

INSPIRING  
EDUCATION  
INSPIRING  
LIFE



**PRME**

Principles for Responsible  
Management Education

*an initiative of the United Nations Global Compact*

# RESPONSIBLE MANAGEMENT EDUCATION

SHARING INFORMATION ON PROGRESS (SIP) REPORT

2020

3 INTERNATIONAL ACCREDITATIONS



# FOREWORD

## A CONTINUED COMMITMENT TO RESPONSIBLE MANAGEMENT EDUCATION



As a signatory of the Principles for Responsible Management Education (PRME) since 2008, TBS is committed to putting sustainability and social responsibility at the heart of our institution, providing a student-centered, career-enabling and transformative learning experience, empowering our students to assume their places as responsible and sustainable actors, not only in their professional future, but in society as a whole.

We ensure that the 6 PRME principles run throughout each of our programs, research and corporate partnerships through an integrated interdisciplinary method. Constant dialogue and debate is strongly encouraged on critical issues related to global social responsibility and sustainability, in order to help our students find inspiring solutions for the future.

This report shows how TBS's values, and our engagement to the principles, are perfectly aligned and I am extremely proud of the many initiatives on sustainable development which are continuously present across our different campuses.

In search for distinction and excellence, TBS aspires to act as a living laboratory, continuously testing new concepts. As proof of our commitment to Responsibility, this report lists a number of our achievements, including the development of our Social Transition Department, promoting the integration of sustainability throughout the school's activities. In addition, you will learn how TBS

shows audacity by becoming the first French business school to develop a training course on the economic and geopolitical issues of the climate and how to act concretely within companies – Climate Action Program – and our student association for sustainability (B3D) continues to inspire many initiatives including the annual ANEDD conference promoting debate on responsible management and sustainability issues.

In these uncertain times, I am extremely proud of our community and the achievements we have made, through constant innovation and agility, to make sure our commitment to this subject, and willingness to progress in its implementation, never wavers. On that note, I would like to take this opportunity to say how much we are looking forward to organizing the PRME France Benelux Chapter meeting at our school in 2021, and hope that as many of you as possible will be able to join us – virtually or in person – for this wonderful event.

**Stéphanie Lavigne**  
TBS Dean & Director

A handwritten signature in black ink, which appears to read 'Stagme'.



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# TBS: WHO WE ARE

## OVERVIEW



### FOUNDED IN 1903,

TBS (formerly known as Toulouse Business School) belongs to the very select circle of international business schools with the triple AACSB, EQUIS & AMBA accreditation,

**a privilege bestowed upon only 1%**

of business schools worldwide. TBS is also a proud member of the *Conférence des Grandes Ecoles (CGE)*, the French national association of business schools.



### INSPIRING EDUCATION, INSPIRING LIFE

TBS has a rich history in academic excellence and has been training the business leaders of tomorrow for over 100 years.

*Every year, our school offers cutting-edge business education to over 5,600 students.*

We provide top-ranked Bachelor's and Master's in Management, Masters of Science, MBA, PhD and DBA programs as well as Executive Education programs.



**INSPIRING EDUCATION  
INSPIRING LIFE**

The TBS slogan "Inspiring Education, Inspiring Life" embodies the school's mission to put academic excellence and innovative teaching methods at the service of students in order to help them discover their personal career paths and become collaborative, agile and responsible decision-makers.

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We combine the academic excellence of our researchers with high-end corporate and institutional partnerships to provide top-notch expertise in management, especially in the sectors of Artificial Intelligence and Business Analytics, Aerospace & Mobility and Corporate Social Responsibility.

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## THE TBS COMMUNITY

The School is spread across 4 campuses in the dynamic cities of Toulouse and Paris (France), Barcelona (Spain) and Casablanca (Morocco), where we have tight links with local and international companies and industries. On these 4 locations our students can actively enjoy student life while entering the corporate world. TBS is a tight-knit community, with over

**30 student associations**

to suit our student's passions and interests. Our

**46,000 ALUMNI**

across the world vouch for the academic quality of our programs and provide extensive networking opportunities for our students.

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Another important part of the TBS community is the



This foundation works on a range of projects to promote diversity and inclusion, stimulate social involvement, support innovative teaching and entrepreneurial student projects. It also helps and supports students with financial difficulties.

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# TBS: TOGETHER BUILDING SUSTAINABILITY

TBS has a long-standing engagement in and commitment to training responsible managers and integrating sustainability and corporate social responsibility (CSR) into the school. TBS has been an early PRME signatory since 2008 and has developed and implemented its sustainability strategy for over 10 years. In 2017, the school obtained the prestigious Label DD&RS, a comprehensive French label for sustainability integration in higher education.

In the following pages of this PRME Sharing Information on Progress (SIP) report, we will provide an overview of TBS's main activities in relation to the 6 PRME Principles, as well as their link to the Sustainable Development Goals (SDGs), and an overview of our organizational practices. The 2020 TBS SIP Report covers the academic years of 2018-2019 and 2019-2020.

## SIX PRINCIPLES OF PRME



Purpose



Values



Method



Research



Partnerships



Dialogue

## TBS CONTRIBUTES TO THE SUSTAINABLE DEVELOPMENT GOALS

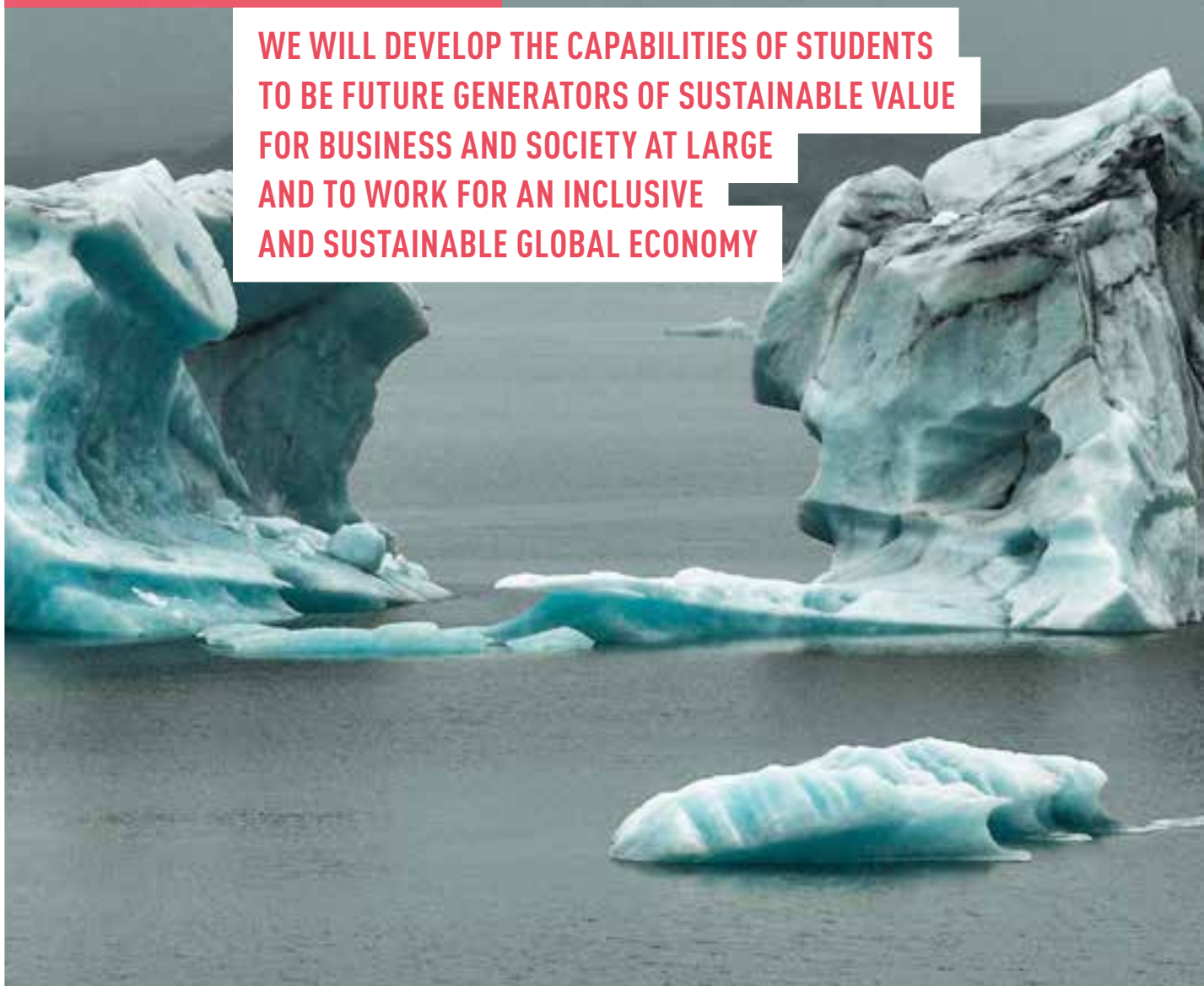
As an employer, a dedicated center of knowledge and an educational key player on a local and international level, TBS aims to intensify its scope of actions in terms of sustainable development & CSR in order to contribute to the 17 Sustainable Development Goals (SDGs), as defined by the United Nations.



## 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





# SUSTAINABILITY AND CSR: TOPICS THAT MATTER AT TBS

One of TBS's main ambitions is to train responsible managers, by offering our students extensive knowledge and skills to build and lead the organizations of tomorrow. TBS is committed to investing time and resources to integrate the topics of Corporate Social Responsibility and Sustainable Development into every program, service and department of our School. Sustainability and CSR are part of the overarching strategy of the school, and are embedded in our curricula, research, daily operations, and in our interactions with stakeholders and society as a whole.



TBS's mission statement is "to train future international decision-makers who are collaborative, agile and responsible". To us, "responsibility" also implies extensive knowledge and awareness of CSR and Sustainable Development topics, so as to enable students to think critically about the environmental and social impacts of their decisions and the broader effects on society.



TBS attaches the utmost importance to the following values: excellence, openness, audacity, agility, and responsibility. In order to put responsibility in practice, our school has developed and implemented a sustainability strategy through a process of continuous improvement and guided by national and international initiatives such as the Label DD&RS, the Global Compact, and PRME.



Our approach towards embedding sustainability into all our activities started more than 10 years ago, from ad hoc actions with students to a more systematic approach in 2010, implemented by a sustainability coordination team. At the end of academic year 2019-2020, this approach was further accelerated through the creation of the Department for Social Transition (*Direction de la Transition Sociétale*), which holds the full responsibility to engage all TBS stakeholders even more in sustainability.



# DEPARTMENT FOR SOCIAL TRANSITION



## MISSION

The role of the new Department for Social Transition (*Direction de la Transition Sociétale*) is to systematically integrate sustainability into all our school's activities. The department is headed by Patricia Aublet and focuses on environmental issues (led by Amandine Maurel, Climate Transition Officer) and social issues (led by Florence Lacoste, Head of Diversity and Student Engagement) at the school.

## ORGANIZATION

The Social Transition team works together with our entire school and different departments, academic programs, campuses and administrative services to reduce any negative social and environmental impacts and to gear them towards more responsible everyday practices. In addition, this department promotes, stimulates and supports actions that contribute to achieving the SDGs.

Embedding sustainability into the school requires engaging all of our internal stakeholders. Therefore, the Department for Social Transition is supported by and receives input from a range of TBS committees that are focused on sustainability and CSR.



**Patricia AUBLET**

*Director of Social Transition*  
p.aublet@tbs-education.fr



**Amandine MAUREL**

*Climate Transition Officer*  
a.maurel@tbs-education.fr



**Florence LACOSTE**

*Head of Diversity and Student Engagement*  
f.lacoste@tbs-education.fr

## SOCIAL TRANSITION COMMITTEE

### THIS COMMITTEE CONSISTS OF

- the General Director
- the Associate Dean of Research
- the Dean of Faculty
- the Program Directors
- the Heads of Operational Departments
- faculty members
- students with a particular interest in sustainability
- the presidents of the Student Associations

TBS has created a Social Transition Committee (*Comité de Transition Sociétale*), led by the school's Director of Social Transition.

This committee defines and guides our CSR policies, suggesting new sustainability-centered initiatives and following up on achieved actions. It also covers two Operational Committees (the Environmental Management Committee and the Education and Training Committee) and has initiated seven on the topics of energy, equality, diversity, responsible procurement, carbon emissions, responsible HR, and disabilities at the school.

## STUDENT ENGAGEMENT



As part of our systematic approach towards sustainability, we have chosen to strongly rely on our students. Our school has close links with the B3D (*Bureau du Développement Durable*), our student association for sustainability, which was founded in 2006. This association is the initiator of many of our sustainability initiatives, including the annual ANEDD (*Assises nationales étudiantes du développement durable*) conference, a large-scale student event on sustainability with a steadily increasing number of participants (for further information, *see Principle 6: Dialogue*).

In addition, each student association at TBS has appointed one person to monitor CSR issues in their association. These students are trained in the topics they are required to monitor, such as waste management, responsible purchasing, responsible event management, non-discrimination and anti-harassment policies etc.







## 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

# LONG-STANDING COMMITMENT TO AMBITIOUS LABELS AND INITIATIVES



TBS renews its commitment to sustainability and CSR on an external level, by engaging in national and international sustainability/CSR initiatives and labels, including the following:

INITIATIVE/LABEL NAME	YEAR OF FIRST MEMBERSHIP	FOCUS
Global Compact	2007	TBS has been a member of the United Nations Global Compact since 2007. The Global Compact aims to mobilize companies around 10 principles related to human rights, working conditions, environmental protection and anti-corruption.
PRME	2008	PRME is a United Nations-supported initiative to raise the profile of sustainability in business schools around the world. TBS has been a member since 2008.
Diversity Charters	2008	At TBS, we believe that the human being must be at the center of organizations and have signed multiple charters on diversity: the charter on female/male equality ( <i>Egalité Femme/Homme</i> , 2008), on disabilities ( <i>Charte Nationale Handicap</i> , 2008), and on inclusion and diversity ( <i>Charte d'Engagement en Faveur de l'Inclusion et du Respect de la Diversité dans les Grandes Ecoles de Management de la CGE</i> , 2020).
Business School Impact System	2014	The Business School Impact System (BSIS) is an impact assessment tool for business schools, that is run as a joint venture between EFMD Global Network and the French Federation for Business Education (FNEGE). It includes a "societal impact" and an "impact within regional ecosystems" dimension, where TBS can showcase its sustainability/CSR activities. TBS renewed its commitment to the label in 2018.
Label DD&RS	2017	The Label DD&RS promotes the sustainability/CSR initiatives of French universities/schools and research institutions using a systematic approach. TBS obtained the label in 2017 for 4 years.

## LABEL DD&RS



The Label DD&RS is a sustainability quality label for French higher education institutions.

The label allows schools to promote, on a national and international level, and at the best cost/benefit ratio, and the school's sustainability and CSR approach; and to help them build skills around sustainability/CSR within a group of committed French schools and universities.

In order to achieve this, the label has developed a self-assessment benchmarking tool, called the "DD&RS Benchmark" (or *Référentiel DD&RS*), which has been conceived by peers and tested since 2012 by more than 100 French higher education institutions annually. The administrative management of the tool is entrusted to a non-profit organization, CIRSES, who shares the ambitions of the Label DD&RS.

Each participating school contributes to the operational part of the quality label by participating in the audits and in meetings of the Labeling Committee. Each audit, required to obtain and renew the label, is led by a peer institution in collaboration with a student team.

### THE LABEL ALLOWS SCHOOLS TO:

- promote, on a national and international level, and at the best cost/benefit ratio, the school's sustainability and CSR approach;
- help them build skills around sustainability/CSR within a group of committed French schools and universities.



# TBS AND THE LABEL DD&RS

The Label DD&RS requires participating schools to annually monitor and assess the implementation of its sustainability/CSR strategy, based on five axes: (1) strategy and governance; (2) education and training; (3) research; (4) environmental management; and (5) social policy and regional embeddedness.

TBS obtained the Label DD&RS in 2017 for a period of four years. During this period, we annually conducted self-assessments to track our progress towards the goals that were outlined in each of the five axes. The following table shows the self-assessment results from 2018 (see also TBS SIP Report 2018) and 2020. It also specifies action points for the next period for all five axes (foreseen for 2020-2022).

AXES AND VARIABLES	SELF-ASSESSMENT SCORE *		COMMENTS AND FUTURE ACTIONS (2020-2022)
	2018	2020	
STRATEGY AND GOVERNANCE			
Contributing, with all stakeholders (internal and external) to building a responsible society which reconciles economic, social and environmental dimensions	3	3	<ul style="list-style-type: none"><li>Collectively defining a new SD&amp;CSR strategy for TBS for the coming three years</li></ul>
Formalizing the school's Sustainable Development & Corporate Social Responsibility (SD&CSR) policy and integrating it in all the school's activities	3	4	<ul style="list-style-type: none"><li>Identifying and putting into practice the action plan of this renewed strategy, allowing an acceleration of the social transition</li><li>Defining indicators</li><li>Developing a management system of continuous improvement of the SD&amp;CSR integration process for all of the school's stakeholders through putting in place performance objectives</li></ul>
Deploying resources (human, technical and financial) and implementing SD&CSR within the school (structures, personnel, management tools, etc.)	3	3	<ul style="list-style-type: none"><li>Creating and structuring the Department for Social Transition</li><li>Making its role and functioning explicit within the school</li></ul>
EDUCATION AND TRAINING			
Integrating SD&CSR issues into the programs and courses / Creating specialized training centers	3	3	<ul style="list-style-type: none"><li>Carrying out a qualitative and quantitative inventory of SD&amp;CSR in the school's main programs</li><li>Developing a pedagogical project for SD&amp;CSR integration in the higher education programs</li></ul>
Promoting and supporting the development of SD&CSR skills among personnel (instructors, researchers, administrators)	3	3	<ul style="list-style-type: none"><li>Proposing trainings on SD&amp;CSR to help instructors integrate these topics in their courses and staff in their activities</li><li>Proposing different mechanisms of recognition in function of the projects and investments of professors</li></ul>
Promoting and supporting the development of SD&CSR skills in students	4	4	<ul style="list-style-type: none"><li>Creating a system to promote student engagement</li><li>Promoting impactful projects with students (e.g., ATC, civic services)</li><li>Continuing to co-develop impactful projects in the region with student associations [B3D, Cheer up, BDH, etc.]</li></ul>
Promoting the development of a society which is aware and respectful of SD&CSR principles	4	4	<ul style="list-style-type: none"><li>Offering events on SD&amp;CSR issues (e.g., the ANEDD, conferences, webinars) to large audiences</li><li>Providing resources to encourage impactful initiatives (e.g., blogs, videos)</li></ul>

\* The scores indicate the level of maturity for every axis - level 1: SD&CSR awareness - level 2: SD&CSR initiation - level 3: SD&CSR conformity - level 4: SD&CSR mastery - level 5: SD&CSR excellence

AXES AND VARIABLES	SELF-ASSESSMENT SCORE *		COMMENTS AND FUTURE ACTIONS (2020-2022)
	2018	2020	
RESEARCH			
Promoting the school's interdisciplinary research on SD&CSR at the regional, national and international level	2	2	<ul style="list-style-type: none"><li>• Developing research contracts, research chairs, participation in international research programs characterized by an objective of social impact</li></ul>
Putting SD&CSR research, including policies and tools, at the disposal of the higher education and executive education programs and pedagogy	2	2	<ul style="list-style-type: none"><li>• Offering training on SD&amp;CSR to support instructors in integrating these topics into their courses and for staff into their activities</li><li>• Offering different mechanisms for recognition in function of the instructors' projects and investments</li></ul>
Enhancing and transforming results of SD&CSR research for stakeholders at national and international levels	3	3	<ul style="list-style-type: none"><li>• Promoting scientific popularization and dissemination actions</li><li>• Structuring research activities around centers of excellence focused on expertise that is useful for the region, multidisciplinary and visible at the international level</li></ul>
ENVIRONMENTAL MANAGEMENT			
Developing a policy of greenhouse gas (GHG) emissions reduction and of the sustainable use and reduced consumption of resources	4	4	<ul style="list-style-type: none"><li>• Updating the GHG assessment based on the work of students and designing an action plan with objectives on purchasing and the life of equipment for the existing campuses</li><li>• Reflecting on business trips generated by students, staff and professors</li><li>• Identifying the levers of action for the future campus to integrate SD&amp;CSR issues early in the construction phase</li><li>• Developing knowledge concerning healthy and local food throughout the student and staff communities.</li></ul>
Developing a policy of prevention and reduction of environmental damage (e.g., pollution)	4	4	<ul style="list-style-type: none"><li>• Improving selective waste management</li><li>• Developing actions to reduce waste at the source</li></ul>
Developing a policy to promote biodiversity	3	4	<ul style="list-style-type: none"><li>• Consolidating the actions taken on management of green spaces, developing awareness-raising workshops to learn how to manage your own vegetable garden, bees, etc.</li></ul>
SOCIAL POLICY AND REGIONAL EMBEDDEDNESS			
Promoting a human and social policy of equality and diversity among personnel	3	3	<ul style="list-style-type: none"><li>• Enhancing the "Disability initiative" to better take into account disabilities, in particular by developing new partnerships</li><li>• Fighting against all forms of discrimination by writing an engaging charter</li><li>• Promoting gender equality through the Equal ID project and in close collaboration with the new student association PRISM</li></ul>
Enhancing and developing skills and internal mobility	4	3	<ul style="list-style-type: none"><li>• Mapping TBS's job descriptions, missions and skills to help further develop internal mobility at the school</li></ul>
Developing a quality of life policy in the school (for personnel and students)	3	3	<ul style="list-style-type: none"><li>• Putting in place support mechanisms for teleworking</li><li>• Strengthening the skills development of staff and instructors on SD&amp;CSR topics</li></ul>
Promoting an equal opportunities policy for students	4	4	<ul style="list-style-type: none"><li>• Increasing fundraising activities used to fund student scholarships</li><li>• Creating synergies between alumni, partners and staff by identifying new ways to meet and exchange</li></ul>
Committing the school to the development of SD&CSR across its territories	3	3	<ul style="list-style-type: none"><li>• Integrating the different campuses in the Committee for Social Transition and co-defining an action plan to further develop the SD&amp;CSR approach</li></ul>

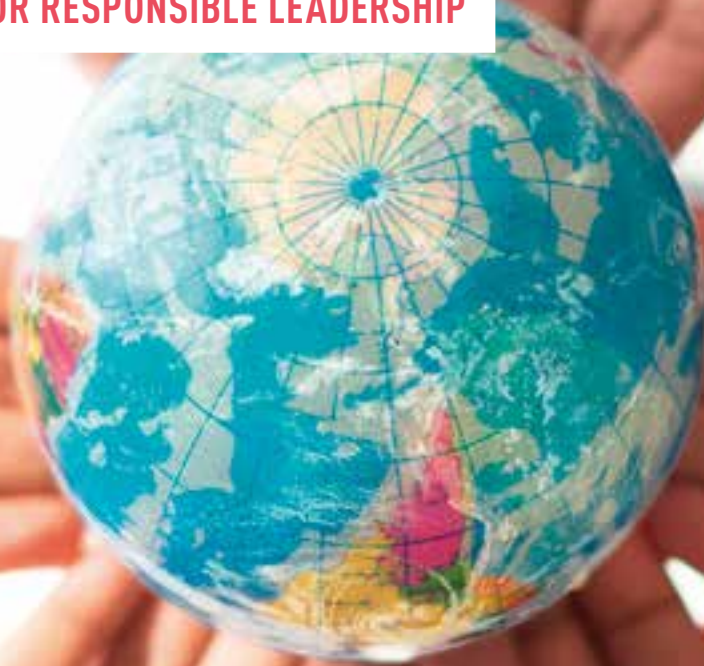
\* The scores indicate the level of maturity for every axis - level 1: SD&CSR awareness - level 2: SD&CSR initiation - level 3: SD&CSR conformity - level 4: SD&CSR mastery - level 5: SD&CSR excellence



## PRINCIPLE 3

# METHOD

WE WILL CREATE EDUCATIONAL FRAMEWORKS,  
MATERIALS, PROCESSES AND ENVIRONMENTS  
THAT ENABLE EFFECTIVE LEARNING EXPERIENCES  
FOR RESPONSIBLE LEADERSHIP



# SUSTAINABILITY & CSR IN THE TBS CURRICULUM



To fulfill TBS's engagement to train responsible managers, the students are exposed to sustainability and corporate social responsibility (CSR) topics in different ways:

- **Specific academic modules of the core curriculum**
- **Additional training offered parallel to the core curriculum**  
(e.g., conferences, guest lectures, workshops or games on social and environmental topics)
- **Support for student engagement on sustainability and CSR topics**

A particular emphasis is put on the school's higher education programs: the Master in Management (known in French as *Programme Grande Ecole*) and Bachelor in Management programs. As an example, all students of these programs learn about the causes and consequences of climate change through a mandatory serious game, called *Fresque du Climat*.

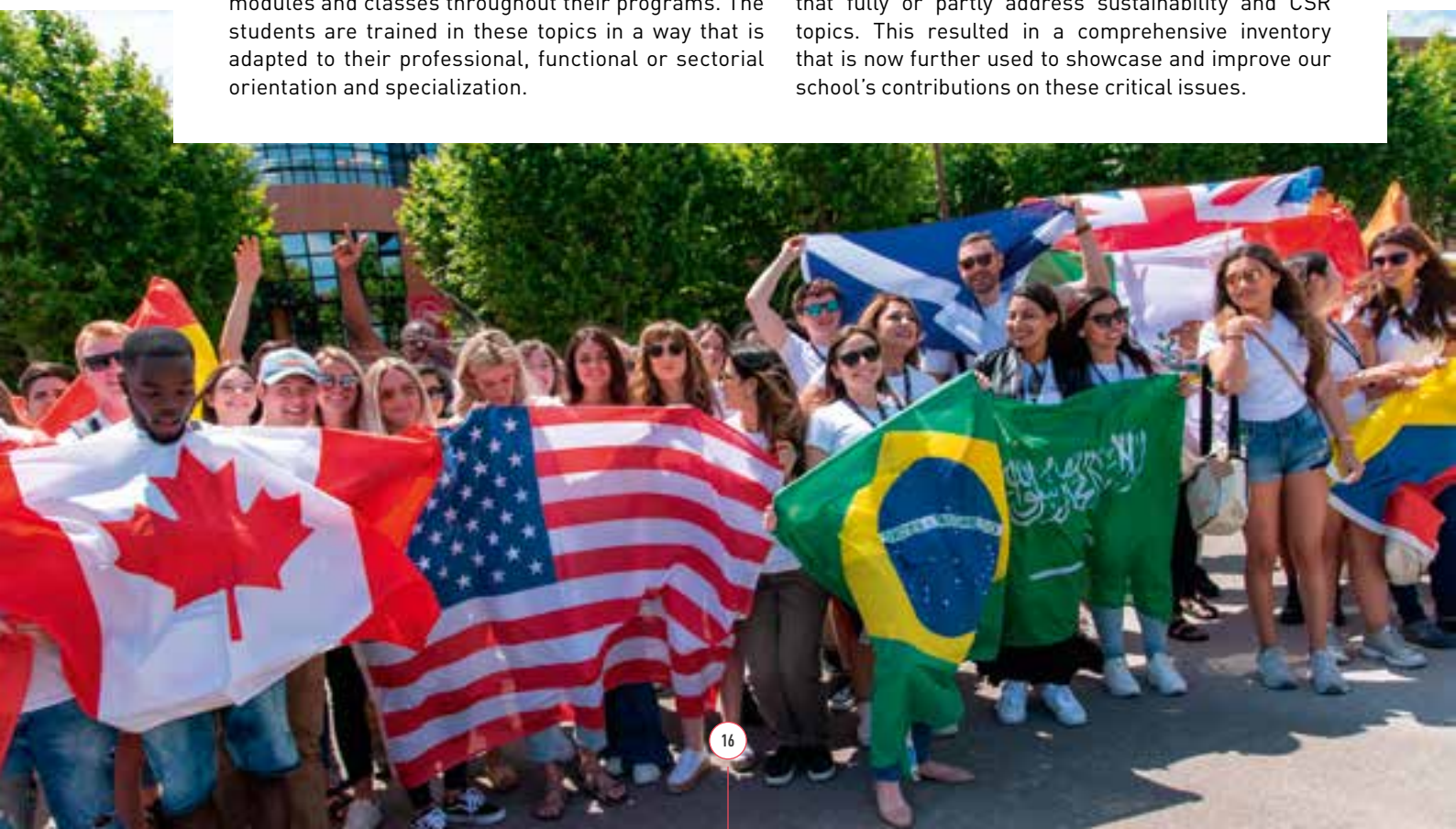
Our students all participate in events and conferences on sustainability and CSR issues (e.g., the student-led *ANEDD conference*, see [Principle 6: Dialogue](#)). TBS uses the Sustainability Literacy Test (*for Sulitest*, see [www.sulitest.org](http://www.sulitest.org)) to assess the students' knowledge on sustainability topics at the start and at the end of their academic career at the school.

At TBS, we believe it is essential for our students to develop a wide set of skills and knowledge on sustainability and CSR by including them in different modules and classes throughout their programs. The students are trained in these topics in a way that is adapted to their professional, functional or sectorial orientation and specialization.

Our objective is, therefore, to train experts in strategy, accounting, marketing, finance, purchasing and logistics, human resources management, or data analysis... who are all responsible for and aware of social and environmental issues in their actions and decisions, related to their specific areas of competence and action.

While all our academic programs include a broad range of compulsory and elective modules and classes focused on sustainability and corporate social responsibility (CSR), we can only showcase some of them in our 2020 PRME report. The modules represented in PRME Principle 3 were chosen based on the inventory of sustainability and CSR-related courses undertaken in academic year 2019-2020.

As part of our systematic approach to integrate sustainability into the school, the Dean of Faculty requested each academic department to gather a list of all courses that fully or partly address sustainability and CSR topics. This resulted in a comprehensive inventory that is now further used to showcase and improve our school's contributions on these critical issues.





# SPOTLIGHT ON THE BACHELOR PROGRAM

## FRESQUE DU CLIMAT – PILOT PHASE

**What if games were the most efficient way to create awareness around climate change? That's the premise of the *Fresque du Climat*, a French association which has animated playful workshops to explain the mechanisms of climate change since 2018.**

The mission of the *Fresque du Climat* is to sensitize all social players on the topic of climate change and help them understand the causes and consequences, as well as its systematic nature. At TBS, we see it as our duty to inform and train our students in the vital topic of climate change.

In 2019-2020, the *Fresque du Climat* was introduced and tested in TBS's Bachelor in Management Program (160 students) and in the Specialized Masters Programs (250 students) in Toulouse. After a very satisfying pilot phase, we decided to propose the game to all our students on the Toulouse and Paris campuses (Master in Management, Bachelor in Management and Specialized Masters Programs) at the start of their academic year, from 2020-2021 on. This collective intelligence workshop is an essential first step to help all new TBS students become responsible managers!

### IN 2019-2020

the *Fresque du Climat* was introduced and tested in TBS's Bachelor in Management Program (160 students) and in the Specialized Masters Programs (250 students) in Toulouse.

### WHAT IS THE FRESQUE DU CLIMAT?

The *Fresque du Climat* (or Climate Collage) is a serious game about climate change, based on collective intelligence and creativity. Whether students are completely new to the topic or quite savvy, they can play the *Fresque du Climat*. In 3 hours' time, they retrace the reasoning of the Intergovernmental Panel on Climate Change (IPCC) and may even have fun doing it! They also have the opportunity to discuss the consequences, challenges and changes that they see are coming or should be coming.

The *Fresque du Climat* is sponsored by **Valérie Masson-Delmotte**, Co-Chair of the IPCC working group I, and senior scientist and tenured researcher at CEA-climate research division. It was also quoted by France's former Minister for the Ecological and Solidarity Transition, **Nicolas Hulot**, as a game that "smartly and successfully demonstrates the complexity of a situation that is neither very visible nor tangible – that humans are tampering with climate evolution, and that the consequences of climate change will be very harmful for human activities".

**For more information:**

**<https://fresqueduclimat.org> or <http://climatecollage.org>**





## COURSES, STUDENT MISSIONS AND PROJECTS

In the Bachelor in Management Program, a variety of disciplinary modules include a CSR dimension. Some examples from 2019-2020 are:

- **Economics for Managers (B1)**  
session on economic externalities and climate
- **Costs and Budgeting (B1)**  
applications linking sustainable development to cost controlling in an organization
- **Human Resources Management (B2)**  
3 sessions dedicated to CSR and HRM
- **Financial Analysis (B2)**  
reflections on the link between financial performance and CSR
- **Competence Function Marketing (B3)**  
2 challenges in retail marketing and brand activation on environmentally friendly products
- **Innovation Management (B3 - optional)**  
participating in a project that links the SDGs to business opportunities – as part of the Babson Collaborative Student Challenge
- **Sustainable Operations Management (B3 - optional)**  
15h course linking operations management and CSR

### SIMULAND BUSINESS GAME

The Simuland business game, which is introduced at the start of the 1<sup>st</sup> year of the Bachelor Program, is another game used to have students reflect on the global performance of a company in terms of sustainability and ethics. During their internships in companies, the Bachelor in Management students are asked to question the positioning of the company in relation to sustainability/CSR. This type of reflection is officially included in the final internship reports.

### COMMUNITY SERVICE

Every first year Bachelor student invests time in community service, by getting involved in an association or a foundation. This has been a fundamental part of the Bachelor program for over 10 years. The goal of the project is to make the students aware of the favorable environment they live in. By investing 50 hours of their time in community service, the students earn two credits and meet this mandatory requirement to get admitted to the 2<sup>nd</sup> year and obtain their Bachelor in Management diploma.





## THE STAR PROJECT

In their first-year course of performance communication, the Bachelor students join the STAR project, which is a telemarketing simulation seminar in partnership with the Booge company. For the purpose of this project, we created a phoning room on our Entiere Campus in 2020 to teach first, second, and third year students how to sound convincing on the phone when looking for an internship. The seminar provides students with the opportunity to use a collegial and solidarity-based approach in order to obtain internship offers for all Bachelor students. In a socially relevant approach, the project allows us to deploy student skills at the service of the student community rather than for individual students.

## INTERACTIVE LECTURES

During their 1<sup>st</sup> and 2<sup>nd</sup> year, Bachelor students attend interactive lectures and workshops on different sustainability/CSR themes. TBS Alumnus [Théo Rohfritsch](#), for example, annually shares his professional experience on sustainability/CSR with the 1<sup>st</sup> year students (e.g., CycleforWater and the Dreams Hunter Program). Students in the 2<sup>nd</sup> year participate in the Impact Challenge, during which they work in teams to come up with solutions to improve life on campus. Selected groups are then invited to pitch their ideas to the Bachelor in Management Team and the best ideas are implemented in the school.

## BABSON COLLABORATIVE STUDENT CHALLENGE



**BABSON COLLEGE** | Collaborative For  
Entrepreneurship Education  
Global Student Challenge

This challenge is part of the entrepreneurship class in the innovation management track for 3<sup>rd</sup> year students in the TBS Bachelor in Management Program. The Sustainable Development Goal (SDG) challenge is to engage these students in the creation of a sustainable venture. The students have to:

- 1. Explore** the UN SDGs to identify potential problems to explore and investigate in more detail;
- 2. Brainstorm** potential solutions for typical users at a micro-level but that respond to at least one SDG at a higher macro-level;
- 3. Develop** a business model that measures some dimensions that relate to sustainability.

At the end of the course, the best projects are selected to compete at the global level for the BABSON COLLABORATIVE STUDENT CHALLENGE with sustainability objectives.

The challenge and class is run by Prof. Michael Laviolette, who is specialized in entrepreneurship and innovation, in collaboration with the TBSeeds incubator.



# SPOTLIGHT ON THE MASTER IN MANAGEMENT PROGRAM

## CSR CERTIFICATE OF EXCELLENCE



The CSR Certificate of Excellence was created in 2019 to highlight the fact that all Master in Management students receive training in sustainability and CSR topics during their entire academic career at TBS. Beyond studying the principles of Corporate Social Responsibility at the very start of the program, the students learn how to carry out social and environmental audits, how to tackle complex decisions that test their corporate ethics, or how to create and pilot new business models that combine financial profitability with social well-being and the protection of our planet, depending on their specialization.

### TWO TYPES OF CSR CERTIFICATES OF EXCELLENCE ARE AWARDED: THE STANDARD CERTIFICATE AND THE ADVANCED CERTIFICATE.

To obtain the **Standard CSR Certificate**, the students have to enroll in the CSR course, take specific courses with dedicated CSR content, two Sulitest modules, participate in sustainability conferences and workshops, and play the *Fresque du Climat* serious game.

Students eager for more can obtain the **Advanced CSR Certificate**, which includes the requirements of the Standard CSR Certificate but also requires them to enroll in the *Climate Action Program*, as well as in sustainability/CSR-focused elective courses and to draft a dissertation focused on sustainability/CSR issues in business.

## CLIMATE ACTION PROGRAM



Since the start of the 2020-2021 academic year, TBS students have been able to choose to become experts with strong knowledge and skills in managing climate change within organizations, by opting for the Climate Action Program. The program offers comprehensive and innovative training on climate issues to meet the needs of companies that wish to pursue an energy and environmental transition. The program is focused on:

- Understanding and anticipating the **geopolitics of climate and energy issues** that organizations are and will be confronted with;
- Identifying and understanding how these **external forces impact organizations** (from upstream to downstream) and identifying the levers to respond to them;
- Defining and implementing the **strategies and processes** to help respond to this critical situation, for all professions and companies.

This entirely new program is an optional part of the Master in Management program, offered in the L3, M1 and M2 years of their training. It was launched by TBS Professors Gilles Lafforgue and Luc Rouge, both economists renowned for their expertise on climate change economics.



# COURSES, STUDENT MISSIONS AND PROJECTS

In their 2<sup>nd</sup> year (M1), the Master in Management students can choose elective courses based on their interests, desired specialization and future career plan. In 2019-2020, the following electives were either sustainability-CSR focused or contained a substantial sustainability/CSR-dimension:

- **Energy and Environmental Issues**
- **Natural Resources Management and Climate Action**
- **Competition Policy and Business Strategies**
- **Social Entrepreneurship**
- **Responsible Management Control Systems**
- **Sustainability Reporting and Environmental Accounting**
- **International Political Institutions and Business**
- **Nudging & Consumer Well-being**
- **Marketing Solutions Towards Sustainability**
- **Philanthropy and Patronage**

In addition to the formal courses dedicated to CSR, Master in Management students take part in different projects throughout their career that integrate a CSR dimension, among which:

- **The SESAME project** (Seminars of Strategic Studies Applied to Business Management), during which student groups advise companies on the implementation of specific projects, while including a sustainability dimension;
- **The THINK AND CREATE workshops**, during which Master in Management students can choose to take on missions for charities and NGOs, to contribute to community-based projects and to identify and promote innovations that create value in the field of sustainability, in addition to participating to the AIM2FLOURISH International Challenge in partnership with the United Nations;
- **The SEMIS initiative** (Entrepreneurial Initiative Seminar), which mobilizes part of our students on issues related to sustainability;
- **The business game ARTEMIS**, a simulation game in which students manage a manufacturing firm seeking to meet the traditional profitability requirements expressed by shareholders while also addressing growing environmental and social concerns and the sustainable development goals.





# ACKNOWLEDGEMENT OF STUDENTS' CIVIC ENGAGEMENT

TBS also promotes student engagement. Since the start of the 2020-2021 academic year, TBS recognizes and promotes the skills acquired by students who have voluntary commitments of an associative, civic or professional nature and offers them the possibility to obtain bonus academic points that have an impact on the student's general average (GPA) of the year.

This mechanism complements the measures that can be used to adapt the duration and organization of students' study paths (adjusted timetable, extension of the duration of studies, specific training activities) in order to give them the time to pursue their societal-engagement activities. At the end of their program, their engagement is validated and noted in the diploma supplement delivered to each student.

## WHO CAN BENEFIT FROM IT?

- Students who have management responsibilities in associations (president, treasurer, secretary) or any other position that merits this, due to the personal investment required
- Students who have an electoral mandate
- Students in paid employment (excluding apprentices)
- Students integrated into TBSeeds, TBS's incubator
- Students who carry out military activities in an operational reserve unit
- Students working as volunteer fire-fighters
- Students on volunteer civic service programs
- Students on volunteer programs in the armed forces





## 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



## MISSION

Our mission is to have an impact on society by studying topics relevant for a variety of actors in society and by communicating our research results through impacting channels. We aim at impacting our students' learning paths by embedding our sustainability-related research results into the different programs and courses offered at TBS.

## RESEARCH TOPICS

In the research carried out at TBS, our professors address a diverse range of issues related to sustainability and CSR, such as:

- diversity and gender in the workplace
- health and wellbeing at work
- green marketing
- gendered marketing
- ethical consumption
- responsible communication and nudging
- environmental economics
- corporate governance
- environmental reporting
- sustainability management
- social inclusion
- carbon and water accounting
- sustainable business models

On the next pages, you'll find an overview of the variety of TBS professors engaged in responsibility and sustainability-related research topics.

## Governance



Sylvain  
BOURJADE



Laurent  
GERMAIN



Christian  
GNEKPE



Wafa  
KHLIF



Lourdes  
PEREZ



Arthur  
PETIT-ROMECC



Diego  
RAVENDA



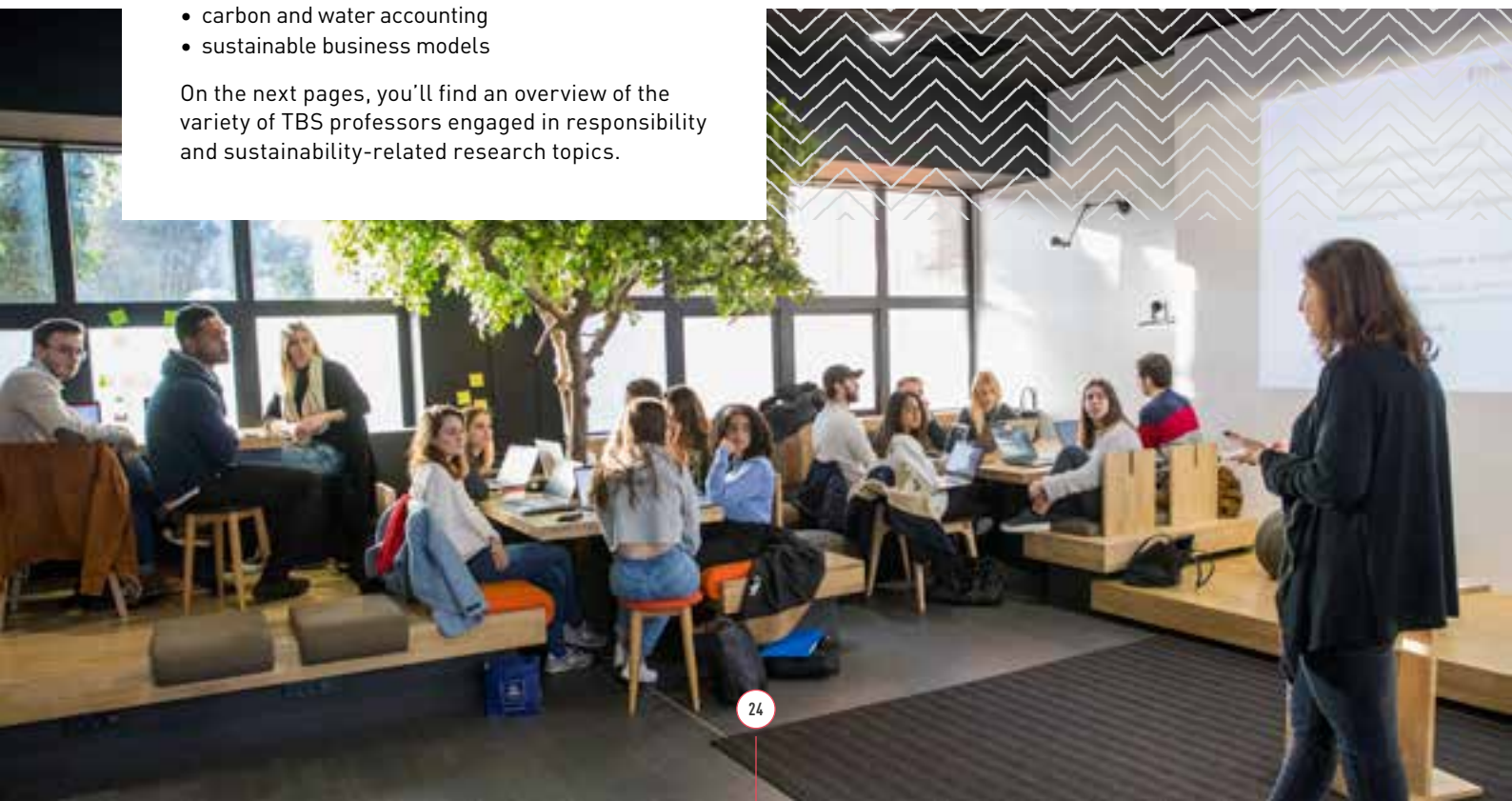
Yuliya  
SNIHUR



David  
STOLIN



Gregory  
VOSS





## Human Resources / Social and Societal Issues



Mathieu  
ALEMANY



Pauline  
BEAU



Marie  
BOITIER



Sylvie  
BORAU



Basak  
CANBOY



Kévin  
CARILLO



Kim  
CEULEMANS



Aurélien  
FEIX



Annalisa  
FRACCARO



Camille  
GAUDY



Delphine  
GODEFROIT-WINKEL



Alain  
KLARSFELD



Michael  
LAVIOLETTE



Arthur  
PETIT-ROMEY



Fabien  
PECOT



Marta  
PIZZETTI



Diego  
RAVENDA



Anne  
RIVIÈRE



Matthew  
SOROLA

## Environment



Simon  
ALCOUFFE



Camilla  
BARBAROSSA



Secil  
BAYRAKTAR



Laurent  
BERTRANDIAS



Sylvain  
BOURJADE



Kim  
CEULEMANS



Louise  
CURRAN



Sami  
EL OMARI



Leila  
EL GAAIED-GAMBIER



Samuel  
FOSSO-WAMBA



Christian  
GNEKPE



Linda  
HAMDI-KIDAR



Gilles  
LAFFORGUE



Catherine  
MULLER



Luc  
ROUGE



Ali  
SHANTIA



## IMPACT OF SD & CSR RESEARCH ON TEACHING

To illustrate how research at TBS impacts our teaching, we present one professor per academic research laboratory who researches sustainability-related topics and uses this expertise in class:



### Luc ROUGE

#### Associate Professor in Economics



Luc Rouge has been a Professor of Economics in the TBS Economics and Finance department since 2003. He obtained his PhD in Economics at Toulouse School of Economics (TSE) in 2002 and his Accreditation to Supervise Research (HDR) also at TSE in 2020. He is an environmental and resource economist, and his main focus is on the long-term management of fossil and renewable resources as well as on the impact of climate policies. Luc has published in such journals as *Resource and Energy Economics*, *Environmental and Resource Economics*, *Journal of Environmental Economics and Management*, *Environmental Modeling and Assessment*.

#### > Examples of recent publications and teaching

Lafforgue, G., **Rouge, L.** (2019). A Dynamic Model of Recycling with Endogenous Technological Breakthrough. *Resource and Energy Economics*, 57: 101-118.

**Rouge, L.** (2019). Environmental Policy Instruments and the Long-Run Management of a Growing Stock of Pollutant. *Environmental Modeling and Assessment*, 24(1): 61-73.

Bermudez Neubauer, M., Grimaud, A., **Rouge, L.** (2016). Politiques de R&D, taxe carbone et paradoxe vert. *Économie & Prévision*, 208-209: 23-37.

**Teaches Managerial Economics and Macroeconomics and is Course leader of the Climate Action Program**



## Camilla BARBAROSSA

### Associate Professor in Marketing



Camilla Barbarossa is an Associate Professor of Marketing at TBS. She holds a PhD in Business Administration and Management obtained at the Faculty of Economics of the Sapienza University of Rome. Her primary research interests are: (i) consumer adoption of eco-friendly alternatives; (ii) consumer responses to corporate social responsibility and irresponsibility; and (iii) intergroup bias in group judgment processes. She published articles in, among others, *Journal of Business Ethics*, *Journal of International Marketing*, *International Marketing Review*, *Journal of Environmental Psychology*, *Ecological Economics*, *Psychology & Marketing*.

#### > Examples of recent publications and teaching

Borau, S., Elgaaied-Gambier, L., **Barbarossa, C.** (2020). The green mate appeal: Men's pro-environmental consumption is an honest signal of commitment to their partner, *Psychology & Marketing*, <https://doi.org/10.1002/mar.21321>

Schill, M., Godefroit-Winkel, D., Diallo, M.F., **Barbarossa, C.** (2019). Consumers' intentions to purchase smart home objects: Do environmental issues matter?, *Ecological Economics*, 161: 176-185.

Moons, I., **Barbarossa, C.**, De Pelsmacker, P. (2018). The Determinants of the Adoption Intention of Eco-friendly Functional Food in Different Market Segments, *Ecological Economics*, 151: 151-161.

#### Teaches Consumer Behavior with a focus on environmental issues



## Alain KLARSFELD

### Full Professor in Human Resources Management



Alain Klarsfeld is a Research Professor, specializing in human resources management, comparative management of human resources and diversity. After his Postgraduate Degree in Human Resources Development, he obtained his Doctorate in 2000 and his HDR Accreditation to Supervise Research in 2006. He has published in major international journals as well as national media and received the Emerald Award for the Best International Symposium for his *symposium on international perspectives on equality and diversity at work* at the Academy of Management meeting in 2008. Alain Klarsfeld has been a professor at TBS since 2002 and is also the Head of the Human Resource Management and Business Law Department.

#### > Examples of recent publications and teaching

Cachat-Rosset, G., Carillo, K., **Klarsfeld, A.** (2019). Reconstructing the Concept of Diversity Climate – A Critical Review of Its Definition, Dimensions, and Operationalization. *European Management Review*, 16(4): 863-885.

**Klarsfeld, A.**, Knappert, L., Kornau, A., Ngunjiri, F.W., Sieben, B. (2019). Diversity in under-researched countries: new empirical fields challenging old theories?, *Equality, Diversity and Inclusion: An International Journal*, 38(7): 694-704.

#### Teaches HRM with a focus on diversity and social inclusion





## Wafa KHLIF

### Full Professor of Accounting and Management Control



Wafa Khlif has been a permanent professor of Management Accounting at TBS since 2010. She holds a PhD in Management Accounting obtained in 1996 at Université de Bordeaux IV-Montesquieu and in 2001, she obtained her HDR Accreditation to Supervise Research. Her research themes cover SME Governance, Board Performance, Accounting and Social Representation in MENA countries, and Sustainable Development. She is the head of the Accounting, Control & Performance Management Lab.

#### > Examples of recent publications and teaching

Janning, F., **Khlif, W.**, Ingley, C. (2020). *The Illusion of Transparency in Corporate Governance*. Palgrave MacMillan.

**Khlif, W.**, Clarke, T., Karoui, L., Seny Kan, K.A., Ingley, C. (2019). Governing complexity to challenge neoliberalism? Embedded firms and the prospects of understanding new realities. *European Management Journal*, 37(5): 601-610.

Ingley, C., **Khlif, W.**, Karoui, L. (2017). SME growth trajectories, transitions and board role portfolios: A critical review and integrative model. *International Small Business Journal*, 35(6): 729-750.

### Teaches Corporate Governance and Sustainability and Responsible Management Control Systems



## Yuliya SNIHUR

### Associate Professor of Strategy and Innovation



Yuliya Snihur has been a professor in the Department of Strategy, Entrepreneurship and Innovation since 2013. Yuliya teaches and studies strategy-formation processes in new ventures and the evolution of strategic management in existing firms based on the analysis of corporate business models and their sustainability. She obtained a PhD at IESE Business School in Barcelona in 2013 and her Accreditation to Supervise Research in 2019. Yuliya has published in such journals as *Academy of Management Journal*, *Journal of Management Studies*, *Long Range Planning*, *Strategic Entrepreneurship Journal*, and *Strategy Science*. She co-edited a Special Issue on business models and sustainability for the *Journal of Cleaner Production* and is working on a related special issue at *Organization & Environment*.

#### > Examples of recent publications and teaching

Ricart, J.E., **Snihur, Y.**, Carrasco, C., Berrone, P. (2020). Grassroots Resistance to Digital Platforms and Relational Business Model Design to Overcome It: A Conceptual Framework. *Strategy Science*, 5(3): 271-291.

Bocken, N., **Snihur, Y.** (2020). Lean Startup and the Business Model: Experimenting for Novelty and Impact. *Long Range Planning*, 53(4): 1-9.

Dentchev, N., Rauter, R., Johannsdottir, L., **Snihur, Y.**, Rosano, M., Baumgartner, R., Nyberg, T., Tang, X., van Hoof, B., Jonker, J. (2018). Embracing the variety of sustainable business models: A prolific field of research and a future research agenda. *Journal of Cleaner Production*, 194(1): 695-703.

### Teaches Strategy and Business Model Innovation courses including topics of mission driven businesses, stakeholder management, sustainable innovation, and the UN Sustainable Development Goals

# OVERVIEW OF PUBLICATIONS ON SUSTAINABILITY/CSR BY TBS PROFESSORS

TBS reports regularly on its academic publications and research projects that include a sustainability/CSR dimension. The following table provides an overview of journal articles, books and book chapters, project reports, professional publications and published case studies in the academic years of 2018-2019 and 2019-2020.

## RESEARCH ARTICLES

YEAR	FACULTY MEMBER	TITLE OF PUBLICATION	JOURNAL
2018-2019	BARBAROSSA, C.	The Determinants of the Adoption Intention of Eco-friendly Functional Food in Different Market Segments	Ecological Economics
	BAYRAKTAR, S.	How Leaders Cultivate Support for Change: Resource Creation through Justice and Job Security	The Journal of Applied Behavioral Science
	BAYRAKTAR, S.	Climate risk and private participation projects in infrastructure	Management Decision
	BEAU, P.	Un nouveau gestionnaire : le "responsable du bonheur" ( <i>A new manager: the "Happiness Manager"</i> )	Gestion - Revue Internationale de Gestion
	BEAU, P.	Contrôle des performances individuelles et sentiment de justice : une étude de l'apparition de risques psychosociaux dans les grands cabinets d'audit ( <i>Monitoring individual performance and a sense of justice: a study of the emergence of psychosocial risks in large audit firms</i> )	Comptabilité - Contrôle - Audit
	BORAU, S.	The Imaginary Intrasexual Competition: Advertisements Featuring Provocative Female Models Trigger Women to Engage in Indirect Aggression	Journal of Business Ethics
	BORAU, S.	Gendered products act as the extended phenotype of human sexual dimorphism: They increase physical attractiveness and desirability	Journal of Business Research
	CARILLO, K.	Towards solving social and technical problems in open-source software ecosystems: Using cause-and-effect analysis to disentangle the causes of complex problems	IEEE Software
	CAZES-VALETTE, G.	Supplementing food for health: practices amongst French adults aged 60 to 75 years	Review of Agricultural, Food and Environmental Studies
	DECAUDIN, J.-M.	Age differences in responsiveness to shocking prosocial campaigns	Journal of Consumer Marketing
	FOSSO WAMBA, S.	Towards Smart and Sustainable Future Cities Based on Internet of Things for Developing Countries: What Approach for Africa?	EAI Endorsed Transactions on Internet of Things
	GODEFROIT-WINKEL, D.	Consumer segments in the smart environmental objects market	Journal of Consumer Marketing
	GODEFROIT-WINKEL, D.	Consumers' intentions to purchase smart home objects: Do environmental issues matter?	Ecological Economics
	JERMAN, L.	Unpacking carbon accounting numbers: A study of the commensurability and comparability of corporate greenhouse gas emission disclosures	Journal of Cleaner Production
	KLARSFELD Alain	Diversity in under-researched countries: new empirical fields challenging old theories?	Equality, Diversity and Inclusion: An International Journal



YEAR	FACULTY MEMBER	TITLE OF PUBLICATION	JOURNAL
2018-2019	KRAAK, J.	Work-life balance psychological contract perceptions for older workers	Personnel Review
	LAMINE, W.	Technology business incubation mechanisms and sustainable regional development	Journal of Technology Transfer
	OKONGWU, U.	A Tool-Based Framework to Assess and Challenge the Responsiveness of Emergency Call Centers	IEEE Transactions on Engineering Management
	ROUGE, L.	Environmental Policy Instruments and the Long-Run Management of a Growing Stock of Pollutant	Environmental Modelling and Assessment
	ROUGE, L. LAFFORGUE, G.	A dynamic model of recycling with endogenous technological breakthrough	Resource and Energy Economics
	SNIHUR, Y.	Embracing the variety of sustainable business models: A prolific field of research and a future research agenda	Journal of Cleaner Production
	VOSS, G.	Personal Data and the GDPR: Providing a Comparative Advantage for U.S. Companies	American Business Law Journal
	VOSS, G.	GDPR - The end of Google and Facebook or a new paradigm in data privacy?	Richmond Journal of Law & Technology
2019-2020	ALARISS, A.	Harmozation of firm CSR policies across national contexts: Evidence from Brazil & Sweden	International Business Review
	ALCOUFFE, S. GALY, N. CEULEMANS, K.	The impact of international sustainability initiatives on Life Cycle Assessment voluntary disclosures: The case of France's CAC40 listed companies	Journal of Cleaner Production
	ALEMANY, O.	Navigating Between the Plots: A Narratological and Ethical Analysis of Business-Related Conspiracy Theories (BrCTs)	Journal of Business Ethics
	BARBAROSSA, C.	Do personality- and self-congruity matter for the willingness to pay more for ecotourism? An empirical study in Flanders, Belgium	Journal of Cleaner Production
	BAYRAKTAR, S.	Corruption and private participation infrastructure projects: The influence of vicarious experience and national animosity	Canadian Journal of Administrative Sciences /
	BAYRAKTAR, S.	Political risk in private participation projects: The effects of political discretionality and corruption	Thunderbird International Business Review
	BAYRAKTAR, S.	Leadership on and off the Dance Floor: "Six Levels of Connection" Framework	Organizational Dynamics
	BAYRAKTAR, S.	Self-efficacy as a resource: a moderated mediation model of transformational leadership, extent of change and reactions to change	Journal of Organizational Change Management
	BORAU, S. BARBAROSSA, C. ELGAAIED-GAMBIER, L.	The green mate appeal: Men's pro-environmental consumption is an honest signal of commitment to their partner	Psychology and Marketing
	CEULEMANS, K.	Unlocking the potential of broad, horizontal curricular assessments for ethics, responsibility and sustainability in business and economics higher education	Assessment & Evaluation in Higher Education
	CHAKER, F.	Isn't it time we transitioned to integrated sustainability? De-codifying the hard-soft divide from a systems-theoretic perspective	Sustainability Accounting, Management and Policy Journal
	CHOWDHURY, S.	Impact of Lean and Sustainability Oriented Innovation on Sustainability Performance of Small and Medium Sized Enterprises: A Data Envelopment Analysis-based framework	International Journal of Production Economics

YEAR	FACULTY MEMBER	TITLE OF PUBLICATION	JOURNAL
2019-2020	CHOWDHURY, S.	Lean Management Practices, Sustainable oriented Innovation and Corporate Social Responsibility of Small and Medium-sized Enterprises	British Journal of Management
	DELLO RUSSO, S.	Careers in context: An international study of career goals as mesostructure between societies' career-related human potential and proactive career behavior	Human Resource Management Journal
	DELLO RUSSO, S.	The Effect of Age on Daily Positive Emotions and Work Behaviors	Work, Aging and Retirement
	DELLO RUSSO, S.	Still feeling employable with growing age? Exploring the moderating effects of developmental HR practices and country-level unemployment rates in the age – employability relationship	The International Journal of Human Resource Management
	EL OMARI, S.	Institutional work in the birth of a carbon accounting profession	Accounting Auditing and Accountability Journal
	ELGAAIED-GAMBIER, L. BERTRANDIAS, L.	Cutting the Internet's Environmental Footprint: An Analysis of Consumers' Self-Attribution of Responsibility	Journal of Interactive Marketing
	GODEFROIT-WINKEL, D.	A Country-of-Origin Perspective on Climate Change Actions: Evidence from France, Morocco, and the United States	Journal of International Marketing
	GODEFROIT-WINKEL, D.	Young children's consumer agency: The case of French children and recycling	Journal of Business Research
	HAMDI-KIDAR, L.	Comparing Lead Users to Emergent? Nature Consumers as Sources of Innovation at Early Stages of New Product Development	Journal of Product Innovation Management
	KLARSFELD, A.	Editorial: Diversity in India: addressing caste, disability and gender	Equality, Diversity and Inclusion: An International Journal
	OKONGWU, U.	A multicriteria Master Planning DSS for a sustainable humanitarian supply chain	Annals of Operations Research
	PEREZ, L.	CSR and branding in emerging economies: The effect of incomes and education	Corporate Social Responsibility and Environmental Management
	PETIT-ROMEY, A.	Investor Horizons and Employee Satisfaction: A test of the long-term perspective vision of CSR	Economics Bulletin
	PETIT-ROMEY, A.	Engaging Employees for the Long Run: Long-Term Investors and Employee-Related CSR	Journal of Business Ethics
	PIZZETTI, M.	Social food pleasure: When sharing offline, online and for society promotes pleasurable and healthy food experiences and well-being	Qualitative Market Research
	PIZZETTI, M.	Firms Talk, Suppliers Walk: Analyzing the Locus of Greenwashing in the Blame Game and Introducing 'Vicarious Greenwashing'	Journal of Business Ethics
	RAVENDA, D.	E-commerce and labour tax avoidance	Critical Perspectives on Accounting
	RAVENDA, D.	The Effects of Immigration on Labour Tax Avoidance: An Empirical Spatial Analysis	Journal of Business Ethics
	SNIHUR, Y.	Lean Startup and the Business Model: Experimenting for Novelty and Impact	Long Range Planning
	VERDIE, J.-F.	Risques de récession et crise climatique, les solutions vertueuses ( <i>Risks of recession and climate crisis, virtuous solutions</i> )	Research in Management Economics and Finance
	VOSS, G.	Obstacles to Transatlantic Harmonization of Data Privacy Law in Context	Journal of Law, Technology & Policy
	VOSS, G.	Cross-Border Data Flows, the GDPR, and Data Governance	Washington International Law Journal



## BOOK CHAPTERS

YEAR	FACULTY MEMBER	TITLE OF PUBLICATION	PUBLISHER
2018-2019	KRAAK, J.	Psychological Contracts: Back to the Future	Edward Elgar Publishing
	KRAAK, J.	The Usefulness of the Psychological Contract in the 21 <sup>st</sup> Century	Edward Elgar Publishing
	VOSS, G.	The Digital Single Market: move from traditional to digital?	Handbook of the EU and International Trade
	VOSS, G.	The EU's 2014 Non-Financial Reporting Directive: Mandatory Ex-Post Disclosure – But Does It Need Improvement?	Extractive Industries and Human Rights in an Era of Global Justice: New Ways of Resolving and Preventing Conflicts
2019-2020	ALEMANY, O.	Conducting Ethical Research in Marketing	SAGE Publications, Inc.
	BARBAROSSA, C.	The Buffering and Backfiring Effects of CSR Strategies During a Crisis: A US Perspective	Springer Berlin Heidelberg
	BOUTARY, M.	PME et Commerce international : Les dimensions RSE ( <i>SMEs and international trade: CSR dimensions</i> )	Presses Universitaires de Provence
	CEULEMANS, K.	Unfolding the Complexities of the Sustainability Reporting Process in Higher Education: A Case Study in The University of British Columbia	Springer International Publishing
	FILIPESCU, D. A.	Cheers in UK: How Visible Are Spanish Sparkling Wines on Google.co.uk?	InTech

## PROFESSIONAL PUBLICATIONS

YEAR	FACULTY MEMBER	TITLE OF PUBLICATION	PUBLISHER/WEBSITE
2018-2019	BARBAROSSA, C.	Promouvoir l'adoption de produits respectueux de l'environnement auprès de différents segments de consommateurs ( <i>Promoting the adoption of environmentally friendly products among different consumer segments</i> )	TBSearch
	CEULEMANS, K.	L'art au service de la réflexion autour du développement durable dans l'enseignement du management ( <i>Using art to foster sustainability thinking in management education</i> )	TBSearch
	LAFFORGUE, G.	Pourquoi l'économie circulaire ne doit pas remplacer la sobriété ( <i>Why the circular economy should not replace sobriety</i> )	TBSearch
	LAFFORGUE, G.	Les Français doivent accepter l'idée d'un prix à la pompe de plus en plus élevé ( <i>The French must accept the idea of an increasingly higher price at the pump</i> )	La Tribune
	THEODORAKI, C.	Le développement d'écosystèmes entrepreneuriaux durables grâce au capital social : Les cas des incubateurs académiques ( <i>The development of sustainable entrepreneurial ecosystems thanks to social capital: The case of academic incubators</i> )	TBSearch
	VOSS, G.	The European Commission on the Privacy Shield: All Bark and No Bite?	Timely Tech
	VOSS, G.	Facebook et Google survivront-ils au Règlement général sur la protection des données ? ( <i>Will Facebook and Google survive the General Data Protection Regulation?</i> )	TBSearch

YEAR	FACULTY MEMBER	TITLE OF PUBLICATION	PUBLISHER/WEBSITE
2019-2020	ALEMANY, O.	"Hold-up" : les huit personnages clés qui font une bonne théorie du complot ( <i>"Hold-up": the eight key protagonists that make up a good conspiracy theory</i> )	The Conversation
	ASSASSI, I.	Des étudiants insuffisamment concernés par l'égalité F/H ( <i>Students insufficiently concerned with gender equality</i> )	Grand Angle - Lettre d'information de la Conférence des Grandes Ecoles, N° 110
	ASSASSI, I.	Agir avec et pour les étudiant.e.s : un levier incontournable pour une évolution durable des mentalités et des pratiques ( <i>Acting with and for students: an essential lever for a sustainable evolution of mentalities and practices</i> )	Livre blanc de la CGE
	BERTRANDIAS, L.	"CO <sub>2</sub> -score", le retour risqué de l'étiquetage environnemental ( <i>"CO<sub>2</sub>-score", the risky return of environmental labeling</i> )	The Conversation
	BORAU, S. BARBAROSSA, C. ELGAIED-GAMBIER, L.	Les hommes écoresponsables sont aussi de meilleurs partenaires ( <i>Eco-friendly men are also better partners</i> )	The Conversation
	CEULEMANS, K.	Using Art to foster sustainability thinking in management education	TBSearch
	GODEFROIT-WINKEL, D.	Les enfants savent bien trier les déchets... mais ne le font pas à la maison, pourquoi ? ( <i>Children know how to sort waste well... but don't do it at home, why?</i> )	The Conversation
	KLARSFELD, A.	Confinement : des télétravailleurs surchargés, mais globalement satisfaits ( <i>Lockdown: teleworkers overworked but satisfied overall</i> )	The Conversation
	KLARSFELD, A.	Télétravail et crise : les leçons pour poursuivre ( <i>Telework and the crisis: lessons to consider</i> )	Personnel - Andrh
	KLARSFELD, A.	Télétravail et International - Les salariés français sont-ils mieux adaptés au télétravail ? ( <i>Telework and International - Are French employees better suited to telework?</i> )	Personnel - Andrh
	KLARSFELD, A.	Interdire aux chômeurs toute activité à caractère social au motif qu'ils touchent des allocations est un scandale ( <i>Banning the unemployed from all volunteering on the grounds that they are receiving benefits is a scandal</i> )	Le Monde
	LAFFORGUE, G.	Recycling opportunity under environmental impacts	Newsletter Resource Modeling Association
	LAVIGNE, S.	Carrière et parité : les business schools sont de mauvaises élèves ( <i>Career and gender equality: business schools are bad students</i> )	The Conversation
	THEODORAKI, C.	How to Build a Sustainable Ecosystem: The Relevance of Governance and Coopetition	ICSB Gazette
	VOSS, G.	Legal harmonization in a globalized world: not yet in data privacy / Armonización legal en un mundo globalizado: todavía no ha llegado la privacidad de datos	TBS Barcelona ESENCIAL
	VOSS, G.	GDPR Compliance in Light of Heavier Sanctions to Come—at Least in Theory	Oxford Business Law Blog



## PROJECT REPORTS

YEAR	FACULTY MEMBER	TITLE OF PUBLICATION	PUBLISHER/WEBSITE
2019-2020	ALCOUFFE S.	Rapport d'activités scientifiques : projet CSC PME – APR Carbone "Comptabilité et Stratégie Carbone des PME (CSC PME)" ( <i>Scientific activity report: ACS SME project - APR Carbon "Accounting and Carbon Strategy for SMEs (CSC PME)"</i> )	ADEME
	ALCOUFFE S.	Rapport N° 1 : (Pourquoi et comment) compter le carbone pour pouvoir compter sur l'avenir ? "Comptabilité et Stratégie Carbone des PME (CSC PME)" ( <i>Report N ° 1: (Why and how) to count carbon in order to count on the future? "Accounting and Carbon Strategy of SMEs (CSC PME)"</i> )	ADEME
	ALCOUFFE S.	Rapport N° 2 : Engager sa transition bas carbone : quels enjeux pour l'entreprise ? "Comptabilité et Stratégie Carbone des PME (CSC PME)" ( <i>Report N ° 2: Engaging in a low-carbon transition: what are the challenges for the company? "Accounting and Carbon Strategy of SMEs (CSC PME)"</i> )	ADEME
	ALCOUFFE S.	Rapport N° 3 : Comment mettre en oeuvre une transition bas carbone au sein d'une entreprise ? "Comptabilité et Stratégie Carbone des PME (CSC PME)" ( <i>Report N ° 3: How to implement a low carbon transition within a company? "Accounting and Carbon Strategy of SMEs (CSC PME)"</i> )	ADEME

## PUBLISHED CASE STUDIES

YEAR	FACULTY MEMBER	TITLE OF CASE	PUBLISHER
2019-2020	BUNDY, L. VILLENEUVE, K.	Nature & Découvertes : comment l'intégration de la démarche d'économie solidaire peut-elle renforcer l'image de la marque ? (also published in English – see below)	Centrale des Cas et des Médias Pédagogiques (CCMP)
	BUNDY, L. VILLENEUVE, K.	Nature & Découvertes: How can an enhanced circular economy approach strengthen the brand image?	Centrale des Cas et des Médias Pédagogiques (CCMP)
	GODEFROIT-WINKEL, D.	La Vache Qui Rit 4.0 : marketing international et RSE ( <i>La Vache Qui Rit 4.0: international marketing and CSR</i> )	Centrale des Cas et des Médias Pédagogiques (CCMP)



# OVERVIEW OF WORKSHOPS AND CONFERENCES ON SUSTAINABILITY/ CSR HOSTED AT TBS

TBS annually hosts a range of research-oriented workshops and conferences on the topics of sustainability and CSR, targeted at different audiences (academic as well as professional).

The following table provides an overview of the activities organized at TBS in academic years 2018-2019 and 2019-2020. Unfortunately, due to the COVID-19 crisis, a large number of the 2019-2020 activities were canceled or postponed to a later date.

YEAR	TITLE	THEME	TYPE OF EVENT	RESEARCH LAB	DATE
2018-2019	Workshop Simona ROMANI, LUISS University in Rome	Domestic food practices: A study of food management behaviors and the role of food preparation planning in reducing waste	Internal research seminar	Social & Innovation Marketing	09-11-18
	Workshop Tobias OTTERBRING / Olivia PETIT	Food Marketing	Internal research seminar	Social & Innovation Marketing	29-11-18
	Workshop Olga BELOUSOVA	Understanding Social Entrepreneurship in Difficult Markets: A Social System View on Developing Dynamic Capabilities	Internal research seminar	Entrepreneurship & Strategy	13-12-18
	Workshop Julien DAUBANES	Green bonds and sustainable finance	Internal research seminar	Finance, Economics and Econometrics	24-01-19
	Workshop David MARTIMORT, EHESS and PSE	Precautionary Principle	Internal research seminar	Finance, Economics and Econometrics	07-02-19
	Matinale de la Recherche LAFFORGUE / Mauricia BERMUDEZ NEUBAUER	Impact des politiques climats sur les stratégies des entreprises (SD) (Impact of climate policies on business strategy (SD))	Professional conference	Research	15-03-19
	Workshop Shashi MATTA, Ingolstadt School of Management	How Do Social Norms Influence Parents' Food Choices for Their Children? The Role of Social Comparison and Implicit Self-Theories	Internal research seminar	Social & Innovation Marketing	25-03-19
	Workshop Giovanni IMMORDINO, University of Naples	Fighting mobile crime	Internal research seminar	Finance, Economics and Econometrics	23-05-19
	Workshop Paolo ANTONETTI, NEOMA Business School	Consumer behavior, corporate social responsibility, service marketing	Internal research seminar	Social & Innovation Marketing	23-05-19
	The 6 <sup>th</sup> Critical and alternative approaches in governance [CAAG]	Sustainability is a governance issue	International conference	Accounting, Control & Performance Management	11&12-06-19
	Corporate Governance Workshop - Régis BOULAR, Jean-Pierre CHAMOUX, Jean-Luc GAFFARD, André GRIMAUD et Maurizio IACOPETTA	Growth & Structural Change	Internal research seminar	Finance, Economics and Econometrics	25-06-19



YEAR	TITLE	THEME	TYPE OF EVENT	RESEARCH LAB	DATE
2019-2020	Workshop Ulrich HEGE (TSE)	Activism Pressure and the Market for Corporate Assets	Internal research seminar	Finance, Economics and Econometrics	17-10-19
	Workshop Dirk MOOSMAYER, Kedge	A Cosmopolitan Perspective on Starbucks' Fair Trade Commitment in China	Internal research seminar	Social & Innovation Marketing	08-01-20
	TWB START-UP DAY	Bioproduction for sustainability	Hosted conference	Research	06-02-20
	Workshop Armelle VIEUGUE, PhD Student à Toulouse School of Economics	Reassuring or challenging men's masculinity in advertising: Effects on men's well-being and marketing effectiveness	Internal research seminar	Social & Innovation Marketing	06-02-20
	Doctoral workshops Maxence POSTAIRE, Camille GAUDY, Diana CASTRO HERRERA, Grégoire DAVRINCHE	Trois essais sur la diffusion du contrôle de gestion environnemental et sociétal. ( <i>Three essays on the dissemination of environmental and social management control.</i> )  Construction et perception des transferts de légitimité des auditeurs : illustration dans le domaine de la RSE et du Développement durable. ( <i>Construction and perception of the transfer of auditor legitimacy: Illustration in the field of CSR and Sustainable Development.</i> )  Corporate climate change risk disclosures: Determinants, consequences and alternative ways to improve disclosure.  La communication de résultats non-GAAP : Déterminants, pratiques et utilisations. ( <i>Communication of non-GAAP results: Determinants, Practices and Use.</i> )	Internal research seminar	Accounting, Control & Performance Management	03-03-20
	Seminar Arthur PETIT-ROMEY (SKEMA)	CSR	Internal research seminar	Finance, Economics and Econometrics	25-03-20
	Workshop Jeremy MORALES, prof of accounting at King's College of London	NGO responses to financial evaluation: Reconfiguring humanitarian accountability and performance.	Internal research seminar	Accounting, Control & Performance Management	06-03-20
	XXIX <sup>e</sup> Conference AIMS	La Strategie Inclusive: Pluralité, Diversité, Durabilité (The Inclusive Strategy: Plurality, Diversity, Sustainability)	International conference	Entrepreneurship & Strategy	02, 03, 04 & 05-06-20
	7 <sup>th</sup> Critical and Alternative Thinking in Governance (A. Innes, LSE et M. Goergen, IE Business School)	Governing sustainability in a digitalized world: false solutions for real issues?	International conference	Accounting, Control & Performance Management	25, 26 & 27-06-20





## SPOTLIGHT ON THE ANNUAL “CRITICAL AND ALTERNATIVE APPROACHES IN GOVERNANCE” WORKSHOP AT TBS BARCELONA



The TBS Barcelona Campus, in collaboration with the Accounting, Control & Performance Management Lab, annually organizes the Critical and Alternative Approaches in Governance (CAAG) workshop. The main objective is to unite researchers who seek to add alternative and/or critical meaning to their research in Corporate Governance.

In response to the rising uncertainty and complexity of the current (economic) world, the workshop calls for more critical and alternative

approaches to corporate governance studies to question the meaning and scope of traditional governance principles and concepts. Over the last few decades and up to the present day, a corporation’s “fiduciary responsibility” is still interpreted in a narrow way as financial responsibility, while sustainability should be at the center of all responsibilities.

The workshop motivates researchers to think critically about the role of corporate governance in the transition to a sustainable world.

### THE THEMES OF THE THREE LAST CAAG WORKSHOPS

#### July 2-3, 2018: “The political nature of corporations”

Corporate governance as a field cannot evolve without questioning the significance of governance. The use and misuse of words and concepts has led to dangerous shifts from the social purposes of corporations. Corporate governance debates have extended beyond corporations, but within the same paradigms and models as if all organizations, institutions, social and political entities are economic enterprises.

#### June 11-12, 2019: “Sustainability is a governance issue”

The dismissal of the French minister of Environment can be considered a political epiphenomenon but it underlines the necessity of considering sustainability at a global governance level. This event might also point at the sustainability of corporate governance as intimately linked to the global sustainability.

#### June 25-26-27, 2020: “Governing sustainability in a digitalized world: False solutions for real issues?”

*(online event due to COVID-19 crisis)*

Humanity has so far failed to decouple economic growth from the increase in global emissions and the worldwide resource overuse. From a purely technical perspective, digitalization has the capacity to provide large scale and low-cost solutions for data processing, thereby providing better and optimized sustainable and global solutions. Digitalization is not only offering solutions; it could also have downside effects.







## PRINCIPLE 5

# PARTNERSHIPS

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



# TBS FOUNDATION



The TBS Foundation (Fondation TBS) was created in 2008 by a group of former TBS graduates eager to develop a long-term initiative of intergenerational aid between alumni and current TBS students. The TBS Foundation aims to support the school in its ambition to train inspiring, responsible and sustainable leaders, through its five missions.



## MISSIONS

- Promoting **the inclusion of all talents**, through openness and equal opportunities
- Encouraging **social engagement**
- Supporting **entrepreneurship**
- Promoting **academic excellence and research**
- Supporting **pedagogical innovation**

## HOW IT WORKS

As an independent organization through its legal status, the TBS Foundation manages its own budget, is administered by an Executive Committee of TBS Alumni and is attached to the General Management of the school.

The TBS Foundation is chaired by Pierre Hurstel (who is also the President of TBS Alumni), represented by Stéphanie Lavigne in her capacity of Official Delegate, and managed by Perle Lagier, fundraiser.

The Foundation collects funds from individuals (mainly Alumni and TBS employees) and partner companies to develop, finance and promote a variety of projects.



## TBS EXECUTIVE COMMITTEE



**Pierre HURSTEL**

TBS Master in Management  
Graduate 1980  
President TBS Foundation  
& TBS Alumni  
Founder MATIÈRE À RÉFLEXION



**Stéphanie LAVIGNE**

Official Delegate  
of the TBS Foundation  
TBS Dean



**Perle LAGIER**

TBS Foundation  
Manager



**Muriel ACAT-VERGNET**

TBS Master in Management  
Graduate 1989  
CEO PROVA GROUP Paris



**Elisabeth OURLIAC**

TBS Master in Management  
Graduate 1982  
Vice-President Corporate  
Strategy AIRBUS GROUP



**Pierre-Olivier NAU**

TBS Master in Management  
Graduate 2000  
CEO MANATOUR GROUP  
President MEDEF 31



**Romain POITE**

Executive Education  
Graduate in Profit Center  
Management 2019  
International Referee  
FÉDÉRATION FRANÇAISE  
DE RUGBY



**Marie-Claude AUGIER**

TBS Master in Management  
Graduate 1965  
President ATALE  
Founding Member  
of the TBS Foundation



**Greg-Henri BIZE**

TBS Master in Management  
Graduate 2006  
Director, Chemicals M&A  
Advisory, EVERCORE



**Antoine MICHE**

TBS Master in Management  
Graduate 2007  
President & Founder  
FOOTBALL ECOLOGIE  
FRANCE



**Mark-Corentin COT-MAGNAS**

TBS Master in Management  
Graduate 2012  
Executive VP Finance  
MANTU

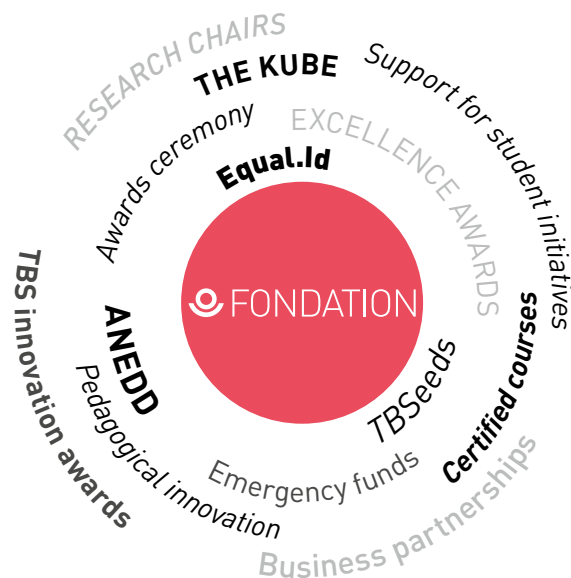
## ACTIONS

### THE FOUNDATION FINANCES, SUPPORTS AND DEVELOPS VARIOUS PROJECTS

- **Scholarship** Solidarity scholarship program
- **Sustainability** Funding of the ANEDD, Equal.ID, support for CSR student initiatives
- **Success** Excellence awards, certified courses (Scale-Up, Auditing & Consulting,...)
- **Search** Development of research chairs
- **Startup** Funding of the incubator TBSeeds
- **Studies** Pedagogical innovation, funding of Innovation Awards and Special Guest projects
- **Support** Support for students, relief fund
- **Spirit** Link and unity between all TBS stakeholders
- **Solidarity** Signature activity of the Foundation

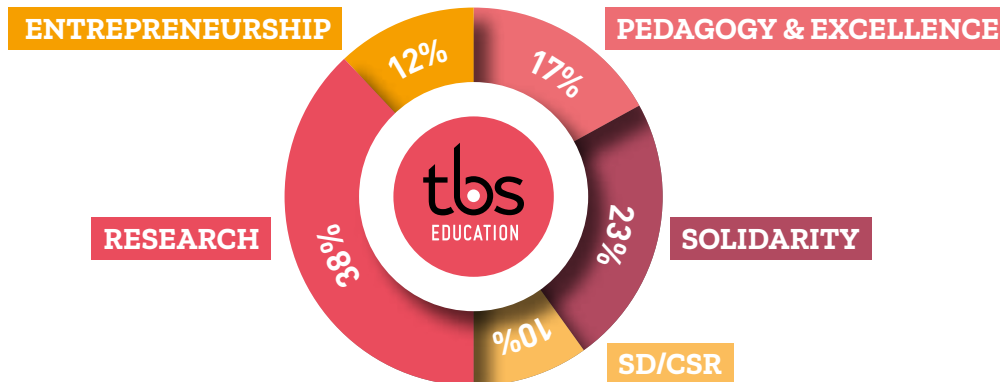


# SOME OF THE MAIN ACHIEVEMENTS OF THE FOUNDATION



## BREAKDOWN OF SPONSORSHIP BUDGETS PER ACTION

In order to fund these activities, the Foundation manages an annual budget of 500 K€, with the following breakdown per action (for fiscal year 2020):



## IN NUMBERS

- **6 million € collected** since 2008
- **+1,000 merit scholarships**, 2 million €
- **160 students** have received an excellence award
- **111 incubated projects** with 36 companies and 104 jobs created
- **63,000€** released by the Covid relief fund in the form of 84 scholarships to help students in need

During the COVID-19 crisis, the TBS Foundation released additional funds to support students in need. A total of 84 additional scholarships were given to those who needed it the most, representing a total budget of 63,000 euros.

**TBS WOULD LIKE TO THANK ALL PARTICIPATING STAKEHOLDERS FOR THEIR FINANCIAL CONTRIBUTIONS TO THE TBS FOUNDATION!**

# EXTERNAL PARTNERSHIPS FOR TBS STUDENT SUPPORT



## ARTICLE 1

As part of its partnership with the French organization "Article 1", TBS engages in connecting students from socially disadvantaged backgrounds with tutors from the professional world. The common goal of Article 1 and TBS is to enhance young people's confidence, help them succeed academically and provide them with support for their career project.

**More information about Article 1 on:**  
<https://article-1.eu>



## INSTITUT DE L'ENGAGEMENT

The Institute of Engagement (or *Institut de l'Engagement*) is a French organization, founded in 2012, that assists young people with difficult backgrounds and a strong engagement for society in achieving their future projects. TBS offers the opportunity to graduates of the Institut de l'Engagement to join the school via a specific admissions procedure. The TBS Foundation provides students recruited through this partnership with a scholarship.

**More information about l'Institut de l'Engagement on:**  
<https://www.engagement.fr>



# TBS SUSTAINABLE DEVELOPMENT PARTNERSHIPS



Several partners support us on one or more of our sustainability and CSR projects, including EQUAL.ID, providing student scholarships, and the ANEDD student sustainability conference. These partners are providing financial support but also participate in our events (e.g., EQUAL.ID or ANEDD) or get involved with our students through evaluating their scholarship application files.

**WE WOULD LIKE TO SINCERELY THANK ALL OUR PARTNERS:**



# PRME FRANCE-BENELUX REGIONAL CHAPTER



## **PRME** Principles for Responsible Management Education CHAPTER **FRANCE & BENELUX**

The PRME France-Benelux Chapter was founded in 2017 in Antwerp (BE). The Chapter is focused on embedding sustainability in business schools and faculties in the region of France, Belgium, The Netherlands and Luxembourg, and operates under the umbrella of the United Nations-supported PRME International. The Chapter's vision is to "transform the mindset of business and society, in the region, by making ethics, sustainability, and responsible management education the norm".

A Steering Group was assigned to take responsibility of the governance of the France-Benelux Chapter, in consultation with the PRME France-Benelux Chapter participants. The responsibilities of the Steering Group are the following:

1. To ensure the Chapter's **commitment** to the development of PRME with respect to implementing its six principles as well as the 10 principles of the UN Global Compact.
2. To report on the Chapter's **activities** to PRME members.
3. To produce the Chapter **Activities Report** and file this with the PRME Secretariat.
4. To organize such activities as required to achieve **the mission and vision** of the Chapter.
5. To develop **partnerships** and actively cooperate, where appropriate, with other organizations or groups in ways that promote PRME, the UN Global Compact in general and the interests of the Chapter in particular.
6. To increase the **visibility of PRME** and its signatories in the region.





# TBS CONTRIBUTIONS TO THE FRANCE-BENELUX CHAPTER



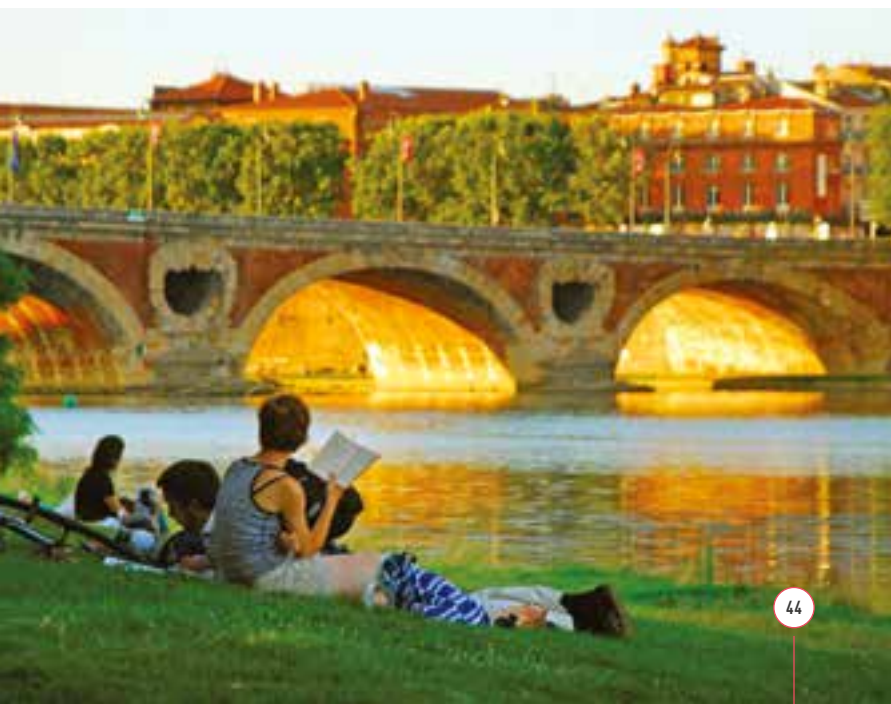
TBS actively participated in the annual PRME Chapter Meeting in Amsterdam (NL) in January 2019, through the presentation of a teaching project on incorporating the Sustainable Development Goals (SDGs) across the business school curriculum, and a research project on sustainability assessment in higher education curricula.

In June 2019, TBS became a member of the PRME France-Benelux Chapter Steering Group and will hold this mandate for 3 years. The school is represented by Kim Ceulemans, Assistant Professor in the Department of Management Control, Accounting and Auditing.

## “COLLABORATING FOR TRANSITION IN AN UNCERTAIN WORLD”

At the end of the 2019-2020 academic year, TBS won a vote to organize the 2021 PRME Chapter meeting at Toulouse (FR). Due to the COVID pandemic, the conference was postponed to the autumn of 2021 and will be on the topic of “Collaborating for Transition in an Uncertain World”. The meeting will be jointly organized with the *Conférence des Grandes Ecoles* (CGE), who host their annual event for sustainability practitioners at French universities and schools, “*Les Rendez-vous des Référents du Développement Durable*” (R2D2). Consequently, TBS is glad to invite you to the 2<sup>nd</sup> Joint R2D2 and PRME Chapter Meeting in Toulouse in 2021!

The annual PRME Chapter Meeting in January 2020 took place in Brussels (BE), where TBS co-hosted a meeting for French PRME signatories, in order to provide a platform for the exchange of ideas and best practices on sustainability topics and to deliberate on joint projects.







## PRINCIPLE 6

# DIALOGUE

WE WILL FACILITATE AND SUPPORT DIALOGUE 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

# TBS STUDENTS IN THE SPOTLIGHT: THE B3D STUDENT ASSOCIATION



The **B3D** (*Bureau du Développement Durable*) is TBS's student association for sustainability, founded in 2006. This association aims to promote sustainable development among students and for the general public. The B3D organizes many projects with local, regional or even national associations, such as The Rise, the ANEDD and the Sustainable Development week. They inform students of current issues by taking concrete actions to promote the sustainability values they strongly believe in.



## THE B3D HAS A CAPACITY OF 50 STUDENTS DIVIDED INTO FIVE BRANCHES

### • The Organic and Fair-Trade branch

They support healthy and sustainable consumption and committed producers. The branch is responsible for the organic fruit and vegetable baskets provided on the TBS Toulouse campuses and the post-Sat smoothies when the current health context allows for it. The organic branch also promotes DIY of all kinds, competitions and the valorization of our resources.

### • The Campus and Company branch

This group aims at reducing TBS's carbon footprint and promotes sustainability among students and personnel through awareness campaigns, the organization of debates and the establishment of partnerships with other associations, such as the Sailing Team and its Green Cruise project.

### • The Social and Territorial branch

These students are focused on the social pillar of sustainability by setting up solidarity projects within TBS or at the city level (e.g., interventions in schools, provision of a solidarity fridge as well as activities assisting senior citizens).

### • The Communication and Event branch

This branch ensures the visibility of the various actions of the B3D, while co-organizing events such as The Rise or Week of Sustainable Development (*Semaine du Développement Durable - S3D*). It also aims at informing TBS stakeholders about good sustainability practices, such as through its legendary Advent calendar.

### • The ANEDD branch

This group organizes the National Student Event for Sustainable Development (or *Assises Nationales Etudiantes du Développement Durable - ANEDD*). The event consists of a series of talks and workshops on sustainability themes, pitches and an eco-awards ceremony. It is currently the largest student event in Europe on the theme of sustainable development!







## The 2018-2019 B3D Team

### Team members:

Adrien Demarais  
Chloé Lacoume  
Elodie Chery  
Emmanuelle Tosini  
Jeanne Brinas  
Juliette Lacroix  
Karine Simonnot  
Lucien Lecomte  
Maëlle Lassus

## The 2019-2020 B3D Team

### Team members:

Emilie Bacho  
Laurine Delanoé  
Karinne Simonnot  
Juliette Lacroix  
Elodie Chery  
Maëlle Lassus  
Pauline Cabiron





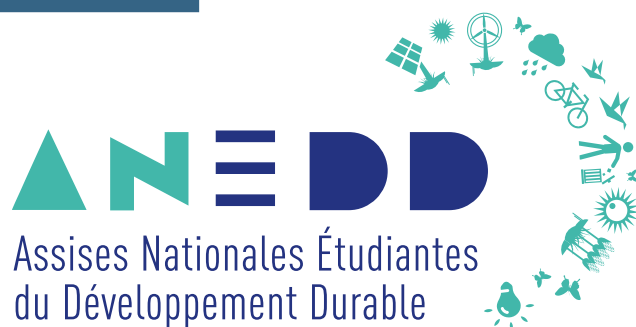
# THE ASSISES NATIONALES ÉTUDIANTES DU DÉVELOPPEMENT DURABLE



The **B3D students** organize an annual sustainability event, called *Les ANEDD*, or the *Assises nationales étudiantes du développement durable (ANEDD)*. This large-scale event, organized annually by and for students has approximately 700 participants and includes activities to educate students around the topic of sustainability.

Each year, the students invite speakers on different sustainability-related topics and give out eco-awards for students, companies, associations and researchers to promote innovative sustainability projects. They also provide stands and workshops on sustainability topics and organize brainstorming sessions about issues such as zero waste, circular economy, and sustainable agriculture.

The ANEDD event is sponsored by a number of corporate partners who have engaged in a long term Sustainable Development partnership with TBS.



## THE ANNUAL SPONSORS

### • OFFICIAL PARTNERS



### • TECHNICAL PARTNERS



### • WITH THE SUPPORT OF



## OVERVIEW OF THE 2018-2019 ANEDD EVENT: “TIME TO ACT! – RESPONSIBLE CONSUMPTION”

- **Eco-awards**

Six participants per category (students, companies, research, public organizations) were invited to pitch their projects in front of students and a jury in order to win an eco-award, including a monetary prize

- **Workshops**

The students had the choice between 30 proposed workshops, ranging from making your own cosmetics to brainstorming about sustainable finance

- **Panel discussion**

“Behind the bar codes Sustainability in the food sector” with France Inter, Maxime de Rostolan, Fleury Michon, MIN de Toulouse Occitanie

- **Panel discussion**

“Time to act Citizens’ initiatives”, with Ecosia, Le Slip Français, Cleanwalker, Bilum, Circul’r

## OVERVIEW OF THE 2019-2020 ANEDD CONFERENCE: “TIME TO ACT! – RESPONSIBLE CONSUMPTION”

- **Presentation by Jérémie Pichon on “The Zero Waste Family”**

- **Eco-forum**

30 workshops, stands and food-truck cyclo-resto

- **Panel discussion**

“The role of finance for a sustainable world”, with Midi-Pyrénées Actives, La Banque de Temps, Le Crédit Coopératif et Babyloan

## SUSTAINABILITY/CSR EVENTS



TBS is engaged in several positive impact projects. Some examples of those are:

- **Tour de France ‘Act Together’**

TBS annually takes part in this nation-wide operation, which aims to educate the entire higher education community on the environmental impact of daily practices and the importance of adopting more sustainable habits. The objective is to achieve behavioral change and to amplify the impact of the energy efficiency policies of the universities and schools involved.

- **The Rise**

Guided by the B3D, all TBS stakeholders participate in this inter-campus challenge in which several higher education institutions participate. The aim is to raise funds to finance micro-credits for small entrepreneurs in developing countries. This responsible finance challenge has allowed the start-up of 1,300 projects since 2011.

- **The Plasma Cup**

Led by the student organization Cheer’Up, TBS students and staff participate in the Plasma Cup, an event organized by the *Établissement français du sang* (EFS – French blood donation organization). This event challenges people, over the course of one month, to make others aware of plasma donation by informing them about the following aspects:

- the needs and uses of plasma;
- the terms and conditions of such donations, facilitating people to take action by encouraging them to donate their plasma.





# EQUAL.ID



It is fundamental for TBS to create awareness around gender issues among our students. Since 2016, the school has been developing a global action plan to promote women's careers, centered around our signatory program EQUAL.ID.

EQUAL.ID is targeted at women, men and organizations, and aims to change negative mentality and behavior in business contexts. This ambitious project raises student awareness on gender inequalities in business, and combats stereotypes among students, from their entry at TBS straight to their integration into a company.

We teach our students to be aware that the fight against gender inequalities is also their fight! Therefore, they must no longer have doubts about their self worth, their skills, their legitimate ambitions and their desire for success.

## THE OBJECTIVES OF THE EQUAL.ID PROGRAM

- Guide students in their careers and fight against self-censorship
- Help them become more assertive
- Support them in developing their professional network
- Help them achieve their salary goals
- Teach them how to deal with possible discriminatory behavior

## THE EQUAL.ID PROGRAM HAS 4 COMPONENTS

- **Mentoring of students** enrolled in the Master in Management program
- **Coaching of students** to guide them on the topic of equality in the professional context and their future role as managers
- **Educational activities and thematic workshops** promoting students' awareness of such topics, to get involved and to collectively propose solutions and take action.
- **Research activities and studies** by our professors to document the mechanisms at work in the often differing career paths of women and men.

## TBS "CORDÉES" COACHING



As part of the French social scheme "*Les Cordées de la Réussite*" (Roped together for success), TBS offers individual support to middle and secondary school students from socially disadvantaged backgrounds, scholarship holders and those with disabilities. Annually, around 80 students benefit from this scheme. The program includes, among others, cultural outreach activities, thematic workshops on "Learning to introduce

oneself", discussing and building a study project, and learning about different fields of excellence. Each academic year, 60 first year Master in Management students join the "*Cordée*" project in order to allow each coached pupil to work on their potential, to develop their study projects and to pursue paths of excellence.

**More information on:**

<http://www.cordeesdelareussite.fr>.

The background of the entire page is a composite image. It features a close-up of hands in business attire (sleeves and buttons visible) working on a laptop. The hands are pointing at the screen and using a pen. Overlaid on this image is a network diagram consisting of white and blue circles connected by thin lines. A large red rectangular block is positioned behind the main title.

# ORGANIZATIONAL PRACTICES

WE UNDERSTAND THAT OUR OWN ORGANIZATIONAL  
PRACTICES SHOULD SERVE AS EXAMPLE OF THE VALUES  
AND ATTITUDES WE CONVEY TO OUR STUDENTS

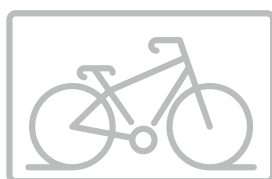


# SUSTAINABLE CAMPUS MANAGEMENT

At TBS, the sustainable management of the campus is the responsibility of the Department for Social Transition. The Label DD&RS ensures a thorough follow-up of environmental issues in the school through its "Environmental Management" axis and of social issues through the axis "Social Policy and Regional Embeddedness" (*see Principle 2: Values*), using a process of continual improvement.

## SOME OF THE ENVIRONMENTAL & SOCIAL HIGHLIGHTS OF ACADEMIC YEARS 2018-2019 AND 2019-2020 ARE:

### IN 2018



**25 SECURED BIKE SPACES**  
were created to promote active modes of transport

### FOR 2018-2019

**10 TERRACE WORKSHOPS**  
organized to promote SUSTAINABLE BEHAVIOR, thereby creating awareness for **45 TBS EMPLOYEES\***

**52 WORKSHOPS PARTICIPANTS**  
during **NO IMPACT WEEK**, aimed at adopting **environmentally FRIENDLY HABITS** at work\*



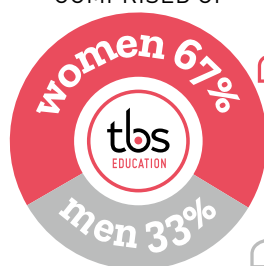
**55,000 EMAILS DELETED**  
DURING THE DAY TO REDUCE OUR DIGITAL IMPACT

### IN 2019

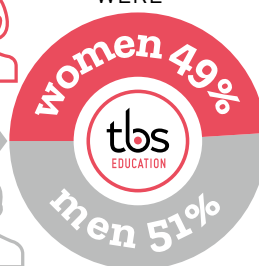
Number of **DIFFERENT NATIONALITIES** present among **TBS personnel**:

**31**

**TBS PERSONNEL**  
COMPRISED OF



**TBS PROFESSORS**  
WERE



### SINCE 2019



**zero STRAWS**  
DISTRIBUTED IN THE CAFETERIA BECAUSE THEY WERE REMOVED IN EARLY 2019

### FOR 2018-2020

**34 PEOPLE** benefited from the **BICYCLE KILOMETER ALLOWANCE** representing a budget of

**€6,800**



**EQUAL.ID**  
STUDENTS MENTORED between 2018-2020:

**223**



**371** TOTAL NUMBER OF **TBS STUDENTS** supported through social scholarships by the **FONDATION TBS**

\* Unfortunately, this activity did not take place in 2019-2020 due to the COVID-19 crisis.



# REDUCING OUR ECOLOGICAL IMPACT ON CAMPUS



*To ensure the sustainable management of our campuses, TBS focuses on reducing our impact on the environment and on contributing to a sustainable society.*

## CARBON FOOTPRINT ASSESSMENT

In 2016, TBS started measuring its carbon emissions through a carbon footprint assessment done by the independent firm Climat Mundi. The assessment was based on 2015 data, all three scopes of Greenhouse Gas (GHG) emissions were audited, and an action plan was put in place. Examples of new initiatives at the time include the implementation of a green electricity contract with our energy supplier and the implementation of the “Menu2foisbon” and a meal offered every Tuesday at the TBS’s cafeteria that increases awareness about food CO<sub>2</sub> emissions.

In collaboration with a group of student volunteers, the TBS carbon footprint assessment was updated with the 2018 data. Including students in this project had the advantage of increasing their professional skills, while using their insights to continuously improve our approach to assessing GHG emissions. To ensure we are as exhaustive as possible in our 2021 assessment, the CSR manager of each student association has been charged with carrying out a carbon assessment of all the events organized by his/her association, since 2019.

## TBS MOBILITY PLAN

TBS drew up its Mobility Plan in 2018 with the help of the Public Transport Authority (SMTC) and Tisséo. An action plan was then put in place to promote alternative, active and public modes of transport:

- **25 new secure bicycle spaces were provided**
- **a mileage-based travel allowance was set up for bikes**
- **a carpooling platform is available for employees**
- **50% of the price of a local public transport pass is reimbursed by the school**



## SUSTAINABLE PURCHASING

TBS incorporates strict sustainability/CSR criteria in the school’s calls for tenders for all its relevant purchases. The school also encourages its staff and students to prioritize the purchase of eco-friendly materials/products on a daily basis and when organizing events at TBS.





## GREEN ROOFTOP TERRACES

Since 2017, two roof terraces have been converted into green spaces, using an overall eco-design approach, including the use of local partners, the choice of plants with low watering needs, using furniture made by Recyclo'Bat, made from reused wood. These two spaces are accessible to all students and employees.



## BEEHIVES AT ENTIORE CAMPUS

Since 2016, the Entiore Campus has been home to four beehives. To guarantee the health of the bees, TBS has chosen a bee-keepers' union to manage the hives. In addition, TBS has designated colleagues to become "beehive officers" and provided them with training to develop their bee-keeping skills. These people also take part in the life of the hives: they open them with the beekeepers, learn about the different moments in the life of the bee swarm and learn about bees and their ecosystem.

## WASTE REDUCTION AND SORTING

The best waste is no waste! TBS aims to reduce its ecological impact by reducing waste at the source with initiatives such as:

- the use of eco-friendly cups
- the installation of water fountains
- the organization of zero-waste workshops
- offering TBS staff computer equipment and furniture before it gets thrown away

As for selective waste sorting, TBS has installed 350 voluntary drop-off points on its Toulouse campuses. This project was designed from an overall perspective and included:

1. the manufacturing of selective waste containers by the local cooperative and participatory company (SCOP) Symbio[re] with wood from sustainably managed forests and
2. the choice of a service provider to ensure the collection and recycling of waste, Green[re]o, a SCOP promoting professional integration through the employment of persons in difficulty.

As a result, today TBS sorts and recycles paper and cardboard, cans and bottles, and plastic cups. The quantities of waste recycled at TBS increased sharply between 2017 and 2018: 4 times more cardboard, 5 times more cups, 21 times more bottles and 18 times more paper has been recycled.





## PRACTICAL WORKSHOPS OFFERED AT TBS: ZERO WASTE & AYAV

Zero waste workshops are offered to TBS students and employees on the following occasions:

- During the ANEDD student conference, practical workshops are hosted on how to make cosmetics, household products, or repair broken objects or clothing. These workshops are run by associations and companies such as Zéro Waste Toulouse, Element'erre or Naturel Factory.
- During the "Down with Straws" day, a workshop is offered to help discover zero-waste alternatives, offered by Zéro Waste Toulouse.
- During "No Impact Week", a workshop is offered to learn how to make reusable packaging made from cotton and beeswax, also offered by Zéro Waste Toulouse.
- Eight different workshops are regularly offered to TBS staff by the association "à croquer". Half of these workshops are devoted to promoting biodiversity, while the other half are on reducing waste (DIY cosmetics, household products, soft drinks).

TBS annually organizes a day dedicated to the promotion of public and alternative transport modes: *Allons-y à Vélo* (AYAV) or Let's Go By Bike! The program includes the following elements:

- **test stands where people can try out electric bikes**
- **BMX bike demonstrations**
- **a road-safety stand and workshops**
- **a food-truck bike**

## NO IMPACT WEEK

Each year in May, TBS organizes No Impact Week, based on a concept invented by Thomas Parouty, a 1995 TBS alumnus. His goal was to create incentives that will encourage everyone to adopt eco-friendly habits at work, which are good for the individual involved as well as for the environment.

No Impact Week is a week full of positive actions at TBS where daily workshops and challenges are offered to TBS employees on a specific theme related to life at the office. Each topic offers an opportunity to share easy-to-implement tips and to explain and promote some of the actions already in place at the school and around the region to our employees.



## ECOSIA ON CAMPUS

The Ecosia on Campus initiative was designed by TBS's B3D student association for Sustainable Development. At all TBS campuses, the Ecosia search engine is installed by default on our campus computers.

The goal is to plant as many trees as possible thanks to the searches using Ecosia at TBS. Since October 2019, over 20,000 searches have been made on our campuses using Ecosia. This has resulted in more than 300 trees being planted in critical biodiversity areas and in areas where populations need them.



## TREE PLANTING AT TBS

Since 2015, a total of 3 868 trees have been planted in France, Spain, Morocco, Peru and other parts of Africa thanks to our partnerships with Pur Projet, À Croquer and Ecosia.

- **Pur Projet** is an organization whose mission is to promote agroforestry, meaning tree planting as part of agricultural and livestock projects. Since 2015, TBS has planted a tree for each student enrolled in the Bachelor's Program. These trees are planted through the project "Femmes du Rif" in Morocco, which resonates with TBS's Casablanca Campus. This partnership also allows us to compensate for the travel of participants to research conferences organized by TBS through the funding of trees.
- Through engaging with the organization **À Croquer**, TBS promotes healthy eating habits by offering its employees local fresh fruit. For each basket of fruit, €1 is reserved for planting trees in agroforestry projects in the Occitanie region to give back to nature what it generously offers us.
- **Ecosia** is a research engine that funds tree planting in critical biodiversity areas and where people need them the most. Since October 2019, the internet searches done through the use of Ecosia on our campuses have resulted in the planting of more than 424 trees! With this partnership, our school also plants a tree for each participant in the ANEDD student sustainability event, equaling 500 trees planted in 2020.



Thanks to these collaborations with our three partners, TBS is reducing its carbon footprint! In total, we have planted lots of trees:

- **888** trees planted in France
- **77** trees planted in Spain
- **2,176** trees planted in Morocco
- **128** trees planted in Peru
- **924** trees planted in other parts of Africa

**EVERYONE IS WELCOME TO CONTRIBUTE TO THE REGENERATION OF OUR ECOSYSTEMS BY SUPPORTING THESE PROJECTS!**



# THE HUMAN FACTOR AT THE HEART OF TBS



*TBS's social inclusion policy aims to promote inclusion and equal opportunity for all. Our diversity policy draws on a network of different institutions, partner associations and people, whose actions contribute to bolstering our commitment.*

## CHARTER FOR INCLUSION AND DIVERSITY

In line with the goals of its social policy, TBS is a signatory of the "Charter of commitment to inclusion and diversity" established by the CGE (*Conférence des Grandes Ecoles*).

## DISABILITY UNIT

In order to ensure that students with disabilities have access to all the courses, premises and services they need to complete their studies, TBS has assigned a Disability Officer to provide them with support throughout their time at the school. TBS officialized commitment in favor of people with disabilities by signing the CGE's Disability Charter.

## FIGHT AGAINST DISCRIMINATION

TBS is committed to combating sexual harassment and all sexist, sexual and homophobic violence and has set up prevention, reporting and management systems for these types of incidents. The actions are aimed at both the school's students and staff.

## WELL-BEING AND HEALTH DURING STUDIES

At the beginning of every school year, actions are organized to raise awareness of health and well-being issues among students, with the help of experienced professionals (addiction prevention, the need for relationships to be consensual, etc.). A psychologist is on hand to help students whenever they feel the need (feelings of isolation, integration problems, relationship difficulties, etc.). These measures have two objectives: to prevent risks and to support students' academic performance.

## COVID-19 OFFICER

In order to protect the health of all students and staff, a COVID Officer has been appointed at TBS. The Officer's role is to coordinate the implementation of health and safety measures and ensure compliance with safety protocols and processes.

## ACKNOWLEDGEMENT OF STUDENTS' CIVIC ENGAGEMENT

In order to support and develop our students' societal engagement, TBS has created a mechanism to acknowledge the commitment of students who are involved in an association or civic, solidarity-oriented initiative, by awarding bonus points taken into account in their grade average (*see also Principle 3: Method*).

# ABOUT THIS REPORT

## TBS SHARING INFORMATION ON PROGRESS (SIP) REPORT - 2020

### REPORT AUTHORS

- **Kim Ceulemans**  
Assistant Professor of Management Control  
and Sustainability;  
TBS PRME Representative;  
PRME Chapter France Benelux  
Steering Group member
- **Patricia Aublet**  
Director, Department for Social Transition
- **Marie Boitier**  
Dean of Faculty;  
Professor of Management Control
- **Pascale Bueno Merino**  
Associate Dean of Research;  
Professor of Strategic Management

### REPORT CONTENT

- **The report** covers the academic  
years of 2018-2019 and 2019-2020.
- **Information** on strategy, curricula,  
research and partnerships covers  
all TBS campuses (Toulouse, Paris,  
Barcelona, Casablanca).
- **Environmental data** include the  
Toulouse campuses only (Toulouse  
city center and Entiore campuses).

### REPORT CONTRIBUTORS

Akram AL ARISS  
Camilla BARBAROSSA  
Renate BARON  
Damien BESSIÈRE  
Sylvie BORAU  
Sylvain BOURJADE  
Patricia BOURNET  
Laurence DANJOU  
Christophe FAVOREU  
Jessica GRANDHOMME  
Wafa KHLIF  
Alain KLARSFELD  
Florence LACOSTE  
Perle LAGIER  
Michael LAVIOLETTE  
Franck MENIGOU  
Isabelle LABARDE  
Emeric LE MEUR  
Gilles LAFFORGUE  
Stéphanie LAVIGNE  
Ségolène LLORENS  
Amandine MAUREL  
Mathilde MURARD  
Kathleen POPPE  
Anne RIVIÈRE  
Luc ROUGE  
Yuliya SNIHUR

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**For inquiries about this report, please contact:**

Kim Ceulemans [k.ceulemans@tbs-education.fr](mailto:k.ceulemans@tbs-education.fr)





# PROGRAMS

## INITIAL TRAINING

- BACHELOR IN MANAGEMENT
- MASTER IN MANAGEMENT
- MASTERS OF SCIENCE® (MSc)
- SPECIALIZED MASTERS®
- SUMMER SCHOOL, WINTER SCHOOL

## EXECUTIVE EDUCATION

- EXECUTIVE SPECIALIZED MASTERS
- GLOBAL EXECUTIVE MBA
- DOCTORATE OF BUSINESS ADMINISTRATION (DBA)
- TRAINING FOR BUSINESS LEADERS
- EXECUTIVE BACHELOR,  
EXECUTIVE MASTER IN MANAGEMENT