The RIM Report

(Responsibility, Innovation & Management)

3rd Report on GEM’s Commitment to Global Compact/PRME

August 2010
# Table of contents

A few words by Thierry Grange, General Director of Grenoble Ecole de Management ........... 3
Introduction................................................................................................................................ 4
Key institutional achievements in relation to the PRME over the last 18 months ............... 4
GEM SD/CSR Timeline ................................................................................................................ 5
Grenoble Ecole de Management’s commitment to the Six Principles for Responsible Management Education ............................................................................................................. 5

## Section 1: Strategy and Governance of Sustainable Development and Corporate Social Responsibility at Grenoble Ecole de Management ............................................................................. 7

- Centre QUID & the Global Compact Steering Committee .................................................... 7
- A CSR Charter for GEM ........................................................................................................... 8
- Internal SD/CSR Reporting & Audit Process: The “Referentiel CGE CPU” – Plan Vert ........ 8

## Section 2: Academics & Programs in SD/RSE ............................................................................. 9

- Innovative Courses & Curriculum .......................................................................................... 10
- New Programs in CSR/SD ....................................................................................................... 12
- Sustainable and Responsible Applied Learning Projects & Student Initiatives ................. 12
- Educational Materials & Resources ...................................................................................... 14

## Section 3: Research Production & Faculty in CRS/SD .............................................................. 16

- Sustainable Development and Corporate Social Responsibility: a Selection of Intellectual Contributions at GEM 2008-2010 ................................................................. 17
- Conferences & Research Networks ....................................................................................... 21
- GEM’s Annual Geopolitics Festival ...................................................................................... 22
- Faculty Training in SD/CSR .................................................................................................. 23

## Section 4: Institutional Behavior & Eco-citizenship ................................................................ 24

- Diversity at GEM .................................................................................................................. 24
- Promoting Diversity & Responsibility in Student Recruitment Processes ................................ 24
- Geopolitics Essay Contest ...................................................................................................... 24
- Solidarity Recruitment Campaign & “Responsible Promotional Gifts” .................................. 25
- Save your Logo ...................................................................................................................... 25
- Responsible Resource & Energy Management ...................................................................... 26
- The Go Green – the Eco-reflex ............................................................................................... 26
A few words by Thierry Grange, General Director of Grenoble Ecole de Management

Grenoble Ecole de Management is pleased to publish our third Global Compact report, the compilation of which has allowed us to inventory our actions in the areas of sustainable development and responsible management education. This exercise has shown us that these last 18 months have been rich with completed projects, new initiatives and a reinforced commitment at all levels of the institution to the 6 principles of PRME.

Our students continue to ask for concrete responses to their interrogations about the responsibility of business in the current crisis and the subsequent role of their business school in helping them to become a part of the solution. We feel today that our contribution has not only widened but has also deepened and that we are able to respond to our students through our teaching, our research and our behavior as a citizen school.

This report marks a turning point for us as we are beginning to clearly distinguish the outcomes of our efforts over the past 4 years. We have taken stake of our strengths, prioritized what still must be done and begun to apprehend the challenges that we have yet to face. Our work, well begun, is not yet done.

Thierry Grange
Director of Grenoble Ecole de Management
Small acts, when multiplied by millions of people, can transform the world.”

Howard Zinn, American historian

Introduction

Grenoble was the first city in France to unite an ecologist party and put forward a “green” agenda in the local elections of 1977. Within this local context, Grenoble Ecole de Management has been consciously developing and promoting a culture of social responsibility and sustainability in its activities and programs for many years. In 1992 the School hosted a conference, “How Will Sustainable Development Make its Way to the Business World?”¹. From the hiring our first faculty member specialized in Sustainable Development in 2002 to the signing of the UN’s Global Compact and the PRME in 2007, these themes have been increasingly integrated into the School’s teaching and research across all programs. Over the past 18 months, our institution has continued to progress and innovate in teaching and research, but even more significantly we have worked to create a system of governance and incorporate the PRME principles transversally into the day-to-day functioning of the School, the School’s mission and the value system of our stakeholders and participants.

Key institutional achievements in relation to the PRME over the last 18 months

- Updating the School’s mission to include the word “responsible”.
- Creation of a transversal steering committee (faculty, administrators and students) to oversee, promote and support institutional initiatives in the areas of CSR and Sustainable Development (SD).
- Creation and adoption of an institutional CSR Charter.
- Creation of a core curriculum dedicated to CSR/SD.
- Continued and significant research production in the area of CSR/SD and continued recruitment of faculty specialized in these areas.
- Internal faculty training programs to help teachers integrate CSR/SD into their courses.
- Participation in a national workgroup to create and improve a sustainable development evaluation grid for institutions of higher learning in France. This strategic autodiagnostic tool aims to be a basis for a national certification label in SD/CSR for French campuses.
- Integrated the notions of CSR/SD in the global purchasing policy of our School’s activities
- Joining of the “Campus Responsable” network and signing of the “Declaration for the Climate” with 18 other schools to encourage an agreement at the UN Copenhagen Climate Summit.

¹ Translation of “Comment le développement durable fera-t-il son entrée dans les entreprises”
GEM SD/CSR Timeline

- **1992**: GEM hosts a conference "How Will Sustainable Development Make its Way to the Business World".
- **2002**: GEM hires its first faculty member specialized in SD/RSE.
- **2007**: GEM signs the Global Compact
- **2008**: The Centre QUID takes on the Global Compact Project and creates a steering committee.
- **2009**: GEM modifies its mission to include SD/RSE, joins Campus Responsible, signs the Declaration for the Climate.
- **2010**: GEM adopts a CSR Charter for the institution.

Educating and training responsible managers for the future has been an integral part of GEM’s mission as a Grande Ecole in France and a reputable international institution of higher learning. The latest revision of the School’s mission in October 2009 includes the word “responsibility” to make this mission ever more explicit to our stakeholders.

The mission of our Institution is to advance corporate performance by providing skills and knowledge through excellence in pedagogical innovation and applied research.

Through continuous improvement of the intellectual contributions of our academic and professional programs, our Institution seeks to promote responsible business practices through expertise in management of technology and innovation.

Through international development, our Institution aims to provide our students with a multicultural educational experience, to offer our faculty opportunities for professional exchange and to fulfill our corporate partners’ recruitment needs, locally and internationally.

Grenoble Ecole de Management’s commitment to the Six Principles for Responsible Management Education

In our third report on progress, we would like to begin by reiterating our long-term and ongoing commitment to the Six Principles for Responsible Management Education. They are as follows:

**The Principles for Responsible Management Education**

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our Institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

**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.

**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.
**Principle 3 - Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**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.

**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.

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

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

The report is divided into five sections that detail our School’s activities and achievements in implementing the PRME principles and promoting responsible management in our activities and programs over the past 18 months. Section 1 will focus on strategy and governance of the Global Compact/PRME initiative; Section 2 is dedicated to our academic activities, curricula and educational resources; Section 3 reports on our School’s production and dissemination of applied and scientific research that contributes to understanding and the on-going dialogue on sustainable development, global social responsibility and responsible management practices; Section 4 is devoted to our Institution’s behavior as a responsible ecocitizen within our walls and in our community; Section 5 outlines our partnerships and networks with whom we share and explore innovative and effective practices in this field.
Section 1: Strategy and Governance of Sustainable Development and Corporate Social Responsibility at Grenoble Ecole de Management

“Making the principles of the Global Compact and PRME our own.”

Centre QUID & the Global Compact Steering Committee

Although signing the Global Compact was an important step in demonstrating our Institution’s commitment to promoting responsible management and sustainable development practices, it soon became evident that we would have to adapt these principles to the culture and mission of the School and make them our own. To facilitate this, the coordination, reporting and governance of activities concerning these themes has come under the responsibility of the Centre QUID – Quality and Institutional Development in 2009. The Centre QUID was founded in 2004 to manage accreditations, certifications and continuous improvement institutionally. The existence of the Centre itself demonstrates GEM’s pursuit for continuous, sustainable, responsible and transparent development of our School and our activities.

The Center QUID, in collaboration with Professor Caroline Gauthier, who initiated and carried out the first two years of the Global Compact project, decided to put in place a transversal system of governance to better manage and coordinate activities in SD/CSR. A Global Compact steering committee was created and met for the first time in 2008; in April of 2009 the steering committee was extended to include students and members from other key internal services. During the academic year 2008-2009, a student intern was hired to assist in the coordination and evolution of the Global Compact project. His notable contributions to this project during his mission were to coordinate steering committee meetings and actions, carry out an internal paper audit, write a internal guide for paper use reduction and create an internal web portal for communicating on Global Compact activities.

The Global Compact steering committee meets quarterly to federate, coordinate and promote activities that support the PRME principles. The steering committee, made up of administrators, faculty and students, in an effort to work more efficiently, created 8 different work groups to focus on the current priorities of the School in terms of sustainable development and social corporate responsibility. The work groups are headed by a steering committee member and work year-round on establishing priorities, action plans and furthering specific projects related to their topics. Many of the actions cited in this report are the result of these work groups.
A CSR Charter for GEM

A key strategic action by the Charter work group was the creation and adoption of an institutional CSR Charter. The objective is to communicate internally and externally the values the School seeks to promote through its activities. It also integrates the PRME principles and adapts them to the culture and strategic objectives of the School. This charter was approved by the School’s steering committee on the 17th June 2010. For the moment, the charter has been communicated internally via the intranet and is in the process of being displayed publicly throughout the School next to the School’s mission. The next step is to enable the School’s participants (faculty, staff and students) to officially and voluntarily commit to upholding these principles through a signature process or some other form of official engagement.

CSR Charter

Corporate social responsibility at Grenoble Ecole de Management

An institution of higher education, Grenoble Ecole de Management aims to train responsible and innovative managers who take into account the social, human, economic and environmental consequences of their decisions.

To pursue this aim, GEM pledges to:

- Respect the rights and dignity of each individual;
- Promote both solidarity and diversity;
- Oppose all forms of violence and corruption;
- Reduce and control the environmental impact of our activities;
- Help to make commerce a vector of development, equity and peace.

And encourages its participants and stakeholders to respect and uphold these principles.

Internal SD/CSR Reporting & Audit Process: The “Referentiel CGE CPU” – Plan Vert

In 2009, the Institution voluntarily carried out for the first time an internal reporting and audit process using an autodiagnostic tool originally developed by the Conference de Grandes Ecoles – the referentiel CGE. Since its creation, the tool has been expanded for use not only by the Grande Ecoles but by the French universities as well, with the objective of working towards a certification and audit process in globally responsible and sustainable development standards for institutions of higher education in France. The Head of Centre QUID, Julie Perrin Halot, is a member of the national workgroup that works on the development of this tool. In 2010, the internal audit was carried out by a student project group under the supervision of the Centre QUID. The evaluation matrix and the outcomes of this audit are available upon request.
Section 2: Academics & Programs in SD/RSE

In 2004, Grenoble Ecole de Management offered its first specialization track in Sustainable Development for third year students in the Grande Ecole program which included 144 hours of coursework. Since then, our School has continued to innovate and progress in integrating the themes of sustainable development, CSR, diversity and ethics into the curriculum transversally across all programs and academic departments. Core courses, electives and specialization tracks are taught in these areas across all programs in the School. In 2006-2007, the Centre QUID had identified over 36 courses offered at the School in French or in English, and across all programs, which made explicit reference to this dimension in the curriculum in their course titles or course descriptions. A recent search in 2010 of our course catalogue resulted in 70 courses, or a 94% increase, in less than 5 years. In terms of total course hours delivered in this area, the School went from 2661 in 2006-2007 to 6112 course hours in 2009-2010, or an increase of 130%. The number of total faculty teaching courses in this area has risen from 63 to 93 over the same period.

<table>
<thead>
<tr>
<th>CSR &amp; DD at GEM since 2006</th>
<th>2006-2007</th>
<th>2009-2010</th>
<th>% increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>N° of courses</td>
<td>36</td>
<td>70</td>
<td>17%</td>
</tr>
<tr>
<td>% increase</td>
<td></td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>N° of faculty</td>
<td>63</td>
<td>93</td>
<td>48%</td>
</tr>
<tr>
<td>% increase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N° of hours taught</td>
<td>2661</td>
<td>6112</td>
<td>130%</td>
</tr>
</tbody>
</table>

The Centre QUID manages the School’s Assurance of Learning process, standards outlined by AACSB, and one of our key objectives in this process is to ensure that at least one learning goal for each degree granting program will focus on SD/RSE skills and knowledge. Normally, all programs will have adapted their mission and program objectives to reflect this requirement by the end of 2011. For general management degrees AACSB recommends integrating these key objectives that clearly support the PRME principles.

- Global, environmental, political, economic, legal, and regulatory context for business.
- Individual ethical behavior and community responsibilities in organizations and society.
- Management responsiveness to ethnic, cultural, and gender diversity.

---

2 By explicit reference, we mean course titles that contain key words like sustainable, responsible, ethics, diversity, geopolitics, etc. In the future, we plan to expand our data mining to our syllabi and course descriptions to fully examine content in this area.

3 This search does not include language courses and certain personal development courses which could arguably be considered to develop key skills in diversity, cultural sensitivity and respect, sustainable and ongoing personal development. GEM delivers over 9000 hours of language and culture courses annually. We also did not include law, economics, and strategy in these figures although they generally have content that relates to these themes.
Innovative Courses & Curriculum

Core Coursework – “The Responsible Manager”

Core coursework components focusing on SD/RSE for GEM’s Grande Ecole program (MScM) that will be deployed over the three years were developed by the Global Compact Pedagogical workgroup this past year. The following diagram outlines the proposed changes that will be integrated into the curriculum beginning in September 2010. Courses that were devoted to general management models and practices will be redesigned with a particular focus on responsible management practices.

For students seeking a specialization in SD/RSE, more technical courses will be offered in addition to those that currently exist; for example courses focusing on Eco-conception or Carbon Finance.

“Our objective is not to make all of our students experts in sustainable development, underlines Professor Thibault Daudigeos, but rather to train reflexive managers, that is to say, managers that can distance themselves from what they do, who are conscious of future risks and opportunities and who are capable of taking these into account in their decision making process.”

Geopolitics – Core Knowledge for a Globally Responsible Manager

Over the past few years, geopolitics at GEM has been integrated into the core curriculum of the School’s academic programs. Studying geopolitics is not a fundamental academic area taught traditionally in French business Schools. This innovative curriculum choice is supported by an annual Geopolitics Festival and a competitive entrance exam that selects students based on their ability to analyze geopolitically and comment on a world map. This strategic choice not only supports the School’s commitment to training international managers, but also globally responsible ones.
Transversally Integrating CSR/SD into the Curriculum

Many courses taught across GEM programs include content on social responsibility, ethical behaviors and perspectives for understanding human behavior, respect for diversity and intercultural dialogue and the broader historical, institutional and global context of business. Our goal is that a maximum of our course offerings take into account “sustainable reflex”. A list of some key course taught in undergraduate and graduate programs since 2008 follows in the table below.

CSR/SD at GEM: Recent Courses Taught

<table>
<thead>
<tr>
<th>Act Sustainably</th>
<th>Anticipation and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Ethics</td>
<td>Business in the Global Environment</td>
</tr>
<tr>
<td>Business Operations in Emerging Countries</td>
<td>Business, Ethics &amp; Society</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>Corporate Responsibility in the Global Economy</td>
</tr>
<tr>
<td>Crisis Leadership</td>
<td>Cross Cultural and Diversity Management</td>
</tr>
<tr>
<td>Cultural Exceptionalism and Globalization</td>
<td>Diversity Management</td>
</tr>
<tr>
<td>Economic Challenges in the 21st Century</td>
<td>Emotional Management</td>
</tr>
<tr>
<td>Ethical Dimension of international Business</td>
<td>Ethics and Conflict Management</td>
</tr>
<tr>
<td>Ethics for Marketing Managers</td>
<td>Ethics, Professional Standards and Corporate Governance</td>
</tr>
<tr>
<td>Geopolitics</td>
<td>Geopolitics and International Economic Policy</td>
</tr>
<tr>
<td>Globalization Seen from China &amp; India</td>
<td>Immaterial Assets and Economic Intelligence</td>
</tr>
<tr>
<td>Immaterial Assets and Web 2.0</td>
<td>Intercultural and Intergenerational Management</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>Intercultural Management</td>
</tr>
<tr>
<td>Intercultural Management</td>
<td>Intercultural Management &amp; International Negotiation</td>
</tr>
<tr>
<td>International Business &amp; Emerging Economies</td>
<td>International Development</td>
</tr>
<tr>
<td>International Development and its cultural dimension</td>
<td>International Global Agenda</td>
</tr>
<tr>
<td>International Humanitarian &amp; Development Intervention</td>
<td>International Strategy and Geopolitics</td>
</tr>
<tr>
<td>International Territorial Development</td>
<td>Leadership</td>
</tr>
<tr>
<td>Legal and Ethical Issues</td>
<td>Management of Environmental Technologies</td>
</tr>
<tr>
<td>Managing Cultural Diversity</td>
<td>Microeconomics of Competitiveness (Harvard Business School Course)</td>
</tr>
<tr>
<td>Alpine Tourism &amp; SD</td>
<td>Social Marketing</td>
</tr>
<tr>
<td>Sociology of Change</td>
<td>Sociology of Organizations</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Sustainable Development: Strategies &amp; Practices</td>
</tr>
<tr>
<td>The Middle East and Globalization: A Case of Cultural Exceptionalism</td>
<td>Social Marketing and the Food Industry</td>
</tr>
</tbody>
</table>

4 This course is organized and taught by Dr Mark Esposito. [http://www.isc.hbs.edu/moc.htm](http://www.isc.hbs.edu/moc.htm). “The course has been designed not only for students at Harvard but as a platform that can be taught at universities throughout the world.”
New Programs in CSR/SD

Specialized Master’s in Energy Management & Marketing

Grenoble Ecole de Management and the Grenoble Institute of Technology (GIT) have joined forces to create a new Specialised Master’s in Energy Management & Marketing. This new program was co-developed with the Université Pierre Mendès-France, the TENERRDIS cluster (Competitiveness cluster for new energy and renewable energy technologies in Rhône-Alpes, Drôme, Isère, Savoie), and the LEPII-EPE, Research at the Energy and Environmental Policy Department (Université Pierre Mendès-France de Grenoble & CNRS - the French National Centre for Scientific Research). Faced with this new demand for transversal and transdisciplinary skills, Grenoble Ecole de Management and the Grenoble Institute of Technology (GIT) will launch in this new Master’s program in September 2010.

Sustainable and Responsible Applied Learning Projects & Student Initiatives

Grenoble Ecole de Management encourages a culture of entrepreneurship and service that is furthered through our students’ involvement in associations, internships and personal initiatives outside the traditional walls of the classroom. Our School’s progressive teaching philosophy of “pédagogie différenciée” (or individualized learning) encourages students not only to learn according to their individual choices, needs and learning styles, but also to take responsibility for their learning in and out of the classroom. This learning philosophy and method respects the diversity of our student body and it encourages sustainable and life-long learning skills and habits. In addition to the traditional academic and research departments that are found in business schools, Grenoble Ecole de Management created a department exclusively devoted to applied learning at GEM. The Applied Learning Department manages and evaluates student internships and cooperative education projects and also supervises and counsels student participation in associations that focus on diverse projects and interest groups. Several of our Schools associations are dedicated areas that promote and develop CSR/DD within and outside the School; notably Dolce Vita and S.O.S. “Savoir Oser la Solidarité”.

To follow is a sample of notable GEM student initiatives, pedagogical or applied learning projects over the past 18 months in the area of global social responsibility.

Act Sustainably

An elective course, Act Sustainably (Agir en Development Durable), designed and taught by Thibault Daudigeous puts students to work on projects that focus on CSR and DD at Grenoble Ecole de Management. Potential student project topics are proposed by members of the Global Compact Steering Committee and the work group leaders. Students select the projects and work in groups throughout the semester to write a report and come up with concrete proposals and actions that are then put into place in the School. This year over 40 students participated in the course focusing on 10 institutional projects.

International Agriculture Development & Graphic Design

In the course Graphic Design and Visual Identity, designed and taught by Dorina Coste, 20 2nd –year-ESC students participated in a project to design a poster for an agricultural NGO, “Agriculteurs

5 Translation: “Dare Solidarity” or “Dare to Share”
français et développement international” (AFDI). The goal of this project was to clearly translate the necessity of promoting agriculture as a mean of social/economic development in countries of the southern hemisphere. The posters created by the students were exhibited at the AFDI headquarters in Paris in June 2010.

“My City” Project

An innovative partnership project was developed this year between GEM and two art Schools - the Ecole des Beaux Arts Maryse Eloy in Paris, l’Académie de Beaux Arts in Hangzhou China. This collaborative student learning project in Graphic Design focused on the theme “My City” –the Universal Exhibition theme in Shanghai 2010. This project has two primary learning objectives – the first being intercultural (France/China) the other interdisciplinary (Art/Management). Five student projects from GEM were selected to be exhibited at the Alliance Française in Hangzhou beginning on May 7th 2010. The exhibit will then travel throughout China and then France. Thierry Sarfi from Ecole de Beaux Arts Maryse Eloy and GEM professor Dorina Coste are behind this partnership.

Handimanagement & Responsible Leadership Certification & Training BY and FOR Students

Programs sponsored by the Companieros (http://www.companieros.com/) are collaborative training programs organized to build awareness and skills in areas of CSR. Students in the context of their Project Management course, and in collaboration with GEM administration faculty, have been successfully organizing Handimanagement Awareness Days and training and the Companieros since 2008. In 2010, students added the Responsible Leadership Label to the training offer. This label ensures that the student has developed a deep awareness of the necessary conditions to be a responsible leader to meet the challenges of Sustainable Development. This label has been recognized by an AFNOR agreement and the validation of a scientific advisory committee made up of key stakeholders – companies, members of the academic community and sustainable development experts.

Dolce Vita – The Sustainable Development Student Association

Dolce Vita is a student association dedicated to sustainable development. Founded 4 years ago, the association has continued to develop and manage student projects. The president and vice president of Dolce Vita are official members of the Global Compact Steering committee and serve as a liaison between GEM administration and the students in the area of SD/CSR. Some of projects they manage are found below:

- Manga book project - Innovative teaching tool to learn about responsible finance
- Sustainable Development Week
- Let’s Change your Tags (Changeons d’étiquette!) – Petition to promote awareness about Fair Trade Practices in the cotton industry. http://www.changeonsdetiquette.fr/site/
- CSR Consulting
- Junk Fest (« Fête de la récup ») in collaboration with Zone Art
- Ecofest Label, certifies ecologically responsible student association events and parties
- Eco-responsible Purchasing Center
- Ethics & the Stock Market Conference in collaboration with Traders

SIFE (Students In Free Enterprise)
The international NGO SIFE’s motto is “a head for business, a heart for the world”. They organize international student project competitions to promote creativity and innovation in CSR and DD. Grenoble Ecole de Management sponsors a 60 member SIFE team that has created and managed projects in sustainable development and ethical entrepreneurship for the past 5 years now. Their mission: “To create local solutions by empowering people in order to make the world a more responsible and sustainable place to live”. Their motto: “Think Differently, Act Responsibly”. In 2009-2010, the SIFE team presented 4 innovative projects at the competition and was awarded third place for their “Manga project” in the European competition. The SIFE at GEM project is managed by the student association Dolce Vita.

Sustainable Habitats: Solar Decathlon Competition

GEM students participated in a team made up of students in architecture, engineering and the sciences. The partner Schools were: l’Ecole Nationale Supérieure d’Architecture de Grenoble (ENSAG), l’Institut National de l’Énergie Solaire (INES), les Grands Ateliers de l’Isle d’Abeau (GAIA), Polytech’Savoie, le Centre Scientifique et Technique du Bâtiment (CSTB) et Grenoble Ecole de Management. The team placed 4th in the world wide competition with their “Armadillo Box” entry.

The Solar Decathlon competition has four main objectives:

1. **To educate** the general public on renewable energy, energy efficiency and the technologies available to help them reduce their energy consumption. The Solar Decathlon is open to the general public and serves as a live laboratory in which visitors can witness these technologies in action. The event aims to raise society’s awareness of the need to use energy responsibly.

2. **To encourage** the use of solar technologies and to distribute them more quickly to the market, taking advantage of the interest generated by students, and to contribute to the development of energy efficient technologies and energy production, all of which is incorporated into an architecturally attractive housing structure.

3. **To raise awareness** among the students participating in the competition of the various benefits and possibilities of using renewable energies and energy efficient construction, challenging them to think creatively about energy and how it affects our everyday lives.

4. **To clearly demonstrate** that solar houses can be built without sacrificing energy efficiency or comfort, and that they can be both attractive and affordable.

For more information about this competition see: [http://www.sdeurope.org/index.htm?lang=en](http://www.sdeurope.org/index.htm?lang=en)

Ecological Trade Fair Simulation – Create a SD Product or Service

For the past several years, the English department has organized a professional trade fair simulation for first year students. Teams are to create a product or a service that is respectful of the environment and that is targeted at the construction industry. Students then present, explain and sell their product to other students, faculty and staff at GEM. Student projects are then displayed at the School for several weeks.

Educational Materials & Resources

Open RIM

Open RIM is an on-line knowledge-sharing and learning platform financed by the region Rhône-Alpes. We are in the third year of development of this project and of the on-line platform OPEN RIM –
Responsible Innovation and Management. This project is regionally funded SD/CSR project that continues to be developed and evolve under the supervision of professor Thibault Daudigeos with the assistance of students and specially recruited faculty to develop on-line course content.

The program platform, still under construction, is organized as follows:

1. On-line Courses & Educational Materials
2. Student Initiatives & Projects
3. Institutional Responsibility & Eco-citizenship
4. Actors of Change & Networks

As the name indicates, Open RIM offers “open” and “free” access to teaching materials, institutional best practices, student projects and connections to other networks and partners involved in sustainable development and global responsibility. This project aims to build collective knowledge and will evolve and grow over time. The web platform will be available to the general public during the 2010-2011 academic year with three on-line courses at the following URL www.openrim.org. (For further information, please contact thibault.daudigeos@grenoble-em.com).

The Responsible Management Collection & New SD Portal – Dieter Schmidt Library

In 2008 a collection dedicated to SD, CSR and ethics was created at the Dieter Schmidt Library with the objective of making it easier for researchers and students to locate publications and other resources in this field of study. In 2010, in honor of “Sustainable Development Week,” the library created a new portal featured on both the GEM intranet and library homepages dedicated to “Responsible Management”. As of July 2010, 300 documents were referenced in this portal’s collection. (For further information, please contact martine.allegre@grenoble-em.com).
Section 3: Research Production & Faculty in CRS/SD

Sustainable and local development has been an integral part of Grenoble Ecole de Management’s applied research activities since 1994, especially the partnerships and applied research developed and disseminated by the Centre TIME since 1994. Academic or scientific research in the areas of CSR, sustainable development and ethics at GEM has been steadily growing since 2002 when the School hired its first faculty member specialized in Marketing and SD.

A recent notable contribution by GEM faculty published in April 2010, is a book titled *Eloge du bien-être au travail* by professors Dominique Seiler, Loick Roche and John Sadowsky. It addresses the issue: How to transform the workplace into a source of well being and sustainable productivity and not a vector of suffering and short-term profit? This work explores the concept of slow management and challenges managers to consider integrate the idea of a “human ecology” into their management styles and decision making processes.

5 Principles of Slow Management

- Slow management aims to be sustainable and long-term.
- Slow management makes quality a priority.
- Slow management addresses the causes of problems and not the symptoms.
- Slow management isn’t slow; it about taking time to listen, to empathize, to adapt and to innovate with respect for human needs and abilities.
- Slow management aims to nurture and bring out the best in employees and enriching them and their work environment.

This book contributes in an innovative way to the dialogue on responsible and sustainable management practices with a new focus on human resources.

---

6 See Section 5 of this report for information concerning Centre TIME’s activities.
7 Translation JRC : “A Tribute to Wellbeing in the Workplace”
8 Source: Author: anonymous, 2010, June 6. « Avez-vous déjà testé le slow management? »
   http://www.references.be/carriere/avez-vous-d%C3%A9j%C3%A0-test%C3%A9-le-slow-management,
   Consulted 2010, July 22.
Following is a selection of the School’s notable intellectual contributions in the area of SD/CSR since 2008:

**Sustainable Development and Corporate Social Responsibility: a Selection of Intellectual Contributions at GEM 2008-2010**

**Books**

Esposito Mark et al. “Sustainable Future of Mankind III”, Boriz Editions, Maribor 2010

Esposito Mark and Cavelzani, A, “Emotional Intelligence & Hospitality” Tate Publishing Enterprises, Oklahoma, 2010

Esposito Mark “Put your Corporate Social Responsible Act Together!” Tate Enterprises, Oklahoma, 2009

Esposito Mark “Strategies in Sustainable Travel and Tourism”, IRDO - Institute Dev. of Social Responsibility, Maribor, 2009


**Book Chapters**


**Papers presented at scientific conferences**


Daudigeos Thibault and Valiorgue B. “Responding to global demand for negative external effect management: the capitalist firm challenged on its social and environmental responsibilities” presented at the AIMS conference, Grenoble, France, 2009.


Gauthier Caroline and Daudigeos Thibault “Sustainability education: Crossing theory and practices” presented at the CSR in Emerging countries conference, Saint-Petersburg, Russia, 2010


Poissonnier Hugues and Francillette Murielle « Ethique et marketing achat » presented at Le Marketing Ethique research seminar, Tours, France, 2009.


Steiler Dominique, Patel Taran and Trousselard M. “Mindfulness and research in business schools”, presented at the 26th EGOS Colloquium, Lisbon, Portugal, 2010

Steiler Dominique and Jenster,N. “Compassionate leadership: impact on motivation and cohesiveness in virtual teams” presented at the 26th AOM Conference, Montreal, Canada, 2010

Conferences


Esposito Mark, “Sustainable Roadmap”, International Conference of AIAER Lovely Professional University 2008


Round table discussions
Ansart Sandrine « Economie du Peu et Economie Sociale » at Economie solidaire, Ecologie et Associations d’entraide, Meylan (France), 2009

Collin Richard « Travailler autrement : Réseaux sociaux professionnels, travail à distance, mobilité » at GEM-EMSI-ALCATEL/LUCENT, Grenoble (France), 2009

Gauthier Caroline and S. Waddock, C. Louche, M Bonnet, J. Derwall « Transversalité de la CSR » at the Colloque annuel de l’ADERSE, Grenoble (France), 2008

Smith Mark « L’emploi féminin en Europe » at L’emploi féminin, moteur de la croissance européenne ? Paris (France), 2009

Articles in peer-review journals


Steiler Dominique, Trousselard,M.,C Raphel,C., Cian,C., Duymedjian,R., Claverie,D. and Canini,F. “Validation of a French version of the Freiburg Mindfulness Inventory - short version: relationships between mindfulness and stress in an adult population”, Biopsychosocial Medecine, 2010

Other articles

Amir-Aslani Arsia and Patrick Bittoun « Une alternative bio à la pollution plastique » Biofutur, 2008

Ansart Sandrine « L’économie du peu, tout un programme...? » Blog Economie du Peu, 2010
Ansart Sandrine and R. Duymedjian « L'auto-entrepreneur : à l'origine d'un nouvel espace de restauration de la durabilité des compétences », Newsletter des PME, 2010
Gauthier Caroline « Le développeement durable : Un plus pour la relation client » Dauphiné Libéré, 2009
Gauthier Caroline « Donner du sens à son rapport d'activités 2009 grâce au développeement durable » Dauphiné Libéré, 2009
Gauthier Caroline « Motiver ses équipes avec un projet de développeement durable », Dauphiné Libéré, 2009
Poissonnier Hugues « La géopolitique, un nouveau champ de compétences pour l’entreprise », Présences, 2010
Steiler Dominique, « Le slow management », L’Express, 2010

Research fellowships and contracts
Esposito Mark, “Principles of Responsible Management Education”, United Nations Global Compact, 2010
Gauthier Caroline, “PRIME” EU, 2008
Smith Mark “European Network of Excellence on Reconciling Work and Welfare” European Commission, 2010
Smith Mark, « Concilier Travail et Famille », Caisses Nationales d'Allocations Familiales, 2009

Editorships
Esposito Mark and Dr Larry Flenge “Journal of Sustainable Leadership”, 2008
Gauthier Caroline “Inderscience Contribution of Management Sciences to Sustainable Development”, 2008

Creation of original course materials
Esposito Mark “GRN403, Organizational Transformation for Sustainability”, 2010
Gouet Nicole, « Ethique & Pratique des Affaires », 2008

Case studies
Esposito Mark “The Body Shop: Developing a Roadmap for Corporate Social Responsibility”, 2010
Book reviews


Punctual participation in peer-review committees

Esposito Mark “ISM Journal of International Business” Editorial Review Board, 2010

Other intellectual contributions

Coste Dorina, « Affiches pour promouvoir l’agriculture afin de favoriser un développement socio-économique durable dans les pays du Sud », AFDI, 2010
Duymedjian Raffi, Huissoud Jean-Marc and Poissonnier Hugues, « L’enseignement de la paix économique dans une grande école de management », Grenoble Ecole de Management 2009
Esposito Mark, “Individual And Corporate Social Responsibility” U21Global, Singapore 2008
Esposito Mark, “Responsible Management Education” U21 Global, 2009
Steiler Dominique, « Prévenir le stress au travail », La passion du livre, 2010

Conferences & Research Networks

Many of GEM’s faculty participate in conferences and colloquia in the focusing on SD/CSR and Ethics. GEM has participated in the international PRME work groups since their inception. As follows is the list of academic networks and organizations focused on SD/RSE and Ethics that GEM participates in.

As follows is a selection of GEM’s participation in Research & Special Interest Networks in the area of DD/RSE:

- PRME
- Academic Council on the United Nations System (ACUNS).*
- Academy of Management
- UNESCO & UNESCO World Heritage Center (WHC)
- Association for the Development of Education and Research on Corporate Social Responsibility (ADERSE)
- European Academy of Business in Society (EABIS)
• Réseau International des Organisations en Développement Durable (RIODD).
• French government Plateforme 2025.
• EU Green and Connected Cities group.
• Comité 21 Network – “Actors in Sustainable Development”
• The Energy Knowledge and Innovation Community (KIC), Innoenergy,
• The Institute of Management and Business Specialists
• The Association for Sustainable Leadership
• Agence pour la Valorisation des Sciences de l'Homme dans l'Entreprise – ANVIE
• Ecobiz SD Network at the Grenoble, France, Chamber of Commerce and Industry. Joint GEM/SME working groups to implement SD strategies.

GEM’s Annual Geopolitics Festival

To be a globally responsible citizen and manager, geopolitical understanding and awareness is essential. To promote sustainable development globally, one must understand what is at stake in the world today. With this challenge in mind, Grenoble Ecole de Management has organized an annual Geopolitics Festival in collaboration with PUF (Presses Universitaires de France) and Association Anteios. This festival is made up of conferences, debates, workshops, round tables and films and brings together the general public, students, intellectuals, academics, business leaders, politicians, heads of NGOs, civil servants and other public personalities relevant and interested in this domain.

In 2009, the festival brought together over 400 participants around the theme: “War and Economic Intelligence". Among the topics discussed were: Economic patriotism, hackers, protectionism, economic crisis, economic espionage, organized crime.

In 2010, Morocco was the guest of honor for the duration of the festival. The conference was titled “Vive la France quand même” – and focused on France’s competitive advantages and Globalization. This festival brought together more than 70 guest speakers dialogues about themes like: France and Europe, Relations with the Maghreb, De-industrialization, the French Social model, France seen from the outside, How to Innovate Through Sustainable Development, Towards a 2.0 France, Renewable Energies: Geo-economic Impacts and many others.

Each year the following prizes are awarded:
• Geopolitical Book of the Year Prize
• International Management Book of the Year Prize
• Geopolitical Essay Competition (2010 Theme: “What future for France Maghreb relations?”)

For more information, visit: http://www.grenoble-em.com/festival/

At the end of the Festival the International Geopolitical Alliance was created. This new alliance is a an international network of action and reflection composed of universities, business schools and research centers dedicated to geopolitical issues and their solutions. The founding partners behind this initiative are GEM, ESCA Ecole de Management de Casablanca, University of Political Sciences of Dakar, French Near East Institute (CNRS), University of Bulgaria and the Institute of Geopolitics and Sciences Academy of Russia.

^ See Section 4 for more information on the Geopolitical Essay Contest.
The alliance’s mission is to:

- Promote geopolitics and make it a fundamental skill for all future managers;
- Generate answers to geopolitical issues proposed or uncovered by business;
- Obtain financing for the alliance’s activities or serve as an intermediary with sponsors (companies, EU, multilateral actors, etc.);
- Create a network of researchers with skills and knowledge in the geopolitical field;
- Promote and reinforce the partnerships and synergies of the alliance’s members.

Short-term objectives for the alliance:

- Create a Master program in Geopolitics;
- Open a cycle of conferences;
- Present research at the GEM Geopolitical Festival;
- Create educational resources;
- Launch study programs and encourage research in the field.

GEM will ensure the coordination and management of the Alliance.

**Faculty Training in SD/CSR**

Raising faculty awareness and training all faculty in DD/RSE is one of the School’s ongoing pedagogical priorities. To train GEM faculty on how to integrate transversally SD/CSR into the School’s curricula, Professor Caroline Gauthier authored an internal manual: “Teaching sustainable development: A Manual for Faculty to Help Integrate Sustainable Development into their Teaching” that is available to all participating faculty via the intranet portal.

“Teaching in the social sciences—and in economics and management science in particular—is based on a traditional business model whereby the main goal is to maximize financial performance. However, the emergence of a business model focused on sustainable development requires a shift in this teaching, and this manual is designed to help facilitate that shift.”

Professor Gauthier uses this manual as the foundation for an internal training program/seminar offered to GEM faculty during the 2009-2010 academic year. For the moment, faculty participation in this training workshop is voluntary.

---

Section 4: Institutional Behavior & Eco-citizenship

Diversity at GEM

Traditionally, the student population in the Grandes Ecoles in France and notably in business schools has not been fully representative of the social and cultural diversity of France. Many young and talented French do not make it in to these schools due to social environment or disability in spite of their ability to succeed in a Grande Ecole academic setting. Grenoble Ecole de Management recognizes this social inequity and was one of the first schools to address the problem beginning in 2004 with the FACE program and the national “Parallel admissions” selection process.

Grenoble Ecole de Management is proud of the diversity among the Institution’s staff, faculty and student body. In the English-language programs, over 86% of students come from abroad. Our faculty is also very international, with 40% foreign nationals. There is also gender equality.

Promoting Diversity & Responsibility in Student Recruitment Processes

Recruiting Diverse Students – Overcoming Social and Physical Disabilities

The French government and the Conférence des Grandes Ecoles signed a memorandum of understanding that promises to work towards greater access to higher education among low income families. The FACE (Foundation to Act Against Social Exclusion) program deployed at GEM is an initiative that mentors and coaches high school students over three years, with a view to helping them into prep school which will allow them to compete in the selective exam process. GEM became involved in this initiative in 2006 and has continued to coach and mentor students into the selective exam process. GEM has expanded this initiative to include not only students from low income families but to students with disabilities. GEM runs a number of programs to promote diversity with the goal of enabling talented students to go to business school regardless of their socioeconomic or health background. In France, a law passed in 2005 set a quota of 6% disabled employees for companies with 20 employees or more. And yet, the disabled often do not have the necessary training required for the positions available; and businesses must cope with a shortage of qualified college graduates to meet their staffing needs. Few disabled students go on to higher education. Often this is due to lack of accessibility or environments that adapt to special needs or due to lack of guidance or other academic support. With this in mind, GEM offers students with physical challenges the possibility of personalizing programs to be better adapted to their special needs – personalized counseling, modified schedules and exam periods and customized teaching methods when needed.

Grenoble Ecole de Management belongs to the following networks to further our goal of promoting diversity:
- l’Association Française des Managers de la Diversité (AFMD)
- l’Association pour Favoriser l’Insertion Professionnelle des minorités visibles (AFIP)
- la Fondation Agir Contre l’Exclusion (FACE)

Geopolitics Essay Contest

In collaboration with the travel agency, Allibert Montagnes et Déserts - specialized in sports tourism, GEM organized its first « geopolitical » contest for students preparing the competitive entrance exams. Students are asked to write a 10 page essay on the question: “Who benefits from tourism?”
This salient topic requires students to look at the larger global picture from many different perspectives – especially the question of ethical and sustainable development. A panel of experts evaluated the essays and the best five were auditioned orally during the GEM’s first Geopolitical Festival in June 2009. The winning team received a free trip from Allibert.

The essay contest is intended to generate interest and publicity for GEM’s competitive entrance exams that require students think about geopolitical questions and analyze a world map. The “concours géopolitique” is unique to GEM and demonstrates the School’s commitment to promoting intercultural, international and sustainable learning in the classroom and through its student recruitment practices.

Solidarity Recruitment Campaign & “Responsible Promotional Gifts”

In 2009 GEM began a student recruitment campaign called “Admissible Solidaire” or “Solidarity Recruitment Campaign”. Jury members and eligible candidates (“admissibles”) invited to GEM for the oral entrance exams are asked to vote for one of three selected NGO’s - Doctors without Borders, World Wildlife Fund, Amnesty International – to which GEM will give a donation. In 2010, GEM continued this “responsible” alternative to traditional recruitment gifts and focused on the theme of biodiversity – donations will be made to one of the following three NGO’s: « Votre goutte d’eau », « La Fondation Cousteau » and « Surf Rider Foundation ». In addition to renewing the Solidarity recruitment campaign, GEM has decided to give our “admissibles” another environmentally responsible gift to promote the School and give students another good reason to attend our Institution. Instead of disposable promotional items, students were offered a selection of responsible promotional gifts – recycled note paper, organic cotton t-shirts, re-usable shopping bags with featuring GEM’s new ad campaign – “Time to Anticipate”.

Finally, during their oral exams in Grenoble, the student association Escapade educates and raises awareness about the importance of responsible behavior and citizenship at GEM and the various projects that are affiliated with this mission. A newsletter is distributed and a game is organized to motivate students to become more involved in this operation. The student associations, Dolce Vita and SOS, are also partners with GEM in this recruitment campaign.

Save your Logo

Many companies have endangered species as their logo; animals or plants that are in danger of extinction. The aim of the program “Save Your Logo” is to involve organizations in the conservation of global biodiversity and the species that contribute to their brand image and success; for example – Lacoste and the crocodile. Save Your Logo, founded in March 2009, is a foundation that finances projects that promote biodiversity and is supported by the French Minister of Ecology and Sustainable Development. In 2010 Grenoble Ecole de Management was the first Grande Ecole to adhere to the internationally known network of brands such as Lacoste, Maaf, Val d’Isere, Quicksilver & Roxy, etc. Grenoble Ecole de Management’s mascot and logo is the dolphin, the symbol of the province of Dauphiné, of which Grenoble is the capital.

In addition to promoting GEM’s partnership with Save Your Logo, the School will integrate the foundation into its activities with companies; will organize a conference on the theme of
conservation and the preservation of biodiversity. GEM students will be able to participate in SYL field activities and volunteer for projects to save and preserve dolphins.

**Responsible Resource & Energy Management**

Not only is the School committed to training responsible managers, GEM strives to manage its institutional activities responsibly; not just to “talk the talk” but to “walk the walk”. Many individual efforts over the years have been undertaken to raise awareness and change our behavior as an institution to reduce our impact on the environment and promote ethical practices, social responsibility, solidarity and diversity. Since putting into place the Global Compact steering committee, several work groups have collaborated with student on projects to make our internal actions more visible and ensure that are actions are durable and measurable. The auto evaluation grid we presented in Section 1 is one tool that has helped us take a global look at our School’s activities; it allows us to audit our practices and determine our strengths and areas for improvement. Finally, we are in the process of developing key indicators in all the PRME areas outlined in this report to better track our improvement over time.

Following is a brief description of our School’s activities as an “Ecocitizen” and the priority action areas and we have been focusing on as an institution.

**The Go Green – the Eco-reflex**

This internal communication campaign was designed by students in collaboration with the Institutional Behavior work group to raise awareness about preserving energy and resources within the School. Signs in French and English have been posted in all the classrooms, meeting rooms and restrooms reminding users to turn off the lights, keep the thermostat adjusted appropriately, and waste less paper and less water. This is to be followed up with a visual campaign broadcasted on flat screens throughout the School.

**Saving Energy and Measuring our Carbon Footprint**

For the moment, the School has not yet undertaken an official evaluation of our carbon footprint. However, we have a student engineer specialized in Quality, Security & Environmental analysis who is currently carrying out a comprehensive study of the School. The outcome of this QSE type audit will help us clearly identify areas of improvement.

Energy saving measures have been a priority for the School’s building and facilities department. Numerous measures have been taken over the past couple years and many other innovative measures are currently under study. Concrete measures already taken, for example: replacing incandescent light bulbs by energy saving light bulbs and led systems, optimizing the use of the air conditioning and heating systems, implementing water saving measures (using reclaimed water in the sewage waste system, timed water faucets, 2 speed flushes, etc).

**Green IT - Recycling Computer & Electronic Equipment**

At GEM our information systems department is committed to reducing waste, recycling old electronic equipment, refurbishing and reusing the School’s computer pool. Over the past 18 months the IS department has:
• Sold used computers to faculty and staff – 20 desktop computers and 30 laptops have found a new home.
• Given used computers to “La Brocante à Mamie,” an association that assists the unemployed in their professional reintegration. 7 laptops were refurbished out the 20 given to the association.
• Given a refurbishing company 50 desktop computers and 35 laptops to be recycled in ISO14004 and 9001 centers. 30 desktop and 5 laptops were given a second life.

New Recycling Center
To raise awareness and encourage the faculty, staff and students at GEM to sort their waste and recycle, a new recycling center has been placed near the entrance of the School.

Reducing Paper Use
Probably the largest resource, in addition to electricity, that our Institution consumes is paper. In spite of the constant increase in the number of faculty and staff the School was able to reduce the amount of printed material by 9% between 2008 and 2009 under the direction of the information systems manager. Between 2009-2010 the School has managed to continue this trend with another decrease of 3,5% in total volume of printing.

The internal Global Compact portal publishes regular tips and reminders on how to reduce paper use and energy at the School. Some examples of recent tips, reminders and events published via the internet:
• Printing recto verso reflex and printing two pages on one;
• Encouraging staff and faculty to include “Please consider the environment before printing this e-mail” in their e-mail signatures;
• Saving recto printed scrap paper for reuse;
• Information via the intranet encouraging faculty to observe the international “Paperless Classroom Day” for Earth Day on April 22nd;
• “Towards Paperless Classrooms” & using Moodle on-line learning platform for paper-less grading;
• Creation of a manual that includes all of these tips and info concerning paper consumption and printing costs;
• Scrap paper and local schoolchildren - An event was organized by the Global Compact intern in June 2009 to bring children from a local elementary school to visit GEM and receive a bound notebook of scrap recto printed paper collected throughout the year at the School.

Responsible Purchasing
GEM, being a publicly funded institution, must use a public bidding/tendering system for all its purchasing activities. In order to integrate a responsible and sustainable reflex in all the School’s purchases, the Purchasing workgroup worked to include guidelines for encouraging sustainable responsible practices in all the bidding/purchasing contracts. This was an important step in making headway in other projects at the School, notably the recycling project, which requires the School’s cleaning contractors to respect the recycling and sorting practices that the School is implementing. In the Spring of 2010, an internal training program in responsible purchasing was delivered to internal procurers and to students of Dolce Vita. The students managed this project with the
objective of offering GEM’s purchasing staff and motivated students the tools to go further in the area of “responsible” purchasing. This two part training program, designed and delivered by a specialized consulting firm, treated the following themes: Part 1 Crucial Issues in Sustainable Development and the Role of Purchasing; Part 2 Sustainable & Fair Purchasing in the Procurement Process.

Internal Training Programs offered to staff & faculty

Among the numerous internal training and development programs offered to faculty and staff, nearly 40 different internal or external training programs contribute directly or indirectly to furthering the PRME objectives were offered to faculty and staff at GEM in 2009-2010. 171 faculty or staff members benefitted from these personal and professional development training sessions or 44% of total permanent staff and faculty (09-10).

A few examples of training followed by GEM faculty and staff in 09-10

- Disability Training - This internal training program is offered in the context of the Handimanagement Awareness program that is managed by students in their project management course.
- Animate, Coordinate and Pilot a disabled-friendly employment policy.
- Profit for Non-Profit Forum
- Time & Stress Management
- Yoga
- Illness, injury and disability
- Automatic Defibrillator Use
- Emergency First Aid Training (CPR)
- Preventing psychosocial risks
- Teambuilding
- Effective communication
- Theatrical creation & personal development
- Teaching workshop: Self-awareness & Understanding others

Transportation & the Corporate Transport Plan

In the context of the nationally subsidized Plan Deplacement des Entreprises (PDE) or Corporate Transport Plan, GEM has continued to communicate and encourage our stakeholders to use public transportation. Fifty percent of their public transport expenses - train, tram or bus fares – are reimbursed for faculty and staff. The total number of reimbursements (PDE) to staff and faculty members increased by 79% from 2007 to 2009 or from 42 staff members to 75.

Other official measure have been taken and included in the School’s transport policy of the School for all faculty and staff when doing business off-site.

- Mandatory use of public transport for travel within the city and metropolitan area;
- Carpooling for off-site seminars and official meetings involving more than 2 staff members;
- No taxi reimbursement for Paris business trips. Mandatory use of public transport when on business in Paris;
Mandatory use of the airport shuttle bus.

The Ecological Way to Travel - Video Conferencing

Videoconferencing clearly reduces energy use by reducing transportation cost and reducing carbon emissions. For over 10 years the GEM campus has been equipped with different types of video conferencing technology. There are 3 different types of technology currently available within the School – video-conferencing, visio-conferencing and web-conferencing. Videoconferencing is the first type of system that was put into place at GEM and two classrooms are equipped with this technology. Videoconferencing only allows two parties to converse at the same time. A visio-conference system was installed 4 years ago and is available in these same classrooms. It functions differently from the videoconferencing with an IP address and allows people in several locations to communicate at the same time. Web conferencing is also available using Adobe Connect Pro and will be fully operational in September 2010. Although these systems are clearly underutilized at the School, an estimated 150 videoconferences have taken place over the past year. Students working on this project have created an internal communication campaign to promote the use of these technologies that will be broadcasted internally on the flat screens throughout the School and on the intranet.

Bicycle Parking

The number of staff, faculty and students riding their bicycles to GEM has steadily increased over the years. The original 70 covered bike parking spaces allotted by the municipality have been constantly occupied. The School requested additional ones and 30 more were installed in front of the School in 2010. The 100 parking spaces are still insufficient to accommodate the increasing number of bikers who ride to the School.

Electric Bicycle Project

The electric bicycle project was designed to increase awareness among the School’s faculty and staff about alternative modes of transport. Two electric bicycles were made available at GEM for a whole month by reservation on the internal web portal. Faculty and staff could reserve them for 24-hour period or for a whole weekend free of charge. This project was managed by students in the “Agir en DD” and conceived and piloted by a member of the Global Compact steering committee. The bikes were used for 46 journeys over the 4 week period.

Blood Drives

Blood Drives are organized two to three times per year by a student association SOS and held at the School. Faculty and staff are encouraged and allowed to give blood during their work hours.

External Heart Defibrillator

An external heart defibrillator was installed near the entrance of the school in 2010. Free training is offered to staff and faculty several times throughout the year. To date, 24 GEM employees are trained to save heart attack victims using this device.
**Food Drive**

Staff, faculty and students at GEM worked with Danone on a humanitarian project to collect food for the Restaurants du Cœur a nationwide association that distributes meals and food to the needy. The food drive took place in three supermarket locations in the community – at Carrefours Meylan, St Egrève and Voiron in March 2010. In each supermarket a Danone manager joined a team of students and staff from GEM - 2 staff members and 5 students per location. Staff who volunteered were able to do so during their working hours.

**Fair Trade and Organic Products**

A number of initiatives have been undertaken by staff and students to promote the integration of fair trade and organic products in the School’s vending machines and cafeterias.
Section 5: Partnerships & Networks

We at GEM believe that sustainable development and responsible behavior is developed through sharing and establishing connections with others thinking and working in the same direction. Creating partnerships and building networks is a fundamental part of this process. In addition to joining the signing the Global Compact and actively participating in the GC network, GEM has made many other important connections and supported important initiatives. Some recent notable alliances are:

- Joining “Campus Responsible” in 2009;
- Signed the Declaration for the Climate in 2009;
- Participation in CGE Workgroups & Conferences in DD & RSE;
- Participation in PRME & the Research work group.
- Host and participant of Clean Tuesdays
- Founding member of the Green & Connected Cities Network
- Member of the Board of Directors of ACIDD

GEM has participated in international PRME work groups since its inception. GEM’s participation in the PRME & Research working group is evidence of GEM stakeholders’ commitment to innovation in areas related to the PRME. Faculty from the School participated in the working group’s online forum, most notably by promoting the development of social marketing.

Inauguration of the Euro-African Management Campus – A Hub in Africa

GEM in collaboration with ESCA Ecole de Management in Casablanca, Morocco inaugurated the CEAM (Euro-African Management Campus) on July 23, 2010. This collaborative learning program aims to identify, discover, accompany and develop African managers so that they become vectors of development for African businesses with an international scope. This program’s curriculum has particular focus on SD focus and seeks to educate and train future African managers to:

- Make decisions that are responsible and respectful of their environment;
- Integrate the specific needs and preoccupations of African businesses;
- Capitalize on opportunities generated by globalization.

The goal of the program is to ensure that future managers integrate “sustainable” thinking into their approach to management. More specifically, future managers must factor the environmental and social impacts—and not just the financial impact—of their decisions into their everyday thinking. This program was conceived with the UN Millennium Development Goals in mind: eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability; and develop a global partnership for development.

This new campus has the following mission:

- Offer academic programs to African students on-site in Casablanca beginning in January 2011;
○ MSc Business Development - A 2-year Master focused to economic and asset development and integrates the dimension of Sustainable Development (offered in English & French);
○ Advanced Management Program (AMP) – 1-year continuing education program;
○ Doctorate of Business Administration (DBA);
- Support and manage research projects focused on African businesses, their management, characteristics and unique needs;
- Participate in contractual programs with multilateral financing;
- Develop a network of African academic partners to share a common culture.

Institut de l'Entreprise 2.0

The mission of the Institut de l'Entreprise 2.0 is to be a catalyst for change in the ways we work, organize, manage and lead. The institute, in collaboration with the Ecole de Management des Systèmes d'Information (EMSI) and the other institutes of Grenoble Ecole de Management, develops and leads an ambitious applied research program as well as consulting and training with partner businesses and institutions. The Insitut de l'Entreprise 2.0 was founded in February 2009 by Richard Collin who currently serves as its director.

Clean Tuesdays

Clean Tuesday's began as an association in 2008 to promote the development of cleantech in the Paris region and throughout France. GEM is affiliated with this project in collaboration the School’s Institute Enterprise 2.0. CleanTuesdays bring together all the major actors in the field of eco-innovation – project managers, industrialists, local authorities, investors, etc. Every first Tuesday of every month an event or mini-conference is organized in a different location in France for bringing together participants to share their expertise, their activities and their best practices in the field. Grenoble Ecole de Management hosts Clean Tuesdays several times a year.

Green & Connected Cities Sharing Initiative Network

A grouping of 21 cities and urban communities in Europe and the Mediterranean have joined forces with innovative companies, a network of experts, international researchers, associations, institutions, to create and share experiences that will build models for sustainable and connected cities of the 21st century.

This “cluster” was jointly founded by the association ACIDD and the Enterprise 2.0 Institute of GEM. GEM faculty member Richard Collin is one of the key leaders of this initiative and currently (vice) co-president of the association. http://www.greenandconnectedcities.eu/. GEM is a founding member of the association. This initiative was first presented in May of 2008 in Brussels at the European forum held by the EU Regions Committee, ACCID and Grenoble Ecole de Management, and the Cluster was officially launched in Bordeaux, July 2009, In the presence and under the chairmanship of Alain Juppé. The cluster’s goal is to rethink ways of working, urban mobility, habitat, cultural practices, education and training that are at the heart of sustainable development initiatives.

Ecocentres 2.0 is the first operational project initiated by the Cluster. These are new features and urban locations, in the city or the suburbs, for sharing and providing training in e-business, public and recreational online facilities.
The cluster recently published a study on “telework” e-centers in the world that outlines recent developments in urban spaces dedicated to these types of e-activities. This study is a hybrid between benchmarking and a reference catalogue of best practices on recent innovative activities in this area.

**The GIANT Project**

Grenoble Ecole de Management is one of the key players in the development of this ambitious local urban development project GIANT – Grenoble Institute of Nanotechnology - the objective of which is to become a “French MIT” by joining forces with local scientific and academic institutions. Cooperate with world renowned scientific institutions, develop international caliber research, offer academic programs that rival with the best campuses in the world, bring Grenoble-based research to the international stage, and accelerate the innovation process to energize the local economy and ecosystem; these are the objectives of this ambitious 15-year project. GIANT is to be a vector of local sustainable economic and urban development. GEM has already collaborated for years with many of the other institutions who are piloting this project such as the Center for Atomic Energy (CEA), Grenoble INP, Université Joseph Fourier and the Minalogic.

**Centre TIME/CITE – Applied Research**

Although the Centre TIME is an applied research center, it is perhaps more appropriate to present its activities in the section outlining our institution’s activities in partnerships and networks, for its vocation is to be a knowledge sharing entity. From its beginnings in 1994, the Centre TIME has studied the impact of technology and innovation on the management of enterprises:

- Innovation and Management of Technology;
- Information Systems and Processes;
- Education and Competencies;
- Local and Sustainable Development.

By intersecting these themes, the Centre TIME studies the impact of technology on the businesses of tomorrow.

As this diagram illustrates, Local and Sustainable Development is a one of the four pillars of TIME’s mission and applied research focus. “A business operating in a knowledge-based economy is inextricably linked to its local and global network. Technology lies at the heart of new models of local..."
and sustainable development. The pillars of these models are the shared infrastructures based on new technologies and people experienced in sharing knowledge.”

The Centre TIME has already carried out a number of projects that impact or focus on local and sustainable development; notably REBUS, EURODITE, MATRI that bring together industrial, territorial, social and academic partners to work collaboratively on applied research and delivery of educational and professional training programs.

**SERNANTEQ**

One of the Centre TIME’s most current project begun in January 2009, and to continue until December 2011 is SERNANTEC. This project aims to modernize higher education curricula and pedagogic methods in our Mediterranean partner institutions; modernizing their quality processes and their capacity to provide services to their students, as well as developing their openness towards society. According to the specific needs of each Mediterranean partner institution, the project aims to:

- collaborate to create or share new courses or even redesign existing curricula;
- train teachers in new pedagogical methods;
- create a web platform for sharing pedagogical resources and e-learning.

**SERNANTEC Partners:**

- RC-AUEB - Athens University of Economics and Business - Research Center (Greece)
- HEC - Ecole de Gestion de Liège - LENTIC (Belgium)
- ENSIAS - Ecole Nationale Supérieure d'Informatique et d'Analyse des Systèmes (Morocco)
- PSUT - Princess Sumaya University for Technology (Jordan)
- ASU - Applied Science University - Information Technology (Jordan)
- AHU - Al-Hussein Bin Talal University - College of Computer Engineering and Information Technology (Jordan)
- LCU - Université Libano-Canadienne (Lebanon)
- BZU - Birzeit University (Palestine)

**Club Time**

Four times per year the **Club Time** organizes workshops and forums that bring together international companies, small to medium-sized local businesses, local government authorities, public laboratories, scientific leaders to exchange ideas, share knowledge and best practices in the field of Management Technology & Innovation. In addition, the Forum MTI over the last 18 months has proposed several different workshops that focus specifically on the themes of SD and RSE. For more information see the full program and participants:

http://www.grenoble-em.com/time/contenu/club/programme/programme_home.asp

One of the most recent conferences organized by the Center TIME/CITE – “International Relations for Responsible Nanotechnology-based Innovations” - is for the Minatec Crossroads http://www.minatec-crossroads.com/ a networking knowledge sharing week-long conference that

---

11 See the Center TIME website http://www.grenoble-em.com/time/contenu_en/projets/devdurable/devdurable_home.asp
brings together international-caliber researchers, leaders of industry, and top academics in the fields of micro and nanotechnologies in June 2010.
Conclusion

In our second report on progress in January 2009, we identified two priorities:

- To raise faculty awareness and provide training on PRME to increase effectiveness;
- To improve GEM’s sustainable behavior as an institution.

As this report has shown, we have made significant progress in these two areas. Nonetheless, we want to continue to improve in these two areas and keep them a priority. In addition, we have established additional objectives for the coming 18-month period as follows:

Key Objectives for the coming 18-month period

- Design and validate a five-year institutional strategy for promoting sustainable development and responsible management education transversally;
- Create, implement and manage an internal inventory and reporting system of initiatives in the area of CSR/SD undertaken by GEM’s participants (faculty, administration, students);
- Create and implement a comprehensive communication processes, internally and externally, that focuses on our Institution’s SD/CSR activities and achievements;
- Continue to globally support and promote continuous improvement and innovation in the areas of sustainable development and responsible management transversally;
- Continue to support and promote specific initiatives undertaken in these areas and ensure concrete outcomes from year to year;
- Develop more activities and initiatives that will reinforce our Institution’s visibility and community presence, especially concerning critical issues related to global social responsibility and sustainability.