

PRME Principles for Responsible Management Education



**GRENOBLE
ECOLE DE
MANAGEMENT**

BUSINESS LAB FOR SOCIETY

une école



GEM's 6th SIP Report

October 2018

Our commitment to Global Compact, PRME & the
SDG's

The SDG Accord
Post-16 education contributing to the Global Goals



Renewal of Commitment to PRME

Dr. Loïck Roche, Director of Grenoble Ecole de Management

Renewing our commitment to PRME, the SDG's and to a Sustainable Future for All

Ten years ago we were one of the first French business schools to sign the Global Compact Principles for Responsible Management Education. In the past five years, one of the most notable developments included the EQUIS standards being updated to include an entire chapter dedicated to societal impact and responsibility. This clear commitment in the European business school accreditation process is welcomed at GEM, as the school has been working to transversally integrating these issues and impacting change in the entire pedagogical, research and organizational culture for well over a decade.

Ten years is a relatively short period in a lifetime, and even shorter in the landscape of history and civilization. Yet it is long enough to look back and survey the distance travelled and what has changed. Unfortunately, it seems that humanity has not yet modified its path or reconciled with the reality principle, its death drive towards irreversible damage to our climate and ecosystem, inequality grows, terrorism still threatens, injustice goes unpunished and populism is on the rise.

A business school has a duty beyond its mission. Of course, we must always accompany the performance of companies. As educators we must help our students learn and experiment with solutions as future leaders, managers and entrepreneurs to solve the urgent ecological, social and economic problems in which the current local and global crises thrive. Our school must also engage and try to bring its own contributions through the values that we disseminate to our students: benevolence, openness to others, but also courage, commitment, and responsibility to doing “good” for society. Beyond our values and aligning them with the work we do and the world we live in, there is the imperative to take part in defense of our democracies, our positioning in innovation in how our institutions and students can be better citizens is crucial. Students must understand, in parallel to having a career, they must protect the world, protect our democracies – even better they can make a career of protecting the world and create business for good. It was on this platform that I was elected and reelected president of the association of the top French business schools.

Through our impact, we are seeking to inspire the world of education, the corporate world, and all of our stakeholders, with society being foremost among them. Our higher ambition: Contribute to the

well-being of society and thus to its prosperity. We need to work together for a global economy that uses business as a force for good.

In the report that follows, we summarize some of the institution's key strategic ambitions, actions, best practices and emerging indicators in sustainability and global responsibility. We continue to mature and work towards consolidating our overall reporting processes, better identifying and tracking emerging indicators and deploying appropriate strategies for making progress and reaching our goals.

This letter is above all the occasion to renew GEM's commitment to the Global Compact and PRME principles, to bring more focus, attention and a sense of urgency to advancing the SDG's by joining forces with other institutions of higher education around the world working to achieve them (Objective 17 - Partnership for the Goals). Although our institution has been making progress on this long voyage towards doing better for business and society and working to transition from a Business School to a "School for Business for Society", and now, a "Business Lab for Society" - there is still much to do, since we don't know what the future holds, we must invent and experiment together to get there.



Dr. Loïck Roche

A handwritten signature in black ink, appearing to be 'L. Roche', written in a cursive style.

Dean & Director of Grenoble Ecole de Management

"It's a laboratory where the sky's the limit to invent the company and society of tomorrow. It's a testing ground, a place for experimentation, analysis and unique combinations to solve complex problems."

THE PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION

As members of an institution of higher education involved in the development of current and future managers, we declare our willingness to progress in the implementation, within our institution, of the following Principles.

Principle 1 (Purpose): We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 (Values): We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

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

Principle 4 (Research): We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 (Partnership): We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

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

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

SUSTAINABLE DEVELOPMENT GOALS



Sharing Information on Progress in Responsible Management Education @ GEM

“Our mission is to co-create a culture of social responsibility with all our internal and external stakeholders using inclusive, transversal and collaborative approaches that will impact today, and in the future, GEM’s students, staff, faculty and our local, national and international ecosystem.” (Mission Statement of the Pole for Social Impact & Zero Waste)

International Collaboration & Partnerships for Sustainability in Global Higher Education

GEM just received reaccreditation from EQUIS for a period of 5 years for the 4th time since embarking on our institution’s journey of continuous improvement over fifteen years ago. In the past five years, as we prepared our self-evaluation report, one of the most notable developments impacting business school quality improvement reporting was the EQUIS standards being updated to include an entire chapter dedicated to societal impact and responsibility. This clear commitment and shift in standards in Europe, and in the EQUIS process, was welcomed at GEM. It reflected our school’s growing culture and dedication to transversally integrate these issues and impacting change across the entire pedagogical, research and organizational culture for well over a decade. GEM, an **Advanced PRME Signatory**, was **among the first business schools in France** to commit to these international principles and is currently involved as a **founding member of the PRME France/Benelux Chapter** announced at the PRME Global Forum in New York in July 2017. GEM is also a part of the **Higher Education for Sustainability Initiative (HESI)**. HESI provides higher education institutions with the opportunity to build bridges between higher education, science, and policy making thanks to close collaboration with the United Nations. Most recently, in July 2018, GEM reinforced its commitment to sustainability on a transnational level and signed the **SDG Accord** while beginning work on integrating 17 SDG’s into our responsible management education activities and communications

National Leadership & Collaboration Informing GEM’s Strategy & Governance

Through **external leadership roles** - including active membership and contributions to French national task forces, work groups and boards of administration - GEM is collaborating to promote ecological, economic and social change, create tools and facilitate the integration of SR issues in higher education. One outcome has been the construction of the French national quality improvement framework and certification process for “Sustainable and Responsible” campuses in France. The School’s Head of Sustainability and Global Responsibility is a voluntary peer-auditor for the certification process that began in 2016. One of the School’s key strategic objectives is to obtain the **Sustainability Campus Label** certification before 2020. The School has integrated these issues into the School’s continuous improvement and quality processes; and since 2012 has carried out a **voluntary annual self-evaluation** using the **“Sustainability & Social Responsibility Framework & Indicators”** for French schools of higher education. GEM was also a contributor to the task force that created the **French national “Guide to Competencies for Sustainability & Social Responsibility”** to assist higher education institutions to integrate teaching these key skills. An **external stakeholder panel** was also created for the first time to give feedback on the CSR strategy and actions of GEM in 2015 during the EABIS Summer Doctoral School at GEM. A **five year strategy and key objectives**

and outcomes for Sustainability & Global Responsibility was presented to the Executive Steering Committee in 2015. Internal strategic activities and leadership continue to be supported by the GEM **CSR steering committee**.

From Audacity to Impact in GEM's Sustainability Strategy – Mission Zero Waste

One of the most notable strategic developments has been the announcement to become the first **Zero Waste Grande Ecole by 2020**. GEM seeks not only to be inspiringly provocative through promoting the reduction of material waste and the 4 R's; but to leverage this seemingly audacious ambition to accelerate our School's historic efforts to impact ethically, responsibly and socially all the key areas of sustainability in our practices, research and pedagogy. GEM's Zero Waste strategy is broader than the historical focus of material waste; it includes 6 strategic areas of action: **1) Material Waste 2) Resource and Energy Waste 3) Mobility and Transportation Waste 4) Immaterial Waste 5) Social Waste 6) Cultural Waste**. GEM's Zero Waste objective commits the school to empowering action, sends a clear message to all our stakeholders and ecosystem and has been a vector for collaboration and sharing around the issues of Sustainability and Global Responsibility for institutions of higher education around the world. This strategy has also been motivating and empowering for our faculty, staff and students to become accelerators of this shift in mindset and action at GEM in all areas of sustainability.

Transversal Integration & Learning for Sustainability

Sustainability and Global Responsibility is more than a field of study or moral commitment. It is the transversal knowledge, skills and mindsets that impact all activities and managerial functions. One of the key strategic objectives is **strengthen the links between research, pedagogy and practice in social innovation, responsible management practices, ethics and sustainability education**. As a result, all of our degree-granting programs include training on ethics, responsible management and sustainable development and our objective is to ensure that these topics are integrated transversally and not only in specialized electives or niche programs. Our **course catalogue** demonstrates this change in paradigm through the number of courses which explicitly address these topics over the past five years that continues to grow, like ***Sustainable Marketing, Ethical and Human Resource Challenges for a Sustainable Multinational Business, Sustainable Luxury and Design*** and ***Sustainable and Social Entrepreneurship***. The overall **Learning Assessment process**, implemented in 2012, is ensuring the **transversal integration of CSR topics** and learning objectives and has begun to give us a clearer mapping of **where and to what degree** our programs embed Sustainability, Ethics and Social Responsibility into core coursework and learning outcomes in our programs. GEM also offers specialized programs and training programs that impact environmental and social issues from the ***Advanced Master's in Energy Marketing*** or the ***Management & Disabilities*** certification to the ***DataAsperger Program*** opening in 2019 to train and mentor adults with autism work in the data professions.

GEM, a **founding member and board member of The Sustainability Literacy Test** since 2014, has made the tool mandatory for all incoming students on degree granting programs as of September 2017 and will also be used as an **official measurement of student learning**

outcomes. An extracurricular module of 1,5 hours for all incoming students has begun to be deployed in the 2017-2018 academic year where students take the [Sulitest](#), learn about GEM's CRS and Zero Waste strategy, organizational practices and resources. This module also raises awareness and encourages students to become change agents in their academic and extracurricular learning and activities. As of today more than 1200 of GEMians have taken the Sulitest since the beta version. The **Sustainability Literacy Test** will also be used as a tool integrating the **UN's 17 Sustainable Development Goals** into our school's pedagogy, research and practices. It is offered on an ad-hoc basis in courses with students creating specific custom sets of questions for their module.

Social Impact & Experiential Learning Outside the Classroom

Many other opportunities for learning and action in these areas at GEM are **extra-curricular opportunities for social impact**. Key indicators that we are beginning to track are the number of student projects and internships that contribute to knowledge and skills development in these areas. Solidarity and engagement are essential principles that guide many of the actions carried out by our student volunteer associations where over 1500 students are actively involved annually in projects impacting GEM's ecosystem locally and internationally through a broad range of activities. Three of the School's 25 student associations are explicitly dedicated to urgent social challenges and social entrepreneurship like [IMPACT](#), who participated in the COY21 in Paris, and focus on Sustainability and CSR; and [SOS](#) (Dare Solidarity) working on local, national and international humanitarian issues. [GEMONU](#) is a new association that organizes Model UN simulations. These **three associations alone make up over 250 students annually explicitly working on key societal issues and sustainability annually**. For this year's Grande Ecole program, over 700 first-year students are currently doing [The Integration Challenge – Innovation for Social Change](#) - where students must collectively work on creating and refining ideas that will be voted on by local citizens through active learning projects, serious games and other integration activities like digital detox and improvisation acting.

Socially Innovative & Impactful Research & Public Dialogue

The School's research teams are increasingly addressing the many transversal issues surrounding sustainability and social responsibility with the goal of **impacting environmental social change and sustainability through research, action and tools**. Energy Management and Alternative Forms of Markets and Organizations team, the Mindfulness, Well-Being and Economic Peace Chair and the Center for Geopolitical and Governance Studies, Public Trust in Health, to name a few. The school has been **tracking publications and intellectual contributions in CSR**; and they have been gradually growing over the years. In 2017 a research workgroup was created to validate and ensure quality in this research tracking process for identifying and promoting intellectual contributions and indicators in Ethics, Sustainability and CSR. From climate change, food waste, infobesity, permaculture, gender issues to responsibility and data-protection; numerous publications in peer-reviewed journals and in public media like [The Conversation](#) contribute to the discussion on important social issues and challenges.

Transferring CSR related research into the learning processes and making it more accessible to the civil society and our students happens in publications like the **Annual Energy Market Barometer Report** or the **MOOC: New Energy Technologies - Energy Transition and Sustainable Development** with over 10000 learners to date. Another example is [SharinGrenoble](#) an annual collaborative conference that includes citizens, students, faculty, local non-profits, elected leaders, social entrepreneurs and key actors of public services in the metropolitan area. It highlights academic research on alternative organizations and governance structures and examines the “sharing economy” in the broadest terms. The student organization, **ReAgir** founded in 2016, is accompanied by the **Women and Economic Renewal Research Chair**, and carries out studies on sexual harassment and assault at GEM and is currently building programs for prevention and awareness-raising. [WoMan@GEM](#) is a transversal initiative for alumni, students and staff gender issues at GEM with the goal of becoming a reference for gender equality among French and European business schools.

Social Impact and Well-being in the Workplace

GEM is committed to raising awareness and skills among staff and faculty; empowering them to work on social challenges, to encourage them to positively impact the community and achieve a positive work-life balance in their lives. The School has offered **internal training** courses on topics such as "Integrating Sustainability into your Teaching", "Non-violent Communication", "Awareness of working with disabilities" or "Mindfulness and Stress Management", and meditation workshops just to name a few. We also have an innovative social policy to encourage our employees to invest time in the local community through **skills shares and volunteering**: Every employee may allocate up to five work days per year to share and develop their professional skills as part of a personal or professional volunteer project.

In 2015 GEM began collaborating with the COMUE (Grenoble consortium of higher education establishments) to facilitate the integration of migrant/refugee students in Higher Education in the local area arriving in France by providing tuition waivers for up to 10 students per year. Since 2016 GEM has welcomed 8 refugee status students from Bachelor level to DBA under the [GEM Refugee Grant Program](#). A student run project [Ensemble \(Together\)](#) founded by a French and a Syrian student with the association IMPACT, works on welcoming and integrating migrant students socially into the local community. The school is also developing a program to provide more targeted professional career development workshops for migrant students at GEM and other COMUE institutions.

Measuring and Reducing our Environmental Impact

Staff, faculty and researchers have been **collaborating on larger projects with the local municipality** and local institutions of higher learning on innovative projects addressing issues with [GIANT](#) (an innovative consortium for collaboration on Advanced New Technologies) or contributing to sustainable and innovative urban development ([Grenoble Ville de Demain](#)), the metropolitan authorities ([Grenoble Alpes Metropole](#)) around the themes of Zero Waste and social entrepreneurship initiatives.

In concrete terms, we have taken steps to reduce the environmental impact of our campus. Highlights of this strategy include: from our first carbon footprint study in 2014 and to our collaboration with [Toovalu](#) to develop our carbon strategy and action plan; our participation in the [Grenoble PDIE](#) (Grenoble's plan to promote sustainable mobility practices); and promoting urban cycling through annual bike repair workshops offered to students and staff; working with a local company dedicated to socially inclusive hiring practices to recycle and refurbish our IT equipment, [AfB Green & Social IT](#). We are also working with the French Postal Service to recycle paper in an innovative way – the postman picks up our paper to be recycled when he delivers the mail ([Recy'Go](#)). In October 2017 the School transformed its electrical energy contract and is now on 100% certified renewable energy sources with the local gas and electric utilities.

*For more information concerning this SIP report and actions in Sustainability and Global Responsibility, please contact **Jaclyn Rosebrook-Collignon**, Head of Sustainability & Global Responsibility & Affiliate Professor of Languages and Intercultural Studies (Jaclyn.rosebrook-collignon@grenoble-em.com)*