Report on Progress
2012-2014
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LETTER FROM THE DIRECTOR

Sustainable development is a core component of the identity of the city of La Rochelle. Thanks to the engagement of Michel Crépeau, the visionary Mayor of La Rochelle from 1971 to 1999, who provided the driving force to co-ordinate, promote, and encourage all stakeholders in sustainable development initiatives, sustainability has been incorporated into the economic development model central to the political agenda and the long-term plan of the city. City initiatives - including the first public bicycle sharing system in 1976 (the yellow bikes), the introduction of an electric car scheme, the Yelo multimodal transport offer - constitute a local knowledge base which is exploited, promoted, and shared nationally and internationally.

As for the city of La Rochelle, sustainability is a core and central part of the School’s strategy. The School’s mission makes an explicit commitment to CSR and Sustainability and actively seeks to drive practice by engaging:

- faculty across disciplinary boundaries to investigate and disseminate their findings in Sustainability to the academic and corporate world, placing them in a dominant position on thought and practice leadership;
- students to participate in "real world" CSR projects that span issues, disciplines, and skill sets.

Since 1999 and the creation of the first Master’s programmes in Sustainable development, the School has demonstrated a long-standing commitment to CSR and responsible management and has taken a proactive role. It has recognized the need to reflect on management practices and promote responsible business education, both in teaching and research. Ethics and CSR are central to the School’s vision and constitute one of the underlying principles of its academic framework. These are also central themes – as stand-alone courses, as themes embedded across the business courses and as learning experiences outside of the classroom – of the school’s core curricula in the undergraduate and graduate degree programmes.

By becoming a signatory to PRME 2012, the School initiated an explicit framework for its commitment the Sustainability and this has enabled the development of new and significant initiatives:

- The creation of the Institute for Sustainability through Innovation (Institut de la Responsabilité Sociale par l’Innovation - IRSI) in 2012 to provide the infrastructure and the support the School’s commitment to Sustainability in all areas of its mission - teaching, learning, research and outreach (see page 26)
- The use of ISO 26000 directives as the central pivot to assist the School in its efforts to operate in the socially responsible manner. The initial phase has focused on raising awareness within the School, developing consensus on what the standards mean, and guidance in identifying the issues the School will need to address. (see page 18)
- The pursuit of dialogue with stakeholders and the development of partnerships within the academic and corporate arenas to position the School as a reference and driver for knowledge and practice development in Sustainability. (see page 32)
- The deployment of the Humacité service learning mission as the hallmarks and cornerstones of the School’s approach educating responsible managers. This credit-bearing humanitarian, social or civic mission in France or overseas is a mandatory graduation requirement for all the programmes in the School and 2014 marked the 2000th project enabling the School to develop and sustain partnerships with local associations, community partners and NGOs and to disseminate information and best practices relevant to community-campus partnerships.

We are only at the beginning of a very long journey and we must gradually build our approach to social responsibility into our overall continuous improvement framework. Our challenge is to establish a cooperative dialogue with our major stakeholders, particularly our local institutional and corporate network, to be recognised by them and to innovate in developing and delivering Sustainability practices with local, national and international partners.
As educators, we are responsible for showing our students that we apply and promote these principles, simply and pragmatically. Our graduates’ active commitment to sustainability is the key to cultivating and disseminating CSR, both in the business world and in the wider community.

In the strategic objectives for 2014-2016, we have identified 3 key CSR and Sustainability objectives:

- creating a shared value through our ISO 26000 Sustainability policy
- establishing processes to govern and evaluate our practices, progressing from a series of “events” to a strategic process
- valorize our processes and outcomes, both within the school and within the wider community, in support of the economic development of our region

The aim of this report is to demonstrate what we have achieved so far, to identify our future objectives and to renew our commitment, by providing the relevant resources, to this journey. It will be disseminated to all stakeholders, both within the School and within the business community.

The report is divided into three parts: the first part is a general introduction to La Rochelle Business School and the context in which it has developed its sustainability strategy. The second part of the report describes our major continuous improvement achievements in implementing responsible management education according to the six principles of PRME: purpose, values, method, research, partnership and dialogue. The final part describes our future objectives.

Daniel PEYRON
Director General
La Rochelle Business School
LA ROCHELLE BUSINESS SCHOOL

Established in 1987, La Rochelle Business School is situated on the Atlantic Coast of France just 3 hours by train from Paris. It is a non-profit organisation supported by the La Rochelle Chamber of Commerce and Industry (CCI). The School promotes quality teaching that provides an understanding of theory and its practical applications and seeks to create a learning environment strengthened by faculty research and supported by professional service.

The School offers a distinct portfolio of business and management education at undergraduate and master's level. It provides a range of 15 industry-current professional specializations and specific expertise in tourism management, sustainability and environmental management. The total student enrolment is 2,850 with an equal balance of students in Undergraduate and Master's level.

In addition the School provides an Executive Education portfolio of professional development programmes, management training courses and customized courses for regional and national corporate clients. Core programmes for middle and senior managers have been developed and the School applies its research expertise in Tourism and Corporate Social Responsibility/Sustainability to specific corporate education and consulting needs.

It also has a specialised Language Institute in French as a foreign language.

Key characteristics of La Rochelle Business School

- **Approach to Teaching**: programmes focus on the core business disciplines as well as on wider social, ethical and environmental issues impacting current business strategy. Teaching is set within a diverse, international faculty and student body, is supported by practical applications and strengthened by faculty research.
- **Corporate Involvement**: The School has strong links with the business community to deliver practice-based programmes providing solid career foundations for business and management positions.
• **Career Impact:** All programmes place a strong emphasis on the personal development of students through personalised support from faculty and industry practitioners. More than 9,000 alumni have graduated from the school since 1988.

• **Research:** The School has an international reputation for research in business and management. Two research institutes – in Sustainability and Innovation and Tourism Management – combine cutting edge applied and pedagogical research to support taught programmes.

• **Institutional values of ethical and responsible business behavior** are promoted by a compulsory service learning program (Humacité) as degree requirement for all business programmes: 809 missions in 2013-2014, 68% in developing countries.

• **A strong international focus and presence:** the School has 137 exchange collaborations worldwide and has local offices in Ukraine, Morocco, China, Senegal, Turkey and Mexico. Membership of international organisations (European Foundation for Management Development, AACSB International, European Association for International Education, CampusFrance and UN-World Tourism Organisation) also contributes to the School’s international visibility. 562 international students on campus in September 2013.

• **Global recognition: the School holds national and international accreditation** (AACSB International (Association to Advance Collegiate Schools of Business), ISO 9001 (International Standards Organization for all the Schools activities – teaching, research and outreach), TedQual (Tourism Education Quality awarded by the World Tourism Organisation - UNWTO for the Bachelor, MSc and MBA programmes in Tourism Management), and EPAS (EFMD Programme Accreditation System for the ESC Master in Management and IECG- Bachelor International Programmes)

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**La Rochelle Business School at a glance**

**Students**
- 3,100 students on campus, including 650 international students (21%)
- 2,850 students enrolled in the management programmes, including 370 international students (12.5%)
- 300 exchange students
- 32 nationalities represented on campus
- 10,028 alumni (including the Class of 2013)

**Resources**
- 10,500 m2 purpose built facilities
- 22 M€ budget
- 1 off and on-line worldwide access 24h/24h to 22,000 text titles, 9,000 full-text periodicals and journals and 11 databases.
- 230 permanent staff including 128 support and administrative staff
- 40 student clubs and associations

**Academic quality:**
- 102 permanent faculty 27% are of international origin
- 1 Research center with a pool of 53 research active faculty, 4 research faculty hold the H.D.R post doctoral degree required to supervise doctoral students
- 3 broad research objectives: thought leadership (academic), practice leadership (professional), and teaching innovation (scholarship).
- 2 centers of excellence: The Institute for Sustainability through Innovation (IRSI) and the Tourism Management Institute (TMI), bringing together 6 industry funded research chairs IMA, Fleury Michon, ALSTOM, VNF, RFF).
- 120 intellectual contributions per year (peer-review journals, papers and presentations at national and international research conferences, peer-reviewed case studies….)
  - 30 CNRS peer-reviewed journals
  - 10 CCMP case studies
160 adjunct faculty and industry practitioners
51% faculty have an international background (academic or professional)
20 Visiting Professors
2 International Excellence programmes
4 management programmes offering a complete track in English
15% management classes use Blended-learning models

International:
137 international partner universities in 35 countries
2 study abroad campus locations in the UK and Finland
21 double degree collaborations (with national and international partners)
6 local offices: China, Morocco, Senegal, Mexico, Ukraine and Turkey.
1 International Business Week hosting 20 visiting professors
10 applied foreign languages taught

Corporate connections
50 key accounts
Plus 3,000 SMEs and not-for profit partners who recruit for internships and service learning projects
30% of each academic programme experiential in the corporate world (missions, internships, apprenticeship scheme, company-funded delivery…)
30% of courses are taught by industry practitioners, professional or adjuncts with significant corporate experience
260 corporate partners are engaged in programme design and delivery

Executive Education:
42,700 hours of executive education
503 participants

History of our CSR and PRME activities

While it is true that interest in Sustainability has accelerated dramatically and that today nearly all Business Schools appear to be following the general trend of the sustainability movement, La Rochelle Business School has been addressing this issue for over 15 years.

Figure 1.2 illustrates the School’s trajectory and highlights major events in the implementation of PRME’s objectives since becoming a signatory in 2012:
La Rochelle Business School’s journey dates back to 1999 with the launch of France’s first Master’s programme in Environmental Management. The programme was established in close collaboration with professional and academic networks at local, national and international levels (OREE, QHSE 17, ADERSE, ICI Environnement Québec, CGE-CPU etc.) to guarantee the corporate relevance and appropriate mix in the programme of practice and theory.

At the same time, the School forged close ties with environmental/CSR managers in companies and organisations committed to the challenges of Sustainable Development, (such as AFNOR, LVMH, Remy Cointreau, Air France Industries, Primagaz, EDF, Bureau Veritas, PWC, Delphi, 3M, Air Liquide, Bouygues, MAIF, etc.) and has created new networks, either alone or in partnership with other associations (Café Orée, Rencontres QHSE 17, the south-west regional board AFNOR ISO 26000 and RER -Rencontres Environnementales La Rochelle).

The School has gained recognition for its expertise in Sustainability through events to organisational, academic and business audiences – academic conferences, inter-school symposia- as well as events to serve the student body.

It continued to pursue a proactive strategy to attract experienced research faculty in the field of CSR and Sustainability enabling the School to launch a Master’s programme in Strategic Management of Sustainable Development in partnership with the Poitiers University Business School (IAE de Poitiers) together with a number of Executive education programmes in Sustainability in partnership with ESCP-Europe and AFNOR.

The School has built a strong reputation for its expertise in sustainability thanks to its track record of high quality research and scholarly accomplishment, its active involvement professional networks and the success of its corporate programmes. This has naturally resulted in the development of industry-funded research projects and chairs in the field.

Consistent with its mission and overarching commitment to sustainability, the School created in 2012 the Institute for Sustainability through Innovation (IRSI) to build on its demonstrated research strengths. The Institute coordinates the School’s activities in all three areas of its mission - research, education and collaborative efforts.
with corporate and academic partners - and aims to become a leading reference for sustainability education and business practice.

In 2009 the School rearticulated its mission and values to explicitly include sustainability and subsequently identify its educational and strategic priorities: commitment to academic excellence, experiential learning, globalisation and to upholding standards that promote the values of responsibility. Its mission is not only to educate future professionals with good business acumen, but also to engage with students and the corporate world to develop innovative ideas of lasting transformational benefit to business and society.

More recently the School was invited to join the working group which supported Business and Engineering Schools in France in the development of the CGE - CPU sustainable development standards. These standards have contributed to developing new mind sets and raise awareness in higher education institutions of the need to formally shape a sustainability policy.
PRINCIPLE 1

PRINCIPLE 1: PURPOSE
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Vision

Higher Education Institutions, key stakeholders in sustainable development
Although awareness of the pressure of human activities on the environment and society seems to be growing, Social Responsibility, as an application of the principles of sustainable development in organisations, has a long way to go.

The many national and international initiatives (OECD, United Nations, European Union, Governments, etc.) confirm sustainable development as not only a possible but also a desirable alternative to current decision-making and management practice.

La Rochelle Business School believes it has an essential role to play in shaping tomorrow’s business leaders and ensuring that students are fully prepared for the responsibility they will have in providing and sharing value in the organisations and societies in which they operate. The School must contribute to the development of new business models, new frameworks of critical analysis and thinking, and actions that serve the triple bottom line and equipping students with transferable tools, key skills, guidance and the inspiration that will encourage graduates to change business practice.

FUTURE CHALLENGES FOR THE SCHOOL

The primary challenge for La Rochelle Business School is to fulfill its mission by educating and training in CSR and sustainable business practice. To become principled, responsible leaders, graduates will need to address business issues from an economic, environmental and social perspective.

The second challenge is contributing, through research, to the evolution of Social Responsibility regulations and standards in France, Europe and the World. This is the most important vehicle for change and for the implementation of social responsibility practices, for individuals and companies in modern society.

The third major challenge is the pivotal role the School plays in influencing and shaping stakeholders, companies in particular, so that they adopt behaviours, values and practices in harmony with Social Responsibility. This requires the School to lead by example: minimizing its negative impact, maximizing positive contributions and by building collaborative projects which contribute to a better world.
PRINCIPLE 2

Sustainability and Mission

La Rochelle Business School offers a variety of undergraduate (Business Studies, International Business, and Tourism Management) and graduate programmes (Specialized MBA and Master in Management (ESC), (see Introduction – Program Portfolio). The School promotes quality teaching that provides an understanding of theory and its practical applications and seeks to create a learning environment strengthened by faculty research and supported by professional service.

The School’s mission statement (revised in 2009 after consultation with all the School’s stakeholders) iterates the mission of student employability (technical, human and cultural skills) together with a research focus of thought leadership and practice leadership in two key areas: tourism and sustainability.

La Rochelle Business School is a major regional player. In a globalized world, characterised by change, complexity, and uncertainty, the School’s mission (established 02/06/2008; revised during Board of Governors 03/04/2009) is to:

• Provide undergraduate, graduate and executive business education whereby;
  LEARNERS (students and professionals) acquire the human, technical and cultural skills and competencies to enhance their employability and receive guidance and direction to achieve their professional and personal goals,
  BUSINESS ORGANIZATIONS recruit graduates and address the professional development of their managers to meet the challenges of change and growth.

• Develop knowledge in business and management through research and disseminate results to the academic and professional communities,

• Contribute to the territorial and regional economic future by mobilizing its networks and areas of expertise (sustainable management and tourism).

Vision Statement (revised September 2011)
The School will continually improve and become a premier business school recognized for its expertise and commitment to Tourism Management and Corporate Social Responsibility, both key assets and driving forces of the regional economic environment.

The Statement of 5 values which underpin the mission statement sets forth institutional values and ethics to guide and support students, faculty and administrators in all activities. These values are based partly on the UN Declaration of Human Rights and serve to create a professional and academic work environment on campus. In so doing it enhances stakeholder confidence in the integrity of the Business School. The Statement of Values will also build a stronger responsible culture for the business world and society as a whole.

<table>
<thead>
<tr>
<th>Respect, Tolerance and Trust</th>
<th>Commitment and Responsibility</th>
<th>Honesty and Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to the World and Others</td>
<td>Teamwork and Solidarity</td>
<td></td>
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</tbody>
</table>
The School’s learning goals (graduate attributes) reflect the mission and values and were determined in 2010 through wide stakeholder engagement, notably with the corporate world to reflect the essential skills for the 21st century. Two learning goals– Global perspective and the capacity to identify and evaluate ethical issues as they relate to organizations and their social responsibility– echo the emphasis in the Principles for Responsible Management Education (PRME), in contributing to mutual understanding and respect between peoples and as a vehicle for individual and collective fulfilment.

Consistent with its mission, the School has revised and aligned the content and delivery of its degree curricula:

![Figure 2.1: La Rochelle Business School Mission & values](image)

### Major Achievements

Much of the focus on values of CSR, sustainability and ethical behaviour is expressed in learning outcomes for the taught and experiential courses of each of the School’s programmes.

#### Specialist MBA programme

La Rochelle Business School was the first Grande Ecole Business School to introduce a Specialised Masters in the Management of the Environment in 1999. In 2012, the School reviewed its postgraduate programme portfolio and designed a junior, pre-career MBA in Strategic Sustainable Development Management which was developed in partnership with Poitiers University Business School (IAE de Poitiers).

It was decided that sustainability and CSR, in addition to the enhanced core content of the programme, should be offered as a keystone specialist pathway focused upon in the second year after a first year of common core study of management disciplines: Of the 120 student registered on the programme in 2013-2014, 16 have taken the Sustainability.
The programme is destined for future managers who will be capable of managing projects which successfully reconcile social responsibility considerations with financial and commercial constraints. The 2nd year of the MBA programme takes place in a combined work/study format in which students spend 3 weeks in a company and 1 week at School throughout the year.

In the 1st year the common core classes (marketing, finance, accounting, project management, strategy, business game, and geopolitics) enable students to acquire a sound theoretical and practical grounding in the key concepts of management and Leadership. At the end of the 1st year they take electives in Management of the Environment Sustainability and CSR and then continue with specialised classes in the 2nd Year. Modules include (course descriptors are in Appendix 2):

- Strategic Management of Organisations
- CSR, standards frameworks and assessment
- Functional Approach to Sustainability
- Sectoral approach to Sustainability
- Business Game : management of an environmental project (case study)
- Environmental challenges
- Social innovation and the environment
- Environmental law and management of industrial and environmental risks
- Market knowledge : new actors, new occupations
- Applied thesis

Minor in Sustainability in the Master in Management (ESC Grande Ecole) programme

Students on the ESC Master’s programme can enhance their core learning in CSR by taking a minor in sustainability subsequent to recommendations from the programme’s External Review Committee. The pathway explores issues of CSR and sustainability in the broader context of business practices. It allows students to engage actively with these issues and make a full contribution to assessing and finding solutions to complex situations arising in a business or institutional environment.

The number of enrolled students taking the minor has increased and the School’s expertise in sustainability is attractive to international exchange students and will serve in the future to consolidate double degree collaborations with institutions engaged in sustainability.

Ethics & CSR in the core curriculum of all undergraduate and master's programmes

Consistent with its mission, the School provides core stand-alone courses (24h minimum) in all its taught programmes to raise student awareness of CSR and sustainability issues. These courses include

- International Economics and Sustainability, Bachelor International, Year 2
- Supply chain and Sustainability, Bachelor International, Year 4
- Project management in eco-tourism, Bachelor Tourism Management, Year 2
- Ethics and sustainable development in tourism, Bachelor Tourism Management, Year 3
- Corporate Social Responsibility , Bachelor Business, Year 3
- Sustainable Development, ESC, Year 2
- CSR Seminar, ESC, Year 3
- CSR & Sustainability (36h), MBA, Year 1
- Management of the Environment, MBA, Year 1
- Green Business Game, MBA, Year 1
- Culture & Environment , ESC Year 1
In addition to the core courses above, faculty integrate sustainability, CSR and ethical concerns into their disciplinary teaching. Each programme curriculum map identifies programme expectations in terms of courses which should integrate these issues into the learning outcomes.

**Humacité Service Learning Project**

The School’s values of ethical and responsible business behaviour are promoted by the *Humacité* service learning project. Piloted in 2007, and fully deployed to all taught programmes in 2012-2013, the School believes one of the hallmarks and cornerstones of its approach to personal and professional development.

In addition to the different opportunities the School provides to engage in academic coursework, professional internships and consultancy projects, the School has developed *Humacité*, a mandatory 3 month humanitarian, social or civic service learning initiative. The *Humacité* service learning project exposes students to cultural, social, economic, political and religious differences and thus helps to develop their humanitarian values, through their commitment to people in need or difficulty or who are disadvantaged or deprived of their fundamental rights. It combines courses, community service and opportunities for reflection on the learning that occurs through that service. Through such experiences, the school aims to help students become more aware of the difficulties, hardships and realities of people around the world, within France itself and it aims to create to certain awareness which ideally will lead to a greater respect, understanding of others, solidarity and sharing and humility.

The key objectives are outlined below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objectives</th>
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<tbody>
<tr>
<td><em>Humacité</em> Service Learning Project (3 months full-time or part-time equivalent)</td>
<td>1) develop students’ awareness of the human and social realities of the world 2) develop humility, a sense of commitment to serving others, respect for others and their differences 3) train future citizens and managers who are aware of their duty and responsibilities to society as a whole 4) contribute to the student’s personal development and realization of their true potential, both of which are essential to their employability.</td>
</tr>
</tbody>
</table>

In 2013-2014, **809 students** completed their *Humacité* service learning project (**750 students** in 2012-2013), 70% were completed abroad

By providing this experience in all its programmes (as a graduation requirement) to increase students’ awareness of the social and human realities of the world in which they live and focus on commitment, responsibility and citizenship, the School seeks to add the human dimension to the academic and professional components of its programmes.

The School’s leadership develops and sustains partnerships with local associations, community partners and NGOs, to promote civic and social learning opportunities and to disseminate information and best practices relevant to community-campus partnerships. The partner NGOs (700 abroad and 400 in France) actively contribute to developing key personal and professional assets in the School’s students: their personal development, their opening to others and to the world and the awakening of their sense of responsibility as global citizens. *Humacité* also aims to equip future managers with the capacity to adapt to issues emerging in different social contexts.
Service opportunities are carefully selected to align with the learning goals of *Humacité* and the programme, in partnership with local NGOs to, for example:

- Working for housing project called the “Sneh Girl’s School”, looking after the children, teaching English, painting, dancing; TAABAR, JAPUR, INDE
- Help the children in their daily lives at the orphanage, NCWSC, GODAWARI, NEPAL
- working with the First Nation communities to develop tourism projects which are respectful of the environment and on the balance for the Yukon and Tiay communities between tourism and mining, TOURISM INDUSTRY ASSOCIATION OF THE YUKON
- Developing awareness and training programmes on environmental issues for local communities around the forest of Mâamora, MOROCCAN ASSOCIATION FOR ECOTOURISM AND PROTECTION OF THE ENVIRONMENT, MOROCCO.
- Reception and taking care of young mothers and their babies in a nursery, discussion with the mothers regarding their future professional occupations, RESTOS DU COEUR BEBE, LA ROCHELLE, FRANCE.
- Food distribution, reception of visitors, guidance and advice, SECOURS POPULAIRE, LA ROCHELLE, FRANCE.

**Testimonial**

“I want to help more than ever before. It’s been a lesson in tolerance. I am more humble, more open and adaptable. I think I now have a better understanding of my personal physical and mental limits. All of these things will help me in my future career as a Human Resources Manager.”

(Marion, female student, whose *Humacité* mission was in Calcutta, India, at an organization for Support and Aid for Adults with Chronic Diseases.

“I attended the past assessment board meeting to evaluate students’ oral presentations about their mission upon their return home. I was so moved not only by what they have contributed to the ‘other’ but more importantly by what they have learned from the other. I think that *Humacité* has transformed their views about the other and the self for the better” (Dr O Moufakkir, editor The Journal of Tourism and Peace Research, Director of the Tourism Management Institute).

« Humacité » elective portfolio

The School provides an elective portfolio of courses in support of the *Humacité* service learning project to raise student awareness and prepare them for this experiential learning component their programme. Electives include:

- Millennium’s Objectives for Development,
- Voluntary Commitment,
- Introduction to Human and Sustainable Development and CSR
- Introduction to the World of Humanitarian Organisations (NGOs),
- Citizen of the World : to commit is to build
- International Solidarity: critical analysis of development actions
- Human Rights and Eco-Tourism
- Business Ethics
Conferences and Keynote Speakers

In the period 2012-2014, 32 conferences (20 in Bachelor level and 12 in master’s level) and guest speaker sessions were organised. Examples of the themes included:

- Can the planet feed 9 billion people in 2050?
- Influence of religions in the world & multi-culturalism,
- Climate Change: big bang
- The greenhouse effect and global warming,
- Tourism and Sustainability
- Tourism and Peace
- Socially responsible investments
- Radio-active waste management

Student Involvement in industry-funded Research chairs

The MBA Sustainability consultancy projects enabled students to become involved in the process by reporting on topics such as Social Responsibility Best practices in the Agri-Food Industries, Ethical Charters and the sector’s SR performance indicators that could be used by practicing managers for Fleury Michon.

The Alstom research endowment 2010-2013 involves between 8 and 16 students annually from the MBA programme to undertake consultancy projects on topics such as the vision of sustainability within major railway sector corporate groups; multi-modal transport challenges within French territory; comparative analysis of prospective methods of transport etc. The practical applications of challenges raised by the work of the Research Chair have also been studied during specific classes in the CSR-specialised MBA programmes and in other programmes within the School.

FUTURE OBJECTIVES

Align programme curriculum

The School plans to better structure the alignment of the curricula with programme objectives, in particular with the Ethics and CSR learning goal, and the learning processes to better provide students with real-world CSR learning and projects. The objective is to develop a shared vision and CSR culture.

PRME and corporate partners

The School plans for 2014-2015 to disseminate of the PRME to corporate partners by integrating the principles into the internship and consultancy project documents and evaluations. The dissemination of PRME is showcased in the school, so that all corporate partners who contribute to the programme activities; Assessment of ethical and responsible professional behaviours will be included in the Internship Evaluation Form submitted by the corporate partner.

Integration of Social Innovation

The Advisory Board in May 2014 will be working in workshops to help the School define its strategy and vision for 2020 and pursue the integration of sustainability across all the core disciplines thus breaking down the traditional boundaries and promote the mutual exchange of ideas and values across sectors and disciplines and between theory and practice. The 2020 vision for Humacité, need to provide opportunities to implement social innovation
practices in order to provide students with the skills sets to be effective change agents and create innovative business solutions, not only in the corporate world but in society as a whole.

**Disseminate PRME in the School’s activities overseas**

The School will launch the joint delivery of its Bachelor in Tourism Management programme in Algeria in 2015 and the Principles, together with the Global Code of Ethics for Tourism, underpin the programme rationale and will provide frameworks to guide the curriculum and teaching locally. There will necessarily be the need to contextualize the *Humacité* project for Algeria.
PRINCIPLE 3

PRINCIPLE 3: METHOD
We will create educational frameworks, materials, processes and environments that enable
effective learning experiences for responsible leadership

Strategy and Governance

The creation of an environment which enhances the assimilation of sustainability issues by our students requires
a threefold “approach”. In the first instance, the School believes that it is essential to provide information about
the principles of sustainable development within the organisation and to account for them (the ISO 26000
approach and Commitments and data reporting). Secondly, sustainability represents one of the School’s key
values and as such, lies at the heart of its teaching mission (specialized training programmes, the transmission of
a minimum set of skills to all students, Experiential training, the Humacité mission, research specialised in CSR,
assistance for companies etc. (Corporate assistance and research are discussed later in Principle 4). Thirdly, we
believe that experience and learning are nurtured by the “lifestyle” on campus and that this is true not only for
managers, but also for the future citizens of tomorrow.

Figure 3.1: Sustainability at la Rochelle Business School

MAJOR ACHIEVEMENTS

Launch of the School's social responsibility process, based on ISO 2600

The School has decided to institutionalize its commitment to CSR by structuring and aligning its overall social
responsibility process with both the ISO 26000 directives and the CGE/CPU framework, the French universities
and Grandes Écoles standards. This action reflects the School’s responsibility to be exemplary in this domain. It
is essential to establish a dynamic of continuous improvement for the School’s social responsibility policy so that
progress in this area can be communicated both internally and externally.

Certain actions which have already been implemented within the School are consistent with the main principles of
social responsibility, but they are not always identified and codified as such. Furthermore, work still remains to be
done in order to develop a full understanding of the complete range of topics within this vast subject area, and to identify the areas for improvement which will provide the basis for the School’s sustainability action plan and future policy.

A steering committee was set up at the end of 2012. Chaired by the School’s chief financial officer, it is composed of permanent members and occasional participants (depending on the subject being discussed), all representatives of the different stakeholder groups within the School.

The first stage of the process has engaged discussions on CSR and sustainability and on building understanding and consensus as to what social responsibility means in practice.

**The inventory phase**, conducted between February and May 2013 by the Social Responsibility Steering Committee, consisted in determining whether the various expectations and actions related to ISO 2600 were already taken into consideration at the School. If this was the case, the inventory determined whether this consideration was formalized in an official written document within the School. This learning and knowledge creating phase (philosophy, goals and expectations of the standards) is essential to effectively embed the process.

In 2013-14, the School has focused on the self-assessment phase in order to measure the current level of performance and to decide on the level of importance for each of the action areas related to the standard’s seven central questions.

The School has a unique framework for teaching and the creation of learning experiences which is central to the School’s mission. For this reason it was decided to add these two themes to the seven central questions of the ISO 26000 framework and that they would be evaluated using the assessment rubric from the CGE/CPU standard, currently in use in the School. This prioritization exercise has encouraged input from stakeholders early in the evaluation design process and resulted in consensus which will contribute to the overall effectiveness of the process, the nature of the decisions and serve as a foundation for instituting behavioral and organizational change.
CSR in practice: Operating with Integrity

The School’s Statement of Values sets out the institution’s values to guide and support both students and faculty members. It also has established policies and guidelines, beyond the Statement of Values, to set out the formal requirements and codes of conduct in a number of policy documents. These policies include regulations on Conflicts of Interest, Intellectual Property, Finance, use of Information Systems Services, and Health & Safety.

The documents below outline the standards and the sanctions in case of non-compliance.

- **The Staff and Faculty handbooks (Livret d’accueil and Règlement Intérieur)** outline the goals, policies, benefits and expectations of the school with regard to, Finance, use of Information Systems Services, Health & Safety, together with the responsibilities of all parties.
- **The contract of employment** outlines the rights and responsibilities of employees with regard to their workstation, work hours, health and safety issues, conflicts of interest policy and intellectual property.

Intellectual and Academic freedom

The principle of academic freedom is promoted by the School in all areas of teaching and research. In pursuit of its mission, faculty (participating and supporting) are encouraged to engage in research in areas of their choice and to disseminate their findings through publications and presentations. Faculty are also free to explore topics relevant to the subject matter of the course they are teaching and encourage the free exchange of ideas within the French regulatory framework and implicit ethical standards.

An Ethics and Social Responsibility learning goal

Consistent with the Business School’s mission and values, the general learning goals were developed for all the programmes. They aim to identify how the School can improve student learning.

The School has identified five Learning Goals, one of which focuses specifically on Ethics and CSR (LG4). It is articulated and assessed at undergraduate and master’s level:

- **Undergraduate LG 4: Ethical and social responsibility considerations**
  At bachelor level, achievement of this learning goal is demonstrated by students’ ability to identify ethical dilemmas or corporate social responsibilities within given managerial or business contexts. Instruments for assessment are embedded exam questions.

- **Master LG4: Ethical and social responsibility considerations**
  At specialized Master’s level, achievement of this learning goal is demonstrated by students’ ability not only to identify ethical dilemmas or corporate social responsibilities in their specialized business contexts, but also to propose solutions which take into account the interests of all relevant stakeholders.

Assessment rubrics have been designed by faculty and at Bachelor level rubrics reflect the three lower level categories of Bloom’s Taxonomy (Bloom, 1956). Level descriptors at this level therefore emphasize the identification and understanding of key concepts without requiring more complex analytical skills:

At Master’s level, the three higher levels of Bloom’s Taxonomy (Bloom, 1956) - critical reasoning, analysis and evaluation skills- have been used as a basis for writing rubric criteria descriptors.

The Ethics and CSR learning goal is assessed, on a sample basis, using the rubrics within the Assurance of Learning framework. Venues for assessment include course assessments or examinations, project work or work experience evaluations. Sampling of student work is carried out at different stages throughout the learner journey.
and not just at the end of the programme. As a general rule however, final year student outputs are preferred for assessment purposes. Results are illustrated in the figures below.

Within the School’s framework of continuous improvement, it was determined by faculty that 80% of the student sample in each programme should meet or be above expectations. When this is not the case, suggestions for improvement are made, actions decided and assessed in the following cycle.

![Figure 3.2: Learning Goal Ethics & CSR (2011-2012 Assessment Plan)](image)

Examples of continuous improvement initiatives subsequent to Assurance of Learning results 2012:

- More effort was made to ensure the compatibility of the current rubric with the embedded instruments used in each class. This required faculty involvement and better training and preparation.
- Faculty responsible for teaching Sustainable Development was given special guidance in AOL process and helped to design an assessment tool more in line with rubric expectations.

![Figure 3.3: Learning Goal Ethics & CSR (Janv 2012 – Janv 2013)](image)
Examples of continuous improvement initiatives subsequent to Assurance of Learning results 2013:

- programme curricula stability in order to use the same assessment venues from one year to another to compare results.
- each programme was asked to consult its External Review Committee (corporate partners who advise the programme on curriculum relevance and employer needs) in order to redefine Ethics and CSR as a learning goal for employability. This will lead to the redesigning the rubrics at both undergraduate and master’s levels.

**Promoting diversity in the student body**

The School’s admissions policies promote diversity (academic, ethnic, geographical) in all its programmes and it has a number of policies to support social diversity:

- An admissions policy which encourages diversity and promotes social inclusion, both central themes to the UN and for the achievement of the EU Lisbon objectives, by recruiting and incentivizing talented students from across the social spectrum, notably from underprivileged schools or socio-economic backgrounds (In France, positive discrimination based on gender or ethnic origin is illegal).
- The School is signatory to two national equal opportunity schemes set up by the French Ministry of Education – Ascenseur Social (Social Elevator) and Cordées de la Réussite (Roped together for Success) – which aim to give high school pupils the ambition and confidence to pursue their studies in Business Schools.

**Figure 3.3: Initiatives to support Social Diversity**

- Admissions fees are waived for students with state scholarship support as part of the School’s commitment to widening access to its programmes (80 Bachelor students and 40 MBA students) in 2012-2013.
- The School acts as guarantor for student loans for students in good academic standing who incur financial hardship during their studies.
- The School promotes development of company based and funded delivery modes (Apprenticeship or professional contracts) on the ESC, Bachelor in Business Studies and MBA programmes to provide students with fee remission or concessionary fees. 90 students on the Master in Management (ESC) are enrolled on the apprenticeship scheme (compared to 48 in 2012) and a further 182 students pursue their programme on a company-funded delivery mode.
- A School Solidarity Fund to support low-income students which, in 2012-2013, provided financial support of 79K€ (compared to 66K€ in 2011-2012).
- The International Scholarships policy towards emerging economies enables students with good academic backgrounds to obtain fee remission or concessionary fees.
- A “Scholarships for Academic Excellence” scheme launched in 2011-2012 to attract and support top French and International students (based on previous academic record and grades at the selection
exams), 13 Scholarships, equally distributed at undergraduate and Master’s level, were awarded totaling 74K€ in 2012-2013.

- A peer tutoring system, launched in 2009-2010, involves senior year students tutoring their junior peers in the fundamental quantitative or language subjects. A budget of 29,8K€ financed 115 student tutors and enabled 541 students to benefit from 1459 hours of additional support.

**Sustainable and Green Campus Initiatives**

The School initiated a Green campus initiative in 2008 and appointed an Environmental Manager to spearhead the School’s environmental policy and for fostering eco-responsible behaviour amongst the School’s internal community. in three strategic areas:

- Efficient, responsible and sustainable use of resources.
- Waste Management (emissions and waste)
- Greening the Purchasing policy of the School

The School is also a member of ‘Campus Responsables’, the network of French universities and ‘Grandes Ecoles’ committed to sustainable development

Since the implementation of its Environment and Sustainable Development Charter in 2008, La Rochelle Business School has progressed significantly in achieving the aims and objectives in two main areas of its initial plan.

**Impact 1: greenhouse gas (GHG) emissions.**

In order to better understand how these emissions are distributed, a Carbon Audit was carried out in 2010. To partially offset these emissions, the School funded the planting of 1000 trees in association with Reforest’Action in 2013. Furthermore, with the “Biclo” bike to school system (150 bikes available for hire free of charge), students now travel more cheaply and in a more environmentally-friendly way.

**Impact 2: generation of waste**

The School’s environmental action plan has focused its efforts particularly on sorting (cans and bottles) and recycling (paper and electronic waste) which has resulted in the reduction of indirect impacts: raw materials, water and energy consumption and GHG emissions:

- Waste Management is now fully deployed as a comprehensive waste management plan to sort recyclables which include paper, cardboard, small bottles, electric and electronic waste, batteries, light bulbs, glass.
- Water management has resulted in a reduction of consumption thanks to an adjustment of the distribution. Current figures are encouraging, putting us well below the recommendations of the European Eco-Label of 5 L/min in standard tap use.
- Energy carried out with Primagaz early 2011, in the context of a tutored project with MBA students in the Sustainability pathway. It triggered the progressive and systematic replacement of the old light bulbs with the new generation, sustainable and low consumption LEDs. Technical adjustments in heating and air conditioning allowed a further reduction of power consumption; fluctuations follow the increase in the
demand related to student presence on campus. Gas consumption has also declined thanks to changes in the School heating system.

Other actions have been put in place including:

- The sale of Fairtrade coffee at the School cafeteria
- An awareness-raising campaign has been held amongst staff to encourage the use of re-usable cups (Gob‘Ré) rather than disposable cups in the drinks machines. Stylish waterbottles have replaced small quarter litre bottles of water for the staff. However, changing long-established habits takes time…
- The sale of organic food baskets is organized by the student society ‘Sup Cit’ and made available to all students and employees of the School who wish to participate. Various other operations have also taken place in association with/for students, such as: « Operation Zero Cigarette Butts » or « Operation Beach Clean Up » organized to clear up the waste on the Roux beach just opposite the School.

Testimonial: Phil Skolle, Environmental Manager

"The School had to put its words into action when it set up the Master in Environmental Management and then the Master in Strategic Sustainability Management at the start of the decade. The development of the internal Environmental Action plan has been facilitated by the resources and support provided by the School management, and also by a regular, step-by-step awareness-raising process designed to foster behaviour which respects the community and the surrounding environment. This is the most difficult stage because included in the word ‘environmental’, is the word ‘mental’. And it is within each person’s mind that that we need to strike up a spark of consideration for the world around us and to raise a sense of responsibility towards future generations. It’s a long term process. In addition, I teach a class on ‘Sustainable Economics’ which deals with the sometimes not-so-obvious links between the economy and the biosphere. The aim is to highlight the globality in which we live: an inter-related system that we must all understand if we are to enable it to evolve. Thus, my work on the ground within the school and in the classroom constitutes two approaches to one and the same reality: it is time to protect the future of our society because it can only survive if we change our behaviour as consumers."

Student Initiatives

A number of student driven and led civic and social projects have emerged both locally, nationally and internationally, including:

- Disability awareness: theme week providing awareness-raising activities in partnership with local stakeholders (Handisport association…).
- Promotion of activities carried out in India with children in the care of a partner association (TAABAR and DEV associations): selling jewellery made by Jaipur’s young jewellers, photography exhibition (testimonies of the Humacité service learning experience …). in Jaipur, India. Each year some twenty members of Sup ‘Citoyenneté carry out their Humacité mission with Jaipur’s children and young adults. They teach and advise management and marketing for the manufacture and sale of jewellery and take part in the building of a jewellery workshop and a girls’ school.
- Contributions to a number of national and international initiatives- fundraising for Telethon (the muscular dystrophy charity), Sidaction (for Aids research), Blood donation (EFS) and SIFE (now known as ENACTUS, a non-profit association which promotes social entrepreneurship initiatives).
- A student solidarity grocery store for all the La Rochelle campus students in financial difficulty, with the support of the City of La Rochelle, the Red Cross, the Food Bank and Hyper U supermarket in La Rochelle-Beaulieu. The initiative has also federated the student unions from the other institutions on campus (School of Engineering, nursing school (IFSI), Hotel & Catering School) as well as the social services department at the University of La Rochelle.
FUTURE OBJECTIVES

Completion of ISO 26000 self-assessment

The School must complete the self-assessment process in the two areas, teaching and research, added to the ISO 26000 directives in compliance with the CGE-CPU standards and establish a formal approach to the process:

- formulate a strategy to establish a more conscious management of the process
- define an action plan with appropriate sets of measures to be supported by policies, procedures and processes
- establish an adequate information system and audit system that allows for the collection of CSR related data

Develop new sources of funding to support students

The School is actively engaging with representatives from the Ministry of Higher Education to obtain eligibility for students with state scholarships to access all its programme (currently only students enrolled on the Master in Management (ESC) and the Bachelor in International Studies are eligible for a study grant).
PRINCIPLE 4

One of the fundamental missions of La Rochelle Business School is to create knowledge through research and scholarly endeavor. It then communicates and promotes this knowledge to three main communities:

- **to academic networks** by communicating research through quality publications and presentations in seminars and conferences.
- **to practice through applied practice**, professional publications, training and consulting activities. It is the interaction with the economic, social and cultural environment that generate results of a ‘managerial’ nature, i.e. that which generates recommendations, methods or solutions which are useful for organizations seeking to implement responsible procedures
- **and finally, to education** (teaching and learning) through the transfer of knowledge and academic approach, in initial and continuous education to its students and professional audiences. A large amount of the School’s CSR teaching input is derived directly from its research production and faculty contribute to developing real life cases which address these issues for use across the sector.

CSR and Sustainability is one of the key research areas identified in the School’s mission.

### MAJOR ACHIEVEMENTS

**Launch of the Institute for Sustainability through Innovation**

In 2012, IRSI (the *Institute for Sustainability through Innovation*) was set up to coordinate and develop the Business School’s activities, and in particular research, on social responsibility and sustainability. The Institute harnesses the skills and knowledge of a pool of interdisciplinary research faculty and supplements coordination of single disciplinary research afforded by the disciplinary groups.

The IRSI mission is to contribute to the development of conceptual frameworks, tools and processes which will assist companies with regard to social responsibility and help create an environment which will foster the sustainability of our society.

Beyond the projects organized within IRSI and their direct contribution to each of the parties involved, the aim of the Institute is also to reinforce relations between the professional and academic worlds via a Corporate-School cross learning experience involving the co-development of projects. This co-development consists in producing scientific knowledge which directly serves business activity and corporate management. It is IRSI’s intention to showcase and publicize academic work in the field of social responsibility in order to ensure its transmission both to professional circles and to society at large.

**Advancing social responsibility practices**

IRSI seeks to assist companies in the development of their social responsibility policy by using a research-intervention methodology based on the in-depth analysis of the organization and its operating systems, followed
by the gradual development of an “intrinsically socially responsible attitude” within every department. IRSI has thus developed research based on an organizational learning approach towards the implementation of sustainability.

Developing standards documentation for social responsibility

As a result of its different activities, IRSI analyses and uses various standards frameworks and directives related to sustainability and CSR. IRSI also assists users (companies) or future users (students) of standards to familiarize themselves with these different tools. In addition, IRSI uses its expertise with these frameworks to help certain official bodies (ISO, AFNOR, the Conférence des Grandes Ecoles) develop their instruments. This approach also makes it possible to share feedback from regulatory bodies and hence to further the development of standards frameworks.

Development of Research Chairs and Strategic Research Projects

Industry and corporate collaboration is central to the research areas of CSR and ISO 26000 and Multi-modal transport solutions as research into the practical and management issues associated with engagement in CSR standardization and implementation is still very limited.

Since 2012, the IRSI’s work has been marked by the following key developments:

- 5 corporate endowments to fund research projects in CSR and sustainability currently in process for 2012-14
- The launch of two industry funded projects (with Réseau Ferré de France, et Voies Navigables de France)
- The renewal of the Fleury Michon endowment.

These Chairs play a central role in connecting and developing close partnerships with the School’s financial sponsors and with its academic peers, by publishing related articles in academic journals, as well as with business through professional publications and presentations at industry conferences. They also aim to provide concrete solutions to problems posed by partner companies and to make a contribution to research carried out in this field.

The “CSR and ISO 26000” Chair explores the practical implications of the ISO 26000 standards framework for the corporations.

- **Fleury Michon**: Founded in 1926, Fleury Michon SA is France’s leader in production and marketing of cooked meat products and catering products. The Group has 11 production sites located in France, Italy, Spain, Canada and Slovenia. The research program explores CSR and sustainability issues linked to the implications, benefits and practical implications of ISO 26000 standards for the corporation.
  - Since 12th April 2010, IRSI has assisted this major French agri-food company in its process of integrating corporate social responsibility practices in compliance with ISO 26000 guidelines. IRSI first signed an initial 3 year sponsorship agreement with Group Fleury Michon and this was subsequently renewed in 2013 for a further 3 years. Deliverables included the self-assessment phase, publication of CSR gap analysis and self-assessment report.
  - In September 2011, the School trained 100 Fleury Michon executives on the organisational challenges of implementing ISO 26000
  - In 2012-2013 the formal CSR policy was elaborated establishing key strategic priority areas and actions. The School has taken part in the Executive Board meetings and now serves on the Board. In total 54 thematic meetings were organised over the period.
  - This first corporate Research Chair has resulted in a number of intellectual contributions focusing on applied social responsibility management problems: 3 peer-reviewed journal publication (1 work in progress), a collection of best practices and training in ethical purchasing.
• **Inter Mutuelles Assistance:** Founded in 1981, IMA is France’s leader in insurance and assistance coverage providing comprehensive assistance to more than 44 million policy holders (more than 1 in 2 French nationals are covered by IMA). The Group has offices in France, Germany, Spain, Italy, Belgium, Portugal, UK and Morocco. The partnership signed in June 2011 with La Rochelle Business School’s IRSI – aims to support the IMA Insurance & Assistance Group in their implementation of Social Responsibility within the framework of ISO 26000.

  o In 2011-2012, three key stages were completed. Firstly, during the institutional launch, the organisation, structure and project process were designed and carried out jointly between the leaders and managers of IMA on the one hand, and by the IRSI researchers on the other. In the second phase, the inventory report on the social responsibility of IMA was finalised in February 2012, before being approved by the company’s Executive Committee in April 2012. These two phases enabled IMA to understand the social responsibility process better. In June 2012, this self-assessment phase made it possible to position the company in relation to its performance and to assess the extent of its social responsibility challenges.

  o The project continued in 2012-14 with the definition of the key areas of improvement and action plans related to social responsibility. The process is therefore now entering a more strategic phase which aims to include the CSR areas for improvement translated into strategic objectives. The process has also become more operational because the action plans make it possible to implement the areas of improvement and to capitalize on the initiatives already taken within the company. In parallel with the main project, other subjects have been dealt with by different work groups created by the steering committee, particularly in relation to the key question of Governance: the stakeholders’ process, CSR indicators and data reporting, and communication about CSR. An internal observatory of social responsibility good practice is also to be set up in order to identify, showcase and share the pioneering initiatives taken by different IMA subsidiaries.

  o Finally, in 2014, in addition to the partnership agreement dealing with IRSI’s assistance with the social responsibility process at IMA, a doctoral thesis on “well-being at work” is being supervised by the School.

### Table 4.1: Research Themes and Chairs

**Transport** is a privileged area of Social Responsibility because of the importance of its environmental and social impact, today and in the future. The aim of the «Transport and Sustainable Development» Chair is to contribute to the development of sustainable solutions in this sector.

• **Alstom:** Founded in 1928 and listed on the Paris Stock Exchange since 1998, Alstom is a French multinational conglomerate active in hydroelectric power generation and, as the manufacturer of TGV
and EuroStar trains, in urban, regional and international transport markets. The research programme explores the environmental, social and societal implications of rail transport (tramways, metro, TGV high-speed trains) and more generally assesses the CSR strategy of the corporation.

- The first phase of the project, carried out between November 2010 and April 2011 was dedicated to the analysis of environmental and sustainability criteria for tenders and responses related to rolling stock for prospective customers/French and foreign clients.
- From 2011-2014, the Alstom-Sup de Co team chose to conduct further work extending the analysis to a new range of tenders (the scope of the analysis was widened, in both geographical terms and with regard to the types of products included). The next phase defined “key convergence factors” for the development of sustainability criteria in calls for tender. The final phase focused on the progression of sustainability within public markets, the foreseeable developments due particularly to European Guidelines and the changes that can be anticipated within public markets.
- The research work and the field surveys conducted with Alstom research chair have led to the creation of a pedagogical case study which is to be published in the “Revue des Cas en Gestion”. The case is entitled « Marketing de projets et RSE: Alstom Transport sur les rails d’un appel d’offres intégrant le développement durable » (Project marketing and CSR: Alstom Transport on track for a tender incorporating sustainability) F. Romestant, D. Belet and F. Petit. Other research, including a doctoral thesis, is still on-going.

- **Voies Navigables de France**: As a public institution created in 1991, Voies Navigables de France manages, operates, improves and develops the largest European network of inland waterways. This consists of 6,200 km of canals and managed rivers, more than 3,000 structures and 40,000 hectares of public river. Signed in 2011, this 3 year partnership agreement focuses on the production of a company case which will make it possible to disseminate information amongst the logistics community concerning good practice in modal shift, particularly in relation to waterways transport.
  - The main event of 2012 was the joint organization of a training session for 15 VNF managers on the topic of “Modal shift and sustainability”.
  - In 2013, a logistics case study on the activity of the paper-making company, UPM. Another case has been written based on the waterway transport system of a large group of retail distribution companies in the North of France. Throughout this whole period, School participated in several conferences and round table discussions (RiverDating, SITL, the TLF Nord Logistics Convention, parliamentary days on hinterland port services etc.) confirming the capacity of waterway transport to play an integral part in complex transport and logistics plans.
  - In 2014, the professional training programme for GEIE CASE (Centre Atlantique du Shortsea Shipping Européen or the Atlantic Centre for European Shortsea Shipping) which is led by La Rochelle Business School and supported by the European Marco Polo programme, will include the river transport module prepared as part of the VNF sponsorship agreement. 2014 will also see the finalisation of 4 case studies on modal shift in favour of rivers and the delivery of 6 training courses in French fluvial cities.

- **Réseau Ferré de France**: As the owner and manager of one of the largest networks of railway infrastructures in Europe, The French Railway network (Réseau Ferré de France) is responsible for providing an efficient, accessible railway network and promoting related services to increase their rate of use. Signed in 2012, Réseau Ferré de France (RFF) the project will investigate the challenges of innovative multi-modal transport solutions to accompany the company’s growth.
  - In 2013 the first study focused on the conditions surrounding the growing increase in rail freight on the Seine river axis: attractiveness criteria and an assessment of the challenges created by additional volumes of freight.
  - In June 2014, an exercise will test the business model which enables shippers to go back and forth to the railway in realistic, or even attractive, economic conditions. As with the VNF contract, the training programme for GEIE CASE the programme include a rail transport module built on the findings of the RFF Research project.
Since 2011, 34 intellectual contributions have been produced as a result of these industry funded projects (peer-reviewed journals, articles, conference presentations, case studies and doctoral theses).

**Publication performance on sustainability, one of the two principal research themes of the School**

- 40% of total publications in 2012-2013 focus on sustainability and CSR compared to 26% in 2009-2010 involving 44% of the School’s research faculty.
- 3 doctoral research projects
  - SCHÄFER P (co-dirigée par Grimand A, Baret P.) : La dynamique d’appropriation d’un outil de gestion de la responsabilité sociétale. Le cas du déploiement de la norme ISO 26000 dans une entreprise industrielle française : Fleury Michon. (provisional title)
  - ROMESTANT F. (dirigée par De La Ville I.) : Dynamique de construction du développement durable dans les projets industriels appréhendée comme un nouvel enjeu pour le marketing d’affaires-Dynamic of the construction of sustainability in industrial projects seen as a new challenge for business marketing (provisional title)
  - SCRENCI N. (dirigée par Mme M. Maillefert, Lille 1) : L’influence des parties prenantes dans la stratégie de normalisation : les cas de l’AFNOR et de la RSE. (provisional title)

A significant proportion of the research generated by the School (publications in journals, books and conferences) is in Sustainability and CSR:

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The full list of publications is in Appendix 3.

**FUTURE OBJECTIVES**

**Position the Institute as the Sustainability platform for the School in order to coordinate funding, research, education and collaboration with business and other institutions**

- Address the future perspectives for research and develop a research agenda which will attract external sources of funding (corporate, research grants…) within the Plan, by securing significant research and consulting income from business and deliver it in a way that has impact, relevance and added-value.
• Develop and promote a cadre for research students working with the school’s research team and expand its activity to a potential DBA program, offering a research track in the field.

Launch a new industry funded project in Algeria

The School is signing in June 2014 a new research contract with the Algerian company Cévital Food Processing Industry (Cévital Agro-Industrie) who is the leader of the food processing sector in Algeria. The project will be to assist and guide the company in its process of integrating corporate social responsibility practices in compliance with ISO 26000 guidelines, and, through training, assist the executive team spearhead organizational change.
La Rochelle Business School has a number of extensive and well-established links with the corporate world to enhance the provision of its degree programmes and remain relevant to the changing expectations and realities of the job market. They are engaged in 3 levels within the School

• at strategic governance and curricula level (representation in the School or Programme advisory Boards, development of new cases, validation of learning goals),
• in programme delivery (classroom guest lecturing, speaker conferences, mentoring within the Personal and Professional Development programme)
• as “end-users”, or sponsors of student and research events and seminars.

La Rochelle Business School is committed to further extending its partnerships to promote and disseminate knowledge and practice in sustainability.

Creation of an Executive in Residence position

In 2013-2014, the School created an Executive in Residence position, occupied by François Soulet de Brugière (President of the Port of Dunkerque, President of the French Port Authorities and Member of the Executive Committee of the Mulliez retail group – Association Familiale Mulliez) to work with faculty on research and course development and to strengthen links with industry through business consulting, networking, mentoring and coaching to current and prospective corporate partners in CSR and sustainability.

The renewal of research endowment

The 3 year renewal of the Fleury Michon 2013 will enable the IRSI pursue its engagement with both organisations and the renewals confirm the legitimacy and expertise of the Business School established over the past twelve years.

Jean-Louis Roy Chief Financial Officer Fleury Michon, CSR Project Leader

"The renewal of our partnership agreement is an opportunity to emphasize the strong level of commitment shown by the teams at La Rochelle Business School over the last three years. Three years ago, we were already here, but there were far fewer of us present to sign the agreement. We had ideas and wishes, but everything remained to be done.

Three years later, there are certainly still many things left to do, but I have been able to experience in a very concrete way, my strong personal conviction that we are stronger and more intelligent when we work as a group with people from different backgrounds. We are now in this virtuous spiral of mutual enrichment (for students, teachers and for the company) dealing with a complex, but enthralling subject. Yet, I have the feeling that we have done nothing extraordinary in some ways, but also the feeling of having achieved totally out-of-the-ordinary things by bringing students, research-faculty and the company together and getting them to work together in a highly successful manner. We still have many things left to do together. »
François Petit, initiator of the Research Chair in Social Responsibility and ISO 26000, La Rochelle Business School:

“The world is not made up of separate forces. The association of Fleury Michon and La Rochelle Business School has demonstrated that we should abandon the illusion of an irreversible separation between the professional and academic worlds – particularly when dealing with subjects as complex as the implementation of social responsibility. This operation is unique and totally unprecedented in France. Thanks to the renewal of the sponsorship agreement, and the confidence bestowed upon us by Fleury Michon, we now have the opportunity of giving the project added impetus over the next three years.”

Corporate Clubs

The RER Corporate Club (La Rochelle Environmental Meetings) was initiated in 2005 to bring together 3 different stakeholder groups in a « community of practice » to address current topics and prospective themes regarding Social Responsibility:

- Environment and Sustainable Development managers who wish to share their experience and debate on common subjects. They work in large French and international companies.
- La Rochelle Business School research faculty who bring their expertise in the resolution of environmental and social issues.
- Students who carry out case studies on identified company issues in the context of their « student mission ».

Five meetings took place in the academic year 2011-2012, with presentations, exchange of current practices and focused debates (latest updates from the companies present, warnings about current issues which may impact companies, innovations etc.). 2012-2014 topics included:

21st RER session – 7th February 2014, held at La Rochelle Business School
- Assessment of accounting and economic issues related to CSR procedures" and a presentation of two methods.

20th RER Session – 18th June 2013, held at Bureau Veritas
- Presentation of the Hygiene-Safety-Environment (HSE) challenges faced at Bureau Veritas
- Cap 26000 standards framework (assessment framework for ISO 26000)
19th RER Session – 12th February 2013, held at Air France Industries
- Visit of the A380 hangar and of an A380 plane undergoing maintenance, the Air France eco-design process

18th RER session– September 21th, 2012, organised at La Rochelle Business School
- Internal Communication and Sustainable Development
- Dialogue with stakeholders
- Environmental Reporting

17th RER session – January 27th, 2012, organised at MACIF in Paris
- Eco-conception & life-cycle analysis
- ISO 50 001 (International Standard for Energy Management)

Corporate Breakfast sessions

The School’s Corporate Relations and Careers Centre regularly organizes Breakfast sessions where corporate partners, practitioners and senior managers share their experiences, knowledge and management practice on a given topic with research faculty. The session on May 31st, 2012, was devoted to CSR and focused on 5 key issues: Deploying CSR in the company, CSR and communication, CSR and environmental policies and tools, CSR and Human Resource Management, CSR and “green” logistics. A breakfast session with Tourism industry partners is scheduled for 2013-2014.

Academic partners:

La Rochelle Business School is an institutional member and serves on the Executive Board and Scientific Committee of the ADERSE reference network for CSR teaching and research in higher education (Association for the Development of Education and Research on Corporate Social Responsibility). Recognised by the FNEGE as a French academic association in management sciences, ADERSE already has more than 150 members, most of whom are research faculty in Universities and ‘Grandes Ecoles’ with an interest in this field. [http://www.aderse.org/] . The School hosted the 1st ADERSE Research Day in 2009 and the 7th ADERSE International Conference in 2010.

La Rochelle Business School is an institutional member of RIODD (the International Network for Research on Organisations and Sustainable Development - Réseau International de recherche sur les Organisations et le Développement Durable). In addition to regular contributions and participation in RIODD events, visiting RIODD members teach on the different programmes at La Rochelle Business School. [www.riodd.net]
IAE de Poitiers (The Poitiers University Business School)

The Poitiers University Business School, the ‘IAE de Poitiers,’ has been the School’s academic partner for the specialised MBA in Strategic Management of Sustainable Development (SDD) since it was first established. Several research faculty from the IAE work on a regular basis with IRSI research faculty (production of papers, research articles, collected works, organisation of symposia, supervision of theses and dissertations, curriculum design for specialised master’s degrees etc.) IRSI researchers are members of the CEREGE research laboratory (CEntre d e REcherche en GEstion – Centre for Management Research) which also includes the IAE researchers.

Institutional partners:

The AFNOR association and La Rochelle Business School have collaborated since 2000 through the organisation of joint events designed to anticipate issues related to standardisation, social responsibility or sustainability. (See the events organised with AFNOR Poitou-Charentes and AFNOR Sud-Ouest)

Since 2010, the 3 main strands of work have been:

- **The development of various instruments designed to support the ISO 26000 standard** (sector and function-specific methodology guides, other standards etc.).
- **The organisation of feedback sessions** to share experience of the standard via the creation of the French ISO 26000 Observatory (‘l’Observatoire français de l’ISO 26000) and its internet website, the organisation of two surveys into the use of the standard and presentations to the commission on the use of ISO 26000 by various organisations. ([http://www.afnor.org/metiers/normalisation/iso-26000/observatoire-francais-de-l-iso-26000](http://www.afnor.org/metiers/normalisation/iso-26000/observatoire-francais-de-l-iso-26000))
- **Cooperation with other institutions** to ensure coherence between the different ISO 26000 instruments (GRI, ISO 9001, CSR Guides from other institutions outside AFNOR, etc.).
- At the same time, the commission is regularly consulted to comment on, or to participate in, norm-based projects related to sustainable development. The School’s presence within this commission enables it to maintain regular monitoring of standards in these areas and to share its experience from the Research Chairs based on ISO 26000.

La Rochelle Business School hosted the ISO 14001 and ISO 50001 meeting on May 31st, 2012. The meeting addressed the primary issue of the evolution and latest developments of the ISO 14 001 Environmental Management Standard. The new ISO 50 001 Energy Management Systems Standard was also presented.

The School is a member of Orée is a multi-stakeholder association founded in 1992 which brings together companies, local authorities, professional and environmental associations, academic and institutional bodies in order to develop joint consideration of best environmental practices and to implement practical tools to promote integrated management of the environment at local levels. The School has primarily participated in projects on the circular economy and reporting systems. ([http://www.oree.org/index.html](http://www.oree.org/index.html))

LA Rochelle Business School is a member of UNWTO and has committed to disseminating the Global Code of Ethics for Tourism by supporting the creation and updating of a higher education tourism curriculum, update sustainable tourism knowledge faculty members and officers from national tourism administrations; and provide in-situ coaching activities with the support of UNWTO TedQual Institutions in each country. Results to date:

- In 2011, La Rochelle Business School created a basic tourism library for distribution to Algerian institutions
- In 2011-2012-2013, La Rochelle Business School awarded scholarships to members of the Algerian Ministry of Tourism,
FUTURE OBJECTIVES

Professional associations

The School is committed to fostering and developing its presence in the local, regional and national sustainability networks to promote growth, innovation, and the success of sustainability. Three priorities have been identified:

- consolidate and strengthen the School’s existing partnerships with local, regional and national professional bodies
- initiate a collaboration with the regional chapters of CHEDD- Collège Hautes Etudes Développement Durable- to develop continuing education programmes for sustainability managers
- participate in international professional conferences and exhibitions to foster collaborations and exchange within trade and industry and the public sector.
PRINCIPLE 6

**PRINCIPLE 6: DIALOGUE**  
*We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability*

Relationship with and impacts on our territory: FNEGE Study

Stakeholder engagement is central to the implementation of the School’s mission and La Rochelle Business School’s stakeholder demonstrated this by active part in a study of the School’s direct and indirect impact on its territory within the context of the FNEGE “Business School Impact Score” project. This first exploratory survey to measure the impact of French Business School’s (5-star ratings) on their regional environments shows the School’s positive effects on its territory from an economic, financial and societal perspective. Results can be imparted to teaching of Sustainability Management & Tourism Management, the Humacité service learning mission, research and publications in CSR and Tourism, engaged partnerships and the different social responsibility initiatives undertaken.

The School was awarded:

- 5 stars for contribution to the regional image and notoriety nationally and internationally.
- 4 stars  
  - direct and indirect financial contributions placing the School in the top 10 economic players in the region,
  - economic impact: 25% of internships across the School are carried out regionally, a higher percentage in the undergraduate programs,
- 3 stars  
  - power of attraction to the Region: the School is perceived as a positive externality attracting students, future skilled workforce, new industries and resources,
  - innovation in the region through its research efforts in Tourism Management and Sustainability, new knowledge and practice.

Financial Impact

The interest in estimating the financial impact is to understand the financial flows induced by the School and to gives a representation of the financial added value of the School’s presence and activity on its territory.

- The direct financial impact is assessed on the basis of the School’s payroll, purchases, Chairs, the Junior Enterprise and student associations (700 students involved annually).
- La Rochelle Business School has an annual budget surplus, reflecting both management efficiency and the creation of financial value for the community. It is currently rare enough in the French Business Schools arena to be emphasised. Given its non-profit status, the School re-invests this surplus in its teaching, research and development.
- The indirect financial impact mainly includes student expenditure (housing, everyday costs, traveling expenses). With 2454 students present on campus, the expenditure is estimated at 24,540 thousand Euros. This impact also includes the expenditure of conference participants.

The total annual impact represents approximately €140 million.  
It places La Rochelle Business School among the top 10 economic players in the region.
Economic Impact
By fulfilling its mission of teaching and research activities, La Rochelle Business School has an economic impact in terms of local employment. Two impacts can be distinguished: the first one from faculty and the presence of students in companies; the second one is more indirect and is in terms of attractiveness with regard to students and households.

- Employment
  The School’s economic impact in terms of employment corresponds to the total positions in the School, that is to say 160, and of the generated indirect jobs (student jobs-gap years) on the territory, i.e. 407 jobs. La Rochelle Business School thus generates a total of 567 jobs.

- Attractiveness
  The School is an intangible asset for its region as it represents a factor of attractiveness on an economic level. This impact in terms of attractiveness is assessed on three levels: firms, households and students. Approximately 85% of La Rochelle Business School students are not originally from La Rochelle. This figure reflects the school’s undeniable attractiveness at a national and international level. 17% of students at the School are international and have chosen to come to La Rochelle to study. This means that the mid-term image impact implies a greater attractiveness of the city; this is both in terms of tourism and the creation of businesses or business flow between the region and students working in other countries.

Image Impact
- Regional Image Impact: The impact and contribution of the School’s communication to the regional image is all the more significant as the positioning of Tourism and Sustainable Development is totally aligned with that of the city. 10% of the School’s published communication material (over 120,000 brochures) is devoted to the city of La Rochelle. The school is mentioned in the regional media about 900 times per year.

- International Image Impact: The increased number of international university partnerships (136), faculty exchanges, participation in trade fairs and the presence of more than 220 students abroad give La Rochelle significant international visibility.

Innovation Impact
The school’s invites companies to attend and participate in its research activities and conferences to foster debate and generate change at company level in their management methods. Consistent with its mission, La Rochelle Business School has chosen to focus its research efforts on two areas: Social Responsibility and Tourism.

The two integrated research centers, within the Tourism Management Institute (IMT) and the Institute for Sustainability through Innovation (IRSI), facilitate sustained conference activity for practitioners.

In 2011 - 2012, approximately 1000 participants, 70% from the region, had access to the dissemination of knowledge and expertise of the School. La Rochelle Business School plays therefore an essential role in fostering intellectual emulation. The School evidences a sustained executive education activity adapted to the needs of the region’s industries, with more than 800 professionals in executive programmes. Lastly, several members of the Management Committee and School faculty take part in local, social and associative life (CJD, Rotary Club, HRD, Tourism, etc.). These activities extend the influence and add to the contributions of the School on its territory.

Social Impact on the territory
This criterion represents the Social Responsibility of the School and the impact of its activities (teaching, research) on its environment and on society.
Setting the sustainability agenda

The School contributes to and sets the sustainability agenda in a number of ways through working papers, forums, seminars, expert interviews and participation in local, regional and national government councils.

The Socially Responsible Investment Week Semaine de l’ISR

The ‘French Social Investment Forum (Forum pour l’Investissement Responsable, or FIR) is a multiparty association founded in 2001 which aims to promote ‘Socially Responsible Investment’ (Investissement Socialement Responsible, or ISR). FIR brings together investors, management companies, brokers, non-financial rating agencies, consultants, and qualified personalities. Along with AFG, the French Association for Financial Management (Association Française de Gestion financière), and the European Sustainable Investment Forum (Eurosif), the FIR is one of the project leaders of the Code of Transparency for Socially Responsible Investment funds, which is now mandatory in France.

As part of the 2014 ISR Week, the School will be organizing a day devoted to non-financial ratings. The day’s events will include presentations of academic research work, discussions with ISR professionals and the screening of a film.

La Fondation e5t (The e5t Foundation)

The name ‘Fondation e5t’ refers to the 5 E’s « Énergy, Efficiency, Energy performance, Economical use of Energy ‘and the letter T for ‘Territory’. The Foundation is an operational think tank which aims to ‘think and act’. It provides an open platform for interaction between actors and users concerned by energy transition issues. The foundation seeks to mobilize collective intelligence about this new reality in an innovative format which involves the representatives of all the various actors and stakeholders in the energy sector. Its ambition is to better identify and understand the challenges, but also to open up new avenues of reflection and to help develop satisfying solutions for everyone. www.e5t.fr

- The Foundation’s first summer school event in 2013 brought together 45 guest speakers and 130 business leaders and policy-makers to explore the elements of a new energy paradigm and resulted in repertoire of initiatives, projects, innovations and technologies which had been developed in the energy domain during the year, particularly for the transport, industry, housing and tertiary sectors across the whole territory.

- The 2014 edition will focus on the energy mixes possible. Invariants and technological innovations, as well as the role of local territories will be analysed in terms of both the opportunities and limits which they present.

The West Coast Clean Tuesday association which is supported particularly by the urban community (la Communauté d’Agglomération) of La Rochelle aims to support the development of « CleanTech » projects, or « innovative eco-technologies » in the western France regions of Poitou-Charentes, Pays-de-la-Loire and Brittany. The association brings together sector professionals and specialists (start-ups, large companies, local authorities, investment funds, research centres etc.) http://westcoast.cleantuesday.com/home/

Since 2012, the School has co-organised an annual thematic event:

- 2012 - Solar Energy;
- 2013 -Industrial Ecology and the circular economy;
- 2014 -Transport and Sustainable Development.

Working with West Coast Clean Tuesday to jointly organize an annual event on a specific theme related to innovative green technologies and sustainable development is beneficial to the School in two ways: on the one hand, it enables us to link up
with professionals and companies in the West of France who are designing innovative solutions and want to share them in order to contribute to sustainable development. Moreover, it boosts the recognition of IRSI and its expertise amongst these professionals and all other stakeholders who attend the event (Dimbi Ramonjy, Head of the Strategy and CSR Academic Department).”

**JRSIDD « Green IT and green IS » (Green Information Technologies and Green Information Systems)**
La Rochelle Business School organised two ‘JRSDD’ events in 2012 and 2013. JRSDD means ‘La Rochelle Day for Information Systems and Sustainability’ (JRSIDD – www.jrsidd.fr). These are Research Days, sponsored by the AIM (http://www.aim.asso.fr), explored the relevance, the wealth and highlights of “Green IT and Green IS” approaches (Green Information Technologies and Green Information Systems) both from a theoretical perspective and an empirical, methodological and managerial perspective.

**CGE’s Sustainability-R2D2 Meetings**
On May 24th and 25th, 2012, La Rochelle Business School hosted the French Grandes Ecoles (CGE) R2D2 Sustainable Development network. More than 100 participants from Management or Engineering Schools gathered for this annual event. Designed to exchange and share experience of the integration of sustainable development approaches within the schools and partner institutions, this R2D2 meeting represented a highlight of the year for the School.

**EPE 2012 Trophy**
La Rochelle Business School was a member of the 2012 EPE (“Companies for the Environment”) Trophy panel, which was chaired last year by Hubert Reeves. This major national student challenge brought teams from Universities and Grandes Ecoles in competition around the theme: « In 2050, what will you have done for the Earth? ».
**APPENDIX 1: RUBRIC FOR LEARNING GOAL 4 - ETHICS AND CSR**

**BACHELOR LEVEL**

**Intitulé**  
Ethical considerations and corporate social responsibility

**Our graduates will be able to identify and evaluate ethical issues as they relate to organizations and their social responsibility.**

**Level**  
Bachelor

<table>
<thead>
<tr>
<th></th>
<th>Exceeds the standard (3)</th>
<th>Meets the standard (2)</th>
<th>Below standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Define concepts and notions in ethics</strong></td>
<td>Defines all the fundamental issues which are necessary for resolving the problem</td>
<td>Defines the principle issues which are necessary for resolving the problem</td>
<td>Doesn't define the fundamental issues which are necessary for resolving the problem</td>
</tr>
<tr>
<td><strong>Identifies Stakeholders</strong></td>
<td>Determines who is involved in the decision making process and reflects on the points of views of the stakeholders</td>
<td>Determines who is involved in the decision making process and identifies the main stakeholders</td>
<td>Doesn't really know who should be involved in the decision making process</td>
</tr>
<tr>
<td><strong>Analyses alternatives and consequences</strong></td>
<td>Identifies alternatives and/or pertinent ethical dilemmas and associates clearly the main consequences</td>
<td>Identifies alternatives and/or pertinent ethical dilemmas and starts to perceive the main consequences</td>
<td>Doesn't clearly identify alternatives and/or pertinent ethical dilemmas. The analysis of the consequences is vague, unclear or even erroneous</td>
</tr>
</tbody>
</table>
### Master Level

**Learning Goal**

Our graduates will be able to identify and evaluate ethical issues as they relate to organizations and their social responsibility.

<table>
<thead>
<tr>
<th>Level</th>
<th>Master</th>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Exceeds the standard (3)</th>
<th>Meets the standard (2)</th>
<th>Below standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define concepts and notions in ethics</td>
<td>Determines with accuracy and clarity all the appropriate elements which are necessary for resolving the problem</td>
<td>Determines the main elements which are necessary for resolving the problem</td>
<td>Doesn't clearly determine the basic elements which are necessary for resolving the problem</td>
</tr>
<tr>
<td>Identifies Stakeholders</td>
<td>Determines who should be involved in the decision making process and reflects on the standpoint of the stakeholders</td>
<td>Determines who should be involved in the decision making process and identifies the main stakeholders</td>
<td>Doesn't really know who should be involved in the decision making process</td>
</tr>
<tr>
<td>Analyses alternatives and consequences</td>
<td>Identifies alternatives and/or pertinent ethical dilemmas and attributes the main consequences. Similar cases are cited with appropriate justification.</td>
<td>Identifies alternatives and/or pertinent ethical dilemmas and starts to perceive the main consequences. Similar cases may be cited.</td>
<td>Doesn't clearly identify alternatives and/or pertinent ethical dilemmas. No reference to similar cases. The analysis of the consequences is vague, unclear or even erroneous</td>
</tr>
<tr>
<td>Chooses an action</td>
<td>Defines an action plan which determines the execution of the decision. Offers a clearly identified conclusion including a set of constructive arguments backing up his/her decision. Demonstrates strong ability to carry out an in-depth reflexion on the advantages and the risks involved in the action plan.</td>
<td>Defines an action plan which determines the execution of the decision. Some constructive arguments backing up his/her decision are supplied. Demonstrates some ability to carry out an in-depth reflexion on the advantages and the risks involved in the action plan.</td>
<td>Cannot clearly identify an appropriate action plan amongst several alternatives</td>
</tr>
</tbody>
</table>
**APPENDIX 2: MBA PROGRAMME IN SUSTAINABILITY**

<table>
<thead>
<tr>
<th>Subject</th>
<th>ECTS Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Management of Organisations</td>
<td>5</td>
<td>The aim is to develop the ability to implement knowledge from a range of disciplines so that an integrated and strategic corporate approach may be adopted, rather than an approach which is based on a purely functional perspective. The modern context in which strategic management operates will also be emphasized: the new economy, globalization, e-commerce and corporate and environmental responsibility.</td>
</tr>
<tr>
<td>CSR, standards frameworks and assessment</td>
<td>5</td>
<td>After having taken a course in the fundamental principles of Sustainable Development, Students will learn about the ways in which organizations implement CSR/ Sustainability procedures and become familiar with standards frameworks and processes. Issues considered include: how can organizations take strategic advantage of a CSR approach, how can they define their CSR strategy or policy and how can they assess and manage their CSR policy?</td>
</tr>
<tr>
<td>Functional Approach to Sustainability</td>
<td>5</td>
<td>This class explores Sustainable Development from the viewpoint of the main corporate functions. Learners will consider the following question: How does Sustainability change the way functions traditionally operate within companies? Consideration will be given to finance, marketing, purchasing, HR and communications. Students will examine the modifications to be made and recommend solutions.</td>
</tr>
<tr>
<td>Sectoral approach to Sustainability</td>
<td>5</td>
<td>As in the case of corporate functions, sustainability issues vary depending on the sector in question. Learners will define the main challenges for each sector of activity and analyse the practices implemented within the various sectors.</td>
</tr>
<tr>
<td>Business Game: management of an environmental project (case study)</td>
<td>5</td>
<td>This class enables students to take a general approach to environmental issues within the areas of water, waste, energy, construction and transport. It provides students with essential environmental management concepts in the main areas and includes consideration of new ways of life a prospective analysis of the ‘green economy’.</td>
</tr>
<tr>
<td>Environmental challenges</td>
<td>5</td>
<td>This class aims to provide participants with the means to carry out one of the key responsibilities of any Environmental Manager who is in charge of a company’s operational environmental policy. It will examine regulations and environmental norms (CPE, water laws, ISO 14001, Resch etc.) and the tools to analyse and decipher official texts; it will also examine the possible methodologies for implementing a regulation monitoring system.</td>
</tr>
<tr>
<td>Social innovation and the environment</td>
<td>5</td>
<td>The Environment and Sustainability are new factors to be considered as part of an innovation strategy. Seen as a factor for value creation and as a new developmental model, this class will deal with functional analysis, value and innovation analysis and the management of eco-functionality. Other associated topics such as the methodology for life cycle analysis (with a case study) and the integration of biodiversity in company strategies will also be covered.</td>
</tr>
<tr>
<td>Environmental law and management of industrial and environmental risks</td>
<td>5</td>
<td>The aim of this class is to teach participants to implement an environmental risk management process. Participants will identify, characterize and manage risks within the various functions of the company and will recommend action-levers in each function.</td>
</tr>
<tr>
<td>Market knowledge: new actors, new occupations</td>
<td>5</td>
<td>This class will enable students to understand the state of the current global market in sustainable development, CSR and the Environment. Potential developments (the circular economy etc.) and forthcoming innovations will be discussed.</td>
</tr>
<tr>
<td>Applied Thesis</td>
<td>15</td>
<td>The thesis is a key element in the MBA programme. It represents a quarter of the total ECTS credits for the course. Students begin to define their choice of topic in the 1st year. In the 2nd year, time is allocated for the preparation and writing of the thesis. Throughout this process, the student works under the supervision of a thesis supervisor. The thesis is an original piece of work, during which, thanks to new sources, a new way of thinking or a specific methodology, the student demonstrates his/her ability to think independently in a constructive and critically aware manner. The thesis is therefore neither a compilation, nor an essay, nor an extended presentation.</td>
</tr>
</tbody>
</table>
APPENDIX 3: INTELLECTUAL CONTRIBUTIONS IN CSR 2011-2014

2011-2012

Articles in journals:


Chapters:


Case studies:


Conferences


Baudet I. (2012) Les apports pédagogiques des Chaires DD : points de vue croisés des enseignants et des étudiants : Table ronde. R2D2 : Rendez-vous du Développement Durable de l’enseignement supérieur (24-25/05/2012; Groupe sup de Co, La Rochelle, France).


Helfrich V. (2012) ISO 26 000 et GRI : Table ronde. R2D2, Rendez-vous du Développement Durable de l’enseignement supérieur (24-25/05/2012; Groupe sup de Co, La Rochelle, France).


Fernandes, V. Relocalisations et chaîne de valeur : proposition d’un cadre théorique et d’un modèle explicatif des bénéfices attendus. Journée de recherche achat international et chaîne de valeur (n°1; 05/04/2012; Groupe Sup de Co, La Rochelle, France).


Gnanzou, D. La dimension « Environnement » des initiatives internationales de RSE dans les PVD : Une étude empirique portant sur des entreprises ivoiriennes. Colloque international sur la Responsabilité Sociale des entreprises, ISIAM, CRSDD, RIODD, CEREGMIA, ENCG (n°2; 27-30/04/2012; Agadir, Maroc).

Gnanzou, D. Initiatives internationales de RSE et codes de conduite des entreprises : proposition d’une typologie d’entreprises ivoiriennes. Congrès international de l’Aderse (n°9; 29-30/03/2012; IAE Nice, Nice-Sophia Antipolis, France).

Gnanzou, D. Les initiatives internationales de RSE à l’épreuve des contingences locales, une analyse empirique au cas de la Côte d’Ivoire. Conférence annuelle d’Atlas/AFMI Association Francophone de Management International (n°2; 31/05 - 01/06/2012; Lyon, France).

Hasnaoui A. (2012) Corporate Social Responsibility (csr): A Study Of Perceptions Through The Awards For Csr In The United Kingdom And France. EURAM (n°12; 06-08/06/2012; Rotterdam business school of management, Rotterdam, Pays-Bas).

Helfrich, V. (2012) La normalisation de la RSE comme nœud de multiples contraintes : le cas de la norme iso 26000. Communication présentée au congrès de l’Aderse (n°9; 29-30/03/2012; IAE, Nice, France).

Laarraf Z. (2012) Bien-être et la gestion des risques psychosociaux : Table ronde. R2D2, Rendez-vous du Développement Durable de l’enseignement supérieur (24-25/05/2012; Groupe sup de Co, La Rochelle, France).


2012-2013

Articles in journals :


Gabriel P., Baret, P; Schafer, P (2012), Diffusion d'une norme RSE au sein d'une entreprise agro-alimentaire : les conditions perçues d'acceptation et d'appropriation de l'ISO 26000. Revue de l'organisation responsable. 7(1), 18-29


**Case studies :**


**Conferences**


2013-2014 (publications to date)

Articles in journals :


Rimaud, M-N. Et Piriou, J. La GIZC et le développement touristique : enjeux d’un principe organisateur pour la durabilité des stations littorales atlantiques. Vertigo Hors série 18, décembre 2013

Conferences


**Case studies**


Debroise J-N., Drillon, D., Rimaud, M-N. UPM : la longue route du papier, Octobre 2013