



Grenoble Ecole de Management (GEM) & The UN Global Compact

Report on the 2nd Year of GEM's Commitment to the Compact

Grenoble, France, January 2009



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Management
Technology &
Innovation

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Last year, Grenoble Ecole de Management (GEM) enthusiastically signed the UN Global Compact. Shortly thereafter GEM adhered to the Principles for Responsible Management Education (PRME), the Global Compact initiative dedicated to academic institutions.

At GEM we view our contribution to furthering the Global Compact principles as a **long-term commitment**. Therefore, we will begin by reviewing the actions outlined in last year's *GEM & the UN Global Compact* report. **In this, the second year of our commitment to the Global Compact, our main drivers for action continue to reflect our core missions of innovation in teaching and applied research.** The initiatives we have taken in each of these two areas are presented in Part A and Part B of this report, respectively. Part C of this report focuses on our efforts to **achieve sustainable day-to-day behavior within our organization**, an area which we have decided to focus on in particular. Finally, we will present GEM's future outlook in terms of the Global Compact and PRME as we enter the third year of our commitment.

Note: **For readability's sake, this report includes just some of the many initiatives GEM has undertaken to further the Global Compact principles.**

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A WORD FROM OUR PRESIDENT, THIERRY GRANGE

Sustainable development has been an integrated part of teaching and research at Grenoble Ecole de Management for the last five years. In 2008, it moved to the forefront of our concerns and the related concept of Corporate Social Responsibility took on a new dimension.

The students in the 4 schools of our institution are expressing greater expectations today concerning our ability to help them decipher certain economic situations, corporate practices and the choices and behavior of our corporate leaders that seem to increasingly deviate from this simple concept of "Responsibility".

It is through our participation in the Global Compact initiative that we can find the appropriate responses to these interrogations and expectations by working with our partners to build a new guide to acceptable practice in business.

Today's crisis is a sad albeit true illustration of the need to educate the new generations in Sustainable Development, by defending values that are respected, respectable, realistic and robust.

Through our presence in the Global Compact program, we are highly honored to be able to participate in and contribute to the preparation of a better tomorrow.

Thierry GRANGE
Directeur
Grenoble Ecole de Management



INTRODUCTION – UPDATE ON INITIATIVES TAKEN IN 2007-2008

Pursuant to GEM's commitment to the UN Global Compact last year, the school rapidly adhered to the Principles for Responsible Management Education (PRME), the Global Compact initiative dedicated to academic institutions

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME)

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 dialogue 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.

In the first *GEM & the UN Global Compact* report published a year ago, we presented a number of initiatives. Below is a summary of last year's initiatives with a review of what has been completed thus far and what is planned in order to achieve further advances on each initiative.

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2007–2008 Initiatives	Completed	Further advances planned
Promote the principles of the Global Compact through innovation in teaching		
A1. Create a dedicated teaching program: Social Management	<p>201 students have enrolled in at least one course in the program</p> <p>GEM won an award in February 2008 from <i>l'Etudiant</i> magazine for this innovation in teaching</p>	<p>Initiative has been prolonged and improved (new classes, a forum for humanitarian development, partnerships with Sira Kura and Allibert Voyages, among others)</p> <p>(See Part A for further information)</p>
A2. Extending traditional teaching: The “Films that Disturb” Festival	<p>Festival featured seven French and international documentaries</p> <p>Three speakers participated, moderating a series of discussions</p>	<p>Another festival is planned for the winter</p> <p>Plans to turn the event over to students from the Dolce Vita¹ volunteer group</p>
A3. Create an educational platform for all GEM stakeholders: The Regional SD (Sustainable Development) Contract	<p>Since April 2008, educational materials have been available on Open CIM</p> <p>This initiative is intended to be global in nature</p> <p>Topics are addressed from the angle “Business & Conflicts”</p>	<p>The topic will be addressed from a more local angle</p> <p>In particular, the issues of sending jobs overseas and social crises will be addressed</p>
Promote the principles of the Global Compact through applied research		
B1. Better structure our research in the areas of SD and CSR (Corporate Social Responsibility)	<p>Proposed research concentration for DBA students</p>	<p>Participation in NanoInca project on the topic “Ethics and Nano-technologies”</p> <p>Contact with CEROG (management institute) to create a chair dedicated to these topics</p>
B2. Bring together experts through the conference (Transversal Issues in CSR) on January 10 and 11, 2008	<p>150 participants</p> <p>Conference held at GEM and Grenoble University–UPMF</p>	<p>AIMS (<i>Association Internationale de Management Stratégique</i>) annual conference to be held in Grenoble in June 2009 – Proposed CSR/SD track</p>
B3. Promote the dissemination of research on these topics in a special issue of IJETM	<p>Publication of editorial piece: “Contribution of Management Sciences to SD” in the <i>International Journal of Environmental Technology and Management</i>, vol. 8, issue 1, p. 1–2</p> <p>Won 2007 award from <i>l'Académie des Sciences Commerciales</i> for contributions to the book <i>Le Développement durable au cœur de l'entreprise</i> (published by Dunod, 2006)</p>	<p>Dunod has commissioned a second edition of <i>Le Développement durable au cœur de l'entreprise</i></p> <p>(See Part B for further information)</p>

¹ Dolce Vita is a GEM student club to promote SD (www.dolcevita-grenoble.com).



A. IMPLEMENT AND PROMOTE PRME THROUGH INNOVATION IN TEACHING

A1 New courses

A11 French Sign Language

In France, a law to promote the hiring of disabled workers came into force on July 10, 1987, stipulating that all businesses with 20 employees or more must reach a quota of 6% disabled employees. The hearing impaired are often considered “easier” to integrate into the workplace due to the fact that their disability is less “visible” than that of a person of reduced mobility for whom the workplace must be made wheelchair-accessible, for instance. Therefore, it is highly likely that at some point the young managers graduating from our school will interact directly with the hearing impaired. In September 2008 GEM’s Department of Modern Languages and Foreign Cultures launched as an optional second foreign language a two-semester, 36-hour French Sign Language course for beginners.

Sign language is a full-fledged language with its own vocabulary, syntax, grammar and culture. Learning sign language exposes students to the unique issues associated with managing the disabled and broadens their understanding of intercultural management. (For further information, please contact nancy.armstrong-benetto@grenoble-em.com).

A12 Humanitarian and Development intervention

The purpose of this course is to develop the communication skills future managers working in the NGO sector will need. Whether they are working on humanitarian or economic development projects, professionals in the sector must be capable of communicating with persons “hostile” to their initiatives as well as with officials and donors.

The course covers topics including identifying the need for intervention; raising funds and garnering support; recruiting staff and building an intervention team; and ethics. (For further information, please contact nancy.armstrong-benetto@grenoble-em.com).

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A2 New development models

A21 “A Hub in Africa” program

Due to its geography, French-speaking Africa requires a specific development model (Porter). The region’s economy, which is mainly oriented toward the primary sector, is highly dependent upon natural resources. The region’s history, which has been marked by war and colonization, is also unique. Furthermore, a number of internal mechanisms have hurt development. These include poor governance, including rampant corruption in the business community and the embezzlement of public funds, and a low level of education among some populations.

The UN Millennium Summit held in September 2000 brought together world political leaders to set measurable targets known as the [Millennium Development Goals](#), to be achieved by 2015. The Millennium Development Goals are: eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability; and develop a global partnership for development.

The educational program “A Hub in Africa” aims to further the UN Millennium Development Goals. The curriculum focuses on SD. The goal of the program is to ensure that future managers integrate “sustainable” thinking into their approach to management. More specifically, future managers must factor the environmental and social impacts—and not just the financial impact—of their decisions into their everyday thinking. The program is offered in partnership with ESCA, the Business School of Casablanca, in Morocco. (For further information, please contact jean-françois.fiorina@grenoble-em.com).

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A22 “SD” partnership with Strate Design College

GEM and Strate Design College have decided to work together to find new ways to integrate SD into everyday life. SD means more than just using new materials—it calls for new modes of use and consumption. The two schools work closely together at all stages, from inventing and designing new objects to examining their commercial, financial and technical feasibility. The partnership is expected to result in the development of common curriculum modules, special degree programs and research. (For further information, please contact jean-françois.fiorina@grenoble-em.com).

A3 New educational materials

A31 The responsible management collection

The staff at GEM’s Dieter Schmidt library has created a collection dedicated to SD, CSR and ethics. The purpose of the collection is to make it easier for students and researchers to locate publications and multimedia resources addressing these issues. (For further information, please contact martine.allegre@grenoble-em.com).

A32 Regional SD and CSR project – second year

The regional SD and CSR project aims to provide a framework for the implementation of the PRME. Specifically, the project will raise the awareness of GEM stakeholders of SD and CSR issues in order to facilitate the emergence of innovative teaching methods.

The stakeholders involved in the project include students, businesses, local governments and volunteer organizations. Innovative teaching methods form the cornerstone of the project. Students work with other categories of stakeholders on a specific SD or CSR issue in order to gain insight into their rationales, objectives and challenges. The approach provides a forum for divergent viewpoints to come

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together, thereby promoting increased awareness of all stakeholders of the complexity of the issues from both an ethical and a strategy standpoint. The project may also result in joint projects between the various stakeholders.

The program is built around a series of classes, business cases, a network of trainers and teaching assistants, yearly events and participation in the UN Global Compact.

The teaching materials developed for the program are made available to all stakeholders via a web-based educational resource portal. Currently, the following materials are available or under development:

Part I: SD/CSR: Definitions, challenges and background

- Content under development
- Test entitled “Working toward SD” under development
- Available online via the Moodle e-learning platform

Part II: SD/CSR: Global issues

- Content created
- Test entitled “CSR in a Global Economy” under development
- Available online via Moodle and Open-CIM

Part III: SD/CSR: Local issues

- Content created for local government officials and employees
- Test created for the Orange (telecommunications firm) management training program in Grenoble, Paris and Bordeaux
- Academic article written on innovation in sustainable service as part of public-private partnerships
- Some items available on line via the Moodle e-learning platform

Next year additional materials targeting a more local approach will be added. In particular, the issues of sending jobs overseas and social crises will be addressed.

(For further information, please contact thibault.daudigeos@grenoble-em.com).



A4 Promoting interaction with stakeholders

A41 Participation in the Students in Free Enterprise (SIFE) program

Students in Free Enterprise (SIFE) is an international student program to promote ethical entrepreneurship. As part of their coursework, a group of GEM students submitted a Corporate Social Responsibility project to a SIFE competition. Their project, titled “CSR Together,” aimed to raise awareness of CSR and help SMEs in the Greater Grenoble area to implement CSR initiatives. The students wanted to capitalize on their experience to develop a CSR training course and create a CSR web portal for SMEs (www.sife.org).

« CSR Together » as explained by the students who developed it

“Our project was built around two main pillars. First, we interviewed 11 SMEs in and around Grenoble. Second, we helped one of the businesses implement CSR initiatives.

The interviews provided an opportunity to talk to businesses about what they thought a CSR policy should look like and what they expected to get out of such a policy. We worked with the Grenoble Chamber of Commerce and Industry to conduct 11 interviews at local SMEs. The interviews gave us a better understanding of the businesses' needs in terms of setting up a CSR policy. The notes from the interviews are available online, on the Chamber's Ecobiz communities of practice knowledgebase.

The second component of the project focused on one business in particular. Korus provides interior design and construction services for retail spaces. Prior to the project Korus already had a SD unit, but wanted to set up a more structured CSR policy. However, a lack of information about how to proceed had resulted in inertia. In order to help Korus overcome this stumbling block, we used the SD 21000 guide to ensure that the policy would be coherent. We also used a questionnaire to rank the company's needs, audited the company's current CSR situation, and drafted a summary report to present our project to management so that they would be able to provide us with the resources needed to implement the proposed CSR policy.

Our goal for this year was to develop a training course covering the most important issues involved in CSR. The course is a joint project with the Chamber of Commerce and will target both managers and employees of SMEs as well as students who want to learn the basics about SD. The idea is to hold a series of roundtable discussions to go with the course, in order to provide additional insight and exchange viewpoints.

We would also like to create the first-ever CSR web portal specifically for SMEs. The goal is to capitalize on what we have learned and disseminate our knowledge as widely as possible by providing an open-access knowledge base and resource documents. In addition, the web portal will increase our visibility and allow us to communicate on the work we have completed.”

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A42 The Citizen Act competition

During the Course module « Acting in sustainable development », students are invited to participate to Citizen Act. Citizen Act is a socially responsible business game organised by the Société Générale, a stock company. The objective of the competition is to organise an interactive social event enabling students of age, accordingly to the legislation of their country of origin, from universities, engineering or business schools across the world to work with Société Générale in examining and alleviating social and environmental problems. Société Générale is asking students to work as a team to try and define all aspects of what could be considered a socially responsible bank in the future. This participation enables to implement different courses learned at GEM that are linked to the PRME.

6 groups of GEM students have participated this year. 3 of them are still on competition. See www.citizenact.com.

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B. IMPLEMENT AND PROMOTE PRME THROUGH APPLIED RESEARCH

B1 Research activities

Our goal was twofold: to increase our research activities in areas related to SD and CSR and to disseminate the results of this research more widely.

B11 Research projects

Several GEM faculty members conduct applied research in areas related to SD and CSR. (For further information, please contact caroline.gauthier@grenoble-em.com).

RECENT GEM RESEARCH ON SD AND CSR

⇒ ARTICLES PUBLISHED

Chanaron, Jean-Jacques and R. Zoboli. "Hybrid Cars and Car Recycling: Step towards the Clean Car and the Closed-loop of Materials," *International Journal of Automobile Technology & Management* 7, no. 4 (2007): 261–267.

Chanaron, Jean-Jacques and J. Teske. "The Hybrid Car: a Temporary Step," *International Journal of Automobile Technology & Management* 7, no. 4 (2007): 268–288.

Gauthier, Caroline and B. Meyronin. "Nouveaux Services Publics et Développement durable," submitted to *M@n@gement*.

Gauthier, Caroline. "Développement durable et Responsabilité sociale : Quels bénéfices pour l'entreprise ?" forthcoming in *4810 : cultures et société en Rhône-Alpes*. Grenoble: Glénat, 2008.

Gauthier, Caroline. "Contribution of Management Sciences to SD," *International Journal of Environmental Technology and Management* 8, no. 1 (2008): 1–2.

Gauthier, Caroline. "An Ultimate Contribution of Management Sciences to SD," *International Journal of Environmental Technology and Management* 8, no. 1 (2008): 103–111.

Gotteland, David, C. Haon, and C. Gauthier. "L'orientation marché: synthèse et nouvelles directions théoriques, définition de l'« Orientation parties prenantes »,» *Recherches et Applications Marketing* 22, no. 1, (2007): 45–60.

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Götzsch, José. "Les perspectives du développement écologique des produits," *Technology Review, French Edition* 4 (2007): 80–83.

Götzsch, José. "Key Aspects of Product Attraction: A focus on Eco-Friendliness," *International Journal of Environmental Technology and Management* 8, no. 1 (2008).

⇒ THESES

Werle, Carolina. "Les déterminants des comportements de santé préventive : le rôle de l'auto-contrôle dans la prévention de l'obésité." PhD diss., Grenoble Ecole de Management, 2008.

⇒ BOOK CHAPTERS

Gauthier, Caroline. "On the Rationality of Stakeholder Orientation," in *Business Ethics in Focus*, ed. Frank Columbus. New York: Nova Science Publishers, 2008.

Gauchon, Pascal and J.M. Houissoud. *Les 100 mots de la géopolitique*. Paris: PUF, 2008.

Gauchon, Pascal and J.M. Houissoud. *Les 100 lieux de la géopolitique*. Paris: PUF, 2008.

Esposito, Mark, T. Ecimovic et al. "Individual and Social Responsibility," in *Sustainable Future, Requisite Holism and Social Responsibility* ed. Boris Maraz. 2008.

⇒ EDITORSHIPS

Gauthier, Caroline. *International Journal of Environmental and Technology Management*, guest editor, 2008.

Esposito, Mark. *Journal of Sustainable Leaders*, editorial board.

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B12 Dissemination of research

In order to more widely disseminate the results of our research on issues linked to the PRME, our researchers present papers at scientific conferences to share their results not only with the academic community, but also with other stakeholders and, in particular, managers.

⇒ PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

Gauthier, Caroline and B. Meyronin. "Nouveaux services publics et développement durable: une étude exploratoire à travers quatre études de cas." Paper presented at the AIMS conference, Nice, France, 2008.

Gauthier, Caroline and B. Meyronin. "Nouveaux services publics et développement durable: une étude exploratoire à travers quatre études de cas." Paper presented at the AIMS conference (SD workshop), Lyon, France, 2008.

Gauthier, Caroline. "Les responsabilités de l'entreprise vis-à-vis de l'Homme, de l'Environnement et du Profit: Que disent les experts?" Panel discussion moderated at ADERSE, Grenoble, France, 2008.

Gauthier, Caroline. "Choisir et mettre en œuvre la performance sociale et la performance environnementale de l'entreprise." Paper presented at ADERSE, Grenoble, France, 2008.

Gauthier, Caroline. "Choisir et mettre en œuvre le développement durable des organisations. 10 ans de recherche." Paper presented at RIODD, Montpellier, France, 2007.

Rüling, Charles-Clemens. Workshop facilitated at ADERSE, Grenoble, France, 2008.

Sanséau, Pierre-Yves. Corporate HR workshop facilitated at ADERSE, Grenoble, France, 2008.

Vitari, Claudio, I. Bourdon, and F. Rodhain, "L'utilisation d'Internet par les grandes entreprises françaises pour la communication externe de leur RSE: une étude sur les entreprises du CAC 40." Paper presented at ADERSE, Grenoble, France, 2008.

⇒ AWARDS

Gauthier, Caroline. *Académie des Sciences Commerciales* award for the book *Le développement durable au cœur de l'entreprise*, published by Dunod.

⇒ A SELECTION OF GEM PARTICIPATION IN OTHER ORGANIZATIONS

Academic Council on the United Nations System (ACUNS).

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Ecobiz SD Network at the Grenoble, France, Chamber of Commerce and Industry. Joint GEM/SME working groups to implement SD strategies.

Réseau International des Organisations en Développement Durable (RIODD).

French government *Plateforme 2025*.

EU Green and Connected Cities group.

B2 Participation in PRME & Research working group

GEM has participated in international PRME working groups since their inception. GEM's participation in the PRME & Research working group is evidence of GEM stakeholders' commitment to innovation in areas related to the PRME. We participated in the working group's online forum, most notably by promoting the development of social marketing; along the same lines, we have published a review of A. Andreasen's *Social Marketing in the 21st Century*; we have contributed to the report that has been presented at the First World Forum on PRME held at the UN in December 2008 (www.unprme.org).

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C. IMPLEMENT AND PROMOTE PRME THROUGH SUSTAINABLE BEHAVIOR AT GEM

C1 Comportement de GEM vis-à-vis de ses parties prenantes

C11 Projet en handi management

GEM runs a number of programs to promote diversity with the goal of enabling students with the required academic abilities to go to business school regardless of their socioeconomic or health status. In France, a law passed in 2005 set a quota of 6% disabled employees for companies with 20 employees or more. And yet, the disabled often do not have the education required for the positions available and businesses must cope with a dearth of college graduates to meet their staffing needs. Few disabled students continue their education at the college level, either because they do not feel up to the challenge or because there is no specific guidance for them. Today, businesses must raise their managers' awareness of disability-related issues and provide training so that they can ensure that disabled employees are integrated into the workforce. To achieve the necessary shift in mindset—so that individuals are assessed on the basis of their skills—a number of physical and psychological barriers must be lifted.



GEM's policy is built around several pillars that have been implemented gradually since the school formed a disabilities working group in September 2007. The purpose of the initiatives currently in place is to raise the awareness of the school's faculty and of future managers of disability-related issues in the workplace (since September 2008):

- Participation in the 2008–2009 disability management project. A team of ten students, with the support of the Dean of Students Office and the Athletics Department is participating this year.
- Beginner-level French Sign Language classes are now available (starting in September) as a second foreign language option for first-year students.
- The HR Management program second-year core curriculum will now include coursework on the legal requirements relative to employing disabled workers.
- The GEM intranet will now include information for disabled students.

The next steps will be to launch an informational campaign targeting disabled persons to encourage them to pursue their studies or go back to school (the school's first disabled students will enroll in September 2009) and to build a network of businesses and partners. (For further information, please contact susan.nallet@grenoble-em.com).



C12 The FACE project, “a gateway to success”

The issue of making admissions to schools in France's elite *Grande Ecole* system has been a top priority of the *Conférence des Grandes Ecoles* consortium for a number of years now. Stakeholders agree that the student populations of schools in the *Grande Ecole* system and, in particular, business schools, are not representative of the social and cultural diversity of society at large. Many young people fail to enter the system due to socioeconomic factors, despite the fact that they have the academic abilities required. And yet studying at a *Grande Ecole* school would help such students reach their full potential and would give them a highly sought-after degree that would ensure their successful entry into the workforce. This situation has a negative impact on both the schools, whose student populations lack the diversity needed to ensure optimal intellectual development, and young people, whose future prospects look dim in a society that rejects them due to their social, cultural or economic backgrounds. To improve this situation, a new admissions track has been set up in partnership with Grenoble's *Institut Universitaire Technologique* (IUT 2), nonprofit pro-diversity organization *Agir Contre l'Exclusion* (founded by 40 corporations in and around Grenoble), and public high schools across the Isère region.

This unique initiative entails holding a competitive entrance exam for recent high-school graduates, with admissions deferred for two years. The target population comprises students who have earned their *baccalauréat* in the social sciences, business, or literature track and have earned good grades, but whose cultural backgrounds and lack of financial resources discourage them from applying to schools in the *Grande Ecole* system. ESC Grenoble (GEM's undergraduate business school in the *Grande Ecole* system) admits students who have completed two years of coursework after the *baccalauréat*. Therefore, students who pass the entrance exam right out of high school under the new system would have to complete equivalent coursework successfully in order for the deferred admission to be valid. (For further information, please contact martine.favre-nicollin@grenoble-em.com).

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C2 GEM's environmental behavior

Although most of our activities involve face-to-face interaction (such as classes or conferences) or electronic communication, we at GEM do strive to reduce our environmental footprint. We are currently auditing our practices to determine strengths and areas for improvement. The results of the audit will enable us to better structure our efforts to reduce our impact on the planet.

C21 Reduce paper consumption: *RMT* goes electronic

Most academic journals hesitate to abandon their print versions in favor of electronic publishing. In order to help reduce paper consumption, GEM decided this year to publish its academic journal, *la Revue du Management Technologique (RMT)* electronically only. (For further information, please contact david.gotteland@grenoble-em.com).

C22 Reduce energy consumption

GEM's IT department is also working to reduce energy consumption. Several measures have been implemented.

- All CRT monitors have been replaced with LCD monitors. This has cut electrical consumption by half (CRT monitors use 140 Watts of electricity as opposed to 70 Watts for LCD monitors). Given that the school has 200 monitors, this represents savings of 14 kilowatts per hour of operation.
- Traditional desktop PCs have been replaced by thin clients. The school has 90 desktop computers in its student computing centers. These have been or will soon be replaced by thin clients, which use much less electricity (70 Watts for an ordinary desktop PC vs. 20 Watts for a thin client). Once all 90 computers have been replaced, the savings will amount to 4.5 kilowatts per hour of operation.

Accréditations



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- Widespread use of notebook PCs. Half of the school's installed base of computers consists of notebook PCs, which consume 5 Watts of electricity, as opposed to 140 Watts for a desktop PC with LCD monitor.
 - The use of virtual servers. Virtual servers optimize server resources. Several virtual servers can be installed on a single physical server. This ensures that resources, and in particular electricity, will be optimized at 70% to 80%, as opposed to 20% for a dedicated physical server. Because virtual servers reduce the number of physical servers needed, air conditioning costs will also be reduced.
 - Used equipment is sold to employees to prolong the product lifecycle.
 - Students are charged for printing (even though the system is expensive to run) to raise their awareness and encourage them to print less.
 - Course materials are published online (via Moodle) to limit photocopying.
 - The school's library subscribes to a number of databases to limit subscriptions to paper periodicals while ensuring access to a wide range of publications.
- (For further information, please contact helder.mathias@grenoble-em.com).



CONCLUSION, OUTLOOK, AND PRIORITY OBJECTIVES FOR 2009

The initiatives outlined in this report are just a sampling of GEM's efforts to further the PRME objectives. However, the projects discussed here do illustrate the school's willingness to integrate the six principles into operations across the organization.

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Initiative	Principle 1 Purpose	Principle 2 Values	Principle 3 Method	Principle 4 Research	Principle 5 Partnership	Principle 6 Dialogue
Implement and promote PRME through innovation in teaching						
New courses						
A11 – French Sign Language	X	X			X	
A12 – Humanitarian and development intervention	X	X			X	
New teaching methods						
A21 – A Hub in Africa	X		X		X	X
A22 – Partnership with Strate Design	X		X		X	
New teaching materials						
A31 – Responsible management collection	X		X			
A32 – Open CIM	X		X			
Promoting interaction with stakeholders						
A41 – SIFE	X					X
A42 – Citizen Act	X	X	X		X	X
Implement and promote PRME through applied research						
Research Activities						
B11 – Research projects	X			X	X	
B12 – Dissemination of research	X					X
Participation PRME & Research working group						
B2 – PRME & Research	X			X		X
Implement and promote PRME through sustainable behavior at GEM						
GEM's behavior with regard to its stakeholders						
C11 – Disability management	X	X	X		X	
C12 – FACE program	X	X			X	X
GEM's environmental behavior						
C21 – Reducing paper consumption	X	X	X			
C22 – Reducing energy consumption	X	X				



At GEM, we would like to take our commitment even further. We have set up a Global Compact team to head Global Compact and PRME strategy and implementation at GEM (Project manager: caroline.gauthier@grenoble-em.com). We have also hired a Global Compact intern (For further information, please contact caroline.gauthier@grenoble-em.com).

GEM presented its Global Compact strategy to all employees at a general staff meeting held in April 2008. There is also a Global Compact intranet page. In addition, several meetings with GEM executives were held and presentations given at a select Strategy Committee meeting and an Executive Committee meeting in September 2008. Two priorities have been set for 2009:

Raise faculty awareness of and provide training on PRME to increase effectiveness

We would like our students, as future managers, to approach everything they do from a SD standpoint. This means having the mindset and know-how to assess the social and environmental impacts of their decisions and actions. We would like our curriculum to reflect this. To achieve this, the faculty must play an active role. Some of our professors have already requested training. We would like to make responding to their request a top priority. (For further information, please contact caroline.gauthier@grenoble-em.com).

Improve GEM's sustainable behavior

At GEM we are aware of the need to improve the sustainable behavior of the institution and its internal and external stakeholders. We are currently auditing our practices and a survey has been sent out to collect ideas from our staff. We have identified several potential targets, such as water consumption, electrical consumption, paper consumption and recycling. Our QUID Center, in charge of continuous quality improvement at GEM, is expected to address these issues very soon.