



Mission Committee Report



Providing lifelong training and support, enlightening individuals and developing their capability to effectively transform organizations and build a society that is fairer, shows solidarity for others and respects the planet.

2021/2022

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Why become a Benefit Corporation?



Isabelle Huault

Executive President and Dean
emlyon business school

emlyon is celebrating its 150th anniversary this year and throughout its history it has demonstrated an ongoing drive focused on creativity and innovation.

Faithful to its roots and humanist values, our School sets out to train enlightened professionals and citizens who are able to not only manage, but also change their complex world.

In an environment marked by considerable economic, geopolitical, social and environmental challenges, we have made social and environmental commitment a pillar of our strategy, at the heart of our educational project.

When I took over as Dean in the fall of 2020, in conjunction with and supported by our shareholders, I committed the School to the journey to becoming a Benefit Corporation, as a reminder that emlyon strives for the common good and the general interest.

All emlyon's stakeholders now have a common, long-term goal.

Through this commitment enshrined in our bylaws, we wish to embody, through all activities, a socially aware organization that changes organizations and helps create a society that shows solidarity for others and is more respectful of the Planet.



Marie-Stéphane Maradeix

President of the emlyon business school
Mission Committee

In July 2021, emlyon business school incorporated its status as a Benefit Corporation into its bylaws, to strengthen its commitment to serving the general interest and the common good for a fairer, more supportive and sustainable society.

This new dynamic, driven by the new management team, supports the Confluences 2025 strategic plan, which guides emlyon's stakeholders in three key areas, namely academic excellence, the continued internationalization of the School, and its social and environmental commitment.

To provide support along this strategic path, the School decided to create a Mission Committee consisting of representatives of its stakeholders. These include academic experts, students and employee representatives, as well as representatives from the socio-economic sector and civil society.

By joining this Committee, we have committed to the institution in its new form of governance, which encourages us to reconsider the traditional models.

We are responsible for ensuring the School's commitments are met and we will be called upon to provide insight that covers the views of the entire emlyon community. We will endeavor to challenge and contribute to the organization's strategic thinking in order to help it achieve its goals.

This document reports on the first year of the School's commitment to its strategic journey from a Company to a Benefit Corporation.

It includes details of the Benefit Corporation's challenges and how the strategy and organization are structured around a common compass, as well as its first achievements.

Happy reading!

1 emlyon's Mission



Mission Statement and Statutory Goals

➔ As decided in its “Confluences 2025” strategic plan, **emlyon** business school became a Benefit Corporation (*société à mission*) on 26 July 2021, following a unanimous vote by the Supervisory Board. The PACTE law enables the School to set out this general interest mission through its mission statement, enshrined in its bylaws.

In its statutory mission statement, the School reiterates its convictions:

- Efficiency must be combined with responsibility and humility,
- Businesses and the economy must also produce social and environmental justice,
- The necessary transformations require science, awareness and audacity,
- We need to act and lead in a different way for the common good.

The School's mission statement is:

To provide lifelong training and support, enlightening individuals and developing their capability to effectively transform organizations and build a society that is fairer, shows solidarity for others and respects the planet.

The School undertakes to pursue the following goals in its training, research and day-to-day functioning.

1. Education

EDU 1 Nurture the entrepreneurship spirit with pedagogy grounded on experience and experimentation

EDU 2 Develop reflexivity, critical thinking and creativity through a plurality of perspectives and the interconnection of different fields of knowledge

EDU 3 Hone students' skills so that they can meet today's significant social and environmental challenges

EDU 4 Enable students to build their individual employability.

2. Research

R 1 Promote academic freedom and develop research from multiple perspectives

R 2 Play an active role in the global scientific conversation and socio-economic debate on the creation of value and social and environmental justice

R 3 Ensure educational programs are kept current by incorporating state of the art knowledge.

3. Functioning

FUN 1 Make emlyon a center of innovation in matters of inclusion and environmental protection

FUN 2 Embody a model of management that respects people and contributes to their development

FUN 3 Engage our stakeholders in an active community that shares emlyon's educational vision.



The Mission Roadmap



emlyon's statutory mission is set out in a roadmap drawn up by General Management with short and medium-term goals (see page 10 – 2025 projections).

These operational goals will be used to steer implementation of the mission and check on achievements.

General Management provides information annually to members of the Mission Committee regarding emlyon's priorities with respect to the mission. At the end of the financial year, it shares a report on the achievements (see page 12 - Summary of 2021-2022 results).

These documents enable the Mission Committee to give its opinion on the relevance and level of ambition of the priorities chosen for the year. Discussions on the end-of-year report allow future priorities to emerge.

3 main priorities were identified by Management for 2021-2022, which was the year of implementation for the mission:

1

Defining and setting up the organization to facilitate the dissemination and steering of the mission, including:

- setting up the Mission Committee
- drawing up the 2021/2022 roadmap, which has been built in tandem with the 2025 projections

2

Conducting the first “inventories” in relation to the goals to be reached, including a survey of the faculty to assess how to support the members in reaching the mission goals

3

Initial achievements in order to progress from 2021/2022 on the various statutory goals

2025 projections

10 statutory goals	EDUCATION			
	EDU 1	EDU 2	EDU 3	FOR 4
	Nurture the entrepreneurship spirit with pedagogy grounded on experience and experimentation	Develop reflexivity, critical thinking and creativity through a plurality of perspectives and the interconnection of different fields of knowledge	Hone students' skills so that they can meet today's significant social and environmental challenges	Enable students to build their individual employability
2025 projections	↓	↓	↓	↓
	<p>Add value to the engagement experiences by strengthening the early maker pedagogical concept with respect to the mission</p> <p>Encourage and guide the degree of experimentation and experience in all our programs</p> <p>Encourage and promote positive-impact intrapreneurship and entrepreneurship schemes</p> <p>By 2025, redefine the early maker pedagogical concept with respect to the mission</p>	<p>Enhance the diversity of the student intake through a wide range of student profiles</p> <p>Increase the hybridization of programs and courses by establishing diverse and high-ranking academic partners</p> <p>Develop the reflexivity, critical thinking and creativity of students through the provision of knowledge</p>	<p>Make socio-environmental issues a key component of skill acquisition across the curriculum</p> <p>Measure the expertise and increased skills of learners with respect to social and environmental issues</p>	<p>Enable learners to explore and develop their career plans</p> <p>Promote the different/new areas of employability</p>

RESEARCH			FUNCTIONING		
R 1	R	R 3	FUN 1	FUN 2	FUN 3
Promote academic freedom and develop research from multiple perspectives	Play an active role in the global scientific conversation and socio-economic debate on the creation of value and social and environmental justice	Ensure educational programs are kept current by incorporating state of the art knowledge	Make emlyon a center of innovation in matters of inclusion and environmental protection	Embody a model of management that respects people and contributes to their development	Engage our stakeholders in an active community that shares emlyon's educational vision.
↓	↓	↓	↓	↓	↓
<p>Promote diversity in areas of excellence</p> <p>Ensure that this goal is achieved on the various emlyon campuses around the world</p> <p>Promote the diversity of work and publications related to emlyon's mission statement</p>	<p>Draw up a research policy and Faculty outreach in order to facilitate stances on the link between value creation and social and environmental justice, while respecting academic freedom</p> <p>Encourage research that addresses different audiences</p>	<p>Strengthen the links between courses and research</p> <p>Renewal of programs, their contents and their formats, to tie them in with research</p>	<p>Promote access to higher education and the job market</p> <p>Promote the inclusion of our learners</p> <p>Manage and reduce our environmental impact</p> <p>Make the future Lyon campus the embodiment of an exemplary organization in terms of sustainability</p>	<p>Have managerial practices and working conditions that contribute to employee satisfaction</p> <p>Ensure that parity and equity are respected in the treatment of employees</p> <p>Provide opportunities for staff to progress</p>	<p>Sharing and appropriation of the Mission by all the School's stakeholders</p> <p>Significantly increase alumni and partner engagement</p> <p>Play an active role with respect to key players in higher education</p>

2021/2022 results

10 statutory goals	EDUCATION			
	EDU 1	EDU 2	EDU 3	EDU 4
	Nurture the entrepreneurship spirit with pedagogy grounded on experience and experimentation	Develop reflexivity, critical thinking and creativity through a plurality of perspectives and the interconnection of different fields of knowledge	Hone students' skills so that they can meet today's significant social and environmental challenges	Enable students to build their individual employability
	↓	↓	↓	↓
2021/2022 results	1,107 students involved in 56 student associations 65,000 hours of volunteer work carried out by our students in associations with an impact 40 makers' projects with a social or environmental impact Creation of the Entrepreneur Academy	36% incoming international students 39 double degrees 211 partner schools Creation of a double degree with the École des Mines de Saint-Etienne Partnership with the Lyon Ecole Normale Supérieure and with the École Supérieure d'Art et Design de Saint-Etienne and the Cité du Design Creation of the Institut Ethnographique	Rolling out of SDGs Inside: 80% of courses reviewed Creation of a new compulsory "Climate Action" course Fall intake highlights the UN Sustainable Development Goals Survey conducted on the role of CSR issues in graduate jobs	92.6% of students find a job within 3 months of graduating The Times Higher Education has placed emlyon as the 2nd French business school (top 40 worldwide) Creation of Vocation Days, female empowerment workshops, focus on green finance in the finance and consulting meet up

RESEARCH			FUNCTIONING		
R 1	R 2	R 3	FUN 1	FUN 2	FUN 3
Promote academic freedom and develop research from multiple perspectives	Play an active role in the global scientific conversation and socio-economic debate on the creation of value and social and environmental justice	Ensure educational programs are kept current by incorporating state of the art knowledge	Make emlyon a center of innovation in matters of inclusion and environmental protection	Embody a model of management that respects people and contributes to their development	Engage our stakeholders in an active community that shares emlyon's educational vision.
↓	↓	↓	↓	↓	↓
8 research centers 4 institutes Participation in the reflections of the French Society of Management on academic freedom Introduction of an Ethical Review Board	Nearly 39% of publications were on these themes Conducting of a survey among the Faculty to assess expertise in relation to the mission goals and needs (related to all the goals) emlyon & Esprit magazine study days "What are we training the elite to do?"	62% of tenured professors carry out research Creation of pedagogical departments to encourage faculty/program exchanges Creation of a training committee within the Academic Senate Creation of Introduction to Ethnography classes and courses	New scholarship policy Impact of the equal opportunities program Increased impact of "la toile" program Expanding the Disability office (team & actions) Performance of a Carbon Footprint Assessment (3 scopes) Future campus built to the best environmental standards	Strategic overhaul of the Human Resources Department's roadmap (3-year plan, tools and processes, future social climate surveys) Gender equality index 84/100 42% of employees benefit from training	Launching the mission: dissemination, appropriation, staff engagement and implementation Reactivation of the emlyon Foundation; Major alumni consultation on the jobs of the future emlyon is an active member of many Higher Education & Research bodies: CGE, CDEFM, CIRCES (DDRS label)

2

Mission Committee



Functioning & role: testing a new form of open governance

→ Governance of the mission is one of the four markers of the Benefit Corporation

According to the law (Article 210-10 of the French Commercial Code), the Mission Committee is an independent governance body responsible for monitoring the performance of the mission, taking into account the interests of stakeholders directly related to the company's activity.

It must present an annual report, annexed to the management report, to the meeting responsible for approving the company's accounts.

It can perform any checks it deems appropriate and may request any documents necessary to monitor the performance of the mission.

The Mission Committee has a two-fold role in assessing strategy:

- 1 The Mission Committee must ensure the mission and commitments made by the School are respected, with respect to the resources allocated for their performance;
- 2 It must provide insight that covers the viewpoints of all emlyon stakeholders in order to challenge and feed the organization's strategic thinking and help it to achieve its goals.



As a business school that seeks to help the development of an economy that serves society, emlyon must set high targets for the Benefit Corporation. The work conducted by the Mission Committee will be decisive for testing and adopting a form of governance that ensures the mission is indeed at the heart of the school's priorities and that it has the expected impact. Independent in its choice of procedures and the formulation of its opinions, the Mission Committee will need to organize itself to gain an intimate understanding of emlyon and its challenges, which goes beyond the usual indicators. The quality of its connections with the various stakeholders will be key to the Mission Committee's ability to provide emlyon with effective support in achieving its mission.

Françoise Dany, Human Resources Management Professor at emlyon business school and Adviser to the Dean for the Benefit Corporation project.

The Committee Members – in alphabetical order

A wide range of profiles have been chosen. The Mission Committee comprises representatives of the School's various stakeholders, namely academic experts, students, employee representatives, representatives of the social-economic world and civil society.

External members:



Dominique Bourg
Philosopher, Honorary Professor at the University of Lausanne and co-founder of IDDRI (Institute for Sustainable Development and International Relations). He provides expertise on ecological and climate issues.



Armand Hatchuel
Professor Emeritus at Mines ParisTech and co-founder of the Community of Benefit Corporations. He was formerly a member of the emlyon teachers' promotion committee. He shares his vision of standards against which the management of organizations is to be measured.



Daniel Karyotis
Managing Director of Banque Populaire Auvergne Rhône Alpes, a key partner of emlyon business school. He represents companies and organizations.



Marie-Stéphane Maradeix
A graduate of emlyon, she is the General Delegate of the Daniel and Nina Carasso Foundation and member of the mission committee of the French Coalition of Climate Foundations. Marie-Stéphane Maradeix chairs the Mission Committee. She is the voice of civil society.

Internal members:



Françoise Dany
Professor of Human Resources Management at emlyon, she led the project to define the mission in 2021 and helped organize its implementation. She will help the Faculty to take the mission on board, examine its deployment and propose training in these areas.



Bernard Laurent
Professor of Economics and member of emlyon's Social and Economic Committee. He expresses employees' expectations.



Philippine Longchamp
A fourth-year student in the emlyon Grande École program, she is also 2022/2023 Vice President of the Corporation Council of student associations. She represents the students' voice and is the mission sponsor for students. The position was previously held by Stéphane Lombaerde-Leduc (2021/2022).

Mission Committee activities

The composition of the emlyon business school Mission Committee was approved by the Supervisory Board on February 8, 2022.

During the first year, the emlyon Mission Committee met twice between February 8, 2022 and August 31, 2022, focusing on three priorities: to understand the Benefit Corporation status and the role of the Mission Committee and its members, to understand the environment and challenges of emlyon's mission and to learn how the monitoring is structured.

Mission Committee #1

The first meeting was held on **May 10, 2022**.

At this first meeting, emlyon's management presented the School, its strategic orientations and the reasons behind it becoming a Benefit Corporation.

Each member explained **why they were invested** alongside emlyon in this new form of transformative governance.

They were shown the **roadmap drawn** up by the School's management, as well as the mission performance indicators.

They also learned about the organization emlyon has put in place to roll out its mission.

Mission Committee #2

The second formal meeting of the Mission Committee was held on **July 1, 2022**.

The purpose of this meeting was firstly to **appoint the President of the Mission Committee**. **Marie-Stéphane Maradeix** was unanimously appointed by her peers.

The members worked on producing the **Mission Committee report**, the contents to be addressed and the deadlines. Discussions focused on the content of the roadmap, the goals and the distribution of tasks between each member.

This meeting was also an opportunity to discuss the procedure **for selecting the Independent Third Party** in charge of auditing the Mission Committee's report.

They shared their convictions:

- Organizations have a social responsibility and need to engage.
- Benefit Corporation status can be used to make in-depth changes in the School's model.
- They welcome the requirement of being subject to the scrutiny of others. This is a powerful exercise that can build confidence internally, while also raising expectations.
- Education is a major issue in terms of social responsibility. An institution of higher education and research is the best place to test and embody the Benefit Corporation status.

It was decided to organize a visit by the Executive President to the Écully campus so that she could meet with members of the institution: teachers, administrative personnel, staff representatives, members of the Management Board and students, in order to gain a better understanding of the issues and expectations of stakeholders with regard to the commitments of the Benefit Corporation. It was also decided that she would report back to the other members of the Mission Committee and that they would also visit the School campus in early 2023. This will allow each of the members to **meet** with staff representatives, teachers and students.

The Committee emphasized that:

- Structural projects - such as the new emlyon campus in the center of Lyon - must be fully consistent with the mission.
- The Mission Committee report should include the year's achievements and the changes the School is set to make.
- It should report on the systemic aspect of the 10 statutory goals that the School has set, paying particular attention to the importance of the commitment of the entire community to this change.



3

Tracking the Goals

Presentation
of emlyon achievements



1. Education

The education and support offered by emlyon aim to engage, prepare, act and innovate, while accepting the challenges implicit in the plurality of knowledge. The skills provided to meet social and environmental challenges, together with the guidance provided, aim to enable learners to choose careers that suit them and give them the opportunity to have a positive impact on society.

EDU 1 Nurture the entrepreneurship spirit with pedagogy grounded on experience and experimentation.

emlyon's "early makers" educational signature proposes a method of learning and experimentation that characterizes the initiators of change trained at emlyon: "doing to learn and learning to do".

Through its history, the School has a conception of learning that weaves close ties between thinking and action, that creates interdependence between the various courses and research, between teachers and students, between the academic world and the socio-economic environment.

In brief, it is learning that trains students not to divide, but to engage, connect and join together to take action.

The "early makers" pedagogical approach creates learners that are responsible, creative, global and hybrid.

Entrepreneurship and community involvement are an integral part of this approach. Student involvement is a highly formative passage between student life and the world of work, giving everyone the opportunity to get involved in a meaningful project where they can put themselves to the test, improve and innovate.

The main work carried out by the School this year, with regard to this mission goal, has been to identify initiatives that fuel engagement through experience and experimentation in order to highlight and track the development indicators of certain educational experiments.



2021/2022 results

- > **1,107 students involved** in 56 student associations, collectives and initiatives
- > **65,000 hours of volunteer work** were carried out by our students in associations with a social or environmental impact under the responsible engagement program ⁽¹⁾. **1184** validated assignments
- > Out of 490, **40 makers' projects** ⁽²⁾ were exclusively related to projects with a social or environmental impact
- > **70 external projects and 37 start-ups** were supported by the emlyon incubator and accelerator
- > **Creation of the Entrepreneur Academy**: 82 projects led by students ⁽³⁾
- > **1,609 companies created or managed** by an emlyon student or graduate were in business in September 2021

2025 projections

- > **Add value to the engagement experiences** by strengthening @the early maker pedagogical concept with respect to the assignment
- > **Encourage and guide the degree of experimentation and experience** in all our programs
- > Encourage and support **positive-impact intrapreneurship and entrepreneurship initiatives**



(1) **In this compulsory course**, students are required to engage in a volunteer assignment with a social and/or environmental impact during a semester. The aim is to teach students about social and environmental issues by getting them actively involved. This initiative aims to introduce students to social and environmental issues so that they become stakeholders with awareness, ready to get involved and defend their values for the common good. Students engage and get involved at grass-roots level, co-creating, participating in projects and developing their potential to innovate.

(2) **Makers' projects** are degree requirements. Students must engage in two positive-impact projects over a minimum of two semesters during their course. They have four objectives: to give meaning to student learning; to build and enhance the knowledge and skills acquired through action and project management; to be aware of what is being done and why it is being done; to have an individual role and assignments within a collective dimension.

(3) **The Entrepreneur Academy** is a pre-incubation program that our students can join during their education. In 2021/2022, the Entrepreneur Academy was involved in 82 projects led by 106 students.



EDU 2 Develop reflexivity, critical thinking and creativity through a plurality of perspectives and the interconnection of different fields of knowledge.

emlyon's educational signature is based on experimentation, experimenting with others - as we learn through doing and by challenging each other - and the circulation and sharing of knowledge, in close connection with the socio-economic world.

Inseparable from its places of experimentation, this educational approach is rolled out in particular in makers' labs. These are dedicated and hybrid collaborative spaces, rooted locally, yet open to the outside.

emlyon is extending the hybridization of its programs, which is a powerful factor in broadening the possibilities and achieving openness, a critical mind and creativity, thanks to new partnerships.

Already established in Lyon, Saint-Etienne, Paris, Shanghai and Bhubaneswar, emlyon opened its sixth campus in Mumbai, India in April 2021.

The School also plans to establish a presence in Latin America in the coming years. In addition, 200 international academic partnerships across 50 countries enable nearly 2,000 emlyon students to study in excellent institutions abroad.

2021/2022 results

- > 36% incoming international students
- > 39 double-degrees or joint programs (19 in France, 20 outside of France)
- > 211 partner schools
- > Creation of a double degree with the **École des Mines de Saint-Étienne** ⁽¹⁾
- > Cooperation and academic exchange with the **École Normale Supérieure de Lyon** ⁽²⁾
- > Creation of a double degree with the **École Supérieure d'Art et Design de Saint-Étienne and the Cité du Design** in June 2021 ⁽³⁾
- > Creation of the **Institut Ethnographique** ⁽⁴⁾

2025 projections

- > Enhance the diversity of the student intake through a wide range of student profiles
- > Increase the hybridization of programs and courses by establishing diverse and high-ranking academic partners
- > Develop reflexivity, critical thinking and creativity by integrating this goal into the overhaul or creation of pedagogical models (e.g. redesign of the *Grande École* Program for 22/23) and in the learning and competency goals ⁽⁵⁾



- (1) The double degree with **Mines de Saint-Étienne** is for students wishing to acquire dual competence in management and engineering. The ICM curriculum trains engineers for future leadership through two disciplinary majors, scientific pillars and a societal challenge, the keystone of the curriculum.
- (2) This memorandum of understanding is designed to carry out joint actions for students and academics. Students at emlyon will have access to training in "macroeconomics" at **Lyon ENS** and students from the ENS will be able to take courses in "mathematical finance" at emlyon. This exposure to other disciplines will enable them to develop their analytical skills and systemic understanding of social, economic and organizational issues. These courses open the way to creating hybrid programs for both institutions.
- (3) With this new partnership, emlyon, the **Saint-Étienne École Supérieure d'Art et Design and the Cité du Design** will organize academic, pedagogical and cultural activities, such as an introduction to the world of design and creation, courses on design methodology, an introduction to technical hubs, drawing courses and seminars for executives.
- (4) Led by David Courpasson, Professor of Sociology at emlyon, the **Ethnographic Institute** comprises a dozen professors. It is a focal point for reflection on social change in the world, based on three pillars: research, education and public debate
- (5) **Learning and competencies goals:** This is the continuous program improvement system set by the American AACSB label, which is an accreditation that rewards business schools for the quality of their management training. This system aims to measure the level of student achievement of learning goals and skills in a given program, in order to change the program and its methods if the level achieved is not satisfactory. The current goals are set to be changed this year - incorporating goals related to the mission to start the measures in the 2022-23 academic year of the School's programs.



EDU 3 Hone students' skills so that they can meet today's significant social and environmental challenges.

emlyon business school provides a range of undergraduate and continuing education programs that aim to train professionals, through long or short, general or specialized courses, to manage businesses and organizations in a responsible and enlightened manner, while being able to understand the complexity of the world and change the society in which they live.

To ensure the quality, coherence, uniqueness and visibility of emlyon business school's offerings, all of the School's programs feature four key components:

- Academic and scientific excellence
- A contribution to the School's strategic direction
- The "early makers" pedagogical approach
- A skills-based approach

Social responsibility, the ecological emergency and the quest for meaning are all major concerns for our students, business partners, employers and research professors.

In line with its mission, the School has identified the need to incorporate issues regarding the ecological transition and social responsibility into existing programs, as well as creating programs specifically dedicated to these topics. This is a necessity in the context of the social and climate emergency.

The School has reinforced student training in the issues of ecological transition, social sustainability and ethics based on the 17 UN Sustainable Development Goals.

The **skills repository** of all training programs has been revised to factor in the SDGs, according to the methodology created for this purpose, called **SDGs Inside**.

This methodology involves setting up an analytical framework used to situate each course in a reference framework of 31 CSR competencies, compared to the 17 SDGs, and then to steer all the courses towards a comprehensive and global response to these issues.

The School analyzed the way in which **CSR competencies** were addressed pedagogically in courses and the level at which the participants acquired the competencies (via the measurement method of Bloom's taxonomy, reduced to 3 levels (Understand / Apply & Analyze / Evaluate & Create). The 17 United Nations SDGs were then cross-referenced with the CSR competencies. This **analytical grid** can thus be used to **link an SDG with one or more disciplinary fields and the related CSR skills**. This grid is currently being used to analyze the courses taught in all the programs in order to identify the competencies already taught and those that should be increased and/or developed. All courses will have been reviewed by 2023.



Living on Earth used to a forgone conclusion. This is no longer the case. We are damaging the habitable nature of our planet by eroding the living world and through intensified extreme events that express climate disruption; we are even physically reducing it, in particular through the rise in sea levels. We cannot claim to be "educated" with knowing this.

Dominique Bourg, Philosopher, Honorary Professor at the University of Lausanne and co-founder of IDDRI.

emlyon has created a new compulsory course called “Climate Action”. This is an introduction to climate issues that is compulsory for the 1,200 first-year students in the *Grande École* program. It aims to address the fact that although climate change is omnipresent in the public debate and awareness is growing, the levers for action remain unclear for students. The purpose of the course is therefore to understand this complexity and learn about climate action. It enables students to understand the key points of the situation we are experiencing. On September 13, the opening lecture was given by Pascal Canfin, executive director of WWF France from 2016 to 2019, and now MEP and chairman of the Committee on the Environment, Public Health and Food Safety (ENVI).

Climate change also plays a key role at the start of the school year

The start of the 2021 school year has been highlighting the UN Sustainable Development Goals - in particular SDG 10 that aims to “Reduce inequality within and among countries”. Climate change is also at the heart of this new school year. The School, in conjunction with the association N.O.I.S.E. and the Corporation Council have organized a second edition of the Climate Fresco for new PGE students on the Ecully campus.

2021/2022 results

- > Deployment of **SDGs Inside**: 80% of courses have been reviewed (75% in the *Grande École* program, between 65% and 100% in the MS and Master in programs, 100% for the IMBA and EMBA programs)
- > Creation of a new compulsory “**Climate Action**” course: 1,200 first-year *Grande École* program students trained
- > **New school years highlight the UN Sustainable Development Goals** 2021 = SDG 10 / 2022 = SDG 12

2025 projections

- > **Make socio-environmental issues a key component of skill acquisition across the curriculum**, with 100% of courses reviewed to factor in SDGs (SDGs Inside)
- > **Measure the expertise and increased skills** of learners with respect to social and environmental issues



EDU 4 Enable students to build their individual employability.

emlyon business school prepares and supports the student and alumni community for successful integration and sustainable employability in order to meet the challenges and changes of the working world.

This is driven by three main goals:

- Guiding students toward long-term careers,
- Connecting the student, alumni and employer communities,
- Developing expertise and credibility on employability trends.

As part of its mission, emlyon will have to increase and develop student support over the coming years, to prepare them for their future professional lives in a complex world.

It could be beneficial to incorporate the notions of alignment between life plans, the impact of career choices, social and environmental issues and career plans.

2021/2022 results

- > For the 5th year, the Times Higher Education global employability ranking has placed emlyon as the **2nd French business school (top 40 worldwide)**.
 - > **92.6% of students find a job*** within 3 months of graduating (74% before graduation). Approximately 1/3 of graduates find a job through their internship or apprenticeship year
 - > **Showcasing these career paths in workshops and events** through Vocation Days Impact, talks and workshops on female empowerment, and workshops and activities on “employment and disability” in conjunction with partner companies. Inclusion of green finance in the finance and consulting meet up (Oct. 21)
- * 2020- 2021 figures

2025 projections

- > **Enable learners to explore and develop their career plans**
- > **Promote the different/new areas of employability related to emlyon’s mission statement**



2. Research

emlyon attaches particular importance to academic freedom and plurality of research and is committed to defending these values, which are being undermined on a number of levels. Expertise and stances on the link between value creation and social and environmental justice are key for a school whose ambition is to develop its programs by integrating newly created knowledge.

→ R1 Promote academic freedom and develop research from multiple perspectives.

For emlyon, research has a key role to play in helping to reinvent the way companies operate and their contribution to society.

It aims to raise awareness and stimulate innovation.

Research involves a variety of disciplines (management sciences, social and political sciences, engineering sciences, etc.) to identify the priority issues in corporate management and the practices to be encouraged, particularly from an evidence-based management perspective.

It is also designed to shed light on the responsibility of managers, through critical perspectives that are increasingly necessary since the boldness inherent in deploying projects in a partially unknown world presupposes the humility necessary to exercise forms of reflexivity and questioning.

- The recruitment of research professors from different backgrounds contributes to the thematic, methodological and epistemological plurality of research.
- 8 research centers work on studies with their own research traditions

- Academic freedom is protected by the management rules of the Faculty handbook, in which any changes are decided by the Joint Academic Committee. These rules cover salary increases and management by peers of promotions of Faculty members



2021/2022 results

- > 8 research centers and 4 institutes
- > emlyon has introduced a new classification of journals in which researchers can publish. It **comprises over 900 references** providing a wide choice to researchers
- > Increasing knowledge of the concept of academic freedom through **participation in the reflections of the French Society of Management** and in the annual seminar dedicated to promoting academic freedom ⁽¹⁾
- > Introduction of an **Ethical Review Board** and work on data standards to secure the work of researchers ⁽²⁾
- > Launch of an **open science project** that aims to use new digital tools to disseminate research results more widely ⁽³⁾

2025 projections

- > **Promote diversity in areas of excellence** through Faculty management rules that are consistent with the practices that govern the various disciplines (such as the budgets required for research work)
- > **Ensure that this goal is achieved** on the various emlyon campuses around the world
- > **Promote the diversity of work and publications related to emlyon's mission statement**



(1) <https://sfm-management.org/index.php/archives/>

(2) Scientific integrity is the set of values, guidelines and rules that ensure that research and higher education are beyond reproach. It is an essential condition for maintaining trust between members of the academic community, research groups and, more broadly, between science and society. The members of the Ethical Review Board are: Jean-Luc Arrègle, professor, head of research integrity; President, Frédéric Delmar, professor and vice-dean for research; Brice Corgnet, professor; Mar Perezts, professor. One external seat is still vacant.

(3) Open science is the unhindered dissemination of the results, methods and products of scientific research. It uses the opportunity provided by the digital transformation to develop open access to publications and - as far as possible - to data, source codes and research methods.



R 2 Play an active role in the global scientific conversation and socio-economic debate on the creation of value and social and environmental justice.

emlyon researchers should challenge their peers at the highest level. They should also take part in socio-economic debates to ensure the dissemination of their results and to benefit from hearing other points of view.

The research performed and the expertise developed should enable emlyon to take a position on the **link between value creation and social and environmental justice**.

- emlyon has a long tradition of high-level research with publications in leading journals.
- Positions taken in socio-economic debates are appreciated but often considered insufficiently valued, despite the existence of a track in the Faculty Manual dedicated to “dissemination-oriented researchers” and the promotion of Published Intellectual Contributions.
- Environmental justice, in particular, is not a topic on which emlyon has developed expertise.

2021/2022 results

- > Nearly 39% of publications were on themes related to value creation and social and environmental justice
- > Conducting of a **survey** among the Faculty and salaried teachers to assess their **level of expertise required for deployment of the mission**
- > Initial discussions on the **consolidation of achievements related to this goal**: two difficulties related to data tracking are highlighted: some studies cannot be identified using keywords and not all the stances taken by the emlyon Faculty are listed in the databases.
- > Taking into account the interest of researchers in these issues when recruiting
- > **emlyon & Esprit magazine study days** “What are we training the elite to do?” ⁽¹⁾

2025 projections

- > **Define research policy and Faculty outreach** in order to facilitate achievement of the mission and in particular the development of recognized expertise on the link between value creation and social and environmental justice, while respecting academic freedom.
 - Manage and promote the balance between academic publications and other stances
 - Work on improving the tracking of achievements
- > **Encourage research that addresses different audiences**



R 3 Ensure educational programs are kept current by incorporating state of the art knowledge.

Research is a necessary for higher education to be able to provide access to newly created knowledge, as well as to the debates surrounding this knowledge.

The challenge for emlyon is twofold: firstly, to develop and identify priority knowledge related to its mission statement, and secondly, to ensure research feeds into training despite time constraints and the specialization of jobs.

- Certifications obtained by emlyon confirm that the teaching is nourished by research
- 95% of professors hold a PhD
- 20% are accredited to direct research projects
- Programs are led by operational directors and academic directors

2021/2022 results

- > 62% of tenured professors carry out research
- > **Creation of pedagogical departments** to encourage exchanges at Faculty level and prepare them with the programs
- > **Creation of a training committee within the Academic Senate** for effective operation in 2022-2023 ⁽¹⁾
- > **Creation of research-based classes and courses**: Introduction to Ethnography (roll-out Jan. 23)

2025 projections

- > **Strengthen the links between courses and research**:
 - Measures to reduce pressure on the Faculty (stabilization of workloads over 3 years, simplification of programs; new tools for the Faculty)
 - Recruitment and change in the ratio of students/ professors/ instructors ⁽²⁾
 - Faculty outreach with information and resource sharing
- > **Renewal of programs**, their contents and their formats, to tie them in with research

(1) To celebrate its 150th anniversary, the School has chosen to draw on its wealth of experience to shed light on current issues. At a time when society is clearly challenging the notion of the elite, questioning their training is a central issue for a “grande école” such as emlyon. In partnership with Esprit magazine, emlyon proposed a reflection on the meaning and changes in training the elite. **These two days, led by emlyon researchers, were devoted to reflecting on the meaning and place of the elite** (“What’s the purpose of elite managers?” “Meritocracy versus democracy?”) and to envisaging what a school of elites should look like in the future. At the end of the first day, a group of students was invited to a collaborative and forward-looking workshop to develop their ideas.

(1) Academic Senate members:

- **Education & Pedagogy Committee**: Dean of the Faculty / Part of the elected members of the CAP / The directors of the disciplinary departments / 5 elected student representatives (one per program area).

- **Faculty and Research Committee**:

1/ **Scientific Committee**: Head of the Research Centers / One elected representative of the doctoral students

2/ **Faculty Committee**: Dean of Programs / Associate Dean for Research / Elected professors / HRD

(2) Instructors: they serve the permanent faculty to deliver the highest level of instruction to students and participants. There are 10 FTEs serving the Faculty, attached to the disciplinary groups.

3. Functioning

The School is committed to embodying, through all its activities a socially aware organization in order to act as an example in engaging all its stakeholders - students, alumni, staff and partners - around common values.

FUN 1 Make emlyon a center of innovation in matters of inclusion and environmental protection.

Social inclusion

emlyon business school has implemented a policy of social openness in order to support equal opportunities in education. The School seeks to provide students with the same opportunities, regardless of their social and/or geographical origins, gender, financial means, religious beliefs and/or disabilities.

In 2020, emlyon created “la toile - School of Digital Qualification”. This school, which is fully funded by emlyon, aims to provide training leading to qualifications to youngsters who have dropped out of school and those isolated from the work market, to help them find a job in the digital sector.

Since 2006, the School has been rolling out schemes aimed at making higher education more accessible to people in difficulty or isolated from the work market. These programs, called Cordées de la Réussite, support access to higher education and culture for young people from priority education neighborhoods or rural areas. They provide support to high school and preparatory course students by volunteer emlyon student tutors through language courses, personal development workshops, resume writing, preparation for competitive exams, etc.

2021/2022 results

> For the new the 2022/23 academic year, emlyon has extended its scholarship policy. **The School now finances up to 100% of the tuition fees of the Grande École Program** for students with CROUS scholarships, depending on their level

> **99%** of students in preparatory classes provided with support under the equal opportunity program have been accepted in a *grande école* and **22% have been accepted in one of the top 5**

> Creation of two further *Cordées de la Réussite*, increasing the number from 3 to 5. **62%** increase in the number students given support, now totaling over 900.

> **Boosting the impact of “la toile” program:**

- 88 learners
- 73% success rate in the certification process
- 62.5% of learners finish the course with a career plan

2025 projections

> **Promote access to higher education and the job market** and achieve 30% of scholarship students by 2025

> **Fight bias based on social and geographical backgrounds** by pursuing actions in favor of equal opportunity

> Facilitate **access to student life and school services for all**

Inclusion of people with disabilities and the fight against discrimination

As part of its commitment to a more inclusive and responsible society, the School is taking action and affirming its position in favor of gender equality and the fight against all forms of violence and discrimination through 4 main focal areas:

- 1 Discrimination based on gender
- 2 Discrimination based on disability
- 3 Discrimination based on sexual orientation
- 4 Intercultural issues

The Disability Office assists students and facilitates the smooth running of their studies and student life to ensure they enjoy optimal conditions for success. It is there to help students with disabilities or suffering from a temporary or permanent disabling health problem. The disability referral team coordinates personalized educational support, study adjustments and examination procedures, as well as the loan of special equipment.

The School is strongly committed to the combating discrimination and Sexual and Gender-Based Violence (SGBV). This approach is illustrated in particular by the creation and implementation of a system to support victims and witnesses of SGBV. Nearly 115 employees and more than 150 students have already been trained in this area, in particular management teams, whose role is key to prevention and action.

2021/2022 results

> The School has provided support for **93 students** with disabilities

> **Recruitment** of a disability & inclusion officer and a CDAPH-approved doctor

> Deployment of systematic awareness actions for all students and staff

> **100%** of SGBV reports are processed (investigations, support for those concerned, appropriate measures)

2025 projections

> **Increase the number of emblematic initiatives** for inclusion and ensure the necessary budget for their development

> **Encourage diversity and inclusion among our learners**



emlyon has also placed environmental issues at the heart of its strategy.

The School pays close attention to the sustainable management of all its campuses and is setting up a range of actions to this end. In 2021, it conducted a rigorous greenhouse gas emissions audit that identified practical ways of improving the school's overall environmental impact, and set out an ambitious reduction path.

The future emlyon business school campus is scheduled to open in 2024 and will be located in the heart of Lyon in the Gerland district.

The aim is for this project to be an **environmental example**, a symbol of emlyon business school's commitment to sustainability. From its construction to its location, including its energy use, everything has been designed to limit its ecological impact. The School will have facilities based on the best standards of sustainable construction. With ambitious environmental certifications for the quality of its design and future operation, the building's design is already HQE and BREEAM certified.

2021/2022 results

- > Performance of the **Carbon Footprint Assessment** covering the 3 scopes
- > Creation of a **responsible travel policy** and a **mobility policy** for MS & MSc in Learning trips
- > Adoption by all campuses of a **"zero single use plastic"** policy, ending the use of plastic for food consumption (cups, cutlery, etc.),
- > Construction of the **future emlyon campus meeting environmental standards**

2025 projections

- > **Manage and reduce our environmental impact**

By conducting an annual **Carbon Footprint Assessment**, developing a **climate plan** and monitoring the **trajectory to reduce GHG emissions by 25% by 2030**

By making the **future Lyon campus the embodiment of an organization that is exemplary in terms of sustainability**, in its operations and through its openness to the city and for the emlyon community



FUN 2 Embody a model of management that respects people and contributes to their development.

The School is committed to ensuring that employees are treated equally, in terms of organization and workload, as well as in the quality of their relationships with their peers and superiors, and in the development of their skills and progress.

Real equality between men and women is a fundamental issue in the School. A company agreement has already been signed on this subject and a new agreement is currently being negotiated.

The School is committed to a thorough restructuring of HR, with a long-term roadmap, the review of various practices and the introduction of new processes.

In the months and years to come, it will be important for the School to define and share its view of an exemplary and respectful management model with its teams.

The formalization and sharing of an action plan (processes, management quality standards, common culture, training, etc.) and the associated measurement indicators will be key elements for achieving its goal, which is crucial for to the smooth running of the organization.

2021/2022 results

- > **Strategic overhaul of the Human Resources Department's road-map**: drawing up a 3-year plan, developing and formalizing intelligent processes (such as updating job descriptions for all employees, introducing "job weighing" to harmonize classifications and pay levels in the future. Work on equity of treatment, inclusion, social climate, support for change linked to IS and the future campus) and work on the fundamental issues (management methods, anti-discrimination, etc.)

- > **The gender equality index** stands at **84 points out of 100** for the years 2020 and 2021

- > **42%** of employees benefit from training

2025 projections

- > To have **managerial practices and working conditions** that contribute to employee satisfaction
- > Ensure that **parity and equity are respected** in the treatment of employees
- > Provide opportunities for staff to progress (in their position and their career)



We are looking with interest at the Galileo Global Education's* position to combine and involve all the company's stakeholders beyond the power of the shareholders alone. Employees will be receptive to sharing the added value, serving an ecosystem bound by strong values (trust, morality and benevolence).

Bernard Laurent, *Professor of Economics and member of emlyon's Social and Economic Committee.*

** Galileo Global Education: a new investor in emlyon's capital as of November 2022*



FUN 3 Engage our stakeholders in an active community that shares emlyon's educational vision.

emlyon business school is an organization that is fully integrated into its ecosystem and the areas in which it operates. Through its activities, it is constantly interacting with all its stakeholders.

The School, which has 6 campuses worldwide (Lyon, Saint-Étienne, Paris, Shanghai, Bhubaneswar and Mumbai), relies on a Faculty of 162 international research professors as well as a network of 190 academic partners around the world to offer outward-looking programs of learning and excellence.

In 2021/2022, the School welcomed 9,020 undergraduate students (degree programs) from 125 nationalities and more than 6,900 participants in continuing education programs (programs leading to diplomas and certificates).

It coordinates a 38,600-strong alumni community across 130 countries.

emlyon business school has 642 employees throughout its campuses.

The Faculty relies on 62 permanent professors (95% hold a PhD, 20% hold an Accreditation to Supervise Research, 37 nationalities are represented, 49% are non-French). The School also calls on the services of 915 salaried teachers.

The School attaches great importance to dialog and involving its stakeholders in the processes of co-construction and development of its activity for the benefit of its students and graduates.

2021/2022 results

- > Launch of the mission and engagement by staff to follow up on the collegial development of the mission with the "Artisans of the Mission", internal organization of the mission follow-up, formalization of the goals of the Benefit Corporation in the department roadmaps
- > Reactivation of the emlyon Foundation
- > Launch of a major consultation of alumni on the jobs of the future ⁽¹⁾

2025 projections

- > Sharing and appropriation of the Mission by all the School's stakeholders
- > Significantly increase alumni and partner engagement



(1) To celebrate its 150th anniversary, emlyon called upon the alumni network's ability to look forward in time and invited them to reflect on the jobs of the future. As today's decision-makers, they have a front row seat to observe the changes in organizations and the needs of the future. Their contribution to the consultation allows us to provide an informed point of view on this highly strategic subject for the school and of general interest for the socio-economic world. Over 1000 alumni took part in this large-scale consultation. The results of this major survey were publicized during a webinar bit.ly/3S3FvLC

4 For more information





“Benefit corporation” Status

→ An innovating framework under the PACTE law

“Benefit Corporation” status is set out in the French Commercial Code by Article L210-10, itself introduced by the law of May 22, 2019 known as the “PACTE law”.

To gain this status, a company must have:

- ✓ Decided on a mission statement and has written it into its articles of association,
- ✓ Set a number of social and environmental goals in line with this mission statement,
- ✓ Appointed a Mission Committee to oversee progress in achieving these goals,
- ✓ Designated an independent third party to verify the proper execution of the mission,
- ✓ Registered its status as a Benefit Corporation with the Commercial Court registry.



A structuring and engaging status

Becoming a Benefit Corporation allows us to engage all stakeholders in a collective project, a path towards the future, to be traced progressively and in an iterative manner, based on the values and expertise of the School.

In a complex and uncertain world, **emlyon** business school is convinced that we can no longer act and decide as we did before. We must create new ways of doing, thinking and being in order to play a positive role in the world.

Its role as an institution of higher education is to train initiators of change and the responsible transformation of organizations.

emlyon’s vocation is to produce and share the knowledge that will enable us to respond to the social and ecological challenges facing organizations.

It is to develop the lifelong skills of responsible managers and decision-makers, who are able to understand the complexity of the world and transform society.

This vocation, with its social and resolutely responsible focus, anchors **emlyon** business school in its role as a player for the common good. This is why this status is now at the heart of its identity and articles of association, and why it has become a Benefit Corporation.



The Benefit Corporation is a status introduced by the PACTE law. It stipulates that any public limited company can have a mission in addition to the standard objective of sharing losses and profits among the shareholders. There was a need to reinvent companies, to reconcile them with today’s society, but also and above all to enable them to contribute more responsibly to tomorrow’s society.

Armand HATCHUEL, member of the **emlyon** business school Mission Committee. Professor and researcher in management sciences and theory at Mines ParisTech.



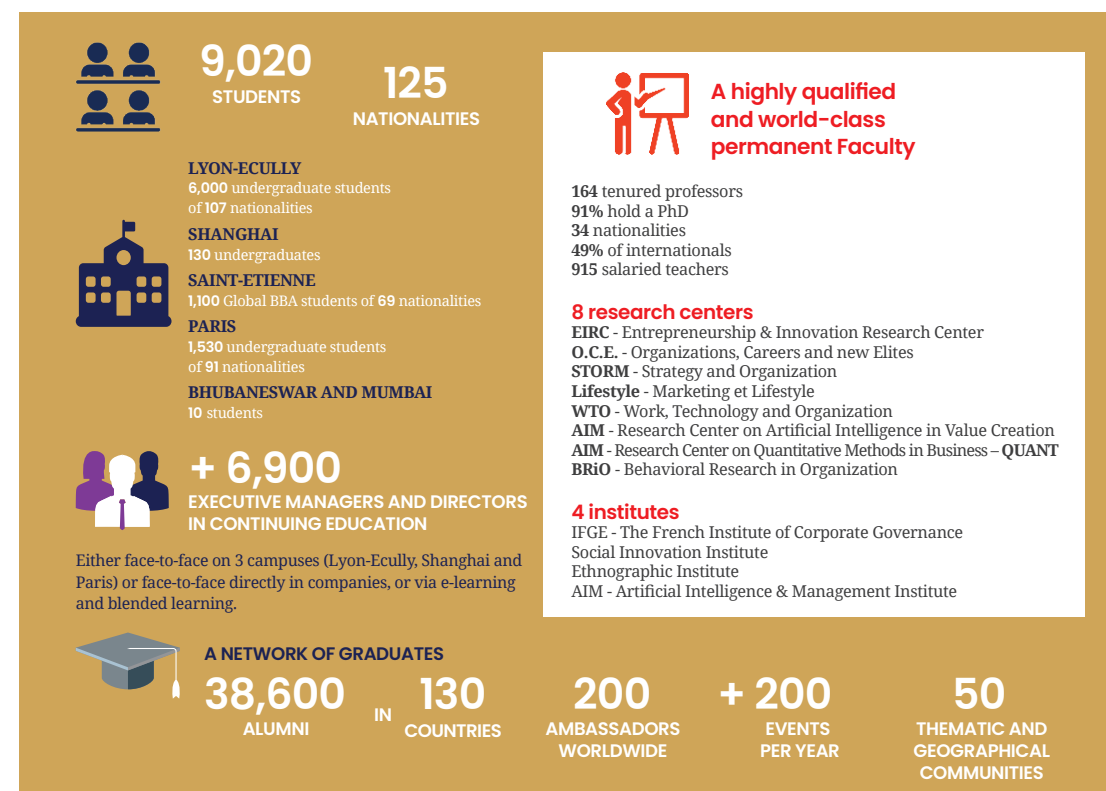
About emlyon business school

A unique and engaged school

Founded in 1872 by the Lyon CCI, emlyon business school is a State-accredited private institution of higher education. It is one of the oldest business schools in Europe. The School is part of the 1% of the world's business schools that have been awarded the three international accreditations: AACSB, EQUIS and AMBA. As such, it justifies its place as a world-class business and management school.

The “early makers” pedagogical approach provides a way of learning that characterizes emlyon. It is based on excellence, experience, experimentation and entrepreneurial ethos as levers for the ability to act.

By combining digital culture and traditional know-how, our educational signature is based on experimentation, experimenting with others - as we learn through doing and by challenging each other - the circulation and sharing of knowledge, in close connection with the socio-economic world. Inseparable from its places of experimentation, this educational approach is rolled out in particular in makers' labs. These are dedicated and hybrid collaborative spaces, rooted locally, yet open to the outside.



The “Confluences 2025” strategic plan

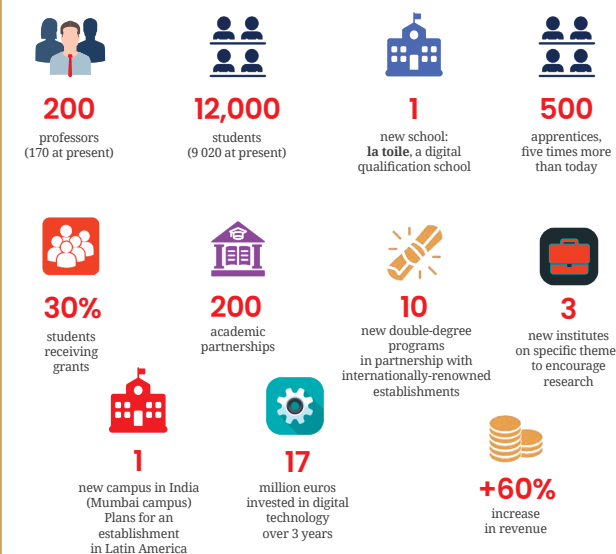
“Confluences 2025” is the name of emlyon’s strategic plan unveiled in March 2021, which marks a new step forward for the School.

The School’s project is to produce and share the knowledge that will enable us to address organizations’ social, digital and ecological issues and reveal the life-long-learning skills of managers who are responsible, capable of grasping the complexity of the world, and transforming the society in which they operate.

The School continues to base itself on its fundamentals, inherited from a rich 150-year history. The “early makers” pedagogy, which focuses on the acquisition of fundamental knowledge as well as on experience as the foundation for informed action “doing to learn and learning to do”, remains at the heart of the School’s academic project and education courses.

The “Confluences 2025” project, defined in consultation and with the participation of stakeholders, is based on 60 actions, involving all of the institution’s operations, and is part of a resolutely responsible approach. This action plan allows students to learn in contact with research, in the best conditions, to achieve their full potential.

Confluences 2025 in figures



This plan is based on three strategic focal points:

1 Committing to change

- Social and environmental commitment is now the overarching focus of all of the School’s actions.
- To boost social accessibility, emlyon is launching a proactive policy of equal opportunity, awarding grants and developing apprenticeship training courses.
- emlyon became a Benefit Corporation in July 2021 and has reasserted its general-interest mission in the School’s articles of association.

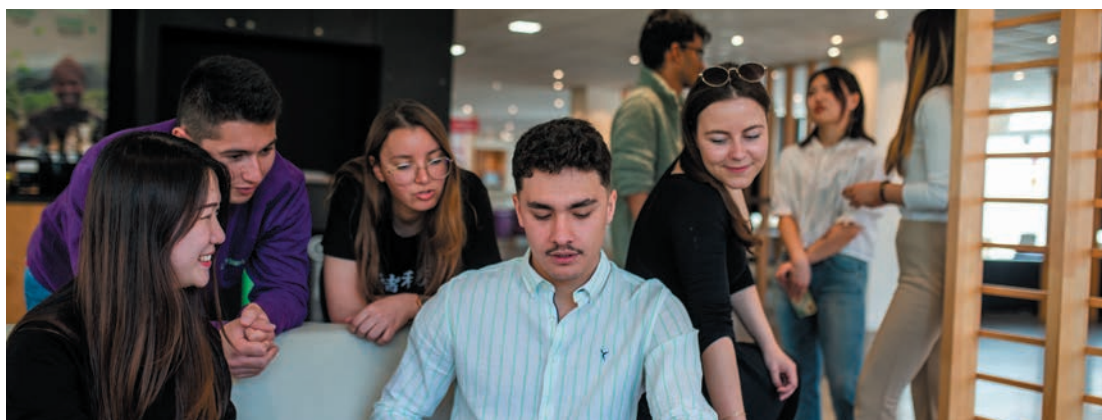
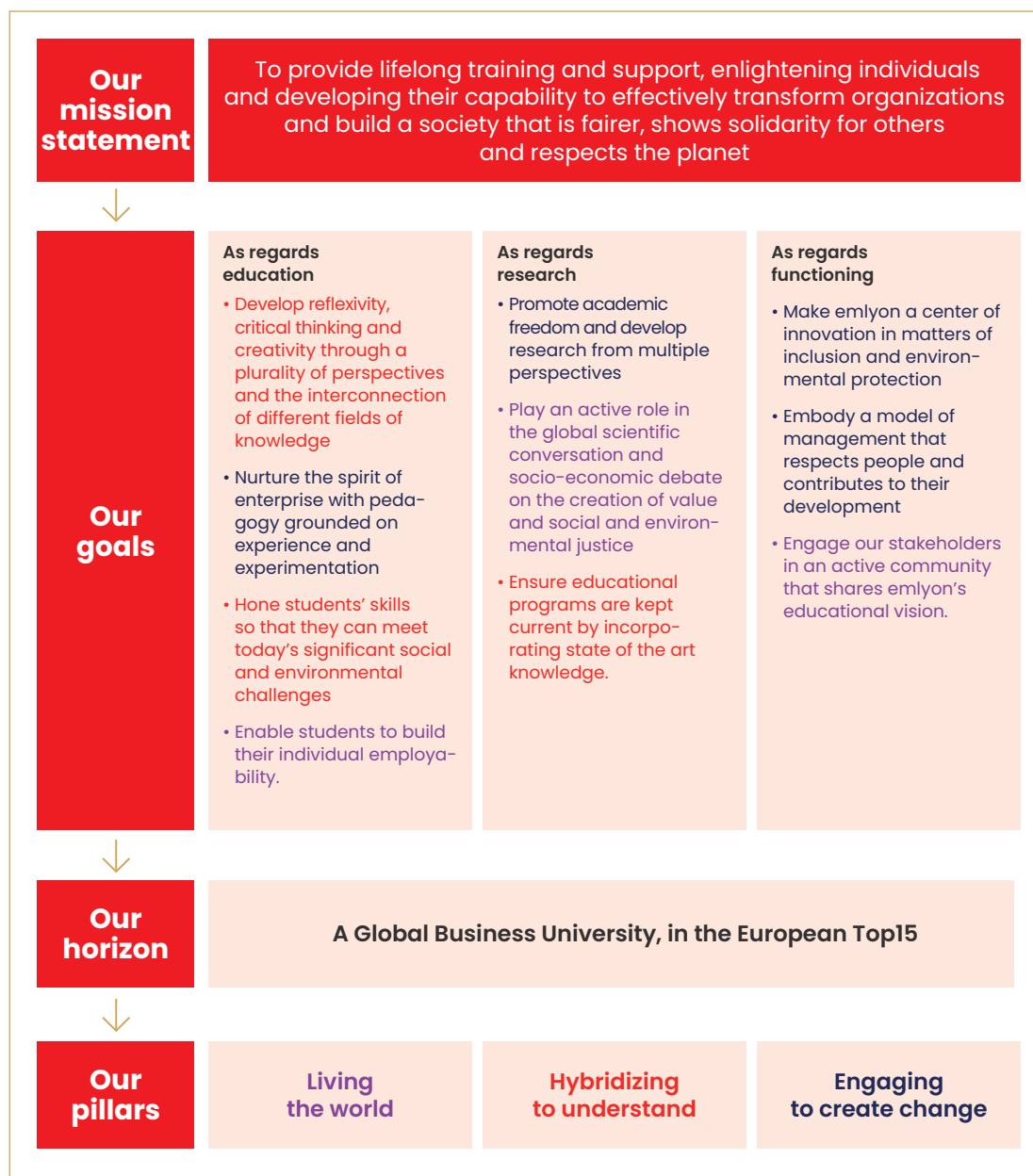
2 Hybridize to understand:

- emlyon intends to reinforce the scientific quality of both the Faculty and the Research produced by the establishment, as well as stepping up the hybridization of its programs, which is a powerful factor in broadening possibilities and achieving openness, a critical mind and creativity, through new partnerships.
- Three new institutes will also be created - combining training, research, chairs and socio-economic partnerships - to stimulate experiential training and top-quality research on themes with cross-cutting relevance to the School.

3 Live the world:

- “Confluences 2025” marks a fresh turning point in the expansion of the School’s international footprint. emlyon, which now has establishments in Lyon, Saint-Étienne and Paris as well as Shanghai and Bhubaneswar, opened its sixth campus in Mumbai in 2021, making it the first French business school in the country’s business capital.

→ The focal points of the strategic plan are at the heart of emlyon's mission



A mission to serve the common good

→ The path to becoming a Benefit Corporation

The steps to gaining the status of a Benefit Corporation form part of a continuous improvement process within which responsibility and social and environmental commitment are cornerstones of the "Confluences 2025" strategic plan.

The Benefit Corporation status was incorporated in the School's articles of association on July 26, 2021. This change enables emlyon to reaffirm its general interest mission.

It involves disseminating the challenges of the ecological transition to all learners. Combining these fundamental issues with academic excellence, as well

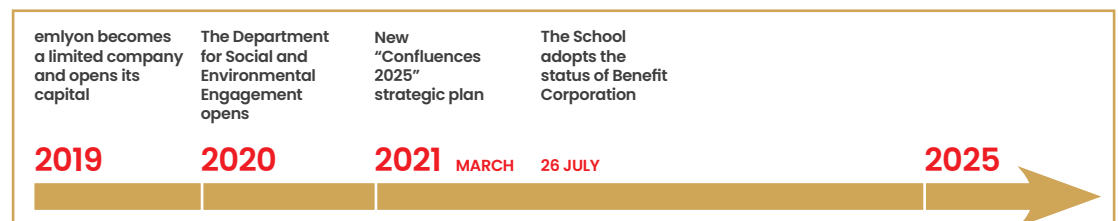
as with the School's operations, positions emlyon as a resolutely responsible organization, both from the point of view of impact and quality of life for students and staff.

The Benefit Corporation project is therefore an opportunity to put emlyon's contribution to a more sustainable, equitable, supportive and environmentally friendly world at the heart of our discussions, strategic decisions and practices.



This strategic choice is intended both to reaffirm the school's general interest mission, serving the common good, and to set a common course in order to make long-term plans.

Isabelle Huault, Executive President and Dean, *emlyon business school*





The process of formulating the mission

The formulation of emlyon’s mission is the result of several months of collective input involving internal and external stakeholders: students, graduates, teams, professors, companies and partner organizations.

The Mission Committee was responsible for drawing up the initial guidelines and validating the project to be submitted to the Supervisory Board.

16 people sat on the Committee, representing the various emlyon professions and stakeholders. The Mission Committee’s proposals were challenged during various consultations: through interviews, working groups and the involvement of the *Artisans of the Mission*.

A call for applications was also sent out to staff, students and alumni to find the *Artisans of the Mission*. The only condition to join this group was to

have a minimum of one year of service within the emlyon community to ensure a minimum knowledge of the School and its teams.

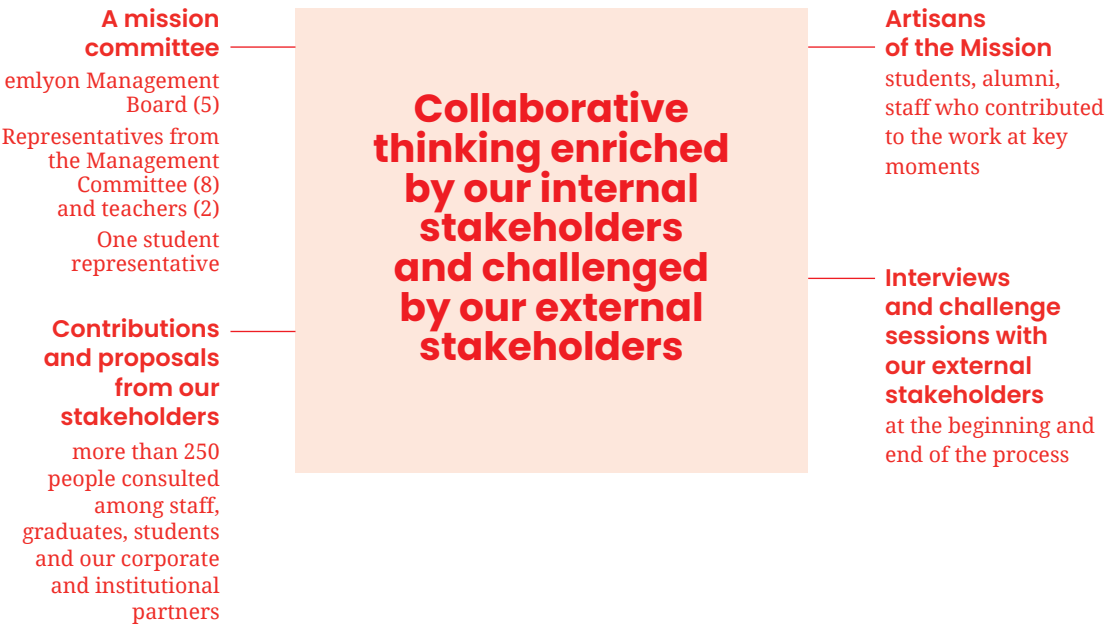
57 people signed up, including 25 employees, 17 students and 15 alumni.

Their role was to lead the formulation process and contribute to the reflections to refine and singularize the key elements of emlyon DNA.

The *Artisans of the Mission* brought together employees, students and alumni to discuss the priorities to form part of the mission, the wording, and finally the potential operational translations of the mission project.

The results of the discussions were recorded in questionnaires, the analysis of which fed into the reflections of the Mission Committee.

Interviews with external stakeholders (partners, members of the supervisory board and emlyon’s environment) completed this process.



Structuring the emlyon internal organization

Following emlyon’s adoption of Benefit Corporation status, the School has structured its internal organization so that the drive of mission’s spirit permeates into all activities and departments.

Managing and coordinating the mission:

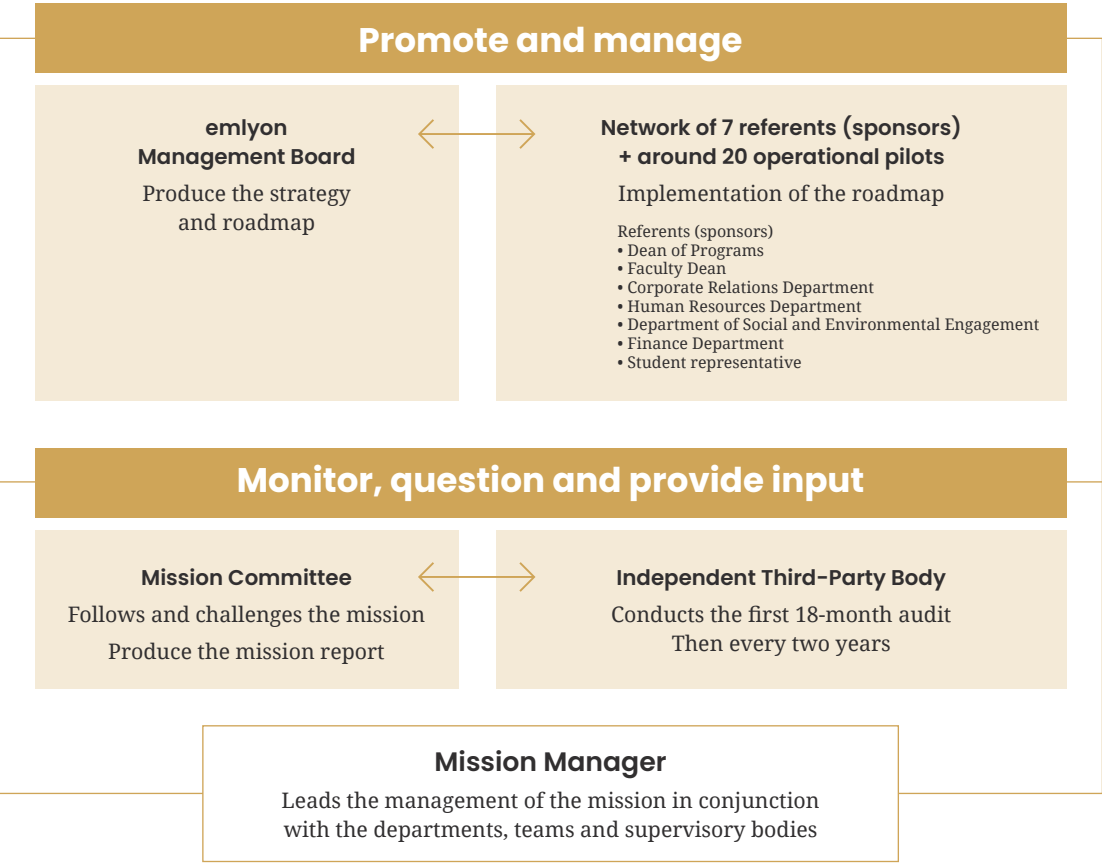
Bénédicte Bost, Director of Social and Environmental Engagement, has been appointed Mission Manager. She is responsible for coordinating management of the mission, in conjunction with the Mission Committee, the governance bodies and emlyon’s internal and external stakeholders.

Strategic support:

Referents (sponsors) have been appointed in a number of the School’s departments to incorporate this drive in the strategic orientations of all the School’s activities. The following are involved: the Dean of Programs, the Faculty, the Department of Social and Environmental Engagement, the Department of Communication, Marketing and Corporate Relations, the Department of Human Resources and the Financial Department. A student representative is also actively involved in promoting and relaying activities related to the mission to the student community.

Operational relay:

Some fifteen operational “pilots” have also been engaged in each of the departments, in order to promote the mission on a day-to-day basis.





Initial analyses, priorities and drawing up the roadmap

Designing of the Roadmap and the Operational Implementation Repository

During the first six months, in-depth work was carried out with all the sponsors and operational pilots to draw up the roadmap and define the performance indicators that would enable the school to monitor its future progress on its 10 statutory goals.

This roadmap was designed in an iterative way, involving the collective group so that the goals and indicators are achievable, not fixed and shared by all.

- **The roadmap** helps guide the organization as a whole towards common, long-term issues and defines the impacts of our activity.
- **The Operational Implementation Repository:** this representation and management tool translates the statutory goals into performance indicators for monitoring concrete actions and enabling them to be verified by the Independent Third Party.

Both qualitative and quantitative indicators have been drawn up to guide the daily implementation of the mission.

These can be updated as often as necessary. Indeed, in a process of continuous improvement, it is an evolving repository that will be tested and adjusted over time.

It needs to be used to assess the effectiveness of the actions taken to achieve the goals, but also to question the relevance of the actions and strategies chosen for the mission.

The Mission Committee therefore decided to select the most relevant goals for this first year. These goals are mainly qualitative and means-based.

5 Mission Committee Conclusions



Priorities		First year achievements
1 Definition and implementation of the organization to allow the mission to be disseminated and managed	→	<ul style="list-style-type: none"> • Appointment of a Mission Committee + first meetings • Creation of the Mission Manager + "referent/sponsor and operational pilot" assignments • Definition of the Mission roadmap
2 First diagnosis and identification of short and medium term goals	→	<ul style="list-style-type: none"> • Mission goals integrated into the roadmaps of the departments • First version of the Operational Implementation Repository, integrating the challenges for 2025
3 First operational results per statutory goal	→	<ul style="list-style-type: none"> • First achievements 2021/2022

Mission Committee Conclusions

Initially seen as an opportunity to reaffirm emlyon's public interest mission, in a context of opening its capital to private investors and new ambitions under the Confluences 2025 project, the conversion of emlyon into a Benefit Corporation has launched a **new internal dynamic**.

It has enabled the school's project to be redefined, its values to be reaffirmed and its transformation to be accelerated through goals that have been validated in a concerted manner.

Indeed, to define its mission, emlyon has chosen a **highly collective approach**, which includes a Mission Committee and contributions from its various stakeholders. The final version of the mission, voted unanimously, was well received by the stakeholders. While the mission statement and accompanying manifesto **clearly affirm emlyon's values and project**, the ten goals relating to emlyon's training, research and operations provide major **guidance** to steer our activities.

What role do we want to have with emlyon?

We believe that the role of the Mission Committee should go beyond the legal framework imposed by the governance model of Benefit Corporations. Our role is set out in the "Mission Committee Regulations" that emlyon has adopted and which have been drawn up with a dual perspective of monitoring and support. However, we see several facets to our action:

1 Monitoring and Steering

The notion of monitoring should be seen in a positive sense here. We want the Mission Committee to be able to play its role as a spur, highlighting promising initiatives, pointing out what needs to be corrected and opening up new avenues to accelerate or amplify the impact of the mission.

2 Providing input for reflection

The Committee can make a major contribution through its analyses and identifying strengths and weaknesses that need to be addressed. One of the benefits of the independent viewpoints provided by the Mission Committee (and by the ITP) is to question the governance of the School on issues that they might have overlooked and to open up avenues of reflection and action on subjects that may be significant or become crucial.

3 Exchanging with the governance

It will be essential to set the best possible conditions for dialog between the governance structures: the Mission Committee and the School's Supervisory Board. This will ensure continuity in the commitment, in other words consistency between the mission and the strategic decisions of the Supervisory Board.

4 Supporting the internal organization in sharing and legitimizing the approach with third parties

To enable these bodies to contribute fully to the process and its legitimization, emlyon has decided to facilitate exchanges with the Mission Committee members.

These are known to the stakeholders and meetings will be scheduled. The aim is to increase knowledge of emlyon and of its challenges derived from indicators through high-quality discussions and to allow the specific views of Mission Committee members to feed into emlyon's reflections and projects. While the School is well versed in accreditation and certification procedures, a new kind of relationship with the Mission Committee needs to be created to enable it to fully support the School in achieving its mission, without taboos or prejudices.

This first year has been marked by strong commitments, which must be sustained

The School has structured itself in order to deploy and actively promote the mission at all levels of the organization. It has worked on defining short and medium term goals to guide its priorities and has invited people with a strong

interest in education and expertise in critical areas of the mission to sit on its Mission Committee.

As regards its statutory goals, the School has taken strong action in all its activities this year, which deserves to be commended. These include the scholarship policy, the policy in favor of inclusion, reviewing courses with regard to social and environmental issues, creating new courses focused on the environment and drawing up an ambitious climate plan.

In addition, a survey was conducted among the Faculty to better understand how to support them in developing new expertise.

This momentum must be sustained and increased over the long term. We must ensure that the School provides its teams with the significant resources necessary to pursue these ambitious challenges. The involvement of emlyon's stakeholders, first and foremost the alumni, must also be substantial in order to support the School's development in line with these new social and environmental challenges.



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Some of the wording of this collective conclusion has been borrowed from Françoise Dany.



For more information
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