MONTPELIER BUSINESS SCHOOL

Sharing Information on Progress

March 2016

Directed to
PRIME
Principles for Responsible Management Education

Human Resources, Diversity and Corporate Social Responsibility Direction – July 2016
SUMMARY

1. The 6 principles for Responsible Management Education ............................................. P3
2. Message from the Dean .............................................................................................. P4
3. Missions and Values .................................................................................................. P5
   3.1 Missions of Montpellier Business School ......................................................... P5
   3.2 Values of Montpellier Business School ............................................................. P6
4. Information on progress ............................................................................................ P8
   4.1 Principle 1: Purpose ......................................................................................... P8
   4.2 Principle 2: Values ......................................................................................... P9
   4.3 Principle 3: Method ....................................................................................... P11
   4.4 Principle 4: Research ..................................................................................... P14
   4.5 Principle 5: Partnership .................................................................................. P18
   4.6 Principle 6: Dialogue ...................................................................................... P20
5. Key objectives for the next 24 months ..................................................................... P22

APPENDIX .................................................................................................................... P24
Appendix 1: List of departments ................................................................................. P25
Appendix 2: Key figures and partners ......................................................................... P28
Appendix 3: Further information ............................................................................... P29
Appendix 4: Faculty Members .................................................................................... P31
1. **The 6 Principles for Responsible Management Education**: 

- **Principle 1 | Purpose**: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

- **Principle 2 | Values**: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

- **Principle 3 | Method**: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

- **Principle 4 | Research**: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

- **Principle 5 | Partnership**: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

- **Principle 6 | Dialogue**: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
2. **Message from the Dean**

A goal of global and sustainable performance that serves businesses, societies and individuals

Montpellier Business School, a Grande École, is heir to a long tradition of teaching based on the needs of businesses and markets. Founded in 1897 by the Chamber of Commerce and Industry of Montpellier, the school has succeeded in continually refining its specialized instruction in management sciences over the years in order to adapt its programmes to constant changes in local and global economic environments.

The institution’s aim is “to be a leading European business school in the Languedoc-Roussillon Region that is internationally recognized for its values, its academic excellence in management innovation and entrepreneurship and its concern for global responsibility and performance, which characterizes its operations, stakeholders and results.”

In order to achieve this strategic goal of global and sustainable performance, Montpellier Business School, which has established a place for itself in the fields of management innovation and entrepreneurship through its research activities, has adopted the core values of diversity, openness and global responsibility, all inspired by the school’s mission: “to train diverse managers through higher education programmes who are aware of their global responsibility, who tackle their professional activities with an innovative and entrepreneurial spirit and who are able to adapt to the constant changes in local, national and international environments.

The quality of the school’s strategy and results is internationally recognized. The following distinctions attest to the school’s excellent international reputation: its triple international accreditation (AACSB, AMBA, EFMD/EPAS); its place among the TOP 50 best Master in Management programmes in the world; its ranking among the TOP 80 European Business Schools in 2013 according to the Financial Times; and its place in the national French rankings.

As institution of higher learning involved in the education of current and future managers Groupe Sup de Co Montpellier Business School is committed to engaging in a continuous process of improvement in the application of the Principles for Responsible Management Education, reporting on progress to all stakeholders and exchanging effective practices with other academic institutions.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students. We encourage other academic institutions, and associations to adopt and support these Principles.

**Didier JOURDAN**  
Dean of Montpellier Business School
3. **Missions and values**

3.1 **Missions of Montpellier Business School**

The mission of Montpellier Business School is: “To train, through our higher education programmes, managers that are strong in their diversity, aware of their global responsibility in carrying out their missions, and able to adapt to changes in local, national and international environments.”

✓ **Respect for traditions**

Montpellier Business School was founded in 1897 by the Chamber of Commerce and Industry of Montpellier (CCI) with the visionary goal of “training economic leaders.” Today, the school is pursuing its mission to achieve higher education that is rooted in the 21st century by “training responsible, innovative and international managers.” Montpellier Business School is a member of the Conférence des Grandes Écoles (CGE), which unites the best French Grandes Écoles of management and engineering. It is also a member of the School of Management Chapter of the CGE, which groups together the 40 French Grandes Écoles of management that issue Master’s Degrees (Grade de Master).

✓ **A pioneer in Diversity**

Montpellier Business School has implemented a policy of equal opportunity inspired by the values of openness and diversity and global responsibility and performance. In particular, as a result of this policy, the school has created numerous financial aid packages and scholarships, signed the United Nations Global Compact in 2007 and has obtained the Diversity Label issued by AFNOR (the French standardization agency). The school is one of only two institutions of higher education in France to obtain this label among 200 companies that have also received the designation.

✓ **The international dimension**

International policy is integral to the mission of Montpellier Business School, which is reflected in the school’s international accreditations. This policy meets the requirements of a job market in a highly competitive and globalized environment, which requires managers in all areas to be familiar with foreign languages and the constant changes in emerging or more industrialized areas.

The international dimension begins in cultural exchanges on the campus itself, where international students make up 25% of the student body. It is reinforced by the fact that all students in the Master Grande École programme and the Bachelor of International Business Administration programme are required to spend at least one year abroad at a partner university or to participate in one or more international academic and entrepreneurial experiences. Furthermore, all programmes can be pursued in the French and English languages.

Every year, new agreements are signed with other foreign universities to further expand the range of choices open to students that fulfill the requirements of the Group and the accreditation agencies, ensuring compliance with international standards of cooperation.
Among the international policy measures to promote diversity, External International Recruitment Centers have been set up in various countries, supporting the recruitment of international students who wish to pursue their studies in Europe in general and in Montpellier in particular.

✓ **The power of a business network**

Hundreds of companies have close ties to the Group and offer internships to students either by giving them assignments during their studies or by taking them on for internships or apprenticeships.

Montpellier Business School Business Club brings together the major companies that have chosen to actively support Montpellier Business School in its development strategy and policies. These companies contribute in particular to projects concerned with defending the values of diversity, openness and global responsibility and performance (by sponsoring merit scholarships, other financial assistance and by supporting the Group’s Foundation).

The Group’s business ties are also evident in the role that senior executives play in the professional specializations of the last year of the Master Grande École programme at the Montpellier Business School and in the context of career conferences. Graduates connected to the Business School through the Alumni Association form a network of 11,000 members. Many also return to the school to serve as jury members, attend job fairs and to work as Montpellier Business School ambassadors.

✓ **Academic Excellence and innovative teaching**

The school’s innovative and constantly evolving academic curriculum and teaching methods enable future managers to introduce a spirit of management innovation into organizations, thus providing businesses with sustainable added value. Students are equipped with methods and tools that meet the quality requirements of international standards for accreditation. Montpellier Business School recognizes the core idea that business competitiveness is based on innovation and encourages professors to practice this discipline, resulting in a focus on research, knowledge production and the generation of analytical frameworks and new methods.

### 3.2 Values of Montpellier Business School

The aim of the Montpellier Business School’s values is to anchor all of its actions and activities in a global environment that shows responsibility towards societies, territories and individuals.

Three major families of values guide Montpellier Business School in all of its endeavors:

✓ **Ethics:** Individual or group capacity to engage in critical thinking concerning the rules and values of human behavior; An attempt to define the “right thing to do” based on honesty, fairness and integrity.
✓ **Openness and diversity**: individual and/or collective capacity of dealing intelligently with diversity in all its forms, either voluntarily or involuntarily (without demagogic intentions), through positive openness and outreach.

✓ **Responsibility and overall performance**: the constant search for economic, social and environmental efficient actions, bearing in mind acute awareness of their impacts on all stakeholders along with the willingness to report them in a transparent manner.

These institutional values can be seen in Montpellier Business School’s actions and commitments to fight against discrimination and to train all talented individuals, regardless of their backgrounds and social situations.

As a result of all the measures implemented and the integration of issues of diversity into its teaching and research, the school obtained the Diversity Label in France in October 2009 and in October 2011 created a “Diversity and Social and Environmental Responsibility” department.

The 1st Grande Ecole of Management in France to support learning that allows students to have tuition fees waived and receive compensation.
A total of 35% of students pay no tuition fees.

Signatory of the ten principles of the United Nations Global Compact, supporting human rights, the environment and social progress.
4. Information on progress

4.1 Principle 1: Purpose

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

A new educational structure has been established to encourage students to develop a sense of responsibility and an ability to think critically, which fosters a spirit of innovation and entrepreneurship. In fact, Montpellier Business School’s positioning is centered around the fields of management innovation and entrepreneurship.

We define management innovation as “the introduction of management practices and methods that are new for a company in order to improve overall performance.”

The studies performed by our professors, who are also researchers, ensure that their teaching remains up-to-date in the constantly evolving field of management science. Research in management innovation and entrepreneurship is a top priority for our professors.

Montpellier Business School is an institution offering a new approach to training individuals for the responsibilities of senior management in anticipation of a future where inter- and multiculturalism, multilingualism, otherness and global citizenship will be the natural framework for all business activities.

The Group’s will to transmit its values serves as a source of strength, reinforcing the school’s distinctiveness, richness and performance.

According to the Group’s approach, this implies:

- An educational structure that makes it possible to develop a sense of responsibility and the ability to think critically, which fosters a spirit of managerial and entrepreneurial innovation, a source of competitiveness.

- A social footprint shaped by a curriculum design that is inspired by the values of diversity and global responsibility with the goal of training responsible and successful future managers.

- The school’s pioneering vision to make it compulsory for students to spend a full year abroad (not including cooperative education) as well as a full year in a company.

- The development of strategic alliances with the Montpellier Universities resulting from the creation of the “Montpellier Research in Management” research center, which brings together 130 teacher-researchers and 80 doctoral students. This research
group received an A grade from AERES, the French Evaluation Agency for Research and Higher Education.

✓ **A growing network of international partners.** which fosters student and teacher exchanges; the creation of joint programmes and degrees; and the creation of a recruitment center for international students.

✓ Close ties with **hundreds of businesses, guaranteeing** the availability of over 7,000 internships in companies annually, supervised by a team of internship and job advisors who work with students and businesses throughout the year. Furthermore, partner businesses pay the apprenticeship tax and make donations to Montpellier Business School Foundation to back activities that support the Group’s values and its position on management innovation and entrepreneurship.

✓ **The implementation of a true Major Company Partner policy**, which through the Montpellier Business Club currently unites 32 French and international firms that fully support Montpellier Business School strategy.

✓ **Anticipation of companies’ needs** through offering more than 90 specializations in the Master’s Programme that are immediately applicable and meet companies’ current recruitment needs.

✓ **Cooperative education and apprenticeship know-how**, with a team of more than ten advisors to address the needs of students and businesses and a cooperative education rhythm of 3 weeks in a company and 1 week in the classroom, providing student apprentices with assignments that carry greater responsibility and supporting the establishment of a center for e-learning and distance learning that allows students to participate in the entire academic programme regardless of their location.

✓ **Tailored responses to individual and collective needs in continuing professional education** with the Executive MBA programme, AMBA-accredited for meeting the highest standards of excellence among MBA programmes worldwide, and with specific continuing education programmes for companies of all sizes.

### 4.2 Principle 2: Values

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

In all disciplines, teachers establish a link between their discipline and Social and Environmental Responsibility, which should drive today’s managers.

The Master’s programme offers a specialization in the management of solidarity and sustainability projects, while in the Bachelor’s program, Social and Environmental Responsibility are built into the learning project.
At some point during their course of study, all students complete a group learning project (Prométhée, Alpha) in which they participate in the activities of around forty local organizations involved in social and environmental issues. These projects are overseen by teachers and the results are evaluated.

- We value global responsibility standards. As faculty, staff, and administrators, we value honesty, integrity, and dignity in our interactions with colleagues and students and seek to act in accord with the highest standards of professional ethics at all times. For these reasons, we have decided to follow the principles of the United Nations Global Compact and of the Principles of Responsible Management Education.

- We value our students. As faculty, staff, and administrators, we welcome the responsibility of working with students to facilitate their learning in a high quality educational environment, which facilitates the continuing process of gaining skills, information, knowledge and understanding through both individual and shared discovery. That applies regardless of nationalities, social background, disabilities, etc. Quite the contrary, we try to mix students in working groups in order for them to learn from their differences and synergies.

- We value the communities we serve. Consistent with our heritage as part of the Chamber of Commerce & Industry of Montpellier, we recognize and appreciate the contributions that the region of Languedoc-Roussillon makes to GSCM in terms of students, resources, and opportunities for businesses to hire responsible managers, as well as for the personal development of each student. We participate to local development each year through students, through staff and through faculty in cooperating with NGOs, associations and firms.

Montpellier Business School created a department dedicated to Diversity and Social and Environmental Responsibility in order to coordinate all of its initiatives in these domains.

In 1997, convinced by the richness of social diversity as a vehicle for the performance and competitiveness of businesses and organizations, Montpellier Business School chose to open the doors of its Master Grande Ecole programme to students who had not come up through the traditional rungs of the education system, creating a national entrance examination for students with a high school diploma and two years of cooperative education. Following the path to diversity, Montpellier Business School now has eight entrance examinations and offers a Master’s in VAE (Validation of Acquired Experience).

In parallel, Montpellier Business School has reinforced a variety of measures intended to prevent financial barriers from deterring deserving students or from keeping these students from continuing their studies, including the following: merit scholarships covering tuition, international scholarships to cover the costs of schooling in France, salaried part-time jobs on campus (work-study), aid for students with disabilities, encouragement to do apprenticeships, the possibility of jobs through cooperative education, etc.
All of these actions represent an annual investment of several millions of Euros for Montpellier Business School. And this is truly an investment indeed, because the Group’s values and missions are making it a major player in the promotion of diversity and in the development of local roots.

4.2 Principle 3: Method

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

Montpellier Business School increases courses related to global responsibility in its curricula and work on their organization and interaction during the program.

In the Bachelor and in Master Programs, students get an initiation to context and definitions in their first year. Then they experiment the values in a real case, working in groups they don’t choose, in relation with an association or organization. For example, some of them work with secondary school pupils in social precariously conditions (“Cordée de la Réussite”). Others work on a project of raising awareness of a large public in Montpellier city over the sustainable development and how to change citizens’ behavior.

In 2nd year students attend a module on Sustainable development and global responsibility. 45 hours of the program are dedicated to those concerns.

Then in last year, students can take a specialization relying business and organization strategies with CSR.

Montpellier Business School continue to encourage its students, faculty, and staff to enhance their global responsibility awareness and maintain value honesty, integrity, and dignity in all interactions. In addition, we seek to work in accordance with highest standards of professionals ethics. The group also facilitate the opportunities to develop the attitudes and skills necessary to succeed in a diverse and interdependent world, at local, national and international level.

Major Priorities and Initiatives:

✓ Montpellier Business School actively seek demographic diversity in its student body and faculty: we count seven specifics entrance examinations based on age, level of education, social class, disability…
The Group continually review the undergraduate and graduate curricula to ensure that students are exposed to issues of global responsibility. These issues are covered in the majority of the core courses in the curricula.

Montpellier Business School provide students and faculty with opportunities to explore and experience cultures other than their own through study abroad programs, faculty mobility programs and/or internships.

The group actively work to increase funding dedicated for scholarships and other forms of assistance to high quality students from under-represented social groups.

For all of these reasons Montpellier Business School has been granted the diversity label (AFNOR), which is awarded for institutions that fight against discrimination and educate all students regardless of their origins and social situations.

We diversified its social activities by implementing different programs:

For high school student:
- “Cordée de la réussite” (since 2009).
- Specific courses (culture, languages and methodology, etc...) for professional high-school diploma (“Excellence and App’tude professional”), operating since 2011.
- “PHARES” from September 2012 (forward and beyond Disability For Successful Graduate Studies).

For students admitted to Montpellier Business School programs:
- We have increased the number of financial and social aid (1,2 million euros per year)
- We have set up a network of referees for counselling that can accommodate each student and adapt its curriculum according to their needs (disability, young parent, top athletes, illness, stress, etc.).
- We have opened the possibility for admitted students to follow the Master Program as an apprentice (3 weeks in company / 1 week into the courses) and the tuition is paid by companies and salary is given to students (the number have increased from 129 during 2007/2008 to 630 for 2013/2014 and 800 during 2014/2015)

In 2014/2015, that represents 40% of the Master Program students that don’t have their fees to pay. Their fees are paid by firms directly when they are in apprenticeship, or by Montpellier Business School foundation which grant 80 scholarships per year.
All these actions, as well as the integration into Montpellier Business School mission, teaching and research of Diversity related areas led to the Diversity Label that has been renewed in September 2014 and the creation in October 2011 of a department "Diversity and Social and Environmental Responsibility." In May 2013, the Human resources department joined the Diversity and Social and Environmental Responsibility to form the Human Resources, Diversity and CSR Direction.

This new organization, drawn after Montpellier Business School change of legal status in January 2013, aims to integrate CSR and Diversity promotion in all field of our activity, including Human resources.

Montpellier Business School developed large documentary resources in its library related to Sustainable development and global responsibility since the last two years.

The library is systematically involved in activities organized by Montpellier Business School on those topics, and provides videos, books, articles, and revues to students, staff and faculty.

Furthermore, an electronic textbook has been realized by the faculty in cooperation with the library, and its content is strongly related to corporate social responsibility. Actually, each faculty member has integrated in its own content the link between scientific knowledge in his field and global responsibility.

Montpellier Business School settled a remote training center for its students to be able to learn when they are abroad or in internship. Two assistant professors have been recruited to help students in their e-learning. That includes corporate social responsibility contents.

Finally, we encourage students through their own associations’ activities or in participating in Montpellier Business School activities to gain competences and values related to sustainable development and global responsibility. Associations are provided with 600 m² (6,460 ft²) of space converted into offices. A rich cultural and social life, sport and relaxation are essential to student success. Sixteen associations involved in sport, cultural, community service and exchange perform over 60 projects per year and provide at least as many opportunities for students to get involved, feel fulfilled and push their limits.

For example, solidarity and generosity are the hallmarks of Sup de cœur association, and sustainable development that of Gaïa association. Job’serv association forges links between students and companies, resulting in jobs to help students to pay their fees. These associations have an average of fifteen active members, including officers (a president, a treasurer and a secretary, sometimes working in teams of two) and division leaders.

Involvement in an association offers a rich human experience and an opportunity for personal growth. It also requires management and administrative skills and helps students develop
capacities they will need in their future professional lives. Throughout the time they are association members, students receive support through the following: the associations guide; Animafac training; opportunities to meet professionals (insurance agents, lawyers, bank representatives, etc.); consultation and leadership from former members; and, finally, through the Montpellier Business School associations’ coordinator.

4.4 Principle 4: Research

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

Montpellier Business School has adopted an innovative academic policy to enable its faculty to meet national, European and international challenges.

This policy:

- Lives up to the requirements of the school’s mission to “train diverse managers through higher education programmes who are aware of their global responsibility, who tackle their professional activities with an innovative and entrepreneurial spirit and who are able to adapt to the constant changes in local, national and international environments.”

- This policy, imbued with the group’s positioning based on management innovation and entrepreneurship, has made it possible to develop a unique teaching methodology, syllabi adapted to the world of business and methods and tools that facilitate the transfer of knowledge (content management systems, e-learning, e-books, educational videos and a call center).

- This policy places Montpellier Business School, through its faculty, at the forefront of educational innovation, allowing it to adapt to its different audiences (Bachelor, Master, MBA, continuing professional development programmes) in French and in English, as well as to the unique rhythm of cooperative education students (those being trained through the cooperative education system).

In parallel, processes of continuous improvement, focused in particular on ensuring learning and on skill assessment, have been put in place to guarantee the quality of teaching and to continually improve teaching practices.

The teaching methodology is one of the driving forces of this commitment to academic quality, which aims to impart academic knowledge and the same time make students responsible for their education and training. It is the teacher’s role to guide students towards existing educational resources so that they take ownership of the content themselves. As a result, face-to-face teaching sessions can be geared towards reflection, application, imagination and debate based on the knowledge acquired. These teaching methods emphasize student responsibility
and aim to develop critical thinking and creativity to foster student learning of professional practices.

Montpellier Business School teaching methodology has the following dimensions:
- One upstream dimension involving the student’s preparation for the course;
- Four subsequent dimensions: feedback on the upstream work done by students, a clarification of concepts provided by the teacher, implementation of the concepts, a summary of the key elements of the session.

Faculty and departments:

✔ The Department of Technology and Innovation Management (TIM):

The goal of the Department of “Technology and Innovation Management” (TIM) is to create and transmit knowledge in the field of IT and innovation management. Through its research and teaching activities, the TIM Department aims to create value by integrating both technology and management innovation.

The department encompasses a field of diverse expertise: IT and Creativity, Information Systems, Knowledge Management, E-business, IT Security and Innovation Management.

✔ The Department of Marketing (MKT)

The goal of the Department of Marketing is to spread knowledge in marketing and communication among students and to actively contribute to the advancement of knowledge in this field in the world of research.

✔ The Department of Organizational Management (MSO)

The Department of Organizational Management (MSO) has 45 professors and 5 research assistants. It is organized around two pillars: teaching and research. A strong link is maintained between these two essential dimensions to ensure that the teaching is at the forefront of knowledge in the field.

The department’s activities are in line with the Group’s values. Indeed Diversity is fully integrated into the Department of Organizational Management, which can be seen in both the faculty and in the nature of the research being conducted in the department. Social responsibility and sustainable development reach their full potential among the department’s teacher-researchers who specialize in these domains.

The courses offered in the Department of Organizational Management encompass all of the Group’s programmes: Bachelor’s, Master’s and MBA.

The disciplines of management (broadly defined), economics, strategy and entrepreneurship are all represented, without forgetting sustainable development, ethics and social responsibility.
The primary goal of the “Law, Accounting, Auditing and Finance” (DCF) teaching and research department is to offer specialized and up-to-date academic content in different disciplines that are essential in the education of future innovative managers. It effectively meets the specific needs of students seeking careers in these demanding fields that are in high demand in companies, particularly through specializations with high added value. Furthermore, an understanding of finance, accounting and law provides a fundamental knowledge base that enables young managers to understand their business environment and the dynamics of their company or institution, regardless of the sector, size or geographical location. There are 26 professors and 2 research assistants in this department.

Above and beyond the highly technical and/or quantitative nature of our disciplines, which may sometimes seem to encourage conformity, we feel it is essential for our students to develop a critical yet constructive vision. We encourage them to play a leading role in the wide range of activities and careers in our field, particularly by proposing innovative methods or products when it seems appropriate. This requires showing respect and consideration for established methods and procedures in addition to the conviction necessary for building support for innovative approaches. Aware of their environment and respectful of issues of sustainable development and social responsibility in businesses, our students are thus able to participate in rehabilitating the fields of finance, accounting and law, which are all too often marred by unfortunate excesses. The drive for efficiency and results is thus coupled with dedication to ethical and responsible conduct. The two are not seen as mutually exclusive but rather inseparable through a perspective of sustainable performance, serving the interests of both businesses and society.

Research Groups:

While our research activities cover all traditional themes of management science, the principal research theme is entrepreneurship and innovation. Recently a focus on managerial innovation has developed as is illustrated by an edited book (L’innovation managériale; editors: Annabelle Jaouen & Frédéric Le Roy) which deals with the many links between managerial innovation and conventional fields of management science.

Research at MBS is not limited to its faculty. MBS is part of a lively and productive research environment in which the Montpellier universities also participate. This resulted in the creation of MRM (Montpellier Recherche en Management). Research at MBS connects also to LabEx Entreprendre, a research initiative funded by the French government to foster thematic excellence research clusters (see also Chair Entrepreneurship & Innovation). Finally, the Scientific Committee of external and internal professors guides and advises the research at MBS.

Research groups are a key element for organizing and developing research at MBS. We follow a modern research strategy based on interdisciplinary research groups fostering strong
cooperation between our research faculty while cooperating with external researchers. Research groups are conceived to be dynamic and intend to evolve over time. Faculty members can contribute simultaneously to several groups. Absence of hierarchy and a high level of informality stimulate creativity, synergies and help to form a collegial research spirit.

**List of Montpellier Business School Research Groups:**

- Entrepreneurship entry mode and survival
- Types of entrepreneurs
- Firm survival and growth
- Inter-organizational relations and SMEs
- Strategic and entrepreneurial marketing
- Health entrepreneurship and psychological markers
- Values, organizations, actors and responsibility
- Information Technology and Innovation
- Organization of Work and Leisure in the Knowledge-Based Economy
- Entrepreneurial economics
- Coopetition strategies and territorial entrepreneurship
- Accounting for sustainability and innovation
- Wine business

**Focus on Values, organizations, actors and responsibility research group**

This multidisciplinary research group, formed in January 2012, aims to investigate responsibility of organizations by integrating performance elements. Responsibility and performance are defined here around various dimensions such as economic, social and environmental. This group looks in particular at values viewpoint of economic actors while taking into account the diversity of organizational forms. The word “values” has many interpretations because it not only refers to financial, economic and social values (value created for different kind of stakeholders) but also to individual and collective values modeling peoples’ behavior. Different levels of analysis (individual, joint and organizational) are used to describe these concepts, their importance and their managerial implications.

**Current projects include:**

- We focus on actors in management in decision situations -managers and top managers- and other internal and external stakeholders.

- Various organizational forms are studied: SMEs, MNCs, social enterprises, associations, institutions, collective groups, etc.

**Selected presentations/missions:**

4.5 Principle 5: Partnership

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

Companies are, in many ways, the key partners of Montpellier Business School, whose goal is to maintain, diversify and develop closer relations with companies for at least the three following main reasons:

- **First of all, because companies are part of the DNA of Montpellier Business School.** Companies participate in the governance of Montpellier Business School, which was founded by entrepreneurs - members of the Chamber of Commerce and Industry of Montpellier - who wanted their region to have an institution of higher education specializing in the fields of business and management (1897). Thus was born the Montpellier Business School on July 16, 1897 (Official Gazette of July 22, 1897). This institution later became the Montpellier Business School (1987) to integrate the various undergraduate and continuing professional development programmes that had developed over the past decades both around and with the Business School.

- **Secondly, because the permanent and organized presence of companies in the educational process guarantees that the teaching and research activities of Montpellier Business School are adapted to current and future management and business management realities.** Close ties between companies and schools of management are essential for students and teachers. Indeed, this closeness, which should be akin to osmosis, ensures that the students’ education will be concrete and in line with the developments in management they encounter in the professional assignments integrated into their studies, during the course of their many and varied internships or employment and in the courses and conferences given by company managers. Close ties with businesses also ensure relevance for students who take the apprenticeship path to complete the programmes. It also guarantees that the lessons given by the faculty of Montpellier Business School will be based on research that is also tied to the realities of entrepreneurial pragmatism in an internationalized business environment. Students in the Group’s programmes will thus take their first productive
steps in their future professions and begin to build great resumes even before they graduate.

✓ **And finally, because Montpellier Business School must serve as a driver of business development through applicable research.** Companies contribute to the quality of our education programmes, and we, through the generation of new knowledge, particularly in “management innovation and entrepreneurship,” our specialty fields, help companies discover new levers of economic performance compatible with the values of diversity and social and environmental responsibility. We achieve this fair and natural return to companies through offering them consulting and training activities, which we adapt to each company and each market.

**The Partners Club**

Some businesses have decided to move beyond simple partnerships on different projects and have become Major Partners.

The Partners Club consists of about thirty major companies that share Montpellier Business School’s values and are involved in management science research and training. Each company has signed a “Major partner” agreement with Montpellier Business School and enjoys privileged access to all of the School’s business services. This involves them in campus life and activity to promote diversity and Corporate Social Responsibility throughout the year.

These are (in alphabetical order): Adecco, Adrexo, Auchan, BNP Paribas, Bose, Caisse des Dépôts, CRIT Interim, Décathlon, Dell, DP World Dakar, Eminence, FDI Group, GDF Suez, Groupama Méditerranée, Haribo, La Poste, Languedoc Mutualité, Leroy Merlin, L’Oréal, Nestlé Waters, Oracle, Orange, Orchestra, Point P, Royal Canin/Mars, Sanofi, SNCF, Société Générale, Sodexo, Synergie and Volkswagen Group France.

Partners Club members are involved in the Group’s governance and take part in all strategic decisions. They are also involved in a range of activities on the Montpellier Business School campus on a daily basis. Partners are also invited to participate in different educational bodies, lending their expertise to help the institute constantly improve its programmes in line with changes in the profession.

**The Montpellier Business School Foundation**

For five years, under the auspices of the Fondation de France, Montpellier Business School Foundation has been leading initiatives in favor of **deserving students** from France and developing countries and supporting the school’s **young graduates** in their **business start-up** projects. To do this, the Foundation offers merit scholarships, international scholarships and business start-up scholarships.

The Foundation also funds hosting **renowned teacher-researchers** for conferences and specialized seminars.
The Foundation was founded in December 2007 by Société Générale, Groupe Languedoc Mutualité, Sanofi-Aventis Research & Development, FDi Groupe, Lenovo France SAS and Royal Canin SA. The following groups have also joined: BEC Frères, Haribo, Groupama Méditerranée and Orchestra.

The first public fundraising campaign was launched on April 10, 2012 at the Musée des Arts Décoratifs in Paris. The goal is to raise €1 million by 2017 to strengthen these affirmative action initiatives and to support the creation of a Management Innovation and Entrepreneurship chair.

4.6 Principle 6: Dialogue

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

Montpellier Business School is still one of the locations where debate stands in Montpellier and its area. Since the last two years, a large number of conferences, debates, working groups took place in the School.

The aim is to let all the stakeholders the place to express their opinions and to construct with each other propositions and projects that can bring more progress for society.

Students, staff and faculty are obviously systematically invited to attend and participate in debates, and it still is occasions to fight prejudices.

Often, faculty or students are the presenters of those conferences and debates, especially when MBS is not only welcoming but organizing the debate.

It is the case of our Sustainability week, which takes place each year, the first week of April, but also for the conferences and workshops organized on Discriminations and Diversity.

Conferences and class participation

Business managers from Partners Club companies deliver conferences that are popular amongst students and teachers, and are also involved in classes.

Career and recruitment presentations

Each year, partners are invited to present their profession to the Group’s students during specialisation fairs. The Group’s partners are also able to satisfy their personnel needs by means of on-site candidate-sourcing activity and recruitment activities.
Odyssée de la Diversité (Diversity Odyssey)

The partners support and, if they prefer, can be directly involved in the Odyssée de la Diversité. During this event, students from secondary schools in deprived areas of Montpellier take part in sporting events and games on our campus and get to meet students, teachers and company representatives.

Round tables

This annual, week-long event, focuses on global responsibility and is an opportunity for company representatives to present their choices and engage in a debate with the students. Our partners are also invited to take part in round tables during our employment market and careers days.

List of conferences, workshops and debates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Conferences, workshops and debates</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/03/2014</td>
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<td>18/03/2014</td>
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<td>Conférence Préservent l'audition</td>
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<tr>
<td>04/04/2014</td>
<td>Conférence Les entreprises dans la transition énergétique</td>
<td>350</td>
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<tr>
<td>07/04/2014</td>
<td>Conférence l'Etat dans la transition énergétique</td>
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<tr>
<td>03/04/2014</td>
<td>Conférence le Citoyen dans la transition énergétique</td>
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<td>29/08/2014</td>
<td>Présentation Rosetta stone</td>
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<td>29/10/2014</td>
<td>International Day</td>
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<td>31/10/2014</td>
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<td>05/12/2014</td>
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<td>23/01/2015</td>
<td>Journée Nationale des Cordées de la Réussite</td>
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5. **Key objectives for the next 24 months**

Montpellier Business School will keep its policy and improve all the actions it conduct for sustainability, equity and development of students skills in these matters in order to get an impact on society and firms when those students will graduate and enter on the labor market.

**The key objectives for Montpellier Business School in the 24 next months are:**

- Strengthen the Group's internationalization, particularly through the establishment of a new generation of international partnerships based on the principle of co-development (Latin America, Mediterranean, Africa).

- Strengthen the Group's social projects and impacts.

- Increase the production research, its internationalization and its valuation.

- Diversification of the “product catalog” and national and international services of the Group.

- Implantation of Montpellier Business School on a new campus.

**The key areas for improvement for Montpellier Business School in the next 24 months are:**

- Define indicators to evaluate the impact of its actions:
Except for our actions with secondary schools located in difficult areas, we do not have settled objectives indicators that can help us to know our impact and also to know in which direction we have to improve.

- On students: which are the competences and skills they really gained at the end of the program. That begins with the processes of learning goals and learning objectives.
- On staff and faculty: that also begins with inquiries about the comprehension of our mission and values, but must be improved.
- On stakeholders: we do not have any indicator about the efficiency of our actions in their directions (firms, associations, local community).

✔ Explain and communicate:

A study led by 8 members of our faculty show that our diversity promotion policy is not totally understand by our stakeholders, nor in its content, or in its goals, means and stakes. We shall have to improve our communication about those subjects.

That’s linked with another objective we shall pursue in the next 24 months: Montpellier Business School doesn’t have any annual report on its activity which could be published for transparency. That will be a continuous improvement goal.

✔ Ensure financial support to these actions

Montpellier Business School is quite different of others Business Schools in France on its financial structure and on the part of its budget it dedicates to financial aid and support to students, to NGOs and to awareness-raising activities.

Being able to continue all of these actions implies for MBS to raise new funds and financial resources. It also will be a key objective for the next 24 months.
APPENDIX 1:
LIST OF DEPARTMENTS

Faculty and departments

Teaching departments are structures concerned with pedagogical organization and issues (allocation of courses,
course planning, teaching budgets and resources, etc.). For organizational reasons, courses are attached to a teaching department according to focus, theme and content. The names of the departments reflect the disciplines, fields and themes of the courses attached to each of them.

The departments also play an active role in knowledge creation by contributing to multidisciplinary research activities. This research is the subject of presentations at international academic conferences and publications in respected peer-reviewed journals. As a result, the department guarantees the professionalism of the students of Montpellier Business School students, establishing a fair balance between the transmission of knowledge and know-how. Course content is based on both academic research and evolving business practices. Our students also benefit from different tools available through the program, such as e-learning and e-books, ensuring that all students have the opportunity to study in the best possible conditions. In addition, the proactive teaching method makes the learning process more dynamic and strengthens the impact and quality of student-teacher interactions.

Finally, above and beyond the highly technical and/or quantitative nature of our disciplines, which may sometimes seem to encourage conformity, we feel it is essential for our students to develop a critical yet constructive vision. We encourage them to play a leading role in the wide range of activities and careers particularly by proposing innovative methods or products when it seems appropriate. This requires showing respect and consideration for established methods and procedures in addition to the conviction necessary for building support for innovative approaches.

MBS faculty is spread over five teaching department:
- Entrepreneurship and Strategy
- Finance, Control and Law
- Innovation, Quality and information Systems Management
- Marketing, Sales and Communication
- Sustainable Development Management, Economy, Human Resources and Diversity
Entrepreneurship and Strategy

The department's research and teaching activities are aligned with MBS values. The values of openness and diversity take shape through the nature of the research undertaken by teachers from diverse geographical and professional backgrounds. Specialisations in social entrepreneurship or CSR (Corporate Social Responsibility) strategy allow global performance and sustainable development issues to be integrated into teaching. The department's activities are conducted in compliance with our ethical values. The courses given at the ES department cover all MBS programmes and mainly concern the disciplines of management and strategic innovation, with specific expertise in entrepreneurship, SME management and coopetition strategy.

Finance, Control and Law

Our primary goal is to offer cutting edge and constantly updated academic content in various disciplines essential to training future managers. It effectively meets the specific needs of students seeking careers in these demanding fields in high business demand, particularly through specialisations with high added value. An understanding of the financial, accounting and legal aspects provides a fundamental knowledge foundation that enables future managers to understand their business environment and the dynamics of their company or institution, regardless of its sector, size or geographic location. They relate in particular to corporate funding arrangements, venture capital, real options, financial market mimicry, or IFRS standards.

Innovation, Quality and information Systems Management

Our first mission is to transmit with passion a set of skills and life-skills in line with our respective areas of specialisation and the school's values – for multiple audiences (Students on Bachelor, Master Grande Ecole, MBA and Executive Education programmes). The areas of expertise covered by the department are varied and...
include the following topics: Innovation Management, Lean Management, Information Systems, Information and Creative Technologies, Information Security, Strategic Information Management, E-Business and Knowledge Management. Within the framework of our teaching and research activities, we strive to create value by integrating both technological and managerial innovation. We take special care to include the schools’ three major values of ethics, openness and diversity, as well as accountability and overall performance in our teaching. The systematic use of the schools’ teaching method and our culture of continuous improvement lead us to increase opportunities to confront and challenge our students of these three core values that every responsible manager must embrace.

Marketing, Sales and Communication

We aim to disseminate knowledge in these management disciplines to diverse audiences: students, professionals in continuing education, professional experience (VAE) candidates, businesses, etc. It actively contributes to developing knowledge in these areas through academic research and consultancy services to companies, which support teaching. Its teachings cover all aspects of marketing, sales and communication, from the fundamentals to strategic decision making. These objectives embody the MBS values, which are present in all modules and are more specifically addressed through dedicated courses and specialisations. We put also emphasis is on managerial innovation to reflect ongoing changes in techniques and trends, specific to business marketing, sales and communication; both in France and internationally. The department’s actions are sustainably written into a constant process of accountability and overall performance, openness and diversity. The various educational activities value student creativity, their personal and group expression as well as their critical thinking. This contributes to nurture the awareness of social responsibility in fulfilling future managerial positions.

Sustainable Development Management, Economy, Human Resources and Diversity

In line with our values, diversity is fully represented within the department, through both the teaching staff and the nature of the research conducted. Social responsibility, ethics and sustainable development reach their full potential among the department's faculty. The courses offered in the department cover all MBS programs: Bachelor's, Master's and EMBA. The courses address
various issues such as Human Resources, Sustainable Development, Ethics and Social responsibility.
APPENDIX 2
KEY FIGURES AND PARTNERS

Key figures and rankings

A European Grande École in Management in numbers

118 years of history
Triple accreditation: AACSB, AMBA, EFMD-EPAS
80+ participating faculty
2,800 students divided among 3 programmes
35% of students pay no tuition fees

International
+ 150 foreign university partners across 37 countries
Around 300 students from partner universities each year
68: the number of countries in which alumni live
25%: the percentage of international students on campus

Professionalization
14-month minimum company internship
50 professional specializations on the Montpellierain site
Several thousand internship opportunities per year
70% of students recruited before receiving their degree
Nearly 11,000 alumni members in the alumni association
A Business Club grouping together committed Major Company Partners from more than 30 major national and international companies

National and international recognition

41st Master in Management in the world in the Financial Times
13th in the SIGEM rankings of the “Concours Master,” the Grande École Master’s programme entrance exams in France, (+ 6 places between 2011 and 2014). The SIGEM (Système d’Intégration aux Grandes Écoles de Management) ranking evaluates the preferences of students from preparatory classes in France at the time of their placement.

12th-ranked school of management in France for the Master’s Programme in the national competition established by Le Point, Le Parisien (a French weekly news magazine and French daily newspaper, respectively).

1st place special Cooperative Education and Apprenticeship award for the Master’s Programme from le Parisien in May 2012.
In parallel, processes of continuous improvement, focused in particular on ensuring learning and on skill assessment, have been put in place to guarantee the quality of teaching and to continually improve teaching practices.

The teaching methodology is one of the driving forces of this commitment to academic quality, which aims to impart academic knowledge and the same time make students responsible for their education and training. It is the teacher’s role to guide students towards existing educational resources so that they take ownership of the content themselves. As a result, face-to-face teaching sessions can be geared towards reflection, application, imagination and debate based on the knowledge acquired. These teaching methods emphasize student responsibility and aim to develop critical thinking and creativity to foster student learning of professional practices.

Montpellier Business School teaching methodology has the following five dimensions:
- 1 upstream dimension involving the student’s preparation for the course;
- 4 subsequent dimensions: feedback on the upstream work done by students, a clarification of concepts provided by the teacher, implementation of the concepts, a summary of the key elements of the session.

Accreditations
Montpellier Business School is triple accredited AACSB, AMBA and EPAS-EFMD.
The academic excellence and the quality of the teaching at Montpellier Business School have resulted in significant international recognition, as evidenced by its accreditations.

**AACSB Accreditation**

AACSB-accredited for all Montpellier Business School programmes and activities. The Association to Advance Collegiate Schools of Business accreditation guarantees the best management training in the world. > Less than 5% of Business Schools worldwide are AACSB-accredited. Montpellier Business School obtained this prestigious accreditation in 2011.

**EPAS-EFMD Accreditation**

EPAS-EFMD-accredited for the Master Grande École programme at the Montpellier Business School (ESC Montpellier).

Granted by the European Foundation for Management Development, the main European agency for strategic audit and accreditation, for the quality of the curriculum, the job prospects for students and for the teaching and student support and guidance.

> Only 11 Management programmes have this accreditation in France. The Master Grande École degree programme was accredited EPAS-EFMD in 2010.

**AMBA Accreditation**

AMBA-accredited for the Executive MBA programme. This is the oldest and most prestigious accreditation for MBA programmes. It is awarded for programme organization and content and for the level and quality of the faculty.

> Only 16 French Grandes Écoles are AMBA-accredited. The Executive MBA training programme was accredited in 2012.

**Global Compact**

Montpellier Business School signed the Global Compact Charter and has built its programmes upon the foundation of its commitment to social and environmental responsibility.

The Global Compact was launched by the United Nations in 2000 to help institutions and businesses structure their activities in a way that supports
human rights, the environment and social progress.

It is an initiative for businesses that are committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labour, environment and anti-corruption. This contract requires signatories to publish an annual report detailing the actions they have taken in support of each of these points.

The international focus of a school open to the world

Thanks to a network of over 150 foreign partner universities, and with recruitment centres in Senegal, the Dominican Republic and Thailand, the Montpellier Business School campus offers a strong international platform, as shown by the foreign students who make up 25% of those enrolled at the school. This international focus is also a key part of the group’s various course programmes, which enable academic trips abroad, either through exchange programmes or through double degrees programmes.

A pioneering school in terms of Diversity

Montpellier Business School has implemented an Equal Opportunities policy inspired by the values of Ethics, Openness and Diversity, Responsibility and Overall Performance. In particular, this policy has involved the implementation of a highly active policy of scholarships, the signature of the United Nations Global Compact in 2007, and the Diversity label from the French state obtained in 2009. Currently only two Higher Education institutions in France hold this label.

« The international focus is a key part of the school’s DNA, like that of its students and its graduates. »
Dr Yvon Desportes
International Relations Director

« Diversity at Montpellier Business School is not simply a matter of posture. It is based on strong beliefs and to which all teachers and staff are actively committed. »
Caroline Cazi, Human Resources and CSR Director
Over **11,000 graduates** across the world

Montpellier Business School Alumni Association brings 11,000 graduates together in a network which is active all over the world. Founded in 1899, the Association accompanies students and graduates, in their search for placements and employment, and in the construction of their professional network. From their first year on campus, students are members of the Association, which enables them to discover how it works.

Montpellier Business School Alumni has several branches IN FRANCE: Languedoc-Roussillon, Rhône-Alpes, Ile de France, the South West, Normandy, the Provence - Alpes - Cote d’Azur (PACA) region... and ABROAD in: China, Spain, England, Germany, Austria, Chile, Switzerland, Japan, USA, etc.

It has also created several professional clubs: Entrepreneurs, Web Professionals, Management Control...

« Montpellier Business School Alumni is a powerful and far-reaching network on which students can rely for support as soon as they enrol at the school. »

Didier Jourdan, Director-General

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**BACHELOR PROGRAMME**

is an excellent training course aiming to train middle managers able to operate directly in international environments in France or abroad. AACSB accredited.

3rd year taught in English for ongoing training, in French & English for block release training.

**MASTER GRANDE ECOLE PROGRAMME**

**MONTPELLIER BUSINESS SCHOOL (ESC MONTPELLIER)**

(Master in Management) aims to train future international business executives, armed with strong strategic and managerial skills. This course is EFMD-EAP accredited.

MASTER (Entirely taught in English or in French).

**EXECUTIVE MBA**

accompanies business executives and managers wanting to improve their performance, to broaden their strategic vision, develop new markets, to access new managerial responsibilities or to create or take over a company. This course is AMBA accredited.

MBA (Entirely taught in French).

**MSc PROGRAMMES**

are one-year courses, taught entirely in English and generally involving a large majority of international students.

**MSc INTERNATIONAL BUSINESS** teaches skills in Management, Strategy, Marketing, Finance, Supply Chain Management and Human Resources in a multicultural context and trains developers and managers internationally.

**MSc MARKETING** involves its first semester on International Marketing, followed by a second semester on sector-specific applications for marketing, such as luxury items, technology, services and Food and Wine.

**MSc FINANCE** trains students for a career in market finance, business finance, risk management and financial engineering, and includes preparation for international professional certificates (CFA and FRM).
APPENDIX 4
FACULTY MEMBERS

**Economy, Human Resources and Diversity**

Permanent Faculty
Dr. BOURDIL Maryline
Dr. DUFOUR Lucas
Dr. DUFOUR ANDIAPPAN Meena
Dr. GHERRA Sandrine
Dr. JAECK Mélanie
Dr. KESSARI Myriam Emilie
Dr. LASCH Frank – Associate Dean of Research
LELIGOIS Beverly
Dr. MARAIS Magalie
MARLIER Catherine – Executive MBA Program Director
Dr. MEYER Maryline
Dr. MISSONIER Audrey
RIVIERE Lionel
ROBERT Anne Sophie – Adjunct Director for business development
Dr. ROBERT Frank – Head of Teaching department
Dr. ROBERT Marc

Affiliated Professors
EMERIAU Mathilde
Dr. ESPUNY Céline

**Entrepreneurship and Strategy**

Permanent Faculty
Dr. DESPORTES Yvon – Director of International academic relations
Dr. GRANATA Julien – Head of Teaching department
Dr. GUNDOLF Katherine
Dr. JAOUEN Annabelle
Dr. MONTANI Francesco
Dr. MONTIES Vanessa
Dr. NAKARA Walid  
Dr. THURIK Adriaan Roy – Dean of Research  
Dr. TORRES Olivier  
Dr. VAN LENT Wim

Affiliated Professors  
Dr. DANA Leo – President of the Scientific Committee  
EVERLING Estelle  
Dr. LEROY Frédéric  
MARTIN Paul  
POURREAU Charles  
ROGEL Pierre Alain  
SCHOETTL Jean-Marc

PhD Students  
EL SHOUBAKI Aliaa  
GAST Johanna

Finance, Law, Control

Permanent Faculty  
Dr. ANDRIEU Guillaume  
Dr. AYTAC-MANDOU Beysül  
Dr. BAGNERIS Jean-Charles  
Dr. BECQUE Philippe  
Dr. BENNOURI Moez  
Dr. BESSIEUX OLLIER Corinne  
Dr. COQUERET Guillaume  
Dr. DULLES Frederick  
Dr. GUILLEMAIN Monique  
Dr. HILLARD Thi hong Van  
Dr. JOURDAN Didier - Dean  
Dr. LAGUIR Issam  
Dr. LI Li  
Dr. LOUBET Guylaine  
Dr. MANDOU Cyrille – Bachelor Program Director
Dr. ROUBAUD David – Dean of academic affairs, Head of Teaching Department
Dr. STAGLIANO Raffaele

Affiliated professors
Dr. DERRABI Mohamed
Dr. SENTIS Patrick
Dr. STEFANY Eric

Innovation, Quality and Information systems Management

Permanent Faculty
Dr. BARLETTE Yves
Dr. BELBALY Nassim Aissa
Dr. BENBYA-BELBALY Hind
Dr. DEN BESTEN Matthijs
Dr. FOROPON Cyril – Head of Teaching Department
Dr. GIULIANI Philippe
Dr. KHEDHAOURIA Anis
Dr. LEYVA Dante

Affiliated Professors
ANNOVAZZI Luc
BREYSSE Marie
DUTILLEUX Magali
HIDALGO Alexandre
Dr. HOUZE Emmanuel

PhD Students
CHERUY Clémence
EL MEZZOUAGHI Rajaa
THELISSON Anne-Sophie

Marketing, sales and communication

Permanent Faculty
Dr. BALBO Laurie
Dr. BŒUF Benjamin
Dr. CELHAY Franck
CHAIZE Emmanuelle
Dr. CHIAMBARETTO Paul
DUMAZER Christophe
Dr. GURAU Calin
Dr. GUYOTTOT Olivier – Master Program Director
Dr. HANNIN Hervé
Dr. JOLY Cédrine – Head of Teaching Department
LE BELLAC Agnès
MAHE Patrick
Dr. MERDJI M’Hamed
PECH Catherine
Dr. SANCHEZ Carlos
THERY François Xavier – Business Development and Corporate relations
Director
Dr. VILLEMUS Philippe