



Sharing Information on Progress - January 2016

UN Principles for Responsible Management Education



PRME

This is our **Sharing Information on Progress (SIP)** Report on the Implementation of the **Principles for Responsible Management Education**

Renewal of the commitment to PRME

IESEG School of Management has been committed to the Principles for Responsible Management Education (PRME) since 2007, but our commitment to ethics, social responsibility and sustainability is not something new. It is fundamental and long-standing. It goes all the way back to our foundation, in 1964. Today, in line with our values and mission, PRME helps us to reflect on how we should enable our students to become responsible leaders, how we might enable organizations to better serve the common good, and how we can engage more constructively in contributing to transform our societies towards more inclusive modes of operating and being.



I am pleased to present this progress report. IESEG indeed considers the demonstration and communication of the way it addresses its stakeholders' expectations and its commitment to ethics, social responsibility and sustainability as key to its future development. Our long term ambition is to lead by example, to inspire and to widely and fruitfully promote the consideration of ethics, social responsibility and sustainability-

related ideas within and beyond the boundaries of the School.

Yet we also acknowledge that integrating social responsibility and sustainability thinking and considerations within the overall strategy, organization and activities of the School represents a central challenge and a continuous process. We have taken important steps in the last years and describe them in this report, which provides an overview of the efforts by students, faculty, and staff over the course of the past two years. We know more steps will have to be taken in the near future and we will continue to strive to improve ourselves and to seek opportunities to apply and reinforce the PRME integration in our curricular and extracurricular undertakings.



Jean-Philippe AMMEUX, General Director



PRME at IESEG School of Management

IESEG School of Management has the ambition to empower changemakers for a better society. Such an ambition is challenging, fascinating and stimulating. It requires all the stakeholders to be committed to this collective ambition. At IESEG, students, staff and professors work together in a respectful and multicultural atmosphere and with an open state of mind in order to achieve our mission. Our impact on society can be described at three levels:

- To create and diffuse new knowledge and be a source of innovation through our teaching, research and consulting activities
- To inspire ethical pioneers of change through teaching students and delivering executive education
- To have a societal impact through the promotion of a greener, fairer and more inclusive society.

IESEG's community is dedicated to CSR and ethics in its daily activities, which are supported by the

IESEG Center for Organizational Responsibility (ICOR) and the Social Responsibility and Sustainability Steering Committee.

As the referent of these activities at the Management Board of the School, I'm really pleased to present this report which explains in details how IESEG School of Management implements PRME principles and our ambition for the future.



Caroline ROUSSEL, Director of Academic Development and Quality



Who We Are

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

IÉSEG's **vision** is to become an internationally recognised full-service business school that:

- educates managers who help companies grow in a complex and constantly changing economic environment; and
- makes substantial contributions to research on business, economics and management issues.

The **mission** of IÉSEG is to prepare complete and international managers who initiate change, and to contribute to the development of responsible, innovative and enlightened organizations. The way this mission supports our commitment to the PRME is detailed in the following pages of this report.

Three key aspects of IÉSEG's culture are its strong organizational values, its international community of students and professors, and its world class research. The IÉSEG culture is born out of a passion for progress and ability meaning that the School's focus is on harnessing all of its energy on identifying the true potential of each student. IÉSEG is proud of its unorthodox approach to management education and its ability to instill the key values that have been at the heart of its development since the very beginning.



IESEG's mission is rooted in the School's history, which has always highlighted the necessity of giving students in-depth, multi-disciplinary knowledge coupled with practical know-how. At IESEG the development of creative and innovative managers, who are strategic and responsible, visionary thinkers, is of fundamental importance. The ambition of the School is that its graduates can initiate and manage change, while contributing positively and effectively to dynamic organizations, with a positive impact on society by promoting greener, fairer and more inclusive society. The School has built solid relationships with over 2500 companies and seeks to develop its partnerships with NGO's and public organizations in the coming years to better achieve its objectives of empowering change makers for a better society.



The School has a total of 4 300 students scattered on both the Lille and Paris campuses, among them 1 900 international students. IESEG may keep a French identity, but when you step inside IESEG you enter a global melting pot that's represented by more than 95 nationalities. All of our programs are taught in English and 84% of our permanent faculty members are international (35 nationalities among the faculty members). This is the result of our 'Internationalization at Home' strategy, resulting in our strong and continued collaboration with 235 partner universities across more than 60 countries, and thus making IESEG

one of the most exciting and culturally diverse Business Schools in Europe and one of the most international business school in France.



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

Finally, IESEG is continuously working on formalizing and increasingly imbedding ethics, social responsibility and sustainability thinking and ideas into its organizational processes its by developing the IESEG Center for Organizational Responsibility (ICOR) and thanks to the support of the Social Responsibility and Sustainability Steering Committee. One Director is also the referent regarding CSR and ethics at the management board which shows the commitment of IESEG to the development of ethics, social responsibility and sustainability.

The Principles for Responsible Management Education

OVERVIEW OF THE PRME

As a French and internationally oriented academic institution involved in the development of current and future managers, IESEG School of Management declares its willingness to progress in the implementation of the PRME Principles. With this 'Sharing Information on Progress' report we aim at highlighting our development to all our stakeholders and sharing constructive practices related to these principles and implemented within the School with other institutions of higher education:

PRME PRINCIPLE 1

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

PRME PRINCIPLE 2

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

PRME PRINCIPLE 3

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

PRME PRINCIPLE 4

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

PRME PRINCIPLE 5

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

PRME PRINCIPLE 6

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

In this report we summarize key practices and initiatives IESEG School of Management has pursued and launched, with a specific focus on the ways PRME have been approached in the last two years.



PRME PRINCIPLE 1

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

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

MISSION

The mission of IESEG is to **prepare students to become complete and international managers who initiate change, and contribute to the development of responsible, innovative and enlightened organizations. IESEG is a very internationally oriented and highly rigorous school with a strong commitment to social responsibility.**

As reflected by its mission, IESEG actively engages in embracing its role in the development of a more sustainable society. To do so, IESEG first considers that in each management discipline, all students should grasp the full significance of fundamental theories and gain practical experience while maintaining a critical approach to these theories and practices.

This solid education provides them with the competencies required to succeed at the highest management levels and facilitates their personal development and impact in the face of changing job markets, multi-sector career development opportunities and rising societal challenges and sustainability-related questions.



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

IESEG students learn through a variety of methods how to apply leadership and teamwork to real management problems, which requires early exposure to the organizational world and

managerial challenges, including ethics-, responsibility- and sustainability-related ones. Personal development training is an integral part of the curriculum at IÉSEG, in every program. It includes drama, group management, sports, creativity, or stress management. It allows students not only to develop their knowledge but also to develop key competencies which will enable them to become more responsible managers. The pedagogical approach also closely links theory and practice; for example, all IÉSEG programs include internships and/or projects in companies. Eventually, all IÉSEG programs include mandatory courses in which ethics, social responsibility and sustainability ideas and questions are explicitly addressed and advanced. Our ambition is to see these ideas not only addressed in dedicated courses but also, increasingly, in a transversal approach, aligned with IÉSEG multi-disciplinary approach.



The School's mission also stresses the international orientation of the School, and IÉSEG is a truly international community of students, faculty and administrative staff. Working in such a mix of cultures adds an important dimension to the School's education project, and IÉSEG is one of the

few French business schools where all students actually receive training in an international and multicultural environment, including through formal diversity-oriented courses. For instance, students during their Bachelor cycle have to prepare an Intercultural passport based on their academic courses, projects and coaching processes. At the Master level, they also have, since September 2015, the opportunity to obtain a Certificate in inter-cultural management.

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

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



PRME PRINCIPLE 2

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

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

In addition to integrating PRME-related ideas and concepts in its teaching and research core missions, IESEG thus endeavors to be a source of inspiration and a proactive player in the development of a society that is committed to responsible and sustainable economic and social activity.

IESEG's ambition and activities build on values that are shared by the whole IESEG community (students, alumni, professors and staff) and are

significant hallmarks of the School. The values are also shared by Lille Catholic University.

RARE

IESEG's values, which are deeply rooted in the School's culture, are epitomized in the acronym RARE, which stands for Respect, Ambition, Rigor/Responsibility and *Esprit de corps* (team spirit).

Respect (for others, the School's community, diversity, etc.) relates primarily to tolerance, modesty and honesty.

Ambition implies that students, faculty and staff work hard because they are driven by a goal. This ambition is not solely about the self-advancement of individuals in IESEG's academic community, but is an ambition shared amongst these individuals, the organizations where they work and society as a whole.

R represents both *rigor* and *responsibility*, both of which are core values of the School:

Rigor refers to the scientific foundation of the learning process in the School as well as to IESEG's flourishing research activities. A sense of Responsibility is crucial in order to educate responsible managers who will have to run businesses in a complex and global environment while paying particular attention to ethics and transparency.

Esprit de corps reflects team spirit, commitment, a sense of solidarity and conviviality. No one can perform and fulfil his or her potential alone. Both in the workplace and in daily life, *esprit de corps* is becoming even more important.



IESEG's central values and mission reflect the School's determination to lead by example as an active community member that clearly respects all its stakeholders and their expectations. The School seeks to inspire and promote the consideration of ethical and sustainability-related concerns in the decisions and actions of responsible individuals, managers and organizations. IESEG encourages all students, staff, instructors and administrators to develop and exemplify ethical, responsible and sustainable management values and practices as an integral part of their educational and professional engagements.

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

COMMITMENTS

In 2014, IESEG joined the United Nations Global Compact (UNGC), the world's leading voluntary corporate citizenship initiative. By committing to the 10 UN Global Compact principles linked to human rights, labor, environment and anti-corruption, IESEG acknowledges that the energetic engagement of higher education institutions is critically necessary to fostering a more responsible global business environment,

and serves as a source of inspiration for all stakeholders affected by the School's activities.

IESEG is also a member of GRII, the think tank and worldwide partnership of companies and management schools/learning organizations founded in 2004 by the European Foundation for Management Development (EFMD) and the UN Global Compact. IESEG joined in 2007, and GRII's principles directly relate to and inform the School's mission to educate responsible managers and ethical leaders.

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

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

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

ORGANIZATIONAL STRUCTURES

Strategic initiatives linked to ethics, social responsibility and sustainability in teaching and research are nurtured and to a significant extent coordinated by the IÉSEG Centre for Organizational Responsibility (ICOR – see <https://icor.ieseg.fr>), founded in January 2014. ICOR is co-coordinated by assistant professor Julie BAYLE-CORDIER and associate professors François MAON and Hassan EL ASRAOUI. It is composed of core academic staff members from all departments (the composition of ICOR is provided at the end of this report) and has two main missions respectively related to knowledge building and learning/educational processes development: (1) creating and spreading conceptual knowledge and practice-oriented tools in the fields of social responsibility, sustainability, corporate ethics, and business and society relationships and (2) inspiring and supporting the School's determination and ambition to contribute to the development of a prosperous, fair and sustainable society, including through the development of novel learning-related opportunities within and beyond the School's boundaries. In this perspective, ICOR pushed forward existing initiatives at the school level and contributes to the development of innovative learning activities and educational programs. This is done in line with the commitment of the school to follow and implement the PRME. The School, through ICOR, aims at enabling all IÉSEG students to further build and extend upon knowledge, know-how, and *savoir-être* to give them the ability to develop a comprehensive, responsibility-driven vision of the role of organizations in society (i.e. traditional corporate actors and alternative organizations such as social businesses or non-profit organizations) and of the importance of the human factor within business-related organizations.



In its efforts aimed at continuously reflecting upon and advancing the way ethics, social responsibility and sustainability ideas and concepts are approached by the School and its stakeholders, ICOR works in collaboration with the IÉSEG Social Responsibility and Sustainability Steering Committee. This steering committee is co-chaired by Caroline ROUSSEL, Director of Academic Development and Quality, and Guillaume DE RENDINGER, Deputy Director of Paris Campus and Financial Director. It is composed of members of IÉSEG's management, academic staff, administrative staff and student body. In addition, two representatives of IÉSEG's external stakeholder network sit on the committee. The missions of the steering committee include: (1) fostering improved social and environmental performance, in particular for what concerns operational and organizational dimensions of the school activities; (2) contributing to further instill a culture of socially responsible and sustainable long-term planning and forward-thinking; (3) vetting emerging initiatives to assess whether they meet with the overall mission and strategic orientations of the School; and (4) serving as liaison between the School, ICOR, the committee members' respective departments and teams, and the University, on matters linked to emerging social responsibility and sustainability issues and initiatives.



PRME PRINCIPLE 3

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

Leadership, expertise, open-mindedness, ethics, and social and environmental responsibility are critical qualities for good managers. Developing these characteristics is a key aspect of curricula offered by the School. In particular, IÉSEG promotes student work (courses, research theses, consulting and associative projects, training reports, etc.) on subjects related to ethics, social responsibility and sustainability. For internships, IÉSEG incorporates a requirement for students to analyze opportunities to implement social responsibility and sustainability policies and processes within the company where the internship is done. Moreover, in addition to the current efforts developed by the School to achieve a more transversal integration of PRME-related considerations across most courses, a mandatory course addressing ethics, social responsibility, and sustainability-related ideas and questions is included in all degree programs.

GRANDE ECOLE 5-YEAR PROGRAM

At the bachelor level, students attend a law course during each year of the bachelor's cycle. Civil Law enables students to form opinions on simple judicial situations and identify legal issues. Business Law covers many areas, such as commercial activity, business contracts,

intellectual property rights and company rights. In Labor Law, students gain a basic understanding of labor law and learn how to solve disputes. Among their optional coursework, students may choose from a number of courses dedicated to ethics, social responsibility and/or sustainability in the third year. These elective courses include 'Money and Ethics'; 'Ethics: A Historical and Multicultural Concept'; 'Sustainable Development and Corporations'; 'Social Entrepreneurship'; and 'Sustainable and Responsible Tourism'.

The 'Business Ethics and Social Responsibility' course is mandatory for all students of the Master *Grande Ecole* program. This academic year, the course has increased its number of teaching hours from 21 hours to 24 hours. In their elective coursework, master students may also choose from a number of courses dedicated to business ethics, social responsibility and sustainability, including 'Business Ethics in Commerce'; 'Controlling and Auditing Corporate Social Responsibility'; 'Corporate Social Responsibility and Marketing'; 'Creating Shared Value'; 'Environmental Marketing'; 'Ethics in Finance'; 'International Green Logistics'; 'Management of Social Innovation'; 'Responsible Marketing'; 'Social Perspectives on Information Systems'; 'Sustainable Purchasing and Procurement'; and many others.

In addition, students in the *Grande Ecole* program are offered, on a competitive basis, to take part in the peer-tutoring [Managers in Vivo program](#), which teaches empathy and the skills to support

employees to future managers. This course offers examples of IÉSEG managing itself in a responsible manner. This mechanism achieves two objectives simultaneously: (1) students experiencing problems can benefit from individualized support provided by older students, and (2) Advanced students can gain additional managerial experience by coaching younger students.

In February 2015, with the goal to foster the further diffusion and commitment to ethics, social responsibility and sustainability across all IESEG courses, ICOR administered a survey to all of its permanent professors asking them to identify which of their courses addressed ethics, social responsibility and sustainability ideas in the general *Grand Ecole* program. The survey also asked professors how they addressed such ideas and through which type of teaching format. The results of the survey showed that while social responsibility and ethics are directly or indirectly discussed across over 50% and 80% of courses respectively, sustainability challenges are currently addressed in 36% of courses. In terms of the amount of time devoted to these ideas, the survey found that 53.4% of courses devote less than 10% of course hours to these ideas, while 42% of courses devote between 10% and 40% of class hours to ethics, social responsibility and sustainability ideas. Among the surveyed courses, 6 of them devote more than 50% of class hours to these ideas (this includes the mandatory Business Ethics and Social Responsibility course at the Master's level). The way these topics are addressed was found to be quite balanced (14% address during one session only; 25% during several sessions; 23% through a transversal approach during some sessions; 15% through a transversal approach during the entire course).

A key learning outcome of this survey was that while our students are moderately exposed to ethics-, social responsibility- and sustainability-related considerations during their Master's program (in the 4th and 5th year of their studies), they still have a relatively more limited exposure to these ideas during their Bachelor cycle. We are therefore in the process of reflecting on the possible launch of new initiatives at the Bachelor level to meet this gap. In order to further support

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

CERTIFICATE IN BUSINESS ETHICS AND SUSTAINABLE ORGANISATION

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

LED BY HER-IÉSEG PROGRAM

In November 2014, IÉSEG launched an entrepreneurship program in collaboration with the NGO HERA FRANCE (Her Autonomy, Equality and Rights) to promote the empowerment and economic autonomy of young women who have experienced violence and other forms of exploitation. The HERA-IÉSEG program helped these women develop an entrepreneurial outlook on their career and life choices. In September 2015, the School started working with Led By HER to redesign a learning program seeking to encourage women's entrepreneurship by providing vulnerable women with access to the education and tools necessary to succeed in their projects. Throughout this latter program offered free of charge, IÉSEG provides the expertise of volunteer professors, administrative support and



facilities. It is coordinated by assistant professor Janice BYRNE.

OTHER PROGRAMS OFFERED BY THE SCHOOL

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

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

MOBILISING STUDENTS AS CHANGEMAKERS

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

IÉSEG also encourages students to engage in [social entrepreneurship projects](#) that incorporate both entrepreneurship and community well-being

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



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



PRME PRINCIPLE 4

METHODS: *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.*

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

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

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

Along this axis, IÉSEG researchers develop efforts to understand the strategic, organizational and operational implications of the adoption a social responsibility and/or sustainability-oriented, values-driven paradigm by business organizations. In this line of research, ICOR researchers mostly study the development of values-based and stakeholder-oriented management models; social responsibility and sustainability strategy design and development processes; organizational learning, development and change for social responsibility and sustainability; social and environmental accounting practices; organizational justice and the human impact of organizational life; and responsible leadership practices.

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

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

social movements; and analysis of the role of business schools in developing more responsible business practices.

BUSINESS AND ITS RELATIONSHIPS WITH SOCIETY: AN INTERACTION FOCUS

Finally, in line with the idea according to business organizations must constructively interact and engage with their internal and external stakeholders in order to walk the social responsibility and sustainability talk, ICOR members across different departments study social responsibility- and sustainability-related reporting and communication strategies and their impact on stakeholders; social responsibility- and sustainability-related identity management practices; stakeholder dialogue processes; cross-sector social partnerships; and social innovation processes. Efforts along these three broad research axes have resulted in the publication by IÉSEG researchers of a significant number of publications, including books, book chapters and articles in international peer-reviewed journals in the period ranging from November-December 2013 to November-December 2015 in the field of business ethics, social responsibility and sustainability. In addition, these research activities contribute to the enrichment of course material related to these considerations within the different programs. Examples of recent, representative publications by IÉSEG researchers include:

1. de Colle S., Freeman R.E., Parmar B., de Colle L. (forthcoming). *'Practicing human dignity: Ethical lessons from Commedia dell'Arte and theater'*. **Journal of Business Ethics**.
2. El Akremi A., Gond J.-P., Swaen V., De Roeck K., Igalens J. (forthcoming). *'How do employees perceive corporate responsibility? Development and validation of a multidimensional corporate stakeholder responsibility scale'*. **Journal of Management**.
3. Bayle-Cordier J., Mirvis P. and Moingeon B. (2015). *'Projecting different identities: A longitudinal study of the whipsaw effects of changing leadership discourse about the triple bottom line'*. **Journal of Applied Behavioral Science**, 41(3): 336-374.
4. Maon F., Lindgreen A. (2015). *'Reclaiming the child left behind: The case for corporate cultural responsibility'*. **Journal of Business Ethics**, 130(4): 755-766.
5. Vanhamme J., Swaen V., Berens G., Janssen C. (2015). *'Playing with fire: Aggravating and buffering effects of ex ante CSR communication campaigns for companies facing allegations of social irresponsibility'*. **Marketing Letters**, 26(4): 565-578.
6. Charry K., De Pelsmacker, P., Pecheux, C. (2014). *'How does perceived effectiveness affect adults' ethical acceptance of anti-obesity threat appeals to children?*

When the going gets tough, the audience gets going'. **Journal of Business Ethics**, 124(2): 243-257.

7. De Roeck K., Marique G., Stinglhamber F., Swaen V., (2014). *'Understanding employees' responses to corporate social responsibility: Mediating roles of overall justice and organizational identification'*. **International Journal of Human Resource Management**, 25(1): 91-112.
8. De Colle S., Bennett A.M. (2014). *'State-induced, strategic, or toxic? An ethical analysis of tax avoidance practices'*. **Business and Professional Ethics Journal**, 33(1): 53-82.
9. Bouten L., Hoozée S., (2013). *'On the interplay between environmental reporting and management accounting change'*. **Management Accounting Research**, 24(4): 333-348.
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ACTIVE CONTRIBUTIONS TO THE RESEARCH COMMUNITY

IÉSEG researchers regularly participate in international academic conferences organized by ethics- and Social responsibility/sustainability-related academic associations, including the European Business Ethics Network (EBEN); Environmental and Sustainability Management Accounting Network (EMAN); International Congress on Social and Environmental Accounting (CSEAR); World Business Ethics Forum; and the Annual International Conference Promoting Business Ethics. In addition, the School's researchers regularly present their work in dedicated tracks and divisions of more generalist conferences, such as those of the Academy of Management (AoM); European Academy of Management (EURAM); European Marketing Academy (EMAC); Academy of Marketing Science (AMS); European Group for Organizational Studies (EGOS); European Accounting Association (EAA); and the British Accounting and Finance Association (BAFA).

In recent years, IÉSEG researchers have further contributed to the development of ethics, social responsibility and sustainability research, as experts in those fields, by sitting in editorial boards of journals including the *Journal of Global Responsibility*; *Asian Journal of Sustainability and Social Responsibility*; *Marketing Intelligence and Planning*; *Frontiers in Organizational Psychology*, or *M@n@gement*. They also serve as reviewers for

international conferences and journals. Next to their reviewing activities for more generalist journals, the School's researchers accordingly regularly review articles for ethics-, social responsibility- and sustainability-specialized journals such as *Business Ethics Quarterly*; *Business & Society*; *Journal of Business Ethics*; *Journal of Global Responsibility*; *Journal of Cleaner Production*; *Ecological Indicators*; and *Social and Environmental Accountability Journal*.

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

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

Since 2011, several IÉSEG researchers have co-organized and have been members of the scientific committee of the CSR Research Days, an annual event for emerging scholars that takes place in Belgium and in France. In June 2015, IÉSEG has hosted the two-day research event, which gathered close to 50 international scholars and PhD students on its Paris campus and was entitled "*Innovative Practices and Emerging Trends: Extending the Corporate Responsibility Research Agenda*". The 2016 edition of the event will be co-organized by IÉSEG, the Louvain School of Management, Audencia School of Management, Antwerp Management School and ICHEC Brussels management school, in Brussels.

In addition, in November 2014, IÉSEG launched the ICOR research seminar series, which provides IÉSEG researchers as well as those from other institutions with the opportunity to present and discuss their works on ethics, social responsibility and sustainability. Among many others, examples of seminars held in 2014 and 2015 included talks

by international scholars such as "*Stewardship of the Future/Intellectual Shamans - Management Academics Making a Difference*" by Sandra Waddock (Boston College) or "*Challenges at the Business and Society Interface : Activists, Institutions and Corporate Responses*", by Frank de Bakker (VU University of Amsterdam).

FOSTERING STUDENTS' ENGAGEMENT IN PRME-RELATED RESEARCH

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

To further motivate students to engage in such research projects, IÉSEG – through the IÉSEG Center for Organizational Responsibility (ICOR) and with the support of the Lille Catholic University Foundation - launched in 2015 the first 'ICOR Award for the Best IÉSEG Master Thesis in the Field of Organizational Ethics, Social Responsibility and Sustainability'. This initiative aims to promote organizational ethics, social responsibility and sustainability thinking by awarding a master thesis written by an IÉSEG student that originally contributes to the understanding and knowledge on the way the activities and operating processes of nonprofit and for-profit organizations can support the development of a fair and sustainable society. The competition offers a sponsored prize, half of which is donated by the student to an organization of her choice. The organization selected by the student should be a charity, nonprofit or social business organization that contributes to promote or develop social or environmental well-being. All IÉSEG master theses that include questions related to organizational ethics, social responsibility or innovation, sustainability, societal progress, in any type of organization can be considered.





PRME PRINCIPLES 5 & 6

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

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

Next to the IÉSEG Center for Organizational Responsibility (ICOR) and the IÉSEG Social Responsibility and Sustainability Steering Committee, the Departments of Communication and of Corporate Relations and student associations play a significant role in the development and management of the School's community and corporate relations as well as in the development partnerships and dialogue on PRME-related ideas and issues. All these structures promote projects and initiatives by inviting interested parties in Paris and Lille to events, participating in discussions with community members and relaying information on events to a wider audience. Conferences and workshops for executives have also been organized. The School further plays an active role

as a forum for debates and in the dissemination of knowledge. Formal invitations are sent to researchers in all the regional higher education institutions for research seminars organized by IÉSEG and ICOR.

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

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

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

fosters the emergence of new ways of thinking and acting in its direct environment.

SHARING EXPERTISE AND EXCHANGING WITH PRACTITIONERS AND STAKEHOLDERS

In addition to publications in journals targeting the academic community, researchers at IÉSEG have in recent years also published their ethics-, social responsibility- and sustainability-related work in renowned [practitioner-oriented international journals](#) like *California Management Review* and the *Journal of Cleaner Production* and *Business Horizon*. IÉSEG professors additionally serve as consulting experts for initiatives like the Prize for the Best Sustainable Development Report, awarded by the Belgian Institute of Company Auditors, and participate in business-driven initiatives such as the Business for Social Compliance Initiative.

Conferences, debates and workshops on ethics-, social responsibility- and sustainability-related ideas and questions and involving practitioners and decision makers and IÉSEG academics and/or students are furthermore regularly organized on IÉSEG campuses. Among many others, examples of such events held in 2014 and 2015, organized on both campuses, included respective [conferences and debates](#) with Philippe Vasseur, former French minister of agriculture and president of the *Réseau Alliances Network* and *World Forum Lille* (dedicated to promote a responsible economy and promote corporate social responsibility best practices), Guy Morgan, director of advisory services at *Business for Social Responsibility* (a global nonprofit organization that works with its network of more than 250 member companies to build a just and sustainable world), Benjamin Mabile de Poncheville, responsible for corporate partnerships at *WWF- France*, Christophe Catoir, head of *Adecco* in France, or Matthieu Dardaillon, founder of *Ticket for Change* (a program that helps social entrepreneurs and take aspiring social entrepreneurs on the road to meet and be inspired by the pioneers of social entrepreneurship so they can become actors of change themselves).

Practitioner-oriented [workshops](#) animated by IÉSEG researchers were also initiated in 2014, with

sessions addressing topics like “Corporate Social Responsibility: Tools for Motivating Your Employees”.



IÉSEG works closely with the *Institut du Développement Durable et Responsable* (IDDR, the Institute for Sustainable and Responsible Development that is responsible for the implementation of sustainable and responsible management policy at Lille Catholic University) at the University level. This cross-university institute develops networking opportunities and helps the School engaging with students and academic, technical and non-academic staff in social responsibility- and sustainability-related thinking and actions.

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

STIMULATING SOCIAL AND ENVIRONMENTAL INNOVATION IN THE NATIONAL ENVIRONMENT

In October 2014, in collaboration with other schools of the University, IÉSEG engaged in the creation of a multidisciplinary chair in social business. The chair is part of the large multi-stakeholder **SoBizHub** initiative (<http://www.sobizhub.org/fr/>), which fosters the development of social business projects and thinking in the north of France. The initiative was inspired by the works of Muhammad Yunus, the 2006 winner of the Nobel Peace Prize, and is sponsored by him.

In September 2013, IÉSEG launched its **business incubator**, which assists motivated students who wish to develop their own for-profit and not-for-profit business activity. On both the Lille and Paris Campuses, the incubator now provides selected IÉSEG students with a workplace, allowing young IÉSEG entrepreneurs to focus on a business idea and move towards its accomplishment. The incubator helps students develop business plans and offers professional and academic assistance during the project start-up phase, a range of practical services and mentoring.



The year before, the School launched its first large **Imaginative Business for People** event, which was held on both campuses (Lille and Paris). The

objective of the event (structured around master classes and conferences) was to raise awareness among students and local professionals about the potential of social innovation partnerships, social entrepreneurship and the need for business organizations to create new ways to create value. The IÉSEG Network (IÉSEG's alumni association) partnered with the 'Immochan' Foundation to establish the **CRÉENSO Prize** in 2011, the 'National Award for Social Entrepreneurs', which offers support to 12 social entrepreneurs in the early stages of business on a yearly basis (www.creenso.fr). The philosophy of this award is to contribute to the success of young companies and entrepreneurs focusing on social and human impact and to the emergence of a new generation



of entrepreneurs in management schools, and more particularly at IÉSEG. In this line, the CRÉENSO award rewards the creators of a

French social enterprise in two ways: (1) it connects entrepreneurs with IÉSEG students who officially engage in supporting awarded entrepreneurs throughout the academic year by assisting and working with the entrepreneurs, in the area of the students' master specialization, and (2) it offers financial reward, awarded by the 'Immochan' Foundation, to the three top prize winners, for a total amount of 20 000€. In 2013/2014, the first prize went to the company *Drôle de Pain/Funny Bread* that developed points of sale and training processes for people far from employment or with social difficulties. In 2014/2015, the first prize went to *Palanca*, a company based in Toulouse, focusing on studies, consultancy and training in corporate social responsibility and sustainability for companies and individuals.



THE ROAD AHEAD

IESEG has engaged in the last years in a continuous process aiming at making more explicit and further advancing the PRME-supporting values, actions and initiatives that formerly, were underlying – though in a more implicit fashion – the ways in which the School was already growing and significantly developing the scope of its operations activities.

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

Five major areas will constitute the non-exclusive focus of the efforts of the School to progress in the implementation of PRME principles in the next two years:

1. **Further incorporating PRME-related ideas into all educational programmes.** First, the School aims at incorporating thinking and reflection on social responsibility and sustainability notions into the heart of its educational

programmes. In this line, it is considered that IESEG should increasingly and continuously encourage and uphold student work on subjects related to ethics, social responsibility and sustainability. One central ambition in this perspective to slightly restructures the existing curriculum to include a mandatory ethics-focused course at the bachelor level of the *Grande Ecole* program, in addition to the existing mandatory course at the master level of the programme. The willingness of the School is to demonstrate even more clearly that ethics-, social responsibility- and sustainability-related thinking and considerations represent the essential foundation on which a management education program should be built.



In addition, the School will further engage into structured initiatives and processes aimed at fostering the ongoing, resolute transversal incorporation of social responsibility and sustainability ideas and considerations into courses across all programmes offered by the School. These initiatives and processes are under development at the moment, and the

School will engage in fostering their actual materialization in the next two years. The efforts associated with this area will in particular be developed in accordance with the first three principles of the PRME and in line with the expectations of our stakeholders with respect to education and training. In addition, they should be informed by the philosophy of the GRLI and of the UN Global Compact.

2. **Continuously developing PRME-related research across all departments.** Second, research on ethics, social responsibility and sustainability of profit and non-profit organizations will be further reinforced and considered as a major priority at the institutional level, including in the overall research strategy of the School. Efforts by the School to recruit and reinforce the presence of ethics-, social responsibility- and sustainability-related specialists across all academic departments should in this perspective be maintained and the efforts currently developed by the IÉSEG Center for Organizational Responsibility (ICOR) further encouraged and supported.



This must allow in the coming years the increased production of relevant and serious research efforts aimed at advancing the understanding about the role, dynamics, and impact of non-profit and profit-oriented organizations in the creation of sustainable value for society at large. The efforts associated with this area of development should in particular be developed in accordance with the fourth principle of the PRME, and consistently with the philosophy of the GRLI and of the UN Global Compact.

3. **Advancing social and environmental performance measurement processes.** Third, the School should engage in gaining fine-tuned comprehensive and strategic oversight of its operations, impacts and compliance, with respect to social and environmental challenges. In this context, the School aims at building upon existing initiatives to further develop efforts, including the reduction of greenhouse gas emissions, the sustainable use and reduced consumption of resources, the prevention and reduction of environmental imprint (including pollution), diversity- and inclusivity-related initiatives, and actions aimed at improving internal stakeholders' wellbeing. To achieve these long-term purposes, the School aims first at developing and redeploying its social and environmental impact measurement processes. IÉSEG already engaged in carbon accounting processes in 2012, in collaboration with the University and with the support of the regional council and ADEME, the French environment and energy management agency. In addition, IÉSEG adopted initiatives aimed at recycling and limiting energy consumption and transportation impact across its facilities, and plans to significantly reduce the transportation impact. Performance indicators have in this context been developed and integrated into the incentive plan that has been developed for permanent employees of the school - permanent employees of the school thus benefit from yearly financial rewards when the School's social and environmental performance improves, which fosters increasing social responsibility- and sustainability-related awareness among employees and meaningfully contributes to the development of more responsible behaviors. Yet, the scope of performance measurement still remains limited. In the next two years, the School therefore aims at developing a more comprehensive extra-financial measurement and reporting scheme, which should represent a constructive basis for the development of more wide-ranging monitoring processes and future social responsibility and sustainability strategic initiatives of the School. The efforts associated

with this third area of development should in particular be developed in accordance with all six principles of the PRME and with the French Plan Vert scheme. They should also be informed by the philosophy of UN Global Compact.

4. **Strengthening local ties while simultaneously spreading the School's expertise at the national and international levels, including through student initiatives.** Fourth, the School aims at strengthening its community involvement processes at the local level; at reinforcing its engagement with individuals and groups in the communities in which the School operates. The aim of these efforts is to strengthen communities and contribute to their development by improving people's knowledge, skills and confidence, ability and resources, especially with respect to social and environmental challenges to which they are confronted. In addition, the School aims at making the social responsibility- and sustainability-related knowledge and know-how it develops more relevant and accessible to the wider society at the national and international levels. In these processes, the School must rely not only on the academic expertise developed by its researchers and professors, but also on the forceful and pertinent initiatives run and lead by IÉSEG students.



The efforts associated with this thematic axis should in particular be developed in accordance with the fifth and sixth principles of the PRME and in line with the philosophy of the GRII and of the UN Global Compact.

5. **Deepening stakeholder awareness and fostering processes of dialogue and engagement at the local, national and international levels.** The first four areas of development are further transversally crossed by an additional challenge, which represents a fifth area of development and that must guide valuable thinking about the development of ethics, social responsibility and sustainability actions at the School, with the objective of increasing the impact of IÉSEG initiatives and contribution to society. This fifth area of development emphasizes the acknowledgement by the School that impactful PRME-related initiatives cannot be relevantly designed and implemented in isolation. That is, the creation of socially responsible and sustainable value by the School requires the development of continuous dialogue and engagement with its environment and with the individuals and groups that are part of its stakeholder network. In this context, the School and its members must at all times engage with relevant partners and interact with managers of business corporations, members of local communities and other representatives of key stakeholders to share and extend our knowledge of the challenges associated with the wilful meeting of social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges. The maintenance and development of existing dialogue with key actors in the internal and external environment of the School should in this perspective be achieved, with the ambition to further engage in relevant, systematic and more structured and trustful stakeholder engagement processes.

The efforts associated with this fifth, transversal area of development should in particular be developed in accordance with the sixth principle of the PRME. In addition, they should always be informed by the philosophy of the GRII and of the UN Global Compact.

COMPOSITION OF THE IÉSEG CENTER FOR ORGANIZATIONAL RESPONSIBILITY (ICOR)

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