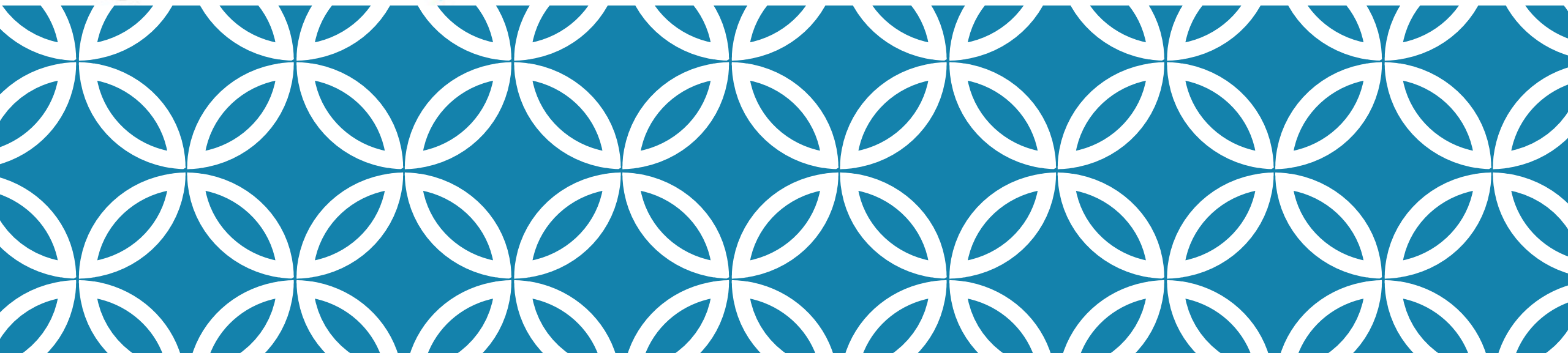




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CREATIVE TEACHING TO EXPLORE

**CSR (CORPORATE SOCIAL RESPONSABILITY) WITHIN
VUCA (VOLATILITY, UNCERTAINTY, COMPLEXITY AND AMBIGUITY)**

CONTEXTS

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ENLIGHT

ABSTRACT

In France, society urges university and teachers to face with the challenge of incorporation of sustainability and CSR key elements into courses.

What it is less known is the increasing demand for incorporation of CSR within VUCA (volatility, uncertainty, complexity and ambiguity) contexts in the classrooms.

NEW FRENCH NATIONAL PROGRAM / UNIVERSITY INSTITUTE OF TECHNOLOGY « BACHELOR UNIVERSITAIRE DE TECHNOLOGIE 3 » (BUT3)

ILLUSTRATION BY a New Course (2023-2024): « Firm Strategy » (Semester 6 – Bachelor level)

Description / Contribute to the development of the targeted skill(s):

- Design, develop and adapt a **marketing strategy** in a **complex, unstable environment**
- Mobilize **marketing strategy** diagnostic tools in a **complex, unstable environment**
- Develop **responsible and sustainable marketing** (ethical, local, origin management, sustainable products, etc.)
- Integrate a “positive business” spirit within a team

Contents

- **Strategy fundamentals**
- **Specific CSR and positive business tools**
- Components of an offer in a **crisis situation**
- Adapting an offer in an **unstable environment** by taking advantage of opportunities to **develop a high value-added offer** that **responds to crisis or instability issues.**

CREATIVE TEACHING TO EXPLORE **CSR (CORPORATE SOCIAL RESPONSABILITY)**

WITHIN **VUCA (VOLATILITY, UNCERTAINTY, COMPLEXITY AND AMBIGUITY)** CONTEXTS

How can we bring VUCA contexts in the classroom during a 12-hour course?

NB/ Challenging parameters associated with the course itself: **1 teacher only dealing with 140 students** (undergraduate level) **including 20 students abroad via Zoom** + lack of harmonization in prerequisites level amongst students concerning the content of the course: « Firm Strategy » (concepts and tools).

Course « model »:

Part 1: a 7-hour course based on amphitheatre lectures linked to contemporary forms of strategic movement: strategic innovation, alliances, coopetition, strategic alignment in the context of sustainable strategy, etc.

Part 2: a 5-hour case study « to be solved » by students (26 teams in « competition ») => We have chosen to simulate the « sense of urgency » thanks to « capsules » triggered every hour.

What we can name « creative teaching »?

The capsules are linked to a case study introduced by an online video: an Arte TV documentary (50 min.).

Based on a unique case study « **development of Pfizer-BioNTech Covid-19 ARNm vaccin in context of the Health crisis** », **3 exercises** are then triggered every hour in **escape game mode**. These phases include information gathering and synthesis, followed by reports to be sent by email to the teacher by the student teams before the next phase is triggered (opening of the new subject which triggers a new 1-hour phase).

Teams are graded on the quality of the content they deliver in the short time available. An initial mark is awarded for the quality of each of the 3 reports. A second mark is awarded for each of the 3 reports as the form of the report will also be taken into account (spelling, grammar, etc.) as well as the bibliography/webography and the time of arrival of team's emails, which will be taken into account if the indicated duration of the work phase is exceeded.

CREATIVE TEACHING TO EXPLORE **CSR (CORPORATE SOCIAL RESPONSABILITY)** WITHIN **VUCA (VOLATILITY, UNCERTAINTY, COMPLEXITY AND AMBIGUITY)** CONTEXTS

Conclusions:

An in-depth case study may be a creative way to approach VUCA contexts if exercises themselves (Health crisis exit strategies) are part of teaching system using uncertainty as a key element explored in real time by the students (Escape game mode).

Positive results: The exercise created a **sense of urgency**. **Good level of concentration during 3 hours** amongst students dealing quite well with the uncertainty created by the case study. No excesses from the students (average of 20 years old...).

About the use of conversational AI:

Rules were set: « you can use AI - but if you do so - you need to precise it in your 3 reports ».

Problems emerge when few groups submitted their reports in highly record time (measured by the time the email was received). The evaluation was done according to the content: Is the content of the report perfunctory compared to the « obvious » use of AI?

So, use of conversational AI is OK, but a **critical mindset is required** (one member of the group must be responsible for some form of **fact checking**). What's more, if the time limit for an exercise is 1 hour, the report must be sent after one hour, so the AI must be used for one hour and not 20 minutes!

« Expertise needed »:

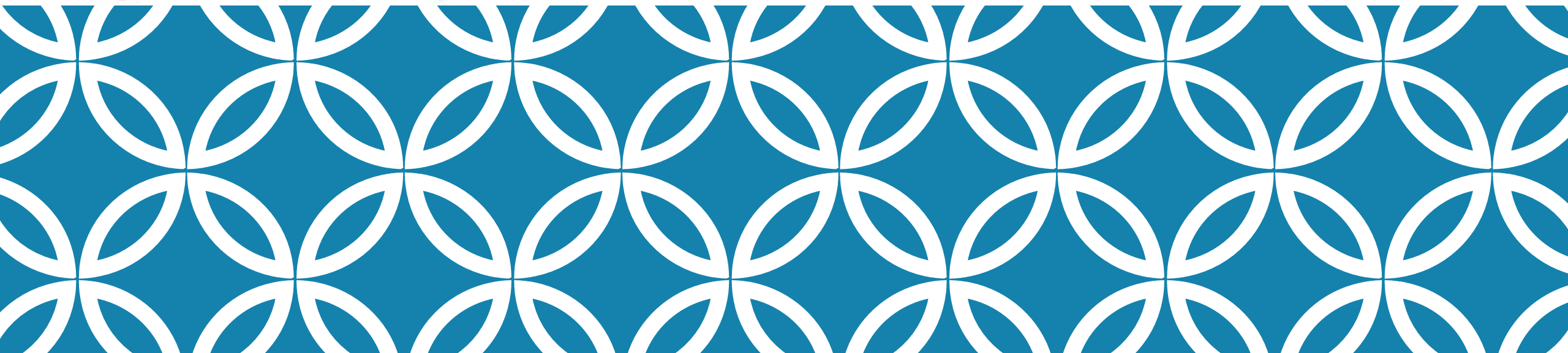
The teacher's in-depth knowledge of the case enables him/her to spot any "blunders" or "inconsistencies" generated by potential use of any conversational AI.



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THANK YOU / ANY QUESTIONS ?


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