



*Get ready to love your future*



# 2011-2012 ACTIVITY & SUSTAINABILITY REPORT

SHARING INFORMATION ON PROGRESS



CREATED BY BEM & EUROMED MANAGEMENT



**THE HUB**  
Innovation & Creativity Centre

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# ACTIVITY & SUSTAINABILITY ONE STRATEGY ONE REPORT

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This report is Euromed Management's second integrated activity and sustainability report. Reporting on sustainable development started in 2005 with our first *Communication on Progress Report* (for the United Nations Global Compact), and was followed by two sustainable development reports. Through this reporting process, we have become aware of the necessity to integrate financial and extra-financial reporting into one document. For the past three years, we have based our analysis on sustainable development indicators within our "Green Plan" which are divided into five categories: strategy and governance, teaching and training, research activities, social policy and community involvement, and environmental management.

The French Green Plan\* was launched in June 2010 by the presidents of the "Conférence des Grandes Ecoles" (French Business and Engineering Schools) and the "Conférence des Présidents d'Universités" (Public Universities), the French Minister for Higher Education and Research and the French Minister for Ecology, Energy, Sustainable Development and the Sea. It identified sustainable development plans for higher education institutions. The Green Plan initiative also provided us with clear qualitative and quantitative objectives.

Incorporating broader indicators into the sustainable development matrix allows for a better understanding of the complex relationship between financial and extra-financial performance. It also serves as a management tool so that we have a clearer vision of the risks and opportunities of our strategy. We firmly believe that quality reporting leads to better decision making

and more sustainable performance. It also helps us reinforce dialogue with our stakeholders and improves transparency across the board. As in previous reports, we will seek to present our successes as well the areas in which we need to improve.

## *What is integrated reporting?*

*Integrated Reporting demonstrates the linkages between an organisation's strategy, governance and financial performance and the social, environmental and economic context within which it operates. By reinforcing these connections, Integrated Reporting can help business to take more sustainable decisions and enable investors and other stakeholders to understand how an organisation is really performing.*

*International Integrated Reporting Committee, IIRC*

The information gathered for this report covers the period of July 2011-July 2012 and mainly focuses on our French campus activities. Although a merger agreement was signed this year with Bordeaux Ecole de Management, this report is on Euromed Management's activities and does not contain information or statistics on Kedge BS.

Following the Green Plan layout, the report covers last year's activities and seeks to describe our school's commitment to both United Nations Global Compact and the Principles for Responsible Management Education. (cf. Pg. 11)

\* Based on Article 55 of the Grenelle Law 1 (August 2009)



# 140 YEARS OF PROGRESS



**François Pierson**  
*Chairman of the Board of Directors*

Since the School's creation in 1872, Euromed Management has undergone a series of transformations which have put us on the path of academic excellence. Over the past decade we have made significant progress and are now considered to be in the top ten French and top thirty European Business Schools.

The 2011-2012 academic year was one of continued excellence and we owe our success to a number of factors such as:

- **The triple accreditation of AACSB, AMBA and EQUIS.** We now count ourselves among the 1% of the world's business schools holding the Triple Crown.
- **Our innovative pedagogy.** This year we launched the "Be-U" action learning programme, and the Management Residency programme.
- **The quality of our professors and researchers** who produced over 150 academic publications and brought in over 350 professional speakers.

- **A pragmatic and ambitious management of the School's resources.** This year the School's budget increased to 49.8 Million Euros and there are now over 300 staff members.

- **Modern and Hi-tech facilities and infrastructures that have been adapted to this generation's needs and lifestyles.** This can be seen the creation of the HUB and the Wellness Centre (Marseille- Luminy), the model and design studio (Toulon), and the adapted learning rooms (Marseille, the Docks).

- **Our geostrategic positioning on both the international and national levels.** This year we signed new academic partnerships and now have over 175 partner institutions abroad and an expanding network of local partner engineering schools.

- **A commitment to having a positive impact in our local community.** Euromed Management continues to connect with local businesses, schools, networks, and government to help create sustainable value in the region. The creation of the Business Nursery (2011) and the Euromediterranean Management Foundation (2010) are perfect examples of this dedication.

- **The strong commitment to our values.** This past year Euromed Management was once again recognized, both in France and abroad, for its efforts towards sustainability in higher education. In fact, it was Euromed Management who represented French Higher Education at the United Nations Sustainable Development Conference in Rio de Janeiro.

- **The success of our students,** particularly in international competitions such as SIFE (Social Entrepreneurship), Euromed Sailing (World Champion in Sailing) and SimONU (Mock U.N. Simulation Team).

- **Corporate Partners such as the Société Générale** who not only became this year's class sponsor they also made possible our first "Euromedien Talent Awards" ceremony.

The continued success of our school is not only the product of a committed Board of Directors; it is also due to the coherence, dedication and efforts of the entire Euromedien Community. Our students, staff, faculty, alumni, and partners have made it possible for us to transform competency into innovative success. I would like to express my appreciation to all of those who contribute daily to the progress of our school.

*"Progress lies not in enhancing what is,  
but in advancing toward what will be."  
Khalil Gibran*



**EVGUEN BERNAT**

Class of 2014

President of COBFI,

Finance & Trading Association

Member of Interact Association



CHAPTER ONE  
*Our Strategy*

# RISING TO THE CHALLENGE



**Prof. Bernard Belletante**  
Director General & Dean



**Dr. Philip McLaughlin**  
Director General & Dean



*In a world where markets are perpetually connected without physical or virtual boundaries, where businesses have to adapt continuously to never-ending economic, political and scientific transformation, the training of managers and business leaders has to be approached from a global standpoint. This is why Bordeaux Ecole de Management (BEM) and Euromed Management have chosen to rise to this challenge together by creating KEDGE Business School.*

On July 5th, 2012, BEM and Euromed Management signed an agreement that has already begun to transform our schools.

Our schools share a common vision and have decided to join forces in order to form a European pole of excellence in business management higher education and to contribute to the attractiveness and international reputation of our respective territories. The merger will enable us to meet the realities of the current market and the challenges of tomorrow in terms of research, curriculum development, and pedagogical innovation.

## **OUR STRATEGY: A GLOBAL BUSINESS SCHOOL WELL ANCHORED IN ITS TERRITORIES**

In other words, Kedge BS will seek national and international notoriety by: expanding into new territories, recruiting

and training students and managers from all over the world, strengthening academic excellence and pedagogical innovation, cultivating a strong stance on social inclusiveness and societal issues such as: promoting diversity, accessibility, responsible management, etc.

Together, we are creating a global community which unites and connects a vast network of businesses, alumni, teachers-researchers, staff, and students.

## **INVESTING IN RESEARCH**

By joining forces, our research teams will become one of the first French research groups in Business Management Science, with 170 professors producing 150-200 stars in 2013, and an objective of 200-250 professors producing 300-375 stars by 2017. The merger will enable new and existing research themes to reach a global

audience, e.g.: CSR and Sustainability, Purchasing and Global Supply Chain, Logistics and Maritime Management, Marketing, Creative Industries, and Wine Management.

## **CURRICULUM DEVELOPMENT & PEDAGOGICAL INNOVATION**

The merger will strengthen the School's international position and enable the development strategy for emerging markets, notably Asia, with regards to both regular and continuing education programmes.

This merger will also bring to both schools increasingly comprehensive academic programmes and new content. We are actively working on creating new modes of learning and skills development while we concentrate on the competencies required by the next generation of managers.

The year to come will be one of opportunities, compromise, and mutations and we look forward to the official birth of Kedge BS in July 2013.





# THE PILLARS OF OUR PEDAGOGY

## ACADEMIC EXCELLENCE

How do we know that we have the ability to offer our students new perspectives regarding their future careers? Because the quality of our academics is recognized by our triple accreditation, EQUIS, AACSB, and AMBA. Because our professors are involved in the qualitative and quantitative development of our research activities. Because we help our students open themselves to the world thanks to an international faculty and 172 academic partner institutions across the globe. Because we invest in our campuses and in our international development (new campuses, exchanges, dual-degrees, academic and corporate partnerships).

Every year the School identifies avant-garde topics and international specialists and brings their expertise to Euromed Management's students during the International Seminar Series. In 2011-2012, 25 experts from 16 countries provided courses on various topics such as Global Sourcing and Circular Economy.

## OPENNESS TO THE WORLD

Our identity is a differentiating factor that enables us to develop a unique management program. We train managers to be both efficient and responsible. As future economic leaders, they learn how to work in a team and within different cultures, integrating diversity and social responsibility dynamics. Seeking to develop such collective behaviour we have adopted a systemic Corporate Social Responsibility (CSR) strategy. This strategy can be found in our institutional commitments (equal opportunity policy, environment impact of our campus activity, etc.) and in our pedagogical commitments (teaching responsible management, research chairs, think-tank, etc.).

For example, in 2011 the Executive MBA introduced sustainability into its learning goals. The Executive MBA programme offered by Euromed Management has a core course in Business Ethics and Social Responsibility as well as the elective track 'Entrepreneurship and Sustainable Development', comprised of 3 courses and 3 workshops dedicated to this topic, as well as a "Sustainable Entrepreneurship Project".

## EMPOWERMENT

Each student is unique. Each student has ambitions and their own definition of success. We want to work with each individual and help them reveal their potential and look towards the future with confidence. In order to recruit the best students, we must assure their personal development and their "soft skills". An international "best practice" (cf. Pg. 60) our personal development approach starts by helping students get to know themselves, their aspirations and career options. Learning by doing, students develop their employability.

In 2011-2012, 849 student Pro-Act projects were carried out by students and supervised by pedagogical advisors.

### Our Values:

**Humanism**  
**Responsibility**  
**Uniqueness**  
**Innovation**



*"Competence comes from a combination of knowledge, meaning and action."*

**Frédéric Chevalier**  
Chairman of the Strategic Committee

# THE SCOPE OF OUR RESPONSIBILITY

From the moment a school claims to be a leader in the field of CSR, a number of questions must be raised. What exactly is the extent of a higher education institution's responsibility?

On a daily basis a school – like any organisation – has an immediate impact on its social, economic, and physical environment. As educators we also have an impact on the people we train and our partners. It is important that we understand our responsibility concerning both positive (e.g., employment) and negative (e.g., discrimination, pollution) external consequences of our activities and partnerships.

In a business school these externalities are particularly important as we contribute to the shaping of the behaviour and decisions of future managers and world leaders. A committed school cannot content itself by solely working on being exemplary. They must also raise the bar for others. This is why Euromed Management is actively lobbying for change on the national and international levels.

Euromed Management's commitment to bringing CSR into higher education led to the participation of the CSR Department in the French Delegation to the United Nations Conference on Sustainable Development held in Rio de Janeiro in June 2012 as well as the PRME and UNGC Academic Working Groups. The School was also one of the first signatories of the Rio+20 *Higher Education Sustainable Initiative (HESI)*.



## AS AN ORGANISATION

<ul style="list-style-type: none"> <li>- Personal well-being</li> <li>- Personal development</li> <li>- Health &amp; safety</li> <li>- Human rights</li> <li>- Social &amp; cultural diversity</li> <li>- Employability</li> </ul>	<ul style="list-style-type: none"> <li>- Waste and pollution</li> <li>- Natural resource preservation</li> <li>- Energy</li> <li>- Climate change</li> <li>- Biodiversity preservation</li> </ul>	<ul style="list-style-type: none"> <li>- Financial transparency</li> <li>- Short &amp; long-term financial sustainability</li> <li>- Value creation</li> <li>- Community benefit</li> <li>- Development</li> <li>- Anti-corruption</li> <li>- Governance</li> </ul>
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## AS A SCHOOL

<ul style="list-style-type: none"> <li>- Socially responsible behaviour of graduates and partners</li> <li>- Personal and professional well-being of graduates</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of environmental sustainability issues in the managerial decisions made by graduates and partners</li> </ul>	<ul style="list-style-type: none"> <li>- Long-term vision of graduates and partners</li> <li>- Participation of graduates in the economic and ethical development of society and of companies</li> </ul>
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## LEVERS OF ACTION

### IN THE ORGANISATION

<p><b>SOCIAL CAPITAL</b> Working and learning conditions, diversity policy, access to knowledge, intellectual development, social dialogue, stakeholder engagement...</p>	<p><b>ENVIRONMENTAL CAPITAL</b> Transportation policy, building solutions, management of GHG emissions, sustainable purchasing and consumer behaviour...</p>	<p><b>ECONOMIC CAPITAL</b> International strategy, contribution to local community, investment policy, remuneration policy, green business and functionality economy, quality and efficiency management, risk management, sustainable performance indicators, governance...</p>
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### IN PROGRAMMES & RESEARCH

<p><b>INTELLECTUAL CAPITAL</b> Pedagogical approach, curriculum content, learning by doing, research themes, transversal research, exemplary behaviour, evolving information sources, provident of standards...</p>
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# OUR RESPONSE TO RESPONSIBILITY

*Just as the world is increasingly aware of the social, environmental and economic stakes of development and performance, Euromed Management acknowledges its global responsibility and we actively seek to reduce the negative externalities of our activity.*

Since 2005 the School has embraced the core values and principles of the UNGC in the areas of human rights, labour standards, the environment, and anti-corruption. Going beyond verbal commitments, Euromed Management allocated financial and physical resources to CSR actions and projects within the School – be they facilitated by members of the staff, faculty or students. This can be seen in the creation

of the CSR department in 2007 and the increasing amount of courses and projects across our campuses.

In more operational terms, our approach is based on our commitment to the “Green Plan” created by the CGE and the CPU (cf Pg. 4) as well as the six Principles for Responsible Management Education (PRME).

## THE SIX PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

### 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, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



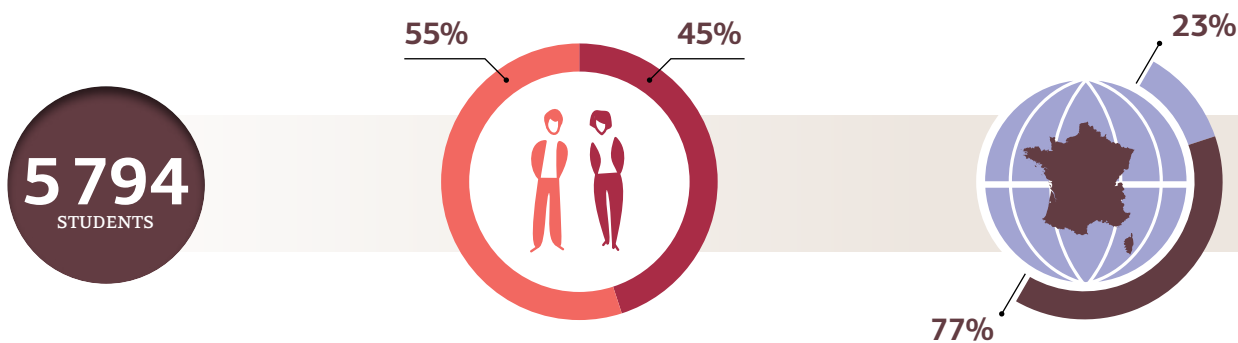
CSR COMMITMENTS & PROGRESS	
2004	Unis-Terre Student Association (now over 200 members)
2005	UNGC Signatory
2006	Diversity Charter Signatory Responsible Campus Membership UNGC Academic Taskforce Membership
2007	Research Chair in Sustainable Development Responsible Management Network 1 <sup>st</sup> Carbon Footprint
2008	Research Chair Finance Reconsidered PRME Membership Acadix Extra-Financial Rating (A++ BMJ Rating) Comité 21 Board of Directors Administrator
2009	1 <sup>st</sup> Sustainable Development Report 1 <sup>st</sup> Stakeholder Consultation (Deloitte) Copenhagen Declaration Signatory UN PRME Climate Change Working Group CSR Officer Nominations
2010	300m <sup>2</sup> Solar Panels Research Chair in Responsible Purchasing
2011	7 <sup>th</sup> Bentley Global Business Ethics Symposium UNGC Academic Institutions Working Group Academic Impact Membership 2 <sup>nd</sup> Session RMN Launch Wellness
2012	Rio+20 participant & HEI Commitment Signatory 1 <sup>st</sup> Integrated Report 3 <sup>rd</sup> Carbon Footprint

# EUROMED MANAGEMENT AT A GLANCE

## STUDENT STATISTICS

### GENDER BALANCE

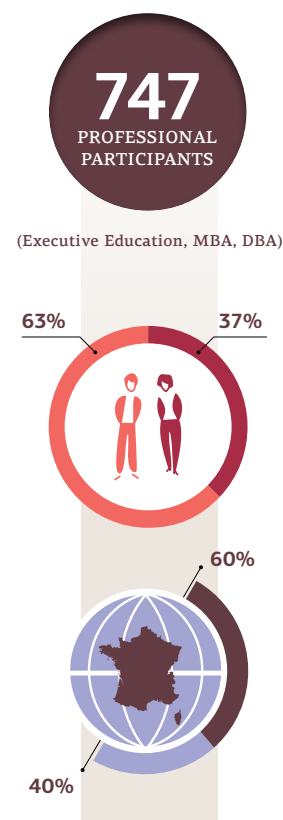
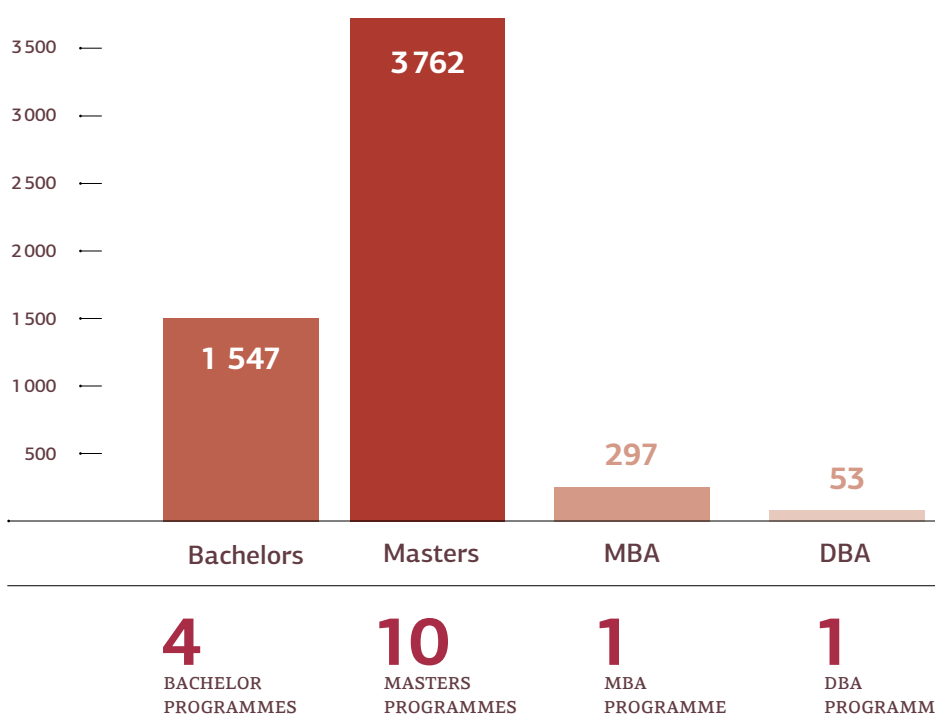
### STUDENT ORIGIN



**23** STUDENT ASSOCIATIONS

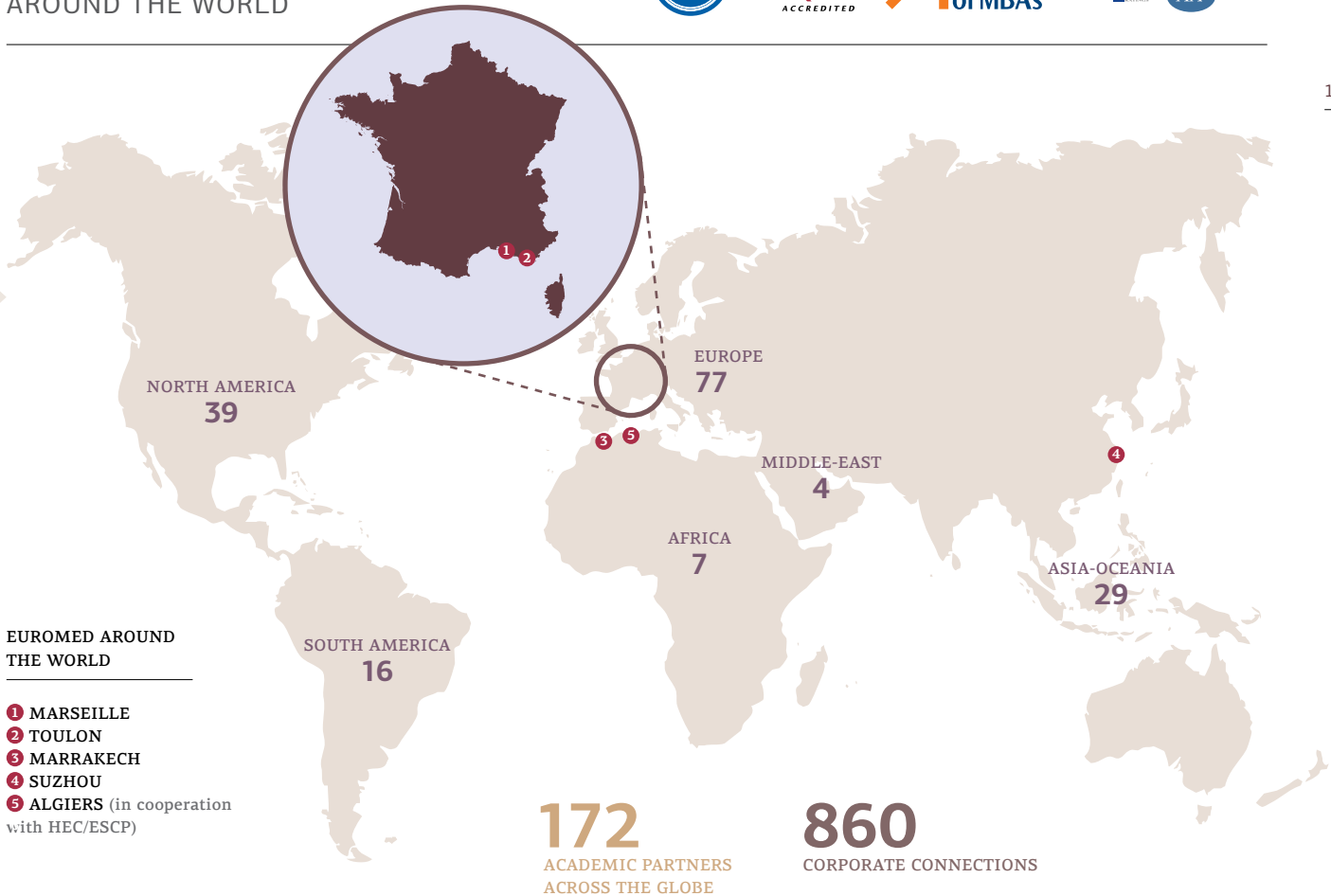
**849** STUDENT PROJECTS / PRO-ACTS

### NUMBER OF STUDENTS BY PROGRAMME 2011/2012



## ACCREDITATIONS & RATINGS

### EUROMED MANAGEMENT AROUND THE WORLD



## PERSONAL DEVELOPMENT

**44**

PERSONAL DEVELOPMENT COACHES

**17**

STAFF MEMBERS DEDICATED TO PERSONAL DEVELOPMENT

## RESEARCH

**101**

CNRS PUBLICATION STARS

**2**

RESEARCH CHAIRS

**35%**

OF RESEARCH ACTIVITIES LINKED TO CSR

## STAFF

**91**

PERMANENT FACULTY MEMBERS

**268**

LECTURERS

**205**

ADMINISTRATIVE STAFF

# 12 MONTHS

## 1 FORUM DE MARSEILLE, 13-14 OCT 2011

The first business forum organised by Euromed Management was dedicated to strengthening ties between Europe and the MENA region (Middle East North Africa). This unique event gathered more than 450 participants, CEOs and other leaders willing to share their expertise and eager to develop new partnerships. The forum's motto was clear: "Sharing Prosperity and Vision". This event was also an opportunity to highlight the critical role that Arab Diasporas can play in the improvement of business and cultural relations between Europe and the MENA region, while reaping the benefits of the amazing potential inherent to the Mediterranean economy.

## 2 1ST EDITION OF THE EUROMEDIEN TALENT AWARDS, 4 OCT 2011

The Société Générale (SG) in partnership with Euromed Management, Deloitte and the Alumni Association organised the first Euromedien Talent Awards for the School's alumni and graduates. At this event the Société Générale officially became the "Partner of the Year" and Frédéric Oudéa, CEO of SG, gave a key note speech "Supporting the Real Economy".



Winner of the Academic Excellence Award  
**Isabelle Passeron**  
Class of 2011

## 3 LAUNCHING THE BUSINESS NURSERY, 5 APRIL 2012



The School's incubator was created to develop local entrepreneurship and employability in an innovative and sustainable manner. Founded by Euromed Management in partnership with the Business Angels Club Provence and the Société Marseillaise de Crédit, this service offers personalised support to enable students and graduates - from any school in the region - to turn ideas into innovative projects.

[www.business-nursery.fr](http://www.business-nursery.fr)

## 4 OPENING THE 2ND SESSION OF THE RESPONSIBLE MANAGEMENT NETWORK, 28 OCT 2011

After four years of brainstorming and reflexion, the Responsible Management Network opened its doors to a new wave of members in October. The Founding members (La Poste, EDF, ONET, Sodexo, Adecco, Max Havelaar, Armor Lux, Kinnarps, Utopies, ACIDD, Cora, Novethic) welcomed the SNCF, L'Occitane, ERDF, Veolia, ST Microelectronics, Bouygues Construction, le Groupe La Varappe, l'Institut Inspire, and Des Enjeux et des Hommes into their ranks. In other words, twenty-two companies are working together to promote responsible management.



## 5 WELLNESS - IMPROVING THE QUALITY OF LIFE ON OUR CAMPUS, 21 NOV 2011

Officially launched during the National Student Well-Being Week, the Wellness service works daily to improve the life of students at Euromed Management. The Wellness Centre was opened in the HUB and a Team of volunteers was put in place to help students through difficult situations.

[wellness.euromed-management.com](http://wellness.euromed-management.com)



## 6 CONFERENCE BY ANTONIO MELOTO, 2 FEB 2012

The Founding President of the Filipino NGO "Gawad Kalinga" gave a conference on "Social Entrepreneurship as a Lever against Extreme Poverty". This conference was preceded by a student workshop on the theme of "sustainable tourism" facilitated by MakeSense, a social entrepreneurship company headed by an alumnus. Both the Conference and the Workshop were organised in partnership with the student associations/projects Unis-Terre, Clepsydre, and SimONU.



# 12 EVENTS

## 7 ON THE ROAD TO RIO, 14-22 JUNE 2012



**RIO+20**

Euromed Management's commitment to bringing CSR into higher education led to the participation of the CSR Department in the French Delegation to the United Nations Conference on Sustainable Development held in Rio de Janeiro in June 2012, as well as the PRME and UNGC Academic Working Groups. Euromed Management was mandated by the CGE and the CPU to represent French Higher Education at the Conference and in the side events. The School was also one of the first signatories of the Rio+20 Higher Education Sustainability Declaration.

## 8 THE DECISION TO MERGE, 5 JULY 2012

**KEDGE**  
BUSINESS SCHOOL



The end of the academic year was marked by the signature of a merging agreement between Bordeaux Ecole de Management and Euromed Management. This agreement will join the two schools in 2013 and create a new school with nearly 10,000 students on 4 continents, a network of 35,000 graduates, 170 teachers-researchers and 300 international partner institutions.

[www.kedgebs.com](http://www.kedgebs.com)

## 9 EUROMED MANAGEMENT WINS THE NATIONAL SIFE CHAMPIONSHIP, 1 JUNE 2012



Euromed Management's SIFE team won the 2012 French National Championship that took place Paris in front of an audience of 400 people. The SIFE Team presented the Phoenix, Phare, and the Hive projects.

## 10 OFFICIAL INAUGURATION OF THE HUB, 21 OCT 2011



After six months of brainstorming, planning and construction, the HUB officially opened its doors in October 2011. This innovation and creativity space receives an average of 2,000 visitors every day and provides hi-tech study areas for students. During the admissions period this space was used for the hosting of the School's first Web TV.

[getreadytoloveyourfuture.com/the-hub-on-air/](http://getreadytoloveyourfuture.com/the-hub-on-air/)

## 11 WORLD WATER FORUM, FEB & MARCH 2012

In honour of the World Water Forum being organised in Marseille, Euromed Management hosted and/or organised the following events:

- 15 February 2012, International Visio Conference "Contribute to Cooperation and Peace Through Water"- an event of the Grassroots and Citizenship Commission, together with the Mediterranean Union of Young Ambassadors (UMJAE)
- 3 March 2012, Mock UN Simulation (SimONU) focusing on water issues
- 15 March 2012, "Rio+20: Questions on Water" conference organised in partnership with Green Cross France & Territoires and the Club France Rio+20 at the CCIMP. This round table, which included Brice Lalonde and Jean-Michel Cousteau, was part of the Luminy H<sub>2</sub>O Eco festival, an official side event of the World Water Forum.

## 12 EUROMED MANAGEMENT AT THE GERMAN COUNCIL FOR SUSTAINABLE DEVELOPMENT, APRIL - JUNE 2012

In April 2012, Euromed Management Professors Frank Figge and Tobias Hahn, along with researchers Ralf Barkemeyer and Andrea Liesenwon (Leeds University) won the Idea Competition "Sustainable Corporate Governance: Cost Consciousness – Business Benefits" launched by the German Council for Sustainable Development (GCSD). At the Annual Conference of the GCSD the researchers presented their work on "sustainable value" and discussed new avenues for corporate governance and the role of research in this context.



**BERNARD COVA**  
Professor of Marketing  
Euromed Management



CHAPTER TWO  
*5 Areas of Commitment*



# SCHOOL GOVERNANCE

—  
**AXE**  
—

—  
**1**  
—

**Created by the Marseille Provence Chamber of Commerce and Industry 140 years ago, Euromed Management has been managed as an autonomous non-profit association since January 2010.**

The Groupe Euromed Management Association is governed by a voluntary **Board of Directors** made up of directors of large companies and qualified individuals who are committed to the future of the School. It also includes members of local and regional authorities and economic players of Marseille Provence.

The Board is composed of five colleges: the Chambers of Commerce College (Founding Members), the Companies and Qualified Persons College (Active Members), the Local Organisations College (City of Marseille, Departmental Council, Regional Council, etc.) and the Stakeholders College. Only the first three colleges have voting rights on the Board (65% for Chambers of Commerce, 20% for Companies and 15% for Qualified Persons).



The Board meets at least twice a year. At six-week intervals, the President of the Board convenes a “**Bureau**” composed of himself and three other members of the Board. This Bureau is the interface between

the external governance system and the internal management system.

Four **governing bodies** are linked to the Board of Directors:

- The Audit and Management Committee controls financial flows, costs and assesses risks.
- The Ethics and Nomination Committee proposes new members to The Board of Directors and works on ethical issues.
- The Remuneration Committee advises and controls the recruitment and remuneration policy of the School.
- The Strategic Committee tracks progress on the current strategic plan and works towards the emergence of the next one. Once a year, the Strategic Committee organises a strategic seminar attended by the Board of Directors and members of the Executive Committee of the School.

The Board elects a President who designates the Director General and Dean.

**Pierre Cottin**

*Quality and Organisation Director*



*“Being a business school with a strong social responsibility and international approach requires us to carry out concrete actions day after day, month after month, year after year, confirming our commitment to a better, more responsible way of managing.”*

**Françoise Cocuelle**

*Chairwoman of the Audit & Management Committee*

# EUROMED MANAGEMENT'S BOARD OF DIRECTORS

## FOUNDING MEMBERS



Represented by:

**Chairman of the Board** - *François Pierson* - President of the Prévention Routière (National Road Safety Organisation)

**Treasurer** - *Pascal Fouache* - Chief Executive Officer, CMR Group

**Secretary** - *Franck Recoing* - Director & Associate, Générale de Services & d'Assurances

*Marc Pouzet* - Chairman, Crédit Agricole (PACA)



Represented by:

*Joël Potier* - Chief Executive Officer, EMAVER

## ACTIVE MEMBERS

*Pierre Bellon* - Chairman & Founder, Sodexo

*Dominique Cerutti* - President & Deputy Chief Executive Officer, NYSE Euronext

*Frédéric Chevalier* - Chairman of the Supervisory Board & Founder, HighCo

*Françoise Cocuelle* - Director General, E.Grille

*Béatrice Kosowski* - Managing Director, IBM France - SNCF Integrated Account

*Anne-Charlotte Rousseau* - Chief Executive Officer, Crèche Attitude

*Jacques Saade* - Chairman & Chief Executive Officer, CMA-CGM

## INSTITUTIONAL MEMBERS

*Richard Caillat* - Chairman of the Management Board, HighCo - Chairman of Euromed Management Alumni Association

## LOCAL AUTHORITIES



*If business schools want to remain institutions of excellence in a world of perpetual mutation, they must question their own responsibility in their approach to teaching and research and be exemplary in managing economic, social and ecological campus."*

**Franck Recoing**

Secretary of the Board of Directors and Chairman of the Ethics and Nominations Committee



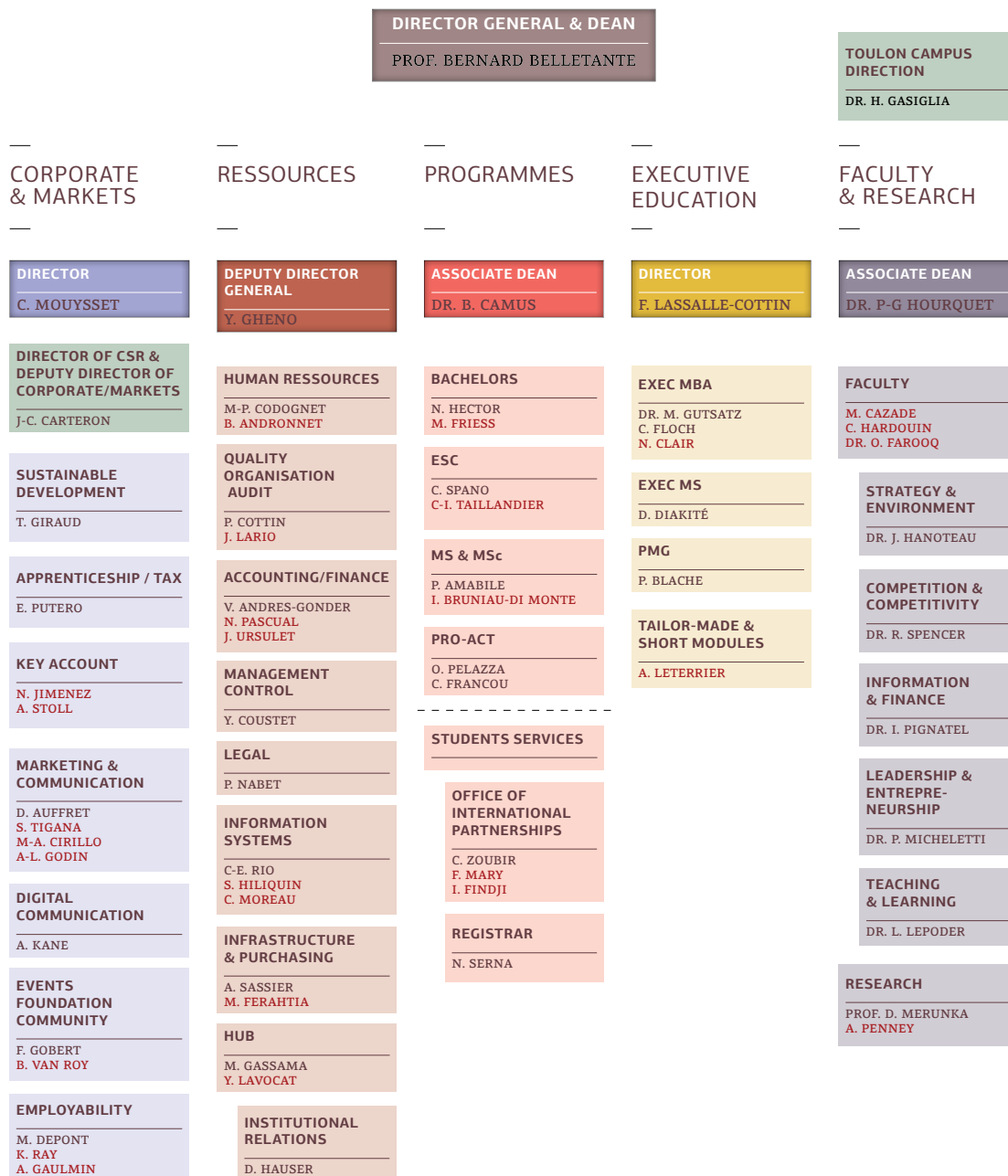
# ORGANISATIONAL CHART & CSR OFFICER STRUCTURE

*The internal management system of the School is organised according to functions and disciplines.*

Two transversal **executive bodies** are responsible for the implementation of the strategy acted by the Board and for the efficient daily running of the School:

- **The Executive Committee** meets biweekly and gathers around the Director General and the operational directors in charge of implementing the strategic plan and steering the School.

- **The Management Committee**, uniting members of the Executive Committee and the different department managers, meets every six weeks to ensure the implementation of the decisions taken and to measure progress in key areas (internationalisation, research, pedagogy, CSR, ...).



# A SYSTEMIC MANAGEMENT APPROACH TO SUSTAINABLE DEVELOPMENT

One of the main challenges every committed organisation faces is how to disseminate its CSR strategy into every level of operations. At Euromed Management, we chose to adopt a systemic approach to this challenge and in 2009 created a group of “CSR Officers” that come from every department of the School.

There are currently 27 CSR Officers, nearly 10% of our staff, all of who have been appointed by their managers. In addition to their regular job duties, the CSR Officers are mandated to serve as a link between the School’s CSR strategy and policies and the service they represent. This means that they are not only overseeing the infusion of CSR into their department, they also give feedback and bring to the table

ideas and projects suggested by their colleagues. These exchanges happen during the monthly CSR Officer meetings.

Finding time to develop ideas and projects through this group is not always easy. This systemic approach helps encourage campus initiatives as well as their implementation.

## 2011-2012 CSR OFFICERS HIGHLIGHTS

• **The launching of “Wellness”** during the student well-being week in November. This initiative seeks to improve the quality of life and health of our students, to be at the service of individual performance and to help prevent psychosocial risks.

More information can be found on the Wellness Website: [wellness.euromed-management.com](http://wellness.euromed-management.com)

• **Progress in Responsible Purchasing.**

Purchasing Officer **Florence Knoerr** is coordinating a project in responsible purchasing and participating in research activities. The year was characterised by purchases that reflect this commitment: hybrid vehicles, cardboard trash compactor, etc.



• **Staff Well-being at the heart of the School’s HR strategy.**

The HR Development Officer **Béatrice Andronnet** led the CSR Officers in a session of brainstorming and strategising on staff well-being that led to the launching of an audit on stress in the work-place and quality of life.



• **1st Sustainability Award**

Carried out during the National Sustainable Development Week, CSR Officers from each service and student associations competed to win the trophy for the most “sustainable” gesture. This year’s winners are the Programmes Department for their clothing drive and the Student Foyer for their superior eco-gests.

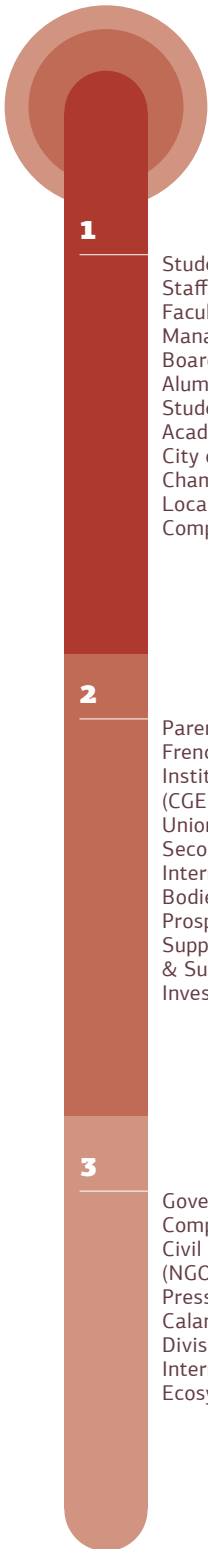
## STUDENT HIGHLIGHT

In 2011, a network of CSR officers was created with in the Confederation of Student Associations.

They are currently 22 students CSR officers, coordinated by the student association Unis-Terre.



# WORKING WITH OUR STAKEHOLDERS



1

Students  
Staff  
Faculty  
Management  
Board of Directors  
Alumni  
Student Associations  
Academic Partners  
City of Marseille  
Chamber of Commerce  
Local Government  
Companies

2

Parents  
French Higher Education  
Institutions Associations  
(CGE & CPU)  
Unions  
Secondary & Prep Schools  
International Accrediting  
Bodies  
Prospective Students  
Suppliers  
& Subcontractors  
Investment Banks

3

Government Bodies  
Competitors  
Civil Society  
(NGO & Associations)  
Press  
Calanques National Park  
Division  
International Networks  
Ecosystem



Stakeholders are individuals or groups that affect or could be affected by an organization's activities, products or services, and associated performance (from Freeman, 1984, Mitchell, Agle & Wood, 1997). This principle includes a company's primary stakeholders (staff, clients, investors) as well as its competitors, regulating bodies, governments, suppliers, local communities and civil society organisations.

Euromed Management's strategic orientation is increasingly based on constructive stakeholder consultation. Impacting virtually every aspect of business, from products and processes, to company practices and governance – stakeholders are the critical friends of modern management.

In 2009, Deloitte organised the School's first formalized stakeholder consultation. Their expectations were clear. They expect us to increase our regional presence, share the knowledge that we create, adapt our recruitment methods and favour equal opportunities, be financially transparent, and have an ambitious environmental policy.

Research and training activities have also been shaped to respond to stakeholder demands. Teaching risk management, showing students how to be in harmony with the realities of the work place, and be conscious of the risks of stress in the work place, we seek to teach our students to handle failure, to think critically and collectively. More importantly we are asked to convey responsible management values and also to help students know themselves, and show them how to question reality and build their future.

## SELECTED STAKEHOLDER HIGHLIGHTS

### Business Nursery

In response to our stakeholder's demands to be more present in our region, Euromed Management launched a Business Nursery to help develop local entrepreneurship. In collaboration with regional authorities, specialists and higher education institutions, this pre-incubator is a veritable stakeholder initiative.

### Responsible Management Network (RMN)

Creating a bridge between academic research and corporate interests, the RMN brings together companies, N.G.Os, professors and students to reflect on various aspects of responsible management.

### PMG (General Management Programme)

Originally launched in 2004, companies such as EDFand La Post sit on the PMG Programme Committee in order to guarantee that this programme meets the needs of its executive participants and companies. In 2010, the School worked with ETHIK, experts in the field of disabilities, to adapt the PMG for visually and hearing impaired participants – an ongoing learning process.



# THE CORPORATE WORLD, AN ESSENTIAL PARTNER

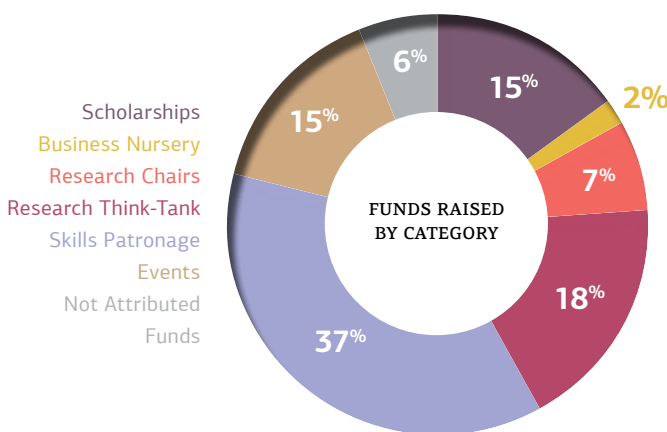
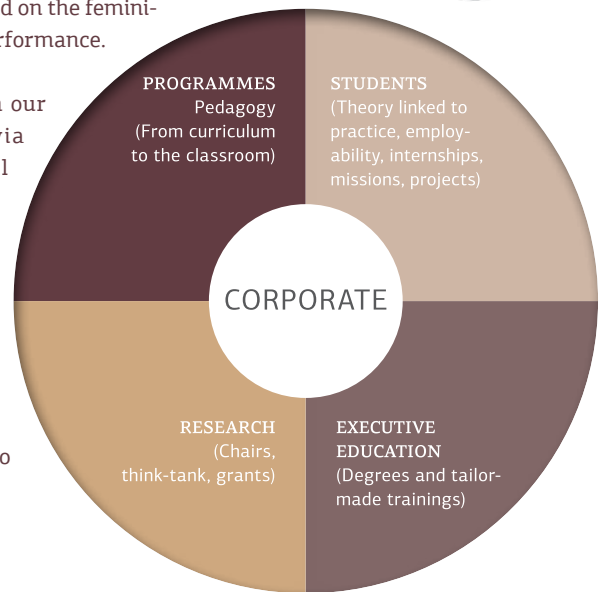
At Euromed Management, companies as major stakeholders, are more than partners, they are members of our community. First, their contributions help us to keep up-to-date on the evolution of company expectations. The 860 members of our corporate community participate in the admissions process, help us address diversity issues and accompany students through their studies. Their second major contribution consists in supporting and developing research through financial and human resources. Think-tank, research chairs and projects are established where research interests and corporate needs converge. For example, last year we carried out an applied research project with the Groupe Renaud on the feminisation of sales teams and their eco-performance.



Corporate partners also connect with our community throughout the year via numerous events such as the annual entrepreneurs meeting that brings over 2,000 professionals to our campus every September. Another highlight was the first business forum, organised by our school, dedicated to

strengthening ties between Europe and the MENA region (Middle East North Africa). In October 2011, the "Forum de Marseille" brought together more than 450 participants, CEOs and other leaders willing to share their expertise and eager to develop new partnerships.

**Christophe Mouysset**  
Corporate & Markets Director  
Executive Committee Member



## LAYING THE FOUNDATIONS

**The Euro-Mediterranean Management Foundation** was launched under the aegis of the Foundation of France with the mission to promote the development of Euromed Management by facilitating access to higher education and contributing to the training of efficient and responsible managers. It has already supported:

- Students through the financing of scholarships and grants based on merit and social criteria (55 scholarships were granted this year alone);
- Management research by financing chairs, conferences and networks in fields of interest to corporate donors (RMN, Chair in Sustainable Procurement, GRONEN Conference, Forum de Marseille); and
- The development of new clusters and specialisations, innovative educational tools and real estate developments (Business Nursery, Internal Social Network).

[www.fondation.euromed-management.com](http://www.fondation.euromed-management.com)

**25/03/2010**  
FOUNDATION CREATED

**4**  
FOUNDERS

**16**  
DONORS

**850 K€**  
IN ACQUIRED & PROMISED DONATIONS

**1 316 K€**  
IN ACQUIRED DONATIONS,  
INCLUDING SKILLS PATRONAGE

# OUR PEDAGOGICAL APPROACH

—  
AXE  
—

2

Ranked as one of the best management schools in Europe and across the globe, the School now holds three major academic accreditations: AACSB, AMBA and EQUIS. This outcome is the translation of our ambition to excel in the training of future managers who will be called to lead companies on a planetary level within a context of globalisation and sustainable development.



According to AACSB, a “global” school is “determined first by the outcomes it achieves, second by the processes it engages, and last by the places it

inhabits. Actions and locations are useful means toward the end goal of globalisation, but ultimately schools are judged by the outcomes they achieve. A global school of management:

- Prepares students to perform competently and confidently in a world of global business competition and inherently global issues;
- Generates research insights about trends and best practices in global management;
- Leverages diverse cultures and practices in pursuit of innovation and continuous improvement.” AACSB Globalisation of Management Report 2011.

Euromed Management asserts its positioning as a global school throughout all of our programmes.

Confronted by the economic and social dynamics of the 21st century, teaching has increasingly evolved towards innovation in both pedagogical content and teaching tools. Conventional “western” methods of organisational management must now make room for the Asian Giants such as China and India and rapidly developing countries in Latin America, Eastern Europe and the Middle East.

The development perspective of human communities goes far beyond the organisational models taught for the past few decades. It presupposes a realigning of humans in relation to their environment; it imposes upon leaders, socially responsible practices that contribute to successful actions generating economic performance. It is the very essence of Euromed Management’s mission – to train competent and responsible managers.

**Dr. Bruno Camus**  
Associate Dean for Programmes  
Executive Committee Member

**Euromed Management has become a first-rate Business School at the international level.**

**100%**

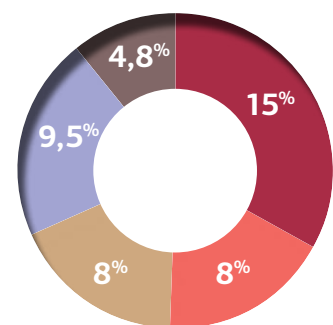
OF ESC & CESEMED STUDENTS SPEND AT LEAST SIX MONTHS ABROAD

**26%**

OF STUDENTS GO ON A STUDY ABROAD PROGRAMME

**31**

FINANCIAL TIMES BEST EUROPEAN BUSINESS SCHOOL RANK 2012



MANDATORY CSR COURSES BY PROGRAMME

CeseMed	MS/MSc
PMF	MBA
ESC	





# ON THE EDGE OF KNOWLEDGE



The world in which we live is in incessant movement. Challenges follow challenges. The stakes are permanent and omnipresent: social, economic, ecological, and technological. We are submerged in a planet in mutation that must cope with new situations in which, for example, it is easier to access a mobile phone than running water. From these paradoxes and challenges arise crises. From these crises are

born innovations, solutions, and unexpected answers through the manifestation of creativity in action.

In this context, the primary role of Euromed Management's Faculty is to accompany students and managers while preparing them to evolve in a world without borders. Professors must encourage this creativity by raising awareness on fundamental issues and by making sure that students and managers are capable of taking risks in a responsible and ethical manner. This commitment is conveyed both by actions and by facts. For example, nearly 50% of the faculty is composed of foreign professors from every continent who bring a unique openness to our learning community.

Beyond the walls of the classroom the stakes are high. This is why we invest so heavily in research, alongside companies who support our efforts such as AG2R-La Mondiale, ERDF, L'Occitane, La Poste, Sodexo, SNCF, to develop creative and innovative approaches to the problems our communities are facing today. Imagine the frontiers of tomorrow's marketing through our work on Consumer Culture Theory.

What approaches can we develop in the field of well-being at the workplace? How can we restructure the foundations of creativity and entrepreneurship through the Business Nursery? How can we connect and share knowledge in the Hub? Through its relevance and creativity, this research must aim at contributing to the development of companies and entrepreneurs.

The creation of the future Kedge BS will help us take things a step further: a step towards increasing expertise, a step towards increasing the impact of this service in our community. Indeed, with more than 170 teaching-research personnel we will become one of the premier management research centers in France – without losing our principles of audacity and creativity.

However, the School has its own challenges to face and the Faculty contributes wholeheartedly to efforts to increase the impact of the positive externalities of our activity. The impact of our work and actions on our economic, social and ecological environment needs to be more visible. We also need to connect more with our stakeholders such as our partner institutions, business, alumni, and territories as we push for knowledge without borders.

We believe in our commitments and we believe that we can make a difference. To do so we must be even more innovative and bold in our teaching methods and in our research.

**Dr. Pierre-Guy Hourquet**  
*Director of Faculty & Innovation*  
*Executive Committee Member*

# PEDAGOGY & PROGRAMMES

At Euromed Management we seek to provide students with an understanding of the diverse and complex nature of business and economics in a globalized context. As future managers they need to be responsible for not only their lives but their actions as well. In order to do this we base our approach on: **values and culture, personal development as well as mechanic and systemic approaches to management.**

Programmes are designed in collaboration with our stakeholders from the corporate world as well as faculty and members of the staff. Over the years, personal development has become a focal point in our educational approach and resources are dedicated to helping students achieve their life and career goals. Our programmes go beyond the classroom and incorporate the Personal Development, Employability and the Student Project (Pro-Act) departments.

In 2011-2012 Euromed Management offered a range of academic programmes meeting the needs of undergraduate, graduate and executive participants. This offer is based on our view of the challenges that companies face today and on the application of an adapted pedagogical model. Our programmes place an emphasis on the imperatives of internationalization, innovation and sustainable development. This year the EGC programme has been transformed into the Euromed Bachelors Degree offered on the Marseille, Toulon, Avignon and Bastia campuses.

## How do we teach responsibility ?

The job of a business school such as Euromed Management is not to train Sustainable Development Directors, but to train managers in Marketing, Administration and Finance, Human Resources, Purchasing, etc, who think and behave in a sustainable manner. We made the choice a few years ago to include sustainable development concepts in all our programmes rather than create a Master programme specialising in Sustainable Development. This is the consequence of our systemic vision of organizations. By slowly infusing CSR into programmes we are able to reach every student that passes through our doors.

### BACHELOR PROGRAMMES

**Euromed Bachelor**  
**CeseMed** - International Bachelor  
**PMG** - General Management Programme

### MASTER PROGRAMMES

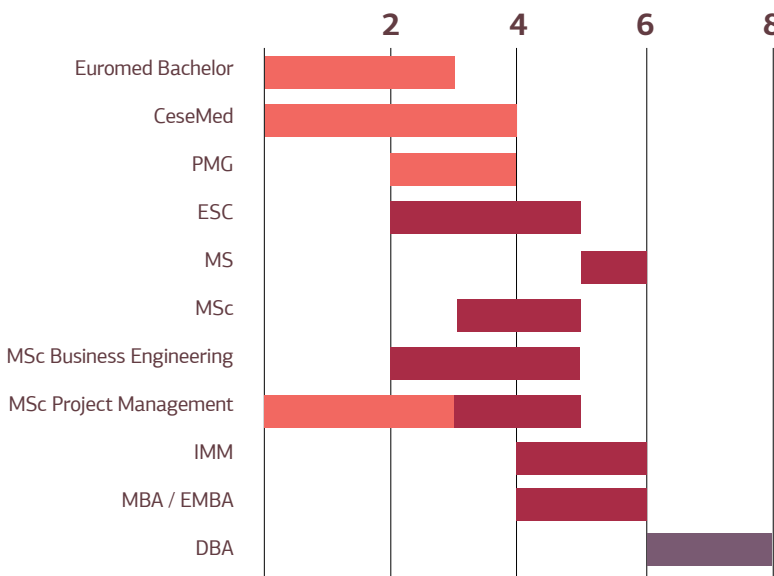
**ESC** - our flagship Business Degree  
**IMM** - International Masters in Management  
**MS/MSc** - Specialised Masters (Media, Finance, Maritime, etc.)  
**Masters in Business Administration**

### ADVANCED DEGREES

**DBA** - Doctorate in Business Administration



LEVEL OF STUDIES BY PROGRAMME



\* More information on Pg.11

# EXECUTIVE EDUCATION

*Over the years, Euromed Management has placed Executive Education at the heart of the School's development.*



The School's offer has reinforced Euromed Management's visibility in the business world, on the local, national and international levels and has proven itself to be not only a financial resource provider but also a key force for innovation in content and pedagogy aimed at experienced managers, in line with the School's positioning and vision.

The part-time Graduate and non-degree Executive Education programmes include: DBA and Executive MBA programmes in China and in France, four Part-time Masters (linked to the main fields of activity in the PACA region: Social Services,

International Maritime Transport, Wealth Management, Real Estate and Urban Policies Management), the PMG (General Management Programme, an Honours Bachelor aimed at middle managers and certified by the French Government), Tailor-Made programmes and short modules.

**Françoise Lassalle-Cottin**  
*Director of Executive Education*  
*Executive Committee Member*

## 2011-2012 HIGHLIGHTS

**DBA programme:** The first group of 10 top-level Chinese managers graduated in April after defending their doctoral dissertations.

**MBA restructuring:** in 2011, the MBA programmes have been revamped and renamed the "Euromed MBA" resulting in a new structure which includes:

- New electives in the Euromed MBA that can be carried out either in Marseille or in Shanghai. Electives include: Entrepreneurship & Sustainable Development (Marseille), Market Development (Marseille), Global Management (Shanghai), Finance (Shanghai), and Talent Management (Shanghai).
- The Maritime MBA has also been remodelled as an option of the Euromed MBA.

**Creation of a new track in the Executive MS in Social Service Management.** Dedicated to Healthcare organisation management, this track was developed in partnership with the Private Hospital Federation of the PACA Region.

**PMG (General Management Programme) wins an award for adapting its programme for visually impaired participants.** After adapting the School's infrastructure, coursework and pedagogical tools, three participants with visual impairments entered the PMG Programme in 2011. In February 2012, Euromed Management received an award for this program from the French National Handicap Council and KONE France.

**New Customized programmes include:** Strategic & Operational Sales Management for Watanya, a Kuwaiti Telecom firm based in Algeria, Leadership courses for ArcelorMittal, Astrazeneca and the Caisse d'Epargne.

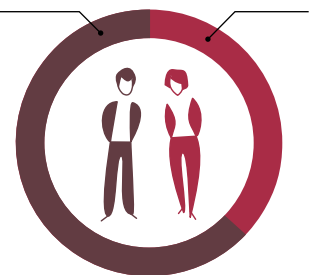
**Short modules continue to develop.** New one-day modules include "Social Network Management" and "New Methods for Recruiting". This year Euromed Management offered its first co-branded training in CSR in partnership with the specialised consulting firm "Des Enjeux et des Hommes".

**747**

PARTICIPANTS

(Executive Education, MBA, DBA)

63% 37%



40%

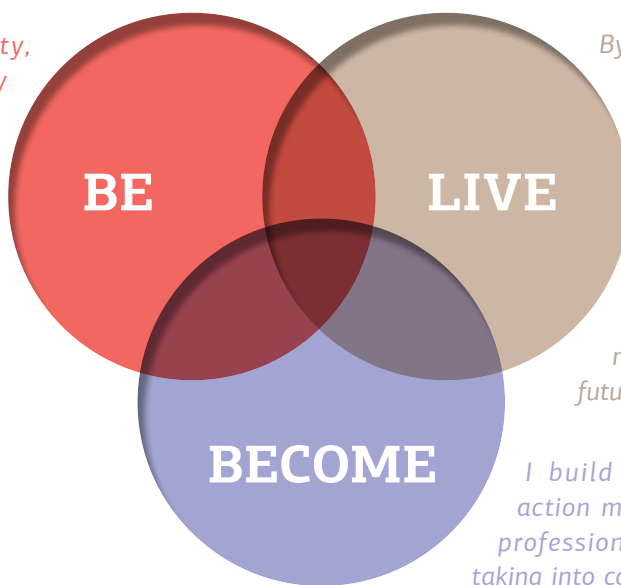


60%

# BE-U

## A THREE DIMENSIONAL APPROACH TO PERSONAL DEVELOPMENT

*I identify my personality, my skills, my values, my motivations, my driving force; these elements allow me to elaborate a personal and professional career plan in accordance with who I am.*



*By managing projects known as 'Pro-Act' and by carrying out internships, apprenticeship and other types of experience, I develop my skills by applying what I learn in the classroom in "real life" situations. I experiment and this helps me make better choices for my future.*

*I build and put into action my personal and professional career plan taking into consideration the evolution of the job market.*



**Personal Development is an integral part of the Euromed Management experience.**

Future managers need to be able to carry out self-assessment, define their objectives and develop personal strategies while learning from their actions. This is why Euromed Management has created a three dimensional Personal Development Service that uses professional coaches, academic advisors and a Career Centre to accompany students in the personalisation of their studies into a project that fits their interests.

The Be-U team works face to face with students or through collective workshops and helps build each student's personal and professional career plan and sense of self-awareness. These workshops are offered in parallel to 'Leadership Skills' workshops organised by the Programmes Department, covering themes such as: Written and Oral Communication, Team Building, Self Confidence, Motivation, Leadership and Emotional Intelligence, and Managing Conflict.

The team also works on more operational themes such as job surveys, preparing individual and collective interviews, preparing CVs and cover letters, building networks, and using social networks to discover internship and job opportunities.

### STUDENT HIGHLIGHT

"Be-U coaching helped me define a clear career plan that takes into account my dreams and the realities of the market. Four months later - I'm leaving for Los Angeles for my first experience in digital marketing."

**Emilien Nizon**  
Class of 2012



# PRO-ACT

## LEARNING BY DOING

*“It is by engaging in action, through experimenting, that one can discover one’s actual tastes and reveal one’s inner nature.”*

*Aristotle*

Beyond developing project management competences, Euromed Management’s emphasis on action learning has a specific personal development dimension: only experience can develop an understanding of complexity, diversity and the competences of effective action.

Obligatory for graduation, (one or two based on the programme) elective student projects help our students acquire knowledge through action. Pro-Act schemes enable students to apply what they are learning at school and also to express

their personal aptitudes. Coherent with our values and expectations, every Pro-Act is required to integrate CSR criteria in its reporting.

Adopting a project-driven approach (the PROJECT: objective setting, working on different teams) leads students to analyse their environment - an environment that facilitates creation - it also encourages them to be more adaptable through their involvement in several projects (diversity of themes, places, contacts) and to use different types of skills and knowledge.

The implementation of the project (The ACTION: is about making the project a reality and abandoning the theoretical world where taking risks is easy). Pro-Act encourages students to adapt to actual reactions of their environment, to put into practice a variety of skills, to gain added self-confidence by understanding their successes and errors, to confront the realities of their actions and to integrate a performance-driven approach.

### A FEW OF THE YEAR’S PRO-ACT HIGHLIGHTS

#### CRAZYCITY

After producing Marseille’s fun city guide for over 25 years, the Citadine team published its first Anglophone edition called the Crazycity.



#### SIFE

Euromed Management’s SIFE team won the 2012 French National Championship by presenting these three Pro-Act projects:

- **Phoenix** - 85 Euromediens who tutored over 203 youths from underprivileged schools
- **The Phare** creation project which helped create 76 new companies
- **The Hive** (Ruches) project – a team of students who have brought six hives of honey bees to the campus while creating employment for a long-term job seeker.



#### JACKER MAG

This free magazine created by a first year CeseMed student is a fine example of tribal marketing. In only one month the online edition received over 6,000 visits. Charismatic and off-beat, the 3,000 printed copies were not sufficient and the next edition already plans on printing 5,000...  
www.jackermag.com



### 2011-2012 PRO-ACT BREAKDOWN

**110**

ENTREPRENEURSHIP

**453**

MARKETING

**42**

ART

**45**

SPORTS

**101**

EARTH

**71**

ASSOCIATION  
MANAGEMENT

**27**

ENTERPRISE



**Research is at the heart of scientific knowledge: undertaking and disseminating research is central to Euromed Management's mission and vision.**

Research at Euromed Management is structured through research priorities which correspond to faculty skills and expertise and to the strategic positioning of the business school. They further guide choices of partnerships with businesses and organisations and the development of research chairs.

The business models that research will develop in the future imply new concepts, new measurements and establishing new relationships. We engage in conceptual and empirical research that advances our understanding of the role, dynamics, stakes and impact of corporations, markets, cultures and consumers. Approaching these topics certainly requires scientific skills and expertise but also creativity and certainly changes in mindsets.

In accordance with Euromed Management's Strategic Plan, there are five research priorities that re-group publications, projects, and events alongside a number of research chairs and think-tank activities.

The research priorities include:

- 1. Market, Corporate, and Individual Behaviours in Euro-Mediterranean, Emergent, and Subsistence Marketplaces.**
- 2. The Management of Diversity and Managing Across Cultures.**
- 3. Environmental and Ethical Dimensions of Businesses and Organisations.**
- 4. Strategies, Markets, and Customers in Entertainment, Sports, Healthcare and Maritime Industries.**
- 5. Managing Networks, Value Chains, and Entrepreneurship.**

With over 150 publications and a burgeoning amount of conferences and events, our research activities are increasingly rich in quality and relevance. A full accounting of this year's research activities can be found on the School's website.

[www.euromed-management.com](http://www.euromed-management.com)

**Prof. Dwight Merunka**  
*Director of Research and Doctoral Programmes*



## FACULTY HIGHLIGHT



**Prof. Bernard Paranque** coordinates the AG2R LA MONDIALE Research Chair, Finance Reconsidered: Investment, Solidarities and Responsibility and sits on the board of the Euromediterranean Forum of Economic Science Institutes (FEMISE). He currently is working on building a support system for African business schools with the EFMD and

the University of Tilburg and is launching an international student social entrepreneurship network. In 2011, Prof. Paranque received the "High Commanded Award" by Emerald Publishing for his paper on financing SME in the Euromediterranean Journal of Business.

# RESEARCH CHAIRS & PROJECT HIGHLIGHTS

The first research chair was created in partnership with La Poste, the French Postal Service, in 2007 on the topic of sustainable performance. Think-Tank activities were subsequently developed and continue to flourish through the Responsible Management Network. Additional chairs were launched in socially responsible investment and more recently in sustainable procurement. Over the next few years we aim to increase research activities through the creation of new chairs, projects and networks.

## THE AG2R-LA MONDIALE RESEARCH CHAIR



**“Finance Reconsidered: Investment, Solidarities and Responsibility” launched in 2008 supports:**

- The 2012-2015 Finance and Sustainability Program: “Financing companies of the social and solidarity economy and governance”;
- Current PhD Student Elias Erragragui works on Socially Responsible Investment decisions, including a comparison with the Islamic approach; and
- The international research group ESIRAMed (Social Economy, Responsible Investment and Insurance) works on the links between the protection against social risks and development in the Southern Mediterranean countries. ESIRAMed is made up of researchers from the CREM-CNRS, University of Caen-Basse-Normandie, Euromed Management (Marseille), the CREAD (Algiers), the University Mohamed V (Rabat), the LEGI, Polytechnic School of Tunisia (Tunis).

## CHAIR IN SUSTAINABLE PURCHASING IN A NETWORK ENVIRONMENT

The purchasing function is at the heart of a firm’s sustainable development strategy. The research Chair seeks to improve understanding of the field and bring some answers to complex issues raised. Chair funding is provided by four corporate partners: ERDF, L’Occitane, SNCF (French Rail) and Sodexo, forming the steering committee which also comprises three NGOs: WWF, Max Havelaar and Extra-Muros. These partners provide not just funding, but are also source of invaluable input and insight across the three pillars of responsible purchasing: economic, environmental and social.



The Chair consists of a multi-disciplinary research team, including senior faculty and two doctoral students. Output is in the form of the results of several ongoing projects (Defining Responsible Purchasing: a Bibliometric analysis, Design and Implementation of Organisational Solutions for Sustainable Purchasing, Eco-labels and Impact on Buyer Behaviour, Carbon Trading and Network Effects...).

## THE RESPONSIBLE MANAGEMENT NETWORK

Euromed Management launched the Responsible Management Network (RMN) in October 2007 with fourteen companies and NGOs. Members of the network include: Acidd, Adecco, AG2R-La Mondiale, Armor Lux, Cora, EDF, Kinnarps, Max Havelaar, Novethic, ONET, La Poste, Sodexo, and Utopies. In the fall of 2011 the RMN launched a second session with new partners including: ERDF, Institut Inspire, Groupe La Varappe Développement, L’Occitane, Satori, SNCF, St Microelectronics and Veolia.

Acting as a think-tank, the Network’s mission is to contribute to the emergence of “responsible management” in order to reconnect business dynamics with those of society. The Network’s secondary objective is to help advance our community by becoming the reference in responsible management. Through a participative methodology, the Network encourages innovating, emulating, capitalizing and co-creating knowledge, actions and a new “savoir-faire”.

**RMN HIGHLIGHT OF THE YEAR**  
The publication of the Responsible Manager’s Skills Guide. Now available on the Euromed Management website.



**Réseau du Management Responsable**



# A FEW NOTABLE PROJECTS & PUBLICATIONS

## FORUM EURO-MEDITERRANEEN DES INSTITUTS DE SCIENCE ECONOMIQUE (FEMISE)

The FEMISE Association is a Euro-Mediterranean network that currently includes 94 member institutes, with the primary objective of conducting research on economic, social, and political topics that have been defined as priorities for the region's future. FEMISE is currently funding two research projects at Euromed Management:

- "A Cross-Country Assessment of Well-Being and Quality of Life in the Euromed Region: Models and Measurements."
- "Financial Integration, Shock Vulnerability, and Dominant Foreign Investors: Implications for the Cost of Capital in Emerging Markets."

## INTERNATIONAL CONFERENCE ON "INSTITUTIONAL CORPORATE, AND INDIVIDUAL BEHAVIOURS IN EMERGING AND SUBSISTENCE MARKETPLACES", SEPTEMBER 2011

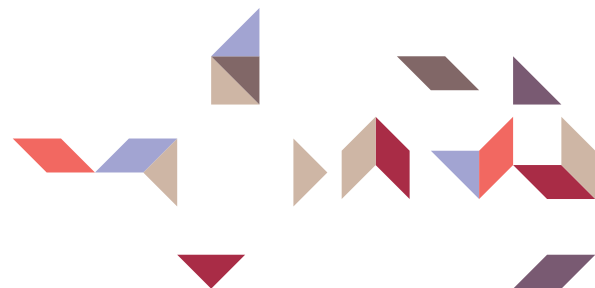
Under the leadership of Dr. Thomas Lagoarde-Segot, Euromed Management and the DEFI Research Centre at the University of the Mediterranean organised an international symposium that examined the macroeconomic, microeconomic and normative process of emergence.

## INNOVATION IN PUBLIC HEALTH

In May 2012, Euromed Management was granted 150 000 Euros by the IRESP (Public Health Research Institut) to carry out Corinne Grenier's research programme: "Governance and Innovation Models for Innovative Care Methods for Dependant People". This programme is being carried out in partnership with the Public Health Laboratory of the CHU Nice, the CERAG laboratory of Grenoble University and the National School of Public Administration (ENAP) of Montreal.

## THE GRONEN RESEARCH CONFERENCE ON "CORPORATE SUSTAINABILITY - OFF TO PASTURES NEW OR BACK TO THE ROOTS", 26-29 JUNE 2012.

Dr. Tobias Hahn and Prof. Frank Figge organised this event with the support of the Euromediterranean Foundation of Management and the collaboration of oikos Foundation this conference. The conference enjoyed active participation of leading sustainability scholars from 19 different countries and there is a special issue of Business & Society launched on the conference topic.



## SELECTED PUBLICATIONS

BEL Roland	Bel, R. (2012). Access, Veto and Ownership in the Theory of the Firm. <i>Journal of Law, Economics and Organization</i> , DOI: 10.1093/jleo/ews003.
CARIOU Pierre	Cariou, P., & Cheaitou, A. (2011). The effectiveness of a European speed limit versus an international bunker-levy to reduce CO <sub>2</sub> emissions from container shipping. <i>Transportation Research Part D</i> , Vol. 17, Issue 2, 116-123.
COVA Bernard	Cova, B., Prevot, F., & Spencer, R. (2011). Ahoy all postmodern navigators! Conceptual havens in a stormy ocean. <i>Industrial Marketing Management</i> , Vol. 41, Issue 2, 365-367.
FIGGE Frank	Figge, F., & Hahn, T. (2012). Is green and profitable sustainable? Assessing the trade-off between economic and environmental aspects. <i>International Journal of Production Economics</i> , DOI 10.1016/j.ijpe.2012.02.001.
HAHN Tobias	Hahn, T., Figge, F., & Liesen, A. (2012). Assessing Trade-Offs in Investments for the Environment - The Case of a VOC-Reduction Investment at AUTO Group. <i>Corporate Social Responsibility and Environmental Management</i> , No. 19, 114-128.
HAHN Tobias	Hahn, T. & Figge, F. (2011) Beyond the Bounded Instrumentality in Current Corporate Sustainability Research: Toward an Inclusive Notion of Profitability. <i>Journal of Business Ethics</i> , Vol. 104, No. 3, 325-345.
LEONI Patrick	Leoni, P., & Luchini, S. (2011). Designing the financial tools to promote universal access to AIDS care. <i>Journal of Health Economics</i> , Vol. 30, (2011), 181-188.
M'CHIRGUI Zouhaier	M'Chirgui, Z., & Penard, T. (2011). How to provide Quality of Service guarantees in the Internet? Lessons learnt from the airline and card-based payment sectors. <i>European Management Journal</i> , Vol. 29, No. 4, 306-318.
MERUNKA Dwight	Hamzaoui-Essoussi, L., Merunka, D., & Bartikowski, B. (2011). Brand origin and country of manufacture influences on brand equity and the moderating role of brand typicality. <i>Journal of Business Research</i> , Vol. 64, Issue 9, 973-978.
NICHOLS Austin Lee	McPeck, R., Nichols, A.L., Classen, S., & Breiner, J. (2011). Bias in older adults' driving self-assessments: The role of personality. <i>Transportation Research Part F</i> , Vol. 14, Issue 6, 579-590.
VIAL Virginie	Vial, V. (2011) Micro-Entrepreneurship in a Hostile Environment: Evidence From Indonesia, <i>Bulletin of Indonesian Economic Studies</i> , Vol. 47, No. 2, 233-262.



# SOCIAL POLICY AND COMMUNITY INVOLVEMENT

## Elite or Elitist ?

By choosing to be an “elite school” we choose to recruit and train the best candidates, no matter their social origin, religion, gender or handicap. In order to avoid involuntarily reproducing oligarchic “cast” systems, we must make daily efforts towards achieving the best social representation. This applies not only to underprivileged households but also to people with disabilities.

Diversity is more than a notion, it is a reality. Whether recruiting students or staff members recruiters follow an anti-discrimination policy. Our goal is that the School will one day reflect the realities of French society demographics (National Green Plan Objective for 2020).

To achieve this objective and to change mindsets, both long-term and short-term actions must be carried out. This is why scholarships, grants, apprentices and partnerships have been developed by the School. Combined with efforts to diversify

its student profile, Euromed Management also works towards making higher education more accessible for all. Through tutoring programmes such as Coach me I’m Famous and the Passeport Avenir – corporate mentors help students build their social network and corporate culture capital.

Over 10 student projects and 90 committed students support this policy. Since 2006 the association Phoenix has received

the “Cordées de la Réussite” a Government Grant to fund their activities in “priority education zones”. In 2011-2012, through Phoenix, 85 students from Euromed Management mentored over 203 students from secondary schools in Marseille; providing over 19 000 hours of tutoring.

The 13-17 February 2012, Euromed Management organised its 3rd annual Diversity Week. A variety of events and actions were carried around four main themes: cultural diversity, gender, homosexuality and disabilities.

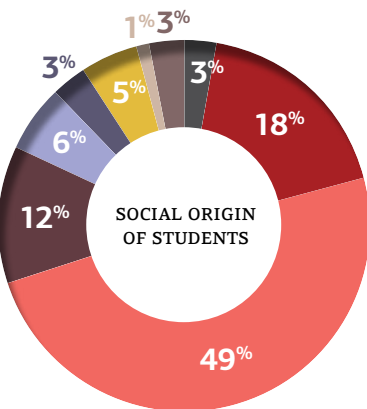
## DIVERSITY HIGHLIGHT

### Making our school more accessible for students with disabilities.

Going beyond building accessibility, awareness raising campaigns and job forums, Euromed Management has adapted one of its Executive Education programmes (PMG) to receive participants with visual or hearing impairments.

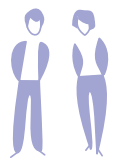
Since November 2011, four students with disabilities integrated the PMG. In February 2012 this programme received the ‘coup de cœur’ prize from the National Handicap Council and Koné France during the Accessibility Awards. This action was made possible by partnerships signed with Capgemini and the Société Générale who helped us create a better learning environment for students with special needs.

**Nelida Jimenez**  
CSR Diversity & Disabilities Officer



- Agro-fishing industry
- Craftsmen, shopkeeper and business owner (over 10 employees)
- Senior management & intellectuals
- Intermediate level workers
- Employees
- Blue collar Workers
- Retired
- Persons without any professional occupation
- Other

## EFFORTS FOR DIVERSITY



### STUDENTS

Give everyone an access to higher education

### CIVIL SOCIETY

Mentoring, Tutoring, Community awareness raising



Allow them to integrate Euromed Management

### EUROMED MANAGEMENT

Scholarships, Parallel admissions, Apprenticeships, Wellness, Building conformity



Enable them to carry out their studies in the best learning conditions



Enable them to enter the job market

### JOB MARKET

Awareness Raising and Training, Exemplarity, Alumni Support

# GIVING BACK TO OUR COMMUNITY COMMITMENT & ACTIONS

## Marseille

### Europe

### MENA

### The World

As Euromed Management has grown, so has the School's commitment to community development. Investing in the region, sites have been opened in Avignon, Bastia, Toulon and Marrakech. Emphasis is also placed on regional social responsibility in regards to international academic standards. The contributions of the student body are particularly noticeable due to the School's project based teaching approach (Pro-Act).

Promoting the attractiveness of the region, helping to create and launch new businesses and products, working with companies to improve their financial and social performance, contributing to academic debates around the world – these are just examples of how we give back to our local, national and international communities.

Last year, nearly 850 **student projects** were carried out locally and internationally. Out of these Pro-Acts, 101 were sustainable or "earth" projects. From tutoring local youths to promoting social entrepreneurship in Africa, the student body plays an active role in our sustainable development approach.

### The Business Nursery



In April 2012 Euromed Management launched a Business Nursery with the support of Accede, Provence Business Angels & la Société Marseillaise de Créd it. This pré-incubator is available for students and young graduates that wish to begin an innovative entrepreneurial adventure. This programme helps young entrepreneurs by providing them with financial and human resources which promote the optimal development of their activity.

[biz-nursery.euromed-management.com](http://biz-nursery.euromed-management.com)

### STUDENT HIGHLIGHT

ESC Masters Student Michael Brunel has launched a start-up called Lokob. This platform allows individuals to rent objects from each other through the internet. In April 2012, Lokob won the student innovation prize in the Phare Competition. Brunel's company is currently being accompanied by the Business Nursery and Marseille Innovation.



## AMONG OUR CONTRIBUTIONS

### INTERNATIONAL

Institut de la Méditerranée  
FEMISE  
Academic Conferences & Events  
Mediterranean Network of Engineering & Management Schools

RMEM/RMEI  
International Incubator  
Euromed Maroc  
UNGC Working Groups  
ESAA (Alger)  
Institut Franco-Chinois  
PRME Working Groups  
GRLI  
AASHE

Marseille's International City Council  
Provence Promotion  
Student Associations & Pro-Act  
OCEMO - Office of Economic Cooperation in the Mediterranean and Orient

### NATIONAL

Member of the CGE Board  
Chairman of "Chapîtres des Ecoles de Management"

Responsible Management Network  
Responsible Campuses Projects  
Comité21  
ORSE  
CPU  
Training SME  
French Delegation to Rio

APM (Association for the Progress of Management)  
ANDRH (National Association of HR Managers)  
Board Memberships  
Institut Français des Administrateurs  
Consultancy activities

### LOCAL

School Board memberships  
CRGE  
Training job seekers  
Tutoring & Mentoring Company  
Research Projects

Grand Luminy Incubator  
Impulse Incubator  
R2D2 (Regional Network for Sustainable Development)  
2R2D (Regional Sustainable Development Decision Makers' Network)

Ecole de la 2<sup>ème</sup> Chance  
Students Associations & Pro-Act  
Professional Associations  
CREER  
RSE PACA  
Business Nursery

# HUMAN RESOURCES AT EUROMED MANAGEMENT SEEKING EXEMPLARITY



**Euromed Management is a school in interminable evolution and with change comes new challenges. As we strive towards being a “best places to work” we also seek to be coherent with the School’s mission – training responsible managers.**

Since January 2, 2010, human resources management, previously under the responsibility of the Chamber of Commerce and Industry (CCIMP) was taken over by the HR Department of the new Euromed Management Association.

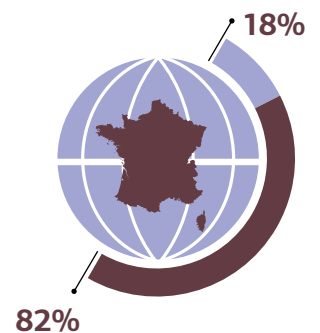
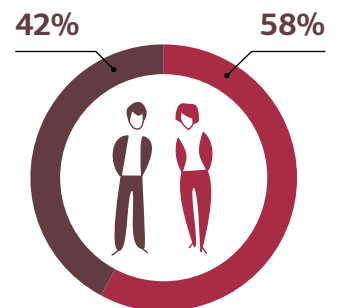
Since the change in governance, the main challenges to the School’s human resource policies has been managing the hybrid character of the contractual arrangements with the employees and the diversity of institutional cultures from which they originate.

In less than a decade, Euromed Management has gone from a regional school to an internationally accredited and renowned institution. This spectacular growth is not only due to the vision of the School’s Directors – but also the involvement and dedication of the School’s employees. As any organization with heavy growth, the School has not escaped the heavy workloads and work related stress that such growth entails.

In 2011-2012 recruitment levels remained high and the School signed company-wide agreements which helped improve working conditions for staff members. For example, the agreements allow for more flexible and adapted work schedules and they also created a time-savings account (CET). Through these agreements staff members can now enroll in courses provided by Euromed Management as well as apply for further professional training. This education and training policy is a strategic tool for the School that allows us to both increase staff competence and skills while responding to training requests.

Well-being in the workplace was one of the main challenges for the HR Department this year. In July 2012 the School carried out its second yearly internal survey to evaluate employee satisfaction with their work environment and put in place corrective action plans. Among the action plans put in place after the first survey were working groups on training and on internal communication. Another result of this process is the launching of an audit on psychosocial risk factors next fall. This audit should provide the School with a better understanding of work-educed stress and provide management teams with action plans to improve working conditions.

**Marie-Pierre Codognet**  
Director of Human Resources  
Executive Committee Member



2010-2011      2011-2012

STAFF SATISFACTION RATING:

**12.9/20**      **13.1/20**

PARTICIPATION TO  
HR SATISFACTION SURVEY

**72%**      **60%**



*“At Euromed Management we value difference and we believe that without diversity there is no innovation.”*

**Marc Pouzet**  
Chairman of the Remuneration Committee

# GREEN CAMPUS MANAGEMENT

—  
**AXE**  
—

—  
**5**  
—

## *The environment or “green” management of a campus is an essential component of any school’s sustainability strategy.*

It is the most visible and easily measurable aspect and for many schools it’s used as “marketing niche”. Saving energy equates to saving money, an accessible argument for any administration. That said, this chapter is one of the most difficult for the majority of French Higher Education Institutions – Euromed Management included.

In April 2012, the land surrounding Euromed Management’s main campus became part of the new *Parc National des Calanques*. Being the only French business school situated in a national park, the sustainable management of our campus is a challenge and an obligation. Far removed from the noise and bustle of the big city, the savage beauty of the campus reminds us daily of our responsibility towards nature. We work on lowering the negative externalities of our activities by improving the management of our resources and waste, protecting our biodiversity and fighting against climate change.

In 2009 the School signed the Copenhagen Declaration and agreed to lower its greenhouse gas admissions by 40% by the year 2020. Among our greatest challenges is reducing our carbon footprint during an expansion phase. This is particularly made difficult due to the fact that we do not own our infrastructure.

This is why The CSR Department works closely with the Student Sustainable Campus (Campus Durable) project raising awareness among staff and students. Our efforts to lower our carbon footprint are focused around six axes (cf index, pg. 50):

### **ENERGY CONSUMPTION & PRODUCTION**

The 2011-2012 academic year marked a turning point in the School’s energy management efforts. For the first time in years, energy consumption rates dropped significantly. Although metrological conditions may have contributed to these results; the decrease of electricity consumption by more than 18% and gas by more than 30% is remarkable. The decrease is largely due to the efforts of the logistics team and to key “green investments”.

Efforts were made to reverse consumption trends with the arrival of energy efficient light bulbs, automatic lighting systems, and replacing florescent light bulbs with electronic tubes. Currently over 70% of light bulbs are low consumption and energy saving. Last year the School invested in an automatic monitoring tool to analyse electricity consumption system that has greatly contributed to energy saving efforts. The School’s 300M<sup>2</sup> of solar panels produced a daily average of 106.84kw/h.

Students organised eight “just a click” awareness operations that reduced energy consumption by up to 20% on those days.



### **WASTE MANAGEMENT**

Effective waste management is a critical element in any sustainable development policy and one of our greatest challenges. Regulations and requirements have been integrated in to agreements with contractors and recycling services for paper and cardboard were put in place. Even though

the management of certain types of waste such as these has greatly improved, material consumption continues to skyrocket. Our management of metal, computer, electronics and technical waste remains elementary and the logistics and IS Teams manage efficiently these particular types of waste.

Despite obvious improvement, last year’s objectives regarding the recycling of bottles and cans were not met. Clearly the weakest link in our waste management practices, a trial run was carried out in spring and will become official next year.

### **RESPONSIBLE PURCHASING**

Since 2009, Euromed Management has made the commitment to integrate CSR criteria into 10% of the overall purchasing evaluation. Last year, the CSR Officer from the Purchasing Department participated in the Responsible Purchasing Chair and is currently working on improving our process and tools. Of the 30 market contracts produced this year, 50% of these contracts include sustainability requirements and criteria.

### **BUILDING RENOVATION**

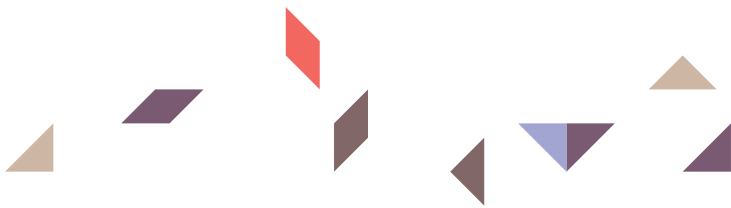
All building renovations, main campus or otherwise, take into consideration ecological and social improvement needs. With each new renovation the resources department works towards making the School more ecologically sound. As the School has room limitation, remodelled classrooms have been designed to optimise on school infrastructure. These high-tech spaces have sliding room dividers, and transportable tables and chairs that can be assembled to fit room size and learning needs. The new campus in downtown Marseille has been made accessible

**9 663**  
CO<sub>2</sub>e TONS\* IN 2009

**11 692**  
CO<sub>2</sub>e TONS\* IN 2011

**2.32**  
IN 2009 PER STUDENT

**2.09**  
IN 2011 PER STUDENT



for students with disabilities and work has begun on the Luminy campus for the installation of new elevators and accessibility points. These renovations are part of a larger plan to make the School fully handicap accessible by 2015.

### BIO-DIVERSITY



Bio-diversity was a topic of great interest at the School this year. Although subcontractors and members of the technical staff currently do not use noxious products in our campus's management, a formal action plan has yet to be adopted.

A number of student projects and activities seek to preserve our bio-diversity such as the Calanques cleaning activities and the "Ruche Project". In the fall of 2011, Campus Durable installed six bee hives on Euromed Management's campus. This project not only brought over 250 000 busy bees into the national park it also helped generate revenue for a job seeker and trained 11 people in the art of apiculture.

With the arrival of the hives in 2011, the CSR Department launched a Pro-Act to help draft a bio-diversity policy and an action plan. The School offered to students working on this topic and to staff members training on how to evaluate services rendered by ecosystems. In the spring of 2012 a project was launched to create a bio-diversity walk on the campus in collaboration with the City of Marseille and the Institut Inspire.



### TRANSPORTATION

As highlighted in the carbon assessment, the School's largest emissions come from student and staff transportation. Although the School has purchased new hybrid cars transportation emissions continue to skyrocket. Investments have been made in videoconference equipment and technical tools that should help reduce commuter emissions. This year students organised awareness raising actions such as "Green Driving Classes" for students and staff members. These actions remain anecdotal and transportation remains a priority for next year's eco-campus management action plan.

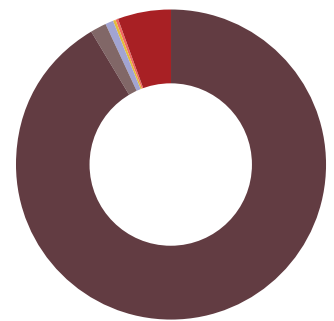
#### CARBON FOOTPRINT HIGHLIGHT

This year Euromed Management carried out its third carbon footprint. The study was performed by Marketing Méditerranée, the School's Junior Enterprise.



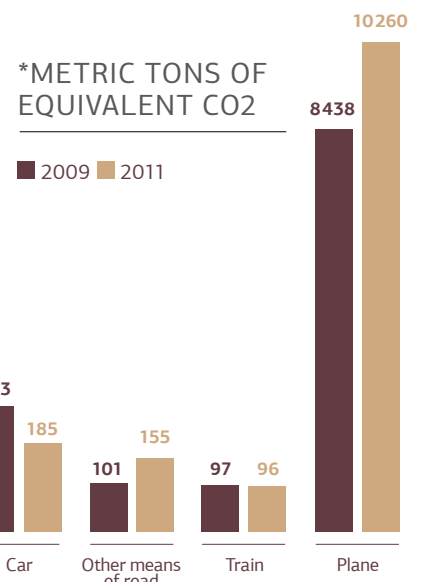
Although the overall emissions rose by approximately 20%, if calculated per student, emissions were lowered by about 10%. If air travel is taken out of the calculations, per capital emissions lowered by over 50%.

**Benoit Fabre**  
Sustainable Development Officer  
Marketing Méditerranée



- Transportation of People **91,48%**
- Fret **1,6%**
- Stationary Sources **1,04%**
- Consumables & Materials **0,2%**
- Food Services **0,15%**
- Direct Waste **0,02%**
- Buildings **5,51%**

Clearly, the majority of the School's emissions come from transportation. Although there seems to be more carpool and public transportation use, we continue to send students and staff around the world. In 2012-2013 the CSR Department and Campus Durable will be launching a new sustainable transportation project to reduce and compensate these emissions.



#### \*METRIC TONS OF EQUIVALENT CO<sub>2</sub>

■ 2009 ■ 2011



**FRÉDERIQUE GOBERT**  
Head of Euromedien Community  
Secretary General of the  
Euro-Mediterranean Management Fondation



CHAPTER THREE  
*Our Performance*

# FINANCIAL PERFORMANCE



## Investing in the Future



Since January 2010, Euromed Management has been operating as a non-profit association. Our newly found financial independence has allowed for an increasingly rigorous and responsible management of the School's budget and

activities. The School's Governing Body and Management Team have adopted a long-term vision and innovative development strategy in order to create sustainable value.

Euromed Management thereby develops on a daily basis an economic model coherent with its mission and vision in an effort to be virtuous, transparent and socially responsible. In other words:

- no shareholders to remunerate;
- a school completely dedicated to mankind, concerned about its students, their personal fulfilment and employability, the balance between its researchers and colleagues, partner respect and development;
- a school that respects its environment, is involved in its city and established in a region to which it brings influence and competitiveness;
- a school that is multi-cultural and open to the world; and

• a place of continuous learning, personal development, creativity, and innovation.

As the statistics demonstrate, our vision and ambition have led us to expand across France and around the world. We continuously seek to improve and adapt pedagogical tools, hire quality teachers and researchers, create spaces for innovation and improve the quality of life and services on all of our campuses.

One of the key benefits of being financially independent has been our ability to reinvest the School's income into our campuses. In 2011-2012, the School's budget increased by 10%, providing us with over three million Euros for internal investments. These investments have been concentrated into modernising the School's infrastructure and purchasing cutting-edge technology.

Two significant investments were made this year on our campuses in Marseille. In 2011, after relocating to a new site in the Business District, we adapted the Docks Campus to receive visually impaired students. The campus was also remodelled with high-tech and versatile learning spaces.

On our main campus in Luminy we opened a creativity and innovation space that we call "The Hub". Moving away from the traditional library concept, the Hub houses a virtual library, computers, android tablets, tactile walls and floors, brainstorming rooms

called "Brain Bubbles", a relaxation area and a Wellness Centre. The success of this one million euro investment is undeniable. After opening in the fall of 2011, an average of 2 000 students and staff members exchange, create and learn with new technologies in the Hub each day.

Last year tuition fees rose by only 5%, considerably less than many other business schools. This was a deliberate choice in conformance with Euromed Management's strategic positioning in regards to institutional excellence and social responsibility. Tuition fees remain lower than the actual cost of each student's education thanks to regular and controlled growth, as well as important financial contributions from our partners.

In a world of perpetual mutation, it is important that a school does more than simply adapt to its environment. It must go beyond the walls of each class room and anticipate the needs to tomorrow's market. The School's impressive financial performance over the past few years is clearly the result of Euromed Management's ability to take calculated risks and invest in our future. We are now ready to take things one step further with the creation of Kedge BS.

**Yannick Gheno**  
Deputy Director General  
Executive Committee Member

*"The massive changes in our society, both locally and globally, as well as environmental and economic pressures continue to be a challenge. We must ensure that we minimise the risks by considering ways of mitigating them, while continuing to explore potential opportunities for our organisations."*

**Pascal Fouache**  
Treasurer of the Board of Directors





# EXTRA-FINANCIAL PERFORMANCE

*How can we ensure that our efforts,  
our human and financial investments,  
actually serve our objectives?*

This question, which all good administrators ask themselves, is at the heart of our sustainable development approach. We must measure both the quality of our daily actions (embedding of mandatory CSR courses for all of our students) and the true impact of our long-term objectives (have we actually trained responsible managers?). We are aware that we currently lack indicators which would allow us to measure our impact in various fields.

Our first extra financial performance rating (BMJ 2008: A++), and our first stakeholder consultation with Deloitte (2009) have greatly helped define the scope of our responsibility and to build our CSR strategy.

However, a CSR strategy is only sustainable if specific indicators are implemented and monitored on a yearly basis and if these indicators are incorporated into the core strategy of the School. This is one of the reasons why we are producing an integrated activity report rather than sustainable development report. Our strategy, and the following performance index, is based on the Green Plan (French national objectives) to which we have added various indicators that have been deemed pertinent to our institution. This allows us to have a clear view of the evolution

of our actions and helps us fix realistic short, middle and long-term objectives. It also provides a means of measuring the School's performance in the economic, social and environmental spheres. This process is also in accordance with the UNGC guidelines and the PRME Principles.

We are only at the beginning of a long process of continuous improvement. Some projects have greatly improved our indicators over the past year, while others demonstrate areas in need of improvement. For example, the launching of "Wellness" service in the social policy section has increased actions and services towards improving the quality of life on our campuses. The governance, pedagogy and research sections remain stable while the environmental management of our resources continues to be a challenge. However, thanks to the School's transparency and monitoring mechanisms we are able to prove to our stakeholders that we are proud of our strengths and recognise our weaknesses. This is essential for any innovative or leaning organisation.

Over the past year, Euromed Management was recognised as one of the world leading institutions in terms of CSR. This acknowledgement is not due to the excellence of a few projects or publications but to the holistic nature of our approach. The entire academic community works daily to improve our governance, research, teaching, environmental campus management, and our social policy so that we can fulfill our mission to train responsible managers.

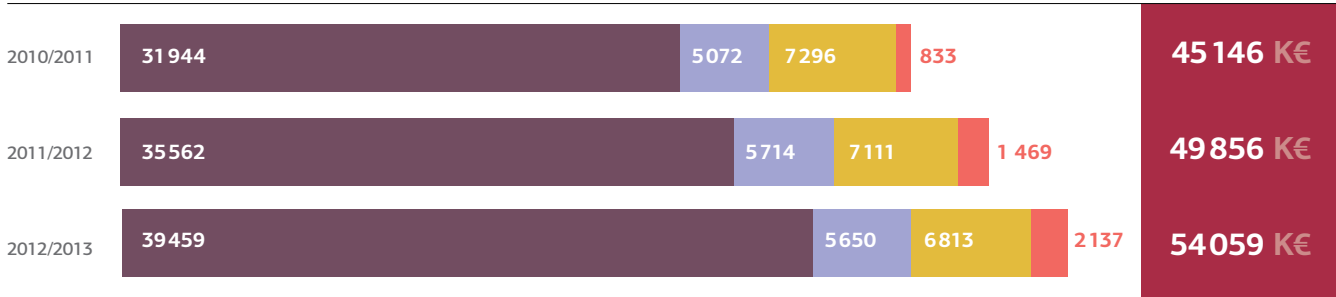


**Jean-Christophe Carteron**  
*Director of Corporate Social  
Responsibility,  
Deputy Director of Corporate  
& Markets*

# FINANCIAL & EXTRAFINANCIAL PERFORMANCE INDICATORS 2011-2012

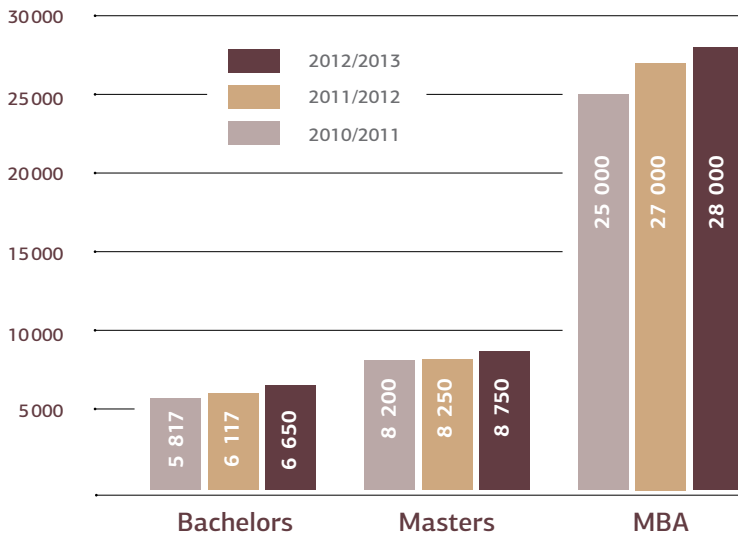
## SCHOOL BUDGET (K€)

## TOTAL



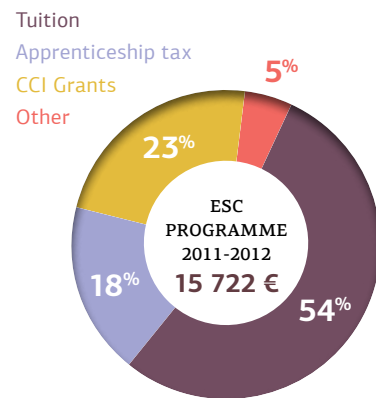
■ TUITION    
 ■ APPRENTICESHIP TAX    
 ■ CCI GRANTS    
 ■ OTHER PRODUCTS

## TUITION FEES (€)

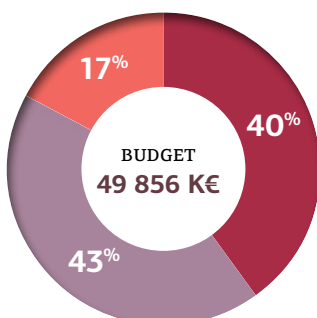


## AVERAGE COST OF EDUCATION

### SOURCES OF FUNDING



## 2011/2012 EXPENSES



■ Salaries  
■ Operating costs  
■ Investments

## SCHOOL INVESTMENTS

2011-2012

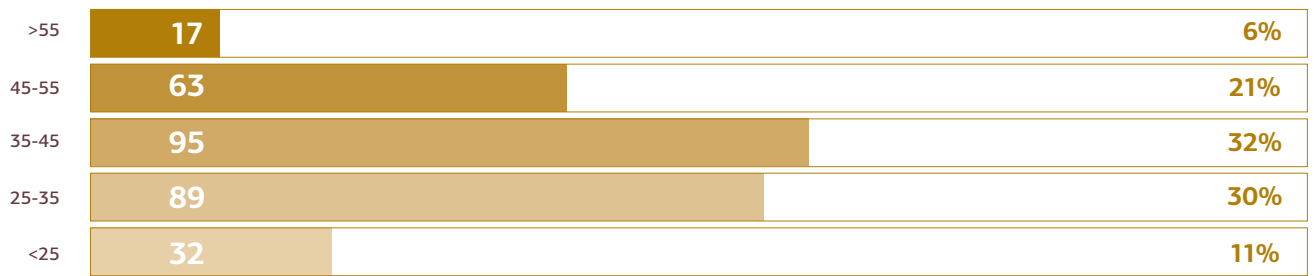


## NEW STAFF RECRUITMENT

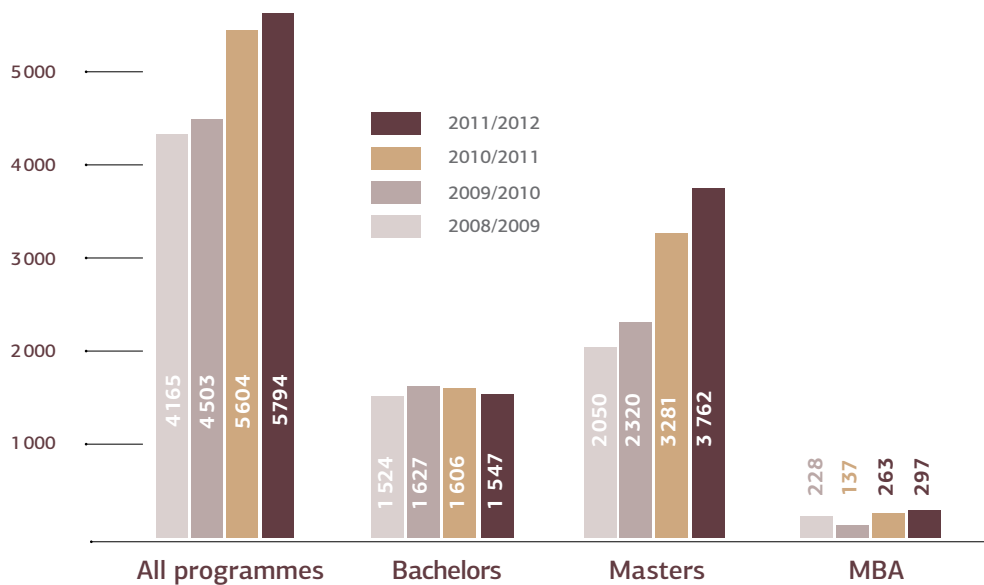
2011-2012



## STAFF AGE DISTRIBUTION



## NUMBER OF STUDENTS



## RANKINGS 2012

**48<sup>st</sup>**  
 WORLD MED MBA  
 FINANCIAL TIMES  
 (INTERNATIONAL)

**31<sup>th</sup>**  
 BUSINESS SCHOOL RANKING  
 FINANCIAL TIMES  
 (EUROPE)

**9<sup>th</sup>**  
 ESC  
 FIGARO ETUDIANT (FRANCE)

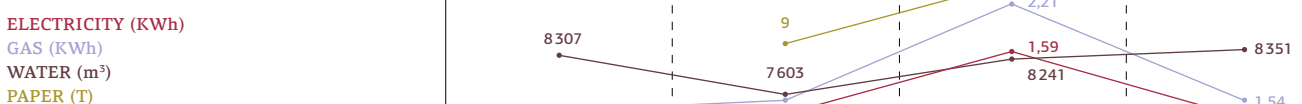
## STUDENT SCHOLARSHIPS & GRANTS

	2008/2009	2009/2010	2010/2011	2011/2012
FRENCH GOVERNMENT SCHOLARSHIPS (CROUS)	394	453	466	688
NUMBER/AMOUNT OF SCHOOL GRANTS	233   62 K€	318   62 K€	70   100,5 K€	147   200 K€
NUMBER AND TOTAL AMOUNT OF EUROPEAN GRANTS FOR MOBILITY	340   642 K€	395   651 K€	280   587 K€	521   627 K€
GRANT RECEIVING STUDENTS (ESC PROGRAMME %)	18,1%	20,4%	21,31%	23%

## RESEARCH STARS & PUBLICATIONS

	2008/2009	2009/2010	2010/2011	2011/2012
CNRS 1	★★★★ 1	★★★★ 2	★★★★ 2	★★★★ 5
CNRS 2	★★★ 2	★★★ 4	★★★ 7	★★★ 13
CNRS 3	★★ 8	★★ 17	★★ 13	★★ 14
CNRS 4	★ 7	★ 18	★ 9	★ 14
<b>TOTAL</b>	<b>33</b>	<b>74</b>	<b>64</b>	<b>101</b>
ARTICLES PUBLISHED	96	127	135	114

## RESOURCE CONSUMPTION



# PERFORMANCE INDEX

This section is an index of Euromed Management's financial and extra financial performance indicators.




For the past three years we have measured the impact and progress of our extra-financial, sustainable development, indicators. In this year's report, the performance trend analysis will only apply to the extra-financial indicators. Given the impending merger, many performance objectives for 2012-2013 have been left blank.

General Performance Indicators   
Sustainable Development Indicators   
1K€ = 1000€

## IMPACT MEASUREMENT

- A** : Objective achieved or surpassed
- B** : Objective is being realised
- C** : Objective not achieved

## ACTIVITY MEASUREMENT

-  : Means/actions carried out this year contributed to the achievement of long-term goals
-  : Means/actions carried out this year are not adapted to the achievement of long-term goals
-  : Means/actions carried out this year did not contribute to our goals

MAIN INDICATOR / SD OBJECTIVES (NATIONAL (NO) & INSTITUTIONAL (IO))	KEY PERFORMANCE INDICATORS (KPI)	2008 / 2009	2009 / 2010	2010 / 2011	2011 / 2012	GOALS / OBJECTIVES 2012 / 2013	TRENDS
<b>1. STRATEGY AND GOVERNANCE</b>							
		2008	2009	2010 / 2011	2011 / 2012	Budget 2012 / 2013	
BUDGET IN MILLION € (2007 / 2009 BASED ON CIVIL YEAR, 2010 / 2011 ON ACADEMIC YEAR)	Overall Budget	36.3 M€	39.4 M€	45.1 M€	49.9 M€	54.1 M€	
	Payroll	14.95 M€	15.21 M€	18.4 M€	20 M€	21,9 M€	
	Investments	1	1	3.1 M€	3 M€	3.9 M€	
	Tuition Fees - Average ESC Master's	-	9.2 M€	11.1 M€	13.4 M€	15 M€	
	Tuition Fees - Global	22.3 M€	27 M€	31,9 M€	35.6 M€	39,5 M€	
		2008 / 2009	2009 / 2010	2010 / 2011	2011/2012	2012/2013	
AVERAGE COST IN K€	Average cost of a student Master's degree	16.8 K€	12.5 K€	13 K€	15.7 K€	14.8 K€	
CORPORATE CONTRIBUTIONS	Advanced partnerships	90	102	150	160	170	
	Corporate relations	-	-	860	860	900	
	Apprenticeship tax in Million €	-	-	5 M€	5.7 M€	id	
	Internships	2288	2546	2578	2732	-	
	Company Origin international / national	-	-	48% / 52%	48% / 52%	50% / 50%	
NUMBER OF STUDENTS	All Programmes	4165	4503	5604	5794	6263	
PROGRAMME INTERNATIONALISATION	Percent of Students who Studied Abroad	23%	24%	24%	26%	27%	
GEOGRAPHICAL STUDENT ORIGIN	Provence Area	29%	25%	19%	25%	-	
	France	76%	72%	72%	77%	-	
	Europe (excluding Russia and Turkey)	5%	7%	6%	4%	-	
	International (Including Europe)	24%	28%	28%	23%	-	
REQUIRED ENTRANCE EXAM SCORES (ESC)	Ecricome	9,4	9,55	9,6	9,65	9,65	

MAIN INDICATOR / SD OBJECTIVES (NATIONAL (NO) & INSTITUTIONAL (IO))	KEY PERFORMANCE INDICATORS (KPI)	2008 / 2009	2009 / 2010	2010 / 2011	2011/2012	GOALS / OBJECTIVES 2012 / 2013	TRENDS
RECRUITMENT RATE OF ESC STUDENTS PER EXAM (TESTS)	Ericome	3.5%	3.4%	4.0%	4.7%	4.7%	
	Templin 1	5.8%	6.9%	8.5%	9.7%	11.2%	
	Tremplin 2	7.6%	9.6%	7.7%	8.8%	9.3%	
CAMPUS DEVELOPMENT	Number of Operating Campus / Offices	4	4	5	5	5	
ACCREDITATION	Number / Name of International Accreditations	2/ AMBA EQUIS	2/ AMBA EQUIS	3/ AMBA EQUIS AACSB	3/ AMBA EQUIS AACSB	id	<b>A ↗</b>
RANKINGS JULY 2012	FT - Best european Business School	53	49	39	31	-	
	FT - World Med MBA	-	84	61	48	-	
	FT - Master in Management	26	30	30	34	-	
	L'Etudiant - ESC Master Grandes Ecoles	8	9	11	9	-	
	L'Etudiant - CeseMed Post Bac	-	1	8	3	-	
	Le Point - CeseMed Post Bac	2	1	2	2	-	
	Le Point - ESC	15	12	9	8	-	
	Figaro Etudiant - ESC	7	8	8	9	-	
	Figaro Etudiant - CeseMed	-	9	10	10	-	
	Figaro Etudiant - EGC	-	-	1	1	-	
	Challenges/ESC	Trial	12	Trial	10	-	
	Challenges/CeseMed	Trial	3	Trial	3	-	
	Le Parisien				9	-	
(NO) SIGNATURE OF SD CHARTER INVOLVING ALL STAKEHOLDERS	Engagement by the Management	id	id + Signature of Declarations for the Climate	id + Signature Academic Impact	Rio+20 HEI Declaration	Sign Bio-Diversity Charter	<b>A ↗</b>
(IO 2015) 2 SD CRITERIA IN MANAGERS' EVALUATIONS	Extra financial criteria in managers' evaluations	0	0	0	0	10%	<b>C →</b>
(NO) MEETINGS EACH TRIMESTER OF SD COMMITTEE MADE UP OF PERSONNEL, STUDENTS, MANAGEMENT, AND PARTNERS	Existence of a CSR Department attached to the Director General	Yes	Yes	Yes	Yes	Yes	<b>A ↗</b>
	CSR dedicated personnel	3	4	2	2 Full Time 2 Part Time	-	
	Number of meetings of CSR referents	10	10	11	10	10	
	Existence of a CSR budget in K€ (excluding research budget, investment budget, salaries, etc.)	67 K€	70 K€	55 K€	101 K€	77 K€	<b>A ↘</b>
(SO 2015) 1 ANNUAL MEETING FOR EACH TYPE OF STAKEHOLDER: STUDENTS, PERSONNEL, EXTERNAL	Frequency and consultation method for stakeholders	0	1	0	0	1	<b>C ↘</b>
(NO) ANNUAL ACTIVITY REPORT INCLUDING SD ACTIONS	Activity report including SD actions	SD Report 2008	SD Report 2009 / 2010	Integrated Report 2010 / 2011	Integrated Report 2011 / 2012	id	<b>A ↗</b>
(IO) TOUCH ALL STAKEHOLDERS	Sustainable Development awareness raising actions	Multiples	5	5	22	20	<b>A ↗</b>

MAIN INDICATOR / SD OBJECTIVES (NATIONAL (NO) & INSTITUTIONAL (IO))	KEY PERFORMANCE INDICATORS (KPI)	2008 / 2009	2009 / 2010	2010 / 2011	2011/2012	GOALS / OBJECTIVES 2012 / 2013	TRENDS
<b>2. TEACHING &amp; TRAINING</b>							
<b>NUMBER OF STUDENTS PER PROGRAMME</b>	All Programmes	4165	4503	5604	5794	6263	
	All Bachelors	1524	1627	1606	1547	1745	
	PMF & EGC	471	483	499	406	498	
	PMG	126	118	88	144	135	
	CeseMed	927	1026	1019	997	1112	
	All Masters	2050	2320	3281	3762	4128	
	ESC	1523	1780	1944	2192	2350	
	MSc	508	488	1205	1010	1113	
	MS	19	52	132	184	206	
	MBA	228	137	263	297	288	
	IMM	74	67	50	79	171	
	DBA	-	16	34	53	42	
	International Exchange Students	289	336	370	432	348	
<b>INTERNATIONAL PARTNERSHIPS</b>	Number of Partners (accredited)	137 (47)	154 (54)	169 (72)	172 (79)	185 (89)	
	Number of incoming students	353	447	473	562	580	
	Number of outgoing students	636	757	867	796	850	
	Number of students involved in special programmes (summer school + MBA summer school)	65	70	64	95	100	
<b>PERSONAL DEVELOPMENT</b>	Number of coaches	-	-	42	44	63	
	Total coaching hours	-	2750	3100	3581	id	
<b>STUDENT PRO-ACTS BY CATEGORY</b>	Total number of Pro-Act	329	606	962	849	-	
	Pro-Act Terre	45	67	119	101	-	
	Entrepreneurship	40	89	124	110	-	
	Information / Communication	179	303	495	453	-	
	Association Management	36	42	84	71	-	
	Sport	18	60	59	45	-	
	Art	11	40	61	42	-	
	Company	-	5	20	27	-	
<b>STUDENT RESEARCH OR PROFESSIONAL PROJECTS</b>	Employment	579	772	729	875	-	
	Research dept	-	957	1348	927	-	
<b>(NO 2013) SD TRAINING FOR 100% OF PROFESSORS</b>	Number of professors trained to implement SD in their courses	0%	0%	3.6%	9,9%	15%	<b>C ↗</b>
<b>(NO 2011) EXISTENCE OF SD COMMON KNOWLEDGE POOL (NO 2017) 100% OF PROGRAMMES INCLUDE SD</b>	Rate of traditional teaching dedicated to sustainable development >> Obligatory courses	-	CeseMed (15%) EGC (0%) PMF (8%) ESC1 (8%) ESC2 (16%) MS/MSc (0%)	CeseMed (15%) EGC (0%) PMF (8%) ESC1 (8.3%) ESC2 (16%) MS/MSc (8.5%)	CeseMed (15%) EGC (0%) PMF (8%) ESC (8%) MS/MSc (9.5%) MBA (5.5%)	-	<b>B ↗</b>
	>> Rate of optional courses	-	ESC2 (30%) MS/MSc (14%)	ESC2 (16%) MS/MSc (20%)	ESC 18% MS/Msc (35%) MBA (4.8%)	-	
	>> Executive education	-	3 short classes	4 short classes + 1 programme	4 short classes + 1 ten day program	-	<b>A ↗</b>
	Rate of students/ graduates doing an internship/job which includes SD issues	-	-	17.5%	19%	20%	<b>A ↗</b>

MAIN INDICATOR / SD OBJECTIVES (NATIONAL (NO) & INSTITUTIONAL (IO))	KEY PERFORMANCE INDICATORS (KPI)	2008 / 2009	2009 / 2010	2010 / 2011	2011/2012	GOALS / OBJECTIVES 2011 / 2012	TRENDS
<b>3. RESEARCH ACTIVITIES</b>							
PUBLICATIONS	A and B Articles	11	32	23	37	-	
	Other Academic Articles	45	40	39	66	-	
	Professional Journals, Non-Refereed	40	55	73	11	-	
	Book Chapters	22	33	37	26	-	
	Books	4	10	14	9	-	
	Research Papers Presented at Conferences	71	81	95	103	-	
	Case Studies (published in a case clearing house)	7	6	10	8	-	
CNRS* STAR RATINGS	Total Number of Stars	33	74	64	101	-	
(NO 2013) 15% OF RESEARCH PROJECTS DEDICATED TO SD THEMES	Rate of of academic output linked to sustainable development	N/A	31%	36%	35%	id	<b>A ↗</b>
	Number of research chairs on SD / CSR issues	2	3	3	2	4	<b>B ↗</b>
(NO 2011) INTERDISCIPLINARY RESEARCH GROUP ON SD	Existence of an interdisciplinary group on SD	Non	Yes	Yes	Yes	Yes	<b>A ↗</b>
(NO 2011) NATIONAL EXCHANGE PLATFORM OF SD KNOWLEDGE	Involvement in national / international research programmes on SD	Yes	Yes	3	3	-	<b>B ↗</b>
(NO) SD RESEARCH PARTNERSHIPS WITH OTHER TYPES OF ESTABLISHMENT						-	
(IO) RESULTS OF RESEARCH WORK TO GENERAL PUBLIC AND DECISION MAKERS	Number of actions to spread research work	-	-	A few articles in the economic press	4	10	<b>B ↗</b>
	Number of SD research projects done by students	60	75	168	195	-	<b>A ↗</b>

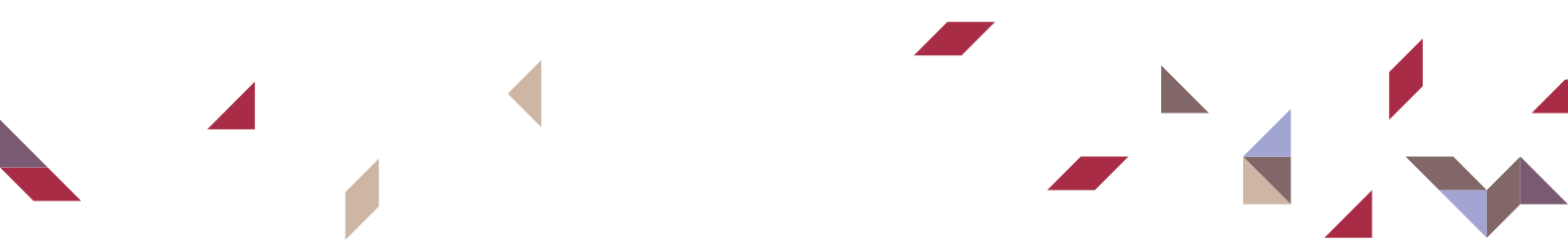


MAIN INDICATOR / SD OBJECTIVES (NATIONAL (NO) & INSTITUTIONAL (IO))	KEY PERFORMANCE INDICATORS (KPI)	2008 / 2009	2009 / 2010	2010 / 2011	2011/2012	GOALS / OBJECTIVES 2011 / 2012	TRENDS
<b>4. SOCIAL POLICY AND LOCAL COMMUNITY INVOLVEMENT</b>							
<b>HUMAN RESOURCES</b>	Administrative Staff	-	160	213	205	-	
	Faculty Members	67	71	86	91	-	
	Percentage Men / Women	-	32% / 68%	42% / 58%	42% / 58%	-	
	Rate French / Foreigners	-	84% / 16%	84% / 16%	82% / 18%	-	
	Number of hours for Staff training	-	-	2788	2812	-	
<b>RECRUITMENTS MEN</b>	Managerial	1	10	11	5	-	
	Non Managerial	1	18	1	2	-	
<b>RECRUITMENTS WOMEN</b>	Managerial	6	14	5	4	-	
	Non Managerial	4	23	6	6	-	
<b>COMMUNITY IMPACT</b>	Percentage of Marseille's Student Population attending Euromed	-	-	10%	9,5%	-	
	Number of student associations	-	-	26	23	-	
<b>(NO) BE REPRESENTATIVE OF FRENCH SOCIETY (SOCIO-ECONOMIC CATEGORY, GENDER, MINORITY AND DISABILITY) FOR STUDENTS AND EMPLOYEES</b>	Social origin of students				Euromed Management		
	Agro-fishing Industry	4%	5%	3.7%	3%	-	
	Craftsmen, Shopkeeper and Business Owner (over ten employees)	12%	12%	11.8%	18%	-	
	Senior Management & Intellectuals	41%	42%	40%	49%	-	
	Intermediate Level Workers	16%	16%	17.9%	12%	-	
	Employees	8%	8%	9.6%	6%	-	
	Blue Collar Workers	2%	2%	2%	3%	-	
	Retired	2%	3%	3%	5%	-	
	Persons without any Professional Occupation	1%	2%	2.8%	1%	-	
	Other	13%	11%	9%	3%	-	
<b>STUDENT GENDER</b>	Women	43%	42%	39%	45%	-	<b>A →</b>
	Men	57%	58%	61%	55%	-	
<b>HR</b>	Rate of women as managers, in senior management roles, and on the Board of Directors	17% / 17%	17% / 23%	14.23% / 23%	14.23% / 23%	-	<b>B →</b>
	Rate of seniors (employees)	-	9.2%	12%	12%	-	<b>B →</b>
<b>EQUAL OPPORTUNITY EFFORTS</b>	Number of apprenticeship / professional contracts Mrs/Toulon (on-the-job learning)	139	145	171 / 203	173 MRS / 184 Toulon	-	<b>A ↗</b>
	Number equal opportunities project / Number of Students Committed	-	7	10 projects	13 projects	maintain	<b>A ↗</b>

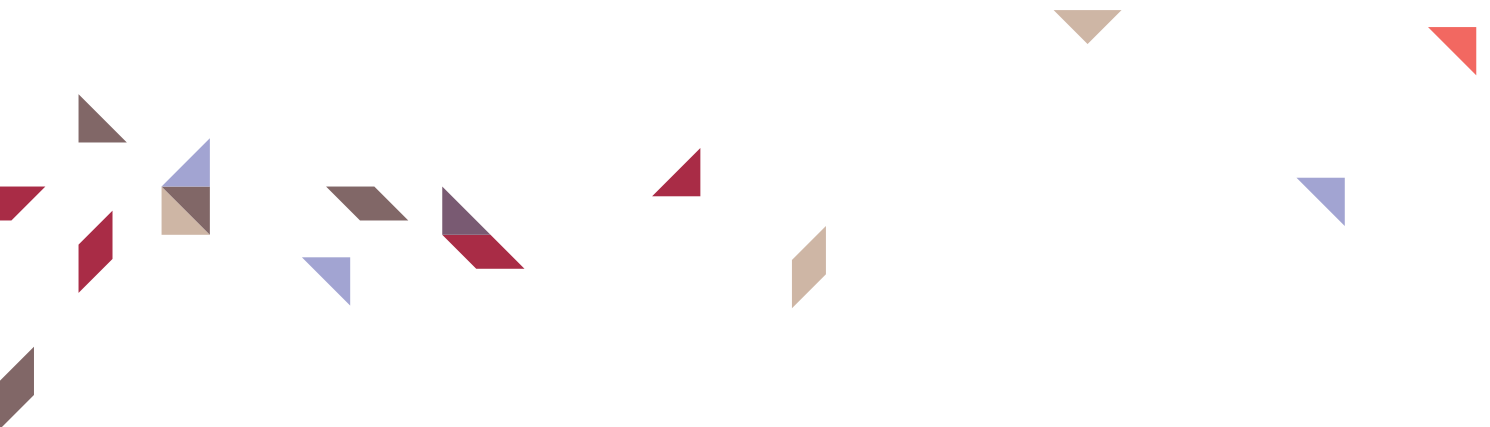


MAIN INDICATOR / SD OBJECTIVES (NATIONAL (NO) & INSTITUTIONAL (IO))	KEY PERFORMANCE INDICATORS (KPI)	2008 / 2009	2009 / 2010	2010 / 2011	2011/2012	GOALS / OBJECTIVES 2012 / 2013	TRENDS
FINANCIAL AID / (NO) 100% OF STUDENTS AND PERSONNEL LIVE ABOVE THE POVERTY THRESHOLD	Students with waived fees per year / cumulated	6/11	4/14	0/14	3/14	6/20	B ↗
	Number Government Grants (CROUS)	394	453	466	688	-	
	Number / amount of school scholarships	233 / 62K€	318 / 62 K€	70 / 100.5 K€	147 / 200 K€	200 K€	
	Number / amount of European grants for mobility	340 / 642 K€	395 / 651 K€	280 / 587 K€	521 / 627 K€	-	
	Grant receiving students (ESC programme %)	18%	20%	21,31%	23%	24%	
	Total scholarships allocated by Euromed Management in K€	62K€	62 K€	100,5 K€	200 K€	200 K€	
(NO) 6% PERSONNEL (EMPLOYEES AND PROFESSORS) / STUDENTS DISABLED	Rate of disabled personnel / students	-	0.9% / N/A	2.3% / 6	1% / 12	6% / 20	C →
(NO) CELL DEDICATED TO WELCOMING AND INTEGRATING INTERNATIONAL STUDENTS	Existence of department dedicated to integration of international students	Yes	Yes	Yes	Yes	Yes	A ↗
(SO) RESOURCES DEDICATED TO STUDENT WELL-BEING AND PSYCHO-SOCIAL ISSUES	Staff implemented in wellness team	-	-	1	7	9	A ↗
	Infrastructure dedicated to wellness	-	-	-	2 rooms	3 rooms	
	Budget allocated to wellness	-	-	-	32.6 K€	48.2 K€	
(NO) RAISE AWARENESS IN 100% OF STUDENTS OF ALCOHOL AND DRUG ABUSE	Actions to raise awareness in 100% of students of alcohol and drug abuse	-	4	4	17	15	
(SO) BE ONE OF THE «BEST PLACES TO WORK»	Staff satisfaction rating	-	-	12.9	13.1	id	B ↗
	Rate of participation to HR satisfaction survey	-	-	72%	60%	65%	C →
	Rate of staff turnover	-	-	6.2%	4.3%	id	
	Rate of internal mobility	-	-	-	1.6	2	
	Absenteeism rate	-	-	4.38	2.05	id	
	Number of days absent due to accidents at work / number of people concerned	247 / 5	260 / 4	0	15 days / 1 person	-	
	Number of days off sick / number of people concerned	-	1738 / 19	1709 / 32	1435 / 27	id	
(NO 2013) 100% OF TEACHING AND NON-TEACHING PERSONNEL HAVE HAD SD TRAINING	Percentage of personnel who have had SD training during the year	0	10%	7%	2%	20%	
(NO) 30% OF SOLIDARITY AND COOPERATION ACTIONS TO BE TAKEN FOR DEVELOPING COUNTRIES	Local / international solidarity projects	id	id	id	45% / 55%	id	A ↗

MAIN INDICATOR / SD OBJECTIVES (NATIONAL (NO) & INSTITUTIONAL (IO))	KEY PERFORMANCE INDICATORS (KPI)	2008 / 2009	2009 / 2010	2010 / 2011	2011 / 2012	GOALS / OBJECTIVES 2011 / 2012	TRENDS
<b>5. ENVIRONMENTAL CAMPUS</b>							
(SO 2020) REDUCE GREENHOUSE GAS EMISSIONS BY 40%	Total Emissions (equivalent in tons of carbon)	-	9663	N / A	11690	-5%	C →
	Carbon footprint per student (equivalent in tons of carbon) with / without trips abroad	-	2.47 / 0.37	N / A	2.09 / 0.18	-5%	C ↗
(NO) INTEGRATE SOCIAL AND ENVIRONMENTAL INDICATORS IN MARKETS AND GIVE THEM AT LEAST A WEIGHT OF 30%	Weight of social and environmental criteria in purchases	0	10%	10%	10%	10%	C ↗
	Percentage of purchasing contracts with CSR Requirements	-	-	-	50%	70%	B ↗
(NO 2010) 100% OF WOOD CERTIFIED OR COMING FROM SUSTAINABLY MANAGED FORESTS	Quality of Paper/ Quantity Consumed (excluding promotional materials)	-	100% / 9 tons	100% / 11.45 tons	100% / 12.12 tons	-5%	B ↘
PRODUCT / RESOURCE CONSUMPTION *ESTIMATIONS INCLUDE STUDENT ACTIVITIES	Cardboard M3	-	35m <sup>3</sup>	91m <sup>3</sup> *	60m <sup>3</sup> / 20m <sup>3</sup> (compacted)	-	B →
	Cans	-	10 500	80 000*	55208*	-	B ↗
	Glass	-	20 000	28 000*	11000*	-	
	Plastic Cups	-	105 000	110 000*	58100*	-	
	Plastic Bottles	-	18 850	28 000*	11010*	-	
	Batteries	-	33kg	30kg	-	-	
	Light Bulbs	-	2500	2000	600	-	A ↗
	Computer & Electronics	-	N/A	30 screens 40 units 10 printers	10 screens 40 units 14 printers	-	
	Ink Cartridges	-	358	277	226	-5%	
(NO) FOR BUILDINGS IN RENOVATION: REACH AT LEAST THE LABEL B (ENERGY AND CLIMATE) AND A FOR NEW CONSTRUCTIONS	Electricity consumption (KWh)	-	1 306 741	1 587 892	1 298 079	-5%	B ↗
	Gas consumption (KWh)	1 455 930	1 533 801	2 207 889	1 539 804	-5%	
(NO) 20% OF ENERGY FROM GREEN SOURCES	Average green energy production/day	-	-	115.26 KWh	106.84 KWh (aprx 38997 KWh per Year)	id	
(NO 2012) 20% BIO AND LOCAL PRODUCTS IN THE CATERING	Rate of bio, local and fair trade products	-	-	-	Launched the responsible food service project	5%	C ↗
(NO) REDUCE WASTE BY 2% (ON A CONSTANT BASIS)	Tonnage of waste	-	-	50 dumpsters	12 dumpsters (July-Nov) + 15.7 tons	-5%	



MAIN INDICATOR / SD OBJECTIVES (NATIONAL (NO) & INSTITUTIONAL (IO))	KEY PERFORMANCE INDICATORS (KPI)	2008 / 2009	2009 / 2010	2010 / 2011	2011/2012	GOALS / OBJECTIVES 2011 / 2012	TRENDS
(NO) GUARANTEE THE PROPER SORTING OF 100% OF WASTE AND REUSE 75%	Rate waste recycling and reuse						
	Paper	-	-	20%	80%	90%	<b>A ↗</b>
	Cardboard	-	0	0	50%	90%	<b>B ↗</b>
	Cans	-	25%	10%	15%	50%	<b>C →</b>
	Glass	-	80%	80%	80%	100%	<b>A ↗</b>
	Plastic Cups	-	0	0	0		<b>C ↘</b>
	Plastic Bottles	-	0	0	15%	50%	<b>C ↗</b>
	Batteries	-	100%	100%	100%	id	
	Light Bulbs	-	100%	100%	100%	id	
	Computer & Electronics	-	Stocked	Stocked	Stocked	-	
	Ink Cartridges	-	67% Reconditioned 33% Dismantled	91% Reconditioned 9% Dismantled	96% Reconditioned 4% Dismantled	maintain	<b>A ↗</b>
(NO) WATER CONSUMPTION LESS THAN 3M3 PER YEAR PER FULL TIME STUDENT	Water consumption (m3)	8 307 (2 m <sup>3</sup> per student)	7 603 (1.7 m <sup>3</sup> per student)	8 241 (1.5 m <sup>3</sup> per student)	8 351 (1.4 m <sup>3</sup> per student)	-5%	<b>A ↗</b>
(NO) RATE OF PUBLIC TRANSPORTATION HIGHER THAN REGIONAL USE (REFERENCE: URBAN PUBLIC TRANSPORTATION PLAN) (NO) REACH A ZERO CARBON OBJECTIVE FOR BUSINESS TRIPS FOR TEACHING, RESEARCH AND OPERATIONAL ACTIVITIES	Carbon footprint for daily travel: public transportation / car using petrol	-	101 / 263	-	155 / 185	-5%	<b>B →</b>
	Emissions of greenhouse gas linked to transportation	-	92%	-	91.48%	90%	<b>C ↗</b>
	Compensation tax for transportation	0	0	0	0	6500 € 6.5€ per ETC	<b>C ↘</b>
(NO) 100% OF GREEN SPACES MANAGED ECOLOGICALLY AND WITH 0% PESTICIDES	Preservation of biodiversity and natural resources	-	-	0% pesticides	0% pesticides & Biodiversity ESR	Adoption of Biodiversity Charter and Action Plan	<b>B ↗</b>



# A SELECTION OF BEST PRACTICES IN CAMPUS SUSTAINABILITY

*Euromed Management is proud of the work achieved in recent years but we have not forgotten that it takes more than one institution to bring about the development of a responsible society.*

Being among the pioneers of Sustainability in Higher Education means the School has a responsibility toward the entire academic community. We must work with our contemporaries and capitalise on each other's experiences in our efforts raise the bar and to accompany change.

Euromed Management is delighted to see the progress being made on a daily basis by French campuses and our partner institutions around the world. One hundred French schools filled out their "Green Plan" this year and hundreds more filled out assessments across the globe.

This year we have chosen to highlight some of the innovative and inspiring initiatives that are being carried out by our partner institutions and our contemporaries in France.

## **GOVERNANCE & STRATEGY**

### PLYMOUTH UNIVERSITY - UK

With a holistic approach, and working with operations, research and the curriculum this institution has chosen to work with students, staff and its community in order to make their school more sustainable. Considerable resources have been used to make their school more "responsible" and it has paid off. Not only have they

saved millions of pounds, they are now considered a leader in sustainability. In 2011, Plymouth University was awarded the accolade of Continuous Improvement - Institutional Change at the 2011 Green Gown Awards. In 2012 they opened the Institute for Sustainability Solutions Research.

[www1.plymouth.ac.uk/sustainability](http://www1.plymouth.ac.uk/sustainability)

### PEPPERDINE UNIVERSITY - USA

#### **The Center for Sustainability in 2008.**

This office coordinates sustainability actions such as: recycling, native plant landscaping, water treatment and reuse in irrigation, organic community garden, and energy reduction. Pepperdine's goal is to reduce energy consumption by 10%, the School has already seen a reduction of 8% and saved over \$240 000. These savings are the result of the virtualisation of network services, infrastructure upgrades and lighting retrofits.

A new Certificate is being offered to MBA Students called the SEER, Social Ethical and Environmental responsibility certificate. One fifth of this year's graduating class attained the certificate.

[www.pepperdine.edu/sustainability/](http://www.pepperdine.edu/sustainability/)

## **PEDAGOGY**

### KOZMINSKI UNIVERSITY WARSAW - POLAND

When faced with the decision to implement CSR modules into MBA Programmes, the staff of the Business Ethics Centre adopted a collaborative and laudable approach. The goal was to provide students with practical solutions to real life dilemmas in Central and Eastern Europe. A special team consisting of practitioners and educators was established and eight case studies were prepared in cooperation with selected companies. These studies are currently

being used in MBA programmes and are being distributed to other business schools in the region.

### BEM - FRANCE

#### **Introduction of a CSR awareness module**

In 2010-2011, faculty members embarked on a reflection process which led to the development of a module (24 hours) dedicated to raising awareness to CSR and responsible management.

Referring explicitly to the six Global Compact principles (PRME), it is designed as a gateway to the existing CSR-related teaching contents and has two key objectives: raise students' awareness of the key socio-economic and environmental issues stemming from globalisation, through initiating reflection and debate on the concept of individual and collective responsibility (manager/organisation): encourage students to create sustainable value for both the School and their future employers, thus contributing to the emergence of a responsible economy and society. From September 2011, this module has been administered into the following programmes: Bachelor (Bordeaux and Dakar campus), EBP (European Business Program), ISLI (Global Supply Chain Management), ISMQ (Quality Management), MAI (International Purchasing), MACI (International Business) IMPI (Real Estate and Asset Management) and MVS (Wine and Spirits Management).

### REIMS MANAGEMENT SCHOOL - FRANCE

In an effort to infuse CSR and sustainability transversally into the School's pedagogy, RMS chose to do so through faculty training. Since 2009-2010, training sessions have been organised for faculty members so that professor could systematically link sustainability to the subject



they teach (marketing, finance, management control, etc.). To date, 70% of the School's faculty members have attended this training.

## RESEARCH

EGADE BUSINESS SCHOOL -  
INSTITUTO TECNOLÓGICO Y  
DE ESTUDIOS SUPERIORES DE  
MONTERREY - MEXICO



The School's Humanism and Management research chair has developed a model called "The five dimensional model of sustainability for firms" (MOPSE in Spanish). The MOPSE is based on a theoretical framework of different approaches related to entrepreneurial sustainability. The MOPSE takes into account the triple bottom line as a focus of responsible company development.

UNIVERSITY OF MICHIGAN - USA



The University of Michigan established the Dow Sustainability Fellows to support full-time graduate students and postdoctoral scholars at the University of Michigan who are committed to finding interdisciplinary, actionable, and meaningful sustainability solutions on local-to-global scales. The program aspires to prepare nearly 300 future sustainability leaders to make a positive difference in organisations worldwide. This multi-disciplinary program - unique in size and scope - will leverage the university's nearly \$1.25 billion research portfolio to find solutions to sustainability challenges around the world and in Michigan. [sustainability.umich.edu/education/dow](http://sustainability.umich.edu/education/dow)

## SOCIAL POLICY & COMMUNITY ENGAGEMENT

GROUPE SUP DE CO  
MONTPELLIER BUSINESS  
SCHOOL - FRANCE

Since 2009, Sup de Co Montpellier holds the diversity label for its innovative and committed social policies. Not only have started providing child care opportunities for staff and students they also provide internships for students with disabilities. Going beyond a few exceptional projects, this school also works on improving their own diversity management. For example, a tutoring programme that was put in place that has staff members working with job seeking youths from disadvantaged neighbourhoods.

## ENVIRONMENTAL CAMPUS MANAGEMENT

PORTLAND STATE UNIVERSITY  
- USA

Portland State University, a 50-acre campus located in downtown Portland, is a nationally acclaimed leader in sustainability and community-based learning. The title of largest eco-roof in Portland is held by PSU's LEED Silver certified Broadway housing building with 18 000 square feet of green roofing. In 2011, PSU in partnership with Portland General Electric and the City of Portland, opened the Electric Avenue, a parking lot for electric vehicles with seven electric vehicle (EV) charging stations and several outlets for electric bikes.

[www.pdx.edu/sustainability/home-1](http://www.pdx.edu/sustainability/home-1)

BEM - FRANCE



### Car Sharing Service

In joint partnership with AutoCool, BEM has been hosting the first car-sharing station on the Bordeaux campus since October 2009. The car is available to BEM students and staff, as well as to the general public. This initiative is an extension of the awareness process and of sustainable actions begun in 2006. Making alternative means of transport so easily accessible is a significant contribution to the School's commitment to responsible practice: thus the concept of car-sharing forms part of an eco-mobility mindset which becomes all the more logical when seen in conjunction with travel by tram or bicycle.



**AURÉLIE URICHER**

CSR Project Manager L'Occitane  
Member of the Responsible Management Network  
Euromed Management Alumna



CHAPTER FOUR  
*A Word from  
our Stakeholders*

# WHY DID YOU CHOOSE EUROMED MANAGEMENT?

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**W**hen it came time to choosing a business school, I asked myself a question: what kind of college experience do I want to have? My answer was instantaneous. I wanted to be a leader in my school, get involved in projects without counting the hours, set myself crazy goals, reach them and go beyond... I found all of this at Euromed Management. I found the freedom to act, the necessary support, an incredible dynamism and a strong community.



**Jean Hacquart**  
Class of 2014  
President of Marketing Méditerranée  
(Junior Enterprise of Euromed Management) and President of the Association Confederation

**T**he answer is evident. I always wanted to work in an innovative environment and Euromed Management realises concrete projects which make sense (Wellness, Bee Hives, Business Nursery,...), and the student projects are extraordinary (SimONU, InterAct...). But what is even more fantastic is to see the students grow up and thrive.



As the 2011-2012 Partner of the Year, we stay committed to Euromed Management and since 2004 we continue to develop our good relations with the School.

**Anne Beague**  
Campus Manager  
Recrutement Département  
Société Générale

Through my current work I can see that the incoming international students bring us new cultural aspects. Every day we help outgoing students plan their life abroad and pave the way to their future.

When they return to our campus our students are more mature and can more easily adapt. It's very rewarding.

**Pierre Petrosino**  
Study Abroad Advisor,  
Euromed Management

**W**e have chosen Euromed Management as a partner because we particularly appreciate the excellent training that is provided to students, especially the programme's international orientation.



I would divide my answer in three different parts, corresponding to three different reasons: first, its geographical location as an English instruction based institution; second its accreditations; and finally its strategic positioning.

Given the relative proximity of France and its cultural diversity, we found it interesting to provide a solid Mediterranean alternative for our students that is clearly up to all the standards that we defined. Also, I am confident that Euromed students will feel very much at ease in Lisbon. This seems to provide a perfect fit.

Second, we are both triple-crown accredited schools. This simplifies all the selection criteria and answers a number of natural questions without even asking them. This qualification actually opens room for future cooperation as the development of Double Degrees, cooperation in Africa and so forth. Finally, I had always in mind a regional club project. The idea of having a top partner in a strategic location such as Marseille for the development of that project played a main role in our approach.

**João Amino de Matos**  
Associate Dean International Developpement  
Nova School of Business and Economics  
Lisbon, Portugal

For us, this is a potential crop of future talented, entrepreneurial, audacious, and responsible individuals who correspond to the profiles that we target in our recruitments.



# WHAT IS YOUR DEFINITION OF A RESPONSIBLE MANAGER?

**A** responsible manager is a manager who observes, pays attention to their surroundings and acts in consequence. Not only concerning that which is immediately in front of their eyes, but they also “see” what is hidden behind the things they think they control. A responsible manager is the manager of tomorrow - but they exist in the now. They must manage in a world that is increasingly complex in both its globalism and in its individuality. In parallel to technical necessities, their humanist attitude must reflect their empathy for the world around him.



**Julien Endeler**  
Class of 2015  
President of the Unis-Terre Association

**A** responsible manager in our definition is above all a manager, but acting responsibly both concerning their life as well as their professional choices and acts.



**H el ene Renard**  
Regional Delegate for CSR Development,  
Groupe La Poste  
Member of the Responsible Management  
Network

For me there are three other essential notions: being creative, innovative and capable of thinking out of the box; considering all stakeholders as well as being positive and in coherence with his or her values, in their personal as well as their professional life.

**Anja Stoll**  
Key Accounts Manager  
Coordinator of the Responsible  
Management Network  
Euromed Management

**A** responsible manager is not content with simply having efficient workers. Although the final result is always important, the means of achieving these results is just as pertinent. Choosing the path of responsibility means that a manager must: reflect and listen to their colleagues and external stakeholders, reconcile requisite work and ethical requirements, understand the stakes and evolutions of the world surrounding them, seek the best potential balance between occasionally opposed performance demands.



It is certainly not the easiest choice, but it is the choice that gives meaning and legitimacy to the managerial function – something that is expected by co-workers, corporate partners and the managers themselves.

## AND WHAT ABOUT RESPONSIBILITY IN A BUSINESS SCHOOL?

A leading school will need to 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. We must 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. We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. 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. 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.

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

Copenhagen Business School  
2010 Report on Progress  
UN Principles for Responsible Management  
Education

# WHAT ROLE SHOULD EUROMED MANAGEMENT PLAY IN ITS COMMUNITY?

As a student, I think that Euromed Management should be more than a simple business school where students come and go just in order to get a diploma. I assume that as most « Euromédiens », we want to recognise ourselves in our school and be proud of its actions, performances, rankings, etc. Basically, we want our school to make us dream!



It is easy to say that thanks to a strong support and convictions of our school we are able to help others by implementing local actions. For instance, since 2006, Euromed Management gave support to my association, called PHOENIX - Égalité des chances, to achieve its aims: providing an opportunity to more than 125 secondary school students from deprived neighbourhoods to continue their education.

That's why, Euromed Management is taken as a model, a source of inspiration, a contributor in its community. So even if Euromed Management is evolving quickly and positively, we hope that it will stay faithful to its own values – values which we love.

## **Qian Xin Yan**

*Class of 2014  
President of Phoenix*

For the past 10 years, Euromed Management has made waves in the community of French management schools. As a pioneer in its CSR and long-term approach, were as before we only spoke of short-term profits, the School also developed new pedagogical tools. In the heart of this strategy was self-development. The School is perceived as being audacious, creative, daring and in constant movement. Euromed Management does not leave its academic community indifferent. We are often copied, followed... all the better! The School is a driving, innovating and impertinent element.

## **Emilie Gueret**

*Promotions Manager  
Euromed Management*



From now on, each and every one of us will follow multiple career paths. This is why a management school must teach the basics of business but also transmit the open-mindedness necessary to adapting in a world of continuous change. By its nature and its very essence, Euromed Management is a school that is open to the world, to its cultures, and connected to multiple networks. Today's advantage is guarantor of tomorrow.

## **Vincent Chaudel**

*Head of Communication – EMEA  
Kurt Salmon  
Alumnus*



Leading business schools increasingly address CSR issues within their core curriculums, and have transformed the way many students think about the role of business in a world under threat from very limited resources that are being depleted too rapidly. Beyond teaching and research, business schools – and universities in general – can also play a part in addressing the CSR concerns of their immediate neighbours through dialogue and enabling connections between their students and professors on the one hand and organisations and groups that can benefit from the application of business concepts to their situation. This can be from providing leadership capacity training to local NGOs, in concert with other stakeholders, to assisting teams of students to provide consulting projects to local non-profits, or to help new alumni launch a social enterprise that addresses an issue such as a “food desert” in a local neighbourhood by setting up a social enterprise that helps fill the gap. Most of all, leading business schools are seeing that putting their resources to use in creative ways to help address CSR issues of concern to local organizations is crucial to “walking the talk” of CSR, and ultimately helps build the basis for greater student learning and faculty expertise.

## **Sully Taylor**

*Director of International Programs  
School of Business Administration  
Portland State University*

# WHAT COULD WE DO BETTER?

I really like that Euromed has an atmosphere of eager learning. I really want to see that Euromed makes efforts towards better adapting course offerings to its market and the different needs of each student. As an international student, at times distinguishing course level has been difficult and this could be made clearer. Euromed Management should take into further consideration the varied background of students in efforts to improve course design.

**Jue Wang**  
*Euromed Management School  
Class of 2013*

Every organisation has room for improvement in various domains. In the case of Euromed Management, I would like the School to improve its "social value". This means going beyond our sustainability and corporate social responsibility commitments and taking interest in the social value created for employees, students, companies and for society in general. By mentioning social value, I mean the social wealth produced by the School for various populations: feelings of belonging and ownership, community events, sociability links, intergenerational solidarity, etc.

**Prof. Bernard Cova**  
*Professor of Marketing  
Euromed Management*

Although we already have good relations, I think that both of our organizations should work more closely together.

Our company, Auchan, is developing rapidly as we continue to internationalize operations. New professions are appearing or evolving. Our commercial and managerial practices are also going through a swift transformation.

Getting to know us better will allow Euromed Management to better prepare their students - our future colleagues - to practice, live and transform our professions, their professions!

**Patrick Peysson**  
*Head of Academic Relations  
Auchan*



Three questions to contemplate as Business Schools plan for the future.

How do we ensure our graduates have the skills to inspire others?



Leadership can imply the notion of followers and the giving of orders. In order to build trust and respect in tomorrow's organisation individuals must be capable of inspiring those around them by demonstrating that visions and dreams can benefit the organisation and the individual.

Are we capable of inspiring our students? The student of today is technologically savvy having been raised in the era of the internet and video games. Our teaching staff has various levels of competency in these skills. Tomorrow's (and today's) student is looking for conversation and interaction in the classroom and not a lecture.

Do our graduates value social, cultural, environmental and economic success? This final question is the hardest to demonstrate to our corporate partners and society.

**Dr. Ed Weymes**  
*Pro Vice Chancellor International  
Waikato University  
Associate Dean International  
Waikato Management School*

# HOW DO YOU SEE EUROMED MANAGEMENT 20 YEARS IN THE FUTURE?

I see a worldwide leading school with campuses on all five continents offering education for local students. Teachers and students would go from one campus to another to enrich their thinking and to create more responsible management regarding people's culture and environment. Thanks to this, we would have access to a worldwide standard of education while immersing ourselves in local cultures and benefiting from a diversified education. I also see a dematerialised and de-compartmentalised school that would be a hub in which knowledge is freely accessible worldwide; as well as a school that would allow students to have an "à la carte" programme with access to several specialisations such as engineering, business or design classes.



**Antoine Javault**  
Class of 2014  
Head of SimONU 2011-2012

In twenty year's time, the School will have overcome the challenge to position itself in order to face three paradoxes: how to promote human relations in a virtual world, how to offer local expertise while being in an international context, and how to provide both fundamental and executive education. Firstly, the pedagogical organisation of the School will enhance social connections through team working and interactions of individuals, which will develop a sense of community and responsibility. Secondly, this context will



encourage the acquisition of fundamental knowledge and the construction of soft skills, preparing the student for "nomadic education". The School should therefore be part of a world-wide university network, each university offering a specific expertise to the students. Our school will thus need to develop a focus for research and part of the teaching. Thirdly, the School should become a place for lifelong exchanges. Managers would be free to share their knowledge in research chairs and projects. This will create dialogue within teaching, research and companies.

**Dr. Frederic Prevot**  
Professor of Strategic Management  
Euromed Management

Education is, and will remain, the main driver of our society and the new civilisation you begin to build. In 20 years we will find a way to rethink our economic models into circular and resources minded models. Euromed Management as a major European business school with international partnerships and recognition may hold a strong position in the fields of corporate responsibility and sustainable business models. In particular models which address the challenges of the Mediterranean development and the generations which will shape it.

**Geneviève Ferone**  
Senior Vice President Sustainability  
Veolia Environnement

A leading school, like Euromed Management, in the next 20 years will be responsible to educate students that will confront urgent environmental challenges in every area or occupation. A green structural change is happening slowly but in the next 20 years it will become pressing. Universities should help to speed up the change through mainstreaming environmental and social issues in all programs. Universities can contribute to develop the conceptual skills necessary to transform the current business models into cleaner ones. Many countries are identifying skills gaps in green jobs. Universities should use this information to build stronger programs that will respond to these needs. Universities also have a role in an effective implementation of environmental awareness of students and as well as the civil society through the teaching and research that it is performed.



**Vanina Farber**  
PhD Graduate Business School,  
Universidad del Pacifico, Peru



# A WORD FROM OUR PEERS



## **EQUIS PEER REVIEW TEAM REPORT JUNE 2011**

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“The education agenda of the School is impressively oriented to both personal and professional development. The engagement of faculty and staff in developing each individual extends well beyond what is observed at many peer schools internationally. The Pro-Act projects, including the elective and international ones, require a considerable amount of personal reflection that is logged/recorded and assessed. The two dimensions of development (personal and professional) are also interconnected through these courses and faculty engaged with the process display a commitment to it that is confirmed by students and employer organisations. This area can be considered something of an international best practice ». Pg. 8

“The School clearly meets Equis quality expectations in the area of community contribution and it should be considered above standard with respect to corporate social behaviour”. Pg. 13



## **AACSB PEER REVIEW JULY 2011**

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### **Commendations of Strengths, Innovations, and Unique Features**

“Among the strengths and distinctive features of Euromed Management are the School’s Pro-Act program, its mandatory study-abroad and internship program, as well as its focus on individual and personal development. The School is a reference in integrating diversity and corporate social responsibility within teaching, research and the School environment.”







This report was piloted by the CSR Department with the assistance of the Quality and Communications Departments as well as the CSR Officers.

A limited number of paper copies were issued and printed on PEFC (Pan European Forest Certification) certified paper. The ink is of vegetable origin and the offset waste reduced to a maximum. Our partner SIRIS is a certified Green Printing Company.

This document is intended to provide insights into the School's strategy, activities and sustainable performance. Further information, and a digital version of this report, can be found on the School's website: [www.euromed-management.com](http://www.euromed-management.com)



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