



LYON BUSINESS SCHOOL

THE BUSINESS  
SCHOOL  
FOR  
RESPONSIBLE  
NATIVES

YOU HAVE CONVICTIONS.  
WE TEACH YOU HOW TO STAND FOR THEM.



## 2019-2021 ESDES SHARING INFORMATION ON PROGRESS REPORT

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**RENEWING OUR COMMITMENT TO PRME BY OLIVIER MAILLARD, DEAN OF ESDDES**

ESDES has made significant progress since the first edition of this report in 2019:

- Without foregoing any of its management courses, the School has chosen to combine management, science and humanities in all of its programs. Offering hybrid courses in the Master in Management program, a wide range of electives (made possible through our affiliation with the UCLy, a multidisciplinary university) and computer coding modules, ESDES continues to pursue its mission to teach students how to be discerning and create shared value in the long term;
- Students are increasingly more engaged: the School’s associations support the city and its inhabitants. SoliCity, the humanitarian, social and civic mission has developed to a point where it now gets all the students involved;
- Research has been structured around CSR themes and has increased in quantity and quality. The School now conducts innovative research that contributes to a better understanding and allows us to evaluate the impact of companies’ actions on their stakeholders and their environment.

Advances can be noticed in many different areas, all of them supporting our main ambition: to strengthen our position as a leading school in responsible management. Our priorities include:

- To strengthen our focus on CSR in our teaching, all our programs and on both of our campuses (Lyon and Annecy);
- To provide companies and their employees with our expertise in CSR in order to support them in the deep transformations they have committed to;
- To take part more regularly in societal, environmental and managerial debates by maximizing on the expertise of our research professors and our *Institute of Sustainable Business and Organizations* (ISBO);

- Obtain the DD&RS label.

The progress we have made is down to the unfailing commitment of the ESDES teams. We would like to thank them for their investment and their loyalty to our mission. I wish you a pleasant read!

**2019-2021 ESDES SHARING INFORMATION ON PROGRESS REPORT BY INÈS  
DHAOUADI, PRME PROJECT MANAGER**

This second ESDES SIP (Sharing Information on Progress) report is a testament to our achievements, our progress and our future orientation relating to 6 principles of responsible management education defined by the United Nations. It also demonstrates ESDES' desire to be recognized as a school of reference for expertise in responsible management. This commitment has resulted in the development of a multidisciplinary and comprehensive approach to the integration of the CSR theme in our programs. This allows us to train students, who are naturally curious and aware of the world's complexities, to become responsible citizens and managers, attentive to the social, ethical and environmental impact of their decisions. The students' curiosity and ability to reflect are also developed through participating in various activities and pedagogical and civic experiences (SoliCity mission, involvement in associations, awareness-raising in regards to disability, fighting for diversity and gender equality).

ESDES also supports a multidisciplinary CSR research policy with a strong societal impact. This research is shared with the students via masterclasses, electives or via the co-authorship of research articles and research studies that aim to have a positive impact on the community and the Auvergne-Rhône-Alpes region.

This report is also the result of a diagnostic process involving ESDES personnel and students. 47 interviews were conducted involving administrative staff, teachers, professors and students. They lasted an average of 1 hour and 15 minutes and were accompanied by a rigorous review of any supporting documentation. A Junior Consultant was recruited to carry out this step. This diagnosis allowed us to identify the main achievements relating to each principle and to establish an action plan that would allow ESDES to continue enforcing the six principles over the next two years.

As a continuation of this diagnostic work, ESDES has committed to completing the DD&RS labeling process established by the CPU (Conference of University Presidents) and the CGE (Conference of Grandes Écoles). The School will conduct a

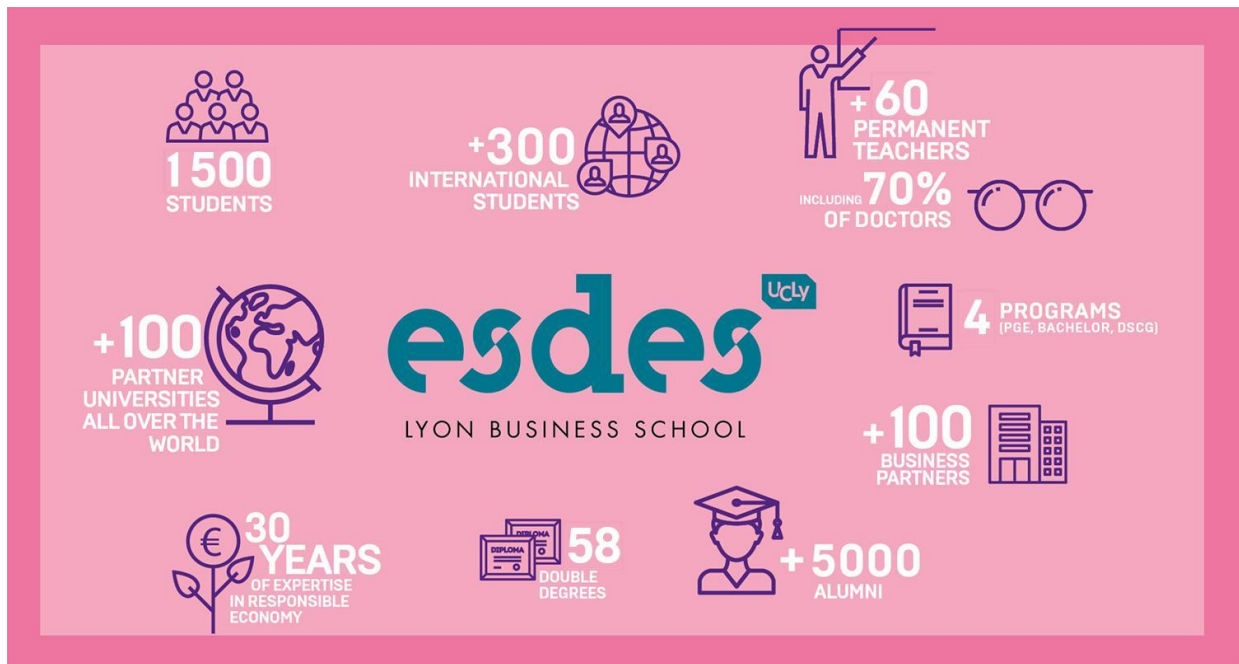
self-assessment according to the five criteria for this label: governance, teaching and training, research, environmental management and social policy. The next step will be to apply for the label as a means of strengthening the School's commitment to being leaders in CSR and to mobilize the entire community - teachers, administrative staff and students - so that they adhere to the values and commitments formulated in the strategic plan "ESDES Responsible Future 2025".

## THE BUSINESS SCHOOL FOR RESPONSIBLE NATIVES: THE SCHOOL AT THE HEART OF THE STRATEGIC PLAN "ESDES RESPONSIBLE FUTURE 2025"

Ever since the School was created in 1987 within the Catholic University of Lyon (UCLy), ESDES (École Supérieure pour le Développement Économique et Social) has set itself apart by upholding its singular positioning which defends a vision of responsible management that advocates the creation of shared value with the various stakeholders of an organization. This desire to be a unique player among the higher education institutions with a positive impact on the surrounding region has been consolidated in its strategic plan "ESDES Responsible Future 2025".

By 2025, ESDES plans to enable more than 2,500 students to become leaders of the digital and ecological transitions within their companies as well as becoming engaged citizens. ESDES therefore aims to be recognized as:

- A unique learning ecosystem for "Responsible Natives",
- A school that specializes and excels in teaching Responsible Management.
- A regional leader with a global reach.



## PRINCIPLE 1. OBJECTIVE OF THE CSR APPROACH: ESTABLISHING OUR POSITION AS A LEADING SCHOOL IN TRAINING FUTURE RESPONSIBLE MANAGERS

**The Master in Management Program** (Emmanuelle REY-MARMONIER, Director of the MiM Program)

In an increasingly globalized and digitalized world, it is fundamental that people strive to create sustainable and shared value and also vital that managers commit to acting responsibly. Corporate social responsibility, which is written into the school's DNA, naturally shapes its flagship study program.

Through a combination of pedagogical activities, the students enrolled in the Master in Management Program gradually develop their ability to contribute to the values of global performance, their openness to diversity and citizenship. They are taught how to appreciate and integrate the needs of different stakeholders in their strategic and managerial decisions.

For this purpose, numerous learning opportunities are offered to students throughout their studies at ESDES. These experiences help to awaken their curiosity about others and develop their ability to understand and adapt to a constantly changing world. They become agile managers capable of analyzing a complex economic and social environment, of exercising their critical thinking skills, of innovating, and of guiding their organizations with a view to ensure sustainable performance that is shared.

## **The Bachelor in Business Program** (Fabienne GAUTROT, Head of the *Bachelor in Business Program*)

Before being integrated as a compulsory part of all ESDES programs, the SoliCity mission was first introduced to the Bachelor in Business program. The reason for this is the following: if the strategic adoption of CSR is to become the responsibility of a company's management staff, it is often the influential middle-managers – a role that the students of the program are trained to fulfil - who will be required to assume this responsibility and turn this approach into concrete actions.

As soon as this program was launched in 2017, our ambition was to train responsible middle-managers who have an open-minded approach to the world and are aware of its incredible complexity that they are capable of grasping by drawing on their humanity. Our desire is to train managers who are ready to be committed and prepared for make decisions that will have a positive impact.

At the end of the second year of the program, a certificate is awarded to our students that was co-written with UCLy's Department of Personal Development. This award reflects our ambitions: since 2018, more than 400 students have obtained this certificate which attests to their ability to act responsible and that they are capable of creating shared value in a sustainable way.

## **PRINCIPLE 2. MISSION AND VALUES: STRATEGIC VISION FOR 2025**

The ambition of ESDES by 2025 is to be recognized as a leading school in teaching responsible management and a unique place of experience for *Responsible Natives*. This strategic vision is reflected in the ESDES mission: "To prepare students and professionals, through education and research, to create sustainable value, in order to foster the emergence of a responsible economy in a globalized and digital world".

Three main values underlie ESDES' strategic vision for 2025 and mission and are reflected in our study programs, the research studies conducted by the School, and in the relationships we maintain with our communities:

- **Collective performance:** the success of a project or achieving a goal can only be achieved collectively; collective performance therefore implies adherence, sharing, listening, respect for others and cooperation;

- **Citizenship:** the citizenship dimension is intrinsic to the emergence of a responsible economy; it implies the awareness and consideration of the repercussions of our actions on society.
- **Diversity and openness:** living in a global and interconnected world requires the ability to take into account different points of view, communicate and work with people of different cultures.



ESDES School of Management prepares students and professionals, through research and education, to create sustainable value and to promote the emergence of a responsible economy in a digital and globalized world.

ESDES is known for its leadership in the matter of responsible economy.

Collective performance  
Citizenship  
Diversity  
Openness

## PRINCIPLE 3. TEACHING AND CSR: ACTION LEARNING

### KEY FIGURES

- **24 CSR-oriented courses**
- **12 Masterclasses** focused on CSR and the development of cross-sectoral skills in CSR
- **4 electives** on quality of life at work and diversity
- **748 hours of CSR-focused classes**
- **70 teachers involved in CSR training** (37 permanent teachers and 33 temporary)
- **70% of teachers** integrate CSR into their teaching



**- Innovative methods of training students in responsible management** (Solicity, raising awareness of disability and gender bias, entrepreneurial projects, etc.)

**- 2 hybrid Master's degree specializations based on CSR**

**- Creating CSR case studies:**

A case study published by the CCMP:

"SANOFI: an actor of social innovation?"

A 2nd case study is in progress which

focuses on the transformative role of

sustainability at Tetra Pack

- Involvement in the **Elence Project** led by AGERA and CARSAT on health and safety and quality of life at work and the creation of an elective on this theme.

In order to strengthen our position as a leading school in responsible management, which is central to the 2025 Strategic Plan, ESDS is placing great emphasis on CSR in its educational programs. This strategic focus is reflected in:

- increasing the number of classes that focus on business ethics, CSR and sustainable development (as part of courses, master classes and electives);
- offering multidisciplinary courses at Master's level thanks to the creation of hybrid Master's specializations that involve the collaboration of other schools and institutes of the UCLy;
- the development of action-based learning: via innovative ways of teaching responsible management involving strong student commitment to civic causes (SoliCity, *International Challenge on Diversity & Inclusion*, awareness-raising actions in the name of diversity, gender equality and disability and working for the LADAPT label, development of entrepreneurial projects with a societal impact, etc.)

The following table presents the classes dedicated to CSR for each program:

**Table 1. Obligatory CSR classes by program**

Name of the Program	Class title
Bachelor in Business (Lyon and Annecy Campuses)	Responsible Digital transformation of Businesses
	Ethical use of Digital Technology
	Opportunities Surrounding Ecological Transitions
	Corporate Social Responsibility
	Societal & Environmental Issues
Bachelor in Law & Management (Annecy Campus)	Introduction to CSR
	Fundamental Freedoms
	Sustainable Business & Responsible Management
Master in Management (Lyon Campus)	Societal and Environmental Issues
	Cross Cultural Management
	Corporate Social Responsibility
	Managing Cultural Diversity
	Tools for the Responsible Manager
	Fair Trade and Sustainable Development
	International Taxation & Social Responsibility
	Sustainable Supply Chain Management
	Ethics and New technologies
	Implementing a CSR Strategy
	Circular Economy and Actor Networks
	Ethics, Meaning and Decisions
	Sustainable Development and Performance
	QSE-integrated Management
	Humanism and Innovation Management
International Marketing and Ethics	

**4 electives focusing on CSR themes** (to be chosen by the students at Bachelor level):

- Alternative consumption methods
- Human Rights-based Strategies of Management and Innovation
- Health and Quality
- Inequality and Social Justice

The following table provides a description of the educational objectives of these electives:

**Table 2. Description of the educational objectives of the electives**

Elective Title	Teaching Objectives
<b>Alternative consumption methods</b>	<p>This course provides an overview of new trends in consumer behavior. Today, consumers are shopping not only in brick-and-mortar stores or on big retailer online shopping sites. There are alternatives to these modes of consumption. Why do consumers choose to buy differently? And how? What are the new trends?</p> <p>Some consumers are cooperating with GSA producers (Community Supported Agriculture). Others collaborate and create cooperatives, i.e. they run an establishment by themselves to get products of daily use at reasonably low prices. There are also zero waste consumers who try to reduce their environmental impacts.</p> <p>These modes of consumption show how an individual can choose which products he will buy according to his own values and/ or his income.</p>
<b>Health and Quality</b>	<p>Entrepreneurs and managers in an ever-changing environment see occupational health and working conditions as a way to enhance staff commitment, quality of work and global performance.</p>
<b>Human Rights-based Strategies of Management and Innovation</b>	<p>This course proposes to learn how respecting and protecting human rights positively impact sustainable performance of firms, by organizational innovation. It's composed by 2 parts:</p> <ul style="list-style-type: none"> <li>- Human rights-based resources and indicators for management and business organizations: ISO 26000 (2010), UN Guiding Principles on Business and Human Rights (2011) and French Law on corporate duty of vigilance for parent and instructing companies (2017)</li> <li>- Human Rights due diligence and corporate liability: how structural, process and outcome indicators are used to envision, implement and evaluate human rights strategy throughout governance, programs management, products, services, operations, employees, contractors, supply chain and partnerships.</li> </ul>
<b>Inequality and Social Justice</b>	<p>"Only the intersection of economic, historical, sociological, cultural, and political approaches can make any progress in our understanding of socioeconomic phenomena (...) including the study of inequality" writes Thomas Piketty (Ideology and Capital, 2019, p.1197). The course will attempt to rise to this challenge by exploring different notions of justice as fairness and examine them alongside current data on inequalities between countries and between individuals. An introductory course that provides key concepts and basic analytical tools.</p>

**12 Masterclasses on the development of transferable CSR skills** (to be chosen by the students at Master's level). Please note that a masterclass is an advanced class on a particular topic. The teacher shares their experience or mastery of a subject and gives the students the opportunity to exchange with them on this subject in order to share their feedback. The 12 masterclasses offered at ESDES are the following:

- Strategic Planning for CSR
- *Social Enterprise*
- Become a Responsible Entrepreneur: Taking Action via Professional and Social Commitments
- *Social Responsible Investment*
- CSR Certification and Organizational Change
- Management in a Complex World
- CSR Skills Development
- Management and Integral Human Development
- Microfinance and the Social and Solidarity Economy
- Social Entrepreneurship
- Frugal and Sustainable Innovation
- Social Responsibility and Global performance, Adjusting Values to Adapt to Values that are Changing

The table below provides a description of the teaching objectives for a selection of the masterclasses:

**Table 2. Description of the teaching objectives for a selection of the masterclasses**

Masterclass Title	Teaching Objectives
<b>Social Responsible Investment</b>	<p>This class aims to provide a global view and perspective on socially responsible investment. It provides a comprehensive overview of the main resources, methods and tools of SRI while presenting concrete examples that can be applied to the professional world.</p> <p>It is divided into three parts:</p> <ul style="list-style-type: none"> <li>- The first part presents SRI, how it is defined, its standardization and ESG rating.</li> <li>- The second part deals with the new role of finance and investors in the face of climate change and sustainable development.</li> <li>- Lastly the third part looks at the different SRI practices, namely responsible investment solutions and the inclusion of SRI in investment strategies.</li> </ul>
<b>Marketing in the Age of Responsibility</b>	<p>The aim of this class is to enable students to investigate, analyse and discuss from a critical perspective the impact of social responsibility and sustainability on consumer behaviour and marketing. Students will understand the importance of aligning an organization's marketing strategy,</p>

	<p>messaging and activations with its sustainability and responsible businesses practices and behaviours. Special attention will be paid in the green and ethical consumer behaviour and relevant communications of brands and companies.</p>
<p><b>CSR Certification and Organizational Change</b></p>	<p>This Masterclass is supported by real-life examples, videos and case studies and has two main objectives: the first being to help students master the different steps involved in adopting a CSR strategy according to the ISO 26000 standard as well as other CSR standards and labels. This ranges from a CSR diagnostic to the publication of a CSR or sustainable development report and includes the identification of stakeholders. The second objective involves teaching students about the organizational changes that result from embarking on the CSR label or certification process and how this will affect the various different functions in a company. To complete these two objectives, students will work in groups to analyze the adoption of a CSR standard/label in a company of their choice and the organizational changes that this process implies.</p>
<p><b>CSR Skills Development</b></p>	<p>After exploring the different types of CSR strategies that can coexist, the aim will be to identify the responsible skills (CSR and HR) that companies can develop to support their actions. A diagnosis will be offered to a company (chosen by the students) which will serve as a basis for identifying the transferable skills that they can develop in order to rethink, organize, act collectively and develop CSR skills. This diagnosis is a steering tool established to identify the organizational and managerial contributors to sustainable success in the current business context. The assessment will ensure that qualitative factors are taken into account, reflecting the true behavior of stakeholders and ensuring a more dynamic, partnership-based future for organizations.</p>
<p><b>Become a Responsible Entrepreneur: Taking Action via Professional and Social Commitments</b></p>	<p>This course aims to explore the ways in which entrepreneurs can be committed to responsible business practices: questioning the <i>raison d'être</i> of a company, its contribution to social issues, and how individuals can be committed in their everyday work.</p> <ul style="list-style-type: none"> <li>- Identify the wide variety of ways an individual can become engaged supported by a range of examples.</li> <li>- Help students analyze ways of creating opportunities throughout their careers via entrepreneurial means: creating an activity, initiating activities within a company as an employee, taking civic initiatives and developing responsible attitudes in their professional duties.</li> </ul>
<p><b>Strategic Planning for CSR</b></p>	<p>Identification of weak points and dominant trends that shape a company's environment and consider possibilities for the</p>

	future. The themes/sectors will be defined beforehand with the students, taking into account their interests (possibility of working with real companies and building an effective deck of cards together).
<b>Management and Integral Human Development</b>	“True” development, sustainable by definition, humanist by conviction, seeks harmony - as one does in an orchestra - between <i>“the economy, finance, work, culture, family life, religion (...)</i> None of them can be an absolute and none can be excluded.” Who are we citing here? Pope Francis, a figure who every Head of State and all business owners want to meet. This course, which combines economics, philosophy and managerial experiences, is not a catechism; it is a journey that allows students to explore the most fundamental principles that we currently live by: dignity, solidarity, subsidiarity, integral ecology, trust, promise, etc.
<b>Microfinance and the Social and Solidarity Economy</b>	Finance doesn’t often rhyme with solidarity or social matters. However, initiatives are springing up in the financial sector, in France and other countries, that contribute to a more socially responsible economy that serves everyone. In this class, which has no prerequisites, students meet professionals from these initiatives and learn about this rapidly developing sector. The class offers a professional and practical approach with interactive teaching methods that combine exercises, case studies and speaker contributions based on their experience. At the end of the class, participants know how to define the solidarity-based economy, the social economy and how to present the social and solidarity economy as established by the French law of 2014. They will be aware of several solidarity economy initiatives and will have been provided with examples of ethical banks and will be more familiar with solidarity finance, impact investments and other forms of investment that seek something other than maximizing financial returns. They will gain a deeper understanding of the history and outlook of microfinance, and are able to analyze the way a microfinance institution operates and make recommendations on how to achieve its financial and social objectives.

Our commitment is also reflected in the two master's degree specializations offered as part of the Master in Management Program that have been hybridized with internal partners and include CSR as a central theme:

- The specialization *Ethical Management of Biotechnological Innovations*, created in partnership with the ESTBB of the Catholic University of Lyon (UCLy),
- The specialization *Management, Human Sciences & Innovation*, created in partnership with UCLy’s Faculty of Philosophy.

## Action-based teaching methods for CSR:

### KEY FIGURES

#### - The SoliCity Mission:

**2 months** of social, civic or humanitarian volunteer work, working with populations in need, over the course of the degree program

Minimum **25 hours per week**

Number of participants:

**396 missions carried out** between 2019 and 2021

- **221 students** have been awarded the label attesting to their deepened knowledge and experience: "**Handicap de LADAPT Label**" (the association for the social and professional inclusion of disabled people)

- **94% of the entrepreneurial projects (2020-2021)** of 3rd year MiM students had a CSR focus

- The creation of **4 Start-ups that focused on CSR** were hatched in the "Cube" Incubator

### 1. Strengthening student civic engagement with SoliCity:

In 2018, ESDES first included the SoliCity mission in the Bachelor in Business program and it soon spread to the Master in Management and the *Bachelor in Global Business Development* programs in 2019. This mission adheres with our multidisciplinary approach to training and helps to fulfil our objective of strengthening students' civic commitment, in addition to their involvement in student *associations*. It is a two-month mission during which students volunteer in humanitarian, social or civic

actions out in the field in some of the lesser and least economically developed countries. During this work, students are exposed to real-life situations that will teach them a lot about the value of human relations. This mission, which is one of ESDDES' trademarks, may take the form of language or computer courses for people in difficulty, literacy classes, construction/development of housing, distribution of food or clothing, and hosting within *associations* or NGOs that belong to the ESDDES network of partners.

In order to prepare students for working with particularly vulnerable people, ESDDES has integrated a preparatory support module in partnership with the CIEDEL (International Research Center for Local Development) to motivate the students and provide guidance during their humanitarian experience.

This mission ends with a collective feedback session which allows students to share their experiences, successes and any challenges they encountered. Students from the following year are invited to meet with the students who have already completed the mission who will share their knowledge and experience with them which should help the following year's students to further prepare themselves for their own future missions. It is important to note that completion of the SoliCity mission is required for students to be able to graduate and it will earn them seven ECTS credits (five credits for the preparation and completion of the mission and two credits for providing feedback on their experience).

***Personal accounts from students who completed the SoliCity mission in 2020:***

"Thanks to this mission, I realize that I get to enjoy comforts that many people don't have, such as sleeping under a roof, having clean and undamaged clothes or going on vacation. I felt that all of these things are commonplace - an everyday reality - while many families do not have access to these comforts at all. Since I completed the mission, I pay more attention to the people around me, especially those in need... The SoliCity mission really opened my eyes and was a real life lesson."

**Ethan Fanget, *Secours Populaires, Lyon 7th Arrondissement***

"This mission helped me become aware of how lucky I was and I started questioning my consumer habits."

**Julie Durand, *Entraide Majolane***

"I was moved and touched by all the gratitude expressed by the team of permanent volunteers the day I left. In addition to everything I have learned, I felt that I was 'useful'".

**Pauline D'Allaines, *Red Cross of Beaune***

"I learned to open up to others in a world that I knew little about. I overcame the prejudices and differences that one could have, in order to carry out my mission in the best possible conditions. It allowed me to improve my interpersonal skills with others."

**Lisa Perottino, *Emmaüs***



"What I really liked about this mission was being able to help young people from difficult backgrounds (all of them were from ZEP – Priority Education Zones etc.), I felt like I was really helping, both the families and the association and this has motivated me to continue."

**Léonard Melchior, *ViensVoirMonTa***

## **2. Raise awareness among students of social inequalities and the importance of giving:**

In 2020, ESDES celebrated its 10th consecutive year of partnership with the Food Bank by organizing a **"Tous Solidaires"** ("Everyone in Solidarity") Day. Every year, nearly 150 first-year students from the Master in Management Program participate in collecting food donations for the food bank. In 10 years, the students have collected more than 300 tons of food, or more than 600,000 meals. This activity is part of ESDES' commitment to training responsible managers, aware of social inequalities and the positive impact donations can have on a community.



Due to health crisis restrictions, "Tous Solidaires" Day could not take place in 2021. However, the event organized in 2019 resulted in the donation of 25 tons of food that were collected in the 14 supermarkets that the ESDES students were volunteering at. Prior to the food collection event, all students are asked to attend a talk on the SSE (Social and Solidarity Economy) and a presentation that introduces them to "a bank unlike any other" and outlines the day's schedule and the records that they are aiming to beat each year.

## **3. Raising Student Awareness of Responsible Behavior:**

First created in 2009, the "Tous Responsables" ("Everyone's responsible") event has grown in size every year and aims to raise student awareness of risky and addictive behaviors. Given the COVID context, ESDES worked on a new format during the health crisis: an Escape Game inviting students from both the Lyon and Annecy campuses and more involvement of the BDE students. Certificates issued by the "Academy of Emergency Services and First Aid" were delivered to first-year students (MiM and Bachelor).

#### **4. Promote diversity and inclusion in the workplace through awareness-raising activities:**

##### **4.1. Raising student awareness of Disability issues and Awarding the LADAPT label**

On the 22<sup>nd</sup> January 2020, ESDES students organized the first Andy's Cap awareness day, which provided an opportunity to reflect on and experience ways of ensuring inclusion in the workplace for people with disabilities.

This day aims to highlight the importance of inclusion and respect and illustrates ESDES' drive to ensure that students with disabilities have access to higher education and the world of work without suffering discrimination. Nearly 300 students gathered for *Andy's Cap Day* during which they were able to obtain their LADAPT label. *"Over the course of the day, students were able to overcome fears relating to disability and understand the dynamics of inclusion, via two main events:*

- *an escape game devised by the student organizers which allowed everyone participating in groups to help "Andy" understand and accept the various disabilities;*
- *a virtual round table with professionals and student guests – all with disabilities – who were invited to recount their experiences which helped to enlighten the students and make them aware of the issues and challenges of inclusion in the world of work and education" (LADAPT Annual Report, 2020: 14).*

For the final event of the day, **210 students were awarded a label attesting to their newly acquired knowledge and experience: "the LADAPT disability label"**. The aim of this label is to "promote training responsible managers who are open to differences".

On January 26, 2021, *Andy's Cap Day* was held for a second year running. 223 students were made aware of the importance of ensuring that people with disabilities are included in both companies and society in general. The event allows them to acquire a deeper understanding, good practices, attitudes and views that will allow them to be more open to the assets of diversity. **211 students obtained the LADAPT Disability Label** at the end of this day.

##### **4.2. Raising awareness of discrimination throughout the School community:**

In order to bring awareness to teachers and all ESDES staff of sexist behavior in the workplace, ESDES organized on June 21 and 25, 2021, two immersive days called *"C'est pas mon genre" ("It's Not My Style/Gender")*. These days were organized in

partnership with REVERTO, a start-up that specializes in immersive virtual reality led by Audric MAZZIETTI, Research Professor at ESDES and Doctor in cognitive psychology. Groups take turns to put themselves in the shoes of Lea, a victim of everyday sexism in the work place. The participants were therefore invited to identify the main discriminatory acts and their degrees of seriousness. By distinguishing between harassment, discrimination, heavy and targeted jokes, the aim was to become aware of the moment words or actions become a criminal offence.

“Virtual reality helmets and digital technology are being used here to promote responsible management. Beyond the playful interactive element, the “C’est pas mon genre” event has ESDES offering a highly educational experience.”

(ESDES press release, June 14, 2021).

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LYON BUSINESS SCHOOL

# C'EST PAS MON GENRE !

DEUX JOURS POUR VIVRE LE SEXISME  
EN RÉALITÉ VIRTUELLE SUR LE CAMPUS SAINT-PAUL  
EN PARTENARIAT AVEC REVERTO

LUN. 21.06 2021	VEN. 25.06 2021	10H - 18H
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#### 4.3. Raising Student Awareness of Diversity: Corporate involvement:

In partnership with the company Biomérieux, in 2020 ESDES created a module entitled: *International Challenges for Human Resources Management Diversity & Inclusion*. It is a training session that focuses on diversity and HRM for 5<sup>th</sup> year MSRH & INBA students.

esdes<sup>LYON</sup>  
LYON BUSINESS SCHOOL

PLUS QU'UNE ÉCOLE  
UN NOUVEAU MODÈLE

CREATE YOUR  
SUSTAINABLE  
WORLD

BIOMÉRIEUX

International Challenges for Human Resources Management  
5A MSRH & 5A INBA

The learning objectives of this module taught in English are the following:

- To work on the Diversity and Management / HRM Topic
- To work for an International Company: Biomérieux
- To experiment a concrete business problem
- To have a real and an operating output: **A Challenging Project during a Week**

The students have to:

- **Make a diagnosis** of Biomérieux practices on Diversity
  - Tools: Interviews / documents given by Biomérieux/ Internet website + research on Biomérieux on documents
- **Make a benchmark** of others practices/policies/tools/ that are considered as the best in class on the market on Diversity
  - Tools:
    - Internet, looks for others firms' websites/ Contact/interview with internship/ alumni/ personal network
    - Readings on Diversity/ website/ look for assessment criteria
    - Look for/ inspire by others Diversity Charter
- Make a proposal to **formalize the Diversity Program/ Charter** of Biomérieux (ie the policy and the practices and communication tools) which integrate all the components:
  - Disability
  - Gender equality
  - Age equality
  - Sexual Orientation
  - Promotion of professional integration

Outcomes For Biomérieux:

- To get like a “*fresh look*” on its Diversity Policy from ESDES Students
- To benefit from innovative findings from young generation
- To help Biomérieux on a real problematic: formalize its Diversity Policy
- To Strengthen our partnership Biomérieux- UCLy

The following table summarizes the number of SoliCity missions and awareness-raising initiatives carried out between 2019 and 2021.

**Table 3. Civic missions and awareness-raising initiatives carried out between 2019 and 2021**

Main Missions & initiatives	Number of students participating during the 2019/2020 year	Number of students participating during the 2020/2021 year
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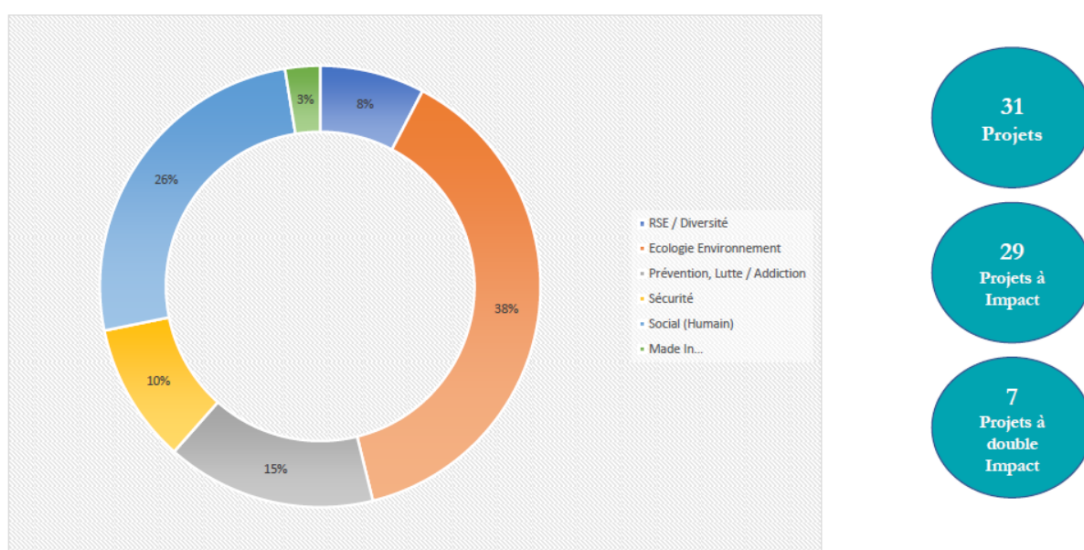
SoliCity missions (% carried out)	208 (70% due to COVID)	226 / 263 (86% due to COVID)
Students educated on the topic and behavior "Everyone's Responsible" (" <i>Tous responsables</i> ")	220 (128 x 1st year + 92 x B1)	264 (126 x 1 <sup>st</sup> year + 123 x BiB L + 15 BiB A)
Raising awareness of SSE (Social and Solidarity Economy) and the collective "Everyone for Solidarity" (" <i>Tous Solidaire</i> ")	128	126 (cancelled due to the COVID-19 health crisis)
Raising student awareness of disability	219 3rd year and B2 of whom 183 were labelled Level 1 + 28 4 <sup>th</sup> year RH/DE Level 2	245 of whom 223 labelled Level 1 +27 x 4th year DEVT

### 5- Development of student entrepreneurship with a strong positive social impact:

As part of the "development of entrepreneurial projects" module, third-year students work in teams of five to develop a service or product that they submit to a board of professionals. Six business creation projects are then selected, of which 3 are supported and financed by some of the School's partner companies (Biomérieux, ENGIE and BOSCH were among the board members of the 2020/2021 selection process). These projects will then be taken to the ESDDES incubator: the CUBE.

Out of the 31 projects from 2020-2021, **29 projects (94%) were CSR-focused** and dealt with the following themes: ecology, diversity, safety, social matters and fighting prejudice.

## Bilan - Impact Social des projets



## 6. The CUBE's Start-Ups

The CUBE is a real talent pool for entrepreneurs at UCLy and is the breeding ground for many of the ESDS students' projects. It offers a space that encourages exchanges, the emergence of promising projects and contributes to building the perfect ecosystem conducive to entrepreneurial development.

### A list of CSR-focused start-ups supported by the Cube between March 2019 and the end of 2021:

- **Local piscine**: a company offering the sale and rental of reconditioned pool equipment, as well as various associated services (Clément BARIOZ & César TRAVERSE) (2021)
- **Puffy's**: a range of spreadable food products, organically produced from A to Z and locally sourced (Gabriel GUTMANN & Olivier GAUTROT) (2019)
- **Akanema**: an organization that helps people to identify the personal skills they've developed outside of a professional context and find ways to define them and apply them to new job opportunities (Carole AUTECHAUD) (2019)
- **Malika**: organic ethically-produced creams, made from natural ingredients from Moroccan soil. (Camélia CHERRAH) (launched in 2019)

## PRINCIPLE 4. CSR RESEARCH AND SOCIETAL IMPACT

### KEY FIGURES

**- Number of CSR publications in ranked journals:**

In 2019: 5 (24% of all publications)

In 2020: 10 (39% of all publications)

In 2021: 9 (30% of all publications)

**- Number of CSR papers presented at national and international conferences:**

In 2019: 16 (40% of papers presented)

In 2020: 9 (40% of papers presented)

In 2021: 5 (32% of papers presented)

**- Publication of a collective work on the topic of CSR** by the ESDDES Research Professors

- Launch of the projects **PriORRA** et **Mane Flavor** in 2021

- **Publication of a case study** in partnership with the CCMP: "SANOFI: an actor of social innovation?" by Christopher MELIN and Lusine ARZUMANYAN

In the School's strategic plan "*ESDES Responsible future 2025*", ESDES aims to strengthen its position as a leading school in Responsible Management and as a center of academic and pedagogical expertise on the topic of CSR. This includes the development of CSR research that focuses on societal impact.

The impact of this research is shared with the students during their studies via Masterclasses, electives or the co-authorship of research articles and through research work that has a positive impact on the community and the AURA region (via the PriORRA project - Innovative Practices of Responsible Organizations in the Rhône-Alpes region - that was launched and the creation of the Mane CSR Partnership).

### **1. Launch of the ISBO (Institute of Sustainable Business and Organizations):**

The launch of the ISBO, which is the institute that pools much of ESDES' expertise, took place on July 6, 2021. This launch was accompanied by a talk that discussed the following themes: "What if CSR was your next development lever? How can ESDES research experts help to boost your development?". CSR managers were invited to share their experiences from three socially engaged organizations: Sanofi, Tetra Pak and the Eco-design Department.

**LES RENCONTRES DE L'ISBO**  
**INSTITUTE FOR SUSTAINABLE BUSINESS AND ORGANIZATIONS**

Et si la RSE était votre prochain levier de développement ?  
Comment les chercheurs experts de l'ESDES peuvent vous aider à doper votre croissance ?

L'ISBO (Institute for Sustainable Business and Organizations) rassemble les enseignants chercheurs de l'ESDES. Il est une composante de l'Unité de Recherche CONFLUENCE Sciences & Humanités de l'UCLy.

Inscription sur [esdes.fr](https://esdes.fr)

**MAR. 06.07 2021** **8H 9H30** **VISIO-CONFÉRENCE**

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### **2. Increasing the number of researchers per research area and creating a fourth research area focused on consumer and market insights:**

The researchers of the ESDES *Institute of Sustainable Business and Organizations* focus their studies on four research areas:

- Area 1: Social Responsibility and Ethical Transformation of Organizations (12 members)

*Headed by: Dr. Sylvaine MERCURI-CHAPUIS*

The objective of the research carried out in this area is to study the adoption and institutionalization of corporate social responsibility (CSR) by stakeholders, the role of



management tools and CSR mechanisms, the role of multinational companies, how to apply ethical principles to management, new forms of organization and hybridization of practices, and how CSR is being adopted and bringing about change in society.

- Area 2: Finance and Corporate Governance in a Sustainable Environment (11 members)

*Headed by: Dr. Sandra CHALITA*

The research professors working on this area study the relationship between corporate governance, financial performance and CSR. They also work on issues related to financial markets and institutions, in which CSR is an important aspect. They also study the accounting profession, its history and the practitioners of accounting as a social group, as well as accounting regulations and applications.

- Area 3: Economics and Management of Sustainable Innovations (7 members)

*Headed by: Dr. Nabila ARFAOUI*

Researchers in this area are interested in the relationship between innovations and environmental sustainability. Research focuses on new types of innovation (such as frugal innovation, social innovation, environmental innovation, grassroots innovation, inclusive innovation, etc.) and their role in environmental sustainability. Researchers focus on conducting both qualitative and quantitative research to address environmental sustainability as a central issue or context for innovation.

- Area 4: Consumer and Market Insights (9 members)

*Headed by: Dr Ioannis ASSIOURAS*

This research area focusing on consumerism and market awareness was created in 2020 and aims to deepen our understanding of the opportunities and implications of consumerism, markets and new technologies for the management of organizations. The members of this research team aim to understand the impact of consumer behaviors and lifestyle, the impact of digital transformation, the influence of culture on consumer behaviors. Researchers focus on studying the impact of society's ever-changing environment on consumers and industries.

### **3- Publication of a collective work on the topic of CSR:**



In September 2020, ISBO published a book offering an interdisciplinary perspective (combining philosophy, sociology, political science) on the subject of CSR. This collective work, [coordinated by Christian LE BAS and Sylvaine MERCURI CHAPUIS](#), not only promotes ESDDES' position as a center of academic and pedagogical expertise on CSR, but also raises awareness among the general public of CSR issues based on 30 years of research conducted in close contact with a number of companies. It should be noted that the book's royalties are now transferred to the *Tim & Colette Association*, founded by ESDDES *Inter-Générations* which assists elderly people who have spare furnished rooms by putting them in contact with young people looking for accommodation (students, apprentices, trainees, professionals and job-seekers).

#### **4- Launch of the research project PrIORRA - Innovative Practices of Responsible Organizations in Rhône-Alpes:**

The PrIORRA project aims to study responsible organizations (companies and their public/private partners) in the Rhone-Alpes region that attempt to respond simultaneously to social, environmental, managerial and regional needs. While adopting an original cooperative approach that combines research with action, a team of 25 researchers from ESDDES and UCLy and several field experts, a team coordinated by Christopher MELIN (ESDES Research Professor), will aim to achieve the following objectives:

- Identify responsible organizations in the Rhône-Alpes region,
- Support them in their innovative social practices; help them to reflect and develop their internal processes,
- Measure the impact of these organizations on their ecosystem.

A panel of 141 companies in the Rhône-Alpes region will be analyzed, allowing the team to acquire more information and a deeper understanding of social innovation practices in the Rhône-Alpes region.

The project has received €782K in funding from the ERDF (European Regional Development Fund) and DIRECCTE (Regional Directorates for Business, Competition, Consumerism, Labor and Employment) from Auvergne-Rhône-Alpes. It will examine the managerial, societal and environmental challenges of new collaborative models established between socio-economic stakeholders. It will enable us to better understand and analyze the innovative practices of companies in terms of their social vision, managerial implementation, and environmental strategy. It will also allow the team to provide an analysis and propose specific skills, experiences and support that may be useful to these companies, organizations and local areas; to help companies develop these skills and innovative practices so that the emerging models can be copied throughout the 8 departments of the AURA region.

PriORRA will end with a European conference and a regional competition with the aim of offering recognition and promoting the responsible organizations in the Rhône-Alpes region which have the greatest positive impact on their ecosystem.

#### **5- Mane Flavor Project Launch – during the 2019 to 2022 period:**

This 3-year project financed by the company Mane Flavor supports research studies relating to the Master's degree in the Ethical Management of Biotechnological Innovations (in partnership with the ESTBB of the UCLy and its Department of Circular Economy, Biotechnologies and Ecological and Social Systems) and has been allocated a budget of €300K. This contract finances projects based on different areas of the circular economy such as recycling waste from the biotech industry, waste management, governance of the circular economy, innovation behaviors and circular economy practices.

The project is led by a team of ESDES researchers (Christian LE BAS, Marie-France VEERNIER, Nabila ARFAOUI and Linh-Chi VO) partnered with a team of ESTBB researchers (Emmanuelle GORMALLY, Marion GARNIER and Nhat Thanh PHAM).

A survey was conducted on the innovation behaviors and circular economy practices of companies in the chemical industry in France. The results of this survey were submitted to the *Journal of Innovation Economics and Management* in May 2021. The same survey will be conducted in other European countries between 2021 and 2023.

#### **6- CSR and Corporate Governance Observatory in Africa:**

The **CSR and corporate governance observatory in Africa** focuses on the practices of African companies. It also studies social responsibility and governance issues. Many multinationals are investing in practices aimed at supporting the development of local communities. Although the ISO 26 000 standard provides solid support for these actors, this African observatory of social responsibility and corporate governance will allow them to study and address a range of issues and their actions aim to include:

- Assisting organizations by defining and implementing Social Responsibility strategies (SMEs, start-ups, MNCs, public organizations, etc.),
- Studying local practices that can be applied internationally,
- Identifying governance partnership practices,
- Studying cultural and religious impact on managerial and governance practices (religion, ethnic generations, family generations, local community...),
- Transposing legal and regulatory frameworks,
- Studying the implementation of internal procedures for handling fraud risks.

The partners of this project are:

- E4 Impact Program, Italie.
- National Institute of Accounting and Business Administration (INSCAE), Madagascar.
- IAE Lyon, Université Lyon 3 – Jean Moulin
- University of Abidjan.
- University de Cocodi, Ivory Coast
- ESCA, Casablanca, Morocco.
- EMSI, Morocco.

The partners of this project organized a workshop at ESDES on June 11 and 12, 2020 that focused on the theme: "*CSR and Corporate Governance Observatory in Africa*". The following paper was presented by 3 ESDES researchers during the workshop:

- FENDRI C., MERCURI CHAPUIS S., OUHADOUCH S., (2020), "*The influence of HR indicators on the business performance of French branches located in Africa*",
- during the "CSR and the Corporate Governance Observatory in Africa" Workshop.

The next conference is scheduled for December 16 and 17, 2021 in partnership with the Moroccan partners.

#### **7- Organization of an IP&M Conference - ESDES- UCLY:**

On April 1 and 2, 2021, ESDES hosted the IP&M conference organized in partnership with the Institute of Psychoanalysis & Management, GRAAM (Group of Applied Research on Manager Accompaniment) and the UCLy. The theme of this conference was: "*Making Individual and Collective Social Responsibility a Reality: the Conditions for turning words into action within companies and organizations*". The objective of this conference was to promote research on Social Responsibility in Companies and Organizations, economic responsibility in this area, Social Responsibility, bringing about change and more broadly, how to handle conflicts generated by clashing and paradoxical relationships.

#### **8- Strengthening the link between research and teaching:**

In addition to offering electives and Masterclasses that link to the research themes of the research professors, two events were organized to reinforce the link between teaching and research for the 3rd year Bachelor students:

- January 11, 2021: a presentation of the book that ESDES published on CSR (which included student presentations - students presented 2 posters relating to two of the chapters published in this collective work),
- January 12, 2021: a conference led by Professor Marc Bonnet (IAE Lyon 3) on how François Perroux's work has contributed to a deepened understanding of CSR.

These two events gave the students who were enrolled on a more business-oriented study program the opportunity to gain a deeper understanding of the current CSR challenges and issues and the usefulness and relevance of CSR research for organizations and also for their own personal development as future managers.

In addition, in 2019 two ESDES researchers, Christopher MELIN and Lusine ARZUMANYAN published a case study at the CCMP (Center for Educational Media and Case studies) entitled "*SANOFI: an actor of social innovation?*" This case study invites students to reflect on Sanofi's CSR strategy and how effectively it responds to the major challenges of sustainable development.

**Number of CSR articles published in listed journals (CNRS, FNEGE):**

	2019	2020	2021
<b>Rank 1</b>			
<b>Rank 2</b>	4		1
<b>Rank 3</b>	1	7	2 published and 3 soon to be published
<b>Rank 4</b>		3	1 published and 2 soon to be published
<b>Total Publications Listed</b>	<b>5</b>	<b>10</b>	<b>4 published and 5 soon to be published</b>

**Number of published CSR works:**

	2019	2020	2021	Total
Manuals and books		1		1
Books Edited		2		2
Book Chapters	1	13		14

**NUMBER OF PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONFERENCES:**

	2019	2020	2021
Papers (with or without proceedings)	17	9	5

It is important to note that the decrease in the number of papers presented at national and international conferences during the 2020-2021 academic year is mainly due to the postponement or cancellation of conferences in France or abroad due to the COVID-19 health crisis.

**Other CSR-related academic contributions:**

	<b>2019</b>	<b>2020</b>	<b>2021</b>
Pedagogical Case Studies	1		
Working papers or contribution to a research paper.		1	
Research and Expert Reports			
Patents and/or software			
Other (Press articles and radio interviews, Professional Conferences)	4	8	7
<b>TOTAL</b>	<b>5</b>	<b>9</b>	<b>7</b>

**PRINCIPE 5. PARTNERSHIPS AND REGIONAL IMPACT**

## KEY FIGURES

The School joined the emerging **France/Benelux chapter of PRME in 2017** and exchanges with members on best practices in CSR

2019-2021: **11 CSR-oriented events** held in partnership with professional organizations

In order to strengthen its regional roots, ESDES has formed strong ties with many of the region's professional organizations and *associations* and has increased its interaction with company managers. ESDES has come to play this prominent role in the region with the establishment of the networks and partnerships described below in the following table:

**Tableau 4. Examples of partnerships with professional networks:**

<b>Association Middle Next</b>	Teaching of the "Governance and Extra-financial Analysis" course
<b>Entrepreneurs du monde</b>	Teaching of the "Economic and Social Microfinance" course
<b>VICAT</b>	Various courses for the Executive Education Program
<b>AEH Network (Humanist Entrepreneurship Workshops)</b>	Various appearances in courses
<b>PRME Chapters of the United Nations</b>	ESDES joined the emerging France/Benelux chapter and exchanges on the best CSR practices ESDES is a member of the PRME Working Group on Poverty
<b>PRME Working Groups</b>	
<b>ALGED</b>	Initiatives to raise awareness of disabilities
<b>LCL, BNP, Crédit Agricole and Société générale</b>	Loans at reduced rates between 0.7 and 0.8%.

<b>LADAPT</b>	Creation of a Disability Label
<b>Campus Numérique de la région Auvergne-Rhône-Alpes</b>	Involved in the creation of the Bachelor of Management & Digital Communication since September 2017
<b>AGERA (Rhône-Alpes Grandes Ecoles Association)</b>	Working in partnership with AGERA and CARSAT Rhône-Alpes (Retirement Insurance and Occupational Health Fund) on the Elence project which aims to help Grandes Ecoles to develop courses that integrate a humanist element in the overall performance
<b>Lyon Métropole</b>	Partnership supporting “Campus Région du Numérique”
<b>Banque Alimentaire (Food Bank)</b>	Student participation at events, conferences, out in the field, etc.

**Tableau 5. Examples of events organized in partnership with associations and professional networks**

<b>Date</b>	<b>Event Name / Description</b>	<b>Partner Organizations</b>
May 18, 2021	Debate on a company's <i>raison d'être</i> .	AEH Network (Humanist Entrepreneurship Workshops)
April 27, 2021	Building a shared vision of a company's <i>raison d'être</i> .	
February 23, 2021	Laying down the fundamentals of an organization's <i>raison d'être</i> .	
January 26, 2021	A series of AEH workshops to help develop your economic and societal contribution.	
January 19, 2021	Developing the autonomy of your working partners in the context of physical distancing and establish new working relationships.	
December 16, 2020	Company transfers: What model needs to be invented in order to maintain collective well-being?	
December 10, 2019	Presentation of the course "Art, Business and Regions": "Humanistic Entrepreneurship, with contemporary Art" – Looking back at the event of September 27, 2019.	
September 20, 2019	Presentation of the results of the Part'Innov study and an opportunity for exchanges with SSE actors.	



April 29, 2019	CSR: From a strategic imperative to the necessity for humanistic entrepreneurship	
March 8, 2021	Gender Equality Day: organization of talks and round tables bringing together 3rd-year PGE and 2nd-year Bachelor in Business students (245 students in 2021)	The Alumni Network
July 6, 2021	Launch of the ISBO, a meeting on the theme: "What if CSR was your next development lever? How can ESDES research experts help to boost your development?".	Heads of CSR from: - Sanofi - Tetra Pack - Pôle écoconception

The School intends to develop study programs of excellence thanks to their partnerships with companies with a global reach and partner universities in order to invite international students to enroll in its programs. The students will also be guaranteed internships in these companies, either internationally or in France, and we will also be able to offer internships to French students in their international branches.

An agreement with ANDROS Asia was signed in May 2021: two Vietnamese students who studied at UEL (University of Economics and Law, School of Industrial Management, Ho Chi Minh City University of Technology) and are graduates of the ESDES Bachelor GBD program will join the Master in Management program at the beginning of the 2021 academic year and will benefit from internship opportunities at Andros Asia or Andros France and guaranteed employment once they have graduated.

The idea is to replicate this type of agreement with other French companies in Vietnam and other countries.

## PRINCIPLE 6. DIALOGUE

### KEY FIGURES

2019-2021: **9 conferences organized by students** on the theme of CSR

2019-2021: **2 conferences** on responsible digital technology and the link between philosophy and management.

ESDES' strong regional ties are also reflected in the dialogue the School maintains with its various stakeholders. This dialogue has been facilitated by the organization of events and meetings, many of them are summarized in the table below. It is important to note that due to the health crisis, some planned events had to be cancelled and some were postponed.

### Examples of conferences aimed at students:

- o A series of "Ideas & Management" conferences in partnership with La Tribune and the UCLy Faculty of Philosophy. The first conference organized on February 17, 2020 focused on the theme: *Raison d'être: more than just a slogan?* This series was interrupted shortly afterwards due to the pandemic. It is expected to resume in a modified format during the academic year 2021/2022,

- o Digi Days, an annual event created by ESDES students for other ESDES students (and students from other schools who may wish to attend). This 5-day event took place for the second year running from February 3 to 7, 2020. This event included the following talks on the theme of sustainable ICT:

Monday 3rd February 2020, “*Ecology and the Digital world: Are they compatible?*” with a talk by Talal Farie (Ethical Minds), Romuald Priol (Green IT) and Marie-France Vernier (Research Professor, ESDES Lyon Business School).

Digi Days 2021 was dedicated to exploring the theme of a woman’s place in the digital world and was a real success, attracting many participants and broaching a wide range of topics. It was subsidized by the AURA Region (Auvergne-Rhône-Alpes).

**Tableau 6. Conferences organized by ESDES student associations**

08/06/2021	<p><b>ESDES-INTERGENERATIONS:</b></p> <p><b>Presentation of the theatre play: <i>Quai n°19</i></b> which promotes the intergenerational links that can form when young people and the elderly live together.</p>	
11/03/2021 13/02/2020	<p><b>CAPESEDES:</b></p> <p><b>Challenge E+</b> which awards prizes for the best entrepreneurial projects of ESDES students or alumni. Up to €10,000 of prizes will be awarded.</p>	
03/03/2021 09/12/2019	<p><b>Initiative Association:</b> awards prizes to the best association projects carried out by ESDES students. The competition was allocated €10,000 in both 2020 and 2021.</p>	

	<b>ESDES Conferences:</b>	
15/01/2020	Conference "The United States Facing China as an Emerging Power" organized by ESDES Conferences.	Laurent Vilaine and Laurent Delhalle
04/03/2020	Conference "The United States and Iran: a Dangerous Game"	Laurent Vilaine
28/01/2021	Conference "Crossing the English Channel by swimming: An Entrepreneurial Act"	Grégor Ozbolt
23/02/2021	Conference "French Nuclear Deterrence - Nuclear Proliferation"	
01/04/2021	Conference "Hand Transplantations: Lyon's Experience".	
25/11/2019	<b>The New Locals:</b> The New Locals third annual conference! <a href="#">#StayTuned</a> Debate and exchanges regarding the issue: "Individual or collective: what action can be taken and on what scale?"	Pauline BARD from the Association <i>Conscience et Impact Écologique</i> . (Awareness and Ecological Impact.) Baptiste NAPOLI from <i>Up For Europe</i>

## EXEMPLARY PRACTICES

## KEY FIGURES

- Increasing the number of work-study programs (492 students in 2021)
- Implementation of a **scholarship system based on social criteria**
- **Social diversity and gender equality in the workplace:**
  - 285 international students in 2019-2020 and 147 international students in 2020-2021 of whom 46% came from outside Europe.
  - 320 students complete parts of their study program abroad each year
  - 55% women and 33% international staff members in the executive committee.
  - 70% employees are women,
  - 53% faculty members are women,
  - 49% international faculty staff members at the School

Increasing its positive societal impact is one of ESDES' priority strategic objectives. If the school wishes to boost its reputation as a leading Institute in CSR education and research, it must start by demonstrating its own positive societal impact on the ecosystem and its stakeholders. In order to achieve this objective, ESDES has undertaken several initiatives that aim to convey the values and attitudes the School wishes to transmit to its students. The School has also committed to measuring how its activities impact its environment and regional ecosystem on a financial, educational, societal, business development, academic production, image and innovation level. This monitoring is achieved via the BSIS (Business School Impact Survey) that was used in May 2021; a survey developed by the FNEGE and the EFMD.

Below are a few examples of good practices with a strong positive social and environmental impact.

### **1. Promoting equal opportunities and social diversity:**

#### **1.1. Further developing work-study programs:**

One of the first levers developed by ESDES to promote social diversity is the work-study program that it offers for each of its specialization programs. For the academic year 2020-2021, 58% of the students at Master's level of the Master in Management and 34% of the students in the Bachelor in Business Program opted for work-study programs. The following table shows the number of students on work-study programs in 2021 by program and by specialization:

**Table 7. Number students in work-study programs at ESDDES in 2021**

<b>Study Program</b>	<b>Total Number of Contracts Signed</b>
<b>BACHELOR IN BUSNIESS</b>	<b>160</b>
<b>MASTER IN MANAGEMENT</b>	<b>332</b>
<b>TOTAL B3 AND MASTER</b>	<b>492</b>

**1.2. Promoting social openness via a scholarship system:**

ESDES attaches great importance to student diversity and social openness. It is committed to promoting access to its degree programs for as many students as possible. Other than the scholarships awarded by the CROUS for the students of the Master in Management Program and for those of the Bachelor in Business Program, all ESDDES students have access to applying for a variety of tuition fee reduction and financial assistance schemes during their studies:

- UCLy Welcome Scholarships and Continuation of Studies Scholarships: these scholarships are awarded each year to students on the basis of their family's financial situation and their academic performance by a board of pedagogical coordinators and sponsors. An annual budget of approximately €200K is dedicated to this program for the entire UCLy. For the academic year 2020-2021, 40 ESDDES students benefited from this program to the sum of €54K.
- Emergency financial aid provided by UCLy can be mobilized for students whose financial situation has suddenly deteriorated. In 2020-2021, 6 ESDDES students benefited from this help for a cumulative amount of €4.8K.

- ESDES Scholarships. These scholarships can provide up to 35% reduction in tuition fees. They were offered to 115 students in 2020-2021 for a total amount of €155,847.
- Financial Aid for international mobility. Each student can additionally benefit from a mobility grant from the Auvergne-Rhône-Alpes Auvergne region (BRMI) and/or Erasmus. For the year 2020-2021, the total amount of grants awarded came to €181,615 compared to €257,426 for the year 2019-2020. This decrease is explained by less overseas mobility due to the global pandemic. If students choose to complete an optional part of their program abroad (in the 5th year of the Master in Management), as part of the School's scholarships schemes, ESDES can cover up to 50% of the additional costs. For the year 2020-2021, 11 students were provided this financial help, adding up to a total sum of €36.2K, while for the academic year 2019-2020, 13 students were provided an overall sum of €36K.

As demonstrated by the following table, ESDES has provided 396 students financial support during their studies for a total amount of €576,906.

**Tableau 8. A Summary of the financial aid provided to students during their studies**

Type of student Funding	Sum Total (€)	N° of Students allocated funding
UCLy Scholarships	58 800	46
ESDES Scholarships	155 847	115
Mobility Grants	36 200	11
<b>Total ESDES/UCLy</b>	<b>250 847</b>	<b>172</b>
CROUS Scholarships	108 244	43
<b>Total</b>	<b>359 091</b>	<b>215</b>
BRMI/Erasmus Scholarships	217 815	181
<b>ALL FINANCIAL AID</b>	<b>576 906</b>	<b>396</b>

### 1.3. Setting up a housing assistance system:

ESDES offers several housing assistance programs for both French and international students:

- The Tim & Colette association: intergenerational cohabitation and social and regional impact. This association was created in 2004 within the School and is chaired by an ESDES staff member. Since its creation, it has enabled more than 590 students of modest means to be housed free of charge in the homes of elderly people in exchange for daily minor services. The Tim & Colette association thus promotes the transmission of values between young people and the elderly. This service is not only reserved for UCLy students since the association is open

to all students in the Lyon area and agglomeration who need to be housed. For this reason, the association has been clearly identified as having a strongly positive societal and economic impact since it allows elderly people to continue living at home and for young students to live in low-cost accommodation. At the beginning of the 2020 school year, 54 new students were able to benefit from this program.

- KAP'S (flat sharing solidarity project) is an association partnered with UCLy, which combines student housing with being committed to social causes. 78 places are available in Villeurbanne and Oullins, near Lyon.
- UCLy has real estate offering 246 student rooms (La Maison Saint Bernard, Espace Emmanuel Mounier and La Maison Saint Laurent).
- In April 2017, UCLy launched its own housing platform (<http://housing.uclly.fr>) which puts students in contact with private landlords.

## **2. Promotion of social diversity and gender equality:**

ESDES strives for increased diversity within the campus and aims to ensure gender equality when recruiting the School's management and faculty staff.

Pertinent figures:

- 285 international students in 2019-2020 and 147 international students in 2020-2021, 46% of whom come from outside Europe.
- 320 students complete parts of their study program abroad each year:
  - 140 students in the second year of the MiM program
  - Between 115 and 140 students from Bachelor programs
  - 40 fifth-year students

Our mission to increase diversity and strive for gender equality is also reflected in the ESDES staff statistics:

- The ESDES Executive Committee is composed of 9 members: 55% are women and 33% are international staff members
- 70 % of our employees are women,
- 53 % of faculty staff members are women,
- 49 % are international members among teaching staff.

**Professional Gender Equality Index:** in 2020, the School scored 94 out of 100.

In addition, three ESDES students participated in the "Génération Égalité 2020" (Equality Generation) competition launched by the CGE (Conférence des Grandes Ecoles) in January 2021. They won the jury's prize with their animated film which not only took into account gender inequalities but also inequalities regarding people's origins and different situations.





### 3. Increasing the civic commitment of ESDES staff with the launch of the first “Challenge soliCity pour tous” (“SoliCity for Everyone Challenge”)

Stemming from the student’s civic commitment in the SoliCity social and humanitarian mission, ESDES launched the initiative "SoliCity for Everyone" which allowed staff members to participate in reaching the collective goal of contributing to reforestation by planting 500 trees. The challenge took place between June 14 to 27, and was accessible via the Ouilive application. The initial goal of this challenge had to be revised due to the pandemic restrictions.



The challenge invited staff to take as many steps as possible, to share photos and videos with colleagues and to answer general knowledge quizzes that were designed to deepen their knowledge of Sustainable Development goals via the content provided throughout the challenge.

### 4. Reducing environmental impact:

ESDES has already taken initiatives to manage its environmental impact. Firstly, it should be noted that on the UCLy Saint Paul Campus where ESDES is located a heat pump has been installed; it is connected to the groundwater table and allows for efficient heating and cooling. The glass roof has a bioclimatic way (for a cooling greenhouse effect) and planted / green roof terraces have been installed. Furthermore, the School has been labelled as a high energy performance building (BBC certification).

To reduce paper consumption, ESDES now provides as many documents as possible in PDF format and has cut down the quantity of paper presentation leaflets to one third of previous quantities. A paper sorting-collecting-recovering system has been set up with the aim of recycling paper waste.

ESDES also supports student initiatives that aim to reduce and manage environmental impact. These include:

- The ICEO sailing association leads campaigns every year to make students aware of environmental issues and also organizes "clean-up" sessions at the seaside, on the river banks and in the streets;
- The association *The New Locals* was created in November 2017 in order to raise awareness of the impact of ecological issues and to make everyone more responsible in regards to their own environmental impact. Their projects are organized and structured around 4 main areas: Energy and Mobility, Responsible Consumption, Waste Management and Debates and Exchanges. Their actions have ensured that a paper sorting system and the creation of an organic and zero-waste catering service were introduced on the School premises;
- The MIEL association aims to raise awareness among students about apiculture, by installing beehives on the roofs of the UCLy building. This is the association's cornerstone project, as all its other activities stem from this essential activity. From the installation of the beehives to the series of talks that allow the students to learn about beekeeping, as well as distributing a 100g honey jar to each student every year, all their initiatives will depend on the feasibility of this project;
- *Operation Grainette*: during the Access 2021 oral exams, each candidate was asked to plant a "flower bomb" as a way of ensuring biodiversity. Each flower bomb is a small plant plug that can be planted in soil (on a balcony, in a garden or anywhere in your neighborhood) which creates a large quantity of wild flowers in a few months. These flowers feed the declining pollinating insect populations (bees, bumblebees, butterflies, etc.) and thus contribute to their survival, which is essential to the conservation of biodiversity.

## KEY FUTURE OBJECTIVES RELATED TO THE PRME FOR THE NEXT TWO YEARS

### PRINCIPLES 1 AND 2: OBJECTIVES OF THE CSR APPROACH, MISSION AND VALUES

#### - **Development of the ESDES CSR policy:**

In order to achieve its strategic objective of strengthening its position as a leading School in Responsible Management in terms of both teaching and research, ESDES intends to develop its **CSR Policy**. Not only will this formalize the School's **commitment** to CSR, it will become an integral part of the ESDES mission and its overall strategy. This CSR policy, intended for employees, students and all external stakeholders aims to:

- Realize the strategic goals outlined in the 20-25 strategic plan (*ESDES Responsible Future 2025*)
- Create shared value
- Integrate the approach into the general running and operational management of the School
- Measure and evaluate the impact of our actions in the name of continuous improvement
- Prepare for the DD&RS labelling process that ESDES has committed to.

Five main objectives that may help define the ESDES' CSR policy:

1. Promote responsible management training
2. Develop CSR research that focuses on greater societal impact

3. Involve students (and more generally stakeholders) in CSR projects and find ways to recognize their commitment
4. Foster diversity and inclusion
5. Reduce the School's environmental footprint

**- Obtain the RS&DD label:**

In order to strengthen and ensure its position as a leading School in responsible management, ESDDES has recently committed to the DD&RS labeling process. Obtaining CSR labels demonstrates our commitment to improvement and links to the integration of PRME principles that the School has been committed to since 2017. It also provides a methodological framework that will allow ESDDES to:

- Better structure its CSR approach and set concrete goals,
- To make progress, to question one's practices, to evaluate them, to improve them, to make them consistent and trackable,
- Affirm and strengthen its commitment to CSR,
- Communicate internally to involve/mobilize colleagues,
- Maintain a dialogue with external stakeholders.

Lastly, obtaining CSR labels will allow ESDDES to promote its commitment to diversity and gender equality in the workplace.

**- Strengthening student commitment to associations and assessing the impact of their involvement:**

Another one of ESDDES' important objectives is to give more visibility to the students' commitment to the SoliCity mission and volunteering in associations. As shown in the table below, over the course of the 2020-2021 academic year, 702 students signed up to one of the 23 ESDDES student associations, 352 of whom worked on projects that focused on CSR and sustainable development.

**Table 9. The number of associations and students involved in CSR projects**

	<b>Total number</b>	<b>With a CSR focus</b>	<b>% CSR</b>
<b>Number of student associations</b>	23	11	48%
<b>Total number of students involved</b>	702	352	50%

Increased civic commitment could be achieved via the professionalization of student involvement in associations by encouraging them to undertake more civic and engaged activities in associations. This could be achieved via the development of tools that will measure the impact of the projects and actions carried out by the associations over the years and to follow the evolution of this impact in terms of funds generated, carbon dioxide reduced, the number of people in difficulty supported, etc. This could lead to the publication of a report that shows the positive impact of ESDDES students and associations.

### PRINCIPLE 3. TEACHING AND CSR

#### - **Development of new CSR research courses:**

For the 2021-2022 academic year, ESDDES is going to launch two new courses for 3<sup>rd</sup>-year Bachelor students:

##### **1. A course entitled "An Introduction to Research" (30hrs / 3 ECTS credits)**

This course aims to make students aware of the importance of research in both professional and academic contexts. It provides an introduction to research and focuses on producing a literature review, an assignment that is relevant and consistent with the requirements of writing a satisfactory internship report.

##### **2. A course entitled "An Introduction to CSR Research" (16hrs / 2 ECTS credits)**

This course aims to make students aware of the importance of carrying out research on Corporate Social Responsibility. More specifically, the course highlights the current issues related to CSR as well as the importance of CSR, not only for companies and their various stakeholders, but also for their own personal development as future managers. It is an introduction to CSR research and focuses on creating a CSR report, which will also allow for a good presentation and each sub-group will need to create a "poster". The poster must include a summary of the ideas and arguments relating to proposed articles and should be the visual tool that stimulates the discussion of these ideas (the students must express their point of view and develop their ideas regarding the studied theme).

These two courses aim at providing students with the tools for developing their understanding of CSR and allowing them to develop transferrable CSR skills that can be applied to the study programs and courses offered at ESDDES.

#### - **Developing action-based learning:**

One of the priority areas that was highlighted in the "ESDES Responsible Future 2025" strategic plan is environmental impact management. This topic will feature in the programs from the beginning of the 2021 academic year via two main awareness-raising activities:

- Organising "Climate Fresks" (workshops based around imagery / piecing together a fresco) that are designed to make students in the first year of the MiM program and the Bachelor program reflect on environmental and climate issues. A "Climate Fresk" is a fun, collaborative and scientific educational tool that raises students' awareness of climate change issues and facilitates the emergence of projects with a positive social and environmental impact;
- Scheduling workshops in collaboration with alumni for students in their fourth year of the MiM who will work on a CSR issue with their specialization coordinators and also with the School's alumni. They will be working on a responsible theme park concept;

ESDES is planning to open up the SoliCity mission to students who have entered their Master's level directly (direct entry applicants) and who have not had the opportunity to carry out the mission beforehand. ESDES is also considering broadening SoliCity's scope to include missions focused on environmental issues, though they would still need to be linked to a human cause and involve contact with people.

- **Increase support for CSR-focused projects and start-ups via the Cube incubator:**

The ESDES incubator named *The Cube*, is a space that allows the students' business ideas to blossom, that encourages exchanges and inspires emulation among students who are able to gain advice from the professionals who regularly get involved. It is a place that offers advice, services and work spaces for young entrepreneurs. ESDES aims to increase support for young entrepreneurs' creating businesses at the Cube, projects that focus on CSR and sustainable development.

#### **PRINCIPE 4. CSR AND RESEARCH**

- **Back the production of quality academic publications and their reach:**

ESDES academic publications have gained a lot of ground over the last two years both in quantitative and qualitative terms. ESDES' objective is to encourage this dynamic production and to regularly produce articles that feature in CNRS and FNEGE-listed journals.

Researchers are encouraged to produce academic publications that are relevant to teaching, managerial practices in companies, public policies and society in general. Via the PriORRA project - Innovative Practices of Responsible Organizations in the Rhône-Alpes region - and the Mane Flavor project, ESDES intends to give more prominence to the work of researchers by involving them in issues related to social and environmental innovation in collaboration with companies in the region.

The Research Department also wishes to increase the number of professional publications through forums and short videos to popularize the research carried out by ESDES researchers so their work gets more visibility and can make a greater impact.

- **Create new pedagogical case studies for teaching CSR and business ethics:**

As a continuation of the collaboration between ESDES researchers and companies in the AURA region (Auvergne-Rhône-Alpes) and following the publication in 2019 of the case study "SANOFI: an actor of social innovation? " created by two ESDES researchers, another pedagogical case study is being written in collaboration with the company Tetra Pack, a world leader in food processing and packaging solutions. By compiling this case study and forming a partnership with this company, Lusine ARZUMANYAN, an ESDES research associate, is attempting to analyze the transformative role of sustainable development as a performance lever.

- **Support the development and activities of ISBO** (Institute of Sustainable Business and Organizations):

July 6, 2021 saw the launch of the ISBO accompanied by a talk on the theme: "What if CSR was your next development lever? How can ESDES expert researchers help you boost your development?". The CSR managers from three French companies committed to social issues were invited to share their experiences at this event. The research department plans to repeat these meetings and to organize one every year in order to strengthen collaboration between ESDES researchers and ISBO members, to increase the number of events and the scientific and professional outputs that result from these meetings.

- **Co-organize the 19th Biennial Conference of the Eastern Academy of Management International**

In partnership with EM Lyon Business School, ESDES will co-organize the 19th Biennial Conference of the Eastern Academy of Management International which is to be held in Lyon from June 7-11, 2022. This conference offers an opportunity for exchanges to take place and for reflections on the economic, cultural, technological, ethical and sustainability factors that affect managers at both national and international levels.

## **PRINCIPLE 5. PARTNERSHIPS**

ESDES is working on strengthening its regional ties and wishes to propose to economic partners and its partner companies which are most of the region's ISEs (Intermediate-Sized Enterprises), that they call upon the expertise of the School's research professors in particular to help them develop CSR-based innovative approaches. This can take the form of research contracts (carrying out a survey or a study) or the creation of a new chair to oversee more substantial and often multidisciplinary projects that would be conducted over a longer period of time, ranging from 1 to 5 years.

As part of UCLy, Esdes is a member of the association "L'Entreprise des Possibles" which brings together several companies committed to fighting against the precariousness and vulnerability of homeless people. The objective is to encourage corporate skills-based volunteering and allow the employees of the partner companies to offer their time to associations that help people return to employment and find housing.

This partnership will be supported by the students who will participate in activities during their studies and by the teaching and administrative staff who will be able to contribute by volunteering.

## PRINCIPLE 6. DIALOGUE

Student associations are committed to promoting a CSR-focused dialogue. The BDS Astro'Monkey Association founded in 2020, which is the ESDES association that organizes sports and festivities aims to promote sports and the Lyon teams, to raise awareness among students, but also to allow them to discover new unusual sports. It plans to organize various activities and a day event that aims to make students aware of Adaptive sports (sports for people with disabilities).

The main objective of the ESDES association *Oxygène* is offering magical moments to children from less privileged backgrounds in the Lyon region. In addition to its flagship event, "*Un Noël glacé, mille enfants gâtés*" ("A Frosty Christmas, Treats for a Thousand Children") that offers Christmas to 1000 children via the organization a children's show and by providing snacks and gifts from Santa Claus himself, *Oxygène* ESDES plans to put on workshops for children that raise awareness of the challenges of social inequalities.

## PRINCIPLE 4. CSR RESEARCH AND SOCIETAL IMPACT

### ORGANIZATIONAL PRACTICES :

#### - **Support the ELENCE project to promote quality of life at work:**

ELENCE is a nationwide project carried by AGERA (the Alliance of Grandes Ecoles in the Auvergne, Rhône-Alpes region) working with partners concerned with safety and quality of life at work. ESDES is now involved in the ELENCE project which was launched in 2016. In 2019, ESDES completed an initial, fairly general inventory and validated a number of criteria. The accompaniment offered by the ELENCE team has been a lever for improving ESDES' practices in terms of health and safety at work and has boosted the expertise of the School's research professors in these areas. Regarding our Bachelor Program, this resulted in a "Health and Quality of Life at Work" elective being created in 2020 in order to raise the students' awareness of the importance of this topic. The next step would be to commit to obtaining a label that would allow ESDES' actions in the field of health and quality of life at work to be recognized.

#### - **Reduce environmental impact:**

As we have previously mentioned, one of the priority areas the strategic plan "ESDES Responsible Future 2025" focuses on is the management of environmental impact. ESDES has taken action to manage and reduce its environmental footprint: waste paper recovery, the use of paper from sustainably managed forests, the reduction of paper consumption by offering a maximum of documents in PDF format and taking into



consideration social and environmental criteria when choosing suppliers. ESDDES will continue these efforts by committing to the progressive reduction of its energy consumption. Another aspect that we are focusing on is to rethink international travel for our staff and students. Given that we are a business school with international connections, many trips abroad are scheduled for the staff and students. There are Erasmus stays, internships abroad and many other opportunities for our students and staff to go abroad. We are currently reflecting on ways that ESDDES could reduce the number of miles travelled, how we can use newly improved digital tools to help reduce the number of journeys and their environmental impact, something which needs to be measured and evaluated.

- **Promote the School's positive societal impact through executive education:**

Increasing positive societal impact is one of ESDDES' priorities. If we wish to be recognized as a leading School in CSR education and research, we must first demonstrate that the school has a considerable societal impact on its ecosystem and stakeholders, therefore **executive education** is an important **lever** in this regard. It offers ESDDES the opportunity to showcase and strengthen the expertise of its staff and research professors, particularly in terms of multiplying skills and combining philosophy, science and management. CSR is an organizational and cultural transformation lever for a company and by providing executive education programs, ESDDES wishes to share its expertise and ensure that a civic school can serve as a model for companies that also wish to be more citizen-focused and become more socially and environmentally involved.

- **Renew the "SoliCity for Everyone" Challenge and increase its scope:**

In order to encourage the civic commitment of our staff, ESDDES intends to renew the "SoliCity for Everyone Challenge" that it first launched in June 2021. The objective, for the second year of this challenge, is to offer a range of participative activities that are more suited to the capacities and desires of each person, such as: volunteering in external associations (e.g. *Clés de l'Atelier* can help refugees in difficulty to socially integrate), experience Duodays (helping young people with disabilities to discover career options), being note-writers for our students who require assistance, or even participating in skill-based volunteering via our partners l'Entreprise des Possibles or ProBono Lab.

## APPENDICES

### Appendix 1: Academic publications and conference papers on CSR and business ethics

### **Articles published in FNEGE/CNRS-listed journals:**

#### **2021**

- ALCARAZ J.**, «Resisting Patriarchal Cultures: The Case of Female Spanish Home-Based Teleworkers», *Work, Employment and Society*, vol. 35, n°2, pp. 369-385, (en collaboration avec Galvez A. et Tirado F.).
- ARFAOUI N., (2020), «Patterns of technology knowledge in the case of ocean energy technologies», *Journal of Innovation Economics & Management*, accepté pour publication le 05/08/2020 (en collaboration avec E. Brouillat, M. St-Jean, D. Virapin), (FNEGE rang 3).
- KHAN S., (2020), « Socio-emotional wealth and corporate responses to environmental hostility: are family firms more stakeholder orientated? », *Business Strategy and the Environment*, vol. 2021/1, n° 34, pp. 101-133 (en collaboration avec I. M. Garcia Sanchez, N. Hussain), (CNRS 4 et FNGE 3).
- TESSIER N., (2021), « Le partenariat entre les entreprises classiques et les entreprises de l'Economie Sociale et Solidaire : générateur de soft Skills ? », *Question (s) de Management*, vol. 2021/2, n° 32, pp. 201-214, (FNEGE 4).

#### **Submitted articles in 2021 soon to be published:**

- CHAPAS B., "Reappraising the problem of CEO Compensation: modern and old theoretical perspectives", *Journal of Economic Issues*, (en collaboration avec V. Chassagnon), (CNRS 3).
- DHAOUADI, I. « De la RSE politisée à la RSE politique : quels liens entre la RSE et les stratégies politiques des entreprises ? », *Revue de l'Organisation Responsable*, (FNEGE, CNRS : 4).
- LE BAS C., « L'innovation frugale peut-elle être un levier de croissance économique pour les pays en développement ? », *Mondes en développement*, (CNRS 4).
- FAGBOHOUN S., « Fablab interne : quels effets sur le contexte organisationnel ? Le cas d'un cabinet de conseil », *Innovations*, (CNRS 4, FNEGE 3).
- VO L. C., « Quand les pratiques individuelles des managers de la RSE éclairent la nature symbolique ou substantielle de la RSE et ses microfondations », *Management & Avenir*, (en collaboration avec K. Delchet-Cochet et H. Akeb.), (CNRS 4, FNEGE 3).

#### **2020**

- BEN JABEUR S., (2020), « Climate change legislations and environmental degradation », *Environmental and Resource Economics*, Déc. 2020, vol. 77, n° 4, pp. 839-868 (article n°7), (en collaboration avec N. Stef), (CNRS rang 2).
- BEN JABEUR S., (2020), « The Relationship Between Renewable Energy Consumption and Economic Growth in France: a Necessary Condition Analysis », *Environmental Modeling and Assessment*, vol. 25, pp. 397-409, (CNRS 2).
- CHAPAS B., (2020), « L'entreprise, le bien commun et la question du pluralisme », *Gérer et comprendre*, n° 140, pp. 52-62, (CNRS 4, FNEGE 3).
- KHAN S., (2020), « Managerial Entrenchment, Corporate Social Responsibility, and Earnings Management », *Corporate Social Responsibility & Environmental Management*, vol. 27, n° 4, pp. 1630-1641, juillet-août, (en collaboration avec I. Maria Garcia Sanchez, N. Hussain J. Martinez Ferrero), (FNGE 3)

- KHAN S., (2020), « Do markets punish or reward corporate social responsibility decoupling? », *Business and Society journal*, janvier, (en collaboration avec I. M. Garcia Sanchez, N. Hussain, J. Martinez Ferrero, (CNRS 2 et FNGE 2)
- KHAN S., (2020), « Influencing the Disruptive Potential of Sustainable Technologies through Value Proposition Design: The Case of Vehicle-to-Grid Technology », *Journal of Cleaner Production*, vol. 254, mai, (en collaboration avec R. Bohnsack), (FNGE 3)
- LE BAS C., (2020), « Frugal Innovation as Environmental Innovation », *Économie & Société*, Vol.83 No.1/2/3, pp.78 – 96, (CNRS 3)
- LE BAS C., (2020), « L'Innovation Frugale peut-elle être disruptive? », *Économie & Société*, vol. 2020/3, n°63, pp. 179 à 199, (en collaboration avec S. KAMMOUN), (CNRS 4 et FNGE 3)
- MERCURI CHAPUIS S. et LE BAS C. (2020), « Types d'innovation et intensité de l'engagement de responsabilités sociale des entreprises. Aspects analytiques et empiriques », *Innovations*, vol. 2020/2, n° 62, pp. 221-247, (en collaboration avec D. Bertrand et A. Mathieu), (CNRS 4 et FNGE 3).
- THELISSON A. S., (2020), « Le rôle des minorités actives dans le processus d'intégration symbiotique post-acquisition. Une étude longitudinale d'une fusion dans le cadre du Grand Paris », *Revue Interdisciplinaire Management, Homme & Entreprise (RIMHE)*, vol. 2020/3, n° 40, pp. 45 -67, (en collaboration avec O. Meier).

## 2019

- DHAOUADI I., (2019), « La "RSE politique" : état de l'art et proposition d'un agenda critique de recherche », *Revue Française de Gestion*, vol. 2019/2, n° 279, pp. 27-51.
- EL HACHEM W., (2019), « Accelerating the transition to alternative fuel vehicles through a Distributive Justice perspective », *Transportation Research*, vol. 75, pp. 72-86, (en collaboration avec P. de Giovanni), (FNEGE, CNRS : 2).
- LE BAS C., (2020), « Strategic CSR for innovation in SMEs: Does diversity matter? », *Long Range Planning*, vol. 52, n°6, (FNEGE, CNRS : 2) (en collaboration avec C. mothe, N. Poussing et R. Bocquet).
- NGUYEN P., (2019), « Threshold effect in residential water demand: A smooth transition regression approach and application to Tunisia », *Environmental Modelling & Assessment*, vol. 24, n° 6, pp. 677–689, (en collaboration avec Y. Ben Zaied et N. Ben Cheikh), (CNRS 2).
- OUATTARA S., (2019), « Pollution abatement and partial privatization », *Economics Bulletin*, vol. 39, n° 3, pp. 1887-1897 août, (CNRS 3).

### **Articles in other journals, press and radio articles:**

## 2021

- BOS CHAMOIX C., (2021), « Les business schools doivent-elles enseigner la solidarité et la bienveillance ? », *Monde des grandes écoles et universités LE MAGAZIN*, 02/02/2021.
- LE BAS C., (2021), « La grande distribution alimentaire passera-t-elle en mode frugal ? », *Les Échos*, 18/01/2021.

MAZZIETTI A., (2021), « Egalité femmes-hommes, pourquoi le chemin est-il si long ? », *fondamental.fr*, 12/03/2021, (en collaboration avec C. Chany et M. Jacob).

MAZZIETTI A., (2021), « Haine en ligne, fake-news... Comment en sortir ? », *fondamental.fr*, 25/03/2021.

MAZZIETTI A., (2021), « Le numérique sexiste : entre "mite" et réalité », *letudiant.fr/Educpro*, 21/01/2021.

MAZZIETTI A., (2021), « Stress, le comprendre et le maîtriser », *L'Eléphant*, avril, 2021, n° 34.

VO L.-C., (2021), « Matériaux, recyclage, valorisation : les nouvelles frontières de l'éco-conception », *Les Échos* (spécial économie circulaire n° 1), 01/09/2021.

## **2020**

ARFAOUI N., LE BAS C., VERNIER M.-F. et VO L.-C., (2020), « Les entreprises innovantes, plus engagées dans l'économie circulaire », *The Conversation*, 26/11/2020.

BOS CHAMOIX C., (2020), « Les grandes écoles de commerce face à la crise du Covid », *Les Echos* (Rubrique Opinion), 24/12/2020.

LE BAS C., (2020), « Quand l'innovation se fait frugale », *The Conversation*, 04/02/2020.

LE BAS C., (2020), « Working title : Pour l'après crise : les multiples pistes du paradigme de la frugalité technologique », *Le Monde*, 03/08/2020.

MAZZIETTI A., (2020), « Généralisation du télétravail, attention au coût écologique ! », *Challenges*, 04/09/2020.

MAZZIETTI A., (2020), « L'intelligence émotionnelle : petit cours d'ophtalmologie affective - 32, 58-69. », *l'Eléphant*, 01/10/2020.

TESSIER N., (2020), « RSE : le partenariat, booster de l'agilité managériale », *Personnel* (journal professionnel RH), 12/2020.

THELISSON A.-S., (2020), « Les fusions-acquisitions vont repartir », *Revue professionnelle : Bref Eco*, 07/05/2020

THELISSON A.-S., (2020), « Vers des fusions-acquisitions à moins haute valeur ajoutée », *Le tout Lyon*, 12/05/2020.

## **2019**

DHAOUADI I., (2019), « La "RSE politique", Etat de l'art et agenda critique de recherche », *Radio RCF*, 01/10/2019.

TESSIER N., (2019), « Les impacts RH des partenariats entre les entreprises de l'ESS et les entreprises hors ESS », *Radio RCF*, 06/06/2019.

VERNIER M.-F., (2019), « Zéro déchet », *Radio RCF*, 01/10/2019.

VO L.-C., (2019), « La réalité des pratiques RSE chez les PME françaises », *Radio RCF*, 24/10/2019.

### **Working papers:**

## **2020**

ARFAOUI N., LE BAS C., M.-F. VERNIER et L.-C. VO, (2020), « Circular Economy Practices and Innovative Behaviors. Lessons from Empirical Research in the Chemical Industry », Working Paper ESDES Recherche, n° 2020-05,

### **Published Books:**

LE BAS C. et MERCURI CHAPUIS S., (2020), « La RSE : des relations sociales à la dimension stratégique », Editions EMS, Questions de Société, Paris.

### **Published Chapters:**

#### **2020**

CHAPAS B., (2020), « L'empowerment dans une perspective d'économie institutionnaliste. Une application aux coopératives de salaires », in : *Économie politique institutionnaliste de l'entreprise. Travail, démocratie et gouvernement*, Classiques Garnier, 2020, (en collaboration avec CHASSAGNON V. et CHARMETTANT H.)

CHAPAS B., (2020), « RSE et éthique des affaires : quelle(s) différence(s)? », in : C. Le Bas et S. Mercuri Chapuis, (coords.), *La RSE : des relations sociales à la dimension stratégique*, Editions EMS, Questions de Société, Paris, pp. 35-40.

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## **Conference Papers:**

### **2021**

ALCARAZ J., (2021), « Digital Storytelling as a Pedagogical Tool for Global Sustainability », Virtual 81<sup>st</sup> Annual Meeting of the Academy of Management, 29 juillet - 4 août, New York, USA, (Online), (en collaboration avec Shandler K., & Edwards M.).

### **2021**

ALCARAZ J., (2021), « Towards a Blueprint for "Sustainable Development Goals-within-Planetary-Boundaries" », 2021 Virtual UN-PRME Global Forum, 17 juin, New York, USA, (Online).

ALCARAZ J., (2021), « Cosmopolitanism, innovation, and society », Professional Development Workshop at EURAM 15, European Academy of Management, 17-20 June, Warsaw, Poland.

MERCURI CHAPUIS S., (2021), « Participation à la table ronde : "Ethique, Transparence, Partage : les nouvelles règles du "business for good" », Les rencontres Produrable Lyon Les 3ème Rencontres PRODURABLE, 100 % Digital, 30-31 mars et 1-2 avril (Conférences/Ateliers Solutions), UCLy, Lyon, France.

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## 2020

- ARFAOUI N., LE BAS C., VERNIER M-F. et VO L.-C., (2020), « Circular bio-economy, institutional and social dimensions: The case of five experiences of methanization in France », Colloque PSDR Transitions pour le Développement des Territoires - Symposium PSDR4, 28-30 octobre, Angers, France.
- BEN JABEUR S., (2020), « Institutional Investor's perception of green bonds issue: Evidence from France », conférence Innover pour une finance responsable et durable, Champs sur Marne, France, 27 novembre, (en collaboration avec Houssein Ballouk, Salma Mefteh-Wali et Ghada Tabbah).
- DHAOUADI I., « The impact of the political regime on the politicization of CSR: A longitudinal case study in the context of the Tunisian Revolution », 36<sup>ème</sup> colloque du Groupe européen d'études organisationnelles - EGOS, 2 au 4 juillet 2020, Hambourg, Allemagne.
- KHAN S., (2020), « Corporate Governance and Corporate Social Responsibility: Analysis of Complementarities and Substitutions Among Internal and External Governance Mechanisms », Gronen 2020 conference, «All Systems go!? Sustainability in the Digital Age », 17 au 19 juin, Conférence virtuelle (Covid-19), (en collaboration avec Nazim Hussain, Isabel-Maria García-Sánchez et J. Martínez-Ferrero).
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- VERNIER M.-F., (2020), « Innovation and eco-design: lessons from the failed launch of a vacuum cleaner », Colloque J.-B. Says : « Imaginer le futur à partir du passé », Laboratoire S2HEP et Chaire Saint GOBAIN - INSA Lyon - « Ingénieurs Ingénieux », Société Internationale Jean-Baptiste Say et le Réseau de Recherche sur l'Innovation, 7-8 décembre, Lyon , France.
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- VO L.-C., (2020), « The experience of being CSR managers: from being symbolic to substantive », 9<sup>ème</sup> Colloque et séminaire doctoral international ISEOR, 16 et 17 juin, Lyon, France, (en collaboration avec K. Delchet-Cochet & H. Akeb).
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## 2019

- ARFAOUI N., (2019), « The economic value of NBS restoration measures and their benefits in a river basin context: A meta-analysis regression », 13<sup>th</sup> conference society of ecological economics, the European Society for Ecological Economies (ESEE), Natural Resources Institute Finland, Luke, University of Turku, University of Helsinki, University of

Eastern Finland, Turku University of Applied Sciences, and Abo Akademi University, 18 au 21 juin, Turku, Finlande.

- BIRAUD M., (2019), « Unhealthy Food Advertisements Portraying Consumption Reduce Food Intake Among Dieters », AMA Marketing and Public Policy Conference (MPPC), 6 au 8 juin, Washington DC, États-Unis, (en collaboration avec D. Hildebrand et C. O. C. Werle).
- FAGBOHOUN S., (2019), « Caractériser la gouvernance d'un éco-système d'innovation ouvert sur des communs. Exploration du cas du transport et de la mobilité en France », 19<sup>ème</sup> rencontre du RIUES (réseau interuniversitaire de l'économie Sociale et Solidaire) à Marne-la-vallée : « ESS de la culture et culture de l'ESS », Université de Paris-Est, 15-17 mai, Marne-La-Vallée, France.
- LE BAS C., (2019), « Frugal innovation as a lever for sustainability », CEREG : « L'innovation frugale et le développement », 25 au 27 février, Yaoundé, Cameroun.
- LE BAS C., (2019), « Frugal innovation, sustainability and Sustainable Frugal Innovation, conceptual clarification and empirical evidence », 28<sup>ème</sup> conférence de l'association internationale de management stratégique (AIMS), 11 au 14 juin, Dakar, Sénégal.
- MERCURI CHAPUIS S., (2019), Participation à la table ronde : Ethique, Transparence, Partage : les nouvelles règles du "business for good", Les rencontres Produrable, UCLy, Lyon, France.
- MERCURI CHAPUIS S., (2019), « It's time to face it. Organizational crisis as innovative chasm for the adoption of CSR practices », 9<sup>ème</sup> conférence annuelle d'Atlas-AFMI, Fribourg, Suisse, (en collaboration avec A. Pereira Püdrich).
- OUHADOUCH S. et FENDRI C., (2019), « Gestion des résultats en fonction des générations : le cas des sociétés familiales françaises cotées », Congrès AFC, 20 au 22 mai, Paris, France.
- OUHADOUCH S. et FENDRI C., (2019), « Gestion des résultats en fonction des générations : le cas des sociétés familiales françaises cotées », 18<sup>ème</sup> conférence internationale de Gouvernance, Association Académique Internationale de Gouvernance (AAIG), 23 au 24 mai, Bruxelles, Belgique.
- PON K. et DUNCAN A.-L., (2019), « Networks and alliances – Business Schools' answer to Mergers and Acquisitions? », Global business Research Symposium, St John's university, Tobien college of business, 4 et 5 juin, Valence, Espagne.
- VERNIER M.-F., (2019), « Innovation and ecodesign: lessons from the failed launch of a vacuum cleaner », 10<sup>th</sup> international Research Meeting in Business and Management, IPAG, 8 au 10 juillet, Nice, France.
- VERNIER M.-F., (2019), « Participation à la table ronde : "Donner du sens au Commerce et à la consommation" », Les rencontres Produrable, UCLy, Lyon, France.
- VERNIER M.-F., ARFAOUI N., CHALLITA S., (2019), « Divers of profitability of ecodesign: a comparative analysis between Europe and Canada », Colloque RIODD, 25 au 27 septembre, La Rochelle, France, (en collaboration avec LANOIE P. et PLOUFFE S.).
- VIVEL C. et GAY C., (2019), « La figure de "l'entrepreneur culturel dirigeant" : le cas d'Emile Guimet », Académie de l'Entrepreneuriat et de l'Innovation, Track Entrepreneuriat culturel, Montpellier Management, Université de Montpellier, 3-5 juin, Montpellier, France.



VO L.-C., (2019), « Microfoundation of CSR: a practice perspective », 79<sup>th</sup> Annual Meeting of the Academy of Management, AOM- ISC Business school, en collaboration avec Monceff, B., Akeb, H., Delchet-Cochet, K., 9 au 13 août, Boston, États-Unis.

VO L.-C., (2019), « Microfoundation of CSR: The Case of CSR managers », CSR across the Atlantic issues and perspectives, UMass Boston et EM Normandie, en collaboration avec Monceff, B., Akeb, H., Delchet-Cochet, K., 22 et 23 mai, Boston, États-Unis.

## APPENDIX 2: SELECTION OF CSR-ORIENTED FINAL YEAR DISSERTATIONS

Year	Specialization *	Supervisor	Subject
2018-19	AUFI	Martin Chantal	Le pilotage stratégique de la dette sociale dans une plateforme courrier du groupe la poste
2018-19	DEVT	Verron Sylvain	La cyclo-logistique, levier d'un avenir durable dans la mobilité urbaine des entreprises à Montréal
2018-19	DEVT	Mourre Céline	L'économie collaborative et les plateformes numériques
2018-19	DEVT	Gilormini Patrick	Les plateformes bifaces issues de l'économie collaborative : analyse de l'engagement des utilisateurs et de son impact sur le succès d'une plateforme lors de la phase d'amorçage
2018-19	DEVT	Vernier Marie-France	PME pionnière de la bio et 100% indépendante, quelle stratégie marketing Alpes Biscuits doit-elle adopter pour répondre aux défis de demain ?
2018-19	DEVT	Thelisson Anne-Sophie	Dans quelle mesure le capital social intervient-il dans la performance des entreprises patrimoniales : le cas du secteur du BTP
2018-19	DEVT	Gilormini Patrick	La relation entre la responsabilité sociétale au sein des entreprises multinationales et les grandes organisations non gouvernementales mondiales : qui gouverne réellement ?

2018-19	DEVT	Verron Sylvain	Comment l'innovation et les nouveaux partenariats peuvent-ils être un levier de la performance durable pour les entreprises françaises
2018-19	DEVT	Vilaine Laurent	Comment optimiser le management interculturel au sein de startup ?
2018-19	DEVT	Chapas Benjamin	Le bio a tout prix, mais à quel prix ?
2018-19	DEVT	Gilormini Patrick	En quoi le modèle de l'économie circulaire dans la gestion des déchets peut permettre aux entreprises d'allier performance économique et responsabilité environnementale ?
2018-19	FIMA	Tessier Nathalie	Facteur clé de succès d'une opération de fusion, acquisition ou rapprochement d'entreprises : la prise en compte du capital humain et son intégration.
2018-19	FIMA	Challita Sandra	Caractéristiques du comportement des investisseurs ISR lors de crises financières
2018-19	FIMA	Vernier Marie-France	Le cas du drugstore parisien
2018-19	FIMA	Nykiel Florence	La lutte anti-blanchiment d'argent au sein des établissements bancaires étude de cas appliquée à l'entreprise BNP PARIBAS
2018-19	FIMA	Challita Sandra	Quels sont les facteurs déterminants d'une meilleure performance financière parmi les fonds ISR ?
2018-19	ISCM	Gao Huiyi	La traçabilité du coton dans l'industrie textile
2018-19	ISCM	Bodian Lamine	Le risque environnemental dans la supply chain
2018-19	ISCM	Colin Pierre	Transport de marchandises et développement durable
2018-19	ISCM	Bodian Lamine	Les relations entre la grande distribution et les fournisseurs : vers un système plus collaboratif
2018-19	ISCM	Arfaoui Nabila	Les rôles du département achats dans la mise en œuvre des démarches d'écoconception des plv
2018-19	ISCM	Sanchez Frédérique	La place de l'acheteur de la grande distribution au cœur du respect de l'environnement
2018-19	ISCM	Sanchez Frédérique	Les achats durables dans la valorisation de l'image de marque face à un contexte d'éco responsabilité : le cas Naos
2018-19	ISCM	Beal Gilles	L'insertion du secteur du travail protégé et adapté (STPA) dans les appels d'offres de prestation intellectuelle informatique dans le secteur du numérique.
2018-19	ISCM	Gao Huiyi	Achats et interculturelité
2018-19	MDBA	Vernier Marie-France	Comment accompagner le changement de comportement de consommation vers l'achat d'un véhicule plus propre ?
2018-19	MDBA	Vernier Marie-France	Les circuits courts alimentaires : comment analyser les motivations sociales des consommateurs afin d'exploiter au mieux les différents outils de communication digitale ?

2018-19	MDBA	Vernier Marie-France	Le Greenwashing dans la gestion d'actifs
2018-19	MDBA	Birau Mia	Responsabilité sociale d'entreprise et implication des salariés : un levier majeur pour la pérennité des entreprises
2018-19	MDBI	Zaidi Chtourou Sabrina	L'éthique dans les modèles économiques du jeu vidéo
2018-19	MDBI	David Patricia	Les personnes transgenres dans le monde professionnel
2018-19	MDBI	Duncan Anne-Laure	Comment les entreprises agroalimentaires françaises s'adaptent-elles aux nouveaux modes de consommation responsable ? le cas de Panzani.
2018-19	MSEN	<del>Mercure</del> Chapuis Sylvaine	L'intégration des nouveaux arrivants en santé et sécurité
2018-19	MSEN	Vivel Christel	Le bien-être et l'ergonomie au travail, comment l'atteindre et son impact.
2018-19	MSEN	Chamoux Céline	Comment la digitalisation transforme la création de valeur humaine dans l'industrie ?
2018-19	MSEN	Vernier Marie-France	Comment répondre aux attentes des consommateurs bio ? le cas de la GMS alimentaire.
2018-19	MSRH	Chapas Benjamin	La lutte contre le travail indécent : le rôle des ressources humaines
2018-19	MSRH	David Patricia	Le dialogue social en entreprise
2018-19	MSRH	Michel Anne	quelles sont les pratiques de RSE des clubs de football français et comment mieux les valoriser ?
2018-19	MSRH	Tessier Nathalie	La discrimination sur le marché du travail
2019-20		Challita sandra	How to communicate on its CSR approach with its stakeholders in France? case study of KRYG Group Company
2019-20	MDBA	Zaidi Chtourou Sabrina	L'impact de l'aménagement de l'espace sur le bien-être au travail dans l'immobilier tertiaire
2019-20		Petr Bartos	Consumers behavior and business development in the sustainable fashion industry
2019-20		Ouaterra Sylvain Kadohognon	Comment les acteurs du marché peuvent accélérer la consommation volontaire d'électricité verte en France ?
2019-20		Melin Christopher	Comment réinventer l'eypad d'aujourd'hui, pour répondre aux besoins et aux attentes de demain ?
2019-20	MDBA	Assiouras Ioannis	Strategic goals of communications: integrating influencers & CSR
2019-20	MSRH	Dhaouadi Inès	Les déterminants du recrutement et de l'intégration des salariés étrangers en France : cas de la société de prestations de services BTM consultant

2019-20	MSEN	Dhaouadi Inès	La politique RSE des entreprises comme vecteur de fidélisation des salariés de la génération y : le cas de la société Barilla
2019-20		Arfaoui Nabila	Le green it : le numérique au profit des enjeux environnementaux
2019-20	INRA	Ha Jungwoo	The impact of sport on our society
2019-20		Bailly Masson Claude	Comment répondre à une obligation qui est de produire une déclaration de performance extra-financière (dpef), valoriser ses démarches sans pour autant tomber dans le piège du greenwashing?
2019-20		Bodian Lamine	Is B corp the best solution to help companies become the best for the world?
2019-20	DEVT	Enrico Gerald	"La maison" projet de création d'un lieu pluridisciplinaire de santé et bien-être
2019-20		Tessier Nathalie	Le bonheur au travail et le rôle du chief happiness officer
2019-20		Vernier Marie-france	RSE et économie circulaire : l'innovation territoriale au filtre de la compétitivité prix et hors-prix
2019-20	DEVT	Chapas Benjamin	Les entreprises de l'agro-alimentaire face à la loi pacte
2019-20		David Patricia	Le consommateur est-il prêt à souscrire à une offre d'électricité verte ? existe-il des facteurs bloquants ?
2019-20	FIMA	Fendry Chamsa	Dans le contexte économique actuel, est-il opportun pour le private equity de s'intéresser aux sociétés coopératives ?
2019-20		Gao Huiyi	What does the future hold for the supply chain of flowers from kenya through economic aspects, socio-cultural dimensions and the environmental crisis?
2019-20		Tessier Nathalie	L'art, en particulier le spectacle vivant, au service de l'entreprise
2019-20	AUFI	Chalita Sandra	Comment les réglementations incitent les entreprises à s'impliquer dans une démarche RSE en prônant la transparence de leurs informations et impacts extra-financiers
2019-20	MSRH	Melin Christopher	Les principes de la motivation au travail origines génétiques, principes humains et applications pour les organisations
2019-20		Bertucat Franck	La place de l'entrepreneuriat au sein de l'éducation scolaire en France
2019-20		Hadhri Sinda	Relation entre critères ESG, extra-financiers et performances financières : étude empirique des entreprises européennes cotées entre 2013 et 2019

2019-20		Bodian Lamine	Why is it fundamental to set up green supply chain processes nowadays and how companies from delivery sector use it to retain stakeholders?
2019-20		Melin Christopher	Le métier du conseil dans la transformation digitale des organisations
2019-20	ISCM	Bodian Lamine	The negative impacts of geopolitical influences over supply chain management: a focus on global sourcing strategy
2019-20		Gao Huiyi	The development of a purchasing policy for industrial supplies: challenges, risks and value propositions
2019-20		Fagbohoun Sandra	Comment mettre en pratique un management intergénérationnel dans un contexte de digitalisation fort?
2019-20		Audureau Sylvain	Les enjeux de la reprise d'une entreprise familiale pour une femme
2020-21	MSIN	Chapas Benjamin	La RSE, levier de performance : choix ou contrainte ?
2020-21	MSEN	Challita Sandra	Mise en place d'une stratégie RSE, un défi réalisable pour les TPE ? le cas des entreprises de travail temporaire (ETT)
2020-21	MSIN	Bayeh Antonio	L'intégration du dialogue RSE dans l'organisation événementielle
2020-21	MSEN	Vernier Marie France	Comment accompagner les entreprises vers de meilleures pratiques numériques, notamment responsables, dans une logique d'économie circulaire ? le cas REMOBER
2020-21	MSEN	Chapas Benjamin	L'impact de la crise de la covid19 sur la RSE en France
2020-21	MSIN	Chapas Benjamin	L'influence de la proximité sur la RSE des PME

**\* Acronyms of the Specializations that feature in the table above:**

- **AUFI:** Auditing and Corporate Finance
- **FIMA:** Finance and Markets
- **MDBA:** Marketing and Digital Business – Work-study Program
- **MDBI:** Marketing and Digital Business – Full-time
- **DEVT:** Development and Entrepreneurship
- **MSEN:** Business Management et Strategy
- **MSRH:** Strategic Human Resources Management (currently HR, Digital and Business Partner)
- **ISCM:** International Supply Chain Management

- **MSIN:** Management, Human Sciences and Innovation