

ESC BRETAGNE BREST – 2010 REPORT PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

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The Graduate School of Management of Brittany (ESC Bretagne Brest) throughout its history

The Graduate School of Management of Brittany (ESC Bretagne Brest) is the result of Brest Chamber of Commerce and Industry's wish to participate in the development of its territory by offering higher education degrees in corporate business.

Brittany is a French region with more than 3 million residents and Brest is the second most important town in this geographical area. Brest and its suburbs have a population of 220,000 inhabitants and the town includes an important labor pool (about 380,000 people).

More than 4,000 students have been trained at ESC Brest. They now work as managers in Brittany (38 % of graduate students), in the Paris area (24%), in other French regions (23%) and overseas (15%). ESC Bretagne Brest has been a member of the Conférence des Grandes Ecoles since 1992.

Right from the outset, the school has always been supported by companies, local authorities, the Brittany region and the Brest Chamber of Commerce and Industry.

Since 2008, the school has opened a new local campus in Vannes (Morbihan area) in order to get a better position in Brittany.

Vision and mission:

ESC Bretagne Brest has always been committed to being a higher education and research institution. Being open on to the world and well established within the network of economy, the school is aimed at increasing benefits and creating wealth across Brittany. As such, ESC Bretagne Brest focuses on international openness, academic expertise, students' follow-up, apprenticeships, etc.

Its mission is to develop and implement education and research programs for students in Brittany and the competitiveness of local companies.

ESC Bretagne Brest educates and assists those who have been building today's competitive and responsible economy.



Values:

The school promotes the principles of stimulation, authenticity, openness, performance, competitiveness, solidarity and responsibility. Not only are these values important in Brittany but across the world as well.

Therefore, the school quickly signed on to the UN PRME initiative – Principles for Responsible Management Education. This program is in line with the ESC Bretagne Brest's concerns about promoting active learning and social responsibility among students and learners. It integrates the concepts of sustainable development in terms of environment, society or economy.

Strategic Positioning:

ESC Bretagne Brest is deeply rooted in Brittany but also open on to the world. Through a close collaboration with companies, it strives to enhance their competitiveness. Indeed, as it was originally founded by the local economic players, the school has special relationships with the business world. As a result, our institution endeavors to bring out the best in every student and contributes to serve its community. Thus, companies take part in all levels of the learning processes – curriculum design, involvement and implementation – and promote personalized career paths and employment opportunities. As such, it is worth highlighting the importance of the apprenticeship training scheme in graduate (since 1996) and undergraduate programs (since 2008). This vocational training scheme enables to make higher education management degrees accessible to more students, insofar as 90 % of our graduate students are paid by their company as apprentices and are eligible to attend classes on a tuition-free basis.

ESC Group: programs

ESC Bretagne Brest has been developing a program portfolio in line with the labor market and employment opportunities. The school now offers four academic programs:

- A graduate ESC Grand Ecole program. It sets forth the following objectives : to train future executive managers who will be able to understand business complexities and globalization, work in an international environment, manage multicultural teams, employ skills quickly, move up into management positions, take into account ethics and sustainable development, innovate and improve continuously the competitiveness of companies and organizations. This program awards Master's degrees.

- An undergraduate business administration program whose goals are to train future executives who will be able to work efficiently in management, commercial action and international trade, work ethically in multicultural teams, understand sustainable development in an ever-changing environment. Furthermore, this program is also designed as a transitional step toward management degrees.
 - Extended continuing education programs such as “les BADGE” (abilities assessment) recognized by the Conférence des grandes écoles.
 - Specialized Masters (continuing education). They are based on the specificity of the community (Brittany) and meet the local market’s needs.
- In 2009/2010, the school has offered the following programs:
- The Logistics Management Master
 - The Management Control and Performance Master
 - The Wealth Management and Financial Product Master
 - The Entrepreneurship Master (Venture, Creation, Takeover)
 - The International Trade and Marketing of Food Product Master
 - The International Business Master
 - The Strategic Leadership and International Development Master

Operational Goals:

In line with its missions and positioning, the goals of ESC Bretagne Brest are as following:

- To strengthen its research activities by increasing the number of full-time research professors, developing the activity of the school research centre, promoting academic partnerships, encouraging scholarly production (publications, papers, case studies, etc.) and applied research activities.
- To be actively involved in the development of Breton companies by helping them to improve their competitiveness through research projects, chair establishments, continuing education and management resource centre activities.
- To develop entrepreneurship and business takeover.
- To develop students’ managerial and leadership skills to meet business requirements in a global and highly competitive world.

- To promote international openness.
- To foster partners' relationships with academic, political and social Breton stakeholders through the implementation of joint research and cooperation projects.
- To continuously improve methods, performance and research.
- To enhance the recognition and reputation of the school by receiving and renewing national and international accreditations.

Sustainable Development Considerations at ESC Bretagne Brest

For many years, isolated initiatives in sustainable development were taken by different participants at ESC Bretagne Brest. Nevertheless, at the time, the buzzword 'sustainable development' was not very popular until the early 21st century.

Thus, it worth mentioning the initiatives taken by the student unions such as the humanitarian association 'Humasso': over the years, it has provided aid to the neediest people and carried out different collective and committed projects. In this respect, 'Humasso' is dedicated to make a difference in third world countries and help French people living in poverty or in precarious situations. From the 1990s on, the students involved in these projects on a volunteer basis were supervised and eventually valued by the school. They, for instance, benefited from non-financial rewards during their graduate studies.

Starting in 2003/2004, sustainable development became a lifelong and structured process at ESC Bretagne Brest. The school took seriously into account the environmental issue in its daily management and facility renovations. At the same time, the overhaul of the school's teaching practices allowed to integrate into the programs cross-disciplinary concepts related to sustainable development.

A specific commission was set up entitled the 'Responsible Management Commission'. It brings together - under the supervision of the ESC's director – research professors' representatives, administrative staff, students, off-campus experts. This commission examines, validates and defines the sustainable development-related themes that should be explored during the current academic term and also deals with previous projects.

As a committed and responsible institution, the school promotes sustainable development in areas where it can make the greatest contribution. Besides, student-run projects also serve as a strong advocate for this cause. Indeed, they focus on humanitarian and social



activities by assisting people in need, fostering respect of others and organizing events such as the Global Village Festival where students celebrate cultural and food differences from their respective countries (Gabon, Chile, Central Europe, etc.).

Likewise, ESC BB has also taken part in the organization of projects in Brittany such as the litter pick-up campaign in Brest (at beaches and natural areas). Furthermore, it has also promoted sustainable development within the school facilities – paper recovery, save paper and go digital campaign, duplex printing for course materials, energy and water awareness initiatives for the school's staff, carpooling promotion among students and staff thanks to the local company Roulez Malin. The latter even employed a graduate apprentice for a year in order to market its Website www.roulezmalin.fr and its computer application www.covoiturage-etudiants.com.

At the beginning of the academic year, the school usually gives students an opportunity to commit themselves by signing the REFEDD sustainable development charter (French student associations working for sustainable development). As such, member students are involved in the following activities at their own school:

- Campus ecological management
- Proposals for the integration of sustainable development-related modules into the school's programs
- Strong community involvement with think tanks and local and national projects on tomorrow's human and societal values at work
- Questions about contract signing (economic and societal company policy)
- Integration of ethics and principals for sustainable development into workplace (employees or apprentices)
- Involvement in community projects at work
- Civic action for sustainable development
- Assessment of candidates' civic commitments before elections and voting-related decision making

Beyond citizenship, the school is also involved in responsible management in terms of pedagogy and R&D.



Sustainable Development Considerations at ESC BB – Member of ‘Campus Responsables’

Campus Responsables is an association that gathers French management and engineering schools, as well as universities engaged in sustainable development.

The initial idea is to bring together these institutions. They have all made the commitment to move toward sustainable development and implement its principles. Campus Responsables is a forum to exchange good practices and find answers to questions such as how to carry out projects calling for technical expertise.

Campus Responsables is now made up of 35 campuses across France and ESC Bretagne Brest was one of the first institutions to sign on to this commitment (2007).

Campus Responsables is an ‘open’ structure without competition and assessment whose aim is to encourage French institutions of higher education to apply principles for sustainable development. Actually, it is like a club where anybody can discuss any initiative and concern. Besides, any member can count on the expertise and experience of its peers, if necessary.

The different issues tackled at recent meetings were about responsible purchasing, food at schools, school buildings...

To be a ‘Campus Responsables’ member, a questionnaire must be filled out presenting the school’s sustainable development approach in terms of strategy and governance, social policy and community involvement, teaching and research and campus ecological management.



Sustainable Development Considerations at ESC - Educational Point of View

ESC Bretagne Brest is a close-knit school community. The class size per year (between 100 and 150 students for the graduate ESC Grande Ecole program and about 100 and 120 students for the undergraduate business administration program) allows to get to know learners personally. An interactive pedagogy is used and based on a vibrant local economy.

To raise awareness, conference cycles are organized year round for students, but also companies, local authorities and staff from the school or even the Brest Chamber of Commerce and Industry.

These conferences entitled TAO (Tonicity, Authenticity, Openness) intend to spread ideas among students. The themes of the conferences address global issues facing our world. Thus, sustainable development is also dealt with from an ecological, economic and societal point of view.

Year 2007/2008:

- Le tour de France à la voile (sailing competition)
- Science and Ethics - Sea Energies
- Numériplus - Data Securitisation
- Brest Short Film Festival
- Sustainable Development Consideration at ESC
 - Sports Media
- Post Offices in Brittany – a chair for Community Development
- NGOs: the Case of Senegal
- Selflessness in the 21st Century
- Record Publishing
- What to Choose?
- Cash escorts are Good Fellows
- Produit en Bretagne - 100.000 Jobs in Brittany
- The 4L Trophy

Year 2008/2009:

- Sustainable Development at ESC Bretagne Brest
- Le tour de France à la voile (sailing competition)
- 'Blue Growth' – Maritime Heritage, Resources and Coastal Economy
- Solidarity-Based Savings
- Blood Donation
- The Need and Uselessness to Manage Human Resources
- Alcohol Prevention and Road Safety Day
- Climate Changes
- Last Exit Records – an innovating company at the Produit en Bretagne Incubator
- 'Bout du monde' Festival
- Personal Branding
- Doing Responsible Business in India
- Corsican Economy
- Students' Challenge

Year 2009/2010:

- Sustainable Development at ESC Bretagne Brest
- Le tour de France à la voile (sailing competition)
- Celtic Odyssey
- France Pari Sportif – an innovating company at the Produit en Bretagne Incubator
- Disability and Jobs
- Alcohol Prevention and Road Safety
- Trust in the Future for Companies
- Climate Change, Human Presence and Biodiversity
- Development Strategy of a French Company in Africa
- Geopolitics: Korea
- Community Strategies and Job Development



- Is Psychology compatible with Finance?
- Law for Socially Responsible Companies

Beyond the common themes such as 'Le Tour de France à la voile', it is interesting to note that sustainable development-related issues have been on the increase over the years.

In 2007/2008: 4 conferences dealt with sustainable development (general concepts, integration into education practices at ESCBB, concrete case of a committed local company).

In 2008/2009: the introduction session focused on sustainable development and five other conferences addressed ecological, economic and societal data.

The year 2009/2010 confirmed the rise of the issue: opening session, economic responsible management in Africa and Europe, law for responsible companies, ecology through the activities of Paul Emile Victor Institute in the southern atmosphere.

These conferences are not aimed at promoting sustainable development as an intrinsic and divisible value. In fact, the ambition is to introduce attendees and especially young students to sustainable development as a prominent issue in today's economic thinking. Ecology has an impact on economy and it will only grow if societal values are taken into account by companies. Likewise, and by extension, any conference, whether on sports or entrepreneurship, must address ethical data, governance data, etc. The conferences are organized under the supervision of the programs' director. Thus, he studies the integration of sustainable development values through conferences and courses.

Teaching Practices: Ethics and Sustainable Development

The module Ethics and Sustainable Development is a core course belonging to the graduate subject matter Company Strategy. It aims to make students understand management decision-making and problem solving. Indeed, the balance between the success and well-being of a company has to be taken into account.

The module focuses on several ideas:

- Sustainable development now focuses on economic thinking and business reality
- An ambitious sustainable development policy can forge a decisive competitive advantage
- There are tools and methods to implement a sustainable development process in companies: what are they ? Are they adapted to any organization?
- Fair trade is a new aspect of sustainable development promoting specific economic initiatives
- Are ethical issues taken into account in business management?

The education and professional objective of the module is to raise awareness that sustainable development affects all business management aspects. There is so much at stake in today's multipolar and competitive world that it is essential to understand and master the economic and societal data related to sustainable development. The implementation of these principals often determines business project success. In that way, implementation methods and business strategy are studied and presented to students through lectures and concrete examples. The courses are given by research professors and business practitioners involved in sustainable development.

In the end, in small groups, students must position themselves as executive managers, employees and /or social partners working in a real or fictitious company. They are in charge of implementing or developing societal and economic guidelines for sustainable development.

The topic of ethics in management is a crucial one with which managers today must be informed. That is why, this graduate teaching module addresses all those issues. In addition, the three pillars of sustainable development will be dealt with as part of our subject matters and programs at the graduate and undergraduate levels.



Teaching: Incorporation of Principals for Responsible Management

ESC Bretagne Brest is mainly made up of two programs (more than 80% of our students): a graduate ESC Grand Ecole program and an undergraduate business administration program.

They both cover a broad range of subject matters that students are expected to master and validate through exams.

Bachelor in Management: each of the three years includes 12 teaching modules.

Graduate ESC Grande Ecole program: the first year comprises 12 teaching modules, the second one covers 14 modules and the last year includes 5 general modules and 5 specialized ones.

- Ex-ante evaluation of the programs

The school's program evaluation is based on the continuous balance between objectives, contents and economic needs. The evaluation takes place within academic and steering committees. The ex-ante evaluation is also linked to the assessment initial phase of educational achievement. The programs' Director and the head of program make sure that programs' educational activities (management teaching modules, complementary modules, extracurricular projects, internships) are in line with the learning goals.

- Ex-ante evaluation of the modules

Our programs are mainly made up of teaching modules. Before offering a module, it must be assessed by the head of module, the head of subject matter and the dean. They must make sure that:

- it fulfills its role in terms of learning, interpersonal skills and know-how
- it respects the school's values
- it is well described in the syllabus
- it matches the required level
- it often updates its content

The grid is reviewed every year.

The 5 criteria taken into account in the evaluation are as follows:

Bachelor in Management

- Our students will be able to use management tools and techniques and turn knowledge into action.
- Our students will be able to understand the business objectives related to the strategy and policy of companies as well, interpret their performance analysis tools. In addition, they will be able to adapt themselves to a changing marketplace and take decisions on the missions delegated by the board.
- Our students will be able to make sales, foresee and develop international sales activities for companies.
- Our students will be able to lead a small field team and adapt themselves to a multicultural environment.
- Our students will be able to identify ethics-related problems or examples of non-sustainable development scenarios. Furthermore, they will be able to suggest alternative solutions in line with their personnel and professional objectives.

Graduate ESC Grande Ecole Program

- 'Our students will be able to understand business complexity and market globalization' or 'our students will be able to recognize and analyze complex business situations in a globalized world'.
- Our students will be able to work and manage multicultural teams.
- 'Our students will be able to quickly work in an efficient manner' or 'our students will be able to act appropriately'
- Our students will acquire a code of professional ethics that will guide their practices and decisions.
- Our students will be able to work their way up

Two criteria out of five deal with sustainable development: multicultural team management and the role of ethics in companies.

Description of the Curriculum Management System



- Curriculum Management Matrix

On the following curriculum management matrix, we can see:

- horizontally:

- the learning goals of the program are written in the first line
- the objectives are featured in the second line.

- vertically: where assessment can be done:

- learning experiences such as courses (modules), tutorials, case studies, business games, working experiences (apprenticeship, internship) in which the objectives are addressed. Each module is assessed ex ante through a chart.
- selection / admission criteria.

There is no denying that learning experiences are diverse.

Each learning experience has traits that match the learning objectives. In the table each matching is represented by an "A". The traits will be chosen among the more significant matching "A".

Example taken from our Master in Management: Ethics learning goal



BRETAGNE BREST

Master in Management			
Learning goal	Our students will acquire a code of professional ethics that will guide their practices and decisions.		
Objectives	Our students will be able to identify situations involving ethical problems and offer innovative solutions.	Our students will be able to take cross-cultural issues into account to solve problems.	Our students will be able to consider the consequences of the solutions they offer.
Graduate ESC GRANDE ECOLE program (1st year)			
MODULE 1: INTRODUCTION TO MANAGEMENT			A
MODULE 2: MANAGEMENT RESEARCH METHODOLOGY		A	A
MODULE 3: FINANCIAL ACCOUNTING		A	
MODULE 4 : ECONOMICS ENVIRONNEMENT			A
MODULE 5: GENERAL PRIVATE LAW	A	A	
MODULE 6: FINANCE 1	A	A	A
MODULE 7: BUSINESS LAW AND COMPANY LAW		A	A
MODULE 8: INTRODUCTION TO LOGISTICS AND INFORMATION SYSTEMS	A		A
MODULE 9: INTERCULTURAL MANAGEMENT			A
MODULE 10: OPERATIONNAL MARKETING		A	A
MODULE 11: QUANTITATIVE METHODS			
MODULE 12: ENGLISH LANGUAGE APPLIED TO BUSINESS			
MODULE 13: FOREIGN LANGUAGE (NOT ENGLISH) APPLIED TO BUSINESS			A



BRETAGNE BREST

Master in Management			
Learning goal	Our students will acquire a code of professional ethics that will guide their practices and decisions.		
Objectives	Our students will be able to identify situations involving ethical problems and offer innovative solutions.	Our students will be able to take cross-cultural issues into account to solve problems.	Our students will be able to consider the consequences of the solutions they offer.
MODULE 14: PERSONAL DEVELOPMENT			A
Graduate ESC GRANDE ECOLE program (2d year)			
MODULE 1: INTERNATIONAL BUSINESS			A
MODULE 2: LABOR LAW AND TAXATION		A	
MODULE 3: LOGISTICS MANAGEMENT		A	A
MODULE 4: STRATEGIC MARKETING	A	A	A
MODULE 5: STRATEGY 1		A	A
MODULE 6 : ETHICS AND SUSTAINABLE DEVELOPMENT	A		A
MODULE 7: MANAGEMENT CONTROL		A	A
MODULE 8: FINANCE 2			
MODULE 9: HUMAN RESOURCES MANAGEMENT	A	A	A
MODULE 10: INFORMATION SYSTEMS			
MODULE 1 : ENGLISH LANGUAGE APPLIED TO BUSINESS			A
MODULE 12: FOREIGN LANGUAGE (NOT ENGLISH) APPLIED TO MARKETING AND TO HUMAN RESOURCES			A
Graduate ESC GRANDE ECOLE program (3d year)			
MODULE 1 : STRATEGY 2	A	A	



BRETAGNE BREST

Master in Management			
Learning goal	Our students will acquire a code of professional ethics that will guide their practices and decisions.		
Objectives	Our students will be able to identify situations involving ethical problems and offer innovative solutions.	Our students will be able to take cross-cultural issues into account to solve problems.	Our students will be able to consider the consequences of the solutions they offer.
MODULE 2 STRATEGY 3	A	A	A
MODULE 3 : FOREIGN LANGUAGE (NOT ENGLISH) APPLIED TO NEW TECHNOLOGIES AND BUSINESS COMMUNICATION			A
MODULE 4 : PERSONAL DEVELOPMENT	A	A	A
SPECIALIZATIONS		A	A
ELECTIVES			
ALTERNATING MODULES			A
INTERNSHIP	A		
PROFESSIONAL DISSERTATION		A	
ADMISSION CRITERIA	INDICATOR		
Good general culture level	Admission level : two years after A levels		
Synthesis and analysis spirit	Text synthesis and interview		
Good level in English language	Languages admission exams		
Motivation	Interview		
Dynamism, tenacity	Interview		
Good relation and communication skills	Interview		
Openmindness	Interview		



BRETAGNE BREST

Master in Management			
Learning goal	Our students will acquire a code of professional ethics that will guide their practices and decisions.		
Objectives	Our students will be able to identify situations involving ethical problems and offer innovative solutions.	Our students will be able to take cross-cultural issues into account to solve problems.	Our students will be able to consider the consequences of the solutions they offer.
Good listening and thinking abilities	Interview		

Social Responsibility at ESC Bretagne Brest - Diversity

Diversity is a key element in our globalized economy. Thus, a business school that trains future managers can not overlook the issue in its programs.

A research professor at ESC BB teaches courses dealing with the multiple aspects of interculturality. Beyond the dictionary’s definition, the word ‘diversity’ does not only reveal differences among human beings, but more widely what each one can bring to society as a whole. We are not all alike but we do have a common goal.

Diversity at ESC is taught entirely according to standards defined by HALDE (High Authority against Discrimination and for Equal rights): culture diversity, names, gender, social background...

It is important to go further than just talking. Organizations and companies have understood that introducing more diversity, thus reflecting a multifaceted society, could be valuable. In addition to the social point of view, it fosters economic growth. Products are better sold when they reflect society. The legal framework has also contributed to improve the situation in terms of employment of senior citizens, young people and handicapped (women and men).

Diversity in organizations or companies cultivates open-mindedness. Problems are solved differently and one-way thinking is not the rule. Hence, this strategic issue starts to be well understood and that is why we incorporate it into our sustainable development-related courses. Nowadays, one has to be open-minded and have different ways of working and thinking.

Even so, there's still a long way to go, particularly in terms of mental representations and stereotypes. This is true in the political field, but it also concerns the role of women in companies' executive circles. Conversely, we can see that in national media women now prevail.

Brittany – as a strong agribusiness area – does not yet consider cultural and social diversities as important issues. For instance, only 17 companies have signed the Company Diversity Charter. As far as ESC Bretagne Brest is concerned, it strives to extend this rather privileged club on a region-wide basis and in a very short time.

The teaching module on diversity is taught from a company's point of view. It also enhances human beings' contribution to organizational structures by focusing on:

- gender diversity: men/women's wages
- age diversity and the contribution of senior citizens and young people to the hierarchy of a company. Why integrate age diversity?
 - o To fight against discrimination: executives' point of view
 - o To face demographic and social changes (talent shortage)
 - o To respond to business ethical and social dimensions of business / CSR
 - o To take into account the growing diversity of customers and suppliers (flexibility)
 - o To increase performance (thanks to diversified teams)

As an organization ESC Bretagne Brest also commits itself to a better integration of diversity.

- Gender ratio of students is more than satisfactory: 54 % of women and 46 % of men
- It is on the whole the same as far as the school's employees are concerned (research professors and administrative staff) even if, actually, executive committee members are mainly men. The executive/non-executive ratio (2/3 vs 1/3) is high due to the needs of the institution.
- There are more male than female executives (39% vs 27%), and it has to be taken into account for future improvements.
- The age pyramid is diamond-shaped, even if in the end the average age is interesting (men: 45 and women: 40).



- Finally, beyond the fact that our student population comes from 19 different countries, tenure-track faculty at ESC BB also represents a symbol of diversity: 10 different nationalities amongst our 28 research professors.

Social Responsibility at ESC BB - Disability

Disability can be seen in different ways for a whole range of reasons (cultural, social and legal dimensions, for instance).

Whatever the circumstances, a disability census is not necessarily an easy matter. It is also linked to a series of mental blocks of various nature. The first difficulty is the understanding of a disability that may or may not be visible. It is not, therefore, easy to present an exhaustive overview of the situation of disability amongst employees, students and other users of the ESC Bretagne Brest.

Nevertheless, our increased responsibility is to take disability into account as effectively as possible in order to promote its integration into our organization.

Currently, ESC BB does not fulfill its legal obligation (6% of disabled people in its staff). It does, on the other hand, make a certain number of purchases from socially involved companies.

Similarly, the number of disabled students present at the school is also low (as seen above).

Putting aside the external reasons that explain the situation (in France less than 1% of young handicapped people reach higher education), we believe that it is important to act quickly in order to improve the situation.

ESC Bretagne Brest works with 7 French Business Schools to implement a specific entrance exam for young disabled students. This bold initiative implies spreading information among a scattered population well before the start of the academic school year. Young disabled students face a number of obstacles throughout their education that prevent them from continuing their studies. Communication, with the help of public structures, should focus first on young people to inform them on the possibilities of further studies.

This competitive exam, to be taken after the French Baccalaureate, will start in 2011 and will, of course, be adapted according to the disabilities of the young students. Accordingly, a special course will be set up with a certain number of educational adjustments considering studying, company and international experiences. In the short term, the aim is to integrate 5 young disabled students per year into our institution, to help them in their studies in the most harmonious way and then to ensure them their professional integration.



Social Responsibility at ESC BB - Financial Aid, Apprenticeship

ESC Bretagne Brest has for many years been carrying out a social policy for its students and learners.

Firstly, for students who receive social grants, graduate and undergraduate entrance exams (Passerelle and Atout + 3) are free. It started recently, in 2008, and allows grant holders to limit the financial aspect of their studies. During the written and oral exams, they benefit - for instance - from free lunches and can share student accommodation.

Students of ESC Bretagne Brest can apply for a 0% interest loan at the Brest Chamber of Commerce and Industry, a supervisory body of ESC. These honor loans are examined by representatives of the CCI who first look at the social background of the applicant. You can apply at any time during your studies, even if figures show that in most cases these applications are made during the first year.

In order to overcome difficult financial situations 15 years ago, ESC implemented the apprenticeship scheme for its graduate studies (15 years ago) and undergraduate studies (3 years ago).

The apprenticeship can be followed in Brest, over 12 months, 18 months or 24 months, or when starting the second year of studies.

In practical terms, it means that the apprentice student will follow his studies program alternating school/company and finally earn the same diploma as 'regular' students. As such, it provides a very important fieldwork experience and it covers tuition fees. In addition, students are paid on a minimum wage (sometimes more), allowing a level of income far superior to any French students.

There is no apprenticeship quota. Any student at ESC can apply to companies which had been contacted beforehand by the Company Relation Department of the school. Contact can also be made directly between students and companies but the position offered has to comply with the school's requirements in terms of higher education management. For example, it is out of the question to accept an apprenticeship position that does not respect ethics, the foundations and the very nature of the school's values. Neither will it be possible, for other reasons, to accept any position that does not meet the required academic level.

In the third year of the graduate program, and over the past 3 years, between 75% and 90% of students finish their academic career through apprenticeship. Finally, and to continue our analysis, apprenticeship makes these courses remarkably accessible as it allows the cost of a higher management studies to be divided into 2 and even 3.



The financial system is completed by an executive agreement signed by ESC and a French bank which provides very interesting financial conditions for students. They benefit from low interest loans, the opportunity to only pay the interest rate and differed repayment of the capital after studies, which means after starting work. They can also get a loan to finance their studies with no cosigners (parents or others). ESC Bretagne Brest is also involved in the National Operation “Cercle Passeport Promotion Telecom” which helps make contact between young students, who sometimes have social or relational difficulties, and companies who are willing to help them. As such, it helps young students who have low financial resources and of course, all young students who do not have their parents to back them up financially during their studies.

Lastly, ESC BB does watch out for students who may have sudden or unexpected difficulties and offer them part-time jobs within the school (video tasks, internal logistics operations...) as well as in partner companies that are looking for part-time workers.

Social Responsibility at ESC BB: Social Openness

ESC Bretagne Brest is a member of the Social Opportunities Group of the Conférence des Grandes Ecoles. The school wants to get involved - locally and without any national involvement - in the social opportunities activities of the Grandes Ecoles, state initiatives or in the equal opportunity charter.

For three years now, our school has run a project with Amiral Ronarc’h High School in Brest called the “Cordée de la Réussite” (*The Leader of Success*). The “Cordées de la Réussite” has allowed to establish a partnership between Institutions of Higher Education and inner-city high schools. This partnership takes the form of various actions such as tutorial systems, scholar and academic support, cultural support and boarding facilities. Its aim is to help motivated and capable students follow an excellent career. In this framework, for the third consecutive year, students from the ESC give a tutorial.

This tutorial consists of:

- Interactive sessions organized by three teachers from our school, based on general culture, the discovery of oneself, public speaking, group projects,
- An individual follow-up provided by students-tutors (presentation preparations, discovery of cultural activities or economic sectors).



Tutorials are in no way designed to attract students to ESC Bretagne Brest, or even to other business schools. The objective is to open them to higher education, not only in the Grandes Ecoles. The aim, according to the high school head teacher, is also to “re-motivate and reduce the number of pupils who repeat their fifth year at high school”.

Our school has also established a partnership with a nearby secondary school Kerhallet, in Brest. Heads of Company Relations and ‘Itinerary Services’ (career advising) make it easier for fourth grade students from the school to contact companies that are likely to offer them a week-long work experience and help them write a cover letter and a short CV. It is supervised and coordinated by a research professor and involves 5 students from our school. It also includes access to lectures organized by ESC. Contact has also been made with parents’ associations as well as with cultural associations.

ESC Bretagne Brest is part of the “Cercle Passeport Promotions Telecoms” involving 6 telecom companies, five ministries and engineering and business schools. These partners promote equal opportunities and social and professional advancement for inner-city young people by giving them an easier access to higher education.

In addition, as part of the school’s involvement in upward social mobility and if accepted by the Managing Director of higher education and professional integration, the school will offer – from fall 2011 – a specific entrance exam for some holders of the French Baccalaureate, according to their social background. Those who take this admission exam for undergraduate programs will, if they finally earn their degree, go into the second year of the graduate degree without having to sit another exam. Between 5 and 15 students will be able to be accepted within the framework of this process (about 10% of the first year undergraduate students and 10% of the second year graduate students). Like the figures of the other competitive exams, this yearly information will be sent to the Ministry of Higher Education and Research. Beyond this specific admission, social support measures on tuition fees are also implemented.

Social opportunities will be encouraged in the coming months through a specific entrance exam for some deserving inner-city holders of the Baccalaureate: a quota of 5 to 15 students will be set for them, if accepted by the Ministry of Higher Education and Research, to study for 5 years at the ESC Bretagne Brest (3 years as an undergraduate student and 2 years as a graduate student). They will be backed by a company.

These students will follow a regular program, as well as an apprenticeship program.

The sponsoring company will take care of the students’ tuition fees. Finally, these deserving students - who might not have the means or the will to follow long management studies - will hold a Master’s degree. As such, they will be offered top management positions in France or abroad. Hence, ESC Bretagne Brest does promote French upward social mobility.

Research: publications at ESC Bretagne Brest

ESC Bretagne Brest is a school of management whose research professors have understood what is at stake with sustainable development in terms of economy and society. Thus, numerous publications have been produced in France and abroad. They have contributed – to a certain extent – to take sustainable development into account in the field of management sciences.

Years 2010 and 2009:

Year 2010 (latest update 17 may 2010)

1 – Review Committee Publications:

S. Chantelot, « La thèse de la classe créative entre limites et développements », to be published in the journal *Géographie Economie et Société*.

Total of publications: 1

2 – Review Committee Papers:

A. Aït Razouk, **M. Bayad**, « Compétitivité des PME : apport de la GRH mobilisatrice », ASAC, Regina, Canada May 22-25, 2010.

A. Aït Razouk, **M. Bayad**, « Pratiques mobilisatrices des ressources humaines et innovation des PME : existe-t-il un lien ? », GRH/PME conference, Montpellier April 1, 2010.

G. Branellec, « Un vent d'innovation souffle en droit des sociétés : La gouvernance d'entreprise une recherche d'équilibre entre le respect des droits des associés et la prise en considération de la responsabilité sociale de l'entreprise », 7th congress of l'Association pour le développement de l'enseignement et de la recherche sur la responsabilité sociale de l'entreprise, La Rochelle, March 24, 25 et 26, 2010.

G. Branellec, « L'entreprise face à l'environnement », 3rd conference ARPEnv Recherche et environnement : quelle place pour les sciences humaines et sociales ? Dijon, June 09-12, 2010.

V. Fernandes, **D. Akono**, « Impacts du développement durable sur les choix de relocalisation : une approche exploratoire », 2ème université Réalités et perspectives du Développement durable, Clermont-Ferrand, June 24, 25, 2010.

A. Herveou, « Vers la compétence interculturelle stratégique », conference on A La recherche de la performance en entrepreneuriat, TPE et PME, Casablanca, Morocco, May 20-21, 2010.

Y. Koubaa, "Cultural heterogeneities among arabs and services marketing implications: a comparative study", 6th thought leaders conference on Brand Management, Lugano, Switzerland, April 17-21, 2010.

Y. Koubaa, “*Japanese Department stores: facts and challenges*”, conference on *Global Business and Technology Association*, Mumalanga, South Africa, July 5-9, 2010.

M. Leplat, “*Regulating congestion with prices: an application of a repeated random utility model to outdoor recreation*”, 4èmes journées économie et espaces, Rennes, May 31, 2010 and June 1, 2010.

M. Leplat, “*Regulating congestion with prices: an application of a repeated random utility model to outdoor recreation*”, 27èmes journées de Microéconomie Appliquée, Angers, Juin 2-4, 2010.

M. Leplat, “*Regulating congestion with prices: an application of a repeated random utility model to outdoor recreation*”, 4th World Congress of Environmental and Resource Economists, Montreal, Canada, June 28, 2010 – July 2, 2010.

G. Trividic, « L’entrepreneuriat en économie solidaire et sociale : un entrepreneuriat singulier nécessitant une approche de la performance spécifique », conference A La recherche de la performance en entrepreneuriat, TPE et PME, Casablanca, Morocco, May 20-21, 2010.

G. Ulvoas, “*Spiritual motivated tourism of older adults*”, Conference on European Advances in Consumer Research 2010, London, UK. June 30, 2010 – July 3, 2010.

Total of papers: 13

Year 2009

1 – Review Committee Publications:

D. Akono, V. Fernandes, « Impacts du développement durable sur les organisations logistiques », *Revue Management et Avenir*, n° 26, July 2009, pp. 241- 255.

M. Couzigou, « Canada : Les entreprises privilégient une approche matricielle de la gouvernance », *Revue Echanges* (1). February 2009.

Total of publications: 2

2 – Review Committee Papers:

D. Akono, « Impact des problématiques du développement durable et d’organisation logistique sur les stratégies de relocalisation », Conference A la recherche de l’intention : L’imagination au service de la gestion, ESC Bretagne Brest, January 29 et 30, 2009.

G. Branellec, « L’entreprise sociétaire au cœur de la tourmente financière : entre les tentatives de contrôle de la rémunération des dirigeants et la tentation de contrôler l’affectation des bénéficiaires », 2009 AFFI conference: « La rationalité en finance : diversité et logiques de raisonnement », Brest, May 13, 14 and 15, 2009.

¹ Professional Journal

A. Hervéou, C. Sable, « Apprentissage interculturel et étudiants étrangers des grandes écoles : quelle(s) réalité(s) derrière ces mots ? », UPLEGESS 2009, Lyon, June 3,4 and 5, 2009.

A. Gourves-Hayward., C. Morace, « La dimension interculturelle en cours de langues et la dimension linguistique en cours de management interculturel : vers des synergies entre langues et cultures », UPLEGESS 2009, Lyon, June 3, 4 and 5, 2009.

Y. Quemener, « Contrôle de gestion et gouvernance : vers une logique du bon gouvernement », 8ème conférence internationale de gouvernance, Florence, Italie, 18-19 juin 2009.

Y. Quemener, « Contrôle de gestion et gouvernance : des espaces pour penser », Colloque Gouvernance, information comptable et financière, UBS Vannes, Avril 2-3, 2009.

B. Sommier, A. Gourves-Hayward, “*Revisiting ethnographic data: bridging the boundaries between discourse and reality. The strategies and stances of a woman in the field*”, 4ème Colloque, *Current Developments in Ethnographic Research in the Social and Management Sciences*, Liverpool, UK., August 24-25, 2009.

G. Ulvoas, « Vers une nouvelle représentation du consommateur senior : celle d’un être spirituel », La société des Seniors, Jeunesse d’un Défi, Paris, November 26, 2009.

G. Ulvoas, « *Exploring the influence of spirituality: a new perspective on senior consumers’ behaviour* », *Conference ACR (Advances in Consumer Research)* 2009, vol. XXXVII, Pittsburg, USA, October 2009.

Total of papers: 9

3 – Books, Book Chapters:

G. Gimenez, P. Daudi, « *Fair management and sustainable practices: on Corporate social responsibility and related ethical issues in the market economy* », in *Leadership in Different Arenas, Leading for the future*, sous la direction de P. Daudi et M. Lundgren, ISBN 978-3-639-16616-3, pp. 181 – 232.

C. Morace, A. Gourves-Hayward, M. Glowik, “*Intercultural competences for enhances business relations with Lithunian companies. A Franco-German study*”, dans *Business Strategies for Economies in Transition : Book of Readings on CEE Countries*. P. G. Chadraba and R. Springer. Newcastle upon Tyne, *Business Strategies for Economies in Transition*, Cambridge Scholars Publishing: 522-552.

Total: 2



Beyond the publications and papers, a teaching chair was set up between ESC Bretagne Brest and La Poste (French Postal services) in Septembre 2008. It aims to discuss the future of La Poste in Brittany. Whereas rural business community is shrinking, La Poste turns out to promote social ties among isolated inhabitants. The idea is to reinforce the operational network and provide complementary services for as many people as possible. Local authorities are naturally part of the challenge thanks to Edmond Hervé (current senator and former minister and mayor). Steering and linking committees bring together institutional partners (towns, French departments and the different intermediate structures in charge of offering a harmonious balance of the Breton territory for the next twenty years. Thus, sustainable development is at the very core of the issue.

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