

# MSc Management for Sustainable Business

September 2024 – April 2025



**CODE:** Tbc

**Course title:** SYSTEMS THINKING AND SUSTAINABILITY

**Term :** FALL

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**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒ English ☐ French

**Course leader:** Jennifer Goodman **Speakers:** Jennifer Goodman

### ≡ COURSE DESCRIPTION

This course introduces the principles of systems thinking and complexity. In the context of sustainability challenges, quick fix solutions and linear models run the risk of provoking unintended consequences or missing important opportunities. Rather sustainability managers must deal with a complex reality and develop the tools and skills to operate within that complexity. Participants will have the opportunity to try out different systems mapping tools to help build a rich picture of the systems they are part of.

### ≡ COURSE OBJECTIVES

- Recognise and articulate the complexity of social, environmental and political systems in which firms are embedded and operate.
- Choose and apply appropriate systems mapping tools to visualise complex systems, feedback loops, stocks and flows.
- Identify systems archetypes, tipping points and how to leverage and transform systems.
- Reflect critically on system limits

### ≡ TACKLED CONCEPTS

- Complexity
- Feedback loops
- Stocks and flows
- Tipping points
- Resilience
- Adaptive capacity
- System archetypes

### ≡ LEARNING METHODS

This course will use case studies to fully immerse students in complex systems. Participants will proactively engage in developing systems maps using the relevant supporting tools. Lectures will present key concepts. Classes will be participative and include regular discussions.

### ≡ ASSIGNMENTS AND EXPECTED WORK

Students will work on a team project develop a rich systems map.  
Pre-class readings will be provided to the students.

## ≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Dearing, J. A., Wang, R., Zhang, K., Dyke, J. G., Haberl, H., Hossain, M. S., ... & Carstensen, J. (2014). Safe and just operating spaces for regional social-ecological systems. *Global Environmental Change*, 28, 227-238.

Ergene, S., Banerjee, S. B. and Hoffman, A. (2020). (Un)Sustainability and Organization Studies: Towards a Radical Engagement. *Organization Studies*, doi: 10.1177/0170840620937892

Meadows, D. H. (2008). *Thinking in systems: A primer*. Chelsea Green Publishing.

Nguyen, N. C., & Bosch, O. J. (2013). A systems thinking approach to identify leverage points for sustainability: a case study in the Cat Ba Biosphere Reserve, Vietnam. *Systems Research and Behavioral Science*, 30(2), 104-115.

Stroh, D. P. (2015). *Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results*. Chelsea Green Publishing.

The Guardian (2012). *The Art of Systems Thinking in Driving Sustainable Transformation*  
<https://www.theguardian.com/sustainable-business/systems-thinking-sustainable-transformation>

## ≡ **NECESSARY SOFTWARE – HARDWARE**

Possible use of Vensim software, to be confirmed. There appears to be a free version.

## ≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

## ≡ **SESSIONS**

- **SESSION 1: Sustainability, Systems and Complexity**
  - LECTURE: 02h00
  - This session provides an introduction to systems thinking including definitions and appropriate lexicon. We situate sustainability management within system complexity.
- **SESSION 2: Systems Mapping I**
  - LECTURE: 02h00
  - Starting with a concrete case, this session immerses students in a complex system and shows how this complexity can be visualised.
- **SESSION 3: Systems Mapping II**
  - LECTURE: 02h00
  - This session looks more specifically at positive and negative feedback loops and stock and flow diagrams.

- **SESSION 4: Systems Mapping III**
  - LECTURE: 02h00
  - Here we explore systems maps to identify different systems archetypes.
- **SESSION 5: Nature Inspired Systems**
  - LECTURE: 02h00
  - This session offers the opportunity to look into some of nature's systems and ecosystems to provide inspiration on how we can learn from nature.
- **SESSION 6: Putting People into Systems**
  - LECTURE: 02h00
  - Systems are complex and involve a wide range of actors. A relational perspective helps to humanise these systems.
- **SESSION 7: Transforming Systems I**
  - LECTURE: 02h00
  - This session explores how to intervene in systems to change them and identifies leverage points for transformation.
- **SESSION 8: Transforming Systems II**
  - LECTURE: 02h00
  - Drawing on case material this section continues to explore systems transformations.
- **SESSION 9: Innovation for Systems Impact**
  - LECTURE: 02h00
  - Taking a firm perspective, this session explores how innovations can be shaped to have a systems level impact.
- **SESSION 10: Political Systems**
  - LECTURE: 02h00
  - Organisations and actors are embedded not only in social and ecological systems but also in political systems. Here we look at the role of politics in complex systems.
- **SESSION 11: Beyond the Business Case**
  - LECTURE: 02h00
  - This session serve to remind us of the limits of systems and what a flourishing system focused on well-being could look like.
- **SESSION 12: Alternative Approaches**
  - LECTURE: 02h00
  - Building on the previous session we explore alternative and more radical approaches such as degrowth.

**CODE:** Tbc

**Course title:** SUSTAINABILITY ACROSS CULTURES AND CONTEXTS

**Term:** FALL

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**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English ☐French

**Course leader:** Gui Azevedo **Speakers:** Gui Azevedo

### ≡ **COURSE DESCRIPTION**

Sustainability and views on why and how to preserve nature vary considerably across cultures and contexts. Effective sustainability action depends therefore on the ability to access, analyze, learn, and interact with other perspectives. We will therefore study and debate a broad range of perspectives, applying lenses that will be cultural, moral, historical, technical, geopolitical, and philosophical. The ultimate aim of this course is to equip the students to become effective actors in the conservation and regeneration of the natural environment.

### ≡ **COURSE OBJECTIVES**

Students will be able to appreciate how perspectives of sustainability vary across culture, space, and time. They should become better informed on contrasting ontological perspectives on why and how to preserve nature pertaining to, among others: developing and developed nations; past and current generations; pre-monetary and modern societies; mainstream and alternative cultures. They should be able to better understand what are the factors that block suitability advancements and how to creatively circumvent them. Ultimately, they should become able to engage in action—within companies and other organizations—that led to the protection and regeneration of nature.

### ≡ **TACKLED CONCEPTS**

- Cultural analysis; cultural relativism; etic and emic approaches, ethnocentrism; anthropocentrism; ontological dispositions; appreciative inquiry; rebalancing societies; cultures of time; biomimicry design; frugal innovation; sustainable degrowth; subversive & countercultural activist; global governance and frameworks; collective action; and regeneration.

### ≡ **LEARNING METHODS**

Seminar and group projects

### ≡ **ASSIGNMENTS AND EXPECTED WORK**

Reading preassigned texts; preparing and delivering a final team interactive presentation

### ≡ **EVALUATION METHODS**

Individual participation: 30%

Team interactive presentation: 40%

Individual written essay: 30%

## ≡ SESSIONS

- **SESSION 1: Introduction to cultural analysis and to cultural relativism**
  - LECTURE: 02h00
  - Understanding cultural dimensions and dispositions. Contrasting and combining etic and emic approaches
- **SESSION 2: The notion of national cultures and alternative analytical possibilities**
  - LECTURE: 02h00
  - Understanding cultures of space, cultures of class, and cultures of time
- **SESSION 3: Ontologies of nature**
  - LECTURE: 02h00
  - Understanding ontological dispositions and views of how we are, how are the others, what is nature, and what is divine or sacred.
- **SESSION 4: Commodification and the historical construction of consumption cultures**
  - LECTURE: 02h00
  - Understanding the evolution from non-monetary gifts to monetary commodities. Critical perspectives on modernity and consumption
- **SESSION 5: Non-governmental activism and the rebalancing society perspective**
  - LECTURE: 02h00
  - Understand how collective action generates NGOs, how these are managed, and their consequences to societies and the planet. The rebalancing society perspective.
- **SESSION 6: The ugly face of businesses**
  - LECTURE: 02h00
  - Understanding how the fixation for profit and growth generate immoral and illegal action by businesspeople
- **SESSION 7: The ugly face of national governments and nationalist discourses**
  - LECTURE: 02h00
  - Understand how views of nations and nationalisms hinder positive sustainability action
- **SESSION 8: Fostering change from inside the corporate world**
  - LECTURE: 02h00
  - Understanding the consequence of individual morality inside of companies, the institutionalization of CSR views, and the redrawing of corporate objectives
- **SESSION 9: Building global governance and sustainability frameworks**
  - LECTURE: 02h00
  - A closer look at the emergence of global regulations and frameworks
- **SESSION 10: Building sustainable solutions**
  - LECTURE: 02h00

- Understanding and applying appreciative inquiry and biomimicry design principles. A closer look at frugal innovation and social innovation initiatives
- **SESSION 11: Looking at the future: dystrophic treats and the critical search for hope**
  - LECTURE: 02h00
  - Learning from world history and evaluating future possibilities for the planet and humankind.
- **SESSION 12: Team interactive presentations**
  - LECTURE: 02h00
  - Team interactive presentation

**CODE:** Tbc  
**Course title:** STRATEGIES FOR SUSTAINABILITY  
**Term:** FALL

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**Teaching hours:** 24 hours  
**Number of credits:** 3  
**Teaching language:** ☒English ☐French  
**Course leader:** Jennifer Goodman **Speakers:** Jennifer Goodman, Céline Louche

### ≡ COURSE DESCRIPTION

Switching to or advancing sustainability in firms means putting a strategy in place to reach these goals. This course will explore both existing companies as well as start ups to look at the different aspects of strategy and performance which are fundamental to building a sustainable business. These include different forms of corporate governance, political engagement, cross sector collaboration.

### ≡ COURSE OBJECTIVES

The course aims to enable to students to:

- Elaborate a strategic vision and plan
- Determine the impact of strategy on different stakeholders and corporate performance
- Identify different corporate governance structures and their influence on strategy building
- Envisage a political strategy beyond the organisation

### ≡ TACKLED CONCEPTS

- Creating shared value
- Strategic analysis
- Key performance indicators
- Corporate political activity
- International sustainability strategy
- Multi stakeholder initiatives

### ≡ LEARNING METHODS

The course will involve a variety of learning methods including guest speakers from industry, case studies, a strategy simulation as well as plenaries and group work.

### ≡ ASSIGNMENTS AND EXPECTED WORK

Students will have class preparation for cases and the simulation and readings for discussion sessions.

### ≡ BIBLIOGRAPHY – COURSE MATERIAL

Husted, B. W., & Allen, D. B. (2006). Corporate Social Responsibility in the Multinational Enterprise: Strategic and Institutional Approaches. *Journal of International Business Studies*, 37(6), 838-849.



Porter, M. E., & Kramer, M. R. (2006). Strategy & Society: The Link Between Competitive Advantage and Corporate Social Responsibility. *Harvard Business Review*, 84(12), 78-92.

Porter, M. E., & Kramer, M. R. (2011). Creating Shared Value: How to Reinvent Capitalism - And Unleash a Wave of Innovation and Growth. *Harvard Business Review*, 89(1/2), 62-77.

Valente, M. (2017). Corporate Responsibility Strategies for Sustainability. In A. Rasche, M. Morsig & J. Moon (Eds.), *Corporate Social Responsibility: Strategy, Communication, Governance* (pp. 86-109): Cambridge University Press.

## ≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

## ≡ **SESSIONS**

- **SESSION 1: Sustainable Business Strategy**
  - LECTURE: 02h00
  - The course begins with a case to introduce and situate sustainable business strategy and the opportunities and threats involved in doing so. Case suggestion: Harvard Case Novozymes
- **SESSION 2: Engaging Stakeholders and creating sustainable value**
  - LECTURE: 02h00
  - This session focuses on the importance of different types of value creation for a range of stakeholders.
- **SESSION 3: Starting up with a Sustainability Strategy**
  - LECTURE: 02h00
  - This case session explores the case of Tony's Chocolonely to look at strategies for start ups wanting to have sustainability impact
- **SESSION 4: Building company strategy**
  - LECTURE: 02h00
  - The focus of this session looks at the practicalities of strategy building in companies and take a more processual view on strategy development
- **SESSION 5: Strategy Simulation I**
  - LECTURE: 02h00
  - This session gives participants the opportunity to experiment with developing strategy over two sessions.
- **SESSION 6: Strategy Simulation II**
  - LECTURE: 02h00
  - Simulation continued plus debrief and lessons learnt
- **SESSION 7: Forms of Governance**
  - LECTURE: 02h00

- Firms and organisations can take on different legal status to enable them to achieve their goals more effectively. This includes BCorps and mission driven forms. Here these options are explored and evaluated.
- **SESSION 8: Governance Structures**
  - LECTURE: 02h00
  - Governance structures and actors may not be as visible as the executive team but they have an important role in guiding the direction of a firm or organisation. We look at different governance structures and actors such as the Board and shareholder activists to see how governance is evolving and the impact it may have on sustainability strategy.
- **SESSION 9: Political strategies I**
  - LECTURE: 02h00
  - Firms take part in a wide range of political activities including lobbying for and against regulation and filling governance gaps which may exist. This session explores some of the political roles which can form part of company strategy.
- **SESSION 10: Political strategies II**
  - LECTURE: 02h00
  - This case session draws on insights from the previous session to develop a richer understanding of corporate political roles and includes a critical perspective.
- **SESSION 11: Multistakeholder initiatives**
  - LECTURE: 02h00
  - When issues extend beyond national regulatory frameworks, voluntary standards often developed through multi stakeholder initiatives (MSI) become key. This session explores the intricacies of MSIs using examples of key sustainability initiatives.
- **SESSION 12: Cross sector collaboration and partnerships**
  - LECTURE: 02h00
  - The course finishes with a look at the key issue of plastic pollution and draws on insights from previous sessions to look at collaboration, partnerships and competition among organisations from the private, public and civil society sectors.

**CODE:** Tbc

**Course title:** FINANCING FOR SUSTAINABLE IMPACT

**Term:** FALL

**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English ☐French

**Course leader:** Benjamin Le Pendeven

**Speakers:** Benjamin Le Pendeven + Co-teacher (TBD)

## ≡ COURSE DESCRIPTION

This course is dedicated to the understanding of how to fund sustainable projects, from NGOs, emerging sustainable ventures, new ventures. The course will deliver content, techniques, trends, and feedback from practice and research results from the early-phase funding (called “seed funding”) to the success of the new companies.

In the course, we will discover the financial tools available for different kinds of new firms: loans, subsidies, crowdfunding, bonds, different forms of venture capital, and so on. We will also pay attention to the funding criteria, the funders and investors’ bias, the relevant techniques for investing and raising funds, and the technical issues related to the entrepreneurial finance field (assessing a business plan or financial documents, valuating an innovative start-up, negotiating terms, contracting via a shareholders’ agreement, etc.).

The course will make sense for both traditional entrepreneurs, start-uppers, future investors, and social entrepreneurs, in different countries.

## ≡ COURSE OBJECTIVES

The main objectives are the following:

1. Giving knowledge and skills for financing and/or raising funds for a sustainable project, from NGOs to cleantech ventures
2. Improving the entrepreneurial culture of the attendees about the financial ecosystem around sustainable entrepreneurs

## ≡ TACKLED CONCEPTS

- Sustainable finance
- Impact investing
- Social and Environmental Impact Bonds
- Microfinance

## ≡ LEARNING METHODS

This course will mix several methods, in order to stimulate the attendees and help them to develop knowledge and skills:

1. Traditional lectures
2. Practitioners’ pitches
3. Session of entrepreneurs in front of real business angels
4. Case-study
5. Simulations / investment game

## ≡ ASSIGNMENTS AND EXPECTED WORK

In terms of expected work, the students will have to work between several sessions for preparing the next session.

The evaluation will be based on: (i) two investment games (sessions 9 and 12); and (ii) final evaluation with a MCQ.

## ≡ **BIBLIOGRAPHY – COURSE MATERIAL**

(in english)

- Tenca et al., (2020), Entrepreneurial Finance: A Definitive Guide
- Alemany and Andreoli (2018), Entrepreneurial Finance: The Art and Science of Growing
- Smith et al., (2011), Entrepreneurial finance - Strategy, Valuation, and Deal Structure, Stanford University Press
- Lingelbach, D., (2022), De Gruyter Handbook of Entrepreneurial Finance, De Gruyter

(en français)

- Le Pendeven, B., Abdesslam, M., (october 2015), Les nouveaux modes de financement des PME, study for Fondation pour l'Innovation Politique
- Bessi re, V., Stephany, E. (dir) (2015). Le financement de l'innovation, Editions de Boeck
- Hafied, F., (2019), Capital-risque et financement de l'innovation, Editions de Boeck
- R dis, J., (2009), Finance Entrepreneuriale, Editions De Boeck

## ≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

## ≡ **SESSIONS**

### ○ **SESSION 1: INTRODUCTION**

- LECTURE: 02h00
- Course's presentation
- Program and professional objectives
- Roundtable
- Funding individuals, informal entrepreneurs and NGOs: microfinance and philanthropy

### ○ **SESSION 2: NGOs financing**

- LECTURE: 02h00
- Philanthropy
- Funding strategies for small NGOs
- Funding strategic for large, international, and established NGOs

### ○ **SESSION 3: Banks for funding the sustainable economy**

- LECTURE: 02h00
- Sustainability and commercial banks: practices, regulations, stakes
- Sustainable banks: history, practices, trends
- Bank relation for organizations from the social economy

### ○ **SESSION 4: Funding new sustainable ventures: seed financing**

- LECTURE: 02h00
- Financial needs of sustainable new ventures
- Financial solutions at an early phase: personal and love money, subsidies, interest-free loans, etc.

- **SESSION 5: Funding new sustainable ventures: crowdfunding and business angels**
  - LECTURE: 02h00
  - Crowdfunding: general presentation
  - Crowdfunding and sustainable issues
  - Business angels & sustainable ventures
- **SESSION 6: Impact Investing (1/3)**
  - LECTURE: 02h00
  - Definition, concept and history
  - Market data
  - Actors in impact investing
- **SESSION 7: Impact Investing (2/3)**
  - LECTURE: 02h00
  - Investment Criteria in impact investing
  - Effects of impact investing
- **SESSION 8: Impact Investing (3/3)**
  - LECTURE: 02h00
  - Shareholders agreements in impact investing
  - Post-deal relations, governance and value-added
- **SESSION 9: INVESTMENT GAME**
  - LECTURE: 02h00
  - Simulation of impact investing deal
- **SESSION 10: Public policies and regulation of sustainable finance**
  - LECTURE: 02h00
  - Public policies for developing impact investing
  - Sustainable finance and regulations
  - Taxonomy
- **SESSION 11: Social and Environmental Impact Bonds + Outcome-based contracts**
  - LECTURE: 02h00
  - Definition
  - Market and trends
  - Examples and impact
- **SESSION 12: Impact Bonds: Investment Game**
  - LECTURE: 02h00
  - Simulation of impact bond

**CODE:** Tbc

**Course title:** BUILDING SUSTAINABLE SUPPLY CHAIN

**Term:** FALL

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**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English ☐French

**Course leader:** Leonardo Marques

**Speakers:** Leonardo Marques, Marco Formentini

### ≡ COURSE DESCRIPTION

In this module we will introduce the key concepts related to Supply Chain Management (SCM), in order to understand the key role played by SCM and how it has evolved towards sustainable SCM, integrating sustainability concepts in line with the Triple Bottom Line perspective. The module will consider several industry examples to understand and discuss specific initiatives and tools to achieve sustainability goals across the supply chain. It will include both a strategic and operational perspective. We will use different teaching approaches (i.e., research articles, group exercises and presentations, cases, discussions, simulation) to develop a theoretical understanding of the concepts and apply them in the context of real industrial cases.

### ≡ COURSE OBJECTIVES

Students will understand the building blocks of supply chain management, as well as how the trends of sustainability, transparency, circularity and digitalisation reshape how to build and manage sustainable supply chains.

### ≡ TACKLED CONCEPTS

- Introduction to Supply Chain Management
- Established SCM frameworks (supply chain design, sourcing, etc.)
- Supply Chain Risk Management
- SSCM and Triple Bottom Line
- Corporate Sustainability Strategies and governance mechanisms
- The role of collaboration in SSCM
- Circular economy and SSCM
- Sustainability measurement, reporting and verification (MRV) processes
- Modern slavery in supply chains
- Transparency in supply chains

### ≡ LEARNING METHODS

Business game simulation, group exercises and presentations, Case studies, In-class discussions

### ≡ ASSIGNMENTS AND EXPECTED WORK

Groupwork and short presentations, in-class quizzes, and individual exam.

### ≡ BIBLIOGRAPHY – COURSE MATERIAL

**Recommended readings (Marco Formentini)**

- Fisher, M. L. (1997). What is the right supply chain for your product?. *Harvard Business Review*, 75, 105-117.
- Carter, C. R., & Rogers, D. S. (2008). A framework of sustainable supply chain management: moving toward new theory. *International Journal of Physical Distribution & Logistics Management*.
- Seuring, S., & Müller, M. (2008). From a literature review to a conceptual framework for sustainable supply chain management. *Journal of Cleaner Production*, 16(15), 1699-1710.
- Formentini, M., & Taticchi, P. (2016). Corporate sustainability approaches and governance mechanisms in sustainable supply chain management. *Journal of Cleaner Production*, 112, 1920-1933.
- Formentini, M., Sodhi, M. S., & Tang, C. S. (2016). The evolution of Barilla's durum wheat supply chain contracts for triple bottom line benefits. In *Organizing Supply Chain Processes for Sustainable Innovation in the Agri-Food Industry*. Emerald Group Publishing Limited.

### **Recommended readings (Marco Formentini)**

- Marques, L. (2019). Sustainable supply network management: A systematic literature review from a knowledge perspective. *International Journal of Productivity and Performance Management*, 68(6), 1164–1190.
- Caruana, R., Crane, A., Gold, S., & LeBaron, G. (2020). Modern slavery in business: The sad and sorry state of a non-field. *Business & Society*, 60(2), 251-287.
- Report by MIT and CSCMP (2020) State Supply Chain Sustainability, 2020.
- Marques, L., Erthal, A., Schott, C. S., da, C. M., & Morais, D. (2021). Inhospitable accessibility and blurred liability: Institutional voids in an emerging economy preventing supply network transparency. *Brazilian Administration Review*, 18(2), e200078.
- Marques, L., Manzanares, M. (2022) Towards social network metrics for supply network circularity, *International Journal of Operations and Production Management*, ahead-of-print.

### **≡ NECESSARY SOFTWARE – HARDWARE**

The Beer Game simulation.

### **≡ EVALUATION METHODS**

Exam: 60%

Continuous assessment: 40%

### **≡ SESSIONS**

- **SESSION 1: Introduction and Beer Game simulation (LM1)**
  - LECTURE: 02h00
  - Introduction to the course. Beer game simulation in groups to simulate the behaviour of a supply chain.
- **SESSION 2: Beer Game debrief (LM2)**
  - LECTURE: 02h00

- Debrief and discussion of the Beer Game to understand supply chain challenges, information and material flow and barriers to collaboration.
- **SESSION 3: The basics of supply chain management (MF1)**
  - LECTURE: 02h00
  - Introduction to key themes in SCM, main definitions and key concepts as a basis for the discussion of sustainability-related topics. Group exercise on supply chain mapping.
- **SESSION 4: Supply chain strategies/frameworks and sustainability issues (MF2)**
  - LECTURE: 02h00
  - Using some renowned industry examples, we will discuss the established SCM frameworks (e.g. Fisher, risk management, etc.), in order to identify through in-class discussion the challenges related to sustainability.
- **SESSION 5: Introduction to Sustainable Supply Chain Management (MF3)**
  - LECTURE: 02h00
  - Key concepts on SSCM; Triple Bottom Line approach. Discussion of SSCM strategies using the frameworks by Carter and Rogers (2008), and Seuring and Muller (2008).
- **SESSION 6: Implementing Sustainable Supply Chain Management: Collaboration and Governance Mechanisms (MF4)**
  - LECTURE: 02h00
  - Discussion of sustainability strategies and the role played by collaboration throughout the supply chain to achieve sustainability goals; governance mechanisms to implement sustainability strategies. Teamwork exercise and presentation.
- **SESSION 7: SSCM Industry case study 1 (MF5)**
  - LECTURE: 02h00
  - Case study about collaboration and supply chain sustainability (Barilla case)
- **SESSION 8: SSCM Industry case study 2 (MF6)**
  - LECTURE: 02h00
  - Case study about circularity in food systems, social sustainability and digitalization (platforms for food waste redistribution)
- **SESSION 9: Measuring, reporting and verification of the carbon footprint (LM3)**
  - LECTURE: 02h00
  - Concepts and methods for measuring, reporting and verification (MRV) of the carbon footprint.
- **SESSION 10: MRV, Scope 3 and carbon footprint in supply chains (LM4)**
  - LECTURE: 02h00
  - The challenges of scope 3 MRV in extended supply chains.



- **SESSION 11: Modern slavery in supply chains (LM5)**
  - LECTURE: 02h00
  - Modern slavery: definitions and challenges in extended supply chains.
- **SESSION 12: Circularity in non-organic supply chains (LM6)**
  - LECTURE: 02h00
  - Cases of supply network circularity in fashion and electronics.

**Invited Lecture Bio:**

Dr. Marco Formentini is an Associate Professor in Sustainable Supply Chain Management at the University of Trento (Italy). He received his PhD from University of Padova (Italy) and he has been previously Research Fellow at Cass Business School, London (UK), Lecturer at University of Bath, School of Management, Bath (UK) and Associate Professor at Audencia Business School, Nantes (France).

His research involves activities in the areas of Operations and Supply Chain Management, focusing mainly on sustainability - investigating corporate sustainability strategies and related governance mechanisms - supply chain collaboration with a specific interest on agri-food supply chains, strategic sourcing and integration of international supply chains.

He published in leading journals, including *Journal of Product Innovation Management*, *International Journal of Operations & Production Management*, *Industrial Marketing Management*, *Journal of Purchasing and Supply Management*, *European Journal of Operational Research*, *Journal of the Operational Research Society*, *International Journal of Production Economics*, *International Journal of Production Research*, *Transportation Research: Part E* and *Journal of Cleaner Production*.

He sits in the Editorial Board of *International Journal of Operations & Production Management*, *Journal of Business Logistics* and *Journal of Purchasing and Supply Management*. In 2017, he chaired the “Mainstreaming Responsible Business Conduct in Companies” session at the OECD Global Forum in Paris.

Email Marco on: [marco.formentini@unitn.it](mailto:marco.formentini@unitn.it)

**CODE:** Tbc

**Course title:** LEADING CHANGE FOR SUSTAINABILITY

**Term:** FALL

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**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English ☐French

**Course leader:** TBC

**Speakers:** TBC

### ≡ **COURSE DESCRIPTION**

The change to sustainability involves complex and systemic changes. How to get there is certainly not easy and requires actions at the individual, organizational and social system levels.

The objective of this course is to inspire and equip future managers to lead society and their organisations towards a more sustainable future and become active change agent. During the course, we will examine the processes and levers of change both from within and from outside the companies.

The course is organised around two parts: leadership for sustainability and change management for sustainability. It will provide several leadership grids that can be used in managing the transition to sustainability and explore the process of change management. It will also be based on numerous examples and expert's testimonials through which you will learn how to influence and drive system-wide change while embracing your authentic leadership voice.

### ≡ **COURSE OBJECTIVES**

The objective of this course is to familiarize students with the challenges and opportunities of leadership for sustainability. Students will thereby:

- Get an understanding of 'leadership' and change management and how it can participate in a process of change to move towards a sustainable development
- Explore difference leadership styles
- Recognise the importance of individual and collective leadership to sustainable development outcomes
- Reflect about leadership and change management for sustainability

### ≡ **TACKLED CONCEPTS**

- Responsible leadership
- Leadership styles
- Activism
- Change agent
- Change management

### ≡ **LEARNING METHODS**

Group exercises, Testimonials, Case studies, In-class discussions

### ≡ **ASSIGNMENTS AND EXPECTED WORK**

Preparation work: Reading preassigned texts; Preparing group exercises;

Assignments: Preparing and delivering a final team interactive presentation; Delivering an individual assignment.

## ≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Doh, J. P., & Stumpf, S. A. (2005). Handbook on responsible leadership and governance in global business. Cheltenham: Edward Elgar.

Kotter, J. P. (2012). Leading change. Harvard business press.

Maak, T., & Pless, N. (2006). Responsible leadership. New York: Routledge.

Moody-Stuart, M. (2014). Responsible leadership: Lessons from the front line of sustainability and ethics. Scheffield: Greenleaf.

Northouse, P. G. (2016). Leadership: Theory and practice (7 ed.). Thousand Oaks: Sage.

Patzer, M. & Voegtlin, C. 2021. Leadership Ethics and Organizational Change: Sketching the Field, Chapter draft to be pulished in: B. Burnes & R. T. By (Eds.), Organizational Change, Leadership and Ethics: Leading Organizations Towards Sustainability, 2<sup>nd</sup>- Edition. London: Routledge, forthcoming

Scharmer, O. (2018). The essentials of Theory U: Core principles and applications. Berrett-Koehler Publishers.

Yukl, G. & Gardner, W. L. (2019). Leadership in organizations (9 ed.). Harlow: Pearson.

## ≡ **EVALUATION METHODS**

Continuous assessment: 100%

## ≡ **SESSIONS**

- **SESSION 1: Understanding leadership for sustainability**
  - LECTURE: 02h00
  - During this session, students will get familiar with the idea of leadership for sustainability. They will be introduced to the basic dimension of responsibility for business leaders and discuss the implications of various forms of responsible leadership.
- **SESSION 2: Leadership and management**
  - LECTURE: 02h00
  - What are the responsibilities of leaders towards organisations and how can they achieve leadership? This session will touch upon the discussion between leader and manager.
- **SESSION 3: Leaders as moral persons and managers**
  - LECTURE: 02h00
  - Extending the previous session, we will focus on how leaders can achieve their and their teams' goal for sustainability. We will dive into concrete examples of sustainability leaders in business.
- **SESSION 4: Leaders as facilitators**
  - LECTURE: 02h00

- How can leaders motivate employees to engage in sustainability and be themselves forces of change? During this session, we will especially focus on transformational leadership.
- **SESSION 5: Case study**
  - LECTURE: 02h00
  - During this session, we will work on a case study.
- **SESSION 6: The dark side of leadership**
  - LECTURE: 02h00
  - After having highlighted the importance and greatness of leadership, this session will address the dark side of leadership such as abusive leadership.
- **SESSION 7: Change Management approaches**
  - LECTURE: 02h00
  - Change is necessary for many organisations to reorient them towards a sustainable future. This session looks at different change management approaches for organisations and how to make such a shift to sustainability.
- **SESSION 8: Change Management in organisations I**
  - LECTURE: 02h00
  - Leaders and managers have an important role to play in bringing about change within their organisations but what does this look like in practice? This session explores the skills, techniques and methods which can be used for change management.
- **SESSION 9: Change Management in organisations II**
  - LECTURE: 02h00
  - This session continues the work on change management from the previous session.
- **SESSION 10: Leading change in systems**
  - LECTURE: 02h00
  - This session explores leading change in systems to move away from the “ego” and towards the “eco”.
- **SESSION 11: Citizens, activists and artists as leaders of change**
  - LECTURE: 02h00
  - During this session, we will focus our attention on civil society, looking at citizens, activists and artists and their roles in creating awareness of social and environmental issues, influencing and leading change in our societies.
- **SESSION 12: Groups’ presentation**
  - LECTURE: 02h00
  - This session will be devoted to group presentations. Each group will present the outcome of their project and answer questions from the audience.

**CODE:** Tbc

**Course title:** MATERIALITY, REPORTING AND AUDITING

**Term:** FALL

**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English ☐French

**Course leader:** Emma Avetisyan

**Speakers:** Emma Avetisyan

### ≡ **COURSE DESCRIPTION**

This course focuses on the issue of CSR reporting, materiality, and auditing. The objective is threefold. First (sessions 1-3), to have a general understanding of extra-financial disclosure, the historical evolution of CSR reporting and to equip students with the capacity to critically assess CSR reports. Second (sessions 5-7), to understand the materiality principle and materiality matrix. Third (sessions 8-11), to have an understanding on the internal and external extra-financial audit and to acknowledge its challenges.

### ≡ **COURSE OBJECTIVES**

- Get familiar with the various CSR disclosure standards and regulations around the world
- Put theory into practice by formulating relevant recommendations and ideas to improve existing CSR reporting. Critical approach
- Have a general understanding of materiality principle and assessment
- Have a general understanding on the internal and external extra-financial audits and to acknowledge the challenges
- Be able to critically analyze the conformity of CSR report to legal requirements
- Be able to rationalize the selection of information to be audited

### ≡ **TACKLED CONCEPTS**

Non-financial reporting, EU CSRD, integrated reporting, Materiality matrix, CSR audit, conformity and sincerity of audited document

### **LEARNING METHODS**

The course integrates a variety of didactical approaches and techniques including lectures, group discussions, group exercises and working on case studies. It features guest speakers. The purpose of this diversity is to stimulate learning as well as critical and reflective thinking.

### ≡ **ASSIGNMENTS AND EXPECTED WORK**

Class attendance is required. Students are expected to constructively and actively participate in class. Mandatory and optional reading materials will be provided in advance and students are expected to come prepared to class.

## ≡ BIBLIOGRAPHY – COURSE MATERIAL

Jackson, G., Bartosch, J., Avetisyan, E., Kinderman, D., & Knudsen, J. S. (2019). Mandatory non-financial disclosure and its influence on CSR: An international comparison. *Journal of Business Ethics*, 1-20.

Chauvey, J.-N., Giordano-Spring, S., Cho, C. H., & Patten, D. M. 2015. The normativity and legitimacy of CSR disclosure: Evidence from France. *Journal of Business Ethics*, 130(4): 789-803.

Thompson Reuters (2021). Country update – France: ESG Reporting. Available at [https://www.gide.com/sites/default/files/2021\\_06\\_17\\_france\\_esg\\_guide.pdf](https://www.gide.com/sites/default/files/2021_06_17_france_esg_guide.pdf)

European Reporting Lab, EFRAG “Proposals for a Relevant and Dynamic EU Sustainability Reporting Standard”, 2021

Further required and recommended reading materials will be provided before the course starts

## ≡ EVALUATION METHODS

There will be an individual and group assessments. Each will have equal share in the final grade.

## ≡ SESSIONS

- **SESSION 1: CSR Reporting: what are the trends**
  - This session focuses on CSR reporting. It will bring you through the historical roots of CSR reporting to understand the current trends. We will consider CSR disclosure standards and regulations around the world, to outline different reporting regimes (by showing the cross-national differences) but also to encourage a discussion around the future directions of CSR reporting.
- **SESSION 2: The pioneering approach of the EU in Non-Financial Reporting**
  - Since 2014, with EU Directive (2014/95/EU), the largest organizations in Europe were obliged to be open about non-financial information such as their environmental and social policies and diversity on their boards of directors. On 21 April 2021, the Commission adopted a proposal for a Corporate Sustainability Reporting Directive (CSRD), which will amend the existing Non-Financial Reporting Directive (NFRD) to extend its scope, to introduce more detailed reporting requirement, to require audit of reported information etc.
  - This session will explore the EU CSRD and will look at the overall EU progress towards setting European and global ESG standards for reporting.
- **SESSION 3: Integrated Reporting**
  - What is an Integrated Reporting? Why do we need to work on it ? What are the main expectations from stakeholders concerning Integrated Reports? Which integrated reporting framework? We will answer these questions together.

- **SESSION 4: Group project coaching session**
  - This is a coaching session to advance group projects. Prior to attending this session you will already need to prepare some parts of the group project. Further information will be provided during tsession 1.
- **SESSION 5: (Re)Defining Materiality**
  - What is materiality? How is it (re) defined in sustainability (by GRI, Accountability, EFRAG)? What is double materiality and why does it matter?
- **SESSION 6: Materiality Assessment**
  - This session is focused on the operationalization of materiality. We will look at the different processes and appraoches to materiality assessment. During the second half of the session, we will start working on the case study related to put in practice the knowledge gained from sessions 6 and 7.
- **SESSION 7: Case study: Materiality Assessment, Part II**
  - We will continue working on the case study.
- **SESSION 8: Internal Audit and Assurance**
  - Because CSR reporting can contain a wide variety of metrics, companies must establish policies, processes and internal controls to generate reliable information for decision making. Internal audits can facilitate or advise management on CSR self-assessment activities as well as ensure the quality of data being produced and reported. This session will look at CSR internal auditing and assurance.
- **SESSION 9: Whats and Whys of External CSR Audit**
  - Extra-financial information reported by the company needs to be credible and well supported for stakeholders to rely on for various decisions. Drawing on risk analysis, results of internal control and the identified material issues, the auditor will be able to conduct an external CSR Audit.
  - This session is focused on understainding extra-financial audit, which is a formal evaluation of a company's procedures and endeavors with regards to corporate social responsibility and societal impact.
- **SESSION 10: Pasquier: performing an external extra-financial audit, Part I**
  - During this session we will start working on a real case study to have an understanding of the process of external CSR audit and it's challenges in a French medium sized company. Specifically, we will focus on the 'conformity' of the audited document to legal requirements.
- **SESSION 11: Pasquier: performing an external extra-financial audit, Part II**
  - During this session we will continue working on the case study by exploring the 'sincerity' of the provided information. We will conclude on the 'CSR audit' part of the course and will also discuss the importance of auditor's profsionnal judgements.

- **SESSION 12: Group Project Presentation**
  - During the last session students are expected to present their project in front of jury member



**CODE:** Tbc

**Course title:** MULTI-CAPITAL ACCOUNTING AND ESG RATINGS

**Term:** FALL

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**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English ☐French

**Course leader:** Souâd Taïbi/Céline Louche

**Speakers:** Souâd Taïbi/Céline Louche

### ≡ **COURSE DESCRIPTION**

The course will start with an exploration of environmental and social impacts evaluation used by companies to design their sustainability performance management. We will then explore how this data is organized in multicapital accounting methods, which can be used for management and performance communication.

Increasingly, companies are requested to provide environmental, social, and governance (ESG) information. Although not only, investors are important drivers and users of the ESG data and major actors in this field are ESG rating agencies, which assess the companies' performance by collecting, interpreting, and aggregating ESG data.

The objective of this module is to better understand ESG data and ESG ratings, especially from the ESG rating agencies perspective. It will present the ESG rating agencies market and explore the ESG methodologies and screenings used by the agencies.

### ≡ **COURSE OBJECTIVES**

At the end of the course, students will be able to:

- Design environmental and social impacts evaluation projects
- Select multicapital accounting models to monitor and communicate sustainability performance adapted to the organization's context.
- Recognize the different actors of the ESG market.
- Understand how ESG ratings are constructed
- Reflect critically on ESG data provided by ESG rating agencies.

### ≡ **TACKLED CONCEPTS**

- Social Life Cycle Assessment
- Socio-Economic Footprint
- Economic valuation
- Multicapital accounting
- ESG data
- ESG ratings
- ESG evaluation framework

### ≡ **LEARNING METHODS**

- Lectures
- Group work
- Exercises and Case studies

## ≡ **ASSIGNMENTS AND EXPECTED WORK**

Students will be expected to read articles and teaching cases in preparation for the session.

## ≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Impact related

- UN – Millennial Ecosystem Assessment
- <https://ipbes.net/>
- <https://www.financeforbiodiversity.org/>
- <https://doc.agribalyse.fr/documentation-en/>

ESG related

- Berg, Florian, Julian F. Koelbel, and Roberto Rigobon (2019) Aggregate confusion: The divergence of ESG ratings. Cambridge, MA, USA: MIT Sloan School of Management
- Gyöngyörová, Lucie, Martin Stachoň, and Daniel Stašek. (2021) ESG ratings: relevant information or misleading clue? Evidence from the S&P Global 1200. Journal of Sustainable Finance & Investment: 1-35.
- Serafeim, George. (2021) ESG: Hyperboles and Reality. Harvard Business School Research Paper Series Working Paper: 22-031.
- Slager, Rieneke, and Jean-Pascal Gond. (2022) The Politics of Reactivity: Ambivalence in corporate responses to corporate social responsibility ratings. Organization Studies 43.1: 59-80.

## ≡ **EVALUATION METHODS**

Continuous assessment: 100%

## ≡ **SESSIONS**

- **SESSION 1: Social impacts assessment**
  - CASE STUDY: 02h00
  - Presentation of the methods used to define, evaluate and monitor social impacts. Introduction to SLCA specificities
- **SESSION 2: Social LCA**
  - LECTURE AND EXERCISE: 02h00
  - Presentation of SLCA databases and exercise on SLCA design
- **SESSION 3: SOCIO ECONOMIC FOOTPRINT**
  - LECTURE: 02h00
  - Presentation of the socio-economic footprint calculation method. Application of the method on a simplified case
- **SESSION 4: MONETIZATION OF ENVIRONMENTAL AND SOCIAL IMPACTS**
  - LECTURE: 02h00
  - Analysis of externalities value calculation. Comparison to alternative monetization methods.
- **SESSION 5: MULTICAPITAL ACCOUNTING**
  - LECTURE AND EXERCISE: 02h00

- Presentation of multicapital accounting models and framework for selecting the right method for an organization
- **SESSION 6: MULTICAPITAL ACCOUNTING**
  - CASE STUDY: 02h00
  - Calculation and critical assessment for the same company of various multicapital accounting models.
- **SESSION 7: ESG rating market**
  - LECTURE: 02h00
  - This session aims at providing a general understanding of the ESG rating market, including its history, actors and dynamics.
- **SESSION 8: Opening the black box of ESG ratings**
  - LECTURE: 02h00
  - During this session, we will explore how ESG ratings are constructed and calculated. We will consider the practices from several ESG rating agencies.
- **SESSION 9: A critical analysis of ESG ratings**
  - LECTURE: 02h00
  - ESG ratings are not without critics. During this session, we will critically review the ratings, that is the underlying assumptions, the challenges with the data and the metrics used, and the way they are used by the actors.
- **SESSION 10: Dealing with ambiguities in ESG rating/Companies' responses to ESG ratings**
  - LECTURE: 02h00
  - During this session, we will focus our attention on the impact of ESG ratings on the ones being rated, the companies: How do they evaluate the ESG ratings? How do they answer to the ESG ratings? How do they use the ratings? What impact does it have on the companies?
- **SESSION 11: Digging into specific dimensions of ESG ratings**
  - LECTURE: 02h00
  - During this session, we will go in-depth in specific dimensions of ESG ratings, either a dimension that is well covered or on the contrary a dimension which is missing.
- **SESSION 12: Group presentations**
  - LECTURE: 02h00
  - This session will be devoted to group presentations. Each group will present the outcome of their project and answer questions from the audience.

**CODE:** Tbc  
**Course title:** SUSTAINABILITY CERTIFICATION  
**Term:** FALL

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**Teaching hours:** 24 hours  
**Number of credits:** 3  
**Teaching language:** ☒English ☐French  
**Course leader:** Céline Louche/Jennifer Goodman  
**Speakers:** External Experts/Céline Louche/Jennifer Goodman

### ≡ **COURSE DESCRIPTION**

There are a wide range of different sustainability standards and certifications for companies, processes and products covering general, environmental, social and specific issue areas. This course offers insights into a multitude of different certifications to enable future sustainability managers to navigate this complexity and evaluate which are the most relevant for their organisation and the impact they seek to have. Participants will deep dive into the technical aspects of some key certifications to learn how to implement them. The course also takes a critical look at standards and certifications identifying their limits and constraints as well as offering an outlook on the emergence of new standards and evolution of others.

### ≡ **COURSE OBJECTIVES**

- Compare and contrast a wide range of standards and certifications
- Evaluate the most appropriate standard or certification for a particular organisation or objective
- Utilise tools and techniques to apply a certification to an organisation
- Critique different standards and certifications and formulate modifications for their improvement

### ≡ **TACKLED CONCEPTS**

- certification/labels
- communication
- accountability
- transparency
- integrated reporting

### ≡ **LEARNING METHODS**

The course integrates a variety of didactical approaches and techniques including lectures, plenary and group discussions, group exercises, small projects and working on real life cases and sample reports. The purpose of this diversity is to stimulate learning as well as critical and reflective thinking. A considerable amount of the learning will be generated through students' sharing of opinions, own thinking, and ideas.

### ≡ **ASSIGNMENTS AND EXPECTED WORK**

Students will work on team projects related to a certification or standard which will be presented in the final session.

There will be an individual final exam OR expert certification at the end of the course.

## **BIBLIOGRAPHY – COURSE MATERIAL**

Gilbert, D. U., Rasche, A. & Waddock, S. 2011. Accountability in a global economy: the emergence of international accountability standards. *Business Ethics Quarterly*, 21, 23–44.

Ikram, M., Zhang, Q., Sroufe, R., & Ferasso, M. (2021). Contribution of certification bodies and sustainability standards to sustainable development goals: an integrated grey systems approach. *Sustainable Production and Consumption*, 28, 326-345.

Santika, T., Wilson, K. A., Law, E. A., St John, F. A., Carlson, K. M., Gibbs, H., ... & Struebig, M. J. (2021). Impact of palm oil sustainability certification on village well-being and poverty in Indonesia. *Nature Sustainability*, 4(2), 109-119.

Troester, R., & Hiete, M. (2018). Success of voluntary sustainability certification schemes—A comprehensive review. *Journal of Cleaner Production*, 196, 1034-1043.

### **≡ NECESSARY SOFTWARE – HARDWARE**

We would like to have an external certification body run part or all of this module. We are in current discussions with GRI and BCorps to find out more information. This external collaboration/certification will have a cost and we will update this information as soon as it is available to us.

### **≡ EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

### **≡ SESSIONS**

- **SESSION 1: Introduction to Sustainability and CSR standards and certifications**
  - LECTURE: 02h00
  - What do we mean by certifications and why are they important? Who are they for, what is the organisation's purpose in choosing one?
- **SESSION 2: Where do certifications come from?**
  - LECTURE: 02h00
  - There are numerous certifications and each has been created for a particular purpose by a particular organisation, initiative or collaboration. We look at the origins of certifications to understand the assumptions and influences behind them.
- **SESSION 3: Reporting Standards I**
  - LECTURE: 02h00
  - There are numerous reporting standards. This session begins with one of the most widely used, the GRI and explores this standard in depth.
- **SESSION 4: Reporting Standards II**
  - LECTURE: 02h00
  - This session compares and contrasts several of the alternatives and looks to the future of reporting and the potential merging of different

standards such as CDP/CDSP, GRI, SASB, IIRC and the creation of the Value Reporting Foundation.

- **SESSION 5: Environmental Certifications I**
  - LECTURE: 02h00
  - This session introduces some of the key environmental standards and certifications including ISO 14001, LEED and the GHG Protocol
- **SESSION 6: Environmental Certifications II**
  - LECTURE: 02h00
  - There are a plethora of other environmental certifications including many for the good we eat but also for packaging, textiles and others. This session explores some of the more industry specific certifications such as Rainforest Alliance, RSPO, Organic labels, FSC, Better Cotton initiative.
- **SESSION 7: Social Certifications I**
  - LECTURE: 02h00
  - Social issues are also covered by certifications and standards. In this session we look at two important certifications: Fair Trade and SA8000
- **SESSION 8: Social Certifications II**
  - LECTURE: 02h00
  - This case based session explores how different certifications can have a very different impact on the companies involved and the issue in question.
- **SESSION 9: General Certifications: International, EU and France**
  - LECTURE: 02h00
  - Certifications and standards are launched both locally and internationally. BCorps and EcoVadis represent worldwide movements. At the EU level there are initiative such as the EU Ecolabel for Circular Economy, while in France the Lucie Label is an important local standard.
- **SESSION 10: Case Study**
  - LECTURE: 02h00
  - This session gives participants the opportunity to work on a case to put into practice some of the key learnings from the course. Students will present their proposals in the final session.
- **SESSION 11: Evaluating Standards according to organisation type**
  - LECTURE: 02h00
  - There are advantages and limitations with all the different certifications and standards. Any decision made will be highly dependent on the type of organisation. This session explores standards and certifications fit for different size and types of organisations.
- **SESSION 12: Certifications Review, Presentations and Closing**
  - LECTURE: 02h00
  - Participants will present their proposals from the case study followed by a review of the material covered on the course.

**CODE:** Tbc  
**Course title:** PEOPLE, DIVERSITY AND RIGHTS  
**Term:** SPRING

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**Teaching hours:** 24 hours  
**Number of credits:** 3  
**Teaching language:** ☒English ☐French  
**Course leader:** Christine Naschberger and Gabriela Balvedi Pimentel  
**Speakers:** Christine Naschberger and Gabriela Balvedi Pimentel

### ≡ COURSE DESCRIPTION

The 'People, Diversity and Rights' course tackles current issues and concepts of people management in the workplace. The course allows a better understanding of the urgency of a human- centred organization and its culture. Innovative initiatives of diversity and inclusion will be discussed and how to build a safe and secure work environment so that employees can be authentic. Current issues like mental health will be discussed.

### ≡ COURSE OBJECTIVES

Students will be able

- To acquire the knowledge and skills necessary put humanity back in the workplace
- To develop insights of individual and managerial responsibility to take care of themselves and others
- To understand the requirements of a safe and secure workplace where employees can be themselves

### ≡ TACKLED CONCEPTS

- Humanity in the Workplace
- Sustainable Human Resource Management
- Social and environmental justice
- Equal Opportunities
- Micro- and Macroaggressions in the Workplace
- Diversity & Inclusion in the Workplace
- Leading a diverse team
- Self-Care
- Mental Health
- Decent work
- Human rights

### ≡ LEARNING METHODS

Short lectures, class discussions, self-pace learning, pre-assigned readings, exchange of personal experiences, videos, articles, case presentation and discussion, reflexive learning, company testimonial, etc.

### ≡ ASSIGNMENTS AND EXPECTED WORK

Pre-assigned readings

## ≡ BIBLIOGRAPHY – COURSE MATERIAL

Books (not mandatory):

- Klarsfeld, A. (2010). *International Handbook on Diversity Management at Work. Country Perspectives on Diversity and Equal Treatment*. Edward Elgar Publishing Ltd.
- Özbilgin, M. (2016). *Managing Diversity and Inclusion. An International Perspective*. Sage.
- MacGregor, S. P. (2018). The ROI of Well-Being. In *Chief Well-Being Officer. Building Better Lives for Business Success*. (p. 70-86). LID Publishing.

## ≡ NECESSARY SOFTWARE – HARDWARE

Access to internet during class is required for readings, exercises, quizzes, etc.

## ≡ EVALUATION METHODS

Continuous assessment: 100%

## ≡ SESSIONS

- **SESSION 1: The historical and intellectual origins of the concept of human rights and decent work**
  - LECTURE: 02h00
  - During this session, we will the notion of human rights and decent work from an historical, philosophical and analytical perspective. This will help us to better understand where they are coming from and their underlying assumptions.
- **SESSION 2: International framework on decent work and human rights**
  - LECTURE: 02h00
  - This session will provide a general overview of the international frameworks on decent work and human rights.
- **SESSION 3: Case study**
  - LECTURE: 02h00
  - Through a case study, we will explore the challenges and tensions of implementing international human rights standards in companies.
- **SESSION 4: Human rights in international contexts**
  - LECTURE: 02h00
  - Also, there are a number of international and universal principles on human rights, this session will investigate what it means in different contexts. We will discuss the notion of 'universal' rights.
- **SESSION 5: Environmental justice: the human importance of climate change**
  - LECTURE: 02h00
  - If climate change has been widely addressed from an environmental perspective, the human dimension tends to be less discussed. During this session, we will highlight the disparate impact of climate change on vulnerable communities as well as investigate the notion of fair distribution of resources t.



- **SESSION 6: Case study**
  - LECTURE: 02h00
  - Through a case study, we will investigate the impact of climate change on vulnerable or/and minority communities.
- **SESSION 7: Introduction: Putting People at the Center of the Organization**
  - LECTURE: 02h00
  - The first session will allow us to think about challenges of today's workplaces. Why is it key to bring back the human in the workplace? How to put humanity back into people management and organisational cultures? We will explore the expectations of society, today and tomorrow's workforce and other stakeholders. Perspectives on being human in the workplace will be developed and discussed. The notion of Sustainable Human Resources will also be introduced and debated.
- **SESSION 8: Micro- and Macroaggressions in the workplace**
  - LECTURE: 02h00
  - The second session aims to discuss micro- and macroaggressions in the workplace. We will define the different types of aggressions, why they happen and what can be done to prevent them. We will address both viewpoints, the individual and organizational one. How to break the silence and how to speak up? How to help individuals to speak up and to create a safe organizational culture? How can organizations combat both micro- and macroaggressions?
- **SESSION 9: Innovative practices in Diversity & Inclusion (D&I)**
  - LECTURE: 02h00
  - This session will focus on new approaches to diversity & inclusion in the workplace. How can organizations innovate in terms of D&I? We will cover the different sources of diversity like gender, ethnicity, disability, LGBTQIA+, age, neurodiversity, etc. Student will discover and analyze innovative initiatives of French and also international organizations.
- **SESSION 10: Communicating and Caring about people (1)**
  - LECTURE: 02h00
  - Managers spend the majority of their time communicating in the workplace. Studies show that effective work place conversations lead to improvements in team members motivation, performance and retention. Students will reflect on the purpose of communication in the workplace and on the different types of bias in decision making. We will discuss how to encourage two-way communication and how to overcome barriers to communication. Future managers need to take care of their employees. We will reflect on the reasons : why should managers take care of people? We will discuss the return on investment (ROI) of wellbeing in the workplace. How to talk about well-being with your team? How to deal with stress in the workplace? How can managers support team members' mental health? How can managers identify and prevent burnout of team members?
- **SESSION 11: Communicating and Caring about people (2)**
  - LECTURE: 02h00

- Managers spend the majority of their time communicating in the workplace. Studies show that effective work place conversations lead to improvements in team members motivation, performance and retention. Students will reflect on the purpose of communication in the workplace and on the different types of bias in decision making. We will discuss how to encourage two-way communication and how to overcome barriers to communication. Future managers need to take care of their employees. We will reflect on the reasons : why should managers take care of people? We will discuss the return on investment (ROI) of wellbeing in the workplace. How to talk about well-being with your team? How to deal with stress in the workplace? How can managers support team members' mental health? How can managers identify and prevent burnout of team members?
- **SESSION 12: Leading a diverse team**
  - LECTURE: 02h00
  - During this session, we will address the power of diverse and inclusive teams. The notions of Diversity & Inclusion in a team context will be discussed. How Diversity, Equity, and Inclusion matter? What kind of challenges present diverse teams? How to manage a diverse team? How can managers build strong team? How to unlock the potential of diverse teams? How to provide psychological safety for team members? How to become an inclusive leader? What about the danger of diversity or inclusion washing? These and further questions will be tackled during this session.

**CODE:** Tbc

**Course title:** CIRCULAR ECONOMY, MATERIALS AND WASTE

**Term:** SPRING

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**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English ☐French

**Course leader:** Anna Gerke

**Speakers:** Anna Gerke/Thomas Corre

### ≡ COURSE DESCRIPTION

In this course students will learn about circular economy and material management. Students will be experimenting on how to combine circular business model principles and types with knowledge on waste and material management to invent circular business models through business model innovation.

### ≡ COURSE OBJECTIVES

The objective of this course is that students comprehend circular economy principles and acquire a basic understanding of properties and life cycles of material families. Geared with this knowledge students will develop a concrete business idea based to transform an existing linear product-business model combination into a circular one. By experimenting business model innovation in a concrete example and exposing this innovation idea to lecturers, but also businesspeople and customers, students are expected to understand the circular economy principles and to develop the ability to transfer them into different business contexts. Students are expected to be able to evaluate the technical and economic feasibility of their business transformation ideas.

### ≡ TACKLED CONCEPTS

- Circular economy principles
- Circular business model types
- The butterfly model
- Biological and technical cycles
- The Circular Canvas Model

### ≡ LEARNING METHODS

Lecture  
Reading  
Flipped classroom  
Field study  
Pitching  
Group work

### ≡ ASSIGNMENTS AND EXPECTED WORK

Reading articles before class  
Work on group work outside of class  
Conduct field study as a group collecting feedback from entrepreneurs/ managers/ consumers

## ≡ BIBLIOGRAPHY – COURSE MATERIAL

Bocken, N. M. P., et al. (2018). "Experimenting with a circular business model: Lessons from eight cases." Environmental Innovation and Societal Transitions **28**: 79-95.

Frishammar, J. and V. Parida (2019). "Circular business model transformation: A roadmap for incumbent firms." California Management Review **61**(2): 5-29.

Lewandowski, M. (2016). "Designing the Business Models for Circular Economy—Towards the Conceptual Framework." Sustainability **8**(1): 43.

Ellen MacArthur Foundation (2013). Towards the Circular Economy. Economic and business rationale for an accelerated transition: 1-98.

Allwood, J. M. et al. (2012). Sustainable materials: with both eyes open, Cambridge, UK: UIT Cambridge Limited

IRP (2019). Global Resources Outlook 2019: Natural Resources for the Future We Want. A Report of the International Resource Panel. United Nations Environment Programme.

Graedel, T. E. (2018). Grand challenges in metal life cycles. Natural Resources Research, 27(2), 181-190.

Geyer, R., Jambeck, J. R., & Law, K. L. (2017). Production, use, and fate of all plastics ever made. Science advances, 3(7)

## ≡ EVALUATION METHODS

Group project 100%

## ≡ SESSIONS

- **SESSION 1: Circular Economy – introduction of the concept, definitions and levels of intervention (AG)**
  - LECTURE: 02h00
  - In this session students will learn about the main ideas behind the circular economy concept, levels of intervention. Students will look at different definitions of circular economy and discover different levels of application (i.e., institutional, political, industry, business, household, individual and product level)
- **SESSION 2: Circular Economy Principles and Circular Business Models (AG)**
  - LECTURE: 02h00
  - In this session students will learn about circular economy principles and their application in business models.
- **SESSION 3: Physical limits of CE at a macro perspective (TC)**
  - LECTURE: 02h00
  - In this session students will learn about circular economy from a material fluxes perspective. The material flow analysis method will be presented and applied to the study of the physical successes and limitations of the circular economy.
- **SESSION 4: Life cycle of metals (TC)**
  - LECTURE: 02h00
  - In this session, the students will acquire basic knowledge to understand the main challenges around the life cycle of metals: physical properties, global consumption, extraction and environmental impacts, recycling processes. The examples cover the main structural

metals (steel, aluminium...) with an opening towards specialty metals (lithium, cobalt, rare earths...).

- **SESSION 5: Life cycle of plastics (TC)**
  - LECTURE: 02h00
  - In this session, the students will acquire basic knowledge to understand the main challenges around the life cycle of polymers: physical properties, global consumption, end-of-life management. The focus will be on the differences between the main families of polymers.
- **SESSION 6: Life cycle of ceramics and biological material (TC)**
  - LECTURE: 02h00
  - In this session, the students will acquire basic knowledge to understand the main challenges around the life cycle of building materials (concrete) and some bio-based materials. The common use of these materials in a mixture will allow an opening on composite materials in general (carbon fibre or bio-based composites for instance).
- **SESSION 7: Transforming business models through business model experimentation (AG)**
  - LECTURE: 02h00
  - In this session, students will get an introduction to various tools for how to be experimenting with business model innovation of incumbent firms to find ways to transform existing business models into circular business models.
- **SESSION 8: Transforming business models through business model experimentation (AG)**
  - LECTURE: 02h00
  - In this session, students will start their group project where they need to find an idea for transforming an existing product – business model combination into a circular product / business model combination. Students need to work on this outside the class until next session.
- **SESSION 9: Group project coaching – feasibility from a materials view (TC)**
  - LECTURE: 02h00
  - Students will briefly expose and defend their circular product-business model idea and have the possibility to ask any questions concerning the technical feasibility.
- **SESSION 10: Group project coaching – feasibility from a business model view (AG)**
  - LECTURE: 02h00
  - Students will briefly expose and defend their circular product-business model idea and have the possibility to ask any questions concerning the economic and managerial feasibility.
- **SESSION 11: Circular business model pitch (AG + TC? +JG? + business representative? )**
  - LECTURE: 02h00

- In this session, students will pitch their final business model transformation ideas to the class and potentially industry representatives or other professors.
- **SESSION 12: Circular business model pitch OR Field Trip (Visit Tri Ouest)**
  - LECTURE: 02h00
  - In this session, students will pitch their final business model transformation ideas to the class and potentially industry representatives or other professors.

**CODE:** Tbc

**Course title:** SUSTAINABLE DESIGN, MARKETING AND CONSUMPTION

**Term:** SPRING

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**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English ☐French

**Course leader:** Adeline Ochs

**Speakers:** Adeline Ochs/Design professor TBC

### ≡ **COURSE DESCRIPTION**

Creating sustainable value for customers is fundamental. In this module we look at the full life of a product, from its design and conception right through to its marketing, sale and ultimately the way the consumer engages with it.

From an understanding of the eco-design process of a product, the approach of a marketing action plan is studied to market this more sustainable offer in an efficient and sustainable way.

The 1st part of the course focuses on ecodesign (principles, tools, issues). The 2nd part focuses on how to integrate sustainability into the heart of marketing practices, from strategy to the marketing mix.

### ≡ **COURSE OBJECTIVES**

- Design a sustainable offer by understanding the levers of eco-design
- Identify marketing evolutions and associated criticisms
- Identify the levers that encourage sustainable consumption practices
- Identify the sustainability issues surrounding, the strategy (raison d'être), the notion of price and retail
- Develop a sustainable and efficient communication without greenwashing

### ≡ **TACKLED CONCEPTS**

- Green gap
- Sustainable Design
- Eco-design
- Greenwashing
- Fair price
- Sustainable retail
- Positioning
- Raison d'être

### ≡ **LEARNING METHODS**

Lectures, readings, study case, group work, discussion, reflexive analysis

### ≡ **ASSIGNMENTS AND EXPECTED WORK**

Students will have recommended readings and in class activities as well as an ongoing project.

## ≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Diehl J.C., Crul M. et Ryan C. (2009), Design for Sustainability: A Step-by-Step Approach, ENEP, Paris.

Dekhili S., Merle A., Ochs A, Marketing durable (2021), Pearson

Dekhili S. (2021), Marketing for sustainable development : rethinking consumption models, ISTE

Delmas M. (2018) The green bundle, Pairing the market with the planet, Stanford University Press

## ≡ **EVALUATION METHODS**

Exam: 50%

Continuous assessment: 50%

## ≡ **SESSIONS**

- **SESSION 1: Introduction to design for sustainability**
  - LECTURE: 02h00
  - Introduction to the design approach and its connection with the end user.
- **SESSION 2: Eco design for products I**
  - LECTURE: 02h00
  - Designing products to minimise ecological footprint
- **SESSION 3: Eco design for products II**
  - LECTURE: 02h00
  - Designing to promote behaviour change in consumers
- **SESSION 4: Design and public spaces/the built environment**
  - LECTURE: 02h00
  - Designing buildings and public spaces is key to addressing different aspects of sustainability both environmental and social.
- **SESSION 5: Social aspects of design**
  - LECTURE: 02h00
  - This session offers insights into social aspects of design.
- **SESSION 6: Sustainable marketing?**
  - LECTURE: 02h00
  - Critique of marketing: history and evolution
  - From eco-design to added value for consumers
- **SESSION 7: Sustainable marketing strategy**
  - LECTURE: 02h00
  - Sustainable marketing: definition, organisational impact, ...
  - Sustainable marketing strategy: the raison d'être of brands



- **SESSION 8: Sustainable consumption behaviors**
  - LECTURE: 02h00
  - Between ecological utopia and consumer behaviour.
  - The levers for reducing the green gap
- **SESSION 9: « Faire price »**
  - LECTURE: 02h00
  - Building a fair pricing policy
- **SESSION 10: Sustainable retail?**
  - LECTURE: 02h00
  - Shopping experience and distribution to create sustainable value
- **SESSION 11: Efficient sustainable communication**
  - LECTURE: 02h00
  - Greenwashing issues
  - Create new imaginaries
- **SESSION 12: Workshop presentations**
  - LECTURE: 02h00
  - Group work presentations

**CODE:** Tbc  
**Course title:** COMPAGNY CONSULTING PROJECT  
**Term:** SPRING

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**Teaching hours:** 24 hours  
**Number of credits:** 3  
**Teaching language:** ☒English ☐French  
**Course leader:** TBC  
**Speakers:** TBC

### ≡ **COURSE DESCRIPTION**

This module adopts an experiential approach through which students will learn to deal with tasks that may be complex, ambiguous and evolving. During this course, the students will have to work on a real-time consulting sustainability mission in teams under the guidance of faculty members and experts.

During the course, the students will develop skills and knowledge for planning sustainability projects and developing solutions for organizations which may be a business, a non-profit, a city or a public institution.

The students will have a full semester to work on a consulting mission with a client to deliver a customised and actionable plan around a sustainability related issue. Students are expected to dedicate considerable extra-work to meet deadlines as consultants do.

### ≡ **COURSE OBJECTIVES**

- Understand and analyse a complex and ambiguous situation
- Communicate and work with an organisation
- Design recommendations to an organisation that is facing a sustainability related challenge
- Work independently as a group and work collaboratively in the group to help and learn from each other's
- Write a clear and concise report for the organisation
- Communicate and defend the recommendations during an oral presentation

### ≡ **TACKLED CONCEPTS**

Evaluating organisations' needs and expectations,  
Researching relevant data and information,  
Project management  
Meeting deadlines and milestones  
Producing deliverables  
Scoping and implementation

### ≡ **LEARNING METHODS**

Coaching sessions, Experiential learning

### ≡ **ASSIGNMENTS AND EXPECTED WORK**

Consulting mission  
Students will have to produce in group  
- A written report

- An oral presentation

## ≡ **BIBLIOGRAPHY – COURSE MATERIAL**

Galea (2009), *Consulting for Business Sustainability*, Routledge

Grayson and Hodge (2004), *Corporate Social Opportunity! Seven Steps to Make Corporate Social Responsibility Work for Your Business*, Routledge.

Couper, B. J., & Young, C. (2017). Strategic sustainability consulting. In *Consulting for Business Sustainability* (pp. 65-85). Routledge.

Hannemann, L. (2019). Sustainability Consultancies and Their Contribution to Sustainable Development. In *Advances in Consulting Research* (pp. 229-249). Springer, Cham.

## ≡ **EVALUATION METHODS**

Continuous assessment: 100%

## ≡ **SESSIONS**

- **SESSION 1: Introduction: consulting for sustainability**
  - LECTURE: 02h00
  - Introduction to the activity and field of consulting for sustainability.
- **SESSION 2: Kick off session**
  - LECTURE: 02h00
  - Project presentation and debriefing with the organisation (the client).
- **SESSION 3: Project management**
  - LECTURE: 02h00
  - Organisation and structure of the project. Introduction to the consulting tools and frameworks that may be used during the project.
- **SESSION 4: Focus on clarifying the mission**
  - LECTURE: 02h00
  - The groups will challenge each other in order to help each other to go further in their understanding of the mission they are asked to accomplish.
- **SESSION 5: Consulting mission**
  - LECTURE: 02h00
  - Data collection
- **SESSION 6: Consulting mission**
  - LECTURE: 02h00
  - Data analysis
- **SESSION 7: Intermediary presentation I**
  - LECTURE: 02h00
  - The group will be divided in two. One group will continue data collection and analysis. The other group will give an intermediary presentation focusing on the process and the difficulties
- **SESSION 8: Intermediary presentation II**
  - LECTURE: 02h00

- The group will be divided in two. One group will continue data collection and analysis. The other group will give an intermediary presentation focusing on the process and the difficulties
- **SESSION 9: Coaching session**
  - LECTURE: 02h00
  - One to one discussion with the groups.
- **SESSION 10: Focus on the recommendation**
  - LECTURE: 02h00
  - Preparation for the final presentation.
- **SESSION 11: Final presentation I**
  - LECTURE: 02h00
  - Presentation of the outcome of the mission.
- **SESSION 12: Final presentation II**
  - LECTURE: 02h00
  - Presentation of the outcome of the mission.

**CODE:** Tbc  
**Course title:** SUSTAINABLE CITIES PROJECT  
**Term:** SPRING

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**Teaching hours:** 24 hours  
**Number of credits:** 3  
**Teaching language:** ☒English ☐French  
**Course leader:** Jennifer Goodman/Céline Louche  
**Speakers:** Jennifer Goodman/Céline Louche

### ≡ COURSE DESCRIPTION

As our population becomes increasingly urban, cities become increasingly important for a sustainable future. The Sustainable Cities project takes a problem based learning approach to explore urban challenges and envisage future sustainable cities. Student teams have the opportunity to work independently and apply the wide variety of knowledge, tools and skills they have acquired over the course to a local challenge at the city level. A number of local actors will be invited to join the sessions to give insights into a particular and contemporary sustainability challenge faced by a city such as ensuring a sustainable food system. Participants will situate the issues and actors within the city system and then identify potential courses of action to shift towards a more sustainable future.

### ≡ COURSE OBJECTIVES

The course will enable the students to:

- Experience a sustainability challenge at city level
- Use design processes to develop a rich systems picture of the local organisations and actors
- Examine and evaluate potential solutions
- Formulate propositions for a more sustainable city

### ≡ TACKLED CONCEPTS

- Future scenarios
- Sustainable cities
- Systems
- Urban challenges

### ≡ LEARNING METHODS

This course takes a problems based approach drawing on local actors from different perspectives and disciplines. Guest speakers and visits will be an important part of the learning journey. Group discussions and collaborative team work will also be key

### ≡ ASSIGNMENTS AND EXPECTED WORK

Students will work on an ongoing project through the course with various milestones and a final presentation. Independent research and preparation will be needed to complete the project.

## ≡ BIBLIOGRAPHY – COURSE MATERIAL

McLaren, D., & Agyeman, J. (2015). Sharing cities: A case for truly smart and sustainable cities. MIT press.

Pereira, L., Drimie, S., Zgambo, O., & Biggs, R. (2020). Planning for change: Transformation labs for an alternative food system in Cape Town, South Africa. Urban transformations, 2(1), 1-26.

Ratcliffe, J., & Krawczyk, E. (2011). Imagineering city futures: The use of prospective through scenarios in urban planning. Futures, 43(7), 642-653.

Zhao, P., Chapman, R., Randal, E., & Howden-Chapman, P. (2013). Understanding resilient urban futures: A systemic modelling approach. Sustainability, 5(7), 3202-3223.

Further readings will be added according to the urban challenge selected.

## ≡ NECESSARY SOFTWARE – HARDWARE

Design tools may be used. Systems mapping could draw on software used in module 1 on systems. Draft.io or Miro collaborative tools

## ≡ EVALUATION METHODS

Continuous assessment: 100%

Students will have deliverables at different stages of the course and a final presentation at the end. Part of the evaluation will take into account the collaboration within and between the different groups looking at how information was shared using the collaborative tools used on the course.

## ≡ SESSIONS

- **SESSION 1: Introduction to the project, tools and approach: Cities and Sustainable Futures**
  - LECTURE: 02h00
  - This session introduces the project and the approach and looks at the platforms, and technical and design tools which will facilitate the work done through the project.
- **SESSION 2: Introduction to the urban challenge: sustainable food systems (*other relevant issues may be chosen such as decarbonisation or circular economy*)**
  - LECTURE: 02h00
  - Key concepts of the challenge will be introduced by experts and city level actors.
- **SESSION 3: Sustainable Cities for a Sustainable Future**
  - LECTURE: 02h00
  - This session focuses on the importance of cities to sustainable futures.
- **SESSION 4: Visit/guest speakers**
  - LECTURE: 02h00

- Participants have the opportunity to immerse themselves in an aspect of the urban challenge
- **SESSION 5: Systems mapping**
  - LECTURE: 02h00
  - Drawing on skills developed in earlier modules students will work to develop a rich picture of the city system related to the urban challenge they are working on.
- **SESSION 6: Visit/guest speakers**
  - LECTURE: 02h00
  - Participants build a wider understanding of the different perspectives and parts of the local city system.
- **SESSION 7: Project reporting and coaching session**
  - LECTURE: 02h00
  - At this mid-way point in the course students will join coaching sessions to report back on progress
- **SESSION 8: Building future scenarios I**
  - LECTURE: 02h00
  - Participants explore how to develop future scenarios and apply this to the projects they are working on
- **SESSION 9: Visit/guest speakers**
  - LECTURE: 02h00
  - Another perspective on the urban challenge will be introduced with students able to start testing out some of their ideas with experts.
- **SESSION 10: Building future scenarios II**
  - LECTURE: 02h00
  - This session continues to build on the idea of future scenarios and how they can be visualised and communicated
- **SESSION 11: Preparation and coaching session**
  - LECTURE: 02h00
  - Students have a final coaching session and access to experts in order to fine tune their propositions.
- **SESSION 12: Final student presentations**
  - LECTURE: 02h00
  - Students report their final projects to the other teams, professors and relevant stakeholders

## ELECTIVES

**Course title: TRANSITION SCENARIOS FOR CORPORATE CLIMATE ACTION**

**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English

### COURSE DESCRIPTION

Many energy-related institutions and corporations have developed future scenarios to deal with the necessary transition of societies and economies: SBTi, Shift Project, RTE futurs énergétiques 2050, scenarios ADEME, scénario Negawatt 2022...

This course will approach the different European and French scenarios picturing an ecological and social transition aligned with the Paris agreement. What do these models tell us about our choice as societies? How feasible are they? Through this class, students will have a deep understanding of energy-related institutions and corporations, of the technical, economic and social impacts of climate change and how the main scenarios will impact societies and ways of living.

**Course title: Stress Management: Emotional Intelligence and Care for a performance boost**

**Teaching hours:** 24 hours

**Number of credits:** 3

**Teaching language:** ☒English

### COURSE DESCRIPTION

This course focuses on workplace behaviors through psychological concepts, emphasizing emotional intelligence and well-being. Participants learn to analyze behaviors, diagnose situations, and develop policies for improving quality of work life.

The program teaches proven strategies for stress management, self-care, and positive change. Additionally, the course provides tools to effectively manage stress in personal and professional settings, addressing key life areas.

Pedagogical methods include workshops and discussions, with evaluation based on participation, MCQ and group presentations. This course will also provide tools to tackle with eco-anxiety, boost energy and personal resilience