



## RMS key figures and dates

1928: school is founded  
1972: CEFA program opens (now the MBA)  
1974: Cesem program launched  
1989: Sup'TG program launched  
1999: Tema program launched

2000: RMS obtains EQUIS accreditation  
2006: RMS obtains AMBA accreditation  
2010: RMS obtains AACSB accreditation

Number of students in 2009: 4,127

Number of employees in 2009: 207

Number of full professors: 80

Number of temporary teaching staff who teach more than 100 hours of classes a year: 114



## Editorial

To tackle the new environmental and social challenges, management schools must prepare the managers of tomorrow for the future changes in our production system and economic way of thinking. To this end, our primary goal is to train responsible citizens and managers who are aware of the main global challenges and critically-minded – by offering them an extensive variety of teaching and conceptual approaches through all of our programs.

Since 2003, the principles of diversity, social opening and social responsibility have underpinned all of the missions at Reims Management School. However, with a view to inventing the new “business models” of 21st century firms, combining the three dimensions of sustainable development, RMS has chosen to anchor this concept and, consequently, corporate social responsibility into most of its classes by reforming the educational content of countless programs. In addition to this anchoring in training and research, at the end of December 2009 – on the occasion of the UN Conference in Copenhagen – we committed to reducing our greenhouse gas emissions. This undertaking obliges us to step up our environmental initiative by training our students in the challenges of climate change and working methods taking us into a low-carbon economy.

This 2<sup>nd</sup> Sustainable Development Report – more concise than the 2008 report, whose principal purpose was to carry out an exhaustive review of our whole initiative – focuses on educational innovations, research on corporate social responsibility and our School’s green plan. This year, the Report includes a new system of reporting, giving a transparent view of the School’s specific breakthroughs.

Over these few pages, we invite you to find out about our strategy and actions under way.

François Bonvalet  
Dean & CEO of Reims Management School



## Our undertakings in 2009

The disorder of the world (according to the expression by A. Maalouf) – which is today reflected through a systemic crisis of unprecedented proportions due to the complexity and globalization of our societies – calls us to question the way in which we approach our education systems. Inventing a new society in which Man and the environment are at the heart of our priorities requires training for managers to be reviewed and therefore thought to be given as to the skills that our students need to acquire during their education. But for the last few years, precedence in many countries and training programs has been given to the technical aspects of our professions – to the detriment of the humanist aspect of social sciences.

As a management school, our mission is obviously to equip future managers with technical and methodological tools that boost their expertise. However, learning to build ourselves a global citizenship, to step back and view the pre-established models with hindsight, to think systematically and reflexively and to develop a critical mind is becoming vital if we are to grasp the global changes taking place more clearly. This distancing also requires us to give students the capacity to better understand human behavior. To achieve the latter objective, the international outlook of schools facilitates insight into a wide variety of cultures. That said, to sharpen the critical mind of students and their prospecting ability, schools must not only innovate in their teaching methods but also bring humanities back into their programs – i.e. social sciences and humanities.

This observation has prompted Reims Management School to give prospective and critical thought to the new global challenges and changing corporate strategies by developing new teaching methods. In this regard, RMS has enriched its program of lectures entitled “cycle passerelle” by putting on a vast choice of lectures for students and the general public in 2009 aimed at providing our students with food for thought on social, political, economic and artistic subjects.

So as to encourage students to think about their own behavior within businesses and to develop new, more environmentally friendly “business models” in line with the new expectations of stakeholders, in September 2009 RMS launched an educational reform. One of the main objectives of this educational innovation is to incorporate the principles of sustainable development and corporate social responsibility across all of the disciplines taught at the School – and not just in a disconnected or juxtaposed fashion in management classes. Sustainable development is not a concept removed from economics, finance or marketing classes... it must become part of all disciplines, for all positions and professions today are concerned by these emerging challenges.

To combine teaching and research, in autumn 2009 Reims Management School organized two conferences on the questions of sustainability: the first was given in Reims and entitled “Métamorphoses de l'économie : le réel, le virtuel, le viral”, drawing on the work by Baudrillard, and the second was held in partnership with AgroParisTech as part of the Cerisy conferences and entitled “Changer pour Durer”.

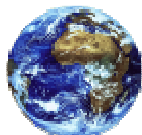
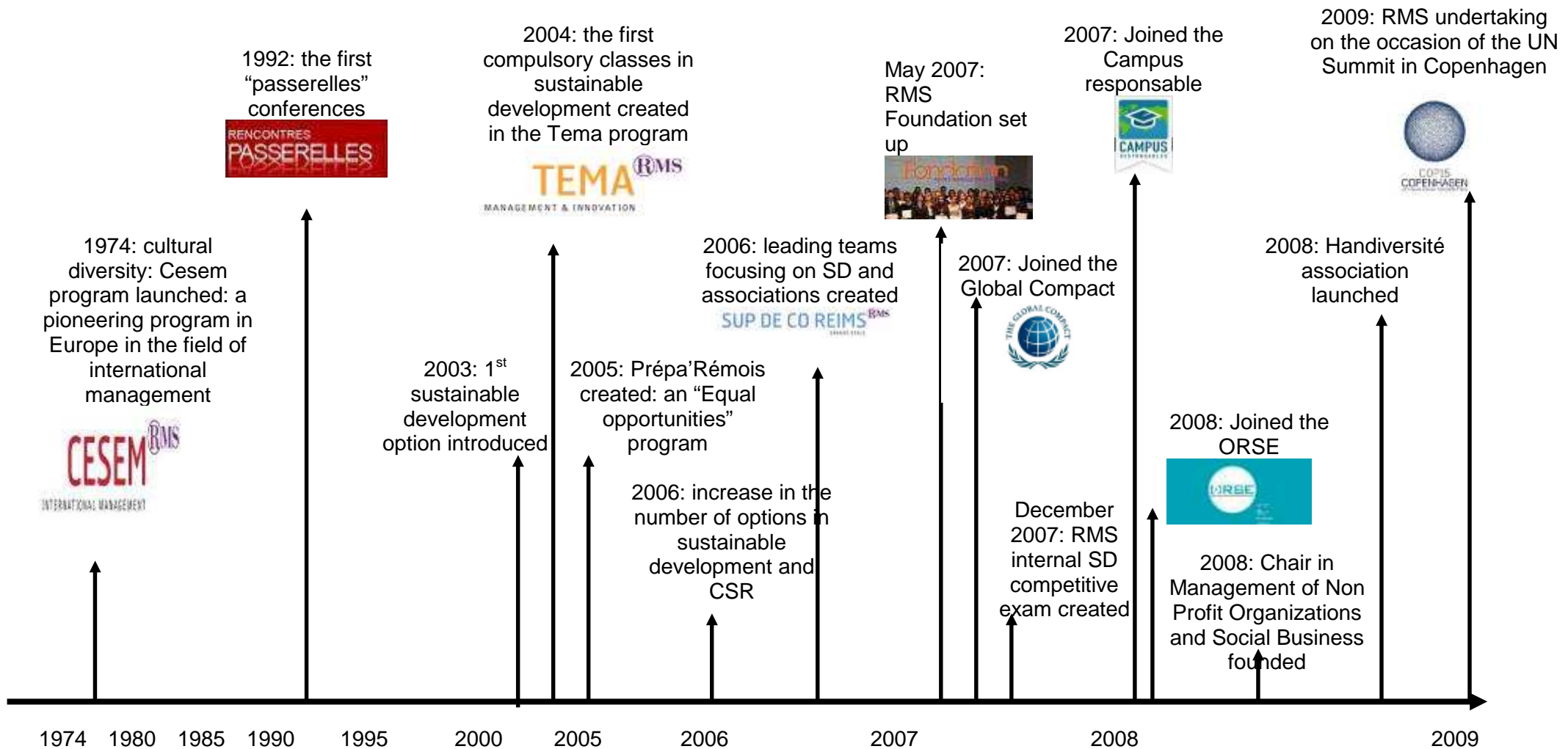
Meanwhile, for the sake of the environment our commitment – with a view to reducing our negative impacts – to build a responsible campus took shape this year through several measures, including taking on board the recommendations from the French Environment Round Table on collective catering, setting up a paper plan and reducing our consumption of fluids. The projects are taking root and a wide array of initiatives are in the pipeline – although there is still a long way to go to instill this new mindset in all attitudes.

Isabelle Robert  
Researcher, Sustainable Development Manager, RMS





# 1. Key dates for sustainable development at RMS



## 2. Our vision of global responsibility

Our vision of global responsibility is based on a central objective: train highly effective and responsible managers, with a strong ability to think critically and able to grasp the main global challenges and understand their responsibilities in an increasingly complex world. This is because it is now essential to give students a sound education thanks to which they can invent new models for combining the environment, society and economy. To achieve this objective, Reims Management School has equipped itself with human and financial resources aimed at increasing innovative teaching practices in all our schools on the theme of sustainable development and corporate social responsibility and making it easier to apply these concepts across all the disciplines taught in our programs. To train its future responsible managers, RMS is developing teaching tools – focusing on creativity, personal development and ethics – which will help students to be more resourceful and creative in constructing a new economic model.

In addition to this emphasis on training – the core of our profession – our mission as a management school is to encourage research on global responsibility to enrich our teaching and exchange with our partner businesses by constructing new business models guided by global responsibility. With this in mind, a Chair in Management of Non Profit Organizations and Social Business has been founded so as to increase the number of research themes, more specifically to include the social economy, and to create new courses.

Passing on the concept of global responsibility to our students, associates and partners is a long process requiring the support of student associations which have been fighting social exclusion for many years now by developing solidarity projects. Indeed, raising the awareness of students and associates about these subjects must be a joint effort between all of the School's stakeholders. In this regard, RMS supports and fosters all global responsibility initiatives within and outside the

School's walls. The financial, logistical and human support given to associations whose main mission is to raise the awareness of our stakeholders is proof of this. Beyond these targeted associations, one of our next missions will involve spreading the principle of global responsibility throughout the school's associations.

Although the social aspect of our responsibility has particularly been taken on board for a decade already, our efforts must continue so that social diversity flourishes in our school. This can be achieved by taking more initiatives in favor of equal opportunities for admitting students, by supporting all projects aimed at diversifying their social origins and by stepping up our efforts to facilitate the integration of disabled students and staff. Last but not least, we must lead by example as regards responsible organization, in terms of the environmental and social spheres. In this context, all measures seeking to reduce our consumption of fluids, CO2 emissions and to "buy responsibly" must be taken.

We therefore have five global responsibility objectives:

- **Foster and produce a new generation of responsible managers;**
- **Develop the awareness of all our stakeholders about the concept of global responsibility (students, employees, companies and graduates);**
- **Encourage research on the concepts of Global Responsibility and Sustainable Development and foster exchange on these themes with organizations;**
- **Foster social opening and equal opportunities for admitting students;**
- **Become a benchmark in responsible organization**

All of these objectives are described in our Strategic Plan (energies 2014)



To sum up, our global responsibility initiative has the four following priorities.

Foster knowledge-sharing with companies by developing our research on the concept of responsibility



Encourage social and cultural opening

Lead by example by being a responsible organization in social and ecological terms

In 2009, precedence was given to training by placing sustainable development at the heart of our educational reforms. Six objectives were defined for 2009:

- Disseminate the concepts of corporate social responsibility (CSR) and sustainable development across all of RMS' programs by setting up compulsory core curriculum classes and teaching the SD/CSR theme on all programs,

- Encourage RMS employees to include environmental, social and society criteria in their daily professional practices,
- Step up research on the theme of CSR and sustainable development,
- Raise students' awareness of disability by holding more events and initiatives on this theme,
- Follow the French Environment Round Table in the context of collective catering so as to serve students and employees local, organic and fair-trade produce,
- Calculate the carbon footprint and draw up an ambitious action plan to reduce our greenhouse gas emissions.

All of the objectives have been achieved – but because of calls for tender (choosing service providers), the carbon footprint could not be estimated during the year. However, the method for measuring it will be officially set up in 2010.



### 3. Our governance

Although all sorts of initiatives have been taken over the last decade, in May 2007 the RMS Management wanted to make its global responsibility policy official by appointing a "Sustainable Development" manager. In the past, global responsibility in our School had been overseen by different program departments of the Group and centered since 2003 on the following actions: implementation of a range of Sustainable Development and CSR classes (creation of specific classes, research projects, etc.), establishment of a solidarity policy in favor of our students (grants, development of apprenticeships, etc.) and an assistance policy for associations with local or international humanitarian projects or working to promote sustainable development. To facilitate application of our ambitious global responsibility policy and coordinate all of the activities and missions of our various programs, the "Sustainable Development" manager has been appointed from among our teaching staff who report in all they do to the General Management. Moreover, a Corporate Relations department employee has been tasked with collecting information on each of the Global Responsibility files and supporting students in their professional efforts associated with sustainable development.

In terms of governance, our strategy is defined by a Sustainable Development steering committee made up of researchers, students, association directors, employees, graduates and companies. It meets twice a year to define the annual objectives and assess where the different internal and external initiatives taken regarding economic, social and environmental responsibility are at. Over the next few years, this committee should expand by including more external stakeholders, particularly new businesses and graduates of the School. In addition, we are continuing to work on setting up a panel of stakeholders to hold discussions, involve all those involved in our strategy and detect all of their expectations. In order to strengthen and institutionalize our global responsibility policy, the signature of the UN Global Compact in 2007 was a key step: through this undertaking the School now promotes the ten

principles of the Global Compact on human rights, labor, the environment and anti-corruption, and also facilitates exchanges with the other organizations participating in the Global Compact. With the same purpose in mind, since 2007 RMS has been a member of "Campus responsables", an initiative launched by the *Graines de changement* association in liaison with *Comité 21* and the WWF. The primary goal of this membership is to continuously improve our policy and exchange with the other member schools on best global responsibility practices. To increase our dealings with businesses, RMS has also been a member of the ORSE, *Observatoire sur la responsabilité des entreprises*, since 2007.

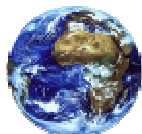
To boot, RMS has obtained EQUIS, AACSB and AMBA accreditation. In 2009 a partnership with Companieros was forged as part of the *Dialogues Equation* with a view to raising students' awareness of sustainable development and its impact on professions. RMS is also a member of the Sustainable Development think-tank of the *Conférence des Grandes écoles*.



## 4. Our social performance indicators

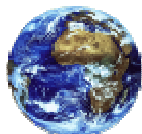
Our reporting system has expanded in comparison with 2008: the number of performance indicators has risen from 23 to 46, a sign of a more in-depth analysis and more relevant indicators.

	2008	2009	Trend
<b>GOVERNANCE</b>			
Number of meetings of the SD committee and "society" and "ecology" subgroups	1	4	++
Participation in national or international events aimed at promoting best SD practices in training organizations	1	1	=
Number of participants in the RMS <i>Club Développement Durable</i> network (created in Nov 2009)	0	30	++
Number of employees (teaching or admin. staff) having taken SD/CSR training through the year	0	48	++
Percentage of stakeholders (students, graduates, teachers, employees, etc.) satisfied with the initiatives taken by the School in SD		IEC (*)	
Number of downloads of the 2008 Sustainable Development Report from the RMS website (*) downloads between September 2009 and May 2010	0	3088 (*)	++
<b>TRAINING</b>			
Number of hours of <b>compulsory core curriculum</b> SD/CSR classes given (application across all programs and optional SD/CSR classes not taken into account):			
- Grande Ecole program	10 (not compulsory)	15	+
- Cesem program		15	++
- Tema program	0	30	=
- Sup'TG program	30	15	++
- International MBA program	0	20	++
	0		
Number of lectures and debates organized on the SD theme open to students	5	9	+
Proportion of dissertations dealing with SD/CSR concepts (Grand Ecole + Cesem programs)	19.5%	18.9%	=
Number of internships directly on the SD/CSR theme	110	224	+
Number of job offers directly associated with SD/CSR	76	67	=
Trends in number of students registered for SD/CSR/ethics options in the Grande Ecole program	nc	256	
Number of students involved in internal, national or international SD/CSR competitions	32	42 (*)	+





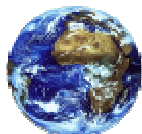
	2008	2009	Evolution
Number of students enrolled on the "professional expertise" program of the Chair in Management of Non Profit Organizations and Social Business.	8	17	+
Number of SD/CSR programs offered in Executive Education	2	2	=
Number of SD-accredited student associations		IEC	
Percentage of students finding work after 6 months			
- Grande Ecole program	99%	Nc	
- Cesem program	94%	93.5%	
- Tema program	100%	85.2%	
- SupTG program	95%	100%	
<b>RESEARCH</b>			
Percentage of publications on the CSR-SD theme compared to the total number of RMS publications	11.7%	16%	+
Number of cross-disciplinary research projects developed by researchers		IEC	
<b>SOCIAL AND CULTURAL OPENING</b>			
Membership of the diversity charter		No	-
Percentage of students receiving grants on the Grande Ecole program	15,2%	16,8%	
% of female students on all our programs (men-women equality)		IEC	
Number of foreign students	672	756	++
Number of high school students benefiting from the RMS' "Equal Opportunities" program	nc	31	
Number of grants paid out by the RMS Foundation	48	47	=
Number of apprentices on the Grande Ecole program	391	321	-
Number of disabled employees or students	nc	20	
Number of free lectures open to the general public in the year	15	25	++
Breakdown of employees per age group			
- < 34 years old	31.9%	30.4%	
- 35 to 44 years old	30.4%	30.9%	
- 45 to 54 years old	24.8%	25.1%	
- > 55 years old	12.6%	13.5%	



	2008	2009	Evolution
Percentage of women on RMS' staff	65.9%	66.2%	=
Percentage of women with executive status	56%	57.4%	+
Number of off-work days because of accidents at work, commuting accidents or occupational illnesses per employee	0	0.48	-
Number of off-work days for illness per employee	3.43	6.60	-
Percentage of employees having received training in the year	56.3%	59.4%	++
Average number of training hours per year taken by trainees	26.9%	29.5%	++
<b>ECOLOGICAL CAMPUS</b>			
Greenhouse gas emissions per workstation in kg CO2/m2/year:			
- Energy campus 1	Nc	32	
- Energy campus 2	Nc	23	
Annual paper consumption in kg per student	6.86	6.46	=
Annual water consumption in m3 per student	2.16	1.43	++
Annual consumption:			
- of gas in kwh (campus 2)	478,233	863,062	--
- of our central boiler in Mwh (campus 1)	1,566	1,522	-
Annual electricity consumption in Kwh for both campuses	889,404	791,005	+
Number of "purchases" items availing of environmental or social criteria	4	5	+
Distance covered by car to the School		IEC	
Percentage of students travelling to the School by bicycle, on foot or on public transport (Survey conducted among 202 students in September 2008 by a group of students from the School program as part of the RMS-SD competition)	77%	nc	
Total computer waste recycled WEEE/employee/year	nc	4.62 kg	
Number of co-funded public transport subscriptions	nc	nc	
Number of organic or local ingredients served per meal	0	1	+
Offer of fair-trade products in the various sales outlets and vending machines	no	yes	++

(\*) IEC: index under way

(\*\*) The students participating in the Dialogues Equation are not included.



## 5. Focus on our sustainable development initiative in 2009

### 5.1 Corporate social responsibility: a priority in our programs

- **An educational reform focusing on School-wide application**

**I**nforming future managers about the current and forthcoming changes affecting businesses and their professions, prompting them to think about their own behavior within businesses and encouraging them to develop new, more environmentally friendly “business models” in line with the new expectations of customers and employees: these are the key objectives of our educational policy. Since 2003, RMS has phased in classes on global responsibility in its various programs. These were initially optional (Ethics and Management, Sustainable Development and competitive advantage, etc.) but, to enable all students to take these concepts on board in their understanding of management, in 2007-2008 RMS undertook a sweeping educational reform, choosing to make global responsibility classes compulsory on all its programs from September 2009.

Since CSR and SD are concepts applying to all professions, we have opted for simultaneous initiatives through which we can incorporate this type of training in the pathways of different programs:

- Design and implementation of new compulsory classes using new teaching methods in the field of sustainable development and corporate social responsibility;
- Organization of professional conferences with a view to demonstrating the link between the classes and how it really is in the field. Accordingly, we welcomed Christian de Perthuis and Franck Riboud this year in connection with the classes. A specific adviser for the Climate Mission of the Caisse des Dépôts, de Perthuis presented his work “Et pour quelques degrés de plus...” on the occasion of the UN Conference in Copenhagen. Riboud,

CEO of the Groupe Danone, presented his company’s social commitment;

- Organization of cinema debates on this theme;
- Discussion/training sessions for the RMS Group’s teaching staff on the SD/CSR theme so as to incorporate the concepts into the discipline that the professors are teaching (marketing, finance, management control, human resources management, etc.) as well as to ensure the teaching staff hold a consistent and common vision of both these concepts and to initiate prospective and critical thinking on these new challenges,
- Conferences on the CSR/SD theme for teaching staff held during teaching days – lasting all day or just half a day. In this context, Jean-Claude Guillebaud, a writer and journalist, came to explain to us his way of seeing the “new” world that is taking shape before us.

Since September 2009, all of the School’s programs have included between 15 and 20 hours of compulsory core curriculum classes on sustainable development:

- Grande Ecole program (Bachelor’s cycle)
- CESEM program (1<sup>st</sup> year)
- TEMA program (3<sup>rd</sup> and 5<sup>th</sup> years)
- SUP’TG program (2<sup>nd</sup> year)
- International MBA: 20 hours

The depth with which we go into these themes and the level of requirement asked of students depends on the program and students’ level of maturity.

At the same time, optional modules of 45 hours at Master’s level are offered to all students taking the Grand Ecole program: “Concept et opérationnalisation du développement durable en entreprise”, “Questions éthiques et management”, “Management associatif et économie solidaire”, “Gestion de la diversité”, “Les enjeux de la globalisation” and “les défis géopolitiques du XXI<sup>ème</sup> siècle”. Modules, taught in English, are



also available to students: "Sustainable Development and business strategies", "Fundamentals of environmental Finance", "Business Ethics". Taught by foreign researchers or professionals, these modules enable us to step up our exchanges with partner universities and international organizations and to compare our teaching and research methods. As such, in 2009 256 students on the Grande Ecole program took at least one of the specialist modules mentioned above.



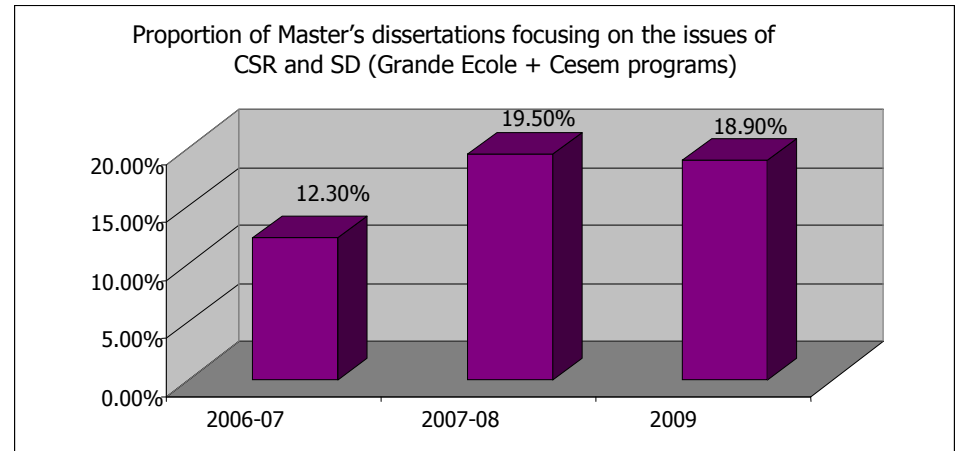
de Perthuis and Lemarié at the conference "Les rendez-vous de RMS" on climate change in November 2009

In addition to compulsory and optional SD and CSR classes, which give students a common grounding, researchers specializing in SD have worked closely with professors from the different departments. These fruitful partnerships have particularly strengthened and increased management science classes approached from the SD/CSR angle: increase in the number of classes on sustainable marketing, environmental communication, eco-design, the Green Supply Chain, responsible performance, responsible finance, responsible purchasing and so on.



But the concept of Global Responsibility isn't just disseminated through theoretical classes; by writing a research dissertation on this theme, students can acquire sound knowledge of these concepts, and above all, of their operationality in businesses.

The Table below shows the trends concerning dissertations focusing on these subjects: Corporate social responsibility, global warming, responsible finance, communication or marketing. In 2009, out of a total 439 research dissertations supervised on the Grande Ecole program, 81 focused on the issues of global responsibility.



### Setting up Sustainable Development Week at RMS

Since April 2008, RMS has organized Sustainable Development Week primarily for 1st year students on all our programs. A series of conferences are held throughout this week giving greater insight into the challenges of sustainable development and corporate social responsibility. In 2008, the main purpose of this Week was to demonstrate how the traditional roles of organizations are now affected by the principle of global responsibility. In 2009, Reims Management School and the student association OIKOS put on a cycle of conferences given by leading professionals in the field and focusing on the following themes: ecological footprint, micro-finance and social entrepreneurship:





March 31:

- Conference by Stanislas Dupré, CEO of Utopies, a consultancy firm specializing in sustainable development, "*Marketing et développement durable : toujours incompatibles ?*"
- Conference by Jean-Michel Servet, author of the book "Banquiers aux pieds nus. La micro-finance", on "*le micro-crédit : une alternative en temps de crise ?*"

April 1:

- Conference by Thierry Thouvenot, sustainable development consultant, "*Notre développement est-il durable ? application de l'empreinte écologique*"
- Conference by Nabil Sbai, "*Développement durable et entrepreneuriat ; l'exemple de la Case à pair*"

April 3:

- Conference by Nicolas Lombart, Marketing Director for Vranken/Pommery, "*le développement durable fait des bulles*"

As well as these conferences all held during this Week, RMS organizes conferences at regular intervals on diverse themes – raising questions on the future of our society. The presentation by Frédéric Lemaître, editorial writer for Le Monde, on the theme "demain, la faim", illustrates this commitment.

### The "rencontres passerelles": still going strong after 17 years

Since 1992, as part of its "passerelles" conferences RMS has been holding monthly or fortnightly conferences for students and employees as well as the general public. Each time, these raise the awareness of some 400 to 500 people. The purpose of this rich and diversified program is to give food for thought on social, political, economic and artistic subjects to help the public to understand the world around them more clearly. Open not just to students but also the general public, the *Rencontres Passerelles* illustrate RMS' active involvement in enriching local life. Organized in liaison with the student association

Access since 1992, these conferences are proving increasingly popular (Cf. website: <http://www.passerelles.net>).

For a few years now, a conference cycle entitled "Les rendez-vous de RMS", focusing on business, has been put on with the aim of shedding light on the issues of the modern economy. Through 5 or 6 annual meetings, economists and company managers share their experience and vision of the business world with students, company employees and citizens. By organizing these conferences, RMS hopes to improve understanding of macro- and micro-economic phenomena (Cf. website [www.lesrendezvous.net](http://www.lesrendezvous.net))

In 2009, 25 conferences were organized with the following guest speakers: Yves Coppens, Françoise Héritier, Amélie Nothomb, Michel Pastoureau, Yann Queffelec, Dominique Fernandez and Michel Camdessus.



F. Riboud, CEO of Danone and members of the association Access, during the "Les rendez-vous de RMS" conference in December 2009

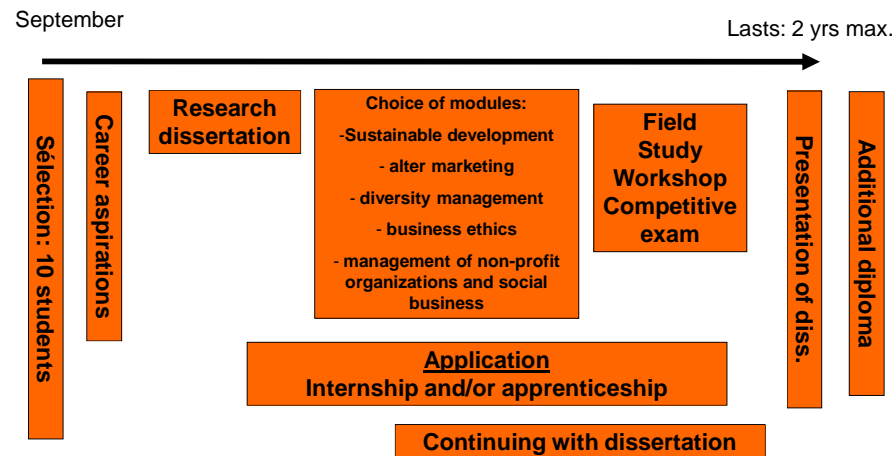
### Creation of a specific pathway: CSR/Social economy

Since September 2008, Reims Management School has given students the chance to choose their own pathway focusing on global responsibility. The "professional expertise" program has been set up by the Chair in Management of Non Profit Organizations and Social Business in liaison with the other RMS chairs. Developed in the form of a CSR-SD/Social economy pathway, this new program has been available since 2008-2009 to Sup de Co, Cesem and Sup'TG students. It enables them to pursue their own career aspirations backed up by the Chair's expertise (on associations, the social economy, NGOs, humanitarian work, top-up insurance companies, cooperatives, fair trade, sustainable development and so on).

This track paves the way to a new original and complete study pathway and personalized support for each student, from "tailored" options in a general training program to rich and diversified contacts with stakeholders in the sector. The program is open to all of the School's students and those who pass will be awarded an additional diploma in "CSR/Social economy". To benefit from this diploma, students must take the CSR/SD modules offered by the Grande Ecole program as well as extra classes on the social economy and management of non-profit organizations. They must also carry out their research dissertation, internship and/or apprenticeship on these themes, as well as participate in conferences, workshops and training schemes put on by the Chair. In September 2009, 17 students were enrolled on this specific pathway, compared with 8 in 2008.



## The program: Management of Non-Profit Organizations and Social Business



Chair website: <http://www.chairemaes-rms.com/>

In March 2009, the Chair organized a Jobs Forum on the social economy in partnership with Reims Champagne-Ardenne University, Bioforce association, Champagne-Ardenne Regional Council and Regional Chamber of the Social Economy in Champagne-Ardenne (CRESCA). The Forum focused on two themes:

- one day given over to social business with the Tour de France Humanitaire run by Bioforce
- one day devoted to jobs in the social economy

Intended for all students in the region, this Jobs Forum held the following events:

- "Profession" conferences followed by personal accounts explaining the diversity of actions and increasing professional status of the stakeholders;
- Forum of social economy organizations enabling exchange and contacts to be made;



- Round tables organized on possible jobs in the social economy;
- One-on-one interviews offered to people wishing to clarify their motivations and discuss their pathway and skills with a careers adviser.

### Support for students taking the “sustainable development” professional pathways

The number of internships offered in the SD and social economy field is rising, particularly for the following positions: assistant to the SD Director, social auditors, assistant SD purchasing manager, junior SD consultant and project manager in an NGO or association. The School would like to promote these internships and encourage businesses to offer internships on these themes. 110 RG internships (on sustainable development, environment, social economy, humanitarian work, fair trade) were offered to students in 2007-2008, and this number rose to 224 in 2008-2009 – i.e. an increase of more than 100% in one year. Moreover, 67 job offers connected with SD were made to students in the 2008/2009 academic year.

	2008	2009	2008	2009
	Internships	Internships	Job offers	Job offers
Humanitarian or social associations/NGOs/Fair trade Environment/Sustainable Development	87	203	55	61
Total offers	<b>110</b>	<b>224</b>	<b>76</b>	<b>67</b>
In % of internships or job offers made	0.94%	2.45%	1.35%	2.27%

Source: Corporate Relations department

These findings concerning internships and job offers are mainly connected to work carried out by the RMS Corporate Relations department and the RMS Foundation, which have particularly boosted their activity on these themes. In the Corporate Relations department, a

Careers Adviser specializes in providing professional guidance to students who would like to work in the social business and sustainable development sectors.

In December 2009 the *Club Développement Durable* was also set up within the RMS Network (RMS graduates network). There are currently some thirty people in this Club (RMS students and graduates) who meet above all for a chance to exchange views. Its initial mission is to organize two meetings each quarter, one informal (possibly on a specific theme, e.g. eco-gestures in the office or tasting of organic wine) and one encounter-debate with a sustainable development professional.

In 2009, RMS took part in the *Dialogues Equation* organized by Companieros. This program brings together several schools and professional partners with the aim of holding debates on sustainable development issues with corporate stakeholders and professors on specific themes: communication and marketing, HR and management, Finance, Purchasing-logistics, Law, etc.

12 RMS students helped throughout the year to organize a dialogue day between students and professionals on sustainable development, which finally took place on March 26, 2009 at the ESCP Paris. In this context, the students made a film raising the issue, wrote a mini-magazine, participated in Companieros cafés and organized the *Dialogue Equation* day by preparing the debates.

The RMS students were actively involved in planning this day and the outcome reflects their high level of investment – since numerous RMS students were congratulated for their earnestness, commitment and perseverance during the *Dialogue Equation* prize-giving ceremony in 2009.





Marine Guigon, RMS student, during the *Dialogues Equation* day at the ESCP on March 26, 2009

Moreover, on January 19, 2009, the children's channel Gulli held a conference at the Palais du Luxembourg on "the media's responsibility regarding sustainable development", with three panel discussions and around 250 members of the public attending. A team of 13 RMS students took part in the debates.

### **Encourage students to take part in the Sustainable Development and CSR competition**

**T**o encourage RMS students to take initiatives aimed at raising the awareness of all the School's stakeholders about the principles of global responsibility, an RMS Sustainable Development competition was launched back in December 2007. This has been validated in academic terms and leads to the acquisition of ECTS credits.



The 2009 internal competition comprised five tasks:

- Draw up an original RMS internal communication plan so as to raise students' and personnel awareness of "responsible" ways to save energy;
- Develop an awareness and communication campaign with a view to reducing our paper consumption per student by 20% in 2008-2009;
- During Sustainable Development Week, organize fun activities, workshops, encounters and other events to raise all students' awareness of sustainable development;
- Put together an awareness and communication campaign to foster "green" transport means: bicycle, bus, car sharing and restricting car use;
- Develop a Sustainable Development label to award associations who take an eco-responsible approach to their work.

The winners of the 2009 competition were students on the Grande Ecole program who drew up an original communication plan to reduce paper consumption.

In addition to the internal competition, our Sustainable Development policy also seeks to encourage students to take part in different national and international competitions focusing on sustainable development. In this context, a Corporate Relations department employee, tasked with managing corporate activities and competitions, keeps students regularly updated about the various competitions organized by companies or associations as well as the different conferences held on these concepts.

In 2009, RMS took part in the SIFE (Students in Free Enterprise) competition for the first time. This program originated in the US, and aims to encourage higher education students to develop their leadership, communication and team-working skills by practicing and teaching others about corporate principles.



On June 5, 2009, RMS was represented at the national competition by 23 of the School's students who presented three products – two of which dealt with SD themes:

**-Bout de Ficelle:** project carried out by the RMS Asie association with the purpose of supporting a young fashion designer in starting up a business (organization of a catwalk, development of a website, assistance with drawing up her Business Plan and search for funding)

**-Children of a New World:** project carried out by the Reims Oikos association aimed at promoting sustainable development in two primary schools in Reims by organizing fun activities on the theme of recycling, renewable energy sources and water... thanks to a partnership with the City of Reims

**-Microcredit: here and there:** project presented by the *Initiatives d'Echanges pour le Développement* association with the main objective of holding two conferences on microfinance at RMS given by specialists and of creating a rearing and farming microcredit structure in Burkina Faso, with training provided for the beneficiaries.

Feedback from Adeline, a student on the Grande Ecole program

*"Concerning my experience of SIFE, I found that 100% commitment was required – and yet this commitment taught a great many things in terms of organization and openness of mind, for this competition introduced us to the world of business. We are no longer being asked to carry out a simple intra-school project – but a major, complete project at international level. The value of participating in competitions should be promoted further for the impact and experience that such an adventure can bring us can only be realized afterwards."*



An RMS SIFE team during the national competition on June 5, 2009

Several of our students have also taken part in the "trophées performances" organized by Veolia Environnement, and the "Promotion de l'éthique professionnelle" organized by UNESCO.

All of these competitions are promoted, supervised and validated during the students' study pathway.

To increase this active participation in sustainable development competitions, several RMS researchers are expert reviewers of the *Trophées Planet-D* which reward students carrying out sustainable development projects on their campus: energy savings, waste reduction, transport, increasing people's sense of their environmental and social responsibility, etc.

**Support and initiate association projects**



For many years now, the School has been encouraging and motivating students to become involved in associations: 460m<sup>2</sup> of premises are allocated to associations privately and a considerable budget is earmarked for the different associations. To support these associations, one full-time employee is tasked with supervising and supporting them. One of the most active student associations in the social business sector is called "PEACH" and puts on a wide array of humanitarian events. For over 20 years, the humanitarian association of Reims Management School has given students the opportunity to invest in the different centers of which it is comprised. PEACH allows students to participate in such projects as organizing concerts for the *restos du cœur*, helping the Samu Social in partnership with the Red Cross, looking for funds for the *Téléthon* and organizing blood donations in the School. An "action contre la faim" center will shortly be set up. PEACH also undertakes far-reaching projects, including MHIGE (humanitarian convoy to Eastern countries), GENEPI (teaching to prisoners in Reims), school help and *Madagas'cours* (shipment of school materials to Madagascar). (For more details, see RMS' First Global Responsibility Report: [http://www.reims-ms.fr/fr/groupe/qui\\_resp.php](http://www.reims-ms.fr/fr/groupe/qui_resp.php))

The Sustainable Development Manager is in direct contact with the School's "sustainable development" association founded in 2007: Oikos International (student association promoting sustainable development), and puts on joint events on the theme of global responsibility. This year, we have above all supported Oikos in carrying out a whole host of initiatives on both RMS campuses: workshops, fair-trade and organic breakfasts, sale of books on the SD theme, writing the "oikosreims" blog <http://oikosreims.unblog.fr> which disseminates information on sustainable development at RMS, as well as articles on CSR/SD, a magazine and lots more.



The main mission of Oikos Reims is to raise students' awareness of sustainable development. As a result, in 2009 it held an ethical and fair-trade catwalk to win over students. The association called on leading ethical fashion designers, whose creations were lent free of charge for the event. The issues at stake here? Fair trade, organic farming, recycling and CSR all featured. And for the style: from sportswear to urban chic, with a parade of dresses – there was something for everyone!! ...





Ethical and fair-trade catwalk at RMS

A resounding success, organic and fair-trade cotton caught the attention of the Crazy Event jury, organized by l'Oréal. Oikos Reims scooped 3rd place in this competition and was awarded with EUR 1,000.

### Handiversité; an association on the up and up...

**R**MS has been committed for a number of years now to welcoming the disabled on both its campuses. In functional terms, when we renovated our campus all of the buildings were made accessible to people with reduced mobility and RMS welcomes disabled students and professors on a regular basis. A building audit was conducted in



November 2009. Moreover, an officer tasked with advising and supporting disabled students and raising awareness of the various disabilities on both campuses was appointed in 2008 in the School and is actively involved in the Handicap Commission (CGE). Countless initiatives have been taken by the disability officer and RMS Handiversité association:

- Involvement of RMS in the committee organizing the "disability challenge" train, which is an exhibition train project that should stop over in 17 cities, including Reims;
- Participation in the meetings of the Reims City Hall disability officers;
- Organization of an awareness week on both campuses in March 2009, with such events as lunch in the dark, an introduction to sign language, an introduction to Braille, a wheelchair basketball day, a conference entitled "Handicap : un enjeu managérial pour les entreprises", a play put on by the company "Guichet Fermé" and a competition on the senses.





Wheelchair basketball tournament

➤ Rainbow exhibition in November 2009:

On November 2-10, 2009, under the aegis of the *Infirmes Moteurs Cérébraux de Champagne Ardenne* association which holds an internal challenge of artistic expressions, an art exhibition in which a dozen or so structures participated was put on display at RMS. More than 100 people flocked to the preview on November 3. Wheelchair dance and body expression demonstrations and poems illustrated the presentation speeches given on this highly moving occasion.



## 5.2 Anchor the concepts of CSR and SD in fundamental and applied research at RMS

### The philosophy of research

The primary purpose of research at Reims Management School is to:

- Reveal the most relevant issues in the business world by offering new concepts and tools. RMS' role at the center of exchanges between businesses and higher education is helping to anticipate the new economic and managerial models by suggesting ideas for understanding the management world, developing new research methods and fostering the ongoing update of particularly conceptual teaching content;
- Ensure that students receive the very best education enabling them to discern the business world and management theories under the best conditions, thanks to a team of professors who are devoted through their research activities;
- Contribute to RMS' position as a renowned leading higher education institution, involved in international university networks, offering a stimulating and pleasant working environment for its professors and participating actively in knowledge production.

We carry out three types of research:

- University research aimed at developing new knowledge both regarding management concepts, tools and theories and



methodologies. This research is mainly published in academic reviews or presented at university conferences.

- Applied research aimed at providing answers to problems raised by private and public organizations and disseminating new knowledge on management among decision-makers. This type of research is published in professional reviews accessible to practitioners. It may take the form of study reports or special projects funded by companies and public institutions.
- Development of educational research aimed at fostering quality, innovation and relevance of teaching aids and new teaching methods. This research takes the form of published case studies, new programs and classes based on updated practices and knowledge.

RMS fosters “cross-fertilization” between disciplines by supporting an interdisciplinary grouping of the research fields. To achieve this, the School has decided – under the supervision of the Research Director and with the consent of the Scientific Committee – to work on several multidisciplinary subjects.

Over recent years, researchers have focused on the six areas of expertise listed below:

- distribution management;
- service management;
- organizational change, innovation and risk;
- region, local development, networks and organizational borders;
- Entrepreneurship, Personality and Responsibility;
- Financial, evaluation, performance and market microstructures.

All of the research conducted on the theme of Global Responsibility fits into one of RMS’ cross-disciplinary research themes: “Entrepreneurship, Personality and Responsibility”. The research is partly organized within the Chair in Management of Non Profit Organizations and Social Business. To date, a multidisciplinary team of 9 researchers works more specifically on subjects associated with global responsibility. Some of these members have made it their main research field, while other researchers – specializing in certain traditional disciplines – have opted for cross-disciplinary research on global responsibility. Reims Management School has been conducting proper research on these subjects and promoting publications and communications on the following themes for 5 years: responsible management, finance and marketing, the region and SD, management of NGOs, logistics and SD, the challenges of global warming, etc. In 2009, 16% of our researchers’ publications focused on this theme.

To date, there is no specific research center devoted to global responsibility, but in September 2008, several researchers were recruited on the basis of this expertise to found a laboratory of ideas.

### Organization of conferences

Two conferences were organized by RMS researchers in the fall of 2009 on sustainability issues: the first was held on-campus and called “Métamorphoses de l’économie : le réel, le virtuel, le viral”, drawing on the work of Baudrillard, and the second was held in partnership with AgroParisTech as part of the Cerisy conferences and entitled “Changer pour Durer”.

### Presentation of the Baudrillard conference “Métamorphoses de l’économie : le réel, le virtuel, le viral”

This conference was open to all those concerned about and interested in what the world is currently going through and presented the opportunity to break from traditional analyses. Its objective was to debate the



economy, value, exchange, production, consumption and management with Baudrillard.



*"Crisis of values, crisis of capitalism, crisis of meaning, crisis of reality, ecstasy of speculation, decay of politics, invasion of the virtual: doesn't the current state of affairs invite us to read and reread Jean Baudrillard's work? Since the Wall Street Crash of 1987, the distortion between the fictional and actual economy has emerged loud and clear. The global crisis we are going through is repeating the successive crises that have marked the last thirty years by intensifying them. There's no simple solution to this diagnosis. But Baudrillard can help us to understand this critical time in our history. With contradictions and paradoxes, he shakes up our moral comfort and usual ways of thinking. As such, when the virtual economy destabilizes the markets and dismantles actual economies, can we still speak of the "economy"? When an economy stripped of ideologies, social sciences and history triumphs – an economy*

*given over to pure speculation – don't we find ourselves in a "transeconomy", "a pure game with random and fluctuating rules?"*

Eric Fimbel, Olivier Penot-Lacassagne, conference organizers

### Presentation of the "Changer pour Durer" conference organized as part of the Cerisy conferences

"The concept of sustainability has taken over academic and media spaces without any real consensus on the conditions and criteria to be taken into account on which direction our societies wish to go or on the resources to be put into practice. How can we include the challenges of the environment and social justice in a critical analysis of our economic and political models? How can we combine private, entrepreneurial and industrial initiatives, with new institutions and regulations, to facilitate the necessary innovations and transitions? What types of behavior and organization should be suggested for the future? The theme of this conference is not so much sustainability in itself as the conditions and trajectories of change. However, determining the required changes is not enough – the right tracks need to be defined, accepted, taken and evaluated... "Changer pour durer" therefore initiated a program for open political, social and scientific thinking – intended to lead to concrete action and governance. The debate during this conference (in which scientists, politicians, public and private operators, association representatives and artists took part) focused on three questions, with a view to making specific recommendations: why change? What needs changing? How can we go about making these changes?"

This week-long conference prompted a series of preparatory seminars to be held from December 2008 in Paris. It took place in Cerisy la Salle on September 19-26, 2009 and was organized jointly by AgroParisTech, RMS, Cémagref and Planet D.





International cultural center in Cerisy la Salle

### The paper plan: too ambitious?

In order to assess our paper consumption, a diagnosis was made in 2008. We inform our readers that the scope of paper consumption has been changed in comparison with last year. In 2009, the scope encompassed all of the School's paper purchases in A3, A4 and color format, but all special paper types have been excluded.

Despite the encouraging results observed between 2002 and 2008 (10% reduction in paper consumption per student), a paper plan had been launched aimed at cutting 2008-2009 consumption by 20%. To achieve this, the following has been implemented: front-and-back printing on all lesson materials (for the record, duplicated lecture notes have been printed front-and-back for a long time), black-and-white set printers and photocopiers and front-and-back printing for all staff, awareness campaign to all staff via the Internet and "front-and-back" poster campaign next to photocopiers, exam subjects photocopied front-and-back, setup of an online teacher evaluation system (elimination of paper evaluations) and distribution of lesson materials via our e-learning platform.

## 5. 3. Towards a green campus

Disseminating the principles of global responsibility in our courses and research is not enough to raise our stakeholders' awareness of the social and ecological concerns; we must also lead by example by being a responsible organization and by integrating these principles in our management system. Our commitment to building a responsible campus today is therefore based on four actions: paper recycling and reduction, energy and water savings, responsible purchasing and reduction in CO2 emissions.



## POURQUOI FAIRE LES CHOSSES À MOITIÉ?



Grâce à l'impression recto-verso, c'est **2x** moins de papier!



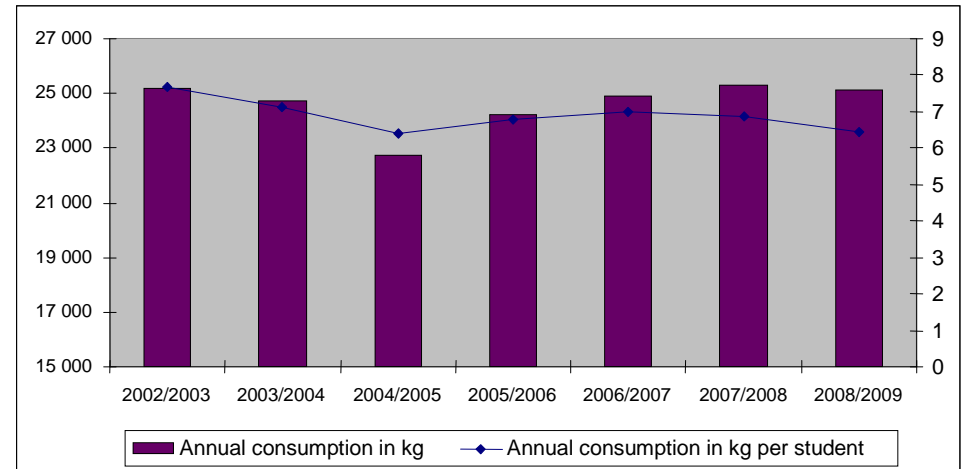
J'économise du papier donc je préserve l'environnement.



Communication plan for front-and-back printing produced by a group of students on the Grande Ecole program

However, the results do not meet the objectives we set – even if paper consumption per student fell by 6% between 2008 and 2009. The trends in paper consumption in kg/year/student are as follows: 6.99 in 2006/2007, 6.86 in 2007/2008 and 6.45 in 2008/2009. A new action plan

will therefore be drawn up in 2010 to lead to a drastic reduction in our consumption.



### Efforts made to reduce fluid consumption

Concerning our consumption of fluids (electricity, gas and water), special attention has been paid to reducing water, electricity and gas consumption since 2006. However, our results differ depending on campus and the type of fluid in question.

The consumption calculations between the two campuses are unrelated since campus 1 is heated by central-heating, located in the Croix Rouge district.

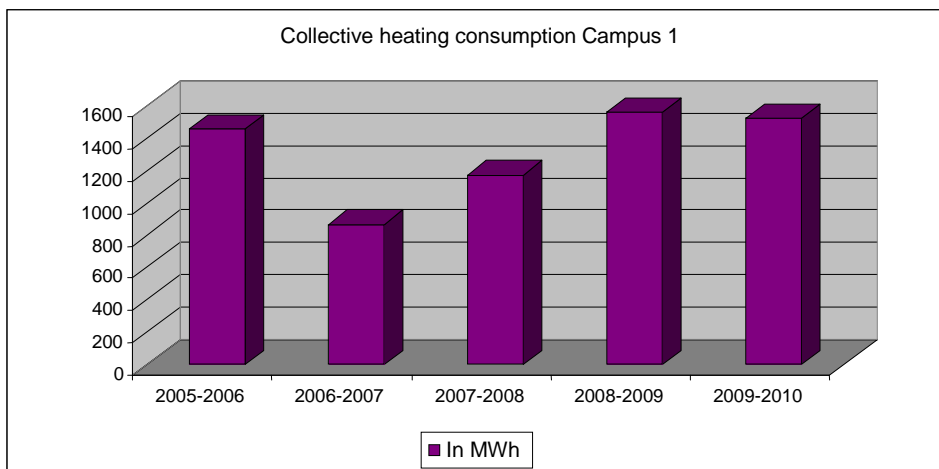
In terms of our thermal energy consumption, the KWh/DD ratio was 564,239 between July 2008 and June 2009 for campus 1 and 551,812 for the same period in 2009-2010, i.e. a reduction in MWh of 0.61%.



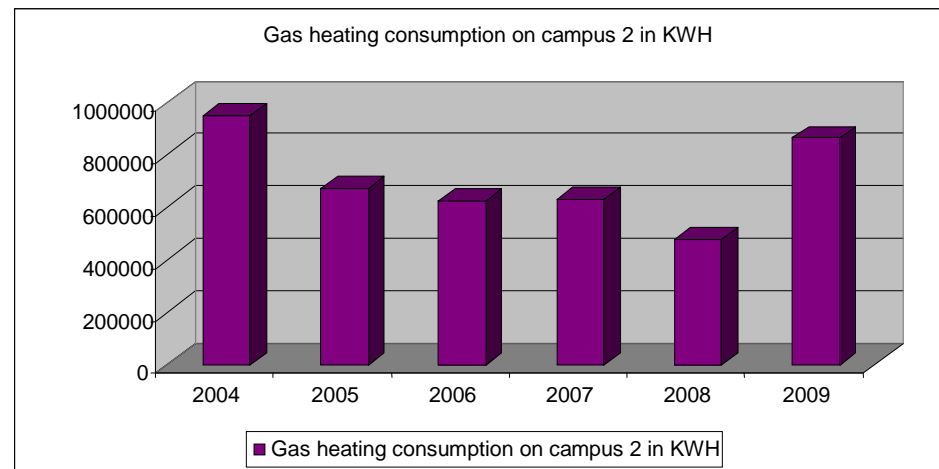


Degree-days (DD) enable estimations to be made of thermal energy consumption depending on the rigors of winter. For each 24 hours, the number of degree-days is determined by finding out the difference between the reference temperature, 18°C, and the mean minimum temperature and maximum temperature of a particular day, i.e. 18°C minus half the maximum and minimum temperatures added together. This is therefore an estimation of the difference between the indoor temperature of reference – excluding natural and domestic contributions – and the median outdoor temperature of the day in question. This statistic is useful for estimating the heating energy consumption of a building.

In MWh, we record a drop in our consumption of 2.8% between 2008-2009 and 2009-2010.



Quite the reverse, our gas consumption on campus 2 rose considerably (+80%), leading to an almost equivalent level of consumption as in 2004. The very harsh winter is one explanation, but this hike calls us to increase our awareness-raising initiatives about reducing our energy consumption among our students and employees.



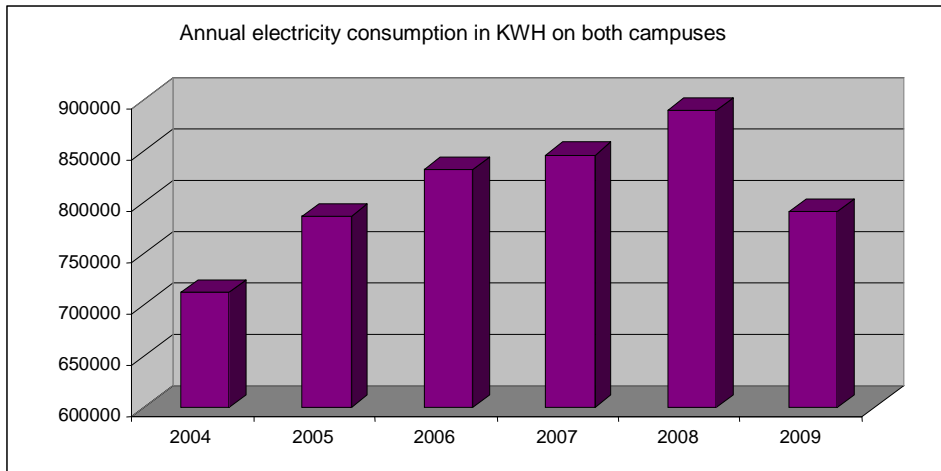
Sources: Supplier GDF and general services of the Reims and Epernay CCI

However, our annual electricity consumption in KWH on both campuses fell by 11.06% between 2008 and 2009. Several measures have been taken to meet this objective:

- gradual replacement of existing light bulbs with low-energy ones and LED technology;
- control of energy consumption in cafeterias since the change in service-provider;
- phasing in of partial insulation of indoor ceilings in classrooms (two-degree gain);
- daily monitoring of fluid loss (electricity) by the technical department;
- Installation of ten virtual servers. With the software VMware ESX, ten virtual servers have been installed on RMS' three physical servers. This is helping to reduce electricity consumption and consumption requirements. For example, if we estimate that a conventional server consumes 300W, 2.1 kW in power is saved. This has helped to reduce our energy consumption by around 30% compared with the previous model. The virtualization of all our servers (i.e. 40 in total) should be continued in the



future, to achieve a reduction of around 70% in our energy consumption by 2012.



Sources: Supplier GDF and general services of the Reims and Epernay

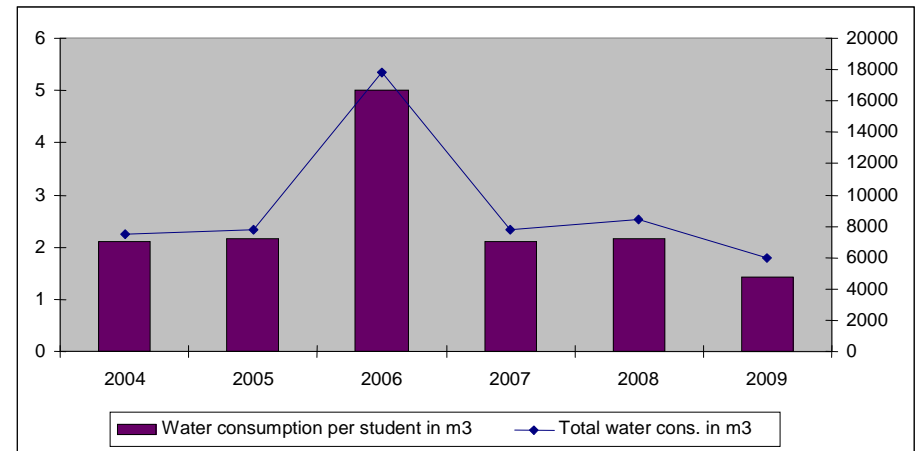
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Concerning our water consumption per student, this has fallen after a period of stability between 2004 and 2007. The peak observed on the graph opposite is due to a burst water pipe on campus 2 during the summer of 2006. Accordingly, water consumption per student has therefore hovered around 2.1 m<sup>3</sup> for 4 years – until it fell in 2009 to 1.43 m<sup>3</sup>.

The main measures taken to reduce water consumption are as follows:

- Installation of water economizers and aerators on each tap
- Change in flushing systems (6-litre tank)
- Control of consumption in the cafeterias since the change in service-provider.

What's more, the repairs carried out on the water network (change in safety units on water heaters, cleaning of tap heads) have contributed to this reduction.



Beyond the measures taken to reduce our paper and fluid consumption, other, less visible, initiatives have also been implemented.

### Make purchases based on environmental and social criteria and foster waste sorting and green transport means

#### ➤ Step up our responsible purchasing policy

Between 2007 and 2009, environmental criteria were incorporated into our calls for tender:

- Since late 2007, the paper used in our school has been FSC accredited (meaning it comes from sustainable managed forests)
- Purchases of office furniture (classrooms and administrative offices) are eco-label certified
- Glues and paints are NF environnement accredited
- Systematic purchase of low-energy electric light bulbs
- Use of organic plant protection products to care for plants

- Phasing in of organic produce (AB certified) in the menus served by the cafeteria

### **Application of the French Environment Round Table in our collective catering**

**I**n 2009, the call for tender was renewed concerning collective catering in the School. New objectives and articles were included in this objective in line with the recommendations of the French Environment Round Table. Points 6.6 to 6.8 of the catering contract objectives are new:

6.6 The French Environment Round Table requires the introduction of organic products up to 20% by 2012. To do this and to anticipate, it would be preferable to include the following dimensions,

6.6.1 Purchase of fair-trade produce (coffee, chocolate, tea in the drinks vending machines and in cafeterias),

6.6.2 Gradual introduction, in the menus served in the cafeteria, of AB-accredited organic products and local/regional products so as to opt for short supply circuits,

6.6.3 Foster the purchase of fresh, seasonal, local produce

6.6.4 Sell AB-accredited products (organic farming) in the cafeteria and refreshment areas,

6.7 Display the origin, traceability and grams of all the food available in the cafeteria,

6.8 Provide a booklet for example specifying the origin, traceability and grams of all the foods available.

The responses of the different service-providers have been variable on this subject, but the one with the most comprehensive sustainable development policy won the contract.

Avenance, of the Groupe Elior, our new service-provider, has taken the following measures since September 2009:

- Introduction at each distribution point of at least one organic product: dairy produce, fruit, vegetables, carbohydrate,

seasoning: each menu offered to students and employees through 2009-2010 contains at least one organic ingredient

- Introduction of fair-trade products (coffee, tea) at each distribution point and in vending machines
- Display of where local produce has come from
- Use of seasonal products by putting up a chart of seasonal vegetables
- Development of menus during events (business week, conferences, etc.) with a majority of organic and/or fair-trade products (fruit, vegetables, dairy produce, bread, oil, vinegar, rice, pasta, quinoa, etc.). Our caterer Avenance has undertaken to put together buffets with at least 50% of organic and/or fair-trade products. The rest of the food is made up of local, seasonal produce.
- Raising personnel awareness of eco-citizen actions: fluid management (water, electricity)
- Waste sorting: cartons, glass, crates
- Introduction of recyclable cups and napkins

Students and employees now have at least one organic ingredient (starter, fruit, dairy product, side dish [pasta, rice, etc.]) per meal in a three-course menu: starter, main course and dessert, without change in price compared with 2008/2009.





Example of table presentation during RMS events

➤ **Waste sorting:**

Waste sorting is carried out in the following fields: used batteries, collection of plastic caps by the Association Peach, recovery of cardboard by the assistance-through work center "Eveil" (twice a month) and collection of used ink cartridges. At the same time, recycling/transformation of chemical products, batteries and used oils (in cooking) is systematically carried out.

More specifically for paper, 15 new "paper" sorting bins were installed on each campus in December 2009.

➤ **Actions in favor of less pesticide use**

For two years now, RMS has undertaken to reduce its use of pesticides and herbicides. Today, our school has cut use of these products by more than 70%.

➤ **Until the tramway arrives...**

A precise assessment of journeys made between our two campuses by students and personnel was carried out in 2008 with a view to drawing up a journey plan and developing a "greener" transport policy. In addition, an analysis of home-school commutes has been performed. Several measures have been taken following this assessment: a car-sharing website has been created for all RMS students and personnel and an enclosed bicycle shed has been built to encourage bicycle use and prevent bicycle thefts.

The arrival of the tramway in Reims – scheduled for spring 2011 – has encouraged us to set up an ambitious company travel plan. In preparation, an extensive survey conducted among students and employees will be carried out in 2010 to look into the different solutions for optimizing green transport means.



This report has been printed on paper from sustainably managed forests – FSC certification



This report was produced by Isabelle Robert with help from the following contributors: Carine Audran (for the reporting), Dominique Berger, Céline Articlaut, Annabel-Mauve Bonnefous, Hervé Colas, Hélène Croisy, Olivier Dazy, Sylvie Guidici, Anna Goychman, Anne Longuet, Marie-Alice Mesureur, Elizabeth Patin, Florent Philippot, Alexandre Severac, Anne-Catherine Wright, all Oikos association members and the team leaders working on the responsible campus and all the students who took part in the RMS-Sustainable Development competition.

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