

Annual Report 2020

 early makers
since 1872



em
lyon
business
school

Contents

4

Academic excellence:
A world-ranking school

6

Academic excellence: Training
informed by research

8

Academic excellence: Innovative
teaching

10

A school committed to a
socially and environmentally-
responsible approach

12

Relations with businesses and
the socio-economic community

14

International ambition

16

Student associations

18

Alumni

20

Promoting multiple intelligences

22

Hybridization

24

Gerland Hub: A new campus
in the heart of Lyon

One of the leading European business schools

Isabelle Huault, Executive President and Dean, emlyon business school

At the end of this academic year, which COVID-19 and lockdowns have made so unusual, we are proud to see that all those involved in **emlyon** business school - its faculty, administrative staff and students - proved wonderfully capable of adjusting and, in record time, arranging for all of the teaching to be delivered remotely.

This situation spotlighted our strengths and our ability to embrace change, and proves that our fundamentals are solid.

Consolidate our fundamentals in order to rank among the top European business

The acquisition of a share in the school's capital by the Qualium investment fund and BPI France in 2019, coupled with a reassuring shareholders' agreement, gave our School the resources it needs to meet its objectives of financial sustainability while at the same time upholding its academic quality, and secure its ranking among the top European business schools.

At the same time, we are in the process of officializing our status as a benefit corporation. This status legitimizes our purpose - to act in the general interest and for the common good - which is the primary mission of a higher-education establishment.

Building on these foundations, our strategic plan unfolds in four main areas: internationalization, hybridization, digitalization and social & environmental responsibility (SER).

Live the world

We want to increase our School's international dimension and diversity in all its forms: cultural, social and international. This objective is achieved, for example, by internationalizing our faculty and through our students' mobility to our campuses in Lyon, Saint-Etienne, Casablanca, Shanghai and Bombay.

Hybridize to understand

Our mission is to train managers who are well-informed and aware, who have a firm grip on their core business, but who are also in possession of knowledge and skills from other sciences such as engineering, law, design and art. To achieve this, we forge a wide range of academic partnerships with elite higher-education establishments.

Master technology

Our School's investments in digital technology span every aspect from our information system to online teaching, though we are at pains to ensure a sound balance between remote and onsite classes. We also want to train our students in Artificial Intelligence and data science, a subject that is built into our training courses.

SER: committing to change

Our commitment to social and environmental responsibility (SER) reflects our status as a benefit corporation. Our SER principles are built into all of our teaching, our research and our social and impact entrepreneurship. For example, we are setting up an institute dedicated to social innovation. And finally, our SER is worked into our organization. We are attentive to the well-being of our staff and students on the various campuses in a health context that alerts us to their social and/or psychological distress.

The means to achieve our ambitions

In 2020, our School achieved accreditation under the three main international accreditation systems: EQUIS, AACSB and AMBA. This is a fine token of recognition of our School's academic quality and appeal.

Our move to the inner-city Gerland district, planned for 2024, will only reinforce this appeal. The "Gerland Hub" will be more than a mere property development: it will give tangible form to and embody our academic project, which is based on promoting hybridization, cooperation and creativity.



Isabelle Huault

Demanding academic standards: A world-ranking school

Guaranteeing and developing the Faculty's academic excellence through high-level research with a social impact

Two questions for Tessa Melkonian, Dean for Faculty and Research

As Dean for Faculty and Research at emlyon business school, what is your roadmap?

My main role is to guarantee and develop the Faculty's academic excellence through high-level research with a social impact, the aim of which is to be incorporated into our teaching and disseminated to society and among our colleagues and students. Impact and hybridization are our watchwords. Accordingly, we have acquired tools to measure the impact of our actions with regard to economic, social and environmental issues. As for the concept of hybridization, it infuses our research initiatives, which must address the challenges posed by new technologies, new finance, changes in the way people work, and human beings' relationship with organizations and the future. To be able to address these issues scientifically is one of the main missions of a major school such as ours.

How is the emlyon business school faculty structured?

To maintain the academic excellence of our teaching, our research and our training, we continually recruit top-level professors. Through our management of the faculty, we also steer these professors' activity to ensure that their research is adequately disseminated. All of our course directors are professors. Moreover, our teaching are based on their research. Our Faculty comprises around 160 research professors, supported by 10 instructors who manage our teaching. An affiliate faculty composed of expert professors helps us organize all of the courses. This year, we have reinstated the teams providing technological and pedagogical support for the Faculty, with a view to strengthening the ties between the administrative departments, the researchers and the teachers.



Renewed accreditation: emlyon business school retains its "Triple Crown"

emlyon business school belongs to the fewer than 1% of all business schools in the world to hold "Triple Crown" accreditation. This means that it has been accredited by the three main international accreditation systems for a period of five years: EQUIS in October 2019, followed by AACSB in January 2020 and AMBA in September 2020.

This recognition not only confirms and rewards its overall quality, it also consolidates its international notoriety, enhances its appeal for students and reinforces its academic partnerships, not to mention its very positive impact on international rankings in France and worldwide.

The evaluation criteria embrace the establishment's governance, strategy, research, programs, students, faculty, links with socio-economic circles and its social and environmental responsibility, among other factors.

Key figures

- 160 professors
- 88% of faculty hold a PhD
- 12 instructors
- 46% of the faculty are international
- 34% of the faculty are women



Tessa Melkonian
Dean for Faculty and Research

Demanding academic standards: Training informed by research

Train more effectively, adapt more easily

Frédéric Delmar, emlyon business school's Associate Dean for Research, is an eminent specialist in research into entrepreneurship. For over 25 years, he has been studying the changing face of businesses and their organization. He is an expert for the OECD and the European Union, and has also played an active part in several startups.

You are one of the world's top researchers in your field. What exactly is the focus of your work?

My main area of interest is the early-stage development of startups and their growth cycles. I focus on the founders' group dynamics, along with the application of statistical tools to understand young businesses' development.

Science is the backbone of our modern societies, so it is essential to link this research to teaching, because research makes it possible to share reliable knowledge based on data and rigorous methods.

What do we - and the students - stand to gain from this injection of scientific "knowledge" into the teaching programs?

Applied to education, it means that it is the student with the best training who is most likely to stand out on the job market: the one who has acquired

solid knowledge and who knows how to apply it and make decisions based on considered, tangible, proven factors. The best schools are the ones that train visionary leaders, have teachers who are also researchers, and well-suited training courses. The way we teach should also factor in the latest trends in society, such as the use of new technologies, globalization and the social and environmental aspects. All of which requires new knowledge and a very open mind, for both the faculty and the students, along with adaptability in the evolving content of our courses and methods.

What entrepreneurial profiles have you set out to train?

We are at the crossroads of sweeping changes in politics, technology, society and the environment. We need to tackle new challenges. So it is up to us to properly prepare students to become these proactive "early maker" entrepreneurs, capable of learning and relearning in a constantly changing environment. Tomorrow's entrepreneur will need to be thoughtful, flexible, visionary and responsible.

Leveraging research for more impactful teaching

emlyon business school draws on its academic research to bring students the keys they need to understand the world around them. To do so, it can count on its specialized chairs and the many researchers among its faculty. Clément Levallois, Ruthanne Huising and Pierre-Yves Gomez stress the importance of anticipating and guiding the far-reaching changes at work in society and organizations.



Pierre-Yves Gomez

"The role of a professor is to produce and disseminate knowledge, tailoring the teaching methods to different types of audience," explains Pierre-Yves Gomez, an economist, research fellow and director of the IFGE (French Corporate Governance Institute), which is part of the emlyon business school. He encourages his students to shed topical platitudes and instead develop a deep understanding of the forces defining their environment so that they can become fully engaged in it.

Associate Professor Clément Levallois is investigating organizations' use of data - their digital assets - and has developed a learning track on the subject. "My research helps me analyze the data and develop innovative applications for that data, particularly in a business context," he says.



Clément Levallois
Associate Professor



Ruthanne Huising
Research Fellow

This is also the purpose of the Technology and Organization Research Center directed by research fellow Ruthanne Huising: "Businesses have always been subject to change and it's the manager's role to adjust to it. I analyze the way organizations respond to far-reaching changes and pressures from outside, and what these changes imply for the ecosystem as a whole," she explains.

Factoring in research and an understanding of the changes at work in society is a sign of the quality of the teaching but also of anticipation and support for the changes in society. emlyon business school trains enlightened citizens, "complete" professionals with hybrid profiles and a rich array of personal qualities, capable of understanding the complexity of the world and acting responsibly.



Frédéric Delmar
Associate Dean for Research

Demanding academic standards: Innovative teaching

Transforming early makers (TEM): learning by doing

emlyon business school professors Stéphane Delmon and Philippe Silberzahn lead a course called Transforming Early Makers, which prompts 300 students from five different masters programs to take a critical look at the existing business models with a view to imagining new value systems for 2030. This first-ever collective, experimental adventure in entrepreneurship takes students from ideation to accomplishment in just 12 weeks as they design, build and defend a project.

"TEM is a program within a program, a three-month learning experience offered to students on our Specialized Programs, confronting them with the emerging challenges of tomorrow and equipping them to become future change drivers," explains Stéphane Delmon, professor at emlyon business school and director of TEM. In this innovative learning model, the 300 students are divided into around 50 teams addressing some 15 themes, resulting in a number of "clusters" of ideas, which are then presented during the program's closing ceremony on "Disruption Day" or "D-Day". During these 12 weeks, students follow a learning path that includes numerous special events such as meetings and opportunities for experience sharing at lectures (design thinking, change management, business plans, etc.) or roundtable coaching sessions attended by company managers, etc.



Key figures for the emlyon business school incubator and accelerator

- 1 incubator in Ecully, 1 incubator in Paris, 1 incubator in Casablanca
- 1 accelerator in Ecully, conducting programs between Ecully and Paris, and the Entrepreneurs in the City program in five French cities: Lyon, Paris, Saint-Etienne, Lille and Marseille
- 95 start-ups accelerated in 2020
- 71 start-ups incubated in 2020
- Over 1,400 businesses created and over 13,000 jobs directly created since 1984

The incubator advises and guides us in our business start-up project

"For our Trustoo start-up, we chose the emlyon business school incubator - and specifically the MSc in Management - Grande Ecole program - because this program has its finger on the pulse of the business world and promotes entrepreneurship at every level of the course. emlyon business school has a lot to offer in its courses in terms of employability, networking and skills, particularly through its "early makers" teaching. When you are incubated at emlyon business school, you are guided by a team that is attuned to your vision and which advises you every day. We have access to an extensive network of company heads, professors, researchers, mentors and experts in every field. We have access to premises and equipment, at no cost, where we can model, do graphic design, take part in workshops, attend lectures, etc... We enjoy real freedom while still being very closely supervised. »



Maxence Ghintran
Co-founder of Trustoo



Alexis Harnist
Co-founder of Trustoo



Stéphane Delmon
Professor and Director of TEM



Philippe Silberzahn
Professor and Director of TEM

A school committed to a socially and environmentally-responsible approach

Responsible commitment track: fostering vocations

Christine Di Domenico, Associate Professor in the social and solidarity economy, created and since 2016 has directed three courses in Responsible Commitment as part of emlyon business school's MSc in Management – Grande Ecole program. This initiative aims to introduce students to social and environmental issues so that they become stakeholders aware of tomorrow's challenges, ready to get involved and defend their values for the common good.

What do these courses entail?

They take the form of a gradual, three-phase process of experiential learning. Through their active involvement in projects, students develop their potential for innovating in the general interest. This is followed by at least six months' experience, then the possibility of pursuing their commitment (as a Maker's Project) as their course unfolds. Students can professionalize their social entrepreneurship initiative by taking more advanced courses. They can then qualify for a social entrepreneurship certificate, which enables them to set up their own structure or work with partner entities such as an ESUS (social and solidarity company), SCIC (collective interest cooperative) or student association. We use a collaborative approach involving the students, the partners and the program.

I'd like to raise the profile of social entrepreneurship within emlyon business school, mainly by restructuring our range of courses and support. With Michel Coster, Professor of Entrepreneurship and Innovation, we want to push students to more effectively tackle the social challenges by taking a firm stance as responsible entrepreneurs. They

must learn to explore uncharted territories in social innovation and use the right methods for social entrepreneurship.

What does the future hold for these professions striving for social or environmental impact?

We are seeing a growing proportion of businesses being set up in this field and the trend is set to gather pace. A CSR approach is becoming a must and a growing number of companies are setting up their own foundation. But if we want to avoid opportunistic "greenwashing", we need to look at how credible these new professions are when it comes to their values, principles and impact. We want to highlight the possibilities opened up by the social and solidarity economy and social entrepreneurship.

Training "social makers" in the quest for increasingly responsible entrepreneurs

Against a backdrop of radical change in organizations, professions and hence the required profiles, emlyon business school trains its students to become rounded and responsible entrepreneurs, both professionally and personally. This innovative teaching is shouldered by the early makers factory and the emlyon business school accelerator.

Michel Coster, professor of entrepreneurship and head of the emlyon business school accelerator, is well aware that businesses today operate in a world faced with new challenges. Accordingly, he has set out to train students and raise businesses' awareness of new causes so they can become "Social Makers".

Today the entrepreneur's role is shifting towards greater social responsibility and a commitment to working for the common good. New organizational and managerial models are emerging and an enterprise's business purpose needs to take this new paradigm into account. This is also the direction in which Michel Coster is endeavoring to lead students and company managers: "We are increasingly seeing that the lines of employability are shifting. New professions are appearing, in the social field, in response to the challenges of the world that is emerging," explains Michel Coster.

Encouraging students to become "Social Makers" requires an innovative form of teaching that emlyon business school has managed to construct in its own fashion. The School leads all of its students to tackle the real world by helping them develop a Social Maker stance right from their first year of study, by prompting them to explore new fields of social innovation and ponder the issues bound up in the environment, health, social inclusion, etc.

Many of emlyon business school's initiatives are now aligned on these social objectives, such as the Entrepreneurs in the City accelerator, which will support nearly 1,000 young people from underprivileged districts in their bid to become entrepreneurs. Lastly, a large number of research programs have been devoted to these topics, such as evaluating the social impact or the impact on investment.



Michel Coster
Professor of Entrepreneurship and head of the emlyon business school accelerator



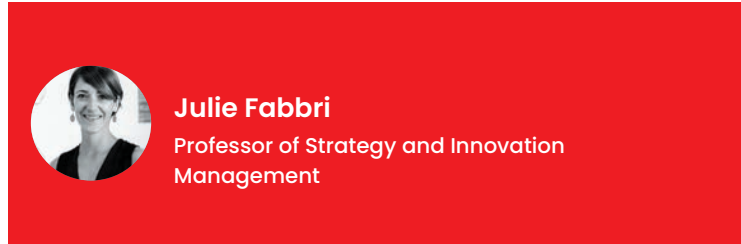
Christine DI DOMENICO
Associate Professor in the social and solidarity economy

Relations with businesses and the socio-economic community

Guiding and supporting businesses and helping them to reinvent themselves

The School works on a daily basis with businesses to co-construct the organizational models of the future and develop the skills of tomorrow's managers. **Aude Henou, Director of Corporate Relations** at emlyon business school, supervises this tailored, comprehensive support: "It's time businesses developed new modes of leadership and looked into value creation and intrapreneurship to foster creativity and innovation. Across the generations, practices at work and in management are changing. Against this backdrop, our job is to offer businesses training courses that address their needs, help them recruit the right profiles and give them support and guidance with managing their current managers' careers. »

Through co-construction, guidance and support, the establishment of innovative arrangements and partnerships with businesses, emlyon business school has managed to forge a strong, distinctive relationship with its partners. Whatever issue the School's partner is facing, and whether this partner is a large group or an SME, the Corporate Relations Department can step in as adviser and facilitator to provide the guidance and support best suited to their concerns.

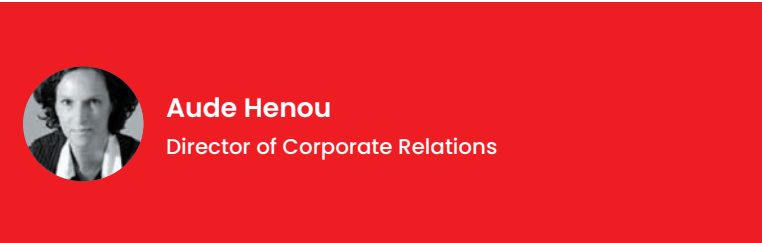


Julie Fabbri
Professor of Strategy and Innovation Management

"Imagining the possible futures of work helps anticipate our students' employability"

emlyon business school professor Julie Fabbri specializes in issues to do with the organization of work and management, taking a special interest in possible scenarios for "the future of work". Given the changes unfolding in society and in its relationship to work, **Julie Fabbri** has drawn up four possible scenarios for 2030: dominant salary framework; freelancing as the new normal; establishment of a universal minimum wage; hybridization of the first three models.

"With this analysis, we hope to start a conversation about how the world of work - and by extension society - will evolve, to prompt change in the vision and practices, of recruiters in particular. Imagining the possible futures of work enables us, here at emlyon business school, to more effectively foster our students' employability." »



Aude Henou
Director of Corporate Relations



Apprenticeship training courses boosted by emlyon business school

In 2020, emlyon business school became increasingly involved and proactive in its support for developing apprenticeship training courses in higher education. Following the implementation of the French Act of 5 September 2018 and the integrated reform of cooperative education, emlyon business school made the strategic decision to develop apprenticeship training by acquiring its own in-house apprenticeship training center for the 2020/2021 intakes.

Cooperative education is an option that has been offered at emlyon business school for many years. Cooperative education was originally operated with an outside partner. This new phase will see the number of apprentices gradually increase from 70 in 2019 and 150 at present to nearly 400 by 2023. They will be divided among the three existing training programs (Global BBA, MSc in Management – Grande Ecole and Specialized Program for International Corporate Lawyers) or new programs currently under development.

This initiative bolsters the School's policy on social accessibility and provides a more effective and appropriate response to the growing demand for this type of training on the part of students and businesses, while guaranteeing its quality and innovative teaching methods. The emlyon business school's apprenticeship training center will reflect emlyon's identity and hallmark values of sustainability, innovation, excellence in teaching and the early makers mindset.

By responding specifically to the needs of businesses eager to engage apprentices "made in emlyon", the apprenticeship training center will also be able to help change the world and organizations by together creating the skills for tomorrow's world.



International ambition

Our international footprint enables us to attract the world's top students

emlyon business school is making globalization one of its leading growth areas, along with opening new campuses in Africa and Asia, or establishing specific programs for each geographical zone. Tugrul Atamer, Vice-President Global Affairs, looks back over all of the actions taken to achieve this.

emlyon business school is continuing to expand abroad. What is its development strategy and why choose a particular market?

Our strategy is to disseminate emlyon business school's high-quality teaching in other countries, particularly in Africa and Asia. For the government of the campus's host country to recognize our training courses, it is crucial to have locally-based facilities, while our international footprint enables us to attract the world's top students. We are aiming to make our School not only international but global, so that we can leverage a worldwide network of campuses. To achieve this, we have targeted settings in which higher education is crucial for the country's youth. Right from the outset, we have established our campuses in emerging regions where the educational needs are critical for the country's growth, as we can see with the Shanghai campus. If we place such great importance on being present locally, it is so that we can build partnerships with the businesses on site for projects, internships and continuing education programs.

Do these campuses offer the same training courses as in France?

We have opted to maintain the offering that is already popular, such as the BBA and the Executive MBA, and develop it into globalized courses, as we have already done with the MSc in Luxury Management & Marketing and the MSc in Sports

Industry Management. We are also developing a specific offering (around 30%) for each campus, and each country has its own specific features: the luxury market for Shanghai, digital marketing for Paris and social innovation for India and Morocco. At all of the campuses, we are very eager to maintain our high selection criteria, while at the same time adapting our course content and our teaching methods. Moreover, each campus perpetuates the innovative "early makers" teaching methods in its own Maker's Lab, Learning Labs and Hubs, and business incubators.

The digital revolution has totally abolished borders. Is that a real additional asset on an economic market that is undergoing sweeping changes?

The emlyon business school campuses will increasingly become part of a global digital network. Each student can take advantage of the other campuses through digital technologies, boosting the level of interaction among them. In the future, thanks to these interactions with their international peers, students will be capable of analyzing a problem and providing solutions that draw on different cultural perspectives, fostering the development of creative professionals.



Asia is at the center of the globalization strategy

emlyon business school Asia, headed by **William Wang**, is a major player in the School's globalization strategy. Now recognized as one of the leading business schools in China, the Shanghai campus has become an almost mandatory stepping stone for many students.

There are 1,600 learners enrolled in the initial training offering (BBA, masters and doctorates) and specific programs designed for managers and senior executives at the Asia campus. All aim to gain a better understanding of the issues and challenges facing the global economy, which depends heavily on the Asia zone.



William Wang

"We are in line with the School without being a carbon copy of all of its programs. Despite similarities, our offering is tailored to our specific contexts," points out William Wang. For instance, emlyon business school Asia runs its own activities, including a ranking of the top Chinese companies in the field of Industry 4.0 and artificial intelligence. "We want to leverage our academic research to create an impact on our own environments. On one hand, we train; on the other, we create intellectual products that businesses will find useful for analyzing their own performances," he adds.



Tugrul Atamer
Vice-President Global Affairs

- 7 campuses
- 35,700 graduates in 130 countries
- 200 ambassadors in France and abroad
- 160 professors, of whom 47% are international
- 190 academic partners
- 8,900 students representing 121 nationalities
- 6,900 continuing education executives and managers

Student associations

L'Odyssée Managériale: a world tour of innovation

"L'Odyssée Managériale" is an association founded by **Thibaud Huriez** and **Romain Thievenaz**, both enrolled in the MSc in Management – Grande Ecole program, who met in 2018. The association was set up to explore the new management practices developed to cope with the impact of the COVID-19 pandemic. Both are driven by the same goal: to restore the human element to its central role in organizations' managerial practices.

They set off a six-month journey around the world, from November 2020 to April 2021, to meet with the executives, managers and staff of some 30 organizations and explore their many and various management practices. They were keen to discover and test the new behaviors and new management practices revolving around employee engagement, the relationship between managers and the people they manage, or the acceleration of change during a health crisis. Reports on their adventure will be published on social media on an ongoing basis to encourage better management worldwide and share global best practices.

"Balance ton stage": an initiative to combat sexual and sexist violence in the workplace

Agathe Peigney, **Simon Mangel** and **Camille Dubourdieu**, all students at emlyon business school, launched the "Balance ton stage" movement in September 2020. They received hundreds of reports from interns at all types of businesses through social media and from their fellow students. "Our initiative mushroomed beyond anything we could have imagined," says Camille.

The project was prompted by a personal experience the two young women had during an internship they were both doing. As witnesses and victims of everyday sexism, they soon realized that the phenomenon was something a significant proportion of their fellow students had also encountered. With their friend Simon, they decided to launch a handbook for students and their own establishment, to combat sexism and harassment in the workplace.

They subsequently broadened the initiative's scope beyond that of the university, on Instagram, with a growing number of first-hand accounts. They aim to spotlight the phenomenon by enabling victims to speak out, and to teach people generally how to respond in such situations. Victims who speak up are given support and guidance, which may extend to filing a complaint.



Follow the Balance ton stage team on:

- Instagram: [balancetonstage](#)



A look back on Students' Sustainable Development Week 2020

The Students' Sustainable Development Week 2.0, organized by the emlyon business school's NOISE association, was held from April 20 to 24, 2020. This week-long event is held every year in April to raise awareness of "greening" among not only emlyon business school students but also campus employees, and nudge them into action.

The Students' Sustainable Development Week is organized at national level by the REFEDD, the French network of students for sustainable development, of which the emlyon business school NOISE is a member. A total of 1,600 participants followed over 20 events (webinars, roundtables, workshops, debates, outreach initiatives, challenges, etc.) led by 30 speakers, including 20 outside stakeholders and 10 emlyon business school faculty members.

Follow the Noise on:

- Facebook: [NOISEemlyon](#)
- LinkedIn: [noise-emlyon](#)
- Instagram: [noise_emlyon](#)



The associations in figures:

- 56 student associations
- 1,050 students involved
- A combined budget of around 5 million euros managed by all of the student associations

Alumni

Careers with a social impact: ChangeNOW shows how it's done

After graduating from emlyon business school in 2007, Santiago Lefebvre created the ChangeNOW Summit in the unshakeable belief that businesses can be tremendous innovation drivers to address urgent environmental and social issues. Each year, this event spotlights the best solutions in social and environmental innovation around the world: an initiative that has a powerful impact.

How did the idea of the ChangeNOW initiative for social and environmental innovation come to you, and what has it set out to achieve?

After a brief spell in finance, I soon turned to my main center of interest: entrepreneurship. In 2015, against the backdrop of the COP 21, I sensed there was a need to create a "humanistic" group to coordinate the projects of the stakeholders involved with concrete solutions for the planet. I believed it was important to draw together a whole ecosystem in the sector of social and environmental entrepreneurship. That was how ChangeNOW began: an independently-created entrepreneurial initiative undertaken by committed supporters to address urgent environmental and social challenges. In practice, our objective is to accelerate the transition to a sustainable world and help these solutions reach full-scale deployment by providing them with a maximum of visibility and opportunities. Every year, we gather innovators, businesses, cities, investors and citizens at a variety of events.

How do you gauge ChangeNOW's impact on society and the environment?

Apart from the number of participants (2,000 in 2017 and 28,000 in 2020), we measure the success of our event by the number of high value-added connections we create! For the last edition, we featured 1,000 solutions and we organized 7,000 business meetings, which led to new contracts, partnerships and fund raising! We showcase the culture of change and the drive force of ambition by involving prominent personalities recognized for their environmental or social commitment. Things are changing and we are doing our bit by supporting the trend.



Santiago Lefebvre
Founder of ChangeNOW



Alumni: an active and committed international network of graduates

emlyon business school alumni is a tremendous network currently comprising over 35,700 graduates in 130 different countries. The emlyon business school alumni network has set itself a new ambition: to develop the feeling of belonging and the level of commitment.

The Alumni network fulfills three main missions. First, it offers graduates "career" services in the form of personalized follow-up, individually or in groups, and remotely or in person. The second mission consists in coordinating the national and international network and putting alumni in touch with one another. Finally, the third mission aims to promote the value of the emlyon business school diploma, showcase the talents trained by the School and boost the interactions and solidarity between the alumni and their alma mater. This mission includes strengthening inter-generational ties and boosting engagement.

- 35,700 graduates
- 50% lifetime members
- +290 events per year
- Over 1/5 of students abroad
- 130 countries
- 250 ambassadors in France and abroad



Promoting multiple intelligences

If future managers are to manage and communicate with new technologies and be ready for the new form of corporate governance, they will have to be capable of developing new forms of intelligence. emlyon business school is anticipating this requirement by training its students in multiple intelligences, including artificial, emotional, interpersonal and bodily intelligences.

Artificial intelligence

To address the managerial challenges of tomorrow, emlyon business school has set out to train its students in artificial intelligence. This goal took form in September 2018 with the creation of an MSc in Digital Marketing & Data Science. This program provides a direct application of artificial intelligence to management and the radical changes taking place in business models.

In 2018, emlyon business school also created the AIM Institute, which is devoted to understanding the opportunities and impacts of artificial intelligence for the economy, organizations and society. "We study the way technology is going to change relations with consumers and how AI is going to change the user experience," explains Margherita Pagani, Professor of Digital Marketing and Co-Director of the MSc in Digital Marketing & Data Science.

Another form of intelligence that is proving crucial for managers and entrepreneurs is emotional intelligence. This consists in being able to manage one's relationships with other people, make decisions and make the right choices, even in stressful situations, and control and adapt to outside phenomena. emlyon business school prepares tomorrow's managers for all future situations through a specific course. Created 10 years ago by Christophe Haag, professor and researcher in social psychology at emlyon business school, the emotional intelligence course is an elective module in the MSc in Management – Grande Ecole program. It is also available as part of a continuing education program, a conference topic or as a fully-online General Management Program certificate course.

Social intelligence

Lastly, social intelligence enables us to situate our actions in a broader dimension, understand social dynamics and see the connections between individuals and their social context. It is vital for any form of reasoning and helps us grasp the complexity of a social context. Its hallmark is that it gets us thinking about the impact of our actions on society, the parties involved and the environment.

"Social intelligence is our ability to look, listen and analyze so that, ultimately, we can give our actions a social meaning. Social intelligence is very closely linked to issues of social and environmental responsibility, since it has a social, societal and environmental impact. It can then be used to measure the company's social value," explains Hans-Jörg Schlierer, a professor and expert in intercultural negotiation and social and environmental responsibility (SER). The courses he teaches as part of programs such as the International MBA, the Executive MBA or the Specialized Programs are designed to develop this social intelligence and the consideration given to the impact of our actions on others and on our environment.



Hans-Jörg Schlierer
Professor and expert in intercultural negotiation and SER



Christophe Haag
Research fellow in social psychology



Mickaël Romezy
Director of sport programs & SHN

The sport makers program: extending the values of sport to management

Did you know that managers and elite sportspeople have certain skills in common? Strategic analysis, risk calculation, leadership, team spirit, stress management, decision making and performance management are all qualities that are required and developed by sportspeople, and which the future managers trained by emlyon business school are also expected to possess.

This is what prompted our School to launch the sports program in 2019.

The program combines two specific training units. The first of these is a range of sports courses open to all students doing standard training programs at all of the French campuses; it offers around 60 activities. The second is a range of courses specifically for elite athletes, either during their career or when they are preparing to change career. It is accessible after obtaining the baccalauréat and at any point in their career.

At the same time, at the request of the student sports associations, emlyon business school included eSport in its teaching from the 2020 intake. The School has signed an academic partnership with the Gaming

Campus, the foremost European campus for training stakeholders in the video game industry. The new learning platform offered to emlyon business school students includes a comprehensive training course on the League of Legends, Fortnite and FIFA games: three games that provide the richest material for acquiring the cross-cutting skills sought by companies in this sector.

This new discipline has proved very popular, with an intake of 50 students the first year, then around 100 for the Fall 2020 intake. It is aiming for a strong growth target for the next intake.

"The program has a dual objective," explains Mickaël Romezy, the program's director. "It is as much about developing motor and experiential intelligence (through such varied activities as traditional sports or even singing, sophrology and improv theater) as about fostering the development of emotional, situational and collective intelligence." This learning goes beyond the purely technical, tactical or strategic learning acquired through a sporting activity. It gives students the opportunity to acquire knowledge, know-how and soft skills, and re-contextualize them in the business environment.

"Moreover, we have seen that sports students are more fulfilled, more committed and more motivated in what they undertake," analyzes Mickaël Romezy.

Margherita Pagani
Professor of Digital Marketing,
Co-Director of the MSc in Digital Marketing & Data Science program



Hybridization

Learning to anticipate disruptions



Thomas Gauthier

"Prepare to have to decide and act in previously unheard of contexts": this could be the watchword of Thomas Gauthier, professor and expert at emlyon business school, whose course on anticipating disruptions encourages students to challenge certainties and the established framework. Taking a "hybrid" teaching approach, he calls in an expert in design fiction to help participants project themselves into the future through an immersive, game-like experience.

You teach a course on "anticipating disruptions" to students doing the MSc in Management – Grande Ecole program, as well as to managers and business executives as part of the Executive MBA and the International MBA. What is the course aiming to achieve?

T.G. : We want to train individuals to cope with situations that are totally unexpected and new, using a collective approach. Individuals and businesses instinctively shy away from anything totally new. And yet it is fast becoming necessary to be able to design and explore several possible futures in order to adjust company strategy.

How do you teach your students disruptive subjects? What methods do you use?

T.G. : We start with the principle that students need to see the future as a tool, since our perception of the future influences our decisions. Our program enables participants to create a "memory of the future" for themselves, i.e. the ability to visualize and comprehend a number of scenarios that, at some point in the future, will allow them to draw on this "memory"

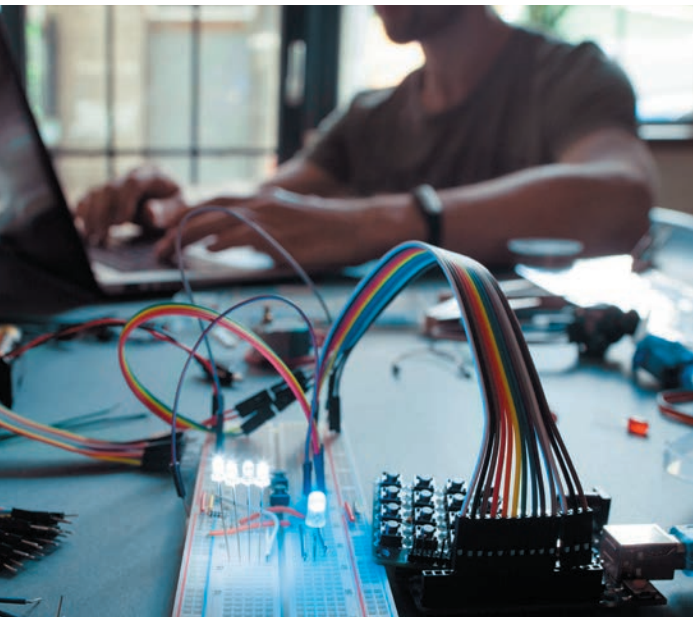
to anticipate various situations. To do so, we rely on different forms of anticipation, in particular science fiction, but also "prospective ethnography", a practice that consists in detecting, in the environment, the weak signals that may be announcing far-reaching changes or even disruptions. Lastly, we set aside times for discussions between the students and the partner organizations that submitted case studies to us, and we train them in document analysis.

The program takes a distinctively hybrid approach. To do so, emlyon business school chose to call in a variety of fields of expertise, including "design fiction". Bastien Kerspern, you founded and now co-manage the Design Friction studio. Can you explain your methodology and your approach to us?

B.K. : In this program, we set out to cross our game-oriented approach and the School's long-range planning approach to create "speculative experiences". Together, we have created the "Disruptive Futures" program, aimed at enabling students to assimilate the importance of innovation in the face of disruptions. We don't get involved in solving the problem, just in defining and framing the problem. The aim is to teach the participants to problematize differently.

Why is the "design fiction" method so well suited to this teaching and this audience?

B.K. : Design fiction speaks to students. With this method, we tackle questions over the long term; we look as much at an innovation's implications as its applications, its unexpected effects, the risks and opportunities of a situation, their systemic impact on the ecology or future of society. Design fiction helps represent these questions so that we can more effectively project ourselves into the possible futures. This way, the students learn to step back and take a more objective look at their ideas, the conception of the world and the way in which we can influence society in the long term.



MSc in Health Management & Data Intelligence: hybrid training in the new health professions



Benjamin Dalmas

Benjamin Dalmas is a research fellow at Mines Saint-Etienne, in data science in the Health field. Since September 2019, he has been co-directing the new MSc in Health Management & Data Intelligence, a hybrid curriculum combining teaching from emlyon business school and Mines Saint-Etienne to develop new professions.

What does this program entail and why does it take a hybrid approach?

This program sets out to train specialists who combine health engineering, management and data intelligence in order to more closely match the market's expectations. It's therefore a common program for engineering and health, addressing the lack of a bridge between these two sectors. There was a need to train a new type of profile: neither a doctor nor an expert in algorithms, but someone who is capable of understanding both of these worlds and getting them to work together.

So you are effectively creating new professions. What will they be called?

These are emerging needs for professions that don't exist yet and which are gradually taking form. These new professions are neither engineers nor doctors, but they will be able to work in ethics committees or as "Healthcare Analysts", for example. These experts will be able to foster the emergence of innovative projects because they will be able to leverage the strengths of one profession to serve the other.

Who are your students and how is this training organized?

We have about 20 students every year, from very different courses. We don't stipulate any prerequisites other than a four-year post-secondary degree, but we do require a career objective and motivation. The training lasts one and a half years and takes place at emlyon business school, Mines Saint-Etienne and the Shanghai campus. During this course, the students will acquire a knowledge of the technical aspects and ethics, understand the issues and challenges of Data Science, adapt to this new culture and develop their capacity for analysis, innovation and open-mindedness. Only a hybrid training course such as this can give students this sort of bird's-eye view. There are tremendous benefits to be gained by bringing together students from very different fields; they learn from each other and learn to think differently to under their usual spectrum. We push them out of their comfort zone and their familiar environment.



Gerland Hub A new campus in the heart of Lyon

In the lead-up to its 150th anniversary, emlyon business school formed plans for a new seat of education commensurate with its history and prestige, and in step with the upheavals in technology and society: it was to be the Gerland Hub.

The Gerland Hub project is a "next-generation" campus: an accessible and open third place in the heart of Lyon. The site will also be directly connected to its environment, the public authorities, associations, academic partners and the socio-economic community, creating a unique, innovative setting for education and stakeholder networking.

The nearly 30,000 m² building project unveiled in 2019 will be erected on the former Nexans brownfield

site in Lyon's 7th district. This platform will be a space for interactions and experiences, in which the students and the stakeholders from the socio-economic community will be able to meet, undertake projects together and share their experiences and their knowledge with the general public.

For all of the stakeholders involved in the School's governance, this project is a strategic opportunity to consolidate emlyon business school's development path on a site with remarkably easy access for students and businesses. It is set in the dynamic Gerland district, which is undergoing sweeping redevelopment in the heart of greater Lyon and the Auvergne Rhône-Alpes region.

Key figures

- A 30,000 m² real estate development
- 8,500 m² of teaching facilities
- 7,000 m² of facilities for collaborative and experiential learning
- 110 million euros invested through the commitment of major regional and national banks
- 2021: Beginning of work on the site
- 2024: Opening of the Gerland Hub





emlyon business school campuses

LYON-ECULLY

23 avenue Guy de Collongue
CS 40203
69134 Ecully cedex - France
em-lyon.com

SHANGHAI

Asia Europe Business School
155 Tan Jia Tang Road
Minhang District
Shanghai 201199 - People's Republic of China
www.em-lyon.com.cn

SAINT-ETIENNE

51 cours Fauriel
CS 80029
42009 Saint-Etienne cedex 2 - France
bba.em-lyon.com

CASABLANCA

Marina de Casablanca
Tour Ivoire 4
20000 Casablanca - Morocco
casablanca.em-lyon.com

PARIS

15 boulevard Diderot
75012 Paris - France
em-lyon.com

BHUBANESWAR

Xavier City Campus
Plot No: 12(A) - Nijigada - Kurki - Harirajpur
Pin: 752050 - Dist.-Puri - Odisha - India
xebs.edu.in



Visit our campuses on Google Street View



@emlyon



affiliated with



ambassador

