

A comparative study of social responsibility policy in the private business sector and public universities

Estudio comparativo de la política de responsabilidad social en el sector privado empresarial y la universidad pública

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Abstract

This paper is based on identifying the differences and similarities in social responsibility in the public and private sectors, and how it has evolved. Grupo KUO, companies in the automotive sector and the Autonomous University of the State of Mexico as a public institution, around specific rules of application materials, retaking the standards developed by the ISO 26000 standard for liability: for this article two case studies were taken social. Finally able to identify the impact that social responsibility in every organization, not just internal or institutional form but also in their environment, enabling display the impact thereof, together in the cultural and social context.

Social responsibility, Work environment, Organization, Society

Resumen

El presente trabajo se basa en identificar las diferencias y similitudes en materia de responsabilidad social en los sectores público y privado, y cómo ha evolucionado ésta. Para el presente artículo se tomaron dos casos de estudio: Grupo KUO, empresa del sector automotriz y la Universidad Autónoma del Estado de México como institución pública, en torno a materias normativas específicas de aplicación, retomando los estándares desarrollados por la norma ISO 26000 para responsabilidad social. Finalmente se logró identificar el impacto que genera la responsabilidad social en cada organización, no sólo de forma interna o institucional sino también en su entorno, permitiendo visualizar la incidencia de la misma, de manera conjunta en el contexto cultural y social.

Responsabilidad social, Ambiente laboral, Organización, Sociedad

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Introduction

Social responsibility has gone through several paths, both in the public and private sectors, and one of the main characteristics of how it has been conceived is the perception that society has of the outside of the organisation. However, over time this has been complemented for various reasons, whether it be radical changes in societies, in the structures of organisations, in the political, legal, economic, cultural and even religious environment.

The present work addresses points of social responsibility that are currently practiced in organisations in different sectors, its importance lies in the fact that the design of the strategies of each of these is no longer only to provide a good, service, product or training, but it is also important to create initiatives that comply with the basic principles of social responsibility to improve the working conditions of employees and members of the same and their environment, it is important to note that each organisation provides a benefit to society, this can be economic or social. It is considered that the added value of the present work with respect to those that have been proposed is that the subject has been approached from a practical perspective within the organisations, with lived experiences and justified by means of the basic principles of the ISO 26000 standard, in both institutions.

The main characteristics of this work are:

- The information generated was based on policies and procedures established within the principles and policies governing each of the organisations.
- Practical application of SR principles in each organisation.
- Principles based on existing standards, which have been incorporated into the quality management systems of each organisation.
- Case study in two types of private and public organisations.

Establishing differences and similarities in the application of the principles of social responsibility will generate actions within the different working groups that will strengthen the relationships in themselves that satisfy the non-operational needs in their environment.

As well as create synergy in the application of these in each of the institutions in groups interested in this to create action plans that allow them to comply with the basic principles in the field of social responsibility.

Explanation of the sections of the article

Section 1 defines social responsibility in the private sector, its history and how it has evolved over time, as well as the basic principles of the different agencies and actors in this field. The basic principles applied in this sector and its contributions to society.

Section 2. It establishes the conception of some authors and the very principles of the university in terms of social responsibility applied to the university community, mainly focused on the training of students in the scientific, technological, humanistic and artistic fields, with an awareness of their training in social responsibility to create initiatives that promote the integration of society with productive organisations in order to create value through educational and professional processes.

Section 3, explains and establishes the differences in the application of the principles of social responsibility in different organisations, which in fact, as principles and conceptually speaking are similar, however, in the application itself they differ in the practical application, this is depending on the strategic conception and the values, mission and objectives of each institution.

Section 4, this section sets out the different social security principles applied in the private sector, specifically in the KUO Group, which are part of its policies and procedures in a strategic way that brings a common commitment and gives great importance to the application of these principles.

Section 5, the fundamental idea of this section reflects the university's commitment to legal issues and is based on the university statutes themselves, which are focused on strengthening and perfecting an awareness of responsibility and commitment to society based on the planning of educational programmes that develop these competences in the university community.

Section 1. Social responsibility in the private sector

Nowadays there is a lot of talk about corporate social responsibility. This concept is important to define depending on the conditions and policies established by each organisation. However, in order for it to act from a systemic and broad point of view, it is necessary that it is incorporated into management processes and, therefore, that it becomes an integral part of the strategic planning of the business, given that in this type of implementation, it is necessary that each member of the organisation participates with their respective roles and responsibilities. From the plant manager to the operator in the most basic processes of the organisation.

Generally, social responsibility is associated with governmental requirements, but it is necessary to go beyond the regulatory part and has to do with the relationship with the social environment in which the activity of the companies must be developed. Cajiga (2014) sees it as "a business vision, regardless of the line of business, sector, size or nationality, which must integrate various aspects into the management of its activities such as: respect, ethical values, the community and the environment" (p.2). Correa Jaramillo (2007) defines it as "the responsibility that the company has or assumes towards society in general" (p.89).

In the last century, the first studies on this subject were carried out in the United States of America, and from these studies came the Declaration of Finland (ILO), which began with the approach to employer obligations between the 1930s and 1940s and which years later would have "great impact by consolidating a set of recommendations for governments, companies and workers, seeking to ensure that multinational companies contribute positively to economic and social progress, ensuring that the difficulties generated by business operations would be resolved" (Vélez, 2011, p. 64).) some of these difficulties are employment, vocational training, wages, hygiene, safety and labour relations. In the 20th century, the concept of social responsibility gradually evolves and undergoes a series of changes that are managed in government institutions through public organisations in charge of providing solutions to the needs of society as institutions and government.

Correa (2007) points out that companies must maintain collaborative obligations to face social changes, the company through awareness-raising and the government through the regulations that emanate from it.

One of the challenges facing large cities and companies today is to implement sustainable projects that improve the quality of life of their employees and society. Currently, business conception is betting heavily on having optimal working environments and seeks the dignity of jobs, of course, without detriment to profits for its shareholders. The company must take into account that its actions invariably affect the quality of life of its workers and the communities in which it operates. Social responsibility is an issue that is not limited to the social or environmental actions developed by the organisation in the community, but also implies effective communication and interaction with the various sectors related to the organisation.

In this sense, the business sector conducts business based on actions duly aligned to strategic objectives, considering financial or material resources and the most important element of all organisations "human talent". "The need for an ethical approach to the situations described above has led intellectuals, academics, civil society organisations, politicians and governments to show concern about the role of organisations" (Aguilar, 2008, p.181).

It is important to point out that the management and implementation of social responsibility in an organisation will depend to a large extent on the size of the organisation, some of the factors that intervene are: The economic power of the organisation, because within their principles they have allocated resources for these purposes, these practices somehow gives them recognition in society and increases the likelihood of success of their strategies, on the other hand is positioned in the market in a positive way, and consolidates its reputation widely. Pérez (2010) states that from an economic approach, the size of the organisation has a lot to do with the way in which social responsibility is promoted.

The institutions in charge of promoting social responsibility initiatives nowadays have had greater influence in the North of our country, positioning Monterrey as one of the main actors in this sense, since "there was an economic link between the founders of these companies by establishing a community of principles where businessmen differentiated themselves from other businessmen by having a concern for problems outside the company" (Cerutti, 2000, cited in Pérez, p.6).

The term corporate social responsibility implies guaranteeing the success of the company by integrating social and environmental concepts in its activities, i.e. it must satisfy the needs and demands of customers, but at the same time manage the expectations of workers, the community and its environment positively, so that it is encompassed in a scheme integrated by three environments mentioned by González (2011): social, economic and environmental.

According to the Mexican Centre for Philanthropy, Corporate Social Responsibility comprises only four basic and strategic lines or areas that explain its presence in all company activities.

- a. Ethics and corporate governance.
- b. Quality of life in the company (social dimension of work).
- c. Linkage and commitment to the community and its development.
- d. Care and preservation of the environment.

Based on the above, this unit establishes certain universal business principles which ensure its successful implementation:

1. Respect for the dignity of the person.
2. Decent employment.
3. Solidarity.
4. Subsidiarity.
5. Contribution to the common good.
6. Co-responsibility.
7. Trust.
8. Business ethics.
9. Prevention of illicit business.
10. Community outreach.
11. Transparency.
12. Honesty and legality.
13. Fairness and equity.
14. Entrepreneurship.
15. Social development.

Villalobos Grzybowicz states that:

Corporate Social Responsibility is today an added value and a competitive advantage for the company. Those companies that incorporate or reinforce their social responsibility actions today will do so at their own pace and according to their possibilities; tomorrow they will have the demands of the environment. (2004, quoted in Cajiga, p.9).

Like any company, the social part must create value for all its investors, however.

What defines and specifies that this can be considered as a socially responsible company has a specific and clear purpose, Barrera (2007), for his part points out that there must be a proactive socio-economic insertion of the human being and strategies oriented to the solution of social problems, which must be materialised in the institutional mission.

Therefore, for all of the above, corporate social responsibility in the private sector is a series of defined and duly politicised actions and strategies with the aim of creating value through a favourable and dignified environment that ensures the integrity and quality of the workplace, providing welfare for the members of the organisation that increases wealth, ensuring participation in the market, creating mutual benefits for society, the community and the nation through its sustainability.

Section 2. Social responsibility in the university environment

In the area of public universities, we will initially address some of the contributions of various authors and their conception of university social responsibility, to continue with some of the contributions of institutions.

In this sense, it is important to define university social responsibility, Alma Herrera Márquez (2008) indicates that it is the means through which a link is generated between the knowledge (scientific, technological, humanistic and artistic) produced by the institution, applied to current problems in the local, national and global spheres, whose objective is to raise the quality of life and promote the "social utility of knowledge" implying bidirectional perspectives between the university and society.

On the other hand, Vallaeys speaks of a new management policy applicable to all organisations (public and private) without any exclusion and which makes them responsible for the social repercussions induced by their operation, preserving the impacts and collateral effects, because as he points out "democracy was born in Greece, but it is not only made for Greeks" (2010, p. 28).

Daniel Cohen, in this sense, points out the importance of refocusing university activities as an instrument for improvement, since public universities are committed to integrating young people and graduates into society who have the capacity to respond to and generate solutions to the problems demanded by the society in which they are immersed through interdisciplinary, transdisciplinary and multidisciplinary networks. In the same way, he points out that one of the challenges facing the university is precisely that of building social processes in such a way as to achieve a sustainable and regional identity that generates a balance between real needs and the impact on the conversion of university communities, in such a way that it moves through holistic thinking and leads to associative, relevant and quality learning. In line with the thinking of Vallaeys (2010), he mentions that the daily actions of universities have various impacts in terms of social responsibility, such as:

Organisational functioning, which is derived from all the values that are manifested in the university students and which are transmitted, generating a domino effect.

An educational impact, insofar as there is a direct impact on the training of young people and professionals.

A cognitive impact, which is generated through the knowledge derived from knowledge management and teaching, finally,

A social impact, which can be seen through the links it creates with the external social reality and its participation in it.

In this way, it can be seen that the authors, when speaking of university social responsibility, consider the training of university students, oriented towards facilitating the university's objectives. For this reason, Carmen de la Calle Maldonado points out:

"To train integrally means, then "to become what we are" [...], integral training promotes a synthesis of knowledge so that university students do not lose the deep sense of their knowledge and their ordination as a person, an integration of knowledge facilitated by reflection and interdisciplinary communication" (2007, p. 47-66).

Now, the National Association of Universities and Higher Education Institutions (ANUIES, 2012) has a strong impact on this issue, as it participates in the development of education through its initiatives, since it states that Higher Education Institutions (HEIs) must provide knowledge translated into options for solving the complex problems facing the country's development and with special attention to the needs of local development, indicating as a strategic element the link with its environment, reinforcing institutional and inter-institutional programmes and actions.

ANUIES also comments that the problems currently facing the country, especially violence, will not be solved by corrective programmes alone; what is required is a long-range vision of quality education with social responsibility, since this will allow millions of Mexicans to be incorporated into the country's development, not only in terms of generating greater opportunities for social and productive insertion in licit and stable activities, but also in terms of moving towards a culture of peace, the strengthening of democracy and, finally, towards social cohesion and the well-being of societies.

The same institution points out that "it will be unavoidable to achieve full articulation between the different substantive functions carried out by HEIs... to achieve greater articulation between educational policies and those of science and technology, in order to build a new institutional architecture" (ANUIES, 2012, p. 1). (ANUIES, 2012, p. 66). To this end, it indicates that institutional and inter-institutional linkages must be strengthened, since this is one of the crucial axes that will enable the development of the higher education system to be enhanced.

On the other hand, UNESCO (1998), among its most relevant tasks, includes education for peace, human rights and democracy, indicating that education in the 21st century should be based on a culture of peace, HEIs should provide university students with the ability to enhance their capacities with a sense of social responsibility, so that their participation in society can promote change towards equality, solidarity and a sense of justice.

Section 3. Comparison of principles applied in the private sector and public universities

In order to establish the comparative points between the two sectors, we will work with the ISO 26000 standard, which is designed for both public and private institutions and is universally applicable, as well as integrating the fundamental subjects on which social responsibility should be oriented, which are described below:

1. Governance of the organisation - indicates that it is the fundamental pillar, since it is the basis for decision-making for the achievement of objectives that will open the way to change, resulting in socially responsible conduct.
2. Human rights - are those inherent to people and which are divided into eight issues that organisations must address in order to generate respect, protection and satisfaction: due diligence, risk situations, avoiding complicity, resolving complaints, discrimination and vulnerable groups, civil and political rights, economic, social and cultural rights, as well as fundamental principles and rights at work.
3. Labour practices - are all those activities and policies by which an organisation can influence the social context, covering five areas: work and labour relations, working conditions and social protection, social dialogue, health and safety at work, and finally human development and training in the workplace.
4. Environment - adopting a holistic approach to the environment and its interrelationship with the organisation, based on four principles: prevention of pollution, sustainable use of resources, mitigation and adaptation to climate change and finally the protection of the environment, biodiversity and restoration of natural habitats.
5. Fair operating practices - refers to the ethical behaviour of organisations in all directions (stakeholders) based on: anti-corruption, responsible political participation, fair competition, promoting SR in the value chain and respect for property rights.
6. Consumer affairs - points out the importance of the organisation assuming its responsibility towards consumers by providing them with education and truthful information.
7. Active participation and community development - consists of organisations developing processes and policies that contribute to the development of the communities in their area of influence in areas such as: active participation in the community, education and culture, job creation and skills development, technology development and access, wealth and income generation, health and social investment.

Based on these seven core areas of application in this theme, only four will be addressed whose application is addressed by both sectors, as shown in the table below:

ISO 26000	SECTOR AUTOMOTRIZ	UNIVERSIDAD PÚBLICA
Derechos humanos.	Rescate al trabajo infantil y combate a la corrupción.	La formación de la comunidad universitaria como actas libres, reflexivos y responsables.
Medio ambiente.	Política de sustentabilidad ambiental con objetivos de reducción de uso de energéticos, reducción de emisiones contaminantes y de generación de residuos.	Búsqueda de la sustentabilidad basada en principios y valores humanos.
Prácticas justas de operación.	Calidad de vida en la empresa y mantenimiento de operaciones seguras. Dignificación de las áreas de trabajo y servicios internos. Capacitación constante de los colaboradores para el desarrollo de los mismos.	La responsabilidad como conciliación entre lo individual y lo comunitario, el respeto a otras formas de vida, pensamiento y actuar, la pluralidad para convivir de manera armónica con otras maneras de ser y pensar.
Participación activa y desarrollo de la comunidad.	Relación positiva con la comunidad y diálogo con nuestros públicos de interés. Donaciones en especie y voluntariado a las comunidades marginadas.	Formación integral, que permita servir a la sociedad y coadyuvar a la problemática de la misma dando respuesta a las necesidades más sentidas de los grupos sociales, con especial énfasis en los sectores más vulnerables.

Table 1 Comparative table (ISO, automotive sector and UAEM) in terms of social responsibility

In terms of human rights in the automotive sector, the focus is on the dignity of workplaces in terms of facilities and services for employees under an optimal working environment for the performance of their duties, all through a code of conduct that regulates the relations of employees at all hierarchical levels.

On the other hand, the university focuses on the formation of university students under a scheme of "humanism that transforms", which consists of attending to the needs of the community through dialogue and an educational, creative and sensitive capacity towards the diverse problems of the environment that is reflected in the actions of the university students in the external environment that surrounds them.

In the second section, with regard to the environment, there are policies in the automotive sector for the reduction of energy consumption through initiatives to regulate and promote investment projects aimed at saving electricity, gas, petrol and diesel, among others. In the university sector, it is about the search for sustainability that ensures the quality of life of our society as well as of our future generations through the manifestation of university principles and values. There is consistency in both sectors in terms of the development and implementation of brigades for the cleaning of green areas, reforestation campaigns, recycling of materials such as pet and paper, among others.

For fair operating practices, the company has implemented processes and devices that facilitate the execution of the different operations in the production lines in such a way that it prevents operational risks, increasing the quality of life of its members, in this sense, investments are planned for this purpose. The university, for its part, disseminates and promotes the use of principles and values to generate a harmonious environment in which its community can develop, generating a conciliation between the individual and the collective.

Finally, the company's contribution to the active participation and development of the community.

It generates links for the economic and social development of its operating environment through social programmes to improve the quality of life, as well as permanently maintains a scholarship programme to receive students from high school and higher education in order to provide capacity building and entrepreneurial skills, it also has various supports for the children of employees whose purpose is to ensure their educational training. As for the university, it is focused on a comprehensive training focused on the most vulnerable sectors of the State of Mexico through the linkage with various sectors to transmit and implement the knowledge to respond to the current problems of the environment through the ethical procedure involving both activities or functions adjective and substantive of the institution itself, such as:

Teaching, research, tutoring, administrative aspects, social service, professional practice, among others that are offered both internally and externally that allow linking the university with society (agreements with other institutions, business consultancy and training, among others), working to generate support mechanisms for both economic and behavioural risk groups.

Section 4. Case Study: KUO Group

The group's corporate website contains the principles of social responsibility that underpin the application of these measures and are the policies on which the operation of all business units linked to the group is based. The commitment to employees, the community in general and the environment is reflected in the operations. It focuses on finding solutions that contribute to the well-being of future generations.

The social responsibility policy is based on respect for and compliance with the following principles:

- Equal opportunities
- Rejection of child labour
- Quality of life in the company
- Maintaining safe operations
- Positive relations with the community and dialogue with our stakeholders.
- Combating corruption.

KUO Group companies are part of the economic development of the communities in which they operate. Each of them has social and environmental programmes aimed at improving the quality of life of their neighbouring communities.

The Group attaches great importance to the training and development of its employees, so that within the organisation training plans are generated for all hierarchical levels ranging from operational staff to general management, on the other hand it supports unionised staff to complete their secondary and high school studies, and scholarships are awarded to the children of staff who have a good average, among other activities.

The KUO Group has an environmental sustainability policy that focuses on the protection of life and the environment. This includes objectives to reduce energy use, pollutant emissions and waste generation.

Most of the KUO Group's plants have the Clean Industry certificate awarded by the Mexican environmental authority (PROFEPA) and are ISO 14000 certified.

The initiatives generated in this sense are based on the creation of a committee in charge of regulating good practices in the field of clean business and are followed up through corporate forums where performance indicators are presented, through defined environmental policies applicable to each business unit.

These initiatives precede a series of strategies generated to reduce energy consumption and emissions into the environment, so that the key points to be fulfilled within the values established by the corporate management are implemented within the strategic objectives; on the other hand, investments are made to develop sustainable projects that minimise energy consumption, where biodegradable products that contribute to the preservation of the environment are incorporated.

Section 5. Case study: UAEM

With regard to the Autonomous University of the State of Mexico, as part of its principles, it expresses its legal commitment to social responsibility, starting with the statute of the university itself, where throughout the document it mentions the activities that it develops and that are a function of this social commitment, both at the institutional level and as a fundamental part of the university's duties and those of the community itself, As it states in article 3 bis "In addition to the principles set out in article 3° section VII of the Political Constitution of the United Mexican States, the University will promote and strengthen among its members, the values and principles connatural to its being and duty to be.

These are: democracy, social responsibility, justice, pluralism, identity, transparency and accountability". (University Statute of the UAEM, 2014, p.27).

In this way, when talking about its members, it involves authorities, academics, students and of course administrative staff, being understood as a whole as a university community, likewise when mentioning the being and duty to be, it refers to the day-to-day activities of university life, so also in its article 16 it points out in its section IV as one of the university duties, the respect for the integrity of the individual and society.

Subsequently, in Chapter VII on university responsibility, it mentions all those actions or omissions that may cause offences, among which the following stand out: harm to members of the community (whether physical or moral), damage to university assets, the use of apocryphal documents for any purpose, entering university facilities under the effect or using any drug, alcoholic drink or any narcotic, discrediting the institution, using university resources for personal or third party benefits, as well as abusing authority.

With regard to teaching, the same document indicates that this activity should be oriented towards students developing a social conscience and a critical stance, as well as a comprehensive education that will enable them to serve society and contribute to its problems. With regard to academic work, it must also be guided or directed towards preserving, transmitting, extending, etc., humanism, culture, art, science and technology, in such a way as to open up to the solution of social problems and needs.

And it not only remains in these contributions, but also transcends towards what is research, as it directs this activity not only to man and society but also to nature and everything that happens between them, through its knowledge and understanding, as well as to raise the conditions of life (social, political, economic and cultural) through the development of knowledge related to these problems.

Another important aspect is how it manifests itself through the orientation of cultural dissemination as indicated in Article 62, section IV, which states: "To promote in university students the strengthening and improvement of a sense of responsibility and commitment to society, as well as an identity with the University" (University Statute of the UAEM, 2014, p. 54).

Among other actions aimed at this dissemination is to extend the activities of the institutional work to support the community and society, as well as social service activities and professional practices are conducted preferably to the needs and social requirements. Emphasising that collaboration, co-responsibility and reciprocity with the sectors of society should be promoted.

Finally, it also enshrines responsibility within institutional planning, as article 125 mentions that this system will be open to the extent that it will take into account the circumstances, conditions and needs of the state, as well as national and universal ones, in its condition as a service institution, taking into account the evaluation of its activities to determine both the results and their quality, considering their social impact and effectiveness, being flexible and adaptable to changes in the institution and its environment.

Moving on to another level, the UAEM law (2014) also mentions its commitment to this social responsibility through the academy, understood as a unification of wills of university students towards promotion, to raise awareness of social commitment and solidarity. In the same way, article 15 states that "University research will be the creative exercise of the members of the community that generates, rescues, preserves, reproduces and perfects universal knowledge. Within the framework of freedom of research, it will be linked to state, regional and national problems" (p. 12).

As can be seen, there are various instruments where the Autonomous University of the State of Mexico emanates its institutional work with social responsibility. Another example is reflected in the Institutional Development Plan, which mentions a model of higher education with features in the "Search for sustainability based on human principles and values" (PRDI, 2013-2017, p. 22).

The same document states that for the positioning of the UAEM, the university "joins the national education project and is included in the transformations that enable the implementation of an education oriented towards responsibility and internationalisation through a project of innovation, inclusion and quality" (PRDI, 2013-2017, p. 30).

One of the main challenges that the PRDI guideline frames is the promotion of educational opportunities for regions and social and ethnic groups for a more equitable distribution, as well as the strengthening of academic programmes and mechanisms to facilitate access.

The PRDI guideline speaks of a "humanism that transforms" where it refers to the formation of the university community as free, reflective and responsible beings, which will promote it as a way of life and action in society, through various principles, among which it mentions: Responsibility as a conciliation between the individual and the community, respect for other ways of living, thinking and acting, plurality to coexist harmoniously with other ways of being and thinking, and one of the most important, sustainability, to bequeath a better world to future generations.

One of the cross-cutting axes through which institutional efforts will be oriented is to create empathy with the State of Mexico, to the extent that it embraces the challenges it faces, opening up to social welfare, enriching culture, economic growth and, above all, promoting sustainable development. Likewise, through entrepreneurship focused on MSMEs through business incubators to promote innovative projects that support economic growth, sustainable development, job creation and therefore the welfare of the population.

Another document that provides evidence of this is the quality manual of the UAEM (2010), which indicates that social responsibility is not an instrument that provides an added value or a virtue, but is perceived as a means to remunerate trust, benefits and its *raison d'être* to society, with emphasis on the most vulnerable sectors.

Conclusions

As can be seen, social responsibility is directly related to the fundamental points that are encompassed internationally. However, each of the sectors has different ways of contributing to each of them. Although the principles are similar, the actions to respond to this issue are somewhat different, which depends largely on their own institutional objectives, as well as on the policies, operational processes and the very nature of each one of them.

Taken together, it can be seen that both sectors have a strong concern and commitment to their environment and the active constituents that make it up. In some aspects, the company has a greater impact on productive, economic and social development, while the university has a greater impact on intellectual, cultural and social development. It is therefore important that social responsibility is promoted in a global and balanced way in both sectors, as this implies that participation in it should start in university education, which will enable the preparation of future leaders and managers of organisations who will take these competences to their professional sphere.

This awareness of social responsibility that influences clients or consumers seeks commitments on the part of organisations to the environment and the social environment; companies must respond by offering proposals that balance the interests of all groups, with the aim of implementing sustainable growth that adds value to both the organisation and the community in which it operates. The commitment acquired by organisations with Social Responsibility generates benefits for the groups involved, as the company and the university must focus their efforts on generating benefits that are not only economic, environmental or of any other nature, but that go much further, transcending to the social and community order.

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