



Build your **future**

# PRME REPORT 2022

UN PRME SIP 2022 | ESSCA SCHOOL OF MANAGEMENT

Sharing information on progress report:  
ethics, responsibility and sustainability based on  
ESSCA's traditional humanistic values



AIX-EN-PROVENCE - ANGERS - BORDEAUX - LYON - PARIS - STRASBOURG - BUDAPEST - SHANGHAI





## Principle 1: Purpose

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

## Principle 2: Values

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

## Principle 3: Method

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

## Principle 4: Research

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

## Principle 5: Partnership

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

## Principle 6: Dialogue

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



ESSCA School of Management is dedicated to educational and business changes to develop a truly sustainable society. By engaging with broader stakeholders, assessing our own CSR efforts and by sharing and developing resources for teaching, research and outreach, ESSCA School of Management will lead change and create social impact.

Everyday life at ESSCA School of Management shall reflect the traditional humanistic values on which the School was founded.



# A Word from the Dean

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111 years after its inception, ESSCA School of Management has embarked on an ambitious strategic plan unveiled on January 30, 2020.

ESSCA aims to position itself as a higher education institution offering one of the best working research and learning environments in French higher education in Europe by 2030.

The 2015-2019 development plan will remain the one that has enabled ESSCA to experience very strong progress, both in terms of quality and quantity: obtaining international AACSB, AMBA and EQUIS accreditations, obtaining BSIS and EESPIG labels, integrating the PRME initiative, and opening of 3 new campuses in Aix-en-Provence, Bordeaux and Lyon.

The ODYSSEY 20/24 plan will continue this dynamic around 3 strategic principles: organisational design for maximum efficiency, innovation to the benefit of its stakeholders, and quality, the cornerstone of the process.

ESSCA has been founded on human-centered values, putting human being and its environment in the centre of all economic activity. From the beginning, the school had a keen awareness of the social responsibility of the firm, and has not lost sight of this fundamental principle over time.

ESSCA's mission statement recalls these principles:

*'ESSCA School of Management creates knowledge and develops responsible managers and entrepreneurs, while fully considering the human, ethical and economic dimensions of organisations in a multicultural environment driven by technology and social innovations.'*



**Dr Jean Charroin,**  
*Dean of the ESSCA School of Management*

A handwritten signature in black ink that reads "Jean Charroin". The signature is written in a cursive, flowing style.

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# Introduction to ESSCA School of Management

ESSCA is a well-established Business School. For 113 years it has consistently adhered to the humanistic values that make up its ethical foundations.

## ESSCA's Mission Statement:

“ESSCA School of Management creates knowledge and develops responsible managers and entrepreneurs, while fully considering the human, ethical and economic dimensions of organisations in a multicultural environment driven by technology and social innovations.”

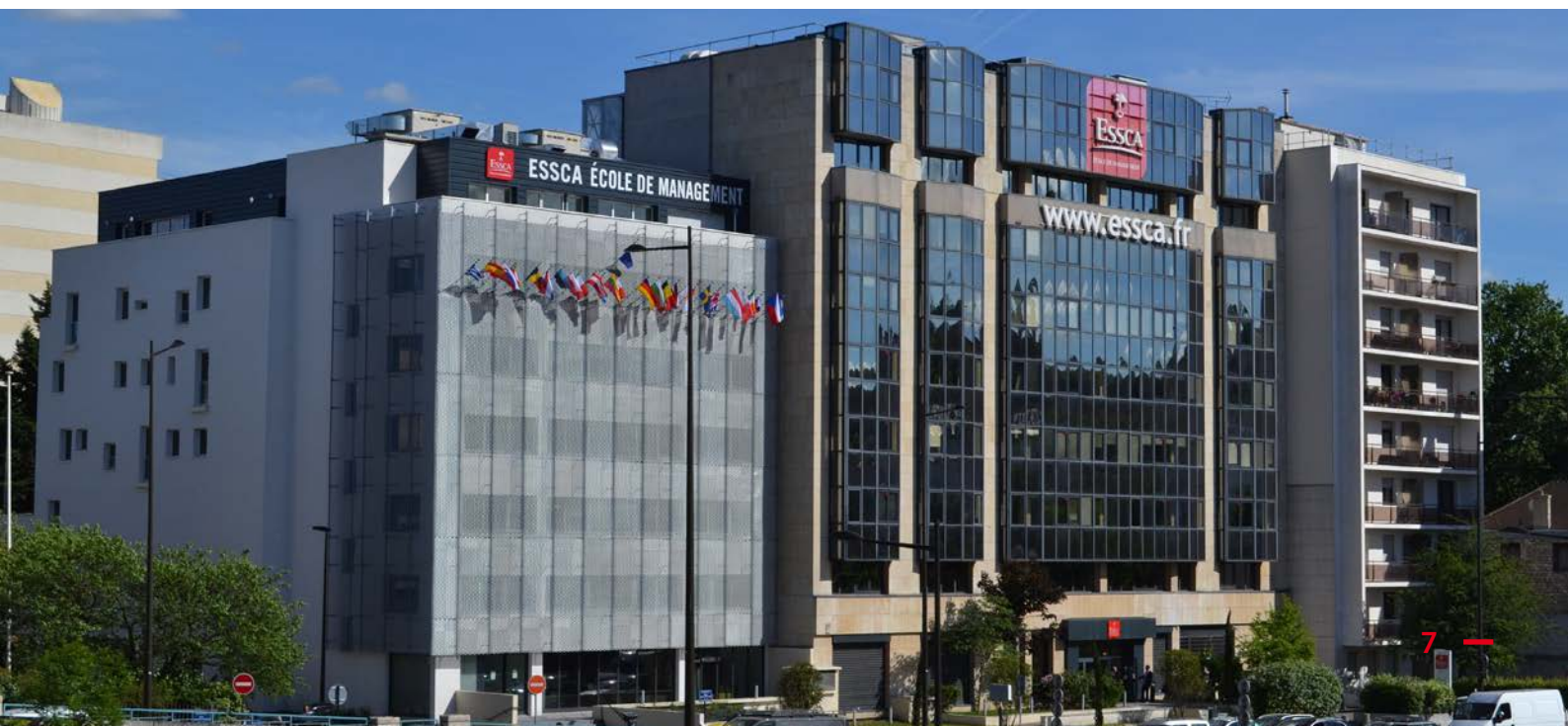
ESSCA School of Management is a fully self-contained, independent, private, not-for-profit institution headquartered in Angers (Western France). Its legal status is different from most of its competitors among the French *Grandes Écoles*. It is not under the supervision of a Chamber of Commerce or affiliated to a parent institution. Initially founded as an institute of the Catholic University of Angers in 1909, ESSCA has enjoyed full independence and autonomy since 1967. It is recognised by the State as a not-for-profit organisation according to the French

law of 1901. Since 2016, ESSCA has held the EESPIG label (Établissement d'Enseignement Supérieur Privé d'Intérêt Général), which recognises French private higher education establishments committed to the success of their students.

It is ESSCA's aim to develop to foster an atmosphere of support for young people who are about to start their professional lives.

## A Winning Strategy

Over 9 500 candidates take the competitive entrance examination for the Master in Management Programme (*Programme Grande École - PGE*) for 1,150 places. There are over 3,500 candidates for 420 places in the Bachelor in International Management (BMI). ESSCA's alumni quickly join the corporate world: 81% have signed a contract before their graduation, 85% of young graduates are recruited in less than 3 months and 88% feel that their current position is in line with their professional career objectives.



## ESSCA Facts and Figures for 2021

### Employees

- 445 employees, including:
  - 288 professional support staff (FTE)
  - 49 full professors, 61 associate professors and 47 assistant professors (157 full time)
  - 410 adjunct and part-time faculty or international experts

### Students

- 779 Bachelor students (47% female, 53% male)
- 5,536 Master *Grande École* in Management students (46% female, 54% male)
- 160 MSc students (66% female, 34% male)
- 46 Executive Master' students (28% female, 72% male)
- 85% Master students with jobs within 3 months of graduation or earlier

### Educational portfolio

- 1 Master in Management (*Programme Grande École*)
- 1 Bachelor programme in International Management
- 6 MSc programmes: International Finance, Digital and Big Data for Value, Entrepreneurship and Design Thinking, International and Sustainable Management, EU-Asia Luxury Marketing, EU-Asia Digital Marketing and Business
- 1 Mastère Spécialisé in Digital Management
- 1 Executive Master in Management

### Research

- 6 research groups, 1 chair and 3 institutes

### Locations

- 6 campuses in France: Aix-en-Provence, Angers, Bordeaux, Lyon, Paris, Strasbourg (opening September 2022)
- 2 campuses abroad: Budapest (Hungary), Shanghai (China)

## Programmes

Within the particular context of French higher business education, ESSCA is mainly identified as the forerunner, of what is called the “post-bac” model that unlike most competing schools recruits its students directly after the final exam of secondary education (baccalauréat, or “bac”).

ESSCA's *Programme Grande École* (PGE) is indeed the school's flagship programme. It is an “integrated” master: studies last five years and directly lead to a master's degree. The PGE is clearly perceived as one of the two leaders on this postbac market, characterised by a demanding and highly selective admission examination attracting more than 9 500 candidates each year, an international dimension, and an excellent career placement record. This programme also selects a very limited number of students with enough European Credits Transfer System (ECTS) credits to enter its third or fourth year.

As testimony of its high-quality standards, ESSCA has been three times EPAS accredited since 2006, and is now triple accredited (AACSB 2014, EQUIS 2016, and AMBA 2017). In the years 2019-21, despite the Covid-19 pandemic that, within a few weeks, strongly changed the environment and practices, ESSCA renewed the three most important international accreditations (AACSB, AMBA and EQUIS).

ESSCA also offers three other kinds of degree. First, in terms of student numbers are the Bachelor's Degree (professionalising programme lasting three years, recruiting straight after high school graduation from the Baccalauréat). ESSCA also offers two master's degrees for students who have already completed three years of study: Masters of Science (MSc), for pre-experience students and Mastère Spécialisé (MS) or ‘Specialised Master’ for post-experience students. Additionally, it is possible to obtain the PGE master through executive education.



## Locations

One of the main factors differentiating ESSCA's positioning in this environment is that it currently offers programmes on seven different locations including two abroad. The sizes of the campuses vary depending on their age and stage of development, their strategic role, and the part they take in the provision of the delivery of programmes.

Two of the French sites - Angers and Paris - are of significant size and account for approximately 67% of the school's current student population. Three of the French sites, in Aix-en-Provence, Bordeaux and Lyon opened in 2016, a year at a time.

These five French locations are completed by two teaching sites abroad in Budapest (Hungary) since 1993, and Shanghai (China) since 2006. Budapest welcomes both degree-seeking and exchange students of French programmes for study abroad periods (in the second, third and fourth year of the PGE, and second year of the Bachelor's degree). Shanghai welcomes students for the same periods as Budapest and for the second year of the PGE as well as three professionalisation majors (5<sup>th</sup> year) of the PGE and two Masters of Science (MSc).

The two main programmes of the schools: the Bachelor and the PGE have been accredited by the French State on all campuses, including abroad.

## Governance

ESSCA has two governing bodies: the Board of Trustees and the General Assembly and three advisory bodies: the International Advisory Board; the CSR Board; the Digital Innovation Board.

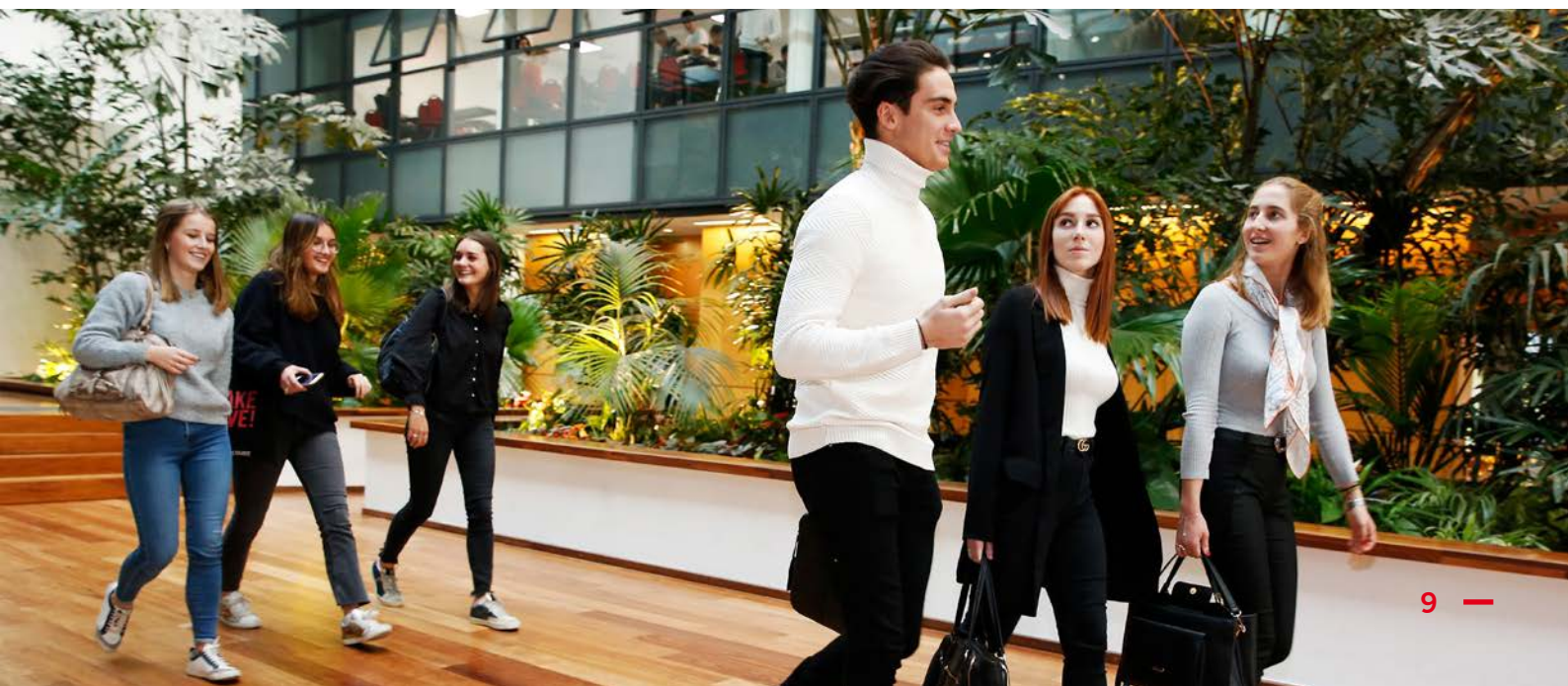
### *Board of Trustees and General Assembly*

ESSCA's Board of Trustees is composed of representatives of the ESSCA association's founding members: Catholic University of Angers, the Chamber of Commerce and Industry, and the Alumni Network. It meets up to four times a year. It engages with questions of budget, planning and policy, and ensures that the school's strategy is in line with the needs of the school's environment and today's business world. All decisions made by the Board must be ratified by the General Assembly once a year.

### *Advisory Boards*

All three advisory boards are made up of internationally renowned scholars and senior business leaders. They meet once a year to address critical issues in the school's development strategy.

To guarantee coherence and coordination between these two bodies, both are chaired by the chairman of the Board of Trustees.



## Sustainability Committee

Launched in 2012, the CSR approach has now been deployed on three levels of the school, in accordance with the new strategic plan Odyssey 20/24 (see below).

The CSR advisory board analyses societal and environmental issues. This advisory body includes CSR experts. Its first meeting took place on October 7, 2020 with the president of ADEME (the French energy transition agency); Caroline Renoux, 1998 ESSCA alumni and founder of the CSR recruitment agency Birdeo; Laëtitia Martine, ESSCA 1997 alumni, director of the environment at Orange France.

The ESSCA's CSR executive committee sits at the strategic level. It defines the objectives for the group and each campus. Its first meeting took place on 16 March 2021.

The CSR steering committee includes representatives of management, faculty, support staff and students. The full committee meets at least twice a year and on specific tasks (including: implementing and improving the recycling policy; training teams on CSR issues; deploying CSR actions throughout all campuses).

## Strategic Positioning

ESSCA School of Management is a major player on its domestic market, possessing a range of well-recognised strengths (the flagship PGE programme, a robust economic model, excellent pedagogical reputation, credible international dimension). With nearly 6,500 degree-seeking students and over 150 faculty, it is an important player on its market. To preserve its independence and remain within the top business schools in France, ESSCA has activated levers of internal and external growth, most notably through opening new sites, a significant portfolio development and new types of partnership.

## Presentation of the Odyssey 20/24 Plan

111 years after its creation, ESSCA has embarked on an ambitious strategic plan, which was unveiled at a press conference on 30 January 2020.

ESSCA wishes to position itself as one of the institutions offering one of the best working, research and learning environments in French higher education in 2024. The result of a collective process involving all the School's stakeholders, the new strategic plan, entitled Odyssey 20/24, is based on three principles of action: organisational design for maximum efficiency, innovation at the service of its stakeholders, and quality, the cornerstone of the approach.

### Organisational Design

- Creation of a digital advisory committee.
- De-concentration of decision-making processes (group / local).
- Rationalisation / segmentation of the programme offer.

### Innovation

- Transform the *Grande École* programme (PGE) into a skills platform.
- Launch of a multi-campus part-time MBA.
- Implementation of an economic model favouring the social diversity of learners.

### Quality

- Strengthening of the CSR policy.
- Implementation of an integrated quality improvement policy.
- Renewal of international labels and accreditations.

# ESSCA Milestones

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**1909** ESSCA is founded by the Dean of the law faculty at the Catholic University of the West (UCO), Dr Paul Baugas, as *École Supérieure de Commerce d'Angers*.

**1938** The alumni network association is founded.

**1967** ESSCA becomes a non-profit association (law of 1901) and gains independence from UCO.

**1969** ESSCA moves to its current campus in the Belle-Beille area of Angers. ESSCA now awards a four-year degree.

**1975** ESSCA obtains recognition from the French government

**1977** ESSCA gains admittance to the *Conférence des Grandes Écoles* (CGE).

**1978** The first work-and-study programme is launched.

**1992** The Bachelor in International Management opens in Cholet. ESSCA becomes part of the select Management School Chapter of the CGE.

**1993** ESSCA opens two campuses: in Paris and Budapest.

**2003** New Budapest facilities are inaugurated.

**2004** First graduating class after 5 years of studies. ESSCA obtains the right to grant a Master's degree from the French government.

**2006** ESSCA is the first French management school to receive EFMD's EPAS accreditation. The Shanghai site opens.

**2009** ESSCA's 100-year anniversary. EPAS and *Grande École* Master's degree reaccreditation for 5 years.

**2010** ESSCA opens its current Parisian campus in Boulogne-Billancourt, a 5 000 sq. metre building on the banks of the Seine.

**2012** The first Master's programme via work-and-study opens.

**2014** ESSCA receives AACSB accreditation.

**2015** ESSCA enters the Financial Times Master in Management Ranking.

**2016** ESSCA opens 3 campuses in Aix-en-Provence, Bordeaux and Lyon with the 1<sup>st</sup> year of the PGE. The first two MSc degrees of the school open. ESSCA gains recognition as a not-for-profit school taking part in the provision of general interest higher education (EESPIG).

**2017** ESSCA receives AMBA accreditation and becomes a PRME signatory.

**2019** ESSCA is certified by the BSIS, reaccredited by EQUIS, and the Bachelor's visa is extended to all campuses of delivery in France, and in Budapest.

**2020** ESSCA 111 years. ESSCA is reaccredited by AACSB.

**2021** ESSCA Bachelor's degree in International Management receives the status of 'Licence' (recognised as a French 3-year undergraduate degree) ESSCA implements the modulation of tuition fees according to the resources of each household.

**2022** ESSCA is granted authorisation to deliver the Master's degree for the PGE and the Licence's degree for the Bachelor on all campuses, including Shanghai and Budapest.



# ESSCA Mission Statement

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“ESSCA School of Management creates knowledge and develops responsible managers and entrepreneurs, while fully considering the human, ethical and economic dimensions of organisations in a multicultural environment driven by technology and social innovations.”



# Principles 1 & 2: Purpose and Values

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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.

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.

The school has defined the following values in joint meetings between faculty and students. They were formalized in a Charter of Joint Commitments which all new students sign when they join the school, ensuring that these values remain pillars of the school's educational activities.

**Competence** enables a person to be an efficient member of a professional community, appreciated and recognised in her/his field of activity.

**Humanism** leads to placing man and ethics at the centre of decisions and actions.

**Solidarity** puts duties and assignments squarely in the perspective of service to society.

**Responsibility** inspires the individual to anticipate and take into consideration the consequences of her/his decisions and behaviour, and to stand up for her/his actions.

**Ambition** helps to turn excellence into a goal towards which to strive.

**Honesty** is the basis of trust, necessary to the development of mutually beneficial relationships between stakeholders. Intellectual honesty, in particular, is a requirement in the field of research.

**Autonomy** allows an individual or a group to take others into consideration in its actions and decisions, without depending on them.

**Imagination** facilitates the development of capacities of anticipation and adaptation, which are necessary to an individual's or a group's development in a fast-changing environment.

Thus, ESSCA specifically sets out for itself a fundamental tradition of encouraging the long-term professional success of its graduates while respecting others.

It is not only a question of preparing technically well trained graduates in marketing, finance and management, who are able to use their competencies for the present or immediate future but also of training men and women who, on becoming company managers, feel equally involved in the future of the world of which they are all citizens.

In order to do this, ESSCA has clearly adopted a sustainable development and corporate social responsibility (SD/CSR) approach.

ESSCA's ambition, which is as demanding as it is necessary, and which is at the heart of its educational programme, is the logical consequence of its humanistic values which it has defended since its creation in 1909.

## ESSCA CSR Key dates

### 1996

- First final-year specialisation in Social and Solidarity-Based Economy as a double Master's degree with UCO (management and social sciences).

### 2008

- Creation of a Student Life service with a mission of promoting well-being and healthy lives among students through prevention (health), creating an inclusive, gender-equal and safe environment and promoting student actions (sport, solidarity, humanitarian and cultural).

### 2009

- First subscription to *Campus Responsables*.
- Signature of the Copenhagen Declaration of Climate Responsible Campuses.
- Implementation of a centralised energy management of the premises.

### 2010

- Alain Anquetil, professor of Business Ethics and CSR at ESSCA receives the teaching of ethics prize.
- ESSCA includes equal opportunity measures in its "Cordées de la Réussite."
- Creation of "Univert" the ESSCA student association devoted to raising awareness of sustainable development.

From 2009 onwards, ESSCA formally committed to this approach and signed the Declaration of Responsible Campuses for Climate. The same year, the school implemented an environmentally friendly, centralised system of management of its premises, as well as specific measures of support for students with psychological problems.

2012 was also an important year for ESSCA's commitment to an SD/CSR approach: a carbon footprint audit was undertaken, ESSCA's SD Steering Committee (Copil DD) was created, the school legally committed to a national self-assessment measure which stemmed from the law passed on

3<sup>rd</sup> August 2009 relative to the implementation of the decisions taken during France's 2007 Grenelle Environment Forum, of which Article 55 requests that higher education establishments implement an SD approach based on a referential called the "Green Plan." In 2013 ESSCA created the full-time position of SD officer in order to supervise its SD/CSR approach.

In 2014, this greater commitment to an SD/CSR approach naturally led ESSCA to choosing it as one of its strategic axes of development in its 2014-2019 strategic plan. Since this time, the school has continually integrated the SD/CSR approach in all of its dimensions – environment, teaching, research, accompaniment, the raising of awareness and in its relations with its partner companies in total compliance with the 17 Sustainable Development Goals (SDG) laid down by the United Nations (UN).

The present report allows us to take into account some actions implemented by ESSCA for sustainable development, and also to understand that this approach is changing constantly in order to progress in its answers to the questions which, today, have an impact on the future of our world.





## 2012 -----

- ESSCA signs a commitment agreement on sustainable development practices during the RIO+20 conference.
- ESSCA carries out its Carbon Footprint Audit. A SD/CSR steering committee which includes students and staff is created.
- The 1<sup>st</sup> Green Action Plan is carried out.

## 2013 -----

- A team of ESSCA students wins the “Make your Campus green” national contest.
- A member of the ESSCA staff is named to the post of SD/CSR officer.

## 2014 -----

- The SD/CSR approach is included in ESSCA's Strategic Development Plan.

## 2015 -----

- Creation of the SD/CSR Diversity Community on the social network intranet.
- Conference on climate challenge upstream of the COP 21.
- The 4<sup>th</sup> national “blooming” seminar of ENACTUS is organised at ESSCA.

## 2016 -----

- Joins Comité 21.
- Joins CIRSES, the Collective for the Integration of Social Responsibility and Sustainable Development in Higher Education.
- ESSCA receives the French-speaking countries Responsible Campus trophy for its new challenge: training young entrepreneurs to be future responsible leaders.
- ESSCA joins the co-organisation of the Regional CSR Trophies. Students audit companies and academics are part of the jury.

## 2017 -----

- ESSCA hosts the national AGM of the Collective for the Integration of SD/CSR in Higher Education (CIRSES) and the SD/CSR Labelling Committee.
- An ESSCA student wins first prize in the EPE-LCI competition (Enterprises for Environment).
- The BEGES (audit of greenhouse gases) shows a 32% reduction in relative value of CO<sub>2</sub>. ESSCA participates in SERD (the European Week of Waste Reduction) “Workshop on the creation of furniture made from pallets” accredited by ADEME (Agency for Environment and Energy Management).
- ESSCA becomes PRME signatory.

## 2018 -----

- Connection of the Angers campus to the local heating grid fuelled by a biomass boiler.
- Launch of a process for structuring responsible purchasing.
- Signature of an agreement between ESSCA and the personnel concerning a “bicycle kilometric allowance”.
- Action project Quality of Life/Well-Being at work for the School's personnel.
- ESSCA's disabilities-inclusive policy approach is structured. A civic service volunteer is taken on to develop the project of hosting students with disability.
- Connection of the Angers campus to the local heating grid fuelled by a biomass boiler.

## 2019 -----

- The Angers campus is recognised as an LPO shelter (LPO - Society for the Protection of Birdlife).

## 2020 -----

- The 1<sup>st</sup> CSR advisory board is set up.
- More than 1 100 students take the international online test about sustainability development, Sulitest for the first time.
- Dispensers providing free sanitary pads and tampons have been installed on all campuses.
- The 1<sup>st</sup> online workshop Climate Fresk is offered to students.

## 2021 -----

- The 1<sup>st</sup> CSR executive committee is set up.
- The Financial Times ranks ESSCA 6<sup>th</sup> in Europe and 8<sup>th</sup> in the world for the quality of its research output related to the UN's sustainable development goals (SDGs).
- The school ranked 10<sup>th</sup> in the ChangeNow national ranking which lists business schools whose activities have the most impact on sustainability and responsibility
- Launch of the MSc International Sustainable Management
- Launch of an anti-discrimination commission.

## ESSCA's Policy of Diversity

### *Professional Equality*

ESSCA is committed to a policy of professional equality which it has formalised by the signature of various company level agreements relative to *contrats de générations* (contracts between generations, 2015) and the professional equality between men and women (2011, 2017) committing itself to fighting all forms of discrimination of access to training, respecting the principle of equal pay and promoting balance between work and personal and family life. In collaboration with the Social and Economic Committee (CSE - a staff representation body composed of an elected staff delegation), ESSCA has set up "Sexual and harassment and the fight against sexism" coordinators (2020). In March 2021, the School's management created a Diversity and Anti-Discrimination Commission in partnership with the CSE. It includes 4 employees, including 2 elected representatives, 3 students, 1 member of management (HRD) and an alumnus.

### *Cultural Diversity*

As an international establishment, ESSCA has many nationalities amongst its students and personnel. ESSCA also promotes the recruitment of staff of diverse ethno-cultural origins to increase the richness of its competencies and inter-staff relations. In January 2022, the staff was composed of 30 nationalities, from every continent, including developing countries.

Amongst the different partnerships that ESSCA has signed with establishments abroad, one of them deserves particular attention. Its objective is not only to allow the recruitment of foreign students who will then go on to do the *Programme Grande École* (PGE), but also to allow young students from a developing country, in this case Cameroon, to obtain a master's degree. In 2013, ESSCA signed an agreement with the Prépa Vogt Institute in Yaoundé whereby students who pass the PGE entrance exam do their first two years of study locally in Yaoundé before coming to one of the French campuses in their 3<sup>rd</sup> year of study. The first advantage of this system is that it allows students to be well-prepared for their arrival in France with a better understanding

of the cultural differences through study of the programme and the work methods used and that it gives them greater maturity. The system also allows families to reduce the fees that they must pay, as living in France engenders costs far higher than those prevalent in Cameroon. As a result, around 30 students from the Prépa Vogt Institute arrive each year to do their 3<sup>rd</sup> year of study on the Angers campus. This agreement, therefore, undeniably promotes the diversity of the student population and provides access to a leading French business school for students from a developing country, who are then able to use the competencies they have developed in their own country if they want to. A similar agreement was signed with ITA, a partner in Abidjan.

As of September 2021, 292 foreign establishments from 57 countries have signed a partnership with ESSCA (227 are accredited - AACSB, AMBA, EQUIS, EPAS-EFMD - or listed in the ARWU1000). Educating students for careers in a globalized and responsible world is central to ESSCA's mission. Thanks to a mandatory international semester - study or internship - during the 3<sup>rd</sup> year and the possibility of further study or internships abroad at master level, all ESSCA students are given the opportunity to develop their language and intercultural skills, while gaining credits for transfer to their ESSCA degree. Each year some 800 ESSCA students participate in exchange programmes with these partners, studying either for one semester or a year. In turn, ESSCA welcomes a similar number in its programmes in Angers, Paris, Budapest or Shanghai.

ESSCA has forged privileged academic partnerships to strengthen its network of alliances. ESSCA is a founding member of the Alliance of Chinese and European Business Schools (ACE), created in June 2013, which brings together universities or schools (7 are European and 9 are Chinese), all of which are of high quality and renowned in their home countries. ESSCA also joined in 2017 the International Business School Alliance (IBSA), a network of 6 international universities founded in 2003, which delivers a joint MSc degree.

One of the major areas of ESSCA's policy of diversity is to promote a disabilities-inclusive policy.

ESSCA has devoted great efforts to engaging with all stakeholders about students with disabilities. One whole chapter on the support of students with disability has been included in ESSCA's website together with different types of supports offered to students (student guide, slideshows of back to school meetings at ESSCA, etc.).

Resources have also been allocated to increasing the ability of each campus to give better access to students with disabilities.

A disability advisor for the group who is a member of GT Handicap of the Diversity commission of the CGE interacts constantly with representatives from the different campuses and services of the school.

ESSCA complies with the commitments of the CGE's Disability Charter. Disability is context related: the situation creates the disability. The school considers that all students with a disability must feel welcome and supported, regardless of their disability, whether visible or invisible, no matter the cause.

A disability advisor trained in psychology and support for students with disabilities is present on each ESSCA campus to discuss with total impartiality, the support methods to be implemented.

At the beginning of the academic year, the student sends a request for an appointment to the campus Disability Coordinator who will offer an interview by video, telephone or on site. The student then provides the referent with the supporting documents: opinion of the Regional Educational Council's doctor, opinion of the attending doctor for apprentices, recommendations from assessments, etc. The referent offers the students ways to adapt to the disability, while respecting confidentiality.

ESSCA has a proactive policy of welcoming and supporting students with disabilities.

The figures show that the school has increased the number of disabled students in its classes, and the minimum target of 1.1% by 2024 has already been reached, since the school had 1.26% of students with disabilities in 2020, and 2.30% in 2021. Several measures have been put in place support these students: the opening of examination centres on three campuses; the adaptation of examination conditions, the use of specific computers and participation in the CGE working group on disability issues.

## **Financial Aid**

ESSCA School of Management, a non-profit association under the French law of 1901, is committed to giving as many students as possible the best possible opportunities to finance their studies.

The policy of social responsiveness and equal opportunities implemented by ESSCA not only focus on the period before the entrance exam, but also the whole of the following period at the school.

### ***Tuition Fees Adapted to Each Situation***

In an effort to give as many candidates as possible the best possible chances, since September 2021, ESSCA applies tuition fees that will vary according to each family's financial situation.

The amount of tuition fees for the year will be based on the family allowance of the tax household to which the student is attached.

Wishing to reinforce the policy of social openness, for the start of the 2022 academic year, the Board of Governors was decided on the one hand to grant full free tuition to the students with the lowest incomes, and on the other hand not to increase the tuition fees in the first cycle of the ESSCA's *Programme Grande École* (PGE) and in the Bachelor in International Management (BMI).



ESSCA welcomes 14.2% of State-awarded scholarships holders (CROUS) in the Bachelor programme in 2020-21 (+6 points compared to 2019-20), and 8.0% in the PGE programme (stable).

The financial support provided by the solidarity fund, instituted by the school's statutes, has increased continuously. It has increased from €700,650 to €912,369 (+30.2%) between 2018 and 2021. As a reminder, it was €540,000 in 2016-17.

### ***Other Financial Aid Measures***

Previous measures are reinforced by other actions:

- Excellence scholarships. €300 per month for the entire duration of the studies for the top 10 students in the competitive examination.
- The staggering of tuition fees.
- ESSCA's emergency fund, which allows students in an exceptionally precarious situation to benefit from one-off or other support. The amount allocated per student can be up to €1,200 per year.
- Student jobs. ESSCA offers job contracts of a limited duration to its students (auxiliaries or monitors), with a weekly limit to avoid negatively affecting the quality of academic results. Employment provides a financial complement to students by allowing them to get involved in the life of the school.
- Student loans at preferential rates. As ESSCA is not a credit organisation, it does not give student loans. However, it has negotiated preferential loan rates for its students with its bank partners.
- Reinforcement of training through work-and-study programmes (see below).
- International mobility assistance. The school also gives mobility scholarships to enable international students from less-developed countries to enter its programmes.

### ***Training Development through Work-and-study Training Programmes***

Over the last ten years, ESSCA has strengthened its opening of 4<sup>th</sup> and 5<sup>th</sup> year work and study training programmes.

In 2021, ESSCA modified its status to become a CFA (apprentice training centre) and all work-and-study programmes developed between 2016 and 2021 are now offered either as apprenticeships or as professional contracts.

The 3<sup>rd</sup> year of the BMI has offered the Marketing and Sales option as a work-study course on the school's campuses since 2019 (gradual deployment on the Paris and Angers campuses in 2019; Aix-en-Provence in 2020; Bordeaux in 2021; Lyon in 2022). The rate of work-study students in the BMI has increased significantly: 4.1% in 2020 and 12.0% in 2021.

The PGE master's cycle now includes 9 work-and-study courses (representing 6.4% of the total number of students in 2020-21, compared to 5.4% in 2019-20).

One of the essential reasons guiding these choices has been to allow the students involved to benefit from an employee status and having their school fees taken in charge by the host company.

## **Help with Student Life**

The policy of supporting students also concerns their well-being and the quality of life on campus.

### ***Student Life Service***

The *Vie Étudiante* service (Student Life) was founded in 2005. It supervises all ESSCA's student associations as well as the policies of prevention, health and student well-being.

At ESSCA, associative life is an integral part of the educational project. This is why the Student Office, the all-round sports association and the Student Federation, which coordinate all associations, are present on all campuses in France. A Campus Life commission, involving students and members of the School, is responsible for managing student life on each site. While being autonomous, the campuses respect common security protocols, under the responsibility of the Student Life service.

### ***An Associative Commitment***

The management of an association is a concrete approach to the functioning of an organisation. Teamwork, definition of objectives and management of the human, financial and material resources to be implemented are all exercises to develop one's talents as a manager in a company. Getting involved in an association also means enriching students' CV and arousing the interest of a recruiter when looking for an internship or a job.

This participation provides an enriching experience, highly complementary to studies: project management, solidarity, teamwork, learning to manage responsibilities and, very simply, the pleasure of working together and being useful. Participating in associations gives students the opportunity to put internal democracy into practice: consensus building and debates within the school allow ESSCA's students to become active, responsible players in society.

### ***ESSCA's Risk Prevention Policy***

ESSCA's policy of prevention in its fight against all addictions and risky taking behaviour has been in place since 2008, the year in which a post was created for an advisor on health and prevention which is an integral part of the Student Life service.

This person's job is to supply all associations and their student representatives a complete set of tools and measures to deal with high-risk behaviour. The job entails carrying out actions of awareness to involve students such as the Health Rally and the week dedicated to health well-being run by professionals in the fight against addictions (ANPAA, ALIA), road safety, sexuality (Family Planning MFPP), sleep (IREPS) and food (the town hall).

Workshops designed to heighten awareness are systematically assessed by students and professionals with an objective of constant improvement.

Over 93% of the students who have participated in a health rally consider that this type of event is interesting, instructive or promotes self-reflection.

### ***Pedagogical Support Centre***

Student support consists of helping, guiding, leading, and accompanying students in their learnings and identity building processes. This translates into the physical, psychological, and professional presence of a practitioner in a phase of adaptation, rehabilitation, social integration or knowledge building, with the aim of ensuring the smooth running of this phase.

Student support is conceived in terms of a process that includes all the actors involved in support at school. On a pragmatic level, this support aims to reduce cognitive and social inequalities in the process of knowledge building.

At the pedagogical support centre, support takes 3 forms:

- A preventive form with tutoring and individual interviews on request, "learning to learn" workshops, or thematic video podcasts.
- A remedial form with academic support and individual follow-up in methodology.
- A reflective form which, based on the analysis and evaluation of the School's practices and support strategies, allows for their readjustment.

In 2020-21, the Learning Assistance Centre provided 2,890 hours of support to 517 beneficiaries. With 168 tutors, it conducted 2,080 tutoring interviews.

### **Sustainable Mobility: Promote Soft Mobility**

The carbon footprint audit carried out in 2012 showed that one of the major forms of transport that generated the most greenhouse gases, and which it was possible to modify, was the use, by staff and students, of cars, for the daily journey between home and their campus. This was especially true of the Angers campus. To avoid single occupied cars and within the framework of inter-company mobility, a system of car-sharing was put in place in 2012 in the Angers campus activity area.

Apart from this measure, ESSCA has proposed a complete action plan which is itself part of the sustainable mobility framework of both staff and students on all its campuses.

The purpose of the first of these actions is to limit staff travel, whenever possible, by putting in place a system of video conferencing between campuses.

At ESSCA, a complete set of measures has been taken to suggest alternative means of transport to that of single car usage including:

- Encouraging staff to use public transport by making available metro and bus tickets and by reimbursing 50% of transport passes for staff.
- Centralisation of taxi bookings to maximise their occupancy rate.
- Proposal of use of a community on the social networks dedicated to alternative transport for students and staff.
- Or the Bicycle Kilometric Allowance described below.

ESSCA also participates in a scheme for higher education establishments put in place by Angers's City Council in coordination with the public transport company (bus and tramway). The objective is to optimise daily travel: inter-campus car-sharing, choice of the most suitable means of public transport based on the needs of the local campus.

### ***The Use of Bicycles***

Among the measures which encourage the use of bicycles, we can emphasise the creation of a bike garage for staff and students and the setting up of a BKA (Bicycle Kilometric Allowance).

ESSCA wants to firmly commit to the energy transition roadmap proposed by UN at the COP 21. ESSCA encourages all staff, through

the implementation of the BKA, to change their behaviour and promote bicycle use especially for commuting. Numerous studies have shown that the regular practice of a physical activity can improve health and greatly reduces the number of cardiovascular accidents. The World Health Organisation (WHO) stresses the need for about 30 minutes of physical activity every day. Other studies have highlighted the positive impacts of cycling in terms of well-being.

ESSCA is the second establishment of higher education in France to offer this and the second organisation whose headquarters are in the Maine-et-Loire district.

During the academic year 2020-21, 49 staff cyclists have signed up and have benefitted from the kilometeric allowance.

In this context and following the company-wide agreement on the implementation of the BKA in 2018, ESSCA wishes to continue its eco-citizen approach and implement a sustainable mobility package for all employees who use a "soft" mode of travel daily. A company agreement on this sustainable mobility package is currently being negotiated.





## Sustainable Purchasing

Sustainable purchasing not only aims at conserving natural resources or limiting greenhouse gases, but also at reducing waste, focusing activity on the immediate area, encouraging the use of conditions which respect workers, or even providing work for workers who are sometimes far from the world of practice. This has been in place for a relatively long time at ESSCA. The School had already put in place measures on the purchasing of office furniture made in France, office supplies produced by companies who employ persons with disability or the purchasing of rechargeable white-board markers. In 2017, it was found necessary to structure and lay down this action to apply it to all purchases.

To identify, assess and select responsible suppliers, the School decided to include a new criterion in the selection form for any new supplier: “supplier engaged in a process of CSR”.

## Consumption Reduction and Re-utilisation of Waste

Measures have been carried out to reduce both the School's consumption of resources and (hence) the volume of waste. These flagship initiatives dealt with the reduction of administrative documents and the suppression of useless gifts and disposable cutlery and plastic cups.

Waste management constitutes one of the emblematic actions of sustainable development at ESSCA. Two types of measures coexist, one of them is the selection and recycling of waste but this is not sufficient. The School also tries to reduce the volume of waste produced upstream often linked to the consumption of raw materials. This links to our global approach to sustainable purchasing.

ESSCA's approach to recycling is relatively well received, efficient and constantly improved. The recycling of paper (principal input), drinks cans, ink cartridges, batteries, cardboard, food cartons from

the cafeteria and other waste is accompanied by information campaigns for administrative staff, faculty and students placing the focus on a responsible consumption of resources with a view to decreasing waste.

ESSCA has put into place display and workshops on the reutilisation of waste; these are key moments to promote awareness of sustainable approaches. For example, a yearly workshop on recycling pallets to make furniture has been in place since 2017.

To fight against cigarette butts-related waste, ESSCA has undertaken several partnerships on its campuses. On the Aix campus, the company Cy-Clope collects and recycles cigarette butts. On the Bordeaux campus, the company EcoMégot raises awareness, collects and recycles cigarette butts. The aim of these initiatives is to raise awareness of the impact of cigarette butts through awareness-raising activities and prevention posters. All cigarette butts are collected and recycled locally and in short circuit.

In 2021, the PaperCut software was implemented to reduce printing levels by changing users' printing behaviour.

The collection and recycling of Covid-19 single-use masks has become an issue for all institutions. To meet this challenge, the Paris campus developed a partnership with the company Versoo (winner of the 2017 Pays de la Loire CSR Awards). This company offers specific collection containers for Covid-19 single-use masks and their recycling. The masks are thus transformed into new polypropylene raw material for industrial production (building products, plastics manufacturers, etc.).



# Principle 3: Method

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

## **Sustainable Development and Training**

The SD/CSR issue is covered in varying depth in many of the courses taught in all the programmes at ESSCA. As a result, SD/CSR is ever present in the courses available to students. They are, therefore, all aware of this fundamental question in our globalised world.

It is obvious that being confronted with SD/CSR has a double impact on students.

Firstly, it has an impact in terms of knowledge. Students will acquire a particularly large depth of knowledge concerning SD/CSR – because of its transversal nature. This happens both through the different courses where it is highlighted, in addition to the principal objective of what is taught and through the independent classes specifically dedicated questions of SD/CSR.

Secondly, there is a longstanding further-reaching impact in terms of awareness. Covering SD/CSR in class creates student awareness beyond the specific topics they are taught. Thus, they become conscious of the stakes involved in the long-term. Indeed, ESSCA fully recognises that one of the major difficulties of adopting a SD/CSR approach is acknowledging what is at stake. This is made even more difficult by the fact that a large part of our lifestyle is based on a reflex of consumption, in direct opposition to the requirements of a SD/CSR approach. Initially, the practical realisation of these requirements is often perceived as a constraint which has a direct effect on everyone's everyday comfort. The logical

secondary result of covering SD/CSR in courses is that students, who have been made clearly aware of the stakes in an academic context, integrate the SD/CSR approach in their daily lives (domestic waste sorting for example). This realisation is closely linked to the school's mission which was mentioned in the introduction of the present report: to train managers whose careers are respectful of the social and human dimensions in a globalised world.

## **Sustainable Development in the Programme *Grande École* (PGE)**

ESSCA which is a member of the Conférence des Grandes Écoles (CGE) was the first management school to offer a programme of study which took into account the challenges of sustainable development.

### ***Professionalisation major***

In 1996, an entire final-year professionalisation major of the PGE was devoted to social and solidarity-based economy. It is now called: Social Innovation and Management of Social and Solidarity Economy. Naturally, this track of the PGE is dedicated to the study of not-for-profit economic organisations (inc. mutual companies, co-operatives and associations) which students are trained to join after graduating from the school. The track therefore covers sustainable development and corporate social responsibility either with specifically designed courses (e.g. a course on fair trade or one on solidarity-based finance), or throughout all the other courses which highlight these issues even if their primary objective is not to deal with sustainable development directly.



Since September 2021, ESSCA has offered a new professionalisation major in Sustainable Management. This programme has been designed to equip students with the expertise to succeed in the face of new and emerging challenges. Through its transdisciplinary approach, students develop key leadership skills and a deep understanding of how sustainable approach to business can offer new opportunities for organisations.

### **Courses**

The mission of ESSCA is to train future managers who are fully aware of the major societal challenges and who are also capable of integrating the principals of sustainable development and CSR into their decisions.

The development of all programmes has ensured that there is an ever-increasing inclusion of sustainable development issues in all courses.

During the School's syllabus campaign, each course should listed the Sustainable Development Goals (SDGs) it covers. The syllabus database contains all the course modules taught at ESSCA. The objective is to integrate the SDGs and related skills into all courses and modules.

In the master's cycle, all of the 4<sup>th</sup> year tracks as well as all of the 5<sup>th</sup> year majors have courses which include the study and discussion of SD/CSR issues.

Throughout their training, students are made aware of SD/CSR. From the beginning of the school year, ESSCA offers the *Fresque du climat*, a collaborative and creative workshop. The aim is to raise awareness of the components of climate change and to reflect together on the consequences and possible actions to be taken.

In an economic and social landscape marked by the explosion of digital technology, the multiplication of message senders, the emergence of fake news, &c. it has become time to make room for more responsible communication, more sensitive to ecological issues, and by questioning the way messages are delivered as much as their content. At the end of September

2021, students from two ESSCA majors (Major in Corporate Communication and Digital Media, Major in Web Marketing) participated in the 1<sup>st</sup> Reboot meeting. Two days workshops and conferences allowed students to be made aware of and trained in the issues of social and environmental responsibility and responsible communication.

To become familiar with the 17 United Nations Sustainable Development Goals, ESSCA encourages students to take the Sustainable Literacy Test (Sulitet) during their studies. The Sulitet is the most widely used in higher education, covering all the knowledge, skills and attitudes that enable people to engage in building a sustainable future and to make informed and relevant decisions in this regard. In September 2021, all first-year students were invited to take the test in its learning version. 87% of these students, i.e. more than 1 100, took the Sulitest.

It follows from the above that all ESSCA's *Programme Grande École* (PGE) students, without exception, are aware of the SD/CSR questions at stake.

### **Major Written Works**

Besides inclusion of sustainable development in courses, students' written work also addresses CSR.

First, the writing guide for the work placement report from the 1<sup>st</sup> to the 5<sup>th</sup> year compels students to include a study on the SD/CSR aspect of the company in which they do their placements.

In the first cycle, they simply write a factual presentation of the company's actions in this domain. In the master's cycle, students not only give a quantitative presentation but must also carry out a qualitative analysis of the SD/CSR actions of the companies where they intern.

After that, the master's thesis guide ensures that students "reflect upon the implications of these results for the company in one or more areas of thematic focus linked to ethics, the social responsibility of the company and/or its sustainable development."



### ***Sustainable Development in all other ESSCA Programmes***

SD/CSR received substantial coverage in all programmes offered by ESSCA: the Bachelor, the MScs, the MS, at the very least in all written work submitted by students. The rules that apply are the same as those described above in the *Grande École* programme.

### ***Bachelor's Degree***

In the Bachelor in International Management (BMI), the students attend a 15-hour course as early as the 1<sup>st</sup> year devoted to SD/CSR issues (Workshop on Ethics, CSR and Sustainable Development).

This course is followed by a compulsory conference on climate issues organised by the Young Climate Ambassadors (JAC).

### ***MSc Programmes***

All MSc programmes also include an SD/CSR approach linked to the content of the subjects covered. For example, in the Digital and Big Data for Value MSc this is dealt with in the 45-hour course on “Communicating and selling on the Web.” The course on Internet Law also deals with the question of “peoples’ private lives”. To take another example, the MSc in International Finance offers a compulsory 45-hour course entitled “Ethics and Professional

Standards” which deals with the place of ethics in finance.

Since 2020, ESSCA provides a new MSc programme in International and Sustainable Management. The second semester of this MSc offers five 45-hour courses entitled: Energy and Ecological Economics; Global Sustainable Business and CSR; Sustainable Supply Chain and Quality Management; Sustainable HRM and Marketing; and Global Sustainable Finance.

### **Initiatives Taken to Promote Awareness of Higher Education and the Business World for Young Disabled Students**

In 2016, ESSCA became part of a national organisation called PHARES (which is dedicated to helping students to overcome disability challenges and succeed in their higher education studies). ESSCA’s effort was undertaken to give wider support to the integration of young disabled students in higher education in France through fighting against self-censorship. During weekly workshops, ESSCA students provide support for young, disabled, middle-school and high school students allowing them to develop self-confidence in their ability to pursue a future in higher education. In September



2021, this initiative was replaced by PHRATRIES. These actions make it possible to raise awareness, train and familiarise the student tutors to take account of disability, as citizens but also as future company employees.

This initiative originates from ESSCA's collaboration with local networks. For example, FACE - Angers Loire, a club of local companies which works to promote the social and societal commitment of companies in their fight against exclusion. This partnership allows young disabled people to meet professionals from the business world whilst at the same time receiving information about studying in higher education.

## **Actors of Sustainable Development, Research and CSR Education**

Outside of classes, there are numerous occasions for students to meet experts from the business world, to develop their environmental and social awareness. Lectures by experts of financial ethics or ISO 26000 are given to students. ESSCA also organises panel discussions with firm managers to give students the chance to become aware of the economic weights of these companies. For examples, in 2020-21, the Institute of Family Businesses organised five meetings opened to students with business leaders, and a seminar on the transition to a clean economy was co-organised by Prof. Jean-Louis Bertrand and the Bloomberg company.

Sustainable development is only possible if we radically change the way we produce and consume; and innovative research can also contribute to innovate educational approaches. The PERISCOPE project (Purchasing Education and research with an innovative Sustainability Scope) is a perfect illustration of how education, research and innovation are essential in sustainable development. This European project is supported by five university partners (with ESSCA as the coordinator). The objective of this project is to identify new skills for purchasing and supply management in terms of

innovation and sustainable development, and to develop open student-centred learning based on open educational resources and simulation games.

## **Social Entrepreneurship**

ENACTUS the international societal entrepreneurship programme, gathers several dozen students every year. These students are supported during their project by permanent members of staff and faculty who are experts in the domains of entrepreneurship, CSR and social and solidarity-based economy. In 2015, ESSCA's Angers campus also organised and hosted the 4<sup>th</sup> edition of the “blossoming” Enactus seminar which mobilised more than 220 students from 38 higher education establishments all over France. The objective of this seminar is to help students with their projects of societal entrepreneurship.

In January 2019, ESSCA's Enactus branch invited sustainable development activist Yannick Roudaut to give a presentation followed by a debate on a proposed new organisational and operational mode for companies (called ‘entreprise contributive’) based on the need to give concrete answers on ERS issues in the 21<sup>st</sup> century. A renowned expert on finance markets, author, former economic and financial journalist, Yannick Roudaut converted to social entrepreneurship and challenges the sustainability of the school's economic model. At the end of this conference, students also received a copy of Roudaut's latest book on zero pollution.

At the initiative of an ESSCA alumni, the Aix-en-Provence Campus has taken part in an Entrepreneurial Marathon since November 2019. In collaboration with the head of the *Accélérateur M* in Marseille, a hundred 2<sup>nd</sup> and 3<sup>rd</sup> year students coached by an alumni and/or a local professional work for 3 days on a business creation project every year. From the original idea to the “Go to Market” phase, the whole process is tackled including a timed presentation pitch. Although the 2020 edition was not held because of Covid-19, the 2021 Entrepreneurial Marathon took place on November and was a success. This even is perfectly in line with



the school's objective to develop the entrepreneurial reflex and social entrepreneurship among students.

### ***Tutorship***

A great number of students are involved in national programmes of support and tutoring for high-school students in difficulty or from poorer backgrounds such as the ZUP de Co on the Lyon, Bordeaux, and Paris campuses or the *Cordées de la Réussite* on the Angers and Paris campuses.

ESSCA has created or adapted other original programmes which have met with great success.

The programme called *Cordée Elan 49* which origin resides in its fourfold partnership between ESSCA, middle-schools, city councils and local associations. This programme of school tutoring carried out by students for middle-school pupils from priority education zones in the Angers urban area was started in September 2015.

The *C'possible* programme is fully run by ESSCA students and proposes workshops to young school dropouts. Worthy of mention is the school's Aix-en-Provence campus tutoring partnership with

the *Secours Populaire*, a non-religious organisation focusing on fighting poverty and social exclusion.

Concerned about the quality of the welcome and integration of its new French and international first-year students, during the start of the 2021 academic year, ESSCA has launched a solidarity integration week for its new students. For the very first time, ESSCA has joined Splash Project, an international association that offers experimental, innovative and impactful learning programmes to create links between individuals through community projects. The objective of this project was to provide students, as of the beginning of the school year, with practical lessons related to project management, personal skills, leadership, integration and group work within the framework of a participatory solidarity action with local actors. Nearly 85 students were mobilised in Aix-en-Provence, 415 in Angers, 155 in Bordeaux, 290 in Lyon and nearly 420 in Paris. These students created new, safe and accessible outdoor spaces for people living in medical and educational institutions.



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The *Financial Times* ranked ESSCA 6<sup>th</sup> in Europe and 8<sup>th</sup> in the world for the quality of its research output related to the UN's sustainable development goals (SDGs).





# Principle 4: Research

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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.

## ESSCA's Research Framework

In September 2020, ESSCA implemented profound organisational changes. The new organisation has been designed to strengthen ESSCA's scientific excellence by increasing the number of publications in rank 1 or 2 scientific journals, to develop the academic and non-academic impact of research, and to increase the international visibility of scientific activities.

This new organisation is based on merging the previous teaching departments and research groups by creating new discipline-based departments, retaining research coordinators on each campus, and clarifying the unique role of our research institutes, more focused on funded research and dissemination. Six departments (UER), each including a discipline-based research group, have been formalized: Economics, Law and Society; Finance, Accounting and Management Control; Marketing and Retailing; Organisation, Management and Human Resources; Operations Management and Decision Science; and Strategy, Entrepreneurship and International Business. Three institutes are also found: The two existing institutes (EU\*Asia; Family Business) have been maintained, and a third institute, emerging from the former Digital Organisation research group, has been created: The Digital Transformation Institute.

## Responsible Leadership

ESSCA also gave thought to identifying a common theme that could be applied to different disciplines within each UER and would affirm ESSCA's specificity,

promote its history, values, culture, and DNA, and carry a shared vision of societal changes and new forms of organisation. Based on ESSCA's mission (i.e., to train managers and responsible entrepreneurs) and noting that at least 26% of publications produced over the past five years address issues related to ethics and social responsibility, ESSCA's chosen theme is "Responsible Leadership". This choice is further supported by ESSCA's ranking in the Financial Times Top 10 European institutions in terms of publications related to responsibility and sustainability.

Concerns for issues linked to Ethics, Responsibility and Sustainability infuse a significant part of the school's research themes and topics. These intellectual contributions and their impact on the school's constituencies are briefly presented below.

Naturally, research work carried on in the fields of ethics, responsibility and sustainability will eventually both permeate teaching offers at various levels and feed outreach activities towards different publics.

### **Research and Master's Thesis**

Regarding research carried out by students, there have been traditionally some master's theses of the *Programme Grande École* (PGE) that dealt with issues from Ethics, Responsibility and Sustainability. In 2014, for instance, an ESSCA student received a national prize from UNESCO for her thesis on "Professional Ethics and Cultural Differences".

More broadly, ESSCA initiated an inventory of master's theses fully dedicated to the themes of responsibility and sustainability. It appears that in 2021, 16% of



the master theses have focused on SD/CSR themes. Bearing in mind, however, that considerations on ethics and sustainability should be taken into account transversally, across all fields of business activity, the decision was taken to review the detailed assessment grid of the master thesis of the PGE and include a new criterion explicitly dedicated to the student's reflection on her/his work's dimension in the 'Ethics, Responsibility, Sustainability' nexus.

## Research Groups

Research in the management sciences at ESSCA has been structured around several research groups. Moreover, three of the School's domains of expertise have crossed over into the creation of institutes that enable the implementation of and spread knowledge and actions that benefit professors, students, or all academics or corporate players.

### *Economics, Law and Society*

The research group Economics, Law and Society is composed of 28 scholars in law, economics, sociology, political science, and international relations.

Within these disciplines, different approaches and methodologies are represented. Interdisciplinarity and plurality are therefore at the heart of the research group's scientific project.

The theme of responsible leadership is central to the research endeavour of the whole school. The notion of responsible leadership covers several aspects: ecological and environmental responsibility through research on ecological and environmental economics; social responsibility in processes of change and innovation through work on social innovation; and the ethical responsibility of institutions and individuals through research in business ethics.

This research group has also developed research oriented towards the socio-economic sphere. For instance, Prof. Emmanuelle Dutertre co-authored the report *Étude de commercialisation des VI et VUL connectés et des services associés* for the purpose

of ANFA (Automobile and Mobility Services); Prof. Marjorie Tendero authored the report *Low level radioactive waste management: Socio-economic and territorial issues* for the Institute of Radioprotection and Nuclear Safety; and Prof. Jérémy Celse is conducting experiments for Keolis and the SNCF (the French national railway company).

### *Finance, Accounting and Management Control*

The research group Finance, Accounting and Management Control brings together some 30 scholars who conduct research on recent issues facing companies and financial markets.

The work of the team members falls within the framework of two main research themes: Risk management and sustainable finance.

Research around risk management aims to propose solutions to companies to help them deal with the emergence of new risks such as climate change risks or those generated by the recent Covid-19 crisis.

The research work on sustainable finance falls within the overarching research theme chosen by the School, namely Responsible Leadership. These studies highlight the significance of the development of green and responsible finance.

Members of the group are actively involved in the regional PanoRisk project<sup>1</sup>. In this regard, on 29 November 2019, ESSCA organised the "CSR, Ethics, and Financial Risks" research day on the Angers campus, which brought together the best specialists and academics to discuss the main future challenges in the field of ethics and risk management. Several national and international institutions were represented.

The recognition of the School's distinctive expertise in the field of sustainable finance was also reflected in the appointment of Prof. Jean-Louis Bertrand as Vice-Chairman of the Intergovernmental Panel on Climate Change (IPCC) for the Pays de la Loire, which brings together some 20 scientific experts in the field of climate and economics. Its missions are

to analyse the impacts of climate change in Pays de la Loire, to identify territories and sectors of activity that are sensitive to climate variability and extremes, to provide business leaders, elected officials, and more generally decision-makers with useful and actionable indicators, and to recommend mitigation strategies to limit greenhouse gas emissions and adapt to climate change.

### ***Marketing and Retailing***

The research group Marketing and Retailing is composed of a team of 27 scholars present on all ESSCA's campuses.

It is characterized by a rich output providing a response to the challenges facing companies, consumers, and stakeholders today. Mobilizing different methods (qualitative, quantitative, experimental, etc.), the team is structured around four main research themes:

- Leading Sustainable and Ethical Marketing: Integration of research on ethical marketing,

sustainable development, circular marketing, and cooperatives. It is fully in line with ESSCA's overall Responsible Leadership theme.

- Reshaping the Retailing Experience: work on e-commerce, cooperatives, franchises, sales, and omnichannel platforms.
- Understanding the Consumer Journey and Shopping Behaviours: work on children's buying behaviour, the webatmosphere, advertising and older people, generativity, and neuromarketing.
- Strategizing and Implementing Digital Innovation: innovation in distribution, innovation in services, creative industries, co-creation and open innovation, mental imagining, and e-sport. This theme is closely connected to the Digital Transformation Institute.

### ***Organisation, Management and Human Resources***

The research group Organisation, Management and Human Resources Department is currently made up of 20 scholars present on all ESSCA campuses. It is open to a diversity of epistemologies



and methodologies and is interested in all types of organisations: Start-ups, multinationals, public and private institutions, or associations and cooperatives. The group develops research and expertise in five main areas:

- Organisational innovation and sustainability.
- Cooperation-Networks-Complexity.
- Talent management.
- Resilience and well-being at work.
- Dynamics of individuals, groups and organisations.

The members of this research group collaborate with economic actors to develop research with a societal impact. This applied research begins with exchanges and meetings before evolving into formalized research projects that lead to exchanges between researchers and practitioners and to scientific publications.

### ***Operations Management and Decision Science***

The Operations Management and Decision Science research group currently brings together 12 faculty members with expertise in decision support systems, the management of information systems, digitalization of processes, operational research, management of operations, and supply chain management.

The role of the Operations Management and Decision Science department is to make the multidisciplinary expertise of its members available to ESSCA's stakeholders.

For example, the Erasmus + PERISCOPE (Purchasing Education and Research with an Innovative Sustainability Scope) funded research project is conducted by 5 partners for a budget of 367 620 euros over 36 months and coordinated by the Prof. Katia Picaud-Bello. This project seeks to extend the current skills of managers and executives in purchasing and supply management (PSM) by offering them innovative solutions that enable them to integrate current concerns about the environment and climate change. It also seeks to create a network between employers, teachers, researchers, game designers, and students to find innovative and sustainable solutions for PSM.

### ***Strategy, Entrepreneurship and International Business***

The Strategy, Entrepreneurship and International Business Department is composed of 19 scholars. Their scientific expertise covers three major themes: Innovation, Internationalization, and Business Models; Responsibility and Sustainability; and Research Rigor and Relevance.

Strategy, Entrepreneurship and International Business members share the conviction that the strategic choices of organisations and entrepreneurial projects cannot be investigated without establishing a link with the social, cultural, and environmental contexts in which they develop.

From this conviction stems a body of work which seeks to highlight recent regional developments and their effects on the strategic choices of companies both in terms of international relations and strategic issues.

A detailed understanding of the embedding of organisational choices in social and environmental contexts naturally leads researchers to question the consequences of strategic and entrepreneurial orientations on society. Thus, this research group explores the issue of sustainable business models; focuses on the contribution of female entrepreneurship and the fight against climate change; analyses the contributions and obstacles of female entrepreneurship and the motivations of social entrepreneurs; analyses the challenges of responsible entrepreneurship; explores the environmental strategies of companies from emerging countries; and examines the consequences of the strategic choices of multinational companies in the sphere of culture.

### ***The EU-Asia Institute***

In 2006, ESSCA took the initiative of creating a new research centre for interdisciplinary European Integration Studies - an innovative move in the French environment of higher education in business and management.





The Institute has grown to 26 permanent Prof.s and 14 external research fellows.

The geographical expertise of Institute members regarding the European Union and Asia is a real strength in today's globalized world. Their research interests span both regions and their institutions. Building bridges between the two sides has always been the mission of the Institute. In particular, the thematic specialisation of sustainable development has gathered momentum, with several events on its economic, social, and environmental aspects. Asia and Europe can learn from each other, as shown in several workshops and conferences.

Football as a social phenomenon of integration in Europe has also attracted major attention in

publications and external funding streams; so has the international relations expertise in the Institute.

Beyond the usual academic publications of articles and books, these research activities have led to several outreach events:

Close collaboration with the French Energy and Environmental Agency (ADEME), with the EU Community Plant Variety Office, the Confucius Institute, the European Space Agency, Ariane Space, Airbus, the European Parliament, Alliance Europa, Euradio, the Sport and Citizenship Think Tank, and the *Maison d'Europe* at Angers is important for ESSCA's relations to civil society.

Business collaboration ties, particularly in the Asian sector have been maintained by several colleagues. These ties help support their research work, but they also feed back into the business community, either through research findings or positive consequences for our students in the form of internships, for example.

Popularizing issues in regular blog posts or contributions to the political debate in several radio and television interviews, such as *Euradio*, and regular columns in national and regional newspapers are important events for the School. It gives back to society outcomes of the ESSCA' research. Making ESSCA's research expertise available to a wider public remains therefore a vital objective of the EU\*Asia Institute.

Because of the Covid-19 crisis, many members have organised meetings online which gave the opportunity to get in touch with more people and colleagues who are further away so that they may not normally have attended. Highlights for examples: The workshop of the Alliance Europa Network "The governance of sustainability in Europe" with Andrassy University, Budapest and Newcastle Business School; or a workshop organised around the UACES research network on "The role of Europe in global challenges: Climate change and sustainable development" with Chester University.

### ***Digital Transformation Institute***

The Institute's objectives are to favour virtual conversations between professionals and students in all areas of the digital world, to offer regular meeting places between these networks, and to support students and learners via a means of full-time and executive education programs under constant revision.

In September 2020, the Digital Transformation Institute organised the 19<sup>th</sup> edition of the Digital Marketing Symposium. This was followed in September 2021, by the celebration of the symposium's 2<sup>th</sup> anniversary. The research presented during this event accurately

traces the relationships that organisations have forged with digital technologies over the past 20 years.

### ***Family Business Institute***

The ESSCA Family Business Institute is a platform for discussions and exchanges for local family businesses, ESSCA students and graduates interested in the succession and management issues of family business, and researchers, trainers, consultants working in the field of Family Business and related social sciences, especially psychology and family sciences.

This crossover between disciplines is an answer to an emerging academic field but also meets the needs of family business' actors taking decisions both with economic and familial impact. The institute is therefore able to address multigenerational family businesses. The Family Business Institute meets the needs of students coming from family businesses and interested in this specific business. 83% of French companies are family-owned and they represent between 45 and 65% of GDP.

A key characteristic of the research conducted within the institute is its link with family businesses, and their managers, located in the territories in which ESSCA operates.

On the academic side, ESSCA is inaugurating its collection of cases on responsible leadership and thus welcomes contributions from colleagues and students from all campuses. Various pedagogical case studies have been published, with a focus on the profession of the family business manager (Case studies ESSCA-CCMP).

### ***The Distribution and Automotive Services Chair***

Since 1991, the French National Automotive Training Association (ANFA) has supported the activities of the "Distribution and Automotive Services" Chair, which is based on three strands: Teaching, professional expertise, and research.

The research work conducted has given rise to presentations at conferences and publications. Two chapters of a collective work published in June 2020 by ObsoCo, directed by Prof.s Philippe Moati and Olivier Badot, were delivered by Prof.s Marc Prieto and Assen Slim on the themes of consumption and cryptomoney.

Also coming from the Chair is the academic research article “From the dreamt digital transformation of an industry to its real digital transformation: The case of car maintenance and repair” published in the journal *Revue d'Economie Industrielle* by Prof.s Emmanuelle Dutertre and Bernard Jullien.

In 2022, ESSCA's Automotive Distribution and Services Chair will celebrate its 30<sup>th</sup> anniversary. Based on its many years of experience, ESSCA, in agreement with the Chair's teams, has decided to consolidate and develop its expertise by creating an institute dedicated to mobility-related issues. The launch of the ESSCA Sustainable Transportation and Mobility Institute will be officially announced on June 2022 during the Chair's 30<sup>th</sup> anniversary celebration.

## Research Outputs

Despite the health situation, more than ever, ESSCA's researchers remained concerned about the practicality and use of research with regards to:

- Applying it to teaching in line with major economic, social, and managerial issues.
- Disseminating it to companies and public decision-makers.
- And cultivating it through the organisation of academic events.

ESSCA faculty are encouraged to include the SD/CSR questions in the development of their research. There are many examples of this approach which are clearly highlighted in ESSCA's annual research reports.

Over and above the fact that the SD/CSR question is included in numerous writings in non-specific journals, it can also be noted that the faculty at ESSCA also produce a significant amount of scientific writing specifically devoted to SD/CSR (see the list of contributions below).

Research on issues related to ethics, responsibility and sustainability has a prominent place in the overall portfolio of ESSCA's research output over the past five years. Activities are not limited to articles in international peer-reviewed journals but also include scholarly monographs, case studies and a variety of presentations to academic or professional audiences, commissioned reports, as well as media interviews, chronicles, and blogposts.

These different publication types deal with a large variety of topics from the field, such as: social enterprise and entrepreneurship; value-oriented family business strategies; theory and practice of business ethics; racism and discrimination; solidarity-based business models; financial inclusion in Africa and India; climate change, carbon emission, and weather risk management; waste management; theories of de-growth; European discourses of sustainability; and European environmental and energy policies.





## INTRODUCTORY EXERCISE

Form 5 groups

Each group receives an object to analyze

WHAT ARE THE DIFFERENT INTELLECTUAL  
PROPERTY TOOLS USED TO PROTECT THIS OBJECT?

You have 20 minutes to answer that question!!!

Prepare a short presentation (2 slides)

Send me your presentation today by e-mail  
[laurel.jones@unh.edu](mailto:laurel.jones@unh.edu)



## Main Contributions on SD/CSR (2015-22)

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# Principles 5 & 6: Partnership and Dialogue

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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.

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

ESSCA takes part several local, national and international organisations whose purpose is to promote SD/CSR at their level or in their sector. More broadly, ESSCA regularly organises seminars on current social debates, and staff members are frequently asked to provide their opinion on social, economic and political issues in the media.

## CSR Institutional Partnerships

ESSCA is a member of *Comité 21 Grand Ouest* (the West of France 21 Committee), which brings together organisations committed to sustainable development and which implements sustainable development objectives locally and regionally. The SD/CSR officer regularly participates in meetings and work groups organised by the *Comité 21* as well as in plenary meetings with representatives from the Pays de la Loire region.

ESSCA is a member of CIRSES, (Collective for the Integration of Social Responsibility and Sustainable Development in Higher Education).

The SD/CSR officer also participates in meetings and work groups of the network of teaching establishments of the Angers urban area, the FACE Angers-Loire club, the “SD/CSR” commissions and “*Diversité-GT Handicap*” of the Conference of Grandes Ecoles

as well as the national annual meetings of SD and CSR coordinators.

ESSCA is also member of the *Campus Responsables* initiative. This is the first network of higher education institutions committed to a social and environmental transition. For the past 15 years, the network has been supporting the development of skills among professionals in the sector, sharing experiences and exploring new issues in the social and environmental transitions of higher education players.

## *The Signature of the LPO Charter*

By signing the Refuges LPO (*Ligue pour la Protection des Oiseaux* - Bird Protection League) convention in October 2019, ESSCA School of Management made a commitment to biodiversity: ESSCA thus promises to implement appropriate measures to biodiversity on its campus in Angers. This concerns, for example, the planting of local plant species adapted to wild fauna, the respect of birds reproduction rhythms when pruning hedges, the installation of nesting boxes, the construction of hedgehog lodges, the ecological maintenance of green spaces, etc. This charter makes ESSCA one of the first Grandes Ecoles to be concretely involved in an initiative to protect biodiversity.

## Social, Economic and Political Issues

### *The European Green Deal - Perspectives for EU-Asia Relationship*

This transnational project, scheduled over 2020/21, is the result of a unique cooperation between Sonia Chikh M'hamed, associate professor of strategy and international management based on the ESSCA Shanghai campus, and Konrad-Adenauer-Stiftung (KAS), the largest Political Foundation in Germany.

What is the perception of the European Union's Green Deal in these key states of the Asia-Pacific region? Which are possible fields of cooperation in politics and business? How can a meaningful dialogue between the two regions be established? And is the current framework of bi- and multilateral trade agreements appropriate to achieving the goals of the EU Green Deal.

The project aims at contributing to the role of the European Union as a normative power in shaping multilateral frameworks to better achieve the goals set out in the COP21, the 2030 Agenda, and other global agreements on sustainable development.

### *Cooperatives and Socio-Economic Changes*

Cooperation is at the heart of societal and global change and is an indispensable fuel for it. The health crisis that the world has been experiencing since the end of 2019 is a perfect demonstration of this: How can we manage a pandemic without the cooperation of individuals at the local level, without cooperation between citizens, businesses, public sectors, and government at the national level, and without international cooperation?

In December 2019, a workshop on cooperatives and socio-economic changes was organised to zoom in on the role of cooperatives, and more generally that of the social and solidarity economy, in the challenges facing our societies: Environmental problems, structural changes, the performance of the public sectors or economic actors; these challenges are

as fundamental as those found in the agricultural sector, for example.

The workshop was jointly organised by Damien Rousselière (AGROCAMPUS OUEST) and Anne Musson (ESSCA). ESSCA hosted this workshop, with the support of the EU-ASIA Institute. The guest of honor at this meeting was Murray Fulton, professor at the University of Saskatchewan (Canada) and founder of the Canadian Centre for the Study of Co-operatives, who came to present his research on agricultural cooperatives.

### *The Role of Europe in Global Challenges: Climate Change and Sustainable Development*

This UACES Research Network brings together academics at different stages of their careers, practitioners, and policymakers. Its purpose is to lead scholarly debates on sustainability and climate policy in the EU and beyond and make them accessible to wider audiences interested in similar areas. Furthermore, the aim of the network is to develop new areas and aspects of climate and sustainability research that have not been touched upon with sufficient depth within UACES, such as climate adaptation policy or local aspects (bottom-up initiatives). The network complements and expands the work of previous UACES networks. It encourages broad participation from senior academics, practitioners, and early-career researchers from a wide range of backgrounds to engage with the influence of the EU policies and approaches within and beyond its borders.

Following the UACES Annual Conference in September 2021, this project hosted in December 2021 an author workshop. The participants worked towards a joint publication project, either a special issue or an edited book. As the host institution was The Institute for Housing and Environment, this workshop focused on the topic of housing and buildings, but also covered agriculture and mobility policy in the context of the European Green Deal.

### ***FIRE - Football Including Refugees in Europe***

Since the massive migration wave of summer and autumn 2015, Europe has been facing an unprecedented challenge in welcoming and integrating many human beings, who seek refuge from war and terror, political asylum or, in many cases, simply the opportunity of a better life. Bringing these individuals in contact with local civil society and helping them to make first steps in their host country is no easy task.

The FIRE Project, which was selected by the European Union's Erasmus+ programme for a

duration of 24 months (2019-20), builds on the remarkable contribution that football has played over the last years in favour of social integration of this target group. It aims at promoting inclusion, participation, socialization and access to sport for asylum seekers, refugees and migrants. Its objective is to support grassroots football organisations in the project's partner countries (and beyond) by creating partnerships and fostering knowledge exchange. It will share, develop, inspire, and disseminate good practices and approaches, producing an innovative training tool in form of a MOOC (Massive Open Online Course) targeted at grassroots organisations.





The project is coordinated by the reputed think-tank Sport and Citizenship, a long-standing partner of the EU-Asia Institute, who published a position paper on the issue as early as in 2015. ESSCA is the only higher education institution represented in the consortium, which includes six civil society organisations. The EU-Asia Institute is represented by Albrecht Sonntag, but ESSCA is also present through the Institute of Advanced Pedagogy, drawing on its competence and know-how in developing the planned training tool.

### ***The 30 Years of the Maastricht Treaty: Workshop and Public Conference***

The Maastricht Treaty - what started as a great leap of faith, is now an integral part of the European Union. Nowadays, many European citizen associate the European Union with the Euro and they enjoy the free movement inside of the EU borders to explore working possibilities abroad. In a nutshell, the Maastricht Treaty was one of the major pushes towards European unification which becomes apparent from the fact that the term European Union also has its origin in the Maastricht treaty.

While the Treaty came into force in 1993, it was originally signed on 7 February 1992. Exactly 30 years after, it was a good moment to reconsider and evaluate this epochal event in European integration history.

The EU\*Asia Institute at ESSCA School of Management organised a workshop on 8 February 2022 on the legacy of this milestone in the history of the European unification process and its ongoing repercussions on the EU today. The academic workshop was preceded by a public (online) event on the 30<sup>th</sup> anniversary of the Maastricht Treaty on the evening of 7 February. The public conference welcomed two contemporary witnesses: Élisabeth Guigou (Minister for European Affairs between 1990 and 1993) and Joachim Bitterlich (Chancellor Kohl's advisor for European policy between 1987 and 1993). The meeting was hosted by Albrecht Sonntag (ESSCA EU\*Asia Institute). Conference was organised in partnership with Euradio.

### ***ESSCA Space Talks***

ESSCA organises annually debates on spaces policies. On December 7, 2021, The EU-Asia Institute, in partnership with *La Maison de l'Europe Angers Maine-et-Loire*, welcomed Dr Pascal Legai, Security Advisor to the Director General of the European Space Agency (ESA), and Elodie Viau, Director of Telecommunications and Integrated Applications at ESA, for the inauguration of a new format, the ESSCA Space Talks. Under the theme: "Security in space and security from space", the conference held face-to-face at ESSCA and online, attracted students and the general public.

### ***The Professional Club of the ESSCA Budapest Campus***

The Professional Club of the ESSCA Budapest Campus was established in 2018 with the objective of organizing interactive, professional events around topics that bring together students, professors, and staff members of the campus, but also interested colleagues and students from the school's partner institutions. Chaired by campus director Zsuzsa Deli-Gray, each event starts with a presentation delivered by an invited expert, followed by a lively discussion, usually in the form of an afternoon tea meeting.

The geopolitics of Eurasia were on the agenda of the event organised on 27 January 2021 by the Professional Club of the Budapest campus of ESSCA School of Management. Eurasia has always been an important region in the world economy and owing to the recent rise of a couple of Asian countries it is bound to attract even more international attention. An extensive traveller in Europe, Russia and Asia, and currently a visiting professor at ESSCA Budapest, Dr Szabolcs Pasztor delivered a presentation on "East or West? - Countries Facing an Evergreen Dilemma in the Eurasian Region".

### ***ESSCA Shanghai and The Hopkins China Forum - The Future of Work: a Post-Virus Forecast***

To preview what might be our future work environment, it helps to know the history of office design and the

current best practices in creating office spaces. This is exactly what Luis Portas, Design Director at WeWork, offered his audience at the latest talk jointly organised by ESSCA Shanghai and The Hopkins China Forum on Sunday 7 June 2020.

He started with a quick review of the history of architecture, from the Age of Enlightenment to the era of Artificial Intelligence (AI), presenting milestones for each period and explaining how they affected workplaces. Based on this recap, he set forth the ideas and tendencies that influenced the design of the office of the future.

### ***From Digital Transformation to Green Transition - an EU Asia Perspective***

Dr Sonia Chikh M'hamed, from ESSCA, and Dr Peter Hefele, head of the Department Asia and the Pacific of Konrad-Adenauer-Stiftung (KAS), Berlin, on 25 March 2021, presented the webinar "From Digital Transformation to Green Transition - an EU Asia Perspective". It was based on insights from Dr Peter Hefele's personal experience in Asia over the last 10 years, recent empirical studies on digitalisation and innovation conducted in seven Asian countries in 2020 and 2021 by KAS office in Singapore, and the first results of an ongoing research project on "The European Green Deal - Perspectives for EU-Asia Relationship", funded by KAS.

### ***Impact of the Health Crisis on Students' Living Conditions***

Through the *Résonances Solidaires* call for projects and thanks to funding from the *Banque Populaire Grand Ouest*, Prof.s Emmanuelle Dutertre and Cyril Fouillet have developed a project entitled "*Impact de la crise sanitaire sur les conditions de vie des étudiants : le cas du bassin étudiant Angers Loire Métropole*". The aim of this project is to gain a better understanding of the economic and social consequences of the epidemic on the living conditions of students in higher education institutions located in the *Angers Loire Métropole* area and to propose solutions to support the most vulnerable.

### ***Regional Collaboration Helping CSR***

ESSCA has its roots in the Pays de la Loire region and has always participated actively in the socio-economic life of the region. Each of the new campuses has been given the mission to develop similar, locally relevant, links with its environment by 2024.

### ***The CSR Trophies of the Pays de la Loire***

The CSR Trophies of the Pays de la Loire represent a major event in the promotion of CSR to the firms of the region. Their aim is to encourage companies to move forward with their CSR agenda. Since 2017 ESSCA, together with two other higher education establishments of the region (*Ecole Centrale de Nantes* and *ESAIP*) has actively participated in supporting companies that wish to apply for these trophies. This is carried out by students who are enrolled in the professionalisation major in social innovation of the social and solidarity economy programme.

The awards ceremony for the 12<sup>th</sup> edition of the CSR Trophies of the Pays de la Loire took place on 17 March 2022 at the *Hôtel des Régions* in Nantes.

### ***Téléthon***

Since the 2015 edition, ESSCA has chosen to support research into illnesses by supporting the 24-hour Telethon which takes place each year in Angers during the nationally organised Telethon weekend. Staff and students are encouraged to participate in a 24-hour running or walking relay. Every year, around 500 km are run or walked by the ESSCA community.

**PRME**

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

ESSCA School of Management is dedicated to educational and business changes toward a sustainable society. By engaging with broader stakeholders, assessing our own CSR efforts and by sharing and developing resources for teaching, research and outreach, ESSCA School of Management will lead change and create social impact.

Everyday life at ESSCA School of Management shall reflect the traditional humanistic values on which the School was founded.



AACSB, EQUIS and AMBA accredited  
Member of the FESIC network and the Conférence des Grandes Écoles  
Associate member of UCO (Université Catholique de l'Ouest)