

From Manual Tasks to Value-Added Roles

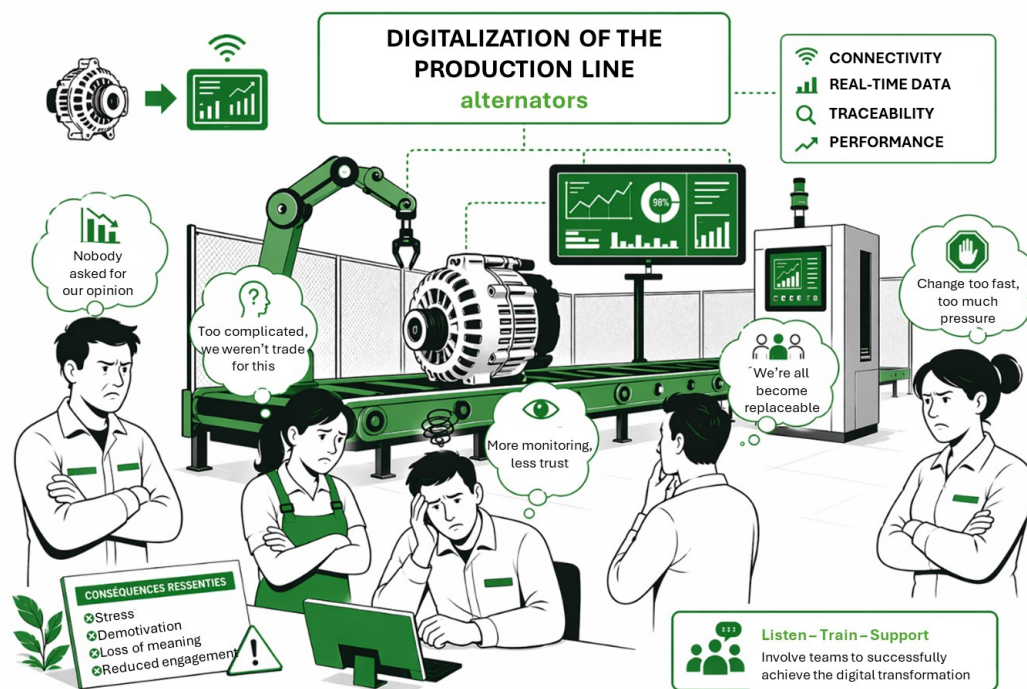
The Human Side of Automation

Proposal Sheet

By Slim Belaid^{1,2}, Laurence Borderiou^{1,2}

¹ ESTA School of Business & Technology, Belfort, France

² ELLIADD, ERCOS Pole (U.R. n°4661), UBFC, Belfort, France



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1 General information

Activity Sector	Electromechanical Equipment manufacturing		
Key words	CSR, responsible digitalization, organizational transformation, resistance to change		
Author(s) / Institution / Country	 Slim BELAID, ESTA (France)  Laurence BORDERIOU, ESTA (France)		
Public	Initial and alternative education ☐ Beginners ☒ Intermediaries ☐ Experts		Continuing education ☐ Beginners ☒ Intermediaries ☐ Experts
Domain(s)	☒ CSR ☐ Economics ☐ Entrepreneurship ☐ Finance ☒ HRM ☐ Information Systems ☐ Law ☐ Marketing ☐ Political Sciences ☐ Strategy ☐ Supply chain & logistics	☐ Arts, Architecture, Design, Ergonomics ☐ Education Sciences ☐ Geography & Urban planning ☐ Information & communication Sciences ☐ Literature & language Sciences ☐ Medical Sciences ☐ Physical activities & Sport Sciences ☐ Psychology, Sociology, Philosophy, Demography	☐ Biology & Neurosciences ☐ Chemistry, Biochemistry ☐ Earth & Universe Sciences ☐ Electrical, Electronics ☐ Energetics ☐ Mathematics & Computer Science ☐ Mechanical Engineering ☐ Physics ☐ Processes
UN SDG	☒ SDG 8 – Decent work and economic growth ☒ SDG 9 – Industry, innovation and infrastructure ☒ SDG 12 – Responsible consumption and production		
Place in the Circular Economy Model	☐ Raw materials ☐ Distribution ☐ Collection	☐ Sustainable design ☐ Consumption ☐ Waste management	☒ Production ☐ Reuse Repair ☐ Residual waste 

2 Abstract

NEM (Nazaire ElectroMechanical) is a French middle size company that decided to robotize its production process and adopt advanced digital technologies, including predictive artificial intelligence, to improve its environmental performance, anticipate future regulatory constraints, and strengthen its long-term competitive position. However, despite the project's environmental and efficiency goals, the implementation of the project called NEMPA generates significant internal tensions. Production workers express strong concerns regarding job security and the obsolescence of their skills. Engineers show resistance related to increased workload, training requirements, and the ethical responsibility associated with deploying AI-based systems. At the collective level, the trade union openly opposes the project. Through interview analysis, students explore these tensions across individual, collective, and organizational levels, reflecting on how digital transformation and sustainability ambitions intersect with human and social concerns in the workplace.

3 Pedagogic goals & prerequisites

This case study aims at:

1. Developing students' ability to analyze organizational change processes involving technological innovation and human resistance.
2. Encouraging critical thinking about the social and ethical implications of digital transformation and sustainability initiatives.
3. Strengthening understanding of the multi-level dynamics of change — individual, collective, and organizational.
4. Fostering the application of theoretical frameworks on change management, digitalization, and organizational sustainability to real-world contexts.
5. Developing critical and responsible managerial recommendations.

Prerequisites

Before working on this case, students should have:

- A general understanding of industrial or technological work environments and their socio-economic implications.
- Basic knowledge of organizational behavior and change management theories (e.g., Lewin, Kotter, Oreg)

4 Sustainability goals

Analyze the social impacts of responsible digitalization on employment, skills, and well-being at work.

Explore CSR as an integrative framework combining economic performance, social dialogue, and environmental responsibility.

Understand how environmental objectives are embedded in digital production systems.

5 Case description

Year of the problematic	2025
Duration for students	Preparation: 20 min Implementation: 4 hours (better doing in one single session)
Languages	☒ English ☒ Other: French
Use case	☒ In class ☐ Examination TCS
Category	☐ C1: Case written in collaboration with a company which has given its consent for using of its internal sources such as the company name, figures, photos, videos, and so on. Join the agreement sheet. ☐ C2: Case based on real company information and with the acceptance of the company to use its data, but names or figures (of company and persons) are modified to keep them confidential. Join the agreement sheet. ☐ C3: Case written using external public sources (annual report, websites, brochures, newspapers, ...) where names or verbatims of the protagonists are used. Join the agreement sheet. ☐ C4: Case based on real company using public information without the agreement of the company (generally, the names (company and persons) are changed to anonymous ones. Impossibility to make the link between the TCS and the company. ☒ C5: Imaginary case based on teacher's experience who collected information from several companies in order to write a case study with a fictive integrative company. It can also be a compilation of different situations of several periods put together at the same time to form a pedagogic tool.
Number of pages: Statement / Annex	10 / 5 + 1 + 2
Number of pages: Teachers' note:	8
Number of pages: Debriefing support	12
Diffusion licence	See cover page

6 Case Pack components

6.1 General documentation

Table 6.1: General TCS documents

Document name	Description	File name	# pages
Proposal Sheet	Teaching Case Study description. This file can be published to inform potentially interested persons about the Teaching Case Study (this file)	SCABEE TCS HRM (2026) – Proposal Sheet.pdf	4

6.2 Student's documentation

Table 6.2: Documents for students (to be shared when TCS applied)

Document name	Description	File name	# pages
Case scenario	The document for students including the mission and all necessary information.	SCABEE TCS HRM (2026) – Case scenario (EN).pdf	18
Annex F to I	Role description	SCABEE TCS HRM (2026) – Role descriptions (EN).pdf	4
Annex J	Meeting appreciation grid	SCABEE TCS HRM (2026) – Annex J (EN).pdf	2

6.3 Teacher's documentations

Table 6.3: Documents for teachers (not to be shared with students)

Document name	Description	File name	# pages
Teacher's note	The document for teachers to guide them through the Teaching Case Study.	SCABEE TCS From Manual Tasks to Value-Added Roles (2026) – Teacher's note.pdf	10
Launching support	Presentation for launching the TCS	SCABEE TCS From Manual Tasks to Value-Added Roles (2026) – Introduction (EN).pptx	20
Debriefing support	Debriefing support	SCABEE TCS From Manual Tasks to Value-Added Roles (2026) – Debriefing support (EN).pptx	12