

# iae Lyon School of Management: **SUSTAINABILITY REPORT**

**PRME & UN GLOBAL COMPACT  
2015-2017 report**



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## **iaelyon** School of Management: **SUSTAINABILITY REPORT**

### **PRME & UN GLOBAL COMPACT** 2015–2017 report

**iaelyon** School of Management has been a member of PRME and the UN Global Compact since 2013. This report is the School's second progress report drafted in order to share the progress and developments implemented since 2015.

Subscribing to the PRME and UN Global Compact principles has helped the School both strongly state its responsibility commitments towards the various internal and external stakeholders and structure its further developments.

In this report, the **iaelyon** activities and progress, highlighting its involvement in a genuinely responsible approach, are set out according to the six PRME principles also in light of the 17 Sustainable Development Goals.

# A WORD FROM THE DEAN

## iaelyon School of Management: a responsible native School of Management



At iaelyon School of Management, societal responsibility reflects the founding values of our School and guides its developments in terms of programs, research and support activities toward our stakeholders in all their diversity. We understand that our own practices should serve as example of the values and attitudes we want to convey to our students. We regard the impacts of all our activities on the city and the world as most significant.

Our first and foremost responsibility is to develop our model that provides for a public “full service” offer within the Industry of Higher Education and Research in Management in France. This is crucial to ensure access to Management Education and Research to the diversity of our students and stakeholders.

This responsibility applies daily to the reality of our respective activities and is embedded into our School’s strategy and overall operations. Our responsibility does not consist in a superficial statement to meet standard requirements. It helps optimizing our collective achievements and giving them a sense in which we believe and which we intend to share widely. The current and future managers we educate should contribute to the sustainable prosperity of businesses and organizations, to their international openness and to their long-lasting regional rooting.

Since 2016, iaelyon has regularly participated in PRME activities and has become a member of the Steering Committee of the French-Benelux PRME Chapter formed in 2017. The School has also launched a research network focused on the social responsibility of schools of management.

We support the 2030 vision of PRME that is realizing the Sustainable Development Goals through responsible management education. We also believe with the UN Global Compact that these 17 goals are meant to transform our world.

This report shows that not only all 17 Sustainable Development Goals are covered, but that such goals are integrated into a coherent whole and embedded in the iaelyon strategic objectives, with a permanent vision of continuous improvement.

I am very happy that this second report offers the School a complementary opportunity to share the insights on its responsible commitment and its aim to educate socially sensitive and responsible managers.

**Jérôme Rive**, Dean, iaelyon School of Management





# SUSTAINABLE DEVELOPMENT GOALS

On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development officially came into force. With these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.





# PRME Principles for Responsible Management Education

an initiative of the 

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007. Working through Six Principles, PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact.



## Principle 1 | Purpose

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



## Principle 2 | Values

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



## Principle 3 | Method

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



## Principle 4 | Research

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



## Principle 5 | Partnership

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



## Principle 6 | Dialogue

We will facilitate and support 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.



# iaelyon School of Management: PRESENTATION, VISION, MISSIONS AND VALUES AND KEY FIGURES

## iaelyon presentation

iaelyon is the only full service public school of management located in the second largest city of France and capital of the Auvergne-Rhône-Alpes region with its 7.8 million inhabitants.

iaelyon was created 60 years ago, like the other French IAE schools of management, by the Director of French Higher Education Gaston Berger, who was also a famous philosopher advocating for the education of managers and decision makers to include foresight and understanding of the humanities.

iaelyon motto “think large” comes from his favorite quote regarding responsible decision making practices: “*think large, think for the long term, and always take into account the impacts on humans*”.

The School’s Vision “*acting as the only full service public school of management within the University of Lyon, iaelyon upholds a vision that is open to the outside worlds and proud of its humanistic mindset and acts globally as a bridge between Management, Social Sciences and Humanities*” reflects these values.

These values have driven the development of relationships and responsibility to the corporate world as exemplified by “alternance” programs, industry connected programs and applied research.

The specific rationale behind the creation and development of iaelyon is to ensure diversity in higher management education and to enable social upward mobility, in line with one of the main values of the French Republic “Equal opportunities for all”. To meet this objective, iaelyon has grown and it is now the largest French full service public school of management, with over 7,700 students, 165 core faculty and 99 staff. It offers 7 bachelor programs (with an overall 4,000 students), 13 master and MBA programs (over 3,300 students), including the EPAS accredited Master Program in International Management, a PhD and 3 Executive DBA programs (over 200

doctoral students) as well as university degrees and certificates.

iaelyon students represent the diversity of French social classes, with 40% of students coming from middle and low class, and 35% of bachelor students benefiting from scholarships. In order to facilitate the integration of its students into professional life, iaelyon has particularly developed “alternance” programs alternating practical periods in companies with theoretical periods at the School. 85% of graduate students are on employment 6 months after graduation and 2 thirds of alumni are employed in the region, in which most companies need to develop their internationalization strategy.

While being embedded in its regional environment and being business connected, the internationalization of the School also is intended for future managers in international settings and to enable international academic cooperation aims, in particular in the field of applied research. The School has now partnerships with 159 other schools of management worldwide and 12% of its students come from 85 different countries. iaelyon has also developed offshore programs, in particular in French speaking African countries like Morocco as well as in countries promoting francophony like Armenia.

As a State funded school of management in a public university, the mission of the School is to contribute to the greater good in society through a socially responsible strategy. It requires the integration of socially and humanistic responsible management education and research in all the activities of the school in order to create value to the benefit of the School’s stakeholders: students and alumni, companies and organizations, faculty and staff, academic and scholar-practitioners communities, local and national territories, society at large, and natural environment.

**iaelyon**

full service School  
of Management

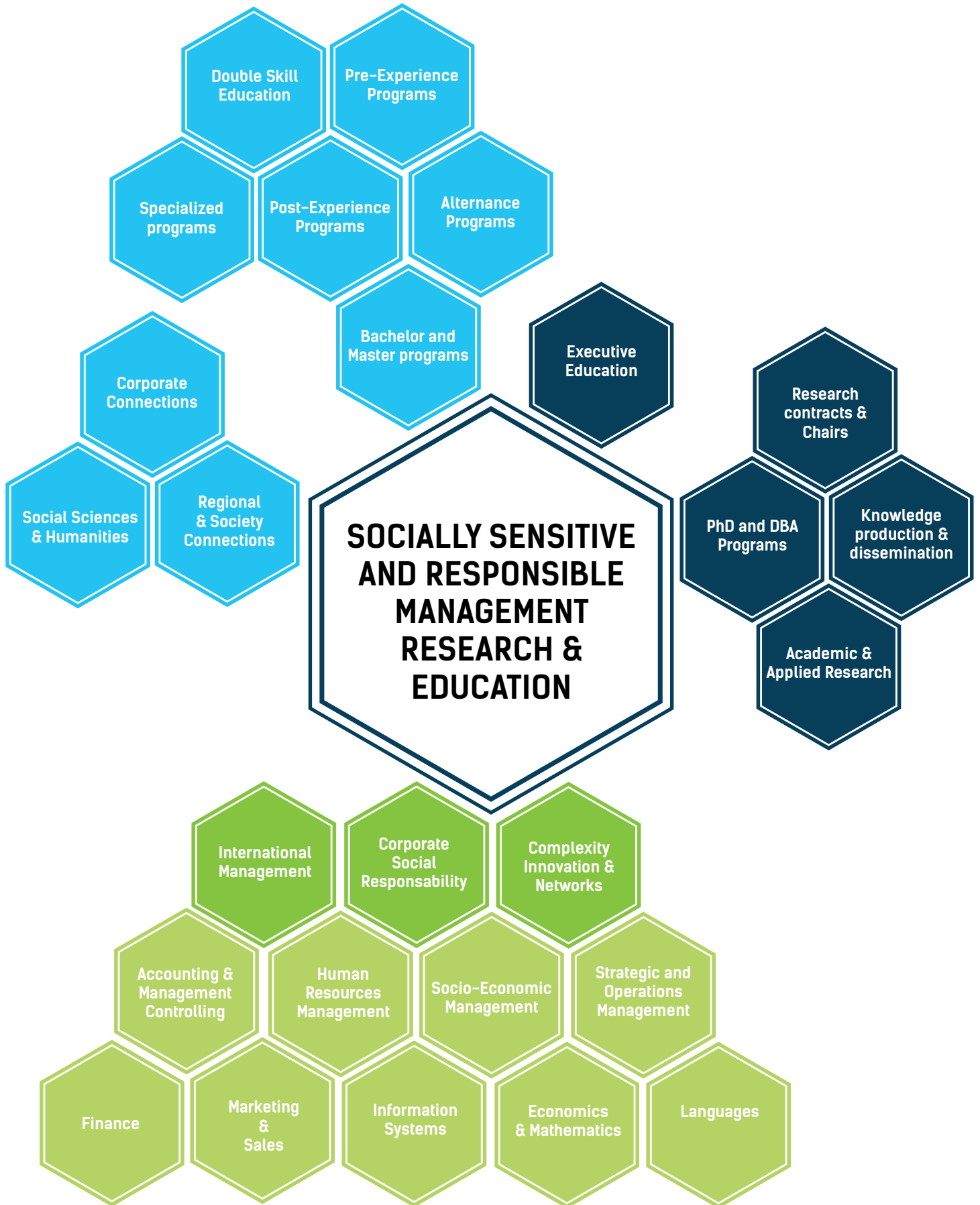


Figure 1: iaelyon full service School of Management



# Vision, Missions and Values

## School's Vision

iaelyon upholds the vision of Management open to the outside worlds and is proud of its humanistic mind set. The School serves and acts globally

as a bridge between Management and the Humanities.

iaelyon encompasses these dimensions which represent the School core values, its public and civic responsibility and societal mission as a school of management of a public university. The school aims for excellence and added value creation by developing each student's talent and potential. Teaching is informed by faculty research undertaken in its research center where a particular focus is set on applied research, and its impacts on innovative management practices and social responsibility.

The School's inner values have been strongly driven by the relationships and responsibility to the corporate world as exemplified by "alternance" programs, industry connected programs and applied research.

## School's Missions

The School's mission is threefold:

**Educating «socially sensitive» and responsible experts and managers** in cross-disciplinary skills and specialized programs

**Generating and disseminating** management & business applied research to **think large** and innovate and be impactful

**Creating Agoras** connecting academic, socio-economic, international, cultural and institutional words

## School's Values

iaelyon core values are consistent with its civic responsibility and societal mission as a school of management of a public university.

The motto of the School "**THINK LARGE**" reflects the vision, mission and values demonstrating iaelyon's growing commitment to:

- Exposing the School to its environment,
- Fostering adaptability,
- Lowering walls,
- Questioning existing management knowledge.

The key-words/phrases which best represent the School's values are: sensitive, socially responsible, broadminded, innovative in practices, caring for its students, quality and impact of all our activities, promoting diversity, bold, demanding and exemplary.

# iaelyon

## Key figures





**7.700** students in pre-experience programs, alternance programs and executive education. More than **3.000** Master students.

**80** Ph.D students  
**120** DBA students

**50.000** Alumni: 2.800 new graduate/year



**165** Permanent Faculty & scholars,  
**99** administrative staff  
**95** International Visiting Professors  
**700** expert practitioners teaching in the program portfolio



**2.000** partner organizations and companies



**1** Research Center



**159** International partners  
**50%** with an international accreditation



**357** M€ generated each year by the school's activities in its region

## Principle 1



### Purpose

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

## Principle 2



### Values

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

## Principle 3



### Method

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

## Introduction

iaelyon School of Management is committed to promote the 17 Sustainable Development Goals of the United Nations Global Compact that range from the disappearance of poverty to quality education through quality water for all and a climate action. As a School, we consider along with PRME that we can play a key role in the development of current and future mentalities

and that future leaders and managers can be strong drivers of corporate sustainability and thus contribute to a better and sustainable world.

In this perspective, iaelyon is also very active at national and international levels in sharing knowledge and experience on the best practices regarding ethics, responsibility and sustainability.

Key achievements in the past 3 years	Key challenges for the coming 3-5 years	Key Performance Indicators
<ul style="list-style-type: none"> <li>• <b>Participative process enabling the formalization</b> of the iaelyon social responsibility charter</li> <li>• <b>Involvement in the PRME network</b> (New York) and in the French PRME chapter</li> <li>• <b>Strong development of applied research</b> focused on social responsibility and sustainable development</li> </ul>	<p><b>Setting the example of a responsible native School of Management</b></p> <ul style="list-style-type: none"> <li>• Increasing Research activities and production on Ethics, Responsibility and Sustainability (ERS) at national and international level and identifying internal champions to speed up dissemination of ERS + Diversity/equality principles</li> <li>• Leading the ERS network and clubs to support the international dissemination of best practices in cooperation with PRME and the PRME Chapters</li> <li>• Identifying further internal relays to consolidate the dissemination of ERS + Diversity/equality principles through the formation of a committee with internal and external stakeholders to monitor the development of the PRME commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Number of publications on social responsibility: 54 in 2016 and 90 in 2017</li> <li>• Number of schools involved in the CSR network: 14</li> <li>• Number of kinds of actions to serve stakeholders implemented in the context of the PRME commitment: 24 in 2018</li> </ul>

# Framework of the socially responsible strategy integrated into the DNA of the School

Corporate Social Responsibility is **part of iaelyon DNA** in the philosophy of Gaston Berger as a public school educating students from various social and cultural backgrounds and accompanying company developments. The School aims to be a model for its students in terms of Ethics, Responsibility and Sustainability. iaelyon adopts a wide definition of social responsibility, which includes the responsibility towards the various stakeholders. With concern about its global impact, iaelyon engaged in the **UN Global Compact** in Spring 2013 and was accepted in the **PRME** initiative in the Fall 2013. The School launched bi-annual seminars bringing together the Management Team and the administrative Head of Services to reflect on the meaning of Social Responsibility in each of their practices as professionals of Management Education & Research, to external and internal stakeholders including students. A School Charter of the CSR principles has been developed, explaining to stakeholders the School's commitments to CSR that has been widely disseminated. The Charter of CSR principles is attached in Annex 1.

We are used to stating that “CSR has been part of iaelyon's DNA since its origin” 62 years ago. This needs clarification. Like the other IAE in France, iaelyon owes its creation to Gaston Berger, then Director of Higher Education at the Ministry of Education. Gaston Berger was a humanist philosopher, founder of the prospective movement in France, an approach to decision-making theories which requires to “think large, ahead and in-depth, think humanly and take risks” (Berger, 1959). He thus created the IAE (*Institutes of Business Administration*) in France, which then became University Schools of Management aiming to educate business executives and leaders by fostering upward social mobility. One of the main purposes was social upward mobility through helping students from various backgrounds access executive positions: he particularly believed in diversity and in the need to expand and renew ‘elites’ in the field of management. Gaston Berger also applied the same principles to Engineering Schools by creating the INSA (*National Institutes of Applied Sciences*).

As a result, iaelyon has strived to integrate social responsibility since its creation. On the occasion

of the iaelyon's 60th anniversary in 2016, a time for reflection was launched to take stock of the achievements as regards the School's founding values. The iaelyon social responsibility purposes had to be revisited and updated too in order to better meet the societal challenges of the 21st century. This report is in line with this approach

Today, iaelyon pursues the mission of opening the academic world to its social responsibility. With over 7,700 students, iaelyon enhances its mission as a responsible stakeholder in relation with other sustainable development stakeholders in the Lyon Metropolis and the Auvergne-Rhône-Alpes region. iaelyon acts indeed mainly on a territory of over 7.8 million inhabitants whose prosperity is highly dependent on the capacity of businesses and organizations to innovate. It is necessary to face the challenges of economic globalization in a region which has an industrial economic base. In this context, iaelyon has already showed its clear legitimacy and societal responsibility in its regional territory (and beyond) by upholding and expanding its participation in the territory's developments through the following actions:

- iaelyon has educated tens of thousands of young people in the last decades while making them pay a symbolic university fee (less than 7% of the program real cost) and preparing them for sustainable employability. These students have not only been educated in management techniques but they have also benefited from a socio-cultural openness. Many of them also have had the opportunity to gain a year-experience abroad in the frame of the iaelyon partnerships with universities worldwide. The alumni have spread across businesses in the Auvergne-Rhône-Alpes region and all over France and abroad, bringing in their innovative management and sustainable economic development skills.
- iaelyon has educated many engineers in Management by providing them with a double skill which has been valuable for themselves and for the companies they belong to.
- iaelyon pursues its action in terms of young people's preparation and business skills fertilization by emphasizing the integration of humanities and social responsibility into its programs and by strengthening its partnerships with business communities, in particular through “alternance”

studies, life-long education and Validation of Prior Experience.

- iaelyon also emphasizes the internationalization of its programs, which is particularly important in a region where businesses must accelerate their internationalization process.

All these missions, which contribute to the future of the Lyon Metropolis are symbolized by the iaelyon logo and its “*think large*” signature.

Being a State-owned and full-service school of management as part of the University of Lyon might be considered as a risk of being overcome in the current competitive environment that has new-comers offering BBA programs or specialized master programs in a variety of fields ranging from digital marketing management to entrepreneurship in direct competition with iaelyon. However, the strategy of the school is to position itself through diversified pedagogic and research value creation tapping its core competences:

**“Integration of socially and humanistic responsible management education and research in all the activities of the school in order to create value to the benefit of the school’s stakeholders”**

iaelyon core competence is nurtured by the rich context of the university, where colleges such as philosophy, civilizations & languages and law enhance Management Education along with applied research that also draws on the School’s extensive corporate connections. Capacity building of this core competence is informed by the research & teaching poles responsible for faculty having cutting edge knowledge, primarily through undertaking applied research in each and every field of management. In addition, specific interdisciplinary research and teaching areas such as socio-economic management and international management are based on holistic analysis and contribute to breaking silos across disciplines. The core competence of iaelyon enables to enhance three main outcomes: creation of impactful management knowledge, dissemination of management knowledge and education of socially responsible leaders.

## The 60<sup>th</sup> anniversary of the School celebration & CSR

On the occasion of the 60<sup>th</sup> anniversary of the School, celebrated throughout the year 2016, CSR workshops targeted to students, faculty and staff have been organized by the School and students associations. They took place at the School in March 2016. Among a total of 40 workshops and activities, 8 of them focused on ERS to drive both team building and responsible behavior: sustainable, collective

and responsible gardening with vegetable and herbs gardens for collective consumption; selfies to finance hours of clown in children hospitals; an insect garden; safety driving, blood gifts and awareness to volunteering; acting on psychosocial risk preventions with actors; Alpadef-supporting female entrepreneurship in Africa,...

## Objectives assigned by the governance, as a public school of management

As an actor of French Public Higher Education, iaelyon upholds **French Republican values such as equal opportunities and upward mobility**. iaelyon supports projects of education and professional integration of young students, employees and active people training for new occupations. The proportion of middle and under-privileged social classes has always been high in its student body profile.

Whether in pre-experience, “alternance” or continuing education, iaelyon educates, in **double-skill and specialization**, managers, entrepreneurs and experts of all backgrounds and ages. More specifically, the school offers education tracks which enable working managers to revitalize in a context where professional lives are both less and less linear and more and more demanding.

Statistical data on students show a **social and cultural mix rate** which is much higher than in other management schools in France, particularly in private institutions. Each year, 35% of the iaelyon students on average receive a grant based on social criteria. Nearly 40% of the students come from middle and low classes and 50% from privileged and very privileged socio-professional classes. The cultural mix also has developed and iaelyon welcomes each year an average of 12% of international students from more than 85 nationalities. Finally, iaelyon welcomes students both from general education (84%) and from technological and professional education (17%). The gender mix of iaelyon students includes 53% female students and 47% male students. The results in terms of work placements are outstanding and the recruiting partners are satisfied with them in the frame of their recruitments: 83.2% of Masters' graduates professionally integrated after 6 months with 55.6% of them recruited at the end of the Master 2 internship (results for the 2017 intake).<sup>1</sup>

(1) For further information, results are stable. As an example, for the 2015 intake date were: 84% of Master's graduates recruited at the end of their Master's, 64% of which recruited directly at the end of their internship in the final year.

## 5 GENDER EQUALITY



### The governance bodies and teams are representative of cultural and gender diversities:

Over 90 international instructors with over 25 different nationalities teach each year at iaelyon. The School governance integrates national and international representatives from the academic and socio-economic worlds in its various bodies. Thus, (7/29) 24% of the members of the iaelyon statutory Board, chaired by a business leader or manager, come from the business world, (2/29) 7% participate in the activities of iaelyon International Advisory Board and (2/29) 7% are members of the iaelyon Research Center external Steering Committee. (7/19) 37% of the International Advisory Board members are international representatives of the academic community. (7/29) 24% women sit on iaelyon statutory board, (5/11) 45% women in iaelyon Management team and (5/19) 26% in the iaelyon Research Center external Steering Committee.

A wide range of ages is represented among students, faculty and administrative staff as well as in governance bodies, in order to foster performances resulting from the inter-generational dialogue.

# Accountability and measurement of the impacts of the School

The School is aware of its impacts on its immediate environment in connection with its regional rooting. A particular attention is thus paid to analyzing the impacts of the School's activities on the stakeholders through key performance indicators. This approach to measuring the impacts have been spurred since 2012 when iaelyon first experimented with the Business School Impact System-BSIS (FNEGE-EFMD), renewed in 2017. This approach helped iaelyon not only quantify and qualify its contributions to the socio-economic environment and the regional stakeholders but also innovate in its forms of communications with stakeholders in terms of influence & impacts versus key figures & linear progressions. Internally, this approach enhanced the faculty and staff sense of belonging and strengthened, by a mirror effect, the meaning of their missions on a day-to-day basis. This process also led to thinking more about development strategy in conjunction with impact objectives.

## Key Findings of the Business School Impact System for iaelyon School of Management (2017)

- Total financial impact: **357 M€** (+38% / 2012)
- Job creation, included internal faculty and staff: **996** (+10%/2012)
- Number of resources available to companies through internships, alternance, short missions,...: **734 FTE** (+9%/2012)
- iaelyon: a major player in the Auvergne-Rhône-Alpes Region
- Educational and business impacts have increased significantly so has the impact of intellectual contributions, CSR and image
- The experts underlined that the culture of impact is clear.

In the framework of an innovative collective project conducted by the 8 schools of management<sup>2</sup> in the Auvergne Rhône-Alpes region, the global measure of these schools' impacts on the region's development have been assessed. The impacts have been released in the frame of an event bringing together representatives of companies at the headquarters of the Conseil Régional Auvergne-Rhône-Alpes in March 2017.

Since 2015, iaelyon has also launched a yearly magazine entitled "IMPACTS" mainly in order to highlight for stakeholders the School's contributions and expertise regionally and internationally. The magazine has been

designed as a space for sharing experiences and disseminating knowledge. The magazine alternates in-depth articles in which practitioners and academic experts confront their opinions on issues regarding business and organization corporate activities and shorter articles to bring forward innovative thought. The in-depth thematic of the first issue addressed the question of Finance and Ethics. A special issue was published in 2016 for the School's 60th anniversary. The third issue of IMPACTS has been released in 2017. It is also a way of communicating on actions and projects run by students, faculty and alumni, with a social responsible dimension.

(2) The 8 schools of management are iaelyon, emlyon business school, IAE Saint-Etienne, IAE Savoie Mont-Blanc, Grenoble IAE, Grenoble Ecole de Management, IAE Auvergne, Groupe ESC Clermont

## Integration of social responsibility into the strategic action plan

The integration of societal responsibility into iaelyon's DNA is dealt with more specifically in ISO 26000 standard on societal responsibility in the frame of a dialogue with communities and local development, as inspired by R. Freeman in his framework of strategic design involving all the stakeholders.

Social responsibility is steered by the top management team. Strategic actions are broken down into more detailed actions which are negotiated with each and every category of stakeholders, as shown p24. Each department has been assigned the steering of precise action plans. E.g., the directors of programs and teams are in charge of providing students the best possible conditions for success, even though there is no formal selection in the first year of bachelor programs. The director of communications is in charge of ensuring visibility of the implementation of this strategy, both internally and externally. An adjunct professor of management has been appointed as representative at large to foster cross-fertilization between the iaelyon socially responsible strategic initiatives and similar strategies implemented in an international network of schools of management sharing the same kind of socially responsible embedded strategy.

The integration of social responsibility and ethics into the iaelyon strategic action plan has resulted in "unwinding" this DNA to find its genes in iaelyon different strategic themes: education, internationalization, partnerships, research, human

resources and management. These dimensions are illustrated by the following examples which show the main strategic themes of iaelyon.

- **Education:** social responsibility is integrated into the strategy of management education. It particularly includes the integration of social responsibility in the programs and the development of "alternance" pedagogical mode. A significant investment has been made in the implementation of the "Success in undergraduate studies" plan aiming to help students better succeed in their studies and if need be, change programs. "Alternance" programs are also key contributors to the socially responsible strategy of the School.
- **Internationalization:** iaelyon strengthens students' preparation to work in multicultural contexts through internationalization of the curriculum and help them to experience social responsibility approaches in different cultural settings.
- **Business connections:** The iaelyon strategy aims at better meeting companies' expectations in terms of Intended Learning Outcomes relating to social and environmental responsibility through involving company managers in steering committees as well as implementing committees. The objective is to make industry and the business world aware of social responsibility and to develop responsible practices in the profession.

- **Research:** Research in management has a particularly significant societal responsibility since it impacts in many ways a company's health and jobs. This research develops strongly at PhD level, through research dissertations, CIFRE dissertations (in-company PhD) and Executive DBA dissertations. In addition, the iaelyon research center leads a research group entirely focused on social responsibility.

- **Faculty and staff Management:** faculty and staff who must team-work ethically in synergy. The role of the Teaching & Research Poles Directors has been strengthened to support each core faculty individually. Regarding administrative staff, the iaelyon societal responsibility consists in making sure they benefit from appropriate working conditions and that coordination with faculty is reinforced.

## Social responsibility towards iaelyon stakeholders

The School is socially responsible towards a variety of stakeholders, and not only towards students or companies: they are not considered as “clients”, but partners. Seven categories of stakeholders have been identified as shown

p.24. Each of these categories is represented in the governance and management of the school and they regularly participate in the design and implementation of the strategy through committees and boards.



# Development of the iaelyon strategy through interacting with stakeholders

Social responsibility of the school can be broken down into seven main categories of stakeholders:

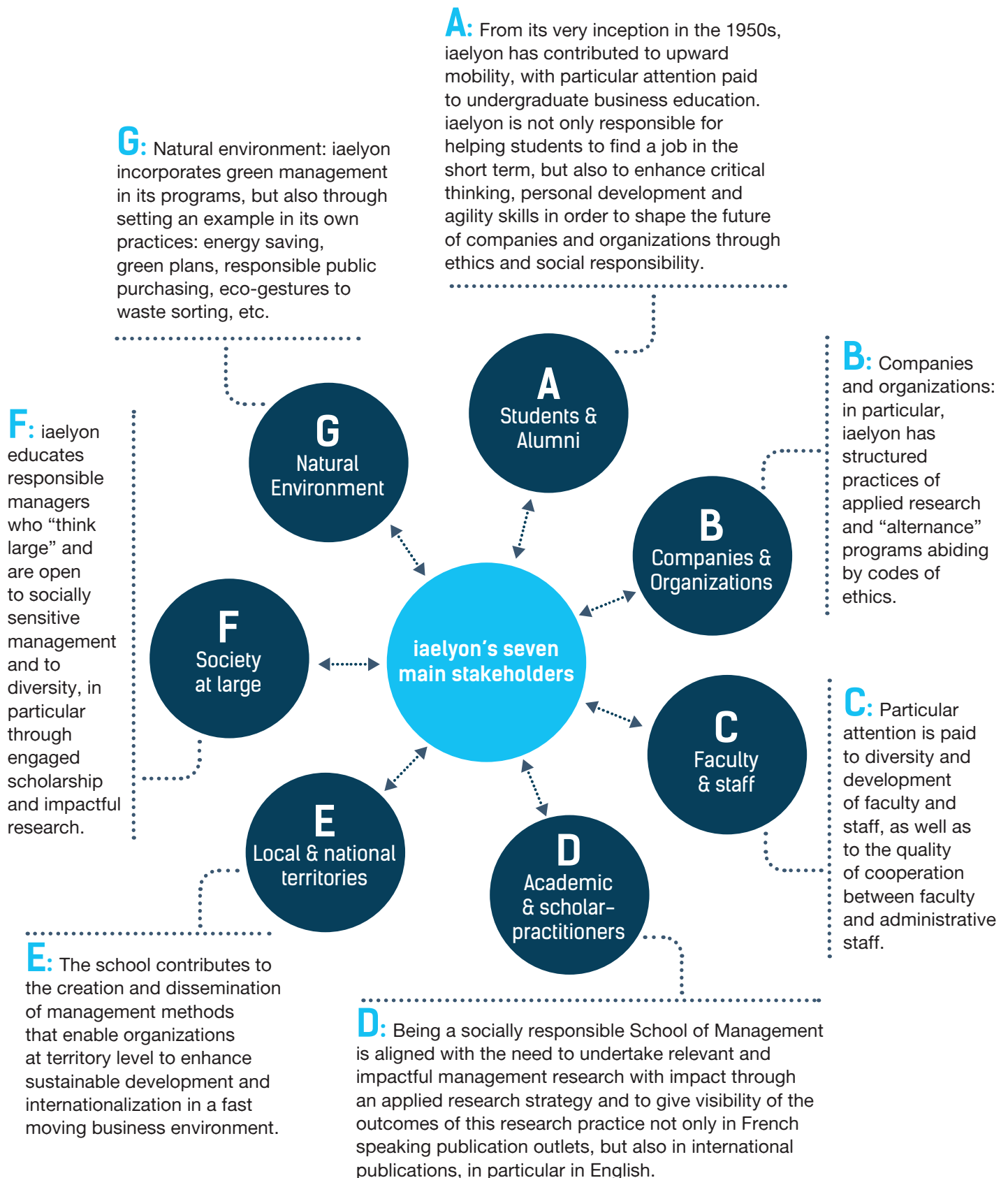


Figure 2: Development of the iaelyon strategy through interacting with stakeholders



The seven areas of social responsibility towards the iaelyon stakeholders are presented below.

Stakeholders	Type of contribution of iaelyon
<p style="text-align: center;"><b>A</b> Students &amp; Alumni</p>	<p>A1: Success of students in the under graduate and graduate process            A2: Quality of education in Corporate Social Responsibility and business ethics            A3: Preparing students to get a job            A4: Enhancing cultural backgrounds (“Thinking Large”)            A5: Internationalization            A6: Diversity            A7: Executive education and life-long training</p>
<p style="text-align: center;"><b>B</b> Companies &amp; Organizations</p>	<p>B1: Providing companies with skilled managers and experts            B2: Contributing to the development of innovative management methods and practices in companies            B3: Contributing to the internationalization of companies</p>
<p style="text-align: center;"><b>C</b> Faculty &amp; staff</p>	<p>C1: Socially responsible academic and administrative staff            C2: Socially responsible management</p>
<p style="text-align: center;"><b>D</b> Academic &amp; scholar-practitioners</p>	<p>D1: Research on CSR            D2: Impactful research and engaged scholarship</p>
<p style="text-align: center;"><b>E</b> Local &amp; national territories</p>	<p>E1: Participation in citizen foresight            E2: Contribution to dissemination of socially responsible practices in the Lyon region            E3: Impacts on value creation in the territory</p>
<p style="text-align: center;"><b>F</b> Society at large</p>	<p>F1: Upward promotion and social mobility            F1: Educating socially responsible managers and leaders            F3: Socially responsible activities of students’ associations            F4: Contribution to sustainable and humanized globalization.</p>
<p style="text-align: center;"><b>G</b> Natural Environment</p>	<p>G1: Saving natural resources            G2: Public purchasing            G3: Training students and staff in ecological-friendly behaviors</p>

# A – STUDENTS AND ALUMNI

## Success of students in the under graduate and graduate programs

### 4 QUALITY EDUCATION



**Giving all students the chance to succeed while maintaining a high level of academic requirements:**

*The National plan to succeed in undergraduate studies* has been launched by the Ministry of Higher Education, Research & Innovation

with the aim to cut failure rate by half among students registered in their first year at University. At iaelyon, several tools and initiatives have been implemented, some of them for many years:

- The creation of a welcome and integration day “Succeed at iaelyon” for the thousand students in their first year of Bachelor’s in order to let them discover their new environment and the numerous opportunities of programs and services offered by the School;
- The implementation of a compulsory positioning test in Logics, French language, English language and general knowledge for 680 students;
- The development of tutoring through specialized refresher courses on collective and individual prerequisites. All first-year students are offered remediation in Mathematics and/or advanced

courses in French Language;

- The implementation of a booklet “Paths” which aims to support students in their orientation during their first year of Bachelor’s;
- The restructuring of the Bachelor’s first semester since 2016, in order to help students switch program immediately at the end of the first semester during the first year of Bachelor’s.

### 10 REDUCED INEQUALITIES



**Responsibility towards students:**

iaelyon has educated students, from a broad spectrum of socio-economic backgrounds. Over 40 % of undergraduate students benefit from scholarships. Tuition fees are low while providing high quality

education and preparing students for sustainable employability.

### 10 REDUCED INEQUALITIES



**iaelyon’s actions to assist disabled students facing difficulties in higher education** are addressed page 32 of this report.



## Quality of education in CSR and business ethics

### 4 QUALITY EDUCATION



**Educating socially sensitive managers:** iaelyon integrates social responsibility in its program portfolio. The School offers programs aiming at educating skilled managers aware of their

societal responsibilities and open to the links between management, social sciences and humanities. iaelyon expects from its graduates not only to have a solid basis of general and technical knowledge and know-how but also an attitude of anticipation and prospective developed thanks to their sensitivity and open-mindedness. Societal responsibility is thus part of the various specialized programs (Marketing, Finance, Human Resources, Logistics, Information Systems, etc.) in addition to dedicated programs on CSR and sustainable development. The implementation of these programs results in fostering dialogue and openness to the worlds among faculty, students, companies, public authorities and local institutions, consumers, media and all stakeholders interested in questions related to global societal responsibility and sustainable development.

These purposes have been formalized in **Intended Learning Outcomes** for all iaelyon programs in addition to each specialty's specific skills. These skills include :

- Integrating Corporate Societal Responsibility within the missions of leaders and managers,
- Applying analytical theories to practical situations,
- Adapting to the diversity of the worlds with open mindedness.

All programs include or cover social responsibility and ethics and an overall 72 courses explicitly deal with social responsibility and ethics.

- In 2016-2017, more than one third of the students have been exposed to at least one course explicitly or implicitly integrating CSR.
- All bachelor students are exposed to practical aspects of social responsibility and ethics through a scheme such as “**Volunteering in not for profit organizations**”. This is a minimum mandatory 20 hours internship for first year students in a not for profit organization.
- Two programs are focused on social responsibility (Bachelor program “*Licence Management des équipes, qualité et développement durable*” & Master 2 program “*Master Audit social, Responsabilité Sociétale*”

des Parties Prenantes, Éthique et Développement Durable”). Executive Education also includes a certified program in quality of life and health in the workplace.

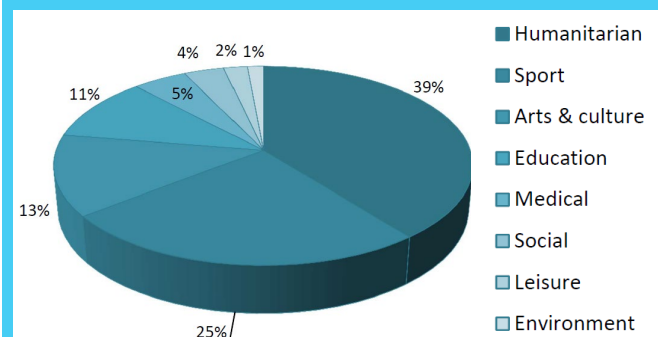
- Faculty members give lectures open to all students on the theme of humanistic and socially responsible approaches to management. In 2016 and 2017, such panels have particularly broached topics on business ethics applied to globalization, workplace wellness, humanized digitalization, etc.
- Specific courses on CSR are offered to Master students, whether pre experience or post experience in the frame of the iaelyon International Week. A range from 10 to 15 courses are offered such as “Philanthrocapitalism: How philanthropy can save the world?”, “Diversity, Social Justice and the Business Environment”, “Strategies for sustainable business”, “Sustainable development”, etc. 12 to 15% of Master students have chosen these electives in 2016 and 2017.

A list of the courses and programs related to CSR is included in the Annex 2.

## Volunteering in not for profit organizations

Since 2014, this initiative has targeted the students enrolled in the first year of the Bachelor's in Management and allowed thus to provide more than 15,000 hours of volunteer work to associations in the Lyon Metropolis.

**In 2016-17, 765 missions have been carried out**, corresponding to 15,300 hours of volunteer contribution (20 hours per student). Examples of not for profit organizations where students are committed: Emmaüs, AFEV, Handicap International, Resto du cœur, Fédération Recherche sur le Cerveau, Secours populaire, Zup de Co, Médiatone, Unicef, Croix Rouge Française...



### 3 GOOD HEALTH AND WELL-BEING



**Enactus Association:** the iaelyon Masters' students have launched Enactus iaelyon Association which aims to enable the emergence of a generation of young responsible and committed leaders. Enactus iaelyon mission is to develop

their entrepreneurial spirit and commitment to society by supporting them in the implementation of social entrepreneurship projects thanks to the involvement of business professionals and the iaelyon faculty. The association is currently developing 3 projects:

- The “Cameleon Project”: a collaboration with the Léon Bérard Cancer Center which aims to help students suffering from cancer pursue their studies;
- The “Tissu Solidaire Project”: a “refugee” project which aims to foster refugee integration;
- A “street story” project which aims to reintegrate homeless people by educating them to become tour guides.

In June 2017, Enactus iaelyon was awarded the “Enactus Spirit” prize, chosen by a jury of practitioners among 20 other projects.

## Preparing students to succeed in their professional integration

### 4 QUALITY EDUCATION



**Career paths support:** A significant investment has been made in the implementation of the “*Success in undergraduate studies*” plan aiming to help students better succeed in their

studies and if need be, change programs.

The career paths support for students is cross-disciplinary at iaelyon. The objective is to help students adopt a reflexive approach in order to adapt their professional project to their aspirations. It also helps them build their education in relation to their project. A booklet entitled “Student Path and Project” handed out in the first semester includes two parts: the first part focuses on tools vital to success, which are studied in Lectures on Student Paths and Projects as well as in tutorials. The second part focuses specifically on the “professional project”. Support is gradual and includes improvement of self-knowledge and counselling for choosing the best Master tracks.

The **iaelyon Career services** also support graduates' professional projects and then professional integration. Individualized services are offered within the Career service with individual and collective workshops, company presentations

in the frame of career and business evenings, presentation of activity sectors to students by Alumni who present their jobs and their professional careers, a Management Career Fair as well as an internship Fair. Students have access to TalenToday, an innovative solution helping to ensure consistency between individual profile and required softskills, in line with the professions targeted by the iaelyon programs. Regarding professional integration, students in their 3<sup>rd</sup> year of Bachelor's are encouraged in priority to train for the Voltaire Certificate on the training platform and to take this exam. The Voltaire Certificate is part of the curriculum of the 3<sup>rd</sup> year of Bachelor's in Management. Students may thus promote their additional skills in French language and command of the French Language with their future recruiters, whether in the frame of an internship research, of finding a company for alternance studies or applying for a job, or as part of their roles. The e-tool “Goinglobal” facilitates the search for international internships/jobs. Finally, as regards the search for internships or companies for alternance studies and the development of networks, iaelyon offers a private social network Link'iaelyon to students, businesses and Alumni.

## Voltaire Certification: promoting effective command of the French language to recruiters

Spelling is an invaluable asset to enter the professional world. Since 2013, iaelyon has offered access to the Voltaire Project Platform and Voltaire Certification to students in order to help them upgrade their command of the French language and market this skill to future recruiters.

This program is open to all students in their 3rd year of the Bachelor's, including

Professional Bachelor's. Since the year 2017-2018, Voltaire Certification has become mandatory for all students in their 3rd year of the Bachelor's in Management.

There has been a sustained use of the Voltaire platform: the 916 students registered on the training platform spend around 6 hours training.

Voltaire Certification at in figures:

	2015-2016	2016-2017	2017-2018
Nb. of registered students	423	528	769
Nb. of certifications passed	379 i.e. 81%	469 i.e. 88%	749 i.e. 97%
Expected average for B.s. Students	450 > 550	450 > 550	450 > 550
Achieved average for iaelyon students	576/1000	611/1000	675/1000

### 4 QUALITY EDUCATION



#### Induction of students in professional life through "alternance" programs

Each year, an overall 1,000 students alternate practical periods in businesses with theoretical periods at school, in many cases every other week. It enables skill transfer between experienced company tutors and young students. Rules of the game have been formalized to make

sure that fair practices during the "alternance" period create conditions for a win-win game between companies and students. These programs are a key element of the School's strategy as they meet the needs of companies and professional branches and they allow students to earn money while pursuing their studies. Students on "alternance" are considered as employees and are paid a percentage of the minimum wage.

## Introduction of Humanities into iaelyon programs

### 11 SUSTAINABLE CITIES AND COMMUNITIES



To implement iaelyon “think large” motto, students are educated not only in techniques, but also in humanistic and systems thinking. It is all the more necessary as students have

to face a more and more complex world, where businesses have to move from a mechanistic managerial model to agility and nimbleness to meet their markets’ challenges. To invent tomorrow’s solutions and meet new generations’ expectations at work, it becomes necessary to enhance analytical models of businesses and their environment through a search for meaning, a more in-depth knowledge of oneself and the others, a better understanding of the worlds by putting people at the heart of all learning. “Humanities” are thus defined as a theoretical and empirical knowledge which aims at understanding the complexity of human behaviors. It covers varied disciplines such as philosophy, sociology, literature, psychology, anthropology, political science, epistemology. There is also a dimension related to action science, sensitive experience, openness to cultures but also to arts practice. The approach adopted within iaelyon is one of openness to Humanities through the transmission of knowledge and the stimulation of a more personal discovery and deepening approach. Students will thus develop their creative (ability to adapt) and socialization (professional integration) skills. More generally, an openness to the diversity of the worlds helps improve each student’s reflexive capacities regarding the techniques he/she uses, his/her experiences, his/her personal and professional project. The promotion of Social Sciences and Humanities enables iaelyon to both develop and strengthen its positioning by enhancing its university affiliation while producing meaning in times of strong innovation needs and major ruptures to better meet the socio-economic

and institutional worlds’ expectations.

The curriculum has been designed to enable a step by step sensitization and education in the field of humanities, as shown p31:

- Bachelor programs: during the first year, students are exposed to managerial and business realities through virtual company visits in order to help them mature their choice of career path. There is also a mandatory scheme of Volunteering in not for profit organizations. Sessions and mentoring focused on personal development are also included in the curriculum, along with speech training. Overall, introduction to humanities in the bachelor program covers the discovery of the self, of the organizations and of the wider world.
- Master programs: in addition to international seminars, courses on the theory of knowledge are organized to help students articulate Philosophy of Science in Master 1 with observation of the managerial field. In particular they discover the contributions of authors such as Kant, Nietzsche, Auguste Conte, Morin, Baumann.

In the final year of the Master, students choose electives such as theater, cognitive psychology architecture, social psychology as offered for example in the Master in Marketing and Sales. The internship thesis at the end of the final year of the Master’s internship is the last building block in the Master’s student education. Its objective is to address a managerial issue after having linked both theoretical and empirical perspectives. It is now asked from students to use bibliographical references from Humanities externally to the field of Management. In particular, students discover the importance of humanities, reflexivity and creativity. It is a key mission in the iaelyon strategy of management education as it is assumed that purely technical tasks will more and more be processed through robots and digitalization, requiring to reorient many jobs towards creativity and strategic thinking.

## Creativity and Expression workshops:

Since 2015, iaelyon has experimented “creativity and expression” workshops targeted at Bachelor’s and Master’s pre-experience students. They are offered in view of developing students’ innovation, creativity and interaction skills. These 12-hour workshops are led by artists and can relate for example on creative writing and graphic creation.

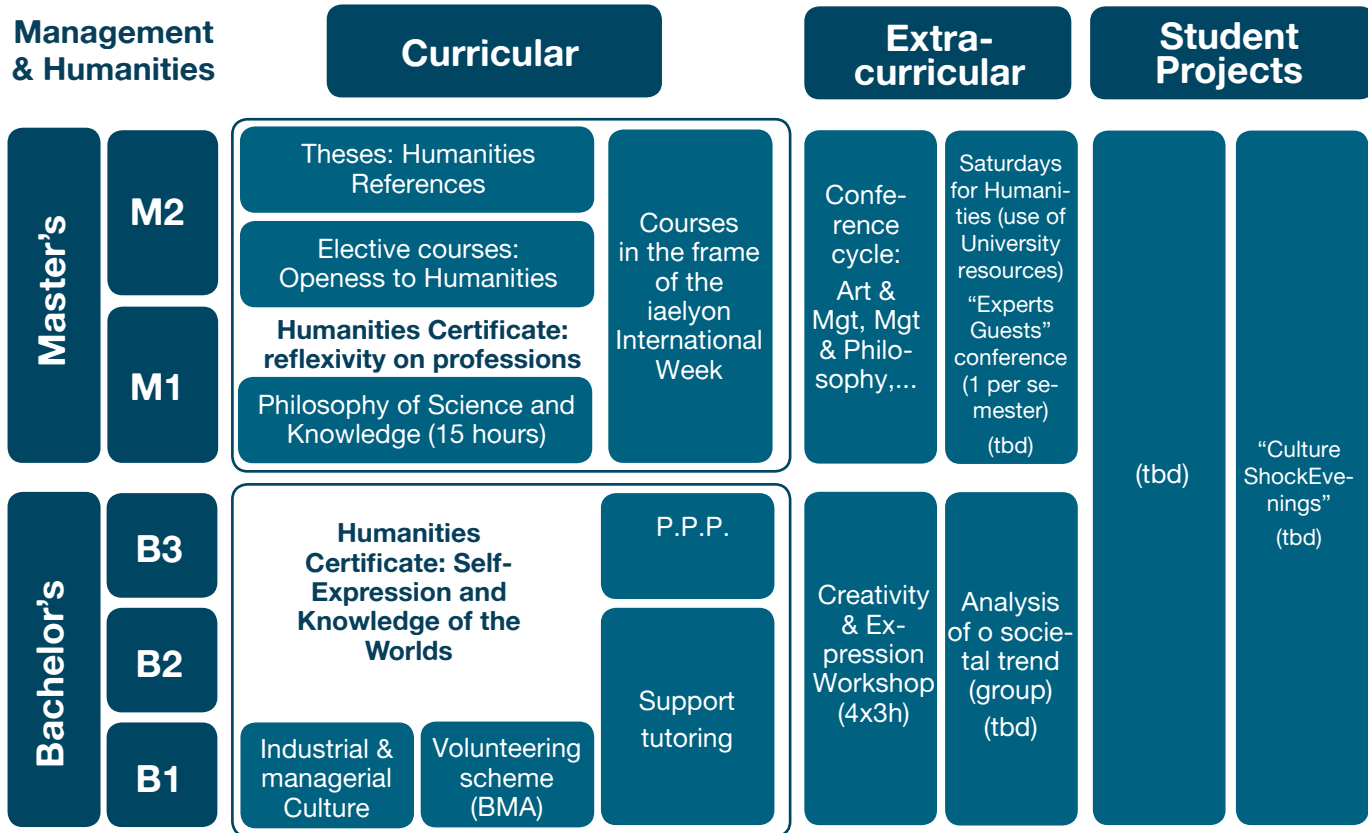


Figure 3: Framework of the education to Humanities at iaelyon School of Management



## Contributing to the international dimension of students

### 4 QUALITY EDUCATION



A large majority of French students originating from a diversity of social classes has poor background in internationalization, as opposed to students coming from the most advantaged social classes. In

particular, mastery of English and other languages remains an area of improvement, as most students didn't have many opportunities to travel abroad for long periods of time during their youth. In an internationalizing business environment, the social responsibility of iaelyon requires to take a specific course of action. The action plan consists in two main categories of actions:

- Encouraging students to spend one year abroad in a partner university or a gap year or an internship. Tuition fees are waived and Erasmus scholarships are granted in the case of European

universities.

- Internationalization at home: iaelyon has developed since January 2007 the "iaelyon International Week" event aimed at developing the international dimension on iaelyon campus. Each year, during one week in January, over sixty international faculty from 25 different nationalities are hosted by the School to teach Master students and to discover other cultural settings. In addition, all programs include at least one seminar per year entirely taught in English. Approximately 2,000 pre- and post-experience students each year are exposed to such international seminars.

Through the implementation of these actions, iaelyon strengthens students' preparation to work in multicultural contexts through internationalization of the curriculum for them to experience ERS approaches in different cultural settings.

## Diversity

### 10 REDUCED INEQUALITIES



**iaelyon is particularly concerned about addressing assistance to students facing difficulties in higher education.** Academic directors and administrative staff work in close cooperation with

the "Handicap" unit of the University in order to better address the constraints of disabled students

and help them succeed in their studies. Support processes enable these students to pursue their program through specific arrangements such as note-taking assistance, educational support, time arrangements, etc. To date, disabled students have all validated their credits and obtained their degree.

## Examples of actions:

Since 2012, the iaelyon Master's in Human Resource Management has developed the "Handinamic towards employment" program aimed at strengthening the employability of young disabled people. Its principles of action are volunteerism, mutual help, emulation and generational affinities between young people, whether handicapped or not. It also translates into student tutoring of disabled students to encourage them to define a study project that is in keeping with their aspirations and their potential. Young disabled students receive support on twenty

Thursday afternoons per year by four students through tutored projects.

**The "Cameleon Project"**, aimed at supporting those students suffering from cancer to be accompanied throughout their healing/study journey: organizing exams at the hospital, transmitting and taping courses. Teams of students (HR, Marketing and Finance) participate regularly in the Enactus international competition. The project Cameleon was a winner of the trophy "Coup de coeur" (socially sensitivity recognition) in Paris.



## Life-long training and executive education

### 4 QUALITY EDUCATION



Many alumni and graduates, along with a number of managers need education and training or retraining in the course of their career, due to the fast-changing business environment. It is also the mission of iaelyon to meet

their needs whatever their age and seniority. Several actions have been implemented in the past few years:

- Organizing specialized seminars in the executive education programs, such as a seminar to train managers in implementing quality working

conditions in the workplace.

- Enabling a partial validation of the skills (“Validation d’Acquis d’Expérience”) to enable experienced managers to get a Bachelor or Master degree. In most cases, it concerns managers ranging from 40 to 55 years old who need to supplement their skills and to catch their breath in a demanding and stressful job. They experience part time attendance to seminars, as some of the credits are granted, and they are required to enhance their reflexivity to write a Master dissertation focused on a tricky problem they are facing in their professional life.



## B – COMPANIES AND ORGANIZATIONS

### Providing companies with socially responsible skilled managers and experts

#### 4 QUALITY EDUCATION



#### Developing alternance studies and internships:

In the field of Management education, the advocacy for bridging theory and practice has been topical since the 1990s. In particular

Mintzberg's renowned and iconic book "Managers, not MBAs" has shown the importance of linking theoretical education and professional life through reflexivity. In the frame of alternance education, students participate throughout their education in the reflection and action around issues companies have to face. Such an approach is very formative intellectually and helps address not only complicated but also "complex" issues within the meaning of Edgar Morin: unlike the case method, problems that occur in the economic world are now more nebulous and blurred than well-explained, data are not easily accessible, solutions are multiple and different from the search of optimal solutions. It should be noted that many companies, large groups and SMEs, discover the added value of iaelyon students thanks to the alternance programs. In the majority of cases, companies recruit students at the end of their studies. Often, it results in creating custom designed jobs that would not have been opened without alternance studies.

#### 10 REDUCED INEQUALITIES



#### Alternance programs

(sandwiching company-university assignments): In France a "contrat en alternance" broadly speaking is a program which alternates practical periods in businesses with theoretical periods at

iaelyon. They are possible through apprenticeship contracts, professionalization contracts or even internship agreements. These programs are

designed in close cooperation with professional branches and the needs of the region and guarantee optimized professional integration into labor markets. A student enrolled in such a degree can study and work at the same time, meaning he/she is at work for a week, a few weeks, or a month and then back to university or school for some time, then back to work, and so on. "alternance" students are considered as employees by the company and are paid a percentage of the minimum wage. Such programs have been part of the School's strategy as of the mid 1990s. Within the current portfolio, 12 professional Bachelor's and 16 Master's tracks are offered in "alternance".

#### 11 SUSTAINABLE CITIES AND COMMUNITIES



#### Pedagogical committee / steering committee

In order to foster cooperation between the School and the socio-economic world, pedagogical and steering committees have been set up

in all programs and meetings are held at least once a year. Pedagogical committees are focused on the improvement of content of the programs, in particular to adapt pedagogical modes to the needs of the new generations and communities, as cross-generational cooperation is now becoming a key issue in post-modern societies. Yearly steering committees are aimed at enhancing dialogue across professional and academic communities to integrate new business needs and trends in the curriculum. One of the most important expected outcomes is to create a common language regarding the Intended Learning Outcomes (ILOs).

## Contributing to the development of innovative and socially responsible management in companies and organizations

### 11 SUSTAINABLE CITIES AND COMMUNITIES



**Ongoing enhancement of corporate connections:** Since its creation, iaelyon has always nurtured close links with the corporate world. The purpose is to run a continuous dialogue with the business community

to build a mutual valuable and high-quality relationship. Due to the diversity of the School's programs and field areas, iaelyon works with a great variety of organizations ranging from small businesses to large companies, NGOs and public bodies. iaelyon considers itself as an "Agora" with the mission of bridging the academic, institutional and socio-economic worlds together. Besides education, the School also stands as a service provider for organizations pursuing economic growth and social enhancement.

Corporates contribute to iaelyon governance by sitting on strategic boards and on Steering Committees, by teaching or by participating in juries and conferences.

The School works as closely as possible with industry sectors and professional organizations. A board was recently formed to bring together representatives of the major professional organizations of the Auvergne-Rhône-Alpes Region with the objectives of determining the current and forecasting needs of these organizations in terms of graduates' skills and talents. Another example is the Research Chair

focusing on the impacts of the cooperative and mutual models of organizations recently developed in partnership with two cooperative organizations Crédit Agricole, French leader in the retail banking industry and Jacquet Brossard, a Business Unit of the Limagrain Group, international cooperative agricultural group, first European Seed Producer. To efficiently manage its corporate connections, the School is currently implementing a CRM tool.

### 8 DECENT WORK AND ECONOMIC GROWTH



**Socio-economic approach to management:** one of the fields of iaelyon is focused on socio-economic approach to management. All students spend every other week in

companies to implement innovative socio-economic management tools in order to improve working conditions and keep stressful situations under control. It is all the more important as companies and organizations now have to transform their business models in an ever faster moving environment. Instead of downsizing and restructuring, socio-economic internships contribute to speed up the organizational metamorphosis processes and enhance nimbleness. This innovative approach to socially responsible management, which has been published in International Labor Organisation training manuals, contributes to decent work in a time of painful and stressful strategic turnarounds.

## Enhancing the internationalization of companies

### 11 SUSTAINABLE CITIES AND COMMUNITIES



iaelyon has developed strong corporate links at the regional and national levels, but corporate links also involve an international dimension. Most partner companies have international activities

or belong to international groups. An important number of students carry on internships abroad,

including those registered in double-degrees and offshore programs. An average 10% of iaelyon graduates start their career abroad and most students of offshore programs are recruited abroad. The proposed post experience programs (e.g., International MBA) and executive education courses also welcome participants from foreign countries or subsidiaries. International corporate links also exist throughout the alumni network.



## C – FACULTY AND STAFF

### Socially responsible code of ethics of faculty and staff

#### 8 DECENT WORK AND ECONOMIC GROWTH



A socially responsible commitment charter of the iaelyon community has been formalized: the iaelyon management brought together iaelyon staff in three bi-annual working seminars on CSR

in 2014 and 2015. This process involved the Dean and the management team, the directors of Research and Teaching Poles as well as the heads of administrative services. The iaelyon presidents of student associations and student representatives also took part in this process. First of all, reflections focused on the range of responsibilities in everyone's professions in conjunction with internal and external stakeholders

and students. At the end of these seminars, participants have wished to put in writing their responsibilities and commitments in order to share them. This document aimed to emphasize that each person, each team and all staff of the school is committed to a form of excellence in terms of societal responsibility which goes beyond statutory and professional obligations. It is a necessary condition for fully playing our role as a public service institution, responsible of its impacts and its activities to society.

This charter of commitments has been approved by the iaelyon Board on February 26, 2015.

The 10 commitments of the iaelyon community members are presented hereafter in the annex 1.

### Responsible Human Resource Management

#### 8 DECENT WORK AND ECONOMIC GROWTH



Among the stakeholders are faculty and staff who must team-work ethically in synergy. The role of the Teaching & Research Poles Directors has been strengthened to support each

core faculty individually. Regarding administrative staff, the iaelyon societal responsibility consists in making sure they benefit from appropriate working conditions and that coordination with faculty is reinforced.

## D – ACADEMIC AND SCHOLAR-PRACTITIONER COMMUNITIES

### Socially responsible code of ethics of faculty and staff

#### 11 SUSTAINABLE CITIES AND COMMUNITIES



As presented later on in the part devoted to research, research schemes at iaelyon are mostly focused on a socially responsible applied research, i.e., research that has impacts on practices and

stakeholders and contribute to the betterment of company management and work-life conditions of the employees. This orientation is aligned with the current practice turn stream and “engaged scholarship” in the field of management research as advocated by A. Van de Ven. It is aimed at moving research posture from a mainly ivory tower

descriptive and interpretive paradigm towards managerial innovation and knowledge creation on prescription. It is also aimed at contributing to the healing process of organizational illnesses which are painful for all stakeholders. In the framework of the Business School Impact System (FNEGE-EFMD), iaelyon is experimenting innovative research outcomes ranking systems that would take into account impacts of research, in addition to traditional academic and bibliometric systems.

In the report - Principle 4 elaborates on two main aspects regarding socially responsible management research: research on Corporate Social Responsibility and Engaged Scholarship.

## E – LOCAL AND NATIONAL TERRITORIES

### Contribution to citizenship foresight

11 SUSTAINABLE CITIES AND COMMUNITIES



Six iaelyon faculty participate in local think tanks such as SEPL (Société d'Economie Politique et d'Economie Sociale de Lyon) anchored at the Lyon Metropolis Chamber of Commerce, in order to work on

foresights regarding the conditions for sustainable socio-economic development of the city. The

think tank is chaired by an Associate Professor of iaelyon. In 2016 and 2017, iaelyon faculty have co-authored two white books aimed at informing the political and business leaders of the Lyon region. The first one is focused on ways and means to improve financing of small and middle size companies of the Lyon region. The second one broaches the subject of the support to the regional companies in their digitalization process.

### Contribution to debates and dissemination of socially responsible practices in the Lyon region

11 SUSTAINABLE CITIES AND COMMUNITIES



- iaelyon faculty contribute to the Lyon-Valpré debates, meetings with business managers and also with schools, associations, political and religious associations on the subjects of societal

responsibility and humanism in businesses.

- iaelyon is a partner of the “Dialogue with Humanities”, an association created by Lyon

Metropolis, which aims to develop inter-institutional citizenship.

- iaelyon is also part of the steering committee of associations focused on ethics, such as the ALEES (Lyon Ethics Association).

- iaelyon supports the involvement of students' associations in the field of ERS: the Dean's lunch on social responsibility takes place four times a year, and 12 students' associations are involved.

### Measuring the impacts of iaelyon activities at regional level

11 SUSTAINABLE CITIES AND COMMUNITIES



iaelyon is one of the forerunners of the Business School Impact System promoted by FNEGE and EFMD. It consists in measuring the impacts of the activities of the school on the

value creation at territory level: creation of jobs, attractiveness of the region, intellectual impact and innovation, societal impacts, impacts on the regional eco-system, outreach of Lyon and the region....

## Student entrepreneurship & CSR examples:

10 REDUCED INEQUALITIES



### HandiVoyage

[www.handivoyage.net](http://www.handivoyage.net)

Founded by Lucas Gebhardt, Bachelor's Management.

Airbnb for tourists with disabilities, handivoyage is a community platform for housing rental between private

individuals. This service networks between people with reduced mobility who need adapted housing and people who offer accommodation.

Project supported by Jean Moulin incubator, officially launched in April 2017.

Handivoyage.net has been awarded several awards:

- Favorite Prize, 5th Edition of the Lions de Demain Competition - MEDEF Lyon Rhône (April 2017)

- 2016 MAAF Insurance Foundation Prize, call for projects “Let's exchange our talents, let's share our

diversity” (five social entrepreneurship projects have been selected from 240 applications)

15 LIFE ON LAND



### NOSC

An eco-friendly sportswear clothing brand

Project initiated by 3 Bachelor's students.

The NOSC (Natural & Organic Sport Clothing) project is committed to environmental protection in the field of outdoor sports (running, MTB, trail). Based on going back to natural materials to produce sports clothing, this project aims to create and sell textiles made out of natural fibres such as Merino wool or organic cotton.

Project supported by Jean Moulin incubator. Award: People' Choice Award, J'M Entreprenre 2016, University Jean Moulin Entrepreneurship Contest.

# F – SOCIETY AT LARGE

## Upward promotion and social mobility

**10 REDUCED INEQUALITIES**



As mentioned in the first chapter, the rationale behind the creation of iaelyon was the need to prevent lack of diversity in the French

society, due to poor social inclusion and social reproduction of elites. 40 % of bachelor students originate from less favored social classes.

## Socially responsible activities of students' associations<sup>1</sup>

**11 SUSTAINABLE CITIES AND COMMUNITIES**



Leaders of students' associations are accompanied by faculty in socially responsible projects. They are also trained in tool-kits to audit social responsibility in their own association and in

the companies and organizations they cooperate with. The PRME Strategic Development Goals may inspire their action plans. They partner on many socially responsible initiatives with other not for profit organizations such as "Dialogues en Humanité", "Alliance Panafricaine pour le Développement de l'Entrepreneuriat Féminin", "Handicap International", "Déclic", "Association Lyonnaise d'Ethique", etc. Examples of such partnerships are presented below :

**Overall 570 students have been involved in socially responsible projects in 2016-17.**

**3 GOOD HEALTH AND WELL-BEING**



Cooperation with "Vivre aux Eclats" to sponsor clown's shows in Lyon hospitals, in particular in the case of children's hospitals and houses of elderly.

**2 ZERO HUNGER**



Raising food for the "Restos du Cœur" and "Action contre la Faim": Student's associations cooperate with iaelyon staff to organize fund raising events such as foot race and in partnership with companies and organizations at region level.

**1 NO POVERTY**



Raising household appliances and baby care products in partnership with "Secours Populaire" in order to contribute to poverty alleviation

**10 REDUCED INEQUALITIES**



iaelyon students mentor disabled persons and underprivileged young people to be retrained and get a job. In particular, they help them write CVs and organize mock-up recruitment interviews.

**3 GOOD HEALTH AND WELL-BEING**



Training students to get the "First aid certificate": it includes both a theoretical part base on a serious game and on the job training.

**17 PARTNERSHIPS FOR THE GOALS**



Sustainable Development Week A series of events is organized each year by the students' association Objectif GSE to sensitize all students to social and environmental responsibility. It includes conferences on CSR and sustainable development. There were workshops on socially responsible entrepreneurship. E.g., a workshop has been organized on ecological friendly body sprays and cosmetics. Training sessions were held on carbon emissions and warehouse gas reduction performance metrics. There were also company visits, including in community gardens.

(1) The main students' associations are : That's iaelyon, BDE Tout IAE, iaelyon Junior Conseil, Vitis Vinifera, BDE IAE Fraternité, Enactus iaelyon, ACOGELY, ADEGRH, AEA CCA, AGIPHAB, Asso'Lumière, BDE ALTI'M, BDE CLUBB, BDE LSG, BDE MINT, Objectifs GSE.





## G – NATURAL ENVIRONMENT

### Saving natural resources

#### 7 AFFORDABLE AND CLEAN ENERGY



**Energy improvement of buildings:** After having produced a carbon footprint in 2011, the University Jean Moulin has set out the objective of producing a more substantial carbon footprint in 2016. To do so, the University

has determined since 2014, the primary energy KW/hour for students and staff. This measurement unit aims to measure the impact of the university in terms of greenhouse gas emissions to implement building energy improvement projects. Today, the indicators operate at 720 Kwhep per student and 12 500 per staff member. These indicators will be calculated each year to encourage improvement actions. The Campus Plan 2016 aiming for an energy improvement of buildings has been implemented in January 2016.

#### 15 LIFE ON LAND



**Partnerships on the protection of life on land:** A partnership is in progress with the Association Sadhana Forest in India, Kenya and Haiti to promote sustainable development throughout field training and internships for students.

#### 13 CLIMATE ACTION



**Reducing warehouse gas emissions:** an audit has been conducted at the University in 2015 in order to pinpoint areas of improvement, and an action plan has been set up. Among a variety of actions, iaelyon has

acquired a hybrid vehicle fleet and has started in 2016 to provide administrative staff and faculty who have to travel for their missions with a Bluely subscription, so that they may use the electric cars available in the Lyon metropolis. In addition, car-pooling and tele-working rules and procedures have been worked out to reduce oil consumption and carbon emissions.

### Responsible public purchasing

#### 12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Being a public University-based school, the iaelyon administrative services have to work according to the public works contracts system. A **greener public purchasing policy** has been achieved and translates into the introduction

of environmental criteria, the so-called “green clauses” into the choice of offers. Thus, paper

used by the iaelyon administrative services benefits from the FSC (Forest Stewardship Council) label which guarantees that forest management takes into account economic, social and ecological aspects. It also benefits from the ecolabel which guarantees that paper’s environmental impact is reduced all along its life cycle. To limit staff paper consumption, all iaelyon printers are set to default double-side and black and white printing.

### Educating students and staff in ecological friendly behavior

#### 12 RESPONSIBLE CONSUMPTION AND PRODUCTION



**In staff, students and faculty’s everyday life, from eco-gestures to waste sorting:** University Jean Moulin

develops for its academic and administrative teams and students an eco-gesture campaign aimed at increasing

awareness as regards eco-responsible gestures at work and in the study place. These eco-gestures are easily applicable at home too. They are linked to very varied actions: computers, waste, energies, water, transportation,.... These small insignificant

daily gestures can however have a positive impact on the University greenhouse effect balance and contribute to better protect the environment. The University, through waste sorting processes encourages students, staff and faculty to sort as much waste as possible. For example, all staff separate paper from other waste in order to add value to paper through a specialized service provider: La Corbeille Bleue (The blue bin). In addition, sensitization campaigns are aimed at enhancing ecological friendly behavior among students, faculty and staff, as exemplified in figure presented below:

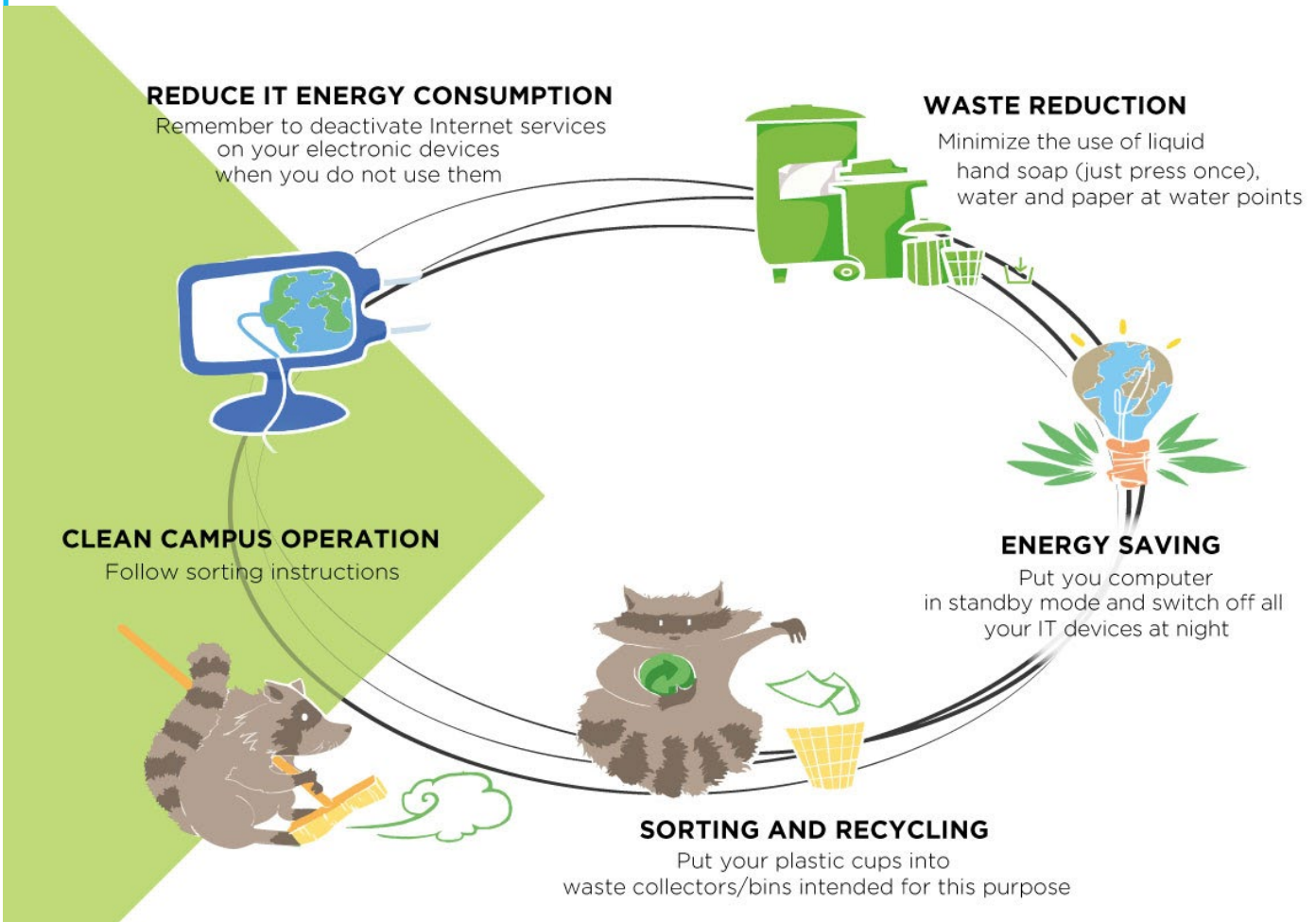


Figure 4: Sensitization campaign on ecological friendly behavior

### Educating students and staff in ecological friendly behavior

**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**



**Intra-sites travels giving preference to alternative modes of transport to the private car:** Located in the city center, the University benefits from so-called “soft“ urban modes of transport: the “velov”

(self-service bicycles available in Lyon and inner suburbs) and public transportation (bus, metro, tramways, trains). Moreover, the association “la Petite Rustine” (The little repair patch) was established to provide staff and faculty with a dozen of self-service bicycles for their inter-sites professional journeys.

## Projects on methods

iaelyon will further all actions that have been mentioned, but the objective is also to better integrate them into a coherent whole. Indeed, all actions aimed at better serving the stakeholders

are part and parcel of the strategy focused on social responsibility and sustainability and pervade all the activities of the school.





## Principle 4



### Purpose

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.

**Socially Responsible Management Research** is the hallmark of R&D at iaelyon. In the wake of Van de Ven's plea for "engaged scholarship" and Denise Rousseau's advocacy for "evidence-based management research", socially responsible management research is considered a core mission of iaelyon because the mission of the School and the strategy for research are aligned:

- "Educating socially sensitive and responsible experts & managers in cross-disciplinary skills and specialized programs": it requires Research on Corporate Social Responsibility to fertilize teaching and education in that field.
- "Generating and disseminating management & business applied research to think large and innovate": it is necessary to move from purely academic to impactful research.
- "Creating Agoras connecting academic, socio-economic, cultural and institutional worlds": it calls for collaborative research and dissemination of socially responsible research.

It should be noted that iaelyon does not aim at being an outlier in this specific approach to Research for two main reasons:

- Mainstream of management research that is published in top-tier academic management journals is now questioned and challenged worldwide by the stakeholders of the schools of management, as exemplified by quotes such as (source: AOM PTC report on scholarly impacts): "The academic, theoretical discussion currently taking place in the major journals [has] no impact

whatsoever, but nobody dares to admit that"; "Do we save lives? Do we help companies not die? Do we save jobs? If so, these are the impacts. If not, and I suspect we don't, impact is just citation-based and self-referenced within academia."

- An example of the evolution of management research is the strategic initiative on impactful research undertaken by the Academy of Management, which is the main international academic powerhouse of management research. In 2017, the Practice Theme Committee of the AOM had issued a survey on the impacts of management research that recommends several ways that could help management research have a wider influence on policy and social change:

- "Create broader definitions of scholarly impact beyond citations and top-tier journal publication.
- Provide incentives and mentorship to encourage faculty to pursue research with greater impact.
- Place greater weight on publication in practitioner journals.
- Reach out beyond academia to engage with practitioners and others who are actually on the firing line."

Socially responsible management research at iaelyon can therefore be analyzed through describing the implementation of the three missions of the School in the field of management research.

# Research team on Corporate Social Responsibility

One of the Research teams at iaelyon is focused on corporate social responsibility. It is cross-disciplinary and meets once a month. Publication output is the most important in France in that research field, with an overall 182

publications in the past three years: 10 books, 23 book chapters, 26 journal articles and 71 communications. A comprehensive list of these publications is included in annex 3.

## Research team on CSR

Research on corporate social responsibility crosses the various Management Science disciplines and is based on a multi-disciplinary approach, including a dialogue with other human and social science disciplines. It raises also specific research questions regarding the size of organizations, their sectors of activity (industry, services, ...), their location (at local level and worldwide), their purpose (public organizations, non-profit organizations...). However, the CSR argumentation adopted by large companies, institutions and organizations of all forms also generates some skepticism. The research focus on societal responsibility is thus questioning the links between CSR speeches and practices. Including not only private companies but also a large range of organizations, research offers an analysis framework and concrete examples of CSR deployment. It aims to answer the main following questions: how do actors' symbolic strategies dovetail with concrete actions implemented by organizations; What difficulties do managers have to overcome in order to move from words to action in the field of CSR, what factors facilitate or prevent ensuring socially responsible practices in organizations?

Among the research themes of the Research team on CSR, three research schemes can be mentioned:

- Research on overall and sustainable company performance metrics. It is particularly important to design new approaches to management

accounting and finance in order to balance short-term profits and sustainable corporate social responsibility.

- Research chair on the development of cooperative and mutual benefit model: in a time of dramatic changes in which performance and solidarity issues are raised, an in-depth reflection on new ways of doing business and organizing market economy is required. The cooperative and the mutual benefit system to which a billion persons subscribe in the world appear today as an alternative to the mainstream shareholder model. A Research Chair focusing on the impacts of the cooperative and mutual models of organizations has recently been developed at iaelyon in partnership with two cooperative organizations: Crédit Agricole, French leader in the retail banking industry and Jacquet Brossard, a Business Unit of the Limagrain Group, international cooperative agricultural group, first European Seed Producer.

- Research on the social responsibility of the schools of management: an action-research project has been undertaken in cooperation with PRME and with ADERSE, the French academic association on CSR. Among the outcomes of this research work, an article has been authored by iaelyon faculty in the special issue of the International Journal of Management Education on PRME that has been released during the PRME conference in New York in July 2017.

## Socio-economic Management research group

This research group is associated with the works by Henri Savall, in the wake of François Perroux's work on economic development through human potential. It focuses on the theme of integrated social responsibility and adopts research methods relying on social responsibility *per se* and has experimented an innovative management method in over 2,000 companies in 42 countries. The socio-economic group is involved in a form of action research led "with" companies and organizations' stakeholders (and not "about" companies). It is inspired by methods used by action sciences existing in other scientific disciplines than management, such as medicine or engineering, but applied to curing organizational diseases called "dysfunctions and hidden costs". Research in socio-economic management aims

at the development of management methods enabling sustainable economic development of companies, organizations and regions and include social responsibility. It shows that it is possible to design performance metrics integrating global performance and corporate social responsibility indicators on the basis of a qualimetrics methodology. These indicators are not limited to visible financial performance, mainly focused on short-term perspectives regardless of the considerable hidden costs related to socially irresponsible practices. The contributions of these research works on Corporate Social Responsibility are detailed in a last work entitled "*Socially Responsible Capitalism and Management*", published by Routledge in 2017 and prefaced by Pr. David Boje.

## Being responsible and accountable for impactful research: the "M'Index"

In the logic of strategic alignment with socially responsible management research, it is appropriate to assess iaelyon academic production in terms of Managerial & Societal Impact. Managerial & Societal Impact means that knowledge creation by iaelyon researchers is likely to have an influence, an impact on decisions made in organizations as well as on managerial practices. While seeking to assess research impact, the School also wants to raise its researchers' awareness of this dimension and to increase their managerial impact. The assessment of the research managerial impact should appear in reports on research within the iaelyon Magellan Research Center and can be an innovation and differentiation factor for iaelyon. This assessment does not replace the conventional academic assessment based on publications in peer reviewed journals which are themselves ranked by the FNEGE, the CNRS, the HCERES, etc. Each publication must undergo a double assessment both of the academic and the managerial impact.

The objective to assess this Managerial & Societal Impact is not tantamount to ignoring the difficulty of measuring the impact. This difficulty stems, on the one hand, from the diversity of impact mechanism paths and on the other hand, from the sensitive nature of impact measuring.

This assessment involves indicators and measuring the intensity of mechanisms whereby research is likely to influence managers. The assessment through the "M Index" developed by the School, is processed through four sequential phases from the definition of the research project (1.), its development (2.), the dissemination of results (3.) and finally the implementation of results in organizations (4.). Indeed, it is important to consider the research impact not only in the final phase of result publication, but also upstream during the initial emerging phase of the research project, the definition of the theme as well as in the implementation phase when interactions with organizations may be rich in terms of change of attitudes and practices.

## Managerial & Societal Impact of academic production

The first survey on Managerial & Societal Impact has been made on the publications of the year 2016. 34 faculty were concerned and responded to the online questionnaire and the answers concerned 65 publications (articles or chapter of books). The average score of impact per author (maximum 20- minimum 0) was 6.33 and the maximum observed was 16/20 for one paper.

# Research agora on socially responsible management research

A course of action has been taken to enhance visibility of the iaelyon research outcomes on CSR and to participate in an international

academic community in this field of management research.

## Research seminars on CSR during the iaelyon International Week

Each year, iaelyon convenes an international research seminar on social responsibility. It aims at fostering cross-fertilization. Specific examples of particularly notable focused research activities are outlined hereafter.

### **2016 Research sessions on “Management and Societal Responsibility of Organizations”:**

- Mountaga El Karim DIAGNE, BEM Dakar (Senegal): “Human security and social protection in West Africa: challenges and perspectives”
- Isis GUTIERREZ-MARTINEZ, Universidad de la Américas Puebla (Mexico): “Exploring sustainability practices in the hospitality industry in Mexico”
- Ku-Jun LIN, Tamkang University and Wen-Chen LO, St. John’s University (Taiwan): “The relationship between corporate negative events and earnings management”
- Edmundo R. LIZARZABURU, Universidad ESAN (Peru): “Corporate social responsibility and corporate reputation in the financial sector of developing countries”
- Justyna PRZYCHODZEN, Deusto Business School (Spain): “Critical factors for transforming creativity into sustainability”

- Wojciech PRZYCHODZEN, Deusto Business School (Spain): “Corporate sustainability and shareholder wealth”
- Eddy SOUFFRANT, UNC Charlotte (United States): “Cosmopolitanism and corporate responsibility”

### **2017 Research sessions on “Management and Societal Responsibility of Organizations”:**

- Bozena FRACZEK, University of Economics in Katowice (Poland): “Financial education under CSR and financial inclusion”
- Canan MADRAN, Dokuz Eylül University (Turkey): “Motivating sustainable consumption from community-based social marketing perspective: an experimental case in higher education”
- Charbel SALLOUM, USEK School of Business (Lebanon): “Democracy across Gender Diversity and Ethnicity of Middle Eastern SME’s: How Does Performance Differ?”
- Eddy SOUFFRANT, UNC Charlotte (United States): “Why Business Ethics? Developing a Culture for Ethical leadership”

## Partnership with the academic communities on social responsibility through ADERSE

iaelyon is strongly involved in the academic association ADERSE, Association for the Development of Research on Corporate Social Responsibility, recognized by the FNEGE (French Foundation for Management Development). One of the iaelyon core faculty serves as president and treasurer. This association aims at fostering dialogue between faculty and practitioners on innovations in terms of CSR concrete practices. Research deals in particular with initiatives and experiences made by companies and organizations in order to be exemplary and transparent beyond rhetoric as regards social responsibility. Unlike other academic associations, ADERSE does not intend to denounce companies or

organizations’ irresponsible behaviors but to share knowledge allowing businesses or academics to be exemplary in terms of CSR and sustainable development. These works stand out from other forms of CSR and sustainable development research led mainly in vitro or from a single academic viewpoint. In 2015, 2016 and 2017, iaelyon management has presented communications at the ADERSE conferences on CSR integration into the management of the business schools. This research emphasizes the need to complement CSR education with fair management practice and practice one’s preach in order to educate socially sensitive and responsible managers.

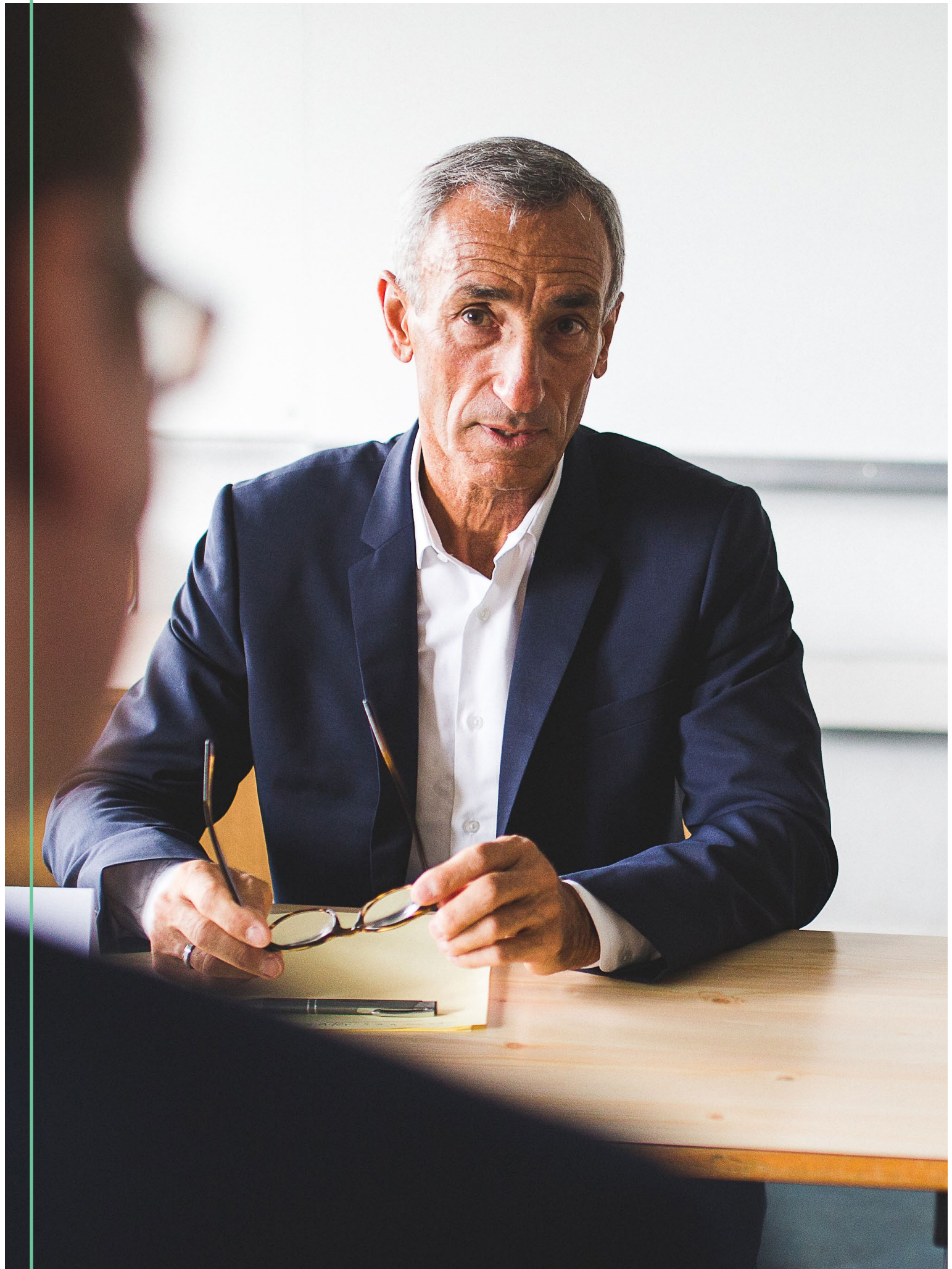


## Projects on research

In addition to carrying on all above-mentioned actions, a course of action is taken to create a cross-disciplinary research team focused on the strategies and action plans of schools of management aimed at integrating social

responsibility into the strategy. It will include international publications in order to strengthen a body of knowledge on business education to social responsibility, ethics, and sustainability.





## 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.

## Framework and strategy

iaelyon aims to develop partnerships not only at regional and national level but also worldwide in order to foster the dissemination of innovative socially responsible management practices where traditional approaches are considered difficult to transfer due to the specificities of cultural and economic settings. It is also an opportunity to share knowledge and cross-

fertilize in the field of CSR. iaelyon has thus chosen to work with schools of management in order to serve socially responsible development and managerial skills in countries such as Algeria, China, Lebanon, Morocco, the Czech Republic, Senegal, etc. It should also be mentioned that among the 159 iaelyon partners, 25 % are PRME members.

## Achievements

### Regional level

#### 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



As mentioned earlier, iaelyon is highly business connected, in particular through a large variety of internships, alternance programs and participation in local think tanks like SEPL at the Lyon

Metropolis Chamber of Commerce, with a focus on industry innovation and socially responsible digitalization. Such partnerships abide by rules and regulations that both enable capturing companies' needs in the field of social and environmental responsibilities and disseminate best practices in companies and organizations. Examples of these achievements at regional level can be given:

#### 6 CLEAN WATER AND SANITATION



**Internships:** all Master dissertations draw on internships, and one of the requirements is to bring evidence of one of the iaelyon common Intended Learning Outcome on Social

Responsibility and Sustainable Development. E.g., all dissertations in the field of marketing

and sales management include reflexive thinking, comments and insights regarding the social and environmental dimension of the fair sales practices. Several Master programs are entirely focused on socio-economic management. Sandwich courses of the "Social Auditing and Sustainable Development" and "Integrated accreditation processes and overall performance" Master programs require the implementation of socially and sustainable development projects, such as preventing water and soil pollution. Internships of the Masters programs in "Management consulting" include interventions in companies to facilitate organizational development processes and help top management implement socially responsible transformation of their business models to integrate social and environmental objectives.

#### 4 QUALITY EDUCATION



#### Events organized with city and company partners:

Several events are organized each year by iaelyon in partnership with companies, NGOs and local governments to foster social and environmental responsibility.

One can quote a few examples:

- “Printemps des Entrepreneurs” (burgeoning entrepreneurs) in 2017: panels were organized on “Earth, our Company”.
- DIMO Forum in 2017 was a partnership with the procurement profession on “Well being at work”.
- “5<sup>e</sup> Rencontres de l’entreprise responsable

## National level

### 17 PARTNERSHIPS FOR THE GOALS



iaelyon and faculty members are actively participating in networks at national level to share and disseminate knowledge on social and environmental responsibility and sustainable development.

Two main partnerships can be mentioned:

- Involvement in ADERSE association, a scholar-practitioner community where academics and companies and NGOs debate on best practices in the field of social responsibility. In addition to the participation of companies, the partners

## Worldwide

### 17 PARTNERSHIPS FOR THE GOALS



In order to disseminate and enrich knowledge on the conditions for social and environmental responsibility several programs have been created in emerging or developing countries. 22% of

iaelyon students on average are registered in offshore programs such as the following:

- **In Senegal, the BEM Dakar School** has been iaelyon partner since 2013. This school is involved in a CSR initiative through joint education programs with iaelyon on topics related to quality-safety-environment. In addition to the Master program in Management of Pharmaceutical Companies and Medical Technologies in which the ethical and social responsibility dimensions are taken into account, BEM Dakar has decided to partner with iaelyon, to integrate the UN Global Compact and the PRME.

Bref Eco” (socially responsible enterprise forum) organized in 2017 with the Lyon city employers’ organizations, where iaelyon participated with 250 company CEOs.

- Conference on “humanized digitalization of companies” organized in 2017 with a dozen local companies and IT companies, in partnership with the ISEOR research center.

are: ORSE (Observatory of socially responsible enterprises), European Business Ethics Network, the association of socially responsible procurement OBSAR, and the Social Venture Network. The chair of this association is V. Zardet, a professor of management at iaelyon.

- Participation in the “Producible” fair, a yearly national event in Paris gathering the main national actors of sustainable development. In 2017, iaelyon has organized panels and conferences during this meeting on “A shared vision of social responsibility between companies and higher education”.

### 16 PEACE AND JUSTICE STRONG INSTITUTIONS



- **An Executive Doctorate in Business Administration-DBA was created in 2014 in partnership with the University of Balamand in Lebanon** to generate

managerial knowledge from innovative practices in countries from the Middle-East. This Executive DBA mainly draws on qualimetrics and socio-economic management research methods which aim to make social responsibility and

### 14 LIFE BELOW WATER



sustainable economic development compatible. All students carry out an intervention research in a company or an organization to improve socio-economic performance. They assess the results with the various actors involved and draw lessons from them which are then compared to the various other social responsibility approaches in different cultural contexts. In 2017, twelve DBA doctoral dissertations have been successfully defended. Some of the dissertations dealt with the integration of the civil Syrian refugees in the Lebanese Healthcare system and in strategic actions preventing sea pollution at the Lebanese shore.

● **In Morocco, iaelyon has been HEM Business School partner since 1997.** The programs taught target Masters' in Finance, in Marketing & Sales, in International Management and in Human Resources. HEM Morocco has been a school involved in citizen actions since 2012 in the frame of its Foundation which aims to open access to knowledge and culture through actions such as Université Citoyenne® (Citizen University). This unique concept in contemporary Morocco, consist in a series of seminars open to all without

prerequisites and designed to initiate and raise awareness about socio-political, managerial and economic life in Morocco.

Similar actions have been taken by in the other iaelyon international provisions, in particular in Armenia, Burkina Faso, the Czech Republic, Poland and Vietnam.

## Projects on Partnerships

In the wake of all existing partnership developments, iaelyon will expand its network of partners in the field of social and environmental responsibility both to disseminate its know-

how and to compare ways and means of implementing sustainability in a variety of countries and cultural settings.



Crédit : Laurent CERINO

## Principle 5



### Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations

and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

## Framework and strategy

One of the iaelyon's missions is to create conditions for an Agora to set up an ongoing dialogue with actors of the academic, scientific, socio-economic, cultural and institutional worlds. Beyond conferences with a CSR

dimension, iaelyon defines itself as a place for removing barriers and serving the territory. Every year, iaelyon organize events which bring together over 8.000 participants, echoing the School's citizen and societal mission.

## Achievements

Between September 2015 and June 2017, iaelyon organized 33 CSR-oriented events (+154% compared to the two last years), open to a wide audience (professionals, students,

researchers...). These events brought together 6,635 participants mainly from the socio-economic world (list attached in Annex 4)

	2013-2014	2014-2015	2015-2016	2016-2017
<b>Nb. events</b>	5	8	16	17
<b>Nb. participants</b>	800	1,520	3,610	3,025

Two categories of dialogues have been developed in the past three years: co-sponsored iaelyon conferences and topical debates with stakeholders on CSR and sustainable

development, and dialogue with other schools of management. Additionally, a blog was launched in 2007: [www.thinklarge.fr](http://www.thinklarge.fr).

### Conferences and topical debates

iaelyon has organized and hosted more than a dozen events per year on topics related to social responsibility and sustainable development. A sample list of those conferences can be given to illustrate how iaelyon has undertaken dialogue with city society organizations and interest groups:

#### 3 GOOD HEALTH AND WELL-BEING



- Health and transformation of the workplace (co-sponsored with Technologia and VTE).
- Happiness and Work (co-sponsored with Acteurs de l'Economie).
- Managers and Health (co-sponsored with National Police School)

**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



- Socially responsible investments (co-sponsored with BNP Paribas).

**16** PEACE AND JUSTICE STRONG INSTITUTIONS



- Fight against money laundering, corruption and financing of terrorism (co-sponsored with Banque de France).

- Fraud in the banking sector (sponsored with LCL).

**5** GENDER EQUALITY



- Workplace gender equality: the role of men (co-sponsored with Supplément Dame).

**8** DECENT WORK AND ECONOMIC GROWTH



- Socially responsible entrepreneurship (co-sponsored with Enactus France).

- Responsible accounting practices (co-sponsored with ISEOR, IIC and American Accounting Association).

- Socially responsible capitalism (co-sponsored with ISEOR)
- Freed companies (co-sponsored with Cateis, HR Consultancy Partners and Psya firms)
- Social Responsibility of Organizations and Higher Education Institutions (co-sponsored with ADERSE and ISEOR)

**12** RESPONSIBLE CONSUMPTION AND PRODUCTION



- Enhancement of sobriety and temperance while enabling well-being and happiness (co-sponsored with Colibri & Pierre Rabhi).

**11** SUSTAINABLE CITIES AND COMMUNITIES



- Can smart cities be humanized? (co-sponsored with Acteurs de l'Economie).

- The city of tomorrow: Women's viewpoints (co-sponsored with ENGIE).

**15** LIFE ON LAND



- Animal rights (co-sponsored with Vetagrosup).

- Responsible finance: link between saving and the climate (co-sponsored with Alternatiba).

- Successful energy transition

(co-sponsored with negaWatt Association - Friends of the Earth Association)

- Conversation on our shared humanity: togetherness, ecological stakes, science and ethics, dialogue across cultures, democracy (co-sponsored with Dialogues en Humanités and the City of Lyon Metropolis).

**17** PARTNERSHIPS FOR THE GOALS



Faculty, students and students' associations are invited to these events, which contribute both to dialogue and education in CSR and sustainable development. Furthermore, CSR focus groups are organized on a regular basis

with students' associations and staff to share ideas and projects on the dialogue action plan.

## The "Philosophy & Management" series of conferences

Building on its success, this cycle, which was launched in 2014, continued with the organization of 2 conferences in 2015-2016 and 3 in 2016-2017. Each conference brought together some 300 participants.

These conferences were filmed and added to the Think Large blog ([www.thinklarge.fr/category/conferences-le-replay/cycle-philosophie-et-management](http://www.thinklarge.fr/category/conferences-le-replay/cycle-philosophie-et-management)).

Organized by iaelyon and the Acteurs de l'Economie - La Tribune magazine, this cycle of meetings is based on a dialogue between a business leader and a philosopher:

- November 2015: "Management and Authority" Olivier Faure, Director Orange Centre-Est and Marc Gaucherand, Doctor in Philosophy
- January 2016: "Work & Happiness, duet or duel" Anne-Sophie Panseri, CEO of Maviflex and Thierry Ménissier, Full Professor of Philosophy
- October 2016: "Is delegating more better leading" Laurent Constantin, CEO of Web Acti Agency, CEO of TLM and Laura Lange, Conference speaker & Consultant, Philosopher specialized in organizations
- November 2016: "Making decisions with passion" Florence Poivey, President of the Federation for Plastics and Composite Materials and Jacques-Emmanuel Ottavi, philosopher and consultant
- February 2017: "Are we doomed to always work faster" - Thierry Debarnot, cofounder of Digischool and Olivier Abel, professor of Ethical Philosophy at the Protestant Faculty of Montpellier
- September 2017: "Transparency at any cost" - Malik Bozzo-Rey, Ass. Pr. in Ethics at Institut Catholique de Lille and Daniel Karyotis, general manager Banque populaire Auvergne Rhône Alpes





## iaelyon Alumni "Art & Management" events

With the aim of bringing down the walls, iaelyon also chose to organize two to three large iaelyon Alumni evenings in Lyon museums, in parallel with large exhibitions or during big artistic events (Biennial of Contemporary Art, Biennial of Dance).

- La Sucrière, 13th Biennial of Contemporary Art « La Vie Moderne - Modern Life » (November 2015)
- Musée des Confluences (iaelyon Alumni Evening/ iaelyon International Week) : private access to temporary exhibitions (January 2016)
- Summer party on the Campus of Manufacture des Tabacs, special edition for 60th anniversary of iaelyon (July 2016)
- Museum of Fine Arts in Lyon (iaelyon Alumni Evening / iaelyon International Week) : « Henri Matisse, le laboratoire intérieur - the internal laboratory » (January 2017).
- Summer party on the Campus of Manufacture des Tabacs (July 2017)

# Dialogue with other schools of management sharing the same values

In addition to participating in the PRME and UN Global Compact every year in New York City, iaelyon has taken leadership in two initiatives

aimed at cross-fertilizing approaches to embedded sustainability and responsibility in schools of management.

## International CSR network of schools of management

17 PARTNERSHIPS FOR THE GOALS



iaelyon has taken the opportunity of partnering with other schools of management worldwide, along with the visits of professors of management during the iaelyon International Weeks to structure a network of socially responsible schools of management. In particular, meetings were held with those members in January 2016 and 2017. The

objectives are threefold:

- Mapping out the implementation of the PRME and SDG principles across the schools.
- Sharing the schools' best socially responsible practices towards their stakeholders.
- Taking stock of the schools' experience to devise conceptual frameworks and consider publications in both academic and practice-oriented journals.

## The International CSR Network: 14 schools of management

This network was founded in 2015 in the framework of the iaelyon International Week and brings together:

iaelyon School of Management (France) - UNC Charlotte (USA) - Baruch College, CUNY (USA) - Bentley University (USA) - Université TELUQ, Québec (Canada) - University of Otago (New Zealand) - Tecnológico de

Monterrey (Mexico) - Universidad de las Americas Puebla (Mexico) - Universidad San Andres (Argentina) - HEM Business School (Maroc) - BEM Dakar (Senegal) - Université Saint-Esprit - USEK, Kaslik (Lebanon) - Dozuz Eylul University (Turkey) - Pondicherry University (India).

## iaelyon is one of the founding members of the French-Benelux PRME Chapter

17 PARTNERSHIPS FOR THE GOALS



iaelyon strategy is to attempt to be a role model of socially responsible full service public school of management. This regional community is dedicated to educational and business changes toward a sustainable society under the umbrella of the PRME initiative.

This Chapter will focus upon furthering sustainability within the educational sector through collaborative initiatives and sharing best practices. The kick-off of this chapter took place in Antwerp (Belgium) in the presence of 40 Deans of schools of management and was chaired by Jonas Haertle. Forthcoming sessions will be hosted in the member schools, including at iaelyon in the coming years.

## The thinklarge blog: a digital agora

Officially launched in September 2017, iaelyon blog thinklarge.fr aims to enhance iaelyon School of Management as a place for knowledge production and a space for thinking and discussing, including around the visions of

socially sensitive and responsible management with a Human Sciences input.

The blog collects conference videos, expert opinions, copies of the Impacts Magazine, etc.

## Projects on dialogue

iaelyon is in the early stage of a dialogue with the France-Benelux PRME Chapter. In the coming years, an important objective will be to share knowledge on sustainable development

goals with the members of this Chapter, and compare European approaches in the field of business education to CSR with other PRME Chapters.



## ANNEX 1 – Societal Responsibility: the **iaelyon** charter of commitments

### **As Members of iaelyon community** we commit ourselves to

1. Making the societal dimension part of everyone's work, missions and responsibilities
2. Reducing our environmental impact on a daily basis
3. Educating responsible citizens open to the worlds and aware of their managerial responsibilities
4. Developing our activities with objectives, consistent actions and feedback in a perspective of continuous progress
5. Building responsible and respectful relationships
6. Organizing group times and projects to share good working practices
7. Fostering exchanges to understand professional specificities in line with our values and missions
8. Going beyond usual work collectives to integrate dynamics of extended cooperation
9. Combining expectations and requirements from the academic world and external partners while promoting well-being and balance

Charter approved by iaelyon Board on February 26, 2015

## ANNEX 2 – PROGRAMS AND COURSES ON CSR AT iaelyon

### PROGRAMS EXPLICITELY INTEGRATING CSR

#### Licence 2 et 3 Management des Equipes, Qualité et Développement Durable

Bachelor's 2 and 3, Team management, Quality & Sustainable Development (Work-study program)

Academic Director: Nathalie Krief, Associate Professor

Created in 2011

460h

2013-2014: Bachelor's 2: 23 students - Bachelor's 3: 53 students

2014-2015: Bachelor's 2: 22 students - Bachelor's 3: 52 students

2015-2016: Bachelor's 2: 19 students - Bachelor's 3: 58 students

2016-2017: Bachelor's 2: 21 students - Bachelor's 3: 47 students

#### Master 2 Audit Social, Responsabilité Sociétale des Parties Prenantes, Éthique et Développement Durable

Master's 2 Social Audit, Stakeholders' Social Responsibility, Ethics and Sustainable Development (Work-study program)

Academic Director: Renaud Petit, Associate Professor

Created in 2011

330h

2013-2014: 18 students

2014-2015: 13 students

2015-2016: 19 students

2016-2017: 29 students

#### Master 2 Certification Intégrée et Performance Globale

Master's 2 Integrated Certification and Overall Performance (Work-study program)

Academic Director: Alexis Roche, Associate Professor

Created in 2003

330h

2013-2014: 21 students

2014-2015: 17 students

2015-2016: 27 students

2016-2017: 26 students

#### Master Management des Opérations et Qualité, Programme Manager QSE, Qualité Sécurité Environnement

Master's Quality-Security-Environment Manager (Alternance program, in partnership with ESQESE)

Academic Director: Isabelle Géniaux, Associate Professor

Created in 2012

2013-2014: Master's 1: 29 students - Master's 2: 31 students

2014-2015: Master's 1: 31 students - Master's 2: 31 students

2015-2016: Master's 1: 31 students - Master's 2: 46 students

2016-2017: Master's 1: 26 students - Master's 2: 48 students

#### Diplôme d'Université Management de la qualité de vie au travail et santé

University Degree Management of quality of life and Health in the workplace (continuing education)

Academic Director: Thierry Rochefort, Core Faculty Professor on contract

Created in 2012

2013-2014: 10 students

2014-2015: not open

2015-2016: 23 students

2016-2017: 24 students

### COURSES EXPLICITELY OR IMPLICITLY INTEGRATING CSR

	2013-2014	2014-2015	2015-2016	2016-2017
<b>Nb. COURSES</b>	<b>44</b>	<b>41</b>	<b>49</b>	<b>72</b>
Including International Week courses	9	9	11	9
<b>Nb. HOURS</b>	<b>1,199</b>	<b>1,098</b>	<b>1,459</b>	<b>1,979</b>
Including International Week hours	162	162	216	162
<b>Nb. STUDENTS (outside International week)</b>	<b>1,291</b>	<b>1,246</b>	<b>1,436</b>	<b>2,104</b>

#### Achats et développement durable

Purchasing and Sustainable Development

Alternance Program - Master's 2 - 23hrs

2016-2017: 14 students

<http://iae.univ-lyon3.fr/06330007-achats-et-developpement-durable-533136.kjsp>

## **Achats et développement durable**

*Purchasing and Sustainable Development*

Continuing Education - Master's 2 - 14hrs

2016-2017: 15 students

<http://iae.univ-lyon3.fr/06330054-achats-et-developpement-durable-1030618.kjsp>

## **CSR, Diversity Management and Business Ethics**

Continuing Education - Master's 2 - 32hrs

2016-2017: 17 students

<http://iae.univ-lyon3.fr/06200209-csr-diversity-management-and-business-ethics-241905.kjsp>

## **Déontologie des métiers de la banque et de l'assurance - Code of Conduct in Banking and Insurance Professions**

(Bourg) Alternance Program - Professional Bachelor's - 16hrs - 2016-2017: 24 students

## **Déontologie des métiers de la banque et de l'assurance**

*Code of Conduct in Banking and Insurance Professions*

Alternance Program - Professional Bachelor's - 16hrs - 2016-2017: 47 students

<http://iae.univ-lyon3.fr/06220006-deontologie-des-metiers-de-la-banque-et-de-l-assurance-148364.kjsp>

## **Déontologie, éthique et réglementation bancaire**

*Code of Conduct, Ethics and Banking Regulation*

Pre-Experience Education- Master's 2 - 23hrs - 2016-2017: 13 students

<http://iae.univ-lyon3.fr/06220275-deontologie-ethique-et-reglementation-bancaire-1021486.kjsp>

## **Déontologie, éthique et réglementation bancaire**

*Code of Conduct, Ethics and Banking Regulation*

Pre-Experience Education - Master's 2 - 23hrs - 2016-2017: 22 students

<http://iae.univ-lyon3.fr/06220276-deontologie-ethique-et-reglementation-bancaire-1055572.kjsp>

## **Déontologie, éthique et réglementation bancaire**

*Code of Conduct, Ethics and Banking Regulation*

Alternance Program - Master's 2 - 23hrs - 2016-2017: 23 students

## **Déontologie, éthique et réglementation bancaire**

*Code of Conduct, Ethics and Banking Regulation*

Alternance Program - Master's 2 - 23hrs - 2016-2017: 29 students

<http://iae.univ-lyon3.fr/06300357-deontologie-ethique-et-reglementation-bancaire-1016269.kjsp>

## **Développement durable 1**

*Sustainable Development 1*

Alternance Program - Bachelor's - 23hrs - 2016-2017: 21 students

<http://iae.univ-lyon3.fr/06340080-developpement-durable-1-149117.kjsp>

## **Développement durable 2**

*Sustainable Development 2*

Alternance Program - Bachelor's - 23hrs - 2016-2017: 45 students

<http://iae.univ-lyon3.fr/06340084-developpement-durable-2-1011718.kjsp>

## **Développement durable et logistique inverse**

*Sustainable Development and Reverse Logistics*

Pre-Experience Education - Master's 2 - 23hrs - 2016-2017: 27 students

<http://iae.univ-lyon3.fr/06250035-developpement-durable-et-logistique-inverse-cours-optionnel--154243.kjsp>

## **Développement durable et logistique inverse**

*Sustainable Development and Reverse Logistics*

Bourg - Alternance Program - Master's 2 - 23h - 2016-2017: 19 students

## **Développement durable et responsabilité sociale des entreprises**

*Sustainable Development and Corporate Social Responsibility*

Alternance Program - Master's 2 - 23hrs - 2016-2017: 26 students

<http://iae.univ-lyon3.fr/06250181-developpement-durable-et-responsabilite-sociale-de-l-entreprise-1039935.kjsp>

## **Dimension psychologique du management et humanisme**

*Psychological Dimension of Management and Humanism*

Alternance Program - Master's 1 - 32hrs - 2016-2017: 32 students

<http://iae.univ-lyon3.fr/06210119-dimension-psychologique-du-management-587815.kjsp>

## **Economie internationale et développement durable**

*International Economy and Sustainable Development*

Pre-Experience Education - Bachelor's - 40hrs -  
2016-2017: 211 students  
<http://iae.univ-lyon3.fr/05260000-economie-internationale-et-developpement-durable-148442.kjsp>

## **Economie internationale et développement durable**

*International Economy and Sustainable Development*

Pre-Experience Education - Bachelor's - 40hrs -  
2016-2017: 22 students  
<http://iae.univ-lyon3.fr/05260002-economie-internationale-et-developpement-durable-1006077.kjsp>

## **Entrepreneuriat & Entrepreneuriat Social en Hôtellerie-Restaurant-Loisirs (HRL)**

*Entrepreneurship & Social Entrepreneurship in Hotel - Catering - Leisure*

Alternance Program - Master's 1 - 23hrs -  
2016-2017: 10 students  
<http://iae.univ-lyon3.fr/06220402-entrepreneuriat-entrepreneuriat-social-en-hotellerie-restauration-loisirs-hrl--1015676.kjsp>

## **Entrepreneuriat et Economie Sociale et Solidaire**

*Entrepreneurship and Social and Solidarity Economy*

Alternance Program - Master's 2 - 36hrs -  
2016-2017: 48 students  
<http://iae.univ-lyon3.fr/06220279-entrepreneuriat-et-economie-sociale-et-solidaire-914130.kjsp>

## **Ethics and Corporate Social Responsibility**

Pre-Experience Education - Master's 1 - 23hrs -  
2016-2017: 34 students  
<http://iae.univ-lyon3.fr/06220383-ethics-and-corporate-social-responsibility-1016762.kjsp>

## **Ethique et finance**

*Ethics and Finance*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 11 students  
<http://iae.univ-lyon3.fr/06300469-ethique-et-finance-1055668.kjsp>

## **Ethique et GRH**

*Ethics and HRM*

Continuing Education - Master's 2 - 24hrs -  
2016-2017: 6 students  
<http://iae.univ-lyon3.fr/06200204-ethique-et-grh-564767.kjsp>

## **Ethique et politique des sociétés contemporaines**

*Contemporary Societies' Ethics and Policies*

Pre-Experience Education - Bachelor's - 42hrs -  
2016-2017: 117 students  
<http://iae.univ-lyon3.fr/17210015-ethique-et-politique-des-societes-contemporaines-527925.kjsp>

## **Ethique et responsabilité à l'ère numérique**

*Ethics and Responsibility in the Digital Age*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 25 students  
<http://iae.univ-lyon3.fr/01290183-ethique-et-responsabilite-a-l-ere-numerique-1015725.kjsp>

## **Ethique et responsabilité managériale**

*Ethics and Managerial Responsibility*

Bourg - Alternance Program - Master's 1 - 23hrs -  
2016-2017: 50 students

## **Ethique et responsabilité managériale**

*Ethics and Managerial Responsibility*

Continuing Education - Master's 1 - 23hrs -  
2016-2017: 13 students  
<http://iae.univ-lyon3.fr/06220396-ethique-et-responsabilite-managériale-914711.kjsp>

## **Ethique et responsabilités managériales**

*Ethics and Managerial Responsibility*

Pre-Experience Education - Master's 1 - 23hrs -  
2016-2017: 425 students  
<http://iae.univ-lyon3.fr/06220374-ethique-et-responsabilite-managériale-556543.kjsp>

## **Gestion des risques, déontologie et réglementation**

*Risk Management, Code of Conduct and Regulation*

Continuing Education - Master's 2 - 14hrs -  
2016-2017: 14 students  
<http://iae.univ-lyon3.fr/06220151-gestion-des-risques-deontologie-et-reglementation-146980.kjsp>

## **Gestion des risques, déontologie et réglementation**

*Risk Management, Code of Conduct and Regulation*

IFOR - Continuing Education - Master's 2 - 21hrs -  
2016-2017: 7 students

## **Global world: Business Ethics and Corporate Social Responsibility**

Pre-Experience Education - Bachelor's - 46hrs -  
2016-2017: 16 students  
<http://iae.univ-lyon3.fr/06220361-global-world-business-ethics-and-corporate-social-responsibility-1008194.kjsp>



## **Gouvernance et RSO**

*Governance and CSR*

Pre-Experience Education - Master's 2 - 18hrs -  
2016-2017: 5 students  
<http://iae.univ-lyon3.fr/06210692-gouvernance-et-rso-878884.kjsp>

## **GRH et diversité**

*HRM and Diversity*

Pre-Experience Education - Master's 2 - 23h -  
2016-2017: 26 students  
<http://iae.univ-lyon3.fr/06210422-grh-et-diversite-917968.kjsp>

## **Humanities and Supply Chain Management**

Pre-Experience Education - Master's 2 - 23hrs -  
2016-2017: 26 students  
<http://iae.univ-lyon3.fr/06210682-humanites-et-supply-chain-management-1055796.kjsp>

## **La bonne gouvernance au coeur du développement humain**

*Good Governance at the Heart of Human Development*

Pre-Experience Education - Master's 2 - 23hrs -  
2016-2017: 26 students  
<http://iae.univ-lyon3.fr/06210676-la-bonne-gouvernance-au-coeur-du-developpement-humain-1021241.kjsp>

## **Management des organisations et RSE et Jeu d'entreprise**

*Organization Management and CSR and Business Games*

Continuing Education - Master's 2 - 56hrs -  
2016-2017: 22 students  
<http://iae.univ-lyon3.fr/06210639-management-des-organisation-et-rse-et-jeu-d-entreprise-1030535.kjsp>

## **Management des risques et RSE**

*Risk Management and CSR*

Alternance Program - Master's 1 - 15hrs -  
2016-2017: 32 students  
<http://iae.univ-lyon3.fr/06340087-management-des-risques-et-rse-1064713.kjsp>

## **Management d'un système intégré QSE : Démarches sécurité et environnement**

*Management of an Integrated QSE System: Safety and Environment Processes*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 25 students  
<http://iae.univ-lyon3.fr/06340019-management-d-un-systeme-integre-qse-demarche-securite-et-environnement-150022.kjsp>

## **Management et Humanité : Ergonomie**

*Management and Humanities: Ergonomics*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 19 students  
<http://iae.univ-lyon3.fr/06210162-ergonomie-557588.kjsp>

## **Management et humanité : Psychologie du travail**

*Management and Humanities: Occupational Psychology*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 38 students  
<http://iae.univ-lyon3.fr/06210163-psychologie-du-travail-557590.kjsp>

## **Management et humanité : Sociologie des organisations**

*Management and Humanities: Sociology of Organizations*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 25 students  
<http://iae.univ-lyon3.fr/06210161-sociologie-des-organisations-557586.kjsp>

## **Management et Humanités**

*Management and Humanities*

Pre-Experience Education - Master's 2 - 23hrs -  
2016-2017: 26 students  
<http://iae.univ-lyon3.fr/06200859-management-et-humanites-1044249.kjsp>

## **Management et humanités**

*Management and Humanities*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 26 students  
<http://iae.univ-lyon3.fr/06210669-management-et-humanites-1046672.kjsp>

## **Problématique environnementale internationale**

*International Environmental Issues*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 16 students  
<http://iae.univ-lyon3.fr/24220021-problematique-environnementale-internationale-587750.kjsp>

## **Marketing et développement durable**

*Marketing and Sustainable Development*

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 26 students  
<http://iae.univ-lyon3.fr/06240460-marketing-et-developpement-durable-879579.kjsp>

## **Module 12 : La prévention des risques psycho-sociaux**

*Module 12: Psycho-Social Risk Prevention*

Continuing Education - University Degree - 14hrs -  
2016-2017: 10 students

## **Module 2 : Droit de la santé au travail & négociation des accords qualité de vie au travail**

*Module 2 : Health at Work Law & Negotiation of Agreements on Quality of Work Life*

Continuing Education - University Degree - 21hrs - 2016-2017: 24 students

## **Module 3 : Prévention des risques psychosociaux et prise en charge du burn-out**

*Module 3 : Psycho-Social Risk Prevention and Burn Out Care System*

Continuing Education - University Degree - 49hrs - 2016-2017: 24 students

## **Module 4 : Outils & démarches en matière de qualité de vie au travail & santé globale**

*Module 4 : Tools & Processes regarding Quality of Work Life & Global Health*

Continuing Education - University Degree - 63hrs - 2016-2017: 24 students

## **Module 6 : La gestion sociale au quotidien, améliorer le climat social et prévenir les tensions**

*Module 6 : Day-to-Day Social Management, Improving Social Climate and Preventing Tension*

Continuing Education - University Degree - 14hrs - 2016-2017: 10 students

## **Organizational Behavior & CSR**

*Pre-Experience Education - Master's 2 - 23hrs - 2016-2017: 30 students*

<http://iae.univ-lyon3.fr/06210227-organizational-behavior-and-corporate-social-responsibility-csr--148992.kjsp>

## **Performance et développement durable des organisations**

*Organization Performance and Sustainable Development*

Pre-Experience Education - Master's 2 - 23hrs - 2016-2017: 15 students

<http://iae.univ-lyon3.fr/06220083-performance-et-developpement-durable-des-organisations-557544.kjsp>

## **Performance et développement durable des organisations**

*Organization Performance and Sustainable Development*

Continuing Education - Master's 2 - 21hrs - 2016-2017: 20 students

<http://iae.univ-lyon3.fr/06310170-performance-et-developpement-durable-des-organisations-1030208.kjsp>

## **Qualité de vie au travail (RPS)**

*Quality of Work Life (Psycho-Social Risks - PSR))*

Pre-Experience Education - Master's 2 - 23hrs - 2016-2017: 22 students

<http://iae.univ-lyon3.fr/06340105-qualite-de-vie-au-travail-rps--1031000.kjsp>

## **Qualité de vie au travail et RSO**

*Quality of Work Life and CSR*

Continuing Education - Master's 2 - 21hrs - 2016-2017: 9 students

<http://iae.univ-lyon3.fr/06210656-qvt-et-rso-1030239.kjsp>

## **Qualité de vie au travail et RSO**

*Quality of Work Life and CSR*

Pre-Experience Education - Master's 2 - 23hrs - 2016-2017: 26 students

<http://iae.univ-lyon3.fr/06210685-qvt-et-rso-qualite-de-vie-au-travail-et-responsabilite-sociale-des-organisations--1044244.kjsp>

## **Relations Sociales, Gestion des conflits, Ethique et Gouvernance dynamique**

*Labour Relations, Conflict Management, Ethics and Dynamic Governance*

Alternance Program - Master's 2 - 23hrs - 2016-2017: 21 students

<http://iae.univ-lyon3.fr/06210651-relations-sociales-gestion-des-conflits-ethique-et-gouvernance-dynamique-147088.kjsp>

## **Responsabilité et éthique à l'ère numérique**

*Responsibility and Ethics in the Digital Age*

Pre-Experience Education - Master's 2 - 23hrs - 2016-2017: 30 students

<http://iae.univ-lyon3.fr/06220427-responsabilite-et-ethique-a-l-ere-numerique-1029905.kjsp>

## **Responsabilité sociétale de l'entreprise**

*Corporate Social Responsibility*

Alternance Program - Master's 2 - 23hrs - 2016-2017: 22 students

<http://iae.univ-lyon3.fr/06250121-responsabilite-societale-de-l-entreprise-620150.kjsp>

## **Responsabilité Sociétale des Parties Prenantes et Développement Durable**

*Stakeholders' Social Responsibility and Sustainable Development*

Alternance Program - Master's 2 - 23hrs - 2016-2017: 24 students

<http://iae.univ-lyon3.fr/06210649-responsabilite-societale-des-parties-prenantes-et-developpement-durable-1043587.kjsp>

## **Responsabilité sociétale des organisations et développement durable**

*Corporate Social Responsibility and Sustainable*

## Development

Alternance Program - Master's 2 - 23hrs -  
2016-2017: 13 students  
<http://iae.univ-lyon3.fr/06340102-responsabilite-societale-des-organisations-et-developpement-durable-1065100.kjsp>

## Santé, condition de travail et RPS

*Health, Working Conditions and Psycho-Social Risks (PSR)*

Pre-Experience Education - Master's 1 - 23hrs -  
2016-2017: 27 students  
<http://iae.univ-lyon3.fr/06290411-sante-condition-de-travail-et-rps-149001.kjsp>

## Système de management QHSE et certification

*QSHE Management System and Certification*  
Alternance Program - Master's 1 - 23hrs -  
2016-2017: 32 students  
<http://iae.univ-lyon3.fr/06340089-systeme-de-management-qhse-et-certification-1064735.kjsp>

## 9 CSR SEMINARS IN THE FRAMEWORK OF THE 11<sup>th</sup> iaelyon INTERNATIONAL WEEK January 4–11, 2017

### 18 hours' seminars - Pre-experience and continuing education - 20 to 25 students per seminar

<http://iae.univ-lyon3.fr/international-week-2017-60-intervenants-a-l-iaelyon-issus-de-27-pays-1041215.kjsp>

Darren HOAD - Bath Spa University (United Kingdom)

### Strategies for Sustainable Business (Period 1)

Edmundo LIZARZABURU - ESAN University (Peru)  
**Emerging Markets Integration and CSR Strategies in Latin America (Period 1 & 2)**

Canan MADRAN - Dokuz Eylül University (Turkey)  
**Sustainability Marketing (Period 1)**

Lorella PIGNET-FALL - iaelyon School of Management (France)  
**Corporate Social Responsibility and Managing Diversity (Period 1)**

Florencia ROITSTEIN - Universidad San Andrés (Argentina)  
**Corporate Social Responsibility in**

## Emerging Markets (Period 1)

Florencia ROITSTEIN - Universidad San Andrés (Argentina)

### Philanthrocapitalism: How Philanthropy Can Save the World? (Period 2)

Carlos ROMERO USCANGA - Tecnológico de Monterrey (Mexico)

### Sustainable Development (Period 2)

Eddy SOUFFRANT - UNC Charlotte (USA)  
**Corporate Responsibility and Ethical Leadership (Period 1)**

Eddy SOUFFRANT - UNC Charlotte (USA)  
**Diversity, Social Justice and the Business Environment (Period 2)**

## 12 CSR SEMINARS IN THE FRAMEWORK OF THE 10<sup>th</sup> iaelyon INTERNATIONAL WEEK January 4–9, 2016

### 18 hours' seminars - Pre-experience and continuing education - 20 to 25 students per seminar

<http://iae.univ-lyon3.fr/international-week-2016-63-intervenants-a-l-iaelyon-issus-de-25-pays-969936.kjsp>

Darren HOAD - Bath Spa University (United Kingdom)

### Strategies for Sustainable Business (Period 2)

Edmundo LIZARZABURU - ESAN University (Peru)  
**Emerging Markets Integration and CSR Strategies in Latin America (Period 1)**

Maria Mac CABE - Leeds University (United Kingdom)  
**Business ethics (Period 1)**

Canan MADRAN - Dokuz Eylül University (Turkey)  
**Sustainability Marketing (Period 2)**

Lorella PIGNET-FALL - iaelyon School of Management (France)  
**Corporate Social Responsibility and Managing Diversity (Period 2)**

Wojciech PRZYCHODZEN - Deusto Business School Bilbao (Spain) **Sustainability and finance (Period 1)**

Justyna PRZYCHODZEN -Deusto Business School  
Bilbao (Spain)

### **Sustainable oriented innovation (Period 2)**

Florencia ROITSTEIN - Universidad San Andrés  
(Argentina)

### **Corporate Social Responsibility in Emerging Markets (Period 1)**

Florencia ROITSTEIN - Universidad San Andrés  
(Argentina)

### **International Business Ethics (Period 2)**

Carlos ROMERO USCANGA - Tecnológico de  
Monterrey (Mexico)

### **Sustainable Development (Period 1&2)**

Eddy SOUFFRANT - UNC Charlotte (USA)

### **Tolerance, Diversity and collective responsibility (Period 1)**

Eddy SOUFFRANT - UNC Charlotte (USA)

### **Leadership, entrepreneurship and ethical business (Period 2)**

## **ANNEX 3 – iaelyon publications on social responsibility and sustainable development – 2015–2017**

### **BOOKS**

Buono, A. F. & Savall, H., (2015). *The socio-economic approach to management revisited. The Evolving Nature of SEAM in the 21st Century*. IAP - Information Age Publishing.

Cappelletti, L., Pigé, B. & Zardet, V., (2015). *Dynamique Normative. Arbitrer et négocier la place de la norme dans l'organisation*, Ed. EMS.

Conbere, J. ; Savall, H. ; Heorhiadi, A., (2016). *Decoding the Socio-Economic Approach to Management*. Ed. IAP - Information Age Publishing.

Falcoz, C., (2017), *L'égalité femmes-hommes au travail, Perspectives pour une égalité réelle*, Editions EMS, coll. Gestion en liberté.

Mayrhofer, U., (2017), *Management interculturel. Comprendre et gérer la diversité culturelle*, Vuibert

Naro, G. & Travaillé, D., (2015). *Les systèmes de gestion entre simplification et complexification*. Economica.

Savall, H. ; Péron, M. ; Zardet, V. ; Bonnet, M., (2017), *Socially Responsible Capitalism & Management*, Routledge.

Savall, H., Zardet, V., & Bonnet, M., (2016), *Entreprises, Valeurs(s) et Prospérité : Le capitalisme socialement responsable*, Ed. Economica.

Savall, H. & Zardet, V., (2015). *Gouvernance et management : quelle coopération ?* Economica.  
Savall, H., Péron, M., Zardet, V. et Bonnet, M., (2015). *Le capitalisme socialement responsable existe*. Ed. EMS.

Worley, C. G, Zardet, V., Bonnet, M. et Savall, A., (2015). *Becoming Agile - How the SEAM approach to management builds adaptability*. Wiley-Jossey Bass.

### **PEER-REVIEWED JOURNAL ARTICLES**

Bonnefon, Jean-François; Heimann, Marco; Lobre-Lebraty, Katia, (2017), « Value similarity and overall performance: Trust in SRI », *Society and Business Review*, 12(2), 200-215.

Capelle-Blancard Gunther ; Petit, Aurélien, (2017). « Every Little Helps? ESG News and Stock Market Reaction », *Journal of Business Ethics*, DOI 10.1007/s10551-017-3667-3.

Capelle-Blancard Gunther ; Petit, Aurélien, (2017). « The Weighting of CSR [Corporate Social Responsibility] Dimensions », *Business & Society*, 56(6), 919-943, doi: <http://10.1177/0007650315620118>.

Capelli, Sonia ; Falchi, Alice ; Hussler, Caroline ; Sabadie, William, (2016), « Co-innover avec ses consommateurs, oui mais lesquels? De l'intérêt d'impliquer ses consommateurs-membres dans le processus d'innovation des coopératives », *Gestion 2000, Recherches et Publications en Management*, A.S.B.L.

Capelli, S. ; Guillot-Soulez, C. ; Sabadie, W., (2015). « Engagement RSE et attractivité organisationnelle : la communication protège-t-elle en cas de crise ? (Corporate social responsibility engagement and organizational attractiveness: does communication protect when coping with crisis?) », *Revue de Gestion des Ressources Humaines*. mai. vol. 96, avril-juin, p. 3 23.

Chappoz, Y., Côme, T., Dorbaire, P. & Pupion, P.-C., (2015). « Valeurs et régulation de systèmes universitaires : l'élaboration des codes de déontologie en France et dans les pays du CAMES ». *Gestion* 2000. 32(5), 39-58.

De Bovis-Vlahovic, C., (2015). Le rôle de la Confiance pour Fiabiliser les Pratiques de Travail. *Revue spécialisée Cadre de Santé, Soins cadres, Elsevier-Masson*. novembre 2015. n° 96, p. 16 20. DOI 10.1016/j.scad.2015.09.011.

Everaere C. (2015) Externalisation, maîtrise des processus et santé collective, *Revue Economique et Sociale*, 73(2), 39-50.

Falcoz, C. ; Livian, Y.-F., (2015), « Des managers en formation au Louvre : usages de la peinture dans un cursus de formation continue », *Annales des Mines - Gérer et comprendre*, 2/2015 (120), 58-66.

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## ANNEX 4 – The 33 events on CSR organised by iaelyon from September 2015 to August 2017

Date	Title	Guest Speakers	Number of participants
September 25, 2015	Professional Congress: Santé au travail : «Violence au travail et incivilités» et «Burn out” : où en est le débat sur la reconnaissance comme maladie professionnelle ?» <i>Health at work: “Violence at work and incivility” and “Burnout”: How are discussions about its recognition as an occupational disease coming along?</i> (partners: VTE firm, Technologia)	Thierry Rochefort, Core Faculty Professor on contract at iaelyon, Quality of Work Life expert - Jean-Claude Delgènes, Director General of Technologia - Michel Debout and Yves Grasset, founders of VTE firm - Vincent de Gaulejac, Sociologist - Monique Fraysse, Occupational Physician Group Orange - Grenoble...	250
October 9, 2015	Conference: “Mon Epargne fait-elle monter le niveau de la mer ?” Do my savings cause the sea level to rise? (responsible finance: link between saving and the climate). (partner: Alternatiba)	Jean-Marc De Boni, President of Nef Management Board	120
October 13, 2015	Conference: “Homme & Femme acteur-e-s de l'égalité : qu'est ce qui bouge du côté des hommes ?” Men and Women as actor-ress-es of Gender Equality: What is changing on men' side ? (partner: Supplément dame Association).	Christophe Falcoz, Core Faculty Professor on contract at iaelyon - Mar Merita Blat, Vice-President Plaidoyer du comité ONU Femmes France - UN Women Committee France - Valérie Poinot, Director General Delegate from Laboratoires Boiron - Marie-Christine Mahéas, Coordinator of the book: “Mixité : quand les hommes s'engagent” (Gender mix: When men commit) - Christelle Champion, Head of the Energies de Femmes Network Rhône-Alpes, EDF...	150
October 14-15, 2015	28th edition of ISEOR Autumn Congress: “Entreprises, valeur(s), et prospérité : le capitalisme socialement responsable” - Companies, value(s) and prosperity : socially responsible capitalism (partner: ISEOR)	Members of the Academy Of Management (AOM), members of the International Institute of Costs (IIC), Members of the American Accounting Association (AAA), etc.	300
November 6, 2015	4th conference of the Philosophy & Management cycle: “L'autorité a-t-elle sa place dans le management ?” Is there room for authority in Management? (partner: Acteurs de l'Economie Magazine)	Marc Gaucherand, Doctor in Philosophy and Olivier Faure, Director Orange Centre-Est	300
November 17, 2015	Conference by Pierre Rabhi: “La sobriété heureuse” Happy Sobriety (partner: Les Colibris)	Pierre Rabhi, Author, Philosopher and Conference Speaker	900

November 19, 2015	Conference : “La ville intelligente au défi d’être humaine” The smart city challenged to be humane (partner: Acteurs de l’Economie Magazine)	David Kimelfeld, 1st Vice-President of Lyon Metropolis, Serge Guérin, sociologist at INSEEC, Emile Hooge Associate Director of NOVA 7 Agency	150
December 10, 2015	CLUBB conference: “La fraude dans le milieu bancaire” Fraud in the banking sector (partner: LCL)	Raymond FAYET, Director of Development at LCL Banque des Entreprises / Corporate Banking and Vincent SABY, Legal Advisor at LCL	100
January 19, 2016	4e Matinée Travail Innovation Santé / 4th exchanges on Innovation and Health in the workplace: “Entreprises libérées : mythes ou réalités - Comment passer du discours à l’action ?” Freed companies: myth or reality - How to move from words to action? (partners : Cateis, HR Consultancy Partners and Psya firms)	Thierry Rochefort, Core Faculty Professor on contract at iaelyon - Richard RITT, Director of Lead’airship - Célia Badet, Psya - Hélène Picard, iaelyon - Cédric Pélissier, Sociologist - Frédéric Deschamps, in charge of Quality of Work Life EDF...	180
January 22, 2016	5th conference of the Philosophie & Management cycle: “Bonheur et travail: duel ou duo?” Happiness and Work: Duel or duet? (partner: Acteurs de l’Economie magazine)	Thierry Ménissier, Full Professor of Philosophy and Anne-Sophie Panseri, CEO of Maviflex	300
January 28, 2016	Enactus iaelyon Conference: “Entreprendre socialement... C’est possible ?” Social entrepreneurship...Is it possible ? (partner: Enactus France)	Charlotte Hoefman (le Mouves), Jérôme Priolet (Enactus France), Julie Pouliquen (La Cordée)...	150
March 3, 2016	15th François Perroux Day: “L’Europe motrice dans la diversité” Europe, driver of diversity (partner: Association des Amis de François Perroux - Friends of François Perroux Association)	Marc Bonnet, Pr.iaelyon - Henri Savall and Gilbert Blardone, François Perroux Association - Jean-Marie Peretti, President of the Institut international de l’Audit Social/ International Institute of Social Audit,...	250
March 22, 2016	Conference: “From Homo erectus to Homo numericus”	Pascal Picq, Paleoanthropologist at Collège de France	30
May 12, 2016	Research Seminar: “Managing the Moral Dimension of Institutional Complexity: Sustainability Implementation as the Search for a Compromise at an Oil Sands Company”	Jean-Pascal Gond, CSR Professor at Cass Business School, City University, London	20
June 13-14, 2016	2016 ADERSE Congress: “La responsabilité sociale des organisations et des établissements d’enseignement supérieur” Social Responsibility of Corporations and Higher Education Institutions (partners : ADERSE - ISEOR)	V. Zardet and M. Bonnet, ADERSE - Kianvu Tamo, Former Dean of Université du 11 novembre, Angola - Stéphane Pillet, University Jean Moulin - Marianne Domeizel, Vice-President, Delegate for sustainable development at Aix Marseille University - Cédric Haurou-Béjottes, Vice-President for Social and Societal Responsibility at University Toulouse III Paul Sabatier - Fabienne Cresci, Director of Campus Development and Planning, University of Lyon, etc.	300

October 7, 2016	6th conference of the Philosophie & Management cycle: “Déléguer plus, est-ce diriger mieux ?” Does delegating more mean better leading? (partner: Acteurs de l'Economie Magazine)	Laurent Constantin, CEO of Web Acti Agency, CEO of TLM, President of IUT Lumière - University Lyon 2 and Laura Lange, Conference speaker & Consultant, Philosopher specialized in Organizations.	300
November 25, 2016	7th conference of the Philosophy & Management cycle: “Décider avec passion: pour qui, pourquoi, comment ?” Deciding with passion: For Whom, Why and How? (partner: Acteurs de l'Economie Magazine)	Florence Poivey, President of the Federation for Plastics and Composite Materials and Jacques-Emmanuel Ottavi, Philosopher and Consultant.	300
December 5, 2016	Dialogues in Humanities meeting - iaelyon: “Management, confiance en soi et créativité” Management, Self-confidence and creativity (partner: Dialogues in Humanities)	Malika Bellaribi-Le Moal, Lyrical Artist, Karim Mahmoud-Vintam co-Founders of Cités d'or, Boris Tavernier Founder of VRAC, Azdine Benyoucef, Artistic Director and Manager of Second Souffle company...	200
December 9, 2016	Research Seminar: “Mobilizing Tools for Constructing and Agencing Markets: A Study of Corporate Social Responsibility Consultants Practices”.	Jean-Pascal Gond, CSR Professor at Cass Business School, City University, London	20
January 19, 2017	CLUBB conference: “Un investissement peut-il être responsable ?” Can investment be responsible (partner: BNP Paribas)	Eléonore Bedel, in charge of the responsible investment offer - BNP Paribas	100
February 3, 2017	8th conference of the Philosophy & Management cycle: “Condamnés à travailler toujours plus vite ?” Doomed to always working faster? (partner: Acteurs de l'Economie Magazine)	Thierry Debarnot, co-Founder of Digischool and Olivier Abel, Professor of Ethical Philosophy at the Protestant Faculty of Montpellier	300
February 16, 2017	Conference: “Réussir la transition énergétique - Nouveau scénario negaWatt 2017-2050” Bringing about a successful energy transition - New negaWatt scenario 2017-2050 (partners: negaWatt Association - Friends of the Earth Association)	Gwennyn Tanguy, engineer in thermo-energetics, Sylvain Chirat, Geographer and Aurélien Petit, Associate Professor at iaelyon	450
February 28, 2017	Conference CLUBB: “La banque privée et les investissements RSE” Private Banking and CSR Investments (partner: BNP Paribas)	David Debomy, Regional Director of Private Banking, BNP Paribas	120

March 8, 2017	Conference: “Dessine-moi la ville de demain : regards de femmes” Draw the city of tomorrow: Women’s viewpoints Conference-debate organized by the Master’s in Management and Communication in the frame of the International Women’s Rights Day. (partner: ENGIE)	Rachel Linossier, Associate Professor in Town and Urban Planning in Lyon at the Institut d’Urbanisme de Lyon/ Lyon Urbanism Institute - University Lumière - Valérie Colomb, Architect, Associate Professor at Science Po Lyon - Maïlis Chigot, Commercial Engineer at Engie - Camille de Bovis, Associate Professor, iaelyon	200
March 10, 2017	5th edition of the Week for Youth Awareness for Women’s Entrepreneurship: Testimony by Florence Servan-Schreiber (Partners: Le REF et 100 000 entrepreneurs)	Florence Servan-Schreiber, Writer, Author, Conference Speaker, Actress. She is also the leader of Essentia Group	250
April 6, 2017	6e Matinée Travail Innovation Santé / 6th exchanges on Innovation and Health in the workplace: “Transformation des organisations et santé au travail : Quelles attentes des acteurs ?” Transformation of Organizations and Health at Work: What are Actor’s Expectations? (partners: CNRS, Technologia, Empreinte Humaine Firm)	Thierry Rochefort, Core Faculty Professor on contract iaelyon - Marc Loriol, Researcher at CNRS - Jean-Claude Delgennes, Director of Technologia firm - Didier Micheau, in charge of Transformation (South Region) at ENNEDIS, ...	250
April 6, 2017	CLUBB Conference: “Lutte anti blanchiment / Financement du terrorisme” Fight against Money Laundering / Terrorist Financing (partner: ACPR - Banque de France)	Jean-Lou Galissi, Internal Auditor for ACPR (Autorité de Contrôle Prudentiel et de Résolution/ Prudential Control and Resolution Authority) - Banque de France	80
June 15, 2017	Inter-professional Conference : “Les managers et la santé : Nouveaux enjeux, nouvelles réalités” Managers and Health : New Challenges, New Realities (partner: Research Center of Ecole Nationale Supérieure de la Police / National Police School)	Hélène Monier, Didier Vinot and Thierry Rochefort, iaelyon - Major Denis Mulatier, SOPSR, Police Instructor - Olivier Robert, Occupational Physician and Psychiatrist, Hôpital Edouard Herriot - Laurent Mellah, Consultant Serv&Sens, ...	100
June 22, 2017	Vetagro Sup conference around books “Biographies animales/Animal Biographies” and “Le droit de l’animal/Animal Rights” in presence of the authors (partner: Vetagro Sup)	Anne-Claire Lomellini-Derecienne, Katherine Mercier, Eric Baratay, Authors - Georges Chapoutier, Neurobiologist and Philosopher	25
June 22-23, 2017	15th Congress of the International Cost Institute coupled with the 4th ISEOR Transatlantic Congress “Vers des pratiques comptables, de contrôle, d’audit et de gestion des coûts plus citoyennes ?” Towards more Citizen Accounting, Control, Audit and Management Practices? (partners: American Accounting Association - International Cost Institute - ISEOR.)	René Ricol, President and Founder of the Ricol-Lasteyrie Accounting Firm - Carlos Alberto Diehl, Universidade do Vale do Rio dos Sinos, Brazil - Reiner Quick, Darmstadt University of Technology, Germany - Alain Bauer, CNAM Professor Paris - Andrés NAVARRO GALERA (ASE-PUC), Universidad de Granada, Spain - William NAHUM, President of the Académie des Sciences Comptables/ Academy of Accounting Sciences - Richard BAKER, Adelphi University, United States	300

<p>June 28, 2017</p>	<p>ALEES Ethical Aperitif: “Mondialisation digitale, enjeux économiques, éthiques et sociétaux”  Digital Globalization, Economic, Ethical and Societal Challenges.  (partner: Association Lyonnaise d’Ethique Economique et Sociale/  Lyon Association for Economic and Social Ethics)</p>	<p>Didier Megnon Bebada, Ethical Philosopher, Doctor in Political Sciences- International Relations - Jean-Yves Hamiot, IDRAC Business School</p>	<p>30</p>
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# GLOSSARY

**ADERSE:** Association pour le Développement de la Responsabilité Sociale de l'Entreprise (Association for the Development of Corporate Social Responsibility)

**AFEV:** Association de la Fondation Etudiante pour la Ville (Association of the Student Foundation for the City)

**CIFRE:** Convention Industrielle de Formation par la Recherche (industrial convention for education through research)

**CNRS:** Centre National de la Recherche Scientifique (National Center for Scientific Research)

**CSR:** Corporate Social Responsibility

**DBA:** Doctorate of Business Administration

**ERS:** Ethics, Responsibility and Sustainability

**EFMD:** The Management Development Network

**FNEGE:** Fondation Nationale pour l'Enseignement et la Gestion (National

Foundation for Management Education)

**FTE:** Full-Time Equivalent

**HCERES:** Haut Conseil de l'Evaluation de la Recherche et de l'Enseignement Supérieur (High Council for the Evaluation of Research and Higher Education)

**MEDEF:** Mouvement des Entrepreneurs de France (Mouvement of French Entrepreneurs)

**NGO:** Non Governmental Organization

**OBSAR:** Observatoire des Achats Responsables (Observatory for Responsible Purchasing)

**ORSE:** Observatoire de la Responsabilité Sociétale des Entreprises (Observatory for Corporate Social Responsibility)

**SDG:** Sustainable Development Goals

**SEPL:** Société d'Economie politique et d'Economie Sociale de Lyon (think tank for the development of the Lyon region)

**think**  
**large**