

The logo for Toulouse Business School (TBS) is a black circle containing the lowercase letters 'tbs' in white. The letter 'b' has a red dot in its center. Below the letters, the words 'Toulouse Business School' are written in white.

tbs

Toulouse  
Business School

**PRME PRINCIPLES**  
MAJOR ACHIEVEMENTS  
TOULOUSE BUSINESS SCHOOL

A young woman with long dark hair is sitting cross-legged on a wooden bench in a park-like setting. She is wearing a plaid shirt over a white top and jeans. She is holding an open book and looking down at it. The background shows trees and a path.

**Think  
& Create**



COP22 marked some notable advances this year in Marrakech, but there is still a lot to do for public's global awareness of the pressing need to take action...

Institutions increasingly mobilize themselves in order to better take into account the issues of sustainability in all aspects of life: environment, organisations, politics, business and industry. This is especially true for higher-education teaching where, knowing that their mission goes beyond the basic frame of academic training, many institutions have made a commitment. True to its course, and aware that these battles are won over the long term, Toulouse Business School (TBS) keeps forging ahead with its social responsibility and sustainable development actions.

As proof, thanks to actions carried out both on academic issues and its internal functioning, our school is about to receive the "Label DD&RS" (Sustainable Development and Social Responsibility) from the *Conférence des Grandes Écoles* in France.

The "CSR-SD" Committee implemented by TBS is paying off, and allows combining on adequate level all academic, administrative and student stakeholders, in order to validate and follow up our actions and its indicators.

We undertake this collective responsibility: that of building today tomorrow's world, in our programs, with its future actors. We fully mobilize the required human and economic resources for this project.

This long-term vision is where we are putting these efforts, and where our adherence to the PRME takes on its full meaning.

**François BONVALET**  
TBS CEO  
TBS CSR-SD Committee Chair

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# PRME PRINCIPLES MAJOR ACHIEVEMENTS

# PRINCIPLE 1

## PURPOSE

WE WILL DEVELOP THE CAPABILITIES OF STUDENTS TO BE FUTURE GENERATORS OF SUSTAINABLE VALUE FOR BUSINESS AND SOCIETY AT LARGE AND TO WORK FOR AN INCLUSIVE AND SUSTAINABLE GLOBAL ECONOMY.



**TBS seeks to train responsible managers** to give meaning to tomorrow's businesses. In this regard, TBS began integrating principles of corporate social responsibility (CSR) and sustainable development (SD), into its teaching curricula and research programs 10 years ago, as well as into the operation of the School and management of its campus. In this complex systemic approach, TBS has chosen to rely primarily on its students, in particular through the close links forged with the B3D, the student association for SD set up in 2006. At the same time, it has established partnerships with associations and companies working on these topics at a local level, to ensure both the involvement of external stakeholders in this dynamic and its own participation in its home region, to help build a more sustainable society in both social and environmental terms.

Finally, ethics is one of the four fundamental values of TBS's culture. When combined with the other three: boldness, enthusiasm and openness, it becomes possible to "think and create" the management models of tomorrow that will uphold the sustainable development values to which the planet aspires. Our professors, students, graduates and collaborators work actively to spread these values throughout the world, in order to foster our reputation for excellence and as an active player in the economy and society.



## THE CSR-SD ORGANISATION AT TBS IN 2016

In 2016, TBS streamlined its CSR-SD organisation to bring it to a level matching the maturity of its approach. Students participate in the Committee for Corporate Social Responsibility, the Operational Committee for Environmental Management of the Campus and in many project groups (on the carbon footprint and environmental management of the campus, in particular), to which they make an invaluable contribution. TBS has always drawn on the initiatives of its students to guide its approach.



### THE COMMITTEE FOR CORPORATE SOCIAL RESPONSIBILITY

The composition of the Committee for Corporate Social Responsibility, which includes a panel of the main internal stakeholders, was broadened in 2016. It is made up of the CEO, the CSR-SD Correspondent, student leaders (BDE, Federation, B3D), three professors, the Academic Dean, Program Directors, the Director of Research, the Director of International Relations, and of all of the support departments concerned: Finance, HR, Teaching Innovation, Communication, Development and Partnerships, Foundation, Quality, General Services, and Computer Services.

**Purpose: It defines the strategic priorities and monitors the actions carried out.**

Its purpose is to examine TBS's policy of sustainable development and corporate and social responsibility, generate proposals and prepare annual reports on the subject, in particular as part of the "Green Plan" framework of the Conférence des Grandes Écoles - Conférence des Présidents d'Universités (CGE-CPU) and the Principles for Responsible Management Education (PRME).



### THE OPERATIONAL COMMITTEES

Operational committees are convened to implement the approach:

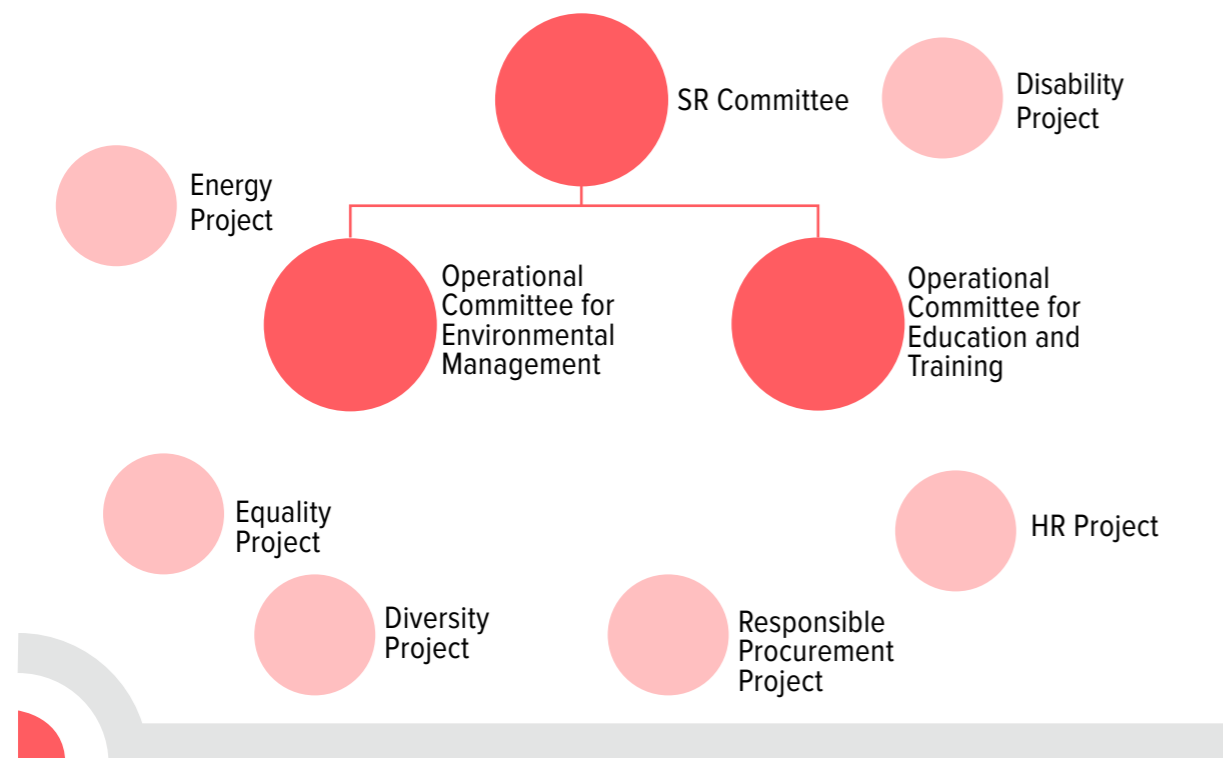
- **The Operational Committee for Environmental Management** (meets 4 times a year). It is made up of the CSR-SD Correspondent, members of the General Services, CS and Communication departments, students and external partners, as well as invited collaborators if needed.
- **The Operational Committee for Education and Training.** It includes faculty managers and volunteer professors. To avoid too many meetings, CSR points are determined at meetings of the faculty and teaching committees.

The Operational Committees define the action plans for each priority area, determine indicators and objectives, then monitor and coordinate the action plans.

## → THE PROJECT GROUPS

Theme-based project groups are set up according to the priorities defined for the academic year: gender equality, responsible procurement, carbon footprint, for example, and waste management in 2015-16.

### Organisation of the SR approach



The Committee for Corporate Social Responsibility is in particular responsible for completing the **CSR-SD strategic reference framework for the CGE-CPU (Conférence des Grandes Ecoles - Conférence des Présidents d'Universités)** each year, in compliance with the ISO 2600 standard, which serves to assess TBS's achievements and progress in the following five areas (see Part II):

- Strategy and governance,
- Initial and continuing training,
- Research,
- Environmental management of the campus,
- Social policy and links to the local community.

In 2015, the CGE-CPU launched **a label for SD&SR (sustainable development and societal responsibility)**. Considering that its approach had reached a sufficient stage of maturity, TBS initiated the certification process by submitting an application in April 2016.

→ Learn more about the result of this certification process (since november 2016)



## POLICY OF SOCIAL OPENNESS

**TBS has sought to develop its policy of social openness by making it easier to access funding for tuition.**

Besides the existing arrangements (timetables adapted to enable students to hold a part-time job, apprenticeships, job/studies service), TBS has negotiated unsecured loans with banking partners at preferential conditions (delayed repayment, reduced rates, lower fees, etc.). Moreover, the amount awarded in scholarships by the TBS Foundation doubled in 2015-16 thanks to the matching of programs, enabling more than 200 scholarships to be granted.



## ENVIRONMENTAL MANAGEMENT AND SUSTAINABLE DEVELOPMENT

**To develop its students' ability to generate innovation in the area of SD, TBS must set the example by seeking to improve the internal environmental management of its campus.**

This is a complex subject in all higher education institutions because it involves students, staff, general services and external service providers.

**The Operational Committee for Environmental Management** (meets 4 times a year) is deeply committed to the subject. **TBS is seeking to improve its performance and as such, took the following actions in 2014-2016:**

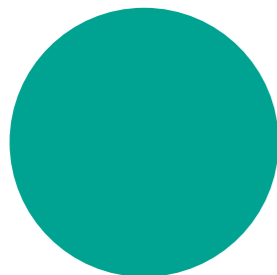
- Assessment of its carbon footprint in 2016 and an energy-use diagnosis
- Launch of a working group on "responsible procurement" with the GAREM (Midi-Pyrénées responsible procurement group) and Synethic
- Installation of 3 beehives on its roofs with Biocenys
- A new service provider, GreenBuro (a company promoting social insertion through economic action) and new selective waste collectors (for paper, plastic bottles and cans, batteries, paper cups)
- Better signage for waste collectors (still to be improved)

- New guidance given to the external cleaning company
- Use of a disability-friendly company, ALTER EV, for the maintenance of green spaces
- Continued collection of Waste Electrical and Electronic Equipment (WEEE) by ENVIE, a socio-professional integration association
- Participation in the COMUE's "Waste" plan

#### And because sustainable development can also taste good...

Experiments with baskets of fruit delivered to offices in Toulouse, a meaningful global project with  (see external link) aiming to:

- Promote a balanced diet at the work place
- Support small-scale, environmentally-friendly local producers
- Support local basket-makers
- Fund local agroforestry projects



## PRINCIPLE 2 VALUES

**WE WILL INCORPORATE INTO OUR ACADEMIC ACTIVITIES AND CURRICULA THE VALUES OF GLOBAL SOCIAL RESPONSIBILITY AS PORTRAYED IN INTERNATIONAL INITIATIVES SUCH AS THE UNITED NATIONS GLOBAL COMPACT.**



TBS is involved in many initiatives to incorporate the values of the Global Compact in its academic activities.





## GENDER EQUALITY

**TBS signed the CGE-CPU's charter for gender equality in 2013.**

In this framework, **a working group of professors and members of the administrative staff has initiated a process to achieve progress in gender equality:**

- Inclusion of questions on gender equality in the L3 internship reports
- Gender equality training for professionals (psychologists, consultants) involved in the personal assessment module
- TBS gender equality barometer sent each year to the CGE
- Ongoing research on gender equality:
  - Differences between men and women in the choice of internships
  - Differences between the men and women of Generation Y in terms of career aspirations
- Partnerships have been forged throughout the year with women's networks, particularly Business and Professional Women (BPW), Women in Aerospace, Women in Business (WIB), BNP Real Estate on the coaching of women, and MIDACT (the regional agency for the improvement of working conditions).

### Events held in 2014-2015 by TBS and its partners

- Women in Aerospace Conference, at TBS
- La Tribune Women's Awards, at the CCI
- Action 31 and WIB on 19/05: Airbus works council
- TBS Alumni au Féminin
- Conference with the "Act Against Exclusion" Foundation (FACE) on gender stereotypes, organised by TBS students
- Conference with BPW for Equal Pay Day
- Women in business leadership in Casablanca

A cycle of lectures and debates on this theme was organised in 2015-16 for all first year Grande École students in partnership with ANACT (the National Agency for the Improvement of Working Conditions), TSE, BPW and TBS professors.



## DISABILITY AND THE COMPANY

**TBS organised an "Adaptathon" on the question of disability in 2015**

A "marathon" of social and technological innovations designed to help companies adapt to disabled workers (10 teams of 8 people) was held in November 2015 in partnership with Toulouse Métropole, the local authority. The teams were made up of businesses, local communities, students and disabled workers. The three winning projects will benefit from financial and organisational support to enable them to come to fruition.



## JOINED FORCES AGAINST FORCED LABOR

**In 2015, TBS also joined forces with Human Resources Without Borders (RHSF) on a project to raise the awareness of students and businesses about the phenomenon of forced labor.**

"Draw my rights against forced labor" is the result of an initiative launched by the NGO Human Resources Without Borders (RHSF), with the active support of TBS and the Occitanie region. This international drawing competition attracted entries from 120 artists from 47 countries. Faithful to the RHSF's vocation to work on the ground to promote respect for human rights at work in the entire subcontracting chain, the drawings and caricatures from this competition, chaired by the French cartoonist Plantu, aim to explain to workers their fundamental rights, in a simple way that overcomes the language barrier.

From June 16 to 25, 2015, the exhibition entitled "Behind the bar code, human rights at work in the subcontracting supply chain" took up residence at the United Nations to mark the 15th anniversary of the Global Compact and the PRME (Principles for Responsible Management Education) Forum. TBS, represented by three professors and one student, accompanied RHSF on this occasion.

Two hundred exhibition catalogs with an editorial by TBS were distributed at the event. The whole team was present at the UN on June 25, 2015 along with a thousand participants of the Global Compact and the PRME.



[Consult the catalog of the "Derrière le code-barres" exhibition](#)

TBS had already hosted this exhibition in March, with conferences on "Respecting human rights in the subcontracting chain" aimed at its students and businesses.



## ACTIVE SUPPORT FOR INITIATIVES OF STUDENTS AND YOUNG GRADUATES

### 1. Le groupe s'appuie sur l'implication des étudiants et soutient activement leurs initiatives:

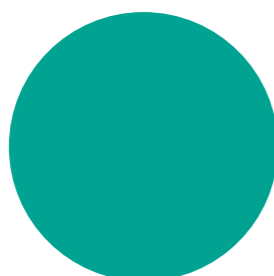


**A student association, le B3D**, (Office of Sustainable Development), founded in 2006, organises various events to raise awareness about professional challenges in the areas of the environment, fair trade, the solidarity economy, etc. Every year it oversees the organisation of the National Student Conferences on Sustainable Development (ANEDDs) (see Principle 6).

#### Some of the B3D's initiatives in 2015-2016

- Expanding the offer of baskets or sustainable local produce (fruits and vegetables) available for students and staff at the price of 5 euros
- Participation in a Tour de France of alternative solutions for sustainable development
- Launch of a "recyclerie"

The TBS "RECYCLERIE" project was set up with the support of General Services. **Anne Gardelle, M1 student, and the B3D won first prize in the inaugural Sustainable Development contest run by the Federal University of Toulouse Midi-Pyrénées**, conducted in partnership with the Caisse des Dépôts. This contest encourages the development of projects improving the quality of life on campus and at research sites in Midi-Pyrénées. On June 5 the winners received a check for €3000 to carry out their project to build a "recyclerie" (recycling center), with help from TBS's General Services department.



This project is designed to combat waste. The idea is simple: TBS students leaving the campus (those taking a gap year or just graduated) donate their furniture and other items in good condition that are no longer needed, at a collection organised at the end of the year (June). The items are stored over the summer, and when the new academic year begins in September, a sale is held over four days, which enables new students to furnish their apartments at a minimal cost. Any unsold goods are handed over to our partner, the public interest association La Glanerie, which collects waste, recycles it and sells it according to the principles of the Ressourcerie network.



>> Anne Gardelle

**In 2015-16, the B3D actively participated in youth meetings organised in the framework of the COP 21.** At the COP 21 event itself, it represented the **REFEDD**, the French network of students for sustainable development, which it helped to set up in 2007 during the first ANEDD.

TBS's CSR and SD actions are always developed with our students and often at their initiative.



### THE NUMBER OF HUMANITARIAN PROJECTS NEVER CEASES TO GROW:

- Emilie Gasc and Tanguy Michon: social entrepreneurship and eco-tourism
- The MHIGE team at TBS: a humanitarian rally in Kosovo (see external link)
- The Delta project **"Wear your trainers for ELA"**, which got 110 TBS collaborators out walking.



### RESULT:

More than 500,000 steps were taken and 3000 euros raised by TBS for ELA, the European Association against Leukodystrophies, a charity that brings together families taking action to defeat these rare genetic diseases that destroy myelin (the protective sheath surrounding nerve fibers) in the central nervous system.

### 2. TBS actively supports the initiatives of its young graduates

- **Jules Coignard**, graduate of the Grande École Program, with the project **Circul'R** (see external link) He has embarked on a one-and-a-half year tour of the world of the circular economy aiming to identify 100 innovative projects around the world.



See the article in TBScope

- **Théo Rohfritsch**, TBS Bachelor graduate, with the project **Cycle for Water** (see external link)



After having been the only French participant in Antarctica 2012, Théo left TBS at the end of June 2015 for a major humanitarian project based on water and cycling. Its objective: get to New Zealand in July 2016 and supply drinking water to the poorest populations.

Our graduates' initiatives are regularly presented in the alumni magazine *La Tribu*.



See issue 87 i

## PRINCIPLE 3

### METHOD

**WE WILL CREATE EDUCATIONAL FRAMEWORKS, MATERIALS, PROCESSES AND ENVIRONMENTS THAT ENABLE EFFECTIVE LEARNING EXPERIENCES FOR RESPONSIBLE LEADERSHIP.**



Considering that this is TBS's core business, the School set itself ambitious objectives to develop a place for CSR in all its teachings and for all students, not just those choosing a CSR-SD specialization.

However, integrating CSR in its curriculum cannot be done simply through a specific module, even if it concerns all students, but requires a course developed over time that uses lectures, lessons, tutorials, actual projects and work in society to consider these concepts in their various dimensions and sometimes contradictory demands.

The School seeks to rely on a positive (and reassuring) approach that regards SD as an opportunity for inspiring entrepreneurial projects (especially through the National Student Conferences on Sustainable Development, see Principle 6).

For several years now, the Grande École Program (PGE) has been a laboratory for experimentation, and the Group drew on the experience of the PGE to deploy the approach to the Bachelor and Specialized Master programs.



## THE EXPERIENCE OF THE PGE

Gradually over the past decade, we have tried to offer our students a coherent curriculum that addresses social and environmental issues. Because we believe that theory classes given to large numbers of students cannot by themselves cover all the different dimensions of such broad topics, this curriculum uses a combination of educational innovations. In addition to a CSR module, it requires every student to undertake 35 hours of civic service for solidarity with an association assisting people in need, and culminates in the National Student Conference on Sustainable Development (ANEDD). This annual event showcases the inspiring innovations that seek to achieve a mode of economic development that is more respectful of people and our planet.



## “CSR-SD COURSE”, THE OUTLINES

### ➔ THE “CSR-SD COURSE” IN THE 1<sup>ST</sup> YEAR OF THE PGE IS DIVIDED INTO 5 SEGMENTS:

- Lectures on global societal issues
- A 15 h module on CSR
- A “Sustainable Development” day and the ANEDD, organised by the students of the B3D and featuring conferences, an Eco-business forum and the Eco-awards
- 35 hours of civic service for solidarity for each student throughout the year
- Since 2007, questions included in internship reports on the company's position with regard to CSR and SD

## → TWO NEW ADDITIONS IN 2015:

### ● Integration of the Sustainability Literacy Test:

During the integration seminar, L3 students are asked to take **the Sustainability Literacy Test** in learning mode. This test is available in eight languages and in 2014 was taken by 24,500 students from 17 countries. The aim of this tool is to assess the basic knowledge of students throughout the world in the area of sustainable development and economic, social and environmental responsibility.

### ● Extension of the Aim2Flourish Prizes teaching project:

In addition, L3 and M1 students on preliminary training are encouraged to participate in the **Aim2Flourish Prizes**.

**The Flourish Prizes** were launched in New York in June 2015, in the framework of the PRME Forum marking the 15th anniversary of the Global Compact. TBS is a member of the pilot project with 22 business schools around the world, coordinated by Case Western Reserve University (Florida). The Flourish Prizes will in 2017 reward students' accounts of innovative enterprises meeting the social and environmental challenges facing modern society. The objective is also to collect information for a database of companies that are both profitable and beneficial to society. We ask our L3 students to describe innovation in one of these companies, and in return they benefit from a 2-point bonus for the CSR module. As an illustration, we use the video made by an L3 student during the pilot phase, to tell the story of a Toulouse start-up, Sunwaterlife, that developed a process to purify 800 liters of water per day, described by them as "an innovation that is changing the world".



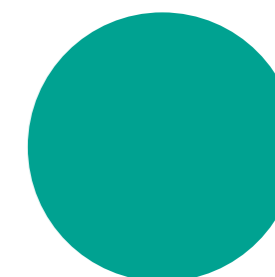
## THE PGE CSR-SD COURSE IN DETAIL

### 1. Lectures on global societal and environmental issues

A cycle of 7 introductory lectures in the auditorium aims to help students understand complex societal issues, with high-profile speakers who are experts in their fields, including philosophers, scientists and representatives of NGOs.

#### A few examples of the topics addressed:

- The energy transition
- Human rights in the subcontracting chain
- Gender equality
- The functional economy
- New business models
- The circular economy
- From financial rating to societal rating
- Acting against exclusion
- Religious teaching



The lectures are followed by a debate with the students.

#### Lectures held in 2014-2015 in the framework of the societal lectures for L3 students:

- Ethics and Management (J. Igalens)
- Lecture by Mr Pozzo di Borgo
- Acting against exclusion (FACE-DSI)
- Public policy for digital uses (P. Perez)
- Gender equality: what do you know about it ? (ANACT)
- Human rights in the subcontracting chain (RHSF, BIT, Petzl Malaysia)
- New Business Models (Jan Jonker)

### 2. A 15 h module on CSR

This module provides theoretical perspectives on the origins, definitions, references and tools of CSR. Students also work in small groups to analyze the stakeholders of a company labeled as irresponsible. Then they analyze the CSR-SD practices and policy of a company seeking to develop outstanding responsible practices.

### 3. Civic service for solidarity (35 h)

**At the beginning of the 2006 academic year, TBS launched the "35 hours of solidarity for the community" civic service contract**, according to which all students on the Bachelor program and the PGE undertake a concrete act of solidarity to benefit civic society, requiring them to become more open to the realities of the society in which they live.

As such, each year students invest a combined total of 30,000 hours of civic service in missions such as academic support for pupils in difficulty in our partner middle and high schools, assisting the disabled, the homeless, the poor, the elderly, the sick...

Students have to choose a local humanitarian association where they will volunteer for several hours throughout the year. A forum of local associations is held for this purpose at the beginning of the year. The students are therefore faced with very real societal issues close to home, and can provide support to people that they would not otherwise come into contact with if it were not for this project.



Find out more with our video (external link)



#### Examples:

- Regular weekly volunteer visits throughout the year to homes or institutions (day centers, retirement homes) in Toulouse, to spend two hours with elderly people suffering from loneliness, isolation and insecurity of many kinds.
- Voluntary work in a daytime facility in the Toulouse conurbation for women and men in great difficulty, such as low-income workers or the homeless. Assess their needs with regard to clothing, footwear, hygiene kits and equipment for survival on the street, guide them towards social organisations, provide a public letter-writing service, recharge cellphones.
- Take part in sports activities for the disabled with the Adaptive Sports League: swimming, football, archery, table tennis, etc.

**The 35 hours can also take the form of academic support for schoolchildren in difficulty, through committed partnerships with middle and high schools.**

Some students also enroll in Les Cordées de la Réussite (Roped Together for Success), a national coaching scheme that aims to develop self-confidence and cultural openness in young people: coaching is done in pairs, a TBS student and a high or middle school pupil.

Through professional encounters, cultural outings (museum, theater, opera), participation in TBS student projects and personalized advice on study options after the Baccalauréat, the scheme aims to reduce the phenomenon of academic self-censorship in some young people

#### 4. National Student Conference on Sustainable Development

A key student event on sustainable development themes, the ANEDD (National Student Conference on Sustainable Development) celebrated its 10th anniversary at Toulouse Business School on April 7, 2016 (see Principle 6).

#### 5. Societal questions included in the internship report

From their initial contact with the host company during their first internship at the end of their first year, students are invited to examine, with the help of guidelines, the company's social and environmental performance. The objective is to develop a reflex that automatically takes these concepts into account, in any analysis of a work situation or business issue. The ability to assess a company's performance in a societal context is specified as one of the key skills assessed as part of the internship reports.



## INTEGRATION OF CSR-SD IN **TEACHING PROJECTS**

Besides this 5-segment course, which concerns the entire year of more than 450 students, many students undertake other group projects incorporating sustainable development issues.

#### → DELTA PROJECTS

In the first year of the Grande École Program, students are encouraged to set up and carry out over an academic year a project of their own choice on cultural, artistic, social, humanitarian, sporting, economic or business creation themes. The objective is to learn how to manage a project according to a rigorous method with the support of a tutor and also a sponsor, from the business world or from civic society.

Every year we monitor indicators on the different types of Delta projects. Over 40% of these projects have a strong social, environmental or humanitarian component. This has been the case since 2012-2013.

#### Examples:

- Raise awareness about blindness among children and adults through sport by organising a day for:
  - A demonstration by two teams of professional players of Cécifoot (blind soccer)
  - A beginner's class in Cécifoot for children and adults
- Create a database and organise events to publicize the social and solidarity economy
- Create a database of initiatives in the circular or sharing economy corresponding to new business models
- Educate children about gastronomy and the fight against waste, and develop their environmental awareness

→ **SESAME PROJECTS**

In their **third year**, students are invited to participate in several **SESAME** projects (company-related strategic consulting projects) on SD themes. This entails groups of 40 students advising companies or communities implementing an SD approach.

**SESAME projects on sustainable development in the last few years have involved, for example:**

- The companies Ecocert (organic certification) and Tenesol (solar panels)
- The IES association (initiatives for a solidarity economy)
- The Coteaux Bellevue local authority
- The disability-friendly company DSI. In 2015, two out of the ten projects were related to SD issues:
  - With the public transport operator TISSEO
  - The other with the food group Poult

↓  
**VOCATIONAL OPTIONS**

In their final year, in each vocational option, students write research papers connected to CSR-SD themes. A specific SD option has been available since 2004.

**The vocational option “Sustainability Strategies for Business”** (taught in English and French).

This option was redesigned in 2015 to become a vocational specialization program on business strategies in response to climate change issues, in partnership with Veolia.

It involves training future managers to understand and anticipate the environmental constraints and issues facing organisations now and in the future:

- Regulatory framework (Energy-Climate package, EU-ETS, etc.)
- Markets (demand and supply of raw materials, energy, GHG emissions, etc.)
- Technological framework (change in costs of renewable energies, etc.)
- “Natural” framework (extreme weather, population growth, health, etc.).

Since 2004, this option has led to the establishment of a network of professionals working in activities related to sustainable development.

↓  
**PROGRESS IN INCORPORATING CSR IN EACH DISCIPLINE**

Over the past few years, professors have been invited to take part in conferences on CSR-SD to help them develop their skills in these areas. Around twenty professors now have research themes related to these issues.

Each teaching department and each Specialized Master provides an annual report on how CSR-SD themes are incorporated into traditional lessons:

- Management Control, Accounting and Auditing
- Law
- Economics/Finance
- Information Management
- Marketing - International Business
- Industrial Organisation, Logistics and Supply Chain
- Responsible Organisation and Human Resources
- Strategy, Entrepreneurship and Innovation

All teachers are asked to complete, department by department, in a shared collaborative folder, a table showing how CSR is incorporated in their lessons, program by program.

**For each department, the structure is as follows:**

Year	Module name	Name of the professor	Number of hours for the module	CSR-SD assessment in module (hours)	No. of students concerned	Description of how CSR-SD is integrated in the module	Types and titles of attached files (syllabus, PPT extract, cases, etc.)
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Progress still needs to be made because it is not always easy to determine what relates to CSR and SD and to assess the number of hours, but this work to collect syllabuses, cases and teaching materials contributes to the global raising of awareness, and to collaboration, deliberation and innovation in all the teaching departments.



## SPECIALIZED MASTER PROGRAM

For the past few years, each Specialized Master manager has completed a document identifying the modules and the place given to CSR-SD issues.

All Specialized Masters aim to devote a minimum of two days to these issues, with the emphasis on CSR issues rooted in the theme of the Master (example, Health, Supply Chain, etc.). Of course many lectures by professional guest speakers are also related to these themes, but these are difficult to quantify.

A Specialized Master in Sustainable Development and Climate Change, in partnership with the National School of Meteorology and ENSAT, was launched in 2008.



## BACHELOR PROGRAM

Following experiments carried out in the PGE and the Bachelor, in 2014-15 we worked on a Bachelor course that was launched in the autumn of 2015.



### THE “CSR-SD COURSE” IN THE BACHELOR PROGRAM:

- 3 lectures on global societal and environmental issues
- The ANEDDs
- 50 hours of civic service for solidarity
- A CSR board game to discover this concept via the life of an SME with the Palanca association in Year 2
- An HR module in Year 2 with a CSR-HR component
- Examination of the company’s position with regard to CSR-SD, included in the internship reports



### CLOSE-UP ON TWO INNOVATIVE TEACHING APPROACHES:

#### 1. The CSR-SD board game

**Objectives:** Understand the main principles of CSR and discover all the benefits for a company from implementing such an approach.

**The principle:** Using a real business case, players can suggest innovative solutions for various problems related to sustainable development. In the last sequence, the game is opened up and the participants have the opportunity to work on their own problems/projects.

The game is a collaborative and light-hearted way of thinking about how to introduce social, environmental and territorial improvements in a concrete business case:

- 1 case
- 4 sprints
- context cards/solution cards
- hybrid teams

#### 2. A tree for each Bachelor student with PUR Project

More than 1000 students concerned and more than 1000 trees planted!

As part of its sustainable development approach, TBS decided to support a PUR Project in northern Morocco, “Women of the Rif”, by funding the planting of an olive tree for each Bachelor student in Toulouse, Casablanca and Barcelona. For the past two years, at the integration seminar, each Bachelor student has been offered their very own olive tree, along with a certificate: a tree planted in the Rif region of Morocco, one of the three countries where TBS has a campus.

This gift of a tree, a source of life, is the basis of a lecture introducing students to the concepts of sustainable development and corporate social responsibility. This lecture is organised in conjunction with the students of the Office of Sustainable Development, who present on this occasion the volunteering opportunities for students on these themes on campus.



Find out more about the TBS and PUR Project reforestation project ([external link](#))



# PRINCIPLE 4

## RESEARCH

WE WILL ENGAGE IN CONCEPTUAL AND EMPIRICAL RESEARCH THAT ADVANCES OUR UNDERSTANDING ABOUT THE ROLE, DYNAMICS, AND IMPACT OF CORPORATIONS IN THE CREATION OF SUSTAINABLE SOCIAL, ENVIRONMENTAL AND ECONOMIC VALUE.



TBS's CSR-SD policy is structured around the organisation of thematic research symposia, the New Business Models Chair, and research conducted in partnership in many areas. TBS regularly makes available publications and research reports on CSR-SD, mainly on its website.



↓

### 3 MAJOR EVENTS ORGANISED IN 2014-2015

→ **THE SECOND ANNUAL CONFERENCE OF THE FRENCH ASSOCIATION OF ENVIRONMENTAL AND RESOURCE ECONOMISTS (FAERE).**

On September 10 and 11, 2015, Toulouse Business School hosted the Second Annual Conference of the French Association of Environmental and Resource Economists (FAERE), organised by two TBS professors. [\(see external link\)](#)

Over these two days, 91 research articles were presented. The presentations were divided into 26 parallel sessions on topics as diverse as climate policies, biodiversity, international agreements, the bio-economy and green technologies.

The event also attracted some highly prestigious guests, including Lucas Bretschger, President Elect of the European Association of Environmental and Resource Economists and Professor at ETH Zurich, James Hammitt, Professor at Harvard University and Director of the Harvard Center for Risk Analysis, and Sjak Smulders, Professor at the University of Tilburg, who each gave an overview of their specialty and the latest advances in their research, at the plenary meetings.

The event brought together nearly 120 French researchers from French and foreign institutions (Netherlands, United States, Switzerland, etc.). Its purpose was to present the latest research developments in environmental and resource economics, and to provide a discussion forum both for doctoral students and experienced researchers of all nationalities. [\(see external link\)](#)

→ Consult the web site of the conference [\(external link\)](#)



→ **THE THIRD CONGRESS OF THE ASSOCIATION OF LAW PROFESSORS**

The Third Congress of the Association of Law Professors of Grandes Écoles (APDGE) was held at TBS on December

3<sup>rd</sup> and 4<sup>th</sup>, 2015 on the theme of “Governance and compliance in companies: constraints or opportunities ?”.

It was organised by the faculty of the Business Law Department, and attended by some 50 participants: professors from Grandes Écoles or universities in France and Canada, and lawyers. It received support from a variety of partners: the Bar of Toulouse, the French Association of Company Lawyers (AFJE), the Village de la Justice website, and the Association of Corporate Legal Advisers (ACE).

**CSR themes were very present:**

- No 2 sessions: Compliance and accountability: from inside the company to outside
- No 3 sessions: Corporate social responsibility
- No 4 sessions: Accountability of leaders: a tool for ensuring good governance and compliance

## → THE SYMPOSIUM: “WHAT KIND OF HUMANISM IS NEEDED FOR TOMORROW”

The symposium: “What kind of humanism is needed for tomorrow: the future of mankind in our companies”, November 27 and 28, 2015.



## LAUNCH “NEW BUSINESS MODELS” CHAIR

The “New Business Models” Chair was launched in 2014, in the framework of the project for the Pierre de Fermat Chair of Excellence. This chair is headed by the Dutch professor **Jan Jonker**, who is internationally renowned for his work on sustainable development and business modeling. Professor Jonker has been working on this European project for two years with the teachers and students at TBS, funded by the Occitanie Regional Council. This research will enable the development of fundamental and applied knowledge in the area of business models for a circular and collaborative economy leading to a more sustainable economy. Several cases in the Occitanie region will be studied in the framework of this Chair and compared with other European countries, at symposia organised at TBS. During the two-year term of the Chair, three international seminars on new business models have been held.

- **Two international workshops were held at TBS in 2014-2015, with a view to preparing a book on new business models.**
- **Student work (29 students from Delta groups) on NBMs was carried out in 2015** and presented at an event held on May 9, 2016. The objective was to produce an inventory of organisations belonging to the “NBM” category in Occitanie.
- Professor Jan Jonker is assisted by **a doctoral student and an intern from the Specialized Master in Sustainable Development and Climate Change**, whose professional thesis examined three organisations in the region in the NBM category.
- **An international research conference with a call for papers on new business models was held on June 15 and 16, 2016.**

## → CONTINUATION OF SPECIFIC MONITORING OF CSR-SD PUBLICATIONS

Monitoring of CSR-SD research publications is carried out each year. Some twenty professors published work in CSR-SD fields in 2014-15. Their areas of research include:

- The environmental economy
- Carbon sequestration, CO2, climate change
- Adaptation to global warming, CO2, carbon tax
- Emergence of renewable energies and R&D
- Socio-environmental performance of companies, environmental reporting
- Carbon accounting, integrated reporting, environmental accounting
- Environmental management control
- Measurement of sustainable performance
- Corporate governance and sustainable development
- Corporate social responsibility
- Management of sustainable development and CSR
- CSR and public services
- CSR and human resources management
- Diversity
- Ethnic and spiritual diversity, Islamic business ethics
- CSR and organisation, CSR and capitalism
- Organisational innovation to combat poverty in Brazil
- Gender equality
- Health and vulnerable workers
- Gender and consumer behavior
- CSR and consumers
- Right to be forgotten (digital data)
- Individual data protection

2 professors have been awarded research grants on environmental accounting.



## DEVELOPMENT OF PARTNERSHIP

Development of partnership research projects on themes related to CSR-SD

## → ENVIRONMENTAL AND SOCIAL ACCOUNTING.

The research relates to innovative areas in accounting/management control. Its main themes are environmental and social management control, as well as businesses and projects in the social and solidarity economy. Two of the

research fields are strongly rooted in the local fabric.

Environmental and social management control is defined as the identification, collection, estimation, analysis and reporting of monetary and physical data related to environmental and social issues. This project is being funded as part of a New Entrants 2014 grant from the IDEX program at the Federal University of Toulouse Occitanie, from April to June 2016. Contact: [d.gibassier@tbs-education.fr](mailto:d.gibassier@tbs-education.fr)

## → ENVIRONMENTAL COMMUNICATION IN COMPANIES: A COMPARISON BETWEEN FRANCE AND CANADA.

This research project is being conducted in collaboration with the University of Ottawa and the University of Quebec in Montreal. Its objective is to analyze public documents from a range of French and Canadian companies in order to compare their performance in the field of environmental communication, while considering the differences between the French and Canadian legal systems. It will also conduct an in-depth analysis and comparison of the attitudes expressed in these companies' publications. This project is being funded as part of a New Entrants 2014 grant from the IDEX at the Federal University of Toulouse Occitanie, from April 2015 to June 2016.

Contact: [m.chelli@tbs-education.fr](mailto:m.chelli@tbs-education.fr)

## → ROLE OF “INTEGRATED REPORTING” IN ACCOUNTING PRACTICES.

The ACCA/IMA (Association of Chartered Certified Accountants/Institute of Management Accountants), an association of accountants and financial professionals in business based in New Jersey, has signed a research contract with two French academic research laboratories in management, TBS and HEC.

The aim of the project is to provide new knowledge for a better understanding of the concept of “Integrated Reporting” (integration of financial and non-financial accounting) and its implications for accounting practices.

Contact: Delphine Gibassier [d.gibassier@tbs-education.fr](mailto:d.gibassier@tbs-education.fr)

## → POREEN PROJECT

Partnership opportunities between Europe and China in the renewable energy sector and the environment industry.

Contact: Louise Curran [l.curran@tbs-education.fr](mailto:l.curran@tbs-education.fr)

## → SUPPORT THE GROWTH OF FLEXITARIANISM

This research project is aiming to study “flexitarianism” (or semi-vegetarianism), which is an attitude to food consumption that involves deliberately reducing meat intake. Contact: [g.cazes-valette@tbs-education.fr](mailto:g.cazes-valette@tbs-education.fr)

As part of its different research actions, TBS sought to publicize the work of junior researchers in CSR-SD by creating a research competition to mark the 10th anniversary of the National Student Conferences on Sustainable Development (see Principle 6).

# PRINCIPLE 5 PARTNERSHIP

**WE WILL INTERACT WITH MANAGERS OF BUSINESS CORPORATIONS TO EXTEND OUR KNOWLEDGE OF THEIR CHALLENGES IN MEETING SOCIAL AND ENVIRONMENTAL RESPONSIBILITIES AND TO EXPLORE JOINTLY EFFECTIVE APPROACHES TO MEETING THESE CHALLENGES.**



The various projects presented above (Principle 4, Research) reflect the School's involvement in partnership projects with companies, in particular in the framework of the New Business Models Chair. The SEARRCH project is one example.





## SEARRCH

SEARRCH (Sustainability Engineering Assessment Research for Recycled Composites with High Value) has obtained funding from the ANR (National Research Agency). Its aim is to create relevant indicators (environmental, social, economic) and develop methods and tools for assessing the sustainable value of composite recycling channels, specifically for aeronautical CFRP (carbon fiber reinforced polymer).

SEARRCH is a **multidisciplinary consortium of four partners (Altran, INPT/LGC, University of Bordeaux/ISM, Toulouse Business School)** that include experts in process modeling, recycling systems, LCA (Life Cycle Analysis), flow models, applied mathematics, multi-objective optimization, decision-support tools, environmental economics, environmental legislation and sustainable business. The SEARRCH project, spread over 42 months from January 1st, 2014, **has obtained funding of €575,000 and has also been approved by the Aerospace Valley cluster.**

**Contacts:** >> **Luc Rouge** l.rouge@tbs-education.fr et >> **Gilles Lafforgue** g.lafforgue@tbs-education.fr

We have also established partnerships with businesses in other frameworks at the local level:



## PTCE REGIONAL CENTRE FOR ECONOMIC COOPERATION

**With the Regional Centre for Economic Cooperation (PTCE). The PTCE *Le Multiple* - Les Imaginations Fertiles** is a “third space” devoted to the collaborative economy, where actors of social innovation, digital manufacture, design and crafts can combine their talents and networks.

Installed on a brownfield site of nearly 4000 m<sup>2</sup> in the center of Toulouse, *Le Multiple* incorporates two founding structures: the Greenhouse and the FabLab Artilect. The PTCE is involved with the research work of the “New Business Models” Chair of Excellence. PTCE members take part in the TBS training programs and in various student projects (the ANEDD, in particular). TBS is a member of the GAREM (Midi-Pyrénées responsible procurement group) and Synethic, a member of the PTCE that offers help with the development of responsible purchasing.

A partnership has also been signed between the TBS incubator “TBSeeds” and the societal innovation incubator Première Brique (“First Brick”), adjacent to *Le Multiple*.



## COP 21

**In the framework of the COP 21, TBS was active partner in two events organised in Toulouse**



### “1,2,3 CLIMATE”

“1,2,3 CLIMATE” with Touleco, the ARPE, Ecocert, the CCI and Toulouse Métropole on November 10, 2015. This event, held on the TBS premises at Entiore, attracted more than 400 people (businesses and local authorities) to work on solutions to address global warming. The students of the B3D were also involved.



### “CSR ON TRIAL”

In partnership with local CSR networks (associations, professional trade unions, consultants, businesses) on December 3, 2015. This original approach involved putting CSR on trial to face three charges. CSR was acquitted by the 200 people present.

**Other interactions relate to research projects and events organised jointly (see Principle 6).**



# PRINCIPLE 6

## DIALOGUE

WE WILL FACILITATE AND SUPPORT DIALOG AND DEBATE AMONG EDUCATORS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY ORGANISATIONS AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.



TBS is taking part in the debate on education in responsible management.



### AT THE INTERNATIONAL LEVEL

TBS was out in force (three teachers and one student) in New York from June 23 to 25, 2015, on the occasion of the PRME Forum (Principles for Responsible Management Education) organised for the 15<sup>th</sup> anniversary of the United Nations Global Compact. This event saw the launch of the “Flourish Prizes”, an initiative that is very close to TBS’s heart (see Principle 3).



### AT THE NATIONAL LEVEL

Since they were set up in 2007, TBS has been participating in the CSR-SD think-tanks of the Conférence des Grandes Écoles (CGE). TBS attends the SD meetings and events organised by the CGE as part of a process of continuous improvement. In 2013, the School also joined the CGE’s community of gender equality advisers.

TBS was one of the first management schools to submit an application for SD&SR certification in the framework of the scheme launched by the CGE-CPU, in autumn 2015.



### AT THE REGIONAL LEVEL

TBS has participated in the Midi-Pyrénées regional sustainable development network since its inception. This network aims to pool experience and resources.

**TBS is developing multiple partnerships to deploy its CSR-SD policy and play a role in the discussions around these themes.**



#### WITH THE MIDACT

In the framework of Quality of Life at Work Week, a round table on discussion spaces in business on June 16, 2015. The MIDACT also gives lectures on gender equality for L3 students.



#### WITH THE T3C (TOULOUSE CHANGE COMMUNICATION CONFERENCE)

On the theme “Positive influence and sustainable commitment, a few little secrets about free consent” on June 17, 2015 with the participation of Robert Vincent Joule. The partnership with this group, which is seeking to promote sustainable development through more effective communication, continues in 2016 with the help of students on the Specialized Master in Communication.

## → WITH THE MIDI-PYRÉNÉES RESACT ASSOCIATION

With the Scientific Research and Improvement of Working Conditions and the IEEFC (European Institute of Economy of Functionality and Cooperation) for a cycle of four lectures held in 2015-16 that combine health and SD:

- “Health, one of the challenges of the crisis: introduction of the cycle”
- “Occupational health professions in the economic crisis”
- “Economy of functionality and cooperation: a renewed relationship, health and economic performance”
- “Open up occupational health: a public health issue, but also an economic and political issue”

## → WITH FACE (THE “ACT AGAINST EXCLUSION” FOUNDATION)

Organisation of a conference with FACE - DSI, a disability-friendly company with which TBS has signed a partnership, for L3 students.

The students of the Human Resources vocational option have also conducted interview simulations with FACE as part of the “Disability Encounters” program.

## → WITH PUR PROJECT, AN AGROFORESTRY ASSOCIATION FOUNDED BY TRISTAN LECOMTE

For the past two years, TBS has offered a tree to each Bachelor student (see Principle 3). The partnership with PUR Project also involves research seminars organised by TBS. Participants are compensated for their travel costs through the funding of trees in the framework of a PUR Project on agroforestry. The Alto Huayabamba project is being conducted by the producers of the ACOPAGRO cooperative in the region of San Martin in the Peruvian Amazon. This reforestation project conducted with the co-operative since 2008 aims to develop model agroforestry systems that ensure the long-term sustainability of cocoa crops. The Acopagro cooperative comprises more than 1500 small cocoa and sugar cane producers. It was created in 1997 following a United Nations project, launched in 1994, which aimed to substitute coca crops with cocoa crops.

TBS also works regularly in **partnership with AFNOR, the Midi-Pyrénées Sustainable Leaders Club, the ARPE, the MOUVES (Social Entrepreneurs Movement) and WISEED to organise joint events.**

## → WITH WISEED

Breakfast/conference with WISEED on Crowdfunding on November 3, 2015.

“The environment, how can companies get themselves up and running ?” with the MOUVES and the Jeune Chambre Economique on February 18, 2016.

TBS has also signed partnerships with Websourd, the GREP, and associations promoting gender equality such as BPW, WIB and WIA (see Principle 2).



## → WITH THE A.N.E.D.D.

**The ANEDD, National Student Conference on Sustainable Development, exemplifies the efforts to engage in debates on sustainable development issues with the different stakeholders in society.**

Since its creation in 2007, this event has aimed to raise awareness about issues of sustainable development among young people throughout France. This ambition is shared by the many partners, which include FIDAL, ENEDIS, GRDF, the CFBP, SNCF and Air France. Sponsored by Tristan Lecomte, the very committed co-founder of Alter Eco and President of PUR Project, the 2016 edition, which marks the 10<sup>th</sup> anniversary of these conferences, was attended by almost 800 students.

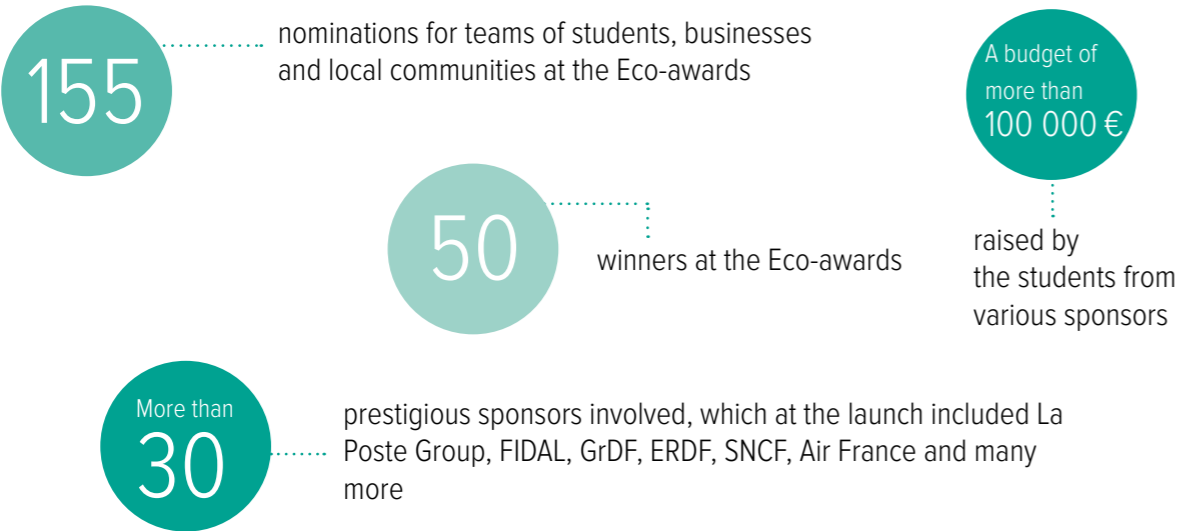


## ORIGIN OF THE ANEDDs: STUDENT INITIATIVE AND EDUCATIONAL INNOVATION

The ANEDDs, which are organised each year by TBS students, are an integral part of the program just like the classes, and fall within the framework of the CSR-SD teaching module for the common core in the first year. As with the “flipped classroom”, they invite students to ask questions about sustainable development and follow them up through role-playing situations. The ANEDDs are entirely designed by the students. Students of the B3D (Office of Sustainable Development) decide on the themes of the round tables, choose the speakers and coordinate the debates and the competitions. They also vote on the Eco-awards and distribute the prizes.

For the past 10 years, the ANEDDs have been promoting sustainable development issues among young people throughout France, with the aim of uniting them behind a positive and innovative approach. They are a rich opportunity for discussion between students and professionals on the theme of innovation in CSR and sustainable development. They therefore enable young people to think about, experiment and choose what could contribute to more sustainable development. Alongside the conferences, there are round tables for discussions, the Eco-Forum for testing innovative solutions and services, and the Eco-awards, which are one of the highlights of each ANEDD. These prizes reward achievements and research that, from the students' point of view, are a step in the right direction. Students get to vote and award the "Grand Prix" in each category. In 2016, more than 40 innovative projects were submitted. Some of the initiatives presented at ANEDDs have gone on to become great success stories: the **Deways** project (2011 Winner in the student category) has become a recognized car-sharing platform, the **Transistore** project devoted to the emergence of innovative transition solutions (2015 Participant) developed into a start-up, while the **CITIZENFARM** project (2015 Winner in the student category), which received assistance from the TBSeeds incubator, is winning over consumers with its aquarium for home-grown produce.

→ THE ANEDD IN FIGURE



→ AN EXPANDED EDITION FOR 2016

On April 7, the latest edition of the ANEDD once again demonstrated the importance of this event for students. These conferences aim to help students explore new business models, and nearly 800 of them attended the 2016 event. Students from the Barcelona Campus and the Bachelor program were mobilized for the first time. The latter also took part in a creativity challenge on a theme proposed by Air France: "What is responsible travel ?".

→ ANOTHER NOVELTY THIS YEAR WAS THAT THE ANEDD EXTENDED ITS ACTIVITIES BEYOND THE SCHOOL WALLS.

It expanded its scope in several respects:

- by organising, prior to the event, a Tour de France of alternative solutions aiming to discover regional initiatives on the theme of the circular economy and sustainable development,

- by broadening the Eco-awards competition and by opening it for the first time to young researchers,
- by proposing, at the end of the 2016 event, an extension of the solutions presented at the ANEDD in the framework of the Aim2Flourish initiative, supported by the United Nations, which in 2017 will reward students discovering and publicizing the most promising innovations that meet the objectives of sustainable development (<http://aim2flourish.com/>).

→ 2016 PRIZES: RECOGNIZING INNOVATION IN THE FOUR CATEGORIES OF THE "ECO-AWARDS" COMPETITION

Twenty-four of the 45 entries were selected to take part in the oral stage of the Innovation Eco-awards competition at TBS. The Eco-award prize-winners at the 10th edition of the ANEDD were as follows:

- **In the "Students" category:** The Grand Prix was awarded to PAVEPHONIES, a free open-air student music festival demonstrating mutual solidarity and responsibility, with Ecofest certification. The "Coup de Coeur" jury prize went to CLEANCUP, a water fountain project for automatically washing and distributing reusable glasses. Its objective: to do away with disposable cups.
- **In the "Research" category:** The Grand Prix was awarded to Enguerrand BLONDIAUX for the research project "CO2 recycling: an alternative to petrochemicals for the synthesis of nitrogenous molecules". The "Coup de Coeur" jury prize was given to Gwenaël ROUDAUT, for the research project "Corporate governance and firm performance: the sustainability equation ?"
- **In the "Businesses" category:** The Grand Prix was awarded to GOODEED, a website that allows its visitors to use advertising revenue generated on the Internet to finance donations. The "Coup de Coeur" jury prize went to the CAFÉ DES SPORES, an association aiming to grow mushrooms on coffee grounds.
- **In the "Communities" category:** The Grand Prix was awarded to the municipal council of LE SEQUESTRE, for a social pricing system for the municipal component of water bills. The "Coup de Coeur" jury prize was awarded to the HAUTES PYRENEES Departmental Committee for Economic Development, for a crowdfunding platform for local projects in the Hautes Pyrénées département.

The four winners of the "Students" and "Research" competitions each received a check for 1000 euros.



### The themes of the 2015 round tables:

- New business models for a well-rounded world
- Finance, savings and currencies to make the world go round
- Energy and water issues
- Overview of new business models in the Midi-Pyrénées Region - Pierre de Fermat Chair at TBS
- From competition to leisure, the challenges of responsible sport
- Sustainable mobility: what are the solutions for today ? For tomorrow ?
- Tomorrow: design between high tech and low tech
- Feeding others and ourselves: alternatives to the impoverishment of land and people
- Entrepreneurship and ethics: innovative models of organisation, decision-making and distribution
- COP21, what next ?

### The themes of the 2016 round tables:

- Circular economy: give meaning to our future!
- Is environmentally-friendly aeronautics possible ?
- Power: what are the new alternatives for production and distribution ?
- CSR in large companies: info or intox ?
- Energy transition, COP21: everyone's business ?
- Sustainable mobility: what if the car was no longer your first choice ?
- Entrepreneurship and SD: "Doing Good", the new way of doing business ?
- SD 2.0: dangers or opportunities ?
- How can a green attitude help you succeed in your exams ?

Students are often surprised by the quality and inventiveness of the ideas presented in the various competitions. The profusion and dynamism of the projects convey a positive image of sustainable development, and the passion of the participants motivates others to act.

They then associate sustainable development with business creation opportunities, or avenues to be explored in their future companies, regardless of their ultimate role in these companies.

The fact that the students' projects can emanate from universities and engineering schools makes them more aware of the benefits and the need to share and combine expertise, disciplines and cultures to better grasp the issues of

sustainable development. The meetings with other students and also with representatives of companies and NGOs at the forums help broaden their outlook and open their minds.

The entertaining events throughout the day give them a very different view from the austerity sometimes associated with lessons and help add a festive note to proceedings: pedaling to get fresh fruit juice with the smoothies bike, trying out electric bikes and vehicles and winding down with a special sustainable-development themed musical evening.

The ANEDDs are primarily an opportunity for meetings and discussions on the subject of sustainable development between students from all over France (Grandes Écoles and universities), businesses, the voluntary sector and local communities.

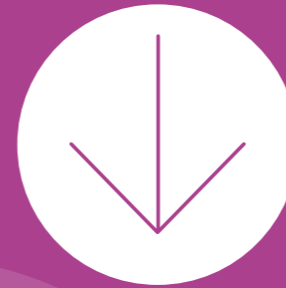


See the videos:

[ANEDD 2015](#)

[ANEDD 2014](#)





## **II. SELF ASSESSMENT AND FUTURE PERSPECTIVES/ KEY OBJECTIVES**



## RSE-DD

# AUTO-EVALUATION



Every year TBS conducts a self-assessment of its CSR-SD approach based on the reference framework of the Conférence des Grandes Écoles - Conférence des Présidents d'Université. In the five areas of the framework, and on 18 strategic variables and 44 operational variables, the School is assessed on a scale from 1 (awareness level) to 5 (exemplarity level). The result of the 2015 self-assessment is given below.



## STRATEGY AND GOVERNANCE

Contribute with all the stakeholders (internal and external) to building a responsible society able to reconcile its economic, societal and environmental constraints.

3

Formalize its Social Responsibility & Sustainable Development (SD&SR) policy and integrate it in all the school's activities.

3

Deploy (human, technical and financial resources, etc.) and manage SD&SR within the school (structures, collaborators, dashboards, etc.).

3



## EDUCATION AND TRAINING

Integrate SD&SR issues in the programs and lessons / Create specialized training centers.

3

Promote and support the development of SD&SR skills in students.

4

Facilitate and support the development of SD&SR skills in personnel at the school (teachers, researchers, administrators).

2

Encourage the development of a knowledge society that respects the principles of SD&SR.

3



## RESEARCH

Promote the school's interdisciplinary research on SD&SR at the local, national and international levels.

3

Make SD&SR research, its approach and tools available to the initial and continuous training programs, and to meet teaching needs.

3

Promote and transfer SD&SR research results to stakeholders at both national and international levels.

3



## ECOLOGICAL MANAGEMENT

Develop a policy for reducing greenhouse gas emissions, and sustainable use and reduced consumption of resources.

2

Develop a policy for preventing and reducing harm to the environment (including pollution).

3

Develop a policy in favor of biodiversity.

1



## SOCIAL POLICY AND LOCAL COMMUNITY

Promote a human and social policy based on parity and diversity in personnel.

3

Enhance and develop skills and internal mobility.

3

Develop a policy on the quality of life in the school (staff and students).

3

Encourage an equal opportunities policy for students.

4

Get the school involved in developing SD&SR initiatives in its local regions.

4



## CSR-SD OUR OBJECTIVES



The CSR-SD approach is now 10 years old. It is an established part of our institution and we wish to deploy it successfully throughout the organisation with the help of the student associations and all staff and professors.



## → OUR OBJECTIVES FOR EACH OF THE TOPICS OF THE CSR-SD REFERENCE FRAMEWORK



### STRATEGY AND GOVERNANCE

- Internal structuring of the CSR-SD organisation (see Strategy)
- Raise awareness among all personnel, and training managers
- Continue development of CSR-SD partnerships



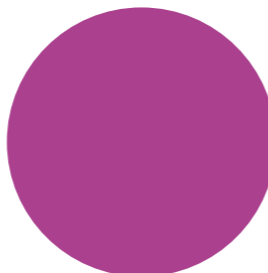
### EDUCATION AND TRAINING

- Make full use of the shared tables on the place of CSR in lessons
- Operational Committee: make “CSR points” a permanent fixture of departmental meetings and meetings of the educational committee (group and PGE)
- Continue deployment in the other programs
- Develop a partnership between TBS students and the “Women of the Rif” PUR Project
- Work on a TBS game with the educational objective being to discover CSR through the approach of the school itself and contribute to the TBS continuous growth process



### RESEARCH

- Continue and develop CSR-SD research conducted in partnership
- Continue monitoring of CSR-SD research
- Monitoring of the NBM Chair



### ECOLOGICAL MANAGEMENT

- Based on the work of the Operational Committee for Environmental Management of the Campus, make progress on waste management. A workshop involving all the stakeholders at the school (students, general services, administrators, professors, cleaning company, etc.) is looking at measures to be introduced to better raise awareness, train and coordinate the stakeholders to reduce waste and sort and recycle more effectively.
- Launch of a project group on “responsible procurement” with a local association specializing in this theme, in order to:
  - define a methodology for integrating relevant CSR criteria in calls for tenders and a follow-up procedure
  - determine CSR criteria for contracts to be renewed in 2016 by integrating CSR-SD:

- Catering contracts
- Printing contracts
- Office supplies contracts
- Temporary recruitment contracts
- Franking machines
- Office items, consumables, computer items, paper

- Launch of a carbon footprint assessment in February 2016
- Launch of an energy-use diagnosis with the CCI in January 2016 with the appointment of an Energy contact person
- Sustain the student projects and support their “energy efficiency” development, DIY for repair and reuse (bike workshop, mechanical workshop, student Swiss army knife) / Re-use (“recyclerie” recycling center)
- Encourage low-impact modes of transport: carpooling with an external service provider / cycling and so on (with involvement from HR, communication, etc.)



### SOCIAL POLICY AND LOCAL COMMUNITY

- Continue the gender equality project
- Train managers and functional services in TBS’s SR approach and collaborative work on the definition of SR indicators for each of the departments, which will be set out to managers in late 2016
- Promote the school’s SR approach to new staff by including it in the welcome booklet

# TOULOUSE BUSINESS SCHOOL

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## PROGRAMS

### INITIAL TRAINING

- BACHELOR IN MANAGEMENT
- MASTER IN MANAGEMENT
- MSc - MASTERS OF SCIENCE
- SPECIALIZED MASTERS®
- SUMMER SCHOOL

### EXECUTIVE EDUCATION

- MBA (AEROSPACE MBA, EXECUTIVE MBA)
- DBA - DOCTORATE OF BUSINESS ADMINISTRATION
- TRAINING FOR BUSINESS LEADERS (BUSINESS LEADER, COMPANY MANAGEMENT TOOLS, CPA)
- DIPLOMA PROGRAMS (EXECUTIVE MASTER, EXECUTIVE BACHELOR)
- TAILOR-MADE PROGRAMS

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## CAMPUSES

TOULOUSE | BARCELONA | CASABLANCA | PARIS | LONDON

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## 3 INTERNATIONAL ACCREDITATIONS



### TBS Toulouse

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A SCHOOL

