

First progress report for the Global Compact, mid-2012

ESC Rennes School of Business



The logo for The Global Compact, featuring a globe with latitude and longitude lines, surrounded by a laurel wreath. The text "THE GLOBAL COMPACT" is written in a circle around the globe, and "WE SUPPORT" is written below it. <p>THE GLOBAL COMPACT WE SUPPORT</p>	<p>This is our Communication on Progress in implementing the principles of the United Nations Global Compact.</p> <p>We welcome feedback on its contents.</p>
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Summary of the report

ESC Rennes School of Business signed Global Compact in December 2010, and this is the first progress report.

The first page is a word from the dean expressing future support for Global Compact. Since this first report is dedicated to internal stakeholders the Global Compact principles are presented, as well as a description of the relationship between ESC Rennes School of Business and the principles. The school and its expansion into an international Business School with various programs are thereafter briefly described.

The main part of the report is the description of the work with the Global Compact principles. The school has integrated a Centre for Responsible Business and the Canon chair is dedicated to activities for Corporate Responsibility. The school also integrates mandatory courses of Corporate Social Responsibility, sustainability and business ethics in the programs, and also offers different programs dedicated entirely to social responsibility and sustainable development.

The School-sustainability committee is working to improve the internal work towards sustainable development, and in the report we inform about the plan of the school-sustainability committee and progress in those areas. Different actions are implemented to reduce paper and energy consumption and increase recycling. We also report on ESC Rennes Code of Ethics (which can be found in Appendix 1) and the communication of the Eco-Responsible Charter, as well as sensibility of presumptive students.

Another important contribution for a Business School is the intellectual contribution to Corporate Social Responsibility. We therefore inform on the research, events and publications in this area.

Some of the internal stakeholders have been asked to contribute to making their voice heard in the report. Included in this report is a voice from the student organisation working with environmental sustainability, a word from one of the lecturers in sustainable development, a program manager on the integration of courses in Business Ethics and Sustainable Development, as well as the voice from some students.

Measurements of water consumption, energy consumption, print paper consumption, number of student and employees and estimated hours of CSR teaching is also included. To end, the report contains indications of future progress.

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Word from the Dean

In June this year the UN held the Rio+20 meeting on Sustainable Development and ESC Rennes School of Business proudly present the first report to Global Compact and the schools' stakeholders. This way we express continued support for the Global Compact and our commitment to the initiative and its principles.

Ever since the foundation of the school 1990 it has witnessed a fast expansion and is now an international platform for Candidate-, Master-, MBA-, Executive Education- and Ph.D. programs.

The school has an outspoken international profile with 80% international faculty and the dominant language in the classroom is English. The mission of the school is to prepare the students to become *innovative and responsible managers* with competence to perform in a global environment.

In this report we inform on progress made until now. One important part is the integration of mandatory courses in Corporate Social Responsibility, Sustainable Development and Business Ethics in the various programs. The installation of a centre for Responsible Business is another important milestone. We have also progressed through the Schools Sustainability-Committee and the dedicated work by employees and lecturers. Through our international expansion, we continue this path and take our responsibility to educate innovative responsible business managers that are able to contribute to a sustainable development, not only in the developed world, but also in the developing countries.

A future challenge for the school is further integration of the Global Compact principles and a more systematic work with sustainable development and social responsibility. Working towards a sustainable development demands continuous work on different levels, from each individual to global organisations. It is not done in isolation, but in interaction between stakeholders. ESC Rennes School of Business is dedicated to further improvements for a sustainable development in its stakeholder environment, and will continue to report on further progress.

Olivier Aptel

Director of ESC Rennes School of Business

Introduction

In this first progress report to the Global Compact we describe the progress of the work towards sustainable development and social responsibility at ESC Rennes School of Business.

The report is addressed to all stakeholders of the school, but in this first progress report we have a particular interest in engaging employees and students. This is a way to increase awareness of the schools engagement in Global Compact internally, and a reason why we explain the principles in the report.

Ever since ESC Rennes signed Global Compact a lot of progress have been made, but there is still a lot of progress to make. The report describes the present progress, and in the end of the report indications on intended future progress are listed.

ESC Rennes campus is situated in France in Europe, where the principles of human rights, labour, the environment and anti-corruption are well established principles. This does not mean that further enhancements are not necessary. The school also has educational programs in collaborations with other schools, for instance in Beijing and Shanghai in China and Rabat in Morocco. Many international students from countries around the globe receive education at ESC Rennes, and to improve their knowledge about human rights, workers rights, the work towards sustainable development in companies and anti-corruption is of outmost importance. This also makes it possible for the school to make a contribution.

Global Compact and the Ten Principles

Global Compact was launched in 2000, and is the largest Corporate Social Responsibility – CSR initiative globally with more than 8000 signatories. It is a UN initiative that call companies to voluntary align their activities and strategies to universally accepted principles.¹

The UN Global Compact's ten principles in the areas of human rights, labour, the environment and anti-corruption enjoy universal consensus and are derived from:

- The Universal Declaration of Human Rights
- The International Labour Organization's Declaration on Fundamental Principles and Rights at Work
- The Rio Declaration on Environment and Development
- The United Nations Convention Against Corruption

The Global Compact principles

Human Rights

- ***Principle 1:*** Businesses should support and respect the protection of internationally proclaimed human rights; and
- ***Principle 2:*** make sure that they are not complicit in human rights abuses.

Labour

- ***Principle 3:*** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- ***Principle 4:*** the elimination of all forms of forced and compulsory labour;
- ***Principle 5:*** the effective abolition of child labour; and
- ***Principle 6:*** the elimination of discrimination in respect of employment and occupation.

Environment

- ***Principle 7:*** Businesses should support a precautionary approach to environmental challenges;
- ***Principle 8:*** undertake initiatives to promote greater environmental responsibility; and
- ***Principle 9:*** encourage the development and diffusion of environmentally friendly technologies.

Anti-Corruption

- ***Principle 10:*** Businesses should work against corruption in all its forms, including extortion and bribery.²

Since companies increasingly sign up on Global Compact, and communicate their progress to stakeholders, it is logic for a business school to take part in this global development. The way that ESC Rennes School of Business is related to the Global Compact principles is described on the next page.

¹ http://www.unglobalcompact.org/docs/news_events/8.1/after_the_signature.pdf, accessed 29-05-2012.

² UN Global Compact: <http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html>, accessed: 2012-04-03

ESC Rennes School of Business and the Global Compact principles

Below we explain how the activities of ESC Rennes School of Business relate to the Global Compact principles.

Human Rights

One pillar of the school supporting the principles on human rights is the internal work at the school. The human rights principles relates for instance to discrimination and mutual respect of employees and students, and treatment of employees and temporary contract workers. A part of the work with those issues is the development of a code of ethics, which will be described later in the report.

The two principles of human rights also relates to purchasing of products, services and materials used and consumed at the school. This issue is a part of the Plan of the School Sustainability Committee, which will also be described later in the report.

Another pillar related to the Human Rights relates to education. The relation to this principle and the school activities is the incorporation of mandatory courses in sustainable development, business ethics, and social responsibility in the school programs.

The third pillar at the school concerns research and knowledge contribution to society on issues related to human rights. A centre for Responsible Business has been installed at the school, and researchers at the school are connected to this centre, and follow its activities.

Highlight: Article 2 in the Declaration for Universal Human Rights

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.³

Labour

To uphold the freedom of association, there is a committee of the employees holding regular meetings with the school management. This is also in accordance with the French laws. The principle also relates to discrimination and workers rights. Another way to work with this principle is to give the students the possibility to work freely in different associations.

All principles on Labour relates to the previously mentioned mandatory courses, where the Global Compact principles are communicated to students and discussed in the classroom.

³ http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf, accessed 29-05-2012.

Environment

One of the major challenges of society today is climate change due to global warming. All actors are part of this problem, but on the same time also part of the solution. A business school has a responsibility to reduce its contribution to global warming as an actor in society.

One of the pillars is to work with energy savings and other activities to reduce the negative impact from internal activities. This relates to the buildings of the campus and the use of appliances using energy like computers and printers. Other aspects related to environmental sustainability is to reduce the amount of paper consumption and the sourcing of paper from more sustainable alternatives, to recycle as much as possible in a proper way, and to reduce the water consumption, as well as considerations for chemical products and materials used.

Those issues are integrated in the school's sustainability committee, and are followed up on a managerial level. As the principles of labour and human rights those principles also relates to the pillar of education and research.

Corruption

For a business school situated in Western Europe the principle on corruption mainly relates to the pillar of education and research. However, this principle can be implemented also in the pillar of the internal work towards the Global Compact principles, which becomes even more important as the school expand its frontiers globally.

Three pillars supporting the work with the Global Compact Principles

As indicated above there are three main pillars that support ESC Rennes School of Business work with the Global Compact principles. The three pillars; Education, Research, and Internal uphold the Social Responsibility at the school, as indicated in the image below.

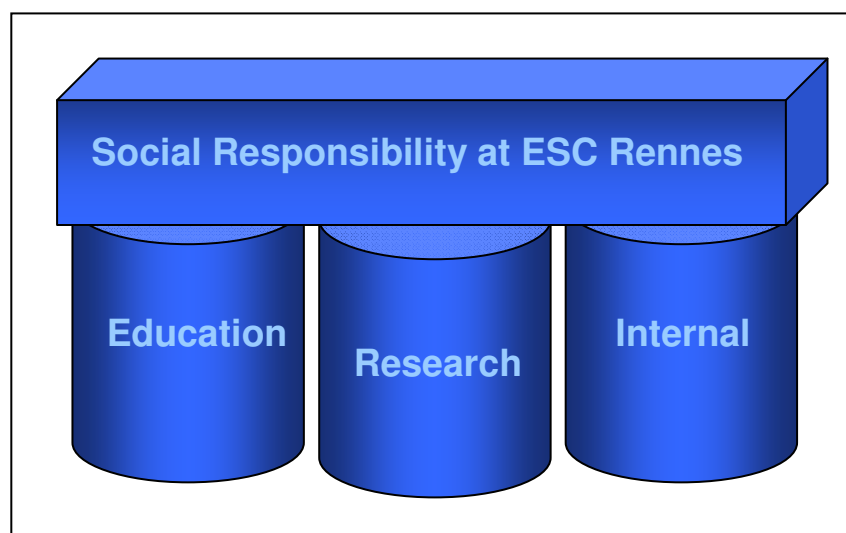


Figure 1: Pillars of Social and Environmental Responsibility

Short description of ESC Rennes School of Business

ESC Rennes School of Business, founded 1990, is situated in Brittany in France. The region has a devotion to sustainable development, both as a local character and as a country belonging to the European Union.

Mission

The mission of the school is to educate and train students and managers to be “Responsible Business Entrepreneurs” for the future.

Students coming from all over the world through exchange agreements or as non-exchange students, international research cooperation, programme development with international partners and international faculty exchange are key features at ESC Rennes School of Business. As a consequence, managing diversity is embedded in the organisational culture.

The school in figures

International Diversity

- **80%** of international faculty born outside France, 25 nationalities
- **74** student nationalities
- **85** main university partners
- **100%** of students enrolled in the Grande Ecole Programme undertake a placement abroad
- **100%** of courses in English at master level
- **72%** of Grande Ecole Programme graduates are in jobs involving international business.

Size

- **2 802** students (mid 2012)
- **1 725** students on the Grande Ecole Programme
- **468** international students
- **15** PhD students
- **70** permanent faculty
- **15 000 m²** campus

The school has witnessed an important expansion, and a second building on the campus in Rennes opened in 2010.

Description of the work with the Global Compact Principles

ESC Rennes signed Global compact 29 December 2010 and several different initiatives related to the Global Compact principles have been initiated at the school. In this section we describe the initiatives, the progress, but also some obstacles in the integration of sustainable development and social responsibility at ESC Rennes.

Different activities support ESC Rennes work towards sustainable development and social responsibility. This include obligatory courses in CSR (Corporate Social Responsibility), the installation of the Centre for Responsible Business, installation of the Canon chair working with CSR, a sustainability committee with regular meetings to proceed the work with sustainable development at the school, a code of ethics, research in CSR, conferences and publications in CSR, and information on sustainability to presumptive students. All topics are described in the report.

Installation of the Centre for Responsible Business - CRB

As a number of major crises have already broken out (not only in the financial sphere) and others are still before us (e.g. the effects of climate change, the consequences of the peak in oil supply, the shortage of food and water resources), numerous voices question the relevance of corporate policies, and demand that the business community should adopt new roles beyond its economic functions. Doing business in a responsible way meets the demands of all stakeholders and can also generate a competitive advantage for proactive companies. Based on this background ESC Rennes School of Business decided to launch the Centre for Responsible Business in 2007.

The Centre for Responsible Business - CRB links a global approach to corporate responsibility and performance with a forward thinking orientation regarding the challenges which businesses will face in the coming decades. The CRB has a vocation for helping organizations devise and implement sustainability policies and processes in a global environment. It also nurtures the School's pedagogy to include social responsibility in all educational programs.

Activities at the Centre

Fostering academic research

One of the tasks of the Centre for Responsible Business is to foster academic research in CSR. As the fields of business ethics, business and society or sustainability are undergoing rapid changes, research is necessary to produce both theoretical and applied knowledge that can be used in the School's educational programs as well as in organizations of all kinds. 14 researchers at ESC Rennes of Business are connected to the Centre for Responsible Business. The publications generated by these researchers are listed later on in the report.

Raising awareness and developing skills for responsible management

To raise awareness and develop skills for responsible management is another task for the Centre. Courses dealing with sustainability, CSR, ethics and diversity are gradually incorporated in all programs taught at ESC Rennes, in order to increase the awareness and understanding of students in this area. In a following section in this report, we describe the integration of Responsibility courses in the syllabus. Through their microenterprises, students are also given the opportunity to participate in the greening of the institution; besides, conferences and roundtables connect them with executives from various companies to discuss responsible business.

Providing businesses with sustainable strategic solutions

A third task of the Centre is to provide business with sustainable strategic solutions to incorporate CSR in their activities and strategies. In these times of turbulence and upheaval, businesses will realize that the best way for them to proceed is to reorient their policies and strategies towards corporate responsibility and sustainability. Specifically, the CRB at ESC Rennes School of Business can help both for-profit and not-for-profit organizations take decisions and accompany them during the implementation process.

Cooperating in regional and international networks with academia, business, civil society and government

Working with different stakeholders locally, regionally and internationally to develop knowledge and to exchange experience contributes of the implementation and progress of CSR practice in business. The Centre for Responsible Business is creating a network of partner organizations, including academic institutions, public authorities, international institutions or initiatives, research centres, business networks, multi-stakeholder forums, NGOs and student associations. In cooperation with Rennes' Chamber of Commerce, the CRB has set up the Responsible Business Club, bringing together about 40 regional and national companies which exchange on their policies and practices and discuss various topics of interest.

In parallel with the activities above, the CRB also arranges symposiums and conferences of various kinds.

Symposiums arranged by the CRB

Biodiversity and CSR

On May 20, 2009, the CRB has co-organized a Conference on "Biodiversity and CSR" in partnership with various local actors. About 100 persons from different professional backgrounds attended the conference. A new tool designed to involve companies of all kinds in the preservation of biodiversity – the FIPAN – was launched on this occasion.

Social Responsibility, Entrepreneurship and the Common Good

On January 7-8, 2010, the CRB has organized an International Symposium on "Social Responsibility, Entrepreneurship and the Common Good" in cooperation with EBEN and the

European SPES Forum. More than 50 researchers originating from 20 countries participated in the symposium.

One of the outcomes from this symposium is the book "*Social responsibility, entrepreneurship and the common good – International and interdisciplinary perspectives*", Bonanni, C., Lépineux, F. and Roloff, J. (eds.), 2012, London: Palgrave Macmillan.

ISO 26000

On November 29, 2010, ESC Rennes School of Business co-organized and hosted a Conference for the launch of the ISO 26000 standard in France, in cooperation with AFNOR (the French standardization agency) and the school École des Métiers de l'Environnement. About 300 participants attended this event.

The Canon chair

The Centre for Responsible Business incorporates the CANON Chair, financed by CANON Research Centre France. The purpose of this Chair is to develop research and knowledge in the field of sustainability at large, with a forward-looking orientation, and more specifically, to explore the interactions between four large domains: foresight, globalisation, governance and the common good.

A research programme entitled "Which governance models for global firms and large enterprises in the 21st century?" will be developed in close collaboration between the Centre for Responsible Business and CANON Research Centre France.

Integration of CSR in curriculum

The main service provided by a business school is education, and students coming out from the school with a diploma have been involved in a transformation over the time spent at the school. Providing those students with knowledge about social responsibility and sustainable development and tools to work towards the principles of Global Compact is one of the most important pillars for a business school to respond to challenge of sustainable development.

ESC Rennes is about to integrate mandatory courses in Corporate Social Responsibility, Sustainable Development and Business Ethics in all its programs. Some programs are wholly devoted to these issues. In 2011 more than 384 hours of teaching was issued in this area.

A summer school in Responsible Management is provided to students coming from all over the world. This two-week programme comprises different pedagogical activities, including 30 hours of face to face tuition, case study and personal study time, guest speakers and company visits.

CHEDD

CHEDD⁴ is the short name for Collège des Hautes Etudes du Développement Durable (College for Higher Education in Sustainable Development) and was created over 15 years ago by Jacques Brégeon in Paris. He is the director of the operational educational committee of Grenelle l'environnement, which is a network for implementation of a sustainable development by the French government. A few years ago the network extended its activities to different parts of France. ESC Rennes hosts the CHEDD of Bretagne⁵.

The CHEDD network has developed a common platform for diffusion of knowledge about sustainable development. At ESC Rennes the CHEDD activities are integrated in an Executive Education program.

The School's Sustainability Committee (Groupe de travail École Responsable)

ESC Rennes School of Business' sustainability committee started up in 2009 and has two to three regular meetings every year. Part of the tasks in the committee was to set up a plan for the internal work with sustainable development, which is described in the next paragraph. The committee consists of Andrea Stephan Blondel - head of communication, Francois Lépineux - director of the centre for Responsible Business, and Nathalie Baron – general secretary of ESC Rennes, and one student representative from the student organisation Ter'n Co.

⁴ <http://www.reseauchedd.com/index.html>

⁵ <http://www.chedd-bretagne.eu/index.php/presentation.html>

The plan of the school's sustainability committee and progress

The School's sustainability committee worked out a plan for progress divided into four different progress areas; reducing waste, recycling, energy conservation, and eco-responsible buying. The goals and outcomes are presented in two tables, with comments and further explanations.

Progress area	Goals	Outcome	Comment
Reducing waste			
	Less paper in teaching	➔	The amount of paper used increases. At the same time, the number of student has increased. Can still be improved.
	Only 4 posters per event, prefer slides on TV screens	↗	This is followed by the school, but not completely by student associations. Can be improved.
	Use your own cup for the drink dispenser in the Club (personnel only)	✘	This not followed. Employees have been informed, but it does not really work. However, the cups are now switched to paper cups that are recycled.
Recycling			
	Sorting the waste in the cafeteria and the Club.	↗	This has been improved, but it is not sure that all waste is sorted.
	One special paper bin per office, classroom and student offices.	✓	Implemented.
	One special coloured paper bin per floor.	✓	Implemented. Since the recycling company handles all fraction this is no longer necessary.
	One special cardboard bin per floor	✓	Implemented. Since the recycling company handles all fraction this is no longer necessary.
	Recycling of print toners for treatment and repack	✓	Implemented.

Table 1: Progress on waste reduction and recycling

Waste reduction

Over time different actions have been taken to reduce the consumption of paper at the school. Copy machines are programmed to automatically print double sided. The professors' notes are often only supplied to the student on the course home page. At the printing office all copies are printed double sided, unless in a few exceptions when something else is demanded. When hand outs are printed for professors they almost exclusively print three power point slides on each side of the paper. The action taken can be seen as improvements when the amount of paper printed is divided with the number of students. The amount of paper in total is fairly stable, but at the same time the amount of students educated at the school increases. This relation can be seen in more detail on the pages of this report with measurements.

The limitation of posters for events has not been followed as prescribed. It is followed by the school, but the student unions are not aware of this principle or do not pay attention to it. More internal communication on this topic will therefore be necessary.

The usage of own cup for employees have also had a limited implication. However all plastic cups have now been switched to paper cups without plastic lining xx right word? xx

Recycling

The recycling has been implemented and changed over time. The first attempts to sort the paper by fraction did not work out. Instead a company specialised in recycling has been sub contracted in 2012. This company, Paprec⁶, takes care of all paper and sort in fractions in their facilities. For toners and other products used for informatics the company Conibi⁷, is now responsible.

Progress area	Goals	Outcome	Comment
Energy conservation			
	Switching off photocopiers between midnight and 7 am	?	Must be improved.
	Setting your print system to rough and both sides mode	✓	Implemented.
	Automatic sleep mode for every machine	✓	Implemented.
	Switch off computer, screen and print everyday when leaving the office	?	It is not certain that this is followed by all employees at the school.
Eco-responsible buying			
	Recycling all paper used at ESC Rennes School of Business	✓	Implemented.
	Exclusive use of hand towels and toilet paper carrying the eco-label	✓	Implemented.
	Sale of coffee and chocolate exclusively with «Fair Trade» label in cafeteria and drink dispensers	↗	Organic and Fair Trade products are available in cafeteria and drink dispensers.
	Low-energy light bulbs used systematically	✓	Implemented.
	Buying low-energy equipment	✓	Implemented.

Table 2: Progress on energy conservation and purchasing.

⁶ <http://www.paprec.com>

⁷ <http://www.conibi.fr>

Energy Conservation

New printers for collective use have been purchased 2011, and they are all on automatic sleep mode. More communication is necessary to make sure that the Eco Responsible charter is followed in each office.

The buildings on the campus are provided and owned by the local Chamber of Commerce, and limits the scope of possible implementations of investments for enhanced energy conservation of the buildings, for instance to use solar panels on the roof of the buildings. The Chamber of Commerce is in charge of the buildings and ESC Rennes is in charge of the maintenance.

The campus consists today of two buildings. In the new building, the heating is supported by a heat pump, which is considered to be very energy-efficient and uses renewable heat sources in their surrounding.

The energy supplied for heating in the first campus building is provided by EDF and GDF.

To calculate the carbon footprint and carbon neutralise impedes a cost for the school, and has not yet been applied. The question is on the table and will be considered for future progress.

Eco Responsible Purchasing

All hand towels and toilet paper purchased carries environmental labels, and all printing paper purchased is labelled by PEFC – Program for the Endorsement of Forest Certification⁸. The school purchased paper that was recycled, but the quality was reduced and the price was higher, and therefore the policy to purchase PEFC labelled paper was implemented 2010.

The food and beverages in the school cafeteria are supplied by a contracted company, Autobar⁹, who also provide the beverages and snacks in the displayed automats. The school has asked for provision of organic and fair trade food and beverages both in the cafeteria and the automats. In the automats, organic and fair trade coffee, chocolate and tea beverages are now provided. The cafeteria systematically increases the amount of organic and fair traded food and beverages. The plastic cups have been switched to paper cups that are recycled.

The company used for cleaning, Samsic¹⁰, is obliged to use cleaning products that carry environmental labels. Low energy light bulbs are used systematically, and when purchasing new equipment, low energy equipment is prioritised. Recently new outdoor tables have been ordered, which are made out of recycled plastic. Environmental aspects are in this way incorporated in principally all purchasing today, even though there is no standardised purchasing policy. This is a point of improvement for the future.

⁸ <http://www.pefc.org>

⁹ <http://www.autobar.fr>

¹⁰ <http://www.samsic.fr>

ESC Rennes Code of Ethics

ESC Rennes has developed a code of ethics to guide the action and interaction between employees, professors and students. The principle is respectful behaviour and encompasses diversity, equality, and sustainability.

The code has been communicated in meetings with all school members, and the code was sent out in an electronic version after the official signature.

At all new recruitments, the code is handled over by the human relations director, and is posted on the school home page:

<http://www.esc-rennes.fr/index.php/en/school/presentation>

The code of ethics can be found in Appendix 1.

Eco-Responsibility Charter

The plan of the school-sustainability committee was in 2012 transformed into an Eco-Responsible Charter that is posted on strategic places in the school buildings. The Charter also refers to the Code of Ethics.

The Eco-Responsibility Charter can be found in Appendix 2.

Assessing the sensitivity of candidates

During the month of June, the school interviews presumptive students who attempt to integrate the so-called “Grande École” (Master level) program. Over 5,000 presumptive students visited the school during this time period in 2012. For the occasion the School’s Eco-Responsible Charter was posted on walls in the school building. Organic and fair trade beverages and food were available, and the cars rented for the occasion were hybrid vehicles. The students interviewed were evaluated on different criteria, and one of them was the sensitivity to social responsibility.

Research

Research in social responsibility, sustainability and business ethics is one of the pillars for ESC Rennes School of Business and an important issue working with the Global Compact principles. The following researchers at the school are connected to the Centre for Social Responsibility.

Researchers connected to the Centre for Social Responsibility

Dr. Claire-Lise Ackermann, Faculty member of Strategy and Marketing Department
Focus areas are implicit cognition, innovation and design management, with interest in CSR.

Dr. Ahmed Atil, Faculty member of Finance and Operations Department.
Focus areas are information systems for the environment and sustainable development and environmental commitment in SMEs: information system and learning process.

Dr. Jens Blumrodt, Faculty member of Management and Organisation Department.
Focus areas are Brand image applied to SLT area, sport policies, sports and society, sports and gender.

Dr. Carole Bonanni, Faculty member of Strategy and Marketing department.
Focus area is ethics in e-business.

Dr. Irena Descubes, Faculty member of Strategy and Marketing Department.
Focus areas are Consumer behaviour: frugal consumer modes, sustainable consumption, downshifting and Marketing for non-profit sector.

Mr. François-Marie Ferre, Faculty member of Management and Organisation Department.
Focus area is diversity issues in France.

Dr. Sarah Hudson, Faculty member of Management and Organisation Department.
Focus areas are Technologies and sustainable development, Corporate social responsibility - CSR in small and medium size enterprises, CSR and employee attitudes and behaviour, CSR and consumer attitudes and behaviour and ethics in e-business.

Mr. Simon Lawder.
Focus areas are SME social responsibility and leadership, and development of a network of CEOs committed to sustainability.

Dr. François Lépineux, Faculty member of Strategy and Marketing department and head of Centre for Responsible Business. Focus areas are Corporate citizenship, Business and the common good, Shift in the social contract and Globalization, foresight and governance.

Dr. Marco Michelotti, Faculty member of Management and organisation department.
Focus areas are International business, Strategic HRM workplace and industrial/employee relations, Strategic management, NGOs and globalisation, Theories of regulation and labour law, Globalisation, political economy and international trade, Corporate social responsibility and human rights.

Mr. Don Minday, Faculty member of Management and Organisation Department.
Focus area is sustainable development.

Dr. Petya Puncheva, Faculty member of Strategy and Marketing Department.
Focus areas are CSR and human rights, Stakeholder relationship management, international marketing management, Cross-national corporate reputation measurement and management, NGO-business relationships and corporate reputation.

Dr. Julia Roloff, Faculty member of Management and Organisation Department.
Focus areas are Business ethics, Stakeholder management, Social standards in supply chains and Social change.

Dr. Ismaël Sene, Faculty member of Management and Organisation department.
Focus area is Change management and business ethics.

Dr. Damir Tokic, Faculty member of Finance and Operations department.
Focus areas are Energy policy, Globalization and environment and Speculation in commodity futures.

Total: 14, Woman: 6 = 43% woman.

Doctoral students connected to the Centre for Responsible Business

Ms. Cyrlene Claasen who is writing her Ph.D. thesis on CSR issues in Africa. Doctoral dissertation title; “Corporate Social Responsibility and Legitimacy of 50/50 mining joint ventures between governments and multinationals: The case of Namibia and De Beers”.

Ms. Sophie Hennekam who is writing a dissertation dealing with the role of perceived age discrimination and HR practices on organizational commitment, job performance and retirement intention of older employees.

Ms. Joanna Pawlik who is working on a dissertation on Companies implementation of Biodiversity in the Environmental Management Systems.

Total: 3, Woman: 3 = 100% woman.

Research Affiliates of the Canon Chair

To extend the scope of its reflections, the Canon Chair hosts external researchers over different time periods. The present research affiliates are Jean-Jacques Rosé and Arundhati Virmani, both connected to the Centre Norbert Elias, EHESS-CNRS, Marseille. In June 2012, Arundhati Virmani ran a seminar on sustainable entrepreneurship in India at ESC Rennes. Jean-Jacques Rosé focuses on various aspects of Corporate Social Responsibility (CSR), and is Vice-President of ADERSE, the French association for the development of education and research in CSR.

Total: 2, Woman: 1 = 50%.

Publications – CSR related

Journal articles

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Partnerships and stakeholder integration

As indicated in the beginning of the report, the principle stakeholders addressed in this report are the internal stakeholders. This is why the section about partnerships and stakeholder integration present the voice from some of these internal stakeholders.

Voice from Ter&Co – a student organisation

Ter&Co is a microenterprise at ESC Rennes School of Business where students are in charge of promoting sustainable development to the students at ESC Rennes and the inhabitants of Rennes. Over the years Ter&Co has been engaged in different activities, and below we describe the activities during the first part of 2012.

The green basket

The green basket is a full pack of vegetables, fruits and others products from organic and/or local farmers. The basket is proposed to students and staff at the school for a low price, around 6 Euros, which is provided every month.

Collaboration with “the 4L trophy” and “Saut du Cœur “

To strengthen the image of Ter&Co and enhance the awareness of the organization, Ter&Co joined the team of the so called “4L Trophy”. One of the activities was a game around sustainable development for the participants of the race with gifts to win. Moreover, Ter&Co became associates with another microenterprise at ESC Rennes and co-organized an event called “Saut du Coeur”. All visitors were offered organic drinks and all benefits were transferred to the organisation “Sidaction” who work against the spread of HIV.

One day for Sustainable Development (Journée du Développement Durable)

In order to attract new students and to increase student awareness of the importance of preserving the Earth, one day is dedicated to inform about sustainable development. Several stands at the school present home-made cosmetics, games and interactive activities.

Green school

In partnership with the administration of the school, Ter&Co work to improve the ecological impact of the establishment. An ecological charter was established at the school in order to show the importance of sustainable development for ESC Rennes School of Business. Other actions to raise awareness are introduced, like a guide for students about recycling and energy savings. In this project sorting of recyclable products was introduced with plastic boxes for batteries and light bulbs.

Mathilde Fouquet

President of Ter&Co

Voice from employees

The voice of a lecturer in sustainable development

My job as a teacher is to get students to think, REALLY think - you know, that soul-searching kind of thinking - about the responsibility they have as future business managers to make a positive impact on society, people, and the environment. I want the CSR course to "knock their socks off," shake up their paradigm, make them uncomfortable, and help them to see that business as usual is no longer on the agenda. THINK!

But thinking alone is sterile. It must lead to action. As teachers, we don't always see this because students act after they graduate, when we don't see them. However we sometimes do get feedback on the impact of our teaching. In June of this year, I received this message from one of my Russian Masters students.

"Bonjour

Don, firstly I want to thank you for your lessons. The ideas that you have planted in my head made me change my vision of business and work. They touched me really deeply. Now I'm searching for a job in the area of training and development of handicapped people in order to integrate them into working environment. I'm righting to you because i need your help: Can you give me some advices about this? Or maybe you could know people who work in this area so that i could ask them what skills they are looking for in their candidates? I would be very grateful to you."

This student is now in contact with a specialist on integrating handicapped people in companies.

Don Minday

Lecturer at ESC Rennes School of Business

The voice of a programme manager

The text below is about the integration of mandatory modules in Sustainable Development and Business Ethics in the IBPM program – International Bachelor Programme in Management.

The IBPM programme is all about learning by doing, providing undergraduate students with practical knowledge of the work place and the tool kits used in the everyday running of modern businesses. The CSR – Corporate Social Responsibility - thread is present over each of the 3 years of the program to encourage students to learn, from the outset, what responsible business should be about.

It starts in the first year with a hands-on approach to entrepreneurship - students developing their own business ideas in the form of a business plan. The inevitable starting point for these projects is an analysis of current market trends in entrepreneurship. Not surprisingly, many themes such as the environment, recycling, sharing and dematerialising are all common themes which have inspired students in their projects: organic restaurants, solar-powered telephone rechargers, energy-generating dance floors, shared taxis, and student residences built out of renovated containers are just a few examples of responsible projects developed by the IBPM students over the past 2 years.

In the second year students deepen their knowledge of business practice by a year-long internship period, mixing 2 days study with 3 days in companies. During this year, one of the key courses studied is Sustainable Development, recognising that the ecological environment is every bit as important and compelling as the economic or legal environments which are more commonly dealt with in "classic" management courses such as law or economics. Students are encouraged to think about and apply knowledge of sustainability to the work place in which they are doing their internships, hopefully encouraging change and reflexion amongst the broader Rennes business community.

Finally, in the Third year student are encouraged to think and make judgments in the face of varying situations and dilemmas presented to them in case study format, during the Business Ethics class. Given the diverse international profile of the students in the third year, discussions are invariably lively, offering a wide scope of international perspectives and approaches.

It is hoped that, whether joining the workforce directly after graduation, or continuing their studies in other schools or countries, the IBPM students will retain key lessons related to ethics, corporate social responsibility and sustainable development and build on them as an essential part of their personal values and work ethic.

Juliet Armand

Programme manager – IBPM

Voice from students

The voice of some exchange students taking a course in Corporate Social Responsibility at the school

In this section voluntary students were asked to freely express what they consider about taking a course in CSR during their stay at ESC Rennes School of Business. Most students are pleased to be able to take a course like this, since it is not offered at their home universities.

Student 1

Corporate Social Responsibility (CSR) is an important topic for all students at a tertiary level to learn about. Some studies have shown that Business students take part in unethical behaviour in more cases than students studying in other fields which is an alarming statistic. To counteract this, CSR raises awareness and provides for thought-provoking learning about what it is to be socially responsible in the current business environment.

With methods that cut corners and immoral or unethical ways of conducting commerce rife in today's society, pointing out what a complex and debated issue CSR is alerts students to the fact that they themselves could be breaching these laws or theories. It is also a way of creating and ensuring a more ethical business future.

If students are aware of the ways in which companies have wronged in the past ethically, then hopefully in the future they will be careful to conduct their own business, whether as part of a company, or even one day a manager or CEO of a corporation, in an ethical manner.

For me personally, I thoroughly enjoy debating and discussing controversial issues that arise when talking about CSR, and love learning how to look at these issues from different perspectives. I hope that it will make me a more conscious employee in the future and ensure I consider the effects of my actions when in the workplace, but also in life in general.

*Elissa Banfield,
Exchange-student from Australia*

Student 2

In this ever-changing world dominated by big-time capitalists and immense competition among practically everyone, there is a lot of room for negligence of things that are not at the top of people's priorities.

These things include the environment, our surroundings and the very people that dwell with us. In an institution designated to hone the leaders of tomorrow and the youth who will eventually be stemming the tides of corruption and fraud,

teaching the principles of Corporate Social Responsibility needs to be mandatory at the very least.

It is one thing to unveil the potential of the youth by having them capitalize on their competencies, but it is another to instill in them an attitude of grounding one's self and keeping one's self aware of everything going on, especially with regard to whatever endeavor he/she may be undertaking.

Moreover, it is also commendable for an educational institution to incorporate Corporate Social Responsibility to whatever subject it may be related to, because it is a concept that is relevant in most, if not all, fields of business.

Jose Leonardo Roman

Exchange-student from the Philippines

Student 3

I think that it is essential to have subjects like Corporate Social Responsibility in this school. We all study business, and one day we will probably work in a company. That is why it is very crucial to have a course that can “keep our eyes wide open” and make people grow ethics and values in order to be able to take noble decisions, not only for themselves but also for the planet and other people. The context of the course is “controversial” since it does not teach right or wrong answers but its purpose is to get people thinking like responsible human beings. I am glad that I have the chance- even if it is only for a semester- to learn lots of nice things, issues and cases and also evolve a critical thought.

Maria Karaki

Exchange-student from Greece

Measurements

The following section reports on measurements from the Campus at Rennes. In this first report it includes the consumption of water, energy and paper, as well as the number of students and employees and courses taught in CSR.

Water Consumption

The water is used for the toilets, washing hands, drinking, for the showers (in the sports room on the ground floor) and in the kitchen at the cafeteria.

	2008	2009	2010	2011
Water consumption (M3)	3012	3362	3568	4222
Number of students	1492	1524	1696	2431
Employees	92	98	107	117
Water Consumption M3 / employees and students	1.90	2.07	1.98	1.66

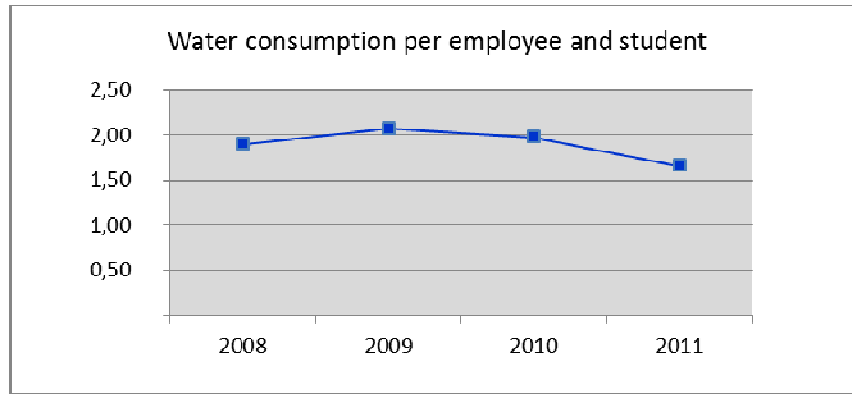
Table 3: Water consumption

We can see that the total consumption of water has increased from 3012 M3/year in 2008 to 4222 M3/year in 2011. At the same time, both the number of employees and students have increased, and divided on people at the school the consumption has been fairly stable around 2 Cubic Meters/year.

As a point of comparison we could relate to the average consumption of water in the world. The average consumption of water for an individual in Mali is 4 Cubic Meters per day, in the US 215 M3/day and the average in France is 106 M3/day. A person needs at least 2 litres of drinking water per day according to the UN.¹¹

The school supplies drink dispensers with water, where students and employees can fill their cups and bottles with fresh drinking water. We will continue to monitor the water consumption in the future, and reflect on ways to reduce.

¹¹ www.unwater.org/downloads/Water_facts_and_trends.pdf, retrieved 03-07-2012.

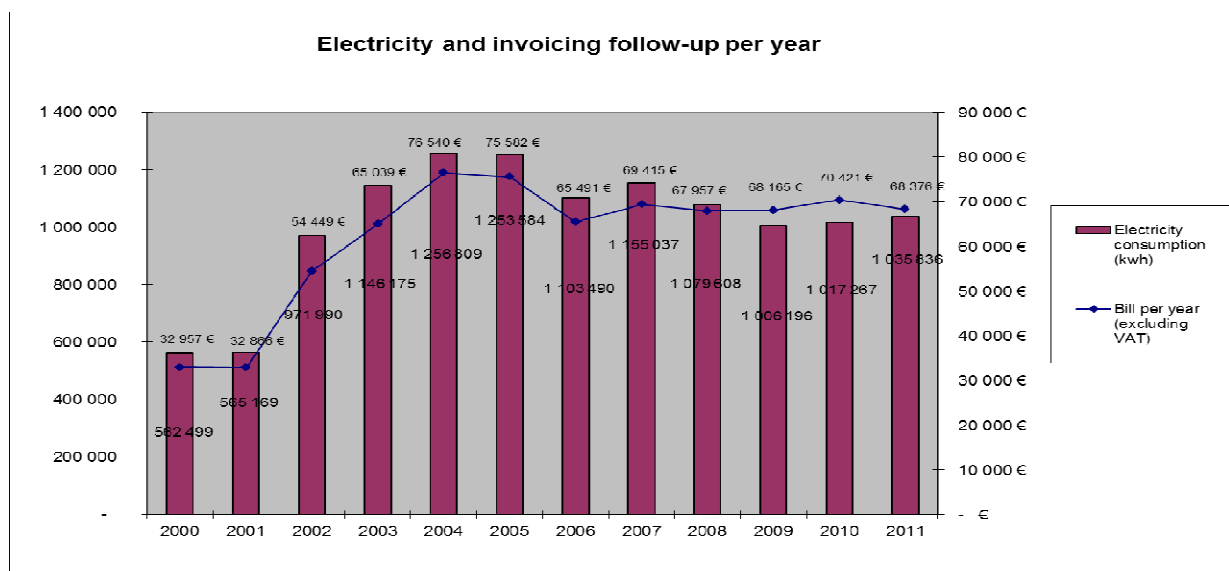


Graph 1: Water consumption per employee and student.

Energy consumption

The energy consumed at the school is used for heating and electronic equipment. Both electricity and gas are being used for these purposes. The buildings are provided by the local Chamber of Commerce, which limits the possibilities of the school to switch from fossil fuel to renewable fuel. In this report, the consumption for the main building is provided, since the new building has only been running since October 2010.

Electricity



Graph 2: Electricity consumption.

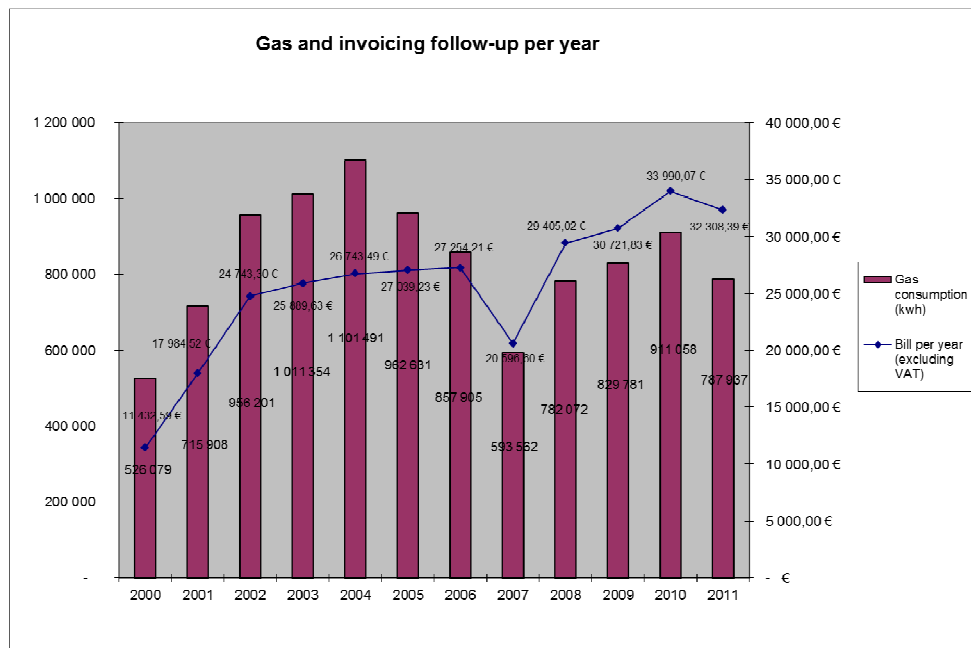
In the graph above the consumption of electricity (kwh) is provided. Compared to year 2000 the present level of energy consumption has doubled. A radical increase in energy consumption happened in 2002, and has been on a fairly stable rate since then. In the end of 2001 work was initiated to extend the school building, and the increase in 2002 is due to the

extension of the building. Since 2006 the number of students have doubled as well, and the energy consumed divided on students and employees 2011 is 406.53 kwh (=1 035 836/(2 431+117)).

Furthermore, the energy consumption is related to the out door temperature, and increases during cold winters. The electricity is supplied by EDF.

Gas

The consumption of gas is only used for heating the buildings and is supplied by GDF. The consumption of gas has varied over time as the graph below indicates.



Graph 3: Consumption of gas.

For 2011, the consumption of gas was 787.937, a reduction from the previous two years, but slightly more than 2008. We will continue to monitor the consumption of gas in the future.

Paper consumption

The main part of paper consumed at the school is related to employees, teachers and students printing. Paper is printed for administrative purpose, student handouts, students' reports, tests etc. Policies have been implemented at the school to reduce this amount, and even though the total amount of paper consumption increases, the amount of paper consumption per student in average has decreased. The paper purchase carries the environmental label PEFC.

The tables and graphs below are divided on total amount of copies by employees for administrative purpose, by professors for students, and by students for different purposes.

Prints by employees for administrative purpose

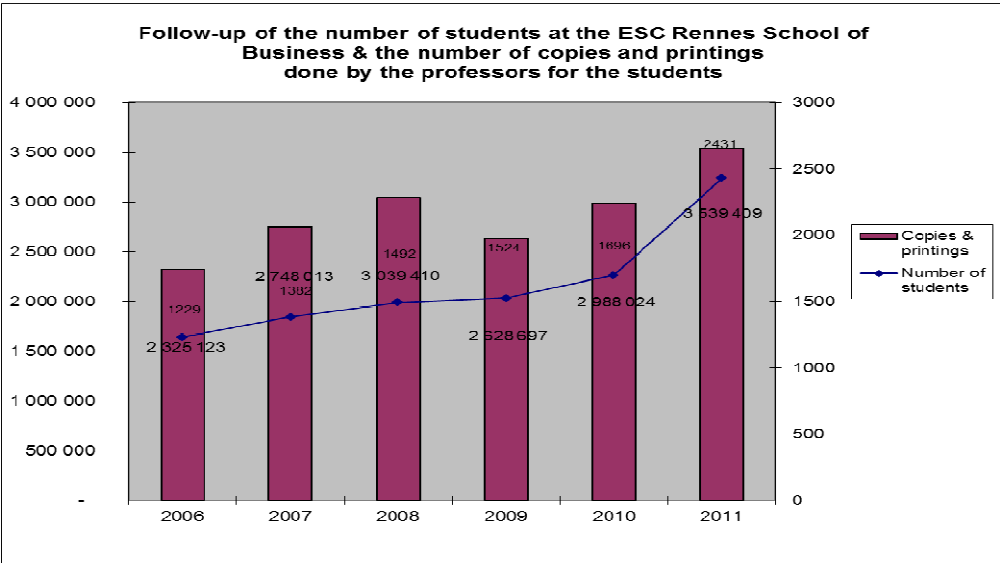
Paper printed for administrative purpose has been relatively stable over the time period 2007 to 2011 divided per employee, who prints around 15,000 papers a year. Since the number of employees as well as students enrolled augmented the total number of prints per year has increased. The statistics for paper consumption started 2007.

Year	Prints/year	Employees	Print/Employee
2007	1 294 408	86	15051,26
2008	1 342 830	92	14595,98
2009	1 383 324	98	14115,55
2010	1 500 311	107	14021,60
2011	1 748 040	117	14940,51

Table 4: Prints by employees for administrative purpose

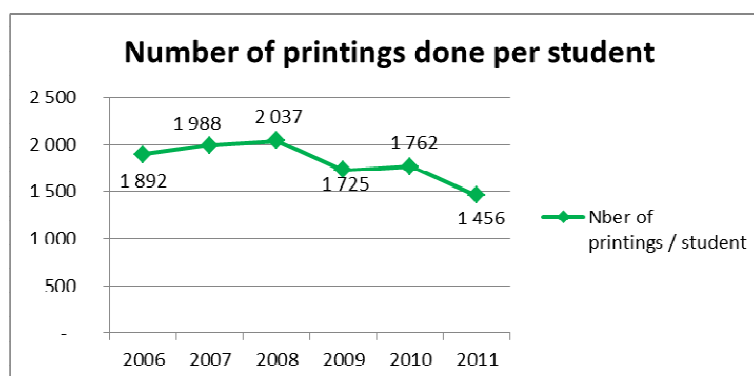
Prints by professors for the students

Along with the increase number of students enrolled in programs, the paper printed for the students has increased in total, from 2,326,123 in 2006 to 3,539,409 in 2011, as can be seen in the graph below.



Graph 4: Prints by professors for students

On average, the amount of paper printed per student has decreased, as we can see from the rate of prints divided by student.



Graph 5: Prints by students

Prints by students

The amount of paper printed by students has decreased over time, both in total and average per student. We should keep in mind that the students also can print papers outside the school, for instance on their own printers, and this is not included in the schools statistics.

	Prints by students	No. Students	Print by student
2006	96943	1229	79
2007	88469	1382	64
2008	83805	1492	56
2009	83805	1524	38
2010	58646	1696	27
2011	45510	2431	24

Table 5: Prints by students

Total paper consumption

Total printed paper consumption has increased from 4,130,890 in 2007 to 5,332,959 in 2011. However, the printed paper consumption per employee and student has decreased from 2814 to 2093 over the same time period as can be seen in the table below.

Year	Total paper consumption	No. Employees and students	Print/ employees and students
2007	4 130 890	1468	2814
2008	4 466 045	1584	2819
2009	4 295 826	1622	2648
2010	4 546 981	1803	2522
2011	5 332 959	2548	2093

Table 6: Prints in total/employees and students

Measures for Campus Rennes 2008 – 2011

	2008	2009	2010	2011
Water consumption M3	3.012	3.362	3.568	4.222
Electricity Consumption kWh	1.079.808	1.006.196	1.017.267	1.035.836
Gas Consumption kWh	782.072	829.781	911.058	787.937
Prints by employees	1.342.830	1.383.324	1.500.311	1.748.040
Prints by professors for students	3.039.410	2.628.697	2.988.024	3.539.409
Prints by students	83.805	83.805	58.646	45.510
Print paper consumption in total	4.466.045	4.095.826	454.6981	5.332.959
Students enrolled in programs	1.492	1.524	1.696	2.431
Employees	92	98	107	117
Water consumption/ students and employees	1,90	2,07	1,98	1,66
Electricity consumption/ students and employees	682	620	564	406
Gas consumption/ students and employees	494	512	505	309
Print consumption/ students and employees	2.819	2.648	2.522	2.093
Hours of CSR courses	no measures	no measures	no measures	more than 384 h.

Future progress

The description so far has been on the progress made since ESC Rennes signed Global Compact. However there is still a lot of progress to make, and we will now turn to indications on future progress.

Some of the activities listed below are implementations that can be done within the following year. Others are procedures and goals that extend into the future.

A systematic approach to sustainability and social responsibility

The present activities of the school are many, at the same time as the organisation of the work is somewhat scattered. A more systematic work with environmental sustainability and social responsibility at ESC Rennes is therefore important for future progress. This includes responsible people for the issues in the campuses outside Rennes.

In the long term it is also important to integrate diversity and employee as well as student well being aspects in the work with sustainability and social responsibility of the school.

Development of a purchasing policy

Some indications on purchasing have been done by the School Sustainability Committee, and even though new suppliers are evaluated and selected according to their environmental concern, it is still vital to develop a purchasing policy for the entire school.

Enhance paper reduction

Different measures have been taken to reduce paper consumption and enhance recycling, however with various outcomes. Hence, there is a need to continue the work in this area.

Implement a plan to become carbon neutral

Some measures have been taken to reduce the energy consumption. In the long run aiming to become carbon neutral would be in line, both with the UN Millennium goal to reduce climate change, as well as EU targets and the French Government's Grenelle de l'Environnement.

Signing up on PRME

The school signed up on Global Compact in December 2010, and a logic next step would be to sign up on PRME – the Principles for Responsible Management Education which is a UN

initiative with the purpose to; “inspire and champion responsible management education, research and thought leadership globally.¹²”

Add anti-corruption to the Code of Ethics

The Global Compact principle of anti-corruption has not yet entered the action taken by ESC Rennes School of Business, mainly since corruption is a fairly limited phenomenon in Western Europe today. It would however be important not to ignore this principle, since the school has an international focus, and should therefore be integrated in the Code of Ethics.

Support Earth hour

Earth Hour is an initiative started by WWF. It is a call for organisations and people to switch of the light during one hour a year as a symbolic action to fight against climate change. Next Earth Hour will be Saturday 30 March 2013 at 8.30 p.m.¹³

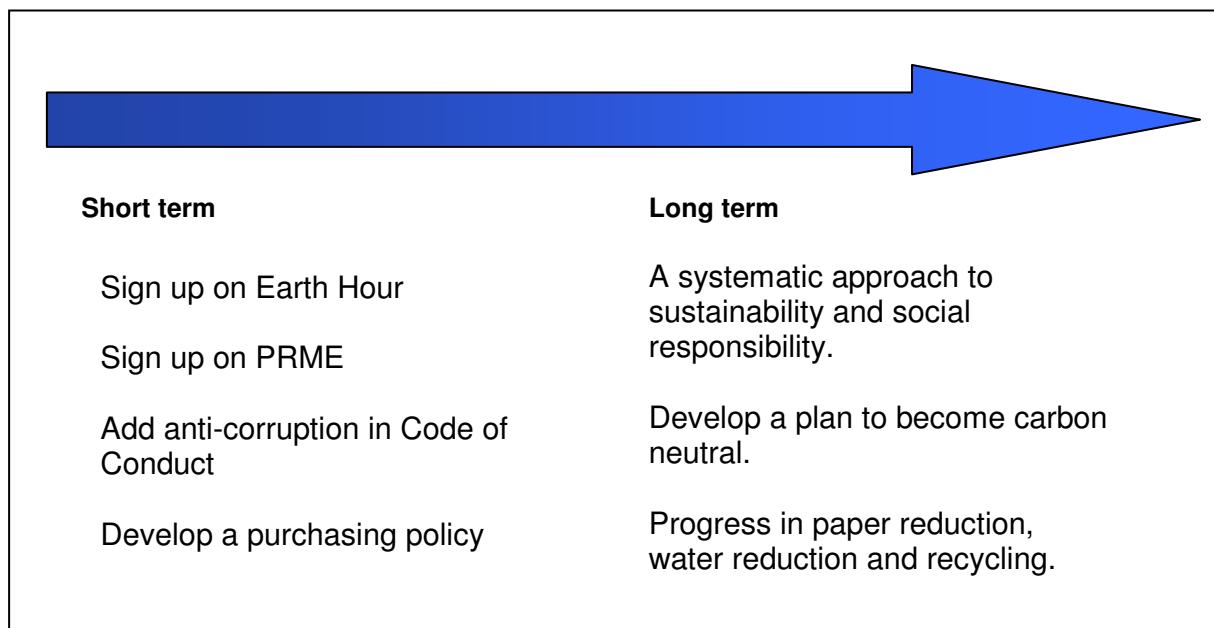


Image 2: Short term and long term progress

¹² <http://www.unprme.org/>

¹³ <http://www.earthhour.org/>

Appendix 1

ESC Rennes Code of Ethics

We, the leaders, academic staff, administrative staff and students of ESC Rennes School of Business, commit ourselves to act according to the following values and to be guided by mutual respect:

- We value integrity and live it by being open-minded, honest and hard-working.
- We respect diversity of cultural backgrounds and of individual characteristics.
- We value fairness, solidarity and team spirit.
- We practise tolerance and we support equitable treatment.
- We communicate respectfully with each other and with people outside the School.
- We provide an environment in which constructive opinions can be voiced and considered.
- We are transparent in our messages, activities and decisions.
- We take responsibility for our actions, for which we are accountable.
- We strive for excellence in our work, academic endeavour, teaching, research and management.
- We contribute to sustainable development by being innovative and entrepreneurial.

Appendix 2

ESC Rennes Eco-Responsibility Charter

ESC RENNES
SCHOOL OF BUSINESS

ECO-RESPONSIBILITY CHARTER

YOUR SCHOOL IS COMMITTED TO HELPING THE ENVIRONMENT

AWARENESS AND TRAINING

- We respect the ESC Rennes School of Business's ethical charter
- We encourage our staff to use public transport by reimbursing 50% of their monthly subscriptions
- Once a year, the staff are invited to participate in a meeting organised to explain our environment awareness policy
- We are a partner of Global Compact

WASTE AND RECYCLING

- We organize the collection of office papers, newspapers and magazines for recycling
- We organize the collection of cardboard for recycling
- We organize the collection of glass for recycling
- We organize the collection of printer and photocopier ink

cartridges for treatment and reconditioning

- We only use recycled paper or paper from sustainable forests
- We are committed to gradually decreasing the paper supports distributed in class
- We are committed to limiting the printing of posters for the school and the micro-companies to a maximum of 4 per event, and give preference to television ads
- We are committed to using our own cups instead of plastic cups in the coffee machines

SAVING ENERGY

- We are committed to default setting our printers to print in draft and on both sides
- We are committed to setting all our machines on an automatic stand-by mode
- We are committed to switching off the lights in our offices and classrooms on leaving

ECO-RESPONSIBLE PURCHASES

- We are committed to using only toilet paper and paper hand towels which carry an eco-label
- We are committed to using low consumption light bulbs as much as possible
- We are committed to including a "low energy consumption" specification when purchasing new material
- We favor the sale of "Fair Trade" coffee and chocolate in our cafeterias and coffee machines
- We are committed to working first and foremost with suppliers committed to an eco-responsible approach



Contact people for further questions

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