

# Sustainable Development and Social Responsibility Competency Framework

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CONFÉRENCE DES  
DIRECTEURS DES  
ÉCOLES FRANÇAISES  
DE MANAGEMENT

# INTRODUCTORY THOUGHTS

Organising the ecological and social transition in our schools and for our students is no longer a matter of choice, the only question now is how do we do this?

It was with this question in mind that the CDEFM (Conference of Directors of French Business Schools), in conjunction with the CEFDG (National Commission for the Evaluation of Training and Qualifications in Management) and the MESR (Ministry for Higher Education and Research), set up a task force responsible for drawing up a set of guidelines specific to the training needs of young students and business schools.

This document follows on from the Minister's recent statement concerning the introduction of a set of skills linked to the ecological and societal transition. It has been developed with reference to a range of existing reports and benchmarks - JOUZEL, Shift Project, GREEN COMP, CGE (Conférence des Grandes Ecoles), UVED (Virtual University for Environment and Sustainable Development), etc. - and with the MESR's blueprint for SD&SR.

Its objective is to encourage the development of skills that will enable all Bachelor and Master students to meet the challenges of the ecological and societal transitions.

These guidelines are intended as a support to help schools introduce responsible teaching, whilst allowing them the academic freedom and autonomy to design their programmes and curricula in response to their own constraints and objectives. The document was drawn up taking into account the views of our schools' main stakeholders (companies, students, EFMD, AACSB, Sustainability Campus Label, Sulitest, SHIFT Project, etc.), other CDEFM expert groups, and following a collective reflection carried out over the last 9 months through regular working meetings in plenary sessions and themed sub-groups. It will be completed by a methodological guide to be produced in the autumn.

We also wanted to base our proposal on the recommendations of the latest leading reports and studies, using a skills-based approach and Bloom's taxonomy, which sets out a succession of 6 stages. The last of these corresponds to a major area of expertise that Master level students will need if they are to promote the societal and environmental transition in the organisations where they are employed: the ability to convince their colleagues to embrace SD&SR issues.

Although the objective is to lay the foundations for a 'minimum level' of knowledge and skills that need to be acquired, corresponding to around thirty class hours per year, the intention is also to enable students to understand the factors and issues at stake (climate, biodiversity, etc.) and the urgent need to take action. However, as well as these basic requirements, the complete range of

teaching, research, educational and work-related activities must address these issues in order to produce responsible managers.

As such, most of the skills will be acquired through traditional management courses (in particular, economics, law, sociology, etc.), all of which are concerned by SD&SR issues: 'green' supply chain, responsible finance, socioenvironmental accounting, partnership governance, etc.

The aim of the Bachelor's framework of reference is to make students aware of the complexity and systemic nature of SD&SR issues, as well as ensuring that they are capable of implementing a full range of responsible initiatives and practices (from the circular economy, the social economy, responsible finance, etc.).

In addition to teaching students who are aware of SD&SR issues, the aim of the Master's framework of reference is to train students to take a constructively critical look at current practices and to develop innovative solutions and practices that are specifically adapted to the companies and organisations where they are employed and to motivate their colleagues to embrace these responsible initiatives.

We know that our schools are actively committed to the SD&SR transformation and that our teachers are committed to developing their courses to allow students to shape a more sustainable world. These are huge challenges and we encourage you take them up collectively over the coming months

The SD&SR Working Group

# BACHELOR

## SD&SR Competencies

**To ensure that future managers are capable of actively contributing to the ecological and social transitions of organisations, the CDEFM recommends that management school students be able to :**

1

**Define the need to act on environmental, social and societal issues, taking into account their systemic dimension**

### Competencies

- ▶ Outline the causes and consequences of climate change and the loss of biodiversity
- ▶ Provide context-specific examples and key figures on the current situation concerning climate/biodiversity/planetary limits/resource consumption
- ▶ Make a succinct presentation of the IPCC and IPBES, the Paris Agreement and COP15 Biodiversity commitments and results
- ▶ Highlight the gaps between the desired objectives (IPCC, IPBES, etc.) and the actual trajectories
- ▶ Describe the 9 planetary limits and how they are related
- ▶ Explain our world's equilibrium and limits using a systemic approach based on the 17 SDGs and their interaction

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Embrace the complexity of sustainability by developing thinking that is systemic and critical, and the ability to frame problems.

**Jouzel/Abbadie:** Understand the balances and limits of our world through a systemic approach

**UVED:** Adopt a holistic approach

# 2

## Explain the impact of lifestyle on the climate and biodiversity, and identify scope for action

### Competencies

- ▶ Define the notion of individual carbon footprints in relation to revenues within a country or between countries
- ▶ Present an individual's average carbon footprint (total and main emissions), the 2050 2-ton target, and the pathway for reaching this goal according to a country's level of development/consumption
- ▶ Identify climate change inequalities
- ▶ Identify the different aspects of individual carbon footprints and the possible measures to reduce them
- ▶ Identify principal examples of how lifestyle impacts biodiversity and how they can be reduced

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Embody the values of sustainability through valuing sustainability, supporting fairness and promoting nature

**Jouzel/Abbadie:** : Act for sustainability through political agency and individual initiative

**UVED:** Develop a reflexive approach

# 3

## Use existing tools to characterise an organisation's relationship with the environment (dependence, vulnerability and impact)

### Competencies

- ▶ Explain the general principles used to calculate an organisation's carbon footprint and its relationship with the value chain
- ▶ Present the principal ways an organisation can reduce its carbon footprint
- ▶ Describe the factors that make an organisation vulnerable to climate change and how it can adapt to them
- ▶ Explain the extent of an organisation's dependence on ecosystem services
- ▶ Describe the impact of an organisation's activities on biodiversity

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Embrace the complexity of sustainability by developing thinking that is systemic and critical, and the ability to frame problems

**Jouzel/Abbadie:** Use tools to bring about change

**UVED:** Co-construct diagnoses and solutions

- ▶ Describe the principal ways an organisation can reduce its pressure on and how it can help restore biodiversity
- ▶ Explain the main principles of carrying out an LCA

# 4

## Help design new business models drawn from inspiring examples

### Competencies

- ▶ Identify the consequences managerial decisions and actions have on SDGs
- ▶ Present various types of organisation and modes of governance that aim to have a positive social impact and/or reduce environmental impact (e.g. social and solidarity economy, ESUS /Social Enterprise, B-corp, etc.)
- ▶ Use examples of products/services/organisations to illustrate some of the principal types of business model (circular economy, frugal innovation, responsible innovation, etc.)
- ▶ Adapt these examples to specific organisations

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Envision a sustainable future by imagining and shaping the future and managing transitions

**Jouzel/Abbadie:** Understand orders of magnitude and uncertainties through prospective analysis

**UVED:** Co-construct diagnoses and solutions / Implement transitions / Develop a prospective analysis

# 5

## Adopt a reflexive approach to inclusion

### Competencies

- ▶ Identify systemic and structural barriers to equity and inclusion
- ▶ Explain any cognitive bias that leads to discrimination
- ▶ Understand the relevant indicators required to steer a sustainable and equitable strategy

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Embody the values of sustainability through valuing sustainability, supporting fairness and promoting nature

# 6

## Mobilise other parties and work together responsibly

### Competencies

- ▶ Communicate clearly and appropriately / use appropriate language for the target audience
- ▶ Form alliances with people who are ready to get involved
- ▶ Work collaboratively with all stakeholders in the ecosystem, at every stage of the value chain

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Act both individually and collectively towards sustainability

**Jouzel/Abbadie:** Co-construct diagnoses and solutions/ Act responsibly

**UVED:** Act responsibly / Take a position in a debate

# MASTER

## SD&SR Competencies

**To ensure that future managers are capable of actively contributing to the ecological and social transitions of organisations, the CDEFM recommends that management school students be able to :**

1

Ensure that managerial initiatives take a forward-looking vision of the issues at stake

### Competencies

- ▶ Present an overview of :
  - local mitigation and adaptation strategies for climate change / biodiversity preservation and restoration in accordance with global and European strategies
  - a range of potential energy, climate and resource scenarios
- ▶ Adopt a critical view of technical innovations and their limitations (energy efficiency, carbon capture and storage, geo-engineering, new energy sources and vectors, etc.)
- ▶ Identify the potential and acceptability of social innovations, especially in relation to sobriety
- ▶ Monitor these issues closely

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Embrace the complexity of sustainability by developing thinking that is systemic and critical, and the ability to frame problems

**Jouzel/Abbadie:** Understand the balances and limits of our world through a systemic approach / Understand orders of magnitude and uncertainties through prospective analysis

**UVED:** Develop a prospective analysis

# 2

## Take a critical view of the social and environmental impact of a product/service and of an organisation

### Competencies

- ▶ Analyse the carbon footprint of an organisation with an understanding of the impact of the different scopes and prioritise levers for action
- ▶ Conduct a Life Cycle Analysis (LCA) of a product/service with the assistance of experts, and identify courses of action to reduce main impacts
- ▶ Identify an organisation's social impact on its internal stakeholders, on a local and macro level, in line with the SDGs

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Embrace the complexity of sustainability by developing thinking that is systemic and critical, and the ability to frame problems.

**Jouzel/Abbadie:** Understand orders of magnitude and uncertainties through prospective analysis

**UVED:** Adopt a holistic approach / Take a position in a debate

# 3

## Oversee ecological and social performance measurement

### Competencies

- ▶ Identify and develop appropriate SDG indicators with an awareness of their scope and limits
- ▶ Implement environmental and social management systems (ISO standards)
- ▶ Launch appropriate product, service and business certification processes (such as BCorp)
- ▶ Help develop and contribute to non-financial accounting

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Envisager des avenir durables en imaginant et élaborant des futurs et en gérant les transitions

**Jouzel/Abbadie:** Co-construire des diagnostics et des solutions

**UVED:** Co-construire des diagnostics et des solutions / Mettre en œuvre des transitions

# 4

## Transform economic models to be more in line with the circular economy

### Competencies

- ▶ Present the concept of the circular economy in all its complexity and how it is in line with alternative approaches (low tech, functional economy, industrial ecology, regenerative economy, etc.)
- ▶ Analyse an organisation's economic model in relation to its social and environmental impact
- ▶ Identify the levers to gain greater circularity and reduce extra-financial impacts

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Envision a sustainable future by imagining and shaping the future and managing transitions

**Jouzel/Abbadie:** Co-construct diagnoses and solutions

**UVED:** Co-construct diagnoses and solutions / Implement transitions / Develop a prospective analysis

# 5

## Implement an ethical and inclusive management approach

### Competencies

- ▶ Identify and assess situations of discrimination (gender, age, ethnic and social origins, disability, etc.)
- ▶ Implement strategic plans for the development of inclusion initiatives and practices

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Embody the values of sustainability through valuing sustainability, supporting fairness and promoting nature

# 6

## Engage and act responsibly with colleagues and stakeholders

### Competencies

- ▶ Develop a shared, unifying and engaging vision (ethical charter, outlook, etc.)
- ▶ Develop HR systems to promote good practice (incentive and reward systems, spin-offs, etc.)
- ▶ Translate these into operational action plans adapted to local contexts and with measurable goals
- ▶ Build communication in line with values and stakes
- ▶ Create conditions for dialogue with stakeholders

### Compliance with Green Comp, Jouzel/Abbadie, UVED frameworks

**Green Comp:** Co-construct diagnoses and solutions

**Jouzel/Abbadie:** Act responsibly

**UVED:** Act responsibly / Take a position in a debate