



**Communication on Engagement - March 2017**  
**UNITED NATIONS GLOBAL COMPACT**



## Commitment to the United Nations Global Compact

IESEG School of Management has been committed to the United Nations Global Compact (UNGC) since December 2014 and to Principles for Responsible Management Education (PRME) since April 2008, but the engagement of the School with ethics, social responsibility and sustainability questions and challenges is not something new. It is long-standing and deeply rooted in the philosophy guiding the development of the School activities. It goes all the way back to our foundation, in 1964.

Today, in line with our values, vision and mission, commitment to the UNGC and to the PRME helps us to continuously reflect on how the School can represent a unrelenting force for positive change, how we should enable our students to become responsible leaders, how we might enable organizations to better serve the common good, and how we can engage more constructively in contributing to transform our societies towards more inclusive and sustainable modes of operating and being.

I am delighted to present this communication on engagement report. By committing to the 10 UN Global Compact principles, IESEG acknowledges that the engagement of higher education institutions is fundamental for encouraging and supporting the emergence of a more responsible global business environment. IESEG considers in this perspective the demonstration and communication of the way it addresses its stakeholders' expectations and its commitment to ethics, social responsibility and sustainability as key to its long-term ambition to lead by example

and promote constructive and accountable organizational practices within and beyond the boundaries of the School.



We acknowledge that developing and implementing strategic, collaborative and innovative actions to advance broader societal objectives, such as the UN Sustainable Development Goals, and to integrate social responsibility and sustainability thinking within the decision-making processes, organization and activities of the School represents a continuous challenge and a never-ending process. We have taken important steps in the last years and describe them in this report, which provides an overview of the efforts by students, faculty, and staff over the course of the past three years. We know more steps will have to be taken in the near future and we will continue to strive to improve ourselves and to seek opportunities to apply and reinforce the integration of ethics, social responsibility and sustainability in the way we operate and in our efforts aimed at inspiring internal and external stakeholders of the School.

**Jean-Philippe AMMEUX**, General Director



## Who We Are: IÉSEG at a Glance

The origins of IÉSEG School of Management date back to 1964, and since then the School has achieved the ranking of a top 10 French Business School as well as the prestigious accolade of becoming a *Grande École* – one of the most respected and academically rigorous higher education programs in the world. IÉSEG is ranked number 1 in France for its academic quality. IÉSEG is a member of the Lille Catholic University, the largest private university in France in terms of student population and endowment. IÉSEG is accredited by EQUIS, AACSB and AMBA and belongs to the 1% of triple accredited business schools in the world.

The School has a total of 4 800 students scattered on both the Lille and Paris campuses, and welcomes 2090 international students in 2016-2017 (more than 100 different nationalities). IÉSEG may keep a French identity, but when you step inside IÉSEG you enter a global melting pot that's represented by more than 98 nationalities. All of our programs are taught in English and 84% of our permanent faculty members are international. This is the result of our 'Internationalization at Home' strategy, resulting in our strong and continued collaboration with 262 partner universities across more than 66 countries, and thus making IÉSEG one of the most exciting and culturally diverse Business Schools in Europe and one of the most international business school in France.

IÉSEG programs portfolio encompasses:

- "Grande École" programme Master in Management

- A Bachelor in International Business
- 9 Masters of Science (MSc)
- An International MBA
- An Executive MBA
- An Executive program MS in Financial Management

IÉSEG is also strongly research-oriented and collaborates closely with the largest institute of research in Europe, the French National Centre for Scientific Research (CNRS). The research laboratory at IÉSEG is accredited by the CNRS (LEM UMR 9221). The importance of academic research at IÉSEG is based on our commitment to serve organizations, not only by providing them with the managers they need and by offering executive courses, but also by conducting research activities that lead to results that can be applied to these organizations. The School's intensive research activity logically stems from its commitment to academic integrity, intellectual rigor, innovation and high academic standards.



The **Mission** of IÉSEG is threefold:

- **To educate** managers to be inspiring, intercultural and ethical pioneers of change

- To create knowledge that nurtures innovative leaders
- To promote creative solutions for and with responsible organizations

Next to this Mission, IÉSEG has unveiled in September 2016 its new Vision. Drawing on the results of a collective process involving the whole IÉSEG community (students, academic and administrative staff, alumni, corporate representatives), the new Vision that emerged is that in 2025 IÉSEG will be:

- A unique international hub empowering changemakers for a better society.



The School has now developed a 5-year **Strategic Plan** to implement this Vision, which will allow us to consolidate the developments of recent years and strengthen the unique position of the School. The School has identified three principal axes to develop this unique positioning, to achieve its mission and its objectives:

- The development of a **unique student learning experience**,
- The international **reputation of research**,
- The **international orientation** of the School and its **multicultural community**.

These three axes of differentiation are integrated into a comprehensive approach based on the specific culture of the School and, in particular, its focus on responsibility and the commitment of the entire IÉSEG community. Three key aspects of IÉSEG's culture are its strong organizational values (see later in this report), its international community of students and professors, and its world class research. IÉSEG culture is born out of a passion for progress and ability meaning that the School's focus is on harnessing all of its energy on

identifying the true potential of each student. IÉSEG is proud of its unorthodox approach to management education and its ability to instill the key values that have been at the heart of its development since the very beginning.

IÉSEG's Mission is rooted in the School's history, which has always highlighted the necessity of giving students in-depth, multi-disciplinary knowledge coupled with practical know-how. IÉSEG's Vision projects this history towards the challenges of tomorrow.

At IÉSEG the development of creative and innovative managers, who are strategic and responsible, visionary thinkers, is of fundamental importance. The ambition of the School is that its graduates can initiate and manage change, while contributing positively and effectively to dynamic organizations, with a positive impact on society by promoting greener, fairer and more inclusive society. The School has built solid relationships with over 2500 companies and seeks to develop its partnerships with NGO's and public organizations in the coming years to better achieve its objectives of empowering changemakers for a better society.

In this view, IÉSEG is continuously working on further formalizing and increasingly imbedding ethics, social responsibility and sustainability thinking and ideas into its organizational processes and in curricular as well as extracurricular activities. The School does so in part through the initiatives launched and implemented by the **IÉSEG Center for Organizational Responsibility (ICOR)**, founded in 2014, and thanks to the support of the existing **Social Responsibility and Sustainability Steering Committee**, which will be chaired in 2017 by the newly hired **CSR and Sustainability Manager** of the School. One Director is also the referent regarding ethics, social responsibility and sustainability questions at the management board which supports and nurtures the commitment of IÉSEG to these questions.



# The United Nations Global Compact Principles

## OVERVIEW OF UNGC

As a growing, international higher education institution, IÉSEG sees its commitment to the UN Global Compact as an opportunity to affirm and inspire the progressive design and implementation of strategic initiatives and policies aimed at continuously (re)aligning its activities and operations with the values at the heart of its development and with the expectations of its key stakeholders. We consider in this perspective that the ten universally accepted principles in the areas of human rights, labour, environment and anti-corruption must constitute a solid platform for upholding our basic and extended responsibilities to planet and people, but also setting the stage for long-term achievements of the School, in line with our Mission and Vision:

### HUMAN RIGHTS

*UNGC Principle 1:* Businesses should support and respect the protection of internationally proclaimed human rights; and

*UNGC Principle 2:* make sure that they are not complicit in human rights abuses.

### LABOUR

*UNGC Principle 3:* Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

*UNGC Principle 4:* the elimination of all forms of forced and compulsory labour;

*UNGC Principle 5:* the effective abolition of child labour; and

*UNGC Principle 6:* the elimination of discrimination in respect of employment and occupation.

### ENVIRONMENT

*UNGC Principle 7:* Businesses should support a precautionary approach to environmental challenges;

*UNGC Principle 8:* undertake initiatives to promote greater environmental responsibility; and

*UNGC Principle 9:* encourage the development and diffusion of environmentally friendly technologies.

### ANTI-CORRUPTION

*UNGC Principle 10:* Businesses should work against corruption in all its forms, including extortion and bribery.

# The Principles for Responsible Management Education

## OVERVIEW OF THE PRME

We see our commitment to the UNGC as intrinsically interconnected with our complementary and caring engagement in the enactment of the PRME. We indeed consider the two initiatives represent two sides of a same coin and must mirror each other in order for the School to lead by example and legitimately promote the engagement and diffusion of responsible organizational practices.

In this 'Communication on Engagement' report, we thus also aim at sharing with our stakeholders the constructive practices related to PRME we have engaged in and implemented within the School:

### PRME PRINCIPLE 1

*Purpose:* We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

### PRME PRINCIPLE 2

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

### PRME PRINCIPLE 3

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

### PRME PRINCIPLE 4

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

### PRME PRINCIPLE 5

*Partnership:* We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

### PRME PRINCIPLE 6

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

In this report we summarize key practices and initiatives IÉSEG School of Management has pursued and launched, with a specific focus on the ways the UNGC and PRME Principles and associated initiatives at the School level have been approached in the last three years.

The next sections of this report highlight key achievements of the School in the last three years and the central challenges we face in our commitment to enact and promote the key values and principles put forward by the UNGC and the PRME initiatives. We consider the ever deeper integration of ethics, social responsibility and sustainability in our strategic, decision-making and operational processes as essential and a never-ending journey for the School and its stakeholders.

We have engaged in the last years in more systematic and structured initiatives, activities and policies. Yet, we acknowledge we are 'on the way' and that on our path we will always meet new hurdles and complexities that will required dedication and perseverance as well as the maintenance or development of relevant mindsets and adequate – and sometimes novel – resources and capabilities.



## Empowering changemakers for a better society

In line with its commitment to the UNGC and PRME, IÉSEG School of Management wants to educate creative, innovative and responsible managers who are capable of both initiating and managing change, a mission that is rooted in the history of the School. Since IÉSEG's founding, there has been a core belief in the necessity of giving students in-depth, multidisciplinary knowledge and operational know-how combined with a responsible strategic vision.

IÉSEG is a very internationally oriented and highly rigorous school with a strong commitment to social responsibility. As reflected by the threefold mission evoked earlier in this report and in line with the new Vision established by IÉSEG and its stakeholders and aiming at establishing the School as an institution constituting a unique international hub empowering changemakers for a better society, IÉSEG actively engages in embracing its role in the development of a more inclusive and sustainable society.

### FUNDAMENTAL DISCIPLINES AND INNOVATIVE APPROACHES

To reach our objectives, IÉSEG first considers that in each management discipline, all IÉSEG students should grasp the full significance of fundamental theories and gain practical experience while maintaining a critical approach to these theories and practices.

This solid education provides them with the competencies required to succeed at the highest management levels and facilitates their personal development and impact in the face of changing

job markets, multi-sector career development opportunities and rising societal challenges and sustainability-related questions.



The emphasis on rigor and innovation is why management courses at IÉSEG are based on the **comprehensive knowledge of fundamental academic disciplines** such as economics, quantitative methods, social sciences and qualitative methods. This is also why the fundamentals of all key business disciplines are studied in depth. Students learn to conduct their own research and also learn the skills necessary for successful consulting engagements, with the underlying objective to contribute to the development of responsible and enlightened organizations – organizations that are purpose-driven, understand their strengths and weaknesses, maintain a spirit of inquiry, openness and accountability.

IÉSEG students learn through a **variety of methods** how to apply leadership and teamwork to real management problems, which requires early exposure to the organizational world and managerial challenges, including ethics-, responsibility- and sustainability-related ones.

Personal development training is an integral part of the curriculum at IÉSEG, in every program. It includes drama, group management, sports, creativity, or stress management. It allows students not only to develop their knowledge but also to develop key competencies which will enable them to become more responsible managers.

The pedagogical approach also closely links **theory and practice**; for example, all IÉSEG programs include internships and/or projects in companies. Eventually, all IÉSEG programs include mandatory courses in which ethics, social responsibility and sustainability ideas and questions are explicitly addressed and advanced. Since 2016, in the main program of the School, the 'Grande Ecole' program, IÉSEG students now have ethics, social responsibility and/or sustainability mandatory classes or projects each and every year during the first four years of the curriculum (see later). In addition, our ambition – in line with initiatives we are working on at the moment – is to see these ideas not only addressed in dedicated courses but also, increasingly, in a transversal approach in all programs we offer, aligned with IÉSEG multi-disciplinary approach (see later in this report).



#### GLOBAL AND MULTICULTURAL THINKING

The School's mission also stresses the **international orientation of the School**, and IÉSEG is a truly international community of students, faculty and administrative staff. Working in such a mix of cultures adds an important dimension to the School's education project, and IÉSEG is one of the few French business schools where all students and permanent staff actually receive training in an international and multicultural environment, including through formal diversity-oriented courses. For instance, students during their Bachelor cycle have to prepare an 'Intercultural

Passport' based on their academic courses, projects and coaching processes. At the Master level, they also have, since September 2015, the opportunity to obtain a **Certificate in Inter-Cultural Management**. Regarding the staff, IÉSEG has implemented a free training for every staff member which is called "Dealing daily with diversity". Eventually, the School has launched at the beginning of 2017 an excellence center in intercultural competences, the so-called ICIE (IÉSEG Center for Intercultural Engagement) which encompasses teaching, research and corporate relations activities.



#### ACTIVABLE KNOWLEDGE AND KNOW-HOW

IÉSEG does research for publication in academic journals that helps push the boundaries of knowledge and contributes to the fields of management and economics studies, and faculty perform applied research that contributes directly to companies and/or is published in journals of applied research. The School's ambition of **contributing to the development of organizations in terms of value creation and in terms of social and environmental responsibility, sustainable innovation and humanistic values** demands significant applied and basic academic research.



As such, our Mission and new Vision support the School's determination and ambition to contribute to the development of a prosperous, fair and sustainable society. It expresses the School's conviction that economic, social and environmental considerations must be approached in a balanced, responsible and well-informed manner by actors at all levels of all organizations, including the School itself and the students it serves.





## Building on strong values, deep organizational commitment and a collaborative mindset

IESEG is firmly committed to acting ethically and to the development of an impactful and structured social responsibility and sustainability commitment from its students and staff. First, the School incorporates reflection on UNGC and PRME-related ideas and concepts into the heart of its educational programs. Second, IESEG fosters a people-oriented organizational culture that ensures well-being at work and constructive personal development for all students and members of the organization. Third, IESEG engages with greater society through projects and initiatives with economic, social and/or environmental impact, and collaborates with stakeholders at the local, regional and national levels. Student projects and initiatives are in this perspective at the heart of the School's ambition to contribute to the community.

IESEG thus endeavors to be a **source of inspiration** and a proactive player in the development of a society that is committed to responsible and sustainable economic and social activity.

IESEG's ambition and activities build on values that are shared by the whole IESEG community (students, alumni, professors and staff) and that represent significant hallmarks of the School. During the recent 'visioning' process that led to the collective definition of IESEG's Vision for 2025, the School has further re-delineated, in

collaboration with its key stakeholders and building on its past history and achievements, the main values on which it intends to build its future development.

### ARISE

IESEG's **values**, which are ingrained in and support the School specific culture, are now epitomized in the acronym ARISE, which stands for:

- **A**ccomplishment
- **R**esponsibility
- **I**ntegrity
- **S**olidarity
- **E**ngagement



These central values together with the School threefold Mission and new Vision reflect the increased determination of the School to lead by example as an active community member that

respects all its stakeholders and their expectations. The School seeks to inspire and promote the consideration of ethical and sustainability-related concerns in the decisions and actions of responsible individuals, managers and organizations. IÉSEG encourages all students, staff, instructors and administrators to develop and exemplify ethical, responsible and sustainable management values and practices as an integral part of their educational and professional engagements.



For example, IÉSEG has in 2016 developed a **Learning Charter** that is explaining our way of learning, working and living together. This Charter is displayed in each classroom and more generally on the School premises. In addition, in September 2015, a workgroup was launched with the aim of focusing on ‘Working together the IÉSEG way’ and through attention to issues such as well-being, ethics and commitment at work. This workgroup is coordinated by staff members, including professors, administrative staff and students and is sponsored by the Director of Operations, in charge of HRM.

#### MULTI-LEVEL COMMITMENTS

By committing to the 6 UN principles for responsible management education and the 10 UN Global Compact principles, IÉSEG acknowledges that the energetic engagement of higher education institutions is critically necessary to fostering a more responsible global business environment, and serves as a legitimate source of inspiration for all stakeholders affected by the School’s activities.

IÉSEG is also a **historical member of GRLI**, the think tank and worldwide partnership of companies and management schools/learning organizations founded in 2004 by the European Foundation for Management Development (EFMD) and the UN Global Compact. IÉSEG joined in 2007, and GRLI’s principles directly relate to and inform the

School’s mission to educate responsible managers and ethical leaders.

At the national level, IÉSEG implements its own **Plan Vert (Green Plan)** and provides a yearly performance report to key stakeholders, including the *Conférence des Grandes Ecoles (CGE)* and *Conférence des Présidents d’Université (CPU)*. The UN Global Compact officially considers *Plan Vert* as a relevant tool to help higher education institutions forward, down the social responsibility path.

Finally, IÉSEG follows the **charter established by the FESIC**, a network made up of 28 French ‘grandes écoles’, which are engineering and business management schools. The FESIC charter establishes tolerance, solidarity and respect of individuals as central principles that its member schools and staff, including IÉSEG, must defend and enact. In addition, the charter of Lille Catholic University, which the School is part of, formally expresses that all members of the University’s community must respect and act in accordance with the conviction that each individual is unique and must be encouraged to be responsible, caring and free, in all physical, intellectual, emotional and spiritual facets. All IÉSEG staff members are required to abide by these codes of conduct.

From a research viewpoint, IÉSEG further strives toward a **high ideal of academic research that conforms with the principles of academic independence and integrity**. In this context, the ethical considerations that all IÉSEG researchers are outlined in the Academic Research Ethics Charter of the ‘Lille Economy and Management’ CNRS Laboratory researchers of the school are attached to.

#### EVOLVING ORGANIZATIONAL STRUCTURES AND MANAGERIAL FUNCTIONS

Strategic initiatives linked to ethics, social responsibility and sustainability in teaching and research are nurtured and to a significant extent coordinated by the **IÉSEG Centre for Organizational Responsibility (ICOR** – see <https://icor.IÉSEG.fr>), founded in January 2014. ICOR is now co-coordinated by assistant professor Julie Bayle-Cordier and associate professor

François Maon. It is composed of core academic staff members from all departments and has two main missions respectively related to knowledge building and learning/educational processes development:

- Creating and spreading conceptual knowledge and practice-oriented tools in the fields of social responsibility, sustainability, corporate ethics, and business and society relationships; and
- Inspiring and supporting the School's determination and ambition to contribute to the development of a prosperous, fair and sustainable society, including through the development of novel learning-related opportunities within and beyond the School's boundaries.



In this perspective, ICOR pushed forward existing initiatives at the school level and contributes to the development of innovative learning activities and educational programs. The School, through ICOR, aims at enabling all IÉSEG students to further build and extend upon knowledge, know-how, and *savoir-être* to give them the ability to develop a comprehensive, responsibility-driven vision of the role of organizations in society (i.e. traditional corporate actors and alternative organizations such as social businesses or non-profit organizations) and of the importance of the human factor within business-related organizations.

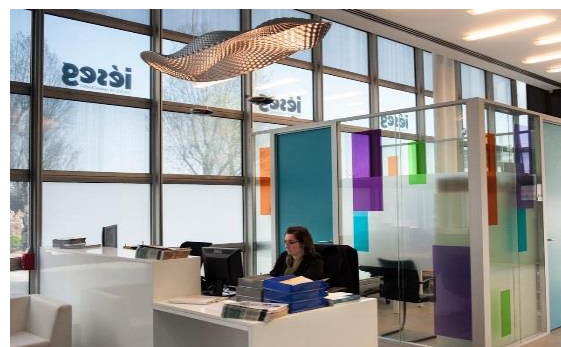
In its efforts aimed at continuously reflecting upon and advancing the way ethics, social responsibility and sustainability ideas and concepts are approached by the School and its stakeholders, ICOR works in collaboration with the **IÉSEG Social Responsibility and Sustainability Steering Committee**. This steering committee is co-chaired by Caroline Roussel, Director of Academic Development and Quality, and Guillaume de

Rendinger, Deputy Director of Paris Campus and Financial Director. It is composed of members of IÉSEG's management, academic staff, administrative staff and student body. In addition, two representatives of IÉSEG's external stakeholder network sit on the committee. The missions of the steering committee include:

- Fostering improved social and environmental performance, in particular for what concerns operational and organizational dimensions of the school activities;
- Contributing to further instill a culture of socially responsible and sustainable long-term planning and forward-thinking;
- Vetting emerging initiatives to assess whether they meet with the overall mission and strategic orientations of the School; and
- Serving as liaison between the School, ICOR, the committee members' respective departments and teams, and the University, on matters linked to emerging social responsibility and sustainability issues and initiatives.

In 2017, initiatives and actions promoted and enabled by ICOR and the Social Responsibility and Sustainability Steering Committee will be further supported by the appointment of a new managerial function in the School organizational chart. The recently hired **CSR and Sustainability Manager** will contribute to design and implement innovative ways to further improve the social and environmental performance of IÉSEG as an organization. This will include:

- Deepening and managing structured dialogue with both internal and external stakeholders; and
- Managing and controlling the school's extra-financial performance through the refinement and redeployment of existing indicators.





## Mainstreaming learning opportunities and projects about responsible management practices and ethical leadership

Creating individual and collective leadership and managerial activity that is ethical, socially responsible and sustainable requires expertise, practice, open-mindedness, integrity and dedication. Developing these characteristics is a key aspect of curricula offered by the School. In particular, IÉSEG promotes student work (courses, research theses, consulting and associative projects, training reports, etc.) on subjects related to ethics, social responsibility and sustainability. For internships, IÉSEG incorporates a requirement for students to analyze opportunities to implement social responsibility and sustainability policies and processes within the company where the internship is done. Moreover, in addition to the current efforts developed by the School to achieve a more transversal integration of UNGC- and PRME-related considerations across most courses, a mandatory course addressing ethics, social responsibility, and sustainability-related ideas and questions is included in all degree programs.

### WITHIN THE *GRANDE ECOLE* 5-YEAR FLAGSHIP PROGRAM

The School has in 2016 significantly revised the way ethics, social responsibility and sustainability considerations and ideas are integrated into the main program offered by the School.

At the bachelor level, students now have to take part during their first week IÉSEG – the initiation week – to a mandatory project entitled ‘**Responsibility Day**’ during which they have to reflect and produce a group contribution on an ethics-, social responsibility- or sustainability-related topic. In 2016, the topic of the project was around the question of “What is a Fair Pay?”. Students then have to continue working on the topic during their methodology seminar in the months that follow the initiation week. In the second year, all students now have to attend the newly ‘**Business Ethics**’ course. In the third year, all students of the *Grande Ecole* program now have to engage in a ‘**Social and Environmental Consulting Group Project**’.



During this semester-long project, students are exposed and have to provide – with the support of dedicated coaches – constructive answers to real-

life questions faced by multinational companies the School collaborates with. In 2016, all *Grande Ecole* students on the Parisian campus of the School worked with UNIQLO while students on the Lille campus worked with CAMAIEU. Students are in this context directly interacting with CSR professionals and given the opportunity to present their work in front of a management team at the companies' offices.



Students also attend at a law course during each year of the bachelor's cycle. Civil Law enables students to form opinions on simple judicial situations and identify legal issues. Business Law covers many areas, such as commercial activity, business contracts, intellectual property rights and company rights. In Labor Law, students gain a basic understanding of labor law and learn how to solve disputes. Among their **optional coursework**, students may choose from a number of courses dedicated to ethics, social responsibility and/or sustainability in the third year. These elective courses include 'Money and Ethics'; 'Ethics: A Historical and Multicultural Concept'; 'Sustainable Development and Corporations'; 'Social Entrepreneurship'; and 'Sustainable and Responsible Tourism'.

The newly redesigned '**Corporate Social Responsibility and Sustainability**' course is mandatory for all students of the Master *Grande Ecole* program. In this course, students are confronted with CSR and sustainability theory and general cases and are also offered track-specific content, depending on the disciplinary track they have opted for at the Master level. In their **elective coursework**, master students may also choose from

a number of courses dedicated to business ethics, social responsibility and sustainability, including 'Business Ethics in Commerce'; 'Controlling and Auditing Corporate Social Responsibility'; 'Corporate Social Responsibility and Marketing'; 'Strategic Advantages of Corporate Social Responsibility Initiatives'; 'Environmental Marketing'; 'Ethics in Finance'; 'International Green Logistics'; 'Sustainability Leadership'; 'Innovation and Social Entrepreneurship'; 'Creating Shared Value'; 'Mindfulness and Management'; and many others.

Changes in the curriculum of the *Grande Ecole* program to include more learning activities and courses at the bachelor level addressing questions and ideas dealing with ethics, social responsibility and sustainability were partly fostered by the results of a **survey administered by ICOR** in February 2015. This survey targeted all permanent professors of the School, asking them to identify which of their courses addressed ethics, social responsibility and sustainability ideas in the general *Grand Ecole* program. The survey also asked professors how they addressed such ideas and through which type of teaching format. The results of the survey showed that while social responsibility and ethics were directly or indirectly discussed across over 50% and 80% of courses respectively, sustainability challenges were currently addressed in 36% of courses. In terms of the amount of time devoted to these ideas, the survey found that 53.4% of courses devote less than 10% of course hours to these ideas, while 42% of courses devote between 10% and 40% of class hours to ethics, social responsibility and sustainability ideas. Among the surveyed courses, 6 of them devoted more than 50% of class hours to these ideas (this included the mandatory course at the Master's level). The way these topics were addressed was found to be quite balanced (14% address during one session only; 25% during several sessions; 23% through a transversal approach during some sessions; 15% through a transversal approach during the entire course).

A key learning outcome of this survey was that while our students were moderately exposed to ethics-, social responsibility- and sustainability-related considerations during their Master's program (in the 4<sup>th</sup> and 5<sup>th</sup> year of their studies),

they still had a relatively more limited exposure to these ideas during their Bachelor cycle.

In order to further support our goal to foster the further diffusion and commitment to ethics, social responsibility and sustainability across all IÉSEG courses, a 'Pedagogical Café' was organized by ICOR for all professors in June 2015 to share the results of the survey and as well as relevant pedagogical initiatives among professors. It was decided by the Academic Committee in May 2015 that this survey would be renewed every two years to measure our progress and initiatives in this area.



In addition, students in the *Grande Ecole* program are offered, on a competitive basis, to take part in the peer-tutoring **Managers in Vivo** program, which teaches empathy and the skills to support employees to future managers. This course offers examples of IÉSEG managing itself in a responsible manner. This mechanism achieves two objectives simultaneously: (1) students experiencing problems can benefit from individualized support provided by older students, and (2) Advanced students can gain additional managerial experience by coaching younger students.

#### CERTIFICATE IN BUSINESS ETHICS AND SUSTAINABLE ORGANISATION

IÉSEG master students in the *Grande Ecole* Program can obtain a certificate in business ethics and sustainable organizations. Through this **trans-disciplinary program**, the School emphasizes how ethics and sustainability management relate to all areas of management, and across disciplines and functional levels. Students who register for the certificate must take a series of core courses in the field of ethics, social responsibility and sustainability and write a thesis on a related topic under the supervision of one of IÉSEG academic experts. They are also encouraged to undertake their executive internship in a function related to ethics, social responsibility or sustainability.

#### LED BY HER-IÉSEG PROGRAM

In November 2014, IÉSEG launched an entrepreneurship program in collaboration with the NGO HERA FRANCE (Her Autonomy, Equality and Rights) to **promote the empowerment and economic autonomy of young women who have experienced violence** and other forms of exploitation.

The HERA-IÉSEG program helped these women develop an entrepreneurial outlook on their career and life choices. In September 2015, the School started working with LED BY HER to redesign a learning program seeking to encourage women's entrepreneurship by providing vulnerable women with access to the education and tools necessary to succeed in their projects (see [www.ledbyher.org](http://www.ledbyher.org)).



Throughout this latter program offered free of charge, IÉSEG provides the expertise of volunteer professors, administrative support and facilities. It is coordinated by assistant professor Janice BYRNE in collaboration with ESCP Europe and, of course, in line with the expectations of the LED BY HER TEAM. The LED BY HER program is now sponsored by the French Minister Axelle Lemaire. It contributed to (re)empower 75 women in the last three years.

#### WITHIN OTHER PROGRAMS

Students in the Master of Science in International Business (MIB) must take advanced courses in law and corporate governance, as well as a mandatory course entitled Ethics, Skills and Behavior. Students enrolled in other specialized MSc programs offered by the School must complete mandatory social responsibility- and/or sustainability-related courses that are specifically

tailored to the disciplinary orientation of the curriculum they follow.

Ethics, social responsibility and sustainability-related considerations have also been integrated as a central dimension in the design and development of the International MBA (IMBA) programs and in the Executive MBA (EMBA) program the School launched on its Paris campus in September 2015. In these programs, IÉSEG provides a strong emphasis on personal and human development aspects in organizational life, and the School requires IMBA students to take a mandatory course in Responsible Management. In addition, the EMBA includes two mandatory, complementary courses to develop social responsibility and sustainability awareness amongst the students: the first one is entitled 'Sustainability Metrics', while the second one relates to 'Creating Sustainable Value'.

#### MOBILISING STUDENTS AS CHANGEMAKERS

IÉSEG endeavors to involve students early on in projects dealing with solidarity and/or social responsibility and sustainability ideas. During years 2 and 3 of the *Grande Ecole* program, all students have to conduct a *Project Co with a social/humanitarian dimension*, in teams. Groups of students are entirely responsible for their projects and have to deal with all facets of them, including aspects such as strategy, human resources, funding and budget management.



IÉSEG also encourages students to engage in *social entrepreneurship projects* that incorporate both entrepreneurship and community well-being development. IÉSEG's team won the National

ENACTUS Championship in 2014 (i.e. IÉSEG's team already had won the 2011 national championship) thanks to outstanding student projects. ENACTUS is an international non-profit organization that mobilizes a worldwide community of 66,500 students together with academic and business leaders committed to "Use the power of entrepreneurial action to transform lives and shape a better, more sustainable world." The main objective of **ENACTUS IÉSEG** is to improve the lives of those in need through the development of viable, autonomous and sustainable projects. Recent projects include: 'Casser la Graine', which promotes local and sustainable agriculture in the Lille region; 'KEY', which provides support to college students with learning difficulties; 'Greenphone', which mobilises the long-term unemployed; and 'HandiLink', which boosts employability of people with disabilities. With more than 130 student participants, ENACTUS IÉSEG is the largest ENACTUS association in France.



Through various projects initiated and/or run by students, and through the supervision and coordination of these activities by dedicated staff members, the School also regularly interacts with different stakeholders in its environment. These interactions and activities allow IÉSEG to directly address important questions, concerns and needs of some of the less fortunate members of the communities in which it operates. The School thus contributes to the development of innovative programs and fosters the emergence of new ways of thinking and acting in its direct environment, through students' involvement.



## Creating and Diffusing Relevant Knowledge and Ideas

In the last 5 years, research on business ethics, social responsibility and sustainability has been established as a rising priority at the institutional level, as illustrated by IÉSEG's efforts to recruit dedicated specialists across all departments. IÉSEG is developing in terms of programs portfolio and number of students. To follow this growth, IÉSEG hires a dozen new professors each year. In this recruitment process, particular attention is dedicated to applicants with an ethics, social responsibility and/or sustainability focus both in teaching and research.

IÉSEG, through ICOR and among faculty, encourages and supports research-related initiatives addressing the analysis of business and society relationships and relating to ethics, social responsibility and sustainability in a business context. In this line, IÉSEG researchers mostly have developed in recent years research activities addressing ethics, social responsibility and sustainability ideas and questions across three broad axes:

### BUSINESS AND ITS RELATIONSHIPS WITH SOCIETY: A BUSINESS-ORIENTED FOCUS

Along this axis, IÉSEG researchers develop efforts to understand the strategic, organizational and operational implications of the adoption a social responsibility and/or sustainability-oriented, values-driven paradigm by business

organizations. In this line of research, ICOR researchers mostly study the development of values-based and stakeholder-oriented management models; social responsibility and sustainability strategy design and development processes; organizational learning, development and change for social responsibility and sustainability; social and environmental accounting practices; organizational justice and the human impact of organizational life; and responsible leadership practices.

### BUSINESS AND ITS RELATIONSHIPS WITH SOCIETY: A SOCIETY-ORIENTED FOCUS

Along this second axis, ICOR researchers focus on understanding the role of societal actors and business organizations' external stakeholders in the development of socially responsible and sustainability-oriented business practices. These research efforts include in this perspective the study of stakeholder influence tactics and strategies; the consideration of anti-corporate social movements; and analysis of the role of business schools in developing more responsible business practices.

### BUSINESS AND ITS RELATIONSHIPS WITH SOCIETY: AN INTERACTION FOCUS

Finally, in line with the idea according to business organizations must constructively interact and



engage with their internal and external stakeholders in order to walk the social responsibility and sustainability talk, ICOR members across different departments study social responsibility- and sustainability-related reporting and communication strategies and their impact on stakeholders; social responsibility- and sustainability-related identity management practices; stakeholder dialogue processes; cross-sector social partnerships; corporate social change; and social innovation processes.



Efforts along these three broad research axes have resulted in the **publication by IÉSEG researchers of a significant number of publications, including books, book chapters and articles in international peer-reviewed journals** in the period ranging from November-December 2013 to November-December 2016 in the field of business ethics, social responsibility and sustainability. In addition, these research activities contribute to the **enrichment of course material** related to these considerations within the different programs. Examples of some of the most recent, representative publications (peer-reviewed articles only) by IÉSEG researchers include (but are far from being limited to):

1. Wickert, C. and de Bakker, F. (in press). 'Pitching for social change: Towards a relational approach to selling and buying social issues'. **Academy of Management Discoveries**.
2. Laurel-Fois, D. (in press). 'Beyond Appearances: The Risk-Reducing Effects of Responsible Investment Practices'. **Business and Society**.
3. de Colle S., Freeman R.E., Parmar B., de Colle L. (in press). 'Practicing human dignity: Ethical lessons from Commedia dell'Arte and theater'. **Journal of Business Ethics**.
4. El Akremi A., Gond J.-P., Swaen V., De Roeck K., Igalens J. (in press). 'How do employees perceive corporate responsibility? Development and validation of a multidimensional corporate stakeholder responsibility scale'. **Journal of Management**.

5. Maon, F., Swaen, V. and Lindgreen, A. (in press). 'One vision, Different Paths: An Investigation of Corporate Social Responsibility Initiatives in Europe'. **Journal of Business Ethics**.
6. Berger L., Emmerling J. and Tavoni M., (2017). 'Managing Catastrophic Climate Risks Under Model Uncertainty Aversion'. **Management Science**, 63(3): 749-765.
7. De Pauw, A.-S., Baert, S. and Deschacht, N. (2016). 'Do Employer Preferences Contribute to Sticky Floors? '. **Industrial and Labor Relations Review**, 69(3): 714-736.
8. Bayle-Cordier J., Mirvis P. and Moingeon B. (2015). 'Projecting different identities: A longitudinal study of the whipsaw effects of changing leadership discourse about the triple bottom line'. **Journal of Applied Behavioral Science**, 41(3): 336-374.
9. Vanhamme J., Swaen V., Berens G., Janssen C. (2015). 'Playing with fire: Aggravating and buffering effects of ex ante CSR communication campaigns for companies facing allegations of social irresponsibility'. **Marketing Letters**, 26(4): 565-578.
10. De Colle S., Bennett A.M. (2014). 'State-induced, strategic, or toxic? An ethical analysis of tax avoidance practices'. **Business and Professional Ethics Journal**, 33(1): 53-82.

#### CONTRIBUTING TO THE RESEARCH COMMUNITY

IÉSEG researchers regularly participate in **international academic conferences** organized by ethics- and Social responsibility/sustainability-related academic associations, including the European Business Ethics Network (EBEN); Environmental and Sustainability Management Accounting Network (EMAN); International Association of Business and Society (IABS); International Congress on Social and Environmental Accounting (CSEAR); World Business Ethics Forum; and the Annual International Conference Promoting Business Ethics. In addition, the School's researchers



regularly present their work in or chair dedicated tracks and divisions of more generalist conferences, such as those of the Academy of Management (AoM); European Academy of Management (EURAM); European Marketing Academy (EMAC); Academy of Marketing Science (AMS); European Group for Organizational Studies (EGOS); European Accounting Association (EAA); and the British Accounting and Finance Association (BAFA).

In recent years, IÉSEG researchers have further contributed to the development of ethics, social responsibility and sustainability research, as experts in those fields, by sitting in **editorial boards of journals** including *Organization Studies*, *Organization & Environment*, *Business and Society*, *Journal of Global Responsibility*; *Asian Journal of Sustainability and Social Responsibility*; *Marketing Intelligence and Planning*; *International Journal for Sustainable Strategic Management* or *M@n@gement*. They also serve as reviewers for international conferences and journals. Next to their reviewing activities for more generalist journals, the School's researchers accordingly regularly review articles for ethics-, social responsibility- and sustainability-specialized journals such as *Business Ethics Quarterly*; *Business & Society*; *Organization & Environment*, *Journal of Business Ethics*; *Journal of Global Responsibility*; *Journal of Cleaner Production*; *Ecological Indicators*; and *Social and Environmental Accountability Journal*.



IÉSEG and IÉSEG researchers also contribute to **organize international research events**. For example, In September 2014, IÉSEG organized and hosted the first Emerging Scholar Consortium on Social and Environmental Accounting, an international forum where PhD students and junior faculty members discussed their research with peers and international senior faculty members.

in October 2014, IÉSEG co-organized the Tenth Annual Forum on Business Ethics and Corporate Social Responsibility in a Global Economy, an event entitled “*Back to Basics: What is the Purpose of the Corporation?*” sponsored by the UN Global Compact and held in Milan.

Since 2011, several IÉSEG researchers have co-organized and have been members of the scientific committee of the CSR Research Days, an

annual event for emerging scholars that takes place in Belgium and in France. In June 2015, IÉSEG Paris has hosted the two-day research event, which gathered close to 60 international scholars and PhD students on its Paris campus and was entitled “*Innovative Practices and Emerging Trends: Extending the Corporate Responsibility Research Agenda*”.



The 2017 edition the research seminar, now renamed the ‘Business and Society Research Seminar’ will be co-organized by IÉSEG, the Louvain School of Management, Audencia School of Management, and ICHEC Brussels management school and hosted in IÉSEG Lille. More than 80 researchers are expected to the event on the theme ‘*Corporate Social Responsibility in Uncertain Times*’.

In addition, in November 2014, IÉSEG launched the **ICOR research seminar series**, which provides IÉSEG researchers as well as those from other institutions with the opportunity to present and discuss their works on ethics, social responsibility and sustainability. Among many others, examples of seminars held in 2014 and 2016 included talks by international scholars such as “*Stewardship of the Future/Intellectual Shamans - Management Academics Making a Difference*” by Sandra Waddock (Boston College), “*Challenges at the Business and Society Interface : Activists, Institutions and Corporate Responses*”, by Frank de Bakker (VU University of Amsterdam – who later joined the School as a permanent professor), or “*Strategic global strategy: The intersection of general principles, corporate responsibility, and economic value-added* “ by Patricia Werhane (Darden School of Business).



## ENGAGING STUDENTS IN ETHICS, SOCIAL RESPONSIBILITY AND SUSTAINABILITY RESEARCH

IESEG students are strongly encouraged to engage in research projects addressing PRME-related ideas and students are increasingly focusing on ethics, social responsibility and sustainability topics in their master theses.



To further motivate students to engage in such research projects, IESEG – through the IESEG Center for Organizational Responsibility (ICOR) and with the support of the Lille Catholic University Foundation - launched in 2015 the yearly '**ICOR Award for the Best IESEG Master Thesis in the Field of Organizational Ethics, Social Responsibility and Sustainability**'. A jury of academics chooses three

master theses as finalists for the prize. A jury of practitioners then selects the winner, who is awarded her or his prize at a broad public event/conference gathering students, managers and people interested in ethics, social responsibility and sustainability questions.

This initiative aims to promote organizational ethics, social responsibility and sustainability thinking by awarding a master thesis written by an IESEG student that originally contributes to the understanding and knowledge on the way the activities and operating processes of nonprofit and for-profit organizations can support the development of a fair and sustainable society. The competition offers a sponsored prize, half of which is donated by the student to an organization of her choice.

The organization selected by the student should be a charity, nonprofit or social business organization that contributes to promote or develop social or environmental well-being. All IESEG master theses that include questions related to organizational ethics, social responsibility or innovation, sustainability, societal progress, in any type of organization can be considered.



## Dialoguing and Engaging with Corporate and Societal Actors

Beyond the boundaries of the academic world and in line with its Mission and new Vision as well as with the philosophy of the UNGC and the PRME, IÉSEG - through to the IÉSEG Center for Organizational Responsibility (ICOR), the IÉSEG Social Responsibility and Sustainability Steering Committee, the Departments of Communication and of Corporate Relations and several student associations – structurally engages in community and corporate relationships as well as in the development of partnerships and dialogue on UNGC- and PRME-related ideas and issues. The School promotes projects and initiatives by inviting interested parties in Paris and Lille to events, participating in discussions with community members and relaying information on events to a wider audience. Conferences and workshops for executives are organized and the School plays an active role as a forum for debates and in the dissemination of applied knowledge and know-how.

IÉSEG Social Responsibility and Sustainability Steering Committee, IÉSEG Board of Trustees and IÉSEG International Advisory Board involve key stakeholders from within and outside the School, and consider their suggestions for improvement.

For staff members, the School allocates appropriate resources to activities that support or contribute to the community.

Students can also make proposals for community-related activities to the School's staff, who then can appoint staff members to endorse and support the respective projects and initiatives. Through various projects initiated and/or run by students, and through the supervision and coordination of these initiatives and activities by dedicated staff members, the School thus also regularly interacts with different stakeholders in its environment. These interactions and activities allow IÉSEG to directly address important questions, concerns and needs of its stakeholders and thus contributes to the development of innovative programs and fosters the emergence of new ways of thinking and acting in its direct environment.

### FOSTERING DIALOGUE WITH STAKEHOLDERS AND PRACTITIONERS

In addition to publications in journals targeting the academic community, researchers at IÉSEG have in recent years also published their ethics-, social responsibility- and sustainability-related reflections and work in the press and in renowned **practitioner-oriented international journals** including *California Management Review*, the

*Journal of Cleaner Production* or *Business Horizon*. IÉSEG professors additionally serve as consulting experts for initiatives like the Prize for the Best Sustainable Development Report, awarded by the Belgian Institute of Company Auditors, and participate in business-driven initiatives such as the Business for Social Compliance Initiative.

In 2016-2017, the School launched the first 'Professional Advisory Board on Corporate Social Responsibility', aimed at identifying corporate practitioners' expectations with respect to the ethics-, social responsibility and sustainability-related education and learning processes of IÉSEG students. This must first allow to develop a deeper understanding of the needs and human resources challenges faced by corporate actors trying to constructively address these questions. Second, it must contribute to refocus some of our learning projects and initiatives so as to improve our teaching and learning focus and approach on these topics.



Conferences, debates and workshops on ethics-, social responsibility- and sustainability-related ideas and questions and involving practitioners and decision makers and IÉSEG academics and/or students are furthermore regularly organized on IÉSEG campuses. Among many others, examples of such events recently held, organized on both campuses, included respective **conferences and debates** with Philippe Vasseur, former French minister of agriculture and president of the *Réseau Alliances Network* and *World Forum Lille* (dedicated to promote a responsible economy and promote corporate social responsibility best practices), Guy Morgan, director of advisory services at *Business for Social Responsibility* (a global nonprofit organization that works with its network of more than 250 member companies to build a just and sustainable world), Benjamin Mabile de Poncheville, responsible for corporate partnerships at *WWF- France*, Jean-Pierre Haemmerlein, head of the *Fondation Decathlon*, Nicolas Cordier, Head of Social Innovation at *Leroy-Merlin*, Christophe Catoir, head of *Adecco* in

France, or Matthieu Dardaillon, founder of *Ticket for Change* (a program that helps social entrepreneurs and take aspiring social entrepreneurs on the road to meet and be inspired by the pioneers of social entrepreneurship so they can become actors of change themselves).

Practitioner-oriented **research-related workshops** animated by IÉSEG researchers were also initiated in 2014, with sessions addressing topics like "Corporate Social Responsibility: Tools for Motivating Your Employees".



IÉSEG works closely with internal bodies at the Lille Catholic University level. These collaborations help developing networking opportunities and helps the School engaging with students and academic, technical and non-academic staff in social responsibility- and sustainability-related thinking and actions.

In 2014-2015, the School further engaged all the IÉSEG community (administrative staff, faculty, students, alumni, external stakeholders ...) in a collaborative deep visioning process, as previously evoked, to work together to define the future of the school, through the IÉSEG Vision 2025 project. In order to elaborate this new vision, thousands of respondents were surveyed, and **hundreds of internal and external stakeholders were interviewed**, with the objective of looking at future trends that will affect the School in the next ten years and in order to reflect upon what the School might be like in 2025. In this very broad consultation process, feedback on the School's focus and performance on ethics-, social responsibility- and sustainability-related matters has been particularly rich. The willingness of our internal and external stakeholders to see the School continuously move further on these matters appeared very strong. The analysis of the consultation process are still in progress at the moment and should lead to future developments in

the way the School addresses UNGC- and PRME-related ideas in the near future.

#### INSPIRING AND SUPPORTING SOCIAL AND ENVIRONMENTAL INNOVATION

In October 2014, in collaboration with other schools of the University, IÉSEG engaged in the creation of a multidisciplinary chair in social business. The chair 'Entreprise et Business à Impact Social', inaugurated in March 2017 is part of the large multi-stakeholder **SoBizHub** initiative (<http://www.sobizhub.org/fr/>), which fosters the development of social business projects and thinking in the north of France. The initiative was inspired by the work of Muhammad Yunus and is sponsored by the 2006 winner of the Nobel Peace Prize as well as by Tony Meloto, the social entrepreneur who created the social business organization Gawad Kalinga.



IÉSEG launched its **business incubator** a few years ago, which assists motivated students who wish to develop their own for-profit and not-for-profit business activity. On both the Lille and Paris Campuses, the incubator now provides selected IÉSEG students with a workplace, allowing young IÉSEG entrepreneurs to focus on a business idea and move towards its accomplishment. The incubator helps students develop business plans and offers professional and academic assistance during the project start-up phase, a range of practical services and mentoring.

The IÉSEG Network (IÉSEG's alumni association) partnered with the 'Immochan' Foundation to

establish the **CRÉENSO Prize** in 2011, the 'National Award for Social Entrepreneurs', which offers support to 12 social entrepreneurs in the early stages of business on a yearly basis ([www.creenso.fr](http://www.creenso.fr)). The philosophy of this award is to contribute to the success of young companies and entrepreneurs focusing on social and human impact and to the emergence of a new generation of entrepreneurs in management schools, and more particularly at IÉSEG. In this line, the CRÉENSO award rewards the creators of a French social enterprise in two ways:

- It connects entrepreneurs with IÉSEG students who officially engage in supporting awarded entrepreneurs throughout the academic year by assisting and working with the entrepreneurs, in the area of the students' master specialization, and
- It offers financial reward, awarded by the 'Immochan' Foundation, to the three top prize winners, for a total amount of 20 000€.

In 2014/2015, the first prize went to *Palanca*, a company based in Toulouse, focusing on studies, consultancy and training in corporate social responsibility and sustainability for companies and individuals.

In 2015/2016, the first prize went to *Alternativ'Hotel*, a social business aiming at providing alternative lodging solutions and emergency accommodation for families with minor children in difficulty.





## Towards Improved Environmental Performance

The School has in the last years granted specific and growing attention to the understanding and management of its environmental performance and impact. While mitigating environmental liabilities is acknowledged as central by the School, the thoughtful consideration of environmental performance drivers at the organizational level is also seen as representing a source of immediate cost advantages, helping the School to use resources efficiently and reduce waste.

### FRENCH 'PLAN VERT'

In line with its commitments at the international, including the UNGC and the PRME, IÉSEG engaged in 2009 in the national 'Plan Vert' initiative, supported by the 'Conférence des Grandes Ecoles' (CGE), the 'Conférence des Présidents d'Université' (CPU), the French government and non-governmental organizations. The French 'Plan Vert' initiative consists of objectives and actions drawn from the European

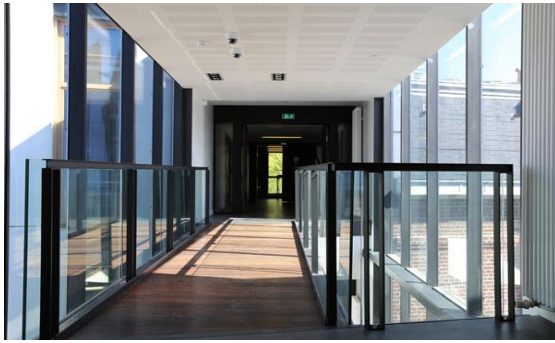
Sustainable Development Strategy. The UN Global Compact considers the French 'Plan Vert' as a **relevant tool to move forward the social responsibility and sustainability path**, in line with its own expectations. In this context, IÉSEG designed and now implements its own green plan and is committed to push this process further, in accordance with a progressive, continuous improvement logic. IÉSEG establishes and communicates a yearly performance report to the CGE and the CPU.

### FACILITIES

In recent years, IÉSEG also opted for **more eco-responsible norms and processes in the design and construction of its new facilities** in Lille. In addition, some buildings of the School have been equipped with green roofs, while hives were installed on Lille campus in the last five years.

The forthcoming extension of the facilities on the Parisian campus of the School (see picture on

previous page) has been designed so as to meet higher environmental norms and performance. The project of the new 8000 m<sup>2</sup> building over 7 floors at La Défense business district, opening in 2017, has been entrusted to the agency EQUERRE and Franklin Azzi Architecture, a renowned agency which has worked on various projects in France (such as the “*Ecole des Beaux Arts*” in Nantes) and internationally.



#### POLICIES AND INCENTIVES

Among other initiatives, IÉSEG engaged in carbon accounting processes and established its first ‘Bilan Carbone’ in 2012 in collaboration with the Université Catholique de Lille, and with the support of the Conseil Régional du Nord-Pas-de-

Calais (i.e. regional council) and the ADEME, the French environment and energy agency.

IÉSEG further adopted **policies and initiatives** aimed at sorting waste for recycling and at saving paper, waste and energy. IÉSEG also endeavors to significantly limit staff commuting between Lille and Paris campuses through the systematic equipment of rooms with visio-conferencing systems, which considerably impact IÉSEG’s transportation-related impacts.

Sustainability-related **performance indicators** associated with the initiatives presented up here (currently being revised and redesigned) have in addition been integrated in the **incentive scheme** through which all permanent employees of the school can benefit from the successful development of the School’s activities. In this context, the yearly improvements in sustainability-related performance (i.e. carbon emissions, waste management, energy consumption, etc.) of the School directly impacts the level of the financial reward permanent employees get through this incentive scheme. It contributes to raise awareness among organizational members and emphasize sustainability considerations as a clear priority of the School among all its staff members.





## The Way Forward

There will always be hurdles along the way toward ever-deeper integration of social responsibility and sustainability considerations and ideas in all aspects of our strategy and operations. The School therefore acknowledges that we need to prepare and plan for these in our collective efforts to accomplish our goals and objectives. IÉSEG has engaged in the last years in a continuous process aiming at making more explicit and further advancing the UNGC- and PRME-supporting values, actions and initiatives that formerly, were underlying – though in a more implicit fashion – the ways in which the School was already growing and developing the scope of its operations activities.

Structured processes and wide-ranging initiatives have been designed and implemented. Yet, challenges remain important for IÉSEG, as well as for all institutions of higher education in management. IÉSEG is actively involved in the development of current and future responsible managers and the School, through this ‘sharing information on progress’ report, reaffirms its willingness to progress in the implementation, within its organization and in collaboration with key actors in its environments, of the PRME Principles.

Among key challenges, four major areas will constitute the non-exclusive focus of the efforts of the School to progress in the implementation of UNGC-related goals and PRME-associated principles in the next years:

### DEEPENING THE INTEGRATION OF UNGC- AND PRME-RELATED THINKING AND IDEAS INTO OUR EDUCATION PROGRAMS AND RESEARCH EFFORTS

The willingness of the School is to demonstrate even more clearly in the near future that ethics-, social responsibility- and sustainability-related thinking and considerations represent the essential foundation on which a management education program should be built. In this view, the coming years, IÉSEG aims at increasingly and continuously encourage and uphold student learning processes and work on subjects related to ethics, social responsibility and sustainability.



In particular, after the efforts we have engaged in during the last two years to restructure the way these considerations and ideas were integrated in the 5-year *Grande Ecole* program, the ambition of the School is to further engage into structured initiatives and processes aimed at deepening the ongoing, resolute transversal incorporation of social responsibility and sustainability ideas and considerations into courses across all education programs offered by the School. These initiatives and processes are under development at the moment, and the School will engage in fostering their actual materialization in the next academic

years. The efforts associated with this area will in particular be developed in line with the expectations of our stakeholders with respect to education and training. In addition, they will be informed by the philosophy of the UNGC and PRME.

Continuing the specific efforts accelerated with the foundation of the IÉSEG Centre for Organizational Responsibility (ICOR) in 2014, research on ethics, social responsibility and sustainability of profit and non-profit organizations will be further strengthened and established as a priority at the institutional level, including in the overall research strategy of the School. Efforts by the School to recruit and reinforce the presence of ethics-, social responsibility- and sustainability-related specialists across all academic departments should in this perspective be maintained and the current efforts currently developed by IÉSEG researchers further encouraged and supported.

This must allow in the coming years the increased production of relevant and serious research efforts aimed at advancing the understanding about the role, dynamics, and impact of non-profit and profit-oriented organizations in the creation of sustainable value for society at large.



#### RAISING STAKEHOLDER AWARENESS AND DEVELOPING EVERMORE THOUGHTFUL STAKEHOLDER DIALOGUE AND ENGAGEMENT PROCESSES

The development of more structured stakeholder dialogue and engagement processes represents a second main challenge for the School, which must be addressed to advance valuable thinking about and enactment of an improved integration of ethics, social responsibility and sustainability actions at all levels of the School activities, with the objective of increasing the impact of IÉSEG initiatives for and contribution to society.



This area of development emphasizes the continuous acknowledgement by the School that impactful UNGC- and PRME-related initiatives cannot be relevantly designed and implemented in isolation. That is, the creation of socially responsible and sustainable value by the School requires the development of unceasing dialogue and engagement with its environment and with the individuals and groups that are part of its stakeholder network. In this context, the School and its members must at all times engage with relevant partners and interact with managers of business corporations, members of local communities and other representatives of key stakeholders to share and extend our knowledge of the challenges associated with the wilful meeting of social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges. The maintenance and development of existing dialogue with key actors in the internal and external environment of the School should in this perspective be achieved, with the ambition to further engage in relevant, systematic and more structured and trustful stakeholder engagement processes.

All these efforts associated with this transversal area of development must be taken at every level of the organization, in line with recommendations of the social responsibility and sustainability steering committee of the School and will be fostered in the future by the efforts developed by the newly hired CSR managers and his collaborators.

In addition, the School will aim at strengthening local ties while simultaneously spreading the

School's expertise at the national and international levels, including through student initiatives. In so doing, the School's ambition is to improve its support to the communities in which it operates and contribute to their development by improving people's knowledge, skills and confidence, ability and resources, especially with respect to social and environmental challenges to which they are confronted. In addition, the School aims at making the social responsibility- and sustainability-related knowledge and know-how it develops more relevant and accessible to the wider society at the national and international levels. In these processes, the School must rely not only on the academic expertise developed by its researchers and professors, but also on the forceful and pertinent initiatives run and lead by IÉSEG students.



#### EXTENDING SOCIAL AND ENVIRONMENTAL PERFORMANCE MEASUREMENT INDICATORS AND DEVELOPING MORE SYSTEMATIZED EXTRA-FINANCIAL REPORTING PROCESSES.

Finally, the School has planned to engage in gaining fine-tuned comprehensive and strategic oversight of its social and environmental impacts. In this context, the School will build upon existing initiatives to further develop efforts aimed at developing refined measurement processes aimed at more efficiently tracking progress with respect to the reduction of greenhouse gas emissions, the sustainable use and reduced

consumption of resources and the broader reduction of environmental imprint, the impact of the diversity- and inclusivity-related initiatives, the outcomes of policies actions aimed at improving internal stakeholders' wellbeing, the respect of sound labor practices among its suppliers and service providers, and the relevance and suitability of anti-corruption policies in place. To achieve these long-term purposes, in line with the UNGC values 10 principles, the School currently builds on existing processes and engaged in a more systematic inventory of existing performance indicators.

Such performance indicators have been developed in the last years (and were partly integrated into the incentive plan that has been developed for permanent employees of the school, as explained earlier in this report). Yet, the scope of performance measurement still remains limited and partly incomplete – it doesn't fully allow establishing a comprehensive picture of the governance, social and environmental performance of the School. In this context, a key mission of the newly hired Corporate Social Responsibility and Sustainability Manager therefore is to develop a more comprehensive extra-financial measurement and reporting scheme, which should represent a solid basis for the development of more wide-ranging monitoring processes and future social responsibility and sustainability strategic initiatives of the School. This must also foster IÉSEG's improved ability to engage in transparent and constructive dialogue with its internal and external stakeholders and support the efforts developed by the School to enact its new Vision and constitute a unique international hub empowering changemakers for a better society.



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