

LOUVAIN SCHOOL OF MANAGEMENT:

# SHARING INFORMATION ON PROGRESS

| MAY 2018 |

UN Principles for  
Responsible Management Education



EXCELLENCE & ETHICS IN BUSINESS





## 2016-2018 : TWO NOTEWORTHY INNOVATIONS

This Sharing Information on Progress (SIP) report on the United Nations Global Compact (UNGC), Principles for Responsible Management Education (PRME), illustrates how the Louvain School of Management addresses the six PRME principles through our achievements, research, education and events. In particular this year, we would like to highlight two noteworthy innovations:

### **1. *The successful launching of the Philippe de Woot Major in Corporate Sustainable Management***

In September 2017, we launched the Philippe de Woot Major in Corporate Sustainable Management, an option of six courses offered in our two Master programmes – the Master in Management and the Master in Business Engineering. This major is named in honour of LSM emeritus professor Philippe de Woot, who during 40 years at the School was a precursor of the grounds well embodied today in the commitment to CSR among the best enterprises and management educators.

This multidisciplinary major aims to develop competent and responsible leaders with a transversal view of the different management fields (leadership, strategy, entrepreneurship, human resource, finance, marketing, accounting, audit, supply chain). This major offers a solid understanding of the complex dilemmas and the tools to develop agile and responsible organizational cultures and to implement effective compliance, business ethics and corporate sustainable management programmes.

In 2017-2018, nearly 20% of students from the Master in Management and 11% of students from the Master in Business Engineering chose this major during their first year of Master.

### **2. *The successful launching of Massive Open Online Course***

In February 2016, we launched the first edition of a Massive Open Online Course (MOOC) on Communication Corporate Social Responsibility. The MOOC addresses CSR in two ways: (1) as a reflection of corporate self-awareness; and (2) as a source of innovation and a means to deal with heightened competitiveness, demands for sustainable development, and shifts in international governance. By presenting insights from CSR experts, from both academia and practice, this MOOC provides a way for managers, consumers, and citizens to acquire in-depth insights and critical perspectives on companies' CSR activities and communications. The multi-industry case study structure of this MOOC enables participants to confront the challenges facing today's managers as they seek to develop and communicate their own CSR initiatives. Dedicated discussion forums also are available for participants to present personalized CSR cases.

Next September, we will launch the fifth edition of this MOOC. On average, 3200 participants coming from more than 130 different countries registered to the four previous editions.

**Enjoy the reading!**

**Valérie Swaen**  
Professor, Head of the Louvain CSR network, LSM



## CONTENTS

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Message from the dean of the Louvain School of Management	7
The Louvain School of Management	8
The Principles for Responsible Management Education at LSM	12
Principle 1: Purpose	13
Principle 2: Values	20
Principle 3: Method	26
Principle 4: Research	28
Principle 5: Partnership	31
Principle 6: Dialogue	33
The road ahead	35
Contact information	37
Appendices	39

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## MESSAGE FROM THE DEAN OF THE LOUVAIN SCHOOL OF MANAGEMENT

The Louvain School of Management (LSM) - the management school of the Université catholique de Louvain - graduates hundreds of young people each year from both its Belgian sites (Louvain-la-Neuve and Mons).

Many of our programmes involve collaborative graduations with foreign universities and earn high rankings in prestigious lists (e.g., *Financial Times*, *Eduniversal*). Moreover, LSM is the only Belgian institution to offer the famous CEMS Master in International Management, ranking among the best in the world. Our 240 core faculty and lecturers are partly sponsored by chairs, funded by external corporate donors.

In all these developments, we are motivated by reaching certified, measurable excellence and innovation goals.

We all know the huge demographic, fiscal and even populist challenges that the “Old Europe” is facing. Our best response is to develop innovation, entrepreneurship, excellence, and quality, in all aspects of management, not just for profit-based companies but also for non-profit organizations and public authorities.

In this context, LSM continues to embrace the objectives of the UN Principles for Responsible Management Education (i.e. Purpose, Values, Method, Research, Partnership and Dialogue).

With this in mind, I have personally taken part to the PRME Conference in New York in July 2017, where LSM could contribute with other motivated members to a Final Declaration that confirms our commitment to the UN Sustainable Development Goals.

If you need further information about our activities, please do not hesitate to contact me ([michel.dewolf@uclouvain.be](mailto:michel.dewolf@uclouvain.be)) or Valérie Swaen, Professor of Corporate Social Responsibility and head of the Louvain CSR Network ([valerie.swaen@uclouvain.be](mailto:valerie.swaen@uclouvain.be)).



**Dean of LSM**  
**Prof. Dr. Michel De Wolf**

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## THE LOUVAIN SCHOOL OF MANAGEMENT (LSM)

Located in Louvain-la-Neuve and in Mons, the Louvain School of Management (LSM) offers two bilingual (French-English) Master Programmes (Master in Management and Master in Business Engineering); three international premium programmes: CEMS Master in International Management, Double Degree and International Business; a PhD programme in Economics and Management Sciences; and executive education programmes. The LSM offers world-class courses and highly specialized options based on advanced research. It is the Faculty

of Management of the Université catholique de Louvain (UCL), one of the oldest universities in Europe, providing opportunities for interdisciplinary and multicultural experiences. LSM is focusing on excellence and on an ethical approach to business studies and business practices. LSM is accredited by the European Quality Improvement System (EQUIS) since 2006 and is the unique Belgian member of the Global Alliance in Management Education (CEMS).

### LSM KEY FIGURES

55 core faculty & 100 visiting professors

1 600 Master students

500 International Students

70 PhD Students

99 teaching and research assistants

200 Executive Education students

150 student exchange agreements

20 000 Alumni



THE LSM IS PRESENT ON TWO BELGIAN CAMPUSES : LOUVAIN-LA-NEUVE AND MONS.



### **LSM in Louvain-la-Neuve**

Louvain-la-Neuve is a dedicated university town, only twenty minutes away from Brussels, the political capital of the European Union. Louvain-la-Neuve offers UCL's students and the town's growing population a wide variety of facilities and services, as well as cultural, sport and leisure activities (i.e. theatres, cinema, music halls, extensive sport facilities and one of the largest shopping malls in the region). A university community (students, professors, researchers) and a population from about 125 different countries live in Louvain-la-Neuve. This town is surrounded by woods and fields and is built on a unique architectural concept giving priority to pedestrians in the town's centre. Streets, squares, and green spaces intertwine, make it extraordinarily pleasant to live in. An impressive number of research centres and scientific activities have flourished around the town. The Louvain-la-Neuve Science Park counts more than 200 companies; which include spinoffs of UCL and research centres of international companies (such as IBA, Abbott, Albemarle, KPMG, Lhoist, Mc- Kinsey, Nissan, Pfizer and Tractebel).



### **LSM in Mons**

The campus of Mons is a green and friendly site at the edge of an open cultural city. Mons is a medium-sized town in the Southeast of Belgium, with about 100,000 inhabitants and with a rich history and patrimony. In addition to be the third largest town in Wallonia and legal center of the Province of Hainaut, Mons has been officially designated European Capital of Culture in 2015. The School is established at the edge of the town, close to highway access but in a quiet and green campus. The campus provides LSM with an ideal place to both live and study with everything you could need close at hand (i.e. auditoriums and classrooms, the library, the staff's offices, rooms for students, leisure facilities as well as a restaurant). Students can find an accommodation within the fifty furnished single rooms, 7 houses with 23 rooms and 24 apartments are located within a very short walking distance from the campus. This site welcomes about 1300 students that contribute to the friendly atmosphere of this second campus of the LSM.

THE LOUVAIN SCHOOL OF MANAGEMENT (LSM)

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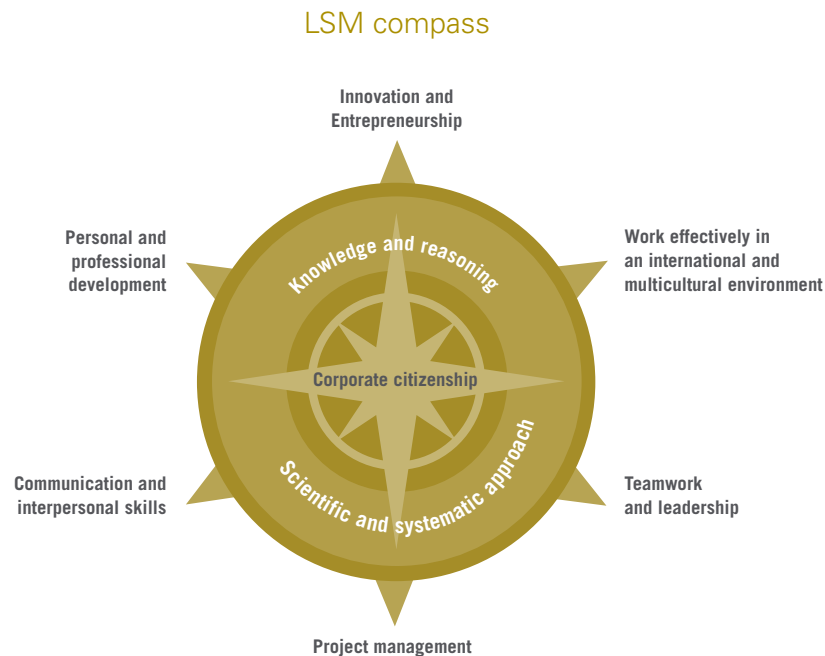


THE LSM MISSION AND VISION

The mission of LSM is: *“To create and diffuse knowledge and best practices in the field of responsible management in an enriching and stimulating working environment to the benefit of our main stakeholders, our students, with the ultimate aim of developing the skills and competences that national and international private and public organizations need to thrive in terms of excellence and ethics in business.”*

The School’s ambition is to develop responsible, competent and inspiring leaders and entrepreneurs – people who are free, talented and respectful of the talents of others, profoundly honest and tolerant, and are also clear-sighted and have dynamic personalities. Convinced that behaviour is as important as know-how, we strive first of all to be an ethical organization in order also to be a role model for companies and future leaders.

The LSM vision is: *“To become the preferred international management school in Belgium and one of the leading responsible management schools in Europe focused on people and corporate citizenship, as well as an active player on the international scene”.*



## THE LSM COMPASS

To guide stakeholders in the practical implementation of the School’s distinctive set of values, graduates, corporate representatives, faculty members, students and management education experts worked together to define our common objective in terms of the type of people we seek to be and develop. The result was a 9-point diagram of personal and professional traits, arranged in the form of a compass to help show the relationships between them. At the center is “*Corporate citizenship*”, supported immediately by acquisition of “*knowledge and reasoning*”, and commitment to “*a scientific and systematic approach*”, and at another level, by 6 transversal personal skills and attitudes.

LSM understands “*corporate citizenship*” as “*acting consciously, aware of one’s responsibilities, and placing human and ethical considerations at the heart of one’s thinking and actions.*” The Competency Framework breaks the notion down into three main aspects:

- 1 **Demonstrating independent reasoning;** providing evidence of creative and independent thinking; looking critically and consciously at acquired knowledge and managerial practices in light of emerging circumstances and their outcomes;
- 2 **Incorporating into one’s decisions and actions** ethical and humanistic values, integrity, respect for laws and conventions, solidarity and civic action, and sustainable development; and
- 3 **Deciding and acting responsibly** and taking responsive decisions, taking into account the social, economic, and environmental outcomes in the short, medium, and long terms, for the various stakeholders.

This competency framework was used to renew the objectives and intended learning outcomes of all the school’s programmes and courses. During the current review period, application of the LSM compass has been extended as a way to orient all stakeholders regarding our common identity, objectives, and attitudes, and as a guide for the overall strategic direction of the School.

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

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### THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

Through teaching, research and service to society, the School emphasizes international perspective, corporate exposure as well as corporate responsibility and sustainability. Students have access to the largest international exchange programmes of all competing business schools in Belgium. Our programmes offer numerous opportunities for input from practitioners as well as practical work through internships. Our Competency Framework provides students with a self-monitoring tool to develop their key professional competencies, which facilitates a more targeted recruitment. The School also encourages students to participate in social and cultural life or to develop extra-curriculum activities to contribute to the development of a better society.

The school and university pursue ethics, responsibility and sustainability in everything they do. First of all, this means human relationships that put people above various notions of “efficiency” and that welcome individuals in all their individuality as sources of mutual enrichment. We foster a working and learning environment in which all individuals are treated with **fairness and respect**, regardless of their rank, position of authority or area of activity. We admit no form of discrimination, whether social, religious, ethnic, sexual or otherwise, in education, research or social relations. We value **equality of opportunity** and support for those most vulnerable. Specific infrastructures are in place for disabled persons. Students can apply for financial assistance for studies, books, etc.

In faculty management processes, the school stresses respect for each academic’s intellectual independence; **decision-making that is fair, transparent and collegial**; and a spirit of constant growth. We encourage faculty to dedicate up to 20% of their time to external service activities.

LSM views **Executive Education as service to society** and promotes its portfolio with the slogan “creating responsible leaders for a responsible world.” We develop new programmes not so much on profitability criteria as on “societal or market gaps” that we can fill. We do not promote specific software or consulting methods in our programmes, will not “jump” on each new trend (such as crowdfunding or 3D printing) without serious analysis of the available body of knowledge, and will not recruit guest lecturers with “good connections” but only average expertise.

The School promotes **academic integrity** through clear codes of ethics (“charters”) and ensures that young teachers and researchers know and understand them. The e-learning platform includes anti-plagiarism software.

Students are also educated on the requirements of **academic honesty** through explanations early in their studies and when thesis work begins. Every autumn a poster campaign on campus reminds and encourages students on these matters.

Thus, LSM remains deeply committed to social responsibility as a core value, an identity, to be lived, taught and promoted, not superficially, but always in ways that are research-based. The school participates actively in implementing UCL’s strategy to embody the principles of CSR and sustainability based on the RIO+20 pledge that the University signed in 2012.

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## PRINCIPLE ① PURPOSE:

**WE DEVELOP STUDENTS' CAPABILITIES TO BE FUTURE GENERATORS OF SUSTAINABLE VALUE FOR BUSINESS AND SOCIETY AT LARGE AND TO WORK FOR AN INCLUSIVE AND SUSTAINABLE GLOBAL ECONOMY.**

The LSM endeavours in all its programmes to promote critical thinking on the ethical, social and environmental issues raised by contemporary organizations. This is reflected both in dedicated programme content and the pedagogical approach adopted by the LSM. In doing so, we aim to provide students with analytical references enabling them to identify and assess the values of organizations, including their strategic dimension and philosophical foundations.

The different programmes help students adopt a critical and analytical thinking by solving diverse issues and engage in personal questioning regarding their own aspirations, perceptions and observations as citizens. The desired outcome of wrestling deeply with such issues is personal change and commitment which is able to drive positive transformation of organisations and society.

CSR-related programme developments have been intense during the review period (see below). Furthermore, many faculty members are actively involved in CSR-related research and practical activities -both within the School often in collaboration with the business community- and through their own independent initiatives. This activity clearly helps to enliven and keep practical the constant references to CSR matters in the classroom.

**ON-SITE PROGRAMME ELEMENTS****MANDATORY CSR COURSES**

Within their studies, all master students at the LSM (Louvain-la-Neuve and Mons campuses) must complete a course on the relevant principles and practices of Corporate Social Responsibility. This course is offered in English, French, and Dutch.

This course confronts students with dilemmas involving a holistic approach of the stakeholders where multiple perspectives must be integrated. Within the framework of an interdisciplinary approach and in continuous dialogue with the business world, these courses enable future managers to build and extend on existing knowledge, questions, tools, values, and behaviours to reconsider the interlinkages among economic, social, and environmental policies. We seek to engage students not only rationally, but with all of their senses and skills, in a 'whole person learning' approach. This prepares them as future leaders to discover more of their inner dimension, to face the intended and unintended consequences of their decisions within an entrepreneurial learning process.

Since September 2017, students registered in the CSR class in Louvain-la-Neuve are invited to participate to the Sustainability Literacy Test (Sulitest) as an opportunity to raise their awareness to the multiple challenges linked to sustainability (see under the Principle 3 – Methods).

Moreover, the School invites companies and organizations to propose strategic CSR issues to students. Working in teams, students analyse the problem from economic, social, environmental and ethical points of view. To gather information and account for all the diverse viewpoints, they arrange interviews or panel discussions with managers and other stakeholders. Then they must propose a viable solution and plan for its implementation. Not only students, but also project companies and organizations benefit from this action-oriented, experiential CSR learning. Companies appreciate the chance for external input from students who are immersed in CSR learning.

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 1 PURPOSE

#### THE PHILIPPE DE WOOT MAJOR IN CORPORATE SUSTAINABLE MANAGEMENT

In September 2017, we launched the Philippe de Woot Major in Corporate Sustainable Management, an option of six courses offered in our two Master programmes – the Master in Management and the Master in Business Engineering. This major is named in honour of LSM emeritus professor Philippe de Woot, who during 40 years at the School was a precursor of the groundswell embodied today in the commitment to CSR among the best enterprises and management educators. The main goal was to keep alive his spirit and inspiring thought in the LSM.

#### WHO WAS PROFESSOR PHILIPPE DE WOOT ?

Philippe de Woot (1930-2016), Doctor in Law and Economics, Professor Emeritus at LSM, UCL (1995). His research and teaching fields were strategic management, change in a turbulent environment, innovation, ethics and corporate social responsibility, in which he conducted pioneering work. He was the author of several major publications including "Pour une doctrine de l'entreprise" (1968), "Should Prometheus Be Bound?" (2005 - 2009), "Rethinking the Enterprise: Competitiveness, Technology and Society" (2014), "Responsible Innovation" (2016) and "Maîtriser le progrès économique et technique" (2016). He served on the boards of directors and advisory committees of several national and international corporations. In 2002 he was awarded the Prix Economique


de l'Institut de France (Prix Zerilli Marimo), which recognises work that highlights the role of the market economy in the progress of society and the future of human. He was a member of the Académie Royale de Belgique and correspondent of the Institut de France. He was the co-founder of the Louvain CSR Network and an active member of the Global Responsible Leadership Initiative (GRLI).



**The Philippe de Woot Major in Corporate Sustainable Management** is an option of six courses offered in our two Master programmes – the Master in Management and the Master in Business Engineering.

Those six courses are the following:

- 1 Business Ethics and Compliance Management
- 2 Sustainable Management & Value Chains
- 3 Finance & Responsible Investment Practices
- 4 Sustainable Human Resource Management & Leadership
- 5 Corporate Sustainability Reporting & Marketing Strategy
- 6 Social and sustainable entrepreneurship



*More detailed information about these six courses appear in appendix 1.*

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

## 1 PURPOSE

This multidisciplinary major aims to develop competent and responsible leaders with a transversal view of the different management fields (leadership, strategy, entrepreneurship, human resource, finance, marketing, accounting, audit, supply chain). This major offers a solid understanding of the complex dilemmas and the tools to develop agile and responsible organizational cultures and to implement effective compliance, business ethics and corporate sustainable management programmes. The objectives of this multidisciplinary major are

- to analyse how business organizations can learn how to use their resources not only efficiently but also in a sustainable and regenerative way and thus to integrate sustainability and responsibility thinking in corporate policies, strategies and practices,
- to identify how this fundamental paradigmatic change in thinking about management can contribute to addressing effectively economic,

environmental, societal and human sustainability challenges (such as climate change, human rights),

- to provide appropriate understanding of the management tools needed to develop policies, strategies and practices which contribute not only to corporate sustainability but also to societal sustainable welfare and how these tools can be implemented and dealt with on a daily basis,
- to stimulate students' critical thinking about their role in a society confronted with sustainability challenges and paradoxical choice situations as individuals, consumers, future employees and corporate leaders.

In 2017-2018, nearly 20% of students from the Master in Management and 11% of students from the Master in Business Engineering chose this major during their first year of Master, in addition to 51 students who followed the three courses of the first semester during their second year of Master.

## LSM STUDENTS RECEIVED A TRAINING ON "INVESTING IN RENEWABLE ENERGY"

On December 4-5, 2017, the LSM students of the courses "Finance & responsible investing", "Real option", and "Advanced finance" received a seven-hour training on "Investing in renewable energy", accompanied by a case study. The speaker, Prof. Claudio Vescovo, presented an investment case in alternative energy, called "Renewable Energy Sources". The training is also given, among other places, at the University of Oxford, the Imperial College, and at the Said Business School and at the Chicago Booth Business school's executive training in valuation.

Claudio Vescovo (Glennmont partners) has a broad experience in the renewable energy sector, having operated both as an equity investor and a project financier since 2007. At Glennmont, he covers private equity investments across 4 different technologies (wind, solar photovoltaic, biomass and small-scale hydro) throughout Europe. Prof. Vescovo sits in the Scientific Committee of the Master in Management of Energy Renewables

Sources of Sole 24 Ore Business School. He is a fellow of the University of Oxford for teaching merits. He holds a Master's Degree in Economics and Business Administration from the University of Venice.

*"I was impressed by the LSM students. They have shown a reasoning capacity beyond my expectations. I was moved by the student's presentations: it was rewarding to see how well they had understood the concepts taught during the day. The Ph.D. students of Louvain Finance did a great job in supporting me. There is a very good team spirit!"*

Claudio Vescovo



## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 1 PURPOSE

#### ONLINE EDUCATION



COMMUNICATING CORPORATE SOCIAL RESPONSIBILITY (CSR)

In addition to the online CSR course offered since 2009 by the Campus Virtuel de Gestion - an online master in management in collaboration with HEC-Ecole de Gestion de l'Université de Liège and Solvay Brussels School of Economics and Management, we launched in February 2016 the first edition of a **Massive Open Online Course (MOOC) on Communicating Corporate Social Responsibility** (see appendix 2 for detailed information). This MOOC addresses CSR in two ways: (1) as a reflection of corporate self-awareness; and (2) as a source of innovation and a means to deal with heightened competitiveness, demands for sustainable development, and shifts in international governance. By presenting insights from CSR experts, from both academia and practice, this course provides a way for managers, consumers, and citizens to acquire in-depth insights and critical perspectives on companies' CSR activities and communications. The multi-industry case study structure of this MOOC enables participants to confront the challenges facing today's managers as they seek to develop and communicate their own CSR initiatives. Dedicated discussion forums also are available for participants to present personalized CSR cases.

We will launch the fifth edition of this MOOC in September 2018. On average, 3200 participants coming from more than 130 different countries registered to the four previous editions of this MOOC.

Moreover, since January 2017, the LSM proposes a **MicroMaster in Management**, which aims at developing skills in three fundamental areas of management: corporate strategy, marketing and finance, with a focus on analysis and the stimulation of organizational changes aimed at improving CSR in relation to the missions and values of the LSM. The MicroMaster in Management consists of six MOOCs in French: Foundations of Corporate Strategy; Discover Marketing; Principles of Finance; Communication Corporate Social Responsibility (translated from the English version of the MOOC); Psychology of negotiation; and Econometrics.

The MicroMaster programme offers the advantage of constituting a springboard at all stages of the career. The skills that the participants will develop are undoubtedly essential for the manager of today and tomorrow. And for the learners who wish to go further, this MicroMaster will allow them to validate up to 30 credits in the various master programmes organized by the LSM.

*More detailed information about this MOOC appears in appendix 2*



## EXECUTIVE EDUCATION

In September 2016, we launched the first edition of the **executive programme in Business Ethics and Compliance Management** dealing with governance models, codes of conduct, organizational culture, ethical leadership, CSR management, anticorruption, conflicts of Interests, money laundering, competition laws, human rights and data privacy. The second edition of this programme is under progress (September 2017-December 2018). The detailed description of this executive programme is in appendix 3.

Moreover, since 2013, our **executive programme in innovation management** has included a module (half-day) focused on “responsible innovation”, developed in collaboration with Prof. X. Pavie from ESSEC Business School.



*More detailed information about the Business Ethics and Compliance Management Programme appears in appendix 3*

### TESTIMONIALS ABOUT THE EXECUTIVE PROGRAMME IN BUSINESS ETHICS AND COMPLIANCE MANAGEMENT

*“A balanced combination between theory and practice allows me to absorb as much as possible about the profession, the difficulties to face and how to solve them”*

(Jorge Payan, BBE Consulting BVBA, Participant of the first edition)

*“A very interesting program which provided me as a professional many new useful insights helping me define and benchmark a best-fit compliance approach within my company as well as the opportunity to expand my network with other compliance professionals”*

(Vincent Van Bueren, Governance, risk & compliance associate, find administration officer, GIMV, Participant of the second edition)



## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 1 PURPOSE

#### OUTSIDE THE CLASSROOM

LSM encourages students to take part in extra-curricular activities not only to develop managerial and leadership skills, but also to contribute to building a better society. In fact, attention to the broader good of society is at the heart of many associations and activities (further information under the principle 5).

In particular in 2018, students registered to the social and sustainable entrepreneurship course were invited to participate to the **Plan International Belgium's competition to develop an innovative partnership project between an NGO and the business world (SMEs)**. Garance Belvaux, Sabrina Courtois, Charles Houet and Yannick Ivanov entered

the competition and won the competition against three other Belgian universities. They have now started discussions with the Plan to see how to implement their project.

Moreover, as part of the compulsory CSR course in Mons, ten students had the opportunity to be part of the jury of the "**Hainaut Horizons**" awarding the Sustainable development Prize of the Province of Hainaut in Belgium.



GARANCE BELVAUX, SABRINA COURTOIS, CHARLES HOUET AND YANNICK IVANOV (LSM STUDENTS) AT THE PLAN INTERNATIONAL BELGIUM'S COMPETITION

### THE 2018 HAINAUT HORIZONS SUSTAINABLE DEVELOPMENT AWARD

On March 8 was held the 5<sup>th</sup> award ceremony of "Hainaut Horizons" awarding the Sustainable development Prize of the Province of Hainaut in Belgium. Ten students of the CSR course in Mons had the opportunity to be part of the jury and they elected the adapted work company "Nekto" which aims at guaranteeing a rewarding, adapted and stable job for adults with a mild mental, motor or sensory disability. According to students, this company "respects several important points of sustainable development such as multidimensional management that takes into account the environment, the human aspect, a participative democracy and exemplary economic management".

For Vincent Truyens, professor of the CSR course in Mons, student participation in this type of project was very rich in terms of discoveries:

*"Analyzing how these three exemplary companies of our region integrated the criteria of sustainable development was a very good introduction for the course of CSR. Students were able to discover less "classic" business and governance models and thus open up to a more "holistic" vision of the societal role of a company and its leaders. The exchanges in class or during meetings with the different people involved in this Horizons Prize have been very rich. By questioning their own responsibility as a future decision maker through concrete cases, the students were able to put into perspective the many challenges they will have to face."*



The **LSM cup** is another example of active involvement by the School's students and faculty in socially positive initiatives outside the classroom. This annual LSM Cup, initiated and organized by students, has become the biggest CSR business game in Europe. It is for second and third bachelor students and for Master students; they can apply their knowledge to the case studies offered by the sponsors companies. By team of four, the students selected have to solve three challenges in different fields of management that share a focus on CSR. Most of the teams are UCL students, most of them coming from the LSM, but also students from Namur, Mons, Brussels, Flemish universities and from abroad.

### THE 2018 LSM CUP



The 2018 LSM cup took place on March 3<sup>rd</sup>, 2018. This year, the contest between 250 participants was held at the Axa headquarters, Place du Trône in Brussels. Axa is one of the three sponsors of the event with Coca-Cola and FedEx. It is the 7<sup>th</sup> edition of the Business Game, organized by LSM Conseil. The student teams had to solve three challenges in marketing, diversity management, and innovation. They share a focus on CSR.

Two LSM students won the trophy for the "Masters": Alexandra Cardenosa and Amélia Gangsted. In the category "Bachelors", Gabriel Bamba and Charlie McGahan (students from the Louvain School of Engineering) won the trophy.

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 2 VALUES

#### PRINCIPLE 2 VALUES:

**WE INCORPORATE, INTO OUR ACADEMIC ACTIVITIES AND CURRICULA, THE VALUES OF GLOBAL SOCIAL RESPONSIBILITY AS PORTRAYED BY INTERNATIONAL INITIATIVES SUCH AS THE UNITED NATIONS GLOBAL COMPACT.**

The strategic capability of the School is based on three foundations and one overarching set of core values. The **foundations** are our position and brand within a leading comprehensive university (UCL); our regional leadership and our CEMS and PIM international networks. Our overarching set of **core values** is *“Excellence and Ethics in Business”*.



#### Within the Université catholique de Louvain (UCL)

UCL is one of the oldest universities in Europe. Since its founding in 1425, UCL has contributed greatly to the development of science, as well as to the discussions of substantial philosophical and ethical issues that emerge as we confront the diverse changes brought about by progress in science, medicine, technology, and management. Among its alumni, UCL counts Erasmus, Mercator, Vesalius and, more recently, George Lemaitre father of the Big Bang Theory ; biochemist Christian de Duve who received the Nobel Prize for Medicine in 1974 and Professor Jean-Pascal van Ypersele, Vice-President of the Intergovernmental Panel on Climate Change (IPCC), which shared the Nobel Peace Prize with Al Gore in 2007.

In 2012, UCL joined the RIO+20 pledge by institutions of higher education around the world to recognize their responsibility for the future and act responsibly and in sustainable ways. The university adopted a formal sustainable development strategy for education, research and service to society, *“L’UCL s’engage pour l’avenir”* (UCL commits to the future), pledging to: (1) include sustainable development and social responsibility concepts throughout education and research programmes; (2) help and guide the university community’s members by providing

inspiring tools and examples; (3) accentuate the relationship between academic commitments and the management of UCL; and (4) manage, in sustainable ways, UCL’s assets, the development of its academic sites, and the development of its corporate science parks.

UCL also perpetuates a long tradition of international cooperation, particularly for sharing and solidarity with developing countries. LSM professors (M. Kolp, M. de Nanteuil, F. Janssen, among others) through the UCL Commission for Development are closely involved in such projects across the world: in Africa (Université catholique de Bukavu, Democratic Republic of Congo), in Asia (IFI Hanoi, Vietnam; ITC Phnom Penh, Cambodia; Banking University, Ho Chi Minh City, Vietnam et RMIT University Vietnam, Ho Chi Minh City, Vietnam), and in South America (Université catholique de Valparaiso, Chile).



#### The Belgian CEMS partner

Our school is the only Belgian partner of the CEMS, the Global Alliance in Management Education. CEMS is a strategic alliance of leading business schools and multinational companies. 31 Schools on every continent in the world collaborate together with over 73 corporate partners (multinational companies) and 7 social partners (NGOs) to offer international, post-graduate students a unique blend of high quality education and professional experience.

The CEMS Master in International Management (MIM) programme is an international joint degree of the CEMS schools, simultaneously taught at each member school. This programme consistently ranked in the top 10 of the FT Global Master in Management. In 2017, CEMS ranked 9<sup>th</sup>. It provides a select group of the best international students with the know-how and expertise needed to succeed in the new global business environment. Designed by both academic and business leaders, the CEMS MIM programme

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 2 VALUES

bridges university education and business expertise, offering thus keen insights into management best practices. Common to all activities in our organization, CEMS aims to promote global citizenship, ethical conduct, cultural diversity, respect and empathy.



### Partnership in International Management

LSM is part of PIM (Partnership in International Management), which is a consortium of leading international business schools, founded in 1973. Each member institution (1) represents the highest degree of excellence in the fields of business administration and management, (2) demonstrates leadership in their geographic region and (3) delivers an MBA or a graduate-equivalent degree in management. PIM facilitates the development of international cooperation among members, fostering the development of joint programmes, students and faculty exchange, joint research and cooperation among faculty members and researchers.

### 29th CEMS ANNUAL EVENTS & GRADUATION 2017 - 26th NOV 2017 - 1st DEC 2017

The Annual Events and Graduation Ceremony draws together members of the CEMS community and offers a unique opportunity to network, collaborate and, most importantly, celebrate the achievements of our CEMS Master's in International Management students. This year it took part in Australia, hosted by The University of Sydney Business School. For the first time, the annual events and graduation are being held outside of Europe. This is a bold demonstration of the truly global nature of our Alliance, a gathering of more than 2,000 students, alumni, academic and corporate representatives from diverse backgrounds but with a shared commitment to outstanding global leadership.

The LSM was represented by the Dean, Prof. Michel De Wolf, the CEMS academic director, Prof. Philippe Grégoire (Vice-Dean), Ambra Cardinali (CEMS programme manager), Sandra Gilet (CEMS Corporate Affairs Manager) and Ophélie Luciano (LSM Communications Manager).



### THE LSM VALUES

The values behind the School's mission are summarized in its slogan of "**Excellence and Ethics in Business**". We define "*excellence*" in terms of scientific rigor, openness to the world and entrepreneurship. Our methods, tools and readings are based on established facts and principles, not 'fads' and quick fixes. "*Ethics*" for us refers to humanism, critical thinking and responsible citizenship – putting the good of individual persons and of society at the centre of decision-making. The ethical dimension emerges in all our actions, in respect for personal experience and diversity, in attention to social and economic sustainability, in dedication to the principles of scientific integrity. These values are very well known to, and shared by, all our stakeholders. They have long shaped the School's identity and continue bringing together and guiding our academic community.

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 2 VALUES

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#### The LSM values

##### Scientific rigor

The school focuses on high-level specialization and quality. We use active teaching methods (role play, in-company training, international exchanges, numerous professional testimonials, etc.). We stay in close contact with the practical needs of company life, and particularly with the need to work on a project basis and in teams.

##### Openness to the world (international, corporate, multidisciplinary)

The school is part of a full university environment that includes all disciplines, that is a dynamic setting favorable to multidisciplinary exchanges. Moreover, the school encourages international exposure of students and multiculturalism. We have built a global exchange network of more than 140 universities in 44 countries and on five continents. This internationalization enables many exchanges between professors and students. Finally, to support the matching between business needs and students' inspirations and ambitions, the school offers our students a very large panel of opportunities to get considerable feedback from the corporate world. Accordingly, our programme directly provide numerous opportunities for input from various practitioners as well as practical work, in particular through internships or business projects.

##### Entrepreneurship spirit and innovation

Entrepreneurs are the engines of regional development and social and economic progress as well. The goal of the school is to develop the spirit of entrepreneurship, innovation, and initiative. We have also set up several "entrepreneurship" programmes including the CPME programme that brings together management students with students from other faculties (lawyers, engineers, psychologists, etc.) to work on joint projects.

##### Humanism

Embedded in the UCL, we are part of a long tradition of open-mindedness and humanism.

##### Critical thinking:

We want to educate future responsible managers who are free, respectful of the talents of others, and deeply honest and tolerant. We want to promote dynamic people with vision who are highly motivated and whose sense of ethics goes well beyond mere integrity.

##### Responsible citizenship

We put equal emphasis on interpersonal skills and "know-how". Our objective is to educate managers who are conscious of their responsibilities. They should follow a set of values that places the business world in its proper perspective in society and seeks to promote sustainable development for the advancement of as many people as possible.

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In an ever more changing world, creativity and entrepreneurship are key ingredients to develop. This is why the LSM aims to train **entrepreneurs (1), leaders (2) and statesmen (3)**.

## 1. ENTREPRENEURS

Entrepreneurs are willing to launch innovative projects, solve complex problems by adopting a systemic perspective, and change business norms. The entrepreneurial capabilities of future managers that LSM seeks to develop include being able to develop a vision about possible innovation, convincing others to enter the new game, taking risks, and driving change.

Therefore, alongside courses that teach various techniques and tools (e.g., finance, marketing, control), students receive exposure to real entrepreneurs and innovative role models. In this area, LSM has been delivering various entrepreneurship courses since the early 1990s. In 1997, LSM launched an interdisciplinary program in entrepreneurship and firm creation, called **CPME** ("Formation Interdisciplinaire en Création de Petites et Moyennes Entreprises," or Interdisciplinary Education Program in SME Creation – more information in the 2016 LSM PRME Progress Report). This program combines engineering, law, and LSM students to enable them to exploit their entrepreneurship skills.

In 2016, UCL created the "**Minor in Entrepreneurial Spirit**" (6 courses) that is a complementary option for any UCL student in the context of his/her Bachelor programme. It brings to the student tools of understanding and an opening to the professional world of small and medium enterprises (SMEs). The enterprise is understood in the broad sense of the creation of activity / service whatever its legal status. Overall, the minor in Entrepreneurship Spirit aims to (1) develop students' awareness of the issues and facets of entrepreneurship,

including taking into account the social responsibility of companies; (2) promoting entrepreneurship as a potential career path and allow students to position themselves in relation to different entrepreneurial profiles: to create links between their studies and their personal projects; (3) developing students' innovation and creativity capacities; (4) providing students with an understanding of the management functions of the SME; (5) developing the entrepreneurial skills of students through complex and authentic situations. In this minor, Prof. Philippe Lambrecht and Amélie Jacquemain (LSM) teach the course "Challenges and facets of entrepreneurship" where they sensitize students to five issues (globalization of the economy, values, risk taking, entrepreneurial support, and the myths of entrepreneurship) and five topics (business, forms of entrepreneurship, NTIC, women entrepreneurship, research). In each course session, students receive exposure to real entrepreneurs and innovative role models. For instance, in 2017, Thomas Spitaels (TF Group) and Pascal Lizin (GSK Biologicals) were invited to discuss issues related to ethics, values and entrepreneurship research.

Professor Marine Falize teaches the course « Functioning of the SME ». During this course, students conduct strategic diagnosis of concrete cases of SMEs. Each group, in collaboration with the chosen entrepreneur, develop a particular problematic of the management of the SME. At the end of the course, they present their analysis and recommendations in front of their classmates and the concerned entrepreneur in order to open the debate. Besides the theoretical classes, such exercise requires coaching by the professor, many contacts with the entrepreneur, as well as « work on the field ».

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 2 VALUES

Finally, UCL developed a new student "status": **student entrepreneurs/business creators**. The purpose of this status of student entrepreneurs/business creators is to encourage, support and guide students who wish to simultaneously develop a business activity and to enable them to combine academic success and business development; to allow them to benefit from possible arrangements during their studies and to ensure they can benefit from a space for dialogue with faculties. Thus the status also enables students to be aware of all initiatives, events, awards and coaching offerings related to entrepreneurship and innovation posted on UCL websites, and participate in them more easily whether during or outside class hours; and enjoy easier access to the coaching structure most appropriate to the project and its location (student incubators at Louvain-la-Neuve and Mons).

Some LSM students benefit from this status of student entrepreneurs/business creators: Youri Umek who offers ephemeral sales of second-hand clothes in unusual places with the company La Chambre d'Ambre; Maurena Destra who is currently working in the "Mara&Masai" project of bags and wallets using vegetable leather. The aim is to create and promote ethical and sustainable fashion, using the principle of cradle to cradle economy.



MAURENA DESTRA



YOURI UMEK



## 2. LEADERS

LSM aims to train ethical leaders who motivate staff and undertake cultural change for more ethical and sustainable developments. Ethical leaders are honest and trustworthy; they are regarded as principled decision makers who care about people and broader society; and they behave ethically in their personal and professional lives. To be an ethical leader requires making ethics inherent in strategies and behaviour. The decisions made by ethical leaders rely on both awareness of principles and regulations and personal consciences. Many decisions part of the process. In such situations, students react not only with their rational abilities but with all of their senses and skills (practical, affective, conceptual, imagination), in a *whole person learning* approach.

## 3. STATESMEN

Last but not least, LSM aims to train statespeople willing to adopt roles as concerned citizens and participate in the design of a new political governance. Business leaders must participate actively in research about and definitions of the common good, so that they can integrate it into their sphere of activity, even if global governance remains in its infancy. Business leaders should take a greater role in guiding the emergence of a new culture of cooperation and debate what could replace current “lobbying” practices. To their roles of *entrepreneur* and *ethical leader*, students should add *statesperson*, in the sense of adopting roles as concerned citizens and helping construct new governance forms. To train students, business education at LSM demands capacities to work with internal contradictions and value conflicts, while sustaining relationships with those engaged in the process. To attain this objective, LSM encourages students to attend various conferences around ethical issues in business, in particular those organized by the Hoover Chair in political and social ethics, which feature prominent debates of key societal issues. Finally, LSM’s participation in different international networks (e.g., Globally Responsible Leadership Initiative [GRLI], UN Principles for Responsible Management Education [PRME], European Foundation for Management development [EFMD]) reinforces this mission.

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 3 METHOD

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#### PRINCIPLE 3 METHOD: **WE CREATE EDUCATIONAL FRAMEWORKS, MATERIALS, PROCESSES, AND ENVIRONMENTS THAT ENABLE EFFECTIVE LEARNING EXPERIENCES FOR RESPONSIBLE LEADERSHIP.**

The LSM promotes student work (courses, theses, internships, associative projects, etc.) on subjects related to ethics, social responsibility and sustainability (see also activities detailed under principle 1).

Since September 2017, students registered to the CSR class in Louvain-la-Neuve are invited to participate to **the Sustainability Literacy Test** (Sulitest) as an opportunity to raise their awareness to the multiple challenges linked to sustainability. With the Sulitest, we can convey an understanding of the role of the sustainable development goals (SDG) as a business enabler. We can open their appetite for the complexity and the huge business opportunities lying ahead of them in that area. The feedback has been quite positive (and even enthusiastic) from the students. So we decided to pursue the experience in the next academic year.

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#### THE SUSTAINABILITY LITERACY TEST (SULTITEST)

The Sulitest was created following the United Nations Conference on Sustainable Development, RIO + 20 (Article 47 of the final document "Assess and Report"). Easy to use, on-line, multiple choice question format, this test consists of an international set of questions identical for all users throughout the world, and other specialized modules of local questions that take into account national, regional and cultural specificities (environment, laws, and practices). This test, led by an independent NGO, is supported by some forty international institutions and networks such as UNESCO, UNEP, UNGC PRME, GRLI, IAU or UNDESA. Recognized as one of the 17 featured initiatives on United Nations partnerships for Sustainable Development Goals (SDGs), Sulitest is now one of the tools for measuring and monitoring the SDGs. Each Sulitest question is aligned with one or more goal of the Global Agenda signed by 193 States, creating the largest database on citizens' awareness and understanding to SDGs. Sulitest has presented its annual report to the High-Level Political Forum (HLPF) held at UN Headquarters in July 2017. A specific module on SDGs carried out by UNDESA has also been launched and modules on every SDG are following in 2018.

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Additionally, we decided to have a deep review of that experience to learn how to use it to its full potential as a learning tool. Juliette Mabardi, a Master student at LSM, realized that study as part of her Master thesis. The goals of her thesis was to collect the students' feedback about the Sulitest, to suggest improvements in the way we will use the Sulitest in the future; and to suggest recommendations for improvement for the test based on the students' experience.

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### LEARNINGS FROM THE MASTER THESIS BY JULIETTE MABARDI (LSM) ON THE USE OF THE SULITEST IN THE CSR COURSE IN LOUVAIN-LA-NEUVE



The students registered to the CSR course in Louvain-la-Neuve had to take the test twice. Once at the beginning of the course, in October 2017, and once at the end of the course, in November 2017. We used the international module

and the UN DESA SDG's module. The course written exam contained one open question: *On a scale from 1 to 5, how would you rate your learning experience of the test? 1 being "very poor" and 5 "very high"*. A total of 400 students took part to this experience. 52.5% of the students rated their learning experience as a 4/5 or more. Only 8% of them rated their experience as less than 3/5.

We could see a clear progress in the results to the second test, taken at the end of the course. The means to the international module and the SDG module increased respectively by 8% (56% - 64%) and 16% (42% - 58%). Moreover, we analyzed the students' qualitative comments about the Sulitest, its impact on students; and its use as a pedagogical tool in the CSR course. In general, students were quite positive about the test and its added value; they particularly appreciated the explanations given after each question. Most of them acknowledged an increased awareness on the topic of sustainability due to this test; some even expressed a growing interest in sustainable development and CSR thanks to it. Finally, students would like to see better and stronger links between the Sulitest and the different course sessions. This is why in September 2018, we will organize discussion sessions about the Sulitest questions to give students the possibility to exchange their opinions

LSM also invested in the development of various **Massive Open Online Courses (MOOC)**, such as "Principles of Finance", "Principles of Marketing", "Principles of Management", "Fundamentals of business strategy", and "Communicating Corporate Social Responsibility" (for more details about this later course, see under Principle 1). Through its contribution to the development of MOOCs, LSM aims to actively explore this new form of teaching and learning, and to spread high quality knowledge on an international and national level, through a new academic approach. Our LSM students really appreciated to be immersed in an international community of participants, highly motivated and interested in the topics of the courses. It gives them the opportunity to raise fundamental questions, share personal experiences, challenge other students, and respond to inquiries... This is a wave of motivation that energizes the entire learning community.

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 4 RESEARCH

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#### PRINCIPLE 4 RESEARCH:

#### **WE ENGAGE IN CONCEPTUAL AND EMPIRICAL RESEARCH THAT ADVANCES OUR UNDERSTANDING OF THE ROLE, DYNAMICS, AND IMPACT OF CORPORATIONS IN THE CREATION OF SUSTAINABLE SOCIAL, ENVIRONMENTAL, AND ECONOMIC VALUE.**

UCL distinguishes at the organizational level between “schools” which deliver programmes at the university and “institutes” which organize research in a specific domain. In reality, the teaching and research spheres constantly interact at LSM, not least because most of the people are the same. Every faculty member and research assistant, in addition to his or her disciplinary department, also belongs to a research institute. Our core faculty constantly link their research and teaching activities. To enrich course contents, they transform fundamental research into theory, applied research into practice, and service activities into case studies. Thus our master’s courses (especially the specialized tracks) and executive education programmes directly benefit from research activities.

The professors of the LSM are members of one of these research institute, in which ethics, responsibility and sustainability are significant areas of research focus:

- The **Louvain Research Institute in Management and Organizations (LouRIM)** is devoted to theoretical and applied, empirical and experimental studies of management of private and public organizations, including but not limited to research on internal and external functional management processes that are present in all enterprises and organizations.
- The **Institute for Multidisciplinary Research in Quantitative Modelling and Analysis (IMMAQ)** which combines fundamental and applied research, relevant in order to target and answer questions as they arise in the public and in the private sector of society – at a regional, national and international scale. More than 200 researchers and consultants, of about 15 different nationalities, contribute to the productivity of this unit. Its common denominator is the use of a coherent set of tools and methods for quantitative modeling and analysis.

- The **Institute for the Analysis of Change in Contemporary and Historical societies (IACCHOS)** focuses on the analysis of change in human societies and on the historical angle that allows to approach contemporary reality.
- The **Institute of information and communication technologies, electronics, and applied mathematics (ICTeam)** develops both basic and applied research in key fields of information and communication technologies, electronics, computer science and applied mathematics.

In addition, the **Louvain CSR Network** gathers and supports researchers and practitioners who seek to put responsible leadership and sustainable production and consumption at the heart of their research and strategy. Members of the Louvain CSR Network come from disciplines as varied as human resources management, marketing, company law, social law, economic and social ethics, philosophy or sociology of organizations. In the Louvain CSR network, the research projects are mainly oriented toward (1) the development of the theoretical background behind CSR by using a multi-disciplinary approach (stakeholder management, modes of governance, nature and importance of new values in business...); (2) the study of the corporate culture and the different tools (reports, labels, norms, certifications...) used by companies to demonstrate the importance they attach to CSR, and the analysis of the applicability of those tools in different countries; and (3) the empirical analysis of the CSR integration in corporate strategy (best practices, communication strategy...). Some current research projects are briefly summarized in appendix 4.

In particular, we developed in 2018 the **Belgian Sustainable Development Goals barometer** with the Antwerp Management School, the University of Antwerp, the LSM, the IFDD, The Shift, and CIFA Flanders, with the support of ING Belgium, FEB-VBO, VOKA, UWE, Agoria, Febelfin, essencia and Fevia.

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Built as a follow-up of the Corporate Responsibility Barometer that we carried out in 2011 and 2015, this is the first Belgian scientific survey that maps the implementation of the Sustainable Development Goals (SDGs) within Belgian organizations. Since their launch in 2015, the 17 SDGs have become increasingly integrated. But what about their application in Belgium? This survey is the starting point for a scientific analysis, which will serve as a basis for dialogue and recommendations for both private and public organizations. At the same time, participants will be able to benchmark and analyze how their sector is performing relative to other relevant sectors. The results of this survey will be presented next October during a dedicated event.

Moreover, at LSM, a growing number of **PhD students and master students** are willing to develop their research on topics linked to CSR and sustainability. Appendix 5 and 6 give an overview of current PhD. Projects and Master theses in this field, respectively.

To fund some of our research projects, we collaborate with companies by developing **corporate chairs**. For instance, the **Kronos Group Chair in Strategic Sourcing and Procurement** is focusing at two major research, one of them being ethical procurement and sourcing. The chair holder, Prof. Constantin BLOME, has published extensively on the criteria, prevalence and strategic consequences of ethical considerations in international sourcing of products and services. The specialization in Sourcing and Procurement by the Kronos Group Chair devotes part of the course work in the course of International Supply Chain Management to ethical considerations, including a case involving the distribution policy for vaccines.

In March 2017, **essencia**, the Belgian association for chemistry and life sciences, also signed a 3-year partnership with the LSM to support CSR (Corporate Social Responsibility) activities organized at UCL. The main objectives of this partnership are (1) to develop education to responsible management; (2) develop specific research projects related to sustainability; and (3) contribute to society, via awareness campaigns, and organization of workshops with students, managers, and academics. As part of this collaboration, Valérie Swaen (Professor, LSM) carried out a survey to determine how the public perceives the contribution of the sector to sustainable development. A special focus on young people was requested as the ageing of the sector's workforce coupled with its steady growth means there is a constant need for junior talents with

a scientific or technical higher-level degree. Better understanding the perception of the young public will thus help the sector shape its activities to raise young people's awareness of the importance of choosing to study Science, Technology, Engineering and Mathematics (STEM subjects).



*Some research projects, PhD. projects and master theses are listed in appendices 4, 5 and 6*

Finally, LSM researchers regularly **participate in dedicated tracks and divisions of conferences**, such as those of the Academy of Management (AoM); European Academy of Management (EURAM); European Marketing Academy (EMAC); Academy of Marketing Science (AMS); and European Group for Organizational Studies (EGOS). They also **chaired conference tracks** related to CSR and sustainability for different conferences (for instance, the social responsibility, ethics and consumer protection track of the European Marketing Academy conference in 2016 and in 2017; the Green Marketing/Sustainability and Bottom-of-the-Pyramid Marketing track of the 2018 Academy of Marketing Science World Marketing Congress).

Some LSM researchers also sit in **editorial boards of journals**. They also serve as **reviewers** for international conferences and journals. Next to their reviewing activities for generalist journals, the School's researchers regularly review articles for ethics- or social responsibility- oriented journals such as *Business & Society*; *Business & Society Review*; *Corporate Reputation Review*; *Journal of Business Ethics* and *Sustainability*.

LSM also **organizes debates, seminars, conferences** with regards to CSR, sustainability and ethics; hosts foreign scholars; and participates in initiatives organized by other institutions, both in Belgium and abroad. More specifically, LSM organizes an annual **Business and Society Seminar** together with other business schools. This seminar gathers internationally recognized scholars with publishing experience in top journal, from various fields (management, law, sociology, philosophy, economics, political science, social psychology, etc.) who share a common interest in the study of the relationships between business and society.

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 4 RESEARCH



BUSINESS AND SOCIETY SEMINAR 2017



BUSINESS AND SOCIETY SEMINAR 2018

#### THE ANNUAL BUSINESS AND SOCIETY SEMINAR

The **2017 seminar** was organized in Lille (France) with University of Namur (Belgium), ICHEC Brussels Management School (Belgium), IESEG School of Management (France), and Audencia Business School (France), with the financial support of the LEM-CNRS, FNRS and LouRIM. The topic of the 2017 edition was ***“Corporate Social Responsibility in Uncertain Time”***. The keynote speaker was **Jeremy Moon** (Velux Professor of Corporate Sustainability at the Copenhagen Business School Centre for Corporate Social Responsibility).

The **2018 seminar** was organized in Mannheim (Germany) with University of Namur (Belgium), ICHEC Brussels Management School (Belgium), IESEG School of Management (France), Audencia Business School (France) and University of Mannheim (Germany), with the financial support of the FNRS and LouRIM. The topic of the 2018 edition was ***“The Transformation towards Sustainable Business: Empowering Stakeholders for Sustainable Innovation, Production, and Consumption”***. This year’s keynote speakers were **Andrew Crane**, Professor of Business and Society as well as Director of the Center for Business Organizations and Society at the University of Bath School of Management, **Sankar Sen**, Lawrence and Carol Zicklin Professor of Corporate Integrity and Governance at Baruch College, and **CB Bhattacharya**, Zoffer Chair of Sustainability and Ethics at the Katz Graduate School of Business and College of Business Administration, University of Pittsburgh (USA).

The **2019 seminar** will be held on June, 2019 in Amsterdam with the collaboration of Christophe Wickert and Koen van Bommel (Vrije Universiteit Amsterdam).

For more information about the previous editions of the Business and Society Seminar, visit our website [www.uclouvain.be/csr-network](http://www.uclouvain.be/csr-network).

**PRINCIPLE 5 PARTNERSHIP: WE INTERACT WITH MANAGERS OF BUSINESS CORPORATIONS TO EXTEND OUR KNOWLEDGE OF THE CHALLENGES THEY FACE TO MEET SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES AND TO EXPLORE JOINTLY EFFECTIVE APPROACHES TO ADDRESS THOSE CHALLENGES.**

LSM's members strongly believe that they cannot succeed in isolation; they must collaborate, with one another and with proactive companies, to develop and participate in the most advanced networks with respect to CSR, entrepreneurship, globally responsible leadership, and sustainable development. Some of LSM's important partners in the CSR realm include (by alphabetical order):

- **CSR Europe:** a network of companies that are in a process of mainstreaming CSR in their management processes and functions and a privileged interlocutor of EU institutions.
- **Globally Responsible Leadership Initiative (GRLI):** an incubator for innovation and new practice in business schools and for collaboration with business in the space of ethics, responsibility and sustainability that was co-founded by the UN Global Compact and the EFMD.
- **Hoover Chair in Political and Social Ethics** (UCL).
- **IESEG Centre for Organizational Responsibility (ICOR),** founded in 2014 at IESEG School of Management in Lille and Paris, France.
- **Mind & Market:** that is the result of a collaboration between UCL and non-profit local business association Alliance Centre BW. Projects originate from both academic and business backgrounds in Wallonia. Innovation is meant in the broad sense and comprises all kinds of innovations – in products, services and processes – and all sorts of activities – e.g. health, ICT, engineering, chemicals, food,

marketing, management, sustainable development and so on. In short, Mind & Market brings together project owners and skilled entrepreneurs, experts, coaches, companies and supporting organizations. The latter surround project owners with their abilities, experience and knowledge of the market; acting as catalysts for the realization of the project owner's ideas, accelerating their development and supporting them throughout the first steps following the creation of a start-up.

- **OPENHUB:** an open innovation laboratory that crosses the expertise of three key partners: UCL; the business and innovation center of Louvain-La-Neuve (CIS) and the federation for the technology industry (Agoria). OPENHUB collaborates with thirty members of public, private and voluntary sectors with the aim of creating a networking logic that energizes innovation in the territory of the Walloon Brabant. The OPENHUB's ambition is to build high-value practical solutions for tomorrow's society.
- **The Shift:** the Belgian meeting point for sustainability, bringing together some 350 companies, NGOs, and other organizations to stimulate partnerships and help co-create sustainable business models.
- **Yncubator:** the Yncubator targets young people in higher education before graduation or newly graduates who have a business project and desire sustained support for the development of these new projects.



## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 5 PARTNERSHIP

Because the LSM wants to give each student an opportunity to develop and participate in a rich social and cultural life, it encourages students to develop their extra-curricular activities and deepen their managerial skills, including leadership, a sense of responsibility, and project and people management, while contributing to the development of a better society. Students accordingly participate in various student associations, including (by alphabetical order):

- **The Academics for Development** is a student organization multidisciplinary whose mission is to contribute to the training of university students through consulting projects and entrepreneurship with social impact developed in partnership with NGOs and companies active in South countries.
- The **AIESEC Louvain-la-Neuve**, a non-political, non-profit, student-run, independent organization that enables young people to explore and develop their leadership potential and thus exert a positive impact on society. The platform supports working abroad, learning networks, leadership experiences, and conferences.
- The **CEMS club**, which groups Belgian and foreign students to facilitate interactions among CEMS students, as well as between CEMS students and CEMS corporate partners.
- The **Club LSM**, a non-profit organization that brings together students from throughout the school by developing activities for them, their schools, companies, and other student organizations from Belgium and abroad.
- The **Fucam Junior Consulting** (FJC) is the junior company of the Mons campus. The «junior companies» are non-profit associations (ASBL) which consist of students from the different faculties in Mons (Science in Management, Engineering Management, Political Science,

Public Administration, Social Sciences, Information and Communication). On April 28, 2018 the FJC organized a Business Day on the campus of Mons. The aim was to offer students a unique experience for a day where they can be challenged Accenture or follow workshops and take the place of an IT consultant with Delaware. The Business Game was developed by FJC with the help of Outside The Box and Accenture.

- The **General Assembly of students** from Louvain, the student organization in charge of representing students' interests for the University and on our campus.
- The **(Louvain-la-Neuve) LSM conseil**, a "junior enterprise" affiliated with the Belgian federation of junior companies. It offers consulting services in marketing, strategy, and entrepreneurship, together with training sessions and various conferences.
- The **UStart Belgium**, the national entrepreneurs' students network founded in January 2014 by some entrepreneurs' students. This network gathers every year 100 new stemming members from the 5 French speakers campus on whom the Association currently operates (i.e. Université libre de Bruxelles, Université catholique de Louvain, ICHEC Brussels Management School, University of Namur and the University of Saint-Louis). Today, UStart became an independent entity which proposes an innovative concept in terms of support for the entrepreneurs' students.

Beyond this, students also frequently engage in **kot-à-projets (theme-based shared flat)**. Initiated by UCL in the 1970s, the kot-à-projet system enables students to devote their attention to a dedicated project (e.g., social/environmental cause, cultural project, promotion of their passions). The success of the program has led other universities to copy the experience.





**PRINCIPLE 6 DIALOGUE: WE FACILITATE AND SUPPORT DIALOG AND DEBATE AMONG EDUCATORS, STUDENTS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY, ORGANIZATIONS, AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.**

LSM is active in initiatives to ***stimulate dialogue and debate*** among educators, researchers, students, business, and civil society. Our CSR courses are a good starting point for students who seek to initiate discussions with organizations, business, and civil society. In all these ways, the School seeks to build partnerships, networks and communities of CSR committed people and institutions, to help leaders and staff gradually evolve their values, strategy and behaviours in this field by sharing best practices and creating synergies. Here we give several examples.

LSM ***faculty members regularly speak on CSR*** at broader events and forums or contribute to different juries and panels, for instance:

- Prof. Carlos Desmet and Valérie Swaen (LSM) participated to the launch meeting of the France-Benelux PRME Chapter, hosted by Antwerp Management School in November 2017. The meeting lay the foundations for coming up with a vision and mission for the Chapter as well as objectives and activities. Prof. Carlos Desmet also attended the second France Benelux PRME Chapter meeting in Marseille (Kedge) last May.



PROF. CARLOS DESMET (LSM) AT THE UNODC GROUP MEETING

Prof. Carlos Desmet (LSM) took part in the meeting of the UNODC International Expert Group Meeting: Teaching on Integrity and Ethics. In November 2017, UNODC (United Nations) held an International Expert Group Meeting in Athens on the topic “Teaching on Integrity and Ethics”. Part of the Education for Justice (E4J) initiative, the two-day meeting brought together academic experts from various parts of the world to review and validate draft university modules on integrity and ethics as well as related interactive tools and resources. Once launched, the modules and supporting materials will be used by academics who teach – or wish to teach – university courses for both undergraduate and graduate students in the area of integrity and ethics.

- Prof. Valérie Swaen was part of the judging panel for the Sustainable Partnership Award, organised by The Shift (2017) and of the jury of the *Walloon Brabant province* for sustainable development initiatives within the province (2017);
- Prof. Carlos Desmet was a member of an expert committee working on the implementation of the Sulitest to the Belgian case, in collaboration with the NGO “Génération Futures”;
- Prof. Laurent Taskin has spoken at many seminars, events and panels on HR issues.

## THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION AT LSM

### 6 DIALOGUE

LSM also organizes **multiple events** (e.g., Philippe de Woot Award, Business and society research seminar, CSR workshop) to stimulate dialogue and debates among educators, researchers, students, business, and civil society. For instance, the **Phillipe de Woot Award**, initiated by UCL, jointly granted every 2 years for a master thesis from any university or business school in the world, which constitutes an original contribution to the understanding and thinking about CSR or sustainability.



#### TRIBUTE TO PHILIPPE DE WOOT AND 5<sup>TH</sup> EDITION OF THE PHILIPPE DE WOOT AWARD

The 5<sup>th</sup> edition of the Philippe de Woot award ceremony took place on March 28, 2018 at Louvain-la-Neuve. This 5th edition was special because it was the first year that the prize was awarded in the absence of Professor Philippe de Woot (deceased in 2016). Part of the ceremony was dedicated to a tribute to the professor's career. To this end, the auditorium Doyen 21, located in the building of the Louvain School of Management, has been renovated and now bears the name of Professor Philippe de Woot.

This did not prevent the ceremony from being turned towards tomorrow, with the presence of Cyril Dion in keynote speaker who had for reflection «What must we do now to change things tomorrow?». Cyril Dion is the author and co-producer of the documentary film "DeMAIN" with Mélanie Laurent. DeMAIN won the Cesar award for Best Documentary in 2016 and has been seen by over one million people in France. It is now released in over 30 countries and cited by many French people as the trigger for a new kind of engagement in the coming years.

The academic and stakeholder jury of the Philippe de Woot award selected three nominees from the 46 master theses sent by students from 21 countries

- Jeanne Cassiers & Audrey Herbeuval (Louvain School of Management, UCL, Belgium) - "Why do consumers buy brands they do not find ethical? A study on the ambivalence towards Coca-Cola, Inc. and Ferrero, S.p.A."
- Kristina Feldt & Judith Klein (Copenhagen Business School, Denmark) - "Made in Ethiopia – The Potential for Social Upgrading in the Ethiopian Textile Industry"
- Anthony Simonofski (UNamur and KULeuven, Belgium) - "Citizen Participation in Smart Cities"



During the ceremony, **the prize was awarded to Kristina Feldt and Judith Klein** who received 3000 euros, half of which went to an environmental or social project. They chose to contribute to the Ethiopian NGO WISE, Organization for Women in Self Employment.



## THE ROAD AHEAD

### THE ROAD AHEAD

**LSM has engaged in a continuous process aiming at advancing the CSR-related values, actions and initiatives. Yet, some important challenges remain with respect to teaching, research, operations and dialogue, different challenges that LSM will embrace in the next coming years.**

**First**, we have to **FIND MORE FINANCIAL RESOURCES** to support our initiatives in teaching, research and services. We are currently exploring the possibility to fund some of our teaching and service activities via a multi-company chair – the Philippe de Woot chair in Corporate Sustainability Management. This chair has a triple aim: 1) expanding the International Philippe de Woot Award; 2) supporting the Philippe de Woot major in Corporate Sustainable Management at the LSM; and 3) developing Massive Open Online Courses.

***Expanding the International Philippe de Woot Award:*** Created in 2009 at the Belgian level, the award has become international since 2014 through collaboration with CEMS (The Global Alliance in Management Education). In 2018, we received 46 applications from students from 21 different countries. Through this Chair, our desire is to continue the international development of this award and make it sustainable.

***Supporting the Philippe de Woot major in Corporate Sustainable Management:*** The purpose of this major (see Principle 1 for more details) is to develop learners' capacities to be (future) creators of sustainable value for business and society and to work for an inclusive and sustainable global economy. Launched in September 2017, this major was a great success with students. Through this Chair, our desire is to continue the development of the major, through the implementation of innovative teaching practices and / or the development of new course content. We want to encourage students' commitment and involvement in their learning, as well as to enable them to link and make sense of the knowledge acquired in the courses, through visits to companies, individual and group activities (e.g. flipped classrooms, co-construction of course content between academics, managers and students).

***Developing new MOOCs (Massive Open Online Courses):*** UCL, and in particular LSM, has embarked on a major project to develop online courses open to all and explore new forms of online and campus education. In 2016, we developed a MOOC entitled "Communicating Corporate Social Responsibility" (see Principle 1 for more details), taught in English, which from its first edition brought together more than 4200 learners from more than 150 countries. This MOOC is also available in French since September 2017. Next September, we will launch the fifth edition of this MOOC in English and the third edition in French. Through this Chair, we intend to continue the updates of the two existing MOOCs on the communication of corporate social responsibility, as well as develop the offer of MOOCs in Corporate Sustainable Management. Ultimately, our aim is to create a coherent portfolio of courses for young talents, employees or managers wishing to reorient their professional career in this field.

## THE ROAD AHEAD

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**Second**, we would like to **PURSUE THE DEVELOPMENT OF OUR NETWORK OF ACADEMIC PARTNERS AROUND SUSTAINABILITY ISSUES**. We are currently exploring the potential for organizing *double degree* with some well-known universities and business schools in Europe. Moreover, we will continue to *support the creation of the France-Benelux PRME Chapter* whose envisions to transform the mindset of business and society, in the region, by making ethics, sustainability, and responsible management education the norm. This France-Benelux PRME Chapter aims to embrace, engage and achieve our vision in cooperation with all relevant stakeholders, and through a proactive co-creation of solutions by steering an agenda for impact by going above and beyond the achievement of the SDGs through developing joint research and educational projects. The next few months will see these projects coming into live. The next meeting will be on January 30-February 1, 2019 and hosted by one of the Dutch PRME members.

**Third**, in terms of **RESEARCH**, the School (via its collaboration with the various research institutes of UCL) focuses on developing research directly addressing ethics and CSR issues as a core focus, but also continues to support the development of research projects in all management fields that have clear contributions to society. Efforts by the School to recruit and reinforce the presence of specialists in ethics and social responsibility across all departments should in this perspective be maintained. Moreover, the School encourages more interdisciplinary research around sustainable development issues. These efforts should lead in the coming years to enhancing relevant and serious research efforts, both from an academic perspective and from a societal perspective.

**Finally**, with respect to **DIALOGUE**, the School should pursue its efforts in raising stakeholder awareness about its PRME-related initiatives and its contributions to society, particularly when it comes to staff members, students, and corporate partners, in order to contribute to the development of their own responsible behaviors. The development of existing dialogue with these key actors is thus logically a continuous concern for the School.

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**Valérie Swaen** has a PhD in Economics and Management Sciences from the Université catholique de Louvain (UCL) and is a Professor of Marketing and Corporate Social Responsibility (CSR) at the Louvain School of Management (UCL, Belgium) and at IESEG School of Management (France). She studied corporate social responsibility from different fields of management, even if her main research interest concerns stakeholders' reactions to CSR communication. She is leading the Louvain CSR Network that gathers and supports researchers and practitioners who seek to put responsible leadership and sustainable production and consumption at the heart of their research and strategy (for more

information, refer to <https://uclouvain.be/en/faculties/lsm/csr-network.html>). At UCL, she held different corporate chairs in CSR (with Belgacom, 2009-2012; with GDF SUEZ, 2007-2012; with the Solvay group, 2016-2017). She currently holds a chair with *essenscia* (2017-2020) as well as the multi-company Philippe de Woot chair in Corporate Sustainability (2018-2021).

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## LIST OF APPENDICES

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Appendix 1 The Philippe de Woot Major in Corporate Sustainable Management	40
Appendix 2 The MOOC on “Communicating Corporate Social Responsibility”	42
Appendix 3 Certificate programme in Business Ethics and Compliance Management	43
Appendix 4 Examples of current research projects related to sustainability and CSR, carried out at LSM during the review period	45
Appendix 5 Examples of PhD. Projects related to sustainability and CSR, carried out at LSM during the review period	46
Appendix 6 Examples of Master Theses related to sustainability and CSR, carried out at LSM during the review period	48
Appendix 7 The Philippe de Woot Award: Abstracts of the nominees’ master theses	49

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## APPENDICES

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### APPENDIX ①

#### THE PHILIPPE DE WOOT MAJOR IN CORPORATE SUSTAINABLE MANAGEMENT

##### 1. Business Ethics and Compliance Management

Business Ethics and Compliance management are key elements that define modern business competitiveness, and companies are actively seeking professionals and future business leaders to join their Ethics and Compliance functions. This course aims to provide future leaders and professionals with a solid understanding of the complex dilemmas and the managerial tools to allow them to operate and implement effective business ethics and compliance programs in their company or join a team in that fast growing segment of activities. Upon completion of the course, the student is able to (1) grasp the multidisciplinary components of an integrity and compliance strategy; (2) understand the key building blocks for establishing an ethics and compliance programme, including the international aspects of it; (3) identify, measure and manage significant integrity and regulatory risks and design strategy to turn them into added value for the corporation; (4) develop monitoring and audit mechanisms to create a continuous improvement loop; and (5) frame and report meaningful dashboards to key internal and external stakeholders.

##### 2. Sustainable Management & Value Chains

This course addresses environmental, social and ethical risks, and new business opportunities arising from managing the natural environment with a particular focus on the supply chain. This course looks at responses at a strategic and operational level: sustainable innovation and green supply chain management, environmental management systems and certification (ISO 14001, EMAS, etc.), supplier code of conducts, sustainable supplier selection and supplier development, waste reduction, eco-efficiency, greenwashing, child labour and labour safety. Upon completion of the course, the student is able to (1) describe the relevant sustainability and ethical issues and challenges in the Global Value Chain; (2) explain and summarize specific issues that Multinational Companies are confronted with when developing their global value chain; (3) have

knowledge about the variety of solutions companies develop in order to handle the issues they are confronted with, (4) identify the right management tools for sustainable management at the firm's and value chain's levels (ISO, EMAS and GRI tools, life-cycle analysis, ecological footprint, KPI in environmental and social performance...), and (5) synthesize, apply and communicate sustainability knowledge to solve environmental or social problems.

##### 3. Finance & Responsible Investment Practices

This course gives an overview of Socially Responsible Investments. After an introduction on basic investment knowledge such as Risk/Return, Stock and Bond valuation and Portfolio construction, we discuss the motivation to invest in a socially responsible manner and attitudes towards corporate social responsibility. We discuss the key issues surrounding the ESG/SRI investments. Then we analyse the SRI approaches and portfolio construction. Finally, we assess the historical evidence of socially responsible investment returns and the compounding theories in explaining under- and outperformance of SRI funds. In Dec. 2017, students had the opportunity to follow a training by Prof. Claudio Vescovo on "Investing on Renewable Energy".

##### 4. Sustainable Human Resource Management & Leadership

This course is divided into two parts. The sustainable human resource management part intends to replace human resource management in a broader context: mismatch between available skills and skills companies need, ageing population in western countries, and physical and psychological risks at work. This part deals with how to rethink human resource management so that it can become intrinsically sustainable such as by developing policies and practices aiming to develop individual – outside of and inside the organization – skills (Employability) and by ensuring a workplace that reduces physical and psychological risks for employees (Workability). This part also deals with the contribution of human resource management to the sustainable agenda of the company by analyzing

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how human resource management can develop employee behaviors that will support its sustainable agenda.

The sustainable leadership part is practice-based thanks to two guest lecturers who bring their management expertise. During practical sessions, students are invited to act as managers to solve issues by relying on alternative management methods, but also to reflect on what Engagement and Success mean to them, and how to reach their objectives in life.

### **5. Corporate Sustainability Reporting & Marketing Strategy**

This course provides an overview of trends and best practices in corporate communications related to sustainability, with a particular focus on global sustainability reporting frameworks and responsible marketing communications. This implies understanding the marketplace, consumers, the nature and purpose of products and services, as well as, reporting and communication strategies. Attitudes and behaviors around sustainable consumption will be explored, as well as, when, if, and how sustainability aspects should be communicated to consumers. Sustainable marketing decisions should be guided by sustainable business practices which ultimately are the only way to resolve the tensions between consumers' wants and long term interests, companies' requirements, society's long run interest and the need for environmental balance. Sustainable marketing is thus the next evolution after being market-oriented, and requires an adaptation to a) the information used to make decisions, b) the criteria used to measure performance and c) the company's values, mission and vision statements with which marketing objectives must fit. Moreover, removing the barriers for consumers to engage in beneficial behaviors requires adopting a broader social marketing approach that we will investigate more specifically. Upon completion of the course, the student is able to (1) understand the differences between a stand-alone report, a combined report and an integrated report; (2) assess the quality of a stand-alone/combined/integrated report; (3) reconcile multiple stakeholders' interests (and understand the importance of doing so), into a clear, persuasive, smart action and communication plan; (4) recognize the risks associated to greenwashing, as well as the opportunities related to a strong

communication strategy; and (5) adopt a critical perspective on managerial communication and reporting practices related to social issues.

### **6. Social and sustainable entrepreneurship**

To some people, social and sustainable entrepreneurship have become buzzwords that are merely putting trendy words on activities that have been pursued by charities for a long time. To others, these are important movements that are fundamentally changing the way to approach the creation of (shared) social value. In this course, we aim to acknowledge the diversity of views on social and sustainable entrepreneurship and to develop a critical understanding of the phenomenon. Although there are numerous definitions of social and sustainable entrepreneurship, most seem to agree on the following elements: 1) the social/environmental aim has primacy – i.e. profit is considered a means to an end and the focus is on value creation instead of value capture; 2) an entrepreneurial activity that is translated by market orientation, and often innovation and creativity. Taking this into consideration, this course intends to provide you with in-depth insights on the ideas, opportunities, processes, challenges, and strategies at work in creating and developing social ventures. Through lectures, class discussions, case studies, and field work, students have the opportunity to learn to think strategically about social, environmental, and economic value creation.

## APPENDICES

### APPENDIX **e**

#### MOOC ON “COMMUNICATING CORPORATE SOCIAL RESPONSIBILITY”

Driven by global crises in financial, economic, and governance systems, companies all over the world devote massive resources to their corporate social responsibility (CSR). But what is CSR? What does it mean, and what does it involve? Do stakeholders really care, and if they do, how should companies communicate with them? In uncertain modern climates, CSR is a crucial driving force of a (r)evolution in business.

This course is especially relevant for industry, public policy, and academic professionals working on CSR, as well as students following a traditional business curriculum who are interested in key value questions. The content is also accessible for consumers who are curious about how to make informed decisions while pursuing their own well-defined, long-term, responsible consumption goals.

To help participants manage and communicate about CSR with various internal and external stakeholders, this course seeks to (1) Support current and future business leaders in their efforts to make responsible leadership, sustainable production, and consumption central to their corporate vision; (2) Help citizens to function more effectively as informed watchdogs and responsible consumers.

Upon completing this MOOC, participants will be able to (1) understand the multidimensional nature and content of corporate social responsibility; (2) adopt a critical perspective on managerial practices related to societal issues; (3) stimulate and manage impactful changes in organizations, toward more responsible postures; (4) reconcile multiple stakeholders’ interests (and understand the importance of doing so), into a clear, persuasive, smart action and communication plan; and (5) recognize the risks of CSR washing, as well as the opportunities related to a strong CSR communication strategy.

The main following topics are covered:

#### **1. *Becoming familiar with CSR:***

- What is the purpose of a company?
- What is CSR?
- What are the differences between CSR and the concept of shared value creation?
- Who are stakeholders?
- How can we identify relevant stakeholders and their expectations?
- What are some criticisms of CSR?

#### **2. *Implementing CSR***

- How should companies implement CSR? What are some success factors and obstacles to CSR implementation?
- What is the role of stakeholder dialogue?
- What is the value of CSR for business?

#### **3. *Communicating CSR***

- Why, or why not, should companies communicate about their CSR?
- Which channels of communication should they use?
- When should they communicate?
- What are some recommendations about the content of the CSR message?
- What is CSR-washing?
- Which recommendations exist for a credible CSR communication?

#### **4. *Reporting CSR***

- What are the frameworks available in terms of CSR reporting?
- What is the current state of legislation?
- How can we assess the quality of a CSR report?

#### **5. *Impacting consumers***

- In what conditions does CSR affect consumers?
- Who are the “responsible” consumers?
- What are the barriers to responsible consumption?
- What drives responsible consumption?

## APPENDIX 3

## EXECUTIVE PROGRAMME IN BUSINESS ETHICS AND COMPLIANCE MANAGEMENT

Business ethics, compliance and corporate responsibility are key elements that define modern business competitiveness. Leading companies set the standards of performance and behaviour and are clear about what they aspire to be. However, they also operate in a complex, fast changing and competitive business environment. Based on LSM values of excellence and ethics, this certificate aims to provide professionals and leaders with tools to manage those complex dilemmas and implement effective, agile and appropriate cultures and programmes throughout their business.

Upon completion of this programme, the participants are able to (1) master the multidisciplinary components of an integrity and compliance strategy; (2) understand the key success factors for establishing an ethics and compliance programme, including the international aspects relevant for their company; (3) identify, measure and manage the significant integrity and compliance risks that may affect their business operations; (4) establish control and prevention mechanisms to mitigate ethical and compliance risks for business activities; (5) develop monitoring and audit mechanisms for the ethical and compliance programme and thus ensure that the programme remains fit for its purpose; and (6) create a learning loop to ensure continuous improvement.

**Teaching approach and assessment**

The teaching method combines theory and practical experimentations through case studies. In thematic conferences, recognized field experts share their experiences (successes and failures), discuss specific ethics and compliance risks and conduct vigorous discussions with participants about how to articulate ethics and management in their companies. Participants integrate the knowledge they have acquired in a team analysis of a complex case study, involving critical debates that encourage practice with group-based analyses. A final personal paper also is required. This paper either develop a concrete plan pertaining to one of the course topics or else describe the implementation of a certain number of aspects studied in a specific case chosen

by the student (e.g., his or her own company). It is presented in front of a jury of experts and other participants.

**Key programme benefits**

- Expert professors from a leading management school together with international field experts with real-world experience;
- Deeply anchored in professional practice, with highly interactive, practical cases studies;
- Concrete tools, directly applicable in participants' daily professional activities;
- Tools for strengthening and challenging participants' general management skills by introducing ethical leadership and sustainability into decision making;
- Opportunities to build valuable networks with other participants and industry representatives;
- A schedule compatible with professional commitments;
- Accredited by professional bodies (FMSA) and recommended by partner companies and organizations (ICC Belgium).

**Programme content**

The 158-hour programme is built on six pillars:

**Module 1: Compliance Toolkit**

Managing business ethics and compliance

- Fundamentals of business ethics and compliance management
- Governance models, in a multidisciplinary approach
- Risk management: mapping, review and reporting
- Codes of conduct, education, whistleblowing
- Embedding controls in business activities

**Module 2: Culture and Corporate Social Responsibility**

Organizational culture, ethical leadership, and CSR management

- Key components and tools to establish a responsible culture
- Understanding CSR theories and stakeholder approaches
- Mechanisms to foster ethical performance
- Growing an ethical culture with employees
- Artificial intelligence and Ethics

## APPENDICES

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### **Module 3: Monitoring and Audit**

Monitoring, Audit, Internal and external investigations

- Knowing what to do if the company is subject to external investigations by regulators
- Leading internal investigations, reporting, credibility and continuous improvement
- Embedding ethics and compliance in the audit programme
- Managing interfaces with management, audit and other functions
- Monitoring business partners (joint ventures, supply chains)

### **Module 4: Regulatory Compliance**

Conferences and seminars on regulatory compliance topics

- Accountability of the compliance function
- Anticorruption, Conflicts of Interests, Money Laundering
- Competition laws (Antitrust), Export control
- Human Rights, Data privacy

### **Module 5: Case Studies**

Resolving complex business dilemmas

- Case studies to be prepared and solved in small teams
- Resolution of critical business decisions
- Dealing with multiple and sometime conflicting stakeholder decisions
- Each team will prepare a four-hour session to present lessons learned from previous modules

### **Module 6: Individual Paper**

Final paper and certification

- Based on in-depth company observations and/or interviews with key informants
  - Each paper will deal with a challenging business decision or the implementation of one of the frameworks learned.
  - An alternative approach may feature an in-depth analysis of a specific ethical dilemma.
  - A paper of about 30 pages is expected and will lead to the final certification.
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## APPENDIX 4

## EXAMPLES OF CURRENT RESEARCH PROJECTS RELATED TO SUSTAINABILITY AND CSR, CARRIED OUT AT LSM DURING THE REVIEW PERIOD

**Development of a platform of resources and exchanges of best practices to support the sustainable development of teleworking in SMEs:**

The project is framed in the prospect of a professionalization of the management modes of the SME to avoid the risk being left behind of large companies regarding remote work. The project will allow the identification of the conditions at which remote work can be a source of social innovation. It aims at stimulating new forms of employment answering the specific needs of SMEs. It will also allow us to estimate the impacts of these experiences on several dimensions: environmental protection and sustainable development, quality of life at work, the collaboration, the safety of the exchanges, the authenticity of the data, the portability of the applications, the division of platforms and remote access, telepresence, etc.

**Communication of Corporate Social Responsibility:**

The objective is to analyze the factors that lend credibility to CSR communication for consumers that are increasingly skeptical yet continue to seek information in the matter. This research axis will aim to (1) analyze advertising effectiveness based on the content, form and tone used among different product categories; (2) analyze how consumers perceive and react to businesses' greenwashing attempts; (3) identify risks and opportunities (as well as related success factors) posed by Web 2.0 in terms of communication of CSR activities and dialogue with stakeholders.

**Impact of Corporate Social Responsibility and Irresponsibility on customers:**

Despite businesses' heavy investment in social and environmental programmes, the world has been victim to some serious cases of businesses acting irresponsibly. In this context, consumers receive a set of positive and negative information on CSR and corporate irresponsibility. The objective of this research is to better understand how consumers' perceptions of CSR and corporate irresponsibility interact with one another to influence consumers' attitudes and behaviours.

**Optimized management of the means of flexibility, storage and production of industrial sites:**

Industore addresses the various branches of industry having a significant consumption of electricity, which are flexible in their processes and organization of storable and have storable co-products that are convertible into electricity. In Europe, these sectors are mainly the steel industry, the chemistry and the petro chemistry, the production of paper and cardboard, the wood industry as well as the food-processing industry. The number and the relevant characteristics of the target industrial sites, by sector in Europe, is difficult to estimate and will be a key stage of this project. Then, the processes will be modelled to determine the necessary characteristics from which to extract the flexibility. The objective is to establish methods of automatic calibration of the models thanks to the moderate data. The following stage will consist in designing a software general enough to be able to represent the most wide-spread industrial processes and their interconnections within a site. This stage will be accompanied with a study and an implementation of the algorithmic solutions allowing us to effectively solve the encountered problems in a strong way.

## APPENDICES

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### APPENDIX 5

#### EXAMPLES OF PHD. PROJECTS RELATED TO SUSTAINABILITY AND CSR, CARRIED OUT AT LSM DURING THE REVIEW PERIOD

##### **Organizational determinants of organizational citizenship behavior toward the environment (Corentin Hericher, Co-supervisors: Ina Aust and Valérie Swaen)**

Research investigating micro levels CSR increased over the past few years. In his doctoral dissertation, Corentin investigates organizational determinants of organizational citizenship behavior toward the environment (OCBE). OCBE is a behavior that is discretionary by nature, that is not explicitly required nor formally rewarded by the company, toward the environmental performance of the company, and toward, directly or eventually, the natural environment. He relies on the deontic model of organizational justice and on attribution theory to understand how perceptions of CSR activities and attributions of motives underlying CSR practices will affect employee moral emotions and attitudes that will turn into fostering OCBE. According to the deontic model of organizational justice, employees are likely to react to CSR actions of their company, through fairness judgements targeting company's activities outside of the organization. Further, he also intends to investigate the dark-sides of micro-levels CSR by researching how CSR activities can decrease OCBE.

##### **Understanding the decision-making process of donators in the non-profit sector: The attitude towards charitable giving among the 18-25 year-olds (Etienne Denis, Supervisors: Claude Pecheux and Per Agrell)**

The present research project consists in essays on the prosocial dimension of charitable donations. More specifically, we focus on the self-interested determinants driving people's donations to charity. After a first exploratory phase aiming at conceptualizing the decision-making process of generosity, the second and third phases consist in empirical papers adopting experimental designs. The second paper questions the positive role of social recognition by considering the moderating effect of the need for social approval. The third

paper investigates the impact of guilt feelings through the moderating effects of both empathy and perspective-taking. We finally investigate charitable giving as a way to alleviate guilt feelings.

##### **Corporate Social Responsibility Development and integration process by sport organizations: the case of Belgian sport federations (Géraldine Zeimers, co-supervisors: Prof. Thierry Zintz and Annick Willem, UGent)**

This research focuses on the concept of corporate social responsibility in a sport-specific context. It specifically intends to examine the CSR construct from a strategic and cognitive perspective throughout a multi-level unit of analysis (individual, organizational and institutional). The first work package consists in a survey research among the entire Belgian sport federations population (121 organizations). This survey was completed by more than 75% and provided insightful information about the contextual background, the CSR practices and policies, the CSR implementation and integration process (organizational level). The second work package is a multiple case study based research that investigates the CSR development from a sense making approach (individual and organizational level). The third work package will provide a more theoretical contribution by reviewing the concept of political CSR within the sport management context (institutional level).

##### **PSS, an integrative typology of value propositions and marketing practices to curb obsolescence practices? Understanding consumers' reactions towards potential solutions (Pauline Munten, Co-supervisors: Prof. Valerie Swaen and Prof., Joëlle Vanhamme, EDHEC)**

Who among us has never replaced a printer because it was not repairable, bought a new phone because our current model broke down just after the guarantee expired, or switched to a new coffee machine that offers an exciting, trendy new option? Many durable products are being replaced and discarded more frequently, because of what we refer to as obsolescence. Obsolescence supports economic growth, by increasing sales and eliminating secondhand markets. Yet it also creates societal concerns (e.g., pollution, waste generation, overconsumption of natural resources, purchase on credit and indebtedness among consumers). The European Economic and Social Committee and environmental campaigners (e.g., Terra

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Nova; La Fabrique Ecologique) formulated diverse recommendations to mitigate environmental and social consequences of obsolescence, namely increasing product intrinsic durability, adopting longer warranties, facilitating repair, increasing product transparency, and shifting from product sales to service offerings. Yet, a systematic research on the solutions against obsolescence and consumers' reactions towards these solutions is lacking. In this PhD, we suggest that product service-system borrowed from business management, engineering and design literature, is a relevant typology to look at obsolescence and to highlight potential solutions. Besides, we conduct research on a specific solution – displaying product reparability information, and aim to answer the following questions: How, why and under what conditions do product reparability information influence consumers' attitudes and behaviors?

**Supply chain management of blood products (Imane Hssini, Supervisor: Nadine Meskens)**

Human blood is a valuable and vital tissue. It is a biological liquid with a complex constitution. It is considered perishable product since its shelf life, outside the human body, is limited. The collected blood called "whole blood" is never transfused as it is; it is decomposed into three products: red cells, platelets and plasma. Each component has proper specifications in terms of conservation, use and shelf life. Factors such as perishability, different storage conditions and the unpredictability of supply and demand make the management of blood products supply chain a challenge faced by the blood bank managers. Indeed, optimizing a supply chain requires the optimization of its different processes including: collection, blood decomposition, biological qualification, storage and distribution. In the case of the supply chain of blood products, this optimization

requires a focus on the storage and distribution processes, which are the most difficult to manage. This is due, on one hand, to the stochasticity of the demand of blood products and on the other hand, to the characteristics of blood products (perishable, different shelf life, different storage and distribution conditions). To this end, the purpose of our research project is the simultaneous optimization of storage and distribution processes of blood products. This optimization will ensure the availability of the right product in the right quantity at the right time, while reducing storage and transportation costs.

**Social capital and Community-Based Entrepreneurship in Africa (Laurent Lahaye, Supervisor: Frank Janssen)**

This study investigates the threat of mission drift faced by social enterprises, and the strategies set up by social entrepreneurs in order to maintain their hybridity. One of the specificities of social enterprises is particularly interesting : their hybrid nature (Battilana & Lee, 2014). Social enterprises are hybrids because they are coupling a social mission with an economic activity. There is a need to study the fragile equilibrium of social enterprises maintaining their hybridity. If they focus on the social mission, they may endanger their financial survival. But if social enterprises favor the business objectives at the cost of the social mission, it is called mission drift (Cornforth, 2014; Ebrahim, Battilana, & Mair, 2014). Based on a multilevel analysis of social enterprises, we will investigate the tensions faced by social enterprises at the individual level (motivations of social entrepreneur), at the organizational level (social capital and social networks analysis), and at the societal level (institutional theory).

## APPENDICES

### APPENDIX 6

#### EXAMPLES OF MASTER THESES RELATED TO SUSTAINABILITY AND CSR, CARRIED OUT AT LSM DURING THE REVIEW PERIOD

- Analysis of the eco-design concept: The case of Mathy by Bols (Meurice Vincent, Supervisor: Yves De Rongé, 2016)
- Criticism of the concept of “liberated company”: Analysis of the Decathlon case (Aguilar Fabrice, Supervisor: de Nanteuil Matthieu, 2016)
- CSR, a competitive advantage at BePark? (de Pret Roose de Calesberg, Aymeric, Supervisor: Thierry Bréchet, 2016)
- Does the autonomous car have the potential to reduce atmospheric emissions? Analysis using different mobility variables (Katanga Valencia, Supervisor: Thierry Bréchet, 2016)
- Integrated reporting and corporate performance measurement (Rouvez Sébastien, Supervisor: Yves De Rongé, 2016)
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## APPENDIX 7

THE PHILIPPE DE WOOT AWARD: ABSTRACTS  
OF THE NOMINEES' MASTER THESES

**Jeanne Cassiers & Audrey Herbeuval (Louvain School of Management, UCL, Belgium) - "Why do consumers buy brands they do not find ethical? A study on the ambivalence towards Coca-Cola, Inc. and Ferrero, S.p.A."** When we started this process, we looked at the society around us and saw a compelling paradox: although most consumers appear scandalized by Corporate Social Irresponsibility, they keep on buying these firms' products in spite of such behaviour. Therefore, we engaged on this journey to understand why consumers, including ourselves, bought products from brands they consider unethical. Our problem statement then came about naturally. We wanted to understand if the perceived irresponsibility of a brand led to ambivalent feelings and if these feelings influenced the purchasing decision process. We also looked at customers' personal sense of responsibility. In fact, we think it is partly our responsibility to choose who we give money to and wanted to identify if this notion had an influence or not. By conducting a quantitative survey on Belgian consumers, we obtained very compelling results. CSI is effectively connected with consumer ambivalence, purchasing and buying intention. We also found that a personal sense of responsibility impacts the buying process but is not sufficiently present. Further research on this last subject could be done to find out why it is not more prominent and how to enhance it. We believe that now more than ever, the consumer has a role to play in the pursuit of CSR.



**Kristina Feldt & Judith Klein (Copenhagen Business School, Denmark) - "Made in Ethiopia – The Potential for Social Upgrading in the Ethiopian Textile Industry"**. The Ethiopian government vigorously promotes the textile sector, hoping to spur industrialization and social development. This thesis explores how different actors influence social upgrading in the rapidly growing Ethiopian textile industry. To shed light on this uncharted industry, the thesis combines social upgrading theory, global value chain theory, and governance concepts. To the benefit of social upgrading, the findings suggest that "Measurable Standards" are successfully being improved for Ethiopian textile workers. To the detriment of social upgrading, the findings suggest that "Enabling Rights" of workers are not sufficiently promoted nor effectively enforced. The thesis concludes that the potential for social upgrading in the Ethiopian textile industry depends on the ability of all industry actors to collectively take responsibility for promoting workers' Enabling Rights.

## APPENDICES

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**Anthony Simonofski (UNamur and KULeuven, Belgium) - “Citizen Participation in Smart Cities”.**

Over the past few years, smart cities have attracted considerable attention because they are considered to offer a response to the complex challenges facing modern cities. However, smart cities often fall short of their objectives if citizens and end-users are not involved in their design. The aim of this thesis is to provide a framework to structure and evaluate citizen participation in smart cities. Based on a literature review from different research areas, the relevant enablers of citizen participation are identified and compiled in the proposed framework. Then, following the design science methodology, the framework is validated through its application to various smart cities and through in-depth interviews with key Belgian smart city stakeholders. The framework is then used as an evaluation tool for several Belgian smart cities, enabling the identification and analysis of drawbacks and failings in citizens’ participation. We also demonstrate how the framework can act as a governance tool for the ongoing smart city design of Namur (Belgium), by helping to define the citizen participation strategy. Finally, it is used as a comparison and creativity tool to compare several cities and design new means of participation.

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