary prestige of the members of the IAB lends significant weight to its recommendations.

- **Faculty:** Faculty participation is a key factor in building corporate connections. Faculty members are encouraged to develop and reinforce links through a portfolio of activities that depend on individual members' interests and expertise. Core faculty members have strong exposure and proximity to the corporate world through consultancies, memberships on the boards of companies and business associations and owners of family businesses. Non-core faculty members are working corporate executives in top companies.
- **Students:** A number of students and alumni are managers and owners of important companies in the Peruvian business community, linking CENTRUM Católica permanently with the corporate world. They participate as individuals and groups in customised, in-house programmes designed for individual companies or industries.
- **Alumni:** the CENTRUM Católica Alumni Association aims to strengthen the bonds between the business school and its alumni members from the different academic programmes.
- **Lee Hecht Harrison - DBM:** a Partnership with LHH - DBM provides students/alumni with career advice, job development and placement, directly linking CENTRUM Católica to the corporate world.

Specific activities that facilitate corporate connections include (a) academic programmes, (b) in-house programmes, (c) executive education, (d) consulting, and (e) research.

- **Programmes:** All CENTRUM Católica's programmes include diverse populations from private and governmental organisations.
- **In-House Programmes:** CENTRUM Católica has delivered programmes to many of Peru's most important institutions such as Antamina, Banco de Crédito, Banco de la Nación, Barrick Mining, Belcorp, BBVA Banco Continental, Eli Lilly, the Ministry of Energy and Mining, GlaxoSmithKline Peru, IBM, Interbank, Mapfre, Minsur Mining, Odebrecht, the Peruvian Army, the Peruvian Navy, PetroPeru, Pfizer, Repsol, Ripley, Scotiabank, SUNAT, Telefónica, and others.
- **Executive Education:** Participants in executive education programmes also link CENTRUM Católica and the corporate world. Most of the faculty members focus on management experiences that can be applied directly to participants' places of work.
- **Consulting:** CENTRUM Católica faculty members have strong connections to the corporate world, providing consulting services to many top companies in Peru like BASF, Banco de la Nación, The Coca Cola Company, Corporación Jose R. Lindley – a subsidiary of the Coca Cola Company, GlaxoSmithKline Peru, Kraft Foods Peru S.A., the Ministry of Agriculture, PetroPeru, Presidential Council of Ministers, Repsol Spain, Ripley, Yura Mining, and others.
- **Research:** CC's faculty members and students have made quality research contributions to the community. In addition to CC's regular publications such as *Strategia Business Magazine* and the *Journal of CENTRUM Cathedra*, examples of research publications include the Social Progress Index, and strategic plans for Peruvian regions, ports, and the education sector, among numerous others.



Mission and Vision

CENTRUM Católica's Mission

We are part of Pontificia Universidad Católica del Perú and, therefore, we constitute a plural and tolerant academic community inspired by ethical,



democratic and Catholic principles, with respect to freedom of worship. We educate persons with the highest academic and professional standards through academic excellence, innovation and the use of technology, transforming them into business leaders who think critically, who act with social responsibility and ethical principles. Our alumni are global citizens, fair in their actions and with a sense of competitiveness at the service of society, standing out for the integrity with which they operate in the business world.

We are constituted as a space of horizontal, rigorous and open dialogue, for the generation of knowledge relevant to society, with a global approach, through research and education that we carry out in a multi and interdisciplinary manner. We are agents of social change, entrepreneurs, innovators, sustainable and inclusive, for which we are involved with the national and regional problems. We provide the best experience to our students, alumni, collaborators, and related community, meeting their expectations in all interactions.

CENTRUM Católica's Vision

We will continue being the best business school in Peru, and a leader in Latin America.

We will be recognized as a humanist institution committed to human development, sustainable and social progress, and national and regional competitiveness.

Main Achievements Related to the UN PRME

PRINCIPLE 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.

Sustainable Development Goals

- CENTRUM Católica included the Sustainable Development Goals in all course syllabi in the MBA, ICM, and DBA Programmes. Starting date: September 2017.
- CENTRUM Católica Measures the ecological and carbon footprints of selected cohorts of graduate students in CENTRUM Católica. Starting Date: Jan 2016.

Internationalisation

Internationalisation has always played a central role in CENTRUM Católica’s culture and strategy. This is reflected through the key role in governance played by the International Advisory Board, made up of outstanding scholars and university administrators, 6 of whom are Peruvian and 13 members are non-Peruvians. The internationalisation process of CENTRUM Católica includes not only faculty members and students, but also the academic content, syllabus structure, research activities and the continuous improvement process. The internationalisation process has been divided into two stages (see Figure 2).

The implementation of best practices as is done by the world’s most prestigious business schools in order to achieve higher standards and CENTRUM

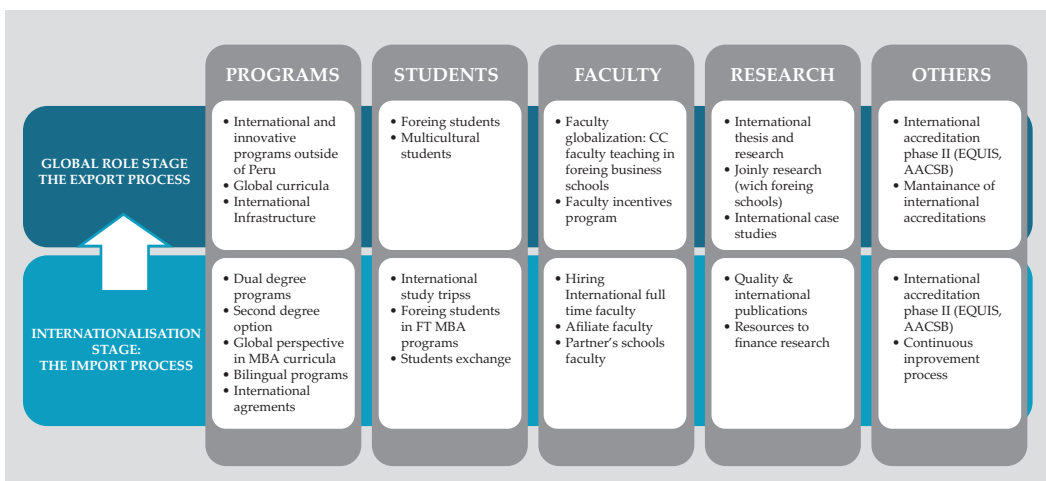


Figure 2. CENTRUM Católica’s international stages.

Católica's a consolidation of its global positioning. Finding and brokering long-term strategic alliances with strategic partners, exchanging students and faculty members. Seeking and maintaining international accreditations. Offering English-only, double-degree, and foreign-based MBA programmes that are internationally ranked to attract foreign students, providing international academic/corporate experience. Hiring international full-time, affiliate and partner-school faculty members. Publishing international publications and research. Obtaining and maintaining international certifications.

Programmes

CENTRUM Católica offers degree programmes at the master's (MBA & ICM) and doctoral levels (DBA), as well as non-degree executive education programmes and courses. All degree programmes in CENTRUM Católica have a mandatory international travel component and offer simultaneous degrees or certificates from one of CENTRUM Católica's strategic international partner schools. The first MBA programme was started in 2001, and the first MBA degree awarded in April 2002; the first DBA degree was started in 2002, and the first DBA degree awarded in March 2008. The portfolio of MBA programmes includes the International MBA, the International Managerial MBA, International Corporate Master's (ICM's) in leadership, marketing, operations, finances, and supply chain management, the Tricontinental MBA, and the Executive Global MBA.

The International MBA is a double-degree programme jointly developed with the Maastricht School of Management of The Netherlands. The Managerial MBA

offers a degree from CENTRUM Católica and a Master in Leadership certificate from the Escuela de Alta Dirección y Administración (EADA Business School) of Spain. It is offered in Lima and nine of Peru's most important cities as well as in Bogotá, Colombia. The Managerial MBA is offered in virtual (online) modality as well. The Executive Global MBA, based in Executive MBS is a simultaneous double-degree programme offered jointly with Tulane University and the Instituto de Empresa (IE) Business School.

The Global MBA, based in Colombia, is an executive, simultaneous double-degree programme jointly developed with the EADA Business School and the University of Miami. The Tricontinental MBA programme offers a degree from CENTRUM Católica and a certificate from the University of Victoria in Canada and the University of Maastricht in The Netherlands. The International Corporate Masters are specialized master's degree programmes in leadership and strategy, marketing, finances, operations, and supply chain management, and offer a degree from CENTRUM Católica and a specialized certification from IE and in the case of the ICM, in supply chain management, a degree from CENTRUM Católica and a specialized certification from EADA, and the Politécnic di Milano. CENTRUM Católica's DBA programme is offered in Peru and Colombia, and it is a part-time, simultaneous triple-degree programme developed in partnership with MSM. CENTRUM Católica also offers a DBA programme for which Ecuadorean students travel to CENTRUM Católica's campus in Lima to take classes periodically. All students enrolled in degree programmes at CENTRUM Católica travel abroad as part of their programme curricula.

Curricula and Course Content Changes

Changes introduced in the last three years in the Managerial MBA and International MBA programmes include the following:

- The course Business, Government and International Economy was added to the curricula in Figure 3.
- All Managerial MBA courses have Specific Private Online Open Courses (SPOOC) (MOOC for current MBA students) courses.

- Starting in January 2017, all MBA and Corporate Master’s programme courses incorporated prior-to academic content (how to write an essay, APA writing and best study practices), mostly online and intended to enhance student performance.

Full information about the programmes is available for students through the institutional website (<http://centrum.pucp.edu.pe/en/>) and brochures developed by the Office of Marketing and Sales.

ROLE OF STAKEHOLDERS IN THE EVALUATION AND MODIFICATION OF CURRICULA			
Stakeholders		Sources of Information	Curricula Committee
CURRICULA	Students	DBA, MBA and Executive Education Programs	Surveys of each course, Student interviews
	Accreditation Agencies	The European Quality Improvement System (EQUIS)	Conferences, recommendations and standards
		Association of MBAs (AMBA)	Conferences, recommendations and standards
		Association to Advance Collegiate School of Business (AACSB)	Conferences, recommendations and standards
	Alumni	Alumni Association	Alumni feedback on the labour environment and the requirements it calls for
	Business Community	Corporate Advisory Board	Gives advice regarding corporate market demands and potential opportunities
	Academic Partners	Partner Business Schools we have agreements with	Cooperative agreements; double degree programmes, student and professor exchanges
	International Academic Community	International Advisory Board	Gives advice regarding international market trends, in terms of student needs and employer requirements
Other Organisations	PRME: Principles for Responsible Leadership Initiatives	Framework for academic institutions to promote Business Social Responsibility into curricula	
	GRLI: Globally Responsible Leadership Initiatives	General Meeting of the Foundation and exchanges of experiences with leaders of partner organizations	
Faculty	Members of the Faculty	Support for the design and evaluation of the academic programs. Assign and approve study materials	

UPDATED CURRICULA

Figure 3. Curricula at CENTRUM Católica.



Coursework and Extracurricular Activities

Coursework activities in MBA programmes include completing the SPOOC course for each course before the beginning of the face-to-face sessions, advanced preparation for classes; class presentations; analysis of business cases; collaborative learning experiences; role playing; elaboration of integrative coursework such as business plans, marketing plans, strategic plans, and company operation diagnostics; complex analysis of financial structures; and applied research projects, among others. For the DBA programme, coursework activities include lecture and non-lecture modules, research proposal preparation and preparation, thesis preparation and a dissertation. Others activities are the international business trips, and international exchanges of professors and students.

In addition, extracurricular activities that all students of CENTRUM Católica programmes have access include the following: attendance to the International Week, a one-week long seminar with workshops, key

note sessions and courses taught by visiting international professors to update participants in the latest trends in business; business site visits, participants visit the headquarters or the industrial plant to learn about the processes and management in real world situations, the business site visits are available locally and internationally; travel opportunities, not only as the require travel within the programme, but also students can join the Doing Business Programmes and have exchange opportunities with our partner schools; conferences with international speakers, and access to conferences, workshops, and events delivered by the PUCP, CENTRUM Católica, and the Alumni Association.

Objectives and Intended Learning Outcomes

Skills Acquisition

Intellectual skills required and developed in the MBA, ICM and DBA degree programmes are the following:

- Ability to analyse, synthesise and critically assess complex material.

- Ability to formulate and defend independent judgments.
- Ability to conceptualise.
- Ability to communicate effectively orally and in writing.
- Ability to demonstrate awareness of the wider context of the programme.
- Ability to apply managerial-related concepts to practical situations.

Improvements in programme curricula have been made in the light of feedback from stakeholders: recommendations from the accreditation organisations, including the EQUIS, AACSB International and AMBA have been taken into consideration. Suggestions from Lloyd’s Register Quality Assurance have also been considered when implementing improvements.

Business Ethics

Business ethics is an issue included not only in the course content of the MBA, ICM and DBA programmes, but also in the strategic plan and the culture of the school, seeking the application of ethical values in business behaviour and the performance of students. CENTRUM Católica has a clearly defined code of ethics that the school revises on a periodic basis, and it encourages all employees and students to follow it.

Some activities, apart from courses, showing the development of issues related to business ethics are research, cases studies, theses and publications, among others.

Programme Review and Revision Process

CENTRUM Católica has a policy for the design, review and modification of its academic programmes. The school assures its programme standards through the application of processes established in its quality assurance system and external accreditation bodies through periodic internal and external audits conducted by the Office of Academic Quality, Continuous Improvement, Accreditations, and Business Intelligence, and Lloyd’s Register Quality Assurance.

Key CENTRUM Católica’s Accomplishments

The Sustainable Development Goals were included in all course’s syllabi.

The internalization of the School was accelerated.

The teaching-learning process for students’ skills acquisition was strengthened.

Business ethics was strengthened in all programmes.

Programme curricula continued to be strengthened.



PRINCIPLE 2: VALUES

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Global Contributions

Besides these local contributions that have a global impact, CENTRUM Católica actively contributes to the management of the education profession through its participation in a wide variety of organisational efforts, including the following:

- Since 2007, CENTRUM Católica has been a partner of the Institute for Management Development (IMD), located in Lausanne, Switzerland. Through the World Competitiveness Yearbook, CENTRUM Católica provides government and business leaders with academic research, highlighting key trends in the competitiveness of nations.

The role of CENTRUM Católica in community outreach and public service

An important part of the contribution of CENTRUM Católica faculty members to the local and global communities involves service as advisors or being consultants to various entities of the Peruvian government, including the Ministry of Foreign Commerce and Tourism, the Ministry of Production, the Ministry of Economy and Finance, the Ministry of Environment, the Ministry of Agriculture and Irrigation, the Ministry

of Health, the Ministry of Energy and Mines, the Peruvian Institute of Nuclear Studies, the Peruvian Naval Academy, the Commission for the Promotion of Exports, the National Petroleum Commission, the National Food Assistance Programme, the National Agricultural Development Bank.

CENTRUM Católica leads a research and outreach programme aimed at providing and developing initiatives to promote the economic development of the community in the VRAEM area. This area is of a major geopolitical importance in Peru that is currently characterized by high infant malnutrition, perennial poverty and the cultivation of coca plants to produce coca leaves for cocaine production by drug trafficking national and international criminals. CENTRUM Católica has, therefore, recently signed an agreement with the Peruvian Armed Forces Joint Command aimed at contributing from an academic and applied research standpoint to sustainable social and economic initiatives with major impact on that poor, conflictive area.

Citizenship security has become a very important issue in Lima. CENTRUM Católica commitment to the nearby local community has enhanced institutional collaboration with Surco's authorities in community security improvement. In May 2016, as part of a community outreach programme, CENTRUM Católica donated 10 drone-driven cameras to the Surco municipality to contribute to the security of the district. Other initiatives include CENTRUM Católica's private security team's involvement in helping with automobile traffic in the surrounding area.

CENTRUM Católica also has a long-standing relationship with Fundades,

a non-profit organization that recycles CENTRUM Católica's waste paper to generate revenues to fund activities that contribute to improving the quality of life of vulnerable people, especially people with disabilities, through the promotion and implementation of activities and social projects related to abandoned children, health, education, work, sports and the environment.

Furthermore, since 2010 CENTRUM Católica and Johns Hopkins University's Carey Business School have worked in the "Project for Humanity" initiative, a student-led joint effort to contribute to the objectives of organisations that want to promote projects with high social impact.

Students also contribute to the local community through their research and involvement in national organizations committed to work within the community.

Finally, CENTRUM Católica collaborates frequently with the Pontificia Universidad Católica del Perú in a wide range of activities to benefit disadvantaged segments of the Peruvian community, including food and clothing drives and

calls for donations blood and cash for those in need.

Stakeholder's Satisfaction Level

According to a study by Global Research Marketing (GRM), 70% of CENTRUM Católica graduates obtained top management positions in prestigious organizations. CENTRUM Católica's graduates are considered the best in the areas of Marketing, Operations, Human Resources, Technological Information, Strategic Planning, and Research and Development by the largest organisations. According to a head coach from a recognized career service office, CENTRUM Católica's graduates are highly valued by head-hunters and have a positive executive-level assessment

A 2012 market study conducted by Arellano Marketing, human resources managers from a variety of industries and prospective students with at least one year of professional experience were interviewed and the study concluded that CENTRUM Católica's strengths lay in its high level of academic rigour, successful graduates, its varied programme portfolio, and its relationship with PUCP.

Key CENTRUM Católica's Accomplishments

The School outreached one of the most conflict-prone areas in Perú to support government efforts to develop alternatives to coca-leaf production in VRAEM.

The School joined forces with the municipal government where it is located to strengthen the community security.

CENTRUM Católica continued the strategic alliance with the Institute for Management Development (IMD) in Switzerland to collect Peruvian data to publish the World Competitiveness Yearbook.

According to Global Research Marketing (GRM), 70% of CENTRUM Católica graduates obtained top management positions in prestigious organizations.



PRINCIPLE 3: METHOD

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

Faculty Management

Faculty Management Processes

CENTRUM Católica faculty members actively participate in the life of the school. Faculty members are involved in research, teaching and curricula reviewing or updating; assurance of learning process and programme delivery; and in service, through administrative responsibilities, student support and community interaction. In order to assure adequate management of these activities, CENTRUM Católica has developed a system that considers four aspects: faculty member contribution to the mission, faculty member

support, faculty member expectations and the academic system. Figure 3 shows the faculty management system (see Figure 4).

The Academic System includes different levels of participation and facilitation in the management of:

Faculty Evaluation

CENTRUM Católica has a clearly defined process to evaluate faculty members. Distinguishing between core faculty and non-core faculty members, the evaluation process is based on the expectations established by CENTRUM Católica according to activities in which faculty members are involved (research, teaching and/or services). These expectations are the following:

Teaching performance expectations

- Faculty members are expected to give their best efforts to engage in effective teaching.

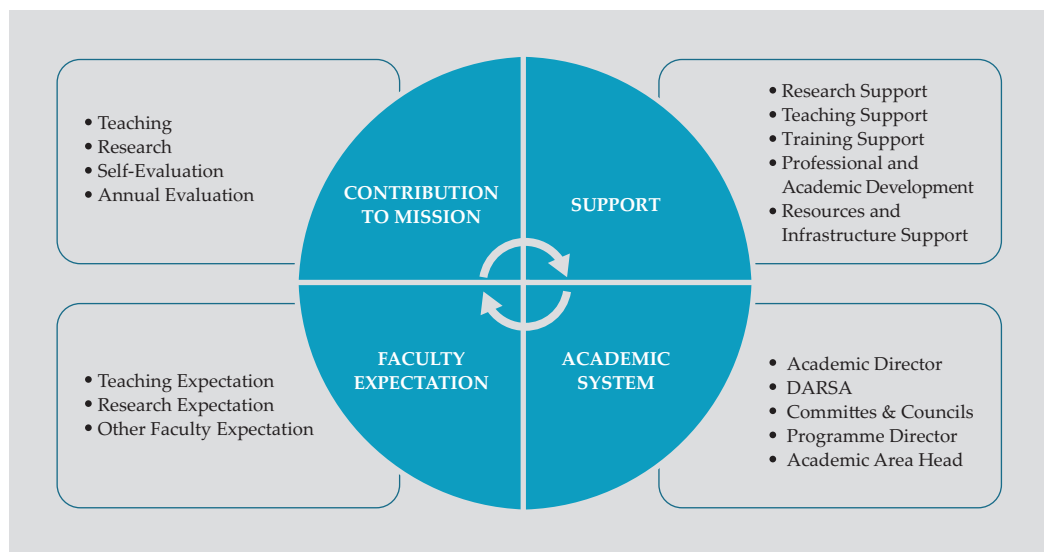


Figure 4. Faculty management process.

- Each professor is expected to obtain a minimum average score of 4.2 out of 5 in course survey evaluations.
- Each professor is required to fulfill assigned academic loads.
- Each professor is expected to support students throughout the thesis process.
- Professors are encouraged to make suggestions to students, thus influencing thesis topics.
- Professors are responsible for ensuring that each student achieves the expected learning goals.
- Professors are required to follow procedures and guidelines related to teaching responsibilities.
- Achieve a high-level performance for administrative responsibilities.
- Accomplish quality management procedures and follow guidelines, rules and regulations.
- Actively participate in ceremonies, conferences and academic events.
- Have a presence in the media.
- Participate in professional associations and networks.

The accomplishment of these expectations provides input into the evaluation of faculty members. Feedback is obtained from students, programme directors, research centre directors (in the case of research faculty members), CENTRUM directors (in the case of administrative faculty members) and the academic and general directors.

Research performance expectations

- The main priorities of research are publications, especially peer-review papers and books published by international publishers. Publishing is encouraged and rewarded as an incentive to faculty members to engage in research activities.
- Supervise a minimum of two MBA theses per year.
- Supervise at least one DBA thesis per graduating class if in possession of a doctoral degree.
- Fulfil the assigned research work load.

All aspects are monitored and evaluated during the year; improvement opportunities are undertaken immediately. At the end of the year, faculty members present an annual self-evaluation with respect to fulfilling teaching responsibilities, expectations of intellectual contributions and, if applicable, efficiency in the development of administrative and service activities at CENTRUM Católica.

Other expectations

- Achieve a high level of accomplishment in assigned administrative responsibilities.

A comprehensive Annual Faculty Evaluation is conducted, with respect to teaching, research, and service activities. Detailed information is shown in Annual Performance Assessment Report. The evaluation is completed by the Academic Director and is submitted to the Faculty Committee for evaluation

and delivery to each faculty member. If necessary, individual meetings are held with the professors about their results. Through the Annual Performance Assessment Report, CENTRUM Católica aims to accomplish the following:

- Verify the effective and timely compliance of essential duties inherent to faculty with academic and/or research loads under the contract signed by CENTRUM Católica and the faculty member.
- Evaluate faculty members' performance related to the different tasks assigned in the academic, administrative and managerial fields.
- Provide feedback from the Office of the Academic Director and stakeholders related to the faculty under evaluation. The feedback purports to boost the alignment of faculty performance to the objectives of CENTRUM Católica.

Teaching Support

CENTRUM Católica provides support to its faculty members, seeking improved teaching performance; faculty members are provided with the following:

- Text translations as required for teaching activities and materials.
- Assistants when required.
- Exchanges and interaction to improve teaching competencies.
- Faculty member exchanges to teach in international business schools.
- Continuous feedback about teaching performance.

Training and Qualifications Maintenance Support

Training is very important to build a strong and qualified faculty; in that respect, CENTRUM Católica encourages:

- Doctoral studies: Professors with master's level degrees are encouraged to continue studying in a doctoral-level programme at CENTRUM Católica or a foreign university.
- International Training: Training about research, learning and online methodology and statistics were undertaken by faculty members, such as the Colloquium on Participant-Centred Learning at Harvard Business School, the Symposium for Entrepreneurship Educators in Europe, and the Continuous Improvement Seminar and accreditation and corporate social responsibility seminars. During such training activities, faculty members also maintain and increase their professional networks.
- Local Training: Faculty members attend training sessions according to their development plan and professional interests in areas such as case methodology, participant-centered learning, neurosciences and learning and strategic management.
- Cross Training: Professors receive cross training through participation in peer classes and other classes taught by affiliated professors.
- Faculty research: Professors participate in presentations, conferences and classes, among other activities, both in Peru and abroad, which are funded by CENTRUM Católica.

Research Support

CENTRUM Católica assigns a lower academic load for professors who are dedicated to research to provide them with sufficient time for research.

- Publication of books and texts, including the development of cases studies by faculty members, is actively promoted.
- Access to networks that develop joint research between both affiliated and full-time professors is encouraged.
- Research is promoted through economic incentives.
- Acquisition of books and articles is facilitated.
- Revision of articles published for research purposes is provided, along with required translations.
- Nine Research Centres oriented to different topics promoting research networks have been created.

Maintenance Qualifications Support

CENTRUM Católica also encourages and supports continuous faculty member training in the following ways:

- Resources and Infrastructure Support: Databases (Journal Citations Report, Harvard Business School Cases, ProQuest, EBSCO Discovery Service [EDS], EBSCOhost, JSTOR, Emerald, Science Direct Elsevier, ExLibris, Scopus, ISI Web of Science, Dime, Economatica, Datatrade online, Business Monitor Online, Springer e-books, EBSCO e-books, and Ebrary, among others).

- Information Centre (DOCIS) to search for information; a staff of three librarians and three assistants support bibliographic searches.
- Specialised software licenses: Systat, Atlas TI, Eview, NVivo, Amos, SAS 2009, SPP, Scientific Word, Moodle, SPSS, and Adobe Connect, among others.
- Technological resources: Laptops, Internet access, printers and private telephones.
- Offices: Individual and double offices for faculty members.
- Furthermore, in collaboration with IBM and business schools partners, CENTRUM Católica is developing a neuromarketing facility to allow students and faculty to access specialized software to develop research.

The CENTRUM Católica mission statement and strategic management processes create opportunities for a variety of activities supporting CENTRUM Católica and the business profession. Core faculty members are expected to participate in at least one of the following activities:

- Governance: Participation in the governance of the school as strategic unit directors.
- Management of academic programmes, such as MBA Programme Coordinator, DBA Programme Coordinator and Executive Education Programme Coordinator.
- Academic Area Head (Department Chair).
- Management of research centres promoting academic production and generating research networks.

- Committees, such as Strategic Planning Committee, Curricular Evaluation Committee, Faculty Evaluation Committee, Academic Committee, DBA Doctoral Committee, Assurance of Learning Committee and other working committees.
- Member of the Editorial Board of the Journal of CENTRUM Cathedra or a reviewer of journal articles.
- Curricular development: Participation in curriculum development toward developing a new programme or course.
- Research: Intellectual production according to the mission of the school through the publication of peer-reviewed papers, books, cases and other intellectual contributions.
- Thesis supervision and advising: Participation as a supervisor and reader of MBA and/or doctoral theses.

Faculty member development is a key factor in the mission accomplishment; CENTRUM Católica investments in faculty member development support the following activities:

- Documentation Centre available for information searches and databases, support staff for bibliographic searches, closed offices, computer resources, printers, personal telephones, specialised software, licenses, and so forth.
- Training funding for doctoral studies, attendance at academic and professional conferences, presentations of working papers by faculty members, support in the statistical analysis of information and cross training and attendance at national and international events.

CENTRUM Católica finances doctoral studies for full-time professors. CENTRUM Católica finances 100% of the costs incurred by professors in their attendance at international conferences and congresses to present their research. Many of the meetings are held outside of Peru, and trips are fully funded by CENTRUM Católica. CENTRUM Católica also supports attendance at training seminars in Peru and abroad.

- Publications (translations, funding for the publication of books and purchase commitments for textbooks). CENTRUM Católica finances the editorial review of articles for publication, the publication of books and textbooks by faculty members and the development of case studies.
- Networking (a network of affiliated professors for the development of joint research and foreign professors coming to Lima to promote joint research).
- Specific financial incentives for publications.

Key Factors for Strategic Positioning

- **Faculty and Research:** A qualified core faculty that includes 85 foreign and home-country professors has reinforced a key factor for strategic positioning, namely, faculty consolidation. In addition, an incentive system promotes intellectual production and research, while teaching loads are designed to not conflict with research obligations and research assistance as well as other resources and facilities are provided to support publication by faculty.
- **Intellectual Learning Outcomes:** High-quality standards are achieved

and maintained through a continuous improvement process that enables higher quality programmes that are based on international standards. This process is monitored and measured through a set of learning objectives established for each programme.

- **Research:** CENTRUM Católica conducts extensive research in the areas of leadership, strategy, competitiveness and social responsibility. In 2015, CENTRUM Católica launched the Regional Social Progress Report using a specialized process that assesses Peru’s regional social development.
- **Internationalisation:** Strong alliances with world-class business schools and international organisations promote the internationalisation of programmes, students, faculty and alumni.
- **Continuous improvement system:** CENTRUM Católica focuses on comprehensive and effective control of operational and administrative processes to support increased academic quality performance. Some specific tools include a web-based customer relationship

management (CRM) system, safe tools like softphone and VPN, web-based and synchronous e-learning support and the SIAL application for student guidance and support.

Quality Assurance

The evolution of CENTRUM Católica’s quality assurance (QA) system is illustrated in Figure 5.

Processes and Indicators Used to Monitor Overall Performance:

The QA system of CENTRUM Católica is reviewed, verified and approved in its entirety under the Integrated Management System that includes internal and external audit procedures and follow-up action procedures.

CENTRUM Católica’s QA system includes all the requirements for international accreditation and supports the accomplishment of accreditation standards as well. The key performance indicators are: (a) academic programme quality, (b) learning outcomes, (c) faculty member performance, and (d)

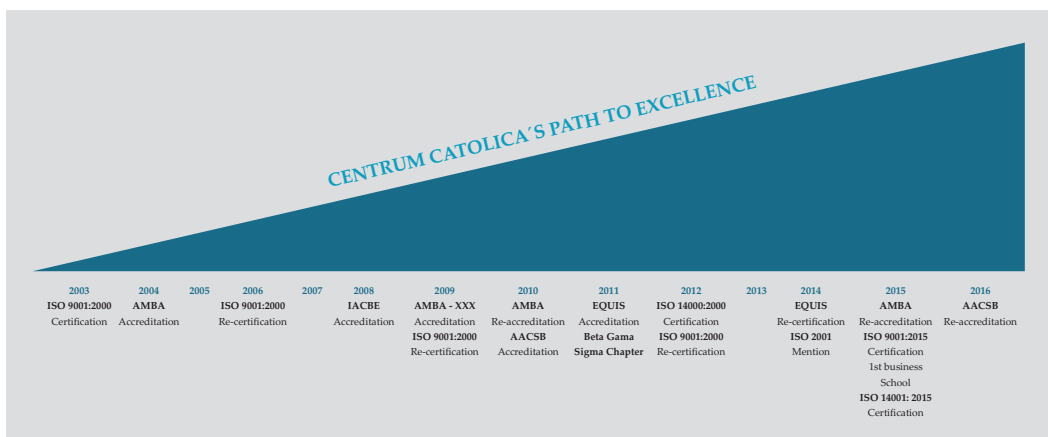


Figure 5. Evolution of CENTRUM Católica’s quality assurance system.

infrastructure. Academic programme quality is measured through innovation in programme content, global perspectives of the courses and business community impact. Learning outcomes are measured through the achievement of learning objectives in terms of competencies. Faculty member performance is measured through qualifications, intellectual contribution outcomes, internationalisation, training and student support. Finally, infrastructure is measured in terms of installed capacity of building and facility requirements in support of faculty members, students and staff.

Programme Delivery Teaching Methods

CENTRUM Católica has designed an educational model that aims to guarantee the academic quality of its graduate programmes. This model emphasises that the professional profiles of the programmes are formulated in accordance with the mission and vision of the organisation and expressed in terms of learning goals and learning objectives.

The model systemically describes the way the institution implements the education of students through different graduate programmes offered by CENTRUM Católica. These programmes are developed within the framework of academic excellence that relates to the empirical scope of business management. CENTRUM Católica's teaching model aims to enable students to perform successfully in national and international organisations. The model is based on eight teaching methods:

- Experiential learning (learning-by-doing) or action learning
- Critical and analytical thinking

- Multidisciplinary teamwork
- Case method
- Diagnostic evaluation (leadership skills diagnosis)
- Blended learning
- Case study writing
- Research

In the case of the DBA programme, courses involve the active participation of the students under the supervision of the lecturer. Students give presentations about different topics arranged by the lecturer, discussion sessions with full participation of the students take place, and conclusions are drawn with the lecturer's help. Formal lectures by the lecturer are limited. The lecturer defines the structure of the course, being free to use a personal format if he/she considers it suitable for the course purposes.

Research and thesis work also include seven different non-lecture modules: Bibliography Research, Research Proposal Development, Thesis Seminar, Field Research, Data Analysis, Thesis Writing and Thesis Dissertation Preparation. Each module begins with a workshop, allowing students to fully understand the concepts and practice the relevant tools.

Pedagogical Innovation and New Technologies

CENTRUM Católica's differentiated pedagogy aims to provide students with the most modern teaching and learning methods in business management, placing students at the centre of the teaching and learning process to best respond to the demands of their personal and professional development and the demands from the business world. Innovations registered during recent years include:

- **Teaching and Learning Modes:** The modes used by CENTRUM Católica to deliver programmes are face-to-face and e-learning. The International Managerial MBA programme is delivered in both the face-to-face and online modes.
 - **Use of technology in TEL programmes:** CENTRUM Católica offers an online MBA as well as non-degree programmes for students whose personal and professional activities don't allow them to have a rigid schedule to pursue a degree or diploma. While designing these programmes, the objective was that online students have the same quality and experience as face-to-face students. Thus, CENTRUM Católica implemented technological tools aimed to enhance the learning process and interaction between students and faculty.
 - **Innovative teaching and learning methods:** CENTRUM Católica is moving its traditional teaching method towards a student-centred teaching and learning method. CENTRUM Católica is taking a constructivist approach to teaching, in which the student is the main protagonist of the teaching-learning process. Students must actively participate in the classroom, propose and defend their ideas, link their ideas with the views of their colleagues, propose solutions, and design, create, apply, question, and discuss issues, among other learning activities. Students understand better when they are engaged in activities that capture their attention and motivate them to learn. CENTRUM Católica seeks to enhance student participation in their own learning and strengthen their self-reliance, self-esteem, self-discipline and motivation to learn.
- To this end, CENTRUM Católica has implemented a method called META that will help the professor to select, organise, plan and efficiently use strategies and resources that will enrich the class sessions. The method has four stages:
- **Motivation:** Motivational stimuli activate student interest and focus their attention on the subject.
 - **Elaborate and construct knowledge:** Creates knowledge through the discussion of theory and constructs concepts based on the experience and reflection of the students.
 - **Transferral:** Activities designed to apply theory in practice and prepare students for real life situations.
 - **Appreciation of what has been learned:** Assessment activity that allows both the professor and the student to check for proficiency and compare it against the goals set for the session.
- **Teaching language:** Since 2014, CENTRUM Católica has developed three programmes taught entirely in English (International MBA, Tricontinental MBA, and Full-Time MBA-EADA).
 - **Location:** Teaching and learning takes place on the CENTRUM Católica campus, CENTRUM Católica locations in other Peruvian cities and in Colombia, as well as at partner university locations in the United States, Shanghai, the Netherlands and Spain, with additional Doing Business opportunities on several other countries as study abroad programmes in China, Israel, Brazil, and elsewhere.

Quality Programmes Monitoring

Quality Assurance

CENTRUM Católica's teaching quality assessment mechanism is based on the EQUIS, AMBA, and AACSB International accreditation criteria, integrated with quality management system based on ISO 9001:2015, ISO 14001:2015 standards and ISO 26000 best practices recognition, as awarded by Lloyd's Register Quality Assurance. This quality system enables CENTRUM Católica to manage the complete teaching process efficiently and responsibly. There are no national standards in teaching quality assessment within the Peruvian teaching system.

The quality management system is sound and is primed for the identification of continuous improvement opportunities in line with the requirements of educational excellence. All the issues considered by the quality management system are subject to periodic review and evaluation by the organisation through quarterly internal audits. On such occasions, the quality management system itself is reviewed and all non-conformities to the procedures are identified and included in a final report to take pertinent corrective actions and follow up. In addition, every six months, a third-party firm carries out an audit to ensure that the institution maintains the quality management system.

CENTRUM Católica's student, faculty and business community stakeholders are involved in the programmes' quality assurance process in different ways: (a) In the Course Evaluation Survey, student feedback is collected after each course through a survey that evaluates students' perceptions of the courses. (b) Overall programme survey, administered twice

during the programme, and focused on evaluating the overall CENTRUM Católica experience, (c) the employer satisfaction survey, intended to view employers' hiring of our graduates, (d) Student Interviews, intended to be an open and personalised interaction with students focused on their personal perception of their CENTRUM Católica experience. (e) Certification and Accreditation Meetings, where students, faculty members and the business community periodically provide feedback on the school. (f) Syllabi review conducted by faculty and relevant business community stakeholders, to provide guidance on structure and content of the curricula and syllabi. (g) Learning outcomes verification meetings, where faculty members participate directly in the development of the learning outcomes evaluation system.

Ethics, Social Responsibility and Sustainability

Ethics, corporate social responsibility (CSR) and sustainability have become major components of the academic curriculum at CENTRUM Católica, and are considered a primary issue of the school. All courses contain content on these topics.

CENTRUM Católica offers a specialised master's certificate programme in Corporate Social Responsibility as well as individual open and customised executive education courses on the topics of ethics, social responsibility and sustainability.

Corporate Relevance

The corporate perspective of the programmes is based on the following:

- **Students:** Many students are managers of important companies in the Peruvian and Colombian business community or



owners of family businesses. Interaction permits faculty members to receive feedback about programme curricula from the business community directly through surveys and interviews in which students participate at the end of each programme.

- **Corporate world:** The local business community plays a key role in the definition and the revision of academic curricula. CENTRUM Católica's management of the MBA curricula is based on a model of competencies that employers expect from MBA graduates in order to be personally and professionally successful. CENTRUM Católica has conducted market research to identify the competencies required by companies in a global context. The research was conducted in order to define the graduate profile, as well as the goals for each programme, and includes competencies in the areas of knowledge, skills and attitudes, which are integrated into the curriculum of MBA programmes.
- **Research:** The final project in each of the MBA programmes is a thesis.

This activity involves research about specific organisations on topics that range from marketing to operations to social responsibility and other areas that directly affect the local business community, including countries, regions, productive infrastructure, specific industries and overall firms, especially those related to natural resources and therefore, to social responsibility and sustainability issues.

Corporate Social Responsibility

CENTRUM Católica has developed a methodology to measure the levels of social responsibility in Peruvian companies. Based on the information collected, CENTRUM Católica provides sectorial reports and consultancy services to companies, helping them to understand and expand their markets.

CENTRUM Católica has developed a specific methodology that is based on the World Social Progress Index of the SPI (Social Progress Imperative) for measuring social progress in Peruvian regions in order to assess the degree to

which regional authorities fulfil social and environmental needs.

CENTRUM Católica has conducted a pilot program to implement the assessment of students in the Sustainability Literacy Test (SULITE), a tool aimed at assessing the levels of knowledge and comprehension of economic, social and environmental responsibility awareness of higher education students.

In 2016 CENTRUM Católica became a GOLD Member of Global Reporting Initiative (GRI). In 2017, CENTRUM Católica signed an agreement to become a GRI Trainer in Peru.

Female Entrepreneurship

Innovation in Academic Research and Applied Research:

- Research focused on female entrepreneurship analyses and innovation in women's business activities, including gender barriers in the corporate environment and management styles in the public and private sectors.
- Research studies about strategic planning in the principal economic sectors, companies and institutions.

Innovation in Delivery Technologies:

- The design and development of MOOC courses.

Innovation in Delivery Modes:

- A portfolio of delivery modes has been implemented at CENTRUM Católica, providing opportunities and access to the global community and including both face-to-face and online modes as well as full-time and part-time (two days a week, two weekends a month, one week a month, and only Sundays) studies.
- The possibility to follow the International Managerial MBA programme through MOOCs.

Innovation in the National Context

Innovation is required in all local sectors; the country is growing, but innovation is not necessarily a part of the growth. CENTRUM Católica is working to contribute to growth by providing tools and methodologies such as the competitiveness index, corporate reputation index, leadership styles study, entrepreneurial perspectives, family business studies, social responsibility studies and certification, strategic planning for regions, products, industrial sectors, companies and market studies being main contributions.

Key CENTRUM Católica's Accomplishments

The Faculty management system was improved.

Faculty members continued to be trained.

All Faculty member were evaluated annually.

All Faculty members received teaching and research support.

Quality Assurance was evaluated in all courses.



PRINCIPLE 4: RESEARCH

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

New Managerial Tools and Innovation Impact in Corporate Market

Some current and in-process activities designed to develop new managerial tools or to make an impact on corporate markets include research in leadership designed to measure leadership styles and managerial skills of the Peruvian executive population; a Regional Competitiveness Index (ICR), which measures the competitiveness in individual regions of Peru; a Corporate Reputation Index (IRCA), which measures corporate social responsibility in Peruvian companies; a Certification in Social Responsibility, which includes the participation of business associations and companies in developing a methodology to measure the level of social responsibility in companies, comparing them with acceptance range criteria; and the Impact of Social Responsibility in Products, which is a study developed by CENTRUM Católica in Peru, Colombia, the United States and Spain, to evaluate the impact of the social responsibility on products, the aim of which is to develop a set of best strategies for the product or target market.

School Engagement in Knowledge Development with Business and Stakeholders

CENTRUM Católica engages in knowledge development by faculty members, students and the corporate

community through the development of joint studies such as the leadership styles research, which involves students. Certification in social responsibility, the Corporate Reputation Index, and family business studies involve companies, while the Regional Competitiveness Index involves regions and government. CENTRUM Católica has developed a pilot programme with corporate advisory boards, sectorial associations and closed corporation clients to identify specific sectorial or business problems and propose innovative solutions when traditional managerial tools are not useful. Faculty members and students participate in this programme. CENTRUM Católica developed the Regional Social Progress Index to contribute to the assessment of development nation-wide, a tool used by local and regional governments in order to develop and propose public policies.

International Features of Research and Development

Research Contribution to School Internationalisation

The main contributions to the internationalisation of CENTRUM Católica in terms of research are (a) publication of international papers, (b) presentations of papers and research studies at international conferences, (c) books published by international publishers, (d) doctoral research proposals and theses in international research networks, and (e) joint international research.

Joint Research with International Schools or Colleagues

CENTRUM Católica, as a part of its research objectives, aims to promote research in a global context. One way

of reaching this objective is through joint research with affiliated professors, partner-school professors or international academic community members. In the past five years, 136 joint refereed research outputs have been produced by CENTRUM Católica Core Faculty members and these partners.

In order to improve research skills among faculty members, highly respected academicians periodically visit CENTRUM Católica to share updated research methodologies with core faculty members. Between July 2012 and July 2016, CENTRUM Católica's core faculty members have published 226 articles in international refereed journals, and 174 books in international publishing houses, such as Pearson and Cengage.

CENTRUM Católica has also published important research in the



areas of competitiveness and social responsibility, including the Corporate Reputation Index (IRCA), the Regional Competitiveness Index (IRC) and the Social Progress Index (SPI). Additionally the Diagnostic Appraisal of Social Responsibility in Peruvian Organisations, developed by CENTRUM Católica faculty members, is applied in order to develop strategic plans for Peru's regions, Lima's districts, industrial sectors, products, service sectors and many other areas. Furthermore, through the Women's Centre, CENTRUM Católica is committed to developing research in business with a gender perspective to close the development gap between men and women.

Research efforts are channelled into two distinct CENTRA's, CENTRUM Research and CENTRUM Future. CENTRUM Research is focused on creating intellectual contributions in the areas of Leadership, Social Responsibility, Finance & Economics, and Industry & Market Studies. For this purpose, CENTRUM Research is organised into four research centres. This structure allows for greater knowledge sharing and more focused research. Besides the advantage of faculty members being able to share their knowledge with other faculty in related fields of interest, the faculty is also able to offer its input on the direction of the centre's research efforts. CENTRUM Research's centres are the following:

- Centre for Leadership, Innovation and Strategy Studies,
- Centre for Social Responsibility, Entrepreneurship and Sustainability Studies,
- Centre for Financial and Economic Studies, and
- Centre for Industrial and Market Studies.

CENTRUM Future was established as a think tank aiming to understand, anticipate and contribute to future building of our local, national and Latin American community. CENTRUM Future is a platform to promote discussion of relevant issues in public management and Peruvian politics to offer alternatives to the country's challenges and social problems. CENTRUM Future is divided into five main offices:

- Centre for Competitiveness Studies,
- Centre for Social Progress,
- Centre for Women's Studies,
- Centre for Public Policies Studies, and
- Centre for Consumer Research Studies

Research Activities

Research Strategies and Policies

CENTRUM Católica recognises research excellence as a key factor needed to ensure its sustainable growth, and is committed to research as a core part of its mission. Research strategies are consistent and aligned with the mission orientation in terms of acquisition of knowledge, managerial skills, an entrepreneurial spirit and the development of innovative business practices. CENTRUM Católica publications aim to generate and disseminate knowledge and to contribute to economic development; therefore, publications must be of high quality and academic rigour.

Principles guiding CENTRUM Católica research activities aim to generate: (a) Academic research, enabling faculty members to add value by developing, creating and transferring knowledge through the publication of ISI and peer-reviewed journal articles, books/textbooks, book/textbook chapters,

conference papers and doctoral theses, among other research efforts. (b) Practice-oriented research in accordance with CENTRUM Católica's global business practice orientation, supported by applied research, consulting, case studies, studies and reports, publications, customised courses and programmes and specialised MBA programmes, etc. (c) Pedagogical development through research on innovation and intellectual contributions to teaching and learning processes, including books and textbooks, case studies, and specific learning techniques.

CENTRUM Católica pursues the following research objectives:

- To contribute to the creation and development of knowledge for main stakeholders.
- To improve the quality of academic programmes with innovative content.
- To provide a stimulating research environment for faculty members and students.
- To enhance its presence in the local and international corporate and academic worlds.

The following are the main strategies implemented to obtain these research objectives:

- **Hiring research professors:** CENTRUM Católica has a policy to hire professors with relevant research experience in order to improve research and innovation activities at CENTRUM Católica. Currently, CENTRUM Católica has 39 research core faculty members with relevant research experience. Affiliated

professors with relevant research experience have been hired to improve intellectual contributions through publications and joint research studies. Currently, CENTRUM Católica has 15 affiliated professors hired exclusively to conduct research.

- **Journal of CENTRUM Cathedra (JCC):** In March 2008, CENTRUM Católica began publishing this academic journal that includes contributions from core faculty researchers, DBA Faculty, DBA Supervisors, doctoral students and worldwide qualified business school researchers aimed at promoting CENTRUM Católica's intellectual production. This journal is published in English twice a year (March and September), and is distributed to relevant libraries and business schools around the world. Several journal articles have been included in academic databases such as Econlit, EBSCOhost, Gale, and Social Sciences Citation Index (SSCI), as part of a broader journal international data base called Social Science Research Network (SSRN).

Research Resources Evolution

During the last five years, the school improved its research resources, especially hiring qualified research faculty members. Table 1 shows the evolution of research resources during the last six years.

Table 1

Research Resources. Full-time Professors dedicated to publishable research (2012-2017)

	2012	2013	2014	2015	2016	2017
Full-time research faculty	36	41	43	44	44	39

Research Organisation

Research activities at CENTRUM Católica are organised by CENTRUM Research as well as by CENTRUM Future, each led by a Director and organised into centres with a coordinator acting in a supporting role. Research faculty members (core and non-core) are assigned to these centres according with their research orientation and interest to promote an international network aimed at intellectual production. Figure 6 shows the organisation of CENTRUM Research and Figure 7 shows the organisation of CENTRUM Future.

The following is a description of each research centre's main activities:

The Centre for Leadership, Innovation and Strategy Studies (CELYE) is responsible for designing strategic planning, analysing national competitiveness determinants and contributing to organisational competitiveness performance. Studies are conducted on leadership and managerial attributes in the country's business community. CELYE's focus is to understand prevailing managerial profiles and how they are influenced by contextual factors such as culture, business environment and knowledge. CELYE seeks to know how the skills developed by a professional during his or her master's programme at CENTRUM

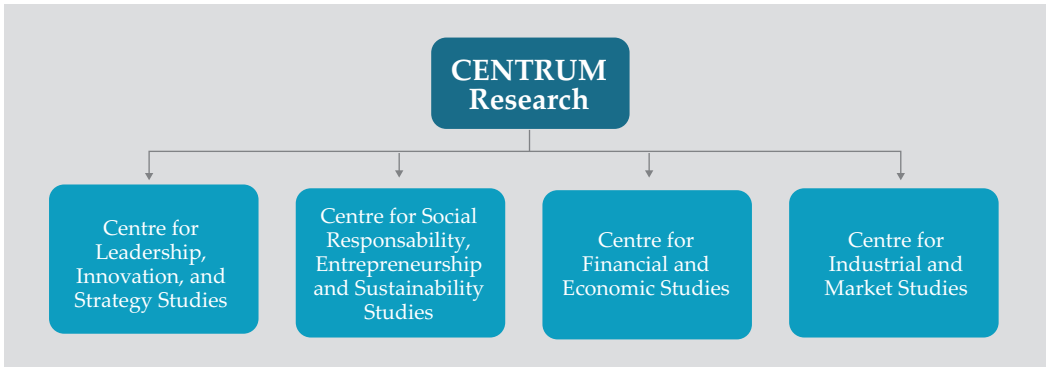


Figure 6. Organisation of CENTRUM Research.

Católica modify the leadership styles and distinguishing features of his/her profile before entering the programme. These findings permit better learning and training techniques to be applied while improving their competencies for global competitiveness. In the international context, the focus is to develop cross-cultural studies to learn how the social and environmental factors of business are related to different skills. The activities carried out by CELYE include the following:

- Study the profile of leadership in the country's business community.
- Study and analyse the influence of personal attributes such as personality, critical thinking and emotional intelligence on leadership according to the NEO Personality Inventory (NEO PI-R) Form S test; Watson-Glaser Critical Thinking Appraisal (WGCTA) Form A test; Multifactor Leadership Questionnaire (MLQ) Leader Form test; and the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT) through a longitudinal study of CENTRUM Católica's MBA programme students.

- Study the relationship among cultural patterns of society, corporate culture and leadership skills in local entrepreneurs.
- Research studies on strategic planning in the regions, principal economic sectors, ports, products and main companies and institutions of Peru.

The Centre for Social Responsibility, Entrepreneurship and Sustainability Studies (CERES) is focused on leading innovative research and collaborative activities aimed at assisting companies and other institutions to address the challenges in adapting to emergent environments and becoming leaders while being sustainable. CENTRUM Católica focuses its research on ten macro subjects, three of which are Ethics (individual, corporate, societal and global), Corporate Social Responsibility, and Sustainability. Through CERES, CENTRUM Católica is able to strengthen its commitment to sustainability, social responsibility and entrepreneurship through activities like:

- Maintaining a strategic alliance with Peru 2021, an association of Peruvian

and transnational corporations that promote socially and environmentally responsible management. CERES members are jury members of the CSR Annual Prize and the annual CSR distinction.

- Including courses on Sustainability, Ethics, and Corporate Social Responsibility in all MBA Programmes, including the doctoral programme and executive education programmes.
- Being an active member of the UN Global Compact, a corporate leadership platform for the development, implementation and disclosure of responsible and sustainable corporate policies and practices.
- Being an active member (Champion) of the Principles for Responsible Management Education of the United Nations (UN PRME).
- Being an active member of the Globally Responsible Leadership Initiative and a founding member of the PRME Latin American Chapter, where CENTRUM Católica is leading the creation of a global doctoral programme in responsible leadership in a consortium of around 20 business schools from all continents. CENTRUM Católica uses this global platform to inspire and champion global responsible management education, research and thought leadership.
- Applying the Principles for Responsible Management Education (PRME) in all MBA and doctoral programmes, as well as in executive education programmes.
- Being certified by the ISO 14001:2015 (environmental) standard.

- Implementing ISO 26000:2010 (Corporate Social Responsibility standards) practices.

The Centre for Financial and Economic Studies (CEFYE) is responsible for enhancing academic production in the field of finance. Specific areas of research are corporate finance, capital markets and over-the-counter derivative markets. The centre is also responsible for studying economic and financial issues related to business development in the region. The main areas of research include microeconomics, macroeconomics, business economics, economic policies, international economics, economic growth and competitiveness, financial and economic history and economic natural resources. The activities carried out through CEFYE include the following:

- CENTRUM Católica coordinates agreements to develop research programmes, consulting, training and information on specialised issues with the government and businesses, both nationally and internationally.
- CENTRUM Católica seeks professors and students to learn and refine technical analytical tools. CENTRUM Católica implemented two Finance Laboratories in the school.
- CENTRUM Católica prepares financial information databases to be incorporated in the Finance Portal that will be useful as indicators to be developed by CENTRUM Católica's professors.
- CENTRUM Católica coordinates and conducts international financial risk certification exams in alliance with the Global Association of Risk Professionals (GARP) in the months of May and November.

- CENTRUM Católica holds the annual Financial Risk Conference, at which the main institutions and individuals involved in financial risk have the opportunity to participate and discuss new trends in the subject. The sixth conference took place in 2014.

The Centre for Industry and Market Studies (CEINMA) is responsible for promoting, guiding and facilitating information about Peruvian products and industries. Its specific areas of research include market studies and the production of daily financial and economic market information. The centre has evaluated over 140 companies and 120 economic markets, such as winemaking, agro-industrial, sweets, household appliances, paint and wall coverings and education.

CENTRUM Future’s research centres are the following:

Centre for Competitiveness Studies is responsible for monitoring Peru’s annual progress in the IMD World Competitiveness Ranking, and it also prepares the Competitiveness Index of the Regions of Peru.

A Regional Competitiveness Index (ICR) was developed to quantify the competitive performance of Peru’s regions. To do this, the research team responsible developed a statistical database on the country, consisting of a time series of 150 variables that, after passing through proprietary methodology, gave rise to the index, which is composed of about 90 comparative variables for each region. The variables make up 25 factors, which in turn, are divided into five pillars that operationalise the concept of competitiveness: The objective is “The administration of resources and skills to consistently increase business productivity and welfare of the population of the region.”

The prestigious IMD World Competitive Yearbook has been produced since 1989 by the Institute for Management Development - IMD, a business school in Switzerland. The yearbook analyses a total of 60 countries, and is one of major global indicators of the competitiveness of countries. Since 2008, Peru participates in the ranking through a strategic alliance between CENTRUM Católica and the IMD.

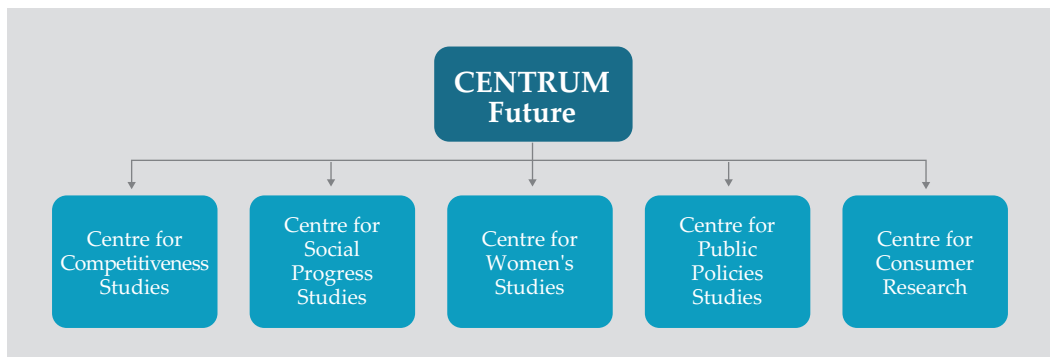


Figure 7. Organisation of CENTRUM Future.

Centre for Social Progress Studies is responsible for preparing tools such as the Social Progress Index of the Peruvian Regions to measure how the private and public sectors add value to their localities to improve the quality of life of their citizens. In May 2016, the centre launched the first Regional Social Progress Index to contribute to the assessment of the Peruvian social context.

Centre for Women's Studies is responsible for developing research related to the inclusion and performance of Peruvian women in the economy of the country and producing tools, such as the Peruvian gender gap index, to measure the imbalances of Peruvian professional women in the management profession. In 2014, the Centre for Women's Studies prepared a regional report on female economic participation that was presented in the APEC Women and the Economy Forum held in Peru, and in 2016, it hosted discussion tables at the 2016 meeting of APEC Women held in Peru.

Centre for Public Policy Studies monitors and fosters discussion on Peruvian public policies. This centre assesses, produces and disseminates rigorous and unbiased applied analysis and evaluation of public policies and programs and theoretical research on public policy issues.

Centre for Consumer Research Studies focuses on research on consumer attitudes and perceptions, while developing research focused on studying the needs and concerns of consumers. As part of its projects, a neuromarketing laboratory is to be implemented to provide faculty and students with experimental tools for field studies.

Research Monitoring and Evaluation

It is expected that professors who are assigned a research load will comply with it during each period, achieving especially the publication of articles in ISI-category journals, articles in peer-reviewed academic journals and books published by international publishers.

Excellence in all fields is a hallmark of CENTRUM Católica, and it is encouraging that all the professors of the faculty are available to achieve it. As part of the policy of quality of the CENTRUM Católica academic processes, awards for excellence are given to those full-time professors who have earned the highest scores in the formal evaluation conducted annually by the Academic Board, which evaluates teaching performance and research quality.

Innovation: Key Achievements

The key achievements in innovation developed during the last five years are the following:

- **Leadership Research:** In 2004, CENTRUM Católica launched research aimed at analysing personal attributes such as personality, critical thinking and emotional intelligence influence on leadership. The tests of leadership included (a) the Revised NEO Personality Inventory (NEO PI-R) Form S; (b) the Watson-Glaser Critical Thinking Appraisal (WGCTA) Form A; (c) the Multifactor Leadership Questionnaire (MLQ) Leader Form; and (d) the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT).

Since 2004, International Managerial MBA part-time students have been taking these tests at the beginning and

at the end of the program as part of the research sample of the population of Peruvian managers. In 2005, four tests were applied to a sample of 375 International Managerial MBA students in Lima. From September 2006 through October 2009, the research was extended to students in the International Managerial MBA outside Lima. In October 2007, a longitudinal study began. As of May 2016, 8,203 International Managerial MBA students had been evaluated at the beginning of their master's programs, and 5,722 students at the end of their programs.

- **Strategy:** Regional Strategic Planning: CENTRUM Católica's students and faculty develop strategic plans



for Peru's 26 regions, industrial sectors, products, port facilities, and educational systems. These studies have been delivered to relevant stakeholders and authorities as a social contribution for development.

- **Competitiveness:** CENTRUM Católica has developed a specific methodology to measure the Peruvian regions' competitiveness based on IMD's (International Institute for Management Development) Global Competitiveness Index. The ranking permits the identification of the most competitive regions in Peru, providing information about investment and improvement opportunities, as well as relevant data to improve attractiveness to local markets. Nationwide studies were conducted in 2008, 2011, 2014, and 2015. The outcomes of this strand of research have been disseminated through seminars, conferences and several publications in high-quality journals. CENTRUM Católica is IMD's Peruvian partner in the development of the Global Competitiveness Ranking.

International Dimension in the School's Research and Development

CENTRUM Católica faculty members regularly publish their research in international journals and with international publishers. CENTRUM Católica faculty members also participate in numerous international research networks, including the Global Association of Risk Professionals (GARP), the Swiss-based IMD World Competitiveness Centre and the London-based AccountAbility, and the Social Progress Imperative.

In 2008, CENTRUM Católica also began publishing the *Journal of CENTRUM*

Cathedra, an academic journal that is written exclusively in English to promote the development of intellectual production at CENTRUM Católica and to attract an international audience. The articles published in the journal are included in international academic databases, such as EBSCOhost, Econlit, Gale and SSRN. It is currently aiming to be cited under the ISI Thompson Reuters index.

Integration Into the Research

Many of CENTRUM Católica's activities in ethics, responsibility and sustainability are based in its research centres: The Centre for Strategy, Leadership and Innovation Studies (CELIE); the Centre for Financial and Economic Studies (CEFYE); the Centre for Corporate Social Responsibility, Entrepreneurship, and Sustainability; the Centre for Industrial and Market Studies (CEIMER); the Centre for Competitiveness Studies; the Centre for Women's Studies; the Centre for Social Progress; the Centre for Public Policies studies and the Centre for Consumer Research.

The areas in which research efforts are focused include leadership, responsible leadership, competitiveness, business strategy, innovation, markets, ethics, sustainability, social responsibility, gender equality, social development and management. The cross-cutting priorities in these areas of research are responsible leadership, social and environmental responsibility, global business ethics, global citizenship, transparency and accountability.

The *Centre for Competitiveness* publishes and distributes studies of great value to the local and national community. These include the following:

- Index of Regional Competitiveness in Peru (annual since 2010).
- World Competitiveness Yearbook, in Partnership with IMD (annual since 2008).

The *Centre for Social Progress* published the Social Progress Index in 2016, based on the SPI (Social Progress Imperative) methodology to develop a tool for measuring social progress levels in Peruvian regions. This tool is being used by regional authorities to develop strategies and policies focused on developing their areas.

The *Centre of Corporate Social Responsibility, Entrepreneurship and Sustainability* creates knowledge on corporate social responsibility (CSR) among the various industrial sectors and companies in Peru. Specific areas of research include progress in CSR by industry, the relation between CSR and competitiveness by industry, management practices of Peruvian companies, CSR activities by foreign companies with operations in Peru, business design for the popular sectors, competitiveness and design of agrobusinesses, the perception of CSR in Peruvian companies and the social license to operate in the extractive industries. Some of the most important research efforts being conducted by the Centre of Social Responsibility and Sustainability include the following:

- Corporate reputation literature collection, an academic study to determine indicators of the Corporate Reputation Index.
- Current situation of social responsibility in Peru, focusing on

the following sectors: business, civil society, academia, government and International Cooperation.

- Influence of corporate social responsibility on the purchasing behaviour of consumers.
- Management model: Diagnosis of the development of social responsibility among organisations.

In coordination with the *Centre for Strategy, Leadership, and Innovation Studies*, CENTRUM Católica's faculty and students have developed strategic plans for Peru's regions, public services, ports, districts of Lima, as well as industrial and agricultural sectors. These strategic plans are presented to the appropriate government representatives so that they may be used for regional and national benefit. CENTRUM Católica has so far formulated more than 150 such plans, which have been presented and debated in public fora.

CENTRUM Católica's *Centre for Women's Studies* is aimed at the promotion, development, and publication of research that will help understand the role of women in Peru's economy. The centre is

engaged in research on issues related to the integration of women in the economic activities of Peru, and is dedicated to generating tools that strengthen and develop the managerial capabilities of women. Some of the most important research efforts being conducted:

- Research on women entrepreneurs.
- An assessment of the economic and social perspectives of Peruvian women, a study conducted in the 26 Peruvian departments.
- Female participation in the economic activity in Peru and Latin America. CENTRUM Católica developed a presentation on the topic for the APEC Women forum held in Peru in 2014. Furthermore, in 2016 the Director of the centre, and faculty from CENTRUM Católica managed several parallel sessions within the APEC.

In inter centre activity is the doctoral research carried out by the more than 200 DBA students at CENTRUM Católica. These students, advised and sometimes led by the School's Professors, cover a wide spectrum of research topics, many of which are fully aligned with the PMRE.

Key CENTRUM Católica's Accomplishments

New research management tools were implemented.

Knowledge development by Faculty members, students and key Corporate allies was strengthened.

R&D internationalization was strengthened.

The Social Progress Report for Perú was launched in association with the Social Progress Initiative of Harvard University.

The Regional Competitive Index report for Perú was continued.



PRINCIPLE 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.

Internationalisation

Internationalisation is a major focus at CENTRUM Católica. Internationalisation includes academic components at foreign partner universities for students in degree as well as non-degree programmes and strategies to attract international students; student and faculty member exchanges with prestigious international universities; and a major effort to attract foreign faculty members and Peruvians with overseas teaching, research and other professional experience. Starting in 2012, all of CENTRUM Católica's degree programmes offer a study abroad module and simultaneous double degrees or certificates from one of CENTRUM Católica's international partners.

In response to the observations about the level of internationalization, CENTRUM Católica redefined its strategic positioning including strategic regional players. Furthermore, the LTO were redefined in the revised Strategic Plan 2015 – 2024 to achieve a stronger level of internationalization by attracting foreign students, opening new programmes abroad, attracting international faculty and strengthening its international research.

Another focus of CENTRUM Católica's internationalisation strategy is accreditation and certification with

prestigious international organisations and active membership in a variety of business- and education-oriented organisations. CENTRUM Católica currently has accreditations from EQUIS, AACSB International, AMBA, and IACBE, as well as ISO 9001 and ISO 14001 certifications.

Ethics, Responsibility, and Sustainability

Ethics, responsibility and sustainability have been a part of CENTRUM Católica's mission and vision since its foundation in 2001. The school's position on these topics is stated clearly in CENTRUM Católica's Code of Ethics and is reflected in CENTRUM Católica's Strategic Plan.

In response to the GRLI, a number of projects are designed to instil corporate social responsibility in CENTRUM Católica student community. Among these is Green CENTRUM, which aims to reduce CENTRUM Católica's carbon footprint by lowering its use of water and electricity and its consumption of paper. A successful recycling programme has evolved into an effort to be paperless to the extent possible. Increasingly, student source materials are provided online, limiting the use of physical textbooks. It is expected, through their participation in these pilot activities, that students will transfer these and similar best practices to their places of employment.

Once mobilised, the graduating students may form an emerging community of responsible young leaders promoting international standards and guidelines for social responsibility. It is a major challenge to educate students to "think outside of the box," change their perspectives and search for wider world issues in order to identify organisational efforts to implement systems that will

minimise harm to the environment. The focus is to develop a continuous effort to transform professionals into strategic agents of change.

CENTRUM Católica was one of the first 60 business schools to subscribe to the Principles for Responsible Management Education (PRME). The Latin American Regional PRME Chapter was founded in CENTRUM Católica in June of 2013 during a meeting at CENTRUM Católica's campus.

In terms of academics, CENTRUM Católica includes a course on Ethics and Corporate Social Responsibility in the curricular structure of all its MBA programmes, and these topics are also interwoven into the content of each course. CENTRUM Católica's MBA programmes were recognised by the Aspen Institute (Beyond Grey Pinstripes ranking, 2011-2012) as the best in Latin America for its content on social and environmental stewardship.

CENTRUM Católica contributes to the community in a variety of ways, including sponsoring a wide variety of free educational events and publications; the practice and promotion of business social responsibility; the promotion of family businesses, businesses directed by women and ecologically sustainable business; and cooperating with the local business community. In addition, it contributes to regional and national governments through education, consultancy, and research.

Finally, as part of CENTRUM Católica's commitment to social responsibility and sustainability, CENTRUM Católica has become a GRI Gold Community Member and one of the 100 Standard Pioneers within the GRI Standards Pioneer

Program. Also, CENTRUM Católica invested in green infrastructure (energy and resources) in order to achieve the Platinum level in the LEED certification. In 2017, CENTRUM Católica signed an agreement to become a GRI Certified Training Partner in Peru.

Corporate Connections

The concept underlying the creation of CENTRUM Católica includes a meeting place between the academic and business worlds. In this approach, private firms, non-profit institutions and government representatives develop convergence initiatives and progressive connections. The mechanisms established for this purpose are: the International Advisory Board; representative from the international academic community; the Corporate Advisory Board, representative from the government and corporate world; faculty; through activities such as consulting or being part of the board of different companies; students, who are managers and owners of important companies; alumni, to strengthen the bonds with CENTRUM Católica's alumni members; Lee Hecht Harrison-DBA, providing students and alumni career advising, job developer and job placement.

CENTRUM Católica's corporate connections are also strengthened its students and alumni from different programmes, the vast majority of whom are executives in important foreign and local corporations or owners of businesses. These include Lee Hecht Harrison - DBM (LHH-DBM), which provides students/ alumni career management programmes and placements; the Corporate Advisory Board, which is representative of the main companies in Peru; and the International Advisory Board, which

consists of distinguished representatives of the international academic community. These corporate connections meet as required to discuss matters of primary concern to CENTRUM Católica, including its governance.

Furthermore, CENTRUM Católica's corporate connections are strengthened by CENTRUM Católica's faculty members who are board members from prestigious private enterprises. Consultancy services for national and international enterprises and in-house custom courses developed specially taking into account the particular context and characteristics for each company.

International Week

CENTRUM Católica's internationalisation strategies include sponsoring the International Week conducted in CENTRUM Católica campus each September. CENTRUM Católica is concerned with maintaining intellectual interaction of its students beyond the classroom, and organises an annual International Week aimed at all students and alumni of the master's and doctoral programmes as well as business people in Peru and other countries. International Week has as its main goal that students acquire an overview of business through talks and master classes given by foreign professors, executives, managers, government officials and ambassadors. In addition, students have an opportunity to exchange views with each other and with recognised professors and managers about issues of importance and relevance.

The first International Week was held in 2008, and more than 300 students and alumni attended the conferences and master classes on current business

subjects by internationally renowned speakers. In 2014, 20 professors from the best business schools around the world – Argentina, Belgium, Colombia, USA and Venezuela - conducted seminars and workshops for CENTRUM Católica's IX International Week "Making the Difference in a Differentiated Environment," in which over 1,000 people attended. In 2015, the theme of the X International Week was "Innovation, Technology and Social Responsibility: the Revolution of a New Global Economy": 13 international professors from 9 different countries - including Argentina, Brazil, Colombia, Italy and Spain - were gathered. CENTRUM Católica received a total of 1,602 participants, who attended 26 seminars, and 599 participants in 10 workshops.

In 2016, XI International Week under the themes "Business and personal Innovation" and "Management of Change", foreign professors from 8 different nationalities such as Brazil, Chile, Germany, India, Spain, Switzerland, and USA. The "Innovation Day" seminar was held with a total of 453 participants. CENTRUM Católica received a total of 1,359 participants, who attended 10 seminars, and 393 participants in the two workshops scheduled for the "Innovation Day."

In 2017, XII International Week under the theme "Disruptive Strategies" was held in CENTRUM Católica, with foreign professors from six different nationalities such as Venezuela, Brazil, England, Belgium and Peru, 15 professional specialists in innovation, and 10 experts in technology. There were a total of 1,329, who attended the seminars and workshops during the Week. Some of the presentations versed around business ethics, and responsible leadership.

Doing Business

In 2011, CENTRUM Católica started offering the Doing Business international business immersion programmes for local students to travel abroad and foreign students to come to Peru. Since then, (a) 20 CENTRUM Católica students have attended CENTRUM Católica's Doing Business in Brazil programme at COPPEAD in Rio de Janeiro, Brazil. CENTRUM Católica students had the opportunity to interact with students from Brazil's COPPEAD, Colombia's UNIANDES, Venezuela's IESA, and Mexico's EGADE business schools. (b) 22 CENTRUM Católica students attended CENTRUM Católica's Doing Business in China programme, receiving classes at Peking University, participating in activities with local students, and taking part of corporate visits and cultural events in Beijing, as well as in Shanghai. (c) 19 CENTRUM Católica students travelled to Grenoble Graduate School of Business, France as part of CENTRUM Católica's Doing Business in Europe programme. The students participated in classes and activities with local students, including corporate visits and cultural immersion in France and Switzerland. Furthermore, (d) 13 students from the University of Southern Mississippi and (e) 18 students from Babson College participated in the Doing Business in Peru programmes.

Links between R&D and the Corporate World

Relevance of Research and Development Production in Corporate Markets

R&D production affects the corporate world by providing new managerial tools in order to offer up-to-date and first-hand information for business decision makers.

CENTRUM Católica's R&D production impacts the corporate world as follows: (a) indices provide information about the best ranked companies and regions, thus identifying opportunities; (b) sectorial reports and market studies help companies understand and expand their markets, improve their sourcing chain, target their investments and discover the trends affecting their industries; and (c) applied research, through consultancy services and strategic plans, helps communities to solve problems and provide solutions that can be replicated in other contexts.

Company Sponsoring and Running Joint Activities in R&D

Activities sponsored by companies

- Development and update strategic plans for Peru's 26 regions, the educational system, ports, among other sectors.
- Consulting services.

Initiatives implemented in collaboration with companies:

- Social Index Progress
- Research studies according to corporate community requirements: CENTRUM Católica is developing, in conjunction with companies and sectorial associations, a variety of research studies on topics of mutual interest. These research studies, in some cases, become thesis topics for MBA students.

Research Projects Relating to Corporate Responsibility

Some of the main research projects related to corporate social responsibility are the following:

- CENTRUM Católica has developed a specific methodology that based on the World Social Progress Index of the SPI (Social Progress Imperative), for measuring social progress levels in Peruvian regions by assessing the degree to which regional authorities fulfil social and environmental needs.
- Corporate Social Responsibility Impact on Products: CENTRUM Católica is developing a study in Peru, Colombia, the United States and Spain to evaluate the impact of corporate social responsibility on products and to develop the best strategies for the product or target market.
- Journal articles and publications in the field of corporate social responsibility, ethics, and sustainability.
- Final applied research projects developed by CENTRUM Católica's faculty and students from the international certificate programme in Corporate Social Responsibility.

CENTRUM Católica has strengthened its connections to the corporate world. CENTRUM Católica has added new members to its Corporate Advisory Board so that the business community has a greater voice in CENTRUM Católica's development. Furthermore, CENTRUM Católica has continued to offer a variety of conferences, seminars, and events, as well as in-house executive education courses.

CENTRUM Católica provides academic training to the local business community. CENTRUM Católica has designed customised executive education programmes for leading corporations like ALICORP (Peru), BBVA (Spain), Cencosud (Chile), Nestle (Switzerland),

Ripley (Chile), Scotiabank (Canada), among many others. Between 2014 and 2015, CENTRUM Católica has delivered a total of 76 in-house projects. For a listing, see Appendix V: In-House Projects.

CENTRUM Católica's Strategy and Policies about Interfacing with the Corporate World

CENTRUM Católica's interaction with the business community is continuous and direct as a result of students' employment by important companies in the Peruvian business community. This interaction allows timely feedback for programmes' continuous improvement measures regarding corporate needs.

This relationship is reflected in CENTRUM Católica's *2015 - 2024 Strategic Plan*, which includes several strategies aimed at strengthening corporate community relationships, including the development of a business social responsibility project, the formulation of business strategic plans and educational agreements with the top companies in Peru.

CENTRUM Católica has followed-up on these strategies by developing numerous business social responsibility projects, as outlined in Chapter 7, within CENTRUM Research as well as developing specific research and applied projects for student's final projects. Similarly, CENTRUM Enterprises has developed Strategic plans with Almacenes Santa Clara, Orvisa, South Electric Enterprise, Jockey Club del Peru, among other Peruvian enterprises, as well as with an Ecuadorian University (Universidad Tecnológica Equinoccial). CENTRUM Enterprises has also partnered with over half of Peru's top 50 companies in consulting projects and in-house educational programmes.

CENTRUM Católica's mission statement points directly to the interface between the school and the corporate world through CENTRUM Católica's facilitation of "the acquisition of ... the latest business practices, permitting [students] to lead their companies and organisations towards global competitiveness."

CENTRUM Católica policies also include conducting research that is directly applicable to the corporate community in Peru, either through private channels or publication. The MBA theses required of all students are, in many cases, the application of knowledge learned in the academic programme to the case of a specific Peruvian company or sector of the economy.

A key link to the business community is CENTRUM Católica's Corporate Advisory Board, which seeks to assure the maintenance of the school's interface with the corporate world.

The functions of the Corporate Advisory Board include training of officials from professional associations and disseminating existing training programmes and projects, strengthening the soft management skills of top and middle management of companies, developing events such as seminars, roundtable discussions and lectures, managing CENTRUM Católica-association joint projects focused on issues of common interest and promoting the union of associations to achieve long-term objectives of national interest.

CENTRUM Católica and Johns Hopkins University's Carey Business School are partners in the "Project for Humanity" initiative, which is a student-led joint effort that contributes to the objectives of

organisations that want to promote projects with major social impact. Since 2011, this partnership has contributed in the implementation of projects in the San Juan de Lurigancho Hospital; the Municipality of Lima; the Peruvian Cancer Foundation; Pro Life; Cementos Lima; Liderman and the Peruvian Energy Grid; APROPO, an organization focused on improving information and access to reproductive health services and information; YUNTA, a social entrepreneurship project working on the empowerment of children and adolescents at risk and transforming them into change agents in their communities; Fundades, an organization working with people with disabilities; YAQUA, a social enterprise providing access to clean water and other social enterprises and institutions focused on improving living condition among the impoverished population.

Furthermore, CENTRUM Católica is involved in an outreach programme that provides and develops initiatives to promote the economic development of the community in the VRAEM area. This area is of a major geopolitical importance in Peru, and is currently characterized by high infant malnutrition, perennial poverty and high use by drug – trafficking gangsters. CENTRUM Católica has therefore recently signed an agreement with the Peruvian Armed Forces Joint Command aimed at contributing from an academic and applied research standpoint to sustainable social and economic initiatives with major impact on that conflictive area.

The Key Processes to Manage Relationships with the Corporate World

CENTRUM Católica deals with corporate relations in CENTRUM Enterprises, CENTRUM Research and CENTRUM

Alliances, and is keenly aware of the importance of the role played by the local business community as a customer. This is reflected in activities and processes throughout CENTRUM Católica, including in CENTRUM Católica's policy direction, its academic programmes and its research, consulting and placement services.

Interaction with the business community is direct because a large number of students are managers of important companies in the Peruvian business community. Interaction allows faculty to collect feedback from the business community directly through the surveys and interviews.

Strategy and Policy Development – Key stakeholders participate in the development of strategies and policies that define CENTRUM Católica. Processes have been designed, for example, so that the business community is a participant in the development and the periodic revision of CENTRUM Católica's mission statement and strategic plan.

Curriculum Development – The local business community also plays a key role in the definition and the revision of academic curricula. CENTRUM Católica has established procedures for the measurement, control and evaluation of the academic programmes according to the ISO Standards that include feedback from the business community, faculty members and students.

CENTRUM Católica's management of its MBA curricula is based on a model of competencies that employers expect from MBA graduates in order to be personally and professionally successful. CENTRUM Católica has conducted market research to identify the competencies required

by companies in a global context. The research was conducted in order to define the graduate profile as well as the goals for each programme, and demonstrated the importance of competencies in the areas of knowledge, skills and attitudes that are included in the curriculum of MBA programmes.

Research and Development – CENTRUM Research and its various research centres maintain permanent contact with the corporate world through direct contact with managers who are students at CENTRUM Católica and through CENTRUM Católica's processes that are established to define and contract corporate research.

The final project in each of the MBA programmes is a thesis, and the final project for the non-degree executive education programmes is a case study. Both of these important student activities involve research on specific organisations, which are often private companies, on topics that range from marketing to operations, social responsibility and other areas that directly affect the local business community.

Placement Services – CENTRUM Católica provides its students with career advising and placement services in the corporate world, including the following:

- Professional contact through a database that offers jobs from more than 500 major companies located in Peru.
- Strategic alliance with Lee Hecht Harrison - Drake Beam Morin (LHH-DBM) Job Relocation and Career Administration programmes provide a variety of career services at the request of any student or alumni.

LHH-DBM support includes career management, effective curriculum writing and relocation to another company, among other services. Students may take advantage of these services for up to a year following termination of their coursework.

- The International Professional Training programme is a partnership with AIESEC that offers overseas internships and full-time jobs to students.
- Three annual corporate job fairs on the Lima campus and in the cities outside of Lima where CENTRUM Católica teaches, as well as a special job fair during the International Week.
- Constant contact between Placement Services and head hunters.
- Alumni network: CENTRUM Católica offers its alumni a network of fellow alumni.

The Nature and Extent of the CENTRUM Católica's Interface with the Corporate World

CENTRUM Católica is very much involved with the Peruvian business community through its students, most of whom are experienced professionals who work for important local and international companies. CENTRUM Católica also serves the business community through consulting projects and customised in-house academic programmes.

According to its mission, CENTRUM Católica seeks to forge links between the academic and corporate worlds. Faculty participation is a key component in building links, and core as well as non-core faculty are encouraged to develop

and reinforce links through activities according to their interest and expertise. These activities are the following:

Educational Activities – CENTRUM Católica is one of Peru's most important providers of academic training to the local business community. Employees of many of Peru's largest companies participate in both degree and non-degree programmes of CENTRUM Católica. A large percentage of CENTRUM Católica's MBA students consist of employees of large corporations based in Lima.

The non-degree category includes corporate participation in open programmes as well as specific in-company executive education programmes (customised programmes), which are designed for leading national and multinational corporations with operations in Peru, including BBVA (Spain), Latam (Chile), Pfizer (USA), Telefónica (Spain), Mapfre (Spain), GlaxoSmithKline (USA), Ripley (Chile), Saga Falabella (Chile) and Repsol YPF (Spain). Between 2011 and 2013, CENTRUM Católica has delivered a total of 145 in-house projects, which are listed in Appendix V: In-House Projects.

Consulting – CENTRUM Consulting is the area responsible for merging the academic world and the business world. CENTRUM Católica develops solutions tailored to our customers' needs in the areas of Strategy, Leadership and Human Resources, Marketing, and Operations and Finance. CENTRUM Católica provides services through a network of internal consultants as well as strategic alliances with consulting firms specialised in the aforementioned areas, in order to develop joint consulting projects, complementing the organisations' competencies.

The target market for CENTRUM Consulting consists of medium to large local and multinational companies with over US\$ 15 million annual sales, as well as large state agencies and private international cooperation agencies.

To date, CENTRUM Católica has conducted over 120 consultancies. Such services have been mostly oriented to quality, global competitiveness and strategic management issues. Some of the consulting services were developed with various multinational companies in the following industries: finance, textiles, pharmaceuticals, commercial food suppliers, pension fund administration, agrochemicals, mining, newspapers, insurance, energy and education.

Applied Research – Applied research is a central aspect of CENTRUM Católica's relationship to the corporate world. A number of research centres at CENTRUM Católica engage in research having direct relevance to the corporate world.

The Centre for Leadership, Innovation and Strategy Studies is responsible for designing strategic planning of the exportation of Peruvian products, analysing the determinants of national competitiveness and contributing to organisational competitiveness. The specific areas of research include regional competitiveness, development of productive chains and the incorporation of design scenarios and strategic management models into Peruvian industrial sectors. In addition, the Centre is responsible for the creation, sharing, dissemination and application of knowledge on managerial leadership. CENTRUM Católica's faculty and students have also developed strategic plans for Peru's departments, public

services, ports, industrial and agricultural sectors as well as the districts of Lima.

The Centre for Industry and Market Studies promotes, develops and facilitates providing information on a diversity of products and industries developed in Peru to markets.

The Centre for Financial and Economic Studies is responsible for enhancing academic production in the field of finance. Specific areas of research are corporate finance, capital markets and over-the-counter derivative markets. Some studies are conducted by students and supervised by faculty members, such as the Burkenroad Reports, in which students learn to analyse real company stocks and acquire hands-on experience about market changes and financial decisions based on a company's value. The centre is also responsible for studying economic and financial issues related to business development in the region. The main areas of research include microeconomics, macroeconomics, business economics, economic policies, international economics, economic growth and competitiveness, financial and economic history and natural economic resources.

The Centre for Social Responsibility, Sustainability and Entrepreneurial Studies seeks knowledge and development of corporate social responsibility among the various industrial sectors and companies in Peru through research on CSR in industry, the relation between CSR and competitiveness by industry, management practices of Peruvian companies, CSR activities by foreign companies with operations in Peru and the perception of CSR in Peruvian companies. CENTRUM Católica has developed the Corporate Reputation Index (IRCA) to measure social

responsibility levels in local companies. In addition, the centre conducts research to encourage entrepreneurship and promote the creation of new businesses. Its goal is to develop and transfer research-based knowledge into practice. The research and publication of case studies is promoted actively at CENTRUM Católica, both as an interface with the corporate world and as a pedagogical tool.

The *Centre for Social Progress Studies* conducts research focused on the social aspects of development for the country. CENTRUM Católica has developed a specific methodology based on the World Social Progress Index of the SPI (Social Progress Imperative) for measuring social progress levels in Peruvian regions in order to assess the degree in which regional authorities fulfil social and environmental needs

Student Employment – CENTRUM Católica has developed a Job Bank and sponsors job fairs and access to a job database for alumni. Multinational firms that have employed CC graduates include IBM, DHL, Duke Energy, Kraft Foods, BASF, Schering, Southern Peru Copper Corporation, Claro, Texaco, Visanet, Merck, Scotiabank and Odebrecht. Other important head hunters and corporate employers of CENTRUM Católica graduates are listed in Appendix M: Head Hunters and Corporate Employers of CENTRUM Católica Graduates.

Professional Publications – *Strategia Magazine* is a specialised business magazine published by CENTRUM Católica and is distributed every two months to executives of leading companies in Peru. It presents the latest trends in strategic management. The business magazine contains information about modern

management and analysis of the most important aspects of the current national and international economic situation, with a global and strategic outlook that is framed by the principles of social responsibility.

Participation in Corporate Boards – Faculty members are encouraged to actively participate in institutional boards in order to enrich participants' learning processes by presenting them with actual examples of business challenges and management decision-making processes.

The Alumni Association – Another link to the corporate world is through CENTRUM Católica graduates who are business managers. The association aims to strengthen the bonds between the business school and its graduates of different academic programmes (MBA and executive education programmes). In 2015, CENTRUM Católica launched CENTRUM Connect, a social online platform exclusively for CENTRUM Católica's graduates use in social networking. In addition, the Alumni Association organises professional and academic events, such as conferences and lectures, as well as sporting and social events. Alumni also have access to the network of CENTRUM Católica's partner universities.

Conferences, Seminars, and Events – CENTRUM Católica sponsors and hosts a large number of seminars, lectures and book presentations offered on and off campus, in and out of Lima and abroad. Many of these events bring together leaders of the business community to discuss and share their experiences in their specific industrial sectors. Some of those industrial sectors include mining, banking, insurance, manufacturing

and SMEs. During 2015 and 2016, CENTRUM Católica sponsored many events dealing with topics of importance to our corporate partners.

Funding from Corporate Sources in the Investment and Operational Budgets

CENTRUM Católica is 100% self-supporting. Its revenues are from student tuition and, to a much lesser extent, from research and consulting. It enjoys corporate support only to the extent that corporations purchase educational and consulting services from CENTRUM Católica.

Key Relationships with Corporate Partners

CENTRUM Católica enjoys key relationships with organisations in both the public and private sectors. Key public sector customers include the Banco de la Nación, the Peruvian Navy, and the National Superintendency of Tax Administration (SUNAT). The most important corporate partners in the private sector, in terms of MBA education, include the Banco de Crédito, BBVA Banco Continental, Scotiabank, the Interbank Group, the Fierro BIF Group, the Ferreyros Group and Alicorp. In executive education, key corporate partners include the Scotiabank, Repsol YPF, Odebrecht, SUNAT, the National Superintendency of Sanitation Services (SUNASS), the Peruvian Navy, among others.

The most important aspect of CENTRUM Católica's relations with the private sector is in the education of personnel. Managers from a number of Peru's principal companies, especially in the banking sector, pursue MBA degrees at CENTRUM Católica. Two of Peru's largest banks – Scotiabank and Banco Continental – are

also key partners in non-degree executive education. A wide variety of private firms contracted consulting services from CENTRUM Católica, being the key clients from the energy, education, and agro-industrial sector.

CENTRUM Católica's relationship with Pearson, Cengage and McGraw-Hill Publishing are very important. They publish and distribute books by CENTRUM Católica professors, and Cengage also produces and distributes the *Journal of CENTRUM Cathedra*. CENTRUM Católica's relationship with the local Chamber of Commerce in Peru permits a variety of mutually beneficial activities, including the presentation of research efforts throughout the country.

CENTRUM Católica also maintains active memberships in the following local business and professional organisations:

- American Chamber of Commerce of Peru
- Canadian-Peruvian Chamber of Commerce
- Lima Chamber of Commerce
- Chinese-Peruvian Chamber of Commerce
- Spanish-Peruvian Chamber of Commerce
- Dutch-Peruvian Chamber of Commerce
- Brazil-Peru Chamber of Commerce
- National Association of Advertisers
- Peruvian Human Resources Association

International Features of the School's Relations with the Corporate World

The international features of CENTRUM Católica's relations with the corporate world are determined, in large part, by the nature of Peru's geographic and economic realities. Given that Peru is a developing economy open to international trade and investment, a significant portion of CENTRUM Católica's relations with the corporate world involve multinational

corporations that sell goods and services to Peruvians or Peruvian goods and services to customers overseas. These corporations include the Spanish telecommunications giant, Telefónica, the Canadian Scotiabank, and the Spanish Repsol Group and BBVA Banco Continental, among many others, to which CENTRUM Católica provides educational and consulting services for their operations in Peru.

Key Changes in the Corporate Involvement in School Affairs during the Past 5 Years

In terms of changes during the past five years, CENTRUM Católica has strengthened its corporate social responsibility component and its global focus on education. All MBA programmes have an international component, where students travel for at least two weeks and visit successful companies abroad.

These trends have included specific programmes directed at senior corporate leaders and corporate board directors (the MDD programme for instance) in order to strengthen the two-way relationship between CENTRUM Católica and Peru's corporate reality.

Successful conference meetings, roundtable and open discussion events have been developed like the OECD conference held in Lima (on CENTRUM Católica premises), in which CENTRUM Católica co-sponsored and co-organized activities between October 14 and 16, 2016, gathering top political and corporate representatives including the Peruvian President and Ministers, the World Bank Vice-President, etc. These activities reinforce corporate leaders' involvement with CENTRUM Católica's long-term goals and objectives.

Furthermore, CENTRUM Católica has signed strategic alliances with local and central government offices in order to develop outreach programmes to contribute to the economic and social development of Peru. CENTRUM Católica established CENTRUM Future as its think tank, developing and evaluating policies and social programmes focused on the development of the country, while producing applied research findings for public institutions, local and regional governments and high-level authorities involved on public affairs.

Key CENTRUM Católica's Accomplishments

Corporate connections were strengthened.

The Doing Business initiative was continued. It involved Brazil, China, selected European countries, Mexico and the United States of America.

The nexus R&D-Corporations was strengthened.

Corporate social responsibility of the School was expanded.



PRINCIPLE 6: DIALOGUE

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

Governance

The Impact of Principal Stakeholders

Principal stakeholders of CENTRUM Católica include faculty members and staff, student body and alumni, the local business community and the international academic community. One of the most important roles of the stakeholders in the governance of CENTRUM Católica is their participation in the periodic revision of the school's strategic plan.

Within this process, after the Executive Committee and the Heads of Academic Areas formulate their proposals for a revision of the strategic plan and mission, a dialogue takes place with representatives of all stakeholders to consider feedback on the proposals. Stakeholders' points of view are evaluated during subsequent meetings with faculty members and staff representatives before the final version of the governing document is sent to the Director General for approval.

Faculty members are represented on numerous committees, including three that are vital to the governance of CENTRUM Católica: the Executive Committee, the PRME Steering Committee and the Strategic Planning Committee. Furthermore, CENTRUM Católica's Faculty gather once a week to present changes, suggestions and other

information relevant to the governance of CENTRUM Católica.

The alumni influence the governance of CENTRUM Católica through the Alumni Association. The Alumni Association's influence is in a variety of matters that concern CENTRUM Católica and the country. Furthermore, CENTRUM Católica implemented regular workshops with graduated students in order to discuss and collect information to aid in the governance of CENTRUM Católica.

Students participate in CENTRUM Católica's governance through the following roles:

(a) Students as partners are members of the decision-making process through involvement in the review process of the mission. Students are consulted for their opinions about the key aspects of the learning process for incorporation into the mission statement. (b) Students as experts contribute to the development of the learning and teaching process, with their feedback recognised as constructive feedback from an expert. Within that process, students share their perceptions concerning learning outcomes and teaching assistance. Their contributions and involvement are essential for the continuous improvement of CENTRUM Católica's processes. Feedback from students is collected through the analysis of evaluation surveys at the end of each course and twice during every programme; several interviews are conducted by each Programme Director and Coordinator as scheduled/requested. (c) Students as information providers are directly involved in the business community through the companies for which they work, providing key information about the skills required by employers and their expectations of business school graduates.

The local business community is represented by key corporate clients represented on the Corporate Advisory Board (CAB), a consulting body responsible for providing guidance on how to build and sustain a strong presence in the corporate world. The ten members on the Board are well-known executives working for top-level corporations and leading the most important corporate associations. They play an important role in conceptualising CENTRUM Católica's mission and strategic plan.

Stakeholder Involvement in Quality Assurance Processes

CENTRUM Católica's student, alumni, faculty and business community stakeholders are involved in the quality assurance process in different ways: (a) the Course Evaluation Survey, in which student feedback is collected after each course through a survey that evaluates students' perceptions of the course for further analyses and correctional measures; (b) Overall Programme perception, in which students provide their perception on all processes regarding facilities, support, administrative and guidance services, focusing on their overall experience at CENTRUM Católica; (c) Employer Evaluation Survey, which is intended to gather corporate perceptions of their managers' experience at CENTRUM Católica afterwards, sensing the value added to their organisations; (d) Student Interviews, which are intended to validate

some key issues that surface after surveys, and sustained on an individual and open basis; (e) Certification and Accreditation Meetings, when students, alumni, faculty members and the business community periodically have the opportunity to give external evaluators feedback about their levels of satisfaction with the school; (f) Syllabi Review, when faculty members and the business community periodically have the opportunity to share views concerning structure and content of syllabi in an informal setting; (g) Assurance of Learning System, the development of which faculty members participate directly, both through participation in committees and in individual meetings. The participation of stakeholders in activities related to quality assurance processes is summarised in Figure 8.

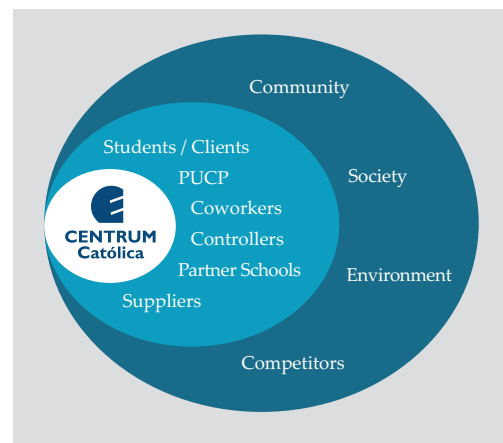


Figure 8. Stakeholder involvement in quality assurance processes.

Key CENTRUM Católica's Accomplishments

The School's governance was strengthened with a stronger International Advisory Board.

Stakeholders were involved in the Quality Assurance Process at the School.

Interactions and support to the Alumni Association were strengthened.

Assessment of the Progress Made in the Past Reporting Period

In the last two years CENTRUM Católica maintained its drive to deepen the application of the PRME in all its programmes, and to lead the way in the exercise of responsible education in Latin America and the World. Strategic activities were planned and carried out in association with all six Principles, emphasizing their application in research, education, outreach, and in all actions associated with its internationalization. The focus was on the School's students, Professors, and support personnel.

The School included the Sustainable Development Goals in all course's syllabi, making them a top priority in all its programmes. In mid-2017 the Humanities approach was

introduced in all programmes, seeking to strengthen and if needed to instil a deeper and wider set of ethical values and principles to our graduates, with the focus on the human being and in their global habitat, so that they change their ways of being, behaving, of dealing with others, and of conceiving nature, to improve the ways of leading others and the organizations entrusted to them. This, in turn, is supposed to create superior value for all, and to build a better world for today's and all future generations. In a nutshell, CENTRUM Católica applied all six PRME and expanded and deepened its focus in responsible leadership, responsible education within the framework of sustainable development.

Reference to the developed and used metrics

New metrics used or developed during the two years covered by this report included (please see CENTRUM Católica's 2014-2015 SIP):

- Metrics to measure Assurance on Learning by students.

- Metrics to measure research publication impact

- Metrics for measuring advances of the eco-efficiency initiative at the School.

- Metrics to measure social progress in counties (provinces) in Perú

Challenges and how these are being overcome

The biggest challenge faced by CENTRUM Católica continues to be its engagement by UN Global Compact (UNGC) companies in the country. Efforts have been made to establish a strong alliance with some of them, and to advance both the PRME and the ten UNGC Principles. However, their leadership is not used to work closely with universities, and for that matter with business schools beyond the specific collaboration that happens

in events, such as in the International Week and in other public events aimed at disseminating research results or know-how or during the presentation of the Regional Competitive Index for Perú or the Social Progress Index for Perú, and the like. We will continue working on this matter, perhaps approaching companies from the standpoint of the Sustainable Development Goals of corporate volunteerism links to social and environmental development.

Conclusions

The most important change at CENTRUM Católica during these last two years was the inclusion of the Sustainable Development Goals in all course's syllabi in all programmes. The institution is committed to the achievements of these seventeen goals. In this period the School also widened its outreach efforts in Perú: the School outreached one of the most conflict-prone areas in Perú to support government efforts to develop alternatives to coca-leaf production in the Apurimac, Ene and Mantaro River Valleys (VRAEM). This is a remote area accessible only by helicopter. Our founding Director General, Professor Fernando D'Alessio and other Professors, visited the area and established a mechanism to support specific institutions located in the

VRAEM to train micro entrepreneurs. In Lima, the School joined forces with the municipal government where it is located, Santiago de Surco, to strengthen the community security with drones, and technical personnel.

In the international arena, CENTRUM Católica continued its strategic alliance with the Institute for Management Development (IMD) in Switzerland to gather the Peruvian data to publish the *World Competitiveness Yearbook*, with the Social Progress Initiative to carry out the research and to launch the *Regional Social Progress Index in Perú*. Internally, the Faculty management system was improved, and Faculty members continued to be trained in deepening their skills and competences associated

with responsible leadership, responsible finance, global ethics, and their nexus with praxis at corporations. Quality Assurance was evaluated in all courses, to monitor the teaching of managerial and behavioural competences in our graduates. Knowledge development by Faculty members, students and key Corporate allies was strengthened. R&D internationalization was also strengthened.

There is a new Humanities approach, a prevailing framework to graduate MBA and DBA students in the future. In other

words, we will seek to strengthen and, if needed, to instil a deeper and wider set of ethical values and principles to our graduates, with the focus on the human being and in their global habitat, so that they change their ways of being, behaving, of dealing with others, and of conceiving nature in order to improve the ways of leading others and the organizations entrusted to them. In a nutshell, the School maintained its drive to deepen the application of the PRME, and to lead the way in the exercise of responsible education in Latin America and the World.

Disclaimer

Most of the contents of this report were extracted literally from reports prepared by the leaders and the staff of the former Office of Academic Quality, Continuous Improvement, Accreditations, and Business Intelligence (OCAMECA), and primarily from a report submitted to the EQUIS Foundation in 2017. The information included in those reports was gathered and sometimes written

by the leaders of other Units within CENTRUM Católica. Consequently, the authors of this SIP report want to express their gratitude and recognition to the staff and leaders at OCAMECA and in other business units within CENTRUM Católica. OCAMECA was led by Professor Jorge Benzaquen at that time, and then he was succeeded by Professor Juan Narro.





ECENTRUM

GRADUATE BUSINESS SCHOOL
PONTIFICIA **UNIVERSIDAD CATÓLICA DEL PERÚ**

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PRME Principles for Responsible
Management Education